CALIFORNIA COMMUNITY COLLEGES
AND
NAPA VALLEY
COMMUNITY COLLEGE DISTRICT

#90-0060
### Project Title

**Academic Outreach Program for Under-Represented Students: Napa Valley College Success Academy**

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<tr>
<th>FISCAL YEAR</th>
<th>ID NUMBER</th>
<th>COLLEGE</th>
<th>DISTRICT</th>
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<tbody>
<tr>
<td>1990-91</td>
<td>90-0060</td>
<td>Napa Valley</td>
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<tr>
<th>FUNDING CATEGORY &amp; AWARD</th>
<th>ELIGIBLE PROGRAM</th>
<th>PROJECT CATEGORY</th>
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<td>Grant = $13,610</td>
<td>D --- Ed Services for New Clientele</td>
<td>Outreach Model</td>
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<tr>
<th>PROJECT PRODUCT</th>
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<td>Chicano-Latino</td>
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<td>Math, English</td>
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<th>PROJECT DIRECTOR</th>
<th>PROJECT SUPERVISOR</th>
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<tr>
<td>Jose Hurtado, Bilingual Counselor</td>
<td>Ed Shenk, Dean Enrollment &amp; Student Services</td>
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**Proposal Description**

This project proposes to pilot a model “Success Academy” designed to increase participation in post-secondary education among Chicano-Latino students who are not eligible to attend either the University of California or the California State University. The project serves at least 50 students in two one-week Success Academies, directed to Chicano-Latino students and their parents. The staffing team includes a bilingual college counselor, two high school counselors, an English instructor, a math instructor, and college support staff.

The project (1) exposes potential students to the college in a non-threatening manner; (2) provides training and skill development in English and math to upgrade current levels to collegiate levels; and (3) increases the number of Chicano-Latino students who attend college. Each student, as a result of the program, understands the educational imperative and develops and individual education plan that includes post-secondary education.
Napa Valley College proposes to pilot a model "Success Academy", designed to increase participation in postsecondary education among the Chicano-Latino students who are not eligible to attend the University of California or California State University. The population to be served will be Chicano-Latino students who reside in the upper Napa Valley.

The upper valley region is in the heart of the Napa Valley wine country where agriculture and tourist related industries are the primary employers. The Chicano-Latino population of St. Helena and Calistoga, the major towns in the upper valley, is estimated to exceed 28% K-12 Chicano-Latino enrollments in the schools ranges from 24% in St. Helena to 34% in Calistoga. At Calistoga High School, 50% of the students are Chicano-Latino.

College participation rates are the lowest of any of the college's service areas. Chicano-Latino students account for only about 10% of Napa Valley College's total student enrollment. Only 9% of that number are from the upper valley. Of those enrolled, a disproportionately high number drop out before the end of their first semester. Distance, travel costs, socioeconomic and skills are among the factors that contribute to the problem.

The project will serve at least 50 students in 1990-91 in two one-week Success Academies, directed to Chicano-Latino students and their parents. A team of staff will include a bilingual college counselor, two high school counselors, a math instructor, an English instructor and college support staff.

The project is designed to:
1. expose the upper valley students to Napa Valley College in a non-threatening manner.
2. to provide training and skill development in English and math to upgrade current levels in order for students to successfully participate in college.
3. to increase the number of Chicano-Latino students from the upper valley who choose to attend college.
4. to evaluate the effectiveness of the project and disseminate the model to other community colleges.

As a result of this project parents and students will jointly understand the educational imperative. Each student will develop an individual education plan that includes postsecondary
education. In addition, Napa Valley College will be a "not so distant" college. Chicano-Latino enrollments should increase.

Napa Valley College intends to continue this project and expanding it to serve greater numbers of students.

The college requests funds totaling $13,610 to support the proposed project.
1. Specific Educational Program Being Addressed

Over the past ten years community college retention rates for underrepresented minority students have declined. The major issue confronting the California Community Colleges is the inadequate academic preparation by students from underrepresented ethnic groups at middle school and high school levels. Consequently this results in low rates of success and eligibility to transfer among these students.

The project will promote access to postsecondary education for primarily Chicano-Latino high school students who are otherwise ineligible for admission to the University of California and/or the California State University system.

The purpose of this program is to build on the Napa Valley College transfer agreement process through the development of collaborative strategies with St. Helena and Calistoga Unified School Districts. The strategies proposed are designed to strengthen students' motivation, preparation and knowledge about college through individual and group activities.
2. Specific Problems Being Addressed

SPECIFIC PROBLEMS ADDRESSED

High school students in Napa County face numerous barriers to access to postsecondary education. These barriers are compounded and more acute for underrepresented students who are primarily Chicano-Latino, often limited English proficient, and from families with limited incomes.

The school age population of the upper valley (Calistoga and St. Helena) is predominately new majority. 26% of St. Helena K-12 students are minority. 36% of Calistoga K-12 students are minority. 50% of Calistoga High School enrolments are Chicano-Latino. In fact, Chicano-Latinos comprise the dominant new majority population in the upper valley.

The enrollment statistics for upper valley new majority students is appalling. Upper valley Chicano-Latino students do not enroll in Napa Valley College classes at the same rate as their counterparts from the City of Napa. While the upper valley contains the predominate new majority population, of which Chicanos-Latinos are the greatest number, upper valley students comprise less than 10% of the Chicano-Latino credit students enrolled at the college.

The agriculture and tourist service industries are the major employers in Napa County. Chicano-Latino students in the upper valley have very few role models who attended college among the nuclear and extended families and among the larger, business, professional and educational communities.

The relative isolation from a major college center is a constraint to access for information, campus-community exchange, and ease of access. The Napa Valley is geographically constrained by two mountain ranges. Only two roads connect the upper valley area (St. Helena and Calistoga) with the lower valley (American Canyon, Napa, Yountville.)

In fact, distance is a major factor that prevents many of these students from attending college. Calistoga is approximately 30 miles from the Napa Valley College campus, and St. Helena is approximately 20 miles away. There is no bus service linking the upper and lower valleys.

The cumulative cost for Calistoga students to attend classes at Napa Valley College is approximately $2200 for round trip transportation per academic year. The cumulative cost for St. Helena students is approximately $1550 per year. This is quite high when compared to the $150-300 per year cost for students living in the City of Napa.

Because of socio-economic factors, transportation costs, and other reasons, the typical upper valley new majority high school student does not access Napa Valley College in numbers proportionate to their lower valley counterparts.
Napa Valley College recognizes these problems and has plans to provide a full range of education programs and services in the upper valley. The college has received approval to construct a new center in St. Helena, tentatively scheduled to open in Fall 1992. Once the new center is established and new programs and services are available, enrollment of upper valley new majority students is expected to increase substantially. However, an immediate response is necessary.

This project will address factors inhibiting access to Napa Valley College and other segments of higher education for upper valley students. The project will also build upon existing college efforts to work with upper valley Hispanic students through the highly successful Tutorial Options Program and Hispanic Retreat.
3. Population To Be Served

POPULATION TO BE SERVED

The population to be served by this project includes new majority Chicano-Latino students enrolled in the St. Helena and Calistoga Unified School Districts. High school seniors, recent graduates and middle school students will be involved. The program will serve at least 50 students in 1990-1991.
OBJECTIVES

The goal of the project is to establish the Napa Valley College Success Academy to provide orientation and support to underrepresented students from the upper valley who have the desire to complete a higher education but do not meet the entry requirements for the University of California or California State University system. The Success Academy has been planned to include the following features:

- the format will be a two, one-week college success/survival training programs.
- staff will be interdisciplinary/interdepartmental and will include counselors, math instructor, and English instructor.
- emphasis will be placed on developing skills in reading and writing, arithmetic/math/algebra, academic/personal counseling; college survival skills; team building; group identification.
- students will be chosen from among recent high school graduates, high school seniors and middle school students.

The objectives and activities that are detailed on the following pages have been developed to assist Napa Valley College, working with Calistoga and St. Helena School Districts, increase student persistence through high school to community college and transfer to universities. The goal of the project is to increase by at least 10% the number of new majority students from the upper valley who enroll at Napa Valley College, or any college.

A. OBJECTIVES:

1) Identify and recruit at least 25-30 high school seniors, recent graduates and middle school students to participate in each of two Success Academy programs.
   Dates: Upon notification of funding - July 1990 April - May 1991
   Budget: $960

2) During August 1990 and June 1991, conduct one week Success Academy Programs to introduce Hispanic students from St. Helena and Calistoga High School students to Napa Valley College and college life, with the goal of transfer to a four year university.
   Dates: August 6-10, 1990 June 24-28, 1991
   Budget: $11,150

3) Evaluate and disseminate project results.
   Dates: on-going evaluation dissemination, June-September, 1991
   Budget: $1,500
5. Workplan Narrative

WORKPLAN

B. ACTIVITIES
A full range of activities has been planned to ensure that each of the objectives is achieved within the timeline of the project.

Activities to accomplish Objective 1

1) meet with middle school and high school students involved in the college’s Tutorial Option Program in St. Helena and Calistoga High Schools and encourage them to participate in the next step for college motivation and entry.

2) encourage Success Academy participants to become involved in the NVC Annual Hispanic Retreat, scheduled each August. The retreat involves students and their parents in a one day program providing motivation and role models.

3) provide information and motivation for upper valley parents and students to plan for the opening of the NVC Upper-Valley Center in Fall 1992.

4) faculty and counseling staff will select Academy students on the basis of criteria.

5) provide round-trip transportation for participants from local high schools to Napa Valley College.

Personnel Required: college bilingual/bicultural counselor

High school counselors

Equipment/Materials: none required

Evaluation: level of participation from high school seniors, recent graduates and middle school students

Activities to accomplish Objective 2.

1) develop a program that includes English and math skill development, counseling and assessment

2) identify and demystify essential English/math skills required for college success.

3) advise and assist students who are high school seniors and recent graduates to create a college class schedules.
4) advise and assist middle school students to create a high school schedule of classes
directed to meet college entry requirements.

5) build a sense of student community and purpose among seniors, graduates, and
middle school students; among parents and educational personnel; and among high
school and college personnel. 6) provide individual and group counseling that includes:
career counseling, team building, academic counseling, college orientation, personal
counseling.

Personnel Required: college bilingual/bicultural counselor
high school counselors
college math instructor college
English instructor

Equipment/Materials: slide projector, video equipment, paper, blackboard

Evaluation: % participation in week long program
% participation of parents
evaluation instrument results
enrollment of seniors/graduates in college
self report of middle school student interest

Activities to accomplish Objective 3.

1) develop a follow-up model for a small group of students which can be transferable to
other populations in other schools/colleges.

2) create a replicable model for other colleges, particularly those in rural areas serving
distant, underrepresented new majority populations.

3) disseminate project results according to the proposed dissemination plan.

Personnel Required: college bilingual/bicultural counselor
high school counselors
college math instructor
college English instructor
college support staff

Equipment/Materials: none required

Evaluation: % of students who pursue postsecondary ed.
replication of model by other colleges
refined Success Academy curricula

C. SUCCESS ACADEMY PROGRAM

The project is based on successful models at other community colleges and draws upon Napa
Valley College staff experience. The Success Academy contains components from the
SOARR program, counseling, Hispanic Retreat, Cinco de Mayo, college environment classes
and Tutorial Options Programs which have operated in Calistoga and St. Helena schools for the past three years. The following narrative provides a more in-depth description of the major components of the Success Academy.

ORIENTATION:
Each daily session will open with an orientation program to Napa Valley College and higher education. The orientation program will consist of relevant college information. Registration, majors, transfer, grading, financial aid, and other regulations will be discussed at length. Each session will end with a summary in order to reinforce the activities of the day. The outcome of the orientation will be for each student to complete an "Individual Education Plan." The final day will also involve high school counselors assisting the high school students with their educational plans.

MATH AND ENGLISH:
The goal of this component is to provide a head start to the academic year by demonstrating that the students can move from their current levels of achievement to a higher proficiency level. The math and English instructors will work to reinforce and build upon previous learning and knowledge. The short time frame of the proposed project requires concise instruction so the focus will be on the identification and demystification of essential skills. The program will emphasize the following concepts: the importance of math and English; the attainability of the requisite skills; the broader need for and value of essential skills; steps to success; and assessment of current skill levels.

COUNSELING:
Both high school and college counselors will be among the key project staff. Friday is designated counseling day. High school counselors will meet with middle school students to develop high school education plans that will provide students with the skills and coursework required for college entry. The college counselors will meet with high school seniors and recent high school graduates to assist them with their college schedules and individual education plans.

PARENT INVOLVEMENT:
Parent involvement is an essential aspect of the project. Although all parents recognize the importance of a college education, not all parents understand the "hows" and "whys." This program will include parent involvement from the beginning through the end of each students’ participation. The first session will be a general overview and orientation that will be held in two parts. Part One will be for the student and held during the day. Part Two will be held in the late afternoon or evening for the parent. The program will include facts and information demonstrating the economic and social implications of a college education. The parents will be encouraged to attend any part of the program and invited to participate as volunteers. The last meeting will be an evening program complete with dinner and the presentation of awards. The parents will also receive awards in recognition of their sacrifice and support for their children. Napa
Valley College will work to make the parents an integral part of their children’s education.

STUDENT FOLLOW-UP:
One of the most important aspects of the project will be the development of a student follow-up model. Middle school student progress will be monitored throughout the remainder of their high school career. High school seniors and recent graduates who go on to enroll at Napa Valley College, or another community college, will be monitored regularly until they transfer, complete a program, or drop-out. The follow-up will consist of individual appointments with counselors, conferences with teachers, visits to four year universities and meetings with university representatives.

MOTIVATION/SCHOLARSHIPS:
To encourage Success Academy participants to attend Napa Valley College, project staff will help students identify sources of grants, financial aid and/or scholarships to help each participant cover the cost of attending Napa Valley College.

COORDINATION:
A high level of coordination will be required to insure the success of this project. College personnel will work side by side with high school personnel to plan and implement the project. College staff will work together in order to plan a synoptic curriculum aimed at the specific population. Facilities, equipment, materials and financial support will also be coordinated to insure the most efficient use of resources.

D. PROJECT STAFF AND MANAGEMENT
The project will be a joint effort of Napa Valley College, Calistoga Unified School District, and St. Helena Unified School District. A committee of representatives will continue to plan and participate in the implementation of the project once it is funded.

Overall project management will be through the office of Dr. Ed Shenk, Dean of Enrollment and Student Services at Napa Valley College who has overall supervisory responsibility for all student services programs. Day to day operation of the project will be the responsibility of Jose Hurtado, who will serve as Project Director.

The college business office will monitor project funds, prepare financial reports, and process grant expenditures. Napa Valley College typically receives five to ten grants and contracts each year, has established procedures, and has qualified staff to manage funds.

Below is a list of project staff and a summary of their experience and project involvement.

Jose Hurtado, Project Director /Bilingual Counselor: Employed at Napa Valley College for over 10 years and a graduate of St. Helena High School. Will provide counseling, conduct orientation, provide college orientation, and lead career advisement sessions.
High School Counselors (2): will participate in recruitment and selection of participants, provide career advisement, and academic counseling. One from St. Helena, one from Calistoga.

Instructors (2): One math instructor and one English instructor will provide instruction, reinforce skills, and build confidence for future coursework and study.

Ron Rhyno, Associate Dean of Evening/Summer/New Majority Affairs will provide support in planning, implementation, follow-up and evaluation.

Margo Kennedy, Associate Dean for Upper Valley Center, Off Campus Programs and Special Projects: directed Tutorial Options Program. Will support planning, implementation and evaluation of project.

Judie Walter-Burke, director of planning and development will assist project staff with monitoring, program review and evaluation. She will also assist in dissemination and reporting.
6. Expected Outcomes

EXPECTED OUTCOMES
A. PROJECT OBJECTIVES

As a result of this project, Napa Valley College will have developed a model program to provide on-going support to local underrepresented middle school and high school students and recent graduates. The expected outcomes of the project include the following:

1) at least 25-30 underrepresented students will have participated in each Success Academy and will have developed individual education plans that include college education.

2) a model curriculum for the Success Academy will be developed, tested and available for replication at Napa Valley College and other colleges.

3) math and English instruction will result in students gaining skills that will allow them to successfully participate in college.

4) evaluation and follow-up will reveal that upper valley new majority student enrollment at Napa Valley College will increase by at least 10%, as a result of the proposed project.

B. IMPACT OF THE PROJECT

The overall impact of the project should be quite broad and quite dramatic. Napa Valley College expects that cooperation and coordination efforts with local high schools will result in on-going and broader efforts toward articulation and transfer. College staff also expect that the impact of the project, by virtue of state funding, will be felt by other California Community Colleges that adopt the model that is developed and tested under this grant.

The Success Center will enrich opportunities for middle school students, high school students, and recent graduates to pursue postsecondary education. The primary impact will be an increase in college enrollment. A secondary but equally important impact is that the college will improve and expand its presence in the upper valley area. In addition, students participating in the project will improve their performance in math and English classes.

The impact of the project will also affect the families of participants. Chicano-Latino families will recognize the importance of a college degree or certificate.
C. POTENTIAL FOR CONTINUED SUPPORT

The potential for continued support is quite strong. Once the first year of operation is complete and the college has some experience administering the program, the summer school and student services budgets will support program continuation.

The college is committed to addressing the problem and intends to continue the program beyond the funding period.

D. POTENTIAL FOR ADAPTATION TO OTHER INSTITUTIONS

The model Success Academy is one that may be adapted by other institutions and programs. The work plan and overall design of the project is intended to be simple enough for replicability. It was developed to ensure that other colleges can benefit directly from the results of the project.

The curriculum will be designed to insure that it is both effective and easily adaptable. Training and cross-training of staff could be accomplished by utilizing current staff that have a commitment to the goals of the project.
7. Evaluation Plan

EVALUATION PLAN - 10 POINTS
The overall project evaluation plan includes both summative and formative evaluation components. The evaluation process will involve periodic monitoring by project director, dean of enrollment and student services, and project staff. The factors to be evaluated are progress in meeting objectives, seeing that activities are accomplished according to the timeline of the project, and student outcomes such as grades in math and English classes, transfer and success in college.

College staff will work with the Chancellor’s Office Project Monitor who will be responsible for oversight of the project as a whole. College staff will direct any questions or problems related to project design, implementation, or outcomes to that person.

The project director will meet with instructors and counselors on an on-going basis to evaluate the course content and program activities that are part of the Success Academy. A four hour post-session is planned for all instructors and counselors to develop an evaluative statement and suggestions for revision. Student input and team observations will be used to support any decisions made at that time. The evaluative statement and suggestions will be included in the final project report and dissemination materials.

All of the students will complete an evaluation questionnaire. The primary responsibility for implementing student evaluation will be with the counselor, math and English instructors and the high school personnel.

Summative evaluation will include a comparison of students’ pre and post test results. The tests will be evaluated by the primary instructors. Additional summative evaluation will include measures of objectives: How many students were recruited to participate? How many participated in each session? Did the curriculum cover all aspects as planned? Did the project meet its goal of increasing enrollment in Fall 1990? Do students plan to attend college? Were results shared with other community colleges?

On-going student follow-up will be provided by counselors, as described in the work plan, to monitor student progress and evaluate long-term program effectiveness.
8. Dissemination Plan

DISSEMINATION PLAN

Napa Valley College will work within the constraints of the budget and time to disseminate the results of the program as widely as possible.

The project director, with support from project staff and college administrators will prepare reports as required by the Chancellor's Office. Copies of the reports will be available to anyone interested in the outcomes of the project.

An aggressive dissemination plan has been designed and includes the following activities:

- local media coverage through press releases to inform the local community of the joint project between Napa Valley College and local school district.

- copies of curriculum, instructional materials, evaluation results will be available to all California Community Colleges.

- a program summary will be prepared by the Project Director which will contain a list of all project materials that are available for dissemination. The summary will be mailed to the Dean of Instruction at each California Community College.

- the project staff will make presentations of project results at conferences and workshops throughout the state. Audiences may include high school and community college groups. New majority affairs, underrepresented students, counseling, students services and other groups will be among those who may be addressed.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]