CALIFORNIA COMMUNITY COLLEGES
AND
NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

#89-0017
California Community Colleges  
Curriculum and Instructional Resources Division

<table>
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<tr>
<th>FISCAL YEAR</th>
<th>ID NUMBER</th>
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<td>North Orange County</td>
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**PROJECT TITLE**

**Cypress Summer Bridge Program**

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<td>C --- Special Learning Needs Ed/Dis</td>
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**PROJECT DIRECTOR**

Fred Calhoun, Director SEDC

**PROJECT SUPERVISOR**

Thelma Scott-Skillman, VP Student Services

**PROPOSAL DESCRIPTION**

This project is designed to provide under-represented groups who are under-prepared to succeed academically and emotionally in colleges and universities. The program provides high school sophomores, juniors, seniors and graduates with instruction in Basic English, mathematics, study skills, self-concept, and speech, as well as, career exploration and paid on-the-job training.
In recent years, American education has had to come to grips with the need to increase educational opportunities for underrepresented students in higher education. Of particular concern is the need to identify ways and means of providing opportunities to raise college and university enrollment rate among groups such as Blacks, Hispanics, and low-income individuals of all ethnic backgrounds.

There is no question that California has been in the vanguard in the quest to provide educational equity. Despite the gallant efforts of some of California's leading educational institutions, there remains a tremendous need to increase the number of underrepresented groups making the transition from high school to higher education.

As often is the case, underrepresented groups are also underprepared to succeed academically and emotionally in colleges and universities. Therefore, it is proposed that the Cypress College Student Educational Development Center (SEDC)/Extended Opportunity Programs and Services (EOPS) conduct a Summer Bridge Program that will provide underprepared high school sophomore, juniors, seniors, and graduates with instruction in basic English, basic mathematics, study skills, self-concept, and speech, as well as, career exploration and paid on-the-job training.

This program is designed to achieve the following:

1. To ensure that underprepared high school students become competent in the basic skills that will serve as the foundation for mastery of the higher education curriculum.
2. To strengthen the self-concept of underprepared students so that they will possess the self-confidence and courage to compete in higher education.
3. To provide paid on-the-job training through cooperation with the Job Training Partnership Act (JTPA) for educationally underprepared and low-income students that will allow them to earn a summer income and more vividly internalize the connection between employment and education. Moreover, to place them in jobs that will necessitate their use of recently acquired basic skills, thus reinforcing educational attainment.
4. To introduce the student to education beyond the community college, through classroom discussions and field trips to nearby four year college and universities.
5. To conduct workshops that will discourage negative behaviors such as drug abuse and gang activities that impede intellectual and academic growth.
6. To expose educationally underprepared students to career areas not common to the experiential pools through contact and interaction with experts in science, engineering, business, and education.

The program is deemed necessary to address the needs of underprepared students and will be continued through college funding, if Instructional Improvement Program funds are not available beyond the 1989-90 fiscal year. Tracking will take place to determine the educational and career success of participating students.
Cypress Summer Bridge Program

1. Specific Educational Program Being Addressed

COLLEGE SUMMER BRIDGE PROGRAM
For sometime the California Community Colleges have been extremely concerned relevant to the provision of educational opportunities for the educationally disadvantaged population. While California is worthy of praise for pioneering and leadership efforts in this crucial area, there is still much to be done as the educational disadvantaged population continues to exist in huge numbers.

Many of the traditional methodologies used to recruit educationally disadvantaged students center around reaching out to high school students in their senior year. While this approach has proven worthwhile, appropriate consideration should be focused on preparing students in lower grades regarding gaining the necessary awareness and educational foundation to negotiate the demands of higher education.

Starting orientation and college preparation progress to assist students in the lower grades, say be viewed as means to stem the appallingly high dropout rate that is such a major problem for the educational community. It is a given that students who do not complete high school, very seldom attend and/or complete college.

As many educational experts already know, high school attrition rates are uniquely burdensome for minorities in high schools as documented by the California Postsecondary Education Commission. The graph below depicts their research findings: DISPLAY 5 The number of high school graduates in 1982-83 compared to ninth graders in 1979-80 differs considerably among ethnic groups and gives at least some indication of their attrition rates.

Indeed it appears that some kind of assistance is needed to keep high school minority students from dropping out and to encourage their enrollment in higher education. Also it is the experience of the Cypress FOPS program that white students who are poor are also at risk of dropping out. Subsequently, it is the philosophy of the Cypress administration that all high
school students at risk of dropping out, should receive intervention services to decrease the odds of this situation occurring.

In light of the difficulties facing minorities and low-income people of all ethnic backgrounds, in relationship to enrollment in college and universities, the Cypress College Student Educational Development Center, in concert with the EOPS program and the Job Training Partnership Act, proposes to offer a Summer Bridge Program that will aid minority and low-income students in making the transition from high school to college.

The Summer Bridge Program will be designed to provide instruction for high school sophomores, juniors, seniors and graduates in basic skills and in areas that will increase self-awareness leading to college and career success. Careful evaluation has indicated that the following courses should be offered as a part of the Summer Bridge Program: Study Skill Development, Basic English, Basic Mathematics, and Career Exploration. Workshops will be conducted that will include topics such as self-concept and communication skills, some of which will be video recorded as a means of providing a learning review for students. Field trips to local colleges and universities will be conducted to inform students of the educational opportunities available beyond the community college.

Specialists will be readily available to provide students information and assistance in completing forms for financial assistance. The Federal Job Training Partnership Program will fund work positions for the student employment which centers around developing a program magazine, where students will be required to use their recently acquired basic skills. As part of their work duties, students will be required to write and edit the magazine articles based on their college experience, interests, and from interviews of key community leaders and Cypress College staff. The employment opportunity is expected to assist them in making the very important connection between education and work.
2. Specific Problems Being Addressed

[SEE “PROGRAM” SECTION OF THIS DOCUMENT.]
3. Population To Be Served

[NO “POPULATION” ACCOMPANIES THIS DOCUMENT.]
4. Objectives

[SEE “WORKPLAN” SECTION OF THIS DOCUMENT.]
5. Workplan Narrative

WORK STATEMENT
The Summer Bridge Program has several significant objectives and scheduled activities. They are as follows:

OBJECTIVE 1:
To provide basic skill instruction that will prepare twenty-five high school students and recent high school graduates, especially underprepared minority and low-income students for college entrance.

ACTIVITY:
Target population will receive classroom instruction in basic English, basic math and career exploration.

OUTCOME:
1. Ninety-five percent of the participating students will complete the Bridge Program.
2. One hundred percent of students who complete the Bridge Program will remain in education as a result.
3. Post tests will demonstrate that students have gained the basic skills that will allow them to advance to new horizons in education.

OBJECTIVE 2:
To increase the students awareness of the world of work by providing instruction in career exploration.

ACTIVITY:
Students will receive information regarding various careers and participate in activities that involve career assessment instruments.

OUTCOME:
1. All students will realize new vistas regarding career choices and skills needed to successfully compete in the labor market.
2. All students will gain an appreciation for proper habits and dress for the world of work.
3. Students will exit the program with entry level skills, gain work study or part-time employment while attending high school or college.

OBJECTIVE 3:
To decrease the high school attrition rate for minority and low-income students.

ACTIVITY:
The combination of gaining adequate basic skills, renewed self-confidence and awareness of future college opportunity is expected to stem the high school attrition rate.
OUTCOME:
Ninety-five percent of students will gain the level of self-concept that will propel them to seek educational excellence and a better quality of life in general

OBJECTIVE 4:
To improve the student’s self-image and self-confidence
ACTIVITY:
Students will receive information regarding various careers and participate in sessions that involve career assessment activities.

OUTCOME:
The consultant's evaluation will demonstrate that all 100 percent of the participating students made gain in oral communication and assertiveness. All students will experience a greater sense of self-confidence through self-concept training and through exposure to role models in such fields as science, engineering, business and education

OBJECTIVE 5:
To improve the student’s oral communication skills.
ACTIVITY:
A consultant will teach students the fundamentals of oral communication and will utilize a video camera as a evaluation and learning enhancement tool.

OUTCOME
1. Ninety percent of the students participating will graduate from high school.
2. Eighty-five percent of the students enrolling in higher education will reach their goals.

OBJECTIVE 6:
Provide students with awareness that will prevent their association with illegal drugs and gang activity.
ACTIVITY:
1. Specialists will be invited during the self-concept training of address the issue of drug abuse and gang activities.
2. More specifically these experts will inform the students of the negative impact that such activities have on their educational pursuit, and their emotional and physical conditions.

OUTCOME:
1. Students will avoid drug and gang activities to a greater extent than those who do not participate in the Bridge Program, as determined by the longitudinal study.
2. Students will complete their educational training to a greater extent than those who did not participate in drug and gang awareness activities.
OBJECTIVE 7:
To expose the student to computer technology used currently in higher education.

ACTIVITY:
Students will utilize computers in the course of carrying out their work duties in a manner that gently introduces them to computer technology.

OUTCOME
1. All students will be introduced to the computer and gain a basic understanding of its utility as they carry out work assignments.
2. All students experience a greater comfort in interacting with computers because of their experience in the Summer Bridge Program.

OBJECTIVE 8:
A project director will be assigned to direct the activities of Summer Bridge Program.

ACTIVITY:
Responsible for the day-to-day supervision of the program.

OUTCOME:
1. The project director will insure that the programs dynamics take place as planned.
2. The project director will address any immediate needs of the students in the program.
3. The project director will maintain close contact with the program supervisor to discuss and evaluate the progression of the program.

OBJECTIVE 9:
A supervisor will be assigned to oversee the entire project.

ACTIVITY:
Responsible for the supervision of the program including budget, hiring and allocating of fiscal and human resources.

OUTCOME:
1. The supervisor will oversee the entire program.
2. The supervisor will provide for the provision of fiscal and human resources for the program.
3. The supervisor will select, in concert with project director, hourly and certificated staff to carry out the program.
4. The supervisor will insure that a system of longitudinal follow-up is available to track progress of students who participate in the program.

OBJECTIVE 10:
A study skills class will be offered in order to prepare students to master the study techniques necessary to complete college classes.

ACTIVITY:
Students will be required to apply study skill techniques as they relate to Bridge Program Classes. These techniques will include motivation, reading techniques, note-taking, list-making, library research, concentration and memory.
OUTCOME:
1. Students will gain the necessary study skills that will allow them to comprehend, analyze, interpret, and recall instructional material in written and verbal formats.
2. Students will feel comfortable in the classroom and will be able to control test anxiety to an acceptable level.
3. Students study skills proficiency will give the needed confidence to take more challenging classes

OBJECTIVE 11:
An instructor will be hired to teach basic English skills.
ACTIVITY: Provide instruction in basic English pre and post test students for level of proficiency. Supervise the work of the tutors.
OUTCOME: Ninety percent of the students will demonstrate significant gains relevant to their English skill levels.

OBJECTIVE 12:
Five tutors will be hired to supplement instruction in basic English study skills and mathematics.
ACTIVITY: Provide one-to-one and/or small group tutorial assistance to supplement the instructional efforts.
OUTCOME: Tutors will contribute significantly to all of the goals involving student retention and education proficiency.

OBJECTIVE 13:
A mathematics instructor will be hired to teach basic math.
ACTIVITY: To provide instruction in basic mathematics pre and post tests for proficiency level. Supervise the work of the tutors.
OUTCOME: All twenty-five students receive instruction and placed in job slots that will complement and reinforce the acquisition of basic skills. Eighty-five percent of the students in the mathematics class will show significant gains as demonstrated by pre and post testing.

OBJECTIVE 14:
An instructor will be hired to teach career exploration.
ACTIVITY: Provide students with information regarding various career fields. Provide students with computerized career assessment. Teach student proper interview and job interview techniques. Mock interview session will be video
taped to critique student's performance. Each student will develop a personal resume.

OUTCOME:
One hundred percent of the students exiting the program will have a good background regarding career opportunities, their likes and dislikes for certain careers. They will have the techniques and skills for entry level, part-time positions while attending high school or college. Secondly, they will gain skills that will be useful in locating after college goals are met.

OBJECTIVE 15:
A consultant will be hired to present a workshop on oral communications.
ACTIVITY:
A consultant will provide students with the fundamentals of oral communication. Activities will also include assertion training. Video equipment will be used to critique student's performance.
OUTCOME:
1. All students exiting the program will be able to demonstrate the fundamental of oral communication.
2. All students exiting the program will be more assertive related to positive aspects of life.

OBJECTIVE 16:
Two computer and two computer printers will be purchased.
ACTIVITY:
Two needed computers and two computer printers will be utilized to supplement exiting computer equipment to help students carry out their jobs. Furthermore it will provide students with the opportunity to utilize equipment that is now common tools used in the college curriculum.
OUTCOME:
1. All students exiting the program will do so with a fundamental understanding of the computer.
2. All students exiting the program have a greater comfort in interacting with computers.

OBJECTIVE 17:
Twenty-five basic mathematics books will be purchased for student’s use and additional six copies for instructor and five tutors.
ACTIVITY:
To be used by the instructor in carrying out his assignment and for tutors who will use them for tutorial purposes.
OUTCOME:
1. Math books will assist the students in grasping the subject matter.
2. All math students will be assigned a math book for instructional purposes.
OBJECTIVE 18:
Students will publish a magazine to reinforce basic skill learning.

ACTIVITY:
Students will write and edit a magazine that will be used to chronicle the Bridge Program experience and to reinforce their learning efforts.

OUTCOME:
1. Students will gain a better appreciation for their academic potential and ability.
2. Students will have a document (magazine) that reminds them of their past academic accomplishments which will serve as a motivational force for future success.

OBJECTIVE 19:
A longitudinal study will take place to chart the progression of participating students

ACTIVITY:
The administration of the program will be involved in tracking the progress of students up to five years after they complete the program. Follow-up activities will include research of the education institutions the students attended, level of educational attainment, and type and place of employment.

OUTCOME:
1. The Bridge Program will be able to measure the progression of 90 percent of its population regarding educational attainment and/or type and place of employment.
2. The longitudinal study will indicate that 90 percent of the minority and low-income students, participating in this program, will eventually enroll in higher education.
6. Expected Outcomes

OUTCOMES --- PROBABLE OR EVENTUAL IMPACT OF THE PROJECT

The project will provide minorities and low-income students of all ethnic backgrounds with the tools that will start them on course of educational career and life success. It will assist the students in several ways:

1. It will stem the wave of attrition so common among high school students.
2. It will provide high school students with courage and the fundamental skills to enter higher education.
3. It will expose Summer Bridge Program students to unfamiliar areas of education such as the sciences and engineering,
4. It will create a positive legacy for other students from which to model success.

POTENTIAL FOR CONTINUED SUPPORT

Excellent support for continuation after grant expires. The Cypress College faculty and administration are committed to helping nontraditional students succeed in higher education and in society in general.

POTENTIAL FOR ADAPTATION TO OTHER INSTITUTIONS OR PROGRAMS

The program offers a design that would easily be adopted by any college, especially colleges with EOPS programs.
7. Evaluation Plan

EVALUATION PLAN
The program will be evaluated as it is being conducted on a weekly basis using the following components:

1. Effectiveness of instructional delivery.
2. Effectiveness of tutorial support.
3. Attitude of instructional staff.
4. Attitude of students.

The program will also be evaluated on a five year follow-up basis that will include:

1. Bridge Program retention rate.
2. High school retention rate.
3. College retention rate.
4. Impact on the high school community, impact on the college community.
5. Basic skill proficiency levels of the students exiting the program.
8. Dissemination Plan

DISSEMINATION PLAN
The plan will be disseminated through the mail to every community college in the State of California, to the State Chancellor's Office and all thirty-five high schools served by Cypress College. An invitation will be extended to all colleges to talk to the program leadership for any verbal information they might desire. The plan will also be sent to the Cypress College Senate, Board of Governors and the EOPS Statutory Committee.
9. Budget Narrative

[NO “BUDGET SUMMARY” ACCOMPANIES THIS DOCUMENT.]