

Women's Prgm 2011-12

CTE emphasis for Women in Transitions (Perkins) 2011-12

Summary:

This initiative meets the needs of Women in Transition students through the provision of classroom support, career exploration workshops, advising and other activities to assist them in exploring high wage, high demand, high skill Career Tech fields.

Description

This initiative maintains adequate support for the Women in Transitions 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, in a learning community with linked classes in Writing (WR 115) College Success Strength Training Math (Math 10 & 20) Computer skills Effective learning Building on a Career/Life Planning and Life Transitions core curriculum, students may take a one or two term option of additional linked classes. This cohort based, linked class format is a proven best practice for student engagement and success and forms a first year experience for women students that provides an effective foundation for continued enrollment in programs and classes at Lane. The program includes advising, CTE career exploration workshops, computer skills workshops, and tours of CTE programs. Academic and career success of special populations already enrolled in CTE programs is directly related to their initial preparation and support. The Transitions program is strongly linked to CTE programs and strongly emphasizes enrollment in CTE as an educational choice. All students participate in career skills assessments and career planning and exploration activities. There is a focus on non traditional career exploration that includes exposure to community role models 120 nine new students were enrolled in Transitions fall term 2009 84% continued with college classes in winter 2009 Of these 37% were enrolled in CTE programs or had CTE majors The Transitions Program provides a bridge for displaced homemakers and single parents as they make the transition into education and training. These low income students 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, long periods of underemployment, juggling family school and work, death or disablement of a spouse, negative past educational experiences, homelessness, and poverty. Transitions students face many barriers yet show a higher success and persistence rate in subsequent Lane classes than other Lane first year, first time students (IRAP). Transitions Program faculty, administration, general advising, and administrative support are funded by the College General Fund. Perkins funds will be utilized for: Career and Technical Education Advisor who provides information and ongoing support for those exploring high wage, high demand and high skills jobs. The CTE Advisor also provides information about apprenticeship programs. The CTE Advisor provides mentorship, campus tours, job site visits, leads for informational interviews and classroom presentations. The CTE Advisor also provides long term support and encouragement for WIT grads who are CTE majors. Computer workshops: at minimum two workshops in basic computer literacy and basic web design are provided each term. Career exploration lab and assistance in using computer and on-line materials for career exploration. Non credit instruction in computer workshops and Transiciones, the course for Spanish speaking women in transition exploring CTE programs Administrative support staff time (04): to schedule appointments, workshops and assist with programs and workshops as needed. Classroom aides: provide additional student support with assigned classroom projects that build towards an individualized five year career/life plan. Program supplies and travel

Questions and Answers

How is the initiative linked to the Unit Plans most recently submitted?

1. How does it continue the achievement of those goals?
2. If this is a continuation of an initiative started last year, make sure that relationship is clear.

How is this initiative linked to the efficiencies and productivities plans you had last year?

1. How does it continue the achievement of these plans?

2. If this is a continuation of an efficiency or productivity plan started last year, make sure that relationship is clear.

This is a continued college and program initiative to strengthen and maintain the Women in Transition Program. The Women in Transitions Program has provided an outstanding first year experience for women students for over 20 years. The program continues to be a model First Year Experience with high retention and success rates from term to term, and from year to year.

Describe the resources needed:

Resources needed include CTE advisor, instructional assistants who provide supplemental support for program students, non credit instructor for Transiciones, non credit instructors and classroom aides for computer skills workshops, program materials and supplies, staff travel and other program expenses. Personnel Timesheet staff CTE Advisor Grade 11 Step 4 @ 17.93 1030 hours 18,468 #instructional assistants 600 hours @ 17.54 = 10,524 #front desk support for appointments and program assistance 202 hours @ 17.36 = 3507 #computer workshop aides for 4 terms = 3,507 #OPE 11,913 #non credit instructors 6120 #OPE 1248 Materials & Supplies Program supplies 5,408 Computer Hardware staff travel Travel for program meetings 1,000 Funding Carl Perkins. (past funding has been \$61,00)

What specific measurable program outcomes do you expect to achieve with this initiative? The outcomes should be specific enough to be measurable. Also, outline the method that will be used to determine the results.

This initiative will support a program completion rate of 96% and success rate of 94% as measured by IRAP data. A minimum of 85% of Transitions students will continue as Lane students the term following program completion, at least 40% of these students will choose CT majors.

Department Priority:

1

Unit Resources:

The Women's Program general fund resource contribution for Transitions is 232291.

Funding Request: Carl Perkins

Is this a Career & Technical Education program approved by the state and offered through Lane for credit?

No

If not a Career & Technical Education program, does your request provide considerable support for students enrolled in these programs?

Yes

Do you have an advisory committee that meets 2-3 times per year?

No

If request is for personnel, will funds be used to replace an existing position?

no

How will funding this initiative increase or sustain the academic achievement and technical skills attainment (GPA of 2.0 or better) of Career and Technical Education students?

The Women in Transition Program is a seven to fifteen credit learning community that forms the basis of general education requirements and elective credits for Career Technical degrees. The program is also strongly linked to CTE programs and strongly emphasizes enrollment in CTE as an educational choice. All students participate in career skills assessments and career planning and exploration activities. There is a focus on non traditional career exploration that includes exposure to community role models and computer workshops. This cohort based, linked class format is a proven best practice for student engagement and success. Transitions students face many barriers yet show a higher success and persistence rate in subsequent Lane classes than other Lane first year first time students (IRAP).

How will funding this initiative increase or sustain the number of CTE students that graduate or receive a one year certificate from Lane and help prepare the students for employment?

Lanes Women in Transition Program successfully prepares hundreds of students each year for this transition and enrollment and success in CTE programs. The program is a feeder program to CTE for single parents, displaced homemakers & other women in transition. In addition, the CTE advisor is collaborating with other college departments and programs to improve outreach and information to high school women regarding pathways to technical degrees and careers so that incoming women students have an increased awareness of career technical options and opportunities.

EQUIPMENT \$

COMPUTER HARDWARE \$

COMPUTER SOFTWARE \$

MATERIALS & SUPPLIES \$

8108

CURRICULUM DEVELOPMENT (Hours)

100

PART-TIME FACULTY \$

TIMESHEET STAFF \$

44412

TRAVEL \$

1000

Can this initiative be partially funded?

No

EQUIPMENT \$

(E) Explanation of effect of partial funding:

COMPUTER HARDWARE \$

(CH) Explanation of effect of partial funding:

COMPUTER SOFTWARE \$

(CS) Explanation of effect of partial funding:

MATERIALS & SUPPLIES \$

(MS) Explanation of effect of partial funding:

CURRICULUM DEVELOPMENT (HOURS)

(CD) Explanation of effect of partial funding:

PART-TIME FACULTY \$

(PF) Explanation of effect of partial funding:

TIMESHEET STAFF \$

(TS) Explanation of effect of partial funding:

TRAVEL \$

(T) Explanation of effect of partial funding:

[Funding Request: Curriculum Development](#)

[Funding Request: Technology Fee](#)