CALIFORNIA COMMUNITY COLLEGES
AND
COAST
COMMUNITY COLLEGE DISTRICT

#89-0767
### Advancement of Ethnic Representation and Opportunities (AERO)

<table>
<thead>
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<th>Funding Category &amp; Award</th>
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<td>Grant $48,824</td>
<td>D --- Ed Services for New Clientele</td>
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<th>Project Product</th>
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<td>Communication</td>
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**Project Director:** Frank I. Patino, Asst Dean/Dir, Admin of Justice  
**Project Supervisor:** Sheila Brazier, Dean of Instruction

**Proposal Description**

Project AERO will be an intensive pre-vocational program for non-native speakers of English which will emphasize receptive and expressive oral communications, reading and writing standard English and American cultural studies for students wishing to become public service employees. The emphasis will be on colloquial communication as well as the learning and understanding of cultural differences faced in public service in a diverse society.

An additional aspect is a model mentoring program which incorporates job shadowing. This mentoring and shadowing allows for law enforcement organization involvement and identification of potential candidates for employment.
Advancement of Ethnic Representation and Opportunities (AERO)

A primary role and responsibility of government in the United States is to assure public safety. Changing cultural values, economic restrictions on public funding, and demographic movements within society have all altered the nature and image of law enforcement as a public service career. National concerns such as drug use and abuse overshadows society. Agencies charged with law enforcement are confronting the dire need for more officers. Most agencies also face the growing problem of creating a police force that reflects the ethnic make-up of the general population within that community. An acute shortage of qualified recruits from within ethnic groups, especially Hispanics and Asians, has many agencies facing possibility of severe difficulties in meeting affirmative action goals. Surveys of California police agencies reveal that 81 percent of the responding agencies are experiencing problems recruiting Hispanics. With the projected doubling of the Hispanic and Asian populations in California from 1980 to the year 2000, the need for qualified individuals from these groups entering law enforcement is becoming critical. Members of this underrepresented population who do enroll in administration of justice programs have had a much higher than average attrition rate. Golden West College offers a Certificate of Achievement in Law Enforcement leading to the Associate in Arts degree and to upper division study at state universities as well as a one semester Basic Academy that serves as the training facility for many police agencies within southern California. In an attempt to address the acute shortage of minorities, especially Hispanics and Asians, in law enforcement occupations in the surrounding southern California area, the College is establishing Project AERO, Advancement of Ethnic Representation and Opportunities.

Project AERO will be an intensive pre-vocational program for non-native speakers of English which will emphasize receptive and expressive oral communications, reading and writing standard English, and American cultural studies for students wishing to become public service employees. The emphasis will be on colloquial communication as well as the learning and understanding of cultural differences faced in public service in a diverse society.

An additional innovative aspect of this project will include a model mentoring program which incorporates job shadowing. The use of mentors and interns establishes unique one-on-one relationships with future employers or four-year transfer institutions. This concept is especially necessary with underrepresented students. It also allows for law enforcement organization involvement and identification of potential candidates for employment. This unique involvement can produce financial support for the student and possibly for the program.
Advancement of Ethnic Representation and Opportunities (AERO)

1. Specific Educational Program Being Addressed

SPECIFIC EDUCATIONAL PROGRAM ADDRESSED

In California, most especially in southern California, the educational facilities dedicated to the training of police officers are faced with a shortage of qualified recruits. Because police work demands fluency in the English Language for effective enforcement and public safety, minorities for whom English is a second language have been underrepresented and, at times, almost totally lacking among successful graduates of degree and academy programs. Project AERO will establish a model program that will assist recruits in advancing their expressive and receptive language skills, aid them in finding financial assistance, and support them by means of a mentoring system staffed by minority law enforcement personnel. The project will enable otherwise capable members of minorities to enter and successfully complete the police basic academy of the associate degree program in Administration of Justice.
2. Specific Problems Being Addressed

SPECIFIC PROBLEM
Changing demographics within the cities of southern California necessitate the recruitment of minorities to reflect the change in population. The present estimate from the police agencies in Orange County is that 500 new officers will need to be recruited and employed in the next two years. Of that number, fifteen percent will have to be minorities. Some neighboring police departments in Orange County are facing the need for minorities as recruits at a ratio of two minority members for every three positions to be filled.

Qualified recruits such as those completing the Basic Academy at Golden West College have traditionally not been native speakers of languages other than English. Although the general student population at GWC is approaching twenty-six percent minority enrollment, the number of non-native English speakers to enter the police academy is under five percent. The police basic academy at GWC provides trained recruits to the twenty-four law enforcement agencies in Orange County and throughout the state. The number of graduates among these students for whom English is a second language has been less than one percent. The 810-hour, 18-week program does not allow for language remediation while enrolled in the program. Furthermore, the one-semester time span of the academy does not permit students to receive financial aid. In addition, the relatively small number of employed officers who are Asian or Hispanic fail to provide sufficient role models within the community to encourage minority recruitment. Project AERO will address the problem of the lack of representative numbers from minority groups enrolling in and completing programs in police science.
3. Population To Be Served

[NO “POPULATION” ACCOMPANIES THIS DOCUMENT.]
4. Objectives

[SEE “WORKPLAN” SECTION OF THIS DOCUMENT.]
5. Workplan Narrative

WORK STATEMENT

OBJECTIVE 1.
Develop an intensive, vocationally-focused language and cultural experience for otherwise qualified non-native speakers of English wishing to pursue a career in law enforcement.

ACTIVITIES:
- Orient core team of GWC faculty to the needs for student success in administration of justice courses and careers in law enforcement. (three weeks)
- Using POST (Commission on Peace Officers Standards and Training) materials and assistance, develop criteria for curriculum that will facilitate the opportunity of success of otherwise capable students who are non-native speakers of English. (three weeks)
- Develop an intensive, one semester, twenty (20) hour a week program of study that will include receptive and expressive oral and written communication skills, orientation to law enforcement, and job shadowing. In addition, a three unit course will be developed that explores both society's expectations of law enforcement and the cultural diversity of the local Orange County communities. (twelve weeks)

TIMELINE: Fall 1990
BUDGET: $6,024

OBJECTIVE 2.
Recruit and select potential students for pilot project.

ACTIVITY:
- Using contract recruiters, identify, interview and evaluate (based on established criteria developed in Activity 1b) potential students for pilot program. (Fall)

OBJECTIVE 3.
Create advisor/mentoring program involving employed law enforcement officers who are themselves non-native speakers of English. Fall, 1990, Spring, 1991 $14256

ACTIVITIES:
- Identify and recruit successful law enforcement officers who are non-native speakers of English to serve as advisors to the program and be oriented and trained as one-on-one mentors to prospective law enforcement candidates. (Fall)
- Mentors will serve as role models, motivators, and advisors to enrolled preparatory students. (Spring)
OBJECTIVE 4.
Facilitate the development of and institute a financial aids and a career counseling system.
ACTIVITIES:
  a. Using a tenured career and financial aid counselor, together with the project director, establish outside student loan possibilities of enrolled students during preparatory semester. This semester, combined with a second semester, also enables students to qualify for financial aid through traditional avenues.

  b. Arrange for agency sponsorship of successful students who are accepted into the Basic Academy to help defray the approximate $2,000 in fees. The established system will, hopefully, provide for the gradual repayment of loans by the sponsoring agency should the student graduate and be employed by the agency.

  c. Develop counseling material specifically directed to targeted students to encourage continuation to graduation. Reinforce current relationships and articulation agreements with four-year colleges, as well as establish individual one-on-one contacts by students of both institutions through the use of interns from four-year schools on the campus of Golden West College as tutors for the target students.

  TIMELINE:    Fall 1970
  BUDGET:      $3,400

OBJECTIVE 5.
Develop outreach and recruitment materials.
ACTIVITIES:
  a. Create broadcast-quality, multilingual video presentation designed to acquaint high school students, civic groups, ethnic service organizations and other like groups with the positive career potentials in law enforcement.

  b. Develop and print materials detailing program and career descriptions relating to law enforcement and the opportunities through the project.

  TIMELINE:    Fall 1990-Spring 1991
  BUDGET:      $16,500

OBJECTIVE 6.
Offer and revise developed curriculum
ACTIVITY:
  Offer twenty-three hour a week, eighteen week pilot program

  TIMELINE:    Spring 1991
  BUDGET:      $11,800

OBJECTIVE 7.
Create and institute a tracking system for AERO recruits designed to assist and retain students.

**ACTIVITY:**
Project Director will create and implement a computerized data base to identify and track potential and enrolled AERO students.

**TIMELINE:** Fall 1990- Spring 1991

**BUDGET:** $3,500

**OBJECTIVE 8.**
Evaluate project

**ACTIVITY:**
Utilizing advisory committee, student performance data, student follow up data, employment success, employer comments and staff and student input, evaluate student and program success.

**TIMELINE:** Spring 1991

**BUDGET** $3,500

**OBJECTIVE 9.**
Disseminate project results

**ACTIVITIES:**

a. At two law enforcement training organization meetings, present Project AERO results.

b. Make available information and curriculum materials concerning Project AERO to the 34 law enforcement training centers throughout the state of California.

c. Make project AERO information available to local law enforcement agencies, city officials, local civic and ethnic groups

**TIMELINE:** Spring 1991-Fall 1991

**BUDGET** $3,500

**PERSONNEL REQUIRED**

Committed to Project AERO are a team of experts in their respective areas of education within the Golden West College educational community. The members of this team are dedicated to exploring new approaches to ensure that Golden West College addresses the needs of its students and the surrounding community. The Project Director for Project AERO will be Isidro Frank Patino, Assistant Dean, Criminal Justice Training Center at Golden West College. Dean Patino, a decorated police officer, is himself a non-native speaker of English.

Joining Dean Patino on the AERO team will be Diane Ewing, Professor of English and ESL. Professor Ewing has language competencies in nine languages and has taught ESL and English writing at Golden West College since 1976. Also participating from the English department will be Dr. Joanne Kashdan, Professor of English. Dr. Kashdan has worked with
the Administration of Justice area at Golden West College and wrote and taught the course for police report writing.

Norma Flores, Instructor in Speech Communication, brings vast experience working with specific vocational and business interests to develop and improve job-related and intercultural communication skills. Assisting with counseling and financial aid will be Tri Nguyen, Counselor and Coordinator EOP/S. Counselor Nguyen is a native of Vietnam and has been extremely active in motivating and encouraging students in campus activities at GWC to promote cultural awareness and exchange.
6. Expected Outcomes

IMPACT
Cultural Diversity in the southern California area has placed a tremendous responsibility on the criminal justice system to assure that it is reflective of that diversity. The criminal justice system can not accomplish this alone. The educational system must be willing to share this societal responsibility and prepare individuals to accept positions in this cornerstone of our society.

As a result of Project AERO a core curriculum designed to assure success for otherwise qualified non-native speakers of English wishing to pursue a career in law enforcement will be established. A model for faculty orientation designed to assure that the curriculum address success criteria will be established. Successful recruiting practices used to attract targeted candidates will be validated. A model mentoring program which incorporates job shadowing will be in place.

The use of mentors and interns establishes unique one-on-one relationships with future employers or four-year transfer institutions. This concept is especially necessary with underrepresented students. It also allows for law enforcement organization involvement and identification of potential candidates for employment. This unique involvement can produce financial support for the student and possibly for the program.

The successful students will be encouraged to return to the program as mentors. They will also serve as role models in their respective communities. Under the present A.D.A. funding system using a positive attendance format the courses would be self sufficient. This would allow the entire program to be transferred to any campus in the system facing similar needs. Its design is such that it can be utilized in any other field with minor changes in focus; this would allow campuses to run concurrent programs. Project Aero will increase underrepresented students coming into the law enforcement field. The impact of each recruit who succeeds will be synergistic, having an effect on all segments of the community. As each successful student becomes part of a law enforcement organization, he will be an asset in solidifying our multicultural society.
EVALUATION PLAN

This project will be evaluated in four phases. The evaluation will identify criteria for each phase.

PHASE I
RECRUITING AND OUTREACH
1. The number of candidates brought into the program.
2. Their ethnic make up.
3. The skill level that they are brought into the program at as determined by assessment instruments.
4. The number that can go on without further assistance/the number that need assistance.
5. The number of outside groups involved in the project.
6. Locations they are recruited from.

PHASE II
PRE-VOCATIONAL PROGRAM
1. Number placed in program.
2. Skill level at entrance to program as determined by assessment instruments. Skill at completion.
3. Mentor evaluation at beginning of program, mentor evaluation at end of program.
4. Student evaluation of program.
5. Instructor evaluation of student.
6. Students allowed to proceed as determined by state test.

PHASE III
VOCATIONAL PROGRAM
1. Success ratio of students in program as compared to past success ratio.
3. Failure data based on non-native English speaking problems/other failures.
4. Organizational involvement.

PHASE IV
PLACEMENT AND TRANSFER
1. Studies employed/6 months/one year.
2. Employer comments.
3. Faculty evaluation.
4. Mentor comments.
5. Student evaluations.
8. Dissemination Plan

[NO “DISSEMINATION” ACCOMPANIES THIS DOCUMENT.]
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]