

# Effective Practices

★ 2003–2004 ★



*“Breaking Out of the Box—Overcoming the Barriers to Success”*

**EFFECTIVE PRACTICES FOR  
SPECIAL POPULATION STUDENTS  
IN  
CALIFORNIA'S COMMUNITY  
COLLEGES  
2004**

**Identified by the VTEA Title IB  
Special Populations Collaborative Project  
2003-2004**

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## Introduction

The VTEA Title IB Special Populations Collaborative Project, funded by the California Community Colleges Chancellor's Office, was charged with identifying practices conducted at California community colleges that are successful in helping special population students achieve success. Under the provisions of the Carl D. Perkins Vocational and Technical Education Act (VTEA) of 1998, special population students are:

- Economically disadvantaged, including foster children
- Single parents, including single pregnant women
- Displaced homemakers
- Disabled
- Entering a career nontraditional to their gender
- Educationally disadvantaged, including limited English proficient, English as a second language, or English language learner students.

The sources used to identify practices were:

Initial Survey Data: During the initial phase of the project, a survey was conducted to obtain baseline data on efforts to address the needs of vocational special population students in the California community college system. The survey was administered electronically to all 108 community colleges in California. Ninety-four of the 108 colleges responded to the survey yielding a response rate of 87%. Survey responses were analyzed to identify colleges where substantial or unusual efforts are underway to meet the needs of special population students.

Follow-Up Survey Data: In the second phase of the survey, project staff would telephone campus contacts to clarify survey responses or individually contact colleges that had previously failed to respond to the survey. The data from these colleges provided additional information on effective practices and services and resulted in self-nominated practices.

Colleges with Special Populations Mini Grant Programs: Colleges that successfully implemented special population mini grants in each region were also considered.

The criteria used to identify practices were that they meet the needs of each of the six special population groups, represent the seven regional consortia areas, have evidence of effectiveness, and incorporate professional development, student support structures and/or partnerships for serving special population students. A pool of best practices was identified. Site visits were conducted to colleges with these practices in order to validate the practices and document them for dissemination.

Hopefully, the practices presented here will provide ideas for serving special populations. The practices are presented by category; however, many practices could be useful to more than one category of special population student. The introduction to each

section lists a few practices presented under other sections that might be of particular value.

This document and a companion document reporting the results of the survey of California Community Colleges are both available at the web site of the Joint Special Populations Advisory Committee: [www.casp.cc](http://www.casp.cc).

# **EFFECTIVE PRACTICES FOR NONTRADITIONAL STUDENTS**

Nontraditional students are students training in career fields which are nontraditional to their gender. Five practices were identified which primarily focused on the needs of nontraditional students. Two practices relate to the recruitment of nontraditional students, two provide specific support to nontraditional students and one makes use of staff role models to encourage nontraditional enrollment and retention.

In addition to the practices on the following pages, nontraditional students could benefit from techniques in practices presented elsewhere in this volume. For additional ideas on providing nontraditional students with role models, recruitment strategies, employer contacts and mentoring consult the programs listed below.

#### **Role Models:**

- Una Puerto al Exito (Door to Success), Foothill College, page 20
- Hispanic Role Models, West Hills College, page 22

#### **Recruitment Strategies:**

- Recruitment and Outreach, Butte College, page 42
- Project Access, Laney College, page 44

#### **Employer Contacts and Mentors:**

- Employers Meet Students, College of the Desert, page 46
- Career Prep and Mentors in Banking/Office, Los Angeles Southwest College, page 47



**Category Served:**      **Nontraditional Students**

**Title:**                      **Learn More, Earn More**

**College:**                    **College of the Siskiyous**

**College Contact:**              Dennis DeRoss, Director of Occupational Education  
800 College Avenue  
Weed, CA 96094  
(530) 938-5512, derossd@siskiyous.edu

**Description of the Practice:**

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 participated 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 Advisory Review Team provided feedback to the graphic artist during all phases of the project. A diverse student population was selected from the MESA and Upward Bound programs to review both the Spanish and English versions of the 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 five percent 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, saving both time and money.

**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 of the Practice:**

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 grant monies. Activities are conducted by the college vocational/technical education staff and the Verdugo STC partnership staff.

**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 of the Practice:**

The goal of the practices is to assist students taking technical division courses and provide them with learning resources to succeed. Of particular interest are women in nontraditional technical areas. The division serves between 1,600 and 2,000 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 for 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 with 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. The center is staffed by 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:**                      **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, rwolf@lacd.edu

**Description of the Practice:**

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: 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 of the Practice:**

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 in the shortest amount of time possible.

# **EFFECTIVE PRACTICES FOR STUDENTS WITH DISABILITIES**

The four selected practices focus on creating more awareness of issues affecting students with disabilities, campus-wide support, adapting curriculum to meet these students' needs and placement.

Students with disabilities might also benefit from the software that is used for limited English proficient student as described in Career Development Software, Grossmont College, page 29.

**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 of the Practice:**

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 that disabled students receive an optimal educational experience, the 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 in order 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.

Staffs 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: Campus-wide Specialized Equipment for Students with Disabilities**

**College: West Hills Community College District**

**College Contacts:** Cathy Barabe, Director Grants, Research and Planning  
300 Cherry Lane  
Coalinga, CA 93210  
(559) 934-2147, cathybarabe@westhillscollge.com  
Joyce Smyer, DSPS Director  
(559) 924-3331

**Description of the Practice:**

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.

**Category Served: Students with Disabilities**

**Title: Adaptive Learning Course in CIS**

**College: Cuyamaca College**

**College Contacts:** 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.net, yvonne.powell@gcccd.net

**Description of the Practice:**

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 coordinator, lab assistant, and work student students when available.

Equipment used includes:

- Computers
- Kurtzwile readers
- Inspiration software
- Destination – skill building for learning disabled
- Clarity – for vision impaired students 1
- 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 identified students when 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:**                      **Job Seeking/Career Development Services**

**College:**                    **Santa Rosa Junior College**

**College Contacts:**        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 of the Practice:**

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.

An employment specialist conducts the assessments, works with students on employability skills, assists them with job placement, and refers them to the career center.

The college has approximately 2,000 disabled students, each of whom 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.

Each student that completes a significant milestone (e.g. receives certificate or degree; becomes employed) receives a congratulations card from the program. Based on the number of cards sent out, 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.



# **EFFECTIVE PRACTICES FOR LIMITED ENGLISH PROFICIENT STUDENTS**

Eight best practices for limited English proficient students are presented. One provides a comprehensive full-service program. Four focus on language assistance. The others address recruitment, tutoring, and software for limited English proficient students.

In addition to these eight practices, limited English proficient students could benefit from recruitment strategies and general supports described in practices presented in other sections. In particular, see:

**Recruitment strategies:**

- Recruitment and Outreach, Butte College, page 42
- Project Access, Laney College, page 44

**General Support:**

- New Horizons Student Planner, San Diego City College, page 35
- Women in Transition Club, Santa Monica Community College, page 37
- Case Management Counseling, Bakersfield College, page 39

**Category Served: Limited English Proficient**

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

**College: Foothill College**

**College Contact:** Lisa Lloyd, Outreach and Retention Specialist, Career Programs,  
Student Outreach and Retention.  
12345 El Monte Road  
Los Altos Hills, CA 94022  
(650) 949-7353, lloydlisa@foothill.edu

**Description of the Practice:**

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?) that 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 staffs 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: 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 of the Practice:**

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 of the Practice:**

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.

**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 of the Practice:**

The practice is designed to improve English language and workplace vocabulary skills for Limited English Proficient (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:**                   **ESL and VESL – Career and Academic Laddering**

**College:**               **Mt. San Antonio College**

**College contact:**       Liza A. Becker, Assistant Director, English as a Second Language and International Programs  
1100 N Grand Ave  
Walnut, CA 91789  
(909) 594-5611 x5233, lbecker@mtsac.edu

**Description of the Practice:**

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's 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's 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.

On April 7, 2004, the college hosted the 4<sup>th</sup> annual ESL Career Conference that featured both a morning program and an evening program for Level 3 (intermediate-low) through Level 6 (advanced-high) students. The conference featured guest speakers representing academic and vocational education, business, and industry. Topics included information on a wide variety of careers, job readiness skills, student services and programs available at the college, and strategies for pursuing vocational and academic degrees and certificates. Instructors incorporated specific career fair assignments into their curricula for level 3 or higher ESL students 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 conducted a career-based activity in their classrooms, in order to participate in the career conference within the safety of a familiar learning 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: Employer Training in Command Spanish and Command Armenian**

**College: Glendale College**

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

**Description of the Practice:**

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 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: 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 x2859, smithj@sbcc.edu

**Description of the Practice:**

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: 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, nancydavis@gcccd.net

**Description of the Practice:**

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 interests, values, and abilities during a 45 minute session. In additional, the software uses multi-cultural role models as examples. The software can be accessed form a home or other off-campus computer if the student has a college-generated ID number.



**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 of Practice:**

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.
- Child care 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 implementers 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.



# **EFFECTIVE PRACTICES FOR SINGLE PARENTS AND DISPLACED HOMEMAKERS**

Six practices are presented for these two groups. Two practices address childcare needs; one provides organizational and time management skills. There are also practices focusing on employment readiness, case management counseling, and a transition support club.

Programs for single parents and displaced homemakers could also make use of recruitment strategies and supports described by practices presented in other sections. For examples, see:

**Recruitment strategies:**

- Learn More, Earn More, College of the Siskiyous, page 6
- Marketing and Recruitment for Nontraditional Students, Glendale College, page 8
- Una Puerto al Exito (Door to Success), Foothill College, page 20
- Recruitment and Outreach, Butte College, page 42
- Project Access, Laney College, page 44

**Comprehensive support:**

- Bilingual Vocational Education and Support, Taft College, page 30

**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 of the Practice:**

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:**                 **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 of the Practice:**

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.

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.

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

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

**College:**             **San Diego City College**

**College Contacts:**     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 of the Practice:**

The ultimate goal of the program is to enable students with barriers to education, training, and employment to become 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.”



**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 of the Practice:**

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, which 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 and those running programs.

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:**                   **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 of the Practice:**

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.

Staffing is provided by the College CalWORK's Coordinator, who is based out of the Career Development Office, and is assisted by a 19 hour student assistant who is also a CalWORK's student. A data base 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. Staff feel 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, jbody@bakersfieldcollege.edu

**Description of the Practice:**

The program is designed to prepare students for teaching positions 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 child care 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.



# **EFFECTIVE PRACTICES FOR THE ECONOMICALLY DISADVANTAGED AND ALL SPECIAL POPULATIONS COMBINED**

Five practices are presented in this section. There are two recruitment projects. One practice focuses on employability skills, and there are two that are curriculum based.

Recruitment strategies presented in other sections as well as instructional and general support practices would also benefit these students. In particular, see:

**Recruitment strategies:**

- Learn More, Earn More, College of the Siskiyous, page 6
- Marketing and Recruitment for Nontraditional Students, Glendale College, page 8
- Una Puerto al Exito (Door to Success), Foothill College, page 20

**Instructional support:**

- Technical Division Learning Center, San Bernardino Valley College, page 9
- Pi Shop & Byte Shop, Los Angeles City College, page 10

**General support:**

- Bilingual Vocational Education and Support, Taft College, page 30
- New Horizons Student Planner, San Diego City College, page 35
- Women in Transition Club, Santa Monica Community College, page 37

**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  
3536 Butte Campus Dr  
Oroville, CA 95965  
(530) 895-2948, zunigabr@butte.edu

**Description of the Practice:**

Butte College has hired a recruiter to increase the number of students/special population students enrolling at the college. The recruiter presents and provides 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 out to 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, among 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 to them 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 a personal follow-up can be made by the Recruitment Office. In the fall of 2002 there were 37 applications which 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 opportunities. 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:**                   **Project Access: Recruitment of Special  
Population Students**

**College:**               **Laney College**

**College Contact:**       Dr. Nina Patterson, Dean of Student Support  
Services/Matriculation  
900 Fallon St  
Oakland, CA 94607  
(510) 986-6984, npatterson@peralta.cc.ca.us

**Description of the Practice:**

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 regular meetings, and recognize team members for their efforts.

**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  
(760) 773-2524, [klamont@collegeofthedesert.edu](mailto:klamont@collegeofthedesert.edu)

**Description of the Practice**

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 and Resorts
- Law Enforcement
- Communications
- Hospitals
- Forestry & Parks/Recreation
- Banking & Finance
- Government
- 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:**                      **Career Preparation and Mentorships for  
Banking and Office Careers Students**

**College:**                    **Los Angeles Southwest College**

**College Contact:**        Vincent Jackson, Dean  
1600 W Imperial Hwy  
Los Angeles, CA 90047  
(213) 241-5225, jacksonvc@lasw.edu

**Description of the Practice:**

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:

- Have a better understanding of 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
- 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, including savings and checking Accounts, credit cards, using credit wisely, and investing and 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, the remainder 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, Vice Chair, Math, Engineering, CIS/  
Professor CIS  
1600 W Imperial Hwy  
Los Angeles, CA 90047  
(323) 241-5222, hicksj@lasw.edu

**Description of the Practice:**

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 three eight-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 itself 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.

## **Effective Practice Nomination Form**

In continuing effort to identify practices statewide that contribute to the success of special population students, the Special Populations Collaborative Grant Project welcomes the nomination of additional effective practices for consideration. If you are associated with or aware of a program or practice serving special population students that you feel merits recognition, please provide and email the following information to the Special Population Collaborative Grant Project Manager, Laurie Harrison, at [laurieharrison@earthlink.net](mailto:laurieharrison@earthlink.net)

- Name of the program or practice
- Category of special populations student served
- College providing the program or practice
- Contact person information (including address, phone number, and email address, if available)
- Brief description of the program or practice

Thank you.