93-0034
Yuba

Yuba College/Minority Students Partnership Project

CONTENTS

BACKGROUND / INTRODUCTION
IMPACT ON SYSTEMWIDE NEED
SPECIFIC EDUCATIONAL PROGRAM BEING ADDRESSED
SPECIFIC PROBLEMS BEING ADDRESSED
POPULATION TO BE SERVED
OBJECTIVES
WORKPLAN NARRATIVE
EXPECTED OUTCOMES
EVALUATION PLAN
DISSEMINATION
BUDGET NARRATIVE
Yuba College and Region II Migrant Education will work closely together to provide outreach, instruction, and services to potential new minority students in Colusa County. These services will be described in detail below.

Yuba College staff will provide counseling, instruction, supportive services, and financial aid. The Migrant Education staff will hold monthly meetings and make regular home visits to Hispanic families throughout the county. They will provide information, encouragement, and recruitment for Yuba College programs. In addition, they will establish a parallel program of tutoring/enrichment classes for children aged 3-8, scheduled concurrently with Yuba's ESL classes, so that parents will be able to attend the college classes while their children are also given a structured training program.

Full-time college staff working with the Colusa Center are Dr. Jim Riggs, Dean of Lake County Campus and Colusa Center; Jim Lemos, counselor, instructor, and faculty coordinator of Colusa Center; and Melodie Johnson, Secretary III. This staff has organized an active Community Needs Advisory Committee, as well as a Minority Needs Sub-committee, formed one year ago as an offshoot of the parent committee.

The key Migrant Education staff -- Ray Paiz, Director; Elaine Pearson-Sharp, Assistant Director; Charlesa Hummel, ECE Component Specialist; and Kay Spurgeon, Director of Children's Services --- have all indicated an interest in and commitment to developing a strong partnership with Yuba College to serve the needs of the Colusa area. Pearson-Sharp and Hummel will participate on the Minority Needs Sub-committee and will meet regularly with Colusa Center staff. They are enthusiastic about the opportunity to develop a partnership with the college.
As California rapidly moves toward functioning as a majority-minority state, the problems of educating its new minority students to assure they are employable, self-supporting, and contributing members of our community continue to challenge us. There are many barriers involved in bringing this population into our classrooms, including inadequate outreach, language barriers including lack of counselors who speak their language, lack of financial aid and childcare, and programs that are not perceived as meeting their needs. This proposal attempts to address some of these issues.
Educational Services for New Clientele
Because its resources are so widely distributed over its 4,200 square mile district, Yuba College is often forced to limit outreach services severely, especially as budget constraints grow more restrictive. These cuts especially impact Colusa Center.
At the time of the 1990 census, more than 33 percent of Colusa County’s population of 16,275 was Hispanic. Informal evidence indicates that this percentage is now even higher and may be approaching 50 percent. However, after an initial enrollment of 500 students in college Amnesty Education classes in 1989, very few Hispanic students have returned to continue with their education.

As Yuba has begun to work with local social agencies to provide assistance and training to these community members, and prepare them with vocational skills, it has become obvious that lack of basic skills is a major barrier to their progress and success.

If these students are to make the transition successfully into training programs leading to employment, they will need a nontraditional approach that treats them as adults yet provides support, alternative learning options, and a curriculum that provides information they recognize as of vocational value. It is apparent that effective assessment and counseling, in combination with training that capitalizes on interest, is essential to assist these students.

Yuba has offered ESL classes in the county, and these meet the needs of a small number of residents. Basic skills classes have also been offered, but we have been able to attract only a limited number of minority students to these classes. Information collected by the staff and the advisory committee targets several concerns regarding this minority population, including the following:

1. There is no bilingual assistance or counseling at the Colusa Center (other than a twice monthly visit from an EOPS advisor);

2. Many students are not able to attend ESL classes on a regular basis because of childcare needs;

3. Other than introductory, "survival skills" ESL classes, there is no viable progression for students into the basic skills program and/or vocational program;

4. Limited English students who enter vocational programs are soon overwhelmed by language problems.
In order to meet the needs of students for whom English is a second language, Yuba College will develop and provide a pilot counseling, literacy, and skills training program that will assist at least 100 students to succeed in the college's classes. Students will be provided educational options for basic ESL classes as well as a new program for Vocational ESL; they will also be offered supported basic skills and business classes. Among the activities chosen are some that were successful in a grant for post-Amnesty students that provided services in vocational classes at the Marysville campus.

This pilot project will include
1. Bilingual counseling and outreach assistance;
2. Development of a pilot Vocational ESL curriculum;
3. ESL classes that include a partnership component with Migrant Education (this component will provide structured child care and training utilizing Migrant Education instructors);
4. Basic skills classes that include bilingual tutorial assistance;
5. Introductory business classes that include a bilingual instructional assistance.
Objectives

1. Over 300 personal contacts will be made through outreach and counseling activities by June 1, 1994;

2. At least 20% of those contacted will enroll in college classes by February, 1994;

3. Curriculum for 2 semesters of Vocational ESL classes will be developed by October, 1993;

4. One pilot class of V-ESL will be offered with an enrollment of at least 20 students during spring, 1994;

5. At least 100 Hispanic students will have enrolled in and completed some level of Yuba College classes in Colusa County by June 11, 1994;

6. At least 40 limited English speaking students will have utilized the child training component in the ESL classes by June 1, 1994.

7. At least 35 limited English speaking students will have completed at least one basic skills class above the ESL level by June 1, 1994.

8. At least 20 limited English speaking students will have completed a business class by June 1, 1994.
Upon notification of project approval, Yuba College will hire a part-time bilingual counselor. Working with the Colusa Center counselor and the Migrant Education staff, the bilingual counselor will develop a calendar of Outreach activities for the months of July and August and will provide counseling assistance to students registering for the fall semester. Recruitment will begin for the special classes. Bilingual financial aid assistance will be provided.

A team of 2-3 ESL instructors will be brought together to develop curriculum for at least two semesters of Vocational ESL coursework. This curriculum will be completed in time for pilot in the spring semester.

In Fall, 1993, a number of classes will be scheduled with limited English speaking students as the target audience. These will include ESL offerings in at least two outlying communities; a basic math and a basic reading class; and a keyboarding class. Aides and/or tutors will be hired to support these classes.

Prior to the beginning of the semester, the College will assure that the instructors receive in-service training related to workplace literacy and basic skills issues.

Migrant Aid child care/training classes will be scheduled at the same time as the ESL classes, and possibly during one or more of the basic skills classes.

During the semester, the bilingual counselor will be available to work with students as they experience educational and personal problems. The full-time counselor will also provide counseling and support. Yuba will continue to provide twice-monthly financial aid assistance.

The full-time counselor, assisting with the coordination of the grant, will develop and maintain a monthly project activity log, which will document achievement of all activities and/or problems that arise. This log will provide a progress record for each objective, with notations of accomplishment according to anticipated timelines, responsibility, and outcomes. Data from the log will be combined into an end-of-project report, summarizing activities, and student progress and success, and noting recommendations regarding program replication.
ESL classes will continue in Spring, 1994, as will basic skills classes. The Vocational ESL class will be piloted for at least 20 students. An introductory word processing class with a bilingual aide will also be offered.

By July 1, 1994, a final project report will be compiled which, after approval by the Chancellor’s Office, will be forwarded to all community colleges in the state. This approach to addressing the training needs of limited English proficiency students, both in terms of the VESL curriculum and the partnership with Migrant Education, is anticipated to have wide potential for other districts. Since there are a number of other agencies that focus on serving minority populations, comparable partnerships should be feasible in addressing the barriers that prevent these populations from continuing their education.

Personnel required
The project will be under the administrative direction of the Dean of the, Lake County Campus and Colusa Center Dr. Jim Riggs. Dr. Riggs, a Yuba College employee since 1987, will oversee all aspects of the grant. Assisting him will be Jim Lemos, a full-time faculty member (since 1977) who serves as coordinator of the Colusa Center as well as counselor and instructor.

Staff funded by the project include a part-time bilingual counselor, a part-time instructional assistant, tutors, and a student assistant. In addition, ESL faculty will be retained on contract to write the VESL curriculum; and costs are requested for instructing one ESL class.
OBJECTIVE 1. Over 300 personal contacts will be made through outreach and counseling activities by June 11, 1994.

MEASURES:
1. Log of activities indicates when and where contacts were made.
2. Names and dates of contacts indicates at least 300 contacts made.

OBJECTIVE 2. At least 20% of those contacted will enroll in college classes by February, 1994.

MEASURES:
1. At least 60 students on contact log enroll Yuba College classes during Fall, 1993 and/or Spring, 1994.

OBJECTIVE 3. Curriculum for 2 semesters of Vocational ESL classes will be developed by October, 1993.

MEASURES:
1. Course outlines will be completed with appropriate syllabi by October 1993.
2. Information will have gone to appropriate campus personnel and Curriculum Committee for approval by November, 1993.

OBJECTIVE 4. One pilot class of V-ESL will be offered with an enrollment of at least 20 students during Spring 1994.

MEASURES:
1. Class roster will indicate enrollment and attendance
2. Evaluation survey and retention data will indicate student approval of value of class.

OBJECTIVE 5. At least 100 Hispanic students will have enrolled in some level of Yuba College classes in Colusa County by June 1, 1994.

MEASURES:
1. Class rosters for 1993-94 reflect enrollment of at least 100 students.
OBJECTIVE 6. At least 40 limited English speaking students will have utilized the child training component in the ESL classes by June 11 1994.
MEASURES:
1. Migrant Education records indicate names and number at least 40 parents utilizing services.

OBJECTIVE 7. At least 35 limited English speaking students will have successfully completed at least one basic skills class above the ESL level by June 1, 1994.
MEASURES:
1. Class rosters for basic skills classes will indicate successful completion (Credit or "C") in a Math, Reading, or GED preparation class.

OBJECTIVE 8. At least 20 limited English speaking students will have successfully completed a business class by June 11 1994.
MEASURES:
1. Class rosters for Keyboarding and/or Wordprocessing classes will indicate successful completion (Credit or "C") in at least one of the targeted classes.

b. Impact of Project
It is anticipated that this project will have a strong long-range impact. The development of a partnership with another service agency provides a model that other colleges may want to consider. The supportive activities, both in terms of outreach and childcare/training, will be excellent incentives to encourage our population to continue with their education.

In addition, the development of a VESL program targeted to support the business program at a Yuba College Center--while not initially impacting the main ESL program--will provide information and data for consideration by Marysville campus faculty.

If we are successful in providing a positive experience for these students, we know that other members of the same minority group will follow. For many, "school/college" currently represents a wall they cannot hope to scale. By increasing the comfort and success level of the students, we expect to attract a larger number to school, retain them longer, and move them toward improved educational and employment opportunities.

c. Potential for Continued Support
Migrant Education has indicated an interest in a long-term
partnership. If we are able to demonstrate success, we believe we can make an excellent case for continuing a productive, but relatively low-cost support program, which will include primarily the costs of the part-time counselor and in-class assistance. We anticipate funds from other sources, including District, VATEA and employers, to support the limited costs of this project.

d. Potential for Transferability
This pilot program addresses an area of high concern. Many colleges are finding it difficult to meet important affirmative action goals because of major deficits in basic skills of many nontraditional students. Some second language students may need only the support of tutors and/or translators to become more functional; but for others and native speakers with low literacy skills we need to explore alternative learning modes as well as basic instruction tied to their vocational interests. Other districts may explore partnerships to assist in providing services and classroom support.
Using the measures identified above, activities listed on the work statement will be reviewed and evaluated, both formatively, while the activities are in progress, and summatively at the conclusion of the grant.

A monthly activity log and progress report will be developed by the program staff. Evaluation will target enrollment in skills and/or business classes, student retention, and student satisfaction. Yuba College will do follow-up on all students who enter the program, at the conclusion of the project, and again after one year.

Methods used to assess individual progress will include a combination of the following:
1. Development of short- and long-term educational goals
2. Course enrollment and attendance
3. Ongoing observation
4. Periodic progress reports from instructors
5. Regularly scheduled counseling and/or monitoring sessions
6. Enrollment or re-enrollment
At the outset of the grant, a press release about the activity will be provided to the Colusa and Marysville newspapers.

Progress reports will be provided to the Board of Trustees, counselors, and to the general college faculty. Information about the ESL curriculum will be provided to all district ESL instructors through a workshop and will be submitted as a presentation to the annual CATESOL conference.

In addition to the ongoing update for faculty, staff, and the Board of Trustees, the Project Director will develop a comprehensive final report in narrative form. This report, detailing the curriculum development, procedures followed, project activities and evaluation, will be made available to all other California community colleges, after approval by the Chancellor's Office.
[No information provided in this document for this section.]