

Unit Planning for Instruction, Student Services & CEWD
Division: Women's Program

INITIATIVE NARRATIVE
FOR 2007-08 Implementation (pending funding approval)

Each initiative should be linked to the needs identified through Section III or from the 2005-2006 unit plans. Note that each division will submit only the top initiatives, comparable to the funding you've received in past years, and divisions are empowered to use their division-approved processes for selecting top priorities. When proposing an initiative(s), use the following structure for each initiative proposed:

Division Priority: 1

Please adhere to Approved List of Divisions for prioritization.

Initiative Title: Meeting the needs of Transitions To Success students through the provision of student support services and other program support.

Definition: An initiative is a set of planned actions to produce a desired outcome. Each planned action may be a line item.

1. How is the initiative linked to your 2005-2006 unit plans or Plans for Budget Development? What program level outcomes do you expect to achieve?

Maintaining support services and additional instructional activities for Transitions students is an integral part of the Transitions program and student success outcomes.

2. Describe the initiative

- *How does this initiative align with the college priorities?*
- *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*
- *Given college resources, is it feasible? Is it an efficient use of college resources?*
- *What would be the campus location of this request/project?*
- *How many students (per year) will benefit? How will students benefit?*

This initiative is directed at maintaining adequate support for the Transitions to Success Program, the successful model program designed to assist displaced homemakers, single parents and other women in transition access education and training. Transitions is highly effective in recruiting and retaining these students through offering an integrated curriculum of Career/Life Planning and Life Transitions, plus linked classes in writing, effective learning, math, computer skills, group and individual counseling and advising services, and direct student assistance with transportation, tuition, supplies and other emergency needs. It provides a learning community that is a first year experience for women.

Transitions offers supplemental support services for students to assist in the transition to school. The funds requested support direct support services for displaced homemakers /single parents enrolled in Transitions to Success and additional support to Transitions students who enter professional technical programs after a first term of Transitions. Some support funds may also be provided for students in Transiciones, the bridge program to Transitions for Spanish speaking students. Financial support for expenses

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such as transportation, tuition and fees is essential for displaced homemakers and single parents as they make the transition into education and training. These support monies provide a "bridge" for these low income students who are usually the sole support for their families and struggling with barriers such as recent divorce, single parenting, domestic violence, low wage work, recovery from substance abuse, homelessness, and poverty. Direct assistance as part of an integrated program for these students makes the difference between being able to enroll in educational programs or not. This support is essential as students explore career training options. Maintenance of these services and the provision of discussion group facilitators for the required one credit discussion groups are essential to the continued operation of this highly successful program.

Services for displaced homemakers and single parents were originally provided though a gender equity set-aside in Perkins funds. When Perkins 111 eliminated this set-aside federally, Lane decided to continue it at the local college level.

Transitions Program administration, advising, office support, and instruction are funded by the college general fund. Perkins funds will be utilized for instructional assistants (discussion group facilitators), program supplies and travel, and direct assistance for the students.

Numbers of students benefiting: over 300 per year

Students will receive the supplementary services they need to transition to school.

3. Describe the resources needed

*Provide a brief description and \$\$ total here, in addition to including the Initiative Spreadsheet with this chapter. Please be specific about the actual equipment/resource that you need. Resources should be listed as line items and should be **prioritized by division**. The **line items** may be pulled out of separate initiatives and put in priority order.*

Budget

Transitions To Success

Classified non contracted

(Facilitators, 800 hours @ \$17.36)	\$13,888
OPE @ 31.1%	4,319
Materials and Supplies	4,000
Staff Travel	500

Student support services:

Participant travel	5,000
Participant tuition/books/supplies	21,000
Other Participant Expenses	2,000
Childcare	1,000

Total TTS	\$51,707
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4. List the possible funding sources

- *Can this project be partially funded?*
- *If so, what portion could be funded at what minimum cost*

Funding source: Perkins

If the funding source is Carl Perkins:

- How does the request meet one or two of the Carl Perkins act goals?

Goal #2 – Special Populations: (primary goal)

Transitions provides a coordinated program for displaced homemakers and single parents to enter and succeed in education and training through:

- outreach and recruitment services
- intake, advising and initial assessment services
- coordinated support, resource and referral at point of entry to the college, tailored to the needs of this population
- integration with Women's Center, community and other college services to provide maximum barrier reduction
- integrated one term seven credit career/life planning and life transitions classes in which students produce a five year career/life plan
- a linked learning community of the core Transitions classes with classes in effective learning, math, writing and computer skills
- weekly required discussion groups structured through class curriculum, deepen individual student learning, increase student connection and bonding and explore transition and career planning issues
- second term learning community of Life Transitions 2 plus Writing 212T
- individual advising and career counseling
- career planning process that emphasizes high skill/high wage career options
- links to professional/technical training programs
- direct support services to assist students with childcare, transportation, tuition, books, supplies and other needs directly linked to students' educational success.
- evening and day programs to ensure access for working students

Goal # 7 – Counseling and Career Development: (secondary goal)

Career development is central to the Transitions curriculum. Students participate in career exploration and planning and produce a five year career plan with short and long term goals. Students are exposed to professional technical careers with an emphasis on living wage jobs and non- traditional options.

Perkins funded components:

- Provide facilitated groups with focused life / career exploration
- Provide materials to support career exploration classroom activities

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5. Provide ORG & PROG codes

ORG/PROG assigned through the Perkins grant

6. Do you have an active advisory committee that meets 2-3 times per year? What are your advisory committee plans for the coming year?

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Division Priority: 2

Please adhere to Approved List of Divisions for prioritization.

Initiative Title: Outside the Box: trades and high tech. careers for women

Definition: An initiative is a set of planned actions to produce a desired outcome. Each planned action may be a line item.

1. How is the initiative linked to your 2005-2006 unit plans or Plans for Budget Development? What program level outcomes do you expect to achieve?

Outside the Box is the new name for the ACCESS program. It provides activities to assist students explore and succeed in non traditional careers. Given the funds available, these activities are focused for the Transitions to Success students, with informational groups and a small mentorship program provided primarily for women students enrolled in information technology programs. The program advisor also assists the Hands On Career Exploration Day for high school students have a gender equity focus.

This initiative meets one of the Perkins 111 core measures for which the state will be held accountable, "student participation in and completion of vocational and technical education programs leading to non traditional employment".

2. Describe the initiative

- *How does this initiative align with the college priorities?*
- *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*
- *Given college resources, is it feasible? Is it an efficient use of college resources?*
- *What would be the campus location of this request/project?*
- *How many students (per year) will benefit? How will students benefit?*

The goal of Outside the Box is to assist women explore, enter, and be successful in nontraditional professional technical training. Entering nontraditional careers presents formidable barriers for women. Women continue to be at a relative economic disadvantage and adult women are increasingly entering college and women are almost half the workforce. Yet 45% of women workers nationally earn less than a minimum sufficiency wage. Technical education and careers offer the prospect of family living wages but women are under represented in many of these programs. Cultural messages about appropriate women's work and lack of knowledge about the range of realistic career options provide powerful constraints on women's career choices. In spite of the economic opportunity, girls and women often do not even consider technology career options. Women need specific, targeted information and support to consider non traditional careers, to make a non traditional career choice, to feel comfortable in education and training settings in which they are the minority, and to thrive and progress through a program towards employment. Women are also often uncomfortable in a perceived male environment, they hesitate to ask questions that betray lack of familiarity with the career area and assume that everyone else understands terminology. They need the information, support, hands on experience, contact with other women students and contact with successful women working in their fields that Outside the Box provides if they are to succeed.

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Non-traditional programming was funded under Perkins until Perkins 111 eliminated the gender equity set aside, but the law still required states to show how they were addressing access to non-traditional careers. In the absence of general fund support, the Women's Program has utilized Perkins funds to provide non-traditional career exploration and support services through what is now called the Outside the Box program. The program has utilized a variety of strategies to recruit and retain women in non traditional programs. The current focus is to work with Advanced Technology, Computer Information Technology, Media Arts & Technology, and Apprenticeship to provide outreach, recruitment, ongoing support and advising for women students from Transitions to Success; hold organized networking groups for specific program areas; provide a mentorship program and assist with marketing when possible. The program emphasis is on information technology careers and apprenticeship with expansion to other non-traditional training programs when possible.

Between 300 and 350 students per year will directly benefit from program services. Students will participate in activities to reduce math anxiety, gain exposure to role models in non traditional careers, experience hands on activities to explore career choices, receive individualized career guidance and support, participate in a networking group and have opportunities for mentorship.

3. Describe the resources needed

*Provide a brief description and \$\$ total here, in addition to including the Initiative Spreadsheet with this chapter. Please be specific about the actual equipment/resource that you need. Resources should be listed as line items and should be **prioritized by division**. The **line items** may be pulled out of separate initiatives and put in priority order.*

Budget

Part time program advisor, Advisor 2, Level 11 step 7, 710 hrs

Salary	\$14,299.40
OPE @ 31.1%	\$4447.11
Total personnel	\$18,747
M & S	\$1,000
Travel	\$500

Total budget **\$20,247**

4. List the possible funding sources

- *Can this project be partially funded?*
- *If so, what portion could be funded at what minimum cost*

Funding source: Perkins

If the funding source is Carl Perkins:

- How does the request meet one or two of the Carl Perkins act goals?

Goal #2 - Special Populations

This proposal focuses on Transitions to Success, Lane's entry program for displaced homemakers and single parents. Reduction of math anxiety activities and specific non- traditional career exploration activities and support will be

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provided for those students. The majority of Transitions students are also economically disadvantaged as defined by federal poverty standards. This project will also link Transitions students with the pre apprenticeship class, Trade Specific Training and non- traditional professional technical programs.

The program will:

- Hold presentations/panels in Transitions classes.
- Organize panel presentations of women working in nontraditional careers.
- Organize panel presentations of women students majoring in professional technical programs.
- Provide links to resources for assistance with math tutoring and issues related to math anxiety.
- Provide information & advising about pre apprenticeship trade specific training & nontraditional career training opportunities.
- Coordinate hands on computer workshops for basic instruction and web site development.
- Identify TTS students who have developed IT career goals
- Provide limited ongoing advising and career development /exploration

Goal #3 – Nontraditional Training and Employment

The program will: (in addition to activities in goal #2)

- Maintain and develop school, community and employer contacts; participate in college and community events.
- Develop and maintain a database with information about community and college participants in Outside the Box activities.
- Work with Apprenticeship and PT programs to coordinate recruitment efforts.
- Focus on apprenticeship & information technology.
- Provide individual support and advising
- Arrange resource and referrals as appropriate.
- Organize networking groups for women with common educational programs or goals.
- Organize informational meetings for women in Information Technology programs.
- Recruit women students to attend the networking groups and informational meetings.
- Work with Lane PT instructors, advisors and counselors as needed.
- Participate in the Professional Technical Day (Hands On Career Exploration) held at Lane for high school students.
- Participate in school career fairs and other presentations.
- Work with Cooperative Education Coordinators to identify community resources as possible.
- Recruit women students majoring in professional technical and IT programs to participate in panel presentations and to mentor women from the Transitions classes.
- Participate in the NAWIC (National Association of Women in Construction) construction day for high school students.
- Attend RTEC (Regional Technical Education Consortium) meetings.

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- Assist with RTEC outreach to area high schools to encourage young women to enroll in classes.
- Facilitate student participation with the Portland based Oregon Tradeswomen Inc. annual
- Women in the Trades Fair and other programs.
- Coordinate mentorship program.
- Organize mentorship group specific to information technology.
- Recruit women students as potential mentees.
- Identify and contact women employed in appropriate nontraditional fields as potential mentors.
- Match women students with mentors.
- Design and provide tools for structuring mentorship: mentorship logs, journals, information about mentoring.
- Conduct training sessions in communication skills and the mentorship process for both groups.
- Oversee and troubleshoot mentorship progress.
- Organize mentorship culmination event.
- Identify and facilitate resources with Lane Workforce Partnership as appropriate

5. Provide ORG & PROG codes

ORG/PROG assigned through the Perkins grant

6. Do you have an active advisory committee that meets 2-3 times per year? What are your advisory committee plans for the coming year?

Note: The Women's Program has ongoing staffing needs as reflected in prior unit plans. These include:

- .5FTE to fully staff the Women's Center front desk (currently covered by a .5FTE position)
- Full time faculty position for Transitions to Success (present faculty ratio 1FT/ 2-3 PT)
- Advisor for non traditional programming (now funded part time through Perkins)
- Advisor for Transiciones (now funded part time through ASLCC fee revenue)
- Timesheet monies to cover peak service periods and breaks