UNFINISHED JOURNEY Project

I. BACKGROUND/INTRODUCTION

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

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

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

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

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

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

(1) Encourage underserved students (primarily Seniors) in ESUHSD to take one or two regular SJSU undergraduate courses, taught by some of the best SJSU instructors, on ESUHSD campuses; and,

(2) Implement a more flexible and personalized model of SJSU admissions, conducted on ESUHSD campuses, utilizing the human resources of both ESUHSD and SJSU.

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

DISTRIBUTION OF THIS DOCUMENT IS UNLIMITED
DISCLAIMER

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

Portions of this document may be illegible electronic image products. Images are produced from the best available original document.
The grant from the Department of Energy provided the Project with financial assistance in higher education outreach, counseling, instruction and support for increasing the number of ethnic/racial minority and female students in Mathematics, Science, and Technology. We were very pleased that the Department of Energy became a partner in The UNFINISHED JOURNEY Project.

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

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

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

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

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

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

Specifically, the proposal’s objectives were to:

1. Implement a targeted/outreach program whereby approximately 300-400 underserved students (emerging populations) in ESUHSD would take 1-2 regular SJSU undergraduate courses (through Continuing Education), each semester, taught by the "best" SJSU instructors, at 10 ESUHSD sites;
2. Develop a special focus outreach program to attract and recruit under-represented students for careers in mathematics, science, and technology.
3. Develop and implement an innovative, more flexible and more personalized model of SJSU admissions, on all 10 high school sites, utilizing the human resources of the ESUHSD, under the supervision of "role model" SJSU Admissions Officials, to facilitate outreach/admissions to underserved students;
4. Develop a successful model of outreach to selected underserved populations, utilizing the flexibility of Continuing Education, but which can become more institutionalized over the years, with regular SJSU/ESUHSD budget resources; and,
5. Demonstrate, nationally, the effectiveness of a higher education outreach model involving a community partnership of Universities, School Districts, Corporations/Foundations, Local-Community-Based Organizations/Professional Groups, and Individuals, which can be replicated in other parts of the nation.

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

III. PROPOSED DOE GRANT EVALUATION/DISSEMINATION PLAN

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

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

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

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

IV. QUARTERLY (April-June, 1995) PROGRESS REPORT ON DOE GRANT OBJECTIVES

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

In the Spring Semester, 1995, the Project enrolled 375 students, in 23 regular SJSU courses, on all ten comprehensive high schools. Again, the diversity of Project students was fairly close to the District’s demography. (Please see attached chart on student diversity for each Project course). We need to focus more attention on the recruitment of non-Asians for advanced math/science courses.

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

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

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

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

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

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

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

The Project continues to experience success in the second semester (Spring Semester, 1995). The Project also improved its implementation strategies.
### STUDENT ENROLLMENTS, *UNFINISHED JOURNEY* PROJECT, SPRING SEMESTER, 1995

<table>
<thead>
<tr>
<th>SCHOOL — COURSES</th>
<th>Total</th>
<th>Asian</th>
<th>Hisp.</th>
<th>Fil.</th>
<th>Af. Am.</th>
<th>White</th>
<th>Pac Is.</th>
<th>Other **</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANDREW HILLS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Biol. 54 (Hum. Ant./Phy.); S1</td>
<td>25</td>
<td>8</td>
<td>12</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>2. Anth. I (Cul. Anthropology); S1</td>
<td>28</td>
<td>6</td>
<td>15</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td><strong>INDEPENDENCE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Chemistry 1A</td>
<td>9</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>2. Comm. 20 (Pub. Speaking); S2</td>
<td>24</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>3. CP10 (Intro. Cul. Plur.); S1</td>
<td>15</td>
<td>8</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td><strong>JAMES LICK</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Anth. II (Cul. Antropol.); S2</td>
<td>10</td>
<td>0</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>2. Math 29 (Analy. Geometry); S1</td>
<td>6</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>MOUNT PLEASANT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Psych. 1 (Gen. Psychology); S1</td>
<td>43</td>
<td>10</td>
<td>14</td>
<td>14</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>18</td>
<td>25</td>
</tr>
<tr>
<td>2. Comm. 20 (Pub. Speaking); S1</td>
<td>15</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td><strong>OAK GROVE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. History 50 (Historical Process)</td>
<td>11</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>2. Engl. 10 (Intro. to Lit.)</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>W. OVERFELT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. French 25B (Int. French)</td>
<td>8</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>2. Math 32 (Calc. 3); S1</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td><strong>PIEDMONT HILLS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Comm. 20 (Pub. Speaking); S3</td>
<td>10</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>2. Math 32 (Calc. 3); S2</td>
<td>7</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>3. CP10 (Intro. to Cul. Plur.); S2</td>
<td>12</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td><strong>SANTA TERESA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Comm. 20 (Pub. Speaking); S5</td>
<td>26</td>
<td>7</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>9</td>
<td>0</td>
<td>1</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>2. Soci. 80 (Social Problems); S1</td>
<td>28</td>
<td>4</td>
<td>7</td>
<td>1</td>
<td>4</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td><strong>SILVER CREEK</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Psych. 1 (Gen. Psychology); S2</td>
<td>26</td>
<td>12</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>2. Math 30 (Calculus I)</td>
<td>12</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td><strong>YERBA BUENA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Biol. 54 (Hum. Ant./Phy.); S2</td>
<td>21</td>
<td>11</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>2. Soci 80 (Social Problems); S2</td>
<td>20</td>
<td>16</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>3. Span. 25B (Inter. Spanish)</td>
<td>8</td>
<td>0</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Total</th>
<th>Asian</th>
<th>Hisp.</th>
<th>Fil.</th>
<th>Af. Am.</th>
<th>White</th>
<th>Pac Is.</th>
<th>Other **</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>375</td>
<td>145</td>
<td>110</td>
<td>47</td>
<td>19</td>
<td>43</td>
<td>6</td>
<td>5</td>
<td>142</td>
<td>233</td>
</tr>
</tbody>
</table>
THE UNFINISHED JOURNEY PROJECT

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

AN EXCITING OPPORTUNITY:
ESUHSD Students Can Take SJSU Courses On Ten ESUHSD School Sites, for University Credit.
THE EXCITING OPPORTUNITY

The California Commission on Extended University has provided SJSU and ESUHSD a developmental grant to pilot a state demonstration program to encourage higher education outreach to underserved student populations of the ESUHSD, by providing the students with the opportunity to take regular SJSU courses, on the high school sites, for University credit.

During the pilot semester (Fall, 1994), approximately 320 ESUHSD students participated in taking one of 19 SJSU courses, offered at 8 of the comprehensive high schools.

For the Spring Semester, 1995, (January 30), 27 SJSU courses will be offered at the 10 comprehensive high schools.

The courses are taught by “the best” SJSU instructors, through SJSU Continuing Education. (Students can utilize up to 24 units toward a B.A. Degree, in a non-matriculated status). These courses cannot be taken for ESUHSD credit, but only for higher education credit. The courses meet General Education requirements at SJSU and should be transferable to other institutions of higher education.

COURSE FEES

SJSU has reduced the course fees for 3, 4, and 5 unit courses to $350. A funding consortium, involving SJSU, ESUHSD, numerous corporations/private foundations, local community-based groups/professional organizations, and generous individuals, have contributed funds to pay $300 of each student's course fees. In addition, a special grant from the U.S. Department of Energy has provided funds to assist students with fee costs and the extra instructional expenses of advanced math and science courses. Thus, the cost of a 3, 4 or 5 unit course for the student/family is $50. Students taking two courses will pay only $100, with the consortium of organizations contributing $600 toward the cost of course fees. In most courses, the student/family will be responsible for the cost of textbooks.
REGULAR UNIVERSITY ADMISSIONS

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

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

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

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

ELIGIBLE STUDENTS

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

GENERAL COURSE OFFERING INFORMATION

SJSU and ESUHSD officials have made arrangements to offer 2-3 courses on each of the 10 comprehensive high school campuses for the Spring Semester, 1995. More offerings will be available for the Fall Semester, 1995.

All of the courses are regular, undergraduate courses (General Education), which are required in most University B.A. Degree Programs. In addition, some of the courses are "special" courses,
designed to also meet the unique needs of students at given schools (ie.: advanced science and math courses, etc.).

Students will be able to take courses at any of the ten campuses. To facilitate the travel to other school sites, most courses are offered at 3:30 p.m. Most 3-unit University courses meet once a week, for sixteen weeks, for 2 hours and 45 minutes. The schedule of the University course offerings has been adapted to conform to the ESUHSD calendar. For the Spring Semester, 1995, SJSU courses on ESUHSD campuses will begin during the week of January 30, 1995 and end during the week of May 22, 1995.

SPRING SEMESTER, 1995 COURSE OFFERINGS

Andrew Hill High School

Anth. II-Cultural Anthropology Mon. 3:30 p.m.-6:10 p.m.
3 units
Study the basic concepts, theories and methods used to compare different socio-economic systems, including: what cultures are like and how they change; the aspects of political, economic and kinship systems within groups of people; aspects of language, art and religion; and, cultural perspectives on today's issues and problems.

Span. 25B—Intermed. Spanish Mon/Wed. 3:30 p.m.-5:50 p.m.
5 units
If you have had two years of high school Spanish, this course will prepare you for more advanced courses in Spanish.
Prerequisite: Spanish 25A or equivalent.

Biol. 54—Basic Human Anatomy and Physiology Tues. (Lect./Lab) 4:30 p.m.-8:00 p.m., SJSU; Thrs. (Lect.) 3:30 p.m.-5:30 p.m., Andrew Hill. 4 units
Structure and function of the human body and general biological principles. Prerequisites: year of either high school biological or physical science. Written parent or guardian permission required for students under 18 to work with cadavers.
**Independence High School**

Comm. 20—Public Speaking Wed. 3:30 p.m.-6:10 p.m. 3 units
If speaking in public scares you, this class will help solve that problem. Learn about the principles of rhetoric applied to oral communication. Learn how to select, analyze, adapt, organize and deliver your ideas effectively.

CP10—Intro. to Cultural Pluralism Mon. 3:30 p.m.-6:10 p.m. 3 units
Find out about America’s cultural richness as you study various ethnic and cultural groups, how they developed, what they contribute to the whole society, and different aspects of life today with our country’s multicultural society.

**James Lick High School**

Anth. II-Cultural Anthropology Wed. 3:30 p.m.-6:10 p.m. 3 units
Study the basic concepts, theories and methods used to compare different socio-economic systems, including: what cultures are like and how they change; the aspects of political, economic and kinship systems within groups of people; aspects of language, art and religion; and, cultural perspectives on today’s issues and problems.

Math 29—Anal. Geometry Mon/Wed. 3:30 p.m.-5:10 p.m. 4 units
Before you take calculus, this is the course to take. Coordinate systems, the straight line and conic sections, higher plan curves, parametric equations, vector algebra, and solid analytic geometry. Prereq.: Algebra II and semester of Trigonometry.

**Mount Pleasant High School**

Psych. 1—General Psychology Tues. 3:30 p.m.-6:10 p.m. 3 units
Comm. 20—Public Speaking Thrs. 3:30 p.m.-6:10 p.m. 3 units
If speaking in public scares you, this class will help solve that problem. Learn about the principles of rhetoric applied to oral communication. Learn how to select, analyze, adapt, organize and deliver your ideas effectively.

Oak Grove High School

Engl. 10—Intro. to Literature Thrs. 3:30 p.m.-6:10 p.m. 3 units
Appreciate different literary forms, including fiction, drama and poetry. This course is designed for non-English majors.

Hist. 50—Historical Process: Understanding Historical Reasoning Tues/Thrs. 3:30 p.m.-4:50 p.m. 3 units
This course fulfills the CSU General Education requirements for critical thinking and qualitative reasoning. You are not expected to memorize specific dates and facts; instead, you will learn to develop analytical skills needed to dissect the arguments and concepts contained in any historical perspective. You will be able to use the skills learned in this class to evaluate more effectively what you read, see on television and hear on radio, and to judge more critically what you are told of the past, present, and future.

Chem. 1A—General Chemistry Tues/Wed/Thrs. (Lect.) 3:30 p.m.-4:20 p.m.; (Lab) 4:30 p.m.-6:20 p.m. 5 units
Basic principles of chemistry: atomic structure, chemical bonding, oxidation-reduction, solutions, and organic chemistry. Lab emphasizes descriptive chemistry and includes a systematic study of qualitative inorganic analysis. Prerequisites: a year of high school chemistry. NOTE: This course will be offered by San Jose City College. Both the lectures and labs will be conducted at Oak Grove High School.
Overfelt High School

Math 32—Calculus III Mon/Wed. 3:30 p.m.-5:10 p.m. 4 units
Partial derivatives, multiple integrals, infinite series, and vector calculus. Prerequisites: Math 31 or equivalent.

French 25B—Intermediate French Mon/Wed. 3:30 p.m.-6:00 p.m. 5 units
If you have two years of French completed, continue your study of the French language by learning it within the setting of the French culture. Prerequisites: French 25A or equivalent.

Comm. 20—Public Speaking Thrs. 3:30 p.m.-6:10 p.m. 3 units
If speaking in public scares you, this class will help solve that problem. Learn about the principles of rhetoric applied to oral communication. Learn how to select, analyze, adapt, organize and deliver your ideas effectively.

Piedmont Hills High School

Comm. 20—Public Speaking Tues. 3:30 p.m.-6:10 p.m. 3 units
(See course description - Overfelt).

Math 32—Calculus III Tues/Thrs. 3:30 p.m.-5:10 p.m. 4 units
Partial derivatives, multiple integrals, infinite series, and vector calculus. Prerequisites: Math 31 or equivalent.

CP10—Intro. to Cultural Pluralism Wed. 3:30 p.m.-6:10 p.m. 3 units
Find out about America's cultural richness as you study various ethnic and cultural groups, how they developed, what they contribute to the whole society, and different aspects of life today with our country's multicultural society.
Santa Teresa High School

Soci. 80—Social Problems Tues. 3:30 p.m.-6:10 p.m. 3 units
Help find solutions for current problems in our society: housing, homeless, employment, environment, family problems and solutions, crime and drugs, politics and the media, issues of difference, including race and gender, issues of wealth and poverty, as well as war and peace.

Comm. 20—Public Speaking Mon. 3:30 p.m.-6:10 p.m. 3 units
If speaking in public scares you, this class will help solve that problem. Learn about the principles of rhetoric applied to oral communication. Learn how to select, analyze, adapt, organize and deliver your ideas effectively.

Math 31—Calculus II Mon/Wed. 3:30 p.m.-4:45 p.m. 3 units
If you have had some calculus, continue your studies with these topics: differentiation and integration of transcendental functions, as well as applications of the derivative and integral. Prerequisites: Math 30 or equivalent.

Silver Creek High School

Psych. 1—General Psychology Tues 3:30 p.m.-6:10 p.m. 3 units

Math 30—Calculus I Mon/Wed. 3:30 p.m.-4:45 p.m. 3 units
Introduction to calculus. Includes limits, continuity, differentiation, integration, applications. Prerequisites: Math 29 or equivalent.
Chem. 1A—General Chemistry Mon/Wed. (Lect.) 3:30 p.m.-4:45 p.m. at Silver Creek; Sat. (Lab) 9:00 a.m.-3:00 p.m. at College of Science, SJSU 5 units

Basic principles of chemistry: atomic structure, chemical bonding, oxidation-reduction, solutions, and organic chemistry. Lab emphasizes descriptive chemistry and includes a systematic study of qualitative inorganic analysis. Prerequisites: year of high school chemistry and satisfactory score on the Chem. Placement Exam (The one-hour exam will be administered on Wednesday, January 25, 1995, 3:30 p.m., in the Theatre, at Silver Creek High School; please make arrangements with your counselor).

Yerba Buena High School

Span. 25B—Intermediate Spanish Mon/Wed/Fri. 3:30 p.m.-5:00 p.m. 5 units

If you have had two years of high school Spanish, this course will prepare you for more advanced courses in Spanish. Prerequisites: Spanish 25A or equivalent.

Soci. 80—Social Problems Tues. 3:30 p.m.-6:10 p.m. 3 units

Help find solutions for current problems in our society: housing, homeless, employment, environment, family problems and solutions, crime and drugs, politics and the media, issues of difference, including race and gender, issues of wealth and poverty, as well as war and peace.

Biol. 54—Basic Human Anatomy and Physiology Wed. (Lect.) 3:30 p.m.-6:30 p.m. at Yerba Buena; Mon. (Lab) 4:00 p.m.-6:50 p.m. at College of Science, SJSU 4 units

Structure and function of the human body and general biological principles. Prerequisites: year of either high school biological or physical science. Written parent or guardian permission required for students under 18 to work with cadavers.
PARTIAL and GROWING LIST OF THE UNFINISHED JOURNEY PROJECT FUNDING CONSORTIUM

This unique, innovative community partnership program to motivate and assist more ESUHSD students to commence the journey into higher education is made possible by the human and financial resources of the following individuals and organizations:

San Jose State University
Intel Corporation
Pacific Gas & Electric
Fujitsu America, Inc.
Bank of America
Noyce Foundation
Pueblo Downtown Kiwanis
W. & F. Hewlett Foundation
Maria Elena Chavez Family
Apple Computers
SJSU, Continuing Education
Congresswoman Zoe Lofgren
Edwin McCauley Family
Chicanos En Accion
SJSU, Coll. of Educ. Faculty
Supervisor Michael Honda
DRC Associates, Inc.
IBM Corporation
Cal. State Employees Cr. Union
D. & L. Packard Foundation

East Side Union High School District
Pacific Bell Corporation
San Jose Mercury/News
Service Emp. Int'l. Union, CIO-AFL
Touché Manufacturing Co.
San Jose State University Foundation
N.C. of Christians and Jews
Xerox Corporation
Tony S. Carrillo Family
San Jose Comm. College District
George Shirakawa, Sr.
AT&T Corporation
Trustee Jan Becerra
SJSU Hispanic Fac. & Staff Assoc.
Councilman Frank Fiscalini
3 Comm Corporation
Home Savings of America
MAPA of San Jose
Selectron Corporation

MAJOR DEVELOPMENTAL GRANTS:

The U.S. Dept. of Energy (Mathematics, Science, Technology Program)
The California Commission on Extended University

AND

Over 200, smaller, individual contributions.

Individuals and organizations interested in assisting in this exciting community partnership, please contact: Dr. Tony S. Carrillo, Director, the UNFINISHED JOURNEY Project, P.O. Box 3000 I, San Jose, CA 95156, (408) 926-4905. Tax-deductible contributions can be sent to: The SJSU Foundation (ID#94-601-7638), the UNFINISHED JOURNEY Project (Acct. #67-2500-0694), SJSU, One Washington Square, San Jose, CA 95192.
FOR ADDITIONAL STUDENT INFORMATION/ASSISTANCE

The following designated counselors/advisors can provide additional information/assistance to interested students:

<table>
<thead>
<tr>
<th>School</th>
<th>Counselors/Advisors</th>
<th>Phone Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew Hill</td>
<td>Terry Maxie, Joe Ortega</td>
<td>227-8800 (4861)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>227-8800 (4827)</td>
</tr>
<tr>
<td>Foothill</td>
<td>Wilma Hooper</td>
<td>259-4464</td>
</tr>
<tr>
<td>Independence</td>
<td>Linda Kinnard, Jim McWilliam</td>
<td>729-3911 (2343)</td>
</tr>
<tr>
<td>James Lick</td>
<td>Ed Vierra</td>
<td>729-3580 (3789)</td>
</tr>
<tr>
<td>Mount Pleasant</td>
<td>Catherine Sweat</td>
<td>251-7820</td>
</tr>
<tr>
<td>Oak Grove</td>
<td>Bonnie Nill</td>
<td>225-9332</td>
</tr>
<tr>
<td>W. Overfelt</td>
<td>Dino Certa</td>
<td>259-0540</td>
</tr>
<tr>
<td>Piedmont Hills</td>
<td>Cathy Broussard</td>
<td>729-3950</td>
</tr>
<tr>
<td>Santa Teresa</td>
<td>Gordon Chapman</td>
<td>578-9100</td>
</tr>
<tr>
<td>Silver Creek</td>
<td>Delia Flores</td>
<td>274-1700</td>
</tr>
<tr>
<td>Yerba Buena</td>
<td>Francisco Garcia</td>
<td>279-1500 (2914)</td>
</tr>
</tbody>
</table>

The extra hours of the designated counselors/advisors are made possible through grants from the Hewlett Foundation and the U.S. Department of Energy.

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