California Community College Industrial &Technical Education Collaborative

Analysis, Innovation and Integration for Special Population Student Success

West Hills Community College District

Conducted by the Perkins 1B funded Statewide Leadership Collaborative for Industrial and Technical Education Grant (11-0162) are funded in part by the California Community College Chancellor's Office.

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Perkins Industrial & Technical Education Collaborative Grant #11-162

West Hills Community College District
Cathy Barabe, Director of Grants

Primary Activities:

- Provide training & resources to strengthen TOP 09 CTE programs
- Identify emerging workforce trends and opportunities, and
- Document and promote best practice models in industrial & technical education.

Presenters

Analysis – Definitions and a Look at TOP Code Core Indicator Data
Carol Pepper-Kittredge

Innovation - Tools and Strategies for Achieving Student Success
Laurie Harrison

Integration – Recruitment & Retention of Women in Industrial & Technical Education
Alexandra Torres Galancid

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Answer: A student who has been dependent on the income of another family member but is no longer supported by that income and has diminished workforce skills.

Question: Who is a _____?

Answer: A student who is eligible for financial aid, pubic need-based assistance, or identifies his/her income as below the federal poverty level.

Question: Who is an _____?

Answer: A student who is training for an occupation where fewer than 25% of the workers are of the student's gender.

Question: Who is a _____?

Answer: A student who participates in Community College DSPS.

Question: Who is a _____?

Answer: A student who is unmarried or legally separated and has custody or joint custody of a minor child or children.

Question: Who is a _____?

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Answer: A student who has participated in ESL courses/programs.

Question: Who is a _____?

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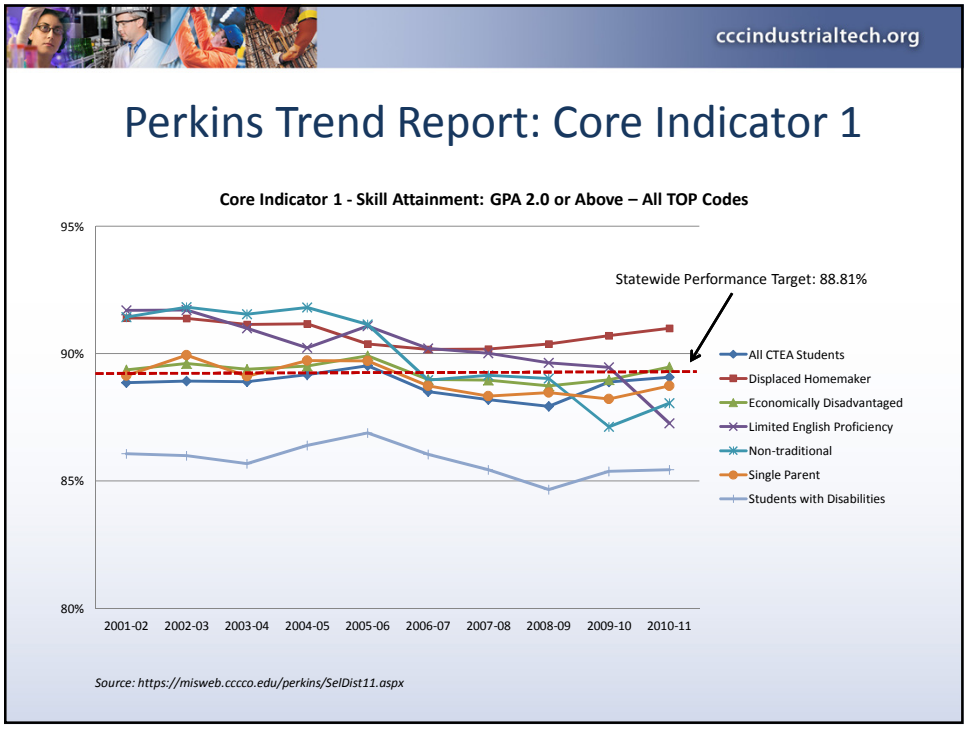
Analysis

Tools and Strategies for Achieving Student Success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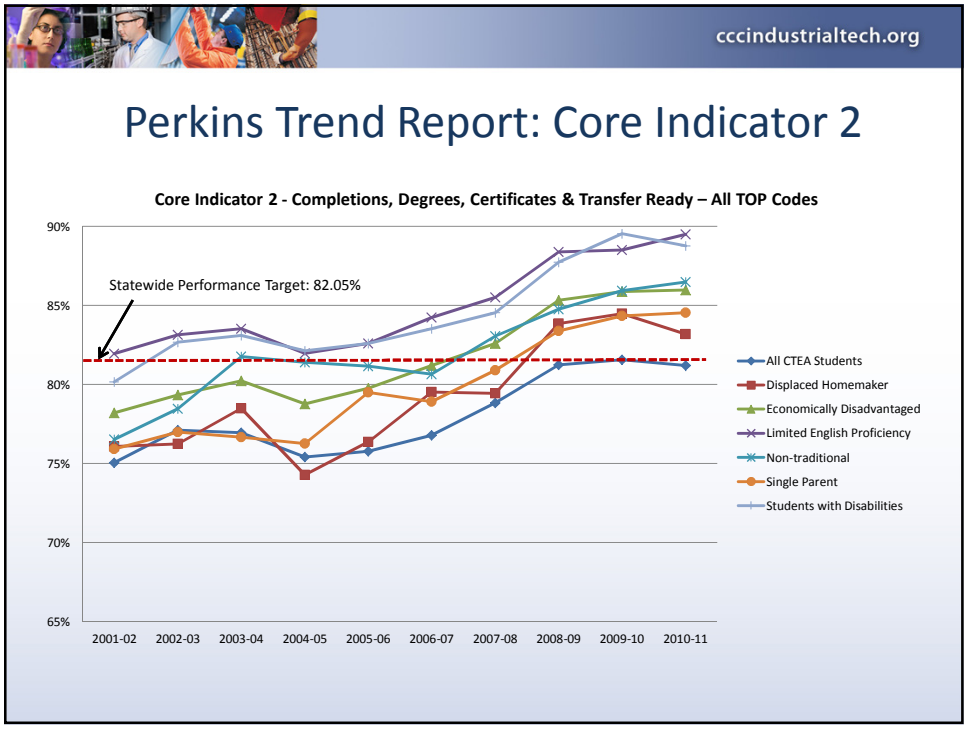
Perkins Trend Report: Core Indicator 1
Core Indicator 1 - Skill Attainment: GPA 2.0 or Above – All TOP Codes
95%
90%
85%
80%
Statewide Performance Target: 88.81%
2001-02
2002-03
2003-04
2004-05
2005-06
2006-07
2007-08
2008-09
2009-10
2010-11
All CTEA Students
Displaced Homemaker
Economically Disadvantaged
Limited English Proficiency
Non-traditional
Single Parent
Students with Disabilities
Source: https://misweb.cccco.edu/perkins/SelDist11.aspx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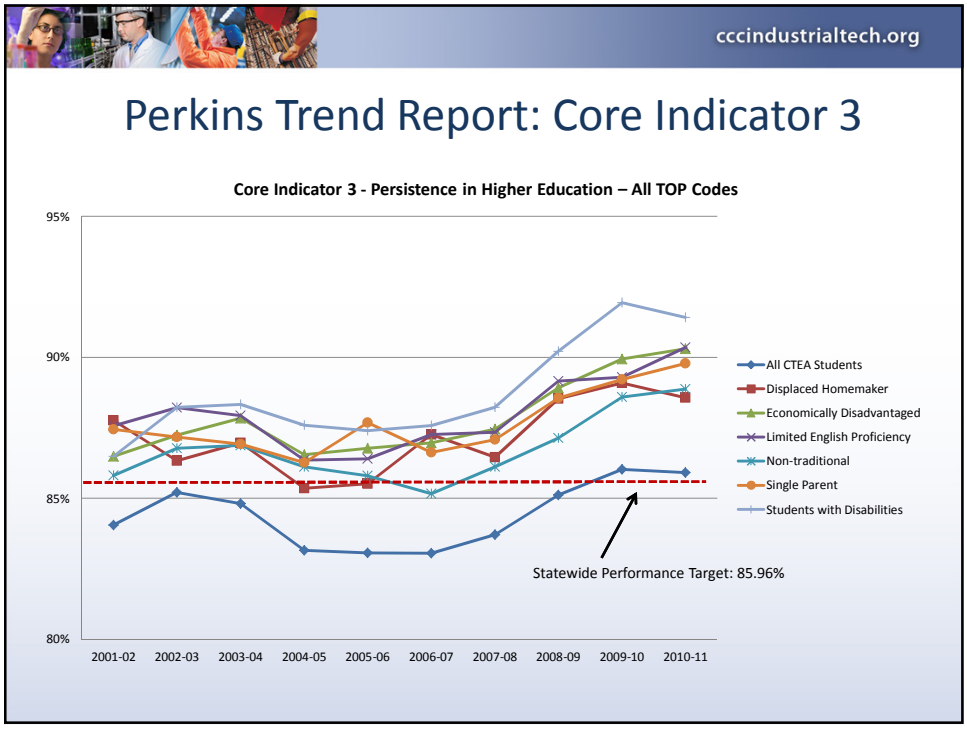
Perkins Trend Report: Core Indicator 2
Core Indicator 2 - Completions, Degrees, Certificates & Transfer Ready – All TOP Codes
90%
85%
80%
75%
70%
65%
Statewide Performance Target: 82.05%
2001-02
2002-03
2003-04
2004-05
2005-06
2006-07
2007-08
2008-09
2009-10
2010-11
All CTEA Students
Displaced Homemaker
Economically Disadvantaged
Limited English Proficiency
Non-traditional
Single Parent
Students with Disabilities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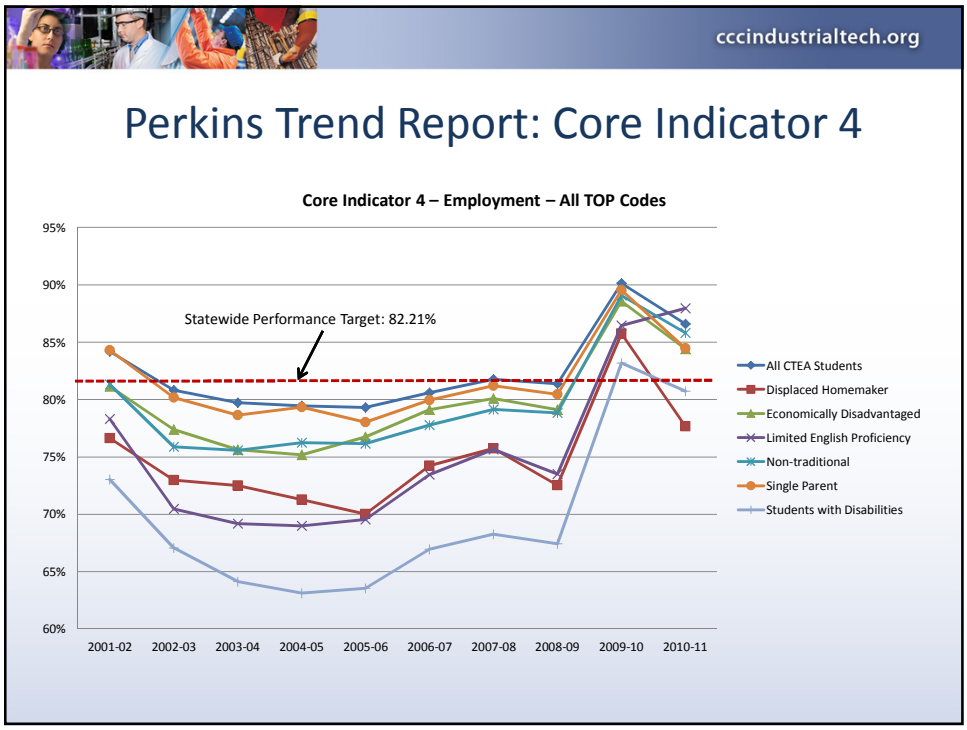
Perkins Trend Report: Core Indicator 3
Core Indicator 3 - Persistence in Higher Education – All TOP Codes
95%
90%
85%
80%
2001-02
2002-03
2003-04
2004-05
2005-06
2006-07
2007-08
2008-09
2009-10
2010-11
Statewide Performance Target: 85.96%
All CTEA Students
Displaced Homemaker
Economically Disadvantaged
Limited English Proficiency
Non-traditional
Single Parent
Students with Disabilities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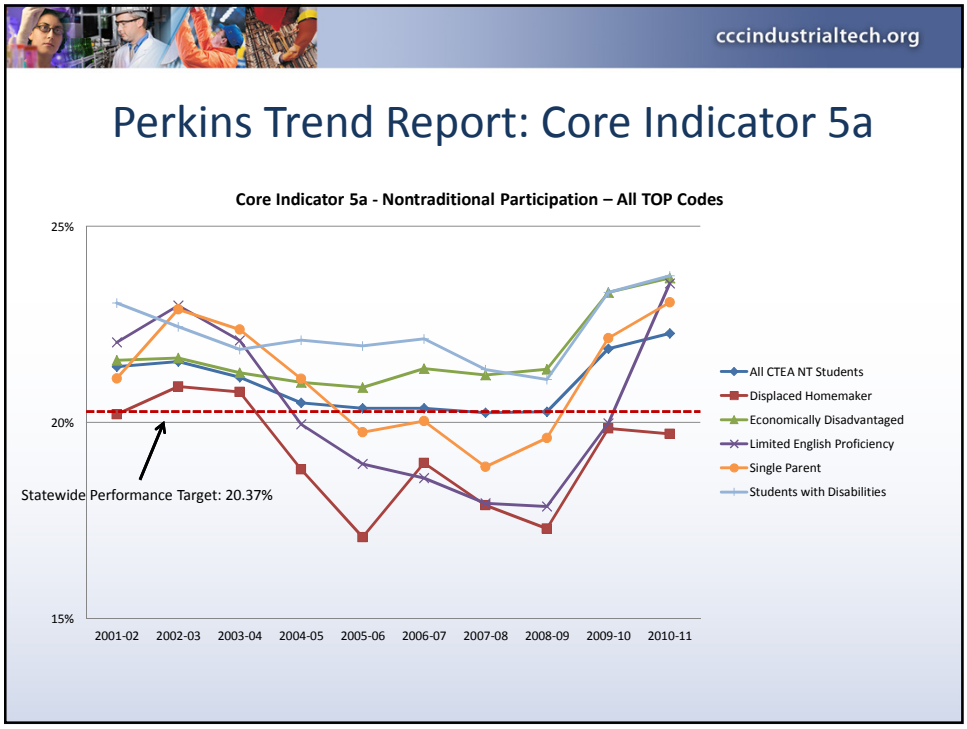
Perkins Trend Report: Core Indicator 4
Core Indicator 4 – Employment – All TOP Codes
95%
90%
85%
80%
75%
70%
65%
60%
2001-02
2002-03
2003-04
2004-05
2005-06
2006-07
2007-08
2008-09
2009-10
2010-11
Statewide Performance Target: 82.21%
All CTEA Students
Displaced Homemaker
Economically Disadvantaged
Limited English Proficiency
Non-traditional
Single Parent
Students with Disabilities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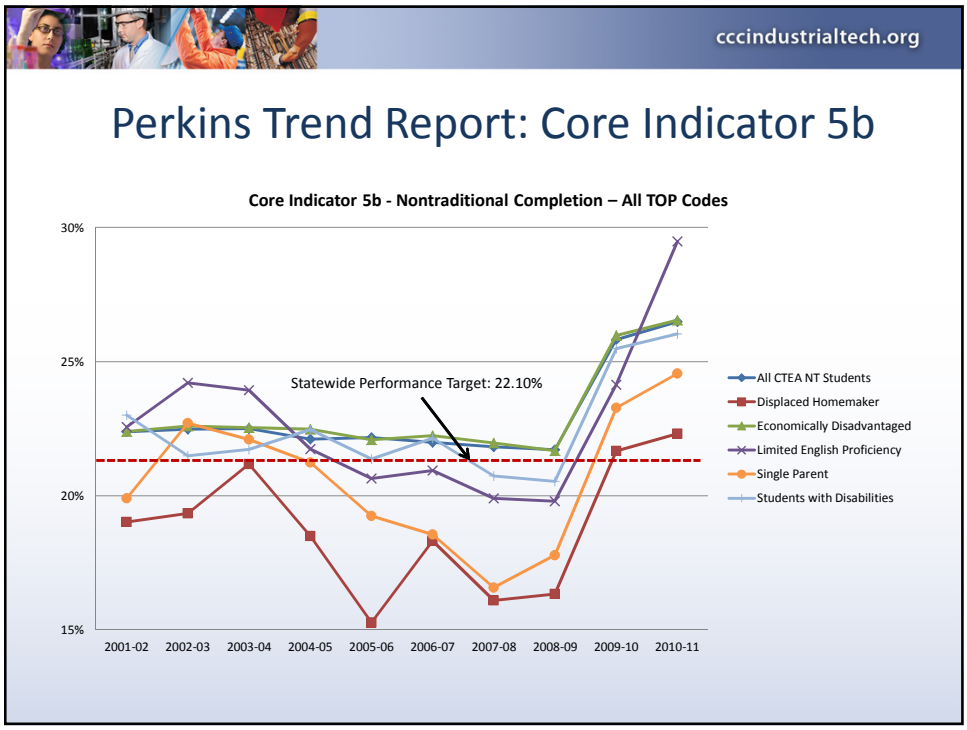
Perkins Trend Report: Core Indicator 5a
Core Indicator 5a - Nontraditional Participation – All TOP Codes
25%
20%
15%
Statewide Performance Target: 20.37%
2001-02
2002-03
2003-04
2004-05
2005-06
2006-07
2007-08
2008-09
2009-10
2010-11
All CTEA NT Students
Displaced Homemaker
Economically Disadvantaged
Limited English Proficiency
Single Parent
Students with Disabilities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Perkins Trend Report: Core Indicator 5b
Core Indicator 5b - Nontraditional Completion – All TOP Codes
30%
25%
20%
15%
Statewide Performance Target: 22.10%
2001-02
2002-03
2003-04
2004-05
2005-06
2006-07
2007-08
2008-09
2009-10
2010-11
All CTEA NT Students
Displaced Homemaker
Economically Disadvantaged
Limited English Proficiency
Single Parent
Students with Disabilities

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Innovation

Tools and Strategies for Achieving Student Success

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Increasing Student Success

- **Strategies to improve the core indicators for all special population groups**
- **Strategies to address specific special population groups**

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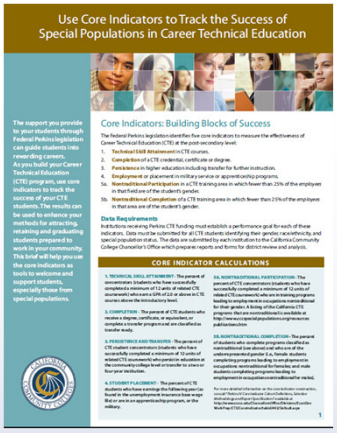
Strategies to Improve Individual Core Indicators

Resource:

Use Core Indicators to Track the Success of Special Populations in CTE



http://www.cccspecialpopulations.org/Publications/CACCCoreIndicators20010419.pdf

This resource, effective practices, and more are available at cccspecialpopulations.org and cccindustrialtech.org

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Strategies to Improve Individual Core Indicators

Resource:

Make a Difference for Special Population Students

http://www.cccindustrialtech.org/Reports/CCCSpecialPopsBrief.pdf

This resource, effective practices, and more are available at cccspecialpopulations.org and cccindustrialtech.org

Skill Attainment (Core Indicator #1) Improvement Strategies

- Tutoring
- Basic skills instruction
- Organize Study Groups
- Vary instructional delivery: try group projects, flexible seating, on-line supplemental practice/materials
- Ensure instructors understand the needs of special population groups

Examples of Skill Attainment Improvement Strategies from Individual Colleges

- Merced College, Los Banos Campus: Office hours in classroom
- Your examples:

Completion and Persistence (Core Indicators #2 and #3) Improvement Strategies

- Increase awareness of financial aid
- Provide childcare
- Increase awareness of transportation options
- Loan text books
- Provide mentors, role models, and support groups for encouragement

Examples of Completion and Persistence Improvement Strategies from Individual Colleges:

- San Diego City College, New Horizons Support program
- Your examples:

Employment/Placement (Core Indicator #4) Improvement Strategies

- Provide internships, job shadowing and paid work experience
- Maintain strong working relationships with advisory committees and employers
- Provide job search and development services
- Ensure that students have "soft skills" in addition to technical skills (dress, conduct, timeliness, working well with others, etc.)

Examples of Employment/Placement Improvement Strategies from Individual Colleges:

- Sierra College, AAUW $tart $mart workshops,
- Your Examples:

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Integration

Recruitment and Retention of Women in Industrial & Technical Education

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Your **Tools for Success**

- Offer a workshop (long or short)
- Give the books to your faculty
- Agenda item of a Department meeting
- A flex day presentation

Hands-On Tips

Make sure your classes lead to jobs.

Welcome women to your classes

Have tools, gloves, facilities suitable for women

Hire women faculty

Why should you care?

Nontraditional employment for women offers a pathway out of poverty

Recruiting from only 1/2 of the population limits enrollment

More diverse programs better prepare students for the world of work

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