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Consortium Project.

We have established a consortium with both local industry, represented by the Central Labor Council (CLC), and the Sacramento City Unified School District (SCUSD). We selected the SCUSD because of the many students it serves who are in need of academic alternatives. Many students who drop out of school do so because nothing in that setting appeals to them. Because the college offers a wide variety of options that can lead to well-paying jobs within two years, we hope to attract students who would otherwise never consider attending college. The school district has very limited funds but is highly supportive of the project and has agreed to contribute the part-time services of a Coordinator who will represent the school district on the Advisory Committee and in regards to other aspects of the project, a Vocational Education Resource Teacher, and a Career Information Technician.

By working with industry, we will be able to modify our programs as needed, thereby making them more relevant and better enabling us to prepare students for employment. We will work with industry representatives to improve the vocational curriculum by incorporating modern industrial techniques and, when necessary, will seek their help in securing the resources necessary to do this. By working together, we can tie vocational courses to labor market requirements and can update the existing job trends analysis to help our students select a field of study with long-term potential. In addition to serving on the Advisory Committee, helping us update the job trends analysis and providing consultation in relation to improving the curriculum, the Central Labor Council has agreed to assist in matching industry mentors to students and in helping the vocational education faculty identify job openings for graduating students.
This is a Program Development proposal which addresses the issue of educational services for working adults, and for exiting high school students and adults in need of vocational training. It presents a comprehensive plan for recruiting and retaining students so that they can be trained to fill blue collar jobs that industry cannot currently staff. Recruitment will be directed towards underrepresented populations in order to increase student access in an era when the presence of those populations is decreasing on college campuses. Grant funds will be used to create a vocational community, a supportive environment which will be inviting to prospective students and reinforcing to newly enrolled students, and which will help students establish connections to the workplace they are preparing to enter.

Many vocational programs throughout the state are experiencing a decline in enrollment and that problem will undoubtedly worsen if proposed fee increases are implemented. This proposal offers a replicable model to offset those negative effects. By working in conjunction with local industry to meet their needs and by recognizing the necessity of identifying poorly represented groups for recruitment and providing them with the support services they need to succeed, we can rebuild vocational programs into the community resources they were intended to be.
This proposal addresses the issue of Program Development: Educational Services for New Clientele. Working adults who need to upgrade their skills, displaced workers, displaced homemakers, welfare recipients, and exiting high school students (female as well as male) who do not plan to attend college are the main targets of this proposal. Many potential vocational education students will not pursue a career in one of the vocational fields unless they are exposed to reasons to do so. In fact many of our current vocational students would never have enrolled had they not received that exposure, but we currently have no systematic approach to marketing the programs. Funding from this grant would enable us to develop and implement a strong recruitment plan which we would then make available to other colleges that might be interested in adopting it.

This proposal also addresses the Basic Agenda issues of Mission (Economic Development and Vocational Education) and Access (Student Access and Success). By working directly with industry, the college will promote economic development at the same time we recruit and educate students. By augmenting the vocational education staff with reading, math and English as a Second Language (ESL) specialists, a counselor assigned to the project, specially trained tutors, peer advisors (second-year students), and mentors (former students already working in the field), we can significantly improve the likelihood that students will successfully complete their programs of study.

By targeting underrepresented groups for recruitment, we can further diversify our student population in vocational programs and increase our enrollment while introducing students to well-paying careers they might never consider if we do not expose them to the possibility. We plan to do this by working closely with the Sacramento City Unified School District and by making presentations at high schools in the SCUSD and other districts as well as adult education centers, churches, Employment Development Department offices, Department of Rehabilitation offices, community centers, and other sites where potential students might be contacted. We will follow up on these presentations by offering tours of our facilities to those interested and inviting them to attend selected classes on an individual basis. By working much more closely with the high schools and by making contacts with four-year colleges that can help graduating
students who want to continue their education better understand their options, we will be adopting the 2+2+2 concept.
Primary problems are the decline in enrollment in some areas of vocational education, industry's inability to attract sufficient numbers of trained applicants to the workplace, the low rate of underrepresented group members who enter a vocational program and successfully graduate, and the high rate of all students who do not successfully complete their program due to basic skills problems. These are systemwide problems, and we propose to develop a model to correct them that can be adopted by other colleges. The Final Report will include a chronological description of all project activities with findings from the evaluation component so that colleges interested in replicating the project will have all the information they need to do so.

We have selected a solution which emphasizes recruitment and retention and which involves local industry and a school district with a high dropout rate. We will recruit through presentations in the community, Job Faires (evening as well as day), widespread distribution of brochures describing our programs, and a quarterly newsletter.

Students who enroll will receive support services tied to the coursework in the form of basic skills instruction (reading, math, and ESL), tutoring, peer advising, mentoring, career advisement, job placement, and follow up after job placement. Industry representatives will be actively involved in all components of the program. Through these services, we plan to build a vocational community that will help students successfully complete their programs of study and enter the workforce. This has been a goal of the vocational programs of Sacramento City College for many years, and this grant would provide us with the funds to introduce services we cannot currently afford. That would then allow us to do the preliminary work to institutionalize as many of them as possible. We know of no alternative solutions that offer the potential of the ones we have selected.
The population to be served primarily consists of working adults who need to upgrade their skills, displaced workers, displaced homemakers, welfare recipients, and exiting high school students who do not plan to attend college. Some of these will be graduating seniors while others will be high school dropouts. The target populations all share a need for job skills that can earn them a wage they can live on, preferably skills that will continue to be needed in the future. The short-term impact on the target population is two-fold: 1) they will receive help in identifying a career goal and working towards achieving it, and 2) in the process of doing so, they will redefine themselves as students and future taxpayers, thereby increasing their sense of self-worth and solidifying their objectives. The long-term impact is three-fold: 1) they will receive the necessary preparation to enter the workforce and become self-supporting, 2) industry will be able to hire the trained people it needs to achieve its goals, and 3) those who are now receiving money from the government will become people who contribute to its treasury.
1. Establish an Advisory Committee specifically for this project made up of representatives from organizations that feed students into our programs, industry representatives from every vocational program we offer, and professors from related programs in four-year colleges (e.g. Engineering, Criminal Justice). This will be in place by July 30, 1993, and the criteria for success will be a membership list which will be submitted to the Project Monitor and SCC's Dean of Instruction for Occupational Education.

2. Select staff: Project Coordinator from a vocational education program, counselor who will focus on vocational education, basic skills instructors (reading, math, ESL), an evaluative researcher, tutors, and a clerk. Staff will be selected by July 30, 1993, and the criteria for success will be the completion of the paperwork necessary for reassigning and hiring staff.

3. Meet with Advisory Committee on a regular basis. This will begin by August 6, 1993, and the criteria for success will be the minutes from the meetings.

4. Develop a comprehensive recruitment plan and implement it. This will be completed by August 27, 1993, and the criteria for success will be the finished written plan and a written record of all recruitment activities.

5. Establish contacts with programs at four-year colleges that are related to our vocational education programs for those students who start college with a terminal degree objective and later decide to pursue a related four-year degree. This will be completed by September 1, 1993, and the criteria for success will be the contact list.

6. Contract for the layout and printing of brochures designed to target specific groups (potential high school dropouts, displaced workers, etc.). This will be completed by July 30, 1993, and the criteria for success will be the completion of the necessary paperwork.

7. Recruit mentors and offer a workshop on mentoring. This will be completed by August 20, 1993, and the criteria for success will be the successful completion of the workshop and the training of at least 80 mentors.

8. Train five tutors. This will be completed by August 20, 1993, and the criteria for success will be evidence that all five tutors have
successfully completed the training program.

9. Recruit second year student volunteers who are willing to function as peer advisors to new students. This will be completed by August 31, 1993, and the criteria for success will be the development of a list of at least twenty peer advisors.

10. Train peer advisors. This will be completed by September 10, 1993, and the criteria for success will be evidence that twenty or more peer advisors have successfully completed the training program.

11. Design brochures, write copy for them, and have them printed. This will be completed by August 27, 1993, and the criteria for success will be a draft copy of the brochures.

12. Produce a quarterly vocational education newsletter which will be distributed throughout the college and sent to local high schools, industry organizations, and members of the Advisory Board. It will also be distributed at presentations and Job Faires. This will begin September 13, 1993, and the criteria for success will be the quarterly publication of the newsletter.

13. Meet with vocational education staff who are going to make community presentations and develop an outline of what will be presented. This will be completed by September 17, 1993, and the criteria for success will be the completed outline.

14. Schedule and make community presentations. This will begin by September 27, 1993 and continue through May 24, 1993. The criteria for success will be the completion of at least 15 presentations.

15. Participate in job Faires within the community and offer one on the Sacramento City College (SCQ campus (day and evening) that will highlight vocational programs. This will begin by October 15, 1993 and continue through May 23, 1994. The criteria for success will be a record of participation in at least ten Job Faires.

16. Distribute brochures and newsletters at presentation sites, Job Faires and other appropriate places. This will begin by September 20, 1993 and continue through May 23, 1994. The criteria for
success will be the distribution of at least 5000 brochures and newsletters.

17. Provide basic skills support by trained instructors in reading, math, and English as a Second Language. Reinforce that with one-on-one tutoring. This will begin by August 23, 1993, and the criteria for success will be an improvement in the students' performance level of at least 20% of the available points.

18. Provide support services in the form of mentoring, peer advisement, career advisement, and job placement. This will begin on August 23, 1993, and the criteria for success will be an increase of at least 20% in the performance level of the students, and their eventual success in entering the job market in their field.

19. In conjunction with the Advisory Board and the Central Labor Council, update the existing job trends analysis for the programs offered at Sacramento City College, publish it for the use of our students, and make it available to the general public at cost. This will be completed by April 5, 1993, and the criteria for success will be the published analysis.

20. Develop a procedure to follow up on students in the vocational education programs, and track them as they progress through college and into the workforce. This will provide information to the college as well as ongoing support to the students. This will begin by August 30, 1993 and will continue until the last student entering in Fall 1993 has left the college. The criteria for success will be the development of a complete list of Fall 1993 vocational education students with a work history from the time they leave Sacramento City College.

21. Evaluate the project both quantitatively and qualitatively. This will begin August 9, 1993 with the development of the evaluation instruments and will continue through June 30, 1994. The criteria for success will be the completion of a comprehensive evaluation section in the Final Report.

22. Complete the Final Report and disseminate it both locally and throughout the state. This will be completed by June 30, 1994, and the criteria for success will be the finished report.

23. Promote the Vocational Communities concept by making presentations at professional conferences and writing articles for educational and trade publications. This will begin after the evaluation plan is completed (June 30, 1994) and will continue for an estimated
two year period (considering the time it takes to get articles published). The criteria for success will be at least two conference presentations and the publication of at least four articles.
The project will begin with the selection of an Advisory Committee and the hiring of staff. Advisory meetings will be held on a regular basis, and members will assist the staff in meeting the goals of the project, such as developing a recruitment plan, an updated job trends analysis, and a tracking procedure. They will also advise staff on the development of the brochures and the newsletter. The brochures will be targeted to specific groups and distributed accordingly. The newsletter will update the information in the brochures and highlight individual students who can serve as role models to others. Second-year students will serve as peer advisors to new students by being available to give them information, answer questions, and provide them with an informal support system. Former students who are already in the workforce will serve as mentors and as guides to what to expect in their line of work. Specially trained tutors will be available to work on an individual basis with students having academic problems, and to reinforce the work of the reading, math and ESL instructors assigned to the project. The instructors will primarily conduct small group sessions, but will also be available to work in the classroom or individually after class.

Staff members will work together to prepare a presentation outline and will make presentations about the programs to groups in the community. They will also participate in Job Faires off-campus and will organize a Tech Faire on campus. In addition, they will participate in the tracking process in which former students will be contacted to determine their work history following graduation and to determine if support is needed. The counselor will focus on recruitment (including career exploration and financial aid advising), retention, and job placement. The final components are evaluation, the completion of the Final Report and dissemination. Evaluation will begin early in August with the development of the evaluation instruments but cannot be completed until the project is finished. The Final Report will be very comprehensive and will include all the sub-reports (update on job trends analysis, model for developing job trends analysis, recruitment plan, and tracking procedure) in the appendix. In addition, all additional materials (brochures and newsletters) will be attached. Dissemination will be widespread as we hope this project will produce a model that will be replicated by other colleges.
a. Project Objective(s): The project addresses the decline in enrollment in some areas of vocational education, industry's inability to attract sufficient numbers of trained applicants to the workplace, the low rate of underrepresented group members who enter a vocational program and successfully graduate, and the high rate of all students who do not successfully complete their program due to basic skills problems.

b. Impact of the Project: The problems outlined above are systemwide, so the development of a model to overcome them can benefit all colleges that adopt that model. As students reassess whether community colleges can meet their needs, we need to take a proactive role to inform them of the availability of our programs and of widely misunderstood support services such as financial aid.

c. Potential for Continued Support After the Expiration of the Grant: Sacramento City College is suffering from the same financial constraints that are being experienced by all other community colleges in California, so institutionalization of this project cannot be guaranteed. However, SCC is committed to the objectives of this project and is currently demonstrating that commitment through its allotment of reassigned time to a reading instructor and two Tech Prep instructors, all of whom are working with vocational education students who are experiencing academic difficulties. The staff is well aware of the looming pressures in relation to enrollment and are prepared to continue making community presentations and participating in Job Faires even after funding ends. They have already scheduled a Tech Faire for April 1993 even though they will not be compensated for participating in it. Tutors are available on campus, and the vocational education staff is willing to continue training them to work with their students. The brochures will be available in the future (it will cost less to produce additional brochures after the first printing), and staff members have committed themselves to continue publishing the newsletter. Even if college resources were reduced to the point that funding for remedial services were not available, there is still the possibility that industry could provide funding. If we have the opportunity to demonstrate that we can properly train enough workers to meet industry's needs, they may well determine that supporting the college is a wise investment.

d. Potential for Adaptation to Other Institutions or Programs: The model proposed is highly replicable and could easily be adopted by other colleges. The recruitment plan, method of
developing the job trends analysis (which is most useful if developed regionally), and the tracking procedure can all be adopted as is, and the format for the brochures and the newsletter can be used to produce similar products specific to each college. The Final Report with a complete appendix will be distributed to all organizations listed in the Dissemination section of this proposal. Brochures and newsletters will be made available to those organizations on request.
All work statement objectives and activities will be quantitatively evaluated in terms of the extent to which they have been completed. Any problems that occurred will be clearly identified, and corrective actions will be recommended. Effective methods will be identified, as will successes. A comprehensive list of recommendations based on an analysis of evaluative data will be included in the Final Report.

The Project Coordinator will maintain detailed records of all project activities and, in order to gain subjective insights to add to the objective data, the Evaluative Researcher will utilize qualitative methods of evaluation along with the quantitative methods. These will consist of carefully constructed interviews with students and other project participants. Pre- and post-tests will be constructed to evaluate the effectiveness of intervention techniques and to measure attitudinal changes that could affect student success. In addition, the Project Coordinator will keep a journal of all project activities -and his observations about them. He will also enter anecdotal evidence pertaining to the project.

Descriptive statistics will be collected using Excel software in order to create a database for statistical analysis. For the most part, the analysis will consist of purely descriptive figures presented in a comparative format, but multiple regression techniques will be applied if the data should need more sophisticated analysis. The Statistical Package for the Social Sciences (SPSS) will be used if that should become necessary.
The Final Report with a complete appendix (recruitment plan, method for updating the job trend analysis, the local job trend analysis, and the tracking procedure) will be disseminated at the conclusion of the project. The brochures and newsletters will be made available to all individuals and organizations that request them. The dissemination list will include the Chancellor's Office, California Community Colleges, the Deans of Instruction and Occupational Technology at all California community colleges, the Sacramento City Unified School District, the Central Labor Council, the departments in four-year colleges related to our programs, and major industry organizations representing the programs offered at this college. Information regarding the identities and addresses of these organizations is readily available. Dissemination will take place upon the publication of the Final Report and will be completed by late June 1994. We will consult with the Advisory Board and the Project Monitor to assure that the Dissemination Plan does not exclude anyone who should receive the Final Report. We will also announce the availability of the report in statewide community college newsletters such as those distributed by the California Community Colleges Academic Senate and the many professional educators’ associations.
Most of the budgeted expenditures are for direct services to students, and they reflect the staffing costs of providing those services. Other staffing costs are those of an Evaluative Researcher, a Clerk, and stipends for staff to make presentations to community groups. All additional costs are for supplies and products that will aid in recruitment. The two other organizations involved in this consortium are working at no cost to the project and are contributing their own resources to meet the project's goals.