93-0029
Fresno

Pathways to Education

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Consortium Project

This proposal is a consortium effort between California State University, Fresno, the Fresno County Office of Education - Migrant Education Program, and Fresno City College. Fresno County Schools will be responsible for identifying high school seniors who are migrant education students with the potential to benefit from the project. The Fresno County Office of Education will disseminate nomination forms and applications to all high school counselors, collect all completed applications, rank all applicants, and assist with the selection of project participants.

California State University, Fresno (CSUF) will house all project participants in their dormitories during the five week summer residential program. All campus facilities will be made available to project participants including library privileges, athletic facilities, meal service, linen service, etc.

Fresno City College will offer all classes, tutorials, and seminars for the project participants. Students will be bussed to the Fresno City College campus from CSUF daily to attend classes in Reading, English, math, computer science, career planning, and study skills.

This project will allow students to transition from high school to Fresno City College while being exposed to the four year university environment. Students will have an opportunity to improve their academic skills prior to their first full Fall semester. After completion of this project activity these students should aspire to do well at Fresno City College and eventually transfer to a four year university.
Impact on Systemwide Need

[No information provided in this document for this section.]
This program has been designed to meet the criteria for eligible programs and services under the area of Program Development. In addition, this program also meets several of the Board of Governors Basic Agenda Priorities.

A. Program Development - efforts to address the special learning needs of educationally disadvantaged students.

The Fresno County Office of Education reports having 21,656 migrant education students. These students face many obstacles in their educational experience. In 1966, the United States Congress established the national migrant education program under the authority of Title 1 of the Elementary and Secondary Act (ESEA) based on the premise that poverty, mobility, and school achievement are related. Fresno County schools receive ESEA funds to provide supplemental instruction to the 21,656 migrant students.

Providing educational services alongside the migrant education program is the College Assistance Migrant Program (CAMP) housed at four-year universities. This program was established by Congress to assist migrant education students to complete postsecondary education at selected universities. According to a report of the Migrant Education Goals Task Force, National Association of State Directors of Migrant Education, March, 1992 there were only seven CAMP programs in 91-92 around the country that served only 335 students. CAMP Programs by federal law may only work with freshmen students so migrant education transfer students from Fresno City College are unable to utilize CAMP services once they transfer to the university.

There is currently no special program targeted to assist Fresno City College migrant education community college students. The majority of migrant education students will enroll at a community college rather than a four year university because of the cost or more stringent academic admissions requirements at a CSU or UC. This project will provide funds for Fresno City College to continue to provide support to migrant education students upon graduation from high school. These students are at greatest risk of dropping out without special efforts targeted to assist their transition from high school to college. Since so few of the migrant education students complete high school, it is imperative that the college take extraordinary steps to insure that as many of these students as possible successfully complete the two year degree and/or transfer. In order to increase their success and transfer rates to
a four year university, Fresno City College in consortium with the Fresno County Office of Education and California State University, Fresno propose offering Pathways to Education. Pathways to Education is an intensive summer orientation residential program that will assist at-risk migrant college freshmen with an opportunity to earn college credit while improving their skills in reading, writing, math and computer science skills. This consortium effort will also include new initiatives by California State University, Fresno to meet the needs of the transfer migrant education student.

B. Board of Governors Basic Agenda Priorities and Initiatives

MISSION - Remedial instruction, English as a Second Language, and support services that help students succeed at the postsecondary level are "important and essential functions."

Students will receive between 9 and 10 hours of daily classroom instruction in courses that will include remedial English, math, and reading. Classroom instruction is generally between 8:00 a.m. and 4:00 p.m. and between 6:00 p.m. and 9:00 p.m. Career Planning, study skills classes, and group team building activities are also planned for these students. These students will receive an extensive orientation to Fresno City College. This orientation will include weekly presentations from various support service offices and assistance with developing their Fall semester educational plan.

ACCESS - Intensify efforts to increase the number and success of underrepresented students in transfer programs.

ACCESS - Design a comprehensive service package that couples instruction and support services to best meet identified student needs.

Migrant Education students have found English and math to be a barrier to transferring to a four year university. This program is intended to assist program participants through the initial basic skills English and math classes so that they can successfully pursue the required transfer classes.

This program is a comprehensive instruction and student support services package designed to meet the needs of migrant education students. Support services include counseling, orientation, assessment, tutorials, group self-esteem building activities, and field trips. In addition, California State University, Fresno (CSUF) is a consortium partner in this project. Project participants will be housed
in the CSUF dorms and participate in joint activities with CSUF’s Migrant Education Summer Program. Project participants will spend over 130 hours on the CSUF campus receiving transfer orientation services and participating in group activities while being exposed to a four year university environment. After this residential experience, project participants will aspire to successfully complete the associate's degree and transfer to a four year university.
According to the Fresno County Board of Education (FCBE) Migrant Education Office, there are more than 21,000 migrant pupils in the State Center Community College District’s service area. The district’s location in the "Western Stream" bring a steady flow of migrant farm workers, many of who follow the crops from the Imperial Valley of Southern California to Oregon and Washington. After consulting with the FCBE Director of Migrant Education, it was concluded that Fresno City College is currently serving part of the migrant population. For all intents and purposes, this population is as invisible on our campus as they are to the larger community. As a result, the degree to which we are meeting their unique needs is doubtful. Listed among those needs/problems are:

1. Uneven educational preparation and documentation
2. Presence of cultural and familial barriers
3. Potential loss of income to the family
4. Preponderance of negative school experience
5. Problem of immigration status
6. Remediation in areas of language, basic skills, fluency, self-concept, and role expectation

The summer institute is designed to provide migrant youth with the opportunity to earn college credit, provide remediation in needed academic areas, develop life management skills, and foster a positive self-concept.

The Summer Institute will provide services and resources in the following areas:

1. Individualized academic classes
2. College credit classes
3. English language development
4. Tutorial assistance
5. Textbooks and classroom supplies
6. Academic and personal counseling, both individual and group
7. Vocational and career awareness counseling
8. Meals/snacks
9. Recreation
10. Follow-up services
11. Educational and cultural field trips
12. Transportation
13. Academic remediation

The Summer Institute "Pathways to Education" was chosen as a methodology because it represents a combination of the effective elements of successful migrant education Summer Institutes held in Florida. It provides a combination of student support services and instruction to insure success. It allows for a consortium effort between Fresno City College and feeder high schools as well as the four year transfer institution, California State University, Fresno. A residential program will take care of housing needs for students whose parents may leave the area to follow the crop harvest.
The Fresno County Office of Education will identify 40 migrant education students to participate in the project. These students will be migrant education high school graduates or migrant students over the age of 18. Currently, over 21,000 migrant education students reside in our service area. 98% of the migrant education students are of Hispanic or Mexican American ethnicity.

Fresno City College reported 5,205 Mexican American/Hispanic students enrolled in Fall 1992. Of this enrollment 2,332 Mexican American/Hispanic students took the English Placement test in Fall or Summer of 1992. The results were as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Eligibility</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1 A</td>
<td>6%</td>
<td>129</td>
</tr>
<tr>
<td>English A</td>
<td>48%</td>
<td>1,121</td>
</tr>
<tr>
<td>Developmental classes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 62/60</td>
<td>28%</td>
<td>644</td>
</tr>
<tr>
<td>ESL</td>
<td>18%</td>
<td>425</td>
</tr>
</tbody>
</table>

The table indicates that only 6% of the Mexican American/Hispanic students are eligible to enroll in English 1A. 48% of the students were eligible for English A, the prerequisite for English 1A. If the students in English A do not pass a final exit writing sample as a part of the class, they cannot enroll in English 1A. English A has presented a significant barrier to transfer for the target population.

The short-term impact from this project will be a smooth transition to Fresno City College for participants. Participants will receive an extensive orientation to college, academic remediation, and career goal setting. Students will earn their first college credit units in a highly supportive environment.

The long-term impact from this project will be a smooth transition for participants from high school, through Fresno City College, to a four year university. A long-term consortium agreement between Fresno County Schools, Fresno City College, and California State University, Fresno should result from this first effort.
1. Students will complete a minimum of 6 college units as documented by work completed and transcripts by August 30, 1993.

2. Students will show growth of one grade level in a minimum of one academic area as measured by pre and post tests by August 30, 1993.

3. Students will develop a career exploration plan as documented in their student files by August 30, 1993.

4. Students will develop study skills through enrollment in a study skills class by August 30, 1993.

5. Students will improve their knowledge about support services available at Fresno City College as measure by pre and post tests by August 30, 1993.
Fresno County Schools Migrant Education Program (FCMP) will disseminate information and applications for the project to all high schools in the county. These materials will be bilingual. High school counselors will be asked to nominate qualified migrant education students for participation in the project and to forward all completed applications and nomination papers to the FCMP Office. 40 participants will be selected. Meetings will be held with parents and selected students to explain the program and participant responsibilities.

A project supervisor will be hired as the 24 hour site supervisor on both campuses. The supervisor will live in the dorms with the students and dorm advisors. Summer English, math, computer science, and guidance instructors will be identified and hired for the project. In addition, dorm advisers/tutors will be hired from either CSUF or Fresno City College student enrollments.

Arrangements for dorms, food service, and pool service will finalized with California State University, Fresno. Courses and classroom arrangements will be finalized on the Fresno City College campus. Transportation arrangements will be finalized with the assistance of Fresno County Schools.

Students will be picked-up from various high school sites in the county, delivered to CSUF on Sunday evenings, and met by the site supervisor and dorm advisors. Students will be transported to the FCC campus daily for course work and then back to the CSUF campus for dinner and additional group work in the evening. Students will be bussed back to the high school sites on Friday afternoons.
a. Project Objectives

In meeting the objectives of the project students will earn college credit in basic skills classes and improve their skills in English, math, and computer science. Students will be provided tutorial assistance as necessary. They will receive individualized developmental instruction based on documented deficiencies. Through enrollment in guidance classes they will improve their study skills needed to achieve academic success and be exposed to career development activities designed to assist them in exploring careers, and in planning the strategies needed to attain their individual goals. Students will develop positive self-concepts, leadership potential, and social awareness through the planned group activities. Project participants will be exposed to the four year university environment and aspire to successfully complete the associates degree to become eligible for transfer to the university.

b. Impact of the project

This project is the first consortium effort between the Fresno County Schools Migrant Education Office, Fresno City College, and California State University, Fresno Migrant Education Program. If this project is funded, it will be the seed towards development of a migrant education program on the Fresno City College campus. It will be a model for other community colleges lacking residential facilities for offering a transition program from high school through community college to a four year university. Migrant education students will be far better served through this targeted program and achieve better retention and transfer rates.

c. Potential for continued support after the expiration of the grant.

The recently developed consortium between the Fresno County Office of Education Migrant Education Program, California State University, Fresno, and Fresno City College have all committed themselves towards securing funding to continue this project. Additional grant funding for subsequent years is currently being applied for by all three agencies as a consortium, to other funding sources including the Department of Labor, Department of Education, and the Kellogg Foundation.
d. Potential for adaption to other institutions or programs.

The Summer Institute "Pathways to Education" for Migrant Education students will be a model for other consortium efforts throughout the state. A handbook on how to establish a Summer Institute will be developed by project staff. This handbook will include a project overview, logistical information, job descriptions, budget, course descriptions, program timelines, program forms, site information, and schedule information. This handbook will be disseminated on request, to any public education agency interested in duplicating the institute.

A workshop on how to establish a summer institute through a consortium effort will be developed by all consortium members and proposed as a workshop for CCCCA, the Community College Chancellor's Conference, CSU Counselor Workshops, CLCC, and ACCCA.
The overall purpose of the evaluation plan will be to measure the extent to which the application objectives outlined in area six above have been met. The project supervisor will be responsible for collecting the documents required to verify completion of the objectives and develop an evaluation report to summarize the accomplishments of the institute. The specific purpose for evaluating this program is to: 1) provide a mechanism to enable project staff and others to determine whether the participant students are receiving the intended services with the desired individual outcomes; 2) determine that the content of activities and processes are effective; 3) demonstrate the extent to which the project achieved its desired outcomes; and 4) provide documentation for reporting. A pre-program evaluation consisting of the English and math placement tests will be completed for each student. In-progress evaluations will be completed bi-weekly for each student. Instructor and counselor evaluations for each student will identify progress towards achievement of objectives. The Post-Program (Outcome) evaluation will measure the extent to which the program activities contributed to the success of the participating students. Success will be measured by variables such as academic performance, follow-up retention rates, selection of transfer major, and follow-up transfer rates.
Product/results - outline of what is to be disseminated:
A handbook on how to organize, establish, and implement a migrant education summer institute through a consortium effort will be developed including recruitment brochures, applications, course outlines, student evaluation forms, logistics, site information, job descriptions, program overview, schedules, program timelines, and program forms. A description of the program outlining the research data demonstrating success will also be included.

Describe the target population for dissemination:
All California Community Colleges will be offered the handbook with information going to Counseling Department Chairs, PUENTE staff, and EOP&S Directors. In addition, abstracts of the project will be sent to all CSU’s and UC’s Deans of Students and County Office Migrant Education Directors.

Describe the methods that will be used to target and disseminate to the target populations:

CCCCA will be sent a convention proposal regarding the Migrant Education Summer Institute. All community college counseling chairs will be sent a project abstract. The handbook describing the steps necessary to establish a Migrant Education Summer Institute will be sent upon request to any community college, CSU, UC or County Office of Education wishing to replicate the project. Several articles will be published in the local paper, County Superintendent Newsletter, and the Community and Technical Junior College Times.

Describe the timetable for dissemination:
Dissemination will take place during the 93-94 academic year at the conferences identified above. The abstracts will be sent out by June 30, 1994.

Describe the evaluation methods for the dissemination plan:
Each of the conference programs have evaluation forms that will be collected and used to modify the presentation. Schools requesting the handbook will be asked to return an evaluation of the book.
[No information provided in this document for this section.]