West Contra Costa County Mentoring Program: Pyramid Project

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Consortium Project

The Consortium, which is a collaboration between Richmond Unified School District (RUSD) and Contra Costa College, has identified and is currently working with 101 eleventh grade African American male students in the Pyramid Project.

Contra Costa College is responsible for the management and the accomplishments of the stated goals and objectives in the proposal. RUSD is responsible for providing high school counselors to work directly with the Project Director.

The Project Director’s responsibilities to the Consortium are to (1) attend Saturday classes and record attendance; (2) assist the instructors when needed; (3) provide counselors a Saturday class attendance report; (4) keep counselors apprised regarding progress of the project; (5) meet with counselor and student(s) when needed; and (6) provide counselors a list of mentor/mentee matches.

The District has provided counselors at each of the schools who interact with the Project Director. School counselors (1) provide a written assessment of students to the mentors and Project Director; (2) monitor students’ attendance and submit reports to Project Director; (3) submit progress reports and grades of the students; (4) identify students deficient in graduation credits; and (5) arrange access to students for Project Director’s visits to the school.

The economy of scale specifically breaks down as follow: CCC provides $34,308 and RUSD provides $2500. The college recognizes its direct link to the feeder high schools and is providing a valuable service as RUSD is experiencing severe fiscal difficulties.

The program has made tremendous gains in efforts to retain and motivate eleventh grade African American male students toward academic achievement. Some of the stated goals and objectives in last year’s funding agreement under FII have been accomplished. Continued funding is necessary to ensure that all goals and objectives are met. The project intends to continue (1) the
Saturday college class; (2) the Mentoring Program; (3) Academic Tutoring Program; (4) counseling services; and (5) financial aid workshops.
This project will have a systemwide impact because: 1) costs are minimal to provide direct intervening services for African-American males matriculating through the baccalaureate level; 2) it focuses on a population which makes up less than 3% of California's total college and university enrollment and provides them with a systemic ladder for success and 3) it can be replicated in any district with African-American males who are not completing their high school education and subsequently going on to 4-year institutions. This project may mean that approximately 75 African-American males who might otherwise not continue their education will now do so. In addition to academic achievement, these students will develop a stronger cultural foundation, increased self-esteem, and the tools necessary to continue on to the baccalaureate level or gainful employment.

This project will meet the Access Priority as stated by the Board of Governors Basic Agenda Priorities. The application will accomplish this through intensifying efforts to increase the number and success of underrepresented students in transfer programs and through improving the retention of underrepresented students through instruction and student services. Students will be co-counseled by Richmond Unified School District counselors and CCC faculty to encourage their retention and matriculation through high school graduation. These students will be monitored upon entry at a postsecondary institution.

Based on the successful conclusion of the components of this project, which include mentoring, a college preparatory class, and academic assistance, the results will be quantified.
This project addresses the Access priority from the BOG Basic Agenda. Specifically, it addresses special learning needs and preparation for employment specifically for African-American males. The primary focus is the recruitment, retention and transfer of this population. Part of the approach described in this proposal for meeting these priorities is to create an individual mentoring relationship for each of the targeted students. 75 African American high school juniors will be identified to be mentored throughout the eleventh and twelfth grades. These students will be tracked for the next five years to assess the impact of the mentoring experience. (To do this assessment, a control group will also be identified and tracked over a five year period.)
a. "WHEREAS, African-American males make up only 4 percent of the population of California, but are victims of 31 percent of the states' homicides and comprise 38 percent of the state's prison population; and

b. WHEREAS, National statistics indicate that one of every 22 African-American males will die as a result of homicide and that one of every six African-American males will be arrested by the age of 19 years; and

c. WHEREAS, African-American males make up less than 3 percent of California's total college and university enrollment . . ." (California Legislature, Assembly Concurrent Resolution No. 2 - Relative to the California Commission on African-American Males." December 7, 1992.)

This proposal addresses the young African-American male population in West Contra Costa County.

County Baseline Data. Contra Costa county is bifurcated with the west where Richmond is located - having some of the poorest neighborhoods in the state, and with the east having some of the wealthiest. A few statistics will demonstrate the difference: the unemployment rate for the city was 8.1%, compared to a county rate of 4.7% as of March 30, 1988. There were 70,137 persons classified as disadvantaged in the county (less Richmond), and 21,151 classified as disadvantaged in Richmond. (Note that Richmond accounts for only about one-tenth of the population of the county, but that it contains almost two-ninths of the county's economically disadvantaged). There was a 32.1% dropout rate in Richmond, and 26.3% rate for the County as a whole. Again, these figures represent the general population. The African American population's figures are correspondingly worse. (Source: Richmond Data, May 1989 Planning Dept., City of Richmond.)
The population to be served by this project consists of 75 African American males now enrolled at five high schools in the Richmond Unified School District: DeAnza High School, El Cerrito High school, Richmond High School, John F. Kennedy High School, and Pinole Valley High School. They are eleventh graders this academic year as illustrated in the following data published by the Contra Costa College (CCC) and RUSD Districts (1991):

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Asian</td>
<td>13.50%</td>
<td>13.34%</td>
<td>12.88%</td>
</tr>
<tr>
<td>Black</td>
<td>25.60%</td>
<td>36.63%</td>
<td>34.01%</td>
</tr>
<tr>
<td>Filipino</td>
<td>5.10%</td>
<td>5.92%</td>
<td>5.17%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>14.90%</td>
<td>15.45%</td>
<td>18.07%</td>
</tr>
<tr>
<td>Nat. American</td>
<td>0.90%</td>
<td>0.43%</td>
<td>0.51%</td>
</tr>
<tr>
<td>White</td>
<td>40.00%</td>
<td>28.62%</td>
<td>29.37%</td>
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Note: This table compares CCC students with local elementary and high school students in order to check the degree to which CCC reflects the composition of its community and to predict possible future changes in the CCC student body.

Local studies have shown that all of the African American males in the Richmond schools are at-risk. (Variations in SES do not seem to affect their degree of at-risk status.) Because of the demographics of these schools, virtually all of the African American males in the schools will be able to be either a participant or a member of the control group. Numbers in the eligible pool are shown below.
<table>
<thead>
<tr>
<th>School</th>
<th>Eligible Population</th>
<th>Active Participants FA-92 SP-93</th>
</tr>
</thead>
<tbody>
<tr>
<td>DeAnza High School</td>
<td>44</td>
<td>3</td>
</tr>
<tr>
<td>El Cerrito High School</td>
<td>60</td>
<td>20</td>
</tr>
<tr>
<td>John F. Kennedy H. S.</td>
<td>52</td>
<td>7</td>
</tr>
<tr>
<td>Pinole Valley H. S.</td>
<td>33</td>
<td>6</td>
</tr>
<tr>
<td>Richmond High School</td>
<td>25</td>
<td>4</td>
</tr>
</tbody>
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African American RUSD Student Enrollments
(male & female) 1991-1992

<table>
<thead>
<tr>
<th>School</th>
<th>Eligible Population</th>
<th>Dropout Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>De Anza High School</td>
<td>455</td>
<td>31.2%</td>
</tr>
<tr>
<td>El Cerrito High School</td>
<td>648</td>
<td>45.0%</td>
</tr>
<tr>
<td>Kennedy High School</td>
<td>672</td>
<td>73.2%</td>
</tr>
<tr>
<td>Pinole High School</td>
<td>319</td>
<td>15.1%</td>
</tr>
<tr>
<td>Richmond High School</td>
<td>448</td>
<td>33.1%</td>
</tr>
</tbody>
</table>

Source: California Basic Education Data System (CBEDS)

Although California's high school dropout rate fell 9.5% - from 20.1% in 1990 to 18.2% for 1991 - the dropout rate for African Americans has not declined. The state's goal by the year 2000 is to reduce the dropout rate to under 10%.

African American RUSD Dropout Rates
(male & female) 1986 1991

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<tr>
<td></td>
<td>15.3</td>
<td>17.1</td>
<td>16.9</td>
<td>10.5</td>
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Drop Rates in California Public Schools
Statewide Totals

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<tbody>
<tr>
<td></td>
<td>25.0</td>
<td>20.1</td>
<td>18.2</td>
<td>27.2</td>
</tr>
</tbody>
</table>

Source: California Basic Education Data System (CBEDS)
Non-Performance Objectives:

a. To reduce the high dropout rate from high school of target population.
b. To equip the target population to enter the workforce with better basic skills.
c. To improve the motivation of target population for entry into college.
d. To improve the retention rate of those who do enter postsecondary institutions.

Performance Objectives:

• By the end of the 1992-93 academic year, 75 potentially at-risk African American male students in their junior year of high school and an equal number to serve as a control group will be identified. (Completed)
• Assure a 75% program retention rate and a 65% college enrollment rate for all participants.
• Identify and maintain a mentor relationship with the business community for each student throughout the life of the project and into college.
• Provide summer career-related job experience and enrichment class for all participants.
• Through partnerships with the high school, provide supplemental educational and support services to each student throughout their senior year.
• Develop and implement a strong parental involvement component of the project.
• Develop support and supplemental resources through effective partnerships with external funding sources.
• Develop a follow-up component that will track project and control students annually for five years after the conclusion of the project.

The Follow-up Component. This describes the plan that will track project and control students annually for five years after the conclusion of the project.

The plan for follow-up is based on the collection of data through reports (identified as Checklists) from the mentors, counselors, and from the participants themselves. The plan is to provide each group of informants with a written report survey sheet (followed by a telephone interview if necessary), the results of which will be stored in a computer data base. Project director will coordinate the collection of data during the life of the project. Thereafter, a
Consultant will be hired for purposes of collecting and analyzing the data.

Regular progress reports and yearly interim report will be presented to the President of Contra Costa College to be shared with the appropriate officials in the Richmond Unified School District and in the Contra Costa Community College District office. At the end of the project a summative evaluation will be conducted along with pertinent data analysis. Project director will coordinate the production of the evaluation document with assistance from the consultant.

The consultant will understand that a serious effort will need to be made to get responses from the participants and from the control group, especially after the conclusion of the project, and that telephone interview will be the preferred method of follow-up.
Head counselors from each of the participating high schools will provide a written assessment of enrolled students to the Project Director. This assessment is then culled with completed Parent and Student Questionnaire Forms which thus constitutes a Student Profile Dossier.

In an effort to effect better attendance and grades in high school, all students will be individually matched with a mentor. Mentors will review with students their weekly attendance record by phone or in-person. Counselors will provide the Project Director and mentors with monthly progress reports and grades of the students. Mentors will review the information and discuss with students. Each Monday, the Project Director will meet all students who were not at the Saturday college class, Career 102R. All students are required to attend Tuesdays' and Thursdays' tutoring sessions.

Four special college workshops will be scheduled for the participants: Two in Fall 93 and two in Winter 94. These workshops will cover financial aid and admissions processes.

Mentors will be professionally trained in order to be effective mentors. Training will consist of but not be limited to goals and objectives for mentees, how to handle difficult students, establishing rapport, interpretation of Student Profile Dossier, and other vital and effective training methods and skills. The Project Director and mentors are encouraged to identify summer jobs in meaningful career oriented work.

The students will form an After School Club complete with officers and meet with the Project Director twice a month. This group will offer support to its members and provide the students with ownership in the program.

A group meeting consisting of parents, students, and counselors will be arranged by the mentors to review the students' progress.

The Project Director will keep the community, business and civic leaders apprised of the program by a monthly newsletter. This effort will build a network of community support and develop into a source of revenue and donations of in-kind services.

Potential supplemental resources have been identified that will fund the program beyond 1994. The Pyramid Program
will submit a proposal for funding to School, Colleges, and University Partnerships (SCUPS), Fund for the Improvement of Postsecondary Education (FIPSE) and CalServe.

Contra Costa College will utilize the college researcher to assist the evaluation and participant follow-up of the project.
The following objectives will be met fully:

1. (Completed in first year's project. By July 30, 1992, 75 potentially at-risk African American male students who will be in their junior year of high school in 1992-93 and an equal number to serve as a control group will be identified.

2. By June 30, 1994, more than 57 students in the participant group will have graduated from high school, thus demonstrating a program retention rate of better than 75%. We will expect to exceed these minimal figures.
   • By August 30, 1994, more than 49 students in the participant group will have enrolled in a college program, thus demonstrating a better than 65% college enrollment rate for all participants. We will expect to exceed these minimal figures.

3. By September 1, 1993, enough mentors will have been identified and paired with student participants so that each participant will have a mentor throughout the life of the project and into college. The mechanism for the recruitment of mentors is already in place and communications have been occurring with a variety of local professionals.

4. By June 6, 1994 when the participants graduate from high school, a summer career-related job placement or enrichment class will be available for all graduating participants.

5. By July 1, 1993, agreements will have been reached to provide supplemental educational and support services to each student throughout their junior and senior years.

   • Develop a follow-up component that will track project and control students annually for five years after the conclusion of the project.

b. Impact of the project.
This project will have impact on a variety of levels, on a personal level it will have profound impact on the individuals involved: the students and their parents, the counselors and their colleagues, the mentors and their associates, and the college personnel. On an institutional level, the project will demonstrate an effective and straightforward model of addressing a clear educational problem because it identifies a particular problem, provides for input from the actors who will focus on the problem, establishes a strategy for solving the problem, and provides for follow-up. On a societal level the project addresses a community social problem and will serve as an example of what can be done when society (or, in this instance, a small segment of the society) sets
forth with some determination to solve a problem.

Project personnel believe that the model will have a systemwide impact as it calls for minimal expenditure; it can be very cost effective in the immediate implementation, not to mention the extremely valuable result of potentially changing the direction of a significant number of lives. This project may mean that 50 or 60 students who might otherwise not continue their education will now do so. They will become productive members of the community; they will be better citizens themselves and have stronger families. The project will help to stem the tide of increasing numbers of unemployed, unhappily frustrated people.

c. Potential for continued support after the expiration of the grant.
There is great potential for continued support after the expiration of the grant. Once the high school counselors witness the value of the program, they will be motivated to continue. The simplicity of the project is evident, and the connections with mentors will have been established. The project coordinator's role will be subsumed by the director of the Contra Costa College African-American Retention Program which was established in April, 1991 (see attachment, ON THE WAY.)

d. Potential for adaptation to other institutions or programs.
The program is easily adapted to other locations, other communities, other institutions. There are no technical difficulties, no extensive training, no special tools required. A successful project depends on establishing focus and recruiting caring people to mobilize the altruistic tendencies and the enlightened self-interest of the particular community in which the project is to be replicated.
The plan for evaluation of the project is to collect and analyze those data relating to the basic question, "Has the project met its objectives?" and to display these data and the analysis narrative in a project report, a concluding document.

Objective 1.: (Completed) By June 30, 1992, 75 potentially at-risk African American male students who will be in their junior year of high school in 1992-93 and an equal number to serve as a control group will be identified.

Evaluation: Names and other demographic information regarding the participants will be displayed in the evaluation document.

Objective 2.: By June 30, 1994, more than 57 students in the participant group will have graduated from high school, thus demonstrating a program retention rate of better than 75%.

Evaluation: Names of the graduating participants will be displayed in the evaluation document.

August 30, 1994, more than 49 students in the participant group will have enrolled in a college program, thus demonstrating a better than 65% college enrollment rate for all participants.

Evaluation: Names of the enrolling participants will be displayed in the evaluation document.

Objective 3.: By September 1, 1993, enough mentors will have been identified and paired with student participants so that each participant will have a mentor throughout the life of the project and into college.

Evaluation: Names of the mentors and signed letters of commitment from them will be displayed in the evaluation document.

Objective 4.: By June 6, 1994 when the participants graduate from high school, a summer career-related job placement or enrichment class will be available for all graduating participants.

Evaluation: A survey will be conducted of the project participants demonstrating what opportunities for career related summer employment they had, and which opportunities they decided to pursue. Survey results will be exhibited in the evaluation document.
Objective 5.: By September 1, 1993 agreements will have been reached to provide supplemental educational and support services to each student throughout their junior and senior years.

Letters of endorsement shall be submitted by each of the counselors from the RUSD and from the CCC staff representatives. Letters will be displayed in the evaluation document.

Objective 6.: By September 30, 1993 a strong parental involvement component will be developed and implemented.

Evaluation: Names of the parents and signed letter of commitment from them will be displayed in the evaluation.

Objective 7.: By December 31, 1993 a plan will have been developed to provide a way to develop supplemental resources through external funding sources.

Evaluation: Evidence of at least grant applications will be submitted in the evaluation document.

Objective 8.: By June 30, 1994, a follow-up component that will track project and control students annually for five years after the conclusions of the project will be completed and tracking will continue. The follow-up plan is presented in detail later in this proposal.

Evaluation: The follow-up plan will be implemented developed and the data will be analyzed. (All of the follow-up instruments will be included in the evaluation document.)
Administrators and faculty members at Contra Costa College are frequent presenters at conferences locally, statewide, and nationally. The project director will encourage a panel of participating students, parents, counselors from the high schools, faculty and administrators from the college, and representative mentors to present the project at appropriate workshops, conferences and conventions. Journal articles will be written by the project evaluator and the project director. High school counselors, mentors, students and parents will also be invited to write articles and letters to the editor of local newspapers, and to address community groups about what the project has meant to them.

Contra Costa College's The Advocate, the student newspaper, will carry a series of articles as a part of the regular reporting on local affairs and college outreach services.

A follow-up component that will track project and control students for 5 years after the conclusion of the project is also planned. This component shall contain at least the following:

a. Education Section - Information about the current education status-planned educational goals, specific location of institutions attended, declared major, etc.

b. Career/Employment Section - Information about the current employment status-planned career area, counseling activity, etc.

c. Personal Data Section - Information about the student's address, age, sex, ethnicity, academic status, etc.
Contra Costa

Budget Narrative

[No information provided in this document for this section.]