



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.



Perkins Industrial & Technical Education Collaborative Grant #11-162



West Hills Community College District

**Dr. Carole Goldsmith, Vice Chancellor of Educational Services
& Workforce Development**

Cathy Barabe, Director of Grants

Primary Activities:

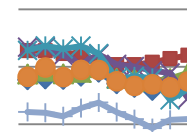
- Provide training & resources to strengthen TOP 09 CTE programs
- Identify emerging workforce trends and opportunities, and
- Document and promote best practice models in industrial & technical education.



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





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, public need-based assistance, or identifies his/her income as below the federal poverty level.

Question: Who is an

_____?



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

_____?



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

Question: Who is a

_____?



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

_____?



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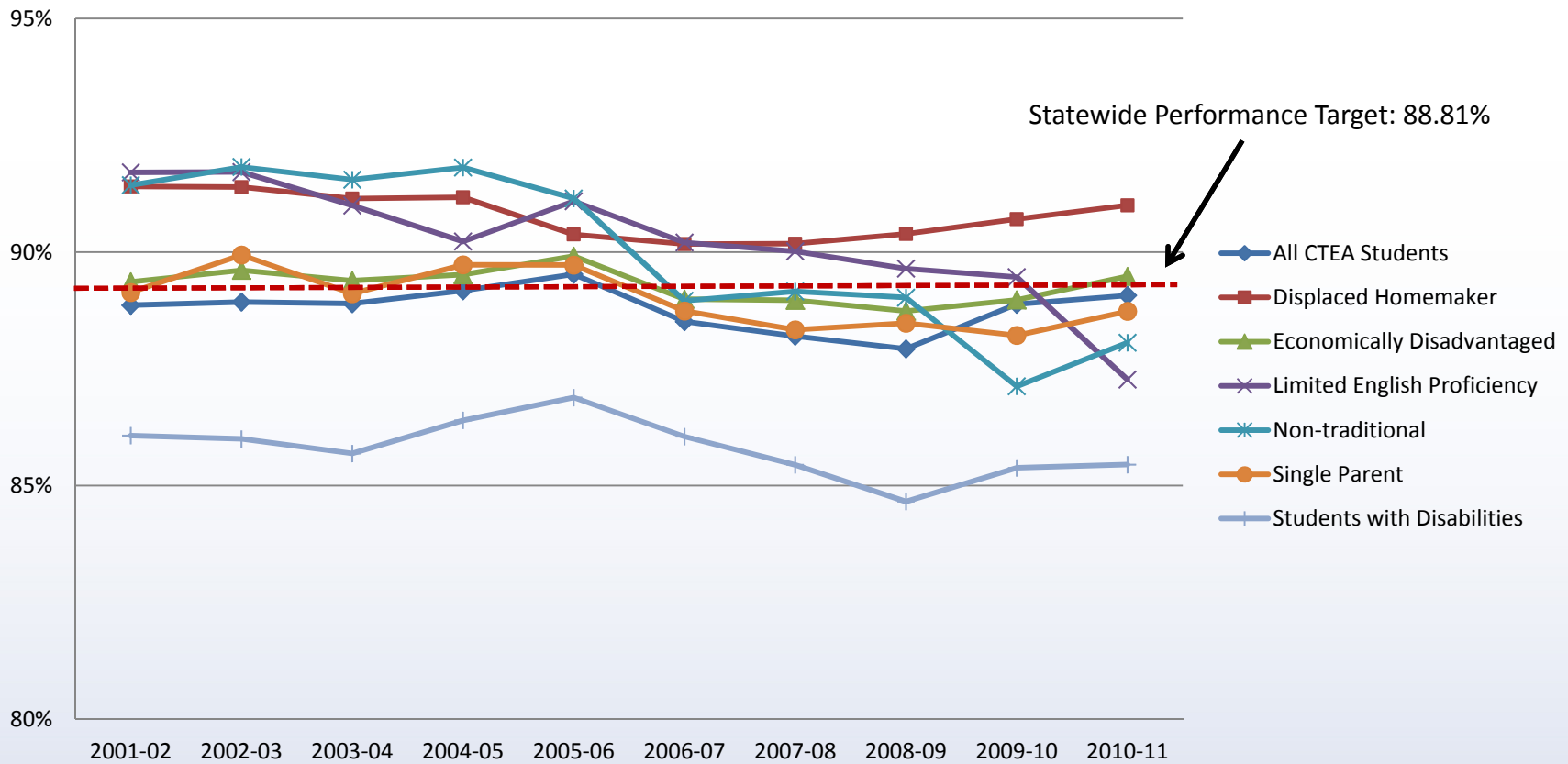
Analysis

**Tools and Strategies for Achieving
Student Success**



Perkins Trend Report: Core Indicator 1

Core Indicator 1 - Skill Attainment: GPA 2.0 or Above – All TOP Codes

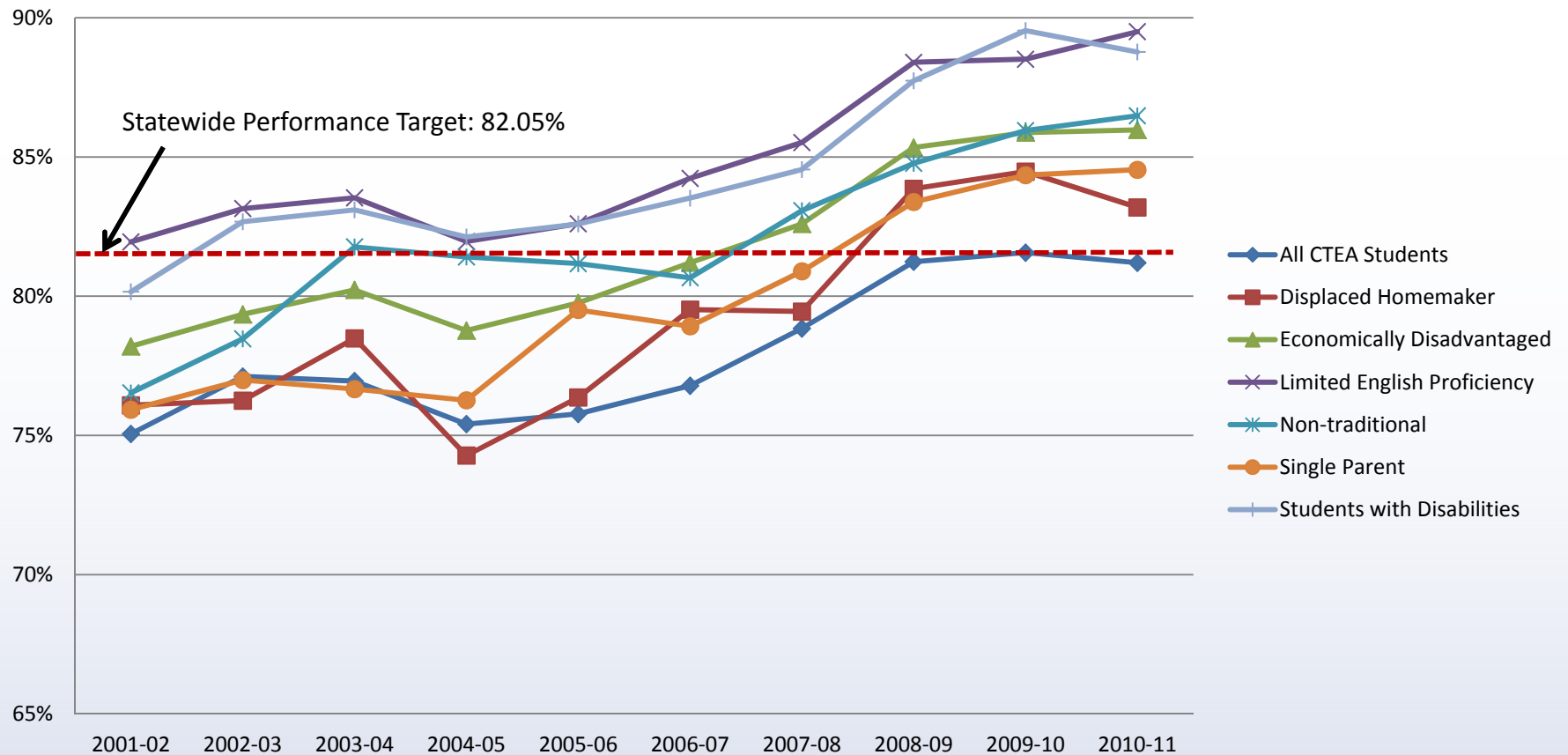


Source: <https://misweb.cccco.edu/perkins/SelDist11.aspx>



Perkins Trend Report: Core Indicator 2

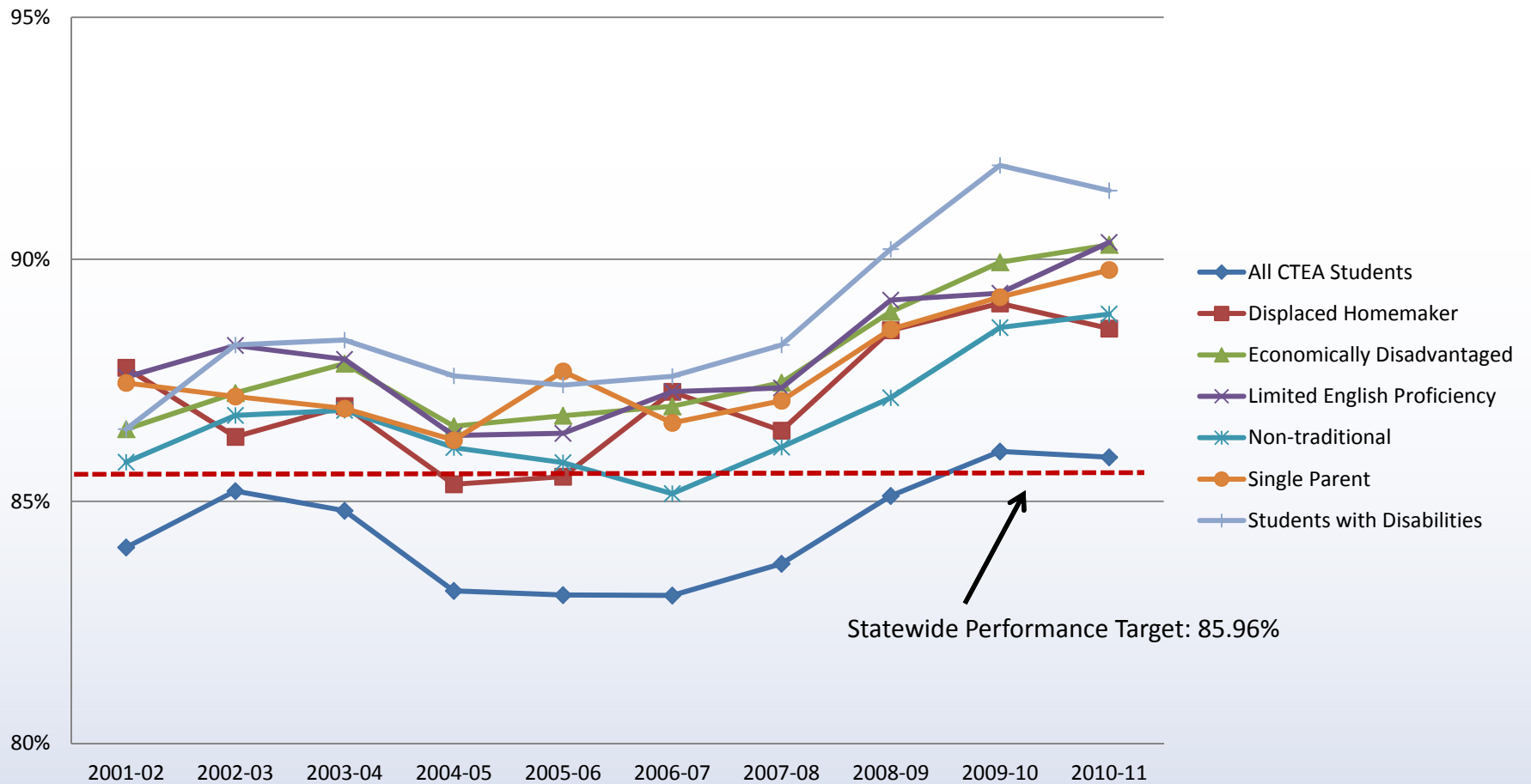
Core Indicator 2 - Completions, Degrees, Certificates & Transfer Ready – All TOP Codes





Perkins Trend Report: Core Indicator 3

Core Indicator 3 - Persistence in Higher Education – All TOP Codes

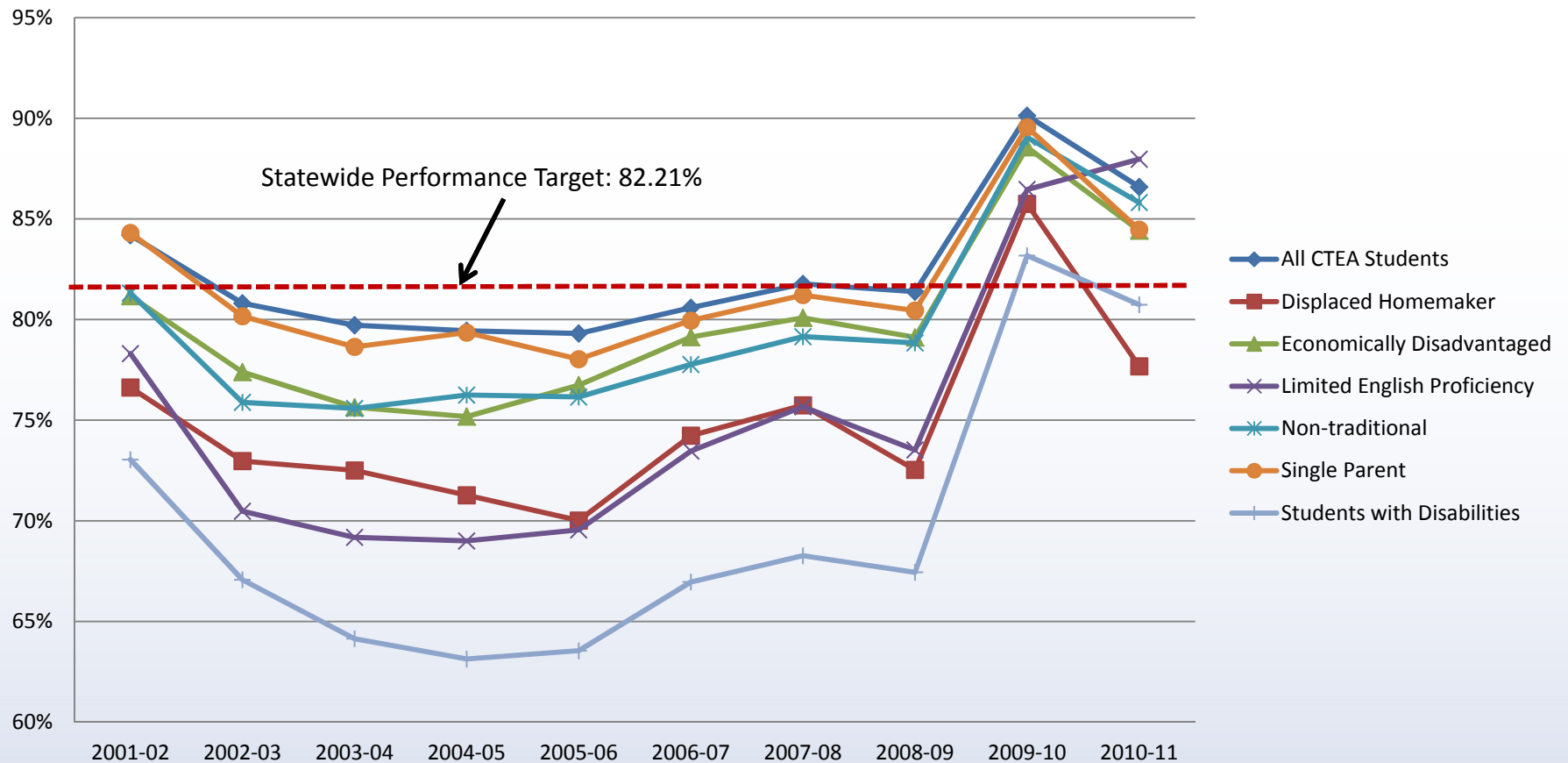


Statewide Performance Target: 85.96%



Perkins Trend Report: Core Indicator 4

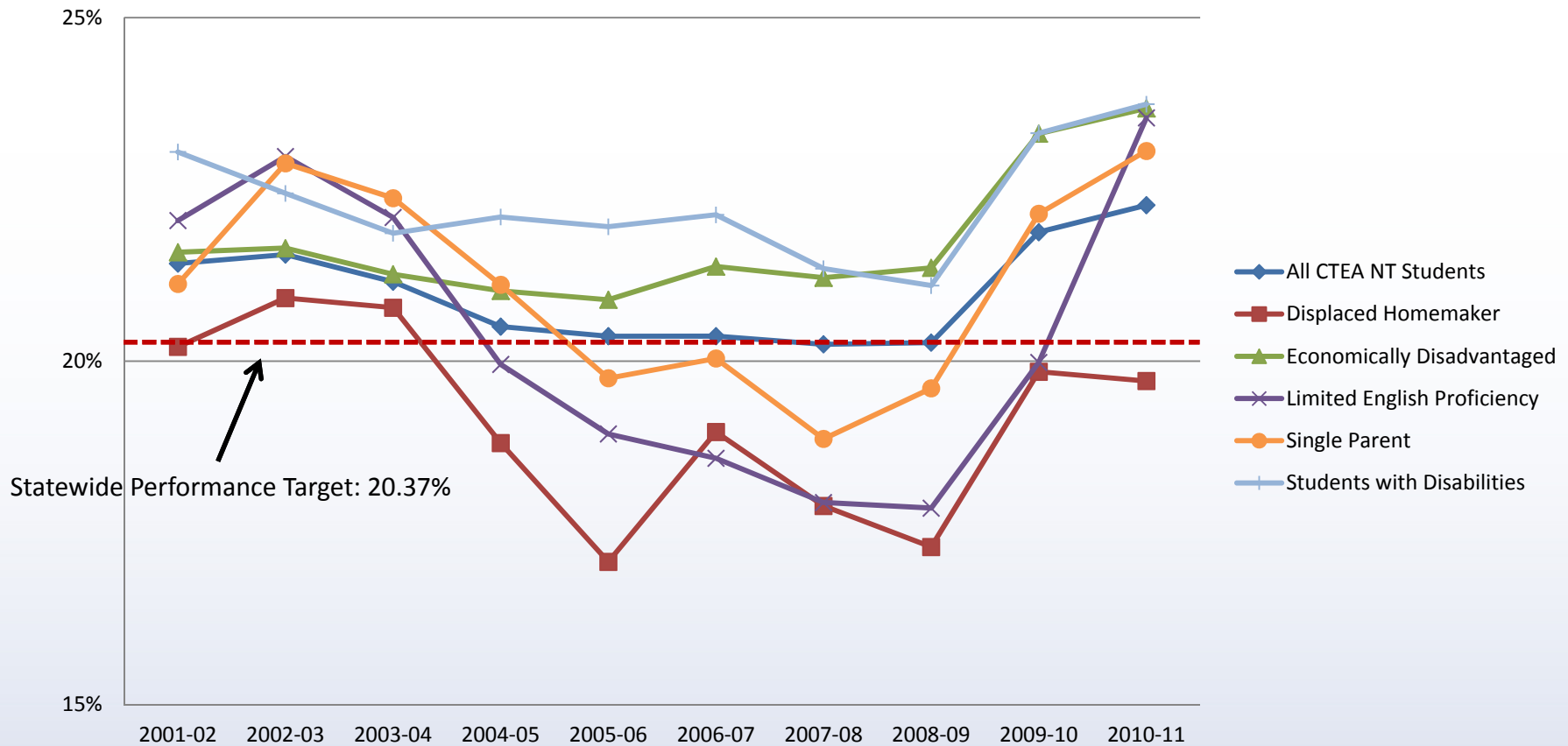
Core Indicator 4 – Employment – All TOP Codes





Perkins Trend Report: Core Indicator 5a

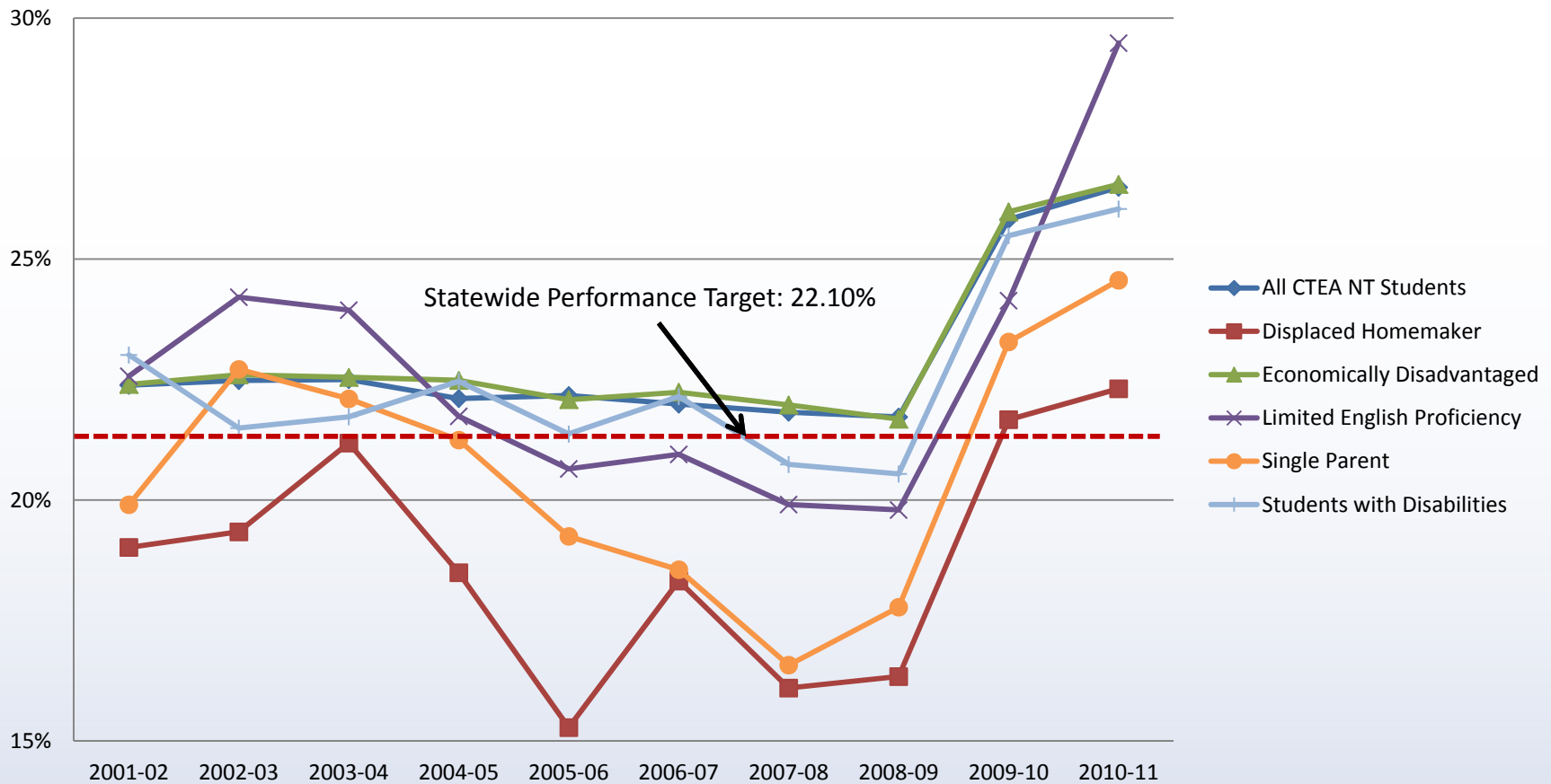
Core Indicator 5a - Nontraditional Participation – All TOP Codes





Perkins Trend Report: Core Indicator 5b

Core Indicator 5b - Nontraditional Completion – All TOP Codes





California Community College Industrial & Technical Education Collaborative

Innovation

**Tools and Strategies for Achieving
Student Success**



Increasing Student Success

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



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](http://www.cccspecialpopulations.org) and cccindustrialtech.org

Use Core Indicators to Track the Success of Special Populations in Career Technical Education



Core Indicators: Building Blocks of Success

The Federal Perkins legislation identifies five core indicators to measure the effectiveness of Career Technical Education (CTE) at the post-secondary level:


1. **Technical Skill Attainment** in CTE courses.
2. **Completion** of a CTE credential, certificate or degree.
3. **Persistence** in higher education including transfer for further instruction.
4. **Employment** or placement in military service or apprenticeship programs.
- 5a. **Nontraditional Participation** in a CTE training area in which fewer than 25% of the employees in that field are of the student's gender.
- 5b. **Nontraditional Completion** of a CTE training area in which fewer than 25% of the employees in that area are of the student's gender.

Data Requirements

Institutions receiving Perkins CTE funding must establish a performance goal for each of these indicators. Data must be submitted for all CTE students identifying their gender, race/ethnicity, and special population status. The data are submitted by each institution to the California Community College Chancellor's Office which prepares reports and forms for district review and analysis.

CORE INDICATOR CALCULATIONS

<p>1. TECHNICAL SKILL ATTAINMENT - The percent of concentrators (students who have successfully completed a minimum of 12 units of related CTE coursework) who earn a GPA of 2.0 or above in CTE courses above the introductory level.</p> <p>2. COMPLETION - The percent of CTE students who receive a degree, certificate, or equivalent, or complete a transfer program and are classified as transfer ready.</p> <p>3. PERSISTENCE AND TRANSFER - The percent of CTE student concentrators (students who have successfully completed a minimum of 12 units of related CTE coursework) who persist in education at the community college level or transfer to a two or four-year institution.</p> <p>4. STUDENT PLACEMENT - The percent of CTE students who have earnings the following year (as found in the unemployment insurance base wage file) or are in an apprenticeship program, or the military.</p>	<p>5A. NONTRADITIONAL PARTICIPATION - The percent of CTE concentrators (students who have successfully completed a minimum of 12 units of related CTE coursework) who are in training programs leading to employment in occupations nontraditional for their gender. A listing of the California CTE programs that are nontraditional is available at http://www.cccspecialpopulations.org/resources/publications.htm</p> <p>5B. NONTRADITIONAL COMPLETION - The percent of students who complete programs classified as nontraditional (see above) and who are of the underrepresented gender. For female students completing programs leading to employment in occupations nontraditional for females; and male students completing programs leading to employment in occupations nontraditional for males.</p> <p><small>For more detailed information on the core indicator calculation, consult "Nontrivially Career Definitions, Selection Methodology and Report Specifications" available at http://www.cccspecialpopulations.org/Docs/NontriviallyCareerWorkshop/CTECoreIndicatorCalc464492/Default.aspx</small></p>
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Strategies to Improve Success of Specific Special Population Groups

Resource:

Make a Difference for Special Populations

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

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

Make a Difference for Special Population Students
Practical Tips and Tools for Educators

Resources for All Categories of Special Population Students

California Community College Special Populations Collaborative
www.cccspecialpopulations.org

California's Career and Technical Education Joint Special Populations Advisory Committee
www.jpac.org

National Alliance for Partnerships in Equity
www.napequity.org
www.stemsequitypartnership.org

You can make a real difference in a student's college experience and future success, especially for those who are members of special populations. Defined in the Carl D. Perkins Career and Technical Education Act, special populations include:

- Economically disadvantaged, including foster children
- Single parents, including single pregnant women
- Displaced homemakers
- Limited English proficient
- Disabled
- Students training for careers nontraditional to their gender

Colleges that receive Perkins funding must offer specialized Career Technical Education (CTE) programs and services to support the success of special population students. To help you serve special population students and develop activities that fulfill the Perkins requirements, this resource offers easy and effective tactics employed by colleges statewide and nationally. Please use these strategies to help your special population students overcome barriers, stay on track to reach their CTE goals and ultimately impact their lives. By understanding the needs and issues unique to special population students, you and your students can achieve amazing results and discover a new world of opportunities.

Strategies for Economically Disadvantaged, Single Parent, and Displaced Homemaker Students

Career Guidance

- To determine the appropriate level of career training, students need information on the financial requirements for living self-sufficiently in California. Visit www.insightcccd.org to find the Californians for Economic Sufficiency (CFES) financial need data for all California counties.
- Emphasize nontraditional careers that offer greater earning potential, particularly for females. For many males, nontraditional careers in areas such as health can offer greater career satisfaction in addition to high wages.
- Help displaced homemakers and students returning from absences in the labor market identify skills that translate into the workplace. For example, they may have skills in budgeting, scheduling, or conflict resolution.

Instructional Support

- Encourage tutoring or study groups for students experiencing difficulty.
- Help students with registration for subsequent terms to ensure continued enrollment.
- Provide instructors with training on giving feedback in respectful, sensitive ways.





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 \$start \$mart workshops
- Your Examples:



California Community College Industrial & Technical Education Collaborative

Integration

Recruitment and Retention of
Women in Industrial & Technical
Education



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

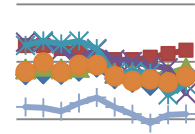
Recruiting from only 1/2 of the population limits
enrollment

More diverse programs better prepare students for the
world of work

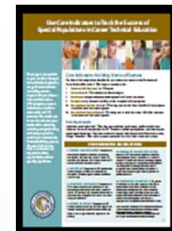


Contact Information

Carol Pepper-Kittredge – cpk@aristata.net
Principal, Aristata Associates



Laurie Harrison - laurierharrison@gmail.com
Principal, Foothill Associates



Alexandra Torres Galancid - atgalancid@winterwomen.org
Executive Director, Women In Non Traditional Employment Roles (WINTER)

