

Breaking Out of the Box



"Breaking Out of the Box—Overcoming the Barriers to Success"

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BREAKING OUT OF THE BOX

Effective Practices for Special Population Students in California's Community Colleges

Practices Identified by the VTEA Title IB Special Populations Collaborative Project

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INTRODUCTION

The Carl D. Perkins Career and Technical Education legislation (formerly known as the Vocational and Technical Education Act, VTEA) identifies six categories of special population students:

- Economically disadvantaged students, including foster children
- Single parent students, including single pregnant women;
- Displaced homemaker students;
- Students with disabilities
- Students entering a career that is nontraditional to their gender (where fewer than 25% of the individuals employed in that career are of the student's gender.); and/or
- Students who are limited English proficient,

The legislation requires that recipients of Carl D Perkins Vocational and Technical Education Act funds support and monitor the success of special population students. To this end, the California Community Colleges funded the Special Populations Collaborative Project designed to address the needs of special population students. Specifically, this project is charged with identifying practices implemented by California community colleges that address the barriers for special population students and lead to their success.

To identify effective practices that meet the needs of special population students, project staff surveyed all California community colleges, reviewed the relevant literature, and collected expert opinion from the regional consortia, advisory committees, and practitioners in the field. In addition, a self-nomination form for effective practices was disseminated at workshops in the regional consortia areas, and at conferences and workshops throughout the state.

These procedures resulted in a pool of potential effective practices. Verification visits or calls were made to all potential effective practices. The criteria used to select practices were that they meet the needs of each of the six special population groups, represent the seven regional consortia areas, have some evidence of effectiveness, and be replicable. The verification process has resulted in the identification of 70 effective practices to date.

The practices presented describe successful strategies for serving special population students. In this report the practices are listed by primary target group served. Many practices could be useful to more than one category of special population student. Therefore looking at practices in all categories may be beneficial. Within each section, practices are listed alphabetically by college. The descriptions vary in format because they have been created in different years of the project. Several of the described practices represent programs that exist at many community colleges (DSP&S services for example). The versions of such programs presented in this document appear to be particularly effective examples of the programs.

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EFFECTIVE PRACTICES
for
ECONOMICALLY DISADVANTAGED
and
ALL SPECIAL POPULATIONS
COMBINED

Category Served: **Economically Disadvantaged/
All Special Populations**

Title: **Recruitment and Outreach to All Students Including Special Populations**

College: **Butte College**

College Contact: Brad Zuniga, Recruitment and Outreach
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Description: Butte College has hired a recruiter to increase the number of students/special population students enrolling at the college. The recruiter presents Butte College information at high schools and community events. He also presents at campus activities and organizes campus tours. All local high schools are visited, as well as many in a broad service area. These presentations may be dedicated to information on the college, or the recruiter may be a participant in general information nights or career fairs. To reach potential older students, presentations have been made at mall career fairs, resource fairs, farmers markets, and county fairs. Presentations and information have been made available at community cultural events including Migrant Education Parent Information Nights, Rancheria Celebrations, Latino Youth Leadership Conferences, Cinco de Mayo Celebrations, Hmong cultural festivals, and National Hispanic College Fairs.

At all of these events potential students are asked to give the recruiter their contact information and indicate any areas of special interest. The recruiter then personalizes a

response and sends out information packets. Potential students receive a personal letter thanking them for their interest in the college and in many cases a letter from the department in which they have indicated an interest.

The office is currently planning to institute its first "Butte College Family Day" which will target Asian and Hispanic families. The college recognizes that for many students, particularly those from minority groups, the process of choosing a college is a collaborative effort that involves the family. The purpose of the Butte College Family Day will be to allow students and families an opportunity to see first hand the opportunities available at the college. The day will include workshops, panels of successful students, and a free lunch. The day will conclude with the opportunity to attend a college football game.

The recruiter works out of the campus information office under the direction of the Coordinator of Student Activities, Campus Information, and Outreach. There are several student assistants who help with campus tours and student contact. The project is guided by a campus advisory committee comprised of the major campus stake-holders which meets monthly.

The program started in January of 2002. It was originally funded in a collaborative venture involving VTEA (Vocational Technical Education Act), EOPS (Extended Opportunities Programs and Services), DSPS (Disabled Students Programs and Services, and Cal SOAP (California Student Opportunity Access Program). In the current year the District has taken over approximately 30% of the funding, with the remainder coming from VTEA and Cal SOAP.

All applications that are passed out at recruitment events and mailed to prospective students are stamped with the words "Recruitment and Outreach." The Admissions Office separates those applications from the others so that the Recruitment Office can make a personal follow-up call. In the fall of 2002 there were 37 applications that resulted in 23 enrollments. This generated 14.04 FTES (Full Time Equivalent Students.) One year later in the fall of 2003 the applications jumped to 147 out of which 80 students enrolled generating 70.87 FTES. The program is clearly having an impact.

To replicate this program, a first important step is to develop a thorough understanding of the campus and its offerings so that accurate personalized information can be given to prospective students. It is also important to learn what recruitment efforts may be taking place in individual departments and to collaborate with those efforts as much as possible. Secondly, the recruiter must be flexible in order to adapt to recruitment strategies. Some settings require a lengthy, large-group presentation others are informal gatherings or require information on demand. The key is to be able to personalize the information: Listen to the prospective student and his/her family. Be aware of cultural differences/concerns. Find out what is of interested to prospective students and follow-up with personal contact. In order to be truly effective, the recruiter must have a love of education and a sense for its value.

**Category Served: Economically Disadvantaged/
All Special Populations**

Title: Digital Bridge Academy (DBA)

Name of College: Cabrillo College
6500 Soquel Drive
Aptos, CA 95003

College Contact: Diego “James” Navarro, Program Director
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Target population: High-risk, at-risk and under-prepared students seeking success in postsecondary education and high wage – high demand knowledge-based occupations (information technology, engineering technology, nursing, radiology, biotechnology, etc.) Students range from 17-55 years old (average 21); 95% are Latino, 95% are low or very low income, more than 65% are second language learners, and more than 50% are women. General characteristics of at-risk students include: Racial/Ethnic minority, College re-entry, Single parent, Parent of young child, Low or very low income, First in family to go to college. High-Risk students have the at-risk characteristics plus one or more of the following: Out of school youth, Homeless, High school dropout, Gang member/entrant into the criminal justice system, Participant in drug/alcohol programs, Victim of child abuse/domestic violence, Entrant into foster care/child protective services.

Goals: To support students in the post-secondary educational environment, and to prepare them to compete for and enter high wage-high demand, knowledge-based occupations.

Description: Participants must have a 9th grade reading level to enter the program (a College reading skills class is offered to students with low assessment scores). Students first attend a 2-week, 40 hours per week Foundation Course that orients them to the postsecondary learning environment and their own learning styles, and “Lights the Fire” for motivated learning. Graduates then enroll in a Bridge Academy Semester – an integrated 16 units in computer systems, English, digital management, career-planning, and student competency with the focus on accelerating students to the college-level in one semester. At the end of the semester, students successfully completing their coursework move into the College’s regular courses, with the addition of a work-based experience (internship) and a one-unit Digital Bridge Academy course in executive skills and knowledge.

A summer 2005 professional development workshop for community college faculty and administrators will take place. Participants will receive information on the program's history, research results, framework, methodology, curriculum, and evaluative strategies.

Staffing: Eight faculty members teach courses in the Academy. A coordinator helps with internships.

Facilities, equipment, materials: Classrooms and laboratories.

Costs, funding source: Foundation funding was used to design and implement the program (Irvine, Packard, National Science Foundation). VTEA funding was used for recruiting to out-of-school youth. FTE funding starting in 2005-06 will cover teaching.

Outreach and marketing: The program is promoted through local agencies (e.g. welfare/public assistance, workforce investment boards/one-stops, juvenile/criminal justice), high schools, neighborhood computer labs, community-based organizations, job fairs, and college counseling.

Evidence of effectiveness: In four 40 hour piloted sessions with 55 students (completed in the summer of 03), with 92% of students classified as high-risk, 100% successfully completed the pilot courses. Four cohorts starting in the Fall 03 have enrolled in the combined Foundation Course and Bridge Academy Semester, with 83% of the students completing these courses. Over 94% of the students who have completed the Bridge Semester are still in college. The most current cohort of students (Spring 05) is comprised of 100% at-risk, 75% high-risk, and over 50% out-of-school students. The project's evaluation report is available (contact Diego Navarro).

Suggestions for replication:

- You CAN meet the needs of at-risk and high-risk students. You can help them attain college-level performance needed for high wage - high demand occupations.
- Connect students to the workforce and teach them related skills such as how to work in self-managed teams, lead, work effectively and efficiently, and how to plan projects and programs.
- Use the resources and frameworks of the Digital Bridge Academy. Enroll in the professional development summer 05 workshops for administrators and faculty members. For more information and resources, visit <http://www.cabrillo.edu/academics/wdba/>

**Category Served: Economically Disadvantaged/
All Special Populations**

Title: Student Success and Retention Services Center

Name of College: DeAnza College
21250 Stevens Creek Blvd.
Cupertino, CA 95014

College Contact: David Coleman, Director
408-864-8660
colemandavid@deanza.edu

Target population: First generation college students, ethnic/racial minorities, and students with below average placement in math and English assessment tests.

Goals: To facilitate the matriculation of students with historically low retention and transfer rates.

Description: The *Student Success & Retention Services Center* (SS&RSC) is comprised of the former *STARS* (underrepresented student transfer support program) & *SLAMS* (retention support program for “undecided students) programs, and includes the *PUENTE* (development of writing skills through an exploration of the Latino experience & assistance with transferring to 4-year universities) and *Math Performance Success* (matriculation support program for successful completion of college level mathematics). In addition the *SS&RSC* works collaboratively and closely with the Transfer Center.

Center objectives are to have an enhanced academic and retention support Program serving a wide spectrum of the campus community by ensuring that participants receive counseling and academic support services as well as information, resources, and assistance that enables academic success.

Participation criteria is primarily based upon the following:

1. Self identification as a member of one of the following ethnic/cultural groups.
 - Black/African American
 - Chicano/Latino
 - Native American
 - Filipino
 - Pacific Islander
 - Cambodian
 - Laotian
2. 1st generation college students.
3. Placement on the De Anza College English assessment test into *EWRT 100A* and/or *READ 201* (2 levels below college English/EWRT 1A).

4. Placement on the De Anza College Math assessment test into Math 101/Elementary Algebra or lower.
5. Students can self-refer based upon identification of needs that can be addressed through the Center as well as be referred by faculty, staff or administrators.

Program participation criteria were developed as a response to the “*Student Course Success by Ethnicity*” study by Dr. Andrew LaMonque, De Anza College Researcher, dated 8/27/03 (available on the De Anza Research web-site: <http://dilbert.fhda.edu/daresearch/> (Note: this is password protected)

The Student Success & Retention Services Center places an emphasis on building a student community based on student-to-student relationships organized around a collective academic endeavor, retention, and attainment of educational goals. The Center helps students develop the abilities and self-confidence necessary to navigate personal and academic obstacles, improve their understanding of course material, and to overcome the hidden barriers that often inhibit academic success.

Program participants receive the following:

- Educational planning & academic advising to ensure that students take the proper courses and credit load.
- Registration assistance.
- Personal counseling regarding non-academic factors, which might affect progress.
- Program specific Orientation to College class during summer quarter.
- Peer Mentors available on-site.
- Possible participation in the Chi Alpha Epsilon Academic Honors Society.
- Tutors available on-site.
- On-site Student Study Center.
- On-site Student Computer Center – includes printers & copy machine.
- Campus tours of 4-year universities & colleges.
- On-site visits with 4-year university & college representatives.
- Career and employment information and assistance.
- Scholarship and financial information.
- Various academic enrichment workshops.
- A supportive community of peers, faculty, and staff who foster a nurturing environment and encourage the retention and success necessary to enable achievement of the student’s educational objectives.

The SS&RSC requires Program participants to, *at minimum*, meet once a quarter with a Program Counselor or Advisor to complete or update their Educational Plans. In addition, students are required to participate in at least one academic enrichment activity (workshop) per quarter as well as meet with a Peer Advisor or Tutor at least twice a quarter.

Those students with less than 36.5 units who have successfully completed their participation requirements on a quarterly basis also receive early registration assistance.

Furthermore, those Program participants who are in academic difficulty (GPA below 2.0) are required to meet with a Program Tutor a minimum of once per week.

In addition, the Center is partnering with the Registrar's Office in the implementation of an Early Alert grant that will enable instructional faculty to work in tandem with the SS&RSC counselors and respond quickly to academic or other concerns that students may exhibit in the classroom. This is a pilot program that will begin during the Winter 05 quarter and will initially focus on SS&RSC Program participants.

The Center's comprehensive peer advising and tutorial component enables students to receive free on-site tutoring and to "check in" with Program staff. This serves as an ideal way for participants to inform staff of any difficulties that they may be experiencing and to receive immediate assistance when necessary. In preparation, peer advisors take a 3-unit class before they become active advisors. Each peer advisor is assigned a caseload of approximately 200 students who are routinely contacted via email, phone and mailings regarding their education plan updates and opportunities for tutoring and other supportive workshops.

Staffing:

- Program Director (50%)
- Puente Coordinator (50%)
- Math Performance Success Coordinator (50%)
- 2.5 Counselors (100%)
- Program Academic Advisor (100%), and
- 8 Peer Advisors (also serving as Tutors)

Facilities, equipment, materials: One of the Center's most important functions is to provide a "home base" that serves as the location for various workshops, tutoring, study groups, and contacts with representatives of transfer institutions. The Student Success & Retention Services Center serves as an ideal communications hub for students, faculty, and staff, creating a network of information and people that is readily accessible and always supportive – in effect, a one-stop student support services center.

The Program currently provides a Student Computer Center with eleven networked computers and two printers, a photocopier for student use, student study areas, information bulletin boards, a conference room for study groups, academic enrichment workshops, and individual tutoring, as well as ready access to counselors and an advisor. The Center enables students to provide practical assistance to each other as well as to participate in an academically focused culture of motivation, persistence, and achievement.

Costs, funding source: The Foothill DeAnza District funds program faculty and staff salaries. In addition, the Program receives operational funding as follows: \$4,914.58 District funding, \$13,021.53 Partnership for Excellence funding, \$42,505.00 De Anza College Associated Student Body Funding (for student Peer Advisors & Tutors). The total is \$47,722.03.

Outreach and marketing:

- Brochures (MPS, PUENTE, SS&RSC)
- High School student Interest Form
- Center location – Conference room
- Career Inventories

The Student Success & Retention Services Center is marketed via the De Anza College website as well as through dissemination of Program marketing materials (brochures & high school student interest forms) through the College's Outreach Office. Faculty members also provide referrals for students that need support and assistance. Recruitment occurs in the summer for high school students who will enroll in the 1-unit *Orientation to College* course and in the fall for continuing students.

Evidence of effectiveness: The SSRSC currently serves 1,059 unduplicated participants. The SSRSC served 15,900 duplicated head count participants from 10/8/03 – 2/2/05 (derived from SARS Reporting). Students express their appreciation for the Center's support services in many ways, mostly by the active use of program resources and through referrals of their friends and/or siblings. However, staff also hears statements indicating that the Center has been instrumental in assisting students to navigate their ways past the obstacles of gang life, substance abuse, and being the first in their families to go to college. It is especially gratifying to hear students say how important it is for them to feel connected to the De Anza College academic and social community.

Program reports are currently being updated, but indications have shown that Program participants have achieved their educational goals of transfer and matriculation at roughly twice the rates of the general De Anza College student population.

Suggestions for replication:

All retention and student support programs should be set up to work collaboratively (including the Transfer Center) to provide seamless services to students, reduce duplicate services, and achieve economies of scale through shared resources.

Provide at-risk students more time and access to programs and services, which need to be streamlined and non-duplicative to meet their needs. Create an identifiable place (e.g. the Center) where students can have ownership of program services and resources (e.g. high level of access to peer advisors and staff who can provide quick and efficient service to meet their needs).

**Category Served: Economically Disadvantaged/
All Special Populations**

Title: Employers Meet Students

College: College of the Desert

College Contact: Ken Lamont, Coordinator, Career Center
43-500 Monterey Ave
Palm Desert, CA 92260
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Description: The Employers Meet Students practice is designed to offer career development experiences that allow students to consider nontraditional careers and to broaden career choices for LEP students. Each spring and fall the colleges hosts an "Employers Meet Students" series. These three-day events host 23 of the areas largest employers. Employers are organized into the following categories: Hotel & Resorts, Law Enforcement, Communications, Hospitals, Forestry & Parks/Recreation; Banking & Finance; Government, and Education. Students are interviewed by and conduct informational interviews with the employers. As part of these events, students are also invited to attend job search workshops hosted by the Job Placement specialist. The workshops assist students in preparing for an interview by covering a number of topics including resume writing, mock interviews, dress for success, etc.

Comments solicited from employers after each event are used to improve the next one. Comments are also reported to the administration in the "College of the Desert Career Center Year-end Report and Goals."

**Category Served: Economically Disadvantaged/
All Special Populations**

Title of Practice: Adult Reentry Program

College: Grossmont Community College

College Contact: Nancy Davis
Student Support Services Supervisor
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Target Population: All adult learners facing barriers to education or training (adult learner is defined as 25 or older)

Goals: To provide a place for adult reentry learners to get support, feel accepted, and receive the services they need to be successful.

Description: The Adult Reentry Program is designed to be flexible and respond to the needs of the current students. Each semester starts with two orientations, one in the morning and one in the evening to allow as many to attend as possible. The orientations consist of panels, general information, and peer support.

After the orientation, each adult reentry student participates in a one-on-one intake interview in which their specific needs are assessed and addressed. They are also given a tour of the campus, shown their classrooms, and introduced to teachers.

Once the semester is underway, the Reentry staff, hosts a series of Coffee Klatches and workshops that address topics ranging from math anxiety to time management. Other topics include: Dealing with computer fear, Internet research methods, School Balance, Speaking and Interpersonal skills (Toast Masters comes in for this workshop), Success after 40, Generational and cultural issues in college and the workplace, Dealing with divorce, Resiliency in a world of nonstop change, Project Success, which teaches learning disabled students reading, speaking, and writing skills needed to get and keep a job, Soft skills needed for work, Money management, Career assessment, and Labor Market Information.

In addition, the adult reentry staff hosts a Career Fair with over 600 companies and businesses invited from Los Vegas to Southern California.

The Adult Reentry Center also has an Advisory Committee that includes members from the business involved in the career fair, students, teachers and staff from campus, as well as community leaders and members.

Staffing: The Adult Reentry Center is staffed by one full time coordinator and one part time assistant. Additional staffing would allow for more comprehensive services to be offered. A designated counselor is needed.

Facilities, equipment, materials: The Adult Reentry Center is housed in a small room in the career center. Larger facilities and a place for the students to meet is needed.

Costs, funding source: The funds for the Adult Reentry Center are not specified for the center but are part of a larger budget for the career center.

Outreach and Marketing: Outreach and marketing is done in the community, on campus, and in classrooms, with flyers, mailings, and posters.

Evidence of effectiveness: Currently no evidence of effectiveness is being tracked.

Suggestions for replication: The Adult Reentry Center should be separate from other career centers, counseling, etc. Adult learners frequently don't want to go to the counseling centers, they need a specific counselor and the program needs a full time assistant.

**Category Served: Economically Disadvantaged/
All Special Populations**

Title: Project Access: Recruitment of Special Population Students

College: Laney College

College Contact: Dr. Matthew D. Kritscher, Dean of Student Support
Services/Matriculation
900 Fallon St
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Description: Project Access is designed to bring more inner city and urban students to Laney College and the Peralta Community College District. Project Access consists of a team of Laney College staff members. The project is headed by the Dean of Student Support Services/Matriculation. The team consists of representatives from Admissions, Financial Aide, Counseling, Matriculation, Assessment, EOPS, DSPS, and CalWORKs. Each member of the team is linked with a particular school to visit and give presentations on opportunities at Laney College. They provide prospective students with information and materials including catalogues and class schedules. In addition to English, much of the information is available in Spanish, Vietnamese, and Chinese. Access team members prepare reports of their visits and discuss successful strategies and difficulties at monthly meetings.

Once each year the team sponsors a high school day where prospective students come to the campus. In 2004, over 180 students participated. Students are given a sense of what a college day is like. Particular attention is devoted to making students aware of vocational training programs. Campus tours and information on student support programs are given. Project Access also links with community organization to recruit older students. They make presentations at churches, correctional facilities, the California Conservation Corps and other community based organizations, and provide campus tours for these groups.

Project Access team members participate as part of their regular duties. B-FAP funds (Board Financial Assistance Program) are used to increase the number of Pell grants and to produce the marketing materials. Each year Project access holds a breakfast for community leaders and school counselors. They inform these individuals that they will be happy to come to their sites and provide information about Laney College.

In the four years the project has been operating there have been more calls for information and requests for tours. Project Access plays an instrumental part in informing students of options at Laney College.

To replicate this program it is best to recruit staff members who are energetic and committed because participation is over and above their regular duties. It is also important to provide training for the team, have consistent, scheduled meetings and recognize team members for their efforts.

**Category Served: Economically Disadvantaged/
All Special Populations**

Title of Practice: Elder Care Assistants Training Program

College: Long Beach City College

College Contact: Gail Schwander
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Michelle Whitfield
Assistant Director for Workforce Development,
Program Coordinator
562-938-3151

Target Population: The program primarily serves economically disadvantaged students. They are frequently the hardest to serve. Many students have never held a job, or have been only nominally employed. Most come from the CalWORKs program, local women's shelters, are limited English proficient, and/or are otherwise disadvantaged.

Many students are displaced homemakers from minority homes where working outside the home for women is not supported. However, entering the Elder Care program is often easier for these women since the values of the culture from which they come support women in the care-giving roles and elders are held in high regard. Thus, many of the women found that their families supported the training as it was in keeping with their cultural roles. The grant coordinators enhanced this through the hosting of family nights where the families were invited to join the participants and were told of the successes, the importance of the careers, the upward mobility or career ladders, as well as told the value of consistent, timely attendance and homework completion.

Many of the subsequent classes were filled with family and friends of graduates. Many subsequent enrollees were less disadvantaged and had more work experience. While the program still maintains a general target population that is facing the barriers of poverty, many of the students in later sessions have CNA certificates or have held other entry-level jobs.

Goals: To meet the enormous need of industry for trained elder care workers while providing a consistent and stable career ladder to individuals entering the workforce.

Description: Several years ago, American Caregivers Association approached the college regarding developing a program. They became full partners in providing internships, presenters, other facilities, transportation funding, etc. This collaboration was vital to the success of the program.

Prior to beginning the coursework, a thorough background check is preformed and those ineligible to work in licensed facilities are not accepted. An average of 20 -25 students are accepted into each class and the class has been offered seven times.

The course itself consists of two parts. The first part meets for six weeks, five days a week, for six hours a day. It is an intensive overview of the tasks involved in Elder Care, the benefits and drawbacks of the field, the potential for growth, ethics and the elderly, CPR, and the various components of Elder Care (dietetics, activities direction, business management, etc.).

The second part of the course is a six-week internship in which the students are able to experience the rigor, tasks, demands and rewards of the career. The internship lasts six-weeks, is twenty hours a week, and each student is evaluated weekly by a CalWORKs counselor.

Upon satisfactory completion of both parts of the program, a graduation is held for all the students and their families. At this point they received a certificate of completion as well as a grant paid stipend for the internship.

Because of the success of the course as well as the demand from the industry, a second training course is being developed. This course will draw students from those who have completed the first course as well as those who have been working in the industry with no training. The college will make this a 1 unit survey (career exploration) class in the eldercare certificate program. Students will learn all the basics from the grant funded course, and will complete an internship. However, as the grant funds are no longer available, there will be no stipend. The benefit of imbedding the certificate is to encourage graduates and participants to continue their education. The students will see that they can actually complete college level courses, master the tasks, and be successful in the workforce.

Staffing: The staffing consists of

- One full time person with administrative oversight,
- One full-time person who worked on recruitment and acted as the administrative assistant,
- A series of paid presenters or faculty,
- An unpaid advisory board whose members are committed to coming in and talking about the realities of the Elder Care field to the class at least once during the six weeks. CalWORKs counselors also serve on the advisory board, and meet with the students *weekly* during their internships to discuss successes and gaps in performance.

Facilities, equipment, materials: A dedicated classroom, tape recording equipment to assist in interview techniques, and space to complete CPR training provided by the Red Cross.

Costs, funding source: \$428,000 Job Development Incentive Fund grant for two years ($\$428,000 / 120$ trainees = \$3,567 per trained student)

Outreach and marketing: Marketing was done in CalWORKs programs, at local shelters, in social service arenas, and via word of mouth. An advantage of marketing through CalWORKs is that it can pay for transportation, childcare, etc. Program developers were disappointed with their nontraditional recruitment. The industry needs men. There are a large number of male residents and few male attendants.

Evidence of effectiveness: 93% of all trained students have obtained jobs. Starting salaries are \$8.00 to \$10.00 an hour with benefits. Three quarters of the students were hired by the facility in which the interned.

Some participants were unable to be hired because an infraction showed up on their records that did not appear in the beginning, and they are no longer eligible to work in licensed facilities. Some students did not accept jobs they were offered. If they were CalWORKs students, their case-worker was informed.

Suggestions for replication: Industry partnerships are very important, as is an active advisory board.

**Category Served: Economically Disadvantaged/
All Special Populations**

Title: Career Preparation and Mentorships for Banking and Office Careers Students

College: Los Angeles Southwest College

College Contact: Vincent Jackson, Dean of Academic Affairs
1600 W Imperial Hwy
Los Angeles, CA 90047
213-241-5222, jacksovc@lasc.edu

Description: The Banking and Office Careers Program allows students to apply classroom theories to real-world work experiences, gain a better understanding of the working world, and improve their communication and organizational skills. Students who successfully complete the Banking and Office Careers Program will:

- Understand day-to-day professional activities in the working world
- Learn interview skills
- Learn to dress for success
- Receive support in finding part-time and full-time employment.

The curriculum focuses on:

- Career goals
- Employment portfolios
- Business wardrobe
- Finding a job
- Tips on job interviews
- Job search
- Interview skills
- After the interview tasks
- Understanding New Hire Forms, Payroll Checks, Payroll deductions
- Success in the workplace
- Effective Time and Stress Management
- Communication Skills
- Workplace Ethics
- Drugs in the Workplace
- Cultural Diversity in the Workplace
- Managing Money: Saving and Checking Accounts, Credit Cards, Investing, Insurance

The program is staffed by one training specialist/consultant and two program assistants. To inform students of the program, brochures and flyers have been distributed on campus and in the community.

All students who complete the Banking and Office Careers Program are eligible for mentorships. The students are paired with a mentor from a business partner of the program. Current business partners include U.S. Bank, Citibank, Washington Mutual, and United Parcel Service (UPS). The business partners are responsible for ongoing mentoring of the participants and providing up-dates to the college on students. They also commit to retain all hired participants that achieve a great view after the first 90 days. The partners also support the college at job fairs and special events

Approximately 200 students complete the program each year. About 50% have been placed in jobs. Approximately 40% of the placements are in full-time jobs; 60% are part time. The percentages are lower than anticipated due to economic stress in the community.

**Category Served: Economically Disadvantaged/
All Special Populations**

Title: Project Webmaster

College: Los Angeles Southwest College

College Contact: James Hicks
1600 W. Imperial Hwy
Los Angeles, CA 90047
323-241-5387, hicksje@lasc.edu

Description: Project Webmaster is a nationally recognized certificate program in web-related technologies. It provides students with training in a career that is in demand, growing, high wage, and requires only 3 8-week modules to become proficient. Additionally the project is designed to bridge the digital divide and give students industry standard marketable skills. It provides students with industry standard foundations in fundamental internet concepts, webpage concepts including the design, development, administration, and support of websites, and networking fundamental concepts. It is sponsored by the National Workforce Center for Emerging Technologies (NWCET). The program consists of three 3-unit courses and a 1-unit exam preparation course. These are:
CSIT 621 – Internet Fundamentals
CSIT 622 – Web Page Authoring Fundamentals
CSIT 623 – Networking Fundamentals
CSIT 699 – CIW Exam Preparation.

For the exam preparation course, state-of-the-art adaptive testing is used. This testing adapts to a student's knowledge level by detecting weaknesses in certain areas based on previous answers, and automatically reconfiguring to ask more and more questions from those areas. Students are certified after passing the foundation exam.

The courses are offered continuously in 8-week modules during day and evening sessions. Through grant money, students are provided with all course material and the examination fee is waived. The college has applied to receive Regional Testing Center status so the exam can be given on campus.

To market the program, flyers are distributed on campus and to neighborhood clubs, church groups, and community-based organizations. The program is presented during high school outreach visits and career day events. It also coordinates with the Los Angeles Council of Black Professional Engineers (LACBPE) and the Society of Mexican American Engineers & Scientists (MAES). There was also a program rollout launch event. In addition, it is advertised by participating students through their student homepage.

**Category Served: Economically Disadvantaged/
All Special Populations**

Title: Tutoring Strategy for Special Population Students

College: Merced Community College, Los Baños Campus
16570 S. Mercey Springs Rd.
Los Baños, CA 93635

College Contact: Anne Newins, Dean of the Los Baños Campus. newins.a@mccd.edu
Charles Schlinger, Math Instructor, schlinger.c@mccd.edu
Susam Kimoto, Developmental English Instructor, kimoto.s@mccd.edu
209-826-3431

Target population: All special population students, particularly those needing support in English and Math

Goals: To increase the number of students receiving tutoring and assistance in developmental English and math classes.

Description: Instead of remaining in their offices for scheduled office hours, the developmental English and math instructors conduct their office hours in a classroom. This has made students more willing to stop by for assistance. For special population students, it appears that approaching an instructor in a classroom setting with their peers is less stressful than approaching an instructor on their own. The office hour time has developed into a study hall where individual tutoring can take place. One instructor also uses "Classroom Assistants" who are developmental students themselves, but have completed the lowest level classes. These students are good role models and also benefit by reviewing earlier work.

Staffing: The developmental English and Math instructors at the Los Baños campus developed and implement the strategy.

Facilities, equipment, materials: Ideally the office hours classroom is the same as the instructional classroom, however space constraints do not always make this possible. A conference room or other group space could work as well. The closer the space is to the classroom, the better.

Costs, funding source: There is no additional cost for the program. It is simply a restructuring of where office hours are held. The practice developed after the budget for hiring hourly tutors was cut.

Outreach and marketing: The teachers announce at the beginning of the semester where and when their office hours will be held. When class assignments are given, the instructors remind students of the office hours/tutoring time and students usually take

advantage of it. Counselors are also aware of the office hour/study halls and encourage students to attend.

Evidence of effectiveness: There has been a large increase in usage in comparison to traditional office hours. Attendance ranges from six to about 25 students. Students are less nervous about asking for help, and the practice has also resulted in students forming study groups on an informal basis. Students not only better utilize the sessions than traditional office hours, but they are quite appreciative of the extra support. Performance of the developmental students and the "classroom assistants" has improved. The staff feels that this has led to increased retention.

Suggestions for replication: The essential ingredient for success is finding teachers who wish to work with a large number of students during their office hours. The two teachers involved at the Los Baños site are extremely student oriented. Finding suitable group meeting space also needs to be addressed.

**Category Served: Economically Disadvantaged/
All Special Populations**

Title: Diabasis: The Bridge to Coordinated Services for At Risk Students.

College: College of the Redwoods
7351 Tompkins Hill Rd.
Eureka, CA 95501

College Contact: Tracey Thomas, Director, DSPS
707-476-4285
Tracey-thomas@redwoods.edu

Target population: At risk college students, particularly those who are having problems in academic, social, psychological, or financial areas. Diabasis works with students who utilize a number of campus services often duplicating efforts that can cause confusion and frustration for students and providers.

Goals: To increase retention and help students succeed by establishing a support system that provides for the coordination of campus services and off campus referrals.

Description: College of the Redwoods has a campus-wide response to dealing with students at risk. The Diabasis practice developed initially as an informal meeting of staff from Counseling, Financial Aid, the Career Center, and DSP&S to coordinate planning and referrals for students using those services. The word "Diabasis" is Greek, meaning, "a bridge between two bases." The Diabasis team of faculty and staff meets bi-weekly to be a bridge between students and services. Referrals to Diabasis come from faculty, staff, and the administration.

Diabasis members have accomplished the following:

- Formulated a consistent, uniform, and comprehensive approach to planning and coordinating services;
- Developed an "educational case manager" system in which Diabasis members monitor and work with high-risk students, relying on the building of trust with referred students for the purpose of intervening in developing crises;
- Worked toward developing an effective follow-up process;
- Worked toward a goal of better defining criteria for determining whether a student can profit from instruction;
- Generated information from the community to offer students programs, classes, services, or when appropriate, a community alternative to college;
- Referral to community resources as appropriate; including social services and mental health.

- Worked toward developing clearer, more effective administrative supports such as confidentiality policies, disciplinary measures, and a crisis response team;
- Worked toward providing in-service training for all staff and improving liaison with community resources; and
- Developed a Faculty Handbook

Staffing: Diabasis membership is composed of staff and faculty from:

- Counseling;
- Disabled Student Programs & Services (DSPS);
- Residence Hall representative (as needed)
- Extended Opportunity Program Services (EOPS);
- Public Services (campus security)
- Financial Aid;
- Student Conduct Officer or Vice President of Student Services designee
- Faculty as relevant to students' needs.

The Diabasis staff relies on the presence of administrative support, and the clarification of staff roles by working together on a regular basis.

Facilities, equipment, materials: No special facilities, materials, or equipment are required.

Costs, funding source: No additional cost outside of costs of faculty and staff positions involved with the committee. Grant funding has supported the development of the Diabasis Handbook

Outreach and marketing: A handbook entitled "Diabasis A Guide for Dealing with Difficult Classroom Situations" has been developed and is disseminated to all staff. In addition, Diabasis committee members present annually at the New Faculty Orientation, and offer at least one workshop per semester through the Center for Teaching Excellence.

Evidence of effectiveness: Evaluation is a qualitative process on a case-by-case basis. Students have been able to connect with and utilize support services more effectively, thus enabling them to remain enrolled in college classes.

Suggestions for replication: To evaluate whether or not this would be effective elsewhere, the campus should identify the available resources and work collaboratively with staff from those areas. Initial planning meetings among the involved staff are essential.

**Category Served: Economically Disadvantaged/
All Special Populations**

Title: Workforce Preparation Skills Classes

College: Riverside Community College, Riverside City Campus
4800 Magnolia Avenue
Riverside, CA 92506

College Contact: Monica Green, Workforce Preparation
(951) 222-8966 direct line
(951) 222-8648 Workforce Preparation number
Monica.Green@rcc.edu

Target population: First-time college students, who seek to develop workplace skills, students who are pursuing occupational training in 100+ certificates, and students seeking a degree or transfer programs.

Goals: The Skills Classes offer fundamental building blocks for both workplace skills and academic coursework. The Workforce Preparation Program offers Skills Classes to any student interested in building a strong foundation of reading, writing, math, computer keyboarding and applications, and life management skills to enhance success in the workplace and in further college courses.

Description: The Skill-Building courses in Workforce Preparation are very innovative and accessible to the community. The skills classes are presented in a self-paced, instructor-led format with multiple entry dates within any given semester. Student participating in the skills classes earn college credit. Dependent upon the class, there are multiple course offerings per day, and class sizes are relatively small. Students may begin Skills Classes at the beginning of every week. The Skills Classes are competency-based which allow students to progress at their own pace while having an instructor available during all class sessions. Each course has multiple sections in the day and evening allowing students more flexibility in choosing what session best meets their daily schedules.

The following page provides a sample of some of the skill competencies students can take advantage of for college credit.

MATH	ENGLISH	COMPUTER	BUSINESS ENGLISH
BASIC NUMBER IDEAS ADDITION OF WHOLE NUMBERS SUBTRACTION OF WHOLE NUMBERS MULTIPLICATION OF WHOLE NUMBERS DIVISION OF WHOLE NUMBERS FRACTIONS MIXED NUMBER SKILLS DECIMALS RATIOS, PROPORTIONS, PERCENTS MEASUREMENT SKILLS APPLIED MATH CHARTING AND GRAPHING READING GRAPHICAL DATA COMPUTING GRAPHICAL DATA PRE-ALGEBRA SKILLS	SENTENCE STRUCTURE PARTS OF SPEECH FRAGMENTS FUSED SENTENCES, COMMA SPLICES INDEPENDENT AND DEPENDENT CLAUSES PREPOSITIONAL PHRASES COMMONLY MISPELLED WORDS SUMMARIZING SUBJECT-VERB AGREEMENT VERB TENSE PRONOUN USAGE ADVERBS PREWRITING TECHNIQUES INCLUDING OUTLINES TOPIC SENTENCES AND CONCLUDING SENTENCES PARAGRAPH DEVELOPMENT, SUPPORT DETAILS, UNITY USING THE DICTIONARY, THESARUS BASIC PUNCTUATION COMPARE/ CONTRAST COMMAS/CAPITALIZATION SEMICOLONS/COLONS USING THE INTERNET, LIBRARY FOR RESEARCH APOSTROPHES INDIRECT AND DIRECT QUOTES ARGUMENT WRITING OFFICE MEMOS AND E-MAILS	TYPING 20 WPM @ 80% ACCURACY TYPING 30 WPM @ 80% ACCURACY TYPING 40 WPM @ 80% ACCURACY WINDOWS ñ BASIC TASKS, INTERMEDIATE AND ADVANCED LESSONS WINDOWS ñ TEST WORD LAB 1 WORD LAB 2 WORD LAB 3 EXCEL LAB 1 EXCEL LAB 2 EXCEL LAB 3	REFERENCE MATERIALS PARTS OF SPEECH SENTENCES: ELEMENTS, PATTERNS, TYPES UNIT REVIEW & WRITERS WORKSHOP NOUNS POSSESSIVE NOUNS PERSONAL PRONOUNS PRONOUNS & ANTECEDENTS UNIT REVIEW & WRITERS WORKSHOP VERBS: KINDS, VOICES, MOODS VERB TENSES AND PARTS VERB AND SUBJECT AGREEMENT VERBALS UNIT REVIEW & WRITERS WORKSHOP MODIFIERS: ADJECTIVES & ADVERBS PREPOSITIONS CONJUNCTIONS THAT JOIN EQUALS CONJUNCTIONS THAT JOIN UNEQUALS UNIT REVIEW & WRITERS WORKSHOP COMMAS SEMICOLONS & COLONS OTHER PUNCTUATION UNIT REVIEW & WRITERS WORKSHOP CAPITALIZATION (EXTRA) NUMBERS (EXTRA)

Staffing: In addition to dedicated college instructors and counselors, the staff includes specialists in financial aid, career development, job placement, and child development, as well as a support staff that is eager to assist students. The instructors are very student centered.

Facilities, equipment, materials: Workforce Preparation occupies one wing of a building on the Riverside City campus. The courses are offered in a dedicated classroom and a computer lab available to students while classes are in session and when they are not. The vision of Workforce Preparation is to provide a one-stop resource for students to learn, have access to numerous on-campus resources (i.e. financial aid, workshops, job placement, career counseling, assessment, etc.), obtain life-skill resources through on- and off-campus sources, and a caring, friendly staff to answer questions and serve as a sounding-board.

Each skill building class provides the students with up to one unit of college credit at a time, at \$26.00 per unit. There are no required textbooks or materials to be purchased by the student. The students have access to 25 computers in the lab. The students have

Internet access, different software options, and a skilled computer lab technician. Both the classroom and the lab are equipped with whiteboards, overheads, and LCD's. The classroom is set up for teleconferencing capabilities and the lab has a printer for student use.

Costs, funding source: The funding is varied. Instructor salaries are paid through the general fund. Counseling and support staff are primarily paid through CalWORKs. The computers were provided by VTEA funds.

Outreach and marketing: Prior to registering in any of the skill courses, students attend a Workforce Preparation orientation on any Monday (excluding holidays) with a choice of either a morning or evening session. During the orientation session the students are provided with RCCD orientation, Workforce Preparation orientation, financial aid orientation, an assessment test, and an individualized Skills Schedule. In addition to the one-day orientation, students attend a four-part series of workshops designed to help students acquire the skills necessary for success in the classes. These Secrets of Success workshops are held on Wednesday in the morning and evening. The topics include time management, goal setting, study skills, and life skills.

Evidence of effectiveness: There have been approximately 560 students served since the courses became available in the early part of 2003.

Suggestions for replication: Collaboration, collaboration, collaboration. The Skills Classes would be non-existent without collaboration and partnership with matriculation, admissions and records, financial aid, occupational education, VTEA, math, English, computer applications and technology, reading, and community-based partners. Share resources.

Planning starts with the vision of how the program should be provided and then enlisting the partners in the development, implementation, and evaluation of the program. Expect the unexpected. The designers must enlist the expertise of area-experts who may want the program vision to conform to a different model. Be assertive with program needs. It is essential to have the right staff in place to carry the program to fruition. Remember that any good program must include an evaluation component and a willingness to positively impact the program.

**Category Served: Economically Disadvantaged/
All Special Populations**

Title: MESA Tutoring Program

College: Sacramento City College
3835 Freeport Blvd.
Sacramento, CA 95822

College Contact: Mai-Gemu Johnson
916-558-2490
johnsom@scc.losrios.edu

Target population: The target population is educationally and economically disadvantaged students pursuing math, science, and engineering.

Goals: To enable students to succeed in math, science, or engineering, and to be ready to transfer to a four-year institution to receive a Bachelors, Masters, or Doctorate degrees.

Description: Each MESA applicant is required to meet certain criteria that include educational and financial disadvantage and various academic and program criteria. The program serves approximately 125 – 150 students annually. The MESA Center is open extended hours to allow for maximum use by students. The hours are 8:00 am to 8:30 pm Monday through Friday and 10:00 am to 2:00 pm on Saturdays.

The MESA program functions in several feeder high schools and sends many students to Sacramento City College to focus on careers in math, science, and engineering.

Each MESA student must complete certain tasks and participate in a variety of activities annually. Some of the activities include having an annual academic plan on file, meeting with a MESA counselor (one of eight specialized MESA counselors) once or twice a year to complete a counselor contact form, completion of an Early Alert Program. The Early Alert Program requires the student to obtain signature from each math, science, engineering, and English instructor to provide feedback and show grades halfway through the semester. Participants also attend facilitated workshops weekly.

Much of the program is centered on providing support to the students through one on one contact with program coordinators, peer volunteers, and workshop facilitators. This contact takes place through:

- Study Center – The “Study Center” is the hub of all activities and includes tutors for groups and individuals, facilitators (current students and faculty members) for workshops and on-site field trips, as well as other events and activities.
- A 9-week MESA orientation course is mandatory for all MESA students. The course includes the writing of a personal statement, the development of an electronic

portfolio, instruction on the use of graphing calculators, an introduction to research component, mock interviews, and a general program and college introduction.

- The MESA program coordinators encourage MESA students to enroll in the same classes and sections so they can form “Student Clusters” which develops a stronger sense of community and facilitates the formation of study groups. The MESA program coordinators work with faculty to enable the formation of these “Student Clusters.”
- Academic Excellence Workshops – Six to ten workshops are held annually and involve students who form a small community to work collaboratively to master the course material with the guidance of a MESA facilitator. The facilitators work to reinforce concepts learned in classes. Prior to the workshops, the facilitators meet with faculty who review the topics discussed and the skills they are learning. The facilitators then develop worksheets to reinforce this information. The workshops are held twice a week, for two to four hours weekly.
- Faculty sponsored fieldtrips both on and off campus that include topics such as employment recruiting, employment opportunities in fields that use math and science skills, and an Academic Excellence Boot Camp (see below). Past field trips have included HP, Intel, Cal Trans, Industry speakers, UC, CSUs, as well as private institutions. Additionally, the MESA coordinators assist students in securing internships during the summers.
- Bi-annually a three-day “Academic Excellence Boot Camp” provides tutors to assist the students in brushing up on the skills they learned during the previous semester.
- Activities are provided to enable students to gain confidence and a sense of mastery of the world around them. These activities include an annual student leadership retreat hosted in Santa Cruz where 5-10 students attend for four-days of activities, and the BA Star program that allow students to take part in advanced science research, and summer research academies each year. Students who participate in these activities are expected to take part in the mentoring of new MESA student as well as work as Student Coordinators.
- In order to allow MESA students to hone their leadership skills, Student Coordinators help plan and run activities hosted by the:
 - American Indian Science and Engineering Society (AISES) Society of Hispanic Professional Engineers (SHPE),
 - Society for Advancement of Chicanos and Native Americans in Science (SACNAS),
 - Society of Women Engineers (SWE),
 - National Society for Black Engineers (NSBE),
 - Society for the Advancement of Native American and Chicano Engineers and
 - Other math, science, and engineering career conferences
- A MESA scholars program – This program honors all students with a 3.0 – 4.0 GPA in math, science, and engineering. As students are honored in consecutive semesters, they are given additional recognition with stars, bags, gifts, etc.
- A MESA transfer reception – This reception is for all Los Rios MESA students who are transferring as well as those who have received a scholarship.

Staffing: The staffing at the MESA Center includes a Director, two temporary (MESA students) clerks, tutors, facilitators, and instructional assistants who coordinate the center at night and on Saturday.

Facilities, equipment, materials: There are five IBM compatible computers in the center as well as one Macintosh computer, two computers are in the in office. The computers are loaded with a variety of computer programs including, TASK COW, engineering programs, C++, and Auto-CAD.

Costs, funding source: The MESA center is funded by a grant from the CCCCCO for \$81,500 annually.

Outreach and marketing: The marketing for the MESA Center includes sending out letters to all Sacramento City College students with a declared major in science, math, or engineering. Additionally, a great deal of marketing is via word of mouth from past or current students as well as referrals from math, science, and engineering faculty.

Evidence of effectiveness: The MESA program also operates in the high school encouraging students to attend community and four-year colleges. 74% of Mesa high school seniors attend college, compared to 49% of other students. 20-25 Sacramento City College students transfer annually, and 99% of CCC of MESA students will transfer to a four-year college.

Suggestions for replication: The MESA programs are fairly well structured and a RFA is available through the Chancellor's Office website at www.cccco.edu. The only other component for success that is mandatory is strong campus and community support.

**Category Served: Economically Disadvantaged/
All Special Populations**

Title of Practice: Peer-Mentoring

College: City College of San Francisco

College Contact: Christine Francisco, Coordinator,
Office of Mentoring and Service-Learning (OMSL)
Tel: 415.2393771,
Email: cfrancis@ccsf.edu

Target population : Students who are not academically well prepared and/or who face multiple challenges of limited English language proficiency, limited academic experience, multiple responsibilities of raising a family, working full-time and attending college. Peer-mentors, who were often mentees themselves, are available to work with all students who are at-risk in the course or program. Peer-mentors work to improve outcomes for special populations: they work with students with limited English proficiency on the language support necessary to understand and succeed in the labs, the classroom and the curriculum, and they provide practice and support with the equipment and the technological vocabulary necessary to be successful; for economically disadvantaged students and single parents who have difficulty managing their time with competing responsibilities at school, work, and home, mentors, who have been through the same difficulties, offer coping skills

Goals: Provide vocational education students in 12 TOP Code areas with peer mentoring support targeted to their needs so that they can successfully make progress through and complete their vocational programs and be ready to enter the job market in their field of interest.

Description: Sixteen CCSF faculty are sponsoring peer mentoring projects in 12 TOP Code areas to work on barriers to success and program completion. The mentoring will be supervised on site by the faculty sponsoring the projects. Mentoring will be provided either one-to-one or in small groups throughout the semester and will enable students who otherwise might drop or fail to move successfully through their vocational programs and learn the job skills necessary for employment in their field of interest, thus addressing Core Indicators #1 and #2 by increasing student success and ability to successfully complete their coursework, leading to greater course or certificate completion. Students at risk receive mentoring from their peers, students very much like themselves who have successfully completed the targeted classes or programs. They provide academic support and an ongoing relationship of social and peer support. Many mentees need increased access to the services that CCSF provides, and mentors are trained to make referrals to services. The ongoing mentoring support and the relationship that develops with the mentor make a crucial difference in student outcomes

Staffing: Peer-mentors, Faculty Sponsor, a general office that can support the program in paperwork requirements.

Facilities, equipment, materials: Peer-mentoring takes place in labs, classrooms and other college sites. Equipment is unique to the course/discipline and is provided by the vocational program. The OMSL distributes an RFP. Faculty respond with a proposal that establishes need and goals. The OMSL pays Faculty a stipend of approximately \$350 per semester to supervise the project and peer-mentors \$9 hr as student lab aides for their mentoring work.

Costs, funding source: Each project costs around \$2,000 a semester to run. This includes the faculty stipend and lab aide funds to pay the peer-mentors. A VTEA grant funds a majority of the student lab aide funds. The institution covers the remainder of the student lab aide funds and the faculty stipends. A small percentage of the students volunteer to be peer-mentors.

Outreach and marketing: The faculty provides the outreach to mentors and mentees. The OMSL provides general information about the projects.

Evidence of effectiveness: Generally, of those CCSF vocational students receiving mentoring 86% received a grade of "C" or higher, and specifically, of those students in top code areas that were targeted for improvement in Core indicator #1, 81% of the mentees received a grade of "C" or higher as compared to only 49% of those not receiving mentoring. In addition, the withdrawal rate among vocational students being mentored was 5% as compared to those vocational students who were not mentored who had a withdrawal rate of 28%, and specifically, of those students in top code areas targeted for improvement in retention, those mentored had a withdrawal rate of 4% as compared to the non-mentored rate of 35%.

Students and faculty complete questionnaires to evaluate their mentoring experience. Comparable to the results of last year's questionnaires, of the mentees who responded, 70% rate their mentoring experience as "excellent" with 28% reporting it as "satisfactory". In reporting the benefits of peer-mentoring, 85% of the respondents reported that they understood the course material better because of the peer-mentoring. 63% said the peer-mentoring increased their problem solving and critical thinking skills. From the faculty perspective, 82% felt that the mentees benefitted by being able to stay in the course and not drop and improve their course grade and 94% agreed with the mentees that the peer-mentoring increased problem solving and critical thinking skills. From the mentors' perspective, 94% felt that mentees understood the course material better.

Over the last four years peer-mentoring has become an integral part of vocational courses and programs. Many faculty members say they would not be able to provide the same quality of instruction and educational experience without the peer-mentor program. They echo the reports that peer-mentoring increases student success in the classroom and the working world. Jennifer Biehn, Microcomputer Business, says: "50% of students are at-risk and because of this semester's peer mentoring program, they stay in class instead of

dropping out. 90% of the mentees increase their grade by at least one grade level." Terri Winston, Broadcast Media Arts reports: "The enrollment of women in advanced classes (under-represented students) has remained steady at 41%. This semester peer mentors have been placed at GRAMMY winner Tracy Chapman's studio, The Plant Recording Studios and OTR studios. Former mentors are now working at Cutting Edge Audio, TransAudio and Portrero Post."

Suggestions for replication: Faculty select appropriate former students to act as peer-mentors. The OMSL provides a 6 week general mentor/peer-support training. Faculty communicate with mentors throughout the semester and advise and trouble-shoot. It is very easy to replicate. Being able to pay the peer-mentors is a big incentive. Mentors themselves gain great skills in the subject area as well as experience in leadership roles.

**Category Served: Economically Disadvantaged/
All Special Populations**

Title: Adult Basic Education (ABE) program

College: Santa Ana College
1530 West 17th Street
Santa Ana, CA 92706

College Contact: Mary Walker, Program Coordinator
714-241-5749
walker_mary@sac.edu

Target population: Students age 18 and older who want to improve academic success and employment opportunities.

Goals: To assist students in strengthening skills in reading, writing, grammar and math; to prepare students for high school subjects, the GED or college credit courses; and to strengthen skills necessary for students preparing to enter the workforce.

Description: The Santa Ana College Adult Basic Education (ABE) program is a not-for-credit program that prepares students for postsecondary education by strengthening reading, writing and math skills. Any student with below average assessment scores is encouraged to attend. Students enter the program via high school counseling or adult education programs where they are encouraged to earn their high school diploma; or through the College's ESL program, where students in the highest two levels are encouraged to participate. ABE programs are offered at the College's Centennial Education Center, Market Place Educational Center, Success Center, and at several community sites. Instruction includes self-paced, small group, and whole class teacher directed lessons that address specific content skills as well as general overall skills that all students need.

Staffing: 25 part-time faculty and 1 project coordinator

Facilities, equipment, materials: Classrooms

Costs, funding source: FTE, WIA Federal Grant

Outreach and marketing: The College conducts outreach via flyers and presentations to K-12 schools; and ABE faculty members visit students enrolled in the two highest levels of ESL and promote the program. The program also collaborates on a statewide level with CCAE (California Council for Adult Education) and on the national level as a member of COABE (Commission on Adult Basic Education).

Evidence of effectiveness: The program works to break down barriers to success for second language and other learners, encouraging students to continue their postsecondary education leading to high wage, high demand occupations or transfer to two or four-year colleges and universities. This program is very student friendly and can make a huge difference as students are empowered to pursue educational goals and rewarding careers.

Suggestions for replication:

Success depends on supporting positive relationships –it is important to build community and class spirit within a program and among students and faculty.

Work collaboratively with educational and community partners such as the community’s Adult School and other adult education programs, as well as state and national programs that focus on improving basic educational skills.

**Category Served: Economically Disadvantaged/
All Special Populations**

Title: Allied Health Workers Student Success Kit and Curriculum

**College: Santa Barbara City College
Butte College**

College Contact: Marsha Roberson, RHORC Director
Santa Barbara City College,
roberson@sbcc.edu

Linda Zorn, RHORC Director
Butte College
zornli@butte.cc.ca.us

Target population: The target audience is all students enrolled in or interested in an allied health program but particularly those students who are entering into a registered nursing program. However, the program is aimed at faculty, guidance counselors, career counselors, tutors and support staff to allied health students.

Goals: The goal of the program is to enhance and support the efforts made by community college allied health program directors to recruitment and retain students in allied health programs.

Description: A recent study illuminated a problem with recruitment and retention in nursing programs. The study showed a high attrition level. As a result of this the Regional Health Occupations Research Center (RHORC) developed a set of CDs on Strategies for Student Success in Health Occupations. The CDs include 1) a Model curriculum and 2) Resources for Health Occupations Programs. The first CD, *Resources for HO Programs*, contains recruitment techniques, ways to better prepare students, and retention strategies. On the second CD, *Success in HO: A Model Curriculum*, there is a module on an introduction to health care careers, a module on maximizing learning, a module on assessing critical math and English skills, and others. The Kit is available at no cost to all allied health programs, and has been distributed to all allied health programs in California's community colleges and at area hospitals.

Next year RHORC plans to develop a CD on faculty recruitment, the benefits and drawbacks of a medical career and other issues not addressed on the first CD.

Staffing: Mr. James Comins is the RHORC Initiative Director and funded the project, however, the work was done largely by RHORC Directors Marsha Roberson of Santa Barbara City College, and Linda Zorn of Butte College, along with Mr. Comins and Barbara Whitney from the California Community Colleges Chancellor's Office.

Facilities, equipment, materials: To maximize usage of the CD, the computer running the CD needs to be a multi-media capable player, however, the CD has a QuickTime download button that opens automatically if the users computer does not have it installed.

Costs, funding source: Grant funding out of VTEA

Outreach and marketing: The CDs are marketed through the RHORC centers, counselors, and state workforce groups. 1500 CDs have been given out so far. In the 2005-2006 school year, high school counselors' will be the target audience.

Evidence of effectiveness: The evidence of effectiveness will be in the numbers of students who are recruited into and retained in allied health programs statewide.

Suggestions for replication: Replication is not an issue – The CD is a ready to go tool-kit and is available free to anyone who wants it. It is also a model for other high-demand career clusters that are struggling with recruitment and retention.

**Category Served: Economically Disadvantaged/
All Special Populations**

Title: Instructional Role Model

College: College of the Sequoias
915 S. Mooney Blvd.
Visalia, CA 93277

College Contact: Larry Dutto
Dean of Academic Services
larryd@cos.edu
559-730-3808

Target population: All students.

Goals: To demonstrate that high quality instruction can be delivered by an instructor who has a disability, and to provide a role model for students with disabilities as well as for all other students.

Description: When a talented, qualified, hearing impaired graphic arts instructor applied to teach at College of the Sequoias, the Dean of Academic Services realized it was an opportunity to provide a special population role model on campus. The hearing impaired instructor was hired to teach Graphic Arts 159, Introduction to Photoshop, as part of the standard industrial technology curriculum. Two sign language interpreters were hired to translate signed instructions to the students, and students' responses and questions to the instructor.

Staffing: The instructor is assisted by the two interpreters.

Facilities, equipment, materials: No unique facilities, equipment, or materials are required.

Costs, funding source: The instructor is paid as an adjunct professor and the two sign language interpreters are paid out of VTEA funding.

Outreach and marketing: Initially there was an effort to reach out to deaf students on campus to encourage them to enroll in the class. Several have enrolled, but the majority of students are from the general student population. The program has received community support and an article on the instructor and his program was published in the local newspaper.

Evidence of effectiveness: The instructor has been well received and retention is high.

Suggestions for replication: Hire qualified instructors from special population groups to serve as role models whenever possible! They not only inspire students from the same special population group, but also break down barriers and stereotypes for all other individuals.

EFFECTIVE PRACTICES for NONTRADITIONAL STUDENTS

Category Served: Nontraditional Students

Title: Partnership supporting low-income women training for nontraditional careers

College: Cabrillo College

College Contacts:

Fast Track to Work, Cabrillo College

Dena Taylor, Program Manager

831-479-6147

detaylor@cabrillo.edu

Women Ventures Project, Community
Action Board of Santa Cruz County, Inc.

Helen Ewan-Storey, Program Director

831-763-2147 x 211

wvp@cruzers.com

Target Population: Nontraditional, Economically Disadvantaged, Single Parents

Goals: To support the Women Ventures Project in recruiting, training and supporting nontraditional educational and high wage workplace opportunities in construction occupations.

Description: Cabrillo College has formed a strong partnership with a regional nonprofit organization, the Community Action Board of Santa Cruz County (CAB), to support educational and workplace opportunities for low-income women preparing for construction occupations. The CAB's Women Ventures Project (WVP) has developed a 5-week program that recruits and trains women who are at 200% of poverty level, focusing on career exploration, physical conditioning, hands-on construction skills, worker's rights information, job placement assistance and case management.

Dena Taylor, Program Manager for Cabrillo College's Fast Track To Work (FTTW) program, is a CAB board member and liaison supporting collaborative efforts between the nonprofit organization and the college. Cabrillo and WVP regularly refer students to each other's programs and services; the College sometimes provides classroom space for WVP trainings; and Cabrillo is exploring the addition of a construction module to

complement/enhance the WVP program. Together, the two programs work proactively to understand what skills and knowledge employers in the construction industry want, and then seek to prepare women for these high wage – high demand nontraditional career options.

Staffing: WVP includes a program director, a job developer/training coordinator, and a case manager/job service specialist. Cabrillo's Fast Track To Work includes a program manager, Services Coordinator, academic counselor and program specialist.

Costs, funding source: Cabrillo College – State and Federal TANF and CalWORKS funds, County of Santa Cruz (CalWORKS & Workforce Investment Act), California Community College Foundation and fundraising activities; Women Ventures Project – CalWORKS, City and County of Santa Cruz, private foundations and fundraising activities.

Outreach and marketing: Cross-referrals between FTTW and WVP, marketing materials and outreach at service centers (e.g. County offices, food pantries, one-stop center, etc.).

Evidence of effectiveness: WVP graduates have a 70 percent employment placement rate and earn wages averaging \$17 or more per hour. Some WVP graduates enter Cabrillo for advanced training in specific trades or skills (e.g. welding or sheet metal apprenticeships) or to earn certificates and/or degrees.

WVP was awarded a Community Project Grant Award from Soroptimist International of Santa Cruz in May 2005, and was included as part of the City of Santa Cruz's Accessory Dwelling Unit program award in 2004 from the League of California Cities (Helen Putnam Award for Excellence).

Fast Track To Work has received commendations from the Manpower Demonstration Research Corporation (2002), the Workforce Strategy Center (2002), and the Workforce Investment Board of Santa Cruz County (2004) for providing excellent service to participants. The program manager received the "Women Helping Women" Award from the Santa Cruz Soroptimists in May 2004 for her work at the College and in the community

Suggestions for replication: Colleges and non-profits would benefit learning about each other's programs through site visits, sitting in on meetings and, if possible, joining Boards of Directors. Also, work with the local Workforce Investment Board to ascertain local labor market information for guidance in developing new training programs. Funding agencies look favorable on local collaborations.

Category Served: **Nontraditional Students**

Title: **Learn More, Earn More**

College: **College of the Siskiyous**

College Contact: Dennis DeRoss
Dean, Career and Technical Education
800 College Avenue
Weed, CA 96094
530-938-5512 -- derossd@siskiyous.edu

Description: The goal of the practice is to enhance the recruitment of special populations at the College of the Siskiyous (COS) through the development of a marketing campaign specifically designed to highlight non-traditional populations and promote occupational diversity. The College of the Siskiyous maintains a Special Populations Advisory Committee that oversees efforts for special population students. The committee which meets monthly is comprised of staff from Career and Technical Education, Financial Aid, DSP&S, MESA, Upward Bound, EOPS/SSS/ CARE Counseling, Learning Services and Resource Development. This committee along with the Public Relations Office and students were involved in the Learn More, Earn More project.

The project was funded through a mini grant from the North/Far North Regional consortium. Grant funds were used to hire a graphic artist to design a poster and brochure and for the costs associated with printing. The graphic artist photographed College of the Siskiyous students enrolled in their occupational programs. Photographs depicting diversity and students in nontraditional programs were selected for the brochure, poster and college website. The theme “Learn More = Earn More” was selected from the 2002 Special Populations Conference and modified by removing the = sign. The Advisory Review Team provided feedback to the graphic artist for all phases of the project. A diverse student population was selected from the MESA and Upward Bound programs to review the Spanish version of the brochure as well as English Brochure and poster.

The Special Populations marketing materials are included in the general college recruitment packets as well as in program specific marketing activities. Siskiyous’ goal is to realize an overall increase of 5% for special population and nontraditional students in their occupational programs. The core measures as well as institutional data will be reviewed over the next two years.

This project could be easily replicated by other community colleges. It is recommend that prior to the contracting of a graphic artist, that work is accomplished through the advisory committee and college art or graphic art departments to establish a theme and design a draft. This can save both time and money needed.

Category Served: Nontraditional Students

Title: **Women in Industry and Technology Program**

College: **El Camino College**
16007 Crenshaw Blvd.
Torrance, CA 90506

College Contact: Heidi Cabral, Program Administrator
310-660-6780
hcabral@elcamino.edu

Target population: Women interested in careers non-traditional to their gender

Goals: To support and encourage women of all ages in advancing their education in non-traditional career sectors.

Description: The program started in July 2004 and includes several activities: 1) One-on-one counseling and a peer support network that meets bi-monthly. The peer support group features a women in the trades speaker and tours of local business/industry; 2) Tutoring in English and Math to improve college-required skills and knowledge; 3) Mentoring by current women students enrolled in industry/technical career areas; 4) Outreach to local employers to develop apprenticeships for program participants; 5) Celebration of Women's Month by featuring a panel presentation of women in non-traditional careers and touring local business/industries; 6) Outreach to local high schools and adult schools by producing a "fashion show" featuring women in non-traditional occupational work clothing, describing the skills and knowledge needed for employment, and the background of the model (who is employed in a non-traditional occupation); and 7) Partnering with Tech Prep, the College's Robotics Academy and Career Center, as well as local businesses to promote and support the program. The program is in the process of forming an Advisory Committee. Since the program is not quite one-year old, it is still in the process of planning and implementing activities that meet the needs of women wanting to enter nontraditional occupations.

Staffing: Program Administrator, Outreach & Recruitment specialist, two English tutors, two Math tutors, and volunteer program mentors.

Facilities, equipment, materials: The program is in the process of securing a dedicated room to act as a program center.

Cost, funding source: The program is funded entirely through VTEA.

Outreach and marketing: The program and its activities are marketed to local high schools and adult schools, the One-Stop Centers, and local businesses through flyers and networking.

Evidence of effectiveness: Approximately 25 women participated in the program this year. Participants have been consistent and enthusiastic about the program and the support that it offers them. Some are preparing to enroll in college by improving their language and math skills, and some are taking courses leading to employment in non-traditional occupations.

Suggestions for replication: Lynn Shaw at Long Beach City College has been an inspirational and invaluable mentor to the program's start-up and operations.

Category Served: Nontraditional Students

Title: Marketing and Recruitment for Nontraditional Students

College: Glendale College

College Contact: Jan Swinton,
Associate Dean, Instruction & Workforce Development
1500 N Verdugo Rd
Glendale, CA 91208
818-240-1000 x5158, jswinton@glendale.edu

Description: The goal of the practice is to increase the number of nontraditional students enrolling, and earning degrees and certificates, in vocational and technical education areas that lead to high wage-high skill occupations. Glendale College uses several methods for recruiting Nontraditional students into vocational and technical education courses/majors.

The Verdugo School-To-Career partnership is a collaborative venture of Glendale College and three local high schools. The partnership has created a pool of business and industry guest speakers that are available to visit classrooms and talk about a variety of occupations, including high demand-high wage careers that benefit Nontraditional populations.

Promotional materials are produced and distributed throughout the community on the College's courses, degrees and certificates that can lead to high demand-high wage employment for Nontraditional students.

Counselors and College staff attend community events and gatherings to talk about Nontraditional occupations and educational opportunities available through the College's vocational and technical programs.

These efforts are primarily funded by VTEA and School-to-Career. The activities are conducted by the college vocational/technical education division and the Verdugo STC partnership.

Category Served: Nontraditional Students

**Title: Female Role Model for Electronics
 and Robotics Club**

College: Glendale College

College Contact: Jan Swinton,
 Associate Dean, Instruction & Workforce Development
 1500 N Verdugo Rd
 Glendale, CA 91208
 818-240-1000 x5158, jswinton@glendale.edu

Description: The goal of the practice is to encourage greater numbers of women to enroll in Electronics Technology courses, including Robotics – as well as pursue certificates and degrees. Glendale’s Workforce Development program is an active coalition member in a partnership consisting of three local high schools and the College. One of the coalition’s many joint projects has been the development and support of competitive teams participating in FIRST Robotic competitions (<http://www.usfirst.org/index.html>). Glendale College hired a female instructor to teach Electronics Technology at a local high school to support the coalition’s FIRST team, and also to act indirectly as a role model for young women interested in learning electronics. The instructor was also hired for the College’s Division of Technology/Electronics and Computer Technology. She subsequently formed a Robotics Club that meets on campus every week, and is coordinating the first “Race a R.A.T.” (Rapid Automated Technology) competition involving both technical and academic faculty and students. The R.A.T. competition is a team effort to navigate an electronic vehicle through a complex course/maze in the shortest amount of time possible.

Category Served: Nontraditional Students

Title: **The Soroptimist Women in Trades and Technology Center (WITTC)**

College: **Long Beach City College**
4901 E Carson St.
Long Beach, CA 90808

College Contact: Dr. Lynn Shaw
562-938-4301
lshaw@lbcc.edu

Target population: The target population for this program is women and girls taking part in or exploring high school or college training programs or careers that are non-traditional to their gender.

Goals: To attract more women into high-wage, high-skill training programs and careers, and to impact VTEA Core Indicator number 4, nontraditional enrollment and placement.

Description: The Soroptimists WITTC program serves girls and women in a variety of ways. These include:

• Nontraditional Career Information in Academic Classrooms

In order to increase the student, faculty, and staff awareness of nontraditional careers, Dr. Shaw visits academic classes along with a nontraditional role model to discuss nontraditional careers. They discuss the financial and other rewards as well as the possible pitfalls. Dr. Shaw works with the faculty (via email or face to face) to decide topics, special needs, desired outcomes, appropriate questions, etc. In addition, Dr. Shaw provides a literature table in each classroom. Examples of past role models are a Crime Scene Investigator in a Life Science Class and a Long Shore Woman in a Business Class.

Dr. Shaw has a theory of "Water the Green Grass." As opposed to trying to convert faculty or staff that are resistant to nontraditional students or employees, Dr. Shaw works with faculty who have expressed an interest.

• Annual Conference

One hundred and twenty girls from eight high schools took part in a one-day conference. Conference workshops included topics such as Geology ("Rock On"), Crime Scene Investigating, and Computer Aided Drafting. Each participant engaged in the nontraditional task of constructing a picture frame. Women from nontraditional careers in full uniform (fire fighter, machinist, etc) attended the conference and had their pictures taken with the students. At the close of the conference, two \$500 scholarships to Long Beach City College were awarded.

- **Advising for students**

Personal advising is available at the WITTC center but advising is also available via phone and email. The advising covers areas that include welfare benefits, decisions facing the student, other colleges in the area or that offer a program that the student is interested in, issues surrounding high school and high school diplomas, and how to work with employers. Additionally, Dr. Shaw and her staff will intercede with college or high school faculty as needed.

- **Welcome packet**

A welcome packet and letter is given to each nontraditional student. The welcome packet includes information about the center and other support services and resources available on campus.

- **Free Work Boots for Women**

Each student receives a \$108.75 Redwing boot voucher that they can redeem for any work boots that they choose. Frequently students choose less expensive boots in order to allow additional boots or other services to be purchased or provided for other students.

- **Partnerships**

The program has developed strong relationships with agencies and industry advisory groups in an effort to allow students to have better and more options in terms of internships, industry access, and jobs. Some of the professional groups the program has close ties with include the WINTER (Women in Nontraditional Employment Roles), Electric Women, and Sisters in the Brotherhood. These groups are partners on projects and the conference. In addition, Dr. Shaw has cultivated a relationship with which has begun a program, along with Dr. Shaw, that gives qualified women opportunities to repair Sears products to gain experience. So far, there have been four classes with over sixty students in each class. All those students who completed the class were able to pass the industry examination.

- **Longshore Women (On the Docks)**

Dr. Shaw learned that African American women were applying for jobs on the Long Beach docks but were frequently turned away. Dr. Shaw began a program to enhance their abilities by providing tutoring, test preparation, as well as support for the appeal process. As a result, many of the women were hired into well-paying jobs.

- Dr. Shaw works with the City of Long Beach to put out the *Union Apprentice Resource Guide* (www.cityoflongbeach.com) so that the guide itself is reflective of all races and ethnicities as well as gender balanced.

Staffing: Dr. Lynn Shaw works with a part-time clerical assistant, the Department Chair of Architecture and Drafting, and an advisory group consisting of committed individuals from the community, college, and K-adult schools in the area. In addition, each school that chooses to send girls to the conference must participate on The Soroptimists WITTC advisory committee

Facilities, equipment, materials: There is a small office space that serves the students with computer access, a library of nontraditional career books and resources, as well as providing a space to gather and meet with peers and Dr. Shaw.

Costs, funding source: The most the program has received is \$75,000. Funding comes from multiple sources including campus VTEA campus funds at approximately \$20,000. The bulk of remaining funds come from the Soroptimists.

Outreach and marketing: Marketing efforts are varied but include a host of marketing tools depicting Rosie the Riveter with a “Picture Yourself in a Nontraditional Career” message. Workshops are also presented at statewide conferences, meetings and on campus.

Evidence of effectiveness: The program recently received a grant to track the college attendance and career choices made by the girls and women who participate in the program. One measure of success is that other colleges have implemented, or are considering implementing the program.

Suggestions for replication: The primary problems that may have to be faced are insufficient funding and the attitude that women aren’t interested, or that it is too hard for them. Suggestions to keep in mind when starting a program include: start small, “water the green grass,” and learn from others.

Category Served: Nontraditional Students

Title: Pi Shop & Byte Shop

College: Los Angeles City College

College Contact: Roger Wolf, Dean
855 N. Vermont Ave.
Los Angeles, CA 90029
213-669-4000, wolfrw@lacitycollege.edu

Description: The practice is designed to increase the success of math and science students and to increase the completion rates of all students at Los Angeles City College. The practice is particularly beneficial to women in math and science. The Pi Shop and Byte Shop are located in two computer labs that are set up to facilitate collaboration and group projects. The Pi shop focuses on supporting students encountering difficulties with math, and the Byte shop provides support in computer science. Students learn of the pi and byte shops via word-of-mouth and classroom announcements. The program is marketed to other faculty who are encouraged to send students who may be experiencing difficulties. The shops are very popular with students and many spend time there completing work in addition to receiving assistance. The shops serve as a support network for these students. They can play an important role in supporting female students experiencing difficulties in math and technical areas.

The shops are staffed by a full-time coordinator and part-time student tutors. The centers contain computers, tables, and employ a tracking system via a log-in and log-out system to monitor student use. The tracking system shows that the skills of students who participate with the Pi Shop or Byte Shop increase to a level that is higher than average in math and science. The cost of the programs is paid by student contact hours and a National Science foundation district grant.

Category Served: **Nontraditional Students**

Title: **Technical Division Learning Center**

College: **San Bernardino Valley College**

College Contact: Tom Bauman, Dean
701 S Mt. Vernon Ave.
San Bernardino, CA 92410
909-384-8904.; tbauman@sbccd.cc.ca.us

Description: The goal of the practice is to assist students taking courses in the technical division and to provide them with the learning resources to succeed. Of particular interest are women in nontraditional technical areas. The division serves between 1600 and 2000 students and awards nearly 50% of all the certificates issued by the college each year. This center is a vital and essential resource to student success, particularly women in nontraditional technical areas. The learning center is located in a large room next to the Technical Division office. It is furnished with individual computers having internet access, reference materials, textbooks, and instructional videos. The center serves an average 25 to 30 students per day. This is on a walk-in basis as no appointments are required. The center has a full time classified coordinator. The services provided include tutoring especially in math, access to computers for report writing, reference materials, textbooks for loan, research, assistance with resumes and job search. The center is funded by the general division budget and the salary for the coordinator is cover with VTEA funds.

Category Served: Nontraditional Students

Title: **Center for Technical Education and Career Success (CTECS)**

College: **Southwestern College**
900 Otay Lakes Rd.
Chula Vista, CA 91910

College Contact: Diana Avila
619-421-6700 x.15618
Davila@swc.cc.ca.us
www.swc.cc.ca.us

Target population: Career and Technical Education Students, particularly those pursuing training nontraditional to their gender.

Goals: The goals of the program include:

- 1) Increase the number of nontraditional students
- 2) Serve Special Populations – single parents, displaced homemakers, limited English speakers, and
- 3) Increase the number of “completers” as measured by the Core Indicators

Description: The Center for Technical Education and Career Success (CTECS) is a specialized support services program for all students enrolled in career and technical classes, which offers counseling, workshops, and services. CTECS hosts special events to support students who are pursuing a career in an occupational area that is Nontraditional for their gender. The program offers:

- 1) Career, personal, and academic counseling in one-hour sessions
- 2) Workshops in collaboration with the Women’s Resource Center, Career Center and other departments focusing on topics related to special populations.
- 3) Referrals to sources of support, scholarships, etc.
- 4) Women’s Math Network, a support group for women in mathematics
- 5) Collaboration with other groups/programs including:
 - a. The Quita Pena program, which is designed to reduce the embarrassment non-native English speakers feel when speaking English. The students are Spanish speakers; approximately 10-12 students meet each week on Wednesday afternoons, for an hour or so. The goal of the workshop is to increase English language comfort, confidence, self-esteem, while addressing the issues behind the embarrassment speaking English and moving ahead in life.

- b. BIONIC Team (Believe It Or Not, I Care): The CTECS program works closely with faculty who teach high wage, high skill and demand career programs through the BIONIC team, which is a group of instructors in high-wage, high-demand career programs. The intent of the BIONIC team is to develop cross-program support and knowledge, and to increase internal marketing,
- c. POWER (Partnership Organization With Empowering Resources) Club – This group started in 1997 and is channeled through the Associated Students Government. In this group, the students focus on self-advocacy and personal power. For the past seven years, they have sent a student to Washington D.C. to attend the “Women Work!” conference.
- d. Regional Environmental and Entertainment Arts Technology Career Symposium – These events are designed to enable students to gain a better understanding of careers that are non-traditional, network, and meet role models and mentors. The symposium includes approximately twenty speakers (inc. Women in Environmental Careers) and a variety of events. Approximately four hundred students attend the symposium annually.

As the director of both the CTECS program and the Women’s Resource Center (WRC), which focuses on single parents and displaced homemakers, Diana Avila is able to offer more comprehensive coverage for students.

Staffing: The staffing at the centers consists of the director, a full-time assistant, an adjunct, and an hourly counselor.

Facilities, equipment, materials: The new Student Services Center for one-stop services houses both CTECS and WRC thus allowing for more foot traffic, better visibility, and higher student satisfaction.

The Center includes computers for staff and students to use for on-campus and off-campus community referrals including housing, childcare, legal assistance, and other social services. There is also a reference library, phones, enrollment assistance and counseling.

Costs, funding source: Perkins funding - \$152,000 prior years -- \$144,000 (05-06)
Mini-grants – various amounts yearly.

Outreach and marketing: Lowered and inconsistent funding levels negatively impact annual program marketing. The BIONIC team has resulted in a new word-of-mouth system that is the best marketing system yet. The program is also marketed through: open house events, an electronic database, and at consortia meetings, high schools, and businesses.

Evidence of effectiveness: The evidence of effectiveness used in this program is changes in the Core Indicators included in the Perkins III grant reporting requirements.

Suggestions for replication: In order to develop a successful program, there needs to be adequate resources including the following:

- 1) Staff
- 2) Funding
- 3) Inclusion in the VTEA grant process to gain institutionalization
- 4) Relationships with enthusiastic instructors

Other suggestions include:

- 5) Develop Women's Resource Center along with a CTECS project
- 6) Don't try to be everything to everyone
- 7) Start small, with a focus on a vocational education area
- 8) Remember that the results of the Core Indicators make the argument for continuing or starting a program.
- 9) Collaborate with national organizations such as Women Work! and the National Alliance for Partnerships in Equity (NAPE) as well as other women's and gender equity organizations.

EFFECTIVE PRACTICES for STUDENTS WITH DISABILITIES

Category Served: **Students with Disabilities**

Title: **Adaptive Learning Course in CIS**

College: **Cuyamaca College**

College Contact: Beth Vierson, Alternative Media, Technology Center Specialist
Yvonne Powell, Coordinator, DSSP
900 Rancho san Diego Pkwy
El Cajon, CA 92019
(619) 660-4576
beth.vierson@gcccd.edu, yvonne.powell@gcccd.edu

Description: The adaptive learning CIS course is designed to teach disabled students beginning computer skills using adaptive techniques, and to reduce fear and build confidence in students with disabilities. The course takes place for 16 weeks, once a week. For two hours.. It is taught Fall and Spring semesters. Students can repeat the class but the curriculum is not self-paced. Included in this curriculum is online learning, “blackboard,” Web CT, and computer research. The curriculum is flexible as each semester’s students are vastly different

The program is staffed by a coordinator, lab assistant, and work study students when available. Equipment includes: Computers, Kurtzville, Readers, Inspiration software, Destination – skill building for learning disabled, Clarity – for vision impaired students, JAWS, Zoom Text.

There are 8,000 students at Cuyamaca College with 340 identified as disabled. To increase visibility of the class and services, fliers are sent to counselors, one-stops, and students on campus. Additionally, phone calls are made to students as possible. The program was funded by a VTEA mini grant.

Students who participate in the program have shown a decreased fear of online courses, basic proficiency in software packages and internet research ability, and a basic understanding of adaptive computer tools.

Category Served: Students with Disabilities

Title: **Increasing Campus Awareness and Support for Students with Disabilities**

College: **Foothill College**

College Contact: Gertrude Q. Gregorio, Dean Adaptive Learning Division
12345 El Monte Road
Los Altos Hills, CA 94022
650-949-7104, GregorioGertrude@foothill.edu

Description: The practice is designed to create greater awareness of the needs of students with disabilities and provide support to instructors in how to best meet these needs. The Adaptive Learning Division of Foothill College is a comprehensive service for students experiencing physical, psychological, and learning disabilities. Among the services the division provides are alternative media including close-captioned videos for the hearing impaired and electronic texts for the blind, note takers, loaned personal listening systems, alternative test taking environments and equipment, and a shuttle service.

In order to ensure disabled students receive an optimal educational experience, staff has made a concerted effort to increase campus awareness. They want to be seen as a resource to faculty for serving students with disabilities. Instructors are encouraged to come to them for assistance. The division actively informs instructors of their services through division in-services, and a disability counselor attends faculty meetings. Because many students with disabilities take basic skills and lower level math courses, the division is trying to integrate their services with basic skills and partner with the math department to offer students assistance before they experience failure.

To reach out to the large number of adjunct faculty, the college web site contains information on their services. The division conducted an all district orientation on opening day that included an outside key note speaker and break out sessions. The division was also instrumental in forming a section 508 Committee to review district purchasing with disabled students in mind.

The division has a very large community-based component. They work closely with the Department of Rehabilitation and provide classes in the community. The website provides information to the community at large, as do notices in campus publications. Further outreach to the community is accomplished by attending events for high school students and parents to inform them of services available on campus. The services are primarily funded through the DSPS (Disabled Students Programs and Services) categorical funding from the state.

Staff feel the primary key to success is to be seen as working in collaboration with the rest of the college, not imposing on them. Foothill was able to be more effective once they physically consolidated services and changed their name from "Special Education" to "Adaptive Learning." Periodic review and prioritization of services also helps them to be more effective.

Category Served: Students with Disabilities

Title: **Instructional Services for Deaf and Hard of Hearing Students**

College: **L.A. Pierce College**
6201 Winnetka Ave.
Woodland Hills, CA 91371

College Contact: Norm Crozer
818-710-4226
crozernp@piercollege.edu

Target population: Deaf and Hard of Hearing Students

Goals: The primary goals of this practice are to insure that students who are deaf or hard of hearing are ready for mainstream English classes, other academic classes, and to assist these students to reason and think critically.

Description: With students who are not deaf or hard of hearing, a great deal of English is learned through listening to spoken language in the first five years of life. Non-hearing students do not have this opportunity. Based upon this, it is the program's working assumption that many students will come to the college with an educational deficit; the program's job is to identify the need, work to overcome the deficit, and allow the student to be successful in mainstream classes.

This DSPTS program is based upon the computer software developed by Norm Crozer. The software allows students to repeat tasks and drill new concepts to insure complete assimilation. Norm Crozer developed the software when he became aware of a void in software that was subject-specific and user-friendly. The software allows for repetition, flexible time usage, trial and error, and learning through experience. Norm Crozer has developed seven computer programs including sentence writing, paragraph writing, proof-reading, vocabulary development, and writing sentences for new vocabulary. On average students write for at least one hour twice a week in addition to having homework generated by the software. Students work primarily independently on lessons. When additional help is necessary, program staff assists the student.

The students tend to take two to three semesters of the classes depending on their own academic preparedness, comfort level, self-confidence etc. Students often enroll in both mainstream as well as the DSPTS class concurrently during the third semester for additional reinforcement and personal support.

The DSPTS staff has found that students who have learning disabilities other than or in addition to being deaf or hard of hearing also benefit from using this software.

Staffing: In addition to Norm Crozer, there are approximately 30 staff in the DSPS program who serve approximately 800 students as interpreters, assistants, counselors, learning disabled advocates, etc.

Facilities, equipment, materials: There are a number of computers that the DSPS students have access to for the software usage.

Costs, funding source: Funding comes from the DSPS funding stream and is based upon each student and the type of disability he or she has. Due to the intensive services required through note taking, interpreting, etc. deaf and hard of hearing students use more than 50% of DSPS funds.

Outreach and marketing: To insure that students who can benefit from services offered, counselors do outreach in the high schools, attend community events, and work with area rehabilitation centers. There is also internal marketing in the mainstream campus materials.

Evidence of effectiveness: Evidence of effectiveness is found in the number of deaf and hard of hearing students transitioning into mainstream courses.

Suggestions for replication: While the programs themselves are not difficult, there is a degree of difficulty in teaching students who learn so differently from hearing students. Without additional training, mainstream teachers would find some difficulty in teaching this population. The computer programs are available to all the colleges and Norm Crozer is willing to Train-the-Trainers at colleges that wish to use the programs.

Category Served: Students with Disabilities

Title: Disability Instructional Support Center (DISC)

College: Mission College

College Contact: Carol Toppel
408-855-5215

Target population: Students with disabilities

Goals: The goal is to support students with learning, physical, or mental disabilities to successfully enter campus life, its programs and activities. The program emphasizes growth and individual achievement. Reasonable accommodations are provided to minimize the effects of a disability and maximize potential for success.

Description: The DISC center is a program that supports the students with disabilities through a multitude of services including:

Registration Services including:

- Priority registration,
- Pre-registration advising,
- Registration assistance.

Academic Support including:

- Note-takers, readers/scribes and tutors,
- Test-taking arrangements,
- Sign language interpreters, real-time captioners, and
- Providing referrals to and acting as a liaison with faculty the campus, and community.

Specialized Equipment to meet the needs of students who are physically disabled including

- Tape recorders, TV magnifiers, assistive listening devices, Screen Readers, Large Print Displays, Scan and Read Programs, Speech Recognition, Braille Translator/Embossing, Word Prediction with Speech, Adaptive Keyboard Access, and Mouse Alternatives.

Special Classes or workshops including learning strategies and self-advocacy

Staffing: The staffing at the DISC consists of a director, four faculty, two full-time and one half-time staff assistants.

Facilities, equipment, materials: The DISC computer activities are held in a classroom that has twenty-five computers. In order to maximize space, the computers have two hard-drives, one for the DISC students and one for mainstream students. The entire campus is set up with many adaptive capabilities so that students with disabilities can enroll in classes in all areas, and the faculty and staff can assist the students.

The college maintains a complete library of adaptive technologies including: JAWS, Tactile Imager, and Kurzweil 1000 and 3000 to scan and read texts (this program is on all library computers).

Costs, funding source: The State funds the DISC based upon the number of students with disabilities and the definition of their disability or disabilities. Currently, the funding level is approximately \$300,000 annually.

Outreach and marketing: Marketing of the program includes interaction with area high schools in an effort to increase the number of high school graduates who take part in post-secondary education or training. Additional marketing efforts include community outreach, working with college counselors and faculty, as well as insuring that all staff and faculty are familiar with the services offered.

Evidence of effectiveness: Student learning outcomes and concrete measures of effectiveness are being developed. Currently, the number of students who avail themselves of the services the DISC offers, as well as the retention of students who are learning or physically disabled, are looked at via the core indicator reports completed annually.

Suggestions for replication: The biggest barriers to success for a DISC program are adequate funding and adequate space. The most important items to focus on in developing a center are collaboration between the information technology and academic departments on campus, collaborating with campuses in the area, and with on- and off-campus resources and constituencies.

Category Served: Students with Disabilities

Title: Job Seeking/Career Development Services*

(*This program operated in 2003-04, but funding was not continued in 2004-05. The college elected to provide sign language interpreters for deaf students in targeted vocational programs in 2004-05 and will continue this in 2005-06.)

College: Santa Rosa Junior College

College Contact: Dena Bliss, Employment Specialist
1501 Mendocino Ave
Santa Rosa, CA 95401
707-527-4822
dbliss@santarosa.edu;

Patie Wegman, Coordinator of Disability Resources
707-527-4906
pwegman@santarosa.edu

Description: This practice helps disabled students improve employability skills and obtain employment in a self-selected occupational or career area. The program serves students with a variety of educational objectives, including those obtaining a certificate or degree, or increasing life skills and employability. The program works with disabled students at any level, providing job development services such as:

- Career interest surveys (COPS and Myers/Briggs)
- Resume development
- Work experience through volunteer positions, job shadows or internships
- Mock interviews
- Assistance with job placement, and
- Referral to the College's Career Center to explore occupational areas.

The college has approximately 2,000 disabled students, each of which is a participant in the college's case management system. These students are referred to the program. Other referrals come from the Department of Rehabilitation, or from faculty who are aware of program services. An employment specialist conducts the assessments, works with students on employability skills, assists them with job placement, and refers them to the Career Center.

Each student that completes a significant milestone (e.g. receives certificate or degree; becomes employed) receives a congratulations card from the program. The program sees a high percentage of participants pursuing either a certificate or achieving a life-altering change.

The practice depends on having a positive, energetic employment specialist to staff the program – a person who loves the job, loves the students, and understands the realities of the world of work. Staff has to look forward to the challenges and opportunities that each student faces, and be tenacious.

Category Served: Students with Disabilities

Title: **Transition Services for Students with Developmental Disabilities**

College: **Shasta College**
11555 Old Oregon Trail
Redding, CA 96049

College Contact: Tom Morehouse
TMorehouse@ShastaCollege.edu

Target Population: Students with developmental disabilities. These students are also categorized as Developmentally Delayed Learners.

Goals: To provide services on the campus and in the community that prepare and maintain individuals for as high a level of independence as possible.

Description: The Transition Services Program offers course work that includes: career development, adapted computer skills, reading and math, human awareness, and life skills. Shasta College offers an environment for social skills training and for encouraging interpersonal maturity in an age appropriate environment. Transition Services are based upon the concept that disability is natural and it is beneficial for all students to learn how to relate within the rich diversity that is representative of the community.

Staffing: The program is coordinated by a full-time faculty member. The instructor is assisted on a part time basis by a paraprofessional and by student assistants who also work individually with the students.

Facilities, equipment, materials: Similar to other campus programs, the Transition Services instructor orders appropriate textbooks and workbooks for purchase by students through the college bookstore. The program works closely with other staff in securing appropriate classrooms each semester. There are no devoted classrooms for this program.

Costs, funding source: Funding for this program is provided by Shasta College and is based on the full time equivalent student funding mechanism available to all through the Chancellors Office. On occasion additional funding makes it possible to purchase additional supplies and materials.

Outreach and marketing: The instructor is a member of the Shasta County Coordinating Council that is an integral member of the State system for people with developmental disabilities. Much needed support for the program has been garnered from the community. Professionals representing referral agencies such as Far Northern

Regional Center, the Department of Rehabilitation and the Coordinating Council serve on the Disabled Students Programs and Services Advisory Committee, and provide input to the program. The full time faculty member also serves as the Northern California Chair of the Developmentally Delayed Learner Interest Group of the state association. He often presents topics related to working with this population at statewide conferences.

Evidence of effectiveness: Informal measures of effectiveness are derived from various sources including: the number of students leaving for employment or other community based programs, who improve their residential status, who satisfy certificate requirements, and anecdotal information obtained from students, parents or care-providers.

Suggestions for replication: It is often difficult and sometimes controversial to serve large populations of students with developmental disabilities on community college campuses. It is rare that students with this disability are able to successfully participate in college level courses. The college encourages some students in this population to make this attempt, but most are unable to. Shasta College has placed high value on being responsive to the needs of all students and strives to maintain the program with appropriate level courses. By doing so they are responsive to the needs of the community and in a better position to accommodate the students.

Category Served: Students with Disabilities

Title: **Transition to Independent Living Program (TIL)**

College: **Taft College**
29 Emmons Park Drive
Taft, CA 93268

College Contact: Jeff Ross, TIL Coordinator, Student Support Services
661-763-7776
jross@taft.org

Target population: The Transition to Independent Living Program (TIL) is an educational experience for developmentally disabled adults.

Goals: To develop independent living skills in developmentally disabled adults.

Description: The TIL program is an on-campus live-in program for developmentally disabled adults. The program stresses the importance of teaching people to accept responsibility for decisions and choices they make. The program occupies 30 rooms in the Seventh Street residence hall on the Taft Community College campus, which is one of two residence halls on the campus. Participants for the program are selected from referrals made primarily by California Regional Centers (outreach centers for the California Department of Developmental Services), the Department of Rehabilitation, and high schools. Guidelines for making a referral are available from the TIL Program Coordinator or the Intake Coordinator. An applicant who meets the requirements for entry will be scheduled for an on-site evaluation. Upon admission to the TIL Program, the student moves into a residence hall room and begins learning independent living skills. The students participate in the program an average of 22 months, and all students have a 90-day probation period.

Staff works with each student to establish realistic long-range and short-range goals. Individual Program Plans are then written to assist students in attaining these goals. Instruction is offered in the following areas: meal preparation, money management, shopping, housekeeping, use of appliances, safety, communication, transportation, personal care, and interpersonal relationships.

Instructional hours are from 1 to 7 p.m. Monday through Thursday and 11 a.m. to 5 p.m. on Friday. A Community Integration Program is run on weekends. Students are responsible for paying a dorm rental fee that includes meals served in the Taft College cafeteria and all utilities except telephone. Students are eligible for graduation when they complete the required course work and independently demonstrate the learned skills. At that time the TIL staff assists graduated students in transitioning into an independent

living situation in their home community. The TIL program tracks all graduates for a ten year period to measure outcomes of the students and the program.

Staffing: Staff for the TIL program include a program coordinator, assistant to the coordinator, program director, director's assistant, instructors, instructional aides, transition specialist, and security personnel.

Facilities, equipment, materials: The TIL program provides the same level of support as any other student service, however the dedicated use of 30 on-campus dormitory rooms and use of the college cafeteria by the program is unique and essential to the success of this program. Please refer to the suggestions for replication below, which address the current testing of a similar Taft College program that does not require access to dormitory rooms and cafeteria.

Costs, funding source: Funding comes from three sources. 1) The student pays for dormitory and cafeteria costs. 2) The Chancellor's Office pays for educational services funding. 3) The Regional Centers pay for three distinct programs which include: the payment of 30 hours per week per student at the rate of \$15.74/hour for operational TIL expenses, the funding of a weekend community outreach program, and a transitional program to assist students entering the program, and for students graduating from the program.

Outreach and marketing: The primary source of students is word of mouth regarding the success of the program. However the Program Coordinator regularly conducts presentations on the program within the community, across the state, and frequently makes national presentations of the program.

Evidence of effectiveness: The program has been graduating students since 1997. An astounding 93% of graduating students have moved on to independent living status, and 83% are employed. Most individuals in similar circumstances are eligible for Supported Living Services (SLS) assistance in the amount of 120 hours per month.. TIL program graduates average 20 hours per month of assistance, and 30% of TIL graduates require no SLS assistance.

Suggestions for replication: The Program Coordinator emphasizes that Regional Centers across California are very willing to work with Community Colleges in setting up such programs. Also, Taft College is currently in year one of a two-year program to test/evaluate an adaptation of this program that does not include students living on campus in college dormitories. To date the testing has been very successful. Transportation and personal responsibility for time management have become much more important components of the piloted course curriculum.

Category Served: Students with Disabilities

Title: **Alternate Text Production Center (ATPC)
of the California Community Colleges (CCC)**

College: **Ventura College**
4667 telegraph R.
Ventura, CA 93003

College Contact: Mike Bastine, Director
805-654-6396
mbastine@atpc.net

Target population: The populations targeted by the ATPC are the students who face barriers to education including vision impairment, blindness, and learning disabilities such as dyslexia, and who are served by the California Community Colleges (Disabled Students Programs and Services) programs.

Goals: The ATPC is the only publicly funded, system-wide resource dedicated to serving the alternate text formatting needs of the largest post-secondary educational system in the world. (www.atpcnet.net). CCC developed the ATPC to assist the Colleges in meeting the alternate text needs of their students with print-related disabilities. Alternate text includes Braille and tactile graphics, electronic text and large print. The ATPC completes all requests at no charge to the Colleges.

Description: The ATPC creates, or obtains from the publishers, an electronic file of books, course work etc. to transfer into MP3 files, large print texts, high lighted texts, or Braille texts.

California law AB 422, which became effective in January 2000, requires textbook publishers to supply California Colleges with the electronic files of their books at no cost when requested for students with print-related disabilities. It also encourages California Colleges to create a central repository of electronic files so the publisher can fill a request only once, so that files can be redistributed to any California College student with a print-related disability who needs it.

If the College has a Braille machine, the ATPC obtains the document/textbook from the publisher and then simply passes it on to the DSPS department. However, there are seven types of Braille and not all colleges can produce each type (i.e. math, science, foreign language, etc.). One page of math translated into Braille equals about 6-7 pages. A 500 pages textbook can cost up to \$15,000!

Staffing: The ATPC is staffed by Mike Bastine and 3 full-time staff. Additionally, “an army” of volunteers and independent contractors, complement the ATPC’s efforts. The volunteers and contractors work to translate the texts and provide guidance.

Facilities, equipment, materials: A large number of physical tools are needed to assist in the development of electronic files (typically a CD) to download and send to DSPS Directors.

Costs, funding source: The ATPC is funded at \$597,000 annually by the CCCCCO. However, due to funding constraints, the level of funding has been static since 2001-2002 although the demand has gone up exponentially. The California Community College Chancellor's Office acknowledges that there are not enough funds, and thus has authorized a waiting list be developed as of July 1, 2005 that will be available on a first-come first-serve basis.

Outreach and marketing: The California Community College Chancellor's Office provides information to all the DSPS departments at each college. An ATPC website is maintained for information and access (<http://www.atpcnet.net/>). Due to limited resources, the ATPC is seeking to provide Braille Embossing fee-for-service jobs from non-California Community College learning institutions.

Evidence of effectiveness: The increase in requests coupled with the growing library, and the students and college testimonials all offer evidence of effectiveness

Suggestions for replication: As this service is a centralized system-wide program, replication of the program would be unnecessary. Adequate funding to meet the demand is difficult to obtain but crucial to success. Other fee-based translation companies exist but seldom in the areas of math, science, music, foreign language, and statistics. Thus allowing ATPC to serve all the ATP needs of other learning institutions would allow the ATPC to increase their fee base while better serving all of California's students who learning or vision disabilities. The California Community Colleges should not consider the ATPC the sole provider of alternate text, but a resource. Colleges should continue to develop their capacities to scan material, to use Braille software, and to do Braille embossing.

Category Served: Students with Disabilities

Title: Campus-wide Specialized Equipment for Students with Disabilities

College: West Hills Community College District

College Contact: Cathy Barabe, Director Grants, Research and Planning
300 Cherry Lane
Coalinga, CA 93210
(559) 934-2147 / cathybarabe@westhillscollege.com

DSPS Director, Joyce Smyer
(559) 924-3331

Description: This practice is designed to assist students with disabilities by providing specialized equipment and seating for them in traditional classrooms. The Director of Disabled Students has made a concerted effort over the last five years to ensure that each classroom and computer lab offers a user-friendly learning station for the disabled student. Each classroom has at least one desk that can accommodate a wheel chair student and each college computer or science lab has specialized furniture and computer equipment that allows the student to participate in the learning environment. The equipment includes furniture and computers that support learning, vision, physical and speech disabilities.

Each disabled student meets with DSPS staff who assist them in developing a course schedule and provides the disabled student with information about accessibility and equipment / software resources. The college works with other agencies to promote the needs of students and maximize cooperative ventures to create a cost effective program within the community.

EFFECTIVE PRACTICES for LIMITED ENGLISH PROFICIENT STUDENTS

Category Served: Limited English Proficient

Title of Program: Bilingual Program part of the "Breaking Through" Initiative

College: Cerritos College

College Contact: Maggie Cordero,
Director of Adult Education & Diversity Programs
Tel: 562-860-2451 ext 2490
Email: mcordero@cerritos.edu

Target Population: Spanish speakers, who more than likely have a job and are seeking to improve their job skills to obtain a higher skills-higher pay job. The program includes some immigrant Spanish speakers who are seeking first time jobs, but these individuals compose a lower percentage than those improving their job status.

Goals: To implement institutional change to support low skills adult learners, and to implement effective strategies to increase skills and knowledge for potential higher wage-higher skills job opportunities. *The Bilingual Program is a measured transition from Spanish to English that allows the student to learn English at the same time that they are learning a new occupation skill.*

Description: Through very active marketing and outreach within the Spanish speaking community, individuals are brought into the program who desire to upgrade their job skills within one of the six target occupational areas: welding, machine tools (CNC), plastics, automotive, pharmacy clerk, and health care (medical assistant). Those accepted into the program gradually transition from a Vocational English as a Second Language course to bilingual introductory credit courses to English only credit courses until completion of the requirements to receive a certificate or AA degree in the occupational area chosen. Staff involved in the program greatly assist students in each step of the way through understanding what is offered, to enrolling in classes, either in person or online,

through one on one bilingual counseling throughout the skills learning process, through completion of a certificate or AA degree program.

Staffing: The majority of all work is done by the Adult Education staff that includes the director Maggie, one full time program assistant who deals specifically with the bilingual programs, 6-7 part time adult ed assistants, 2 part time counselors from within the college, and one job developer.

Facilities, equipment, materials: The program is housed on campus within one section of the Adult Education services program.

Costs, funding: As part of the on-going college Adult Education services program, this program is funded through FTES and other credit and non-credit funding sources as an Adult Education outreach program within the area that serves a significant amount of Hispanic immigrants in search of higher skills-higher pay jobs.

Outreach and marketing: The program has a dedicated group of bilingual (Spanish language) Adult Education practitioners who do not hesitate to make contact with the immigrant community in search of potential students. Outreach is accomplished through continuous grass roots speaking appearances at community events, elementary schools, churches, and other avenues. The local Spanish speaking TV and radio stations run marketing and informational pieces on the program, as does the local Spanish speaking Catholic newspaper publication.

Evidence of effectiveness: The program considers this issue one of the most difficult areas to nail down, and gain a measure of effectiveness, as students have a tendency to simply go away when they have gained enough new skills learning to go out and get a newer, better job. The program does have a lot of feedback from word of mouth within the community they serve, and do have a number of students who return to thank them for their assistance in helping achieve their goals of acquiring new skills, completing a certificate or degree program, or obtain a new job.

Suggestions for replication: The program first and foremost requires the cooperation of both the non-credit and credit department to work together. We suggest that a college replicating this program start small, with one occupational area, as did Cerritos College and slowly built from there. The biggest snag is getting the initial funding to get the program started to hire the necessary staff, instructors and purchase materials prior to the start of the program. It is easier to replicate in areas where the majority of students they serve speak one language, as is the case with us, we serve a predominately Hispanic population.

Category Served: Limited English Proficient

Title: Una Puerta al Exito (A Door to Success)

College: Foothill College

College Contact: Outreach Division
12345 El Monte Road
Los Altos Hills, CA 94022
650-949-7713

Description: Una Puerta al Exito is designed to increase recruitment and retention of Spanish speaking students by using Spanish language materials to create a better understanding of career options at the college

Development of Recruitment Materials

This practice is designed for Spanish-speaking underserved high school students and their parents. The college developed Spanish marketing materials to use with potential students and their parents. The materials were identified by determining which English publications were most difficult to keep in stock. An ad hoc campus committee formed to make certain the materials were translated appropriately. The translated materials were designed to be succinct, and eye-catching. Materials were designed in-house and printed off campus. The translated materials include:

- A striking 8 1/2 x 11 poster saying "Why Pay More? (Porque Pagar Mas?)" compares the annual tuition costs of a local private university, technical trade school, University of California campus, and a California State University campus to costs at Foothill College.
- Brochures detailing careers in Biological and Health Sciences, the targeted areas of the activity. The brochure contains information on the length of training, application requirements and any necessary prerequisites, salary range, and the name and contact information of the program director and affiliated counselor.
- Business cards were also printed in Spanish and a Spanish information phone line was established.

Outreach activities

The college targeted their feeder high school with the highest percentage of Spanish speaking students. Numerous activities were designed to reach out to these students and their parents using the translated materials. They included:

- Presentation at the high school's college night. Sessions in Spanish were conducted for students and parents, and information was available at tables.

- Presentations at high school club meetings, to the Spanish Speaking Parents' Club, and a notice was placed in the school newspaper.

- The project also contributed to a Foothill campus-wide event entitled " Raza Day. " Students were bussed to the Foothill campus for a morning event that included a campus tour, a career fair, and a panel presentation featuring Latina graduates of Foothill College who are working in fields for which they trained.. The panelists included graduates in career fields nontraditional to their gender. Career Program graduate panelists were given questions to answer for their audience. Latino Heritage activities included lunch and Mariachis.

Primary staff for the project were two staff members of Foothill's Outreach and Retention office under the direction of the Dean of Outreach and Retention. The Director of Tech Prep/Co-Op Education, the career center coordinator and two Puente/Bridge counselors also contributed to the project. (The latter included a second school at Raza Day and provided a luncheon Latino speaker). The project used VTEA special populations mini grant funds of \$5000. Student transportation and food costs for Raza Day were provided by Tech Prep.

Success in recruiting students attending Raza Day was tracked by asking students to complete name and contact cards. Those cards were checked against Foothill enrollment for the following quarter. Approximately 25% of students attending Raza Day registered at the college. Another indicator of success was the enthusiastic reception by the high school. A side benefit was that numerous parents of the targeted students expressed interest in enrolling at the college.

Creating a strong relationship and getting buy-in from the feeder high school is essential for replication. The more inter-departmental cooperation and collaboration that can be generated on campus, the more likely local Latino high school students will be to register in high-wage, high-demand career programs. Truly, a "door to success."

Category Served: Limited English Proficient

**Title: English for Special Purposes Course
Pairing ESL and Introductory Vocational Education**

College: Glendale College

College Contact: Jan Swinton,
Associate Dean, Instruction & Workforce Development
1500 N Verdugo Rd
Glendale, CA 91208
818-240-1000 x5158, jswinton@glendale.edu

Description: The practice is designed to improve English-As-A-Second-Language and workplace vocabulary skills for LEP students seeking employment in vocational and technical occupational areas. Glendale College serves a diverse community with over 500 LEP students attending vocational and technical courses (2003-04). To make learning both relevant and useful, the college has created a 2-unit course, English for Special Purposes (ESL 177), which combines English-language skills with vocational workplace terminology. Students learn idiomatic expressions along with basic vocational skills in preparation for enrollment in more advanced technical and vocational courses.

Category Served: Limited English Proficient

Title: Employer Training in Command Spanish and Command Armenian

College: Glendale College

College Contact: Jan Swinton,
Associate Dean, Instruction & Workforce Development
1500 N Verdugo Rd
Glendale, CA 91208
818-240-1000 x5158, jswinton@glendale.edu

Description: Glendale is a highly diverse community with many residents for whom Spanish and Armenian is their primary language. The goal of the practice is for students/employers to achieve proficiency in occupational command phrases so that they can communicate effectively to customers and co-workers. The college works with local industries that serve and/or employ Limited English Proficient (LEP) residents and have a need to quickly and efficiently communicate basic needs. Employers trained in Command Spanish or Command Armenian can assess a customer's needs or provide basic information while working in conjunction with bi-lingual staff members. Occupations that can benefit from training include police, fire, EMT, call centers, hospitality industries, medical and dental, manufacturing and construction.

ESL faculty members conduct the classes on campus or in various shops. The classes are marketed through community partnerships and events, through publications and networking.

Category Served: Limited English Proficient

Title: Career Development Software for Limited English Proficient Students

College: Grossmont College

College Contact: Nancy Davis, Student Development Services Supervisor
8800 Grossmont College Dr.
El Cajon, CA 92020
619-644-7615; Nancy.Davis@gcccd.edu

Description: This practice is designed to provide a forum for LEP students to conduct career development activities in a supportive environment. It uses the career development software, "Discover." The software addresses the many needs of LEP students by providing printed words on the screen and a speaker that says the words at the same time. The software is an interactive career development program that assesses 1) interests, 2) values, and 3) abilities during a 45 minute session. In addition, the software uses multicultural role models as examples. The software can be accessed from a home or other off-campus computer if the student has a college-generated ID number.

Category Served: Limited English Proficient

Title: Academic Support for ELL Students

College: Los Angeles Pierce College
6201 Winneetka Ave.
Woodland Hills, CA 91371

College Contacts: Dorothy Rupert
818-719-6401 ex. 4151
rupertdw@piercecollege.edu

Larry Andre
818-710-2892 ex
andrell@piercecollege.edu

Target population: The program serves primarily international English Language Learner (ELL) students and English language development students who need additional instruction in reading, speaking, and writing to reach a college level.

Goals: The goals of the program are to provide support to the ELL students by:

- Allowing them to stay in mainstream courses,
- Build long-term skills,
- Providing assessment and referral services,
- Supporting their emotional well-being,
- Reducing the stigma associated with being an EEL student.

Description: The program coordinators operate on the basis that the student knows what it is that s/he needs and the program is there to meet the needs if possible. The program offers a host of services. Staff works with the students to develop or negotiate academic and career plans. The plans are based on a series of assessments, clearly identified goals, and the principals of scaffolding.

The assessment tools used are the System of Multicultural Pluralistic Assessments (SOMPA). This system evaluates the students abilities, skills, academic plans, medical and emotional well being, psychosocial issues (i.e. if they are a nontraditional student, getting a divorce, facing family resistance etc.), and where in their past have they been successful and what techniques were used to reach that level of success. The program coordinators ask students to answer the questions: “Where am I? Where am I going? Where do I want to go?” From the answers to these questions and assessment tests, a plan is developed with the student that encompasses both life plans and academic plans.

The program addresses test taking, time management, health care options, learning skill, etc. The academic work is self-paced, individualized, and begins with the basics so the students do not feel as though there are gaps in their knowledge.

Staffing: The program counts on a comprehensive college team effort to meet all the needs of the student. The program employs three full-time professionals as well as eight tutors.

Facilities, equipment, materials: There is a lab with thirty-two computers with Plato, Deep River, and prescriptive programs designed to track attendance and record skills learned. Additionally, there is a center with study areas, and cubicles for small group study.

Costs, funding source: The program is funded out of a variety of grants and the VTEA program. There is a fund set-aside to serve only the career and technical education students. On average, the program receives \$250,000 with five percent being set aside for the CTE students.

Outreach and marketing: The program is marketed via the class schedule and college catalog as well as at high schools in the area, and at the Guadalupe Center. Additionally, alumni frequently refer to the center and act as word-of-mouth advertisers for the English learner community. Success breeds success, when the students see the alumni's success, they can see themselves there as well.

Evidence of effectiveness: At the beginning of each semester, a baseline of academic knowledge is set for each student. As the semester progresses the staff and coordinators can check on the progress made by each student. As each student checks into the computers, a program records their attendance and academic progress. On average, 500 students are served annually.

Suggestions for replication: Provide professional development to assure the cooperation of faculty who may not believe in the program initially. In the times of lean funding, resistance from faculty members or programs who are competing for scarce resources can be a problem. The ELL students who attend the program are quick to feel dismissed. Therefore, it is imperative to have adequate funding and staffing to serve the students. Additionally, a phone and email network is necessary to maintain contact with current students as well as make contact with students who have stopped attending the classes and program.

Category Served: Limited English Proficient

Title of Practice: Landscape Industry Training Program

College: Mission College

College Contact: Christina Oborn
Interim Dean, JDIF Program Coordinator
Sponsored Research and Grants
West Valley-Mission Community College District
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(408) 741-2190 (fax)
Christina_oborn@wvmccd.cc.ca.us

Target Population: LEP & Economically Disadvantaged

Goals: Target an industry where the employees or prospective employees have language and skill barriers to hiring. The grant set out to work with employers and employees to insure that those needing employment can effectively enter the workforce and incumbent workers can move up the career ladder.

The idea for the grant came out of work done via a contract with the county jail to teach minimum security inmates landscape maintenance. While looking for companies to hire the trained inmates upon release, a gap in trained employees was identified. Additionally, there were a large number of Spanish speaking employees who did not have the technical skills or the language ability to advance to foreman, team lead, or account manager.

Description: There are two levels of training. The first is for employees who have no experience and little English language ability. The second is for incumbent workers to enable them to move up the career ladder effectively. A final piece of the grant was the development of a resource directory for services and courses around Santa Clara and San Mateo Counties.

1. **Entry level training** -- The entry level course is 5-6 weeks long at Mission college taught by horticulture professionals. The course covers the safe use and care of power tools, pruning, pesticide application, CPR, and industry specific vocational ESL. The course includes field trips to nurseries as well as hands-on work on the campus. At the end of the course there is an employment assistance component, with most leads coming from the industry itself.
2. **Incumbent Workers** – The second course includes additional training in pruning (24 hours), installation and maintenance of irrigation systems (24 hours), the development of supervisory skills (8 hours), continued vocational ESL (30 hours), command Spanish (18 - 24 hours), and Train-the Trainer (8 hours).

To date, there have been 3 entry level classes with approximately 20 students per class. Additionally, there have been two incumbent worker classes with approximately 10 in each course. Each class costs \$25.00 per person.

Staffing: There is a part time Director , part time Project Coordinator and full time Program Assistant.

Facilities, equipment, materials:

Gardening and landscape maintenance tools, tool shed

Practice sites on campus

Compiled binder of materials covering safety regulations, use and care of hand and power tools, landscaping techniques, etc. All materials are in English.

The grant also purchased for each student boots, jeans, gloves, ear plugs, safety goggles, helmets, and work t-shirts.

Costs, funding source: The CCCCO Job Development Incentive Fund Grant ends September 2006. They received \$597,000 total for two years.

Outreach and marketing: 1. Advertising in Local papers. The San Jose Mercury News was effective and yielded serious students. Ads in the “throw-away” papers and Penny Saver paper were less effective. 2. Outreach through Community Based Organizations (such as Good Will, the Workforce Investment Board, One Stop Centers, Adult Schools, and the San Jose job corps) was effective.

Evidence of effectiveness: All participants have been placed in jobs.

Suggestions for replication: Be aware that it may be difficult to keep the incumbent workers in the classes as many of them got jobs during the course of the class and quit.

Category Served: Limited English Proficient

Title: Welcome Back Program

College: Mt. San Antonio College

College Contact: Dr. Jesus Oliva, Program Director
909-594-5611 x6108
joliva@mtsac.edu

Target population: Bilingual/bicultural residents who want to re-enter or advance through career laddering health care occupations. Racial/ethnic demographics have registered 60% Hispanic, 36% Asian, and 4% other program participants, of which nearly 40% have been residing in California for seven or more years

Goals: The Welcome Back program is part of a statewide initiative to build a bridge between the pool of internationally trained health workers living in California and the need of linguistically and culturally competent health services in underserved communities. This is achieved through counseling and educational programs, preparation for appropriate licenses, credentials, and development of leadership, management and advocacy skills.

Description: The Mt. San Antonio College Welcome Back program is one of three statewide initiative locations funded through a grant from The California Endowment (TCE) to assist foreign-trained health care workers residing in California to transition to high wage-high skill health care occupations. Participants have included former nurses, doctors, dentists, psychologists and other health professionals who have been unable to secure health care employment in the United States due to barriers of licensure, language, and culture. The program has assessed local occupational health care needs, developed partnerships with hospitals and other health care industries, developed and implemented program-specific curricula, and developed a Student Success Kit, which will be disseminated this year..

The program is a cost-effective use of resources as foreign-trained health care workers can be trained for employment in one-third of the time, and for one-third of the cost for a non-trained worker.

Staffing: Program Director, Program Supervisor, Case Manager, Data Entry staff person, Nurse Advisor/Faculty member, and program Clerk.

Facilities, equipment, materials: Classrooms, office space

Costs, funding source: Grants and in-kind college match for facilities and equipment. The program has begun to look for opportunities to integrate services into the Mt. San Antonio College system. Nine local hospitals and the Los Angeles County Dept of Health

Services have been approached for continued program support and a recent grant from the California Community Foundation has funded a two-year Nurse Licensure program. In addition a Nurse Licensure Pathway will be supported by the Governors Discretionary Funds for two years.

Outreach and marketing: When the program started in 2001, the college issued a press release to various media outlets, including Spanish-speaking media sources. Dr. Oliva delivered a 30-second program announcement on a Spanish language television network (Channel 34), which generated over 38,000 inquiries! Word-of-mouth networking among program participants also generated inquiries for program enrollment.

Evidence of effectiveness: Over 2,000 participants have enrolled in the Welcome Back program over the last four years. In 2004, over 120 graduates successfully re-entered health care occupational areas. In a salary survey of 100 program completers successfully employed in health care occupations one year after graduation, annual wages increased by more than 400 percent.

The program has been able to expand and explore other opportunities based on its success, including a \$250,000 two-year grant from the California Community Foundation for a Nurse Licensure program, also an \$ 800,000 two-year grant from the Governors Discretionary Funds. The Los Angeles County Department of Health Services is supporting program efforts to create career ladders for bilingual/bicultural health care workers. Dr. Oliva will be presenting the Student Success Kit at a Los Angeles County Health Department Symposium and the Case Management Manual this year as part of the effort to disseminate the Welcome Back model and highlight its successes

Suggestions for replication: Provide counseling and guidance on an on-going basis for students. Present positive role models and stories of success so that students can develop a positive outlook and goal-oriented strategy to gain high-wage high-skill employment in health care occupations. Create and nurture partnerships early on with local hospitals and other health care industries to garner and manage resources, create a strong student-employer connection, and keep college programs and services responsive to employer needs.

Category Served: Limited English Proficient

Title: Health Care Interpreting Program

College: Mt. San Antonio College
San Francisco City College

College Contact: Jesus Oliva, Mt. San Antonio College
909-594-5611 x6108
joliva@mtsac.edu

Tim Berthold, San Francisco City College
415-452-5266
tberthol@ccsf.edu

Target population served: Bilingual/bicultural students who want to gain employment as interpreters in health care settings.

Goals: To understand and apply linguistic and cultural interpretation in healthcare settings for specific populations.

Description: The Health Care Interpreter program is a 10-month non-credit certificate program for students who are proficient in English (spoken and written) and their native language. Students focus on topics such as medical terminology, physiology, and the ethical decisions and possible scenarios that an interpreter must resolve. In the last semester of the program, each student must complete a 54-hour externship with a local hospital.

The need for the program arose when a study of patient care errors showed that bilingual and bicultural residents were not getting accurate or culturally appropriate medical information within a health care setting. By providing accurate information to patients, hospitals have found that patients are better prepared to manage and monitor their own health, and that overall health care costs are reduced.

A curriculum was developed in 2001 as part of the College's Welcome Back Program. This year, the program will update the curricula using a DACUM (Developing a Curriculum) process and will add enhanced materials including an instructional CD and video.

Staffing: Part-time faculty member

Facilities, equipment, materials: Classrooms, office space

Costs, funding source: Grant from The California Endowment for Curriculum

Development, and ADA.

Outreach and marketing: When the program began in 2001, it was advertised in the Penny Saver (mailed to households within the region). Over 150 students applied as a result. Afterwards, word-of-mouth was used to promote the program, resulting in over 100 applicants each year (the program can accept 60 students each year).

Evidence of effectiveness: Demand for admission into the program remains high. Starting salaries of graduates begin at \$17 per hour. Graduates can continue their studies into other related health occupations such as Medical Court Interpreting, where salaries average \$55-60 per hour.

Hospitals that have employed program graduates have reported a reduction in lab/testing procedures for non-English speaking patients due to high quality and accurate doctor-patient interpretation services. Administration of medications and post-hospital follow-up care has also improved because interpreters are able to communicate medical instructions in a manner that is culturally and linguistically appropriate to non-English speaking patients.

Examples of successful graduates include the Project Manager of the Health Care Interpreter Program, “Access to Linguistically Appropriate Services,” for the Los Angeles County Health Department; a full time Health Care Interpreter at Children’s Hospital of Los Angeles, an Interpreter for the Chino Unified School District, a Language Lab Coach for the HCI Program at Mt. San Antonio College and two full time nurses who used the program as a preparatory course for exposure and knowledge of the medical system while pursuing their Nursing Boards.

Suggestions for replication:

Provide counseling and guidance on an on-going basis for students. Present positive role models and stories of success so that students can develop a positive outlook and goal-oriented strategy to gain high-wage high-skill employment.

Create and nurture partnerships early on with local hospitals and other health care industries to garner and manage resources, create a strong student-employer connection, and keep the program responsive to employer needs.

Contact Dr. Oliva for program information and curricula.

Category Served: Limited English Proficient

Title: ESL and VESL Career and Academic Laddering

College: Mt. San Antonio College

College Contact: Liza Becker
Assistant Director, English as a Second Language and
Intercultural Programs
1100 N Grand Ave
Walnut, CA 91789
909-594-5611 x5233 or lbecker@mtsac.edu

Description: The goals of the practice are to provide LEP students with a supportive educational system that improves English language skills, provides opportunities for higher levels of vocational and academic education, increases job readiness skills, and encourages career exploration through research and work-based experience. Mt. San Antonio College currently serves over 5,000 LEP students in the non-credit ESL department. The college offers a tiered ESL and VESL program that is built upon the concept of Laddering, with each level of student accomplishment leading to greater academic preparedness, vocational/career advancement opportunities, and increased civic/community participation. Students are assessed upon entry into one of seven levels of ESL (Pre-level 1 through Level 6) and are provided with an interactive orientation to the program, the campus, and educational/career opportunities. As a student advances, a certificate is awarded for each level successfully completed. This advancement is based on the student portfolio record of skills and accomplishments, including successful completion of a project such as development of a resume, demonstration of successful job interview techniques during a mock interview, or organizing a service learning or volunteerism assignment. When a student reaches levels 5 and 6, they are eligible to apply for the VESL program.

The VESL program includes two Technical/Vocational Education tracks: Careers in Business and Careers in Health. The program includes a counseling component and information on transitioning to credit academic and vocational classes, business vocabulary, training in keyboarding and basic computer skills, and completion of a final project. Students can also enroll in a one-unit career guidance course, staffed by a counselor who is licensed in disability assessments and specializes in serving LEP populations. Final projects are class/student-driven and often involve a project or presentation that synthesizes their learning.

VESL has also partnered with the College Regional Health Occupations Resource Center (one of eight established in the State through a grant from the CCCCO) to produce a 10-month Health Care Interpreting Program. The program trains bilingual and bicultural

students for effective interpretation in hospitals, clinics, and other health care settings. During the last month, students participate in a work-based activity as volunteer interns in health care settings.

The ESL Department hosts an annual Career Conference for students at Level 3 (intermediate-low) and higher. Guest speakers represent areas that include academic and vocational education, as well as business and industry. Topics include information on career options, job readiness skills, student services and programs available at the college, and strategies for pursuing degrees. Instructors incorporate specific career fair assignments into their lesson plans before the conference. On the day of the conference, instructors host the various guest speakers, thereby facilitating the communication between outside speakers and LEP students, when necessary. Pre-Level 1 (literacy level) through Level 2 (beginning-high) classes conduct a career-based activity in their own classrooms in order to participate in the career conference within the safety of a comfortable language level environment.

Programs and services are marketed via publications and the program's web site (<http://esl.mtsac.edu>), displays and notices posted throughout the facility and in classrooms, and by instructors and presenters in the classroom and at special events.

The program is developing a database to gather information on ESL and VESL student success and outcomes. Anecdotally, the staff knows that VESL students are more likely to advance their postsecondary education through academic and vocational programs (i.e. there is a high transition rate).

The program has been successful in part because the ESL department has collaborated with other programs of the college to serve a high demand and high interest career areas. The program was designed in such a way to create a sense of support and community. This included cohorts of students, an integrated curriculum, and a cluster of courses. An outcomes-based curriculum with portfolios, projects, and multiple forms of assessment all contribute to the "evidence" that supports learning and shares the responsibility of instruction.

Category Served: Limited English Proficient

Title: Child Development ESL Program

College: Reedley College
995 N. Reed Ave.
Reedley, CA 93654

College Contact: Kimberly Perry, Dean of Instruction
559-638-3641
kim.perry@reedleycollege.edu

Target population: This program, *currently in the development stages*, will target non-native English speakers who wish to become licensed home care providers. In order to navigate the childcare licensing board and requirements, one needs to be moderately literate in English. Many non-English speakers want to enter the field where there is a large need for early childhood educators, and there is a clear career path to higher-wage high-demand careers such as owning a childcare center, elementary school classroom aid, or teaching.

Goals: The objectives are to increase the number of licensed family-care providers in the area as well as increase the number of childcare options while providing career choices and a career ladder for non-English speakers.

Description:

- The program will be limited to 15 students a semester to ensure quality and comprehensive instructor-student interaction. The program will hold classes at the area One-Stop centers so that the students will avoid having to pay for parking and be close to where they need to go on a regular basis (i.e. the WIC office, the grocery store etc.).
- The classes will be taught on a Thursday evening and Saturday morning schedule to enable more students to attend.
- The program will consist of an Infant Child Safety Class which will include CPR certification, a Careers in Early Child Education class, and a Vocational Education as a Second Language (VESL) in support of Child Development course.
- The program will pay the costs of getting a license, CPR certification, and fingerprinting as well as assist the students in passing the home inspection through a mock home inspection.
- Student will receive 4-5 units of college credit.

Staffing: The staffing will consist of two bi-lingual instructors. One will be an ESL instructor and one will be a child development instructor.

Facilities, equipment, materials: The classes will be held at the local One-Stop center and will require no specialized equipment.

Costs, funding source: A \$10,000 grant was received from Verizon Wireless

Outreach and marketing: The Public Information Officer will advertise the program in all the venues available to this office, information will be included in the course scheduling, and there will be course and registration information available at the One-Stop and WIC offices.

Evidence of effectiveness: The Verizon grant requires measures of effectiveness be built into the grant. The program will track the number of students who enter the program, the number of students who complete the program as well as the number of graduates who receive a license because of the program. The program will also track the number of students who want to take the class but cannot due to full sections, time constraints, etc. as well as the number of students who continue to renew their license annually.

Suggestions for replication: There have many issues that have been positive in working out the particulars of this program. The curriculum has been developed in a clear and concise manner offering the students specifically what they need; the collaboration with the One-Stop center was a big benefit for the students, as they do not have to pay for parking, travel to the college, etc. Being able to maintain a small cohort of students (15) is essential to this programs success, as the language barriers would have prevented effective interaction with a larger group. Finally, the instructors who agreed to teach these classes as overload allow costs to be kept down.

Working with a private grant was challenging. Verizon had a different timeline from the college and so the college had to be very flexible and patient.

Category Served: Limited English Proficient

Title: ESL Tutoring Program

College: Sacramento City College
3835 Freeport Blvd
Sacramento, CA 95822

College Contact: Virginia Gessford
916-558-2600
gessfoV@scc.losrios.edu

Tim Ching
916-558-2675
chingt@scc.losrios.edu

Target population: The ESL Tutoring Program at Sacramento City College attempts to reach all ESL students in general but specifically those students who are most at risk and/or are underserved.

Goals: The goals of the program are to reinforce and support the student's classroom learning activities. The tutoring focuses on academics such as math, English, history, etc. However, a significant part of the ESL Tutoring Program receives funds via the VTEA grant and therefore focuses on tutoring vocational students in academic classes. Additionally, there are vocational tutoring venues that focus on topics specific to the vocational programs, such as using a dental drill, computer software, etc.

Description: The ESL Tutoring Program employs a variety of techniques. Among them are:

- **Peer Tutoring** -- As many as forty peer tutors are available each semester to offer support in a variety of subjects and assist the ESL students in gaining mastery of their academic subjects. The peer tutors can volunteer their time, receive course credit for tutoring, or are paid approximately \$7.00 an hour for their time.
- **Independent Study Course** – These are on-line, self-paced Human Services computer courses that are designed to strengthen the ESL student's grammar, math, and/or English skills. The student must register for the course and choose the subject on which they will work.
- **Workshops** – Each fall and spring, faculty coordinators host a series of student workshops on topics ranging from understanding learning styles, study skills, stress management, or other topics requested by faculty or students.
- **Staff Consultation** – Frequently the most important and first contact an ESL student makes is with an ESL Tutoring Program staff person. These consultations tend to set the course for the ESL students involvement with the program. The staff person will determine the services needed to enable the student to be successful at Sacramento City College and introduce the student to the components

of the program. Approximately thirty percent of these consultations tend to revolve around topics of support and reassurance as opposed to the services and tools available to the student.

Staffing: A permanent full-time, 9-month faculty coordinator, a permanent full time 12-month classified assistant, and a permanent half-time 9-month Instructional Assistant staff the ESL Tutoring Program. Additionally, up to forty peer tutors assist in making one-on-one contact available to all ESL students. Through out the years, additional clerks and instructional assistants have come and gone depending on funding levels.

Facilities, equipment, materials: The equipment that the ESL Tutoring Program works with is primarily limited to a tutoring center and a number of computers. There are ten computers designated for the Human Services courses, 1 computer to track ESL students as they check in, and three computers for the permanent staff. In addition, the tutoring program uses other equipment from other areas to show videos on study skills etc. The equipment is used collaboratively to maximize benefits to the college and conserve financial resources.

Costs, funding source: The ESL Tutoring Program is funded through a number of grants.

- Collage Awareness Program (CAP) – \$23,000
- Division Block Grant -- \$27,000
- VTEA -- \$58,000
- Discretionary funds -- \$148,000

Outreach and marketing: The ESL Tutoring Program staff takes a multi-faceted approach to outreach and marketing. Student outreach is handled via the student newspapers, guides, orientations (campus guides who are multi-lingual), class schedule, and the campus catalog. Additionally, faculty and counselors refer students who need services, are struggling in classes, or at risk of dropping out. Faculty members are made aware of the services available to ESL students through new faculty orientations, blanket emails, flex day workshops, and flyers distributed campus-wide.

Evidence of effectiveness: The ESL Tutoring Program tracks student retention and grades with the college and district research departments. Approximately 400-500 students are served.

Suggestions for replication: In starting or modifying an ESL Tutoring Programs it is important to strive to increase the support you receive from the administration, to always remember the purpose and keep services and activities focused on the students, and to increase the awareness and support of faculty, staff, and counselors. It would be best to avoid short term or unstable grant funding which can increase program instability.

Category Served: Limited English Proficient

Title: English as a Second Language Support in Electronics Labs

College: San Jose City College
2100 Moorpark Ave.
San Jose, CA 95128

College Contact: Kathy Werle
Dean, Applied Science, Technology, and P.E.
Kathy.Werle@sjcc.edu
408-288-3781

Target population: Limited English Proficient Students. At San Jose City college approximately 48 languages are spoken by students. Vietnamese is the primary second language spoken by the students in the electronics program.

Goals: To increase the educational and employment success of limited English proficient students studying electronics.

Description: College officials noticed that even though limited English proficient students had the technical skills, they often had difficulty obtaining employment because they didn't have enough English language proficiency to interview well. The faculty encouraged students to enroll in English-as-a second-language classes, but few did so. The college Career and Technical faculty discussed this issue with their advisory committee and the ESL faculty. A strategy was developed to employ two English-as-a-second-language teachers to work in the electronics labs. These instructors challenged the students to speak English and explain the experiments they were performing, and assisted students with lab write-ups. The students were also encouraged to work in groups and use English with each other.

Staffing: The lab is staffed by the regular instructor. Two English-as-a second-language instructors assist in the lab. The instructors are not fluent in Vietnamese, but have expertise in strategies for teaching English as a second language.

Facilities, equipment, materials: No additional facilities or materials are required.

Costs, funding source: VTEA funds were used for the additional lab support. Unfortunately, due to budget constraints, the college has been unable to continue offering this assistance.

Outreach and marketing: The outreach that is conducted is to encourage students to increase their English language proficiency. A poster was developed to encourage Career and Technical Education students to enroll in ESL classes.

Evidence of effectiveness: The activity was deemed very effective by faculty in building students' language skills, helping with critical thinking, and helping them become work ready. Electronics faculty learned to challenge students as they had observed the ESL teachers, and the ESL teachers learned a lot about the demands of this occupational area that they could take back to their general ESL classrooms.

Suggestions for replication: Close cooperation should be maintained between ESL and Career and Technical faculty.

Category Served: Limited English Proficient

Title of Program: "Bridge to Biotech and Related Health and Biology Fields".

College: San Francisco City College

College Contact: Edith Leonhardt, Ph.D.
415.239.3627
Email: eleonhar@ccsf.edu

Target Population: African American and Hispanic community members. Many are individuals who may not have graduated high school or who may have achieved a GED, and previously did not believe that they could learn and apply college level math, science, and language arts. Some are recruited from ESL programs and other outreach activities sponsored by the college.

Goals: to recruit and train low income, non-biotech, layed off, community members who previously did not have aspirations or believe they could handle course work required to enter or find jobs in biotech/health care/biology related fields.

Description: through active outreach within the low income areas of San Francisco, and specifically the African American and Hispanic communities, individuals are recruited into a sequence of coursework that is heavily activity driven in the application of academics to hands-on learning activities. The program feels that this Learning Community Style of paring basic math, science, and language skills to lab activities allows the students to gain academic skills, by seeing it's application to the hands-on activities that they are performing in the lab.

This program has been funded through several grants, and as a partnership between the college and SFWorks, a nonprofit organization that greatly assists in outreach and other activities. The college has moved significantly toward institutionalization through conversion of coursework to credit classes, but still requires grant funding to move the program to full institutionalization. The college has developed curricula that is completing an Alpha Test program at Austin Community College, and is currently being replicated at Santa Ana Community College.

Staffing: the program requires significant outreach activities to convince potential low income/ low educational status students that they could succeed in such a program and career, and thus, in addition to instructional activities, a significant amount of staff time is devoted to outreach activities. One full time faculty and two part time faculty are involved in the areas of Math, English language, and Bioscience. What initially were non-credit classes have emerged into FTES producing credit classes.

Facilities, equipment, materials: the program is housed at several locations of the college, close to the geographic location of the target population. The program has provided microscopes and other biology related equipment, and has found that pairing

students extends the useful life to the equipment, and allows for teamwork building with the students.

Costs, funding source: the program initially spent approximately \$20,000 on microscopes and other science related equipment, but feels that most college campuses have necessary equipment within their science departments. The program is funded through a Chancellor's Office Economic and Workforce Development grant, a NSF grant, and local donations from business and industry. The program has, and currently is dependent upon such grant funding, but has significantly moved toward institutionalization by conversion of what started out as non-credit classes into FTES producing credit classes.

Outreach and marketing: Due to the low-income status, low self aspirations toward higher education/previous educational experiences, a significant amount of outreach and marketing is required to recruit potential students. All individuals involved in the program, are very active in speaking regarding the program at all possible community events, churches, adult and secondary schools. A majority of outreach within the community is done by a CCSF Staff person who is active in outreach to One-Stops and at community events. Program partners such as SFWorks also assist in outreach activities at regional One-Stops, community gatherings, and all possible avenues of reaching potential students. A reduced amount of effort is made to recruit on-campus within existing science/health/bio classes, as these individuals are already involved in college level coursework.

Evidence of effectiveness: The first iteration of this program had a completion rate of 10%. The last several iterations of the program has achieved the completion rate of 75%, which is excellent given the low expectations that most of these students bring to class from prior life experiences and low self esteem. At this point, over 160 students have successfully completed the program and have moved on better jobs and/or higher educational goals.

Suggestions for replication: This multi-grant funded program has developed methodologies and curriculum that are now tested and available for replication. Until the project developed a sequence to move classes to credit courses, grant money was a necessity to establish the program. At this point, with processes and training sequences developed through experience, it would be very possible for colleges across the state to replicate this model, as most colleges have all the personnel, facilities, and equipment in place in various programs and at various locations around the campus. The project is very emphatic that a cornerstone for success in this program is a learning community style of teaching/learning. The acquisition of math, science, and language arts skills must be interwoven into activity based lab sequences. With this style of hands-on, activity based learning, utilizing microscope based math, science, and language arts to put down on paper what the student has learned through utilization of the microscope, the student sees the real world application of academics, and is not required to learn the academics in a vacuum, as is the case many times where activity based learning is not an option.

Category Served: Limited English Proficient

Title: Vocational ESL (VESL) for Auto Technology/Diesel program

College: Santa Ana College
1530 West 17th Street
Santa Ana, CA 92706

College Contact: Mary Walker, Program Coordinator
714-241-5749
walker_mary@sac.edu

Target population: Bilingual/bicultural students who want to gain employment in automotive/diesel mechanics occupations.

Goals: To enable students to understand and effectively communicate using English language terms specific to the automotive and diesel mechanics occupations, and to effectively communicate with customers at auto/diesel service sites.

Description: The Santa Ana College VESL program in Auto Technology/Diesel is a not-for-credit program for students wanting to improve academic success and employment opportunities in the automotive and diesel mechanics occupational areas. The program is completing a yearlong planning phase, and has an implementation date of Fall 2005. Faculty will refer automotive technology/diesel students to the program, which will run concurrently with for-credit courses. Plans are also underway for establishing a VESL computer lab with self-directed modules in automotive/diesel technology and, in the future, other vocational occupational areas.

Staffing: Auto Technology/Diesel and ESL faculty

Facilities, equipment, materials: Facilities: Classroom, lab

Costs, funding source: VTEA and Continuing Education funding

Outreach and marketing: When the program begins in Fall 2005, faculty will identify and refer Auto Technology/Diesel students who need assistance with vocational English language skills. Other marketing and outreach efforts are under development.

Evidence of effectiveness: Curricula focuses on improving academic success and retention rates of English as a Second Language learners in the college's Auto Technology/Diesel program; and transitioning graduates into high wage and high skill occupations. Program planning has been a collaborative effort, involving representatives from Ryder Systems Inc.; ESL, Workforce/Career Development, and Student Services and Instruction Deans; and Auto Technology/Diesel faculty members.

Suggestions for replication: Start early! Planning and implementation takes a lot longer than you think. For example, selecting curricular modules took 3 months. Do a needs assessment as part of the planning process. For this program, faculty could accurately document the VESL reading, writing, comprehension needs of students enrolled in the Auto Technology/Diesel program; and employers could provide information on English language skill sets that graduates or non-students were lacking when they entered the workforce.

Category Served: Limited English Proficient

Title: Evening Summer School Intensive Program for Limited English Proficient Early Childhood Education Students

College: Santa Barbara City College

College Contact: Julie Smith, Co-chair, Early Childhood Education
Department
721 Cliff Dr.
Santa Barbara, CA 93109
805 965 0581 x 2859 smithj@sbcc.edu

Description: This is a unique opportunity for entry-level Limited English Proficient students interested in Early Childhood Education to enroll in ECE courses and increase their knowledge and understanding of young children and their families. The course is entitled "ECE 120, Child Growth and Development for Early Childhood Educators." It takes place over three weeks in the summer. It is an intensive three-unit course offered on campus, four days a week for four hours in the evening from 5:30 to 9:30. Course topics include: Developmental Stages of Young Children, Observation Skills, and Cultural, Gender, Class, and Racial Influences

This course is taught in English, but is designed to provide a format for students to process the information learned in English using their first language. A bilingual tutor/aide, working with the course instructor, is available to students while they are participating in activities and during review time. This allows them to confirm and repeat back the issues covered in the class using their first language. This support helps make sure class content is not missed or misunderstood due to limited language skills and builds student confidence and comprehension.

Feedback from students has been very positive and many have continued their enrollment in Early Childhood Education courses.

Category Served: Limited English Proficient

Title of Program: Summer Health Careers Institute

College: Santa Rosa Jr. College

College Contact: Jeannie Dulberg,
Manager Healthcare Workforce Development Program,
Workforce Training
Tel: 707.535.3747
Email: jdulberg@santarosa.edu

Target Population: culturally diverse, bilingual, low income high school students primarily Latino youth.

Goals: to promote interest in the health care professions and create opportunities to pursue health careers for a diverse population in Sonoma County.

Description: In 2001 the Healthcare Workforce Development Roundtable dreamed of creating an opportunity for low income students to have an opportunity to explore health careers. This dream was realized in the 2005 Summer Health Careers Institute. In its first year of operation (the summer of 2005) twenty local high school students were selected from 100 high school nominees to participate in the five week institute to explore firsthand health care careers both on campus and at health care providers in the community. Meeting Monday through Friday from 9am to 3pm, students attended classes in the Race Health Sciences Building. In these classes students reviewed topics ranging from medical terminology and universal precautions to the history of medicine. Students also job-shadowed professionals on site and at health care organizations, including the Sonoma County Health Department, Kaiser Hospital, Memorial Hospital, and Sutter Hospital. Student participants earned 15 high school credits and 5 college units, plus they each received a stipend of \$1,250. This upcoming summer's Health Career Institute will serve 22 students, each of whom will receive a stipend of \$1,000.

Staffing: the Health Care Institute staff is composed of one full time management position, one administrative assistant, and one full time bilingual/bicultural outreach coordinator.

Facilities, equipment, materials: the program is housed on campus within new Health Sciences Building. This state-of-the-art facility has the latest in telecommunication and Health Care/Health Sciences technology, and has the capacity to double as a fully operating Hospital as needed.

Costs, funding source: the cost of operating the Summer Institute program is approximately \$100,000. Funding has been primarily through a Chancellor's Office Industry Driven Regional Collaborative (IDRC) grant, however local fund raising has

contributed to funding the operation, and local hospitals have donated significant in-kind money toward the project.

Outreach and marketing: all of the staff participate in outreach activities at local high schools and community organizations to promote participation in the project, however a very effective bilingual/bicultural outreach specialist devotes a significant amount of time in outreach to the Latino community in efforts to recruit participation, and keep the community aware of the success of this activity.

Evidence of effectiveness: of the 20 students entering last summers program, 100% completed the program. Out of 500 attendance days, only 8 days were lost due to absences. As a follow up, the program holds Bi-monthly events for last year's graduates that are well attended. These events are planned to keep student interest up, and allows the program to track student's future plans. At this point 100% of all last summers attendees are planning to go on to college, and four are planning to continue their education at Santa Rosa Jr. College upon graduation from high school.

Suggestions for replication: as developed at Santa Rosa Jr. College, this program needs seed money from grants or business and industry to be replicated. Program staff believe that there is significant Health Care/Hospital interest in such activities, and believes that enthusiastic fund raising activities could raise a portion of the necessary funds, if not all the necessary funds for a scaled down version of this program.

Category Served: Limited English Proficient

Title: Bilingual Vocational Education and Support

College: Taft College

College Contact: Dr. John D. Eigenauer
29 Emmons Park Dr
Taft, CA 93268
661.763.7722; jeigenauer@yahoo.com

Description: This practice is designed to provide viable career opportunities to students of limited English capabilities, and to provide these same students with opportunities for successful college experiences that will inspire students to learn English and continue their education. The practice targets five significant obstacles inhibiting college level participation of students of limited English proficiency:

- The English language
- Transportation
- Child care
- Social inhibitions
- Limited access to and capabilities with computer technology

Solutions to each of the four difficulties listed above are, in order:

- Provide in class bilingual translators in Welding, Automotive Technology, and Early Childhood Education.
- Provide busing from outlying communities three nights per week.
- Provide child care until 10:00 PM at Taft College's child care center.
- Provide help with enrollment, social integration, book purchases, and other aspects of campus life.
- Provide community service classes taught in the Spanish language in computer technology.

The program is staffed by

- Bilingual translators in Welding, Automotive Technology, and Early Childhood Education.
- A Bus driver.
- Childcare workers (already in place).
- Bilingual counselor (already in place).
- Bilingual teacher for community service classes.

The practice makes use of:

- Headphones for in class translations during lectures.
- Translation software.
- Some Spanish language books (where available) to be used as supplements.

The program has been funded by VTEA, Verizon Foundation and Housing and Urban Development grants, and local sources.

No formal marketing practices were used. Students commonly spoke to friends, who shared their enthusiasm for the program with others. There is considerable anecdotal evidence that suggests that students with limited English proficiency are progressing in their abilities with English, advancing to more difficult courses, and finding jobs.

Program implementors recommend that to replicate the practice, other colleges should start by targeting one course or one discipline in a vocational area and fund a bilingual in-class translator.

Category Served: Limited English Proficient

Title: Hispanic Role Models

College: West Hills Community College District

College Contact: Cathy Barabe, Director Grants, Research and Planning
300 Cherry Lane
Coalinga, CA 93210
(559) 934-2147 cathybarabe@westhillscollge.com

Description: West Hills community college endeavors to provide education and educational support services to limited English proficient students by using Hispanic and nontraditional role models who can encourage students to succeed. Hiring decisions are consciously made to provide Spanish speaking staff and instructors who can serve as role models for students. Through contract education projects and grants, staff who are reflective of the community are hired to work with the Hispanic student population. For example:

- The Dean of Student Services is a West Hills Community College alumni and is the oldest of nine children in a single parent farm working family
- Outreach staff to high schools are often young Hispanics
- Central American Teachers, on scholarship to study American teaching techniques work with elementary school children
- Tutors hired for After School and elementary tutoring are often Hispanic graduates from the community's schools.
- Child Development courses are taught in Spanish.

It has been an administrative decision to hire staff reflective of the community. To do this, the college employs widespread recruitment efforts to attract qualified Spanish speaking applicants. They actively use advertising, local connections and media stories to attract qualified applicants interested in working for the community college system. Following this decision, the percentage of Spanish speaking students has risen steadily over the last five years.

Category Served: **Limited English Proficient**

Title: **Open-entry, Self-paced ESL Classes with Computerized Instructional Support**

College: **West Hills Community College District**

College Contact: Cathy Barabe, Director Grants, Research and Planning
300 Cherry Lane
Coalinga, CA 93210
(559) 934-2147,
cathybarabe@westhillscollge.com

Description: The District serves a highly Hispanic, first generation U.S. community. Many residents are primarily Spanish speaking yet desire to access community college education and training. The goal of this practice is to assist students to gain enough English mastery to mainstream into traditional community college classes. Each semester the college offers morning and evening ESL classes that accept any level of proficiency. The instructor works with small groups to teach the variable mastery levels. When not working with the instructor, students have access to computerized ESL software that allows them to gain proficiency in computer literacy and to reinforce their language acquisition skills.

One ESL teacher is responsible for the instruction and more advanced students work with newcomers. The classroom is equipped desks and computers and a wide range of ESL developmental software. Instruction includes traditional lecture format, small group instruction, or two students may share a computer. Each semester the students are encouraged to purchase a Spanish-English dictionary and a moderately priced textbook.

To market the classes, the instructor visits the local Adult school program to recruit students, and also works with the international student programs on campus. Referrals primarily come by word of mouth from the students who are successfully taking or have completed the ESL classes.

Within three to four semesters, students are prepared to enroll in basic classes offered by the college.

EFFECTIVE PRACTICES for SINGLE PARENTS and DISPLACED HOMEMAKERS

Category Served: **Single Parents and Displaced
Homemakers**

Title: **Case Management Counseling for CalWORKs**

College: **Bakersfield College**

College Contact: Diane Atkinson, CalWORK's Coordinator, Career
Development and Workforce Preparation Programs.
1801 Panorama Dr
Bakersfield, CA 93305
661-395-4824; datkinso@bakersfieldcollege.edu

Description: The goal of the practice is to provide a learning environment that fosters respect for individuals and ideas and opportunities to develop the skills, knowledge, and attitudes required to be competent, self-sufficient, and participating citizens of the world. This program promotes student self-reliance by focusing on employment. The program offers education and training that leads to employment. The program provides the required 32 hours a week that combines classes with work-study, work-study programs that may be exempt from cash aid, work experience or on-the-job training. Financial assistance is offered to qualified recipients. College CalWORKs students are also provided counseling in a supportive and informative environment that encourages student success, and they are provided with confidential liaison and advocacy between student, the college, the Department of Human Services, and other agencies.

The staff consists of the College CalWORK's Coordinator, who is based out of the Career Development Office. There is also a 19-hour student assistant who is a CalWORK's student. A database of all CalWORKs students is maintained so that the progress of each students can be followed

The college has prepared a well-written and easily understood flyer that is widely distributed to promote the program through an annual open house, through the Department of Human Services, and at County Fair programs.

Individual success stories attest to the effectiveness of the program. The staff feels that the faster you can effectively mainstream the CalWORK's participants, the more successful you are at moving them off public assistance and into self-supporting jobs.

**Category Served: Single Parents and Displaced
Homemakers**

Title: Early Childhood Education Employment Readiness Academy

College: Bakersfield College

College Contact: Janie Budy, Director, Career Development and Workforce
Preparation
1801 Panorama Dr
Bakersfield, CA 93305
661-395-4089; jbudy@bakersfieldcollege.edu

Description: The program is designed to prepare students a teaching position with a private school or childcare center, or as associate teachers in subsidized preschool or childcare centers. All students may attend the program, however it specifically targets and assists single parents. This is a one-semester Employment readiness academy in Early Childhood Education. It provides skills that include: how to use appropriate guidance with children, how to plan and carry out learning activities for children, how to work as a team member in a pre-school or child care center, and how to apply infant/child care first aid/CPR. Students undergo enrollment procedures that include the completion of an application for enrollment, a screening process that includes drug, alcohol, and TB testing, and a Criminal Record Statement. Prior to any childcare work experience internship, students must have their fingerprints and child abuse index check processed by the Department of Justice. The college has prepared a flyer about the Academy that is widely distributed to promote the program.

Enrollment in the Academy is restricted until program enrollment requirements are completed. Students are then enrolled in college courses, with an eight hour cohort that runs 8AM to 5PM Monday through Thursday, and 8-12 on Friday for the full semester. When ready, students are placed with mentor teachers for hands-on experience in regional childcare centers, to acquire experience prior to completion of the program. Student cost for participation is estimated at \$750, and financial assistance is available for low-income students.

The fact that the two annual Academy offerings are continually full is evidence of the effectiveness and success of the program.

Category Served: Single Parents and Displaced Homemakers

Title: Fast Track To Work Program

Name of College: Cabrillo College
6500 Soquel Drive
Aptos, CA 95003

College Contact: Dena Taylor, Program Manager
831-479-6147
detaylor@cabrillo.edu

Target population: CalWORKs students and Workforce Investment Act (WIA) funded students seeking success in postsecondary education and high wage – high demand occupations. A majority of students are single parents and economically disadvantaged. A high percentage of participants have learning disabilities. Thirty-five to 40 percent are Latina.

Goals: To support student success in the post-secondary educational environment, and to prepare students to successfully compete for and enter high wage – high demand occupations.

Description: The program acts as a one-stop center for the program’s participating students – students are oriented to college academic programs and support services, and needs are assessed. An educational plan is developed, work study jobs are offered, childcare assistance or referral is provided, student cohorts (e.g. students enrolled in specific or related occupational areas) are assembled, and on-going technical assistance is provided to help students achieve their educational and occupational goals. Tutoring is offered to students with learning disabilities or academic challenges, and referrals are provided for life challenges (e.g. housing, car repair, domestic violence, etc.). Students are also encouraged to enroll in two for-credit courses focusing on work readiness and financial literacy. The program has received support from the community, with residents funding sports/activity scholarships for the children of participants, donating children’s and young adult books, and contributing to fundraising events that help the program deliver high quality services.

Staffing: A Program Manager, Services Coordinator, Program Specialist, County Eligibility Worker, one or two part-time Academic Counselors, and Student Workers.

Facilities, equipment, materials: Classrooms

Costs, funding source: TANF and CalWORKs funds distributed through the Chancellor's Office, county grants, funding from other public and private foundations, and community donations.

Outreach and marketing: The program is promoted through local agencies (e.g. county welfare/public assistance, workforce investment boards and one-stops).

Evidence of effectiveness: In a 2001 follow-up survey of program graduates (n=52), ten percent had transferred to a four-year college or university. Of the remaining graduates, 87 percent were employed at an average hourly wage of \$15.02, and 13 percent were actively seeking employment. Graduates with the highest hourly wages were employed in desktop publishing, software development, census evaluator, personal chef, medical surgery nurse, and electronic technician occupations.

Suggestions for replication::

- Communicate and collaborate with other college and regional CalWORKs programs. Attend workshops and networking events to gather and share information.
- Join the CalWORKs Association (Alfred Ramirez, President, 818-240-1000, ext. 5018) and become an active member.
- Become knowledgeable about private nonprofit organizations that are advocates and/or provide research and information that can benefit your program (e.g. The Western Center on Law and Poverty).

Category Served: Single Parents and Displaced Homemakers

Title: CalWORKs Mentoring Program

College: Chaffey College
5885 Haven Avenue
Rancho Cucamonga, CA 91737

College Contact: Kathy Dutton, Director of Economic Development
909-941-2730
Kathy.Dutton@chaffey.edu

Target population: Students eligible for/participating in CalWORKs

Goals: To build student self-confidence and work readiness skills.

Description: Chaffey College's CalWORKs Mentoring Program pairs students with business/industry mentors that match their career interests. Often, economically disadvantaged students (who can also be single parents or displaced homemakers) don't see themselves as potentially successful. The program recruits mentors, who are often CEO's or individuals with positions of authority, and matches them with students who have an interest in similar occupational areas.

The mentors help students develop career pathways, network with other business/industry professionals, enhance communication and other workplace skills, and encourage success at school, home and work. Mentors and students are encouraged to hold weekly meetings and attend professional meetings and other business/industry functions so that the student is exposed to a wide range of career opportunities and contacts.

Staffing: Economic Development Division and CalWORKs staff members share placement tasks, with the hope that staffing will become more formalized during the next school year.

Facilities, equipment, materials: Office space

Costs, funding source: When the program began in 2001, funding from a Region 9 Collaborative mini-grant provided for the development of a mentor database and staff resources to assist students. Currently, the program operates using Workforce Development grants and CalWORKs funds.

Outreach and marketing: A program brochure has been developed to promote the program. The Director of Economic Development routinely markets the program at business/industry and community events, and CalWORKs students are encouraged to participate in a mentorship as part of their 32-hour "work-activities" Self-Initiated Program requirement

Evidence of effectiveness: Originally, the program was expected to take place over one semester but student and mentor demand for on-going placements has kept program services in place for four years. Many mentor/student professional relationships have continued beyond the 32-hour requirement. Former mentors willingly re-enroll as mentors to new students.

Students in mentorships are less likely to drop out of college courses because they don't want to disappoint their mentor, and there is a noticeable "professional awareness of self" as they gain confidence in their ability to succeed in the workplace. As one example, a mentor/student relationship at the Leroy Hanes Center for Children and Family resulted in the creation of a job position for the student upon completion of the mentorship. The former student now promotes the Center at community meetings and public events – a skill that was developed through her mentoring experience.

As a result of the program's success, the college has begun to explore expanding the program into local high schools, using CalWORKs students that have completed a mentorship to then mentor a high school student in turn.

Suggestions for replication: Relationships have to be built and maintained in a productive manner – between the college and the student, between the college and employer, and between the employer and the student.

Category Served: **Single Parents and Displaced Homemakers**

Title: **Evening Childcare to Assist Parents in Achieving Educational Goals**

College: **Glendale College**

College Contact: Jan Swinton,
Associate Dean, Instruction & Workforce Development
1500 N Verdugo Rd
Glendale, CA 91208
818-240-1000 x5158, jswinton@glendale.edu

Description: This practice provides subsidized evening childcare to support the educational goals and needs of special population students, particularly single parents, and economically disadvantaged students. Single parents and economically disadvantaged students seeking to upgrade their skills and knowledge can obtain free childcare for children age 6-12 during the evening hours through the College's Evening School-Age Program. The program, which is open to all student parents, sets the fee according to parent needs. The availability of the service is made known through community partnerships and events, publications, the college web site, and networking. It is funded through VTEA and other grants by various campus departments, the Associated Student Body, and CalWORKs.

Category Served: Single Parents and Displaced Homemakers

Title: **Adult Re-entry Mentoring Program**

College: **Glendale Community College**
1500 North Verdugo Road
Glendale, CA 91208

College Contact: Glady Kabateck
818-240-1000 x. 5448, 818-240-1345
kabatecl@glendale.edu

Target population: Adult re-entry students who are from under-represented populations: displaced homemakers, single parents, those in transition, nontraditional vocational students, students wishing to continue or complete their AA, AS, or transfer to a university, college or vocational school.

Goals: The goals of this program are multi-faceted but increased retention and student success are the primary aims.

Description: The program, which began in 1988, consists of a plethora of activities all aimed at meeting the varied and individual needs of each student at Glendale Community College. The staff and Director provide services for between 30 and 40 students each semester. The services they provide include:

- Campus tours
- Counseling
 - Career
 - Personal
 - Vocational and
 - Student Educational Plans
- Computer skill enhancement opportunities
- Group meetings and counseling addressing issues such as
 - Self-esteem
 - Reentry student barriers
- Presentations and workshops on topics including
 - Personal finances
 - Student success
 - Self-esteem
 - Assertiveness training
 - Time management
 - Career planning
 - Job search strategies
- Assessments, interest inventories, and career planning
- Educational opportunity information (e.g. certificate, AA, and transfer)

- Scholarships
 - Mentoring scholarship – Once students have completed 12 units they are eligible for this scholarship
 - Transferring scholarship and
 - Continuing Education scholarship

The staff and Director use a variety of methods to reach the students including having program alumni return to talk to and mentor the current program participants. They find that the bond that the students and re-entry student-alumni mentors create is one of the most important factors in student success. At Glendale CCD, almost 1/3 of the 15,000 students are over the age of thirty-three. This makes the work the program does with re-entry students particularly valuable. Often the students are unsure if they can make it, if college will work for them, and what problems they will encounter. The program attempts to preempt major problems and introduce students to the college so they do not get lost and so that the students are able to meet their goals and become successful in school and work.

Staffing: The program consists of a Director and Administrative Assistant. They work in conjunction with the support of the general college counselors and staff.

Facilities, equipment, materials: The program has no special equipment and operates in a small center with meetings etc. held in the president's conference room. The center is situated close to other student services and a computer lab is directly upstairs, affording the ability to walk with a student to the computer lab or to additional services.

Costs, funding source: The funding has been cut from year to year. However, the salaries are paid out of the general school fund, and the Associated Student Body provides approximately \$600.00 annually for books and financial aid to students. In emergencies, Student Services provides funds as needed.

Outreach and marketing: The outreach and marketing is an on-going activity. Staff are tireless advocates for their students. The Director makes presentations on the program at available opportunities including:

- Community events,
- City council meetings,
- Business and professional women's groups,
- Community organizations in Glendale and near by communities.

Additionally, the Director communicates via classroom presentations and faculty communication systems such as emails and written correspondence.

Evidence of effectiveness: While there is no formal measure of effectiveness, the large number of students serving as alumni-mentors provides ample evidence of success. In addition the center regularly receives appreciative letters, phone calls, and visits from alumni.

Suggestions for replication: In starting a new program, it would be necessary to get the word out via newspapers, radio, outreach, word-of-mouth, campus newspapers and flyers as well as to gain the support of the board of trustees, administration and college

president.

Category Served: Single Parents and Displaced Homemakers

Title: **Train the Trainer Outreach Project**

College: **Mt. San Jacinto College**
1499 N. State St.
San Jacinto, CA 92583

College Contact: Rhonda Dixon
Coordinator, Career Education Special Projects
rdixon@msjc.edu
951-487-6752 ext. 1604

Target population: All special populations, particularly single parents, displaced homemakers, and single pregnant women.

Goals: To streamline outreach efforts by coordinating information on the college, and training individuals in community agencies who can refer potential students to the college.

Description: Formerly, the college piloted a project to employ two special populations outreach coordinators to visit community agencies and traditional as well as alternative educational institutions to recruit students. When funds to employ the outreach workers were exhausted, the college adopted a "train the trainer" model. Information on the college was grouped into four categories: Matriculation, Financial Aid, Student Services, and Career and Technical Education. Binders containing resource information on these four topics and accompanying PowerPoint presentations were prepared. The college conducts train-the-trainer sessions to selected individuals at community agencies and institutions at no cost to the requesting agency. This initial train-the-trainer session takes about 3 hours to complete. These individuals in turn train their co-workers, by presenting the PowerPoint and resources for any one of the four topics. These presentations are planned to be approximately 15 minutes in length and integrated easily into staff meetings at the community agencies/institutions. The training enables community workers to become knowledgeable of the college's offerings, and to provide this information to their clients and refer them to the correct contact points on campus. This practice has centralized information on the college and reduced confusion on the part of prospective students. This has been particularly valuable in working with social service agency clients who are primarily single parents and displaced homemakers. Mt. San Jacinto College is in the process of training other colleges in the region to adapt the strategy to their settings. The college is also preparing annual updates to send to trained agencies.

Staffing: The project was developed by the Coordinator for Career Education Special Projects who was assisted by a consultant and student workers. The coordinator conducts the training, and the student workers prepare the binders for distribution. It is recommended that colleges wishing to implement the same strategy employ a project coordinator to work with their campus colleagues and departments for up to 40 hours to

tailor the materials to their particular site. Trainings could be conducted by any of several college departments traditionally involved in outreach. Implementing colleges should also plan to employ a student worker for approximately 40 hours to compile resource materials and prepare binders for the trainings.

Facilities, equipment, materials: The training takes place at the community agencies. Materials covering the four topics - Matriculation, Financial Aid, Student Services, and Career and Technical Education - are assembled into binders that are left with the agencies. It is suggested that trainings include a review of the PowerPoint presentations using a laptop and projector, although successful trainings have been conducted without that review because hard copies of the PowerPoint presentations are included in the resource binders.

Costs, funding source: The Mt. San Jacinto cost to develop their materials and the train-the-trainer model were supported by a regional consortia VTEA grant. It costs approximately \$900 to prepare 100 binders containing campus materials and presentation CDs. Additional costs include 40 hours of coordinator time and 40 hours of student worker time.

Outreach and marketing: The college has sent letters and flyers to community agencies and institutions offering the train-the-trainer sessions. They have worked through their career and technical advisory committees, the area tech-prep consortium, and have developed very close ties with the CalWORKs agency and social services. The message they deliver is that they will train a core group of individuals who can in turn train the rest of the agency staff.

Evidence of effectiveness: Participants who receive the training are surveyed to obtain their reactions, and the response has been very positive. Newly trained trainers are also encouraged to give feedback to the college whenever they implement one of the four training modules. This feedback has been more sporadic, but also positive. Preparing the materials has been a collaborative process on the campus and has resulted in much better on-campus communication and collaboration. The practice has resulted in many more referrals to Mt. San Jacinto College. When these referrals come to the campus they are more aware of campus resources and procedures. It has given the college more visibility in the community.

Suggestions for replication: The practice has been designed to be transferable to other colleges. Mt San Jacinto College is currently developing a facilitator's guide to encourage replication by other colleges. The guide should be available in summer 2005.

Category Served: **Single Parents and Displaced Homemakers**

Title: **New Horizons Program
Student Planner Document**

College: **San Diego City College**

College Contact: Elena Adams, Director
Mary Ann Kruse, Program Coordinator
Mary Ann Castellanos, Student Assistant
1313 12th Ave
San Diego, CA 92101
619-388-4540; eadams@sdccd.net

Description: The ultimate goal of the program is to enable students with barriers to education, training, and employment to be more successful through better time and life management.

San Diego City College’s New Horizons program conducted a needs assessment that determined that single parent and displaced homemaker students have similar concerns. These include where to locate child or medical care, how to access transportation options, time management issues, questions about resumes and interviews, etc. The staff was also faced with increased demand for service and thus the need to streamline services. They decided to develop a planner that would enable students to manage their time, access resources, and understand career options. The Planner includes:

- Student services available at San Diego City College
- A 16-month calendar with no dates in order to increase the usefulness and decrease the cost per/semester
- Career Development Tips including:
 - Career selection
 - Career Opportunities
 - Career Opportunities
 - Non-traditional careers
- Employment Development techniques including:
 - Preparing for, finding, and keeping a job
 - Resume writing
- Life skill Strategies on:

Effective Parenting
Money Management
Stress Management
Time Management

- Community and Emergency Resources
- Personal Directory
- Notes

The project coordinated with the graphic design department and development costs were kept to a minimum by having graphic design classes compete to design the cover of the planner. Because much writing was done prior to design and layout decision, considerable re-writing had to take place. To avoid this, starting with the layout (size and shape) is suggested, allowing for the writing to fit the design. The planner was funded via a mini-grant from the San Diego Regional consortia for \$3,400. There was a \$200.00 prize for the winning cover design. Printing was \$2.12 each and 1500 were printed for a total of \$3380.00.

The planner was sent and marketed to all vocational education instructors at San Diego City College. The students who have received and used the planner have reported back that the use of a planner has made their educational and personal lives more focused, organized, and enabled them to plan their time and classes more effectively.

Mary Ann Castellanos, a New Horizons student, and Academic Planner user, says that she is better able to see the future outcome of her goals as she has them listed and broken down in steps week-by-week. Additionally, she says that she likes that she can see the path her education will take as she has it listed by semester. She says that it makes her better able to “see the light at the end of the tunnel.”

In 2004-05 the program completed a third printing of the planning due to order from District instructors and counselors.

Category Served: Single Parents and Displaced Homemakers

Title: EOPS Preview Day

College: College of San Mateo
1700 W. Hillsdale Blvd.
San Mateo Ca 94402

College Contact: Danita L. Scott-Taylor, Director Student Support Services
650-574-6155
scott@smccd.net

Ruth Turner, EOPS Coordinator/Counselor
650-574-6154
turner@smccd.net

Target population: The practice targets high school seniors who demonstrate possible eligibility for EOPS* program services. High school personnel contact students who have less than a 2.5 grade point average and/or students who participate in the school lunch program; and are, or may be, interested in enrolling at College of San Mateo.

*EOPS serves low-income, often first generation college students, who are academically under prepared; and/or are ESL. Students must meet income and educational criteria.

Goals: The program seeks to assist students in visualizing themselves as college students. It addresses barriers to their participation in college: anxiety, fear, expectations, financial and academic difficulties, etc. The program promotes the understanding that college is a possibility if students so choose. Preview Day specifically attempts to generate interest in 1) attending college, 2) attending CSM/applying for EOPS and 3) serves as a recruitment opportunity for the Summer College Readiness Program, SCRIP. Which described as a separate practice in this document.

Description: The Preview Day is held each spring. EOPS invites thirty-five (35) seniors to experience a 'day in the life' of an EOPS college student. Transportation assistance is provided (if necessary), and a continental breakfast is served. Key campus personnel (President, Vice President of Student Services, Vice President of Instruction, Dean of Counseling, Dean of Enrollment Services, etc.) welcome students by participating in an ice breaker activity with them. Afterwards, students are assigned to an EOPS student mentor who has similar interests/major, who serves as a guide for a two- hour period, taking the students to class with them, or providing a tour if no class is scheduled. Prior to serving as student mentors a training session is held so that they will understand the goals of the "Preview Day" and know what their role is. Based on the high school student-EOPS student matches, the program identifies the classes that will be visited and notifies the instructors. The high school students and their mentors return to EOPS for lunch, followed by an informational session on EOPS and College of San Mateo. Students leave

with an EOPS Preview Day T-Shirt, a folder filled with CSM information, and an application to the college's Summer Class Readiness Program.

Staffing: The practice has two Program Services Coordinators (classified positions), and 1-2 student assistants. On the actual Preview Day 35 student mentors work with the high school students. All activities are under the direction of EOPS Director and/or Coordinator.

Facilities, equipment, materials: Activities take place in a classroom or common gathering place. Materials include the ice-breaker activity and related materials, folders with campus program materials, t-shirts, and an application for college's Summer College Readiness Program. The program coordinates with food services to supply lunch.

Costs, funding source: The preview day costs \$1,350 that is currently funded out of the EOPS budget. It was previously funded through a campus Partnership for Excellence grant that is now defunct.

Outreach and marketing: Program staff conducts monthly visits and presentations to local high schools targeting students who may meet EOPS criteria. These students are identified with assistance of high school staff. Upon request from local feeder schools, college staff will conduct and facilitate a College Readiness Workshop Series that also serves as a marketing tool.

Evidence of effectiveness: Effectiveness is determined by an annual student satisfaction survey; the number of Preview Day students who subsequently participate in Summer College Readiness Program and/or enroll at CSM for fall semester and apply for EOPS services. Beginning 2005 the program will use pre/post tests to assess student learning outcomes for the event.

Suggestions for replication: Plan early. Check with high school districts for the best date. Many high schools have STAR testing, exist exams, etc. in the spring that can conflict. To ensure that you are not short of student mentors, recruit more mentors than are actually needed, with the caveat that there may not be enough high school students to go around. Have the mentors attend a training session so that they are clear on what is expected of them.

Category Served: Single Parents and Displaced Homemakers

Title: **Summer College Readiness Program (SCRP)**

College: **College of San Mateo**
1700 W. Hillsdale Blvd.
San Mateo Ca 94402

College Contact: Danita L. Scott-Taylor, Director Student Support Services
650-574-6155
scott@smccd.net

Ruth Turner, EOPS Coordinator/Counselor
650-574-6154
turner@smccd.net

Target population: The Summer College Readiness Program targets graduating high school seniors who demonstrate possible eligibility for EOPS* program services. High school personnel contact students who have less than a 2.5 grade point average and/or students who participate in the school lunch program; and are or may be interested in enrolling at College of San Mateo.

*EOPS serves low-income, often first generation [college] students, who are academically under prepared; and/or are ESL. Students must meet income *and* educational criteria.

Goals: The program seeks to assist students in visualizing themselves as college students and address barriers to their participation in college. SCRCP seeks to give students a sense of belongingness, introduce them to the community college system including educational goals, campus resources including financial aid, how to read class schedules and campus catalogues, as well as improve study skills.

Description: The Summer College Readiness Program was named after its predecessor, the College Readiness Program (which gave rise to EOPS statewide). The Summer College Readiness Program provides an intensive seven-day orientation to CSM for twenty-five incoming freshmen. Each day is designated for specific activities: Introduction; Community Colleges (CSM); Course Planning (students develop an educational plan with a counselor); Transfer; College Class/Financial Aid; Study Skills; and a University Tour. Students meet 9 a.m. to noon, with the exception of the College Tour day that ends at 5 p.m. A continental breakfast is served each morning. On the final day students are given a certificate of completion and a backpack filled with supplies. . The program generally runs the week after high school classes end.

Staffing: The practice has two Program Services Coordinators (classified positions), and 1-2 student assistants. On the day that students develop an educational plan with a

counselor, four counselors participate. All activities are under the direction of EOPS Director and/or Coordinator.

Facilities, equipment, materials: Materials include: an application and program syllabus, orientation materials (schedule, catalog, handouts etc.), backpacks and school supplies, and certificates.. The program uses a standard classroom and provides food for the continental breakfast. A bus and/or vans are needed for the university tour, along with liability release waivers.

Costs, funding source: The program costs \$11,500. It is currently funded out of the EOPS budget. It was previously funded through a campus Partnership for Excellence grant that now defunct.

Outreach and marketing: The CSM EOPS Preview Day, which is described as a separate effective practice in this document, serves as a recruitment event for the Summer College Readiness Program. Preview Day participants who express an interest in SCRCP receive follow up phone calls and assistance in completing the SCRCP application is necessary.

Evidence of effectiveness: Effectiveness is determined by an annual student satisfaction survey. They also track the number of SCRCP participants who persist, enroll at CSM for fall semester, and/or successfully apply for EOPS services. Beginning 2005 the program will use pre/post tests to assess student learning outcomes for the event.

Suggestions for replication: Recruit early. One strategy is to look at Board of Governors Grant applicants and placement test data. Handout program literature at freshmen orientations, use high school contacts to identify possible students. Consider inviting parents for a program orientation.

Category Served: Single Parents and Displaced Homemakers

Title: Women in Transition Club

College: Santa Monica Community College

College Contact: Maggie La Duc, Physical Education Instruction and Counselor
1900 Pico Blvd
Santa Monica, CA 90405
310-434-4850; wingpower@aol.com

Description: The practice was developed out of the recognition that there were a number of women who were returning to school, many late in life, with low self-esteem and limited career planning skills. Many had never spent the night away from their husbands or parents, made decisions on their own, or supported themselves. Physical abuse and an unwillingness to confront it were present as was the lack of faith in change. The instructor's background was in physical education and counseling. From these two areas she knew that self esteem and self confidence frequently originated in physical successes. The goals of the practice are to:

- To build self awareness and self esteem in the participants
- To facilitate career planning
- To stabilize the lives of women as they emerge from transition

A class was developed to combat low self-esteem and lack of career direction and planning. Approximately 50 students per semester enroll. These individuals are invited to join the "Women in Transition Club" started by the instructor. Other students are invited to join via a flier that includes interviews with past participants. Presentations are also made to on-campus classes as well as to women's groups meetings. Others hear of the club through word of mouth. Upwards of 200 women are in the program. The club encourages the women's participation in physical events by taking the women camping, rock climbing, and encourages their participation in foot races including marathons. From the women's participation in five marathons, they have raised over \$20,000 that was used as scholarships for other women.

Additionally, the instructor has brought the women to professional conferences to network with similar women as well as with those who have succeeded.

The Women in Transition Club has no physical location, funding, clerical or administrative support. It is primarily sustained by the energy of one staff person, and the enthusiasm of the participants. Club participants have continued their education, completed training programs and increased the stability of their families.

Category Served: Single Parents and Displaced Homemakers

Title: On-Campus Collaboration and Cooperation to Provide Child Care Through CalWORKs

College: West Hills Community College District

College Contact: Cathy Barabe, Director Grants, Research and Planning
300 Cherry Lane
Coalinga, CA 93210
(559) 934-2147 cathybarabe@westhillscollge.com

Description: This practice provides quality childcare, parenting workshops and consistent support to single parents while they attend college to gain job skills. Unlike many community colleges, West Hills Community College District is able to utilize all its CalWORKs childcare dollars because of close linkages and communication between the campus Child Development Centers and staff who are identified to serve CalWORKs participants. On each college campus, counselors and financial aid advisors are assigned to assist CalWORKs students. These staff members provide information and linkages to the colleges' Child Development Centers located on each campus. CalWORKs students have priority registration for their children and the Child Development Director works closely with the CalWORKs program to utilize Chancellor Office CalWORKs funding to support these families while the Single Parent attends school. The College realizes it cannot serve these students unless their children are enrolled in stable childcare services.

To make the program work there must be collaboration among college Counselors, Financial Aid Advisors, and Site Supervisors for each Child Development Center. CalWORKs students often need structured support. And must be lead to information and campus contacts.

Monthly meetings between Child Development Center Supervisors and CalWORKs campus support staff to discuss access and procedures to enroll children in Child Development Centers have contributed to the success of the program.

EFFECTIVE PRACTICES for FOSTER CARE INDIVIDUALS

Category Served: Foster Care Individuals

Title: Foster and Kinship Care Education Program, and Independent Living Program

College: Alan Hancock College
800 S. College Dr.
Santa Maria, CA 93454

College Contact: Joe Pollon, Program Coordinator
805-922-6966 x. 3568
jpollon@hancockcollege.edu

Target population: Foster parents and foster children.

Goals: The primary goal is to increase the number of foster parents/families who have positive experiences and that result in successful foster children.

Description: The Foster and Kinship Care Education Program is designed to offer education and support to foster parents/families in order to insure their continuation in foster parenting as well as to increase the number of foster families in the county. The program offers classes and workshops on effective foster parenting.

The Independent Living Program is a series of classes for foster children who are beginning to transition out of the foster care system due to age. Foster teens are a unique set of students. Fewer than 20% receive any post-secondary education, many leave the foster care system and transition to high-risk situations where they frequently end up as teen parents, on probation, homeless, and/or abusing substances. The program offers classes that teach them how to live alone or with other older peers (ex-foster children). The classes are on topics such as:

- Money management,
- Cooking, and
- Financial aid options for post-secondary education.

Additionally, the program tries to assist the children in issues such as finding transportation and housing. The portion of the program administered by the county Department of Social Services also provides the emancipated foster children with an emancipation package as they leave care. The package includes items such as computers, kitchen items, and small appliances. Each package is as child-specific as possible.

Staffing: The Foster and Kinship Care Education and Independent Living Programs are staffed by 5 part-time staff members, two of whom work the maximum allowed time of 170 days a year.

Facilities, equipment, materials: Two computers, presentation equipment and a small office

Costs, funding source: The Foster and Kinship Care Education Program receives approximately \$100,000 annually from the California Community College Chancellor's Office. The Independent Living programs receive approximately \$11,000 from the State and \$11,000 from local governments annually.

Outreach and marketing: There is relatively little marketing necessary as all foster children must participate in Independent Living Programs and all current and prospective foster parents/families must complete pre-placement and continuing training.

Evidence of effectiveness: Evaluations are administered after each class. The Santa Barbara County Office of Education tracks graduation rates. Tracking former foster youth following emancipation is difficult as they often break contact with the department of social services and move frequently. These measures in addition to federal and state oversight are used to evaluate program successes and changes needed.

Suggestions for replication: It is important to have a large number of people in foster children's lives as well as in the foster families' lives. These people offer support and act as role models. It is important to maintain professional development for the foster parents/families. With more effective parenting and care, the foster child will be more successful in life.

Category Served: Foster Care Individuals

Title: Foster Care and Kinship Education Program

College: Los Angeles Harbor College
1111 Figueroa Place
Wilmington, CA 90744

College Contact: Juanita Naranjo
310-233-4446
naranjj@lahc.edu

Target population: Foster children; foster and adoptive parents

Goals: The primary goal is to meet the needs of the large number of foster parents in the area, especially the Spanish speaking foster parents. Equally important is to increase the number of foster children attending post-secondary training by making foster parents more aware of the post-secondary options for foster children.

Description: Foster Parents have a high turnover rate. They need support and tools to be retained as Foster Parents. This program instructs foster parents on ways to use the system to get their needs met, to develop healthy and positive foster parent relationships, and to develop a collaborative relationship among agencies and partners to provide tools to foster parents. The components of the program include:

- 35 computers with internet hook-ups that foster parents can use to find resources for themselves and their foster children. These computers are also used for internet classes in English and Spanish, and inter-generational classes on basic computer components. In these classes, the students and foster parents build a CPU to bring it home.

- 1) Parenting classes focusing on physically and emotionally challenged youth.
- 2) A Food bank
- 3) A conference to develop foster parents and advocates for foster youth.
- 4) Peer support system developed through the events
- 5) Collaborative events for partners.

Staffing: The Program Director, a coordinator, and an assistant.

Facilities, equipment, materials: 32 Computers and a physical facility

Costs, funding source: The program is grant funded.

Outreach and marketing: Foster Parent programs, word of mouth

Evidence of effectiveness: There were 250 foster parents who attended the last conference, "Excellence in Partnership." Approximately 20 families have participated in the build a computer class. Program staff reports that there has been better retention of foster parents and better success of the foster children in their care.

Category Served: Foster Care Individuals

Title of Practice: Job City USA

College: Santa Barbara City College

College Contact: Judy Osterhage
Foster Education Coordinator
Independent Living Program Director
805-965-0581
osterhag@sbcc.edu

Target Population: Economically Disadvantaged Foster Youth

Goals: Job City USA was created to provide hands-on fun experiences for the students, especially foster youth, to learn the soft-skills necessary for employment.

Description: The Job City USA curriculum is a series of experiences that teaches foster and disadvantaged youth to be successful in everyday events, from setting an alarm clock to tying a tie. The experiences are typically taught in a one-day format where students can participate in a series of activities by going from table to table. Once they master the activity they usually receive a small prize or get to keep what they created. Example activities include:

- Alarms clock – once they can set an alarm clock, they get the alarm clock
- Sew on a button – They receive a sewing kit
- Tie tying – receive a tie
- Personal Color Analysis (Winter, Spring, etc.)
- Makeovers – learn workforce appropriate make up for interviews and receive makeup
- Mock interviews, - receive a tape of themselves and a critique from a professional
- Interview clothes – donated from faculty and staff

The program often includes a field trip event that takes place on a different day. Field trips have been taken to:

Nordstrom's – dress for success night, managers' talk about getting applying for jobs, appropriate attire, etc.

Go to the Mall – where students are given the task of obtaining three applications and business cards from managers.

Some schools/groups have made the transportation for the field trip part of the lesson – getting bus information, etc. -- while some have used a college or school bus.

There have been, to date, three events with approximately 40 students at each event.

Staffing: Depends on group size. Most staff members at events are volunteers however; a minimum of one person per activity table or task is required. Several staff members are

required to the flow of students.

Facilities, equipment, materials: A large room, with one table for each task to be taught. Depending on the activities materials must be gathered to handle the number of students participating.

Costs, funding source: The program began as a component for the independent living program – but it was soon evident that there were not enough hands-on experiences for the students. The initial grant was a small collaboration grant awarded via Mt. San Antonio Community College.

Outreach and marketing: The idea is marketed on campus to groups serving disadvantaged youth as well as at conferences and community meetings.

Evidence of effectiveness: Assessment is in the event – if they get the tie or the alarm clock they get the skills. There is no follow up in the job-place. However, staff reports that Santa Barbara is “one of top” in the state in terms of youth having jobs.