

California **Special** Populations

<http://www.casp.cc>

Joint Special Populations Advisory Committee

- ❖ Stan Schroeder, Project Director
- ❖ Charity Lazzari, Program Coordinator
 - ❖ Charity.Lazzari@gccd.edu
 - ❖ Grossmont-Cuyamaca CCD Auxiliary
 - ❖ 8800 Grossmont College Dr.
 - ❖ El Cajon, CA 92020
 - ❖ Office: (619) 644-7713

a partnership between California Department of Education &
California Community College Chancellor's Office

Serving Students from Special Populations

California Community Colleges

- ❖ **Laurie Harrison, Foothill Associates**

- ❖ laurieharrison@earthlink.com

- ❖ 230 Main Street,

- ❖ Nevada City, CA 95959

- ❖ 530-265-8116

- ❖ **Elizabeth Wallner, Wallner Consulting Services**

- ❖ eawallner@sbcglobal.net

- ❖ 2931 24th Avenue,

- ❖ Sacramento, CA 95820

- ❖ 916-455-4643

Special Populations

include students who are:

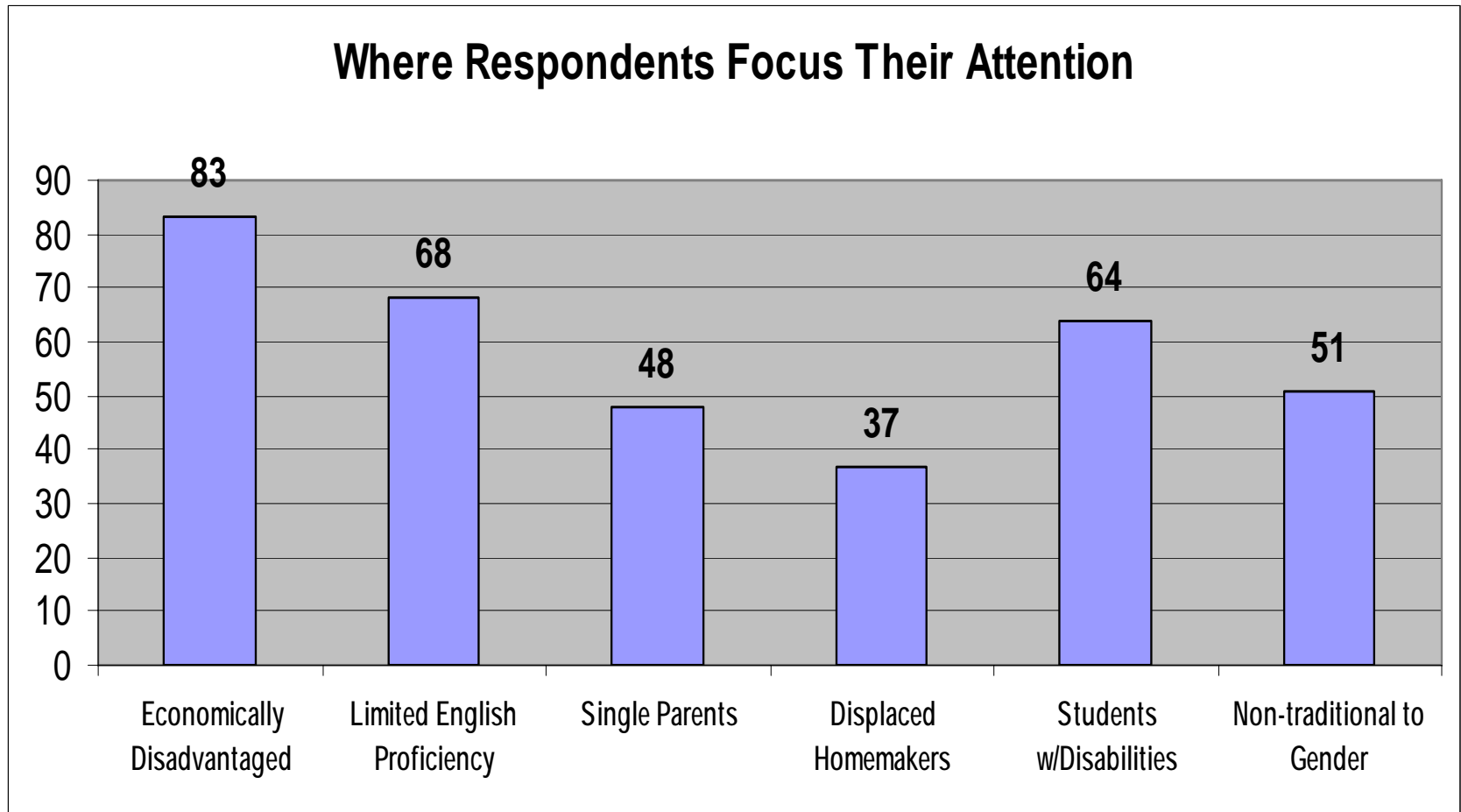
- **Economically Disadvantaged**
 - inc. foster children
- **Single Parents,**
 - inc. single pregnant women
- **Displaced Homemakers**
- **Educationally Disadvantaged**
 - inc. ELL/LLP
- Individuals with **Disabilities**
- **Students in Nontraditional Training programs**



“Breaking Out of the Box - Overcoming the Barriers to Success”

- Survey of Services and Programs ‘03- ‘04
 - Special Populations Collaborative Project
 - West Hills Community College District
 - Laurie Harrison, Project Manager
 - Cathy Barabe, Project Director
 - Sharon Wong, CCCCO Monitor

Where do Colleges Focus Attention?





Services Provided

- Career counseling 96%
- General support 93%
- Dedicated service staff 90%
- Voc Ed marketing 89%
- Curriculum development 86%
- Child care & Textbooks 82%
- Dedicated facilities 81%
- Surveys for data collection 73%
- Interpreters 70%
- Transportation 60%



Barriers Encountered by Colleges

- ❑ Need for remedial skills 80%
- ❑ Insufficient Funds 77%
- ❑ Low recruitment & retention 64%
- ❑ Transportation 59%
- ❑ Inadequate job market 51%
- ❑ Insufficient staff 50%
- ❑ Insufficient facilities 39%
- ❑ Inadequate support services 30%
- ❑ Timing of classes 25%
- ❑ Lack of institutional support 16%

Career Counseling for Students from Special Populations

- Career counseling was **most frequently** provided activity for each special population group
- However, **Non-Traditional** students were the **least** likely to get career counseling
- Indicates a need for counseling with a Non-Traditional focus



Non-Traditional Students

- Developing/Disseminating vocational marketing materials was the second highest activity
- Yet, Low Recruitment was the highest ranking problem for these students
- Clearly a need for more effective recruitment strategies for Non-Traditional students

Reaching Non-Traditional Students

- Evaluate** teaching styles, classrooms, materials
- Recruit** in groups
- Market Programs**
 - Role models (gender, disabled & ethnic)
 - Photos of past NT students
- Develop** support programs
- Initiate** the participation of students in
 - Other NT classes
 - Mentoring opportunities
 - Job shadowing opportunities
 - Career days – actively and as a participant



Transportation Factor

- Transportation was the least frequently provided activity
- Yet, lack of transportation was the fourth greatest barrier



Transition to the workplace

- Most difficult for students with disabilities and ELL/LEP students
- A need for better coordination with employers and the workplace for these two target groups

Effective Practices for Serving Special Population Students



- 30 practices identified
- Each includes:
 - A brief description
 - Contact information for further information
- Categorized by target population

What effect is Career & Technical Education having on Special Population Students?

Data source: “Success for All” Study

Anita Mathur, U.C. Berkeley for the

Joint **S**pecial **P**opulations **A**dvisory **C**ommittee



Number of students from Special Populations

- 52% of students in the sample belonged to at least one special population group
- The sample included *only* completers or those with 12 units
- We know that special populations drop out at higher rates
- **Therefore, initial percentages for special populations students are higher**

Student from Special Populations are more likely to be:

- ❑ Female
- ❑ Non-white
- ❑ Lacking a high school diploma
- ❑ Unemployed or earning less (**less than what? Or whom?**) prior to entering community college



Increased Earnings

- After receiving Career and Technical Education
 - Special population women increased median annual earnings by 182%
 - Special population men increased median annual earnings by 149%



Learn More = Earn More

- The more vocational education attained, the more likely special populations students are to be employed year round
- Students with associates degrees or 60+ unit certificates benefit the most



Non-Traditional Careers Pay Off for Women

- ❑ Women in Non-Traditional careers earn more than women in traditional occupations
- ❑ The one exception is nursing
- ❑ **Therefore, encourage Non-Traditional enrollment**



Equal Work \neq Equal Pay

- Women in Non-Traditional careers still earn less than their male counterparts
 - *Why Men Earn More: the Startling Truth Behind the Pay Gap and What Women Can Do About It* by Warren Farrell, Ph.D.



Students with Disabilities

- ❑ Disabled students were the most likely special population group to *earn an Associates Degree*
- ❑ They also had the *lowest post college earnings*
- ❑ **Need to work on employer interface for students with disabilities**

Effective Practices

For Working with Students with Inconveniences

- ❖ **Meet with the *Student & Employer***
 - ❖ Find out their goals
- ❖ **Disseminate training materials**
 - ❖ Allow for advanced preparation time
- ❖ **Describe and summarize**
 - ❖ Let students know what is coming and what went past!
- ❖ **Recognize differences**
 - ❖ All students are unique – including “disabled”

Limited English Proficient Students

- ELL/LEP women are most likely to leave with only a certificate
- They showed lower gains in income
 - Only slightly ahead of disabled students
- Encourage ELL/LEP students to pursue more in-depth training and more Non-Traditional training

Effective Practices

When Mentoring Students Learning English

- ❖ **Be Respectful of Cultural Differences**
- ❖ **Encourage Use of “Bi-lingual Tools”**
- ❖ **Provide Outlines & Encourage Group projects**
- ❖ **Take a Minute to Explain**
 - ❖ *All students will benefit.*

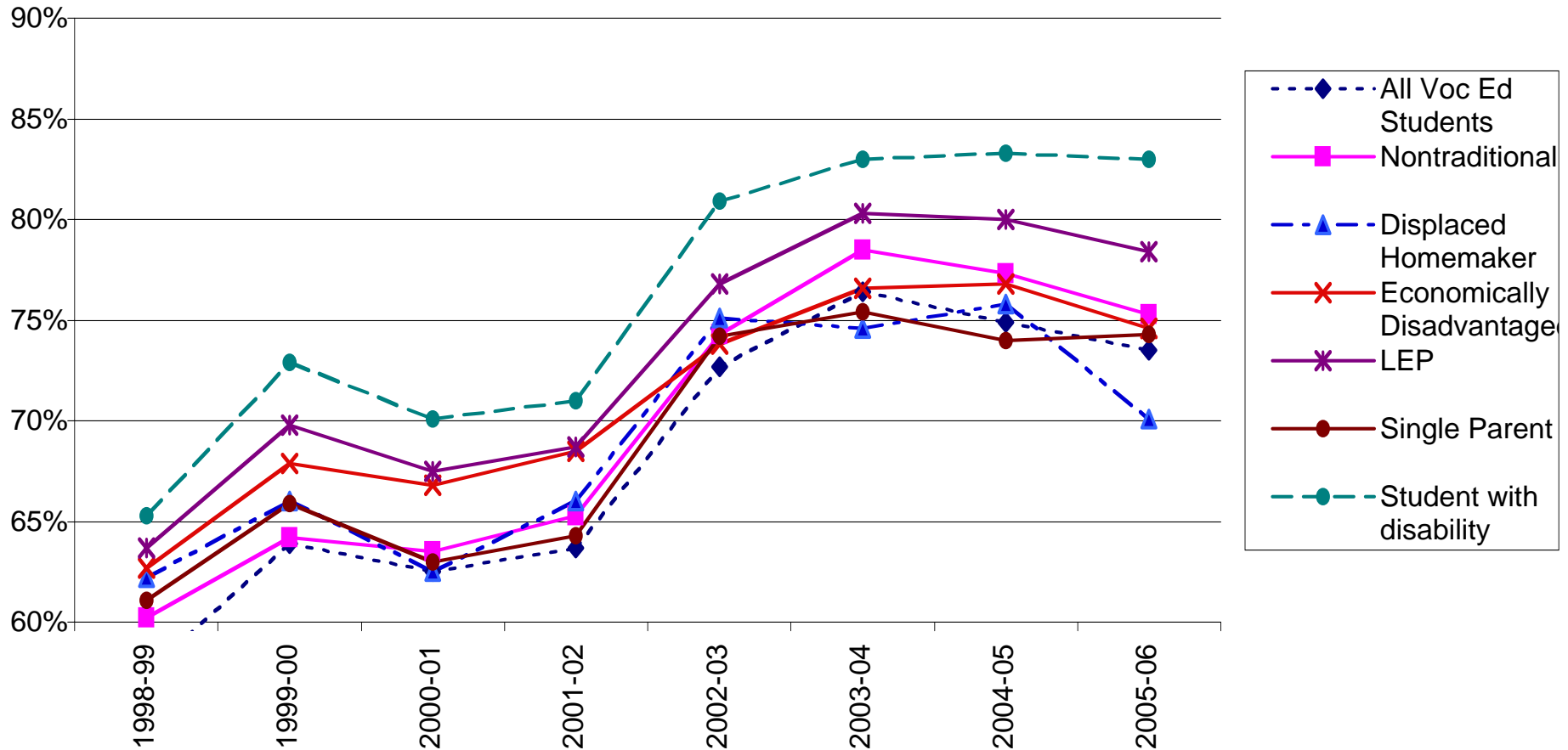
Economically Disadvantaged Students

- Economically disadvantaged women were *less likely to enter non-traditional careers* than non-economically disadvantaged women...
 - Only about **9%** of economically disadvantaged students go into **Non-Traditional** programs
- Women in **Non-Traditional** occupations were *least likely to be economically disadvantaged*
- **Encourage economically disadvantaged to consider nontraditional training**

Guiding Students from Low Income Homes

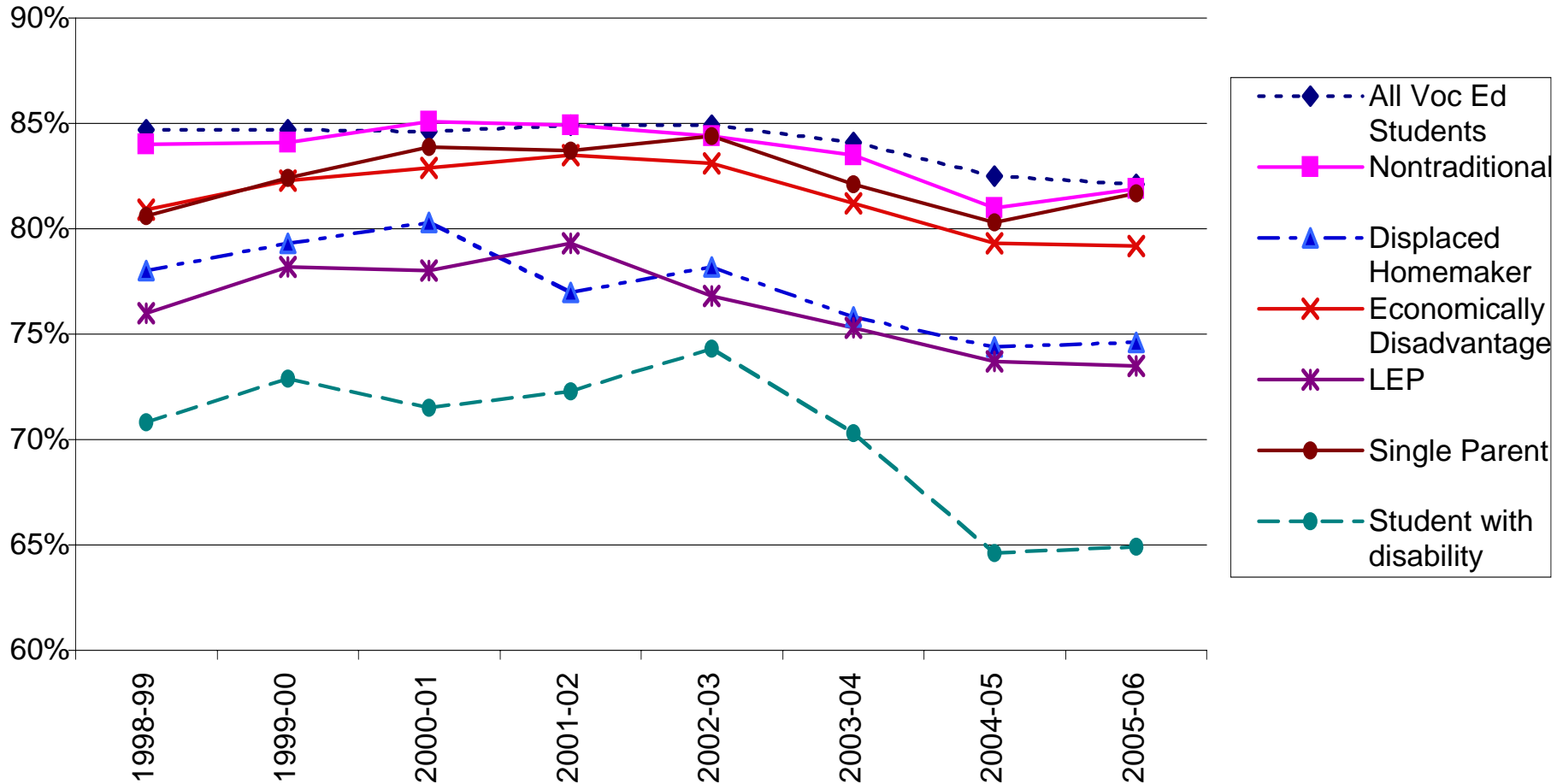
- ❑ **Recognize if the student is coming from situational or generational poverty.**
- ❑ **Do you know the hidden rules of poverty?**
- ❑ **What does income have to do with intelligence?**
- ❑ **To move from poverty to middle class, a student may have to alter or give up relationships.**

Core Indicator #2 - Completions



Core indicator #3a

Employment one year later





Recommendations Based upon Studies

- Encourage nontraditional enrollment:
 - Provide Non-Traditional career counseling
 - Develop effective Non-Traditional recruitment strategies
 - Encourage economically disadvantaged students to enter Non-Traditional careers
 - Prepare women in Non-Traditional careers for the workplace environment

Recommendations cont.

- Address transportation issues for all special population students
- Promote longer length programs
 - Especially valuable for LEP students
- Expand effective employer interfaces
 - Particularly important for students with disabilities
- Disseminate Effective Practices

Toot our own horn!

- Spread the word about the effectiveness of Career and Technical Education for Special Population Students!



Marketing to Students

- Brochures
 - Women and Girls & Men and Boys
- You Can Not Be What you Cannot See
 - www.casp.cc, www.iwitts.com, www.graphics.com
 - *Take the Road Less Traveled* (SERVE Library)
 - Your Photography/Media Departments
- Posters
 - “Mr. Good Wrench isn’t Always a Mr.”
 - Nursing posters, Student Made



NonTrad 101, 102, & 103

- A series of on-line FREE courses to enable teachers, faculty, administrators, and program coordinators to better understand and serve students entering Non-Traditional careers or training in occupations

Careers Have No Gender

- JSPAC Annual **FREE** Conference
- February 22-23, 2006
- Holiday Inn, Sacramento, CA
- Donna Milgram one-day workshop
- Workshops on a variety of topics
- Registration information available at www.casp.cc and this conference! Register now, conference filling up *FAST*



□ Questions?

■ Suggestions?

□ Comments?

■ Evaluations!