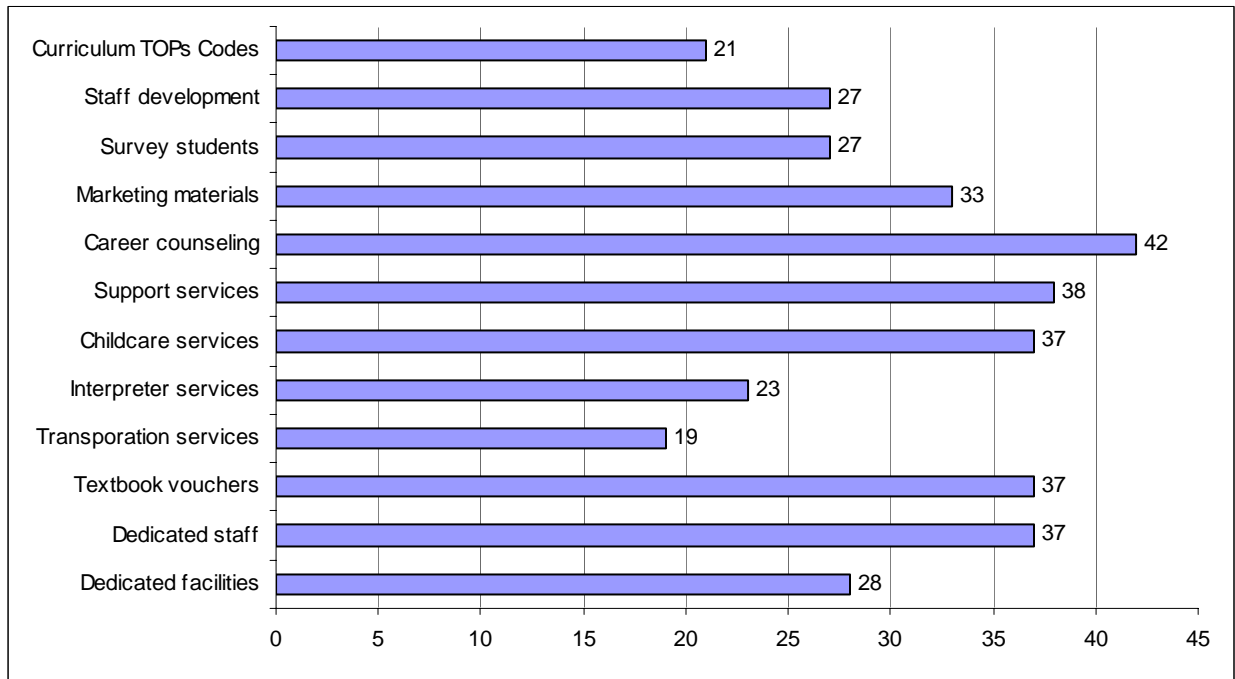


**VTEA Special Populations Collaborative
Statewide Survey of Services and Programs for Special Populations
At California Community Colleges**

Number of respondents: 53

Economically Disadvantaged

1. Activities to assist Economically Disadvantaged Special Population students (n=53)



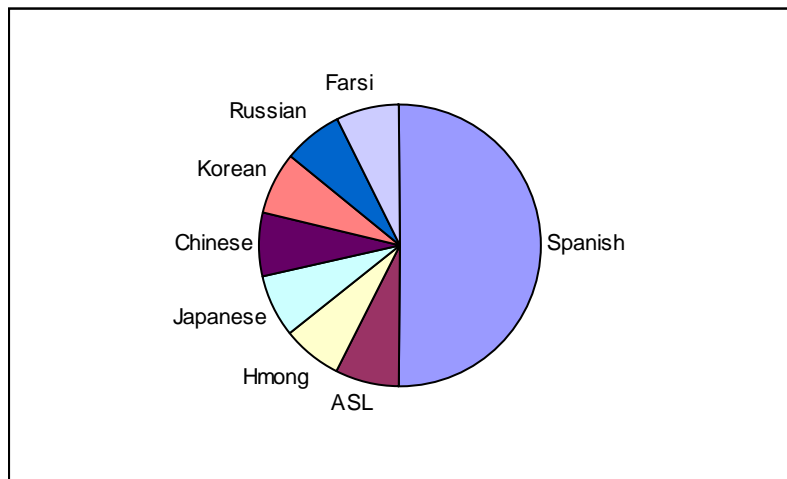
A. College TOPs Codes designed to support Economically Disadvantaged Special Population students

01	02	03	04	05	06	07	08	09	10	11	12	13	Other
0102			0430	0501	0601	0701		0934	1005		1203	1302	2015
0109				0506	0603	0704		0945	1006		1204	1305	2104
0116				0511	6110	0750		0947	1012		1210	1306	2105
				0514	6990	0799		0948	1030		1225		2107
								0950			1250		2133
								0952					3009
								0953					4930.41
								0956					4930.70
								0958					4930.10

B. Funding Sources for Economically Disadvantaged student activities/services

Category	Total Responses	VTEA Funds	Other Funds	Both
Curriculum development	n = 29	10% (n=3)	35% (n=10)	55% (n=16)
Staff development	n = 35	17% (n=6)	20% (n=7)	63% (n=22)
Survey to collect MIS data	n = 27	15% (n=4)	48% (n=13)	37% (n=10)
Marketing materials	n = 33	30% (n=10)	24% (n=8)	46% (n=15)
Career counseling services	n = 42	4% (n=2)	36% (n=15)	60% (n=25)
Support services	n = 38	13% (n=5)	26% (n=10)	61% (n=23)
Childcare services	n = 37	0% (n=0)	Other: 78% (n=29)	22% (n=8)
Childcare centers ON campus	n = 26	-	-	-
Interpreter services	n = 23	9% (n=2)	Other: 52% (n=12)	39% (n=9)
Transportation services	n = 19	5% (n = 1)	68% (n = 13)	27% (n = 5)
Textbook vouchers	n = 37	11% (n = 4)	65% (n = 24)	24% (n = 9)
Dedicated staff	n = 39	3% (n = 1)	56% (n = 22)	41% (n = 16)
Dedicated facilities	n = 28	4% (n = 1)	75% (n = 21)	21% (n = 6)

C. Languages spoken by interpreters for Economically Disadvantaged students: Spanish (n = 7), ASL (n = 11), Hmong (n = 1), Japanese (n = 1), Chinese (n = 1), Korean (n = 1), Russian (n = 1), Farsi (n = 1).



2. Identified problems in serving Economically Disadvantaged Special Population students

