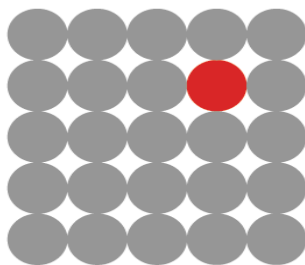


Effective Practices/Models for Students from Special Populations



California **Special** Populations

www.jspac.org

This is a "living" document. As new sources of models and practices, or individual models and practices, are identified they will be added to the list.

If you would like to recommend a model or practice for inclusion in the list, please submit suggestions to Tammy.Montgomery@gcccd.edu.

Sources of National Models

Listed below are organizations and their web addresses that have identified effective strategies for serving special populations. Under each listing are examples of the practices and models identified. For a full listing, access the organizations' websites.

- [American Association of University Women](http://www.aauw.org/research) (www.aauw.org/research)
 - [Under the Microscope](http://www.aauw.org/research/upload/underthemicroscope.pdf) (http://www.aauw.org/research/upload/underthemicroscope.pdf) — A report on a decade of in the sciences.
 - [College Connections: A Partnership between Franklin & Marshall College and Columbia High School](http://www.aauw.org/education/cap/wheregirlsareteamfandm.cfm) (http://www.aauw.org/education/cap/wheregirlsareteamfandm.cfm) — This CAP team has paired 20 college students with 20 ninth graders in a low income/high minority population area. The main objectives of the mentoring program are to make the students aware of college as an option, let them know what college has to offer them, and help them if they decide they'd like to attend.
- [Association of Career and Technical Education](http://www.acteonline.org) (ACTE) (www.acteonline.org) — ACTE cites best practice models in their issue brief [Career and Technical Education's Role in Dropout Prevention and Recovery](#). The models identified are:
 - [STARS \(Students Taking Action to Return to School\)](#), Mid-Del Technology Center in Midwest City, Oklahoma. — This program is for students age 16-21 who have not succeeded at traditional high schools. The program combines an academic component with occupational training.
 - [New Beginnings](#) — Mid-Del Technology Center in Midwest City, Oklahoma. This program for pregnant teens provides alternative academic instruction as well as counseling, career exploration and occupational training. The program works to provide positive self esteem, goal-setting and decision-making skills, reducing the likelihood of repeat pregnancies during adolescence. Mentors give the young women examples of positive adult role models, while job shadowing opportunities help them explore career possibilities.
 - [William H. Turner Technical Arts High School](#), Miami Florida. — Many of the students at the school enroll because they have not been successful elsewhere. The school uses smaller learning communities within the career academy model where students choose one of seven broad career areas that interest them. The students also participate in hands-on experiences in the workplace including work experience, mentorships, community service or internship programs, and may be placed in jobs related to their fields of study in the summer. There is strong business and community involvement and students have the opportunity to participate in college courses at Miami-Dade community college. When a student is at risk of failing or dropping out, a team of professionals steps in to prevent it and their dropout rates fall far below the average for urban districts.
 - [Gateway to Success](#), Great Oaks Institute of Technology in partnership with the University of Cincinnati's Clermont College. — The program provides high school dropouts with an alternative option to earn a diploma. Classes are held on the college campus and are open to 18-21 year olds from 8 a.m. to 8 p.m. Students may enroll at any time during the year and work at their own pace to complete the remaining credits they need for high school graduation. Many come to the program after working full-time jobs or attend only on specific days when they are able to secure childcare or transportation. The majority of coursework is offered online, and is supplemented by assignments from the program's teachers. Mastery testing allows students to move quickly through the coursework.

- [National Science Foundation](http://www.nsf.gov) (<http://www.nsf.gov>) — One of the National Science Foundation's (NSFs) key goals is to invest in people by developing a diverse, internationally competitive, and globally engaged workforce of scientists, engineers and well-prepared citizens. A major focus has been on women's participation in science, technology, engineering, and math (STEM). Some of the most successful of these practices and models for serving women in STEM are described in:
 - New Tools for America's Workforce: Girls in Science and Engineering
 - New Formulas for America's Workforce: Girls in Science and Engineering
 - New Formulas for America's Workforce 2: Girls in Science and Engineering
- Some examples of programs described in NSF materials follow.
 - Aiming for Algebra, Girls Creating Games, Explanatoids and Click! The Urban Adventure. The project focuses on how to maintain girls' interest in science past middle school
 - Guide to Gender Fair Counseling. This document contains sample suggestions for counselors to keep in mind when providing guidance for course selection
 - Improving Girls' Self-Efficacy With Virtual Peers. This strategy helps girls overcome their negative self-images when it comes to STEM. The purpose is to build high-school girls' confidence and positive attitudes towards learning math and to assist their learning.
 - Media Literacy Training for Middle School Students assists younger students in thinking critically about media images and the stereotypes they promulgate.
- Also partially funded by NSF is:
 - [National Girls Collaborative Project](http://www.psctl.org/ngcp/) (<http://www.psctl.org/ngcp/>) — Advancing the Agenda in Gender Equity for Science, Technology, Engineering and Mathematics and developed by the [Puget Sound Center for Teaching, Learning, & Technology](http://www.psctl.org/splash.html) (<http://www.psctl.org/splash.html>), The National Girls collaborative project has developed a Program Directory that lists organizations and programs that focus on motivating girls to pursue careers in science, technology, engineering and mathematics. The Directory contains program descriptions, resources available within each organization, program need, and contact information. There are currently over 1000 programs in the directory, listed alphabetically. The directory can be searched by name, location, population served, etc. (<http://www.pugetsoundcenter.org/ngcp/directory>)

Other National Models

- [Chicago Women in the Trades](#) has provided apprenticeship training to over 1200 women who have entered into trades, apprenticeships, or nontraditional careers through programs like:
 - [Technical Opportunities Program](#) — the goals of the Technical Opportunities Program (TOP) are to create awareness and demand for access to nontraditional opportunities, provide women with the knowledge and skills to succeed, and support their entry and retention in these occupations.
- [Teaching Tolerance](http://www.tolerance.org) (www.tolerance.org) — Founded in 1991 by the [Southern Poverty Law Center](#), Teaching Tolerance is dedicated to reducing prejudice, improving intergroup relations and supporting equitable school experiences for our nation's children. Educational products include:
 - [Gender Doesn't Limit You](#) — The project team tested a traditional multicultural technique — using literature to challenge gender stereotypes — against a more experimental one — teaching students catchphrases to interrupt gender bullying. The latter approach produced far greater effects on students' attitudes and significantly increased their willingness to take a stand against gender bullying.

- [Tips for Reducing Stereotype Threat](http://reducingstereotypethreat.org/) (http://reducingstereotypethreat.org/)— along with additional valuable information about stereotype threat have been collected and posted by Steven Stroessner and Catherine Good at www.reducingstereotypethreat.org and include the following:
- [LESSON PLANS: Nature, Race and Justice](http://www.tolerance.org/teach/activities/activity.jsp?ar=1066) (http://www.tolerance.org/teach/activities/activity.jsp?ar=1066) — Poor and minority neighborhoods are the ones most likely to face environmental hazards. These lessons help your students grasp the impact of environmental racism.

[Wi\\$eUp](http://wiseupwomen.tamu.edu/) (http://wiseupwomen.tamu.edu/) — is a program designed by Texas A and M University for Generation X & Y women. Its goals are to promote financial security through online education and to encourage responsible saving habits for future retirement.

Sources of California Models

- [California Direct Connect](http://www.cde.ca.gov/re/dc/) (http://www.cde.ca.gov/re/dc/) — This is a new resource on the California Department of Education web site. It is designed to help students and workers find jobs, explore careers, investigate opportunities to continue their education, and access resources to overcome barriers for success in the workplace. Department of Education staff members researched hundreds of governmental Web sites with hard-to-find information on education, jobs and careers, and assistance on overcoming barriers to employment. They then compiled links and arranged them as a single source to provide visitors with answers to various scenarios, such as how to prepare for a job interview or how to file for unemployment insurance.
- [The CalWomen Tech Project](http://www.iwitts.com/html/calwomentech_summary.html) (http://www.iwitts.com/html/calwomentech_summary.html) — The CalWomen Tech Project is working in 8 community colleges to recruit and retain women in industrial and technological programs. These programs are described at the National Institute for Women in Trades Technology and Science (iwitts) website.
- [Cañada College's 3-D Animation and Video Game Art Program](http://www.womentechworld.org/canada/CC_home.html) (http://www.womentechworld.org/canada/CC_home.html) — Cañada College in Silicon Valley is one of only two federally-designated Hispanic Serving Institutions in the Bay Area. Recruiting and retaining women in game development provides the opportunity to both increase the number of women in the field and the number of games developed that appeal to female interests. For more information about Cañada College's Game Development Program visit the WomenTech Section of Cañada College's Website.
- [City College of San Francisco Computer Networking and Information Technology Program](http://www.ccsf.edu/Departments/Computer_Networking_and_Information_Technology/) (http://www.ccsf.edu/Departments/Computer_Networking_and_Information_Technology/) — has a focus on the new Digital Home Integration Technology Certification — The City College of San Francisco is working to recruit women to its Computer Networking and Information Technology (CNIT) Program, with a focus on the new Digital Home Integration Technology certification. This certification is designed to give students an industry-accepted seal of approval to show their mastery of home integration standards, including networking, audio/video, telephone and VoIP, security and surveillance.
- [El Camino College's Air Conditioning Refrigeration Program](http://www.elcamino.edu/academics/indtech/acr/) (http://www.elcamino.edu/academics/indtech/acr/) — El Camino College in Torrance, CA has an occupational program with a focus on the Air Conditioning Refrigeration. Students with this training are in high demand by area employers. There are plans to roll out the project later to Electronics and Computer Hardware and Welding. For more information about El Camino College's Air Conditioning and Refrigeration program visit the WomenTech Section of El Camino College's Website.

- [Evergreen Valley College's new Hybrid-Alternative Fuel Program](http://www.womentechworld.org/evc/EVC_home.html) (http://www.womentechworld.org/evc/EVC_home.html) — Evergreen Valley College in San Jose has received a two-year grant of \$250,000 from the California State Chancellor's Office to develop a Hybrid-Alternative Fuel program for their Automotive department. This program will introduce a student to a variety of propulsion alternatives used in the automotive industry such as induced fuel cell, compressed natural gas, all electric, E85, and gasoline-electric vehicles. For more information about Evergreen's Hybrid-Alternative Fuel Program view the WomenTech Section of Evergreen's Website.
- [Irvine Valley College's Electronic Technology Program](http://www.womentechworld.org/ivc/IVC_program.html) (http://www.womentechworld.org/ivc/IVC_program.html) — Irvine Valley College's Electronic Technology program has been approved by the Electrician Certification program in California and is working to increase recruitment and retention of females. A degree or certificate in Electronic Technology from IVC equips students for immediate employment in computer, software, biomedical, telecommunications, automotive, aerospace, and consumer electronics industries. For more information about Irvine Valley College's Electronics Technology Program. Visit the WomenTech Section of Irvine Valley College's Website.
- [Las Positas College's Welding and Automotive Programs](http://www.womentechworld.org/laspositas/LPC_home.html) (http://www.womentechworld.org/laspositas/LPC_home.html) — Las Positas College's Automotive and Welding programs have connected with the CalWomenTech Project to increase the number of women in these high demand occupations. Auto service departments increasingly need people with technical training in electronics and the Welding program is designed to prepare students for positions as shielded arc, flux core or MIG and TIG welders in research laboratories, in structural fabrication shops or in general welding shops. For more information about Las Positas College's Automotive Program and Welding Program visit the WomenTech Section of Las Positas College's Website.
- [San Diego Mesa College's Geographic Information Systems Program](http://www.sdmesa.edu/gis/) (http://www.sdmesa.edu/gis/) — San Diego Mesa College has a Geographic Information Systems program. Its contemporary curriculum emphasizes skills-based applications with orientation toward practical projects and analysis. For more information about San Diego Mesa College's GIS program visit the WomenTech Section of San Diego Mesa's Website.
- [San Jose City College's Facilities Maintenance Technology Program](http://www.womentechworld.org/sjcc/SJCC_program.html) (http://www.womentechworld.org/sjcc/SJCC_program.html) — San Jose City College's Facilities Maintenance Technology (FMT) program was developed in response to requests from industry partners and it prepares participants to monitor, maintain and troubleshoot mechanical and electrical equipment in facilities ranging from operating rooms, hotels, commercial buildings, to clean rooms. Program graduates are in high demand and the average wage for an entry level FMT is \$18/hour.. For more information about San Jose City College's Facilities Maintenance Technology Program visit the WomenTech Section of San Jose City College's Website.

Other California Models

- [Techbridge](http://www.techbridgegirls.org), Chabot Space and Science Center (<http://www.techbridgegirls.org>) — The mission of Techbridge is to encourage girls in technology, science and engineering through multi-faceted programs for girls. Techbridge offers after-school and summer programs with hands-on engineering and technology projects, career exploration opportunities such as field trips to corporate worksites and classroom visits by role models, and academic and career guidance.
- [Tulare County Youth Transitions Program](http://www.co.tulare.ca.us/government/workforce/default.asp) (<http://www.co.tulare.ca.us/government/workforce/default.asp>) — The Youth Transitions Programs serves all WIA (Workforce Investment Act) eligible youth with an emphasis on foster youth. The program created a new job title of "Trainee" to establish help positions in the Department of Health and Human Services. Youth may keep their Trainee positions for up to 2 years for over 1500 hours each year. The program is the result of strong partnerships among Department of Health and Human Services, Community Services Employment and Training, and Probation. After serving as trainees, many of the youth go on to interview and attain permanent county positions. Others find permanent positions with local business after completing the program.