

UNFINISHED JOURNEY Project

DOE/NV/11678-T2

I. BACKGROUND/INTRODUCTION

In September, 1994, the U.S. Department of Energy (Nevada Operations Office) made a \$199,708 grant (through the Mathematics, Science, and Technology Education Program), to the UNFINISHED JOURNEY Project.

The Project began in April, 1994, to develop and implement an innovative model of student outreach by San Jose State University (SJSU) to underserved, underrepresented student populations of the East Side Union High School District (ESUHSD). The Project was formed by a consortium involving SJSU, ESUHSD, some 20 private sector organizations (foundations/corporations), numerous local community/professional organizations, and approximately 100 private funders. This proposal to the U.S. Department of Energy was to have the Department join this unique partnership to focus University outreach to underserved student populations to pursue careers in mathematics, science, and technology.

The ESUHSD is the largest single-entity high school district in California (student population almost 23,000), serving the seven feeder elementary school districts of the East Side of San Jose. The district's student population is approximately 84% ethnic/racial minority (36% Hispanic, 29% Asian, 9% Filipino, 7% African-American, and 3% Others)..

As larger numbers of ethnic/racial minority students (and other underserved students) are in preparation programs for entry into higher education, the doors of higher education are beginning to close. The very extensive funding cutbacks in California's system of higher education, coupled with substantial student fee increases and system-imposed enrollment caps, have begun to "close the door" for these students, many of whom come from families with limited incomes and in which the traditional middle-class family support/expectations for higher education have not been present.

With the rapidly changing demographics of the state and nation, it is critical that larger numbers of underrepresented students have the opportunity for post-secondary education. The number of underrepresented students from emerging populations in higher education has clearly not kept pace with the rapid increases in their populations. If this problem is not substantially addressed, we may develop an "information superhighway" without "on-ramps for emerging student populations".

The UNFINISHED JOURNEY Project was developed as one answer to this challenge. The purposes of the Project are to:

- (1) Encourage underserved students (primarily Seniors) in ESUHSD to take one or two regular SJSU undergraduate courses, taught by some of the best SJSU instructors, on ESUHSD campuses; and,
- (2) Implement a more flexible and personalized model of SJSU admissions, conducted on ESUHSD campuses, utilizing the human resources of both ESUHSD and SJSU.

The Project's private sector and community partners provide financial assistance to encourage and facilitate larger numbers of under-represented students to pursue the goal of higher education. The costs of 3, 4, and 5 unit courses (through SJSU Continuing Education) has been reduced to \$350. The Project is contributing \$300 toward the cost of course fees. Thus, a student can take a 3-5 unit, regular University course, for \$50. The University has also waived the regular University admissions fees for students involved in the Project.

DISCLAIMER

This report was prepared as an account of work sponsored by an agency of the United States Government. Neither the United States Government nor any agency thereof, nor any of their employees, make any warranty, express or implied, or assumes any legal liability or responsibility for the accuracy, completeness, or usefulness of any information, apparatus, product, or process disclosed, or represents that its use would not infringe privately owned rights. Reference herein to any specific commercial product, process, or service by trade name, trademark, manufacturer, or otherwise does not necessarily constitute or imply its endorsement, recommendation, or favoring by the United States Government or any agency thereof. The views and opinions of authors expressed herein do not necessarily state or reflect those of the United States Government or any agency thereof.

DISCLAIMER

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The grant from the Department of Energy provided the Project with financial assistance in higher education outreach, counseling, instruction and support for increasing the number of ethnic/racial minority and female students in Mathematics, Science, and Technology. We were very pleased that the Department of Energy became a partner in The UNFINISHED JOURNEY Project.

The Department of Energy grant was critical to the expansion of the Project and gave the Project some focus on increasing the number of ethnic/racial minority and female students in the areas of mathematics, science, and technology. There is a severe shortage of under-represented students pursuing careers that require strong backgrounds in math, science and technology. In partnership with the ESUHSD's Magnet Schools, which emphasize careers which require strong backgrounds in math, science and technology, the DOE grant facilitated a greater focus in these critical areas of preparation.

The Department of Energy grant also helped solve a serious problem facing the Project in the offering of Advanced Math and Science courses. The costs of offering these courses are substantially higher than other 3-unit University courses, for the following reasons:

- (1) Most of these courses are 4 and 5 unit courses, costing more to compensate instructor time.
- (2) Advanced Science courses require more costs for disposable materials.
- (3) Advanced Science courses require compensation for Laboratory Technicians/ Graduate Assistants to assist in the course labs.

The Department of Energy grant also provided funding for extra hours of a designated counselor at each school to provide outreach/recruitment/counseling services for the Project during the Spring Semester and Fall Semesters, 1994-95. (The Hewlett Foundation provided a grant to provide extra counseling/outreach services during 1994 - 1997). The grant also provided for some funds for Administrative and other student support.

II. SUMMARY OF PROPOSED DOE GRANT OBJECTIVES/PLAN OF IMPLEMENTATION

The proposal sought funding from the DOE, Mathematics, Science, and Technology (MST) Education Program for the DOE to join the consortium of private sector and local, community-based/professional organizations to develop and implement an innovative partnership with SJSU/ESUHSD, by which to target a higher education outreach program to underserved student populations of the ESUHSD.

Specifically, the proposal's objectives were to:

1. Implement a targeted/outreach program whereby approximately 300-400 underserved students (emerging populations) in ESUHSD would take 1-2 regular SJSU undergraduate courses (through Continuing Education), each semester, taught by the "best" SJSU instructors, at 10 ESUHSD sites;
2. Develop a special focus outreach program to attract and recruit under-represented students for careers in mathematics, science, and technology.
3. Develop and implement an innovative, more flexible and more personalized model of SJSU admissions, on all 10 high school sites, utilizing the human resources of the ESUHSD, under the supervision of "role model" SJSU Admissions Officials, to facilitate outreach/admissions to underserved students;
4. Develop a successful model of outreach to selected underserved populations, utilizing the flexibility of Continuing Education, but which can become more institutionalized over the years, with regular SJSU/ESUHSD budget resources; and,

5. Demonstrate, nationally, the effectiveness of a higher education outreach model involving a community partnership of Universities, School Districts, Corporations/Foundations, Local-Community-Based Organizations/Professional Groups, and Individuals, which can be replicated in other parts of the nation.

NOTE: The detailed implementation plan is included in the grant final report.

III. PROPOSED DOE GRANT EVALUATION/DISSEMINATION PLAN

The original, proposed evaluation plan called for both internal and external evaluation. The internal evaluation was to be done by the Project Advisory Committee, and was accomplished. The Project had hoped that a \$3,400 grant from a local foundation would have paid for an external evaluation by Spectrum Economics; but, the Project was unable to secure funds for an external evaluation. The goals of the Project evaluation plan are to access and improve the following: (1) the implementation strategies of the Project; (2) the quality of the overall Project; and, (3) the quality of achievement of the Project's specific objectives.

A brief annual narrative summary and update has been submitted to key officials at SJSU/ESUHSD, and all funding groups associated with the partnership.

In addition, the Project Director has presented the findings and strategies of this unique higher education outreach model to several state/regional associations and to numerous California school districts.

The Project's fiscal agent is the SJSU Foundation. The Foundation has been very supportive of the Project. The Foundation will submit and attach a final financial report on the DOE grant.

IV. QUARTERLY (September-December, 1994) PROGRESS REPORT ON DOE GRANT OBJECTIVES

1. Develop and Implement a Targeted/Outreach Program, Whereby Approximately 300-400 Underserved Students (Emerging Populations) in ESUHSD would take 1-2 Regular SJSU Undergraduate Courses (through Continuing Education), Each Semester, Taught by the "Best SJSU Instructors, at 10 ESUHSD sites.

In the Fall Semester, 1994, the Project was able to offer 19 regular SJSU courses (319 students), on eight of the comprehensive high schools campuses of the ESUHSD. The ethnic/racial diversity of the school district population was reflected in the diversity of students enrolled in Project courses; the only exception was the larger proportion of Asians enrolled in certain math/science courses. (Please see attached chart on student diversity for each Project course).

The SJSU instructors report that most of the students are doing well in their classes, with very few exceptions. They report that the majority of the Project students actually do better than most students on the SJSU campus, because of the Project's smaller class sizes.

2. To pilot a model for a more creative, personalized, on-high school-site recruitment/admissions process for regular entry to SJSU, utilizing the combined human/financial resources of SJSU and ESUHSD.

During 1994-95 (and, again in 1995-96), the Hewlett Foundation provided a special grant to increase (by 50-100 hours per semester/per school) the number of counseling hours for each of the ten *Unfinished Journey* Counselors. The purpose of these additional hours was to enable these counselors to work evenings/weekends/summers in the recruitment and counseling of underrepresented students to participate in Project courses, at 3:30 p.m., on their own high school campuses. These additional hours also allowed the Project Counselors to work closely with SJSU instructors concerning facilities/equipment utilization, and the special needs for counseling/tutoring. The linkage between high school counselors and SJSU Admissions and Student Outreach Officials has been substantially strengthened, with more direct communication among these resources.

Part of the DOE grant was for increasing the number of hours for each Project Counselor/Recruiter. The success of the Project has been very dependent on the quality and commitment of the Project Counselors.

The Project Counselors/Recruiters have also been very helpful in the implementation of the "Day-At-SJSU" and Project workshops/guests/trips to acquaint Project students with the requirements/promise of careers in math, science and technology.

A good working relationship among the Counselors/Recruiters has been established with the SJSU Office of Student Recruitment.

3. To develop and pilot an innovative model of higher education outreach to underserved student populations which demonstrates the benefits of effective partnership (for both human and financial resources) among SJSU, ESUHSD, and the Funding Consortium--private sector groups (corporations/foundations), public sector groups (Federal/State/Municipal Governments), local community-based organizations, and individuals. Additionally, to develop a model which can be modified/replicated in other parts of the SJSU service area, as well as other regions of the state.

The initial success of the UNFINISHED JOURNEY Project is based on the unique *community partnership* of SJSU, ESUHSD, and the Funding Consortium. SJSU and ESUHSD provide both cash and in-kind contributions. The Funding Consortium provides the majority of the funding (for student course fee support) and human resources for student tutoring.

NOTE: The final report to the DOE details the number of groups/individuals who have made contributions to the funding consortium.

The Project experienced a successful first semester (Fall, 1994), but there are some operational and funding strategies which need to be improved or modified for future Project expansion and possible modification/replication in other areas of the state.

The 1994-95 DOE grant was a key component of the early success of the Project. The Project has been instrumental in assisting more underrepresented students to continue their *Unfinished Journey* into higher education.

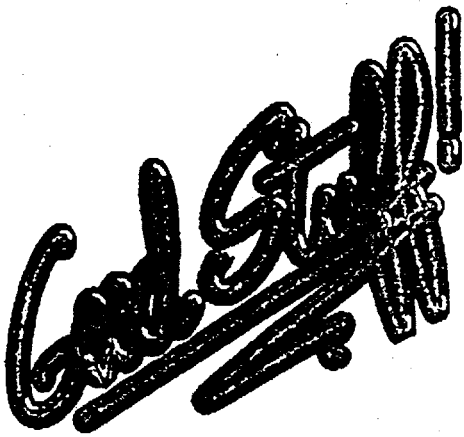
STUDENT ENROLLMENTS, UNFINISHED JOURNEY PROJECT, FALL SEMESTER, 1994

SCHOOL – COURSES	Total	Asian	Hisp.	Fil.	Af. Am.	White	Pac Is.	Other **	Male	Female
PIEDMONT HILLS										
1. Math 31 (Calculus II)	10	8	0	1	0	1	0	0	8	2
2. Jpn. 1A (Japanese)	8	6	1	0	0	1	0	0	5	3
3. Psyc. 1 (Psychology)	36	9	12	3	5	6	0	1	14	22
MOUNT PLEASANT										
1. Comm. 20 (Public Speaking)	25	1	11	4	6	1	2	0	10	15
2. AAS 25 (Chang. Majority)	12	1	4	3	1	1	0	1	9	3
SANTA TERESA										
1. Engl. 10 (Intro. to Lit.)	9	1	2	1	2	3	0	0	2	7
2. Soci. 80 (Social Problems)	34	5	10	1	7	9	1	1	7	27
SILVER CREEK										
1. Math 29 (Analy. Geometry)	12	5	2	2	0	2	1	0	8	4
2. AAS 25 (Chang. Majority)	15	5	5	3	0	0	0	2	5	10
WILLIAM OVERFELT										
1. Math 31 (Calculus II)	24	13	1	2	1	6	0	1	13	11
2. French 25A (Interm. French)	13	9	2	2	0	0	0	0	5	8
3. Comm. 20 (Public Speaking)	21	6	6	4	2	3	0	0	10	11
INDEPENDENCE										
1. CP 10 (Intro. to Cul. Plur.)	14	3	7	0	2	2	0	0	5	9
2. Hist. 50 (Hist. Process)	16	6	4	2	0	3	0	1	6	10
YERBA BUENA										
1. CP 10 (Intro. to Cul. Plur.)	13	4	4	3	2	0	0	0	4	9
2. Span. 25A (Interm. Spanish)	15	2	12	0	0	1	0	0	6	9
ANDREW HILL										
1. Anth. II (Cul. Anthropology)*	5	2	2	0	0	0	0	1	2	3
2. Biol. I (Plant Biology)	12	9	3	0	0	0	0	0	5	7
3. Span. 25A (Interm. Spanish)	10	0	10	0	0	0	0	0	4	6

* Attempt to add on 10/3/94

** Two of "Other" Cat. are Amer. Ind.

319	95	98	31	28	39	4	8	128	176
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The Unfinished Journey Study Skills Sessions

Purpose:

To provide students participating in the program skills for academic success.



Topics:

Goal Setting

Setting up a Study Schedule

Analyzing the Important Things to be Learned in Courses

Taking Notes

Using a Textbook with Success and Confidence - A Modified Survey

Question, Read, Recite and Review Process

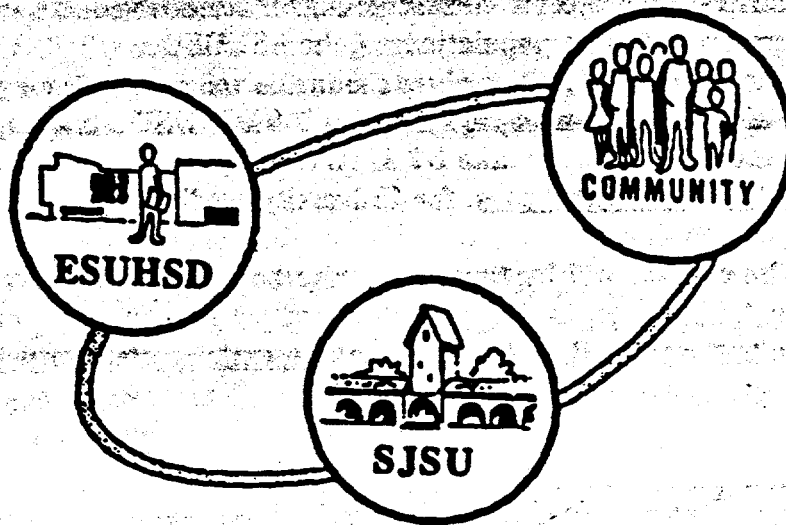
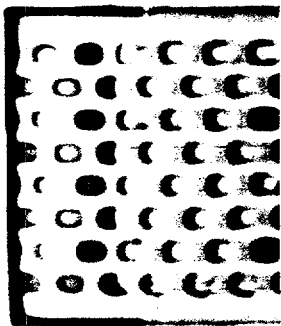


When:

1. Saturday, February 4
1:00-6:00 p.m.
Where: Andrew Hill High School Library
2. Saturday, February 11
1:00-6:00 p.m.
Where: Mt. Pleasant High School Library

GO FOR IT!

- PRESENTED BY: Dr. Roberta McKenna, Professor from San Jose State University, Psychology Department
- COST: \$0.00
- BRING SNACKS!!
- RSVP to The Unfinished Journey Counselor

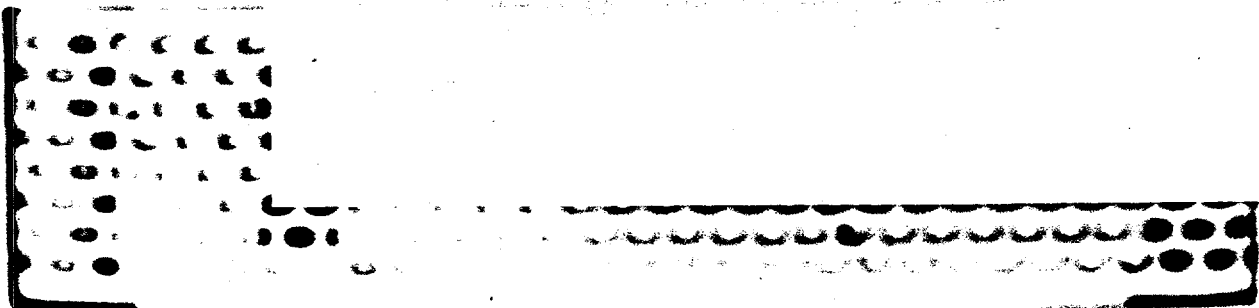


THE UNFINISHED JOURNEY PROJECT

A COMMUNITY PROJECT: San Jose State University (SJSU); East Side Union High School District (ESUHSD); Corporations and Foundations; and, Local Community-Based Organizations and Professional Organizations.

AN EXCITING OPPORTUNITY:

ESUHSD Students Can Take SJSU Courses On Eight ESUHSD School Sites, for University Credit.



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MASTER

THE EXCITING OPPORTUNITY

The California Commission on Extended University has provided SJSU and ESUHSD a developmental grant to pilot a state demonstration project to encourage higher education outreach to underserved student populations of the ESUHSD.

This Fall (September, 1994), up to 500 ESUHSD students will have the opportunity to take 1-2 SJSU undergraduate courses, on eight ESUHSD school sites, for University credit.

The courses will be taught by "the best" SJSU instructors, through SJSU Continuing Education. (Students can utilize up to 24 units toward a B.A. Degree, in a non-matriculated status).

REGULAR UNIVERSITY ADMISSIONS

Students participating in this program will have the opportunity to apply and go through the regular University admissions process, on their own high school sites, while they are taking these University courses. The University will fully admit these students, subject to the completion of all of their high school graduation requirements for admission to the University. Thus, upon high school graduation, they will be able to immediately transfer to the University, and to begin their campus classes.

For this pilot, state demonstration program, SJSU has agreed to waive all University admissions fees for the students.

The regular University admissions process will be more personalized and will be facilitated, on each high school campus, by ESUHSD personnel, with the assistance of University Admissions Officers.

Students who do not plan to attend SJSU will be able to transfer the University credits to other institutions of higher education.

ELIGIBLE STUDENTS

The program will be available to the following students:

- (1) All ESUHSD Seniors and some Juniors who meet or will meet the regular entrance requirements of SJSU.
- (2) ESUHSD students whose grade point average may not presently meet the regular entrance requirements, may participate in the program (for up to six units), by probationary admission.

GENERAL COURSE OFFERING INFORMATION

SJSU officials have made arrangements to offer 2-3 courses on each of the eight selected high school campuses for the Fall Semester, 1994. More offerings will be available for the Spring Semester, 1995.

It is impossible to offer courses at each high school site. For the Fall Semester, 1994, the eight high school sites selected are: *Andrew Hill, Independence, Mount Pleasant, Overfelt, Piedmont Hills, Santa Teresa, Silver Creek, and Yerba Buena.*

All of the courses are regular, undergraduate courses which are required in most University B.A. Degree Programs. In addition, some of the courses are "special" courses, designed to also meet the unique needs of students at given schools, ie.: Calculus B/C, Chemistry, advanced science courses, etc.

Students will be able to take courses at any of the eight campuses. To facilitate the possible travel to other school sites, most courses will be offered at 3:00 p.m. Most 3-unit University courses meet once a week, for sixteen weeks, for 2 hours and 45 minutes. The schedule of the University course offerings will be adapted to conform to the ESUHSD calander; but, for the information of prospective students, the SJSU Fall Semester, 1994 is from August 29 to December 19, 1994, and, the Spring Semester, 1995, is from approximately January 25 to May 20, 1995.

FALL SEMESTER, 1994 COURSE OFFERINGS

Andrew Hill High School

Anth II-Cultural Anthropology Mon. 3:00 p.m.-6:00 p.m. 3 units

Study the basic concepts, theories and methods used to compare different socio-economic systems, including: what cultures are like and how they change; the aspects of political, economic and kinship systems within groups of people; aspects of language, art and religion; and, cultural perspectives on today's issues and problems.

Span. 25-Intermed. Spanish T/Th/F 3:30 p.m.-5:00 p.m. 5 units

If you have had two years of high school Spanish, this course will prepare you for more advanced courses in Spanish.

Biol 001-Plant Biology T/Th 3:00 p.m.-6:00 p.m. 4 units

General cell and plant structure, function and reproduction, Mendelian genetics and prokaryote biology. First of Biology 001, 002, 003 sequence. Field trip required. Prerequisites: 3 years of science, 3 years of mathematics, 3 years of English. Lecture 2 hours/lab 6 hours.

Independence High School (James Lick)

CP 10-Intro. to Cultural Pluralism Wed. 3:00 p.m.-6:00 p.m. 3 units

Find out about America's cultural richness as you study various ethnic and cultural groups, how they developed, what they contribute to the whole society, and different aspects of life today with our country's multicultural society.

Hist 50-Historical Process T/Th 3:30 p.m.-4:45 p.m. 3 units

Understanding historical reasoning: learn about the modes and skills of practical logic and reasoning by studying the historical method. Examine problems throughout history using practical logic and reasoning.

Chem 1A--General Chemistry M/T 3:00 p.m.-4:00 p.m. 5 units
W (Lab) 3:00 p.m.-6:00 p.m.

Basic principles of chemistry: atomic structure, chemical bonding, oxidation-reduction, solutions, and organic chemistry. Lab emphasizes descriptive chemistry and includes a systematic study of qualitative inorganic analysis. Prerequisites: 3 years of science, 3 years of mathematics, 3 years of English. Lecture 2 hours/lab 6 hours.

Mount Pleasant High School

AAS/AFAM/MAS 25--The Changing Majority Mon. 3:00 p.m.-6:00 p.m. 3 units

Study the history and analyze the differences and similarities among racial minorities in our country. The class will focus on the response of Euro Americans to the following groups: American Indians, Asian Americans, African Americans, and Mexican Americans. Learn about the experience of minority groups in the United States and what they have brought to American culture.

Comm 20--Public Speaking Wed. 3:00 p.m.-6:00 p.m. 3 units

If speaking in public scares you, this class will help solve that problem. Learn about the principles of rhetoric applied to oral communication. Learn how to select, analyze, adapt, organize and deliver your ideas effectively.

Overfelt High School

Math 31--Calculus II Mon/Wed 3:30 p.m.-4:45 p.m. 3 units

If you have had some calculus, continue your studies with these topics: differentiation and integration of transcendental functions, as well as applications of the derivative and integral.

French 25A--Intermediate French M/W/F 3:00 p.m.-4:30 p.m. 5 units

If you have two years of French completed, continue your study of the French language by learning it within the setting of the French culture.

Comm. 20--Public Speaking Tues. 3:00 p.m.-6:00 p.m. **3 units**
(See course description - Mount Pleasant)

Piedmont Hills High School

Psych 1--General Psychology Tues. 3:00 p.m.-6:00 p.m. **3 units**
Why do you do what you do? Why do others do what they do? Discover the basic concepts of perception, attention, learning, remembering, thinking, personal development, intelligence, aptitudes, emotions, motivation, adjustment, and conflict.

Jpn 1A--Elementary Japanese M/W/F 3:00 p.m.-4:30 p.m.
5 units

For beginners--learn the basic skills and structure of the Japanese language by studying it within the context of the Japanese culture.

Math 31--Calculus II T/Th 3:30 p.m.-4:45 p.m. **3 units**
(See course description - Overfelt)

Santa Teresa (Oak Grove High School)

Soci 80--Social Problems Mon. 3:00 p.m.-6:00 p.m. **3 units**
Help find solutions for current problems in our society: housing, homeless, employment, environment, family problems and solutions, crime and drugs, politics and the media, issues of difference, including race and gender, issues of wealth and poverty, as well as war and peace.

Engl 10--Intro. to Literature Tues. 3:00 p.m.-6:00 p.m. **3 units**
Appreciate different literary forms, including fiction, drama and poetry. This course is designed for non-English majors.

Silver Creek High School

AAS/AFAM/MAS 25--The Changing Majority Tues 3:00 p.m.-6:00 p.m. **3 units**
(See course description - Mount Pleasant)

Math 29--Analytic Geometry M/W 3:30 p.m.-4:45 p.m. **3 units**
Before you take calculus, this is the course to take. Coordinate systems, the straight line and conic sections, higher plane curves, parametric equations, vector algebra, and solid analytic geometry. Prerequisites: 3 years of math.

Chem 1A--General Chemistry M/T 3:00 p.m.-4:00 p.m. **5 units**
W (Lab) 3:00 p.m.-6:00 p.m.
(See course description - Independence)

Yerba Buena High School

CP10--Intro. to Cultural Pluralism Tues. 3:00 p.m.-6:00 p.m. **3 units**
(See course description - Independence)

Spanish 25A--Intermed. Spanish M/W/F 3:30 p.m.-5:00 p.m. **5 units**
(See course description - Andrew Hill)

COURSE FEES

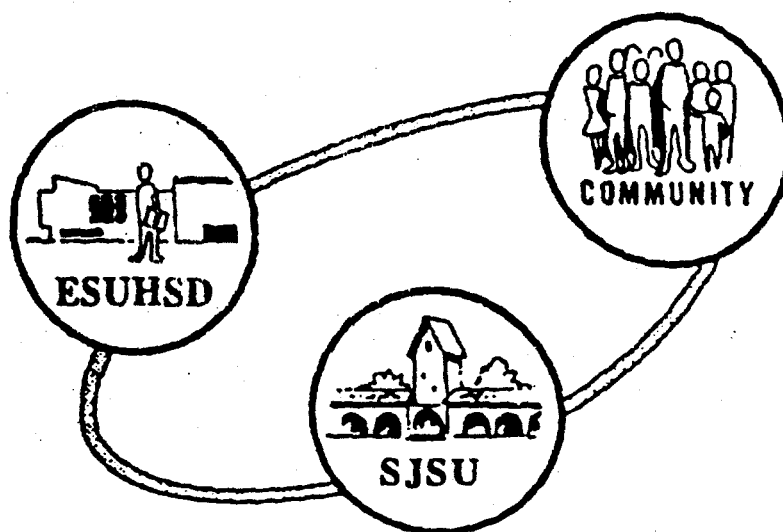
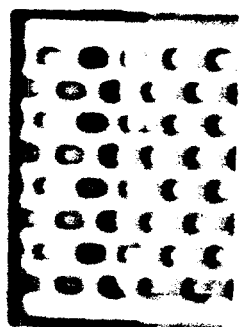
SJSU has reduced the course fees of 3, 4, and 5 unit courses to \$350. A funding consortium, involving SJSU, ESUHSD, numerous corporations/private foundations, and local community-based groups/professional organizations have contributed funds to pay \$300 of the course fees. The cost of a 3, 4 or 5 unit course for the student/family is \$50. Students taking two courses will pay only \$100, with the consortium of organizations contributing \$600 toward the cost of course fees.

FOR ADDITIONAL INFORMATION/ASSISTANCE

There are designated counselors at each school site who will provide additional information/assistance to interested students during the Summer months. Please consult with the following individuals:

<u>Andrew Hill</u>	Joe Ortega	227-8800
<u>Foothill</u>	Wilma Hooper	259-4464
<u>Independence</u>	Jim McWilliam	729-3911
	Yvonne Montes	
	Debra Watkins	
<u>James Lick</u>	Ed Vierra	729-3580
<u>Mount Pleasant</u>	Catherine Sweat	251-7820
<u>Oak Grove</u>	Bonnie Nill	225-9332
<u>Overfelt</u>	Dino Certa	259-0540
<u>Piedmont Hills</u>	Cathy Broussard	729-5950
<u>Santa Teresa</u>	Bob Gil	578-9100
<u>Silver Creek</u>	David Cadena	274-1700
<u>Yerba Buena</u>	Francisco Garcia	279-1500

The Director of The Unfinished Journey Project is Dr. Tony S. Carrillo. After consulting with the appropriate school counselor/advisor, you may contact him for additional information/assistance at his Home Office: (408) 926-4905.



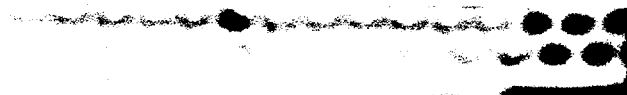
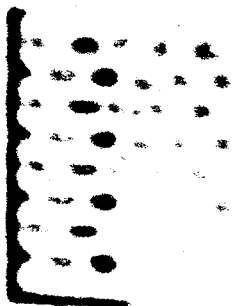
THE UNFINISHED JOURNEY PROJECT

A COMMUNITY PROJECT: San Jose State University (SJSU); East Side Union High School District (ESUHSD); Corporations and Foundations; Local Community-Based Organizations and Professional Organizations, and Individuals.

1st ANNUAL PROJECT PARTNERS RECOGNITION

Thursday, March 16, 1995, 5:30 P.M. - 6:30 P.M.

East Side Union High School District, Board Room
830 N. Capital Avenue
San Jose, California



Unfinished Journey Project

1st Annual Project Partners Recognition

AGENDA

1. Welcome, and IntroductionManuel Herrera,
of ESUHSD Trustees Board President
2. Welcome, Remarks. Joe Coto, Superintendent
3. Welcome, Remarks. Robert Caret, President, SJSU
4. Brief Review of Project. Tony S. Carrillo, Director
Background, Purposes, and Status
5. Brief Presentations by ProjectProject Student
Student Representatives Representatives
6. Brief Presentations by Project.Project Counselor/
Counselor/Instructor Instructor Representatives
Representatives
7. Presentation of Recognition Awards. Tony S. Carrillo, Director
to key Project Partners, and ESUHSD Trustees
Individuals Associated with Project
8. Brief Reception. Sponsored by a Project Partner

UNFINISHED JOURNEY Project Instructors, Spring Semester 1995

ANDREW HILL HIGH SCHOOL

Robert Gargett. Anthro. II (Cultural Anthropology)
June Sheldon. Biol. 54 (Basic Human Anatomy & Physiology)

INDEPENDENCE HIGH SCHOOL

Meg Laxier. Comm. 20 (Public Speaking)
Hien Duc Do. CP 10 (Intro. to Cultural Pluralism)
Herbert Silber. Chem. 1A (General Chemistry)

JAMES LICK HIGH SCHOOL

Robert Gargett. Anthro. II (Cultural Anthropology)
Igor Malyshev. Math 29 (Analytic Geometry)

MOUNT PLEASANT HIGH SCHOOL

Tom Tutko. Psyc. 1 (General Psychology)
Meg Laxier. Comm. 20 (Public Speaking)

OAK GROVE HIGH SCHOOL

Paul Civello. Engl. 10 (Intro. to Literature)
Eric Narveson. Hist. 50 (Historical Process)

OVERFELT HIGH SCHOOL

Tatiana Shubin. Math 32 (Calculus III)
Laura Karst. French 25B (Intermediate French)

PIEDMONT HILLS HIGH SCHOOL

Meg Laxier. Comm. 20 (Public Speaking)
Rick Moshin. Math 32 (Calculus III)
Henry Gutierrez. CP10 (Intro. to Cultural Pluralism)

SANTA TERESA HIGH SCHOOL

Bob Gliner. Soci. 80 (Social Problems)
Laura Gschwend. Comm. 20 (Public Speaking)
Ken Kellum. Math 31 (Calculus II)

SILVER CREEK HIGH SCHOOL

Bob Pelegri. Psyc. 1 (General Psychology)
Hedley Morris. Math 30 (Calculus I)

YERBA BUENA HIGH SCHOOL

Heraldo Da Silva. Span. 25B (Intermediate Spanish)
Pat Gabdan. Soci. 80 (Social Problems)
Nathan Norris. Biol. 54 (Basic Human Anatomy & Physiology)

ESUHSD Designated UNFINISHED JOURNEY Counselors/Recruiters

Andrew Hill High School. Teresa (Terry) Maxie, Joe Ortega
Independence High School. Linda Kinnard, Jim McWilliam
James Lick High School. Ed Viera, Christy Cali
Mount Pleasant High School. Catherine Sweat
Oak Grove High School. Bonnie Nill
Overfelt High School. Dino Certa
Piedmont Hills High School. Cathy Broussard
Santa Teresa High School. Gordon Chapman
Silver Creek High School. Delia Flores
Yerba Buena High School. Francisco Garcia

Alicia Mendeke, ESUHSD Central Office
Evelyn Sanchez, Volunteer/Tutor Coord.

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BOARD OF TRUSTEES

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David Cortese. Vice-President
Nadine Potter. Clerk
Rodney Moore. Member
Patricia Martinez Roach. Member

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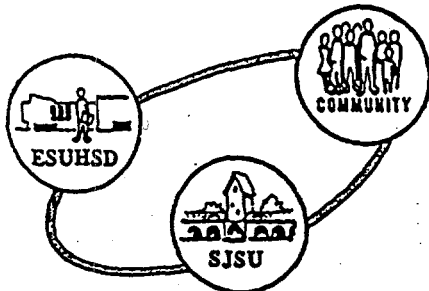
Joe Coto. Superintendent
Louis Freeman. Asst. Supt., Intr. Servs.
Dan Ordaz. Asst. Supt., Personnel Servs.
Lorraine Guein. Dir., Planning/Org. Dev.
Alicia Mendeke. Dir., Comm. Relations
Barbara Dawson. Dir., Instruction
John Hernandez. Dir., Supplemental Servs.
Francis Renteria. Adm., Human Resources
Howard Trekkel. Sub. Area Coord., Coun.
Charlene Delfino. Sub. Area Coord., Eng.
Gene Gallock. Sub. Area Coord., Science
Diane Pors. Sub. Area Coord., Math

PRINCIPALS:

Bill Kugler. Andrew Hill H.S.
Mike Gibeau. Foothill H.S.
John Sellarole. Independence H.S.
Cathy Giammona. James Lick H.S.
Trudy McCulloch. Mount Pleasant H.S.
Karalle Roland. Oak Grove H.S.
Elias Chamorro. Overfelt H.S.
Dan Mosier. Piedmont H.S.
Mike Welch. Santa Teresa H.S.
Rafael Renteria. Silver Creek H.S.
Gary Zellner. Yerba Buena H.S.

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Raymond Lou. Assoc. Academic V.P., Undergraduate Studies
Edward Chambers. Assoc. Executive V.P., Admissions & Records
Simon Dominquez. Assoc. Academic Vice-President
Paul Bradley. Dean, Div. of Continuing Education
Kent Gibson. Exec. Dir., SJSU Foundation
Dolores Escobar. Dean, College of Education
Leticia McCart. Dir., Faculty Development
Leon Washington. Dir., Student Outreach
Gabe Reyes. Economic Opport. Program



THE UNFINISHED JOURNEY

A Community Partnership: San Jose State University/East Side Union High School District/Corporations/Foundations/Local Community and Professional Organizations

THE UNFINISHED JOURNEY PROJECT

(Abbreviated. Two-Page Summary of Project Background, Purposes, Status)

Project Background Summary

The *UNFINISHED JOURNEY* Project is an innovative *community partnership* (San Jose State University, East Side Union High School District, numerous corporations/foundations, local community-based organizations/professional groups, and individuals), for the purpose of providing higher education outreach, support, and encouragement to enable more under-represented student populations to pursue the goal of higher education. This state demonstration program is very unique in that Seniors and Juniors in the ESUHSD are provided the opportunity to take regular SJSU courses, taught by "the best" SJSU instructors, for University credit, on the campuses of the ten comprehensive high schools.

The ESUHSD is the largest, single-entity high school district in California (student population approximately 22,000), serving the seven feeder elementary school districts of the East Side of San Jose. The district's student population is approximately 84% ethnic/racial minority (35% Hispanic, 30% Asian, 9% Filipino, 7% African-American, and 3% Others).

SJSU has reduced fees for 3, 4, or 5 unit courses to \$350. The Project partners provide financial support for each student with \$300 towards the course fees. Thus, a student can take a 3, 4, or 5 unit course for only \$50. While taking Project courses, the students are able to go through the regular SJSU admission process, in the smaller, more personalized settings of their own campuses. The "General Education" courses offered can be transferred to any institution of higher education.

The Project attempts to target students who may meet higher education entrance requirements, but, because of family finances/circumstances (expectations), or lack of home/school support systems, may not have thought seriously about pursuing the goal of higher education. Also targeted are students with clear potential, but whose grade point average is below normal admission requirements, because they did not "catch fire" until their Junior or Senior year. (The latter group of students can take a Project course, and, if successful, can be admitted to SJSU, for one year, on a probationary basis, regardless of the lower grade-point average).

During the pilot semester (Fall, 1994), there were 19 regular SJSU courses offered on eight of the comprehensive high school campuses. The ethnic/racial distribution of the 320 students who participated in these courses was fairly close to the District's student composition: 32% Hispanic, 31% Asian, 10% African-American, 10% Filipino, 13% White, and 4% Others; approximately 55% of the student participants were female.

The Spring Semester, 1995 Project courses on ESUHSD campuses began during the week of January 30, 1995. There were 27 courses offered at the 10 comprehensive high schools; as of the third week of the semester, only two courses have had to be cancelled as a result of low enrollments. Attached is the Spring Semester, 1995 Project Schedule of SJSU Courses.

Why the *UNFINISHED JOURNEY* Project?

Just as larger numbers of ethnic/racial minority students (and other underrepresented students) are in high school preparation programs which provide the option of pursuing the goal of higher education, the doors of higher education are beginning to close. The very extensive funding cut-backs in California's system of higher education, coupled with very substantial student fee increases and system-imposed enrollment caps, have begun to "close the door" for these students, many of whom came from families with very limited incomes and in which the traditional family support/expectations for higher education have not been present.

Editorials

Thursday, August 11, 1994

EDITORIALS

College Path 101

New program gives minority students a jump-start

PROFESSOR Tony Carrillo was a bright Mexican-American student who had to be pushed into college by a friend, and now he intends to duplicate that aggressive favor 500 times over.

On the theory that you fish where the fish are, Carrillo is bringing San Jose State University professors to the ocean of minority high school students. His program, Unfinished Journey, is designed to hook kids who otherwise might not attend college. It'll offer 22 college courses after school to 500 students in the predominantly minority East Side Union High School District in San Jose. The fee is only \$50 per class, a real tuition bargain.

These aren't college prep classes. They're the real thing, at high school, and for college credit. Three weeks into class, Unfinished Journey will help students apply for admission to San Jose State or other colleges. The hope is that they'll be admitted to four-year colleges before graduating from high school.

Carrillo isn't worried about recruiting advanced students. They'll come. He wants to focus on the bright Latino, Filipino, African American and Native American students who won't get to college because they're either late academic bloomers, too poor, unchallenged or disconnected from college experience — students who are just like he was decades ago.

Nobody in his family had ever attended college. His high school file, he says, stated that he was "good with his hands." As the youngest son, he felt he had to support his mother after high school.

College?

"I never even thought about it," he says.

But a Mexican co-worker at a jewelry shop told Carrillo he was wasting his brain. He drove Carrillo to the University of Arizona in Tucson for an enrollment application and encouraged him past the initial spats with the admissions bureaucracy. Carrillo is now chairman of the Department of Educational Administration and Higher Education at San Jose State.

The road from inner city to college is full of potholes, wrong turns and dead ends. That's why Unfinished Journey is smart to push, cajole and do everything short of kidnapping to recruit hard-to-get students. Unfinished Journey has reserved 200 spots for students who improved their grades after bad starts.

First-year programs aren't easy to raise money for, but Unfinished Journey stands on solid ground. The \$350,000 program is sponsored by the non-profit San Jose State University Foundation and was seeded with a \$47,000 state education grant. The Hewlett Foundation has contributed \$30,000. Unfinished Journey is still about \$100,000 short but can continue raising money through the school year. Donations are tax-deductible.

The best ideas don't come out of committees. They grow from individuals who draw upon their own lives for answers to society's problems. Unfinished Journey is very much Tony Carrillo's own story and his bridge from inner city schools to college.

FOLLOW-UP . . . For more information on Unfinished Journey, call Tony Carrillo at (408) 926-4905.