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College Readiness of African-American Student Athletes

University of San Diego

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Daisy Rodríguez**



THE LARRY ENGLISH FOUNDATION
Leading Education to Athletes for their Dreams

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December 17, 2011

Table of Contents

Needs Assessment.....	3
Program Design & Methodology.....	9
Social Marketing Plan.....	20
Evaluation Plan.....	24
References.....	30
Appendices.....	34
A: Literature Review Matrix.....	34
B: Logic Model.....	41
C: Workplan Matrix.....	42
D: Research Design Outline.....	46
E: Social Marketing Flyer.....	47
F: Social Marketing Water Bottle.....	48
G: Evaluation Measure for Career Self-Efficacy.....	49
H: Budget & Justification.....	50

Needs Assessment

Introduction

When viewing the national educational landscape, many high school students are failing to be college ready despite national educational aspirations from the White House stressing the ever-increasing need for students to attain a post-secondary education (The White House, 2004; The White House, 2011). In fact, only one-third of the American workforce has a post-secondary education, “yet 60% of the new jobs in the 21st century require post-secondary education” (The White House, 2004). Unfortunately, those high school graduates with no post-secondary education, too often “face declining economic prospects” (Roderick, Nagaoka & Coca, 2009).

Despite the economic importance of ensuring that high school students attain a post-secondary education, there exists a large education attainment gap within the San Diego Unified School District (SDUSD). African-American students are not as successful as their Caucasian counterparts in completing the A-G course sequence required for admission to California public universities. Only 31% of African-American students successfully completed the A-G curriculum to be college ready, compared to 59% of Caucasians within the SDUSD Class of 2009. Additionally, while the overall rate of A-G course completion for African-Americans has increased from 26% in of 2005, it has not increased at the same rate as that of Caucasian students who had a 51% completion rate that same year (Education Trust West, 2010). The academic achievement gap between African-American and Caucasians continues to grow and disseminates into the socio-economic disparities that exist between these groups. In fact, in April 2011 the San Diego Workforce Partnership (2011) reported a 17.2% unemployment rate for African-Americans in San Diego County and an 8.7% unemployment rate for Caucasians. With

SDUSD's education system only preparing 31% of African-American students for post-secondary education and with high unemployment rates in their communities, the remaining African-American students look for other ways to be successful. Strong societal forces are at play, which push African-American students away from academics and into athletics.

While high school athletic participation is often assumed to contribute positively to academic achievement, including college readiness, peer reviewed studies indicate that for minority athletes there is no definitive association between sports involvement and academic performance. There are several reasons for that finding, such as the fact that prevalent racial stereotypes portray African-Americans as athletically superior, yet intellectually inferior to Caucasians, while Caucasian are portrayed as intellectually superior, yet athletically inferior to African-Americans (Hodge, Kozub, Dixson, Moore, & Kambon, 2008). These stereotypical images of African-American athletes perpetuate the idea that sports, and not education, is the road to success (Hodge et al., 2008), which leads to African-American high school student athletes limiting their career aspirations to professional sports, and consequently focusing on their athletic role at the expense of their academic performance (Harrison, Sailes, Rotich, & Bimper, 2011).

Target Population

The Larry English L.E.A.D. research team identified African-American student athletes at LHS as the target population for this research project. LHS has an African-American student population of 496 students, or 25.4%, which represents the largest African-American population at a SDUSD high school (California Longitudinal Pupil Achievement Data System, 2011). Moreover, LHS had the second lowest rate of A-G completion out of 27 high schools in the SDUSD, with just 16% of students (of all ethnicities) meeting those requirements for the 2007-

2008 academic school year (Education Consortium of San Diego County, 2009). While data is not available for a specific LHS A-G completion rate of African-American students, only 32% of African-Americans in the district completed the A-G curriculum in the 2007-2008 school year (Education Trust West, 2010).

Target Community

The community surrounding LHS reflects the school's education and economic disparities of the target population. Of the 12,000 residents who reported income in the 92113 zip code, in which LHS is located, 61.2% earned below \$30,000.00 per year and 32.4% earned between \$30,000.00 and \$74,999.00. Of the 23,366 residents who reported educational achievements, 59% had a high school education or below with 33% reporting a high school diploma. Those with associate, bachelors or graduate degrees totaled only 7.9%. The population is comprised of 31.4% Caucasians, 41.4% reporting as other, and 18.1% African-Americans (U.S. Census Bureau, 2010).

Research has found that sports participation can have a positive benefit for the physical and mental well being of youth. In some cases, sports participation promotes values such as discipline, fitness and teamwork, as well as assists in the development of the ability to handle diversity (Dawkins, Braddock, & Celaya, 2008). There is a rich tradition of athletics at LHS, and according to football coach David Dunn, 37 NFL players have come out of this school (Key Informant Interview, Dunn, D., Oct. 31, 2011). It is important to recognize the significance athletics has for these high school students. By excelling in sports, these students prove that they have the ability to achieve goals, learn, and be a part of something larger than themselves.

However, this strong athletic presence and history leads many of these African-American youth to view professional sports as their first and possibly only career option. As a result the

skills they develop on the athletic field do not translate to the classroom. Unfortunately, low-income, African-American students already tend to focus on athletics and entertainment as avenues for success and view academics primarily as a means to careers as professional athletes or entertainers (Chhuon & Carranza, 2011). Because of the high representation of African-American males in professional and major college sports, sports participation appears to be “one of the few allowable and available opportunities for social mobility and success” (Singer & Buford May, 2010). This is further exacerbated by the success that African-American athletes have achieved as a result of their athletic abilities and has perpetuated the desire for many African-American males to pursue professional sports careers (Singer & Buford May, 2010). Research that examined the athletic aspirations of African-American males has shown that African-American males are more likely than their Caucasian peers to play sports with the expectation that it will lead to a college athletic scholarship and/or a professional sports career (Singer & Buford May, 2010). However, only 0.00565% of student athletes will make it as a professional sport athlete (Larry English L.E.A.D. Foundation, 2011).

This dichotomy is a large issue that is further undermining an educational structure that is having trouble serving the African-American student population, including the student athletes within this population. In many cases, student athletes are only motivated to achieve the necessary grades that allow them to be eligible to participate in their respective sport (Singer & Buford May, 2010). Furthermore, many African-American youth associate negative outcomes with educational experiences (Singer & Buford May, 2010). Additionally, they also witness the underemployment and unemployment of countless members of their community. (Singer & Buford, May, 2010). At the same time, they very visibly see the upward social mobility of a limited number of high profile African-American athletes via athletic scholarships and

professional sports. At low-income high schools in San Diego County with a large African-American population, such as LHS, where academic and athletic performance become inversely related, the decreased level of college readiness limits career opportunities (The White House, 2004).

Key Informant Interviews and Surveys

The needs of the target community were assessed by conducting four key informant interviews with LHS staff members and administering a survey to nine African-American student athletes. Key informant interviews were conducted with LHS staff members that have knowledge of African-American student athletes, including coaches, teachers and the LHS Athletic Director. The objective of the interviews was to determine the impact of athletic participation on students' academic performance and career aspirations. A survey was administered to former Personally Responsible for your Outcome (P.R.O.) Program participants to gather data about African-American student athletes' attitudes towards academics and athletics, career goals, and post high school plans. The data collected from the survey has many limitations due to the small sample size and selection bias. However, it is important to note that the survey revealed that a majority of the students felt that time management, especially as it relates to time for academics, was the most difficult aspect of playing on a school sports team.

Key findings from the informant interviews reveal that family motivation and societal influences impact the academic success of African-American students. Many parents exhibit strong support for their child's athletic endeavors, but do not demonstrate comparable support for their academics, showing concern only when it affects their child's ineligibility to play sports (Key Informant Interview, Dunn, D., Oct. 31, 2011). Societal ideologies about race further push African-American students away from academics. African-American student athletes experience

a perceived identity threat of becoming educated. They feel there is a stigma to being or appearing to be intelligent for fear of being labeled as “too white” and they do not want to risk losing a piece of their culture by appearing to be intelligent in an academic manner (Key Informant Interview, Robinson, D., Nov. 2, 2011).

The key informant interviews also revealed that African-American student athletes have unrealistic career goals focused on sports, which combined with a lack of academic preparation, makes this population vulnerable to not achieving high levels of college-readiness. Student athletes tend to view academics only as a gateway to athletics, which is demonstrated by a drop in academic performance during the off-season. They also fail to see the connection between academics and their future career and believe that athletic talent is the only thing they need to become successful professional athletes (Key Informant Interview, Jackson-Hubbard, P., Nov. 3, 2011). Key informants stated that student athletes have mentioned various career aspirations, such as becoming an engineer or an architect, however, these career options are expressed as a backup plan, “If I don’t make it to the NFL, then I’m going to do this...” (Key Informant Interview, Jackson-Hubbard, P., Nov. 3, 2011). When asked about college attendance rates of student athletes, our key informants shared that the students who attend four-year universities are the ones which receive athletic scholarships. Students that do not receive scholarships go to community colleges, but the majority of student athletes end up “just hanging out” or in the streets (Key Informant Interview, Jackson-Hubbard, P., Nov. 3, 2011). Some enter the workforce, but find it difficult given the high unemployment rate in African-American males (Key Informant Interview, Bloom, J., Nov. 2, 2011).

Conclusion

At LHS, the decreased level of college readiness of African-American students, in combination with limited career opportunities, perpetuates the already existent socio-economic disparities that are prevalent in this community. Additionally, the presence of various familial, community, and societal factors draw these African-American students into athletics and away from academics. The research shows that the African-American athletic population of LHS is particularly in need of intervention and if the local community fails to address this issue, LHS will continue to produce African-American student athletes that are not college ready, as measured by A-G curriculum completion, and will be unequipped to be successful in society due to their lack of a post-secondary education.

Program Design and Methodology

Literature Review

Overview

While there is little direct research on the factors that contribute to African-American student athletes at low-income urban high schools being prepared for college or a career, there have been studies about college student athletes, African-American students, and students at low-income and/or urban high schools. *Refer to Appendix A: Literature Review Matrix.* By exploring the available literature on populations with at least one characteristic similar to the chosen target population, studies show there are three areas of importance that can positively influence the success of the target populations.

First, in order to be college ready, a high school student's Academic Performance, measured by grade point average (GPA), must be adequate to fulfill high school graduation requirements and/or college admission requirements. The researchers have identified that a 3.0

GPA will be the desired level of academic performance as it aligns with the minimum GPA of the University of California system. Second, Parent Involvement in supporting students in their endeavors towards being college ready is integral to the students being prosperous academically. And finally, the target population needs additional knowledge of non-sports related activities and careers through Career Exploration. Each of these three areas of importance will be discussed in detail as they relate to the target population of African-American student athletes.

Academic Performance. Participation in athletics in itself has not been found to positively or negatively affect the educational attainment of African-American student athletes, however, the academic performance of African-American high school student athletes is imperative to those students being college or career ready (Harris, 2009). The literature has led the researchers to identify several key factors that can positively influence the academic performance of African-American student athletes: (1) Tutoring and Mentoring (2) Academic Advisement, (3) Progress Report Monitoring, (4) Time Management Skills, and (5) Academic Expectations of Key Adults.

Tutoring and Mentoring. Studies indicate that the academic achievement of students is positively influenced when they have a tutor or mentor who cares about their academic success. Somers & Pilliawsky (2004) found that low-socioeconomic status (SES) African-American high school students who had a college student tutor (most of which were also African-American) were more likely than non-participants to remain enrolled in high school. Additionally, Meacham's study (as cited in Hobneck, Mudge, and Turchi, 2003) suggested that mentors are valuable because they help student athletes to practice study and time management skills. Peer tutors can also contribute to enhanced academic performance as shown by Hobneck et. al (2003)

who found that peer tutoring was a contributor to the academic success of community college student athletes.

Academic advising. Studies conducted by both Harris (2009) and Cook (as cited in Harris, 2009) highlight the importance of a student's individual educational expectations on their academic achievement, as they were found to be positively and significantly related. Valentine & Taub (1999), as well as Rich (2001), found that school counselors can influence a student's educational expectations by providing information about educational options and by assisting in planning an educational path (as cited by Hobneck et. al., 2003). Harris (2009) indicates that while all African-American students need the support of a school counselor, African-American student athletes with low SES backgrounds are especially vulnerable to not focusing enough attention on their education, and earlier work by Rhodan (as cited by Harris, 2009) found similar results. Moreover, Harrison, Comeaux and Plecha (as cited by Bell, 2009) reported that faculty (such as school counselors) can have a positive effect on student athletes commitment to their academics if they serve as "intellectual coaches." School counselors, or an equivalent position, can serve as advocates for the student athlete's educational goals with parents, teachers, and coaches providing "the needed voice for students when they are at a crossroads of choosing academic or athletic pursuits and possibly neglecting the other" (Harris, 2009).

Progress report monitoring. Literature surrounding the importance of progress report tracking, suggests that frequent, even as often as weekly, evaluations of student athlete grades are successful in helping students monitor and increase their academic achievement because it serves as an early warning system for the student athlete and helps to keep the athlete on track (Hobneck et. al., 2003). Furthermore, having the student athlete personally responsible for gathering their current grade, attendance records, and late or missed assignments from their

teachers increased their self-accountability (Hobneck et. al., 2003). Overall, studies indicate that systematic use of progress reports positively influenced the academic growth of athletes (Hobneck et. al., 2003).

Time management skills. By virtue of their sports commitments, including practice time and games, African-American student athletes have less time than non-athletes to complete their academic responsibilities. While athletic participation on its own was not found to positively or negatively affect achievement, the literature suggests that the time management skills of the student athletes are an indicator of academic performance. Riley (2007) found that effective use of time amongst African-American and Hispanic high school student athletes positively influenced their academic achievement. Similarly, Misra & McKean's study (as cited in Riley, 2003) found that having strong time management skills lowered academic stress amongst college students and recommended that school counselors encourage participation in time management seminars.

Academic expectations of key adults. While the literature has shown that there are numerous interventions geared towards the individual student athletes, the literature also shows that the academic expectations of key adults (teachers, coaches, and parents) in the lives of student athletes are vital to their academic success. For instance, Diamond et. al (2004) and Tucker et. al (2005) (both as cited by Barbee, 2010) found that teachers with low beliefs about their abilities to motivate or change the lives of their students are more likely to have lower academic expectations for their students which can lead to lower academic achievement. Additionally, Bell (2009) found that athletic coaches were the most powerful and visible people within a college student athlete's academic role-set (the group of individuals who help shape

their academic actions) and so the academic expectations of the athletic coaches are extremely important to these students.

Parent Involvement

The research shows parents must be involved in helping to shape their children's academic and career aspirations. Unfortunately, parents of low socio-economic status (SES) are less likely to be engaged in their child's education, when compared with high-SES parents (Smith, 2009). The following section of the literature review will focus on: (1) what parent involvement means, (2) how it benefits children, and (3) what the research says about engagement with regards to low income or low-SES African-American parents.

What is Parent Involvement? Michael J. Smith (2008) uses Hossler et. al. as a framework to define parent involvement. Smith specifically focuses his definition of parent involvement, as parent involvement in postsecondary education choice (Smith, 2008). Within that, he defines it as “parent-generated school and home-centered activities that collectively contribute to a student's ability to prepare for life after high school” (Smith, 2008). Activities could include discussions about homework, encouragement for co-curricular or extra-curricular activities, and assistance in helping the student develop relationships with teachers and staff (Smith, 2008). Overall, parent involvement can include “all the ways in which home life socializes children for school” (Ascher, 1987).

All of these definitions involve increased parent to child interactions in the realm of academics. In addition, these interactions should take place in both the home and school domain. Ultimately, all of these definitions are aimed at enhancing “continuity between the home and the school” (Ascher, 1987).

Impact of Parental Involvement. Howard (2008) found that parent involvement is associated with a greater likelihood that a youth will attend college, achieve higher grades, and have lower rates of behavioral problems. Henderson and Mapp (as cited in Barbee, 2010), compiled a group of 51 studies in 2002 and concluded that increased family involvement positively relates to improved academic achievement, “regardless of economic, racial/ethnic, and educational backgrounds.” In fact, student success was tied to both the parents and the educators having high expectations for the students (Barbee, 2010). In this same group of studies, successful forms of parental involvement included increased communication between parents and their children in talking about school, along with teachers providing support and limiting criticism (Barbee, 2010). Patrikakou (as cited in Barbee, 2010) conducted a study utilizing information from the National Educational Longitudinal Study (NELS); an extensive longitudinal study that strived to answer the question, “Are Parents Relevant to Students’ High School Achievement and Post-Secondary Attainment?” The study showed encouraging results for parent impact on a student’s teenage years. Meaning, the parents’ expectations increased the students’ self-perceptions and as a result the students’ academic expectations increased (Barbee, 2010). Although the studies cited by Barbee (2010) and Howard (2008) found that parental involvement had positive impacts, not every study showed conclusive results in this matter.

Domina (as cited in Barbee, 2010) argued that parental involvement alone does not increase student achievement. In Domina’s studies some parent activities, such as at home educational supervision, were shown to have both positive and negative effects in different studies (Barbee, 2010). It has been a challenge for some researchers to figure out the actual impact of parental involvement, because it is difficult to rule out confounding variables, such as parent education level (Barbee, 2010). Although Domina (as cited in Barbee, 2010) found mixed

results, Domina still found a significant correlation between parental involvement activities and behavioral problems in students of low SES. Meaning, even accounting for confounding variables, parental involvement still helps the student.

Parental Involvement Activities. Unfortunately, research is limited in the realm of specific parent involvement activities at the high school level (Barbee, 2010). Agronick, Clark, O'Donnell and Stueve (as cited in Barbee, 2010) developed a parent involvement protocol, specifically targeted at parental involvement at the middle and high school levels. These authors found few detailed accounts of how parental involvement activities were implemented, and the activities were often not executed via a formal program, nor supported in a manner that would lend itself to evaluation (Barbee, 2010).

Career Exploration

As mentioned in the needs assessment of this study, many of the student athletes within the identified target population do not look for careers outside of the realm of sports. Career theorists believe that adolescence is “a pivotal developmental period in the exploration and formation of potential career objectives” (Gushue, Scanlan, Pantzer, & Clarke, 2006). It is often during the high school years when students make crucial career decisions about their future (Gushue et. al., 2006). The adolescent target population for this study is from a low-income community, which often presents additional obstacles, such as poverty, and a difficult home and community environment, which may compete with the attention of these students during this crucial period in their development (Gushue et. al., 2006). The literature shows that addressing the vocational identity, self-efficacy, and lack of knowledge surrounding career options of African-American student athletes can increase their awareness of career options and augment their desire and capability to see those options as viable for them.

Vocational Identity. The idea of vocational identity is that one can conceptualize their own vocational interests, talents and goals (Gushue et. al., 2006). Helping students to establish vocational identity may be an avenue through which students will see a broader swath of career options as a possibility. Taking it a step further, into the realm of social cognitive theory, self-efficacy is “the extent to which people believe that they have the capacity to perform certain behaviors determines how likely they are to engage in those behaviors” (Gushue et. al., 2006). Because engaging in career exploration in the high school years may be critical to these students’ futures, the researchers believe it is important to see what prior research has been done in the realm of self-efficacy.

Gushue et. al. (2006) take the idea of career decision-making self-efficacy as the extent to which an individual has confidence that they can complete the necessary tasks in order to make a career choice. They cite a number of studies which found that career self-efficacy can play a “significant role in the development of vocational interests, choice, and behavior” (Gushue et. al., 2006). Gushue et. al. (2006) found that career decision-making self-efficacy had a significant positive relationship to vocational identity among African-American high school students. Meaning, students who have a greater self-confidence in making career-related decisions may be more likely to engage in activities related to career exploration. Lease’s (2006) study meanwhile, found that self-efficacies were a strong predictor of the occupations that the African American students’ considered.

Career Education. Because self-efficacy appears to be an important factor in career exploration, intervention activities must be targeted towards helping students increase their beliefs about their abilities and their self-confidence in this area. As a result, teachers, counselors, and mentors should aim to help students engage in career education aimed at helping

them identify possible interests (Gushue et. al. 2006). Lease (2006) suggests utilizing interventions that expose students to occupational information via readings, interviews with college students or employers, and job shadowing. Daire, LaMothe, and Fuller (2007) suggest having high school students ruminate on what career they want to achieve and then map out the educational accomplishments that are needed in order to achieve their desired occupation.

Purpose of Study

The purpose of the study is to increase the college readiness of African-American student athletes at Lincoln High School (LHS). After reviewing the needs of the community, and reviewing the literature on academic interventions, parental involvement, and career exploration interventions, The Larry English L.E.A.D. Foundation (L.E.A.D.) research team proposes to use multiple interventions to help the target population increase and maintain a 3.0 GPA in college preparatory courses. By involving multiple stakeholder groups and implementing multiple interventions (after-school tutoring and group study sessions, development and monitoring of a four-year academic plan with an Academic Coach, progress report monitoring, time management workshops, parent workshops, career exploration workshops, and placement in internships), the researchers will increase the college readiness of African-American high school athletes at Lincoln High School.

Logic Model Matrix

Refer to Appendix B: Logic Model.

Program Design Narrative

Intervention

The ultimate goal of the interventions is to increase the college readiness of African-American student athletes at Lincoln High School (LHS). To accomplish this goal, L.E.A.D. will

implement the Personally Responsible for your Outcome (P.R.O.) Program, a comprehensive academic program designed to increase student athlete eligibility for college by achieving and maintaining a 3.0 G.P.A in college preparatory courses and participating in non-sport extracurricular activities, such as internships. The P.R.O. program will provide academic support to students through tutoring, mentoring and group study sessions. In addition, a program Academic Coach, who will function similarly to a school counselor but as an employee of the P.R.O. program, will serve as a liaison between student athletes, parents, teachers, and athletic coaches, creating a team that promotes and supports student athlete academic success. The Academic Coach will specifically assist in the creation and monitoring of individualized academic plans for the program participants, as the school counselors of LHS have an increasingly large number of students to serve and do not have time to provide this level of individualized attention. Other academic-based intervention components include progress report monitoring and time management workshops. The interventions will also target parents by facilitating bimonthly workshops on topics related to academics, college preparation, and careers to increase their knowledge of how to support their student athletes academically. In order to increase participation in, and knowledge of, non-sport extracurricular activities, career-based interventions will include career exploration workshops and placement in internships. *Refer to*

Appendix C: Workplan Matrix.

Methods

Research Design

In order to measure the effectiveness of the P.R.O. Program intervention on the college readiness of African-American student athletes, the program will utilize a quasi-experimental study design. The study will include an experimental and control group, a pre and post

assessment administered to both groups, and data analysis. Student athletes in the experimental group will be self-selected to receive the intervention; there will be no random assignment.

Refer to Appendix D: Research Design Outline.

Study Site

The experimental and control groups will both be located at LHS. All student athletes at LHS are required to participate in after-school tutoring sessions provided by the school. The student athletes participating in the school-sponsored tutoring sessions will serve as the control group. The student athletes who self-select to participate in the P.R.O. Program in lieu of the school-sponsored tutoring sessions will receive the intervention and serve as the experimental group. Differences in the academic performance and college readiness between the two groups will demonstrate whether the comprehensive P.R.O. Program intervention has a significant impact on student athletes.

Participant Recruitment

P.R.O. Program student athlete participants will be recruited with assistance from athletic coaches prior to the first week of school.

Selection of Study Participants

Student athletes interested in participating in the P.R.O. Program will be screened and selected for participation by L.E.A.D. program staff at a program information session. The first 30 students that meet the qualifications of a low academic performing student athlete, defined as having a GPA below a 3.0, will be assigned to the intervention group. Low academic performing student athletes that choose not to participate in the P.R.O. Program will be assigned to the control group. Parents of student athletes in both groups will be asked to complete a

parental consent form. Parents and students will be given the necessary information regarding the study.

Staff Training

P.R.O. Program staff implementing the intervention will be trained in their respective components of the comprehensive program (after-school tutoring and group study sessions, development and monitoring of a four-year academic plan with an Academic Coach, progress report monitoring, time management workshops, parent workshops, career exploration workshops, and placement in internships). All program staff will be trained on the importance of accurate and consistent data collection methods. In addition, L.E.A.D. research staff will be trained in data collection methods and analysis to ensure consistency between researchers.

Intervention vs. Control Protocol

The LHS student athlete control group will receive after-school tutoring provided by the school. The experimental group will receive the comprehensive P.R.O. Program intervention. The effectiveness of the P.R.O. Program will be evaluated by administering a pre-intervention assessments at the beginning of the academic year and a post-intervention assessments at the end of the academic year. If the P.R.O. Program proves to be more effective than the standard school tutoring sessions, all student athletes at LHS will be offered the comprehensive programming once the study is complete.

Social Marketing

Target Audience

The P.R.O. program is designed to reach the at-risk population of African-American high school athletes in low-income communities in order to help these youth become more college

and career ready. Secondary audiences that are targeted as part of the P.R.O. program include the parents of the student athletes, coaches, teachers, school administrators, and counselors.

The social marketing strategy for the P.R.O. program (See Appendix A: 4-P's of Social Marketing) will focus on the Lincoln High School (LHS) student athlete population. Even if a parent, coach, or teacher believes a student athlete can be successful in the P.R.O. program, the student athlete needs to be ready to increase their focus on their academics or at least be willing to try. The goal of the social marketing strategy will be to encourage the student athletes to take that initial step in seeing that their academics are important for their future goals and will aim to prepare and encourage the student athletes to be college and career ready.

Product

The product we are offering, in the largest sense, is an opportunity for African-American student athletes to become college ready. The P.R.O. program provides an opportunity that will help open doors for our target population by increasing the available career options they will have. If the African-American student athletes follow the program and work hard, they will complete the program as college ready and workforce ready individuals. More specifically, the P.R.O. program will offer after-school tutoring and group study sessions, development and monitoring of a four-year academic plan with an Academic Coach, progress report monitoring, time management workshops, parent workshops, career exploration workshops, and placement in internships. Once the participants become knowledgeable in those areas and apply those skills, such as time management, they will then be able to use those skills for the rest of their life, both on the athletic field and off of it.

Price

Participating in the P.R.O. program has a high cost to African-American high school athletes in terms of time and social connections. The P.R.O. program will be one more addition to the already busy schedules of the student athletes, and given their academic and athletic commitments, it may mean spending less time with their friends. In regards to social cost, participating in an academic program may be seen as “uncool” by the peers of the P.R.O. participants due to the perceived identity threat of becoming educated. African-American student athletes feel there is a stigma to being or appearing to be intelligent for fear of being labeled as “too white,” they do not want to risk losing a piece of their culture by appearing to be intelligent in an academic manner (Key Informant Interview, Robinson, D., Nov. 2, 2011). There is also a threat to their athletic identity associated with strengthening their role as a student. For example, parents and coaches tend to promote the “athlete student” and participating in an academic program means shifting to a “student athlete” identity (Key Informant Interview, Jackson-Hubbard, P., Nov. 3, 2011). Another social cost to participating in the P.R.O. program is the possible loss of parental support. Many parents push their children athletically, but not academically (Key Informant Interview, Jackson-Hubbard, P., Nov. 3, 2011); if the student athlete begins to dedicate more energy to their academics, it may affect the existing relationship with their parent(s).

Place

The P.R.O. program will take place at LHS and this location will allow the program to work within the student athletes’ schedules so that they can attend the tutoring sessions after school, yet before practice, without having to travel to another location. Also, the majority of the students live in the neighborhood where the school is located, which will facilitate attendance at

events that are held on days when school is not in session or when they do not have practice.

Finally, LHS provides access to resources, such as computers, and a space that is conducive to learning, which is a determinant that affects the academic performance of youth.

Promotion

Promotion of the P.R.O. program will occur primarily through print media such as glossy posters (11x17 inches) and fliers (8.5x11 inches) which will have the same design (See Appendix B: Social Marketing Poster). The materials will primarily be displayed and distributed on the LHS campus as the student athlete population spends most of their time in that location during the school year.

The P.R.O. poster will be developed to show the transition from high school athlete to college student to work force professional. Materials will include the slogan, “Everywhere you go, you’re a P.R.O.!” which connects the P.R.O. post-graduation pathways of college student and workforce professional to the athletic concept of being a “pro.” Posters will appear in key school locations, such as the offices of coaches and counselors, locker rooms, and administrative offices with student access. The fliers will also be given to coaches to distribute to the student athletes and to parents in order to allow the marketing message to be taken home. Additionally, the posters will be placed in neighborhood areas that are frequented by the student athletes, such as local eateries and grocery stores. These are also locations where the posters will be readily visible to community members which will help build an understanding within the community that being college and career ready is a possibility for these youth.

Additionally, an athletic sports bottle with the P.R.O. slogan will be given to all student athletes and coaches at LHS (See Appendix C: Social Marketing Water Bottle). This is an item

that athletes tend to carry with them and having the P.R.O. slogan with them all day long will reinforce the message that they are “Personally Responsible for their Outcome.”

Evaluation Plan

The P.R.O. Program intervention will be evaluated to determine its impact on the college readiness of African-American high school athletes through increasing their GPA in college preparatory courses and their participation in non-sport extracurricular activities, such as internships. The data gathered through this study will serve as a model for program replication in other high schools where African-American student athletes have low levels of college readiness.

Evaluation Design

Program objectives will be measured primarily by data collection of student academic records, analysis of pre and post assessments, and qualitative data methods. Evaluation measures will be administered to both the experimental group participants receiving the P.R.O. Program intervention and the control group participants receiving the school-sponsored tutoring sessions.

Outcome objectives one, two, and three address African-American student athletes’ academic performance. In objective one, academic transcripts will be used to measure student attainment of a 3.0 GPA or higher in A-G college preparatory courses at the start of their senior year. Objective one is a long term program objective and will be measured after three years of participation in after-school tutoring and group study sessions. To complement the evaluation of GPA, objective two will assess the completion rate of A-G courses. The P.R.O. Academic Coach will develop an A-G College Preparatory Academic Plan which will include the courses needed for admission into California four-year public universities. Progress on the Academic Plan will be assessed and adjusted at the end of each semester. Outcome objective three is a short term objective which will be measured at the end of each semester after participation in progress

report discussions with tutors/mentors. Academic records will be obtained to measure changes in GPA from the six week progress report to the final semester report card.

Objectives four and five address other factors which impact student athletes' academic performance. In outcome objective four, the School Motivation and Learning Strategies Inventory will be used as a pre and post assessment to measure time management skills before and after participating in a series of time management workshops throughout the academic year. In process objective five, P.R.O. Parent Coordinator will develop and implement bimonthly parent workshops on topics related to academics, college preparation, and careers, as documented by a copy of the parent workshop curriculum and participant roster. Objective five was chosen to be a process objective so that further undue burden would not be placed on the parents by testing and evaluating them.

Outcome objectives six and seven pertain to career exploration. In objective six, the Career Decision Self-Efficacy Scale will be administered as a pre and post assessment to measure student athletes' career decision self-efficacy after participation in career exploration activities. Outcome objective seven will measure the impact of internship experiences on the job readiness skills of student athletes through the implementation of journal reflection activities.

Evaluation Measures

Demographic Evaluation Tool

The Californian Healthy Kids Survey (CHKS) is a self-report questionnaire administered to youth and adolescents in grades five, seven, nine, and eleven, to assess key school climate, student health, and behavioral factors that are linked to academic performance. Basic demographic information, such as age, gender, and ethnicity are collected as part of the survey. The California Department of Education (CDE) has defined the standards that must be met in

order to insure that the data is valid and representative of the population. The CHKS meets the defined criteria, which includes, anonymity, alternate forms of questions, and cross checks to help ensure the truthfulness of the students. Research has shown that the tool is valid and appropriate for the adolescent population at LHS.

Behavior

The Career Decision Self-Efficacy Scale (CDSE) is a tool used for measuring “an individual's degree of belief that he/she can successfully complete tasks necessary to making career decisions” (Betz & Taylor, 2006). The 50-item scale was created in 1983 and a shortened 25-item scale, which will be used in this study, was created in 1996 and revised in 2006. Research in career decision making, theories of self-efficacy, vocational psychology, and theoretical models of career maturity inform the instrument design (Benish, n.d.). The CDSE includes the following five subscales: accurate self-appraisal, gathering occupational information, goal selection, making plans for the future, and problem solving (Benish, n.d.). Each item in the scale measures critical skills involved in career planning. A five level confidence continuum, ranging from No Confidence at all [1] to Complete Confidence [5], is used to assess the degree of self-confidence in performing each task (Betz & Taylor, 2006).

The CDSE has been tested for reliability and validity. Tests for reliability indicate that the content is highly consistent across all the items (Johnson, n.d.). A number of research studies support the validity of CDSE in measuring self-confidence in making career decisions. Although factor analyses do not support the use of the five categories, the authors retain the five categories for their usefulness in career counseling (Johnson, n.d.). Scores on the CDSE highly correlate with scores on other measures, such as career indecision, and scores have proven to be independent of ability and social desirability measures, all which support the validity of the

instrument (Johnson, n.d.). Research studies conclude that the CDSE is a valuable tool for both research and counseling purposes (Betz & Taylor, 2006).

The CDSE was designed to be used with college students, however, reviewers state that the tool can be adapted for use with other populations (Johnson, n.d.). The item and theoretical subscale assignments of the CDSE are applicable to the high school student population. For example, items address using the internet to find information about occupations that interest students and selecting one major they are considering (Betz & Klein, 1996; Betz, Hammond, & Multon, 2005) which has relevance to both the college and high school aged populations. There have not been many studies conducted to test whether cultural background influences test score. In one study conducted with African-American college students, results indicated that the CDSE had similar reliability as when administered to Caucasian student samples (Chaney, Hammond, Betz, & Multon, 2007).

Evaluation Methods

L.E.A.D. staff will be responsible for the collection and analysis of data. P.R.O Program staff members will obtain parental consent for both release of student records and participation in assessments. The P.R.O. Career Coordinator will administer the Career Decision Self-Efficacy Scale in September as a pre-assessment and in June as a post-assessment and will facilitate journal reflection activities during internship placements. The P.R.O. Academic Coordinator will collect student academic records and administer the time management pre and post assessments. L.E.A.D. staff will analyze and disseminate survey results to the entire team.

Database

Microsoft Excel will be used as the primary database. This low-cost program will be used to collect and track data for objectives 1-6. The Excel document will be built with separate

sheets for each objective with basic statistical formulas already plugged in so that L.E.A.D. staff can easily access pertinent statistics. Additionally, N-VIVO qualitative software will be utilized to analyze data from the participant's internship journal reflections (Objective 7).

Closing Statement

A major strength of the study is the comprehensive nature of the interventions which allow for a multi-pronged approach to achieving the desired behavioral changes. Additionally, the longitudinal study length of four years provides a realistic timeline to measure the college readiness of the participants, which is not a goal that can be achieved quickly. Although it is a long-term study, data will be collected on an ongoing basis in order to monitor the progress of each intervention and allow for adjustments if needed. Another strength of the study is the use of multiple stakeholders, such as parents, teachers, and athletic coaches, at different intervention points. These stakeholders have been found in the literature to be very influential on our target population and the study utilizes that connection.

The main limitation of the study is the small sample size of 60 student athletes. Another limitation is the attrition rate associated with long-term studies. Participants may move to a different school or remain at the school but not participate in sports, both of which would make them unable to participate in the study. A possible limitation of the study is that the control group will be participating in school-sponsored after-school tutoring. While it is a potential confounder, the tutoring provided by the school is not as comprehensive as the proposed interventions and is not focused on the same outcomes as the interventions.

Currently, there are few studies conducted with African-American high school athletes, the researchers suggest that future studies also focus on this population and their academic aspirations. Furthermore, while this study focuses on the college readiness of African-American

high school athletes at a low-income school, it is possible that similar interventions would be successful with students of other ethnicities at low-income schools who tend to have low levels of college readiness. This merits future studies with other populations, such as Latino high school athletes.

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Literature Review Matrix

Name of journal, name of article, authors, date published	Target Population	Intervention/Program	Measures	Results/Findings	Study Limitations	Recommendations for further exploration
<p>Educational Foundations, Examining parent involvement in reversing the underachievement of African-American students in middle-class schools, Tyrone C. Howard and Rema Reynolds, 2008.</p>	<p>African American Parents of middle-class African American Students.</p>	<p>No intervention as part of this study. The point of the study was for data collection purposes, so interventions could be proposed. The goal was to examine African American parents who sent their children to middle class schools, how they conceptualize parental involvement and if these types of involvement have any influence on academic performance.</p>	<p>Qualitative data was collected via focus groups and interviews. All data from the interviews was transcribed and codes and themes were identified. Outside member checks were done by research assistants to assess the accuracy of the identified codes and themes.</p>	<p>Results of the focus groups showed parent involvement was thought of as being involved at the home and at school. The parents believed that it is imperative to develop a sense of involvement that incorporates both in school and out of school activities, in addition to a more nuanced relationships between parents and school personnel. The data revealed that most of the parents believed in the importance of their involvement in their children’s education. However, they seemed to have diverging viewpoints about how that involvement should be manifested.</p>	<p>The author did not list any limitations. However, limitations appear to be the sample size of the study and the fact that the data was entirely qualitative.</p>	<p>The authors meant these findings to be insights for educators who are truly concerned about the disparities in academic performance they are witnessing with African American students. Further study should take place which examines the relationships between parents and schools, with explicit attention paid to race and class as two primary factors.</p>

Name of journal, name of article, authors, date published	Target Population	Intervention/Program	Measures	Results/Findings	Study Limitations	Recommendations for further exploration
Preventing School Failure, Drop-Out Prevention Among Urban, African American Adolescents: Program Evaluation and Practical Implications, Cheryl L. Somers and Monte Piliawsky, 2004	Ninth grade students from a major city in the mid-west. 99% of targeted participants were African American and of lower socioeconomic levels.	The program consisted of a number of interventions: tutoring 4 nights per week, monthly enrichment programs designed to enhance self esteem, self-efficacy, motivation, and knowledge of educational and career options, and interactive workshops.	Analysis of covariance (ANCOVA) was used to find out if there was a change in academic performance, based on GPA, in either the experimental or control group after the year of intervention. A multivariate analysis of covariance (MANCOVA) was used to detect changes in the five educational attitudes and behaviors sub-scales. They also examined adolescents' responses to the narrative questions.	The GPA and the changes in attitudes showed no significant differences between the experimental group and the control group. However, the program was successful in retention rate of the students. The retention rate was significantly better for those who participated in the program, than for the control group. Study shows that after-school tutoring combined with enrichment programs which provide students with mentors, appear to provide adolescents with the support needed to remain in school.	The sample size was small and several measures were created specifically for this program. Furthermore, the study was quasi-experimental and not truly randomized.	Future studies would benefit from evaluation this intervention approach through a fully experimental design approach.

Name of journal, name of article, authors, date published	Target Population	Intervention/Program	Measures	Results/Findings	Study Limitations	Recommendations for further exploration
<p>Doctoral Dissertation, An examination of time use patterns influence on academic achievement among African American and Hispanic male high school student athletes, Keith D. Riley, 2007.</p>	<p>African-American and Hispanic male high school athletes.</p>	<p>The researcher examined data from a large data set compiled after the first follow-up phase of the Educational Longitudinal Study of 2002. The primary purpose was to gain a deeper understanding of the effects of time management and sports participation on academic achievement amongst the target population.</p>	<p>The researcher assessed indicators within the construct of academic achievement amongst African American and Hispanic male student athletes. Indicators included socioeconomic status, time use patterns, sports participation, and race.</p>	<p>Statistically significant differences were found to exist between the non-ports participants and sport participant groups. A difference was also found amongst student athletes and their non-athletic peers, their overall math IRT-estimated number right- scores selected for this analysis. The interaction between race and sports participation was not shown to be significant. Effective use of time and sports participation was shown to positively influence the academic achievement of both African American and Hispanic high school athletes.</p>	<p>The study was limited to the Educational Longitudinal Study of 2002 data set. The range of the evaluation was narrow. There was self selection. Meaning, sports participants and non-sports participants had already decided their grouping because they had chosen to either play sports or not. Furthermore, it is hard to tell how accurate the students' survey responses are. Lastly, mathematics was the only assessment measure utilized in the study.</p>	<p>Further analysis is recommended to investigate the relationships between students' time management skills, academic outcomes, interaction effects of various indicators, and quality of the interactions that are needed. Furthermore, decision making skills of the students' concerning how they use their discretionary time needs to be examined.</p>
<p>Journal of Issues in Intercollegiate Athletics, Lydia F. Bell, 2009.</p>	<p>41 Division I-Football Bowl Subdivision (FBS) student-athletes. All participants were student athletes who had been recipients of full athletic</p>	<p>No intervention proposed. Semi-structured interviews with the athletes in order to make meaning around the shared experiences of being Division I football student athletes.</p>	<p>Interviews were digitally audio recorded, transcribed verbatim, and uploaded to NVivo8. Analytic induction was used to code the interview transcripts for emerging themes. Statistical data was</p>	<p>Data indicated that various people associated with the athletic role were credited with playing a dual role in the participants college experience (i.e. head coaches and other student athletes). Non-athlete peers, faculty, and parents also influenced</p>	<p>There was not a randomized sample. Since they relied on the athletic department to line up the participants, they had to use whoever the athletic departments chose. There was also concern that the author's of the study would be seen as outsiders and therefore</p>	<p>Future research can be directed towards deepening our understanding of the impact that the academic role-set members have on these student-athletes.</p>

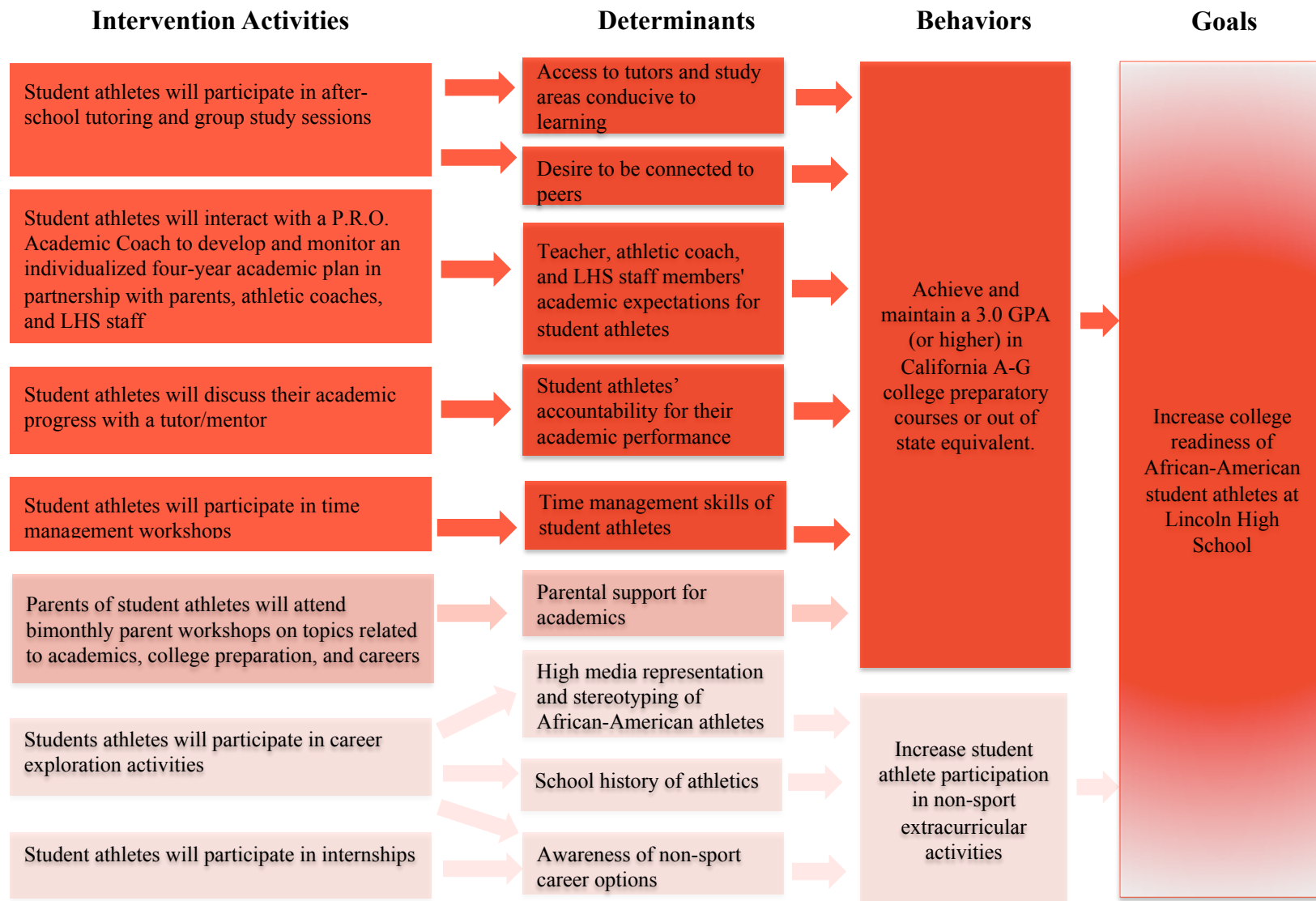
Name of journal, name of article, authors, date published	Target Population	Intervention/Program	Measures	Results/Findings	Study Limitations	Recommendations for further exploration
	scholarships since their freshman year.		also gathered about the participants.	the athletes.	would get inauthentic responses from the participants.	
Differences Between Black/African American and White College Students Regarding Influences on High School Completion, College Attendance, and Career Choice. Andrew P. Daire, Saron LaMothe, and David P. Fuller. 2007	African American and White College students at a major metropolitan university in the southeastern U.S. African Americans were 56.8% of the participants, and 43.2% were white. There were 99 women to 56 men. Ages ranged from 18-35, with a mean of 20.	No intervention as part of the study. However, interventions were proposed as a result of the findings. Intervention proposed for high school students: Have students examine educational attainments needed to achieve their desired occupation, income and status.	Designed a demographic questionnaire. It had 6 demographic items and a table for participants to rate certain things that may influence their decisions to complete high school, attend college and choose a career.	Future income has a greater influence on the career choices of African Americans that it does on whites. Future status has a greater influence on career choice of African Americans than for whites. No difference between the two groups with regards to the influence of making a difference in society on the decision to complete high school.	None listed by author however, limitations appear to be a small sample size, no limitations listed by the author, and study was completely based on their sampling method and the quality of their survey method.	Recommendation is to further explore the specific career counseling interventions and approaches to attract assist and retain African American students in the career counseling process. Future research can look into the effectiveness of interventions which focus on income and status with African American clients.
Factors Predictive of the Range of Occupations Considered by African American Juniors and Seniors in High School. Suzanne H. Lease. 2006	166 African American High school students in the 11th and 12th grades. Students were from two urban high schools in the mid-south	The study used a number of scales including the multi-dimensional inventory of black identity, Perceptions of Barriers Scale, and a social cognitive predictors assessment.	Two Multi-variate analyses were performed, one with sex as an independent variable and one with sex as a dependant variable. They also performed regression analyses,	“Strength of self-efficacy’s relation to occupational consideration was affected by the number of perceived educational and career-related barriers.” “Thus, the interaction of	Study was limited to low SES urban African American high school students and therefore may not be generalizable to a larger population. Follow up data would help enhance understanding of whether	Interventions should be developed which provide students with experiences that increase their perceived mastery of certain educational tasks or occupations (i.e. readings, interviews with people in college or

Name of journal, name of article, authors, date published	Target Population	Intervention/Program	Measures	Results/Findings	Study Limitations	Recommendations for further exploration
	U.S. The mean age was 16.9. The majority of their parents had a high school education or less.		which examined intercorrelations amongst contextual factors, self-efficacies, interests, and range of occupations.	barriers with self-efficacy in non-representative occupations was similar to, but not as clearly defined as, those in representative occupations.”	or not African American youth restrict their career choices.	those in occupations, or shadowing employed persons. Volunteer or fieldwork as well).
The Relationship of Career Decision-Making-Self Efficacy, Vocational Identity, and Career Exploration Behavior in African American High School Students. George V. Gushue, Kolone R. L. Scanlan, Karen M. Pantzer, and Christine P. Clarke. 2006	72 High school students from an urban high school in a large northeastern city. 62.5% were male to 37.5% Female. All participants identified as black, non Hispanic. Mean age was 16.3, with 51.4% of the participants in 11th grade.	Packets of instruments were distributed to participants during class time.	A multivariate analysis was used to determine the impact of gender and grade level on the variables: career decision making self-efficacy, vocational identity, and career search activities. No significant gender differences found. Multivariate regression analysis was used to examine the variables.	Career Decision making self-efficacy was found to be a significant predictor and had a positive relationship with vocational identity and career search activities. Furthermore, they found that students who had greater self-confidence in making career-related decisions were also likely to have a better defined sense of their interests, abilities, and goals as well as to actively engage in activities related to career exploration.	Simple model and small sample size. Sample was not random. Study did not address racial identity, or social support, which may play roles in career development of this population.	Future research needed to identify other variables that impact career related attitudes and behaviors of this population.
Improving Student Athlete Academic Success and Retention. Hobneck, Cheryl,	Predominately White student athletes at a target community college in central	Three interventions were implemented: (1) completion of educational development plans, (2) enrollment in a	Interventions were assessed using document analysis, surveys, and interviews. Analysis of	Academic success of student athletes remained unchanged, however student athletes’ perceptions of	Not all stakeholders believed in the intervention, the education development plans may have been viewed as an	Although it was not an intervention, peer tutoring was an important contributor to the academic success of

Name of journal, name of article, authors, date published	Target Population	Intervention/Program	Measures	Results/Findings	Study Limitations	Recommendations for further exploration
Mudge, Linda, and Turchi, Mary. 2003.	Illinois.	life skills course, and (3) examination of progress reports.	student records (examine records of GPA, withdrawals, and failures), review of Student Athlete Success Committee findings, interviews with administrators, and distribution of surveys (Pre- and Post-Student Athlete Survey & Faculty, Counselor, and Coach survey)	themselves as students improved. Post interventions data indicated that most athletes were responsible students. The combination of a life skills class and the diligent use of progress reports aided in the academic growth of athletes.	imposition, causing this particular intervention to be ineffective.	student athletes. The researchers recommend incorporating a feedback loop when it comes to peer tutoring.
A handbook for educators: Encouraging parent involvement in low SES middle schools. Marlen Worsham Barbee. 2010.	Low SES middle school students who demonstrate limited academic achievement. Majority of the students were African-American and Latino.	<i>A handbook for educators</i> was developed to increase home-school collaboration between low SES parents and educators. <i>Handbook</i> is focused on six areas of parent involvement: parenting, communicating, supporting school, learning at home, decision making, collaborating with community.	An evaluation tool was created to rate the perceptions of the usefulness of the <i>handbook</i> by expert reviewers and participants in the field.	The review by the expert educational professionals resulted in a revision of <i>A handbook for educators</i> . The field test of the final revised product demonstrated that the <i>handbook</i> is a viable tool in encouraging effective parent involvement in the school.	The lack of specific examples in encouraging effective parent involvement in low SES middle schools. Strategies to encourage motivation and teacher efficacy may not adequately address barriers related to parent involvement.	More research on the effectiveness of particular parent involvement activities and the effect of teacher perception on effective parent involvement activities
Education and Urban Society. Right Directions, Wrong Maps:	Low SES, urban, African American single mothers who	Hossler's model of college choice and parent involvement within that model contains three	Snowball sampling of African American single parents. Data was collected through	Parents were involved in areas bound by their comfort zone. Most of the parents operated with	Very small sample size.	Explore the link between understanding, experience, and attitudes about what is needed to

Name of journal, name of article, authors, date published	Target Population	Intervention/Program	Measures	Results/Findings	Study Limitations	Recommendations for further exploration
<p>Understanding the Involvement of Low-SES African American Parents to Enlist Them as Partners in College Choice. Michael J. Smith. 2009.</p>	<p>have college bound, high school aged daughters</p>	<p>broadly defined parental activities: setting aspirations, providing encouragement, and active support. Recommended interventions by author: Delivery of college knowledge and a commitment to co-construct usable maps on how to get to college. Educate parents about the value of college very early in their children's schooling. Outline the pathways and steps to arrive at the destination of college admission, enrollment, and eventually graduation.</p>	<p>interviews and field notes.</p>	<p>a set of road maps that had employment for their Children as the end point after high school and their messages and guidance flowed from where they were most comfortable. The Parents wanted their children to succeed by finishing high school but college was considered an unrealistic option.</p>		<p>prepare for a life of productive work. Investigate how intersecting oppressions (race, class, gender, nationality) impact involvement for low-SES, African American, single parents.</p>

BDI Logic Model



Workplan Matrix

Program Goal: Increase college readiness of African-American high school athletes at Lincoln High School

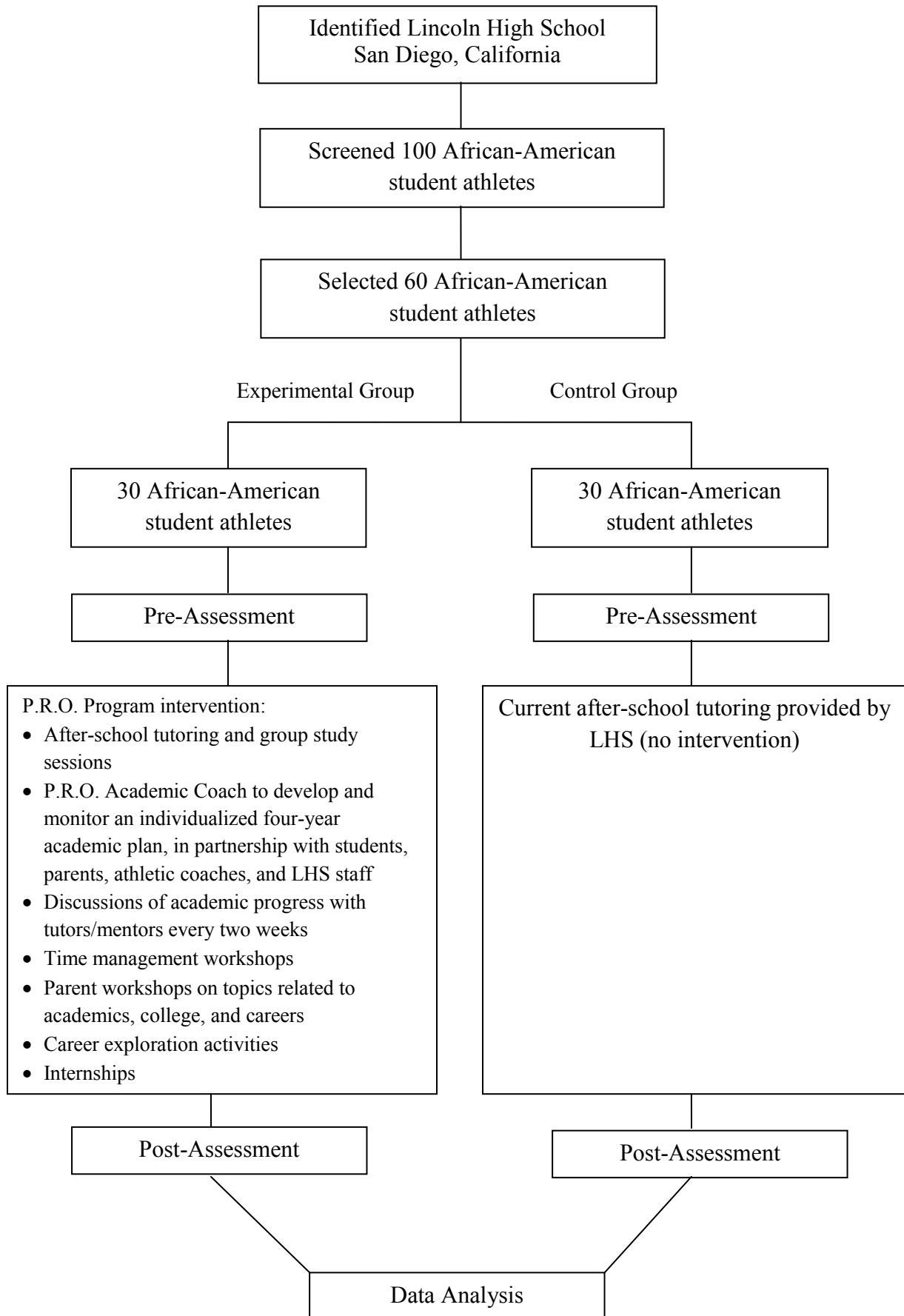
Objective	Implementation Activities	Timeline	Person Responsible	Process & Outcome Measures
<p>1. By the end of academic year three, 50% of 30 African-American student athletes who participate in the P.R.O. Program after-school tutoring and group study sessions will achieve a 3.0 GPA (or higher) in California A-G college preparatory courses or out of state equivalent, as measured by academic transcripts.</p>	<ul style="list-style-type: none"> • L.E.A.D. will secure space at LHS to host tutoring and group study sessions. • L.E.A.D. will hire a P.R.O. Program Manager. • P.R.O. Program Manager will hire a P.R.O. Academic Coordinator. • P.R.O. Academic Coordinator will work with school coaches, teachers, and administrative staff to recruit student athlete participants. • P.R.O. Academic Coordinator will outreach to local universities (UCSD, SDSU, USD) to recruit undergraduate tutors/mentors. • P.R.O. Program Manager will interview and hire undergraduate tutor/mentors. • P.R.O. Program Manager will develop a tutor/mentor manual. • P.R.O. Academic Coordinator will assign students to study groups for each academic school year. • P.R.O. Program will provide after-school tutoring sessions four days a week for one hour. • P.R.O. Academic Coordinator will obtain parent consent for release of student academic records. • P.R.O. Academic Coordinator will collaborate with school administrative staff to obtain student academic records. 	<p>August: Secure on-campus location for tutoring and group study sessions.</p> <p>September: Recruit student athlete participants.</p> <p>September: Collect baseline GPA and academic transcripts of student athlete participants.</p> <p>September: Complete tutor/mentor outreach and hire.</p> <p>September: Complete tutor/mentor training.</p> <p>September-June: Implement after-school tutoring and group study sessions.</p> <p>June: Collect end of year GPA and academic transcripts of student athlete participants.</p> <p>July: Analyze data for difference between pre and post intervention GPA.</p>	<p>P.R.O. Program Manager</p> <p>P.R.O. Academic Coordinator</p> <p>L.E.A.D. Staff</p>	<p>Outcome: By the end of academic year three, 50% of 30 student athletes will achieve a 3.0 GPA (or higher) in California A-G college preparatory courses or out of state equivalent.</p> <p>Measures: Academic transcripts of student athlete program participants will be obtained to measure changes between pre and post intervention GPA in college preparatory coursework.</p>

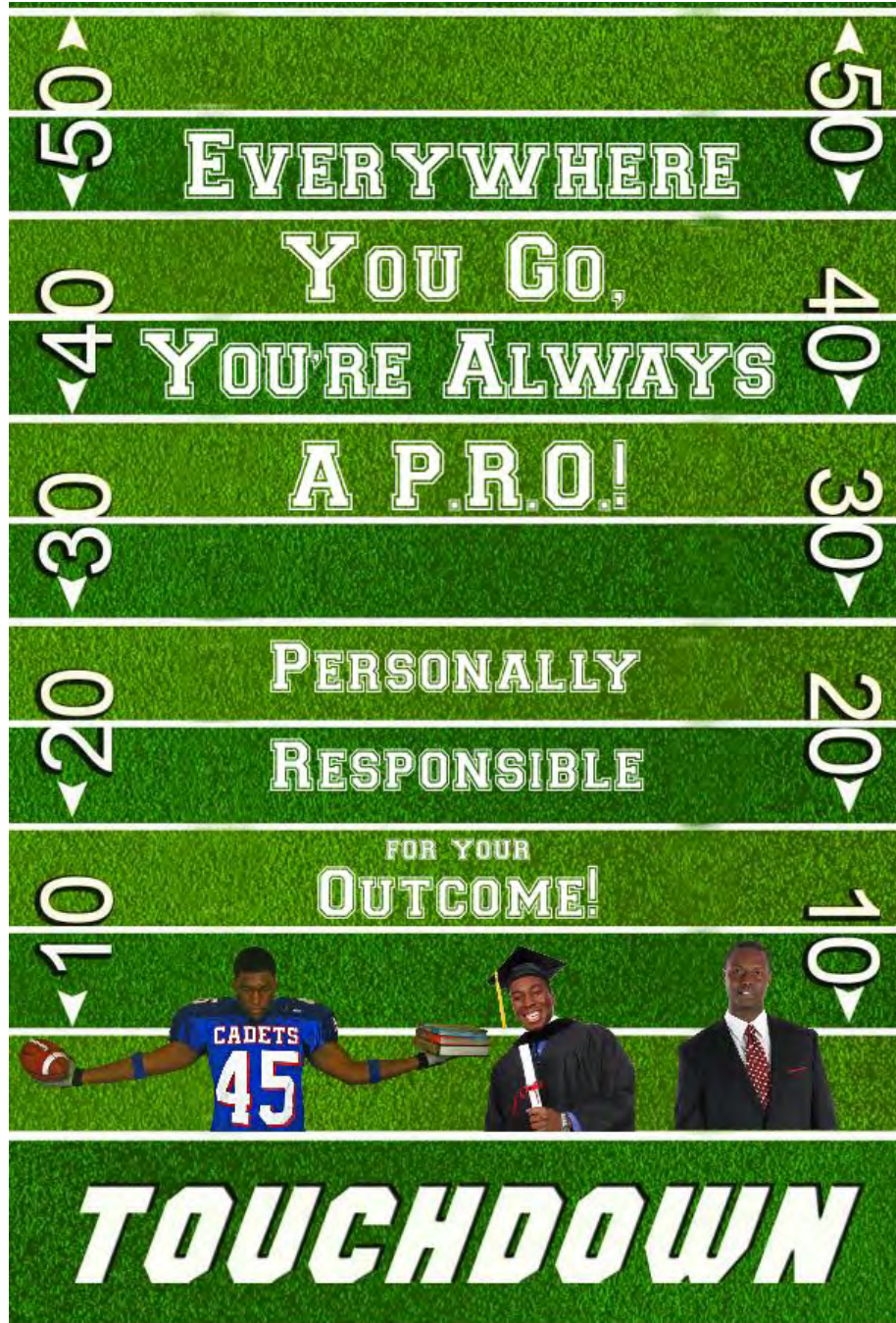
Objective	Implementation Activities	Timeline	Person Responsible	Process & Outcome Measures
<p>2. By the end of each academic year, 50% of 30 student athletes who interact with a P.R.O. Academic Coach (staff person) to develop and monitor an individualized four-year academic plan, in partnership with parents, athletic coaches, and LHS staff, will complete A-G college preparatory courses, as measured by completion of their A-G College Preparatory Academic Plan for that year.</p>	<ul style="list-style-type: none"> • P.R.O. Program Manager will hire a P.R.O. Academic Coach. • P.R.O. Academic Coach will create a four- year Academic Plan for each student participant. • P.R.O. Academic Coach will assist students to create a Memorandum of Understanding (MOU) which outlines their academic expectations, to be signed by parents, coaches, teachers, and tutors. • P.R.O. Academic Coach will serve as the program liaison between student athletes, parents, coaches, teachers, and school administrators to address student specific academic goals and to improve overall communication. • P.R.O. Academic Coach will implement academic coaching sessions to monitor progress on students' Academic Plans. 	<p>June: Hire P.R.O. Academic Coach</p> <p>September: P.R.O. Academic Coach to develop individualized A-G College Preparatory Academic Plans.</p> <p>September: P.R.O. Academic Coach and students to develop (MOU) and secure signatures.</p> <p>September -June: Implement Academic Coaching sessions to monitor progress on Academic Plan.</p> <p>June: Check completion rate of Academic Plan.</p>	<p>P.R.O. Academic Coach</p> <p>P.R.O. Program Manager</p> <p>L.E.A.D. Staff</p>	<p>Outcome: By the end of each academic year, 50% of 30 student athletes will complete A-G college preparatory courses for that year.</p> <p>Measures: L.E.A.D. will develop an A-G College Preparatory Academic Plan. The Academic Plan will include the courses needed for admission into California four-year public universities and recommendations for which year (freshmen, sophomore, junior, senior) students should take each course. The Academic Plan will be specific to LHS course availability and student's personal interests.</p>
<p>3. By the end of each academic school year, 50% of 30 student athletes who discuss their academic progress with their tutors/mentors will increase or maintain their GPA from their initial progress report, as measured by six week progress reports and final semester grades.</p>	<ul style="list-style-type: none"> • P.R.O. program participants will discuss their academic progress with tutors/mentors every two weeks. • Student academic progress status forms will be completed every two weeks by tutors/mentors during scheduled tutoring sessions. • P.R.O. Academic Coordinator will collect standard school issued six week progress reports. • P.R.O. Academic Coordinator will collect student final semester grades. 	<p>August- June: Students discuss academic progress with tutors/mentors every two weeks.</p> <p>October: Collect six week school issued progress reports.</p> <p>January: Collect Fall semester grades.</p> <p>February: Analyze academic records.</p> <p>April: Collect six week school issued progress reports.</p> <p>June: Collect Spring semester grades.</p>	<p>P.R.O. Academic Coordinator</p> <p>P.R.O. Tutors/mentors</p>	<p>Outcome: By the end of each academic school year, 50% of 30 student athletes will increase or maintain their GPA from their initial progress report.</p> <p>Measures: Six week progress reports and final semester grades of student athletes will be obtained to measure changes in GPA from the initial progress report to the end of the semester.</p>

Objective	Implementation Activities	Timeline	Person Responsible	Process & Outcome Measures
<p>4. By the end of each academic school year, 50% of 30 student athletes who participate in time management workshops will increase their time management skills from self-report baseline, as measured by pre and post assessments.</p>	<ul style="list-style-type: none"> • P.R.O. Academic Coordinator will establish dates of each workshop. • L.E.A.D. will provide each student athlete with a planner at the beginning of the academic year. • P.R.O. Academic Coordinator will implement time management workshops throughout the academic year. • Tutors/mentors will review planner usage weekly. • P.R.O. Academic Coordinator will administer pre and post time management assessments. 	<p>July: Analyze academic records.</p> <p>September: Administer time management pre-assessment.</p> <p>September: Distribute planners.</p> <p>September -June: Facilitate time management workshops.</p> <p>June: Administer time management post-assessment.</p> <p>July: Analyze time management data.</p>	<p>P.R.O. Academic Coordinator</p> <p>P.R.O. Tutors/mentors</p> <p>L.E.A.D. Staff</p>	<p>Outcome: By the end of each academic school year, 50% of 30 student athletes will increase their time management skills from self-report baseline.</p> <p>Measures: Time management skills will be measured by the School Motivation and Learning Strategies Inventory. Scale will include: Time Management (planning and completing assignments in a timely manner) and Organizational Techniques (organizing study materials for assignments).</p>
<p>5. By the end of year one, P.R.O. Parent Coordinator will develop and implement bimonthly parent workshops on topics related to academics, college preparation, and careers, as documented by a copy of the parent workshop curriculum and participant roster.</p>	<ul style="list-style-type: none"> • P.R.O. Program Manager will hire a P.R.O. Parent Coordinator. • P.R.O. Parent Coordinator will develop parent workshop curriculum on topics related to academics, college preparation, and careers. • Parents of the P.R.O. program participants will be contacted through mail, phone calls, and personal interactions to participate in bimonthly workshops. • P.R.O. Parent Coordinator will facilitate bimonthly parent workshops at LHS. 	<p>June: Hire P.R.O. Parent Coordinator.</p> <p>August: Complete development of parent workshop curriculum.</p> <p>September-June: Implement bimonthly parent workshops.</p>	<p>P.R.O. Parent Coordinator</p>	<p>Process: P.R.O. Parent Coordinator will develop parent workshop curriculum on topics related to academics, college preparation, and careers, as documented by a copy of the parent workshop curriculum.</p>

Objective	Implementation Activities	Timeline	Person Responsible	Process & Outcome Measures
<p>6. By the end of each academic school year, 50% of 30 student athletes who participate in career exploration activities, such as goal setting workshops, will demonstrate a 10% increase in career decision self-efficacy, as measured by pre and post assessments.</p>	<ul style="list-style-type: none"> • P.R.O. Program Manager will hire a P.R.O. Career Coordinator. • P.R.O. Career Coordinator will administer the Career Planning Survey to assess student career interests. Results from the survey will inform the content of the career workshop series. • P.R.O. Career Coordinator will develop and implement career exploration workshops, such as: <ul style="list-style-type: none"> • Goal setting workshops • Guest speaker sessions that highlight successful African-Americans in various careers. • Career planning workshops • P.R.O. Career Coordinator to administer Career Self-Efficacy Scale pre and post assessment. 	<p>June: Hire P.R.O. Career Coordinator.</p> <p>September: Administer Career Planning Survey.</p> <p>September: Complete development of career exploration workshops.</p> <p>September: Administer Career Decision Self-Efficacy Scale pre-assessment.</p> <p>September -June: Implement career exploration workshops.</p> <p>June: Administer Career Decision Self-Efficacy Scale post-assessment.</p> <p>July: Analyze assessment data.</p>	<p>P.R.O. Career Coordinator</p> <p>L.E.A.D. Staff</p>	<p>Outcome: By the end of each academic school year, 50% of 30 student athletes will demonstrate a 10% increase in career decision self-efficacy.</p> <p>Measures: Career Self-Efficacy will be measured by the Career Decision Self-Efficacy Scale. Scales will include critical skills involved in career planning: accurate self-appraisal, gathering occupational information, goal selection, making plans for the future, and problem solving. Each item has a 10-point scale which measures degree of self-confidence in performing tasks.</p>
<p>7. By the end of summer session years two and three, 50% of 30 student athletes who participate in internships will increase their job readiness skills from self-report baseline, as measured by journal reflection activities.</p>	<ul style="list-style-type: none"> • L.E.A.D. staff and P.R.O. Career Coordinator will collaborate with local community and business organizations to develop summer internship placements for student athletes. • P.R.O. Career Coordinator will develop and implement resume writing and interview skills workshops prior to internship placements. • P.R.O. Career Coordinator will develop and implement journal reflection activities. 	<p>March: Secure partnerships with community and business organizations for student summer internship placements.</p> <p>March: Complete development of resume writing and interview skills workshops.</p> <p>May: Place students at summer internships after completing resume and interview process.</p> <p>June-August: Implement internship program and engage students in journal reflection activities.</p> <p>September: Analyze data.</p>	<p>P.R.O. Career Coordinator</p> <p>L.E.A.D. Staff</p>	<p>Outcome: By the end of summer session years two and three, 50% of 30 student athletes will increase their job readiness skills from self-report baseline.</p> <p>Measures: Journal reflection activities will be implemented to measure the impact of internships on students' job readiness skills. Journal prompts will include: retro-active reflections to determine baseline skills, assessment of job readiness skills, such as workplace etiquette, and knowledge of career pathways.</p>

Quasi-Experimental Research Design





For More Information
Visit The Lincoln High School
Athletic Office
or
www.larry-english.org





Appendix F: Social Marketing Water Bottle

CDSE–Short Form

INSTRUCTIONS: For each statement below, please read carefully and indicate how much confidence you have that you could accomplish each of these tasks by marking your answer according to the key. Mark your answer by filling in the correct circle on the answer sheet.

No Confidence at all	Very Little Confidence	Moderate Confidence	Much Confidence	Complete Confidence
1	2	3	4	5

Example:

How much confidence do you have that you could:

a. Summarize the skills you have developed in the jobs you have held?

If your response was "Moderate Confidence," you would fill out the number 3 on the answer sheet.

HOW MUCH CONFIDENCE DO YOU HAVE THAT YOU COULD:

1. Use the internet to find information about occupations that interest you.
2. Select one major from a list of potential majors you are considering.
3. Make a plan of your goals for the next five years.
4. Determine the steps to take if you are having academic trouble with an aspect of your chosen major.
5. Accurately assess your abilities.
6. Select one occupation from a list of potential occupations you are considering.
7. Determine the steps you need to take to successfully complete your chosen major.
8. Persistently work at your major or career goal even when you get frustrated.
9. Determine what your ideal job would be.
10. Find out the employment trends for an occupation over the next ten years.
11. Choose a career that will fit your preferred lifestyle.
12. Prepare a good resume.
13. Change majors if you did not like your first choice.
14. Decide what you value most in an occupation.
15. Find out about the average yearly earnings of people in an occupation.
16. Make a career decision and then not worry whether it was right or wrong.
17. Change occupations if you are not satisfied with the one you enter.
18. Figure out what you are and are not ready to sacrifice to achieve your career goals.
19. Talk with a person already employed in a field you are interested in.
20. Choose a major or career that will fit your interests.
21. Identify employers, firms, and institutions relevant to your career possibilities.
22. Define the type of lifestyle you would like to live.
23. Find information about graduate or professional schools.
24. Successfully manage the job interview process.
25. Identify some reasonable major or career alternatives if you are unable to get your first choice.

The tool can be obtained for free from the publisher. Nancy E. Betz, Ph.D; E-mail: betz.3@osu.edu; Web address: faculty.psy.ohio-state.edu/betz

Larry English L.E.A.D. Foundation (L.E.A.D.)
 Personally Responsible for Your Outcome Program (P.R.O.)
 Project Dates: 09/01/2012 - 08/31/2016
 Project Title: College Readiness of African-American Student Athletes

Annual Escalation 1.03

PERSONNEL	Base	Monthly	# of Months	FTE	09/01/12-08/31/13	09/01/13-08/31/14	09/01/14-08/31/15	09/01/15-08/31/16	Total
					Year 1	Year 2	Year 3	Year 4	
1) Program Manager 1.0 FTE for the Calendar Year	\$ 40,000	\$ 3,333	12	1.000	\$ 40,000	\$ 41,200	\$ 42,436	\$ 43,709	\$ 167,345
2) Academic Coach									
a 10Hrs/Wk., \$24/Hr., Academic Year				0.250	\$ 9,288	\$ 9,567	\$ 9,854	\$ 10,150	\$ 38,859
b 5 Hrs/Wk., \$24/Hr., Summer				0.125	\$ 1,548	\$ 1,594	\$ 1,642	\$ 1,691	\$ 6,475
3) Academic Coordinator									
a 10 Hrs/Wk., \$17/Hr., Academic Year				0.250	\$ 6,579	\$ 6,776	\$ 6,979	\$ 7,188	\$ 27,522
b 5 Hrs/Wk., \$17/Hr., Summer				0.125	\$ 1,097	\$ 1,130	\$ 1,164	\$ 1,199	\$ 4,590
4) Parent Coordinator \$17/Hr, 120 Hrs./Year				0.058	\$ 2,040	\$ 2,101	\$ 2,164	\$ 2,229	\$ 8,534
5) Career Coordinator									
a 10 Hrs/Wk., \$17/Hr., Academic Year				0.250	\$ 6,579	\$ 6,776	\$ 6,979	\$ 7,188	\$ 27,522
b 5 Hrs/Wk., \$17/Hr., Summer				0.125	\$ 1,097	\$ 1,130	\$ 1,164	\$ 1,199	\$ 4,590
6) Tutors/Mentors \$12/Hr., 160hrs/wk., 15-30 Tutors					\$ 74,304	\$ 74,304	\$ 74,304	\$ 74,304	\$ 297,216
TOTAL SALARIES					\$ 142,532	\$ 144,578	\$ 146,686	\$ 148,857	\$ 582,653
Fringe Benefits									
Fringe Benefits @ 20%					\$ 8,000	\$ 8,240	\$ 8,487	\$ 8,742	\$ 33,469
TOTAL PERSONNEL COSTS					\$ 150,532	\$ 152,818	\$ 155,173	\$ 157,599	\$ 616,122
OPERATING EXPENSES									
Space Costs					\$ 5,000	\$ 3,785	\$ 3,785	\$ 3,785	\$ 16,355
Office Supplies					\$ 2,000	\$ 895	\$ 500	\$ 500	\$ 3,895
Printing/Duplication					\$ 400	\$ 400	\$ 400	\$ 400	\$ 1,600
Phone and Internet					\$ 800	\$ 600	\$ 600	\$ 600	\$ 2,600
Postage					\$ 200	\$ 150	\$ 150	\$ 150	\$ 650
Travel- Mileage					\$ 600	\$ 200	\$ 200	\$ 200	\$ 1,200
Travel- Bus Rental Costs: 6 Trips, \$500/Trip					\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 12,000
3 month trolley passes: 30 students, \$36/Month					\$ -	\$ 3,600	\$ 3,600	\$ -	\$ 7,200
TOTAL OPERATING EXPENSES					\$ 7,000	\$ 8,845	\$ 8,450	\$ 4,850	\$ 29,145
OTHER EXPENSES									
Educational Materials: School Supplies for Tutoring					\$ 6,000	\$ 4,000	\$ 2,040	\$ 3,214	\$ 15,254
Time Management Planners					\$ 600	\$ 600	\$ 600	\$ 600	\$ 2,400
Incentives/Promotional Items (Parent Incentives)					\$ 3,600	\$ 3,600	\$ 3,600	\$ 3,600	\$ 14,400
Guest Speaker Consultants					\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,000
Media/Advertising: Social Marketing: Water Bottles, Posters, Fliers					\$ 2,931	\$ 1,000	\$ 1,000	\$ 1,000	\$ 5,931
Evaluation Materials: CDSME (\$40/Kit), SMALSI (\$199/Kit), nVivo (\$650/1 License)					\$ 2,250	\$ 2,050	\$ 2,050	\$ 2,050	\$ 8,400
TOTAL OTHER EXPENSES					\$ 16,381	\$ 12,250	\$ 10,290	\$ 11,464	\$ 50,385
TOTAL DIRECT COSTS					\$ 173,913	\$ 173,913	\$ 173,913	\$ 173,913	\$ 695,652
INDIRECT COSTS @ 15% (Salaries and Fringe)	15%				\$ 26,087	\$ 26,087	\$ 26,087	\$ 26,087	\$ 104,348
TOTAL PROJECT COSTS					\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 800,000

BUDGET JUSTIFICATION

PERSONNEL EXPENSES

Program Manager, (1.0FTE) Calendar Year – The Program Manager will be the lead manager of the entire project. She/he will serve as technical advisor for all development and implementation activities at Lincoln High school. She/he will be responsible for both program and fiscal oversight. As such, the project manager will be responsible for hiring and training the 4 staff members and all the tutors. She/he will ensure that all program activities are running properly. Other duties will include assisting in all phases of evaluation activities, as well as reporting to Executive L.E.A.D. Management. The Program Manager will be paid \$40,000 per year. An annual cost of living increase of 3% has also been budgeted.

Academic Coach, (.25 FTE, Academic Year (AY); 0.125 FTE Summer) – The P.R.O. Academic Coach will primarily be responsible for serving the role of academic counselor. She/he will assist the students in the creation of their 4 year academic plans and the memorandum of understanding. The Academic Coach will also serve as the program liaison between student athletes, parents, coaches, teachers, and school administrators to address student specific academic goals and to improve overall communication. Lastly, she/he will implement academic coaching sessions to monitor progress on students' Academic Plans. The Academic Coach hired will be an experienced counselor. Therefore she/he will be paid \$24 per hour. An annual cost of living increase of 3% has also been budgeted.

Academic Coordinator, (.25 FTE, Academic Year (AY); 0.125 FTE Summer) – The Academic Coordinator will organize the entire academic and school related interventions. This will include recruitment of the student athletes, recruitment of tutors/mentors, oversight of the student athletes academic progress, and overall organization of the academic aspects of the program. The Academic Coordinator will be paid \$17 per hour. An annual cost of living increase of 3% has also been budgeted.

Parent Coordinator, (.058 FTE, Calendar Year) – The Parent Coordinator will develop and run the parent workshops. There will be a total of six parent workshops per year. Duties will include development of the parent workshop curriculum, contacting all the parents of the P.R.O. program participants, and facilitating the bimonthly parent workshops. The Parent Coordinator will be paid \$17 per hour. An annual cost of living increase of 3% has also been budgeted.

Career Coordinator, (.25 FTE, Academic Year (AY); 0.125 FTE Summer) – The Career Coordinator will organize all career related interventions. This will include the development, organization, and implementation of career exploration workshops. She/he, in conjunction with L.E.A.D. staff, will collaborate with local community and business organizations to develop summer internship placements for the student athletes. The Career Coordinator will be responsible for creating and executing resume writing and interview skills workshops prior to the internship placements. Lastly, the Career Coordinator will develop and oversee the journal reflection activities. The Career Coordinator will be paid \$17 per hour. An annual cost of living increase of 3% has also been budgeted.

Tutors/Mentors, (\$12/Hr., 160Hrs./Wk. 15-30 Tutors/Session) – 30 tutors/mentors will be recruited from local universities such as University of California, San Diego, San Diego State University, and University of San Diego. The goal will be to hire tutors/mentors that will be willing to commit to working for at least one year on this project. The consistency of working with the students and building relationships will be a key. The tutors/mentors will be working with the students four days a week between the end of the school day and prior to sports practice. On certain days, a 1:1 ratio of student to tutor/mentor will be necessary, while on other days a 2:1 ratio of student to tutor/mentor will be acceptable. The 30 tutors/mentors will work approximately 160 hours total per week. Duties will include, tutoring the students during the sessions that occur four days per week. This means assessing the needs of the individual students and assisting the students in the learning process. The tutors/mentors will also be responsible for discussing academic progress with their student participants every two weeks. Lastly, the tutors/mentors will work with the Academic Coordinator and Academic Coach to ensure the students remain on track in their progress.

FRINGE BENEFITS

Fringe benefits include, Social Security/FICA, Workers' Compensation, State Disability, Unemployment, Sick Leave, Vacation Leave, Voluntary Retirement, Dental Insurance, Health Insurance.

OPERATING EXPENSES

Space Costs: There will be a site at Lincoln High school that will be devoted to this program when the tutoring sessions are taking place. However, it may be necessary to secure an office space during the life of the program in order to have a centralized location for coordination of the program functions. Space costs will be relatively low, as the program will not require extensive use of an office space.

Office Supplies: A reasonable amount for office supplies, including paper, writing instruments, computer supplies, printer cartridges, files, folders and other consumables has been budgeted. Office supplies include such consumable supplies as computer software, hardware, printer toner, paper, pens, diskettes, zip discs, legal pads, notebooks, pencils, paper clips, staples and other general office supplies.

Printing/Duplication: The program manager and staff will need to produce project-related material for training and dissemination, as well as cover the incidental copying associated with a project of this sort.

Postage: Postage expenses will be necessary to disseminate program information.

Phone and Internet: It will be important to purchase cheap cellular phones for use by the Program Manager, Academic Coach, and three Coordinators. Monies for telephone and internet costs will be necessary to facilitate communication among project staff, Lincoln High School, and the participant's parents.

Travel: Three types of travel are budgeted. First, a minimal amount of mileage is budgeted for travel between the office and Lincoln High School and for those times when the staff must travel to a parent's home for coordination purposes. This travel estimation has been calculated using the standard mileage rate of \$.51 per mile. Second, funds are budgeted for approximately 6 bus trips per year. The student participants, as part of their career exploration, will be taken to

college fairs, and trips to local colleges. Lastly, travel funds are budgeted for summer trolley passes for all 30 students. These funds are budgeted in years 2 and 3 only, as these are the years that the internships will occur. Most, or all, of the students will be without a simple, cost free mode of transportation. As a result, trolley passes will be necessary to assist in the student's capabilities to go to their internships during the summers of years 2 and 3.

OTHER EXPENSES

Educational Materials: School supplies for tutoring will need to be purchased. Although the students will have their own school materials, it will be necessary to purchase, pens, paper, pencils, note pads and other standard educational materials. This will help to ensure a professional, proper study site is made available for the student participants and the tutors/mentors.

Time Management Planners: Time management planners are a key component to one of the program intervention activities. As a result, 30 high quality academic planners (one for each student participant) must be purchased each year. These planners will be a key in helping to teach time management skills to the student participants.

Parent Incentives: The L.E.A.D. program would like to make it as simple as possible for the parents to participate in the planned workshops. Therefore, parent incentive expenses are budgeted for the purposes of procuring gift cards to local super markets. These will help to incentivize the parents to become involved in the program.

Guest Speaker Consultants: As part of the career intervention activities, guest speakers will be hired to speak at sessions that highlight successful African- Americans in various careers.

Media/Advertising: Expenses budgeted for media/advertising will be spent on a social marketing campaign for this program. Expenses include P.R.O. Program water bottles, posters that will be placed throughout Lincoln High School and fliers that will be given out at public school events.

Evaluation Materials: The P.R.O. Program will be utilizing a number of evaluation tools throughout the life of this program. Only three of the evaluation tools will cost money. The CDSME kit is \$40 per kit and one kit per participant will be purchased each year. A SMALSI kit is \$199 per kit. Two SMALSI kits must be purchased in year 1, and one kit in each subsequent year. Lastly, one nVivo license will be purchased so that nVivo may be run on one computer.

INDIRECT COSTS: The Larry English L.E.A.D. Foundation does not have a federally negotiated Facilities and Administrative cost rate. Therefore, the Foundation has calculated a reasonable indirect rate of 15% of the salaries and fringe benefits. The expenses for indirect include personnel and benefits for regular L.E.A.D. staff working on this project, any insurance, legal and accounting costs that may be project related during this program, supplies and minor equipment, and some travel for regular L.E.A.D. staff.