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ABSTRACT

This guide contains information about academic support services available to single parents, displaced homemakers, and single pregnant women at community, junior, and technical colleges throughout Texas. Over three-fourths of the guide is devoted to program information in the form of brochures, flyers, and forms supplied by representatives of approximately 69% of 59 programs contacted prior to the manual's development. Some program descriptions feature one or two effective activities, whereas others present generic information on the various programs on a given campus. Included in the program materials is information on the following types of available services: child care, skills training/tutoring, transportation, counseling/advising, support groups/mentoring, textbook loans/libraries, job readiness, placement, housing, seminars/workshops sample forms/brochures, scholarships, referral/linkages, recruiting, newsletters, assessment/evaluation, recognition/articles, and alcohol/drug awareness. A foreword, index of programs by activity, and history of the Carl D. Perkins Acts of 1984 and 1990 are included along with information on the following: Displaced Homemaker Network, Job Training Partnership Act, Texas Department of Human Services, Texas Employment Commission, Texas Rehabilitation Commission, and Women's Bureau. Appended are sample intake forms for five programs. (MN)

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**PROGRAMS FOR**

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**SINGLE PARENTS**

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**DISPLACED HOMEMAKERS**

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**SINGLE PREGNANT WOMEN**

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**PROGRAMS**

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**A RESOURCE MANUAL**

**Jeri Evans, M.S., L.P.C.**  
**Project Director**

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 Office of Educational Research and Improvement  
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 1993



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# Programs for Single Parents/ Displaced Homemakers/ Single Pregnant Women

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# Programs for Single Parents/ Displaced Homemakers/ Single Pregnant Women

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# Programs for Single Parents/ Displaced Homemakers/ Single Pregnant Women

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## Acknowledgments

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### Contributions of Materials and Information

Displaced Homemakers Network  
Job Training Partnership Act  
Texas Department of Human Services  
Texas Employment Commission  
Texas Rehabilitation Commission  
The Women's Bureau

### Program Descriptions and Sample Forms, Brochures, Flyers and Other Materials

Amarillo College	McLennon Community College
Angelina College	Midland College
Austin Community College	Mountainview College
Bill J. Priest Institute of Technology	Navarro College
Brookhaven College	Northeast Texas Community College
Cedar Valley College	Northlake College
Central Texas College	Odessa College
College of the Mainland	Palo Alto College
Collin County Community College	Paris Junior College
Del Mar College	Richland College
Eastfield College	San Antonio College
El Centro College	St. Phillips College
El Paso Community College	South Plains College
Galveston College	Texas State Technical College - Amarillo
Grayson County College	Texas State Technical College - Sweetwater
Hill College	Texas State Technical College - Waco
Howard County Junior College	Tyler Junior College
Kilgore College	Vernon Regional Junior College
Kingwood College	Victoria College
Lamar University Institute of Technology	Weatherford College
Lee College	

# **Programs for Single Parents/ Displaced Homemakers/ Single Pregnant Women**

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**Acknowledgements:**  
(Continued)

**Collaboration and Suggestions for  
Development of the  
*Improving Equity Proposal***

Dallas County Community College  
service providers for Single Parent/Displaced Homemaker/  
Single Pregnant Women programs

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Offering academic support services to Single Parents, Displaced Homemakers, and Single Pregnant Women is a unique challenge. On a daily basis, program directors and staff are invited to assist students in overcoming a multitude of obstacles. Academic, personal, financial, family, and career concerns are common, and often students view our campuses as their only ray of hope for independence and self-reliance. Single Parents, Displaced Homemakers, and Single Pregnant Women are aware they must find ways to overcome barriers to employment in their pursuit of jobs that will support their families and provide the necessities of life for themselves and their children.

*For many, education can be the key to their success.*

These students are survivors, and they bring with them an array of talents and strengths. However, they must have help. Frequently, they require the time and understanding of a caring person. They may need assistance with transportation or child care, direction in seeking a career, financial support, personal and academic counseling, or appropriate referral to community and state agencies. The list seems never ending.

This manual features programs from community, junior, and technical colleges across Texas—programs that address the needs of this special population. Dedicated, well trained, and experienced staff have contributed the information for this manual by responding to a questionnaire mailed to each campus. Follow up phone calls were made to encourage responses. As a result of these contacts, it was learned that there are 59 active Single Parent, Displaced Homemaker, Single Pregnant Women programs in the state, serving more than 18,000 students.\*

The information reported from the various programs is certainly not comprehensive. Space does not permit an exhaustive description of the myriad of excellent services offered. Therefore, the reader should be aware that the information usually portrays only a segment of each Single Parent, Displaced Homemaker, Single Pregnant Women program. While some survey respondents chose to feature one or two effective activities, others opted to provide generic descriptions of the programs on their campuses. One other note, in viewing sample brochures, flyers, and forms, you will find that the printing on some is more crisp than others. In a project such as this, these inconsistencies cannot be avoided. Despite the printing deficiencies, the concepts are valuable.

Hopefully, much will be gleaned by sharing our ideas. It is intended that as programs are described in the manual, and discussed in regional workshops, possibilities for replication will be generated, and program effectiveness will be enhanced. While the types of services and methods of delivery may vary at each campus, the commitment is consistent.

During times of diminished funding, maintaining quality services will require tremendous ingenuity. As dollars decrease, it becomes vitally important that service providers develop strong relationships with other campuses in the sharing of effective program strategies. Duplication of efforts can be minimized as joint planning takes place between colleges, human service agencies, and community organizations.

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\* Of the 59 reported programs, approximately 69% responded to the questionnaire. Six reporting campuses did not indicate the number of students served, and therefore were not included in this count.

As you all work together, you are meeting the challenge of providing quality services for Single Parents, Displaced Homemakers, and Single Pregnant Women. Enthusiasm runs high across the state, and each of you is to be applauded for your dedicated efforts in helping students fulfill their goals and aspirations. You are vitally important to the future of our state as you help women and men prepare for the changing nature of work.

— *Jeri Evans*



## Index of Programs by Activity

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COLLEGE	ACTIVITIES	Child Care	Skills Training / Tutoring	Transportation	Counseling / Advising	Support Groups / Mentoring	Text Book Loan / Library	Job Readiness	Placement	Housing	Seminars / Workshops	Sample Forms / Brochures	Scholarships	Referral / Linkages	Recruiting	Newsletter	Assessment / Evaluation	Recognition / Articles	Alcohol / Drug Awareness	
Amarillo																				
Angelina																				
Austin																				
Bill J. Priest																				
Brookhaven																				
Cedar Valley																				
Central Texas																				
College of the Mainland																				
Collin County																				
Del Mar																				
Eastfield																				
El Centro																				
El Paso																				
Galveston																				
Grayson																				
Hill																				
Howard																				
Kilgore																				
Kingwood																				
Lamar																				
Lee																				
McLennon																				
Midland																				
Mountain View																				
Navarro																				
Northeast Texas																				
Northlake																				
Odessa																				
Palo Alto																				
Paris																				
Richland																				
San Antonio																				
St Phillips																				
South Plains																				
TSTC-Amarillo																				
TSTC-Sweetwater																				
TSTC-Waco																				
Tyler																				
Vernon																				
Victoria																				
Weatherford																				



**A History of the Carl D. Perkins  
Vocational and Applied Technology Acts  
of 1984 and 1990**

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# The Carl D. Perkins Vocational and Applied Technology Acts

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## A History of the Carl D. Perkins Vocational and Applied Technology Acts of 1984 and 1990

National statistics have long indicated that America has a large number of single parent households living below the poverty line. The majority of these heads of households are single mothers or displaced homemakers with no marketable skills and little opportunity to raise their economic level. The Carl D. Perkins Vocational and Applied Technology Acts of 1984 and 1990 made provisions for single parents, displaced homemakers, and single pregnant women in vocational education programs in higher education. The two acts were very similar in philosophy, but the definitions of eligible participants and methods of allocation changed significantly in the 1990 Act. Despite these changes and despite continually shrinking funds, service providers have continued to provide a variety of programs to eligible students who would not be otherwise served, sometimes the most needy population on campus.

The 1984 Carl D. Perkins Vocational Education Act provided federal funds for the improvement of vocational education programs in higher education. Community, junior, and technical colleges and institutions were the direct recipients of these funds. The Act listed several purposes for the funding, including "to assure all individuals access to quality vocational educational programs" (TAG 1989:A,5,1.2-1). Included among several special populations within the general allocation were programs for persons entering non-traditional programs, single parents, and homemakers. "Single parent" was defined as "an individual who is unmarried or legally separated from a spouse and has a minor child, or is pregnant, or has children for which the parent has either custody or joint custody" (TAG 1989:B,39,2.11-1). A "homemaker" was defined as "an adult and worked as an adult primarily without pay to care for the home and family and for that reason has diminished marketable skills for entering the labor force" (TAG 1989:B,39,2.11-1).

Although the funding was not exclusively meant for females, most individuals who fell within these two categories were women; thus, the focus of programs was generally aimed toward the needs of women. Institutions quickly found that there were numerous eligible students among their populations, and new programs sprang up to provide needed services including child care assistance, counseling, career counseling, transportation, book lending, literacy classes, and basic support. Many institutions, seeing the great need of this population, also provided matching funds (although none were required for participation in the program). Interaction with area agencies, such as the Texas Employment Commission and Texas Department of Human Services, became necessary to provide services. This was the beginning of important connections between institutions and community agencies. As word spread throughout the campuses and the communities that services were available, more students requested assistance, stretching budgets to their maximum.

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*Technical Assistance Guide for Planning and Reporting Federal Programs, Postsecondary Vocational Education Under the Carl D. Perkins Vocational Education Act, 1989.*

*Technical Assistance Guide for Planning and Reporting Federal Programs in Postsecondary Vocational Education Under the Carl D. Perkins Vocational and Applied Technology Education Act, 1992.*

*The Displaced Homemakers Network: The Women It Services, The Problems It Addresses, Its Accomplishments and Current Activities.*

The 1990 Carl D. Perkins Vocational and Applied Technology Act made several changes affecting the single parent/displaced homemaker programs. The most important change was the difference in method of allocation. Although single parents and displaced homemakers may be served under the disadvantaged criteria of the general allocation if they are academically or economically disadvantaged, no specific category was set aside for services for them. Service providers who had previously had successful programs voiced deep concern that these populations would be ignored. However, institutions could apply for funds under state discretionary programs. Approximately ten percent of funds available would be divided between two programs: seven percent for single parent, displaced homemakers and single pregnant women, and three per cent for sex equity programs. The purpose of these programs would be "to provide single parents, displaced homemakers, and single pregnant women with marketable skills and to promote elimination of sex bias" (TAG 1992:A,9-10). Since applying for these funds meant writing a proposal, service providers quickly acquired the new skill of grant writing in order to apply for funds for their programs.

Grant applications addressed several objectives:

- To provide, subsidize, and reimburse or pay for vocational instruction, including basic literacy, and educational materials for single parents and homemakers
- To make grants to eligible recipients for expanding vocational services
- To make grants to community-based organizations
- To improve accessibility to single parents and homemakers through improved scheduling
- Provide information to single parents, homemakers, and single pregnant women such as vocational programs, related support and career counseling (TAG 1992:A,9-10)

Programs under the new law continue to emphasize partnerships with community-based organizations.

Definitions for eligible participants have also changed. Programs may now serve single parents, displaced homemakers or single pregnant women. A displaced homemaker is currently defined as an individual who meets the following criteria:

- Is an adult, and
- Has worked as an adult primarily without remuneration and for that reason has diminished marketable skills, or
- Has been dependent on public assistance or on the income of a relative, but is no longer supported by such income, or
- Is a parent whose youngest dependent child will become ineligible to receive assistance under the program for aid to dependent children under Part A of Title IV of the Social Security Act within two years of the parent's application for assistance under this act, or
- Is unemployed or under-employed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate (TAG 1992:58).

A single parent is defined as an individual who is both:

- Unmarried or legally separated from a spouse, and
- Has a minor child or children for which the parent has either custody or joint custody, or is pregnant (TAG 1992:60).

Currently programs must compete for funds, but stiff competition has not lessened the networking and support among service providers. Indeed, it seems that these hardworking individuals have become even closer, sharing ideas, proposals, and systems in a true spirit of cooperation. The Displaced Homemaker Network has provided an avenue for this type of sharing and cooperation. In 1978 the First National Conference on Displaced Homemakers convened in Baltimore with nearly 500 women attending from across the country. By 1979, the Displaced Homemakers Network was



formally established. Since that time, the Network has been instrumental in successfully obtaining employment and training legislation through various programs including CETA, JTPA, and currently, the Carl D. Perkins Vocational Programs. By 1988, there were over 1000 displaced homemaker programs in the nation, most of these linked through the Displaced Homemaker Network. The Network has a national conference, as well as regional meetings. It is within the regional affiliations that much sharing and networking takes place among service providers, helping them to improve their own programs.

Since funding fluctuates, many programs have had to contend with decreased funds from year to year, creating a need for innovative planning and stringent priority-setting. Strong lobbies such as the Displaced Homemakers Network advocate additional funding and legislation to help this population. Institutions have become more sophisticated in applying for available funds and accessing community resources to supplement services. The Carl D. Perkins Vocational and Applied Technology Education Act continues to be the main provider of services to displaced homemakers and single parents in higher education.



## Second Flight

### ➤ History of Program

Second Flight is an outgrowth of a 20-year program originally funded as one of three Displaced Homemaker Programs in Texas. The program is partially funded by Carl Perkins Vocational Funds, but primarily by Amarillo College.

### ➤ Goals

- 1) To offer counseling and financial assistance to single parents, single pregnant women and displaced homemakers.
- 2) To recruit and enroll students.
- 3) To make child care, transportation and textbook assistance available to single parents, single pregnant women and displaced homemakers.

### ➤ Impact

Approximately 100 women come to the Second Flight Program per month seeking guidance. They are counseled and referred to a free 24-hour workshop offered seven times annually for people in transition. Many workshop participants enroll in college. All prospects receive financial aid information and appropriate counseling.

### ➤ Number/Roles of Staff Involved

- 1 Full-time institutionally funded Coordinator/Counselor
- 1 Full-time Counselor, Carl Perkins Annual App. funded
- 1 Scholarship Technical Assistant, Carl Perkins Discretionary funded
- 1 Counseling Assistant, Carl Perkins Discretionary fund 59% (Amarillo College 41%)

### ➤ Characteristics of Students Participating in Programs

Of the 4,071 female students enrolled, 1,739 are single parents or displaced homemakers:

- (1) Most receive some form of public assistance (AFDC, food stamps);
- (2) Most qualify for and receive the Pell grant;
- (3) Most are diligent students who eventually graduate and enter the workforce.

### ➤ Outside Recognition

One of five model programs in Texas recognized and featured in a 1990 publication by the Texas Employment Commission and JTPA. Several newspaper articles have featured Second Flight.

### ➤ What Makes This Program Unique and Effective?

Community support manifested through scholarship money is given to assist adult students. Students who cannot qualify for Carl Perkins funds can usually be assisted with Amarillo College foundation scholarships and scholarships provided by community organizations. A Second Flight Alumni Association has been formed to lend support to students.

---

Urban	Suburban	Rural
Number of Students Enrolled, Fall 1991:		
Credit: 6,500		
Continuing Education (Non-Credit): 21,500		
Number of Students Served (SP/DH/SPW): 4,189		

P. O. Box 447  
Amarillo, Texas 79178

Contact: Donna Moore  
(806) 371-5450

**NOW-2000:  
Non-Traditional Occupations for the Year 2000**

➤ **History of Program**

Amarillo College has provided support services for non-traditional students for ten years. Carl Perkins Discretionary Funds support the program. Seven 24-hour free workshops are provided annually for the community including a segment on non-traditional careers.

➤ **Goals**

- 1) Recruit men and women into occupations non-traditional for their gender.
- 2) Provide support services: child care, transportation and/or textbook assistance for enrolled students.
- 3) Provide counseling (academic, personal, career) for prospects and students.

➤ **Impact**

More men are enrolled in nursing and health-related courses. More women are enrolled in criminal justice, electronics, and auto mechanics. Programs are presented in high schools and community organizations to recruit.

➤ **Number/Roles of Staff Involved**

- 1 Coordinator funded by Amarillo College
- 1 Full-time counselor funded by Equity Discretionary Carl Perkins grant
- 1 Scholarship Technical Assistant funded by Carl Perkins
- 1 Counseling Assistant partially funded by Carl Perkins

➤ **Characteristics of Students Participating in Programs**

Of the 6,500 academic students enrolled in Amarillo College, approximately 421 are enrolled in non-traditional programs. Many are older-than-average age students, returning to train for today's technical job market.

➤ **Outside Recognition**

NOW-2000 was featured as a model program in Starlink Spring 1992 Teleconference; a 12-minute video was produced. Several newspaper feature articles have been published.

➤ **What Makes This Program Unique and Effective?**

Linkages with community agencies and faculty support enable counselors to contact prospects and interested students for non-traditional careers.

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Urban	Suburban	Rural
Number of Students Enrolled, Fall 1991:		
Credit: 6,500		
Continuing Education (Non Credit): 21,500		
Number of Students Served (SP/DH/SPW): 4,189		

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P. O. Box 447
Amarillo, Texas 79178
Contact: Donna Moore
(806) 371-5450



# second flight

ADULT STUDENTS & WOMEN'S SERVICES  
(A UNIT OF THE COUNSELING CENTER)

## Services for the Returning Student

The number of adults, and women in particular, enrolled in higher education has risen significantly in this decade. About 58.7 percent of Amarillo College students are over the age of twenty-four. The trend is toward even higher numbers of adult learners for the future.

Often these students have special needs upon returning to college because of family and job obligations. Amarillo College is sensitive and responsive to the personal and educational needs of the adult learner by providing nationally certified counselors to service these students. Services that are available include:

1. Personal, educational, academic and career guidance
  - . . . to help put into perspective the age time factor and its implications toward life planning and realistically integrating various roles into the educational and career planning process
2. Referral help concerning family, legal, medical, child care and housing needs
  - . . . to other departments and/or agencies as needed by each individual
3. Special courses, workshops, seminars and orientation sessions
  - . . . to help assess interests, abilities and values related to various career opportunities and life cycle roles, to provide assistance in gaining more self-confidence to alleviate anxieties and insecurities
4. Scholarship and other financial aid information
  - . . . to help eliminate financial constraints
5. Textbook lending library
6. Special activities
  - . . . to help fill need of meeting other adults with similar concerns

ADULT STUDENTS' & WOMEN'S SERVICES  
AMARILLO COLLEGE

ADULT STUDENTS' & WOMEN'S SERVICES  
AMARILLO COLLEGE

JOB SEEKING TECHNIQUES / LIFE SKILLS WORKSHOP

JOB SEEKING TECHNIQUES / LIFE SKILLS WORKSHOP

WHO? The Adult Students' & Women's Services offers this training to:

1. Persons who have been left alone because of death or divorce
2. Single heads of household seeking additional job skills
3. Homemakers who work part-time seeking additional education
4. Persons seeking employment in nontraditional jobs

WHAT? A workshop to offer training in various areas of daily living and job-readiness

WHEN? The week's training of twenty-four hours will be Monday through Friday 8:30 a.m. - 1:00 p.m. (An evening workshop is also available)

WHERE? The workshop will be held in the Library, Room 110 C

HOW? Contact Adult Students' & Women's Services, 371-5447 for more information (Continuing Education Credits will be awarded)

WHY? The workshop is designed to:

1. Offer training in assertiveness, identifying strengths, goal setting, and management of stress
2. Assess individual needs and abilities
3. Acquaint participants with educational and career opportunities
4. Develop job-search skills and job-readiness skills

A Kaleidescope of Person's Strengths, Options and Opportunities

MONDAY

Initiating Relationships  
Introduction to Self-Awareness & Esteem Building  
Importance of Successful Interpersonal Relationships  
Identifying Strengths  
Goal Setting

TUESDAY

Communication Skills  
Stress -Relaxation Techniques  
Assertivness Training  
Film

WEDNESDAY

Management of Legal Rights & Responsibilities  
Management of Money  
Management of Career Decisions  
Management of Life Transitions

THURSDAY

The Facts---Job Market Information  
Placement Options (Academic & Vocational)  
How-To's: Cover Letters: Resumes: Applications  
Employment Sources  
Employment Interviews: Appearance: Questions Asked:  
Why People Aren't Hired: Special Helps

FRIDAY

Career Interest Inventory  
Personnel Directors (Guest Speakers)  
Wrap-up & Course Evaluation  
Continuing Education Awards



second flight

800

P.O. Box 447  
Amarillo, Texas 79178  
(806) 371-5447

800

**AMARILLO COLLEGE  
CHILD CARE SCHOLARSHIP POLICY  
ADULT STUDENTS & WOMEN'S SERVICES**

1. Amarillo College will pay child care agencies on a monthly rather than a weekly basis.
2. Because the money comes from a federal grant, the college can only pay for services already rendered.
3. Child care providers should bill Amarillo College on the 25th of each month for services rendered for that month (i.e. September child care could be billed on September 25th for the whole month of September.) Invoice should be received no later than the 1st day of the following month.
4. Child care invoices should be directed to:

Margie Moore  
Adult Students & Women's Services  
Amarillo College  
P.O. Box 447  
Amarillo, TX 79178

5. Invoices should show:
  1. Child's name.
  2. Parents' name.
  3. Weeks covered by invoice and total amount owed by Amarillo College for that time.
  4. AC Purchase Order No. if possible.
  5. Child care provider invoice number.
6. Amarillo College will reimburse a maximum fee per child according to the attached contract. Billing must never exceed the amount shown on the contract for specified months.
7. It will be the mutual responsibility of child care provider and the Amarillo College Student to arrange a satisfactory payment schedule for charges not covered by the Amarillo College Scholarship.
8. A child care provider contract is being sent to cover services for specified semester. Provider should execute the contract and return it to:

Margie Moore  
Adult Students & Women's Services  
Amarillo College  
P.O. Box 447  
Amarillo, TX 79178





## TRANSPORTATION SCHOLARSHIPS-Processing Instructions

1. Students must have a contract, specifying how much they will be reimbursed. (This is after student has kept their mileage to and from school to determine how far it is.) Two copies of this contract must be made-One for the student to keep, one to be attached to the requisition, and the ORIGINAL is kept in the student's file.
2. Requisition is typed and copy made for student's file.
3. Card file is made and student is entered on the computer. (Put on the mailing list as well as on the Total Cost Transportation list.
4. Each month, student submits gasoline tickets and mileage record form. These two forms are kept in student's file.
5. An invoice is filled out each month and signed by the student, showing amount of reimbursement allowed according to the contract. (These should all be typed at one time and kept in the student's file.) WE ONLY PAY FOR THE TOTAL AMOUNT OF THE GAS TICKETS (If the tickets total under the amount specified on the invoice mark out the typed allowance and write in the new total. If the tickets total over the amount specified we only pay the amount specified.)
7. A copy of the approved invoice is made to be kept in student file.
8. The card file is then dated as to when the invoice was sent over to purchasing for payment. If the amount allowed is different than the amount submitted, note this on the card next that specific month.
8. The invoice is then sent to Purchasing after being approved for payment by Cherie Akst or Donna Moore. (Carrie signs their name and initials it ONLY after verifying everything is correct.)

Student is responsible for coming in at the end of each month with gasoline tickets and mileage record.

TRANSPORTATION CONTRACT

\$ \_\_\_\_\_

\_\_\_\_\_  
Acct/No.

\_\_\_\_\_  
P.O. Number

\_\_\_\_\_  
Req. No.

\_\_\_\_\_  
Name Address Zip Phone #

\_\_\_\_\_  
Social Security Number

\_\_\_\_\_  
College Major

has been selected to receive an Amarillo College Adult Students & Women's Services Transportation Scholarship through Carl Perkins Vocational Funds for the following time period:

September \_\_\_\_\_  
October \_\_\_\_\_

November \_\_\_\_\_  
December \_\_\_\_\_

This student will be compensated for transportation costs incurred while attending Amarillo College classes. Round-trip mileage from this student's residence and AC is \_\_\_\_\_. The rate of .225 is allowable, but expenses shall not exceed the monthly allocations listed above.

\_\_\_\_\_  
Donna Moore, AC ASWS Coordinator

Date \_\_\_\_\_

\_\_\_\_\_  
Recipient

Date \_\_\_\_\_

Appeasing Your Holiday Hunger ..... Nov. 18

*Christy Frost  
Marketing Representative  
Southeastern Public Service Company*

Learn how to prepare "fat-free" holiday treats. Home economists will demonstrate delicious low-calorie foods, and will provide recipe books that include "help-your-heart" menu ideas.

Thanksgiving Holiday ..... Nov. 25

No seminar scheduled

Surviving the Holidays ..... Dec. 2

*Dr. Ken McTigue  
Psychiatrist  
Northwest Texas Hospital*

Myth or fact: More people take their own lives during the holiday season? Come and learn the causes and factors that lead to suicide

Ring in the New Year ..... Dec. 9

*Choral Music Department  
Amarillo College*

Catch the Christmas spirit at this festive musical program. The Amarillo College Fine Arts Department will present a beautiful selection of choral Christmas selections. Join us in the Concert Hall-Theater Common Lobby for a melodious holiday treat.

For additional help and information contact

**Adult Students & Women's Services**

Room 110 — Lynn Library  
Washington Street Campus

Amarillo College  
P. O. Box 447  
Amarillo TX 79178

(806) 371-5447

AMARILLO COLLEGE

# BRONX

## Seminars

Sponsored by  
Amarillo College  
Advising & Counseling Center  
Adult Students & Women's Services

Fall 1992

a co-curricular program of the  
Student Services Division

## Fall 1992 Brown Bag Schedule Adult Students and Women's Services

An informal "brown-bag" lunch group that is open to students and members of the community interested in information-sharing, mutual support, and topical presentations. The seminars are held every Wednesday, Sept. 9 through Dec. 9 from Noon to 1 p.m. in the College Union Building, Oak/Acorn Room (unless otherwise indicated). Bring your own lunch. Coffee and tea will be provided. Donations will be accepted to cover costs of drinks and printing of handouts. For more information, call 371-5447, Adult Students and Women's Services.

**Sex: All the Questions Mom and Dad Forgot to Answer  
(or You Failed to Ask)** ..... **Sept. 9**

*Dwain Merchant, Ph.D.  
Professor of Psychology  
Amarillo College*

You came into this world a sexual being. Your sex education began the day you were born, but if you're the typical adult, you still have unanswered questions. This presentation is based on submitted questions pertaining to sexual behavior.

**What You Think Is What You Get** ..... **Sept. 16**

*Vina Stein, LPC  
Family Guidance Center*

Much focus has been given to increasing self-esteem, yet, rarely are we given the tools to do it. One's self-image can be destroyed through negative "self-talk." Learn strategies for self-empowerment through affirmation. Seminar in Badger Den.

**A Case of Mistaken Identity** ..... **Sept. 23**

*Brenda Johnson, LPC  
Psychotherapist  
C. Fisher Spivack Consulting Center*

Are shame and guilt often mistaken for the same emotion? Join us for this informative presentation on the differences between shame and guilt. Learn how each can be successfully resolved.

**Is the Cold War Over?** ..... **Sept. 30**

*Dr. Gregory O'Leary, Consulting and  
Executive Director of Model Services  
Amarillo College*

How has the conversion from communism to capitalism affected the former Soviet Union and our relationship with them? Duncan has been extensively involved in the reengagement of business opportunities within Russia and will address economic issues. Ruland, a recent visitor to Russia, will discuss the Russian people's openness to American ideals and beliefs.

**You Can Save a Life** ..... **Oct. 7**

*Cynthia F. Blanch, Ph.D.  
Director of Transplant Immunology  
Harrington Cancer Center*

Today's medical transplant technology is advancing at an amazing rate, and new resources invite community participation. The greatest resource needed for these programs is YOU. Come and learn new ways to become involved in medical processes whereby you can help save lives.

**Living in a Pressure Cooker** ..... **Oct. 14**

*Tamara Overcast  
Pitter County Extension Agent - 4-H*

Eliminating all stress in life is an impossible and undesirable task. Learn how to manage stress wisely so that it can become motivating instead of debilitating.

**How to Fight Fair** ..... **Oct. 21**

*Lynnda Smith  
Attorney  
West Texas Legal Services*

Since conflict is predictable and happens in every setting, less combative forms of resolution are needed. Is there a way to achieve a "win/win" compromise? Come and explore the possibilities.

**Self-Improvement through Martial Arts** ..... **Oct. 28**

*Mike Lister  
Chief Instructor  
Fighting Tigers Tae Kwon Do*

Are you looking for a way to promote wellness, to become mentally and physically fit plus learn self-defense? Look no further! Join us for an exhilarating martial arts demonstration and learn how you can incorporate simple wellness strategies into your everyday life.

**Christmas Crafts Bazaar** ..... **Nov. 4**

Talented community participants will provide you with a wide selection of arts and crafts for your early Christmas shopping pleasure. Join us in the Concert Hall-Theater Common Lobby from 11 a.m. to 6 p.m.

**You and Your Aging Parents** ..... **Nov. 11**

*Terry Hargrave, Ph.D. and Sharon Hargrave, M.A.  
Marriage and Family Therapy*

The "sandwich generation" finds itself caught between adult children, grandchildren, and elderly parents. The presenters will offer strategies to cope with the intergenerational stresses of dealing with elderly parents.

## Life Skills Program

### ► History of Program

Three parts:

- 1) Life Skill Library - Set up in the library; a corner consisting of comfortable chairs and tables. There is a wide assortment of books, magazines, videos and brochures on many topics, such as parenting, careers, nutrition and health, motivation, self-esteem, divorce, death, illness, etc.
- 2) Seminars - Once or twice a month luncheon seminars are held in the cafeteria. Students attending can buy a discount lunch or bring a brown bag lunch. Some just come for the program and do not eat. The programs are usually sponsored by a local service club or business. This year, the Chamber of Commerce is doing a "Practical Parenting" series. The Altrusa Club sponsored a panel discussion on "Successful Career Techniques." We are also having one to introduce the new Parent's Resource Center.
- 3) The Parents' Resource Center - Consists of educational toys and books, which can be checked out by students to use with their children. We will show different ways the toys can be used. There are toys and books for children up through age eight.

### ► Goals

- Improve life skills and job interview skills
- Give information on many subjects
- Build confidence and self-esteem
- Meet others in similar situations
- Help parents and children bond
- Improve parenting techniques

### ► Impact

Library materials, checked out with library card, have heavy use. Seminars, one to two per month with a lunch, average 50 to 75 in attendance. Parents' Resource Center is brand new.

### ► Number/Roles of Staff Involved

1 Coordinator  
1 Secretary

### ► Characteristics of Students Participating in Programs

Occupational majors, mostly, although others are welcome to participate.

---

Urban      Suburban      ✓ Rural  
Number of Students Enrolled, Fall 1991:

Credit:  
Continuing Education (Non-Credit):  
Number of Students Served (SP/DH/SPW): Not Reported

P. O. Box 1768  
Lufkin, Texas 75901

Contact: Mary Jo Gordon  
(409) 639-1301

➤ **Outside Recognition**

- The Chamber of Commerce is doing a series of programs called "Practical Parenting."
- The Altrusa Club did a panel discussion on "Successful Career Techniques."

➤ **What Makes This Program Unique and Effective?**

Community participation.

## Rainbow Fund

### ➤ History of Program

Started and later endowed by a woman who heard a program we did for the Altrusa Club. She asked what we needed and was told, "something for people who fall through the cracks." She decided to start a loan fund and called it the Rainbow Fund because it is for students of all colors and there is a pot of gold at the end of the rainbow, if they persevere and work hard.

We only use it as a last resort after exhausting all other resources. The fund has now been endowed and others can make contributions. We only use the interest. The money is loaned, repaid and re-loaned all year. Last year we made 22 loans.

### ➤ Goals

To allow students to stay in school. Sometimes they have emergencies and have to dropout for \$25-\$50-\$100. It is then very difficult to return and reinstate the Pell Grant.

### ➤ Impact

Last year 22 students were assisted.

### ➤ Number/Roles of Staff Involved

Coordinator Special Student Support Services  
Financial Aid Director  
Business Offices

### ➤ Characteristics of Students Participating in Programs

Emergency situations.

### ➤ Outside Recognition:

Several excellent newspaper articles.

### ➤ What Makes This Program Unique and Effective?

- Community support.
- It really works and makes a difference.

Urban      Suburban      ✓ Rural  
Number of Students Enrolled, Fall 1991:

Credit:

Continuing Education (Non-Credit):

Number of Students Served (SP/DH/SPW): Not Reported

P. O. Box 1768  
Lufkin, Texas 75901

Contact: Mary Jo Gordon  
(409) 639-1301

## Breaking Barriers

➤ **History of Program**

Outgrowth of ACC Women's Center since 1985. First funded by Carl Perkins in Fall 1991.

➤ **Goals**

Recruitment and retention of single parents in technical/professional programs. Community linkages. School-to-work transitions.

➤ **Impact**

Served 395 single parents, 77 of whom received financial assistance with day care and/or textbooks. Of these 77, 95% were retained until year end with an average GPA of 3.06. Six graduated.

➤ **Number/Roles of Staff Involved**

1 Counselor/Coordinator funded with Discretionary Funds  
3½ Other Counselors funded through Perkins Formula Funds to work with disadvantaged, provide support over the three major campuses

➤ **Characteristics of Students Participating in Programs**

Single parents and displaced homemakers: 80% disadvantaged; 98% women and displaced homemakers.

➤ **Outside Recognition**

Received Certificate of Appreciation from Wings, Texas Department of Human Services Client Self-Support Program, Region VI. Articles have appeared in local print media and internal college publications. Received Women 2000 Award from Austin Womens Political Caucus recognizing "Efforts made to improve the quality of life for women in Travis County."

➤ **What Makes This Program Unique and Effective?**

Single parent support group. Comprehensive career counseling. Extensive outreach/follow-up with participants. Proactive approach focused on identifying and anticipating problems and promoting a collaborative approach to problem solving and decision making. Community linkage to provide holistic support and comprehensive services through collaborative case management and financial commitment.

---

✓ Urban    ✓ Suburban    Rural  
Number of Students Enrolled, Fall 1991.  
Credit: 23,048  
Continuing Education (Non-Credit):  
Number of Students Served (SP/DH/SPW): 8,978

5930 Middle Fiskville Road  
Austin, Texas 78752

Contact: Sherry Morris  
(512) 389-4081



For more information on ACC Support Center programs call or visit any of our three program sites:

Northridge Campus  
11928 Stonehollow Drive  
**832-4726**

Eastridge Campus  
4100 Ed Bluestein Boulevard  
**929-6100**

Riverside Campus  
1020 Grove Boulevard  
**389-4014**

Other programs offered at the Support Centers:

- **Making Transitions**, a program for displaced homemakers
- **Expanding Horizons**, a program for students in non-traditional majors for their gender
- **Building Futures**, a program for individuals pursuing their dreams

**AUSTIN COMMUNITY COLLEGE**

# BREAKING BARRIERS

for women and men  
who are single parents

## BOARD OF TRUSTEES

Mack Ray Hernandez, Chairman  
Dr. Carol Nasworthy, Vice Chairman  
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Hunter Ellinger  
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Della May Moore  
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Murray Shaw



Dan Angel, President

**ACC is an equal opportunity institution.**

a special program of the  
Austin Community College  
Student Services  
Support Center

# BREAKING BARRIERS

## A Program for Single Parents

Sometimes building a future for yourself and your children means breaking barriers. These barriers may be the chore and expense of going to college - finding affordable and convenient child care, arranging dependable transportation, or paying for tuition and books.

But sometimes the barrier resides inside ourselves - that fear of returning to the classroom, anxiety over studying and taking exams, uncertainty about career options and decisions, or worry over juggling the responsibilities of work, school, and home.

Breaking Barriers is a comprehensive support program to help single parents get into - and complete! - Applied Science degree or certificate programs at Austin Community College. Participants may qualify for financial assistance based on need, potential for success, and available funds. The Program may include:

- Career exploration and planning
- Assessment of financial, academic, and personal barriers and assistance in overcoming them
- Community and on-campus referrals
- Financial assistance with books, dependent care, and transportation
- Follow-up counseling to evaluate progress toward educational, career, and personal goals

Begin breaking your barriers now. Contact the Support Center and invest in an Applied Science degree or certificate program leading to a rewarding career in a technical field. Automotive Technology, Accounting, Child Development, Computer Information Systems, Manufacturing Technology, Nursing, Photographic Technology, and many, many more are offered at Austin Community College.

*"The end result of all this is that I graduate in May of 1992 with an Associate Degree in Registered Nursing. The chances for a good job that will support my kids and myself are excellent and the future looks good. Along the way I gained back a lot of self-confidence and a great deal of emotional fortitude."*

Lavern C.  
Breaking Barriers  
Participant

For more information on ACC Support Center programs call or visit any of our three program sites:

Northridge Campus  
11928 Stonehollow Drive  
**832-4726**

Eastridge Campus  
4100 Ed Bluestein Boulevard  
**929-6100**

Riverside Campus  
1020 Grove Boulevard  
**389-4014**

Other programs offered at the Support Centers:

- **Breaking Barriers**, a program for men and women who are single parents
- **Expanding Horizons**, a program for students in non-traditional majors for their gender
- **Building Futures**, a program for individuals pursuing a dream

AUSTIN COMMUNITY COLLEGE

# MAKING TRANSITIONS

for displaced homemakers  
returning to school

## BOARD OF TRUSTEES

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Dr. Carol Nasworthy, Vice Chairman  
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Murray Shaw



Dan Angel, President

**ACC is an equal opportunity institution.**

# MAKING TRANSITIONS

The Making Transitions program creates a special environment of support and encouragement to assist displaced homemakers who are in the process of making significant changes in their lives. This period of transition often arrives through such traumas as divorce, death of spouse, financial disruption, and unemployment. Many people find they can benefit from assistance with reassessment, re-training, and redirection.

Making Transitions is a comprehensive support program designed to help displaced homemakers enter and complete Applied Science degree or certificate programs at Austin Community College. Participants may qualify for financial assistance based on need, potential for success, and available funds. The Program may include:

- Career Counseling - to assist you in taking stock of your abilities, interests, personality, and experiences, in exploring career options, and in setting and achieving your goals
- Academic Counseling - to assist you in designing an appropriate educational plan and in developing learning strategies and skills which can ensure your success
- Personal Counseling - to assist you in overcoming barriers, in exploring new strategies for coping with life's challenges, and in expanding your personal development
- Financial Assistance - to help defray the cost of books, dependent care, and transportation

- Mentoring and Support Groups - to provide you the opportunity to meet understanding students who have experienced first hand the challenges of returning to school

Begin making transitions today. Contact the Support Center and invest in an Applied Science degree or certificate program leading to a satisfying and rewarding career in a technical field. Allied Health Sciences, Electronic Technology, Human Services, Building Construction Technology, Business Management, Legal Assistant, Quality Assurance Technology, and many, many more are offered at Austin Community College.

*"Though no one can go back and make a brand new start... Anyone can **START FROM NOW** and make a brand new end."*

C. Bard

**AUSTIN COMMUNITY COLLEGE  
SUPPORT CENTER  
ASSESSMENT PART II  
(Confidential)**

**Previous Education**

What training or education have you had following high school or GED? \_\_\_\_\_

What was your major or area of specialization? \_\_\_\_\_

Graduated with:  certificate  AA/AS/AAS  BA/BS  other \_\_\_\_\_

Have you taken the ACC Assessment or TASP test?  yes  no

If yes, please provide your scores: TASP: Writing \_\_\_\_\_ Reading \_\_\_\_\_ Math \_\_\_\_\_

ACC: Writing \_\_\_\_\_ Reading \_\_\_\_\_ Math \_\_\_\_\_

**Employment Information**

Current employer: \_\_\_\_\_ hours per week: \_\_\_\_\_ Position: \_\_\_\_\_

Are you currently looking for new or additional employment?  yes  no

Would you like counseling assistance in your search?  yes  no

List previous employment, with most recent job first:

Position	Company	Start date	End date	Estimated Monthly Salary

**Career Choice**

Within the last six years, have you used any career planning resources?

DISCOVER:  yes  no ACC's ACES:  yes  no

Other \_\_\_\_\_

List several careers you have considered.

What kinds of jobs do you expect to get after you finish your program at ACC?

Are you interested in discussing and exploring career options with a counselor?  yes  no

**General Information:**

How would you describe your **emotional health** (that is, your general feelings of well-being or lack of stress)?  poor  average  excellent

List the major sources of stress or emotional problems and any medications:

How would you describe your **physical health**?  poor  average  excellent

List any specific health problems and any medications:

I am in recovery from  drug or alcohol dependency  eating disorder  co-dependency

I am a survivor of  psychological abuse  physical abuse  sexual abuse

Please describe the obstacles you **have overcome** in the past and how you accomplished this.

Please describe the current personal and external obstacles to your getting into and/or staying in school now.

Please list the names of community organizations/agencies from which you have received assistance in the past two years and the type of assistance you have received. eg. churches, neighborhood centers, etc.

Please describe the sources and nature of emotional support in your life at this time. eg. spouse, significant other, relative, counselor, church, etc.

What financial contribution can you currently make toward your education?

I can provide my own transportation to classes  yes  no

I can pay for  part  all my textbooks/supplies

I can provide for  part  all dependent care

## **Single Parent/Displaced Homemaker Program**

➤ **History of Program**

The Edmund J. Kahn Job Training Center has a demonstrated commitment to serve "at-risk youth" and "hard-to-serve adults" in comprehensive long-term training. Although this is a more difficult group to retain in training and place in unsubsidized employment, the Center has been successful overall in serving this group.

The targeted population includes economically disadvantaged individuals within Dallas County. The Job Training Center, located south of downtown Dallas, has successfully provided occupational and basic education training programs to Dallas County residents.

➤ **Goals**

The goal and objective of this program is to provide quality instruction to participants to ensure that they are prepared for entry level employment; develop life, coping and job readiness skills; and improve their basic education skills in reading, writing, and mathematics for successful placement and retention in training related positions.

➤ **Impact**

Basic and remedial education and GED preparation course is offered to "hard-to-serve" and "at-risk" youth and adults who are single parents or displaced homemakers, who have dropped out of public school or who have a diploma but are deficient in the basic skills required to enter occupational classroom training. The objectives of this program include remediation of the student's identified deficiencies in reading or mathematics to:

- 1) improve basic education skills,
- 2) prepare students to attain GED certification,
- 3) improve life-coping skills, and/or
- 4) qualify for entry to occupational skills training.

➤ **Number/Roles of Staff Involved**

One special program instructor works with this program. The instructor is responsible for teaching basic education skills to program participants to prepare them to attain a GED or increase functional grade levels necessary to enter occupational skills training.

➤ **Characteristics of Students Participating in Programs**

Program participants must be 17 years of age upon admission to the program, a single parent or displaced homemaker, possess coping skills necessary to reasonably expect the successful completion of the program, and interest in improving basic academic and life-coping/job search skills as required to enter occupational programs.

---

Urban    ✓    Suburban    Rural  
Number of Students Enrolled, Fall 1991:

Credit:

Continuing Education (Non-Credit): Not reported

Number of Students Served (SP/DH/SPW): 175

1402 Corinth  
Dallas, Texas 75215

Contact: Alicia Cobb  
(214) 565-5736

► **Outside Recognition**

Reading and math skills are pre-tested using the Test of Adult Basic Education (TABE). Both 5.0 reading and 5.0 math levels are required so that GED attainment and transfer skills training is possible.

► **What Makes This Program Unique and Effective?**

The Edmund J. Kahn Job Training has effectively provided basic literacy training and occupational skills training to hard to serve populations for the past ten years. The Job Training Center, with an all-day program, has provided career training and literacy instruction, GED instruction and personal development to individuals requiring skills to enter the job market. The graduates of the Job Training Center have been ideally suited for entry-level positions with corporations.

The Job Training Center maintains an active community development program directed toward the development and maintenance of direct liaison/referral relationships with community-based organizations and other local agencies which are also serving the same special populations.



# COUNSELING ASSESSMENT/EVALUATION

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Counselor: \_\_\_\_\_ Training Program: \_\_\_\_\_

## NEEDS ASSESSMENT

Barriers: Child Care \_\_\_\_\_ Age \_\_\_\_\_ Health Problems \_\_\_\_\_  
Handicapped \_\_\_\_\_ Transportation \_\_\_\_\_ Limited English \_\_\_\_\_  
Ex-offender \_\_\_\_\_ Housing \_\_\_\_\_ Financial \_\_\_\_\_  
GED/Diploma \_\_\_\_\_ Other \_\_\_\_\_

Child Care arrangements: \_\_\_\_\_

Housing arrangements: \_\_\_\_\_

Financial stability/support: \_\_\_\_\_

Summary: \_\_\_\_\_

## SKILLS ASSESSMENT

Reading: \_\_\_\_\_ Math: \_\_\_\_\_

Manual Dexterity: \_\_\_\_\_

Physical Stamina: \_\_\_\_\_

Vision: \_\_\_\_\_ Color Discrimination: \_\_\_\_\_ Hearing: \_\_\_\_\_

Comments: \_\_\_\_\_

**PREVIOUS EDUCATION/TRAINING**

Not sufficient: \_\_\_\_\_ Adequate: \_\_\_\_\_ Beneficial: \_\_\_\_\_ Explain: \_\_\_\_\_

**EMPLOYMENT/CAREER GOALS**

Primary: \_\_\_\_\_

Long Term: \_\_\_\_\_

**WORK HISTORY**

**DESIRE TO WORK**

Is applicant actively seeking employment? Yes: \_\_\_\_\_ No: \_\_\_\_\_

Examples: \_\_\_\_\_

Is applicant willing to accept a full time entry level job in area of training? Yes: \_\_\_\_\_ No: \_\_\_\_\_

Comments: \_\_\_\_\_

**RECOMMENDATIONS**

Accept: \_\_\_\_\_ Area of Training: \_\_\_\_\_

Referred to: \_\_\_\_\_

Comments: \_\_\_\_\_

Counselor: \_\_\_\_\_ Date: \_\_\_\_\_

# EMPLOYABILITY DEVELOPMENT PLAN (EDP)

Original \_\_\_\_\_ Revision \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Name: \_\_\_\_\_ Grant: \_\_\_\_\_ Date: \_\_\_\_\_

**ASSESSMENT:**

TABE Level Total \_\_\_\_\_ Total Reading \_\_\_\_\_ Total Math \_\_\_\_\_

Educational Level \_\_\_\_\_ Current Skills \_\_\_\_\_

**GOALS:**

Occupational \_\_\_\_\_

Personal \_\_\_\_\_

**BARRIERS TO EMPLOYMENT:**

Child Care  Financial  Other   
 Health  Age  Explain: \_\_\_\_\_  
 Transportation  Disabled   
 Ex-Offender  Limited English

TRAINING PLAN	Completion Planned	Date Actual
BASIC ED/PRE-VOC		
INTRO. OFFICE CAREERS		
SPECIALIZED AREA		
TRANSITION		
PLACEMENT SERVICES		
IDENTIFIED SUPPORT SERVICES		

Student Signature \_\_\_\_\_ Counselor Signature \_\_\_\_\_

EDP REVIEW: \_\_\_\_\_ Date/Initials \_\_\_\_\_ Date/Initials \_\_\_\_\_

\_\_\_\_\_ Date/Initials \_\_\_\_\_ Date/Initials \_\_\_\_\_

---

## Automated Office Skills Training Class

➤ **History of Program**

This program has been offered both on-campus and off-campus at a variety of times and days. It is now offered on-campus, Sunday afternoons, for a minimum of 36 hours.

➤ **Goals**

To teach beginning/refreshers typing, ten-key and WordPerfect to women who are upgrading job skills or re-entering the job market.

➤ **Impact**

This program offers low-cost job skills to women seeking to enter a more challenging and better paying job. Students become familiar with computers and are encouraged to continue upgrading job skills.

➤ **Number/Roles of Staff Involved**

Coordinator schedules intake time for interviewing prospective students, chooses students, hires teachers with appropriate contracts, secures classroom space and supplies, monitors and evaluates ongoing programs. Appropriate publicity on and off-campus is also planned.

➤ **Characteristics of Students Participating in Programs**

Majority of students are women, working full or part-time, and seeking to upgrade skills. Some women are seeking to enter the job market after being a homemaker or losing a job. Age range is 18 to 65 years.

➤ **Outside Recognition**

Local newspaper articles.

➤ **What Makes This Program Unique and Effective?**

Time the program is offered: Sunday afternoons.  
Cost: Tuition is paid by grant, student buys textbooks.

---

Urban    ✓ Suburban    Rural  
Number of Students Enrolled, Fall 1991:  
Credit: 8,622  
Continuing Education (Non-Credit):  
Number of Students Served (SP/DH/SPW): 366

3939 Valley View Lane  
Farmers Branch, Texas 75244

Contact: Janice Groeneman  
(214) 620-4849

## Child Care Program

➤ **History of Program**

Child Care Program began by offering evening child care at a nearby church. The program expanded into both day and evening care at a nearby licensed child care center.

➤ **Goals**

To serve single parents/homemakers in lower income levels with affordable child care while they attend classes.

➤ **Impact**

The program has grown from a beginning of evening care to offering six hours subsidized daytime and five hours night care. Serving approximately 45 to 55 children per semester.

➤ **Number/Roles of Staff Involved**

The Coordinator of Adult Services contracts with an off-campus licensed child care facility, after first visiting the center several times and working out details of the program with the director of the child care facility. A contract is prepared and submitted to the District Board. Coordinator interviews each student using the service, monitors the program, and gets a program evaluation from parents.

➤ **Characteristics of Students Participating in Programs**

Students are working toward a Tech-Occ degree or in preparation classes to go into a degree program. A limited number of students are taking Continuing Education classes.

➤ **Outside Recognition**

Local newspapers have written about the program. This program is one of the older ones in DCCCD using Carl Perkins funding. Local community organizations have given grants to this program for several years.

➤ **What Makes This Program Unique and Effective?**

Child care costs are subsidized. Location is close to college. Care is part-time while students attend classes and students bear part of the cost of their child's care.

---

Urban    ✓    Suburban    Rural  
Number of Students Enrolled, Fall 1991.  
Credit: 8,622  
Continuing Education (Non-Credit):  
Number of Students Served (SP/DH/SPW): 366

3939 Valley View Lane  
Farmers Branch, Texas 75244

Contact: Janice Groeneman  
(214) 620-4849

## **Successful Program Activity:**

### **International Center**

#### **(Support services for English Second Language students)**

➤ **History of Program**

The International Center opened in June, 1989. During the 1991-92 year, it served 4,500 students from nearly 100 countries around the world. Its services include assessment, advisement, educational planning and travel abroad. Referral to community and campus services is provided for students. From the beginning, the International Center has worked closely with Adult Services to meet the needs of Single Parent and Displaced Homemakers.

➤ **Goals**

Integration into the campus, as well as coordination with other campus services, helps students to successfully reach educational goals. Referral to child care and programs for single parents and homemakers is given through an Adult Services brochure.

➤ **Impact**

Through the initial orientation to the International Center, connecting with advisers who give information on other campus services, and through accurate assessment of skills, students are off to a "good" start at Brookhaven College. Initial advisement forms completed by each student list the need for services such as child care, services for single parents or returning adult students.

➤ **Number/Roles of Staff Involved**

The staff is composed of seven full-time people and ten part-time advisers and student assistants. Carl Perkins funding helps pay for salaries of two full-time staff.

➤ **Characteristics of Students Participating in Programs**

Most students are foreign born or non-native English speakers. Over half are enrolled in credit classes. Thirty-five percent are between the ages of 26-35 years. The largest number of students come from Asian countries, followed by Latin America and Africa. Forty percent are permanent residents of the United States.

➤ **Outside Recognition**

Outstanding achievement in Student Development "Medallion Award" presented by National Council of Student Development.

➤ **What Makes This Program Unique and Effective?**

Recognition of the unique needs of international students to orient themselves to the campus and receive appropriate services. Open communication and joint planning between Adult Services and the International Center benefit the single parent and displaced homemaker.

Date Received in  
Office: \_\_\_\_\_

A P P L I C A T I O N

Basic Skills for the Automated Office

Name: \_\_\_\_\_  
(Last) (First) (M. I.)

Address: \_\_\_\_\_  
(Street) (City) (Zip)

Telephone: (Home) \_\_\_\_\_ (Work) \_\_\_\_\_

Social Security Number: \_\_\_\_\_

<u>ARE YOU?</u>	<u>AGE</u>	<u>SEX</u>	<u>ETHNIC BACKGROUND</u>
___ Single Parent	___	___ Male	___ AM. Indian
___ Homemaker	___	___ Female	___ Alaskan Native
___ Displaced Homemaker	___		___ Asian/Pacific Islander
___ Dislocated Worker	___		___ Black
			___ Hispanic
			___ White

EDUCATION

Elementary High College

School Name \_\_\_\_\_

Years Completed 4 5 6 7 8 9 10 11 12 1 2 3 4  
(circle)

High School Diploma Yes \_\_\_ No \_\_\_ DATE Received \_\_\_\_\_

G.E.D. Yes \_\_\_ No \_\_\_ DATE Received \_\_\_\_\_

Are you a Brookhaven student \_\_\_\_\_

How did you hear about this program?

NAME OF NEWSPAPER \_\_\_\_\_

FRIEND \_\_\_\_\_ AGENCY \_\_\_\_\_





3.

Will you be taking other Brookhaven courses this coming semester?

yes \_\_\_\_\_ no \_\_\_\_\_ undecided \_\_\_\_\_

If you checked "no" above, please state why: \_\_\_\_\_

Is some kind of financial aid necessary before you can consider taking other courses? \_\_\_\_\_

How will you use the skills you acquire in this free course?

\_\_\_\_\_  
\_\_\_\_\_

What are your career plans for the next year? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Explain why you wish to participate in this training program. Include a description of your present situation, reasons this particular program appeals to you, and what you hope to accomplish from this course.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Special Services  
Brookhaven College  
3939 Valley View Lane  
Farmers Branch, Tx 75244-4997



### BASIC SKILLS FOR THE AUTOMATED OFFICE

*Free Sunday Afternoon Training Program  
Sponsored by Special Services*

---

**What:** Learn beginning or refresher typing, 10-key calculator or word processing. Your skill level determines area of concentration.

**Who:** Single Parents, homemakers, displaced homemakers or dislocated workers who wish to learn new skills and/or update existing skills. Limited enrollment.

**When:** 1-5:30 p.m. on Jan. 27, Feb. 3, 10, 17, 24, March 3, 10, 17, 1991

**Where:** Brookhaven College, 3939 Valley View Lane, Farmers Branch, Texas

**To Apply:** Pre-screening required. Come to Brookhaven College, Building M104, at one of these times:

Saturday, Jan. 12	3:00-5:00 p.m.
Friday, Jan. 18	5:00-7:00 p.m.
Saturday, Jan. 19	3:00-5:00 p.m.

**APPLICATION DEADLINE: Saturday, Jan. 19, 1991, 4 p.m.**  
Call Janice Goeneman at 620-4849 for more information.

---

This training program is made possible through funding under the Carl Perkins Vocational Act and the Coordinating Board, Texas Colleges and University System. Brookhaven College, a member of the Dallas County Community College District, is an equal opportunity educator and employer.



### CHILD CARE

Special Services will provide subsidized child care to students enrolled in technical-occupational, developmental or support courses listed in a technical-occupational degree or certificate program. To be eligible parents need to be a single parent, homemaker, displaced homemaker or economically disadvantaged.

Day and evening child care will be provide by Tender Learning Center, 2725 Valley View Lane. It is about five minutes from the college near the intersection of Valley View and Josey Lane in Farmers Branch.

#### Day Child Care

- Ages: 18 months through five years
- Dates: Fall Semester: Aug. 31 - Dec. 17, 1992
- Time: 7:30 a.m.-1:30 p.m.  
Additional hours available for hourly fee of \$2.50
- Cost: \$4.50 per per child (7:30 a.m.-1:30 p.m.);  
prorated for two or more children.

#### Evening Child Care

- Ages: 18 months through 10 years
- Dates: Fall Semester: Aug. 31 - Dec. 17, 1992
- Time: 5 - 10 p.m.
- Cost: \$4 per night per child; prorated for two or more children.

*An initial interview is required before enrollment in either program.  
Enrollment is limited.*

Please call Janice Groeneman at 620-4849.

Special Services funding is made possible by the Coordinating Board of Texas Colleges and Universities, Carl Perkins Vocation and Applied Technology Educational Act. Educational opportunities are offered by the Dallas County Community College District without regard to race, color, age, national origin, religion, sex or handicap





### S. T. A. Y.

**Skills Training throughout the Academic Year (S.T.A.Y.)** seminars can help you develop the skills needed to successfully achieve your academic goals and stay in school. These seminars are taught by Brookhaven faculty on a variety of topics that will help you get the most out of your college experience. **FREE!**

**SUCCESS IS KNOWING WHAT YOU KNOW**  
Hazel Carlos, Communications Faculty

WEDNESDAY, SEPT. 11 12:30-1:30 P.M. B220

How do you *know* if you understand the concepts your teacher is trying to get across? This seminar will examine how we develop the ability to process information and identify both what we know as well as those areas that need clarification.

**TACKLING THOSE TEXTBOOKS**  
Mary Thrash, Communications Faculty

Wednesday, Sept. 18 12:30-1:30 p.m. B220

Fall semester is gearing up and you need some effective ways to read and concentrate. We'll examine a successful technique to help you remember what you have read.

**TAKING GREAT NOTES**  
Sue Cross, Director, Communications Lab

Wednesday, Sept. 25 12:30-1:30 p.m. B220

If you come away from a lecture with a cramp in your hand and an ache in your head, this seminar is for you! Learn how to take effective notes while listening to a lecture.

**STRATEGIES FOR TAKING TESTS**  
Dr. Claude Caffee, Communications Faculty

Wednesday, Oct. 2 12:30-1:30 p.m. B220

"I knew the material but went blank on the test!" If this has happened to you, this session will help you get organized as well as learn strategies for taking essay, objective and completion tests.

**CRITICAL THINKING**  
Jamilah Stroman, ESL Faculty

Wednesday, Oct. 9 12:30-1:30 p.m. B220

Learning to think for yourself involves questioning, challenging and evaluating information. Acquiring this skill enables you to examine issues and choices in your life and think through the reason for your actions and beliefs.

**How to Succeed in Math**  
Nancy Baltimore, Math Faculty

Wednesday, Oct. 16 12:30-1:30 p.m. B220

Math continues to be a critical component in many college majors. Increase your chances of success in a math course by learning some techniques for organizing notes, tackling homework and studying for tests.

For more information call Janice Groeneman at 620-4849.

*Special Services funding is made possible by the Coordinating Board of Texas Colleges and Universities, Carl Perkins Vocational and Applied Technology Educational Act. Educational opportunities are offered by the Dallas County Community College District without regard to race, color, age, national origin, religion, sex or handicap.*

## Single Parent Displaced Homemaker Job Skills Training Program

### ► History of Program

This program ran 14 weeks during the Spring semester of 1992. We previously had job skills training (typing and word processing) programs and became aware of the severe deficit many of the women had in basic reading and writing skills. Most had low self-esteem.

14-week program, 3 hours per day, 4 days per week:

Hour 1 - Typing 1 hour for 7 weeks, word processing 1 hour second 7 weeks.

Hour 2 - Tutoring math, reading and writing.

Hour 3 - Survival skills/personal skills/job readiness.

15 women participants

### ► Goals

The goal is to provide job entry skills along with basic reading, writing and math skills. We also include job readiness skills such as resume writing, job interviewing skills, proper dress (mock job interviews). Also, we include speakers and classes about self-esteem, single parenting and assertiveness, etc.

### ► Impact

Participants learned basic typing skills and were introduced to word processing. Many became frustrated while trying to learn the reading, writing, and especially, the math skills. Many had never learned these skills or had forgotten them. Many participants are now employed.

### ► Number/Roles of Staff Involved

Program Director: Coordinates the program. The Program Director is the director of our Carl Perkins Single Parent/Displaced Homemaker program.

The Program Director and/or the Assistant Program Director teaches personal skills classes. Personal and academic counseling is available. The Assistant Program Director is funded partially by Carl Perkins funds and is a counseling associate and human development instructor at Cedar Valley.

Typing Instructor and Word Processing Instructor: The Typing and Word Processing Instructors are part-time instructors in office skills at the college. They are paid out of Carl Perkins funds.

Tutor: For reading, writing and math. The Tutor is a student assistant at the college who does tutoring for several college departments. She is paid out of the Carl Perkins funds.

---

Urban    ✓ Suburban    ✓ Rural  
Number of Students Enrolled, Fall 1991:  
Credit: 3,027  
Continuing Education (Non-Credit): 2,500  
Number of Students Served (SP/DH/SPW): 870

3030 North Dallas Avenue  
Lancaster, Texas 75134

Contact: Polly Austin  
(214) 372-8262

➤ **Characteristics of Students Participating in Programs**

Participants varied in their attitude toward the different aspects of the program. All wanted to learn typing and word processing. About half of the participants did not want to put effort into improving reading, writing and math. Many were having financial and personal problems. Participants were all females of different ages and races. All were below college level in either some or all basic skills in reading, writing or math. They were tested in the college testing center before beginning the program. Eight were high school dropouts. Seven finished high school. Most had been out of school for ten years or more.

➤ **Outside Recognition**

The college president spoke to our "graduation." She said she was impressed with the program.

➤ **What Makes This Program Unique and Effective?**

We include self-esteem and assertiveness. It was mandatory that the participants successfully complete all three phases of the program in order to receive a "Certificate of Completion." If they failed to complete any portion of the program, a "Certificate of Participation" was awarded.

# Certificate of Participation

This is to certify that

has attended  
the seven week

## JOB SKILLS TRAINING PROGRAM

at

Cedar Valley College  
3030 North Dallas Avenue  
Lancaster, Texas 75134

*This training program is made possible through fundings under the  
Carl Perkins Vocational Act*

---

Project Coordinator



# CEDAR VALLEY COLLEGE

A Member of the Dallas County Community College District

This is to certify that

has successfully completed the requirements of

## Job Skills Training

Awarded at Lancaster, Texas, the \_\_\_ day of \_\_\_, 19\_\_

04

A handwritten signature in cursive script, reading "Melba Lawson".

Project Coordinator, Special Services

03





## SINGLE PARENTS AND DISPLACED HOMEMAKERS

- \* Training Available in Non-Traditional fields
- \* Referral for Personal, Academic, and Career Counseling
- \* Assistance with Resume Writing and Cover Letters
- \* Free Automated Office Training Offered to Single Parents and Displaced Homemakers
- \* Assistance with Books/Supplies (Must Qualify)
- \* Workshops and Women's Issues Seminars

*For More Information Concerning This Program  
CONTACT the Single Parent/Displaced Homemaker's Program  
at (214) 372-8262 Cedar Valley College - Counseling Center*

For assistance with the transition to college  
after an absence from school, enroll in

**HD 100.002**

## Single Parent/Homemaker Day Care

➤ **History of Program**

The program began in 1980 when it was funded by the Carl Perkins Grant.

➤ **Goals**

The primary goal of the program is to be able to provide day care for more single parents and displaced homemakers, enabling them to pursue their education, which in turn will prepare them for viable employment.

➤ **Impact**

During the 1991-92 school year, our program was able to provide day care for approximately 100 students who would not have been financially able to attend school otherwise.

➤ **Number/Roles of Staff Involved**

Two people are directly involved with the program: a project director and a technical assistant.

➤ **Characteristics of Students Participating in Programs**

The program is divided equally between economically disadvantaged single parents and displaced homemakers. For the most part, the participants are in their 20's and 30's and are returning to school after several years of having been a homemaker.

➤ **What Makes the Program Unique and Effective?**

We have been able to furnish funds for the complete amount of day care for all full-time students.

---

Urban	Suburban	Rural
Number of Students Enrolled, Fall 1992:		
Credit: 5,951		
Continuing Education (Non-Credit): 2,217		
Number of Students Served (SP/DH/SPW): 324		

P.O. Box 1800  
Killeen, TX 76540-9990

Contact Person: Betty Bowling  
(817) 526-1192



# Central Texas College

P.O. BOX 1800 KILLEEN, TEXAS 76540-9990

\_\_\_\_\_, 1992

Dear \_\_\_\_\_:

Single Parent/ Homemaker Services has awarded Child Care Assistance to \_\_\_\_\_. The child/children and amounts approved are:

_____	for \$ _____	per week
_____	for \$ _____	per week
_____	for \$ _____	per week
_____	for \$ _____	per week

for the period of \_\_\_\_\_ through \_\_\_\_\_. We will not pay for Spring Break, which is the week of March 16 - 20. Total charges to be paid will not exceed the amounts listed above per week/per child. If any schedule changes are made Single Parent Homemaker Services will adjust the amount paid accordingly. If at any time the above named parent should accumulate charges greater than the amount awarded, it will be the responsibility of the parent to pay any additional expense.

Several time sheets are being provided for your convenience. Payment will be made in accordance with Central Texas College procedures. Please record in BLACK INK, the actual hours the child is in the center. We have provided you with a sample time sheet. At the end of the month, the parent and the center director must sign the completed time sheet and return it to this office. Please allow a period of ten (10) working days from receipt of the timesheet for payment. To insure proper delivery, please address envelopes to:

Central Texas College  
ATTN: Single Parent/Homemaker Services  
P. O. Box 1800  
Killeen, TX 76540-9990

This agreement will become void according to the policies stated on the enclosed contract. Please make a copy of the contract for your records and forward the original to this office as soon as possible in order for payment to begin. If you have any questions or concerns, please feel free to contact me at 526-1192.

Sincerely,

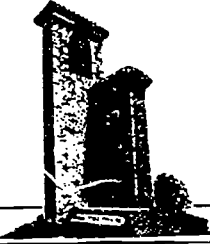
*Betty J. Bowling*

65

Betty J. Bowling

Single Parent/Homemaker Support Services





# Central Texas College

P.O. BOX 1800 KILLEEN, TEXAS 76540-9990

## STUDENT SUPPORT SERVICES CHILD CARE PROCEDURES

### DEGREE/CERTIFICATE PROGRAMS

- \*5-7 Semester Hours- we will pay for 10 hours of child care per week/per child up to a maximum of \$20.00 per child or center's rate, whichever is lower. (1 HR TRAVEL & 3 HRS STUDY PER DAY INCLUDED)
- \*8-10 Semester Hours- we will pay for 15 hours of child care per week/per child up to a maximum of \$30.00 per child or center's rate, whichever is lower. (1 HR TRAVEL & 5 HRS STUDY TIME PER DAY INCLUDED)
- \*11-14 Semester Hours- we will pay for 20 hours per week/per child or up to \$40.00 per child or center's rate, whichever is lower. (1 HR TRAVEL & 7 HRS STUDY TIME INCLUDED)
- \*15-up Semester Hours- we will pay up to \$50.00 per week/per child (25 hours @ \$2.00) or center's total weekly rate, whichever is lower. (1 HR TRAVEL TIME & 9 HRS STUDY TIME INCLUDED)

### SKILL CENTER PROGRAMS

\*The amount we will pay depends on the number of clock hours in which student is enrolled. (1 hour travel time will be included).

**\*NOTE: CLASSES MUST BE ON YOUR CTC VOCATIONAL/TECHNICAL DEGREE/CERTIFICATE PLAN.**

### SPRING 1992

- \* CTC does not recommend or endorse any child care providers.
- \* CTC will not accept responsibility for any accident or injury incurred by a child while in day care or being transported to or from daycare.
- \* We will pay for 16 weeks beginning with the week of January 15 and ending with the week of May 12. We will not pay for Spring Break, which is March 16 - 20. (degree/certificate programs)

- \* Arrangements and reservations for child care are the responsibility of the recipient.
- \* CTC will pay for child care by Texas State Licensed facilities or providers only.
- \* CTC requires birth certificate or proof of guardianship.
- \* Child care funding will not be awarded if another agency is providing funding.
- \* Each application will be considered individually.
- \* Previous academic success will be considered.
- \* Award will be based on greatest financial need based on one or more of the following:
  1. CTC Financial Aid recipient
  2. OMB Poverty Income Guidelines
- \* Continuation of child care will be evaluated against proven academic success.

\*\*\*\*\*

Central Texas College is committed to its policy of equal educational opportunity and administers its educational programs without regard to sex, handicap, race, color, age or national origin in its educational and vocational programs, activities, or employment as required by Title IX, Section 504 Title VI.

Central Texas College has established programs to ensure that a lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

Existing administrative procedures of the college are used to handle student grievances. When a student believes a condition or employee of the college is unfair or discriminatory, the student can appeal to the administrator in charge of that area. Appeals to higher administrative authority are considered on the merits of the case. If you need assistance pursuing a grievance matter contact the Director of Student Services, Central Texas College in Room 100 of the Roy J. Smith Student Center, (817) 526-1258.

\*\*\*\*\*

---

SIGNATURE





# Central Texas College

P.O. BOX 1800 KILLEEN, TEXAS 76540-9990

Dear Faculty Member:

The following person is receiving day care funding through the Single Parent/Homemaker and Nontraditional Career Support Services. In order to best serve the student, the counselor needs to be aware of the progress he/she is making. Please take a moment to provide the information requested and return it to the student.

Thank you for your assistance. If there are any questions, please call Betty Bowling at 526-1192.

Student \_\_\_\_\_ SSN \_\_\_\_\_

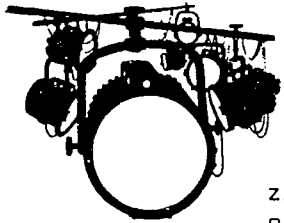
Faculty Member \_\_\_\_\_

Course \_\_\_\_\_

Performance: \_\_\_\_\_ Satisfactory \_\_\_\_\_ Borderline \_\_\_\_\_ Unsatisfactory

Attendance: \_\_\_\_\_ Satisfactory \_\_\_\_\_ Unsatisfactory

Comments: \_\_\_\_\_  
\_\_\_\_\_



## SPOTLIGHT

### ENCOURAGE GIRLS TO FLORISH

Saundra Flansbert, in summarizing the research in a recent issue of the Women's Educational Equality

Act Digest, states that young women are far more likely to suffer low self-esteem than young men. The results show up in depression, substance abuse, dropping out of school and suicide.

But the research also shows that, despite the power of peer pressure, adults have a greater role in teenagers' self-esteem than other teenagers do.

In fact, the single thing that makes a young woman most able to flourish in the face of adversity is feeling strongly connected to at least one competent adult.

That means parents, teachers, youth leaders and even passing acquaintances can help:

- Cheerfully congratulate her on growing tall. She lives in a world that says being big is great if you are a boy but not so good if you are female. Its no coincidence that more than 90 percent of anorexia cases are female--unconsciously, they are trying to stop growing.

So let her know that being taller means that people will look up to her. And encourage her to play sports of all kinds--muscles are healthy and not abit unwomanly.

- Admire her appearance when she is not dressed up--her own natural self, not a painted one.

- Let her know her developing sexuality is truly wonderful, but is not the definition of her whole being. And repeat in no uncertain terms that her sexuality is hers to control: she can say no to anyone--relatives with "happy hands" as well as dates and strangers and that you will back her up.

- Tell her it's okay to date short boys; males and females should be judged by their personalities, not their size.

- Encourage her to be proud of her competence in many different areas. Studies show that teenage females who like math are more confident about their appearance and worry less about other people liking them. Competence breeds confidence.

- Push her to speak her mind and listen when she does.

- Give her the courage to trust her own judgment and stand up for herself, especially when the rest of the world seems to be putting her down.

- Don't promise her the world is easy or strong people will take care of her. Tell her she's strong herself and she will get what she wants because she's hard-working and competent.

- Use the word "woman" in strong, positive terms without sexual innuendo. Comment approvingly about other women: "She's a smart, strong, persistent, committed

determined, hard-working woman. And you can be, too."

This world needs vibrant, self-confident women, but it does its best to knock the stuffing out of them when they begin to grow up.

You can begin to give young women the courage to challenge the lie that tells them they ought to shut up and sit down.

Amanda Smith  
Scripps Howard News Service

About one-half of women awarded child support received the full amount, according to a survey for the year 1989 conducted by the Commerce Department's Census Bureau.

The remaining half were about equally divided between those who receive partial payment and those who received nothing.

In Spring, 1990, when the survey was conducted, the nation had some 10 million women with a total of 16 million children under age 21 and no father present. Of these women, 58 percent, or 5.7 million, had been awarded child support payments.

Other key findings include:

- (1) The ten million households with children from absent fathers mark an increase of 39 percent from 1979.
- (2) About one-fourth of married, separate or divorced women with children whose father was absent from the home were below the poverty line. For never-married women the proportion was 54 percent.
- (3) The average amount of child support received in 1989 was \$2,995; essentially unchanged from 1987 after adjusting for inflation.
- (4) Nearly two-thirds of women who wanted an award did not get one.
- (5) Only 15 percent of divorced or currently separated women were awarded alimony payments.
- (6) About one-third of divorced women in 1990 received a property settlement.

Non-Profit  
Organization  
U.S. Postage  
PAID  
Bulk Rate  
Permit No. 81  
Killeen, TX

Central Texas College  
Project Mainstream  
Non-Traditional Career Resources  
Single Parent/Homemaker Support Services  
P.O. Box 1800  
Killeen, Texas 76540-9990

*Single Parents*

### SURVIVAL TIPS FOR NEW SINGLES

Newly single people often need to be taught how to be single, said Larry Miller, an Austin psychologist who conducts workshops on exploring singleness. Miller's tips for surviving and enjoying life as a new single include these do's and don'ts:

Don't date or start a serious relationship right away.

Do begin a serious relationship with yourself. Re-discover old interests that weren't developed during marriage. Take another look at career options.

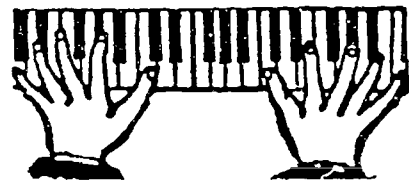
Don't think the world is going to end because you aren't sharing your life with someone.

Do view being single as an opportunity for self-growth.

Do develop friendships and a support network.

Do learn how to enjoy time spent alone. Cook for yourself as you would for a guest. Take long bubble baths. Luxuriate in living alone and not having to consider someone else's preferences when turning on a television show or turning up the stereo.

### Don't miss this one!



TRY TO ATTEND AS MANY WORKSHOPS AS POSSIBLE!

### FACTS ABOUT WOMEN AND WORK

**Myth:** Alimony and child support payments are no longer necessary because women can easily find jobs to support their families.

**Fact:** Women still face discrimination in the job market and are more than three times as likely to be low-wage workers as men. Two-thirds of single mothers who earn low-wages, do not receive any alimony or child support payments from their children's father.

National Displaced Homemakers Network

Project Mainstream Phone 526-1293  
American Educational Complex

### BETTY'S CORNER

Belief is the knowledge that we can do something. It is the inner feeling that what we undertake, we can accomplish. For the most part, all of us have the ability to look at something and know whether or not we can do it. So, in belief, there is power; our eyes are opened; our opportunities become plain; our visions become realities!

Non-Traditional Career Resources  
Single Parent/Homemaker Support Services  
Phone 526-1192  
American Educational Complex



SINGLE PARENT/  
HOMEMAKER  
SUPPORT PROGRAM 65



CENTRAL TEXAS COLLEGE  
STUDENT SUPPORT SERVICES  
CHILD CARE ASSISTANCE PROGRAM  
CONTRACT

**PART I - STUDENT**

I understand that Student Support Services and/or Single Parent/Homemaker/Non-traditional Career Support Services will pay for only four (4) days per semester when my child is absent from the child care center and payment will only be made when a doctor's excuse is given.

I understand that Student Support Services and/or Single Parent/Homemaker/Non-traditional Career Support Services will pay the expenses for only the days that my child is in attendance at the child care center while I am attending CTC classes or attending Single Parent/Homemaker/Non-traditional Career Support Services and Project Mainstream Workshops.

I understand that all other fees are my responsibility.

I agree that if any changes occur regarding child care that it is my responsibility to notify the child care center and Student Support Services and/or Single Parent/Homemaker/Non-traditional Career Support Services within twenty-four hours.

I agree to provide proof of attendance in class and/or class progress reports as requested by Student Support Services and/or Single Parent/Homemaker/Non-traditional Career Support Services.

I agree to participate in Single Parent/Homemaker/Non-traditional Career Support Services workshops and/or attend at least one Project Mainstream workshop each month.

I understand this contract will become void if:

- A. I stop attending school for any reason.
- B. The child(ren) cease(s) to reside with me.

I understand that falsifying documents given to Students Support Services is fraudulent.

By accepting Child Care Assistance I agree to all the above conditions.

\_\_\_\_\_  
Child Care Assistance Recipient Signature

\_\_\_\_\_  
Date

**PART II CHILD CARE CENTER**

My child care center meets Texas Licensing Standards. I will supply a copy of the license if requested.

I agree to submit the time sheet(s) properly completed and signed by both the student and the center director not later than ten (10) days following the month in which services were rendered.

I understand that incomplete and/or unsigned times sheets will be returned to the center unpaid.

I agree to accept payment according to Central Texas College procedures. Processing takes a MINIMUM OF TEN (10) WORKING DAYS after time sheet(s) are received.

I understand that the maximum amount to be paid by CTC is the amount stated in the attached letter and any additional amount is the responsibility of the student.

I understand the amount of child care assistance will be adjusted if a student drops or withdraws from a class.

I understand that fees for missed days, other than the 4 days explained above, registration, holding of slot, supplies and all other fees are the responsibility of the parent named in this contract.

I understand that it will be my responsibility to notify Student Support Services should the student stop using the child care center.

I understand that this contract will become void if the above named student should violate any conditions agreed to above.

I understand this contract will also become void if the above named student:

- A. Stops attending school for any reason.
- B. Does not sign the time sheet(s).

I understand that falsifying documents given to Student Support Services is fraudulent.

By accepting the above named student's child(ren) into my center I agree to the above conditions.

\_\_\_\_\_  
Signature of Child Care Center Director

\_\_\_\_\_  
Name of Child Care Center

\_\_\_\_\_  
Date

**PART III - STUDENT AND CHILD CARE CENTER**

We the undersigned have read and agreed to the conditions stated above and understand any violation of this contract by either party will result in forfeiture of past and future child care assistance.

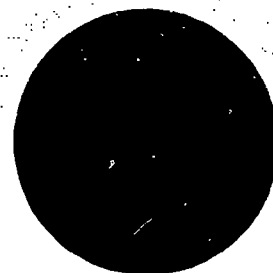
\_\_\_\_\_  
Director's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Recipient's Signature

\_\_\_\_\_  
Date

# Project Mainstream Single Parent Homemaker



## Fall 1992 Workshop Schedule

<i>Date:</i>	<i>Name of Workshop</i>	<i>Location</i>
Aug 28	<b>Procrastination</b> 10:00 a.m. Presented by Holly D. Garner, Ph.D.	Academic Bldg. Room 9
Sept 11	<b>Helping to Build Self-Esteem in Your Child</b> 11:30 a.m.	Academic Bldg. Room 9
Sept 18 18	<b>Math Workshop</b> 9:00 a.m. - 11:00 a.m.	Academic Bldg. Room 9
	<b>Helping Your Child to Become Responsible</b> 11:30 a.m.	Academic Bldg. Room 9
Sept 25	<b>Algebraic Functions</b> 9:00 a.m. - 11:00 a.m.	Academic Bldg. Room 9
	<b>Evaluating the Parent-Child Relationship</b> 11:30 a.m.	Academic Bldg. Room 9
Oct 2	<b>Date Rape</b> 10:00 a.m. - 11:00 a.m. Presented by Holly D. Garner, Ph.D.	Academic Bldg. Room 9
	<b>Communicating Love and Acceptance</b> 11:30 a.m.	Academic Bldg. Room 9

# Project Mainstream Single Parent Homemaker

Oct 16	<b>Sharing Yourself With Your Child</b> 11:30 a.m.	Academic Bldg. Room 9
Oct 30	<b>Discipline</b> 11:30 a.m.	Academic Bldg Room 9
Nov 6	<b>Solving Conflicts</b> 11:30 a.m.	Academic Bldg. Room 9
Nov 13	<b>Managing Children's Behavior</b> 11:30 a.m.	Academic Bldg. Room 9
Nov 20	<b>Managing Your Feelings</b> 11:30 a.m.	Academic Bldg. Room 9
Dec 4	<b>Test Anxiety/Test Taking Skills</b> 10:30 a.m. Presented by Holly D. Garner, Ph.D.	Academic Bldg. Room 9

## ChildCare

➤ **History of Program**

We have been receiving funds for approximately 12 years. We have used child care money every year during that period.

➤ **Goals**

To assist technical/vocational students with child care needs so that it will not be an obstacle in their training.

➤ **Impact**

Students receiving child care assistance have lower attrition/dropout rates.

➤ **Number/Roles of Staff Involved**

1 Administrator  
1 Secretary

➤ **Characteristics of Students Participating in Programs**

Lower income females. Single parents. Technical/vocational majors, primarily nursing.

➤ **Outside Recognition**

Newspaper coverage has been periodic.

➤ **What Makes This Program Unique and Effective?**

Continuity and consistency. It is basically run the same way year after year. Also, modest flexibility. We use on-campus as well as off-campus day care.

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Urban    ✓    Suburban    Rural  
Number of Students Enrolled, Fall 1991:  
Credit: 3,884  
Continuing Education (Non-Credit): 2,775  
Number of Students Served (SP, DII, SPW):

1200 Amburn Road  
Texas City, Texas 77591

Contact: Barbara K. Crews  
(409) 938-1211

## Women in Support

- **History of Program**  
Eight to ten years.
- **Goals**  
To provide support services for women students.
- **Impact**  
Difficult to measure.
- **Number/Roles of Staff Involved**  
1 Administrator  
1 Contract Counselor with local Family Service Agency
- **Characteristics of Students Participating in Programs**  
Primarily women/older/returning.
- **Outside Recognition**  
Periodic newspaper (local and student) coverage.
- **What Makes This Program Unique and Effective?**  
Advertise only in women's restrooms. Meet at college hall. Topics evolve every year based on students' needs and interests (as perceived by the highly trained counselor/presenter).

---

Urban    ✓ Suburban    Rural  
Number of Students Enrolled, Fall 1991:  
Credit: 3,884  
Continuing Education (Non-Credit): 2,775  
Number of Students Served (SP/DH/SPW):

1200 Amburn Road  
Texas City, Texas 77591

Contact: Barbara K. Crews  
(409) 938-1211

**College of the Mainland  
Women in Support  
Brown Bag Series  
Free College Hour Seminars**

**Thursdays, 12:30 to 1:30 p.m.  
Student Center, Room 217**

**1992**

- |                     |   |
|---------------------|---|
| <b>September 24</b> | <b>Making Peace With Your Past: Part I<br/>(The effects of childhood trauma)</b>  |
| <b>October 8</b>    | <b>Making Peace With Your Past: Part II<br/>(Turning recovery into growth)</b>    |
| <b>October 22</b>   | <b>Domestic and Family Violence: Part I<br/>(Who is violent? How often? Why?)</b> |
| <b>November 19</b>  | <b>Domestic and Family Violence: Part II<br/>(Battered Women: The Dark Side)</b>  |
| <b>December 10</b>  | <b>OPEN: To Be Announced<br/>(Watch for notices)</b>                              |

**For more information contact Barbara Crews,  
(409) 938-1211, ext. 470 or (713) 280-3991, ext. 470**

## Promise Program

### ► History of Program

Services that could meet the needs of displaced homemakers/single parents have been virtually non-existent in Collin County. Therefore, Collin County Community College was in a unique position to provide such service to assist these women in becoming economically self-supporting. The Promise Program began in 1991-92, utilizing programs currently in place at the college, which directly addressed the vocational and educational needs of these women.

### ► Goals

The primary objective of the Promise Program is to provide programs and services, which will assist displaced homemakers, single parents and single pregnant teenagers, to successfully confront barriers they meet while becoming productive and effective members of the workforce. The program addresses various educational, vocational and psychological areas, which impact the lives of these women; emphasizing support and skill training, which will lead to self-sufficiency. To empower participants to respond assertively to their lives, the Promise Program specifically provides the following services:

- 1) Vocational skills training.
- 2) Child care services and parent education.
- 3) Career development.
- 4) Life skills development and psychological support.
- 5) Networking possibilities.
- 6) Pre-employment skills assistance.
- 7) Focus of lifelong marketability.
- 8) Outreach to community's pregnant teens.
- 9) Mentoring relationships between teens and mature homemakers.

### ► Impact

Since 1991 and through the first quarters of 1992, the program has approximately 260 women. The intake procedure includes an introduction to the program, an analysis of needs and opportunities to network with other participants. In conjunction with intake procedures, some participants will receive information and referral to appropriate services which are available within the community, through the college or within the specific scope of the Promise Program.

Tuition assistance for child care services is available for eligible program participants. Contractual agreements with licensed child care centers enhance availability and provide expanded and flexible programs to fit the needs of the women involved.

Career and educational assessment and guidance is available through a variety of college programs and utilization of Promise Program staff. In addition, personal counseling on both an individual and a group basis is provided as needed by program staff and through referral to community mental health professionals.

---

✓ Urban    ✓ Suburban    ✓ Rural  
Number of Students Enrolled, Fall 1991:  
Credit: 10,000  
Continuing Education (Non-Credit): Not Reported  
Number of Students Served (SP/DH/SPW): 73

2200 West University Drive  
McKinney, Texas 75070

Contact: Linda Qualia  
(214) 548-6851

The Promise Program reaches a large number of women through the development and implementation of workshops and training classes. Topics for these programs range from life skills development (assertiveness training, parenting skills, financial management); vocational skills training (basic computer courses); job preparation (resume writing, networking, interviewing); to lifelong marketability skills (self-esteem, problem-solving, creative thinking, communication skills).

In conjunction with college programs, participants are directed to both traditional and non-traditional areas of vocational training. Job search assistance and placement are also available through established programs.

Plans are underway for an intergenerational mentoring program designed to produce positive outcomes for participants. The program will link mature homemakers with pregnant teens so that both groups may benefit from the experiences provided by this type of relationship.

➤ **Number/Roles of Staff Involved**

The Promise Program employs a part-time director/counselor and a full-time assistant program specialist.

➤ **Characteristics of Students Participating in Programs**

The Promise Program reaches a broad spectrum of women from varying socio-economic levels. Most of our clients are single mothers who have never married or who are divorced. Our population includes widows, women whose spouses are disabled, women whose marriages are at risk and men who are displaced. Our newest program involves teenage mothers.

➤ **Outside Recognition**

Recent newspaper articles

➤ **What Makes This Program Unique and Effective?**

We feel that overall the Promise Program is unique. Specifically, we are proud of several services, which we view as special. Our director/counselor is able to provide personal counseling for our participants within the program, thereby providing counseling for women who might otherwise get "lost" in an outside referral process. We are also able to utilize graduate practicum students to assist with individual and group counseling and career assessment. The college offers excellent services, and personnel are extremely supportive of the Promise Program. Connections between our program and college programs allow us to offer invaluable services, at no cost to our participants, to help them attain their personal, educational, vocational or employment goals. The assistant program specialist has built relationships with child care providers so that we are able to assist student participants with their child care expenses. Although funds are quite limited, this program has been very popular. This year we have started to target teenage mothers with a goal of supporting them in career decision-making and educational choices, following their high school graduation.



**RESUME WRITING  
SEPTEMBER 24, 1992**

**INTERVIEWING TECHNIQUES  
OCTOBER 1, 1992**

**SPRING CREEK CAMPUS - PLANO  
6:30PM - 8:30PM \*\*\* ROOM F108A**

WORK  
WORK  
WORK  
WORK  
WORK  
WORK  
WORK  
WORK



*Many of you are ready to begin the process of the "job hunt". Whether you have already prepared your resume or need one written, this is a workshop you should attend. You need to be sure you are sending the perfect resume. Be sure to bring a list of previous positions, a list of career skills or life skills, plus your references. If you already have your resume, bring it and Helene will critique it for you.*

*Are you nervous about the interviews? Here is your perfect opportunity to learn how to be confident when you walk in for the interview. Your appearance is very important, even the purse you carry may make a difference. Come hear what Helene Cavanaugh knows about interviewing.*

*Helene works at Collin County Community College with the Cooperative Work Experience program and she has previously worked with employment firms that hire for large corporations.*

*Sponsored by Collin County Community College - Promise Program.  
PLEASE CALL: Patty Burton, 548-6851, or metro 881-5791, X6851.*

# POWER AND BALANCES IN CONFLICTS PART II

- \* WHO HAS THE POWER?
- \* HOW DO YOU GET POWER?
- \* HOW DO YOU KEEP POWER?



*This workshop will contain new material, but please attend even if you missed the first workshop. This is valuable information for anyone who has to deal with other people, either at home or at work!*

*Marie Berg is the director of Dispute Mediated Settlements, a non-profit organization in Plano. She was a former Dallas County probation officer and received her degree in sociology from TWU.*

**TUESDAY - AUGUST 18, 1992  
6:30PM TO 9PM  
ROOM B114 - PLANO  
SPRING CREEK CAMPUS**

*Sponsored by Collin County Community College - Promise Program.*

*PLEASE CALL: Patty Burton, 548-6851, or metro 881-5791, X6851.*

**FINANCIAL  
+  
PLANNING**



*It is never too early or too late to address financial planning. Lois will teach you how to compute your net worth and help you establish a plan for your financial future. Everything from monthly budgeting to investments will be discussed.*

**TUESDAY - SEPTEMBER 15, 1992**

**7PM - 9PM \*\*\* ROOM B335**

**CENTRAL PARK CAMPUS  
MCKINNEY**

*Lois Powell, Financial Advisor with A. G. Edwards, will be the instructor for this special class. She is extremely knowledgeable, in the investment field, and with basic financial planning.*

*Sponsored by Collin County Community College - Promise Program.*

*PLEASE CALL: Patty Burton, 548-6851, or metro 881-5791, X6851.*

# Women

## Building Self-Leadership Skills for the '90s

Learn the self-leadership skills required to succeed in the 1990s. The trend in business today is to have self-managed employees. If you want to take hold of your career and life, this class is for you! You will develop a plan of action to help you accomplish whatever you desire from life. This plan of action will include self-choice, self-awareness, designing your future, positive change reinforcement and visualization.

**Hours: 3** **Fee: \$29**

CESI001-01A

Instructor: J. Dahl

11/7

Saturday

Spring Creek Campus Room #: F108

Session(s): 1

9 a.m.-noon

## Succeeding in a Man's World

Become aware of the advantages of the dominant female leadership style and why the '90s have been deemed "the decade of women in leadership" by experts. Think about your natural abilities, your motivations within and how they fit into the corporate world. The cooperative, caring, self-managed leadership style has relevance in today's workplace. Learn how to affect others in a positive manner while accomplishing your professional goals at the same time.

**Hours: 3** **Fee: \$29**

CESI010-01A

Instructor: J. Dahl

9/12

Saturday

Spring Creek Campus Room #: F108

Session(s): 1

9 a.m.-noon

## Career Image Workshop for Women

Learn how to wear clothes that mean business through the study of "no-mistake classic" and the right accessories. Achieve a soft, natural look with techniques designed to enhance our best features.

**Hours: 12** **Fee: \$58**

CESI002-01A

Instructor: L. McCarty

10/7-10/28

Wednesday

Clark High School Room #: TBA

Session(s): 4

6:30-9:30 p.m.

## How Does Your Net Work?

Networking is a way of increasing professional/social contacts, visibility and friendships. Men have long established "good 'ol boy" networks ranging from the board room to the golf course. Women, however, have not formalized their contacts fully. This is a highly participatory workshop, guaranteed to be

stimulating and fun. Learn how to network with women who can help you with your personal and professional growth.

**Hours: 6** **Fee: \$36**

CESI544-01A

Instructor: C. Westbrook

10/6-10/20

Tuesday

Shepton High School Room #: TBA

Session(s): 3

6:30-8:30 p.m.

## Time Management

Learn how to achieve more in less time with less stress! This seminar is designed to manage your personal and professional life so you can overcome stress and procrastination. You will learn to set and prioritize goals, handle people and projects that waste your time, delegate work, work more effectively with your boss and co-workers, and enjoy every day to its fullest potential.

**Hours: 4** **Fee: \$29**

CESI758-02A

Instructor: P. Gallagher

10/17

Saturday

Spring Creek Campus Room #: F108A

Session(s): 1

9 a.m.-1 p.m.

## Promise Program Displaced Homemakers/ Single Parents Workshops

These courses are designed for persons experiencing a major life transition—separation, divorce, death or disablement of a spouse.

### Life After Divorce

A study of the emotional states of divorce with discussions on psychological and behavioral traps during each stage.

**Hours: 3** **No Fee**

DHSP055-01A

Instructor: B. Entzinger

9/12

Saturday

Spring Creek Campus Room #: F108

Session(s): 1

9:30 a.m.-12:30 p.m.

DHSP055-02A

Instructor: B. Entzinger

11/7

Saturday

Central Park Campus Room #: TBA

Session(s): 1

9:30 a.m.-12:30 p.m.

### Surviving Financial Strains of Divorce

This workshop focuses on how women can effectively deal with the financial impact of divorce.

**Hours: 3** **No Fee**

DHSP056-01A

Instructor: B. Entzinger

9/26

Saturday

Spring Creek Campus Room #: F108

Session(s): 1

9:30 a.m.-12:30 p.m.

DHSP056-02A

Instructor: B. Entzinger

11/21

Saturday

Central Park Campus Room #: TBA

Session(s): 1

9:30 a.m.-12:30 p.m.

## Single Parenting

Explore typical problem areas in relating with children during and after divorce.

**Hours: 3** **No Fee**

DHSP060-01A

Instructor: B. Entzinger

10/17

Saturday

Spring Creek Campus Room #: F108

Session(s): 1

9:30 a.m.-12:30 p.m.

DHSP060-01B

Instructor: B. Entzinger

12/5

Saturday

Central Park Campus Room #: TBA

Session(s): 1

9:30 a.m.-12:30 p.m.

## Promise Program

Displaced Homemakers/  
Single Parents

## Moving Ahead in the '90s

### Who qualifies?

Individuals who are:

- Separated
- Divorced
- Widowed
- Single Parents

For more information, call Patty Burton at 548-6851 in McKinney or metro 881-5791, ext. 6851.



Funding for this program is provided through the Texas State Coordinating Board for Higher Education, Carl D. Perkins Vocational Education Act

## A new promise

# CCCC program helps single parents achieve goals that were abandoned

By GRETCHEN LIKINS  
The Courier-Gazette

Twenty years ago, Pat Vinson was working toward her nursing degree at Texas Christian University in Fort Worth. Then, like many women, she decided to quit college, get married and raise a family.

Life was going great for Vinson. She was living in a big house on a golf course community in Houston with her husband and three children. Then, one day her husband came home and said he was leaving. Vinson was left on her own to raise two teen-age sons and a 5-month-old daughter.

"I was devastated to say the least," Vinson said "It was totally out of the blue."

After her divorce, Vinson moved to McKinney with her sons Mike and Matt and her daughter Mandy. However, Vinson was constantly struggling to make ends meet, and for a time, had to work two jobs, she said.

Now Vinson, 41, wants to redirect her life and is determined to finish what she started 20 years ago. She is attending Collin County Community College and is working toward her nursing degree.

Vinson's view on life changed when she became involved with the Promise Program at CCCC. Last December, Vinson heard speak about the Promise Program and how it helps women in Vinson's situation to succeed in life.

At first, Vinson thought the program didn't apply to her because she had been divorced for seven years.

"I was so busy coping with life and coping with three children and everyday problems like school lunches, baseball games, washing clothes and feeding the cat. I didn't have time to check into the program," Vinson said. "It was like I was coasting through life and then I realized I had an opportunity to go back and get my

degree."

Vinson made an appointment to talk to Burton. She was eager to learn how the program could help her, she said.

"I realized the Promise Program was a really neat program for helping single parents," Vinson said. "I was most impressed that there was someone out there for the single parents and who cared about them."

The Promise Program centers around helping displaced homemakers and single parents cope with their situations and obtain necessary training and education they need. The program defines a displaced homemaker as a woman who is separated, divorced, widowed or whose husband is disabled and where the woman is the main source of income.

The Promise Program — which stands for Providing Resources, Outreach, Mentoring and Successful Empowerment of its parti-

See PROMISE. Page 8



The Courier-Gazette/Greiner

Pat Vinson with daughter Mandy, had redirected her life through CCCC's Promise Program

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# Promise

*from Page*

participants — started three years ago.

Last year, the program worked with 189 displaced homemakers. This year about 300 participants are expected, Burton said.

"A program like this is in demand because divorce is becoming a bigger and bigger issue and more and more women are reaching the poverty level," Burton said. "After a divorce, the woman is left untrained. Their income goes down, and the man's income increases. Most women do not prepare themselves for a career. They quit college to help their husbands and start a family."

When people first come to the program, Burton asks them about their current situation and their goals for the future. Then they discuss how those goals can be achieved, Burton said.

Workshops and seminars on financial planning, resume writing, interviewing techniques and career assessment are offered through the program. Participants also can attend support groups and get emotional counseling if needed.

Participants are given information on getting financial aid for college, help to pay for childcare and learn how to apply for food stamps or other state and federal aid.

The program, which is funded by the Carl Perkins grant, uses CCCC resources to help women achieve vocational training or to further their education, Burton said.

"Our plan is to concentrate on life-long marketability," Burton said. "We equip these women so they can go out there and advance and succeed in life."

The Promise Program encouraged change, growth and redirection in Vinson's life, she said. Hopefully, more single parents will learn about the program and benefit from what it has to offer, she said.

"There is an opportunity out there to get an education and people need to learn about those avenues available to them," Vinson said. "There's a lot of women out there in the dark."

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## Women in Transition Recruitment Project

➤ **History of Program**

A 1991 PSA featured a former Del Mar Displaced Homemaker student in a "before and after" in two segments on all local TV channels, paid with Perkins funds.

➤ **Goals**

Recruit DH students for vocational programs and/or connect them to resources.

➤ **Impact**

More than 200 individuals responded to the ads, which also featured a Perkins staff member who invited viewers to the college.

➤ **Number/Roles of Staff Involved**

- 1 Front Desk Secretary to take calls.
- 2 Part-time Perkins' Specialist to meet with potential students.

➤ **Characteristics of Students Participating in Programs**

Low income, vocational intent, in need of community services.

➤ **Outside Recognition**

Featured in 1992 JCSPAT conference and other colleges requested and received a copy.

➤ **What Makes This Program Unique and Effective?**

It was an effective recruiting device because it was person-centered and concentrated.

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✓ Urban	Suburban	Rural	Baldwin at Ayers
Number of Students Enrolled, Fall 1991:			Corpus Christi, Texas 78404
Credit: 11,500			Contact: JoAnn Luckie
Continuing Education (Non-Credit): 13,500			(512) 886-1298
Number of Students Served (SP/DH/SPW): Not Reported			

## Adult Re-Entry Program

➤ **History of Program**

Since the early 1980's, Del Mar has focused on adults returning to school and paid for a part-time re-entry aide.

➤ **Goals**

Ease the transition into college, for both vocational and academic students, by providing the Re-Entry kit and re-entry seminars twice a year.

➤ **Impact**

Single parents and DH potential students receive special priority with screening of eligibility for child care by contract and referral to campus and community services.

➤ **Number/Roles of Staff Involved**

1 Part-time Re-Entry Aide  
2 Staff hours of the Director and Child Care Secretary

➤ **Characteristics of Students Participating in Programs**

Age 25 and older students considering entering Del Mar or in their first semester.

➤ **Outside Recognition**

The Re-Entry Kit was featured in a 1987 AACJC presentation.

➤ **What Makes This Program Unique and Effective?**

The focus on adult roles and responsibilities; the use of the Re-Entry Kit.

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✓ Urban	Suburban	Rural	Baldwin at Ayers
Number of Students Enrolled, Fall 1991:			Corpus Christi, Texas 78404
Credit: 11,500			Contact: JoAnn Luckie
Continuing Education (Non-Credit): 13,500			(512) 886-1298
Number of Students Served (SP/DH/SPW): Not Reported			



Anything is Possible

Changing World . . . New Opportunities



Corpus Christi, TX 78404-3897



*Liz: Drafting Technology*

*I want to be self-supporting and independent. Training in drafting technology will allow me to achieve this.*



*Joe: Early Childhood Specialist*

*I feel like I am doing something important for the children. As a man in child care, I can provide a male role model for children who do not have a father in the home.*



*Gloria: Electronic Communications and Servicing*

*I can earn a good income in electronics; this will put less stress on my husband to carry all the responsibility of supporting the family.*

### What is a Non-Traditional Career?

An occupation is considered to be non-traditional for one sex if the majority of the positions are held by members of the opposite sex. A job that is traditional for a man, such as welder or carpenter, is non-traditional for a woman. Nursing is an occupation that is traditional for a woman but non-traditional for a man.

**Careers Based on Skills,  
Interests, and Goals  
Not Gender**

NON-PROFIT  
ORGANIZATION  
U.S. Postage  
PAID  
Corpus Christi, Texas  
Permit No. 1088

### Why Choose a Non-Traditional Career?

Use your talents and pursue your goals, without feeling limited by traditional role expectations. Choose a career that fits your skills, abilities and interests. A non-traditional career choice may provide an opportunity for an increase in:

- Salary potential
- Self-satisfaction and self-esteem
- Sense of personal growth
- Challenge and recognition
- Independence

### Minerva, Diesel Mechanics

"Fixing an engine is a challenge. You have to find out what is wrong and then fix it. I get a lot of satisfaction in making something work."



Dr. Jo Kostoch,

Dean of Occupational Education and Technology



"Students in non-traditional majors may be looking for a new horizon — something new and different in a career. At Del Mar College we promote and support the crossover into non-traditional majors by women and men."

### What Can Del Mar College Do for You?

Del Mar College can help you make anything possible! Occupational and technical training can provide new job skills, upgrade present skills, and provide retraining. Occupational and technical training include certificate and degree programs that take one to two years for completion.

### Support Services

The Office of Special Populations works with faculty, staff, and students to establish sex equity and eliminate sex stereotyping in career choices and planning. Our office supports career choices based on skills, abilities, interests, and goals, not gender.

#### Services provided include

- Childcare books and transportation assistance
- Spk akets
- Work shops
- Support groups
- Individual conferences

### Changes in Society, Changes in Lifestyles

What changes in attitudes and technology are affecting careers for women and men?

- Higher cost of living
- Increasing number of women entering the work force
- Lower birth rate
- More women as heads of households
- Increased training and education will improve employment opportunities. A high school diploma is a good start, continued education can fine-tune your abilities.

### The Opportunity is Yours

Your career choice is an important decision. Make it wisely.

Jack Burke, Electronics Instructor

"Electronics is a very good field for women. There have been women in the field for a number of years. More women should go into the field."

### Non-traditional majors for women include

- Air conditioning & refrigeration
- Appliance repair
- Architectural technology
- Automotive mechanics
- Diesel mechanics
- Drafting technology
- Electronic & communication servicing
- Electronic engineering technology
- Fire science
- Machine shop
- Restaurant management

### Non-traditional majors for men include

- Dental assisting
- Dental hygiene
- Cosmetology
- Clerk typist
- Court reporter
- Legal assistant
- Early childhood specialist
- Registered nurse
- Vocational nurse
- Surgical technology
- Respiratory therapy

### For Additional Information, Please Call

Office of Special Populations 886 1298  
 Del Mar East Campus  
 Harvin Center, Room 218  
 Office Hours  
 7:30 a.m. - 5:00 p.m. Monday Thursday  
 7:30 a.m. - 12:30 p.m. Friday

Carl D. Perkins Vocational and Applied  
 Technology Education Act of 1990  
 Jo Ann Luckie, Director  
 Office of Special Populations

The provisions and information set forth in this statement are intended to be informational and not contractual in nature and are subject to modification without notice by the Administration or the Board of Regents. For additional explanation refer to the Disclaimer in the College Catalog.

Del Mar College does not discriminate on the basis of race, color, sex, age, national origin, religion, handicap, or any other constitutionally or statutorily impermissible reason.

Revised 8/91



### Support Services

Support groups, like the "Brown Bag Lunches," offer students the opportunity to get together and share common interests and concerns.

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## Eastfield College Adult Resource Center (Recruitment Emphasis)

➤ **History of Program**

Created six years ago, the center continues to serve students and non-students, facilitating college access to training and services.

➤ **Goals**

- To provide intake counseling, career advice, financial aid information and referral services
- To provide resources to credit and non-credit students from a common center. To provide placement services as needed

➤ **Impact**

In 1991-92 served 102 single parent students and 294 non-students by facilitating enrollment. Total Single Parent enrollment was 2,787.

➤ **Number/Roles of Staff Involved**

Includes a half-time Counselor, half-time Placement Specialist, and approximately 35% of a college-supported administrator.

➤ **Characteristics of Students Participating in Program**

Recruitment efforts provide access for non-students who are representative of the community at large. Students served are primarily economically and educationally disadvantaged.

➤ **Outside Recognition**

➤ **What Makes the Program Unique and Effective?**

Emphasis on recruitment; service to credit and non-credit students and potential students out of a common center.

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✓ Urban      Suburban      Rural  
Number of Students Enrolled, Fall 1991:  
Credit: 10,000  
Continuing Education (Non-Credit): 5,500  
Number of Students Served (SP/DH/SPW): 4,189

3737 Motley Drive  
Mesquite, Texas 75150

Contact: Carolyn Stock  
(214) 324-7623

## Eastfield College Fast-Track Word Processing Training Program

➤ **History of Program**

The program has been offered for three years, alternating as a day program and an evening program.

➤ **Goals**

To offer a 200-hour+ fast-track training program to provide single parents with a marketable skill. To provide placement support services.

➤ **Impact**

Twenty single parents received training, four received child care and four required transportation assistance. Placement services were provided for everyone in the program.

➤ **Number/Roles of Staff Involved**

Includes a half-time Counselor, half-time Placement Specialist, and approximately 35% of a college-supported administrator.

➤ **Characteristics of Students Participating in Programs**

Students served are primarily economically and educationally disadvantaged.

➤ **Outside Recognition**

➤ **What Makes This Program Unique and Effective?**

Students can acquire a marketable skill in a relatively short period of time. Fast-track scheduling allows the class to serve as its own support group.

---

✓ Urban      Suburban      Rural  
Number of Students Enrolled, Fall 1991:  
Credit: 10,000  
Continuing Education (Non-Credit): 5,500  
Number of Students Served (SP/DH/SPW): 4,189

3737 Motley Drive  
Mesquite, Texas 75150

Contact: Carolyn Stock  
(214) 324-7623

ARE YOU A SINGLE PARENT  
OR AN ADULT RETURNING  
TO SCHOOL?

ARE YOU A HOMEMAKER  
LOOKING FOR NEW SKILLS?

ARE YOU READY TO MAKE A  
CHANGE IN YOUR LIFE?

...A CAREER TRAINING PROGRAM  
AT EASTFIELD MAY INTEREST YOU!!

YOU MIGHT CHOOSE ONE OF THE FOLLOWING:

- Accounting
- Air Conditioning/Refrigeration
- Auto Body Tech
- Auto Mechanics
- Child Development
- Computer Technology
- Digital Electronics
- Drafting & Design Technology
- Electrical Code
- Graphic Arts
- Interpreter Training
- Locksmithing
- Management Careers
- Medical Receptionist
- Office Careers
- Pest Control
- Telecommunications
- Welding



A SINGLE PARENT/HOMEMAKER OR  
RE-ENTRY ADULT MAY PURSUE CAREER  
TRAINING BY ENROLLING THROUGH  
ONE OF THE FOLLOWING OPTIONS:

1. CREDIT COURSES  
Interested students may select the degree/  
certificate program or training area of their  
choice. Entrance requirements must be  
met before course study can begin.
2. CONTINUING EDUCATION COURSES  
Students may pursue training in various  
technical/occupational areas through reg-  
istration in Continuing Education courses.  
Although there are no entrance require-  
ments, some courses have prerequisites.
3. SINGLE PARENT/HOMEMAKER/RE-ENTRY  
GRANT TRAINING  
Eligible students can qualify for specialized  
training programs offered at various times  
during the year. These concentrated  
programs are designed to provide the stu-  
dent with entry-level skills for specific job  
categories.

THE BRIGHTER FUTURES PROGRAM  
at Eastfield College offers support services for  
students pursuing career training.

Based on need, these services may include:

- Grants, Scholarships, or Loans
- Tuition/ Fees
- Textbooks/ Supplies
- Child Care/ Transportation
- Career Exploration/ Job Search
- Support Groups
- Counseling
- Tutoring



FOR MORE INFORMATION ABOUT EXPLORING AND  
EXPANDING YOUR CAREER OPTIONS AT EASTFIELD,  
CALL THE PEOPLE PLACE AT  
324-7619

PLEASE SEND ME MORE INFORMATION ABOUT  
ADULT PROGRAMS AT EASTFIELD COLLEGE

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

Social Security No \_\_\_\_\_

Phone \_\_\_\_\_

I'd like information about the following:

- \_\_\_ BRIGHTER FUTURES PROGRAM
- \_\_\_ NEW HORIZONS PROGRAM—Non-  
traditional training
- \_\_\_ Programs for Handicapped
- \_\_\_ Programs for Hearing Impaired
- \_\_\_ English as a Second Language Program
- \_\_\_ Amnesty Program
- \_\_\_ Support Groups
- \_\_\_ Community Counseling
- \_\_\_ Career Counseling
- \_\_\_ Please send me a current credit catalog.
- \_\_\_ Please send me a current Continuing  
Education catalog.



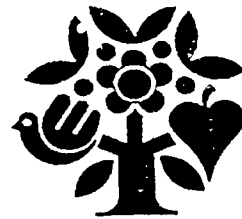
THE PEOPLE PLACE  
Adult Resource Center  
(214) 324-7619

# Community and Family Services

## THE PEOPLE PLACE: AN ADULT RESOURCE CENTER

### SERVICES AVAILABLE:

- Career and Academic Counseling by appointment (Individual, or Group Sessions)
- Information about services and Programs for single parents, homemakers, AFDC recipients and non-traditional career options
- Referral Services to Local Agencies meeting specialized needs



FOR FURTHER INFORMATION REGARDING ANY OF THE ABOVE SERVICES,  
CALL THE PEOPLE PLACE, 324-7619.  
EVENING HOURS AVAILABLE.

The People Place is located on the 2nd floor of the North Building.

Funding for the People Place has been provided by the Texas Coordinating Board.

## FREE!

## SKILLS TRAINING PROGRAMS for Men and Women



- ✓ For single parents and displaced homemakers . . .
  - Automotive service writer.
  - Word processing and office skills
- ✓ For women interested in non-traditional training . . .
  - Building maintenance and repair
- ✓ For women and men . . .
  - General office skills with medical or legal options
  - Computerized accounting and bookkeeping (pending)

*FREE books, tuition, counseling, job placement assistance and child care.*

**For more information call 324-7619**

GRANT APPLICATION PROCESS

- I. Information/Application Session
- II. Application Screening Process
- III. Reading Comprehension/Math Evaluation
- IV. Personal Interview
- V. Final Student Selection

APPLICATION SCREENING PROCESS

3 points	Financial Need
3 points	Educational Need
3 points	Career Motivation and Goals
3 points	Written Communication Skills

Maximum points available 12

The 50 highest ranking applications will be selected for evaluation in Math and Reading Comprehension. the 30 highest combined scoring individuals will be selected for a personal interview. Twenty individuals and five alternates will be selected for each training session.

ANNUAL APPLICATION

GRANTS PROGRAMS

INTERVIEW RATINGS - FALL 1988

I. FINANCIAL NEED

Maximum points 3.0

Number Child	\$0 - \$3000	\$3001 - \$7000	\$7001 - \$10,000	\$10,001 - \$12,000	\$12,001 - \$15,000
1-2	2.0	1.5	1.0	0.5	0.0
3-4	2.5	2.0	1.5	1.0	0.5
5+	3.0	2.5	2.0	1.5	1.0

II. EDUCATIONAL NEEDS

Maximum point 3.0

- 3.0 No skills in any area
- 2.5 Some beginning skills, none that are marketable
- 2.0 Some skills, barely marketable. Eg.: Typing 20wpm
- 1.5 Skills in place but are outdated or in different field
- .5 Skills in place; applicant does not wish to continue in present field
- .0 Skills in place; applicant just looking for something different

III. WRITTEN COMMUNICATION

Maximum point 3.0

- 3.0 Clear; easy to read; free from grammatical or spelling errors; ideas in logical format; word usage correct; continuous flow of thoughts.
- 2.0 Less clear; contains some grammatical errors; some words misspelled or not used properly; thoughts not arranged in logical order.
- 1.0 Rambling in thought process; poor word usage; extensive grammatical errors; poor spelling; lacks organization.
- 0.0 Not written on the subject. Consistent grammatical errors; no continuity to thoughts; lacks knowledge of the proper grammar rules.



IV. CAREER GOALS--MOTIVATION

Maximum points 3.0

- 3.0 Highly motivated; has goals set; knows direction they wish to take; good communication skills; willing to learn. Need help and willing to work for it.
- 2.5 Motivated; needs help in setting goals; looking for directions; good communication skills; willing to try new ideas. Needs help and willing to work for it.
- 2.0 Less determined; seems pushed by external forces--not self driven; clear in ideas of needing help; can focus on specific wants but cannot translate into goals. Able to express ideas and communicate on a good level.
- 1.5 Even less determined; no motivation in any one direction; less able to communicate ideas; does not have any idea of goals; needs help and is waiting for someone to give it to them.
- 1.0 No determination; seems to be searching for something; cannot make choices; needs help but does not seem to desire to put forth energy to seek out this help.
- 0.5 Has no set goals in life; looking for the magic wand; cannot focus on problems; always has the "I can't" or "they made me" excuses; does not seem to be able to complete tasks.
- 0.0 Wants someone else to solve their problems.

This section can be completed by either a personal interview or by looking at written paragraphs for content of answers to "what do you hope to do with the skills you attain through this program."

PROCESS:

- I. Information seminar--application given at this time.
- II. Application scored from 0-12. All applications placed in numerical order.
- III. Top 50 applicants are brought in for evaluation
  - A. Reading Comprehension
  - B. Math Skills I(These are standard entrance exams given by Testing Center to all Incoming Students. EXCEPTION: Math I is given instead of Math II)
- IV. Highest scoring 20 individuals are given opportunity for the grant. In case of a decline, the next highest ranking score would be taken and so forth until all 20 slots are taken.

In case of duplicate rankings, the earliest dated applications will be taken first.

ANNUAL APPLICATION  
GRANT PROGRAM  
INTERVIEW RATINGS

RE: CHANGE IN RATINGS--EDUCATIONAL NEEDS

RATIONALE: In order to provide an equal opportunity for the Single Parent/Homemaker candidate who has beginning skills, the emphasis for the Spring training will be more of an upgrading of existing skills. Educational needs points will be awarded in the inverse of the Fall evaluation system. No training skills will receive minimum skills points; beginning skills will receive more skills points.

II. EDUCATIONAL NEEDS Maximum points 3.0

- 3.0 Good beginning skills--need refinement or retraining--skills may be outdated.
- 2.5 Some beginning skills--none marketable
- 2.0 Some beginning skills--none marketable
- 1.5 No skills at all
- 1.0 Skills in place in a different field; applicant cannot continue
- 0.5 Skills in place in a different field; applicant does not wish to continue
- 0.0 Skills in place applicant looking for something different

## El Centro Child Care Reimbursement

### ► History of Program

The Child Care Reimbursement Program was created in 1988 to fill the gaps in our YWCA child care program (a program in which we paid partial costs for student child care at YWCA child care centers). While the Y gave excellent care, they enrolled children starting at 18 months, and we had several students with newborns. In addition, though the central Y was located less than three miles from campus, many students relied on public transportation and could not make the connections to the Y and get to class on time without having to wake their children at 5 a.m.

This program reimburses students 20-50% of their child care costs at the end of every month. They may choose the licensed center or registered day home of their choice. The program has been funded totally by Carl Perkins Single Parent/Homemaker and Sex Equity dollars.

### ► Goals

To provide partial child care reimbursement for students who are single parents, homemakers returning to school, displaced homemakers, and non-traditional majors, so that they may stay in school and eventually graduate.

### ► Impact

Each year, students receiving child care services have had better grades and better retention rates than the general El Centro student population.

### ► Number/Roles of Staff Involved

- 1 Project Coordinator (SP/H grants manager)
- 1 Clerical Assistant, part-time

### ► Characteristics of Students Participating in Programs

The program has served about 30 women each year, with the exception of 1992-93, in which a funding cut has limited us to 11 women. All are low-income and must qualify for financial aid in order to qualify for our services. Ninety-nine percent have been either Single Parents or Homemakers.

### ► Outside Recognition

Featured in the booklet, *Child Care for Post-Secondary Institutions*, published by the UT-Austin School of Social Work and the Texas Employment Commission, 1990.

---

✓ Urban	Suburban	Rural	Main & Lamar Streets
Number of Students Enrolled, Fall 1991:			Dallas, Texas 75202
Credit: 5,340			
Continuing Education (Non-Credit): Not Reported			Contact: Patricia Long Allbee
Number of Students Served (SP/DH/SPW):			(214) 746-2427

➤ **What Makes This Program Unique and Effective?**

Our program reimburses the student directly, based on percentage determined by the number of hours the student is in school (see chart below). The percentages match the percentage of time (out of a 40-hour work week) that the student spends in school. The maximum reimbursement percentage is 50%, and the maximum amount paid to the student is \$30 per week per child, to keep students from choosing overly-expensive child care and to keep our YWCA program the most attractive choice.

Several "safeguards" are built into the program:

- Students turn in child care receipts at the end of every month (by the 5th of the following month), attached to a "Reimbursement Form." The child care provider must sign this form and give their license number.
- Centers and day homes are checked for legitimacy against a list provided by the Texas Department of Human Services. Any centers or day homes not on the list are checked by phone with TDHS.
- Receipts submitted must be actual printed receipts and not a piece of notebook paper, typing paper, etc.
- Student course schedules are checked on computer after "Last Day to Withdraw" to determine if participants have dropped courses and thus need their reimbursement lowered.

Schedule of Reimbursement	
Hours Attending School per Week	Percentage of Child Care Reimbursement
8	20%
10	25%
12	30%
14	35%
16	40%
18	45%
20+	50%

Reimbursement check processing is handled through the college Accounting Office after receiving copies of the receipts and reimbursement forms from the project coordinator.

## The MS Project: Math/Science Support for Women

➤ **History of Program**

When we learned our Carl Perkins Single Parent/Displaced Homemaker (SP/DH) monies would probably be cut for the 1991-92 school year, we began looking for other ways to fund the program to continue serving our SP/DH population. Carl Perkins applications were being accepted for sex equity programs, so we came up with the MS Project. The MS Project provided support services and programs for women enrolled in Developmental Math and science courses in the hopes that they would choose a math/science related career. (This project is based, in part, on a program from Garland County Community College in Arkansas.) Keeping in mind that most of the SP/DH students we had previously served were enrolled in Developmental Math or science courses, we could reach them through a sex equity program. They did not have to be enrolled in a non-traditional major. They simply had to be enrolled in a Developmental Math or a science course, and for some services, qualify financially.

➤ **Goals**

To provide instructional and life coping support for women enrolled in post-secondary math and science courses, and encourage them to consider math/science-related careers; and to provide college preparatory support in math for high school females, and encourage them toward math/science-related careers. Services included child care, reimbursement, transportation discounts and tutoring as well as study skills workshops and faculty development.

➤ **Impact**

Women tutored in the sciences received significantly better grades than the general female population in the sciences. In each semester, child care recipients scored better in math and the sciences than the general female population. In addition, transportation recipients had better grades in math and the sciences than the general female student population. For further description of services and an exact breakdown of percentages, a bound report on the project is available.

➤ **Number/Roles of Staff Involved**

- 1 Project Coordinator, part-time
- No clerical or counseling staff were allowed
- 4 Tutors, 15 hours per week
- 2 Summer Math Instructors for high school "Math Boosters" program

➤ **Characteristics of Students Participating in Programs**

525 were served by the program, including 440 females and 85 faculty members. Of the 39 women receiving transportation discounts, 72% were SP/DH. Of the 33 women receiving child care reimbursement, 82% were SP/DH.

---

✓ Urban	Suburban	Rural	Main & Lamar Streets
Number of Students Enrolled, Fall 1991:			Dallas, Texas 75202
Credit: 5,340			
Continuing Education (Non-Credit): Not reported			Contact: Patricia Long Allbee
Number of Students Served (SP/DH/SPW):			(214) 746-2427

➤ **Outside Recognition**

Program Coordinator received "Innovator of the Year" award for the program from El Centro College. The Dallas Morning News published an article with photos concerning the program.

➤ **What Makes This Program Unique and Effective?**

At the time of its inception, it was the only math/science support program among Texas community colleges which not only provided tutoring, but offered child care and transportation discounts as well as extensive high school outreach. Its multi-faceted approach to the problem of lack of women in math and science makes it unique.

EL CENTRO COLLEGE  
Adult Resource Center  
Child Care Reimbursement Form

RETURN BY THE 5TH OF EACH MONTH WITH CHILD CARE RECEIPTS ( IF LATE MORE THAN 7 DAYS, NO REIMBURSEMENT WILL BE ISSUED.)

NAME \_\_\_\_\_ SS# \_\_\_\_\_

ADDRESS \_\_\_\_\_ PHONE# \_\_\_\_\_ (H) \_\_\_\_\_ (W) \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP CODE \_\_\_\_\_

CHILDRENS' s NAMES AND AGES \_\_\_\_\_  
\_\_\_\_\_

LICENSED CHILD CARE PROVIDER \_\_\_\_\_  
PROVIDER # \_\_\_\_\_

ADDRESS \_\_\_\_\_ PHONE# \_\_\_\_\_  
CONTACT PERSON \_\_\_\_\_

I VERIFY THAT THE ABOVE NAMED CHILDREN HAVE RECEIVED CHILD CARE SERVICES FROM ME AT THE RATE OF \$ \_\_\_\_\_ PER WEEK.

Provider Signature \_\_\_\_\_ Date \_\_\_\_\_

I ATTEST TO THE ACCURACY OF THE ABOVE INFORMATION.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Services provided from \_\_\_\_\_ to \_\_\_\_\_  
(Month/Day) (Month/Day)

CHECKS WILL BE MAILED TO THE ADDRESS AT THE TOP OF THIS FORM ON OR NEAR THE 20TH OF THE MONTH.

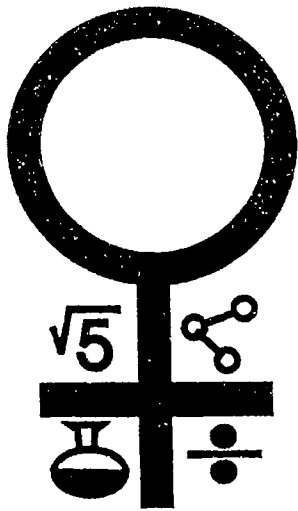
FOR OFFICE USE ONLY

AMOUNT OF REIMBURSEMENT \_\_\_\_\_ MONTH \_\_\_\_\_

ADULT RESOURCE STAFF SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_

The  
Math/Science  
Support for Women  
Project



El Centro College  
Adult Resource Center  
Room A047



## Evaluation Techniques

Seven main evaluation techniques were used to evaluate the program's components:

- analyzing student grade reports and comparing to all female students
- multiple-choice evaluations
- attitude assessments
- attendance/participation records
- distribution of materials
- comparison of withdrawal rates (participants vs. all female students)
- comparison of drop-out rates (participants vs. all female students)

Analyzing grade records was the main evaluation technique used in The MS Project. Grade records of participants were analyzed for passing/failure rates, to determine if the project's services were helpful.

A three-choice evaluation form was used by participants to evaluate the study workshops and sex bias awareness training. Participants were instructed to check one: Not Helpful At All, Somewhat Helpful, or Very Helpful. Several aspects of a presentation were analyzed, including presenter's style, material covered, etc. Blank space was included and participants were asked to write any additional comments.

A pre- and post-course attitude assessment was used to evaluate the Human Development 100 courses. Attitude statements on a variety of topics (self-esteem, careers, male/female roles, college) were rated on a five choice continuum: Strongly Disagree, Disagree, Uncertain, Agree and Strongly Agree. One to five points were assigned to each choice of answer when grading the assessments (for example, for the statement, "Math and science-related careers are more appropriate for men than women", five points were given to Strongly Disagree and one point was given to Strongly Agree). Higher scores at the end of the course compared to the beginning indicated a positive attitude change.

Attendance/participation records were considered when evaluating all components of the project and were looked at both formatively and summatively. If not enough people were using a particular service, the problem was examined and stronger publicity or other steps were taken to remedy the situation and increase participation.

Counting materials distributed was used to evaluate the hallway display program. Materials available on the display were counted and recorded at the beginning of the program and compared to the number of materials left on the display at the program's end. Refills were included in the count.

Course withdrawal rates were used to evaluate the success of the child care and bus pass programs, although grades were also recorded.

## Publicity

The entire MS Project was publicized by a multi-page, four-color brochure (example of cover is attached). It was layed out and printed entirely in-house, by the El Centro graphics and printing staff. Brochures were distributed in the Learning Center, the Adult Resource Center, and on a lobby display that stayed up over a month. In addition, the MS Project Coordinator and the MS Project tutors visited math and science classrooms during the first two weeks of the fall and spring semesters, to promote the Learning Center and pass out MS Project brochures. An ad was placed in the Spring class schedule promoting the HD 100 class for new females enrolled in a science course. The MS Project also received publicity through flyers promoting the monthly study workshops. Flyers were posted throughout the campus and also mailed to instructors.

As mentioned in Component #8, the Math Boosters program was publicized through direct mailings to teachers and counselors, as well as a radio buy. An extra publicity "boost" came in the form of a newspaper article about the program, in the Dallas Morning News. A reporter was on campus during registration and saw the ad in the schedule regarding the HD 100 class, and inquired further about the program.

## Women's Programs — El Paso Community College Women's Center

► **History of Program**

The EPCC Women's Center was established as a support system concentrated on community-based centers or satellites for female students pursuing an education at El Paso Community College. It has gone from a 3-member staff to a 15-member staff in 7 years.

► **Goals**

The Women's Center serves as an umbrella organization developing and implementing programs and services that provide women an opportunity to succeed in meeting their educational, employment and personal goals.

► **Impact**

The EPCC Women's Center is dedicated to assisting women in defining and achieving their academic, career, employment and personal goals. It is a special program designed to succeed in meeting their educational, employment, and personal goals.

► **Number/Roles of Staff Involved**

15 Staff including:

- 1 Director
- 5 Counselors
- 3 Secretarial support staff
- 6 Student services

► **Characteristics of Students Participating in Programs**

The center provides the most visible resources that serve the unique needs of disadvantaged populations.

► **Outside Recognition**

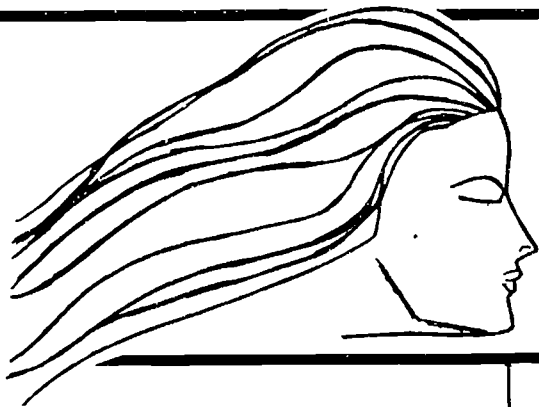
Chair Adelente Mujer Hispana Program (Conference)  
Director has been named one of 30 outstanding Hispanic Women in the Community  
Director is the Regional Representative for The National Displaced Homemakers Network, Region VI (5 states)

► **What Makes This Program Unique and Effective?**

Program originally started in 1984 with one campus site and a satellite site. It has grown to include four satellite sites. This expansion has allowed us to serve the student population (particularly women) in practically all areas of our community. Our serves are in the areas of counseling, child care, community outreach, and other services pertinent to our students.

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✓ Urban	✓ Suburban	Rural	P.O. Box 20580
Number of Students Enrolled, Fall 1991:			El Paso, Texas 79998
Credit: 19,000			
Continuing Education (Non-Credit): 4,000			
Number of Students Served (SP/DH/SPW): Not reported			Contact: Olga Chavez (915) 594-2245



Vol. 1/No. 1

# THE WOMEN'S CENTER

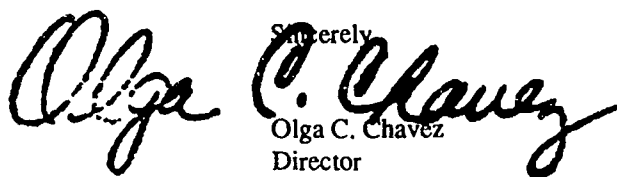
Summer 1991 / CAMPUS ISSUE

The Women's Center is dedicated to serving the women of the El Paso, Texas international community not only at the three campuses but also in the surrounding areas.

Through this issue, we wish to introduce our programs and services that provide women the opportunity to succeed in meeting their education, employment, and personal goals.

Our main office is now located at the Valle Verde Campus in Room C212. Other offices are located at the Rio Grande Campus in Room #123 and at the Transmountain Campus, Room A-300. We would like to invite you to come by and visit us, and if we can be of any assistance, please feel free to call.

Be sure and look for our open house in September!

Sincerely,  
  
Olga C. Chavez  
Director  
Women's Center

## PHILOSOPHY AND PROGRAM DESCRIPTION

The mission of the El Paso Community College Women's Center is to assist women in defining and achieving their academic, career, employment, and personal goals through education. This education encompasses not only academics but self-discovery, self-development and awareness of systems available to women. Thus, the Women's Center is designed to provide support services for women enrolled or interested in enrolling at El Paso Community College. Special emphasis is given to single parents, homemakers, women and men students in non-traditional careers, and individuals with handicaps. The Center offers presentations to groups or organizations interested in knowing more about the educational and vocational programs at El Paso Community College.

## COUNSELING PROGRAM

### COUNSELING

Personal, vocational and academic counseling is offered for students at no cost. College and community information is available and referrals are made when appropriate.

### PERSONAL COUNSELING

Short-term personal counseling is offered for students and women in the community to include crisis intervention and life management skills development.

### VOCATIONAL COUNSELING

Counseling to assist women in deciding on a career is provided as well as referrals to the EPCC Career Center for assessment and occupational information.

### ACADEMIC COUNSELING

The Women's Center provides information necessary for registration and administration to the College, and assists women in gaining basic college survival skills. Information, referral and networking are provided for students who wish to continue their education at a university level.

### SUPPORT GROUPS

Counselors and staff at the Women's Center facilitate various support groups for women with similar concerns or interests. These support groups include:

- Women in Transition
- Adult Daughters of Alcoholics
- Human Sexuality
- Survival Skills for Single Parents and Homemakers
- Developing Learning Skills
- Women in Non-Traditional Careers
- Personal Discovery
- Survival and Coping Skills
- Addictive Personalities

Continued on page 2

continued from page 1

Sexual Harassment in College and at the Workplace  
Making it in Higher Education--for Single Parents and Homemakers  
Incest Survivors  
Assertiveness Training  
Communication Skills  
Forming Relationships  
Battered Women Support Groups

Support groups are comprised of at least seven and no more than ten women and a facilitator and may be offered at any of the three campuses and community satellite centers.

The Women's Center Counseling Program also offers personal enrichment seminars, lecture series and workshops. These activities serve significantly as instruments of self-empowerment for women.

All the activities provided by the Counseling Program are offered in Spanish and English. Experts from the community are invited as guest speakers for students, staff and faculty.

## INSTRUCTION AND SPECIAL PROJECTS

The Women's Center sponsors and offers seminars and courses to assist women in gaining skills and realizing their potential.

The following courses are offered in English and Spanish at the main campuses and at the Satellite Centers:

- Personal Discovery
- Career Awareness
- Sex Equity Approach to Non-Traditional Careers
- Occupational Planning
- Orientation to College

## CHILD CARE PLACEMENT PROGRAM

The Women's Center provides child care services through a Carl Perkins grant geared for single parents, homemakers, or individuals with handicaps enrolled in a vocational or non-traditional program who are in good academic standing. Eligibility requirements include financial need, and attending conferences and parenting workshops. The program's goal is to assist these students in completing their vocational training and entering the workforce. Child care is often identified by female students as an obstacle to their educational advancement because of economic and/or social reasons (lack of flexible hours, lack of monies to pay for child care, night care, etc.).

Most of these students fall below the income poverty level and cannot afford child care. Frequently, these students choose unreliable, low-quality care because it is all they can afford. The lack of reliable child care keeps them from attending their classes and often causes them to abandon their studies.

The Child Care Placement Program has proven to be one of the most dynamic recruitment and retention components of the Women's Center since it provides child care services to disadvantaged students who otherwise would be unable to attend EPCC. Students can choose either services in a day care center or in a licensed home.

## CEPA MODEL

The Career Educational Planning and Job Placement Model is designed to provide students with a holistic approach in selecting a career. The program was developed in collaboration with the following Student Development Programs:

Counseling Center  
Intake Services  
Career Center  
Job Placement Program

This model consists of a six-step process of approximately eighteen hours of counseling, career awareness, orientation to the college and training. It is designed to benefit students entering the labor force, displaced workers, single parents or any student who needs assistance in choosing a career.

## STUDENT INTERNSHIP

The purpose of the internship is to encourage women to continue in their career of choice by providing on-the-job training in the areas of Child Care Placement, Counseling, Advocacy, Information and Referral, Conferences, and Special Projects sponsored by the Women's Center.

The interns are supervised by a Women's Center counselor who, in turn, is responsible for developing the field work and training objectives for the interns.

The interns assist with the daily operation and programming needs of the Women's Center, attend meetings, and provide presentations in the community. They also work with the Community Outreach Program in participating and networking with community organizations.

Starting this year, the Sex Equity Component will have interns. These individuals must be in their last year of study in a non-traditional career. Those individuals interested in this program should contact the Women's Center.

## ALCOHOL AND DRUG AWARENESS PROGRAM

Through the New York Women's Action Alliance pilot project developed over two year ago, the Women's Center continues to expand an Alcohol and Drug Awareness Program which uses preventive efforts which target the special needs of women.

The program is designed as a two-pronged approach. It integrates a focus on drugs and alcohol into on-going activities and creates classes and new support groups that focus specifically on drug and alcohol issues.

Information empowers a woman to take a hard look at her own use of drugs and alcohol, or to recognize the negative influence exerted on her life by someone else's patterns of abuse.

The Women's Center was and continues to be an ideal base for such a program because it already holds a position of trust by women within the community and offers a holistic approach to health and life issues.

Services provided by Drug and Alcohol Awareness Program include:

- Informative and educational presentations available to students, faculty, and staff.
- Eight-week education classes on the effects of substance abuse in women's lives.
- Groups open to any woman who needs support, understanding, and coping skills.
- Referral services to additional college and community drug and alcohol services.

Seminars and workshops on the relationship of alcohol and drugs to other women's health and social issues.

- Providing information to the community through the print and broadcast media.
- Community Liaison Committee which provides guidance, training and referral resources.

## INFORMATION DISSEMINATION AND NETWORKING PROGRAM

This program works closely with the other programs of the Women's Center ensuring that students, EPCC faculty and staff, outside agencies and organizations and individuals in the community are aware of Women's Center activities throughout the year.

Another area being developed under the Carl Perkins Sex Equity funding is the student volunteer component. Students who are in non-traditional careers are recruited to assist in planning events and activities sponsored by the Women's Center. These volunteers are an important part of the conferences, workshops, and seminars.

The Women's Center is also linked to national and international Women's Centers, social service agencies, the private and public sector, and local, state and national government offices. The Information Dissemination and Networking Program is in charge of newsletter publication and distribution. The newsletter is a bilingual publication (English/Spanish) with a circulation of 10,000 copies per issue.

The Information Dissemination and Networking Program works with the EPCC and UTEP Women's Studies Departments and the Independent School Districts' Sex Equity Programs to organize the Annual Women's History Month activities. The program also serves as public relations liaison for the Adelante Mujer Hispana Conferences.

## RESEARCH AND EVALUATION PROGRAM

The Research and Evaluation Program supports the Women's Center with on-going research in the areas of gender issues, sex equity, sex stereotyping and the impact of these on women.

The program designs student needs assessment surveys to better serve the needs of students. It focuses on designing and conducting comparative and interdisciplinary assistance with research projects that deal with the interrelationships of race, class, and gender.

The Research and Evaluation Program tasks include:

- Research Publications-working papers on gender issues
- Planning, overseeing, and writing Women's Center reports
- Master Plan of Action for 1995-2000
- Proposal Writing

## ADELANTE MUJER HISPANA CONFERENCE

Since 1983, the Adelante Mujer Hispana Conference has provided women in the El Paso community the opportunity to come together and share their life experiences, improve personal and career development and promote the role of Hispanic women in the community, the state and the nation.

The Annual Adelante Mujer Hispana Awards Banquet recognizes outstanding community participants in various areas including Education, Health, Community Involvement, Entrepreneurship and Service. The Service Award is presented to the individual who has contributed the most to the advancement of Hispanic women.

Keynote speakers have included both locally and nationally recognized individuals like Alicia Cuaron, originator of the Adelante Mujer Hispana Conference; State Representative Lena Guerrero; Dr. Guadalupe Quintanilla, University of Houston Assistant Vice President; Esther Valladolid Wolf, Secretary of Aging for the State of Kansas; Catalina Vasquez Villalpando, Treasurer of the United States; and Shiree Sanchez, Associate Director, Office of Public Liaison at the White House.

## COMMUNITY OUTREACH PROGRAM

The Community Outreach Program functions as a college/community liaison for the Women's Center. Through this program, the Women's Center is recognized by other public and private educational institutions in El Paso. The program is actively engaged in tapping into the community's human resources, recommending leadership for Women's Center advisory and working boards, and giving presentations citywide about Women's Center services and programs.

The Community Outreach Program is concerned with recruitment and retention of female students. The college's Satellite Centers are routinely visited to inform students about available programs and invite them to visit the Women's Center and enroll at the El Paso Community College.

The program is also involved with the college International Programs, providing information and referral to the services in the college and in the community. These services are provided in English and Spanish. The program has organized lectures, seminars, and workshops for Latin American students enrolled at EPCC through an AID federal exchange program.

The Community Outreach Program also participates in organizing the Women's Center conferences and making the activities visible in the community, reaching the El Paso business community and private sector.



## THE WOMEN'S CENTER STUDENT AUXILIARY CLUB

The Women's Center Student Auxiliary Club's purpose is to encourage women students to help each other enhance life skills, provide moral or academic support to club members, and to develop a WARMLINE which is a telephone support system operated by volunteers. The club also has a scholarship fund. Students in this club

have the opportunity to get to know students, faculty and staff from the three campuses; participate in different El Paso Community College activities; organize fund-raising activities to benefit both the club and other students; and attend seminars for personal and academic enrichment. To join the club, students need to contact the President or Club Advisor at the Women's Center.

### WOMEN'S CENTER STAFF

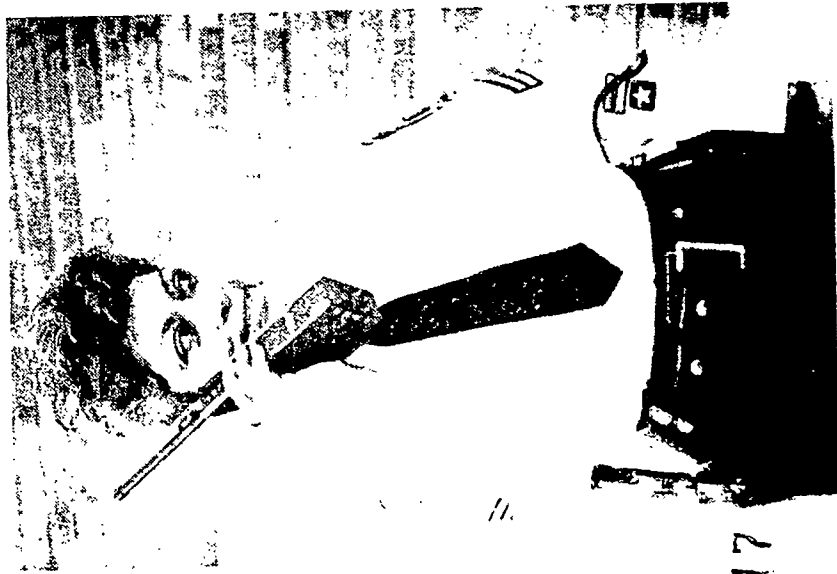
Olga C. Chavez Director	594-2245
Rosalía Solórzano Counselor	594-2275
Charlotte Dettman Counselor	534-4123
Irma Bricker Child Care Program Assistant	594-2257
Toni Sanchez Student Services Assistant	534-4122
Rosa González-Pérez Student Services Assistant	594-2258
Elvia Lerma Student Services Assistant	594-2259
Susana Guerra Student Services Assistant	594-2271
Elva Gutierrez Student Services Assistant	594-2267
Martha Duran Clerk	594-2274
Secretary	594-2245
Workstudy	594-2251
Workstudy	594-2253
TM Campus	757-5037

Women are rejecting the old practice of getting married at an early age, and they are more likely to go to college than men are.

- Employers will make increased efforts to recruit and retain minorities, especially women.

If you are interested in further information, contact the Women's Center at El Paso Community College. The Center is introducing the Internship Program for non-traditional careers for qualifying EPCC students. The purpose of the program is to encourage female students to continue in the non-traditional career of their choice by providing them with the opportunity to obtain work experience in that field and get paid for their work.

Developed by Susana Guerra



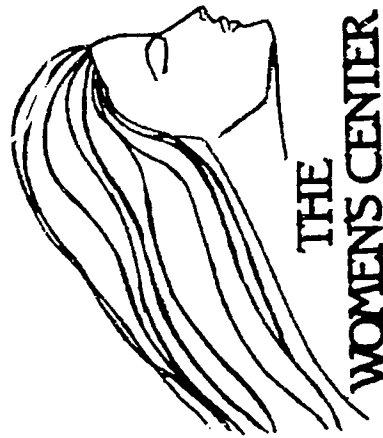
Silvia Newman  
Security Officer

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# EL PASO COMMUNITY COLLEGE WOMEN'S CENTER

Presents

# WOMEN IN NON- TRADITIONAL CAREERS



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El Paso Community College does not discriminate on the basis of race, color, national origin, religion, sex, age or handicap.



## WHAT IS A NON-TRADITIONAL CAREER?

A career is considered non-traditional on the basis of the sex of the person who has the job. A career that is traditional for a man, such as a welder or carpenter, is non-traditional for a woman. Nursing is a career that is traditional for a woman but non-traditional for a man.



*Olga "Cookie" Mapula  
EPCC Board of Trustees Member  
Owner, Communications Group/SOLUNET*

## HOW DID JOBS GET TO BE NON-TRADITIONAL?

At one time, jobs were determined by the biological and physical functions of a person. Clearing land and building houses with logs in frontier days required strong backs, sturdy arms and legs. These were the men's jobs. Women, on the other hand, bore children so the responsibility for caring for them and the home belonged to mothers, grandmothers, and sisters.

Traditionally, the man of the house was the "bread winner", the person who earned an "honest day's wage" for an honest day's work. Women were not paid since domestic work was not valued as work.

### Benefits

- In non-traditional careers which are unionized, the wages are usually higher; various fringe benefits and job protections may be negotiated.

### Satisfaction

- The greater the range of experience a career offers and the more options it makes available, the greater the chances for self-satisfaction.

### Education/ Training

- Most non-traditional careers require specialized skills, which are usually compensated according to the amount of training or education. This process enables trainees to earn while they learn.

### Work Hours

- Many non-traditional careers in the skilled trades have potential overtime pay. Also, these jobs often provide a greater variety of schedules or shifts to choose from, and pay for evening and night shifts is often high.

### SOME FACTS ABOUT WOMEN

- The percentage of working mothers will grow through the next decade. One major reason for the gain is the increase in divorced women with children.
- The labor shortage of the 1990's will attract more women and minorities into business and will keep the unemployment rate low.
- Women will make dramatic strides towards equality in the 1990's, gaining economic and political power.
- We will continue to see a blurring of sex roles.
- Women, immigrants, and minorities are expected to make up more than 80% of the new workers in the 1990's.

## WHY WOULD ANYONE WANT A NON-TRADITIONAL CAREER?

Times have changed and people have moved off farms into cities. During the 1970's and 80's, the cost of living and raising a family has dramatically increased--along with the divorce rate. Technological advances have also made a difference. Work does not require the same physical labor that it used to. Work has become more technical, more mental.

Some of the advantages of a non-traditional career are:

**Salary** - Non-traditional careers often afford the opportunity for better pay for women. With more careers to choose from, there is a better chance of getting a better-paying job.

**Advancement Opportunities** - Non-traditional careers, especially those in the apprenticeable trades, usually have established steps for advancement. For example, in construction work, a worker can move from apprentice to journey worker, to supervisor, to superintendent, and so on.

## "HE/SHE DOESN'T LOOK LIKE AN ALCOHOLIC!"

### *The functional alcoholic IS a:*

.Husband .Wife .Doctor .Lawyer .Mother .Father .Butcher .Chief-of-police .Secretary .Boss .Carpenter .Artist  
.Son .Engineer .Realtor .Sister .Brother .Laundryman .Mailman .Teacher .Blue-collar worker .Contractor .Banker  
.Computer expert .Janitor .Daughter .Soldier .Psychiatrist .Grammar school student .Highschool student .College  
student .Truck driver .Dentist .Moviestiar .Waitress .Nurse .Cousin

...and everyone else.

### *The functional alcoholic DOES have personal problems that are caused by*

#### *or related to the use of alcohol such as:*

.Sleep problems .Financial problems .Sexual problems .Thinking problems .Mood problems .Health problems  
.Flash anger problems .Relationship problems .Social problems .Emotional problems  
.Self-esteem problems .Family problems .Employment problems .Spiritual problems .Legal  
problems.....Remember, the alcoholic is often a brilliant super achiever, is employed and frequently is an  
admirer citizen (right there in the midst of his/her problem).

### *The functional alcoholic MAY miss work, at first sporadically, because of:*

.The 24-hours flu, especially popular on Monday .Sinus headaches .Food poisoning .Allergy flareups"  
.Minor accidents (sprained ankle, broken toe type: he/she usually asks someone else to make the excuse  
call to the place of work) .Upset stomach .Severe illness in family .Death in family .Bad cold .Back pain  
.Car trouble .Migraine .Cramps .Toothache .Illnesses that are often related to excessive use of alcohol but  
provide legitimate excuses all by themselves, i.e: ulcers, gastroenteritis, diabetic crisis, carditis, hypogly-  
cemia, colitis .Illnesses where medical determination cannot always be made. Most doctors are rather  
reluctant to say to the patient that the pain in the head, neck, back, shoulder, etc. does not really exist, even  
when they cannot identify the cause

### *As the early stage functional alcoholic slides into the middle stage, we begin to see*

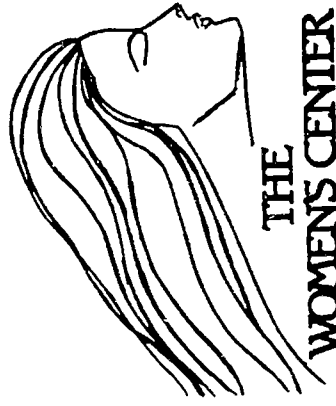
#### **MORE OBVIOUS SIGNS:**

.Flushed face or grayish pallor .Eyes less clear .Nervous symptoms, i.e. high-keyed, possible chain-  
smoking; constant coffee drinking; a very uptight appearance .His/rl. drinking becomes less and less  
predictable Sometimes drinks "normally", sometimes really "ties one on". .He/she makes sure there  
is "enough" liquor in the house. Buys in large "economy" sizes. He/she is very upset if it runs out goes  
to elaborate and frequently inconvenient lengths to replenish supply; might even arrange a sudden visit  
to a friend where drinks are sure to be offered. .He/she may be having more frequent memory blanks  
(blackouts) When confronted about his/her drinking, becomes irritable, defensive, angry or belligerent,  
and tries to blame the confronter. .Might have a morning drink--a beer or two "to get going". .Explains  
(rationalizes) his/hr drinking, i.e.: Drank on an empty stomach--it really hit him/her. .Someone spiked  
the drinks .Wasn't drunk .had low blood sugar. .Not drunk--was coming down with the flu. .He/she  
only drinks wine or beer. No one could be an alcoholic on such "mild" drinks, could they? .He/she shifts  
the issue to you, if you weren't so nagging, extravagant, thoughtless, picky, cold, demanding, etc., he/she  
wouldn't be forced to drink so much.

If you feel that you or some one in your family has  
a drug or alcohol problem or you would like  
further information, call the Women's Center at  
594-2259. We are located at C212, Valle Verde  
Campus, or Room 123, Rio Grande Campus,  
El Paso Community College.

Developed by Elvia Lerma and Susana Guerra.

# A FAMILY PROBLEM



EL PASO  
COMMUNITY  
COLLEGE

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## A FAMILY PROBLEM

In many families alcohol and/or drug abuse is a major problem. If you have a family member who uses alcohol or other drugs your family may be having problems related to drug abuse.

How can you know if alcohol or drug abuse is a problem in your family?

### Does someone in your family...

- |  |     |    |
|--|-----|----|
| 1. Lose time from work or school due to drinking?                                      | Yes | No |
| 2. Drink alone or hide drinking or drug use?   | Yes | No |
| 3. Lose control of behavior after alcohol/drug use?                                    | Yes | No |
| 4. Sometimes forget what happened while drinking?                                      | Yes | No |
| 5. Seem irritable, defensive, jealous, moody or easily angered after alcohol/drug use? | Yes | No |
| 6. Have physical complaints--low energy, weight loss, sleeplessness, accidents--a lot? | Yes | No |
| 7. Avoid friends and social activities because of alcohol/drug use?                    | Yes | No |
| 8. Embarrass, harm or worry family, friends or others with his/her alcohol/drug use?   | Yes | No |

If one or more of the answers were "Yes", you probably do have a problem with alcohol or drugs in your family!

If someone in the family is an alcoholic or drug abuser the family is probably experiencing many other problems like:

### SHAME

They are withdrawing from social contact and hiding the problem.

### GUILT

They may be believing the user's accusations, thinking they are responsible

### INSECURITY

The user is unpredictable and neglectful of family responsibilities.

### RESENTMENT

Family members will come to resent rather than respect the abuser.

### FINANCIAL PROBLEMS

Drug and alcohol cost money that the family needs for other things.

### DELINQUENCY

Children who feel trapped in a family may act out their behavior in school or other places in the community.

### The Women's Center Responds-

The Drug and Alcohol Awareness Program was initiated in October of 1988 as a pilot project. The El Paso Community College Women's Center was selected as one of three sites nationwide to pilot a primary prevention program in substance abuse. The project was selected and funded by the Women's Action Alliance (WAA) based in New York City. The education project of the WAA is the only national education program for low income, Hispanic, and Black women and their children.

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The Women's Center has developed a Drug and Alcohol Awareness Program that uses prevention efforts which target the special needs of women. The program is designed as a two-pronged approach. The first is to integrate a focus on drugs and alcohol. Given accurate information and education about the cycles and effects of substance abuse, women are in a better position to make educated choices for their well-being. Information enables a woman to take a hard look at her own use of drugs or alcohol, or to recognize the negative influence exerted on her life by someone else's patterns of abuse. The Women's Center is an ideal base for such a program because it already holds a position of trust by women within the community and offers a holistic approach to women's health and life issues.

### Services Provided by the Drug and Alcohol Awareness Program Include:

- Informative and educational presentations available to students, faculty, and staff.
- Eight-week education classes on the effects of substance abuse in women's lives.
- Groups open to any woman who needs support, understanding, and coping skills.
- Referral service to additional college and community drug and alcohol services.
- Seminars and workshops on the relationship of alcohol and drugs to other women's health and social issues.
- Providing information to the community through the print and broadcast media.
- Community Liaison Committee which provides guidance, training, and referral resources.

### FACTS:

- 5.7 million family violence cases a year are linked to alcohol abuse.
- Over 50% of patients treated in an emergency room for drug related problems are women.



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# WOMEN'S CENTER OFFERS INTERNSHIP PROGRAM

By Maria Hernandez and Laura Quintero

The Women's Center has offered its facilities to accommodate Student Interns from the Valle Verde Campus of the Human Services Field, Mental Health Option. Maria Hernandez and Laura Quintero are in their last semester of their degree plan. Upon completing their Associates Degree, they will transfer to a university of their choice and are contemplating obtaining a Masters Degree.

Laura has enjoyed the classes and instructors during her time at the college. She is striving to be a Counselor/Psychologist and has set her sights to work within the school system, preferably with high school students.

Maria feels that school has allowed her to get over her shyness and become more assertive. She feels that she has been able to get valuable experience at the El Paso Community College Women's Center.

The Women's Center has a great deal to offer. It is comprised of many components. These components consist of five specialty areas:

**Counseling** - Entails personal, vocational, and academic.

**Community Outreach** - Provides information to the community by informing them on what types of assistance are available.

**Sex Bias/Non-Traditional Careers** - Provides services to those women who are enrolled in school or are thinking of enrolling in careers that are considered to be male-oriented fields.

**Child Care** - Offers subsidy for day care services to women who have children and cannot care for their children either because they are attending school, work, or both.

**Financial Aid Assistance** - Helps students in filling the Pell Grant applications which assist the students in overcoming the financial burdens of lacking the money to attend school.

These services are funded by the Carl Perkins Grant which means that there are provisions that are enforced. These provisions consist of being a single parent/homemaker, and are enrolled in a vocational or non-traditional career.

Activities Maria and Laura participated in consisted of Women's Services Day and Adelante Mujer Hispana Conference. Adelante Mujer Hispana Conference is a yearly conference that recruits successful women from all walks of life as keynote speakers. The mission of this conference is to present these ladies as role models to

women who are not in the main stream of education. On September 29, 1990, Ms. Catalina Vasquez Villalpando, Treasurer of the United States, attended a promotional dinner that was provided by a committee through the Women's Center. The theme of the conference was entitled "Emerging Texas Women: Influencing the Nation".

An internship consists of two semesters of work experience and an accumulation of 225 hours a semester. They familiarized themselves with the establishment, the Women's Center, and engaged in activities which related to the different components. These activities included participating in financial aid workshops, observing Human Development classes, observing Personal Discovery classes, attending presentations provided by staff members, and providing a lecture on Assertiveness Training to students in the Personal Discovery class. With the implementation of the various activities, they have seen the different components at work and have concluded that the Women's Center is a great asset to its students and an integral part of the community.

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## The YMOMS - The Young Moms (17 to 22 years)

➤ **History of Program**

According to information in the Teen Birth Data and Statistics in 254 Texas Counties (August 1991), Galveston County reported 580 births to mothers between the ages of ten and nineteen with 310 teen deliveries at a cost of \$600,710.82 of medicaid in-patient hospital expenses. Teen pregnancy in Galveston is 18.5/1000, 50% higher than the national average.

Statistical data from the Galveston Independent School District and the Texas Association Concerned with School Age Parenthood reported that 15.6% of all births in Galveston county were to teen parents. Galveston County reported a higher percentage of birth to teens than the state teen birth rate, respectively. A large percentage of these single parents are not in school nor in any job training program; they are either employed in "low paying" jobs or receiving welfare benefits. There is a need to help these single parents to access information about vocational education programs, related support services and career counseling.

➤ **Goals**

To retain the matriculation of the YMOMS in the college's Voc-Tech programs with access to a variety of support services that will enhance their abilities to complete their educational goals. To provide information about the college's vocational/technical programs, inclusive of the support services, to teen parents and pregnant teens at the local high school.

➤ **Impact**

To increase the capacity for teen parents, pregnant teens, and young mothers (17 to 22 years) to market vocational and technical skills.

➤ **Number/Roles of Staff Involved**

Coordinator for Special Populations: Program Administrator  
Part-time temporary Clerical Assistant

➤ **Characteristics of Students Participating in Programs**

Young Moms (17 to 22 years), teen parents and pregnant teens (local high school).  
Vocational majors (The YMOMS). Demonstrate financial need (The YMOMS).

➤ **Outside Recognition**

Newspaper articles: An article in the Galveston Daily News (August 1991) recognized three local high school graduates (teen mothers) who enrolled in Galveston College for the 1991 Fall Semester. One teen mother stated, "My dream is to have a big house for my mother and my baby. I plan to attend Galveston College in the fall and work towards a degree in nursing to help make that dream a reality." There is a need to expand and increase the capacity for single parents and single pregnant women to market vocational and technical skills.

---

✓ Urban	Suburban	Rural	4015 Avenue Q
Number of Students Enrolled, Fall 1991.			Galveston, Texas 77500
Credit: 2,254			
Continuing Education (Non-Credit): Not reported			Contact: Dr. Jeri Lyons
Number of Students Served (SP/DH/SPW): 360			(409) 763-6551

➤ **What Makes This Program Unique and Effective?**

The program provides an opportunity for young mothers to prepare for vocational and technical education and training in order to increase their capacities to market vocational and technical skills.

## Evening On-Campus Supervised Playroom-Study Hall

➤ **History of Program**

During the 1991 Spring Semester, members of the Galveston College Student Activities Council voiced their concerns about the need for on-campus baby-sitting, and school officials, who had observed unsupervised children on campus during evening classes, took steps to launch a pilot program . . . an evening on-campus child care service for single parents who had declared vocational majors.

➤ **Goals**

To retain the matriculation of single parents and single pregnant women in vocational and technical programs.

➤ **Impact**

To increase the capacity for the target population (single parents and single pregnant women) to market vocational and technical skills.

➤ **Number/Roles of Staff Involved**

Coordinator for Special Populations: Program's Administrator  
Part-time temporary Clerical Assistant  
2 Baby-sitting Attendants  
2 Baby-sitting Substitutes for Emergencies

➤ **Characteristics of Students Participating in Programs**

Single parent and single pregnant women. Vocational majors. Demonstrate financial need.

➤ **Outside Recognition**

Newspaper articles:

➤ **What Makes This Program Unique and Effective?**

The service provides an opportunity for single parents and single pregnant women/ students to attend class, study in the library or complete lab assignments in the Skills Enrichment Center.

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✓ Urban	Suburban	Rural	4015 Avenue Q
Number of Students Enrolled, Fall 1991:			Galveston, Texas 77500
Credit: 2,254			Contact: Dr. Jeri Lyons
Continuing Education (Non-Credit): Not reported			(409) 763-6551
Number of Students Served (SP/DH/SPW): 360			

## **Evening On-Campus Supervised Playroom - Study Hall Procedures**

1. To be considered for participation in the evening on-campus supervised playroom -study hall, the Evening On-Campus Supervised Playroom - Study Hall Application must be completed and processed. The processing period takes two (2) days. Your child(ren) will not be allowed to participate in the Supervised Playroom -Study Hall until proper authorization has been given.
2. To be eligible for participation in the Evening On-Campus Supervised Playroom - Study Hall, priority will be given to "single parents who are eligible for financial aid and are accepted and enrolled in a vocational/technical program."
3. The Evening On-Campus Supervised Playroom - Study Hall is opened from 4:30 p.m. to 10:00 p.m., Monday through Thursday evenings, and will accommodate eighteen (18) children per evening between the ages of three (toilet trained) and eleven.
4. The Evening On-Campus Supervised Playroom - Study Hall is available to students/single parents who are (a) attending evening class(es) on campus, (b) studying in the College Library, and/or (c) using the facilities in the Skills Enrichment Center. A penalty will be imposed when these guidelines are not followed.
5. There is a \$2.00 fee for each child per evening.

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Parent's Signature

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Date



## Teen-age mothers receiving help at college

As part of its efforts to help single parents, Galveston College will focus its efforts this fall on teen-age mothers.

That service and others are part of a support network for teen-age parents who want to continue their education. Dr. Jeri Lyons, who supervises the program, said Young Moms will help teens who are on the road to becoming adults.

"We'll provide mentoring, job shadowing, in which students will be able to observe workers on the job, job placement," she said. "We'll let them become role models and peer tutors for each other."

Young Moms will be open to women 16 to 22 years old. Lyons said the aim of Young Moms is to encourage any teen parent or prospective teen parent to continue his or her education.

The project for teen parents began to take shape in December 1991. Having seen a need for the service, members of the college administration queried teen-age parents to ask what, if any, services they might need. The parents said they needed support as well as a place to live, Lyons said.

The Young Moms effort grew out of an attempt to more effectively serve single parents at

Galveston College. An evening child care service was developed as part of that effort. The child care service will be available to teen-age mothers too.

Money to fund care for children of single parents and single pregnant women has come partially from a Carl Perkins federal grant.

This year's program has the additional aim of enrolling teen-age parents.

Young Moms will need faculty and staff to volunteer, Lyons said.

For more information about Young Moms, call Lyons at Galveston College.




Dr. Jeri Lyons, counselor/coordinator of special populations--Lyons provides special services to students with disabilities. She is an academic adviser. In addition, she supervises the Evening On-Campus Supervised Playroom-Study Hall program which is available to single parents who are vocational/technical majors. She is an adviser to the Disabled Club.



Marks kisses her son Andrew goodbye as she leaves the Evening On Campus Supervised Playroom Study Hall for children at Galveston College.

## Student depends on child care

When Eileen Marks decided to return to school, she struggled to find affordable child care for her son, Andrew. With few resources, Marks was able to find help at Galveston College's Evening On-Campus Supervised Playroom Study Hall for children. Her son was nearly 2 1/2 years old then, and the two were adjusting to a new life alone. A year later, the program has helped make it possible for Marks to continue her education and has opened a world of new friends for Andrew.

When he first came in he had a big smile," Marks said, "but now he had separated himself from her." 

"Andy's very happy to be here. I can see the development changes in him. We were both very stressed out when we started the service. He's completely different now."

When her son began the program, he was unruly and reluctant to attend, she said. "Now he asks to come here," she said.

Many other single parents find themselves in the same position as Marks. Because their income is limited, they can ill afford the fees charged by most day care facilities.

And if they are like Marks, who is pursuing a career in nursing, child care must be available at

day.

"I had him in outside day care once," Marks said. "But the cost was overwhelming."

Besides lifting a financial burden, Marks enjoys knowing that if something happens, care givers at the child care program can find her in class.

The evening child care service is located on the second floor of the Northern Building near the east exit doors.

Two attendants remain with the children and supervise their play. The room is brightly decorated with toys, large alphabets, books, pictures and other comforts of a well-stocked nursery.

When Marks leaves to attend class, she gives Andrew a kiss and heads out the door, and Andrew quickly joins in play.

"That speaks well for the care here," Marks said. "If a child doesn't get comfortable after a reasonable amount of time, something's wrong. I've been very fortunate. Andy's so much happier."

Because she is free to concentrate on studying, Marks has made progress in her degree plan. Marks, who is already an employee at University of Texas Medical Branch, is enrolled in the work-school program there and has signed a contract to work for two years as a registered nurse upon completion of her studies.

She has worked for UTMB for 10 years as a nursing assistant and hospital technical assistant. She works 16-hour shifts on weekends.

Soon she will start the nursing classes she has worked toward.

"I thank God I start clinics because I'm worn out," she said, sighing.

When she enrolls this fall, Marks will face a new challenge. The care program is only open at night. If the program is not expanded, she will need to make other arrangements—a situation she admits will be difficult.

In the meantime, Marks is continuing her efforts to achieve the goals she has set for herself.

"This is my future," she said. "If I don't get through school, I won't be able to support him (Andrew). This is not something I'm doing because I want to. I have to."

The child care is available from 4:30 p.m. to 10 p.m. Monday through Thursday. It is open to vocational and technical majors on financial aid.

For more information, contact Special Populations, 763-6554, ext. 225.

## WHERE IS THE COLLEGE LOCATED?

Galveston College has two campus locations on Galveston Island, just 50 miles south of Houston, Texas. The main campus at 4015 Avenue Q provides administrative services for registration, financial aid, counseling and other student services. The Fort Crockett Campus is located at 5001 Avenue U. Ample parking is available at both campus locations.

## WHO CAN BE ADMITTED TO GALVESTON COLLEGE?

Galveston College wants you as a student. Admission is open to (1) all high school graduates and persons who have earned a certificate of high school equivalency (GED), (2) transfer students "in good standing" from other colleges, (3) high school students recommended by a high school principal or counselor, (4) non-traditional or non-degree seeking students entering credit or non-credit courses for professional growth and leisure learning.

## HOW CAN I BE ADMITTED TO GALVESTON COLLEGE?

1. Obtain application forms from the Dean of Admissions.
2. Present completed forms to the Admissions Office.
3. Arrange for official transcripts from high schools and colleges attended to be sent to the Admissions Office.
4. Arrange to take the College Placement Test and/or TASP Test.
5. Arrange counseling interview prior to formal registration.

## IS FINANCIAL AID AVAILABLE?

Yes! The Galveston College Financial Aid Office is staffed with knowledgeable and friendly people ready to help you take advantage of a variety of assistance programs. If you think you may need help with college expenses, plan to visit the Financial Aid Office early.



Galveston College



FOR FURTHER INFORMATION,  
PLEASE CONTACT  
THE FOLLOWING OFFICES:

### DAY CARE ASSISTANCE

Financial Aid Office  
763-6551, Ext. 235



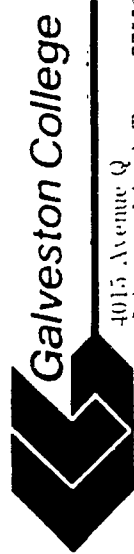
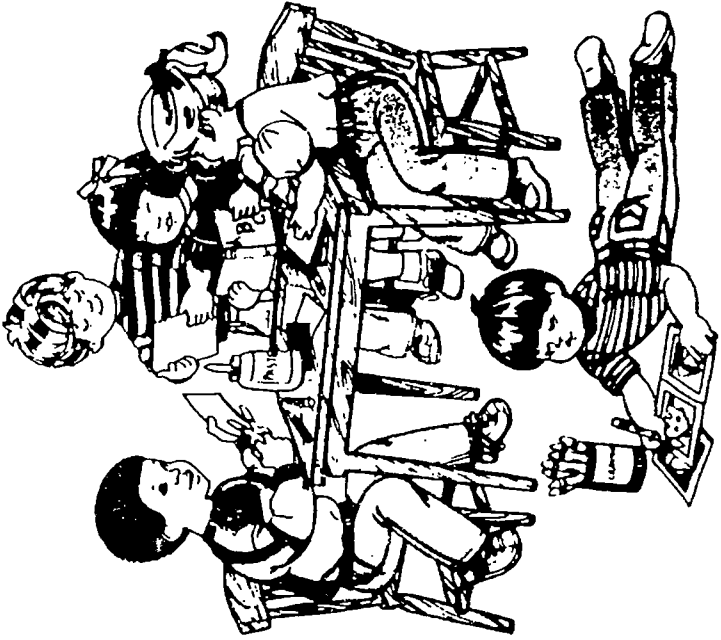
### EVENING ON-CAMPUS SUPERVISED

### PLAYROOM-STUDY HALL

Special Populations Office  
763-6551, Ext. 225



# DAY CARE ASSISTANCE & EVENING ON-CAMPUS SUPERVISED- PLAYROOM- STUDY HALL



Galveston College

4015 Avenue Q  
Galveston Island, Texas 77550  
(409) 763-6551

# DAY CARE ASSISTANCE

*For Day Care Assistance, You Must Meet The General Requirements And Have A Complete Current Year Financial Aid File.*

## GENERAL REQUIREMENTS

1. Students must be single parents.
2. Students must be enrolled in or declare intent to enroll in a vocational-technical program.
3. Students must be enrolled and must maintain enrollment as part-time students (6 semester hours minimum).
4. Students must have dependent child(ren).

## APPLICATION PROCESS

1. Students must apply and be eligible for financial aid to receive consideration for Day Care Assistance.
2. Students must apply for Day Care Assistance each semester (Fall and Spring). Day Care Assistance is not available during the summer semesters.
3. Students must provide a birth certificate for each child to the Financial Aid Office when requesting Day Care Assistance.

## SELECTION PROCESS

1. Students who are enrolled in or who declare intent to enroll in a vocational-technical program are eligible to apply for Day Care Assistance.
2. Students who have received a degree from Galveston College are not eligible. Students who have completed a certificate program at Galveston College and are working towards a vocational-technical degree are eligible to apply for Day Care Assistance.
3. Day Care Assistance is available for students' children who are twelve years or younger.

4. Priority will be given to returning students who have received Day Care Assistance during the previous semester.

## STUDENT RESPONSIBILITY

1. Students must immediately notify the Financial Aid Office when they drop a class or withdraw from the College.
2. Students may select day care centers; only "licensed" day care centers are eligible for Day Care Assistance.
3. Students are responsible for "any and all" incurred day care expenses when classes are not in session, i.e., holidays, spring break, etc. Students are responsible for "any and all" day care expenses not provided by Galveston College.
4. Students whose day care expenses are paid in full or in part by an agency other than Galveston College must report this information to the College's Financial Aid Office.
5. Students must notify the Financial Aid Office when Day Care Assistance is no longer needed, i.e., child children not attending day care.

## NOTICE

Full funding of day care expenses paid by Galveston College and/or by other agencies could reduce the amount of a student's PELL award.

Galveston College reserves the right to reduce or discontinue Day Care Assistance at any time.

Applications for Day Care Assistance are available in the Financial Aid Office.

# EVENING ON-CAMPUS SUPERVISED PLAYROOM-STUDY HALL

Monday - Thursday Evenings  
4:30 p.m. - 10:00 p.m.  
Northern Building (N-203)  
Ages 3 (toilet-trained) to 11

## PROCEDURES

1. To be considered for participation in the Evening On-Campus Supervised Playroom-Study Hall, the Evening On-Campus Supervised Playroom-Study Hall Application must be completed and processed. The processing period takes two (2) days. Your child(ren) will not be allowed to participate in the Supervised Playroom-Study Hall until proper authorization has been given.
2. To be eligible for participation in the Evening On-Campus Supervised Playroom-Study Hall, priority will be given to "single parents who are eligible for financial aid and are accepted and enrolled in a vocational/technical program."
3. The Evening On-Campus Supervised Playroom-Study Hall is open from 4:30 p.m. to 10:00 p.m., Monday through Thursday evenings, and will accommodate eighteen (18) children per evening between the ages of three (toilet trained) and eleven.
4. The Evening On-Campus Supervised Playroom-Study Hall is available to students single parents who are:
  - (a) attending evening classes on campus
  - (b) studying in the College Library, and/or
  - (c) using the facilities in the Skills Enrichment Center.
5. A penalty will be imposed when these guidelines are not followed.
5. There is a \$2.00 fee for each child per evening.

---

## Single Parent Grant

➤ **History of Program**

This is the first year for a separate grant for single parents. In the past we have just used a small portion of our Carl Perkins fund for services.

➤ **Goals**

To have 15 completers.

➤ **Impact**

Several of the students could not have attended college without the extra assistance above PELL.

➤ **Number/Roles of Staff Involved**

One staff person who carries out all phases of program, including recruitment, advising, scheduling, providing services, leading groups, and scheduling any workshops.

➤ **Characteristics of Students Participating in Programs**

Single parents, many from abusive marriages, some never married. Most are getting some form of assistance from the Department of Human Services. Most are in college to get off welfare and be able to support themselves and their children.

➤ **Outside Recognition**

No awards. Only one newspaper article announcing the grant, and it served as a recruitment activity. We received many calls after the article ran in the area newspaper.

➤ **What Makes the Program Unique and Effective?**

Simply provides assistance through child care, transportation and textbooks. It's effective because the single parents need this additional assistance.

---

Urban	Suburban	Rural
Number of Students Enrolled, Fall 1992:		
Credit:		
Continuing Education (Non-Credit):		
Number of Students Served (SP/DH/SPW):		

6101 Grayson Drive  
Denison, TX 75020

Contact: Charlotte Grayson  
(903) 463-8694 x 695

## **Turning Point: A Personal Development and Career Awareness Program for Single Parents, Displaced Homemakers, and Single Pregnant Women**

➤ **History of Program**

After careful investigation and consultation with agencies and institutions providing limited services to a varied parcel of a significant special population of single parents, displaced homemakers, and single pregnant women, Hill College proposed to provide an appropriate program committed to developing this vital human resource. The implementation of a Personal Development and Career Awareness program that develops survival skills and supports integrated academic and technical education is a crucial link in the development of an educated and skilled workforce, desperately needed by business and industry to stay internationally competitive in a global economy.

➤ **Goals**

The goal of this program is to significantly increase the number of program completers and placement of individuals from this population. Furthermore, it is the goal of Hill College to address the needs of students, including members of special population groups for vocational/technical education and training programs based on labor market needs.

➤ **Impact**

A 90+% success ratio.

➤ **Number/Roles of Staff Involved**

- 1 Special Populations Coordinator
- 2 Career Development Coordinators
- 1 Equity Coordinator
- 1 Director of Student Support Services

➤ **Characteristics of Students Participating in Programs**

Low self-esteem, in financial distress, non-high school graduates, lack of direction for their lives.

➤ **Outside Recognition**

Yes, newspaper articles.

➤ **What Makes This Program Unique and Effective?**

It has been accepted by participating agencies, students, faculty, staff, administration, and it works!

---

Urban    ✓ Suburban    ✓ Rural  
Number of Students Enrolled, Fall 1991:  
Credit:  
Continuing Education (Non-Credit):  
Number of Students Served (SP/DH/SPW): 290

P. O. Box 619  
Hillsboro, Texas 76645

Contact: Pam Boehm  
(817) 582-2555

# Turning Point



# TURNING POINT PROGRAM

A Personal Development and  
Career Awareness Program  
Sponsored by  
HILL COLLEGE

Hill College is sponsoring a Personal Development and Career Awareness Program called TURNING POINT. Funding for the program is provided through a federal grant under the Carl Perkins Act.

TURNING POINT is a program designed to help special populations including the handicapped, economically/educationally disadvantaged, persons with limited English proficiency, single pregnant women, single parents, individuals in non-traditional jobs, and displaced homemakers. The program is designed to help individuals seeking employment or a career to inventory their assets and learn to sell their positive points to employers.

TURNING POINT is a 20 clock hour program presented in five (5) units, each addressing the following areas:

- Interpersonal Dynamics/Communications
- Effective Study Skills/Problem Solving
- Career/Occupational Training
- Placement and Job Search Techniques
- Evaluation and Goal Setting

Students will participate in computer assisted occupational inventories, job interviews, assertiveness training, and activities designed to encourage positive attitudes toward success.

The program is offered every Monday and Tuesday, 1:00 p.m. to 3:00 p.m. at the Cleburne Center and Wednesday and Thursday, 1:00 p.m. to 3:00 p.m. at the Hillsboro Campus. The program is designed in units so that participants can enter on any Monday (in Cleburne) and any Wednesday (in Hillsboro). Five units must be completed.

Individuals wishing to participate in the program should apply at the Administration Building, Counseling Center, at either campus.

The program is designed to help individuals identify and work toward their career potential. There is no fee for the program.

Limited funds are available to provide reimbursement to qualified vocational students for child care and/or transportation provided they enroll and meet Hill College requirements and complete the program. (Child care must be provided by a licensed or registered day care home.) Call 582-2555 (Hillsboro) or 641-9887 (Cleburne) for details.



## TURNING POINT

### CONTENTS

#### UNIT I. INTERPERSONAL/COMMUNICATION SKILLS

- A. Self-esteem - (video)
- B. Attitudes for success
- C. Be assertive - computer assisted (Plato)
- D. Handling stress - (video)
- E. Maslow's hierarchy of needs

#### UNIT II. EFFECTIVE STUDY SKILLS/PROBLEM SOLVING

- A. Different learning styles
- B. How to study - includes video
- C. Test-taking - (video)
- D. Time management
- E. Making effective decisions - the process
- F. Money managing skills - (budgeting)

#### UNIT III. CAREER/OCCUPATIONAL TRAINING

- A. COPS inventory
- B. How to use Dictionary of Occupational Titles
- C. Occupational Outlook Handbook
- D. Computer assisted occupational inventory-(Sigi-Plus)

#### UNIT IV. PLACEMENT

- A. Resume
- B. Cover letter
- C. Interviews - role-play/videotapes
- D. Keeping a job

#### UNIT V. FOLLOW-UP AND EVALUATION

- A. Self-evaluation and group-evaluation
- B. Goal setting

#### RESOURCES:

- A. Suggestions for further reading
- B. Helping agencies

NOTE: Table of contents from instructional materials prepared for TURNING POINT program.

## TODAY IS THE VERY FIRST DAY OF THE REST OF MY LIFE

This is the beginning of a new day. I have been given this day to use as I WILL. I can waste it . . . or use it for good, but what I do today is important, because I am exchanging a day of my life for it! When tomorrow comes, this day will be gone forever, leaving in its place something that I have traded for it. I want it to be gain, and not loss; good and not evil; success, and not failure; in order that I shall not regret the price that I have paid for it. I will try just for today, for you never fail until you stop trying.

TURNING POINT PROGRAM  
DAY CARE AND TRANSPORTATION REIMBURSEMENT  
POINT VALUE SYSTEM  
1992-1993 GRANT YEAR

CATEGORY:.....

Single Pregnant Woman	14
Single Parent	12
Displaced Homemaker	10
Handicapped	8
Limited English Proficiency	6
Non-traditional/Sex Bias	4
Eco/Edu Disadvantaged	2

ENROLLED IN HILL COLLEGE:.....

Currently enrolled	5
Not enrolled	0

FAMILY INCOME:.....

\$ 0 - \$ 6,620	10
\$ 6,621 - \$ 8,880	9
\$ 8,881 - \$ 11,140	8
\$ 11,141 - \$ 13,640	7
\$ 13,641 - \$ 16,100	6
\$ 16,101 - \$ 18,830	5
\$ 18,831 - \$ 21,560	4
\$ 21,561 - \$ 24,290	3
\$ 24,291 - \$ 27,020	2
\$ 27,021 - \$ 29,750	1
\$ 29,750 - Above	0

FAMILY SIZE:.....

One adult / 2 or more children	8
One adult / 1 child	7
Two adult / 4 or more children	6
Two adult / 3 children	5
Two adults/ 2 children	4
Two adults/ 1 child	3
Two adults/ 0 children	2
One adult/ 0 children	1

PRESENTLY RECEIVING FUNDING FROM OTHER AGENCIES.....

Pell Grant	5
Job Training Participation Act (JTPA)	5
Texas Rehabilitation Commission (TRC)	5
Texas Employment Commission (TEC)	5
Texas Department of Human Services (AFDC)	5
Veterans Administration (VA)	5

WAITING PERIOD:.....

July - Oct., 1992	4
Nov. - Feb., 1993	3
Mar. - June, 1993	2

TOTAL:.....

August 12, 1992

TO:           TURNING POINT Participants  
              Vocational Instructors

FROM:         Allen Boehm, Vice President

SUBJECT:      Child Care Reimbursements  
              1992-1993 Funding Year

Due to policy changes for the 1992-1993 funding year, child care reimbursements will be subject to the following criteria:

1. Completion of the Turning Point Program.
2. Presentation of PAID receipt from licensed or registered day care center.
3. Reimbursement to be actual cost NOT TO EXCEED \$40.00 PER WEEK PER CHILD.
4. Effective date of this policy change is SEPTEMBER 1, 1992.

**HILL**  
**COLLEGE**

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*The Heartbeat of Central Texas*

TURNING POINT PROGRAM  
Sponsored by HILL COLLEGE

REQUEST FOR TRANSPORTATION REIMBURSEMENT

NAME \_\_\_\_\_ SS# \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Name of vocational program that you are enrolled in \_\_\_\_\_

Date enrolled \_\_\_\_\_ Estimated date of completion \_\_\_\_\_

Date of completion of Turning Point Program \_\_\_\_\_

Mileage from home to school \_\_\_\_\_ x 2 = roundtrip \_\_\_\_\_

Mileage from school to clinical studies (if applicable) \_\_\_\_\_  
x 2 = roundtrip to clinicals \_\_\_\_\_

---

Date	MON	TUE	WED	THUR	FRI	TOTAL
Weekly Mileage						

---

Payment formula:

Miles per week \_\_\_\_\_ x rate of \$ .12 = \_\_\_\_\_

x \_\_\_\_\_ weeks = monthly total \_\_\_\_\_

Verification

I certify that the above mileage is true and correct. I understand that penalties are provided for willful misrepresentation to obtain funds to which I am not entitled.

\_\_\_\_\_  
Student signature Date \_\_\_\_\_

Approved by: \_\_\_\_\_  
Date \_\_\_\_\_

## Special Services Project

### ➤ History of Program

Howard College has and will continue to make available a variety of instructional and support resources. These resources include student developmental services of counseling, financial aid, testing, placement, tutoring, developmental studies, and other special services.

### ➤ Goals

The proposed objective of this project is to continue the provision of dependent care to displace homemakers, single parents, and single pregnant women enrolled or planning to enroll at Howard College.

### ➤ Impact

The project will assure equal access to vocational programs and make preparatory services and training more accessible to this target population by providing child care. The project will provide single parents, displaced homemakers, and single pregnant women the opportunity to attend college classes by reducing some of the outside problems this population generally faces when beginning or returning to college.

### ➤ Number/Roles of Staff Involved

Child Care Advisor to provide:

- dependent care services, transportation services, assistance with needed supplies, books, and materials
- basic life skills training, parenting seminars, career guidance and counseling, agency referrals, assistance with financial aid applications, and transportation coordination.

### ➤ Characteristics of Students Participating in Programs

The student population is made up of students who are in need of remediation, those who are working part-time jobs while in retraining, unemployed persons, single parents, homemakers who need training to enter the workforce, and persons who are retraining to make career changes.

### ➤ Outside Recognition

### ➤ What Makes the Program Unique and Effective?

This program gives the student an opportunity to reach their goals and complete an education that they might have otherwise missed.

---

Urban      Suburban      ✓ Rural  
Number of Students Enrolled, Fall 1991:  
Credit: 2500  
Continuing Education (Non-Credit): 94  
Number of Students Served (SP/DH/SPW): 636

1001 Birdwell Lane  
Big Spring, Texas 79720

Contact: Steve Smith  
(915) 264-5020

## Services to Special Populations

The Special Services Office offers programs and support services to assist students in overcoming obstacles to education. Populations served include:

- Adult Students - Occupational/Technical Majors
- Students with disabilities
- Students who need remediation
- Students who need financial assistance
- Single parents
- Displaced Homemakers
- Students who have limited English proficiency



## Disability Services

Howard College/SWCID is an "open door college" to disabled students who have a high school diploma or General Education Development Certificate. The services below are available for disabled students:

- Registration assistance
- Readers for blind (SWCID)
- Interpreter services (SWCID)
- Note takers
- Campus helpers
- Tape recorders
- Information and referral
- Special parking provisions
- Special equipment

Extended services are available to students who are pursuing an occupational technical program. These services may include necessary equipment adaptations, modifications or added services needed by the disabled student in the classroom.

## Support Services

Supplemental services for special needs students are organized and provided through a vocational support system designed to serve all special needs students including the disabled, disadvantaged, and limited English proficient students. The Special Services Department will enhance the supplemental vocational support system by providing:

- Vocation interest and aptitude assessment
- Individualized program planning
- Specialized formal/informal career counseling
- Child care assistance
- Transportation coordination
- Tutorial Coordination
- Supplemental remedial instruction
- Assistance for limited English students
- Provide readers, interpreters
- Provide basic life skills training
- Support center from which supplemental/ additional activities radiate
- Assistance with completion of college admission forms
- Referral information on local social service agencies

Non-traditional career information  
Textbook lending library  
Eligibility for services is determined by the Special Services Department.



## Student Services Available

Howard College is dedicated to making education as accessible as possible. For that reason, a comprehensive network of student services is available to all students. More information about each of these services is available through the College Catalog:

- Financial Aid
- Faculty Advising
- Guidance and Counseling
- Testing
- Special Services



## For More Information

Contact the Special Services Department, Howard College, 1001 Birdwell Lane, Big Spring, Texas, Practical Arts Building, Room 110, (915) 264-5020. Office Hours: 8 a.m. - 5 p.m., Monday - Friday. In San Angelo contact the Special Services Representative at Howard College at San Angelo, 3197 Executive Drive, San Angelo, Texas, (915) 944-9585. Office Hours: 8 a.m. - 5 p.m., Monday - Thursday and 8 a.m. - 3 p.m., Friday. 148

It is the policy of Howard College not to discriminate on the basis of sex, race, color, religion, age, national origin, veteran or qualified handicap in educational programs, activities, admission or employment policies.

Special Services Department  
HOWARD COLLEGE  
264-5020

ELIGIBILITY REQUIREMENTS FOR DAY CARE GRANT

1. You must either: be a single parent/displaced homemaker/disadvantaged and be presently enrolled in a vocational/technical area of study or, be enrolled in a vocational non-traditional program.
  - a. A single parent is defined as an individual who is unmarried or legally separated from a spouse and has a minor child or children for which the parent has custody or joint custody.
  - b. A displaced homemaker is an adult and has worked as an adult primarily without remuneration to care for the home and family, for that reason has diminished marketable skills and has been dependent on public assistance or on the income of a relative but is no longer supported by such income.

The following documentation is required to process your application:

1. Evidence that you are enrolled in a vocational program. (copy of receipt, degree plan, etc).
2. Copy of your letter of acceptance by department head for nursing students/Health Science programs.
3. Copy of your approval for Federal Financial Aid (Pell).
4. Completed child care application. (yours and day care's)

REQUIREMENTS FOR CONTINUED DAY CARE ASSISTANCE:

1. You must maintain at least a 2.0 grade point average.
2. Monthly child care amount is limited to no more than \$200.00 per student.
3. You must REAPPLY EVERY SEMESTER by completing a new application.
4. Continued assistance is contingent upon receipt of Federal funds.



HOWARD COLLEGE  
CHILD CARE ASSISTANCE APPLICATION

=====

INSTRUCTIONS: Fill out each blank. Print legibly or type.

STUDENT INFORMATION

Student: \_\_\_\_\_  
(Last Name) (First Name) (MI)

Address: \_\_\_\_\_ (phone) \_\_\_\_\_

City: \_\_\_\_\_ State: TX Zip: \_\_\_\_\_

SS#: \_\_\_\_\_ Semester: Fall Yr. 93

Major: \_\_\_\_\_ No. Hrs. Enrolled: \_\_\_\_\_

Are you receiving Financial Aid? Yes No Pell Grant JTPA Loans  
(circle each received)

CHILDREN INFORMATION:

No. of Children in Daycare: \_\_\_\_\_ Ages of Children: \_\_\_\_\_

Daycare Center (name): \_\_\_\_\_

(address): \_\_\_\_\_

(city): \_\_\_\_\_ (phone): \_\_\_\_\_

How much money do you pay for child care? \$ \_\_\_\_\_ per day \$ \_\_\_\_\_ per week

=====

PLEASE CHECK CATEGORY: I AM A SINGLE PARENT\* \_\_\_\_\_  
I AM A DISPLACED HOMEMAKER\*\* \_\_\_\_\_  
I AM A NON-TRADITIONAL MAJOR \_\_\_\_\_  
I AM A DISADVANTAGED STUDENT \_\_\_\_\_

I authorize the above referenced day care center to release information concerning day care for my children. I certify that all of the information given in this application is true.

Student/Parent Signature: \_\_\_\_\_

Today's Date: \_\_\_\_\_

\*SINGLE PARENT: Unmarried or legally separated, and pregnant or having custody of minor child(ren).  
\*\*DISPLACED HOMEMAKER: Is an adult, and has worked as an adult primarily without remuneration to care for the home and family, for that reason has diminished marketable skills.

Return to: Margaret S. Trevino, Special Services Department  
Howard College  
1001 Birdwell Lane  
Big Spring, TX 79720



CARL PERKINS  
CHILD CARE ASSISTANCE  
AWARD CONTRACT

I certify that I am eligible to receive the Carl Perkins child care assistance grant. I am a Single Parent or Displaced Homemaker and am enrolled in a vocational program. I agree to take the career interest and ability assessment test (CDPS & CAPS).

I will give a copy of this award notice to my child care facility and Howard College has agreed to send payment to my child care provider shortly after the first of each month. After my grant payment is applied to my account, I accept responsibility for the balance (if any). Any refunds will be made to Howard College. This grant will continue contingent on funding.

I understand that payments will be discontinued if I have a poor attendance record, or withdraw from class.

---

SIGNATURE

DATE

**BEST COPY AVAILABLE**

It is the policy of Howard College not to discriminate on the basis of sex, race, color, religion, age, national origin, veteran or qualified handicap in educational programs, activities, or employment policies.

HOWARD COLLEGE

Child Care Facility Verification Form

(To Be Completed by Manager or DayCare Facility)

INSTRUCTIONS: Fill out each blank. Print legibly or type.

Today s Date: \_\_\_\_\_

Parent: \_\_\_\_\_  
(Last) (First) (M)

CHILDREN INFORMATION:

No. of Children in Day Care: \_\_\_\_\_

Name and ages of Children:

- 1. \_\_\_\_\_ Age \_\_\_\_\_
- 2. \_\_\_\_\_ Age \_\_\_\_\_
- 3. \_\_\_\_\_ Age \_\_\_\_\_

Days child(ren) will be attending daycare \_\_\_\_\_

Daycare Center:

(name) \_\_\_\_\_

(address) \_\_\_\_\_ (city) \_\_\_\_\_

(zip) \_\_\_\_\_ (phone) \_\_\_\_\_

List the amount and payment method used for care of the above children:

\$ \_\_\_\_\_ per day      \$ \_\_\_\_\_ per week      \$ \_\_\_\_\_ per month

The above information is true and correct, to the best of my knowledge.

Signature: \_\_\_\_\_

Title: \_\_\_\_\_

Return to: Margaret S. Trevino  
Special Services Department  
Howard College  
1001 Birdwell Lane  
Big Spring, TX 79720

The dates for this application will be Jan. 15, 1992 through May 7, 1992

Special Services Department Referral

Name \_\_\_\_\_ Date \_\_\_\_\_  
Address \_\_\_\_\_ SS# \_\_\_\_\_  
Phone \_\_\_\_\_

Student Status:

Major \_\_\_\_\_ Hours Enrolled \_\_\_\_\_  
Semester \_\_\_\_\_

The above student is being referred to the following agencies for services!

Agencies:

- \_\_\_ Department of Human Services 707 E. 3rd 263-7671
- \_\_\_ Job Training Partnership Act 501 S. Main 263-8373
- \_\_\_ Texas Rehabilitation Commission Midland, TX 684-5719
- \_\_\_ West Texas Opportunities Inc. 1001 11th Place 267-9536
- \_\_\_ Adult Basic Education 1001 Birdwell 264-5016
- \_\_\_ H.U.D. City of Big Spring (Boyd Carson) 263-8311
- \_\_\_ West Texas Legal Services 286-0647

Reason(s) for referral \_\_\_\_\_

\_\_\_\_\_  
Student Signature Equity Coordinator

I understand that a copy of this referral form will be sent to the appropriate agency.

Student \_\_\_\_\_

Students Attendance Report  
Special Services Department

This attendance report must be completed for each student receiving benefits. Please mark a check by the date of each scheduled class meeting. Return this form to the Special Services Department office by the second day of the month. If a student has missed one week of class, Child Care Coordinator must be notified. If the instructor drops the student, the Special Services Department office must be notified immediately.

MONTH September

Class \_\_\_\_\_

	Present	Present	Present	Present
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				
31				

Each column represents a different class. Please have instructor check & initial after each class. (Ex. ✓ *mt*)

This student has been dropped from my class.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Instructor's Signature

It is the policy of Howard College not to discriminate on the basis of sex, race, color, religion, age, national origin, veteran or qualified handicap in educational programs, activities, admission or employment policies.

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## STAR (Skills, Training & Adult Re-Entry)

➤ **History of Program**

This pre-vocational program is the result of several years of research and was implemented in the Fall of 1991. Three 15-week courses have been held since its inception.

➤ **Goals**

The goals are to provide a transition from the home into the world of work or college environment through extensive career exploration, basic skills assessment and training, study skills and life coping skills training, job readiness training and placement assistance. Support services are provided to all participants who need child care, transportation or employment while attending the course.

➤ **Impact**

The program assisted 50 people last year and an additional 20 are currently enrolled. Of the 50 who began the program, 31 completed and 18 enrolled in additional college training. These participants had a history of failure and are finally becoming self-sufficient.

➤ **Number/Roles of Staff Involved**

Four staff are involved. The Special Populations Officer provides support services and teaches life coping skills. The Special Populations Vocational Counselor teaches a goal setting course, provides motivational guest speakers, and career, academic and personal counseling. The Adult Resource Center Instructor is the primary teacher. She teaches all the basic skills instruction, job readiness training and career exploration activities. The Job Placement Specialist works with each participant who needs employment while attending the program, and also as they complete the program if they decide not to enroll at Kilgore College.

➤ **Characteristics of Students Participating in Programs**

Most are single parents/displaced homemakers. Almost all are on some sort of federal assistance. Few are high school graduates. Most are GED recipients. All have varying degrees of self-confidence that has kept them from succeeding.

➤ **Outside Recognition**

The program was highlighted in the Starlink teleconference in 1992. The program has been presented to several local organizations.

➤ **What Makes This Program Unique and Effective?**

STAR assists single parents/displaced homemakers in breaking down barriers that have hindered them from becoming self-sufficient. The program provides opportunities for academic and career success to women who may never have realized that it was attainable. The STAR staff provide a personal touch—they care about the progress of each participant. Their concern is reflected in the progress made by program participants.

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Urban      Suburban      ✓ Rural  
Number of Students Enrolled, Fall 1991:  
Credit: 4,541  
Continuing Education (Non-Credit): 4,242  
Number of Students Served (SP/DH/SPW): 142

1100 Broadway  
Kilgore, Texas 75662

Contact: Susan Atchley  
(903) 983-8690

# STAR

## Skills Training & Adult Re-entry

STAR is a fifteen week pre-vocational course to prepare individuals for college and employment. The course is non-credit, self-paced and is taught at the Adult Education Center four hours each morning, Monday-Friday.

The course includes:

- \* CAREER EXPLORATION AND DECISION MAKING
- \* EVALUATION OF CURRENT EDUCATIONAL LEVEL
- \* IMPROVEMENT OF BASIC SKILLS IN READING, WRITING AND MATH
- \* LEARNING HOW TO BECOME A BETTER STUDENT
- \* TIME MANAGEMENT, MONEY MANAGEMENT, CHILD MANAGEMENT, STRESS MANAGEMENT AND OTHER LIFE COPING SKILLS
- \* GOALS SETTING AND CONSTRUCTING POSITIVE SELF-CONCEPTS
- \* MOTIVATIONAL PRESENTATIONS GIVEN BY GUEST SPEAKERS
- \* SELECTION OF A KILGORE COLLEGE OCCUPATIONAL PROGRAM OR SELECTION OF AN OCCUPATIONAL PATH REQUIRING NO FURTHER COLLEGE EXPERIENCE
- \* JOB READINESS TRAINING (IF DESIRED) - LEARNING HOW TO WRITE A RESUME, HOW TO SUCCEED IN A JOB INTERVIEW, AND HOW TO KEEP A JOB
- \* JOB PLACEMENT ASSISTANCE (IF DESIRED) THROUGH THE KILGORE COLLEGE JOB PLACEMENT OFFICE AND THE TEXAS EMPLOYMENT COMMISSION

Support services such as personal and academic counseling, child care assistance, and transportation assistance are provided to allow the participants to successfully complete the course. Only a limited number of individuals are accepted into the program. If you are interested in more information, please contact Susan Atchley, Special Populations Officer, (903)983-8690. Funding for this program is provided by a grant from the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.



# SEVE

## Project Hours

Monday - Thursday  
7:45 a.m. - 4:30 p.m.

Friday  
7:45 a.m. - 4:00 p.m.



SEVE is a program designed to aid students in the selection and accomplishment of the completion of a career goal that has been traditionally reserved for someone of the opposite gender.

Any student interested in studying a non-traditional major listed should contact:



Deborah English  
Special Populations  
Vocational Counselor  
Bert E. Woodruff  
Adult Education Center  
220 N. Henderson Blvd.  
Room 110  
Kilgore, TX 75662

(903) 983-6682

or

(903) 753-5783

Ext. 682

Special Populations Office  
Kilgore College  
1100 Broadway  
Kilgore, Texas 75662-3299

NON-PROFIT ORG  
U.S. Postage  
PAID  
Kilgore, TX 75662  
Permit No. 59



# SEVE

Sex Equity in

Vocational-Technical  
Education



KILGORE COLLEGE  
Adult Education Center  
220 N. Henderson Blvd.  
Kilgore, Texas



# SEX EQUITY IN VOCATIONAL - TECHNICAL EDUCATION



The following are the 11 facets of this program:

- ❖ Recruitment and career information
- ❖ Career assessment and career counseling
- ❖ Student support groups and individual counseling
- ❖ Vocational equity club and special guest speakers
- ❖ Non-credit sex roles class
- ❖ Textbook lending library
- ❖ Instructional materials
- ❖ Jobs Readiness Training
- ❖ Apprenticeships in the sophomore year
- ❖ Part-time employment on campus and job placement assistance
- ❖ Graduate and transfer credit assistance

The following majors are targeted to achieve equity for females:

- Drafting
- Electronics Technology
- Industrial Technology
- Corrosion Technology
- Industrial Safety
- Criminal Justice
- Fire Protection Technology
- Air Conditioning Refrigeration
- Automotive Mechanics
- Diesel Mechanics
- Machine Shop
- Welding
- Horology and Jewelry Repair
- Computer Repair

The following majors are targeted to achieve equity for males:

- Accounting
- Office Administration
- Fashion Merchandising
- Cosmetology
- Surgical Technology
- Radiologic Technology
- Nursing
- Child Development
- Legal Assisting
- Office Technology
- Licensed Vocational Nurse

❖ ❖ ❖  
 Kilgore College is an equal education/  
 affirmative action institution.  
 ❖ ❖ ❖

This comprehensive approach to the needs of the student with a non-traditional major will provide the support and encouragement to allow attainment of educational and career goals and eliminate many of the barriers which may have been obstacles to employment endeavors in the past. ❖



STUDENT CONTRACT FOR CHILD CARE SERVICES

Student: \_\_\_\_\_ SSN: \_\_\_\_\_  
Child(ren): \_\_\_\_\_ Age: \_\_\_\_\_ Birthdate: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Day Care Center/Registered Home: \_\_\_\_\_  
Address, City, State, Zip: \_\_\_\_\_  
Contact Person: \_\_\_\_\_ Telephone: \_\_\_\_\_

I UNDERSTAND that in accepting the child care assistance provided by Kilgore College Support Services Program that I am agreeing to the following:

1. to be enrolled full-time in one of Kilgore College's priority programs. My official major as indicated in the Registrar's Office is \_\_\_\_\_.
2. to maintain a cumulative 2.0 grade point average.
3. to provide the Special Populations Office with a copy of my class schedule by the third class day.
4. to notify the Special Populations Office of any changes in my class schedule or major.
5. to abide by the rules and regulations of the caregiver.
6. to pay the costs of any care required for my after-school children, including inservice days and other days that I am in school and my children are not.
7. to make my own arrangements for child care with the center or registered home of my choosing. If I have any problems, I must notify the Special Populations Office before making any change in caregivers.
8. to give a two week notice to the caregiver and the Special Populations Office if I choose to change caregivers.

I UNDERSTAND that I will be responsible for any expenses the caregiver charges between semesters to hold a space for my child(ren) while the College is not in session.

I UNDERSTAND that Kilgore College:

1. will not be held liable or responsible, under any circumstances, for accidents involving my child.
2. will terminate child care services if my child(ren) have excessive absences. The caregiver will notify KC of attendance.
3. will review the continuation of child care services each semester.

I UNDERSTAND that KC does not guarantee a continuation of the child care assistance from semester to semester and that the assistance is subject to cancellation when funds are no longer available.

I UNDERSTAND that child care assistance is not available past June 30, 1993, and that I must reapply July 1, 1993, for services for the 1993-94 school year.

I, THE UNDERSIGNED, HAVE READ AND AGREE TO ALL OF THE ABOVE STATEMENTS. I UNDERSTAND THAT I MUST ABIDE BY THIS AGREEMENT AND THAT FAILURE TO ADHERE TO THESE POLICIES MAY RESULT IN THE LOSS OF THE CHILD CARE ASSISTANCE THAT I AM RECEIVING.

\_\_\_\_\_  
STUDENT'S SIGNATURE

\_\_\_\_\_  
SPECIAL POPULATIONS OFFICE

DATE: \_\_\_\_\_

## Life Skills Center

### ► History of Program

First was Women's Center then changed name to Life Skills Center at the Coordinating Board's mandate in 1988. At this time, began outreach to males and females enrolled.

### ► Goals

- 1) To assist students with financial needs and provide other support (counseling, etc.), enabling them to stay in school.
- 2) Work with C.E. Department and short-term classes.

### ► Impact

Direct impact in assisting SP/DH to stay or enroll in school due to financial assistance. Additionally, provides support services and works with JTPA and Occ-Tech students involved in skills training.

### ► Number/Roles of Staff Involved

1 Counselor/Coordinator (4 years, male, currently not employed since grant not refunded for 1992-1993)  
½ Secretary

### ► Characteristics of Students Participating in Programs

Single parent/displaced homemaker age averages 28 years with two children. Enrolled in one year certificate vocational programs, especially LVN and OFAD.

### ► Outside Recognition

Yes, newspaper articles written. AAUW Chapter in area recognition.

### ► What Makes This Program Unique and Effective?

Counseling support, peer support and workshops/seminars. Works with career specialist for placement and augments JTPA services.

✓ Urban    ✓ Suburban    ✓ Rural  
Number of Students Enrolled, Fall 1991:  
Credit: 3,300  
Continuing Education (Non-Credit): 2,300  
Number of Students Served (SP/DH/SPW):

20000 Kingwood Drive  
Kingwood, Texas 77339

Contact: Sondra Whitlow  
(713) 359-1662

SINGLE PARENTS - SINGLE PREGNANT WOMEN - DISPLACED HOMEMAKERS

L I F E S K I L L S C E N T E R

The Life Skills Center of North Harris Montgomery Community College District, at Kingwood College, provides support services and life coping skills training to Technical/Vocational program students who are Single Parents, Single Pregnant Women and/or Displaced Homemakers. The objective of the Life Skills Center is to, through the provision of financial support, specialized support services and life skills training, improve access to preparatory academic courses and technical/vocational education for single parents, single pregnant women and displaced homemakers. Life Skills Center's support programs provide financial assistance for daycare, books, equipment, uniforms, transportation and emergencies. The Center also offers life skills classes, seminars, and workshops, as well as, support groups, group counseling and individual counseling.

Furthermore, toward providing supplemental academic support, the Life Skills Center maintains reciprocative linkages with Counseling, Continuing Education, Developmental Studies, and Academic Development departments.

In providing support services/life coping skills, the Life Skills Center's policies, procedures, and processes ensure that the methods and resources utilized to assist single parents, single pregnant women and displaced homemakers address their problems and needs immediately and to their greatest benefit.

The Life Skills Centers's "Support Services & Life Coping Skills" model is based on two characteristics of the life span/human development concept:

(1) That the difficulties and the problems single parents, single pregnant women, and displaced homemakers present are of the nature of continuous growth and change, and, are best addressed through educative counseling, advocative actions, processes, and systems.

(2) That the difficulties and the problems single parents, single pregnant women and displaced homemakers present are not considered by definition pathological but, in fact, viewed as being moments of crises that can lead to development and growth. In fact, the single parents, single pregnant women, and displaced homemakers who are contemplating enrolling in or are enrolled in technical/vocational programs are positively responding to the crises in their lives. The intervention model of the Life Skills Center can not, entirely, prevent future crises but it does teach/prepare single parents, single pregnant women, and displaced

Page 2

homemakers in such a way as to create a personal wisdom, a greater self-worth and self-actualizing commitments among them to better deal with life's challenges.

Toward this end, the Life Skills Center develops and provides the single parents, single pregnant women, and displaced homemakers a comprehensive/connecting/holistic body of support services and life coping skills education so that they are able to:

LEARN more about areas of immediate interest, as well as, explore the wide range of options available in academics, in vocational and applied technology fields, as well as in traditional and non-traditional careers

UNDERSTAND the holistic world view of becoming a socially responsible professional in obtaining a liberal education while pursuing vocational/technological/professional training

EXPLORE sociological, psychological, theological, legal, economic, and political matters affecting them as a distinct social group

DEVELOP insights and perspectives to broaden conceptual boundaries in many respects.

SEEK a good life well understanding the obligation toward the commitment of time and resources and the application of physical energy and creative and critical thought

BECOME empowered in having acquired an intellectual structure to utilize to make wiser life decisions

Yezdi Rustomji, M.S., R.T.  
Coordinator/Counselor  
Life Skills Support Center  
(713) 359-1622

LIFE SKILLS CENTER

KINGWOOD COLLEGE

STUDENT RESPONSIBILITY AGREEMENT

Important

You have assumed the responsibility to complete your academic objectives as a qualification for LSC assistance. You are expected to attend classes, and participate fully in the learning process. Therefore, you may be required to attend Life Skills development workshops, orientations, seminars and undergo assessments, evaluations, testing, as well as, counseling-if deemed necessary for your academic success and your personal wellbeing.

1. Upon dropping or completing classes, any books or any other items purchased for the classes with an LSC grant, MUST BE RETURNED TO THE LSC STAFF, (NOT TO THE BOOKSTORE)!
2. Purchases made for a particular major must be a required or recommended purchase for that specific major/subject; i.e., you may not major in Data Processing and buy Real Estate books, unless you are taking a real estate course as well.
3. If you purchase a set of tools or other expensive supplies and drop out of the program, you MUST RETURN EACH TOOL/ITEM PURCHASED to the LSC STAFF. Appropriate action will be taken against individuals who do not comply with this request.
4. LSC must be provided with or authorized to receive a copy of your semester grades.

Please remember that public funds are being spent to provide you with assistance. We ask that you use this program honestly and wisely.

If you have questions, concerns, or suggestions call us at 359-1622.

\_\_\_\_\_  
Participant

\_\_\_\_\_  
Date

\_\_\_\_\_  
LSC Signature

\_\_\_\_\_  
Date

Copy to Student

LIFE SKILLS CENTER  
KINGWOOD COLLEGE

North Harris Montgomery Community College District

Eligibility Requirements  
To Apply for Day Care Service

Once eligibility requirements have been determined by the Life Skills Center a recipient of daycare services funding must:

1. Make application for day care services at the Life Skills Center.
2. Be a full-time student at NHMCC.
3. Continue to be enrolled as a student at North Harris Montgomery Community College District for the full duration of the course work undertaken.
4. Maintain a cumulative grade point average of 2.0 or above. (Failure to maintain a 2.0 GPA will result in placement on a probationary status). Continued failure to meet the required GPA will result in ineligibility for participation in daycare services.
5. Must attend class on regular basis and must have attendance forms signed by instructors.
6. Provide a signed letter of verification from the child care facility to the Life Skill Center.
7. Agree to pay daycare center for any charges, above the amount to be paid by NHMCCD's Life Skills Center Support Services, and for any time a child is absent from the daycare center.
8. Abide by rules and regulations of the daycare center you have chosen.
9. Enroll child only in a registered family day home or licensed daycare center.
10. Daycare payments will be made not to exceed a maximum rate per child determined by NHMCCD's limit per family.

North Harris Montgomery Community College District does not discriminate with regard to race, color, religion, sex, national origin, age or handicap. North Harris Montgomery Community College District is an equal opportunity employer and educational institution.

SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_

MAXIMUM AMOUNT \_\_\_\_\_

IC~

KINGWOOD COLLEGE  
LIFE SKILLS CENTER

NORTH HARRIS MONTGOMERY COMMUNITY COLLEGE DISTRICT

STUDENT CONTRACT FOR DAYCARE SERVICES

I \_\_\_\_\_, fully understand that:

1. I must remain a qualifying full-time student, or obtain permission to participate as a part time student, at North Harris Montgomery Community College District (NHMCCD) while my child is attending the daycare center.
2. NHMCCD does not guarantee a continuation of the daycare payment and payment is subject to cancellation when funds are no longer available or for other reasons.
3. Continued daycare payments are subject to review at any time by the Life Skills Center.
4. NHMCCD will not be held responsible under any circumstances for matters/disputes/accidents involving myself, my child, and the daycare service.
5. I further agree to bear any expenses incurred outside of NHMCC/LSC areas of responsibilities.
6. I agree to maintain a cumulative 2.0 grade point average.
7. I agree to obtain a "letter of agreement for payment for daycare" from Life Skills Center each semester that I'm requesting daycare services.
8. I agree to provide all documentation requested by NHMCCD.
9. I agree to attend class on a regular basis and to provide attendance forms weekly. LSC will not pay for the days the student (parent) is absent from college nor when the child is absent from its daycare program.
10. LSC reserves the right to determine how many children will be assisted per family.
11. LSC reserves the right to establish/change daycare payment rates at any time.

SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_

MAXIMUM AMOUNT \_\_\_\_\_



KINGWOOD COLLEGE  
20000 Kingwood Drive, Kingwood, TX 77339

\*name\*  
\*address\*  
\*city\*, \*state\* \*zip\*

This is to confirm that, \*student\*'s child(ren), \*child\* will be eligible for subsidy from the Life Skills Center, for child care costs at your daycare while enrolled in courses at North Harris Montgomery Community College District.

LSC will provide this subsidy only for the hours/days as agreed to below by LSC and \*student\*, June 1, 1992 and ending June 24, 1992. ALL BILLING MUST BE RECEIVED BY THIS DATE, AS WELL.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	WEEK'S TOTAL
\$14.80	\$14.80	\$ 14.80	\$ 14.80	\$ 14.80	\$ 0.00	\$ 74.00

Furthermore, you should be aware that despite the above daycare subsidy agreement between \*student\* and the Life Skills Center the student will not receive subsidy payments from LSC if the student is absent from college and/or the student's child(ren) are absent from your daycare facility per the daycare subsidy/schedule above.

The Life Skills Center, the Carl D. Perkins Grant and the North Harris Montgomery Community College District will be liable for payment of the amount agreed above, for the time period above, or the proportionately lesser amount when the student and/or the student's child(ren) has been absent from either program. The Life Skills Center also reserves the right to terminate all subsidy to the student for any reason it deems necessary and at any time without any liability for payment to your daycare program. Finally, any and all agreements entered into by \*student\* and your daycare program pertaining to childcare for \*child\* does not bind the Life Skills Center, the Carl D. Perkins Grant, or the North Harris Montgomery Community College District to those agreements, and therefore, \*student\* only is liable for any and all agreements entered into with your daycare program.

You will find attached our billing form. Please fill it out accurately and completely for payments requested by June 24, 1992. Your bill for services must be received by this date at the Life Skills Center, Kingwood College, 20000 Kingwood Drive, Kingwood 77339.

If you need further information please call Yezdi Rustomji at 359-1622 or Dorothy Tucker at 359-1660. Thank you.

Sincerely,

Yezdi Rustomji  
Coordinator, Life Skills Center

YR: H

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## Single Parent Equity— Today's Reality, Tomorrow's Future

➤ **History of Program**

Started seven years ago as Women's Support Services then changed to Student Support. In 1991-92, changed to Single Parent Equity. Served 480 single parents and displaced homemakers in 1992. Work with Department of Human Services, GED Adult Education Program and HUD.

➤ **Goals**

To provide support services, counseling and advisement for single parents, homemakers and displaced homemakers. To provide occupational training and developmental training. Parenting classes and support groups, child care, lending library and transportation also provided for income appropriate students.

➤ **Impact**

Work experience provides income and work experience for students in program. Graduates are placed in community businesses and industries. Graduates are employed and off the welfare roles.

➤ **Number/Roles of Staff Involved**

1 Project Director serves as counselor and director  
1 19.5 hours per week work experience student as assistance in office

➤ **Characteristics of Students Participating in Programs**

Primarily single parents with one to six children. They are usually on AFDC and food stamps and receive Pell grants. Participants are 20-43 years of age. Homemakers and widows are also served.

➤ **Outside Recognition**

Block Grant for \$8,000 for parenting and after school care.

➤ **What Makes This Program Unique and Effective?**

Counseling, mentoring and support groups. The childrens'/parenting program was very effective in providing temporary and emergency care for single parents' children. Non-traditional work experience students were allowed in an interim program newly formed at Mobil for the summer. The Process Operators program have five female students and is growing rapidly.

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Urban    ✓ Suburban    Rural  
Number of Students Enrolled, Fall 1991:  
Credit: 1,370  
Continuing Education (Non-Credit): Not reported  
Number of Students Served (SP/DH/SPW): 249

P. O. Box 10043  
Beaumont, Texas 77710

Contact: Nancy Davis  
(409) 880-3190

## CHILD CARE GUIDELINES 1992

The following guidelines for child care assistance will be in effect as of April 1, 1992.

1. Applicant must be enrolled in 2-year technical degree program or a certificate program.
2. Single parent families will receive priority, but families with both parents will be considered if the family meets Department of Human Resources income guidelines for the economically disadvantaged and one parent works during the time the other parent attends classes. Extended families will not be considered unless all adult members of the family are at work or school while the parent is in class. Extended families must meet guidelines on a household basis.
3. You must provide documentation of annual income for your household. A copy of the form 1040, 1040A, or 1040EZ from the previous year including each member of your household must be attached to the application. If you are also receiving any scholarship, other grants, or work/study allocations, a copy of your notification of award letter for the current semester must be attached.

**NOTE:** APPLICATIONS WITHOUT THIS DOCUMENTATION WILL NOT BE PROCESSED AND WILL NOT BE ELIGIBLE FOR CONSIDERATION UNTIL THIS INFORMATION IS PROVIDED.

4. 2.0 Grade Point Average or better from course-work applied to degree plan is required.
5. Applicant must be enrolled on either a part-time or full-time basis. Priority will be given to full-time students. Child care will be provided for a maximum of 4 long semesters (unless there are extenuating circumstances which require 1 additional semester). A copy of your class schedule for the semester applying must be attached to your application.
6. Children will be placed in the Early Childhood Development Center at Lamar or in a community center identified as appropriate by Special Services Coordinator.

After consideration of those applicants meeting the above

guidelines, those applicants meeting all but one of the criteria will be examined and approved if there are funds available.

For those parents receiving child care assistance, the following will be in effect:

- \* If course-load drops below full-time level, payment of child care will be discontinued until a full-time level is again attained.
- \* Grant will pay for child care ONLY for weeks parent is attending classes.
- \* Grant will only pay minimum weekly tuition for those children at Lamar University Early Childhood Development Center. The parent will be responsible for OVERTIME. The parent will also be responsible for tuition during any time the center charges an hourly fee such as the last two days of finals.

INCOME GUIDELINES FOR ECONOMICALLY DISADVANTAGED FAMILIES

<u>Family Size</u>	<u>Monthly Gross Income</u>
2	\$ 802
3	\$1,008
4	\$1,214
5	\$1,420
6	\$1,625

In families with more than six members, add \$206. for each additional family member.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

# Program catapults students to success

BY PATRICK K. GRAVES  
Staff writer

Lamar University-Beaumont's Institute of Technology is into recycling not cans or paper, but people.

Nancy Davis directs the institute's Single Parent and Equity Programs, bureaucratic names for unique services designed to jump-start non-traditional students back into the educational process.

The end is to enable single parents and those interested in careers dominated by the opposite sex to prepare themselves for the changing job market.

To hear the participants talk, the means are almost humanitarian. Most of the eight women interviewed said they would not be in college without the program.

"It's meant going to school or not," said Michele Empson, 27, of Deweyville. "Because of this I'm not a welfare mom," Empson declared proudly. "Because of this I'll never be a welfare mom."

Empson, a single mother receiving no child support, commutes daily in an 11-year-old car.

She is one of five students working part time minimum-wage jobs arranged through the program, giving her much-needed scheduling flexibility and income to supplement the grant and loan that pay for her schooling and living expenses.

She is looking for a job as a process operator after graduation.

"Most people want to get off welfare," said Judy Cariker, 27, of Beaumont. "It's tough to better yourself because every time you get down the welfare system cuts you off. It's been hell the past six years. This is the only way out."

For example, welfare officials denied Molly Martin Aid For Dependent Children (AFDC) because she had a car junked and inoperative at her residence.

For Tana Long, 27, of Jasper, the program means her parents don't have to spend their money to help her.

**“Most people want to get off welfare. It's tough to better yourself because every time you get down the welfare system cuts you off. It's been hell the past six years. This is the only way out.”**

Judy Cariker, student



Enterprise/Dave Ryan

**Director Davis holds Jane Blackmann, daughter of Gail Blackmann, student assistant.**

es referred her to Davis.

After a year in the Single Parent Program, Blackmann is buying a home, and all of her children are either in school or daycare.

"It took me five years to be convinced there was a way up and out," Blackmann said. "It's only by the grace of Nancy Davis I'm here."

Blackmann still has no transportation, so Davis gives her rides some days. "This program means so much to me because of what Nancy Davis means to me," she said, her voice quivering with emotion as tears well up in her eyes. "She's real special."

Indeed, Davis fills many roles in the lives of the hundreds of students with whom she works: academic adviser, career counselor, childcare facilitator, red tape cutter, coach, mentor, encourager, friend.

Her program provides assistance with these students' special needs, such as child care, time and money management, financial aid assistance (but not money), study habits, learning resources and, perhaps most important, confidence and self-esteem.

Many of her charges are guilt-ridden and stigmatized by the label

"dropout" because they did not finish their education, Davis explained.

Her goal is to give them the opportunity to develop their talents once they have overcome their fears.

Davis, who earned bachelor's and master's degrees in education, has more than an academic interest in their growth.

"I was a single parent with three kids," she explained. "I went to college on my own; it took me 10 years. I had no benefits, no help, no financial aid (she was unaware of it), no outside support."

Davis' program sponsors workshops on issues affecting single-parent students and arranges mentoring with faculty members.

The students themselves constitute an informal support group, and many of them with school-age children study with their kids.

"My son helps me in math," admitted widow Nettie Holmes, 43, of Beaumont. Donna Simmons, 28, of Beaumont said her 8-year-old son, Charlie, writes her notes of encouragement.

Acceptance on campus by more traditional students is not a problem for most of them, although the age difference can be awkward.

"The first time I was called 'ma'am' I didn't care for it," said Brenda Cox, 38, of Beaumont. "I said, 'Look, sonny, I'm not that old.'"

Cox, who is studying business data processing, admitted that she and many of her fellow female students thought all they were supposed to do was go to high school and have babies.

She added, "I want to get where I don't have to depend on anyone but myself and not a man, or worry if he's going to walk out on me."

Davis, who has yet to walk out after six years, said giving something back to society, not saving the world, is her priority.

"We have to exercise our brains like muscles," she observed. "You get a headache at first, but you'll grow."

NEEDS ASSESSMENT QUESTIONNAIRE  
LAMAR UNIVERSITY - COLLEGE OF TECHNICAL ARTS

NAME	SOCIAL SECURITY NUMBER		
Last	First	I	- - -

Some of the following information is required by Federal Law to obtain information about students who have special needs. While the answers are voluntary, your participation could be of benefit. If you qualify for additional services, then you will be contacted.

- Yes \_\_\_ No \_\_\_      Do you have a handicap or disability which affects your ability to see, hear, walk, talk, breathe, write, learn or to care for yourself?
- Yes \_\_\_ No \_\_\_      Are you a single parent?
- Yes \_\_\_ No \_\_\_      Do you need child care?
- Yes \_\_\_ No \_\_\_      Do you have limited English ability? (Another language spoken in the home, English not native tongue, or born in another country.)
- Yes \_\_\_ No \_\_\_      Have you been a homemaker? (Without marketable skills)
- Yes \_\_\_ No \_\_\_      Do you or could you qualify for financial aid?
- Yes \_\_\_ No \_\_\_      Do you believe a tutor could help you maintain a "C " average or better in your classes?
- Yes \_\_\_ No \_\_\_      Would you benefit from special counseling?
- Yes \_\_\_ No \_\_\_      Do you have a transportation problem?

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## Project Leeway for Single Parents

➤ **History of Program**

New 1992-93 Perkins Discretionary grant. Program began Fall Semester 1992 with 20 single parents.

➤ **Goals**

- 1) To prepare single parents to enter a vocational/technical program of study (basic academic skills, career assessment, exploration and goal setting).
- 2) To support them in their college work (self-esteem building, tutoring, child care and textbook assistance, etc.).
- 3) To prepare them for the world of work (workplace readiness).

➤ **Impact**

This population has very low retention and graduation rates in college. To improve this, students will be provided a great deal of support in the first semester of college to assure success and confidence. Second semester will provide limited support to encourage independence. Third semester students should be ready to achieve on their own.

➤ **Number/Roles of Staff Involved**

Four staff members involved:

- 1 Project Coordinator (10%) - Oversees project and assures funding.
- 1 Project Assistant Coordinator (50%) - Recruits and works with students. Assures activities are in place.
- 1 Counseling Advisor (25%) - Teaches college study skills, counseling (academic and personal).
- 1 Instructor (20%) - Workplace readiness and one-to-one tutoring.

➤ **Characteristics of Students Participating in Programs**

Single parents, low income, requiring remedial work in at least two academic areas (math, reading and/or writing), first time ever in college.

➤ **Outside Recognition**

Too new.

**What Makes This Program Unique and Effective?**

The program's structure (parenting forums, career exploration, small group tutoring, and workplace skill development) has led to student success and to them becoming their own support group. Program has seen a 90% retention rate.

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Urban    ✓ Suburban    ✓ Rural  
Number of Students Enrolled, Fall 1991:  
Credit: 5,511  
Continuing Education (Non-Credit): 1,135  
Number of Students Served (SP/DH/SPW): 60

P. O. Box 818  
Baytown, Texas 77520-4796

Contact: Sally Griffith  
(713) 425-6822

TEXAS HIGHER EDUCATION COORDINATING BOARD  
GRANT APPLICATION  
PROGRAM YEAR 1992-1993

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ABSTRACT PAGE

Project LEEWAY for Single Parents will promote and facilitate access to vocational/technical education and training at Lee College for single parents, displaced homemakers, and single pregnant women. This target population, a population that has increased rapidly during the past two decades, are seeking training and services from local community colleges in ever increasing numbers.

Project LEEWAY for Single Parents is a comprehensive, community college, model program which will directly assist single parents, displaced homemakers, and single pregnant women gain access to vocational education programs through three program components: (1) basic academic skills upgrading, (2) workshops and courses which address personal and career development, and (3) student support services such as child care, textbook, and transportation assistance, financial aid resource identification, and tutoring.

This program will provide gravely needed resources to the target population which reside in Baytown and outlying communities where 38% of the school population lives under poverty (local school districts information) and where there are 2650 active AFDC families.

Project LEEWAY for Single Parents will, if funded, be operational for Fall and Spring semesters 1992-93. An advisory committee consisting of community representatives will be selected and in place prior to program implementation. The project director will be hired by July 10, 1992 to begin recruitment of 20 program participants.

Program activities (academic classes, courses, and workshops for personal and career development, assessment of student needs, and support services) will be implemented Fall 1992 semester. Process evaluation will be conducted throughout the length of the project.

During Spring semester 1993, project staff will continue to monitor student progress, conduct weekly workshops, provide academic and personal counseling and tutoring, and maintain student support services.

A final evaluation and project manual will be provided by the project director by June 30, 1993



TEXAS HIGHER EDUCATION COORDINATING BOARD  
GRANT APPLICATION  
PROGRAM YEAR 1992 - 1993

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Specific goals and objectives of this program are:

**GOAL: 1 ASSESSMENT AND GOAL SETTING**

Through testing, group workshops, and individual counseling, participants will develop a personal career goal, will conduct a self assessment of individual needs (academic skill development, workplace readiness, vocational training, and support services), and will develop a written plan to meet their goals.

**OBJECTIVE: 100% of program participants will have developed a written career plan by December 1992.**

**GOAL: 2. BASIC ACADEMIC SKILLS**

Participants will improve basic academic skills in preparation for entry into vocational/technical programs.

**OBJECTIVE: 80% of program completers will improve basic academic skills (reading, writing, and math) two grade levels or to a 10th grade competency by May 1993.**

**GOAL: 3. CAREER EXPLORATION**

Participants will have opportunities to explore both traditional and non-traditional careers and interact with role models, especially women employed in emerging job fields.

**OBJECTIVE: 100% of participants will attend at least 10 workshops focused on career exploration.**

TEXAS HIGHER EDUCATION COORDINATING BOARD  
GRANT APPLICATION  
PROGRAM YEAR 1992 - 1993

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GOAL: 4. SELF-ESTEEM BUILDING

Participants will be provided a supportive environment and participate in activities to build self-awareness and self-confidence.

**OBJECTIVE:** 100% of participants will attend at least 5 workshops focused on self-esteem and goal setting.

Through a nationally normed self-esteem assessment and self report, 80% of program completers will show increases in self confidence and readiness to enroll in a vocational program.

GOAL: 5. WORKPLACE READINESS

Participants will improve workplace readiness skills of self-management, problem solving, and teamwork.

**OBJECTIVE:** As measured in pre- and post-tests, 100% of program completers will show improved skills in work attitudes, problem solving, and general employability.

GOAL: 6. STUDENT SUPPORT AND RETENTION

Participants will be provided needed support services (financial aid resource identification, childcare, textbook, and transportation assistance, and tutoring) so that they can pursue vocational/technical training.

**OBJECTIVE:** At least 75% of the participants will successfully complete program before the end of the Spring 1993 semester.

GOAL: 7. STATEWIDE DISSEMINATION

Information on Project LEEWAY For Single Parents program design, implementation strategies, and results will be compiled into a project manual. Copies will be made available to other Texas community colleges interested in replicating the program.

**OBJECTIVE:** A project manual describing program design implementation, and results will be completed and printed by June 30, 1993.



## *What can Project Leeway do for you?*

Assistance completing financial aid applications

Financial assistance with childcare, textbooks, emergency transportation, and tutoring

Special enrollment and registration assistance

Personal career goal planning

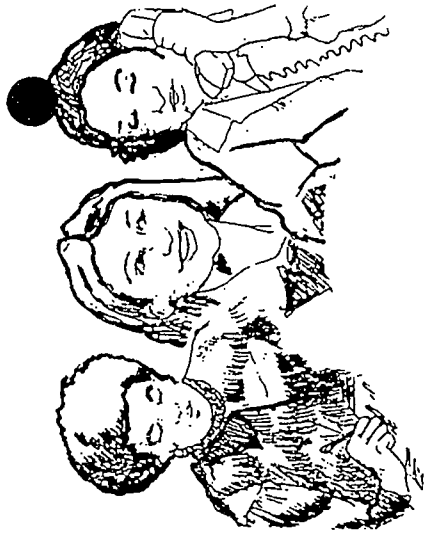
Exploring many different careers and talking with people who work in those jobs

Building self-confidence and college study skills

179



511 S. Whiting  
Baytown, Texas 77520-4796



## *Project Leeway* for Single Parents

A program to help  
you to succeed  
as you enter college



150

## You can become part of the skilled workforce

Returning to school and preparing yourself for a new job can be difficult, especially if you are a single parent. Lee College offers you a way to prepare for a new career while removing obstacles such as childcare and textbook expenses.

Project Leeway for Single Parents can offer you a way to improve your basic academic skills and help pay those expenses that make returning to school so hard on your family budget.

You will find a friendly staff at Lee College who are eager to provide personal support and registration assistance. You'll also be given special assistance in obtaining financial aid to help pay tuition and other fees.

And to help you choose the right career path, Project Leeway will give you a chance to explore all the possibilities available to you.

### 1 & 1

Lee College has a variety of technical-vocational programs that can give you the needed job skills valued by employers.

## Are you eligible?

Are you one of the following?

- A single parent
- A displaced homemaker — a homemaker forced to re-enter the workforce due to the loss of family income
- A single pregnant woman

Do you have a low to moderate income?

Do you need to improve your basic academic skills, such as reading, writing and math, before pursuing a career?



## Who should you contact?

If you would like to attend college but are afraid you lack basic academic skills and know you lack the finances, the Special Populations Office on the Lee College campus may be able to help you; call 425-6846 to see how they can assist you.

Contact Donna Welch (425-6463) or Laura Yepez (425-6846) for help with Project Leeway.

### For More Information:

Lee College .....	713-427-5611 or 1-800-759-5533
Admissions Office .....	425-6393
Counseling Center .....	425-6384
Financial Aid .....	425-6389

## Family Sufficiency Program

### ➤ History of Program

This program began September 1992 with the Waco Housing Authority and provides counselors for AFDC clients who are eligible for housing assistance. These clients are matched with Waco Independent School District teachers, administrators, and counselors who are completing their counseling component of their reality therapy certification process under supervision. Clients meet weekly with counselors and monthly with a dinner support group hosted by a local church. The church provides the meal, nursery, and supervised children's activities.

### ➤ Goals

To gain marketable skills and get off welfare.

### ➤ Impact

To reduce number of persons on welfare and enhance the lives of their family members.

### ➤ Number/Roles of Staff Involved

Total of three staff involved in supervision of counselors, tracking and follow up of all clients for five years.

### ➤ Characteristics of Students Participating in Programs

All clients are single parents and must be enrolled in a GED program, preparing for enrollment in college, or be enrolled in college.

### ➤ Outside Recognition

Newspaper and television coverage.

### ➤ What Makes the Program Unique and Effective?

First program in this area combining the services of housing authority, Department of Human Services, volunteer counselors and McLennan Community College student services. This is networking at its finest.

---

Urban	Suburban	Rural
Number of Students Enrolled, Fall 1992:		
Credit: 6,112		
Continuing Education (Non-Credit): Not reported		
Number of Students Served (SP/DH, SPW): 661		

1400 College Drive  
Waco, TX 76708

Contact: Marylea Henderson  
(817) 750-3591

## Mentoring Program/Friend to Friend

➤ **History of Program**

Program began in February 1991, initiated by Central Texas Women's Alliance, with the training of 18 mentors from the Waco community.

➤ **Goals**

The program is designed to provide encouragement to AFDC recipients and displaced homemakers who are committed to securing an education that will provide a good job in today's labor market, thus getting them off welfare.

➤ **Impact**

➤ **Number/Roles of Staff Involved**

Approximately four hours per month for each volunteer is required for the year's commitment. Successful women in the community have volunteered for this year's project, and the program is currently being expanded to provide training for McLennan Community College faculty and staff to mentor all enrolled single parents who would like to have a mentor for encouragement.

➤ **Characteristics of Students Participating in Programs**

AFDC recipients, single parents, displaced homemakers and equity students.

➤ **Outside Recognition**

Newspaper and television coverage.

➤ **What Makes the Program Unique and Effective?**

It brings together business and professional women in the community and at the college who want to fill in the gaps for services to women. It is patterned after Texas Works Together and promotes volunteerism for solving problems in our community.

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Urban	Suburban	Rural	1400 College Drive
Number of Students Enrolled, Fall 1992:			Waco, TX 76708
Credit: 6,112			Contact: Marylea Henderson
Continuing Education (Non-Credit): Not reported			(817) 750-3591
Number of Students Served (SP/DH/SPW): 661			

## **Successful Program Activity: Client Support Services**

### ➤ **History of Program**

Beginning May 10, 1992 the Department of Human Services sent a full-time case manager for AFDC recipients enrolled or planning to enroll at McLennan Community College. This office is centrally located in the student center.

### ➤ **Goals**

To provide easier access for AFDC clients, monitor students in a campus setting and further encourage them toward their graduation goal.

### ➤ **Impact**

The number of clients has increased from 41 in May 1992 to 120 in December 1992.

### ➤ **Number/Roles of Staff Involved**

Department of Human Services Staff - 1½.

Secretarial Assistance provided by Special Services.

One part-time person will be added in January 1993.

### ➤ **Characteristics of Students Participating in Programs**

AFDC clients.

### ➤ **Outside Recognition**

Recognition will be given at completion of semester.

### ➤ **What Makes the Program Unique and Effective?**

Provides an additional support system on campus. Promotes networking with Department of Human Services.

FALL 1992  
SPECIAL SERVICES  
MCLENNAN COMMUNITY COLLEGE

SEMESTER PLANNING AND GOALS FORM

NAME \_\_\_\_\_ MAJOR \_\_\_\_\_ DATE \_\_\_\_\_

THE PURPOSE OF THIS INFORMATION IS TO HELP YOU FOCUS ON YOUR ACADEMIC GOALS AND TO GIVE US INFORMATION TO GIVE YOU MORE EFFECTIVE SERVICES.

1. Did you reach your goal(s) for spring/summer semester 1992?  
\_\_\_yes \_\_\_no

If no, what circumstances/situations occurred that kept you from achieving your goal(s)? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If yes, please list the persons, groups, services that assisted in helping you reach your goal(s). \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What suggestions do you have that would have helped you? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What are your goals for Fall 1992? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What can the counselors in Special Services do to help you achieve your goals?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



I N F O R M A T I O N  
MCLENNAN COMMUNITY COLLEGE  
SPECIAL SERVICES

SPECIAL ASSISTANCE PROGRAMS  
FOR  
VOCATIONAL/TECHNICAL EDUCATION STUDENTS  
FALL 1992/SPRING 1993

\*SINGLE PARENTS\*

REQUIREMENTS FOR FINANCIAL ASSISTANCE WITH CHILD CARE/TRANSPORTATION FUNDS.

1. Custody/joint custody of minor child  
Separated/divorced/unmarried/single pregnant woman
2. Demonstrate financial need as determined by application and Office of Financial Aid.
3. Enrolled full-time (12 hours) in vocational technical program.
4. 2.00 GPA required for returning students.
- \*\*\*\*\*5. COMPLETED APPLICATION, SCHEDULE OF CLASSES, STUDENT AID REPORT, UNOFFICIAL TRANSCRIPT, SEMESTER PLANNING AND GOALS FORM, DEGREE PLAN AND INTERVIEW REQUIRED. NO INCOMPLETE APPLICATIONS WILL BE ACCEPTED. ACTUAL PROCESSING BEGINS AFTER COMPLETED APPLICATIONS HAVE BEEN SUBMITTED.
6. Provide monthly grade/attendance reports and child care invoices.

\*EQUITY/NONTRADITIONAL MAJOR\*

REQUIREMENTS FOR FINANCIAL ASSISTANCE WITH CHILD CARE AND TRANSPORTATION.

1. Enrolled full-time (12 hours) in a vocational technical program that is non-traditional for either gender, (i.e., male in nursing program and female in criminal justice program).
2. Demonstrate financial need.
- \*\*\*\*\*3. COMPLETED APPLICATION, SCHEDULE OF CLASSES, STUDENT AID REPORT, UNOFFICIAL TRANSCRIPT, SEMESTER PLANNING AND GOALS FORM, DEGREE PLAN AND INTERVIEW REQUIRED.
4. Provide monthly grade/attendance reports and child care invoices.

*MCLENNAN COMMUNITY COLLEGE*  
*SPECIAL SERVICES*

SINGLE PARENT/DISPLACED HOMEMAKER  
PERKINS DISCRETIONARY FUNDS  
1992-1993

PLEASE READ CAREFULLY AND INDICATE YOUR STATUS ACCORDING TO THE DEFINITION:

- I. *Displaced Homemaker* means an individual who is an adult and
1. Has worked primarily to care for the home and family without remuneration and for that reason has diminished marketable skills  
OR
  2. Has been dependent on public assistance or on the income of a relative but is no longer supported by such income  
OR
  3. Is a parent whose youngest dependent child will become ineligible to receive AFDC (Aid for Dependent Children)  
OR
  4. Is unemployed or underemployed and is experiencing difficulty obtaining employment or suitable employment.
  5. Is described above and is a criminal offender.
- II. Single Parent an individual who has custody of one or more minor children.
- III. Single Pregnant Woman (expecting child).
- IV. Sex Equity/non-traditional male or female enrolled in a vocational/technical program that is non-traditional for their gender.

STUDENTS MUST PROVIDE INFORMATION TO DOCUMENT FINANCIAL NEED SUCH AS:

PELL GRANT  
AFDC  
FOOD STAMPS  
MEDICAID  
UNEMPLOYMENT BENEFITS  
CHILD SUPPORT

*I CERTIFY THAT THE ABOVE INFORMATION IS TRUE.*

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SIGNATURE

SERVICES WILL BE COORDINATED WITH DEPARTMENT OF HUMAN SERVICES, CCMS, AND JTPA TO AVOID DUPLICATION OF FUNDS.

*MCLENNAN COMMUNITY COLLEGE*  
*SPECIAL SERVICES*

SEX EQUITY PERKINS DISCRETIONARY FUNDS  
1992-1993

*WHO IS ELIGIBLE?*

STUDENTS ENROLLED IN A NON-TRADITIONAL PROGRAM FOR THEIR GENDER WHO HAVE GREATEST FINANCIAL NEED. THIS INCLUDES SINGLE PARENTS, SINGLE PREGNANT WOMEN, DISPLACED HOMEMAKERS, MALES WHO ARE SINGLE PARENTS, AND MALES WITH OTHER DOCUMENTED FINANCIAL NEEDS.

*WHAT PROGRAMS ARE NON-TRADITIONAL?*

MALES: SECRETARIAL TRAINING  
LEGAL SECRETARY  
MEDICAL SECRETARY  
INFORMATION PROCESSING  
FASHION MERCHANDISING  
COMPUTER DATA PROCESSING (CERTIFICATE)  
COMPUTER DATA PROCESSING (MICRO APPLICATIONS)  
COSMETOLOGY  
CHILD DEVELOPMENT - SPECIAL PERSONS  
INTERPRETER TRAINING  
LICENSED VOCATIONAL NURSING  
PHYSICAL THERAPY ASSISTANT  
ASSOCIATE DEGREE NURSING  
CHILD DEVELOPMENT  
CHILD DEVELOPMENT (ADMINISTRATOR)  
MENTAL HEALTH (PENDING)

FEMALES: CRIMINAL JUSTICE (CORRECTIONS)  
CRIMINAL JUSTICE (LAW ENFORCEMENT)  
COMMERCIAL MUSIC

*WHAT FINANCIAL ASSISTANCE IS AVAILABLE?*

TRANSPORTATION - BUS PASS OR CAR ALLOWANCE DEPENDING ON DISTANCE TO MCC.

CHILDCARE - A PERCENTAGE OF FEE DEPENDING ON NUMBER OF CHILDREN AND FINANCIAL NEED.

*WHAT ARE THE PRIORITIES FOR FINANCIAL NEED?*

PELL GRANT INDEX OF "0", ACCORDING TO GREATEST FINANCIAL NEED AND POTENTIAL FOR SUCCESS.

ENROLLED IN 12 SEMESTER HOURS.

# H O R I Z O N S

In today's world, traditional career paths are expanding, allowing any person — regardless of gender — with the right education and skills to pursue the profession of his or her choice.

McLennan Community College's HORIZONS program, offered through the college's Special Services Office, can assist students who enroll in a nontraditional-gender technical program achieve their goals. HORIZONS provides counseling, self-help seminars, and support groups, plus financial assistance with transportation and child care to eligible students.

The one- and two-year technical programs at MCC designated as nontraditional are:

## For Males

Secretarial Training  
Legal Secretary  
Medical Secretary  
Information Processing  
Fashion Merchandising  
Computer Data Processing  
(Certificate)  
Computer Data Processing/  
Microcomputer Applications

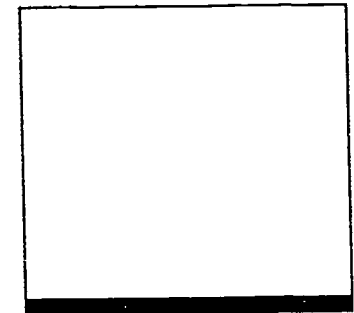
Cosmetology  
Child Development  
Child Development/  
Administrator  
Child Development/Special  
Persons  
Interpreter Training  
Licensed Vocational Nursing  
Physical Therapist Assistant  
Associate Degree Nursing

## For Females

Criminal Justice/Corrections  
Criminal Justice/Law Enforcement  
Commercial Music

“My husband and I have three small children and our main obstacle was finding affordable and quality child care. Thanks to the financial assistance provided by Special Services, we are both enrolled in college and our children are happy.”

**Jeannie Shriver**  
**Criminal Justice Student**



Financial assistance for child care or a transportation allowance is available to help full-time students in certain technical education programs. Applications are available in the Special Services Office, first floor, Student Center. To be eligible to receive this financial assistance, the student must:

- complete application to the college;
- be enrolled full time in an approved technical education program at MCC;
- demonstrate financial need;
- provide schedule of classes, student aid report, unofficial transcript, semester planning and goals form, degree plan; and
- be interviewed.

For more information about HORIZONS,  
a program for students preparing for nontraditional careers,  
call MCC Special Services (817) 750-3591



McLennan Community College

# T R A N S I T I O N S

Women today are facing new challenges, new choices and new beginnings as they refocus their lives as single parents or displaced homemakers. McLennan Community College's TRANSITIONS program can help women realize new personal and educational goals in their lives.

TRANSITIONS, offered through MCC's Special Services Office, provides a range of services to help women succeed in technical education programs. These include:

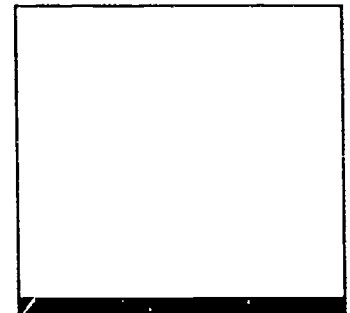
- |                     |   |
|---------------------|---|
| Personal Counseling | Financial Planning                            |
| Support Groups      | Career Assessment                             |
| Parenting Skills    | Referral Services                             |
| Coping Skills       | Mentoring                                     |
| Time Management     | Assistance in Locating<br>Child Care Services |
| Stress Management   | Survival Skills Seminars                      |
| Confidence Building |   |

Financial assistance for child care or a transportation allowance is available to help full-time students in technical education programs. Applications are available in the Special Services Office, first floor, Student Center. To be eligible to receive this financial assistance, the student must:

- complete application to the college;
- be enrolled full time in an approved technical education program at MCC;
- demonstrate financial need;
- provide schedule of classes, student aid report, unofficial transcript, semester planning and goals form, degree plan; and
- be interviewed.

“It took some adjusting being a single mother and going to college, but I would not give it up for anything. If I can do it, anyone can. I am living my dream.”

**Elizabeth Caires**  
Mental Health Student



For more information about TRANSITIONS,  
a program for displaced homemakers and single parents,  
call MCC Special Services (817) 750-3591



**McLennan Community College**

1400 College Drive Waco, Texas 76708 (817) 756-6551

## Project Self-Sufficiency

➤ **History of Program**

Coordinated effort between Perkins project at Midland College and Midland County Housing to provide housing priority for enrolled Single Parent/Displaced Homemakers along with other support services. Most are housed in a nice apartment complex two blocks from the college. Progress is monitored and a support group provides a means of belonging as well as a social outlet.

➤ **Goals**

To provide housing and utilities for enrolled vocational majors who qualify for Perkins services and who desire Self-Sufficiency as a goal of training.

➤ **Impact**

Approximately 60 Single Parent/Displaced Homemaker students have been on this program for the past four years as a pilot project. Many have gone on to University of Texas Permian Basin in Odessa to complete a bachelors degree or have gone to work successfully. Overall G1A was a high "C".

➤ **Number/Roles of Staff Involved**

Midland County Housing Director: Place in housing

Perkins Director: Counseling, coordination

Perkins Equity Coordinator: Take applications, provide support services

➤ **Characteristics of Students Participating in Programs**

Single Parent/Displaced Homemakers with one to five children attending college, using JTPA, AFDC, Pell grants, day care and housing assistance. Most are in late 20's with little education and no work history. All have a stated goal, plan of action and are motivated toward self-sufficiency.

➤ **Outside Recognition**

No awards have been received but local newspaper articles have been written, public forums held, and the participants praise it highly. United Way has added funds of support.

➤ **What Makes This Program Unique and Effective?**

Close contact with staff, personal counseling and problem solving provided, support group of peers, total basic needs are provided to free the mind for learning.

---

Urban      Suburban      ✓ Rural  
Number of Students Enrolled, Fall 1991:  
Credit: 5,388  
Continuing Education (Non-Credit): 8,000  
Number of Students Served (SP/DH/SPW): 319

3600 North Garfield  
Midland, Texas 79705

Contact: Wanda Phillips  
(915) 685-4568

PROJECT SELF-SUFFICIENCY  
MIDLAND COLLEGE PARTICIPANTS  
POLICIES AND PROCEDURES

Purpose: To provide assistance to low-income persons who have a desire and a plan leading to self-sufficiency.

A Plan Toward Self-Sufficiency may be:

\_\_\_\_\_ Vocational training at Midland College

Eligibility:

\_\_\_\_\_ Single parent or low-income couple

\_\_\_\_\_ Having legal custody of at least one minor child living in the home.

\_\_\_\_\_ Must be renting not buying

\_\_\_\_\_ Must be motivated to get a job skill with assistance.

Process to Apply:

\_\_\_\_\_ Make appointment at JTPA for eligibility assistance to go into training at Midland College.

\_\_\_\_\_ Make appointment at Midland College (685-4750) for PS-S information and application

\_\_\_\_\_ Complete PS-S Application

\_\_\_\_\_ Three (3) letters of reference

\_\_\_\_\_ Written goal or plans toward self-sufficiency

PROJECT SELF-SUFFICIENCY QUESTIONNAIRE

DATE: \_\_\_\_\_

NAME: \_\_\_\_\_

SOCIAL SECURITY NO. \_\_\_\_\_

ADDRESS: \_\_\_\_\_

FAMILY MEMBERS (AGES): \_\_\_\_\_

CUSTODY OF CHILDREN: YES NO

TRANSPORTATION: \_\_\_\_\_

MONTHLY INCOME: \$ \_\_\_\_\_

EMPLOYER: \_\_\_\_\_

CHILD SUPPORT: \_\_\_\_\_

FAMILY HELP: \_\_\_\_\_

FINANCIAL ASSISTANCE: \$ \_\_\_\_\_

JTPA: \_\_\_\_\_

FOOD STAMPS \_\_\_\_\_

GRANTS: \_\_\_\_\_

CHILD CARE \_\_\_\_\_

LOANS: \_\_\_\_\_

MEDICAID \_\_\_\_\_

AFDC: \_\_\_\_\_

VOC/REH: \_\_\_\_\_

OTHER \_\_\_\_\_

MONTHLY EXPENSES: \$ \_\_\_\_\_

SPECIAL PROBLEMS OR NEEDS \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

AUTHORIZATION

I AUTHORIZE THE HUD AND MIDLAND COLLEGE, TO CONTACT ANY AGENCIES, OFFICES, OR ORGANIZATIONS TO OBTAIN ANY INFORMATION WHICH IS NECESSARY TO COMPLETE OR VERIFY THIS APPLICATION FOR PARTICIPATION IN THE PROJECT SELF-SUFFICIENCY PROGRAM.

SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

WITNESS: \_\_\_\_\_

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PROJECT SELF-SUFFICIENCY CHECKLIST

DATE: \_\_\_\_\_

\_\_\_\_ ELIGIBILITY

\_\_\_\_ High School Diploma, Location: \_\_\_\_\_  
\_\_\_\_ GED, Location: \_\_\_\_\_  
\_\_\_\_ Previous College transcript  
\_\_\_\_ Enrolled at Midland College

\_\_\_\_ COMPLETED APPLICATION

\_\_\_\_ PSS Application  
\_\_\_\_ 3 Letters of reference  
\_\_\_\_ HUD Application  
\_\_\_\_ Claim for Federal Preference  
\_\_\_\_ Documentation of Claim  
\_\_\_\_ Vocational Career Center Card

\_\_\_\_ COMMUNITY RESOURCE CONTACTS

\_\_\_\_ JTPA  
\_\_\_\_ Dept. of Human Services  
\_\_\_\_ AFDC \_\_\_\_\_ FOOD STAMPS \_\_\_\_\_ MEDICAID  
\_\_\_\_ Child Care Management Services  
\_\_\_\_ Texas Rehabilitation Commission  
\_\_\_\_ Midland College, Financial Aid  
\_\_\_\_ Pell Grant \_\_\_\_\_ Work Study/Loans  
\_\_\_\_ Scholarships \_\_\_\_\_ Day Care Assistance  
\_\_\_\_ Child Support Enforcement Office

\_\_\_\_ TESTING

\_\_\_\_ JTPA  
\_\_\_\_ MIDLAND COLLEGE  
\_\_\_\_ COPS INTEREST INVENTORY  
\_\_\_\_ TASP/PTT-SCORES \_\_\_\_\_

\_\_\_\_ DATE OF NEXT APPOINTMENT

\_\_\_\_ GENERAL GOALS \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_ PLAN OF ACTION: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_ RECOMENDATIONS/COMMENTS: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_ APPLICATION MAILED TO HUD

# this-n-that

## ***A Newsletter for the Student Parent***

---

September 1992

Welcome to Midland College!

Dear Chap SAPS, (Students As Parent Superstars),

Are you ready? For a really great year! The next few weeks will offer many challenges, require many adjustments, and provide many rewards.

This newsletter, issued monthly, is planned to help you maintain the balance of being both a student and a parent. My goal is to share with you informational items that will be interesting and helpful as you manage school and family activities. You are welcome to contribute or suggest items or topics to be included.

I want to wish you well as you begin this semester and offer my help to provide any services you need as you work towards your goal. I am looking forward to working with you - a true superstar!

Rita Nell Diffie  
Equity Services Coordinator

# Juggling Multiple Roles

Issues to examine on going back to school.

## *Partner Relationship*

Engage your partner in discussions that examine your feelings and needs and your partner's feelings and needs. If your partner is behind your going back to school you are very lucky. It's much easier to meet the demands of juggling many roles when you approach it as a team working together for the betterment of yourselves and your family.

Students have experienced the following obstacles:

Many men are encouraging and supportive in theory, but when it comes to performing extra household chores, taking more responsibility for children, or living on a reduced income, they may balk. Discussing role expectations before returning to school and keeping an ongoing dialogue can ease tensions. New roles and responsibilities can enhance relationships and make the fresh again. You may be "rocking the boat" asking for a different role for yourself than what was initially "agreed upon" before marriage or during the early years of marriage. This needs to be renegotiated. Remember: Communication is a two-way street. It involves speaking up and listening.

Some men are threatened by their wife becoming more independent, becoming better educated, developing friends outside the relationship, or creating the opportunity to be financially and/or emotionally self-sufficient. This can be especially true of men who are very traditional, are into control, or are abusive.

You may experience pressure from your husband who desires to maintain the traditional wife/mother role. He may engage in "guilt making"; how your going to college is "harming the children". This is especially true of families who place a high value on traditional roles or a low value on education.

Discuss what can be renegotiated, re-assigned within the family/household so that you have time made available for attending classes and studying. Most women still end up doing most of the house work and child care/parenting.

## *Extended Family*

You are lucky if your parents, siblings and/or in-laws value education and support your choice to return to school. They may be willing to offer help with money, child care, and emotional support while you're in school.

Some families do not value education or may feel threatened by a family member getting more education than they have. Be prepared for this. Practice explaining reasons for your choice to go back to school. Tell ways you expect it to benefit you, your children and others in the family emotionally and economically. If they cannot accept this, find other sources of support.

## *Friends*

Some friends will be supportive, others may miss you in roles they are familiar with. Did you used to go party on Saturday and now you study? Did you do favors for friends or just hang out together and when you are in school, you will be limited in these areas?



# this-n-that

## *A Newsletter for the Student Parent*

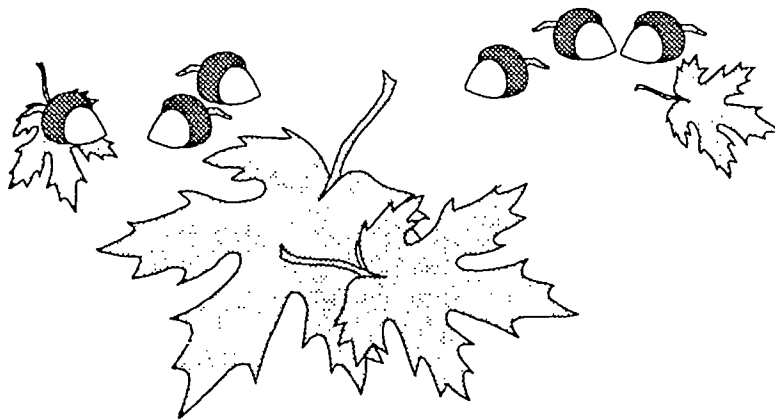
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*November 1992*

Dear Chap SAPS - (Students as Parent Superstars),

Congratulations! You have "survived" the first half of the Fall semester. Only a few weeks left to go. Hope all of your classes are doing well. There are several very active tutoring groups that meet regularly. If you feel this would help you, talk with your instructor or stop by the Vocational Career Center. November is a busy month. There are two important dates to mark. On Friday the 13th we will have our group get-together. We will meet for a Brown Bag lunch 11:30 - 1:00 in the Vocational Career Center. Think of your favorite "Superstition" to share! The second important date is November 26 - 27! Happy Thanksgiving!

Rita Nell Diffie  
*Equity Services Coordinator*



## ***How do you feel about yourself?***

Assess your own level of self-esteem, by honestly answering these questions. Most people feel bad about themselves from time to time. So when answering these questions think about how you feel most of the time.

- |   |     |    |
|---|-----|----|
| 1) Are you easily hurt by criticism?                                  | Yes | No |
| 2) Are you very shy or overly aggressive?                             | Yes | No |
| 3) Do you try to hide your feelings from others?                      | Yes | No |
| 4) Do you fear close relationships?                                   | Yes | No |
| 5) Do you try to blame your mistakes on others?                       | Yes | No |
| 6) Do you find excuses for refusing to change?                        | Yes | No |
| 7) Do you avoid new experiences?                                      | Yes | No |
| 8) Do you continually wish you could change your physical appearance? | Yes | No |
| 9) Are you too modest about personal successes?                       | Yes | No |
| 10) Are you glad when others fail?                                    | Yes | No |

If you answered most of these questions "yes", your self-esteem could probably use improvement. Whatever the level of your self-esteem now, you can take positive steps to improve it !

- |   |     |    |
|---|-----|----|
| 1) Do you accept constructive criticism?                        | Yes | No |
| 2) Are you at ease meeting new people?                          | Yes | No |
| 3) Are you honest and open about your feelings?                 | Yes | No |
| 4) Do you value your closest relationships?                     | Yes | No |
| 5) Are you able to laugh at (and learn from) your own mistakes? | Yes | No |
| 6) Do you notice and accept changes in yourself as they occur?  | Yes | No |
| 7) Do you look for and tackle new challenges?                   | Yes | No |
| 8) Are you confident about you physical appearance?             | Yes | No |
| 9) Do you give yourself credit when credit is due?              | Yes | No |
| 10) Are you happy for others when they succeed?                 | Yes | No |

If you answered most of these questions "yes", you probably have a healthy opinion of yourself. From Channing Bete Co.

## ***Children Learn Responsibility by Shopping***

Parents who involve children in shopping are teaching them management skills—necessary lessons that should continue throughout childhood.

Shopping with children is an ideal time to teach about money. Helping children learn how to plan



Talk with your friends about possible changes in your relationships before you start school. Try to work out ways to continue friendships that work for you both and for your new role as a student. It is likely that you will make new friends at college. Your friendships can help you through rough spots.

### *Employers*

Many employers encourage employees to get better educated. This is done through tuition reimbursement plans, more flexible scheduling or shifting to part-time work. Consult your supervisor or personnel department.

If your employer is not helpful in these ways you may want to seek a new job, take very few courses each semester or investigate college work-study programs. The fact that your schedule will be different each semester can cause conflict at work.

### *Self*

This is often the most difficult relationship to improve. Many of us are trained to meet everyone else's needs and deadlines but are unaware of our own needs and pleasures. If you are a person who feels energized by seeing friends and going to parties make time for that. If spending time quietly alone rejuvenates you, carve out time for that.

**Regular exercise is important to your overall well-being.**

**Is your spiritual side satisfied?**

**Do you find time to laugh and be silly?**

**Sometimes a quiet book in the bath tub can do more good than an extra one half hour of study time.**

**TAKE TIME FOR YOURSELF.**

## **THE CHILD CARE PUZZLE**

For women and men-whether single or married-the search for child care can be mind-boggling. Knowing where to look for child care, how to choose it, and when you've made the right decision may seem impossible at first. Not only is the search often confusing; it may also bring out a wide range of feelings about leaving your child in the care of another person.

### *Putting the pieces together.*

There are three pieces to every child care puzzle: you, the caregiver, and your child. No child care situation is "picture perfect". But you can find one that will provide the best "fit" for you and your child, and help ease your concerns about child care.

### *You*

As a parent, you have many concerns about child care to puzzle over. Try to understand whether any of these concerns is causing you stress and keeping you from making a clear choice about child care.



## *The Caregiver*

Caregivers are a crucial part of the puzzle. Knowing your options and how to look for child care will aid your search. Once you've found a caregiver, you can begin to build a trusting partnership.

## *Your Child*

Match up child care to the needs of your baby, young child, or older child. As your child grows, his or her needs will change, so solving the child care puzzle is something you will do more than once.

## *Know your options*

Sorting out your child care options isn't easy. With so many options available, how can you know which one is best for your child? Take each option, or piece of the puzzle, and examine its particular "shape". Then think about what your child is like. Children differ from age to age, and each child is unique, too.

## *In your home*

A caregiver may come to your home (sometimes called a "baby sitter") or live in your home. This type of care is typically more expensive and difficult to find. Your child may benefit from individual care and a familiar place, and can stay home when sick. Because you're the employer, you often have greater decision-making power.

## *Family Day Care*

With family day care, a small group of children goes to the caregiver's home. Your child has the combined benefits of a home environment and other children with whom to play. Observing the caregiver at home gives you the chance to assess the kind of care your child may receive. Family day care may or may not be licensed by state governments, which set varying standards of care.

## *Child Care Centers*

Child care centers bring a larger group of children and staff together at a facility outside the home. This may help your child learn how to interact with a variety of people. Child care centers also often provide a wide range of activities. Child care centers are licensed by state governments, which set varying standards of care.

## *After-School Programs*

This care encompasses a wide range of programs for school-aged children. Some are run by school districts, community centers, or a city's department of parks and recreation. More relaxed than school, after-school (and before-school) programs may offer team sports, art classes, or other supervised activities. They also may provide transportation between school and child care.

From: A Guide to Choosing and Using Child Care, Kranres Communications



## The Evening Children's Program

➤ **History of Program**

The Evening Children's Program began in 1987 with funds from the Carl Perkins grant. Thirty-five children, ages 6 to 12, attend the program each evening while their parents attend classes.

➤ **Goals**

To support and encourage single parents, displaced homemakers and returning adult students in their need to return to college by providing child care services.

➤ **Impact**

Approximately 150 students a year are able to attend college because child care is provided.

➤ **Number/Roles of Staff Involved**

Program coordinator  
2 Lead Teachers  
2 Student Assistants

**Characteristics of Students Participating in Programs**

Students are mostly single parents or have no one at home to watch their children while they attend college.

➤ **Outside Recognition**

Campus newspaper articles have been written about this successful program.

➤ **What Makes This Program Unique and Effective?**

Evening students may bring their children to college with them and enroll them in The Evening Children's Program while they attend classes. Now parents do not have to put off returning to college.

---

✓ Urban    ✓ Suburban    Rural  
Number of Students Enrolled, Fall 1991:  
Credit: 6,558  
Continuing Education (Non-Credit): 3,000  
Number of Students Served (SP/DII/SPW): 610

4849 West Illinois Avenue  
Dallas, Texas 75211-6599

Contact: Marietta Kane  
(214) 333-8672



**BOARD AGENDA TRANSMITTAL FORM**

**MOUNTAIN VIEW AGENDA**

I. Board Date: August 4, 1992

II. Agenda Item Title: Child Care Contract with YWCA  
Metropolitan for Fall 1992 and  
Spring 1993.

III. Background:

a) Summary and History

To date, Mountain View has subcontracted a pre-school day care program with the Lelah B. Widner Branch of the YWCA from Spring 1986 to Spring 1992. An evening child care program has been subcontracted since Spring 1988 through Spring 1992. These services were provided with Carl D. Perkins Vocational/Technical grant funds.

b) Comparison of Revenues and Expenditures

The proposed contract would provide child care services for 20 children per day, 5 days a week throughout the Fall and Spring semesters. The total contract amount is \$23,425. Mountain View's share of these services comes to \$17,385, with the parents paying \$6,040 at the rate of \$2.00 per day per child.

These funds have been budgeted as part of the Carl D. Perkins funds allocated to Mountain View College through the Coordinating Board, Texas College and University System.

c) Other Information

The YWCA Pre-school Day Care Program will be available from 7:30 a.m. - 12:30 p.m., Monday through Friday. The service is offered to parents with children between the ages of 2 1/2 - 5. The Program is offered at the Widner Branch of the YWCA, 1811 South Hampton. The staffing and curriculum are provided by the YWCA.

d) Recommended Vendor

The Lelah B. Widner Branch of the YWCA is the recommended service provider. It is a public community service agency and is affiliated with the United Way. It is a licensed child care provider, exceeding the Texas minimum staff-child ratios to ensure more individualized staff-child relationships. Parents who have participated in our pre-school child care program over the past several semesters have been very pleased with the quality of care provided.

e) Contract Information

The attached contract is to authorize payment to the YWCA for the Pre-school child care program for the Fall 1992 and Spring 1993 semesters.

IV. ANALYSIS:

a) Why is this contract beneficial to the District?

We believe these services help the District meet its commitment to serving the community and providing educational opportunities to the broadest range of people. Child care is one of the greatest needs of adults returning to college, particularly single parents and displaced homemakers. Access to child care has given many students the opportunity to pursue an education who would not otherwise have that opportunity.

b) What is the impact of the contract on the District?

By providing child care services, the District is taking the lead in meeting the needs of the community we serve. These services should give the District positive visibility in the metroplex and are tangible evidence of the District's commitment to meeting human needs. Additionally, student enrollment should be positively affected as parents, who would have been prevented from attending college because of child care needs are given that opportunity. Providing this service also shows an institutional commitment to sex equity as women are most often prevented from pursuing educational programs because of child care limitations.

**WIDNER YWCA CHILD CARE SERVICES  
MOUNTAIN VIEW COLLEGE**

**MORNING PROGRAM - FALL 1992 AND SPRING 1993 (151 DAYS)**

20 Children per day - ages 2 1/2 - 5; 7:30 am - 12:30 pm

**COST:**

20 Children X \$7.50 X 151 mornings =	\$22,650.
Medical and Accident Insurance 50 unduplicated children X \$5.50 =	275.
Supplies =	500.
<hr/>	
TOTAL COST =	\$23,425.

**INCOME:**

Parent's Fees:	
20 children X \$2.00 X 151 days=	\$ 6,040.
(Note: Parent's cost has increased 50 cents per day)	
Mountain View:	
20 children X \$5.50 X 151 days=	16,610.
Insurance	275.
Supplies	500.
<hr/>	
TOTAL MOUNTAIN VIEW COST	\$17,385.

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TOTAL CONTRACT =	\$23,425.
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In addition:

Parents will be asked to pay a \$6.00 registration fee each semester. The YWCA will contribute \$45.00 per child combined membership and registration costs.

\$45.00 X 50 children = \$2250.



LIFE  
TRANSITIONS

Mountain View College

FALL 1992

## CHILD CARE SERVICES

### PRE-SCHOOL PROGRAM – AGES 2 1/2 - 5

Mountain View College offers an affordable daytime pre-school program to enable parents with young children to attend college. Child care services are provided through the Widner Branch of the YWCA located just 2 1/2 miles east of the campus. Enrollment is limited to 20 children per day.

#### PRE-SCHOOL DAY CARE

**Hours:** Monday-Friday, 7:30 a.m. - 12:30 p.m.  
**Location:** YWCA at 1811 South Hampton  
**Ages:** 2 1/2 through 5 years  
**Cost:** \$2.00 per morning per child \*

\* Fees paid monthly. Parents will be asked to pay a registration fee of \$6.00.

### EVENING CHILDREN'S PROGRAM – AGES 6 - 12

This program is designed for children of students enrolled in evening technical/occupational classes. A professional teacher and student assistants help children with their homework and plan activities which are educational, creative and fun. Enrollment is limited to 35 children per evening.

**Hours:** Monday - Thursday, 5:20 p.m. - 9:50 p.m.  
**Location:** Downstairs next to the computer lab  
**Ages:** 6 through 12 years  
**Cost:** \$10.00 registration fee per child per semester

Limited infant care reimbursement is available. Call 333-8672 for information.

### ELIGIBILITY REQUIREMENTS FOR CHILD CARE

1. Mountain View students must be enrolled in Technical/Occupational credit or non-credit classes or taking prerequisite classes toward a Technical/Occupational degree.
2. Priority is given to students who are:
  - Single Parents
  - Displaced Homemakers
  - Enrolled in a non-traditional career program
  - Handicapped
  - Economically Disadvantaged
  - Educationally Disadvantaged
  - Limited English Proficient
3. Other students may be admitted on a space available basis.

### REGISTRATION INFORMATION

1. To register, contact the Life Transitions Program Office, in the Counseling Center, 333-8672.
2. Registration is on a first-come, first-served basis. Early registration is encouraged.
3. See the registration schedule listed below for dates and times.

### CHILD CARE REGISTRATION SCHEDULE

To register now, call for a day or evening appointment, 333-8672.

**Regular Registration**  
August 25, 26, 27  
9:00 a.m. – 1:30 p.m.  
4:00 p.m. – 8:00 p.m.

**Late Registration**  
August 31, September 1  
10:00 a.m. – 1:30 p.m.  
5:30 p.m. – 8:00 p.m.

Students may register their children throughout the semester on a space available basis.



## MAINTAINING A HEALTHY FAMILY IN TODAY'S WORLD

Ben Boaz, Counselor

This seminar offers a look at ways in which parents and children can maintain the lines of communication, understanding and acceptance during these turbulent years. The seminar will review ways to know when spiritual or emotional support is missing, how to foster healthy family support, and to know what teenagers are thinking even when they are not talking.

Wednesday, November 11

12:30 - 1:30 p.m.

SPAR LOUNGE

## FREE PARENTING WORKSHOPS ARE AVAILABLE EVERY TUESDAY IN OCTOBER



with Margaret Flacey, YWCA Director of Child Care

TIME: 12:30 - 1:30 p.m.

PLACE: SPAR LOUNGE

Parenting issues such as discipline, creating a sense of responsibility, self-esteem and self-worth will be discussed. Join us at noon each Tuesday during October in the SPAR lounge.

## YOU ARE NOT ALONE

Are you a single parent, a displaced homemaker or an adult returning to college? Would you be interested in exploring issues such as:

- Adjusting to single life
- Career Exploration
- Re-Entering School
- Job Search
- Resumes
- Job Interviews
- Stress Management
- Money Management
- Time Management
- Goal Setting and Motivation

The Life Transitions support group is here to help.

For further information, contact the Life Transitions office, 333-8672.

## CONSIDER NEW CAREER TRAINING POSSIBILITIES

The Life Transitions Program is interested in assisting women who might consider taking courses in non-traditional fields such as drafting, electronics, aviation, welding, and engineering technology. Students pursuing these non-traditional paths will be competitive for jobs offering higher than average job openings and salaries. Financial help, child care and counseling are available to those who qualify. Call 333-8672 for more information.

## Single Parents at Navarro College

➤ **History of Program**

Navarro College's initial awareness of the need for support to Single Parents and Displaced Homemakers in 1985 resulted in a Carl Perkins grant proposal, which was submitted to the Coordinating Board late that year. The institution was awarded a \$16,000 grant in December, 1985, to be implemented January 1 through June 30, 1986, and a coordinator was hired. Approximately 1,909 Single Parents/Displaced Homemakers & Single Pregnant Women have been served since the program first began.

➤ **Goals**

Recruitment and assistance to all Single Parent/Displaced Homemakers, Single Pregnant Women in the Navarro College service area who are unemployed or underemployed and wish to obtain or update marketable skills. Continue assurance of equal access to vocational program services activities. Expand child care services.

➤ **Impact**

In addition to the obvious, the students we are able to assist would most likely *Not* finish college.

➤ **Number/Roles of Staff Involved**

There are currently four staff members:  
Director of Carl Perkins Career Center  
Coordinator of Single Parent Program  
Coordinator of Special Populations  
Secretary

➤ **Characteristics of Students Participating in Programs**

Most of our students are on welfare or some other financial assistance, have low self-esteem and are unemployed. Many are battered women or come through Texas Rehabilitation to us from treatment centers. Most of these students are first generation college students.

➤ **Outside Recognition**

Lions Club recognition. Business Women's Clubs give scholarships. Numerous newspaper articles have been written.

➤ **What Makes This Program Unique and Effective?**

Students have the opportunity to gain self-esteem by working on-campus and by attending support workshops. They have three counselors available to them 40 hours a week. Information on other community services is readily available for referral.

**BEST COPY AVAILABLE**

Urban      Suburban      ✓ Rural  
Number of Students Enrolled, Fall 1991:  
Credit: 3,200

Continuing Education (Non-Credit): Not Reported  
Number of Students served (SP/DH/SPW), 616

3200 West 7th  
Corsicana, Texas 75110

Contact: Mary Dickerson  
(903) 874-6501

## Operation Bootstrap

### ► History of Program

A lack of low income housing for SPAN (Single Parents At Navarro) members and a copy of the June 30, 1989 Federal Register telling about Bootstrap, initiated the beginning of a joint effort between SPAN and HUD. The two community agencies joined forces, applied for and received 50 certificates to provide low income housing for 50 students while attending college full-time. Bootstrap was applied for August 11, 1989, and the first applications were taken in March of 1991.

### ► Goals

Provide families with stable rental assistance support while they are participating in job training programs. This financial help relieves some of the concerns for the welfare and safety of their families. The goals are to serve students with high quality education and to graduate them with excellent employable skills. The additional support and opportunity to participate in a team effort to help single parents reach their educational goals and enable them to lead normal, productive lives.

### ► Impact

A significant impact on the well-being of the single parent population with this provision of safe, secure, affordable housing while attending college. In addition, the networking and team effort between HUD and SPAN has impacted the community with productive well-trained citizens and formed a bond between the two agencies.

### ► Number/Roles of Staff Involved

Operation Bootstrap has one full-time person operating at the HUD office and is supervised by the Director of HUD. SPAN has a Coordinator of Single Parents who reports to the Director of Carl Perkins Career Center. Both offices have secretaries who have multiple duties.

### ► Characteristics of Students Participating in Programs

Primarily, single parents who have low income and could not attend college full-time without help for housing. Several of the students had lived at the House of Refuge (for the homeless) before getting into Operation Bootstrap.

### ► Outside Recognition

None.

### ► What Makes This Program Unique and Effective?

Very few community colleges have support for student housing. The program has increased the retention of many single parent students who could not otherwise continue in school and helps them to stay off welfare.

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Urban	Suburban	✓ Rural
Number of Students Enrolled, Fall 1991:		
Credit: 3,200		
Continuing Education (Non-Credit): Not Reported		
Number of Students Served (SP/DH/SPW): 616		

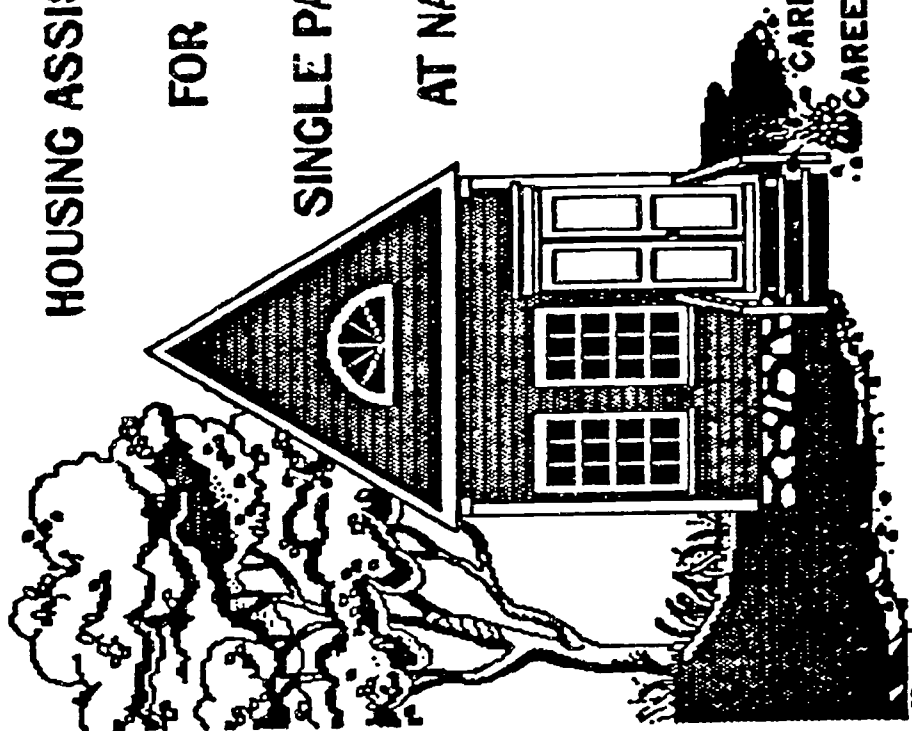
3200 West 7th  
Corsicana, Texas 75110

Contact: Mary Dickerson  
(903) 874-6501



# "OPERATION BOOTSTRAP"

HOUSING ASSISTANCE  
FOR  
SINGLE PARENTS  
AT NAVARRO



## WHAT ARE THE QUALIFICATIONS?

- (1) Must be a full-time student (12 hrs. or more).
- (2) Must have a grade point average of 2.0 or better.
- (3) Must have applied for or be receiving a Pell Grant.
- (4) Must furnish proof of income.
- (5) Must furnish child/children's birth certificates and all Social Security Cards.

## HOW DO I APPLY FOR ASSISTANCE?

You may apply for assistance by going to the office of the Corsicana Housing Authority, Northwest Apartments on the first working Monday of each month between 1:30 p.m. and 4:00 p.m.

Please do yourself a favor and apply for this assistance.

Tell your friends about "Bootstrap". If they are not attending college, maybe this along with other programs offered to single parents, will be the help they need to get them started.

\*\*\*\*\*

CAREER CENTER  
CARL PERKINS

### WHAT IS "OPERATION BOOTSTRAP"?

The program, entitled "Operation Bootstrap", is designed on a similar basis to that of the Section VIII Housing Assistance Program: however, "Bootstrap" is strictly for Single Parents who are attending college as a full-time student.

### HOW DOES THE PROGRAM WORK?

If you qualify, you will locate your own housing (based on the number of bedrooms you qualify for).

The Owner/Landlord must agree to list the property with this program.

The amount of assistance you receive will depend on the number of bedrooms you qualify for (based upon your family composition) and if utilities are/are not paid by the landlord.

You will be responsible for deposits required toward occupancy, and having your utilities turned on. You will be entitled to a utility allowance if the utilities are not paid for by the landlord.

\*\*\*\*\*

### WHAT ARE THE QUALIFICATIONS?

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\*\*\*\*\*

CARL PERKINS CAREER CENTER  
SINGLE PARENT SURVEY  
FALL, 1992

NAME \_\_\_\_\_ TELEPHONE: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

CITY, STATE, ZIP \_\_\_\_\_

We are interested in locating male single parents, displaced homemakers who attend Navarro College. Please fill out this form and return to us in the enclosed SAE.

1. MALE SINGLE PARENT?  YES  NO
2. MALE DISPLACED HOMEMAKER?  YES  NO
3. CAMPUS YOU ATTEND CLASSES AT THIS SEMESTER? (check all that apply)  CORSICANA  WAXAHACHIE  MEXIA
4. ARE YOU INTERESTED IN MEETING OTHER MALE STUDENTS WITH SIMILAR SITUATIONS AS YOURS?  YES  NO
5. WHAT SERVICES OF THE CARL PERKINS CAREER CENTER HAVE YOU USED?  
 SIGI  TEXTBOOKS ON LOAN  CHILD CARE  
 SELF-HELP BOOKS  DEGREE PLAN  WORK PLACEMENT  
 CAREER GUIDANCE  REFERRAL TO OTHER AGENCIES  COUNSELING  
 SPECIAL WORKSHOPS  EMPLOYMENT OPPORTUNITIES  SUPPORT GROUP
6. WOULD YOU LIKE AN ALL MALE SUPPORT GROUP?  YES  NO  
IF YES, PLEASE LIST THREE PREFERENCES AS TO MEETING DAYS AND TIMES  
\_\_\_\_\_  
\_\_\_\_\_
7. MAY WE GIVE YOUR NAME, ADDRESS, TELEPHONE NUMBER TO OTHER MALE SINGLE PARENT/DISPLACED HOMEMAKERS?  YES  NO
8. TELL US HOW WE MAY BEST SERVE YOU WHILE YOU ATTEND NAVARRO CLASS. (if you need more space, write on the back of this form)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**AGREEMENT  
BETWEEN STUDENT RECEIVING DAY CARE ASSISTANCE  
AND THE CARL PERKINS CAREER CENTER**

I UNDERSTAND that I must be enrolled in at least 12 semester hours during the Fall or Spring semester and have a 2.50 GPA.

I UNDERSTAND that I must be majoring in a Health Occupations, Business, Management or Occupational Services, Technical or Vocational program.

I UNDERSTAND that I must be a single parent, homemaker with no marketable skills, Pell Grant recipient OR be enrolled in a non-traditional major to receive day care assistance.

I UNDERSTAND that I will no longer receive day care assistance if I drop below full-time status, change my major from any of the above or withdraw from school.

I UNDERSTAND that I must provide the Career Center office a copy of my official class schedule before the first day of class and notify the Center office of any changes made to my schedule during the semester.

I UNDERSTAND that I must notify the Career Center office if I am graduating or completing my program before the end of the semester.

I UNDERSTAND that the College will pay for the weekly/monthly costs of child care while I am attending Navarro College.

I UNDERSTAND that I must make my own arrangements for day care with a registered or licenced caregiver of my choosing. If I have any problems, I must contact the Career Center office.

I UNDERSTAND that I will be able to receive assistance as long as I am enrolled at Navarro College, I meet the qualifications and funds are available. I must respond to any correspondence regarding future semesters in order to retain a space in the day care assistance program.

I UNDERSTAND that I will be responsible for the caregiver charges between Fall/Spring, Spring/Summer, Summer/Fall semesters and Spring Break to hold a space for my child(ren) while the College is not in session. I understand that I should discuss this with the caregiver prior to placing my child(ren) in their care so that I will be aware of any expenses that I may have to pay. (Example: There are 3-4 weeks between the fall and spring semesters. The day care center may expect the parent to pay the weekly rate during that time in order to hold the space at the center. The College will not be responsible for this fee.

I, THE UNDERSIGNED, HAVE READ AND AGREE TO ALL OF THE ABOVE STATEMENTS.  
I MUST ABIDE BY THIS AGREEMENT, OTHERWISE I MAY LOSE THE DAY CARE ASSISTANCE I AM RECEIVING.

\_\_\_\_\_  
STUDENT'S SIGNATURE/DATE

\_\_\_\_\_  
CARL PERKINS CAREER CENTER/DATE

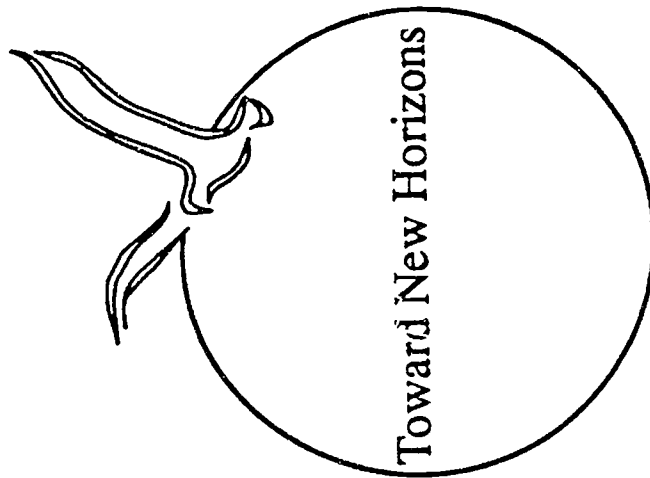
# CARL PERKINS CAREER CENTER

## CARL PERKINS CAREER CENTER

### MISSION STATEMENT

*The mission of the Carl Perkins Career Center is to break the cycle of poverty for disadvantaged and special populations students by erasing some of the financial and emotional barriers to vocational postsecondary education.*

*The Center's programs are designed to encourage, enlighten, and empower each individual with the discovery of new ideas, knowledge and specific career goals. In this respect, the Carl Perkins Career Center affirms the incalculable worth of each individual to contribute to the integration of self and to the enrichment of the community and humankind.*



*Services for*

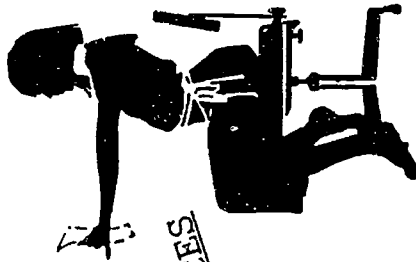
*Special Students with*

*Special Needs*



NAVARRO  
COLLEGE

**CARL PERKINS  
CAREER CENTER  
CAREER INVENTORY SERVICES  
PLACEMENT SERVICES**



The Carl Perkins Career Center provides career planning and placement services for students, alumni, and local residents and seeking career information and employment, both part-time and full-time, locally, statewide, and nationally.

**CAREER PLANNING  
AND ASSISTANCE**

Individual assistance about career choices. Assist students with degree plans. Administer vocational tests and advise students of the results.

**CAREER INFORMATION**

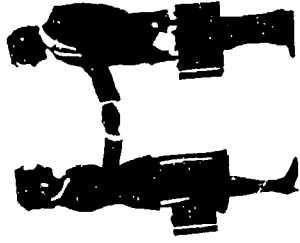
- \* Interest Inventories
- \* Career Assessment
- \* Career Books and Video Tapes (list available)

\* SigiPlus

A computer-based career planning program which covers all major aspects of career decision making and planning through a carefully constructed system of nine separate but interrelated sections.

**JOB SEARCH SKILLS**

- \* Resume  
Written and video materials (list available)
- \* Disk Resume  
Resume building, sample resumes, sample job search letter, multiple resumes for employment targeting.
- \* Interview Skills  
Written and Video Materials (list available)



**JOB LISTINGS AND REFERRALS**

Local - Job listings from area employers and on microfiche/TEC

Metroplex - Microfiche listings received twice weekly from TEC

Statewide - Job opportunity bulletins are mailed to us daily and weekly

National - Federal Job Opportunity bulletins

Kinexus - A personal computer service that collects, sorts, transmits, and distributes information about the college-educated work force to employers from a central clearing-house. The service is equally applicable to experienced alumni, cooperative education students, interns, summer employment candidates, and volunteers, as well as traditional college entry-level job candidates.

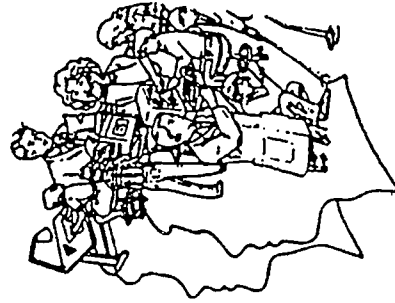
Resource Information - Company addresses for potential employment

Annual Job Fair -

**CAREER DEVELOPMENT**

Mini seminars are conducted on subjects such as...

- "HOW TO GET A JOB"
  - "HOW TO WRITE A RESUME"
  - "INTERVIEW TECHNIQUES"
- and others



**FOR EMPLOYERS**

- \* Advertise job openings
- \* Pre-screening and referral of only qualified applicants
- \* On-campus interviews - open schedule at the convenience of employers
- \* Annual Job Fair

CARL PERKINS CAREER CENTER

Navarro College  
Gaston T. Gooch Library  
2nd Floor, Room 316  
(903) 874-6501, Ext. 228

## CARL PERKINS CAREER CENTER

Services for

### SPECIAL STUDENTS with SPECIAL NEEDS

All students are special...

But some have particular needs that demand unique solutions.

If the way your life must be lived is different from the way other college students live theirs, inquire about the **SERVICES** we offer.

### ADULTS IN TRANSITION

If you are unemployed, disabled or suffering from economic hardship but wish to gain new job skills, we can help you with...

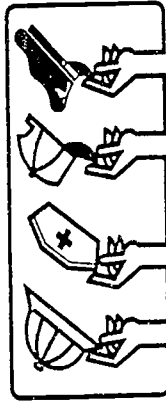
- \* Tutoring
- \* Career Planning
- \* Agency Referrals



### SINGLE PAREN'T'S and DISPLACED HOMEMAKERS

This program is designed to help single pregnant women, widows, and single parents who have custody/joint custody of their children with...

- \* Career Assessment
- \* Day Care
- \* Textbook Loan Library
- \* Referral to Support Agencies
- \* Employment Opportunities



### SEX-EQUITY

A program designed to eliminate sex-bias and stereotyping by assisting students in gender-fair career exploration. Assistance may include:

- \* Textbook Loan Library
- \* Special Workshops

### CARL PERKINS CAREER CENTER

Navarro College  
Gaston T. Gooch Library  
Learning Resource Center  
Room 316  
(903) 874-6501, Ext. 228

### LIMITED ENGLISH PROFICIENCY

If your first language is not English, we can help you by providing...

- \* Audio and Video Materials
- \* Language Lab Recorders
- \* Books
- \* Interpreters and Tutors

## 1990's PERSONS WITH DISABILITIES

For individuals who are deaf, visually handicapped, speech or language impaired, orthopedically impaired, or have other learning disabilities, we have special services which include:

- \* Note-Takers
- \* Tutoring
- \* Counselors/Advisors
- \* Braille Computer
- \* Braille Typewriters
- \* Wheelchair Ramps
- \* Classes in one-story buildings

### JOB PLACEMENT

Up-to-date lists of local, state and national job openings are available to all Navarro College students and alumni.

See separate brochure for more on Job Placement.

# Northeast Texas Community College

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## Supervised Study Hall and Playroom

➤ **History of Program**

Fall 1992 pilot program. If it is successful, will continue. Wrote program into discretionary grant. Also funded by Student Activities.

➤ **Goals**

To provide supervision and planned activities for the children of our adult evening students.

➤ **Impact**

Program is new. Impact is undetermined.

➤ **Number/Roles of Staff Involved**

1 Supervisor  
1 Student Worker

➤ **Characteristics of Students Participating in Programs**

Most are single parents pursuing vocational majors.

➤ **Outside Recognition**

Too new.

➤ **What Makes This Program Unique and Effective?**

There are no evening child care facilities in this area.

---

Urban      Suburban      ✓ Rural  
Number of Students Enrolled, Fall 1991:  
Credit: 2,024  
Continuing Education (Non-Credit): 1,853  
Number of Students Served (SP/DH/SPW): 223

P. O. Box 1307  
Mt. Pleasant, Texas 75455

Contact: Judy Jackson  
(903) 572-1911





EVENING ON-CAMPUS SUPERVISED PLAYROOM - STUDY HALL

APPLICATION

I. Child's mother's name \_\_\_\_\_ Phone Number ( ) \_\_\_\_\_

Home Address \_\_\_\_\_  
Number/Street City State Zip Code

Northeast Texas Community College student?  Yes  No Social Security No. \_\_\_\_\_

II. Child's father's name \_\_\_\_\_ Phone Number ( ) \_\_\_\_\_

Home Address \_\_\_\_\_  
Number/Street City State Zip Code

Northeast Texas Community College student?  Yes  No Social Security No. \_\_\_\_\_

III. Your declared college major (program of study) \_\_\_\_\_

IV. Child(ren) you want to enroll:

(1) Child's name \_\_\_\_\_ Date of Birth \_\_\_\_\_

Home Address \_\_\_\_\_  
Number/Street Apt. No.

\_\_\_\_\_ City State Zip Code Phone Number

(2) Child's name \_\_\_\_\_ Date of Birth \_\_\_\_\_

Home Address \_\_\_\_\_  
Number/Street Apt. No.

\_\_\_\_\_ City State Zip Code Phone Number

(3) Child's name \_\_\_\_\_ Date of Birth \_\_\_\_\_

Home Address \_\_\_\_\_  
Number/Street Apt. No.

\_\_\_\_\_ City State Zip Code Phone Number

Intake and Release: Your child(ren) must be signed-in and signed-out each time (s)he is brought to the supervised playroom-study hall. Your child(ren) will be released only to the mother, father or person listed below.

V. Person to whom my child(ren) may be released:

Name Address Phone Number

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

VI. Is there any person who is bound by court order not to pick up your child(ren)?

Yes  No If yes, whom? \_\_\_\_\_

(Over)

VII. Emergency Contact Person:

	Name	Phone Number	Relationship
(1)	_____	_____	_____
(2)	_____	_____	_____
(3)	_____	_____	_____

VIII. Child's Physician \_\_\_\_\_

Home Phone Number ( ) \_\_\_\_\_ Office Phone Number ( ) \_\_\_\_\_

IX. I agree that:

- (A) My child(ren) will be properly signed-in and signed-out each time.
- (B) I authorize the attendant on duty (as representative of the Northeast Texas Community College Evening On-Campus Supervised Playroom-Study Hall) to call an ambulance or to transport my child to any available physician, hospital or medical clinic for medical treatment, if, in the judgement of the attendant, such treatment is necessary. I agree to bear all expenses incurred in connection with such treatment.
- (C) I have read and understood the Evening On-Campus Supervised Playroom-Study Hall Procedures, and I will abide by them.

\_\_\_\_\_  
Signature of Parent

\_\_\_\_\_  
Date

Return this application to:  
 Northeast Texas Community College  
 Counseling Center  
 P.O. Box 1307 • Mt. Pleasant, TX 75456-1307

*It is the policy of Northeast to provide equal opportunities without regard to age, race, color, religion, national origin, sex, handicap, or veteran status*

.....  
**FINANCIAL AID OFFICE USE ONLY**

PELL Grant:  Yes  No

Signature \_\_\_\_\_

Date \_\_\_\_\_



## EVENING ON-CAMPUS SUPERVISED PLAYROOM - STUDY HALL

### PROCEDURES

1. To be considered for participation in the evening on-campus supervised playroom-study hall, the *Evening On-Campus Supervised Playroom-Study Hall Application* must be completed and processed. The processing period takes two (2) days. Your child(ren) will not be allowed to participate in the Evening On-Campus Supervised Playroom-Study Hall until proper authorization has been given.
2. To be eligible for participation in the Evening On-Campus Supervised Playroom-Study Hall, priority will be given to "single parents who are eligible for financial aid and who have declared a vocational/technical major."
3. The Evening On-Campus Supervised Playroom-Study Hall is opened from 4:30 p.m. to 10:00 p.m., Monday through Thursday evenings, and will accommodate eighteen (18) children per evening between the ages of three (toilet trained) and eleven.
4. The Evening On-Campus Supervised Playroom-Study Hall is available to students/single parents who are (a) attending evening class(es) on campus, (b) studying in the College Library, and/or (c) using the facilities in the Academic Skills Center. A penalty will be imposed when these guidelines are not followed.
5. There is a \$2.00 fee for each child per evening.

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date



Northeast Texas Community College  
**Student Contract for Child Care Services**

Student \_\_\_\_\_ SSN: \_\_\_\_\_  
 Child(ren): \_\_\_\_\_ Age: \_\_\_\_\_ Birth date: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Day Care Center/Registered Home: \_\_\_\_\_  
 Address, City, State, Zip: \_\_\_\_\_  
 Contact Person: \_\_\_\_\_ Telephone: \_\_\_\_\_

I UNDERSTAND that in accepting the child care assistance provided by Northeast Texas Community College Support Services Program that I am agreeing to the following:

1. to be enrolled full-time in one of Northeast's priority programs. My official major as indicated in the Registrar's Office is \_\_\_\_\_.
2. to maintain a cumulative 2.0 grade point average.
3. to provide the Special Projects Office with a copy of my class schedule by the third class day.
4. to notify the Special Projects Office of any changes in my class schedule or major.
5. to abide by the rules and regulations of the caregiver.
6. to pay the costs of any care required for my after-school children, including inservice days and other days that I am in school and my children are not.
7. to make my own arrangements for child care with the center or registered home of my choosing. If I have any problems, I must notify the Special Projects Office before making any change in caregivers.
8. to give a two week notice to the caregiver and the Special Projects Office if I choose to change caregivers.

I UNDERSTAND that I will be responsible for any expenses the caregiver charges between semesters to hold a space for my child(ren) while the College is not in session.

I UNDERSTAND that Northeast Texas Community College:

1. will not be held liable or responsible, under any circumstances, for accidents involving my child.
2. will terminate child care services if my child(ren) have excessive absences. The caregiver will notify Northeast of attendance.
3. will review the continuation of child care services each semester.

I UNDERSTAND that Northeast does not guarantee a continuation of the child care assistance from semester to semester and that the assistance is subject to cancellation when funds are no longer available.

I UNDERSTAND that child care assistance is not available past June 30, 1993, and that I must reapply July 1, 1993, for services for the 1993-94 school year.

I, THE UNDERSIGNED, HAVE READ AND AGREE TO ALL OF THE ABOVE STATEMENTS. I UNDERSTAND THAT I MUST ABIDE BY THIS AGREEMENT AND THAT FAILURE TO ADHERE TO THESE POLICIES MAY RESULT IN THE LOSS OF THE CHILD CARE ASSISTANCE THAT I AM RECEIVING.

\_\_\_\_\_  
 Student's Signature

\_\_\_\_\_  
 Special Projects Office

Date: \_\_\_\_\_

\_\_\_\_\_  
 Day Care Owner/Administrator

WHITE-Northeast, YELLOW-Day Care/Home Care, PINK-Student





EVENING ON-CAMPUS SUPERVISED PLAYROOM • STUDY HALL

CONSENT FOR TREATMENT

Consent for Minor's Medical Treatment  
(When parent or legal guardian not available)

I, \_\_\_\_\_, grant my permission  
for \_\_\_\_\_ to give consent for medical treatment  
for my child, \_\_\_\_\_  
(minor's name)

This consent is effective from \_\_\_\_\_ to \_\_\_\_\_  
(not to exceed 90 days).

_____	_____	_____
Parent's Signature (or legal guardian)	Date	Time
_____	_____	_____
Parent's Signature (or legal guardian)	Date	Time

Family Physician: \_\_\_\_\_

Allergies: \_\_\_\_\_

Last tetanus toxoid: \_\_\_\_\_

Pertinent medical information \_\_\_\_\_

Parents may be contacted: \_\_\_\_\_

Insurance information: \_\_\_\_\_

State of Texas §

County of Titus §

Before me, the undersigned authority, on this day personally appeared \_\_\_\_\_,  
known to me to be the person(s) whose name is subscribed above, who, is being by me first duly sworn on his/her oath stated  
that the representations set forth in the foregoing instrument are true.

SWORN AND SUBSCRIBED before me on this \_\_\_\_\_ day of \_\_\_\_\_  
19\_\_\_\_.

(NOTARY SEAL)

\_\_\_\_\_  
Notary Public  
State of Texas

My commission expires \_\_\_\_\_, 19\_\_\_\_

Note: This form must accompany the minor and person named giving consent.

# Are you a single parent, displaced homemaker, or single and pregnant?

A displaced homemaker is an adult who...

- has worked primarily without money to care for the home and family and for that reason, has few marketable skills;
- has been dependent on public as-

sistance or on the income of a relative, but is no longer supported by such income;

- is a parent whose youngest child will become ineligible to receive assistance under the AFDC program or under Part A of the Title IV of the

Social Security Act within two years of the parent's application for assistance under this program; or

- is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment.

## Are you looking for training or a new career that will help you find a job or perhaps better wages?

If so, NORTHEAST can help. How?

We can help you assess your present skills, abilities, strengths, weaknesses.

We can take a look at careers or job opportunities that would best suit you.

If you are eligible, we can help you with child care and transportation expenses.

We can help you locate programs and services that may be available to you.

We can provide you with a mentor who will be there to guide and sup-

port you on your journey.

We can provide career counseling to help you explore possibilities and opportunities.

We can provide tutors and/or classes to help you get your GED or to brush up on your academic skills so that you may enter college.

We can assist you in completing financial aid forms to help you with college expenses.

We can provide life skills training to help you cope with life's everyday problems.

*We can help.*

*We want to help.*

*Your future is up to you.*

*If you want to explore your options and discover new horizons, please call or return the reply card today.*

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_ PHONE \_\_\_\_\_

COLLEGE MAJOR OR TRAINING DESIRED \_\_\_\_\_

SINGLE PARENT  DISPLACED HOMEMAKER  SINGLE, PREGNANT

AGES OF CHILDREN \_\_\_\_\_

PRESENT EMPLOYER \_\_\_\_\_

Please return to: Judy Jackson  
Northeast Texas Community College  
P.O. Box 1307  
Mt. Pleasant, Texas 75456-1307

OR CALL  
1-800-870-0142  
903-572-1911 ext. 205

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## Automated Office Skills

➤ **History of Program**

The Automated Office Skills Training program has provided marketable skills and job readiness training to 50 single parents and/or displaced homemakers annually for the past four years.

➤ **Goals**

To provide marketable skills and job readiness training for single parents, displaced homemakers and single pregnant women.

➤ **Impact**

Many students enrolled in the training program continue their education by enrolling in credit courses. Upon completion of the program, students have obtained full-time/part-time employment resulting in fewer numbers dependent on public assistance.

➤ **Number/Roles of Staff Involved**

- 1 Program Coordinator
- 1 Instructor
- 1 Instructional Assistant

➤ **Characteristics of Students Participating in Programs**

Single parents, displaced homemakers and single pregnant women who are low income and lack marketable skills.

➤ **Outside Recognition**

Articles have appeared in local newspapers including information about the training program featuring a picture of current graduates and their names.

➤ **What Makes This Program Unique and Effective?**

An internship program for students who successfully complete the training program which provides on-the-job training under the supervision of an internship committee and corporate sponsors. In addition, students were offered 30 hours of Lotus training and a 16-hour math seminar.

---

Urban    ✓ Suburban    Rural  
Number of Students Enrolled, Fall 1991:  
Credit: 6,855  
Continuing Education (Non-Credit): 16,578  
Number of Students Served (SP/DH/SPW): 245

5001 North MacArthur Blvd.  
Irving, Texas 75038-3899

Contact: Marsha Flores  
(214) 659-5219

## Women in Skilled Trades: WIST

➤ **History of Program**

The Women in Skilled Trades program was designed to provide women with marketable skills in building maintenance and repair and to encourage their continued training in related nontraditional technical programs. Students have attended a fourteen-week training program including hands-on labs and field work which began in October 1992. The program will culminate in April 1993, following an internship and job placement.

➤ **Goals**

To provide marketable skills and career awareness leading to employment in building maintenance and repair and to increase female enrollment in nontraditional technical programs.

➤ **Impact**

Evaluation of impact during the pilot year of a project is difficult. However, an increased awareness of educational and career opportunities has been observed in class participants. It is expected that several of the first class will continue their education by enrolling in credit classes and the balance will be placed in employment related to their training.

➤ **Number/Roles of Staff Involved**

- 1 Program Coordinator
- 1 Instructor
- 1 Instructional Assistant
- 2 Math/Reading Instructors

➤ **Characteristics of Students Participating in Programs**

The WIST program targets single parents, displaced homemakers and single pregnant women who lack marketable work skills.

➤ **Outside Recognition**

Articles have headlined several area papers announcing the inception of this unique program and its strategies for nontraditional job training.

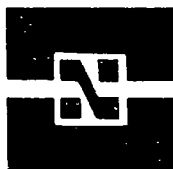
➤ **What Makes This Program Unique and Effective?**

WIST provides hands-on experience in electrical, plumbing, air conditioning/heating, interior and exterior finish-out.

Students must demonstrate competency prior to receiving a Certificate of Completion. Math and reading designed to enhance business and technological training is offered on a weekly basis.

Each student has been paired with a female mentor employed in a nontraditional field. Students who successfully complete the program are placed in an internship providing the valuable experience of on-the-job training and possible permanent employment.





# NORTH LAKE COLLEGE

A member of the Dallas County Community College District, an equal opportunity institution

*For today's realities and tomorrow's dreams*

## AUTOMATED OFFICE SKILLS

### FREE

---

Training Programs for single parents, homemakers, displaced homemakers, and single pregnant women.

### WHAT

---

Learn Skills in Beginning Typing; Intermediate Typing; Office Calculating Machines; Word Processing; Information Concepts; Machine Transcription.

### WHO

---

Applications open to single parents, homemakers, displaced homemakers, and single pregnant women.

### WHEN

---

September 8 - November 24  
T, Th, F: 8:30 a.m. - 12:30 p.m.  
Wed: 8:30 a.m. - 1:15 p.m.

### WHERE

---

North Lake College  
5001 N. MacArthur Blvd.  
Irving, Texas 75038-3899

### CHILD CARE SERVICE

---

Child Care services are available for North Lake students through the Irving YWCA. Single parents enrolled in Career Education programs are eligible for reduced fees.

To receive an information/application packet, please call the Returning Adult Center, North Lake College, 659-5373 or visit room A465-B.

**ORIENTATION: SEPTEMBER 3, 1992**  
**10:00 a.m. - 11:30 a.m.**  
**Room K216**

*Funded by the Coordinating Board, Texas College and University System.*

Educational opportunities are offered by the Dallas County Community College District without regard to race, color, age, national origin, religion, sex, or handicap.

North Lake College 5001 N. MacArthur Blvd. Irving, Texas 75038-3899 211



North Lake College  
 Center for Returning Adults  
 5001 N. MacArthur Blvd  
 Irving, Texas 75038-3699

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North Lake College  
 Women In Skilled Trades



**WIST**



Developing Women for  
 Technological Careers

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**WIST**: Women In Skilled Trades

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# WIST

## WOMEN IN SKILLED TRADES

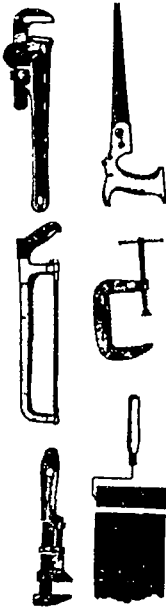
A North Lake College Program

**WIST** is a training program designed and sponsored by North Lake College to provide women with training in building maintenance and repair. Taught and developed by professionals in technology training, the course includes the basics in electrical, plumbing, air conditioning/heating, and interior finish-out. Students attend a 14-week basic training program including "hands-on" labs and field work culminating in a 4 week internship.



235

"THE RIGHT WOMAN FOR THE JOB"  
Funded by Texas Higher Education Coordinating Board.



## Why should you hire **WIST**?

Our graduates are qualified entry level Maintenance Technicians having demonstrated competency in all levels of training before they are awarded a Certificate of Completion. They know and understand the basics of facility maintenance. Attention to detail and strong work ethics have been a major focus of the program. Hiring a **WIST** graduate should produce a hardworking, dependable employee who values a "job well done."

### NEED MORE INFORMATION?

Education and employment opportunities are offered by North Lake College and the Dallas County Community College District without regard to race, color, age, national origin, religion, sex or handicap.

## A **WIST** GRADUATE

- Has hands-on experience in electrical, plumbing, air conditioning/heating, interior/exterior finish-out
- Can "make ready" an apartment
- Can sweat a pipe or set a commode
- Can wire switches and receptacles
- Can repair sheet rock including tape, bed, texture and paint
- Can maintain a pool
- Can read meters: volt, ohm, amp
- Understands OSHA requirements
- Is ready to work
- Is willing to learn
- Can furnish verifiable references

Plan your future with a qualified  
**WIST** graduate!

North Lake College  
Center for Returning Adults  
5001 N. MacArthur Blvd.  
Living, Texas 75038-3899

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## Single Parent Program

► **History of Program**

Since the inception of the Single Parent/Displaced Homemaker program in 1989, Odessa College has assisted 799 students with counseling, testing, training and referrals. However, the program continues to offer tuition discounts to single parents, displaced homemakers and dislocated workers interested in non-credit vocational/technical training through Odessa College's continuing Education Department. The lack of Carl Perkins funding for the 1992-93 year has resulted in the inability to provide transportation and child care assistance for those students demonstrating the most need. The program continues to attract members of the three targeted groups.

► **Goals**

The central objective of the program is to provide students with assistance in identifying educational/career goals, developing a tailored training plan and identifying and alleviating obstacles to achieving educational goals.

► **Impact**

The program has provided an opportunity to members of the targeted groups to explore educational opportunities and make informed choices with the benefit of counseling and guidance. Complete institutional support for the program insures each student access to every available service on-campus (financial aid, testing, ABE, job placement, etc.). Increased coordination between Odessa College and federal, state and local agencies prevents the duplication of services and increases awareness of the availability of services.

► **Number/Roles of Staff Involved**

There are two roles involved in program administration: Project Director and Project Coordinator.

► **Characteristics of Students Participating in Programs**

Students recipients are:

- 1) Unmarried economically and/or educational disadvantaged heads of household with custody of minor children.
- 2) Displaced homemakers.
- 3) Persons dislocated or underemployed due to the severe downturn in the oil-based Permian Basin economy.

► **Outside Recognition**

Project and the services provided have been spotlighted in several articles appearing in local newspapers.

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✓ Urban      Suburban      ✓ Rural  
Number of Students Enrolled, Fall 1991:  
Credit: 4,885  
Continuing Education (Non-Credit): 5,800  
Number of Students Served (SP/DH/SPW): 273

201 West University  
Odessa, Texas 79764

Contact: Marcia Cleaver  
(915) 335-6578

► **What Makes This Program Unique and Effective?**

The program is unique because it offers assistance to members of the targeted groups regardless of educational level. It assists many first generation students in making a smooth transition from ABE to credit and non-credit programs, and provides assistance to students making the transition from Continuing Education to credit courses.

ODESSA COLLEGE  
ODESSA, TEXAS

## Odessa College Single Parent/Displaced Homemaker Grant

### Inter-Agency Referral

Date: \_\_\_\_\_  
Name: \_\_\_\_\_ SS#: \_\_\_\_\_  
Address: \_\_\_\_\_ Phone #: \_\_\_\_\_

Agency Referred to: \_\_\_\_\_  
Address of Agency: \_\_\_\_\_  
Contact Person: \_\_\_\_\_

Assistance Requested: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Referring Agency Contact Person Title

### To be completed by agency providing service.

Date of Interview/assistance: \_\_\_\_\_

Action Taken: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Agency Contact Person Title

#### To be completed by Applicant:

I authorize the release of information contained in my applicant files and I understand that this information will be used for my benefit to provide needed services.

\_\_\_\_\_  
Date Applicant Signature

#### Distribution:

- White: return white copy to Odessa, College, 201 W. University, Odessa, TX 79764, Single Parent Grant office.
- Pink: referral agency copy
- Yellow: applicant copy

200

**SINGLE PARENT/DISPLACED HOMEMAKER GRANT  
REQUEST FOR ASSISTANCE**

DATE: \_\_\_\_\_

PHONE: \_\_\_\_\_

NAME: \_\_\_\_\_

SOC. SEC. NO. \_\_\_\_\_

If the applicant does not have access to a phone, it is his/her responsibility to check back with the program Director/Coordinator concerning this request.

**Type of assistance needed:**

- Child care
- Textbooks
- Transportation
- Counseling and/or information
- Other - Please explain: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Briefly explain the reason for your request:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Student Signature

**Action taken:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director's/Coordinator's Signature





# Carl D. Perkins Vocational Education Act Single Parent/Displaced Homemaker Grant Textbook Request/Contract Form

Date: \_\_\_\_\_

Name: \_\_\_\_\_

SS#: \_\_\_\_\_

Textbooks are limited and will be available on a first-come, first-serve basis to those students demonstrating the greatest need.

\*Workbooks will not be provided.

### Textbooks Requested

Class	Class #	Title of Book	Author	Date Rec.	Date Ret.

### Contract

1. Greatest need documented by  Income  Other: \_\_\_\_\_
2. Do not write in textbooks. Books which are damaged, lost or written in **MUST** be replaced by the student.
3. All textbooks **MUST** be returned within 3 days after the last class meeting.
4. A hold will be placed on student records until all textbooks have been returned in good condition or have been satisfactorily replaced.

I have received the books listed above and agree to all terms of this contract.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director/Coordinator Signature

CONTRACT FOR DAY CARE SERVICES

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Child/ren:	Age	Weekly Rate
_____	_____	_____
_____	_____	_____
_____	_____	_____

Child Care Provider: \_\_\_\_\_ Total: \_\_\_\_\_

Dates of Services: From: \_\_\_\_\_ To: \_\_\_\_\_

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
AM						
PM						

I fully understand that in accepting child care services sponsored by Odessa College and the Vocational Education Act of 1963 as amended by Public Law 93-482, do hereby agree to the following:

1. to pay for registration, insurance, and any additional day care fees.
2. to remain a full-time student.
3. to maintain a 2.0 GPA
4. to provide transportation for child/ren to and from day care.
5. to abide by the rules and regulations of the day care center.
6. to provide a copy of my schedule the first day of the semester to program coordinator.
7. to notify the program coordinator of any change in my college schedule or major.
8. to not accept child care financial assistance from other agencies (ie, JTPA, DHS, TRC, etc.)
9. to pick up my child by the agreed upon time. Failure to do so will require that I pay the child care center for late charges.
10. to pay any personal expenses incurred due to accidents.
11. to be responsible for payment if services are discontinued.
12. to obtain and return completed, signed attendance verification form as required.

I understand that Odessa College:

1. will not be held liable or responsible, under any circumstances, for accidents involving my child.
2. will terminate child care services if my child/ren have excessive absences. The child care center will notify O.C. of attendance.
3. reserves the right to terminate child care services if I, the student, have excessive absences.
4. Will review the continuation of child care services each semester.

I certify that I will abide by all written rules and regulations of this program and of the day care center. I understand that failure to comply will result in termination of child care assistance.

\_\_\_\_\_  
 Day Care

\_\_\_\_\_  
 Student's Signature

\_\_\_\_\_  
 Date

Please sign and return  
 White - Continuing Education, O.C.  
 Yellow- Student  
 Pink- Day Care Provider

\_\_\_\_\_  
 Director/Coordinator Signature

\_\_\_\_\_  
 Date



**Carl Perkins Single Parent/Displace Homemakers  
Student Assessment**

DATE: \_\_\_\_\_

NAME: \_\_\_\_\_ SS# \_\_\_\_\_

**TEST COMPLETIONS:**

Placement: \_\_\_\_\_ CAPS(Abilities): \_\_\_\_\_ Interest: \_\_\_\_\_

**TEST RESULTS:**

1. Placement
  - a. Reading \_\_\_\_\_
  - b. Writing \_\_\_\_\_
  - c. Math \_\_\_\_\_
2. Interest \_\_\_\_\_  
\_\_\_\_\_
3. CAPS Abilities \_\_\_\_\_  
\_\_\_\_\_

CAREER GOAL: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

GOAL COMPLETION DATE: \_\_\_\_\_

SCHEDULING PROBLEMS: \_\_\_\_\_  
\_\_\_\_\_

**CAREER PLAN:**

Fall \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Spring \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Sum I \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Sum II \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**ASSISTANCE PROVIDED:** \_\_\_\_\_

Textbook \_\_\_\_\_

Transportation \_\_\_\_\_

Child Care \_\_\_\_\_

Other \_\_\_\_\_

**COMMENTS:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

---

## Palo Alto College Equity Program/PAC-UP Program

➤ **History of Program**

The PAC-UP (Palo Alto College Untapped Potential) is one of three components of the P.A.C.E. Program at Palo Alto College. This program is a free non-credit course targeting single parents, displaced homemakers, and single pregnant women who are not currently enrolled in school and who may not have considered pursuing higher education. Each class consists of 100 hours of classroom contact in actual lecture, training, and field trips.

➤ **Goals**

To provide participants access to preparatory courses and entrance into vocational/technology education through career and interest skills assessment and instruction on transferable personal and life coping skills.

➤ **Impact**

In its second year, the PAC-UP class has reached 110 participants, with 62% successfully completing the course. Of those completing the class, 71% continue their education.

➤ **Number/Roles of Staff Involved**

3 Staff consisting of the following:

- 1 Coordinator — program development, recruitment, administration
- 1 Clerk — office management, child care coordination, accounts payable
- 1 Instructor (part-time) — PAC-UP class instruction

➤ **Characteristics of Students Participating in Programs**

Students are 99% women between the ages of 17 and 55. They are predominantly Hispanic who have dropped out of school, either in high school or college, and want to improve their marketability. All are either single parents, displaced homemakers, or single pregnant women.

➤ **Outside Recognition**

On campus newspaper and United Way Newsletter to community agencies.

➤ **What Makes This Program Unique and Effective?**

It is the only program of its kind in the San Antonio area. According to the participants' class reaction forms and a study made by a graduate student from the University of Hawaii, the uniqueness of the program is the staffer's ability to "bond" with the participant one-on-one -- providing a supportive atmosphere to a population that normally would feel insecure or hesitant about returning to school. All participants indicated that the course — its curricula and instructor — were a motivating factor for pursuing their education. Over 71% of all participants to date have enrolled in college or GED.

---

✓ Urban      Suburban      Rural  
Number of Students Enrolled, Fall 1991.

Credit:  
Continuing Education (Non-Credit): Not Reported  
Number of Students Served (SP/DH/SPW): 137

1400 West Villares  
San Antonio, TX 78224

Contact: Diana Luna  
(512) 921-5382

## PALO ALTO COLLEGE EQUITY PROGRAM

### INTRODUCTION

Palo Alto College was built to meet the needs of the surrounding neighborhood. The typical neighborhood resident is a Hispanic, undereducated, poor, working woman. In four of the seven surrounding zip code areas, over eighty-five percent of the residents have no college education. Many have not completed high school.

In an effort to provide the southside of San Antonio and the surrounding community with projects which improve access to, and information about higher education the P.A.C.E. (Palo Alto College Equity) Program at Palo Alto College proposed a three component program targeting single parents, displaced homemakers, and single pregnant teens who would not have considered pursuing higher education.

These components included: (1) outreach and recruitment to disseminate information regarding non-traditional careers to middle and high school "at risk" women students; (2) three, five week free classes, entitled PAC-UP (Palo Alto College Untapped Potential) designed to improve the participant's access into preparatory courses and/or technical/vocational programs through career and interest skills assessment and instruction of transferable personal and life coping skills, and (3) to provide support groups for students currently enrolled in non-traditional occupations.

## PALO ALTO COLLEGE EQUITY PROGRAM

### SUMMARY:

#### (1) NON-TRADITIONAL CAREER COMPONENT

This component targeted at-risk teens currently enrolled in local senior and junior high schools and GED classes. Recruitment and outreach were directed toward programs and agencies currently working with this population such as the Bexar County Women's Center's "Mi Carrera" program and 70,001, Inc. and area high schools.

Once recruited, students were provided information on non-traditional careers as well as information and encouragement to pursue a career in the future. The presentations were held at individual schools and agencies and addressed not only goal setting but career fields available in the Alamo Community College District and information on entering higher education (APPENDIX A).

Tours of the Palo Alto College campus were also provided for participants interested in visiting the campus.

Faculty from the Business Technology and Aviation departments addressed the career opportunities available at Palo Alto College.

The majority of the participants were involved with the Bexar County Women's Center "Mi Carrera" (My Career) program. One presentation was provided to the students at 70,001, Inc. and one to students at Southwest High School.

Between October 1991 and April 1992, seven on-site presentations were made to 91 female students surpassing the original four presentations indicated in the original grant. In addition, 49 students participated in tours on the college campus.

Personal interviews of the students participating in the campus tours indicated that over 80% were interested in attending college. Most of the students had decided to attend college prior to attending the presentations and tours, but had found the presentations and tours motivating and they felt encouraged to pursue their dreams.



## (2) PALO ALTO COLLEGE - UNTAPPED POTENTIAL COMPONENT (PAC-UP)

The primary component of the P.A.C.E. Program was PAC-UP (Palo Alto College - Untapped Potential). Designed to improve the participants' access into preparatory courses and vocational/technology education, this program targeted single parents, displaced homemakers, and pregnant teens who were not currently enrolled in college and perhaps had not considered pursuing higher education. As per the grant, three classes were held during the grant period. The dates were as follows:

November 4, 1991 - December 10, 1991  
February 18, 1992 - March 27, 1992  
April 20, 1992 - May 22, 1992.

Recruitment for this component was made by direct mail and presentations. Letters and flyers introducing the program were sent to case managers from the Texas Department of Human Resources and directors of over fifty local community service agencies (APPENDIX B).

In addition, several flyers were posted at local Child Care facilities as well as community centers. Referrals were primarily made by Texas Department Case Managers, AVANCE, Inc., the DePaul Center, Wesley Community Center, Teen Parent Connection, and MAXIMUS, Inc..

Criteria and selection into the program were based on the applicant's qualifications as a single parent, displaced homemaker, or single pregnant teen. Applicants were encouraged to come into the P.A.C.E. office to register and this provided the staff the opportunity to meet with the applicant and further explain the classes (APPENDIX C).

In addition, applications were sent out to prospective applicants when requested. If child care was requested, the applicant was given a child care application form to complete as well as a list of providers within the college area (APPENDIX D). Each participant utilizing this service was responsible for locating and selecting the licensed child care provider of their choice and the P.A.C.E. program paid the fee for each child in care. The participants attendance was the only condition for receiving this service. By the end of the last class, thirteen participants and fourteen children had benefited from the child care assistance.

Each class consisted of 100 hours of classroom contact in actual lecture, training, and field trips. Areas of concentration were personal and life coping skills development, career exploration, college resources, and skills assessment. The classes met for five weeks, Monday through Friday, four hours a day. Seventy-seven

completed the classes.

As per the proposed evaluation criteria, individual class reaction forms were distributed to participants as a means of determining their satisfaction level with the classes as well as to assess their intention to enroll in college or to complete their GED (APPENDIX E & H). Of those completing the program, 100% indicated that they enjoyed the class with an equal number recording that the curriculum was informative, useful, and of value to their lives. Specific improvements identified by participants in the class reaction form included their assertiveness, stress management, and self-esteem (APPENDIX F & G). In addition, when asked if PAC-UP had helped them in making a decision about a career, all indicated that it had. Overall we have found the satisfaction level of all participants to be high.

As of June 1, 1992, twenty-four of the forty-three completers or fifty-six percent, had enrolled in college. In addition seven participants have gone on to complete their GED equivalency increasing the number of completers continuing with their education to seventy-two percent.

Attached is an outline of the curriculum used during the PAC-UP component. Only the on campus guest lectures and/or tours will vary (APPENDIX I).

Where appropriate, Palo Alto College Staff and Faculty were invited to discuss their programs and to offer assistance in enrolling in school.

### (3) SUPPORT GROUPS COMPONENT

The third and final component was the support groups for students in non-traditional occupational areas. These sessions were to focus on academic and personal concerns of the students. In order to organize the groups, a survey was developed and distributed among students who had declared majors in Occ/Tech fields. From their responses, group sessions were organized for the Spring semester and were scheduled as follows (APPENDIX J).

February 26	Strategies for Career and Personal Success by Yolanda Reyna
March 11	Study Skills by Patty Parma
March 12	Time Management by Gary Reyes
March 25	Stress Management by Cecilia Hancock
March 26	College Resources Information by Dan Rodriguez
April 8	Building Communication Skills by Cessie Sanchez
April 15	Coping with School and Family by Ana O'Connor
April 16	Community Info. and Resources by L. Diana Luna and Virginia Wilson
April 22	Decision Making by Nancy Hard
April 29	Health and Wellness Issues by Joan Coughlin

The group sessions averaged four students per session. When the students were asked why they chose to attend a particular session, the overwhelming response was their concern or interest with a specific topic to be addressed. Student response to the group sessions were positive but not well attended. The most popular or well attended session was "College Resources; Transferring To A Four Year Institution", nine students attended this session.

This component began late into the year due to the fact that the P.A.C.E. program did not begin until the middle of September and student surveys were not returned until December.

PAC-UP APPLICATION FOR DAY CARE SERVICES

DATE: \_\_\_\_\_

NAME OF STUDENT: \_\_\_\_\_ SEX: \_\_\_\_\_

HOME ADDRESS:

\_\_\_\_\_  
 Street City Zip

SOC. SEC.# \_\_\_\_\_ PHONE # \_\_\_\_\_ EMERGENCY # \_\_\_\_\_

List the names and ages of children you are requesting services for:

NAME	AGE	BIRTH DATE
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- I. If at any time I drop the classes, I understand that child care services will be cut.
- II. I understand that Palo Alto College is only responsible for financial concerns. Any problems or concerns with the child care are the parent's responsibility.
- III. Palo Alto College will pay for a maximum of \$70.00 per week.
- IV. Full-time care will be provided to children 5 years old and younger. Part-time care will be provided for children 6 and 7 years of age.
- V. I understand that Palo Alto College will pay for college school days only. If I leave my child(ren) will the child care on a school holiday, I am responsible for the fees incurred that day.
- VI. I understand that if I take my child out of child care I must inform the P.A.C.E. Office immediately (921-5381). If not, I will reimburse Palo Alto College for any extra expenses.

I have read the above statements, and I understand them fully.

\_\_\_\_\_  
 Student signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Program Coordinator

\_\_\_\_\_  
 Date

## Textbook Loan Library

➤ **History of Program**

A simple but very popular and more efficient use of textbook funds. A good relationship with college bookstore is essential to the success of this activity. During registration, eligible participants submit their schedules with book requests. Books are checked out during the first week of classes and due in finals week. Monthly progress reports from each class are required for further participation.

➤ **Goals**

To ease the financial stress of eligible students.

➤ **Impact**

There are 382 textbooks in current library plus 90 self-help books and tapes available for students.

➤ **Number/Roles of Staff Involved**

The program coordinator with part-time clerical staff oversees the library.

➤ **Characteristics of Students Participating in Programs**

Economically disadvantaged single parents and displaced homemakers.

➤ **Outside Recognition**

➤ **What Makes This Program Unique and Effective?**

Recycling of textbook funds serves more students each semester. This is a very popular and requested program with our students.

---

Urban      Suburban      ✓ Rural  
Number of Students Enrolled, Fall 1991  
Credit: 2,410  
Continuing Education (Non-Credit): 3,705  
Number of Students Served (SP/DH/SPW): 163

2400 Clarksville  
Paris, Texas 75460

Contact: Cindy Miles  
(903) 784-9354

## Lunch and Learn

➤ **History of Program**

Weekly support group/brown bag lunch meetings. Originally for transition participants only; we've evolved into RATS (Returning Adults To School) to expand our outreach and remove some of the "single and displaced" stigma. Volunteers from our advisory committee and other support programs serve as weekly speakers on a variety of subjects: self-esteem, time management, job interviewing tips, stress reduction, nutrition, study skills, perceptions, etc.

➤ **Goals**

To provide a positive social/educational environment for returning adult students to discuss problems and share experiences.

➤ **Impact**

Helps to acclimatize these students to college and provides them with networking opportunities.

➤ **Number/Roles of Staff Involved**

1 Staff person serves as program sponsor.

➤ **Characteristics of Students Participating in Programs**

Variety of returning adult students, most active participants have been single parents and displaced homemakers.

➤ **Outside Recognition**

➤ **What Makes This Program Unique and Effective?**

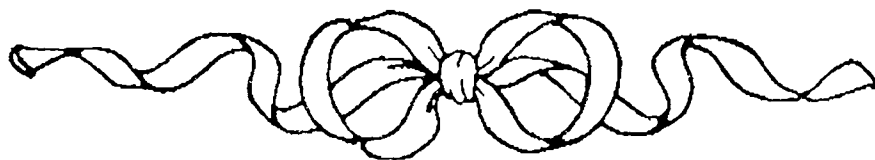
The program is student directed. Students are currently applying for official campus organization status and planning fund-raising and social activities.

---

Urban      Suburban      ✓ Rural  
Number of Students Enrolled, Fall 1991  
Credit: 2,410  
Continuing Education (Non-Credit): 3,705  
Number of Students Served (SP/DH/SPW): 163

2400 Clarksville  
Paris, Texas 75460

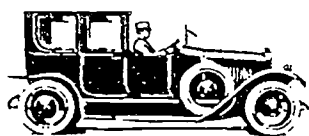
Contact: Cindy Miles  
(903) 784-9354



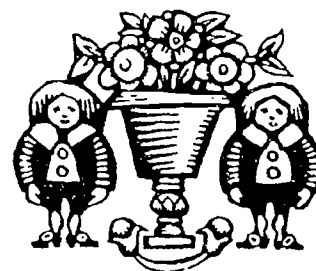
# Single Parents Displaced Homemakers Students in Nontraditional Careers

(ex: women in drafting; men in nursing)

You may be eligible for assistance to attend school such as:



Child care  
Transportation



Textbooks  
Supplies  
Tutoring



See Cindy Miles in the Transitions Office, Room 96 in the Learning Center (down the hallway by the copy machine) for more information, or call 784-9354.

# ---PJC TRANSITIONS PROGRAM---

## Child Care Assistance Agreement

To:

\_\_\_\_\_  
Licensed Child Care Provider

\_\_\_\_\_  
Provider Number

\_\_\_\_\_  
Mailing address

\_\_\_\_\_  
City

\_\_\_\_\_  
Zip

\_\_\_\_\_  
Telephone #

\_\_\_\_\_  
Contact person

\_\_\_\_\_ will receive partial financial assistance for child care while attending classes at Paris Junior College for the \_\_\_\_\_ semester 199\_\_, providing he or she maintains a 2.0 grade point average and meets the monthly progress requirements. Should the student fail to meet these requirements, funds may be immediately cancelled.

For payment of services you must return a completed Child Care Payment Request Form (5 are attached to this agreement) by the **5th of each month** for services rendered during the previous month. Checks will be mailed to you on or before the 15th of the month. (Example: Submit bill by August 5th for July child care; no July bills will be accepted after August 15.)

Amount to be provided:     \$ 5.00 per day, one child, full day  
                                      \$ 7.50 per day, two children, full day  
                                      \$10.00 per day, three children, full day  
                                      (For part-time care, these amounts will be halved.)

Child care assistance is provided for students to attend school or school-related functions only.

**The student is responsible for charges not covered by these funds!!**

To parents: Paris Junior College and the Transitions Program accept no responsibility for the quality of child care provided. You must choose child care carefully. You may change providers if you desire, but all outstanding bills must be paid before changing.

I understand and agree to accept the above provisions:

Signed:

\_\_\_\_\_  
Child care provider

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Transitions Coordinator  
Paris Junior College  
2400 Clarksville  
Paris, TX 75460

Phone: (903) 784-9354



---PJC TRANSITIONS PROGRAM---

Child Care Payment Request Form

Licensed Child Care Provider

Provider Number

Mailing address

City

Zip

Telephone #

Contact person

I verify that child care was provided for:

Parent's name: \_\_\_\_\_

Children's name(s): \_\_\_\_\_  
\_\_\_\_\_

Services provided from: \_\_\_\_\_ to \_\_\_\_\_  
(Please fill in schedule on back)

Rate charged: \$ \_\_\_\_\_ per \_\_\_\_\_ for full time/part time child care  
(circle one above)

Provider signature

Date

Requests will be processed after the 5th of each month for services rendered during the preceding month. Checks will be mailed to the address at the top of this form on or before the 15th of the month if invoice is received on time. No payment requests for services for the previous month will be honored after the 15th of the month following service. (Example: Submit bill by August 5th for July services; receive payment by August 15th; no July bills accepted after August 15th.)

**For office use only**

Amount of payment \_\_\_\_\_ Month \_\_\_\_\_

Transitions staff signature

Date

Circle the appropriate month  
and exact days for which child  
care was provided.

1992

JULY							AUGUST							SEPTEMBER									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
			1	2	3	4							1			1	2	3	4	5			
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12			
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19			
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26			
26	27	28	29	30	31	23	24	25	26	27	28	29	27	28	29	30							
							30	31															
OCTOBER							NOVEMBER							DECEMBER									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5			
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12			
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19			
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26			
25	26	27	28	29	30	31	29	30	27	28	29	30	31										

1993

JANUARY							FEBRUARY							MARCH									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
					1	2	1	2	3	4	5	6	1	2	3	4	5	6					
3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13			
10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20			
17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27			
24	25	26	27	28	29	30	28	28	29	30	31												
31																							
APRIL							MAY							JUNE									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
				1	2	3						1			1	2	3	4	5				
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12			
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19			
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26			
25	26	27	28	29	30	23	24	25	26	27	28	29	27	28	29	30							
							30	31															

# ---PJC TRANSITIONS PROGRAM---

## Monthly Progress Report

Name \_\_\_\_\_ Month \_\_\_\_\_

*Instructors: The student listed above is participating in the PJC Transitions Program and is required to maintain satisfactory academic progress. Your cooperation in completing this form each month helps us assess his or her progress and is appreciated.*

*Sincerely, Cindy Miles, Transitions Coordinator*

☆ Course _____	Current average _____
Number of absences _____	
Performance (circle one)    excellent    satisfactory    needs improvement	
Signed _____	Date _____

☆ Course _____	Current average _____
Number of absences _____	
Performance (circle one)    excellent    satisfactory    needs improvement	
Signed _____	Date _____

☆ Course _____	Current average _____
Number of absences _____	
Performance (circle one)    excellent    satisfactory    needs improvement	
Signed _____	Date _____

☆ Course _____	Current average _____
Number of absences _____	
Performance (circle one)    excellent    satisfactory    needs improvement	
Signed _____	Date _____

☆ Course _____	Current average _____
Number of absences _____	
Performance (circle one)    excellent    satisfactory    needs improvement	
Signed _____	Date _____

Student must complete self-evaluation on back of this sheet (over)



## Guidance Form

Complete this form with the assistance of the Student Development Center. Call 784-9434 or go by their office — Room 108 in the Learning Center — for an appointment to perform a computerized guidance session.

Name \_\_\_\_\_ Date \_\_\_\_\_

Major \_\_\_\_\_ College credit hours completed \_\_\_\_\_

*To be completed by Student Development Personnel:*

The student listed above is to perform a computerized guidance session. If this student is undecided as to his/her major or would otherwise benefit from doing so, an interest inventory is also requested. Any career assessment/guidance help you can give this student will be greatly appreciated. Please note the assessments performed, give a brief summary of the results and your recommendations for the student below.

Computerized Guidance \_\_\_\_\_

\_\_\_\_\_

Interest Inventory \_\_\_\_\_

\_\_\_\_\_

Other Assessments/  
Recommendations \_\_\_\_\_

\_\_\_\_\_

Completed by \_\_\_\_\_ Date \_\_\_\_\_

*To be completed by student:*

This guidance procedure was (circle one):      very helpful      helpful      not helpful

I learned: \_\_\_\_\_

My next step toward reaching my career goal is : \_\_\_\_\_

\_\_\_\_\_

*Return this form to the Transitions Office when complete*

Name \_\_\_\_\_ Date \_\_\_\_\_

### Student self-evaluation

- My educational progress this month has been:
- excellent      good      fair      poor
- My accomplishments have been: \_\_\_\_\_
- I need to improve: \_\_\_\_\_
- Other problems/concerns: \_\_\_\_\_

For office use only

### Transitions Staff Evaluation

Date \_\_\_\_\_

- Student's progress has been:
- excellent       good       fair       poor

Notes/Action taken:

---

## Community Resource Directory

➤ **History of Program**

A community resource directory was compiled and printed the first time in 1983-84. It has been updated and reprinted approximately every two to three years since then.

➤ **Goals**

To provide eligible clients an easy to use list of agencies providing the kinds of services many of the clients need to access.

➤ **Impact**

Approximately 300 clients per year have received directories. In addition, many faculty and staff members have received directories, which they use to assist students.

➤ **Number/Roles of Staff Involved**

- 1 Counselor
- 1 Clerk/word processor
- 1 Computer graphics/graphics artist
- Print shop personnel
- Other counselors give input about agencies to include

➤ **Characteristics of Students Participating in Programs**

Single parent, homemaker, displaced homemaker, vocational and pre-vocational credit, non-credit and potential students.

➤ **Outside Recognition**

N/A

➤ **What Makes This Program Unique and Effective?**

Its focus is on the specific needs of the population served so that it is not cluttered with excessive information for the client to sort through.

---

Urban	✓ Suburban	Rural	12800 Abrams Road
Number of Students Enrolled Fall 1991			Dallas Texas 75243
Credit: 7,000			
Continuing Education (Non-Credit): Not reported			Contact: Mary Joe Ingram
Number of Students Served (SP/DII/SPW)			(214) 238-6034

## New Options Seminar

➤ **History of Program**

Program was started in the fall of 1989 and has been offered approximately two to four times a week since then.

➤ **Goals**

To provide eligible participants an opportunity to learn about campus and community resources and services and to receive information and guidance in a small group setting.

➤ **Impact**

Approximately 300 participants have attended each year.

➤ **Number/Roles of Staff Involved**

1 Counselor to conduct each seminar

1 Receptionist to take calls, reserve spaces and confirm reservations

➤ **Characteristics of Students Participating in Programs**

Single parent, displaced homemaker, homemaker, single pregnant woman, vocational and pre-vocational credit, non-credit and potential students.

➤ **Outside Recognition**

N/A

➤ **What Makes This Program Unique and Effective?**

The focus of each seminar is on the specific needs of those attending so that those needs are addressed and appropriate services and referrals are provided for each participant.

---

Urban    ✓ Suburban    Rural

Number of Students Enrolled, Fall 1991:

Credit: 7,000

Continuing Education (Non-Credit): Not reported

Number of Students Served (SP/DH/SPW):

12800 Abrams Road

Dallas, Texas 75243

Contact: Mary Joe Ingram

(214) 238-6034

# SPARC



## Your Career

If you are a single parent or displaced homemaker, this FREE 5-week mini-class may be for you!

- Wondering what career may be right for you?
- Curious about what careers are hot for the 90's?
- This career exploration series will include:

- *Self-assessment*
- *Basic occupational research*
- *Investigation of training/educational opportunities*
- *Suggested "next steps" for all participants*

Enrollment is limited, so call the Adult Resource Center today to reserve your space.



**R I C H L A N D**  
*your* community college  
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT  
12800 Abrams Road, Dallas, Texas 75243-2199  
An equal opportunity employer and educator

Supported by funds from the Carl D. Perkins Vocational and Applied Technology Education Act, as distributed by the Texas Higher Education Coordinating Board.



# NEED CHILD CARE?

## RICHLAND COLLEGE HAS

- Subsidized child care for eligible vocational and pre-vocational students\*
- Discount child care for any student--limited availability
- **Free** Child Care Directory for everyone

Come to the  
***Adult Resource Center***  
in Crockett Hall (C179)  
for more information  
or call **238-6034.**

*\*Ask us about Richland's vocational programs  
(complete list on back)*

Supported by funds from the Carl D. Perkins Vocational and Applied Technology Educational Act,  
as distributed by the Texas Higher Education Coordinating Board.



R I C H L A N D

*your* community college

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT  
12800 Abrams Road, Dallas, Texas 75243-2199

Educational opportunities are offered by the Dallas County Community College District without regard to race, color, age, national origin, religion, sex, or handicap.

## Take a good look . . . .

As you become more familiar with your child's day-care program, you will see many strong points. Almost all day-care facilities strive to provide a warm, loving, safe, and healthy environment for children. Look for these characteristics, but also be aware of warning signals that tell you something is wrong.

### Feel secure when you see that . . .

the facility welcomes you to visit any time, and you are invited to observe the class or participate in activities

staff are alert and involved with the children.

staff seem warm and interested in the children. There is spontaneous laughter, hugging, and eye-to-eye contact.

staff are gentle but firm when necessary.

the facility is clean and attractive.

your child is relaxed and happy after the initial adjustment period.

your child seems physically well cared for. Staff inform you of minor accidents and tell you when your child doesn't feel well.

children seem involved with constructive activities, and they get individual attention.

### Be seriously concerned when you see that . . .

parents are not encouraged to visit the facility.

children are left without direct adult supervision.

adults spend much time scolding, ordering, and yelling at children.

adults are physically rough with children or allow rough play.

the building is dirty, or you see unsafe conditions.

your child is unhappy about being left at the facility, and this doesn't improve with time.

a child comes home bruised or injured, and the center can't explain what happened. (The child may not remember minor bruises and scrapes received when playing, however.)

children seem aimless, bored, angry, or frustrated, or there are too many children to supervise.

## When things don't seem to be going well

You may find yourself displeased about something that has happened at the facility. Talk about these things with facility staff. There may be a misunderstanding that can easily be resolved.

If the situation isn't resolved and you believe minimum standards are not being met, call the local day-care licensing office. They will handle your call discreetly.

A licensing representative will investigate your complaint. The

licensing representative may need to interview you and your



child and may also interview other children at the facility.

If the licensing representative finds that a standard has been violated, the facility will be notified and a time set for the facility to correct it.

Licensing staff may revoke a license if a facility doesn't meet minimum standards. The department does not take action to revoke a license unless children are in immediate danger or the licensee refuses to comply with standards.



## If you suspect child abuse

Most day-care facilities, like most parents, take good care of children. Child abuse is rare, and it is very unlikely that anything like this will happen to your child.

If you do suspect that your child has been abused or sexually molested, report the situation immediately. Use the toll-free Child Abuse Hotline number (1-800-252-5400), available 24 hours a day. If you think the abuse occurred in a day-care facility, call your day-care licensing office. The situation will be investigated immediately, and you will be given referrals or recommendations for help for your child and family.

If your child volunteers information about abuse, you need to take this seriously.

Parents who suspect or believe that their child has been abused in day care sometimes remove their child from care but don't report the problem. This leaves other children in danger. State law requires you to report suspected child abuse.

Should testimony in court be needed, you may be able to testify on behalf of your child if you were the first person to hear your child's story.

When a person makes a report of suspected child abuse in good faith, he is immune from any liability. If a complaint is made with malicious intent or for revenge, there is no liability protection.

When the department investigates a complaint, the identity of the complainant is not revealed. Everyone, including day-care providers, is required by law to report suspected child abuse or neglect immediately.

# Local Day-care Licensing Offices

**Address all  
correspondence to:**

**Texas Department of  
Human Services  
Day-care Licensing**

## **Panhandle Area**

### *Amarillo:*

P.O. Box 3700  
Amarillo, Texas 79106  
(806) 376-7214

### *Lubbock:*

P.O. Box 10528  
Lubbock, Texas 79408  
(806) 846-3623

## **West Texas Area**

### *El Paso:*

P.O. Box 10276  
El Paso, Texas 79994  
(915) 779-7790

### *Odessa:*

P.O. Box 4955  
Odessa, Texas 79760  
(915) 367-7201

### *Wichita Falls:*

600 Scott St.  
Wichita Falls, Texas 76301  
(817) 766-3371

### *Abilene:*

P.O. Box 3235  
Abilene, Texas 79604  
(915) 695-5750

### *Brownwood:*

P.O. Box 640  
Brownwood, Texas 76801  
(915) 646-0541

### *San Angelo:*

P.O. Box 951  
San Angelo, Texas 76902  
(915) 655-0576

## **Dallas-Fort Worth Area**

### *Arlington:*

P.O. Box 5128  
Arlington, Texas 76011  
(817) 261-3376

### *Dallas:*

4533 Ross Ave.  
Dallas, Texas 75204  
(214) 827-5210

### *Fort Worth:*

3128 S. Riverside Drive  
Fort Worth, Texas 76119  
(817) 921-5511

## **Central Texas Area**

### *Austin:*

7901 Cameron Road  
Building 2  
Austin, Texas 78753  
(512) 835-2350

### *Waco:*

P.O. Box 977  
Waco, Texas 76703  
(817) 756-5571

## **East Texas Area**

### *Tyler:*

P.O. Box 4300  
Tyler, Texas 75712  
(214) 595-4841

### *Paris:*

P.O. Box 839  
Paris, Texas 75460  
(214) 785-7541

### *Beaumont:*

285 Liberty St.  
8th Floor  
Beaumont, Texas 77701  
(409) 835-3751

### *Nacogdoches:*

Drawer 767  
Nacogdoches, Texas 75961  
(409) 569-7931

## **San Antonio Area**

### *San Antonio:*

233 E. Mitchell  
San Antonio, Texas 78210  
(512) 533-3161

### *Uvalde:*

2201 E. Main  
Uvalde, Texas 78801  
(512) 278-7151

## **Valley Area**

### *Edinburg:*

2520 N. Clossner  
Edinburg, Texas 78539  
(512) 383-5344

### *Corpus Christi:*

P.O. Box 3625  
Corpus Christi, Texas 78404  
(512) 855-2451

### *Victoria:*

P.O. Box 1938  
Victoria, Texas 77901  
(512) 575-8261

## **Houston Area**

### *Houston:*

P.O. Box 16017  
Houston, Texas 77222  
(713) 692-3236



**Licensing Branch  
Texas Department of Human Services**

# New Options

*...your first connection*

- Facing changes at work, home or in yourself?
- Interested in what Richland can offer you?
- Wondering how to get started?

NEW OPTIONS is a **FREE**, one-time opportunity to share questions and concerns, receive information and guidance, and connect with campus and community resources - - - all in a supportive small group setting.

Available daytime and evening  
Call the Adult Resource Center to sign up  
**238-6331**



**R I C H L A N D**  
*your* community college  
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT  
12800 Abrams Road, Dallas, Texas 75243-2199

Educational opportunities are offered by the Dallas County Community College District without regard to race, color, age, national origin, religion, sex, or handicap.

supported by funds from the Carl D. Perkins Vocational and Applied Technology Education Act, as distributed by the Texas Higher Education Coordinating Board

Welcome back to the  
ADULT RESOURCE CENTER  
Repeat Visit Update

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Social Security #: \_\_\_\_\_

I am here for/to (check only ONE):

\_\_\_\_\_ New Options seminar.

\_\_\_\_\_ Individual session. Which counselor: \_\_\_\_\_

\_\_\_\_\_ Class. Which one: \_\_\_\_\_

\_\_\_\_\_ Support group. Which one: \_\_\_\_\_

\_\_\_\_\_ Workshop. Which one: \_\_\_\_\_

\_\_\_\_\_ Use computer for: \_\_\_\_\_

\_\_\_\_\_ Use library resources.

\_\_\_\_\_ Use referral resources.

\_\_\_\_\_ Child care assistance/information.

\_\_\_\_\_ Apply for financial assistance for: \_\_\_\_\_

\_\_\_\_\_ Other: \_\_\_\_\_

If there have been changes in your name, address, home or work phone numbers, status, education level, employment, sources of income, age, or current classes, PRINT those changes here:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Supported by funds from the Carl D. Perkins Vocational Education Act, as distributed by the Texas Higher Education Coordinating Board.



is an equal opportunity institution.

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## Project Access

➤ **History of Program**

Project Access is a Carl Perkins II Discretionary grant which was funded in 91-92 and selected to be re-funded for 92-93.

➤ **Goals**

- 1) To provide opportunities to upgrade basic academic skills for entry into vocational classes.
- 2) To provide a supportive environment and activities to build self-confidence while allowing for opportunities to explore non-traditional careers.
- 3) To identify and address needs necessary to achieve goals via support services.

➤ **Impact**

This program allows the non-traditional student the opportunity to consider non-traditional career fields which can provide better opportunities for career advancement and equitable pay, and therefore, economic self-sufficiency.

➤ **Number/Roles of Staff Involved**

- 1 Part-time Project Counselor
- 1 Part-time Support Staff

➤ **Characteristics of Students Participating in Programs**

Project students are "non-traditional" students, i.e., re-entry women, single parents / homemakers. Many are considered to be "at risk" due to need for developmental classes.

➤ **Outside Recognition**

Article written in school newspaper (April, 1992) profiling the success of one participant. Project selected to be featured in Starlink project, "An Afternoon of Model Carl Perkins Projects" in Spring 1992.

➤ **What Makes This Program Unique and Effective?**

One component of this project, workshops which addresses self-development, non-traditional career awareness, provides women with a support system which they have identified as a major factor contributing to their success in school.

---

Urban	Suburban	Rural	1300 San Pedro
Number of Students Enrolled, Fall 1991.			San Antonio, Texas 78212-4299
Credit: 21,103			
Continuing Education (Non-Credit): Not reported			
Number of Students Served (SP/DE/SPW): 704			Contact: Helen Vera
			(512) 733-2299

# Self Awareness

## POLISH YOUR PERSONAL IMAGE

Feeling good about yourself is a life-long process. It begins by examining your inner qualities and learning to enhance them. Learn to develop a positive self-image that is necessary for success in business and personal interactions. Led by Judy Kovacs-Long, M.A. Licensed Professional Counselor (Day) and Eivira Centeno, M.A. (Evening).

Sept 21, 23 & 28 M - W 9:00-12:00 noon  
Nov. 10 & 12 T - Th 6:30-8:30 p.m.

## POSITIVE MENTAL ATTITUDE

This workshop focuses on the whole person—body, mind, emotions, beliefs and relationships. It encourages the adoption of a new way to think about and develop more personally responsible self-care patterns. Learn techniques to respect and take pleasure in improving self-esteem and self-awareness. Led by Judy Kovacs-Long

Nov 4, 9 & 11 M - W 9:00-12:00 noon

## COMMUNICATING WITH POWER

What to say, how to say it and when to say it are the key to succeeding in relationships. Gain practical tools to empower you in situations where you feel overwhelmed or intimidated. Techniques include conflict resolution, effective verbal and non-verbal communication. Led by Judy Kovacs-Long.

Nov 16, 18, 23, 25, 30 & Dec 2  
M - W 9:00-12:00 noon

## STRESS MANAGEMENT

With too much to do and too little time to do it, many of us find ourselves in a "hurry-up" life style which increases our stress levels. This discussion will focus on the nature, causes and symptoms of stress and will develop some coping techniques for managing stress. Led by Bob Warden ACSW-ACP PR.

Nov 30, Dec 1 & 2 M - T - W 1:00-3:00 p.m.

## WOMEN'S CENTER NEW LOCATION

The Women's Center will be located in Room 210 of the Fletcher Administration Center. Office hours are 9:00 a.m. to 5:00 p.m. Monday through Friday.

## CLASS SITE

All Women's Center workshops will be held in Room 706 of the Moody Learning Center. See map for building location.

## FREE CLASSES

All classes presented by the Women's Center are free of charge to all qualified participants. Call 733-2299

## VIDEO CAREER LIBRARY

### Job Search

Getting Ready for the Interview

Investigating th.: World of Work

### Careers

Career Options

Careers in Occupational Technology Series

### Parenting

Single Parenting

Child Management

These videos and many others are available for viewing for qualified Women's Center participants.

By Appointment Only

# Choices & Changes

## CAREER CHOICE: EXPLORING CAREER OPTIONS

Gathering information and then making workable career decisions can be confusing. This workshop includes exploring values, establishing priorities, setting goals and other self-assessment techniques which will help develop career choices. Various career tests will be administered and interpreted. Led by Judy Kovacs-Long.

Sept 30, Oct 5, 7, 14, 19 & 21

M - W 9:00-12:00 noon

## CAREER AWARENESS

This workshop was developed to help assess interests, abilities and values related to various career opportunities. The participants in this workshop will be assisted in selecting a realistic plan suited to aptitude and interest and expose the workshop participants to successful professional careers in various career fields. Led by Eivira Centeno

October 6, 8, 13 & 15 T - Th 6:30-8:30 p.m.

## TAKING CHARGE OF YOUR LIFE

What do you do when you want to change within yourself? What do you do when you want to be in charge of your life instead of a victim? This workshop is designed to answer these questions and give practical ways of discovering your own power to **change your life.**

Oct 19, 20, 21 & 22

M - T - W - Th 1:00-3:00 p.m.

## DECISION MAKING TECHNIQUES

Learning the step by process to improve your decision making skills. Evaluate choices and develop skills in setting practical goals in your life. Gain practical tools to motivate and empower yourself. Led by Judy Kovacs-Long.

Oct 26, 28 & Nov 2 M - W 9:00-12:00 noon

## THE AMERICAN WOMAN—HER CHANGING ROLE

Personal attitudes, values and behaviors that affect women pursuing non-traditional careers will be the focus of this workshop. This session will also examine barriers that prevent women from achieving their potential and will teach participants to recognize and remove these barriers. Led by Rose Lozano, M.A.

Oct 26 & 28 M - W 1:00-3:00 p.m.

## TRANSITIONS: MANAGING CHANGE

As we contemplate making changes in our lives, things can become very difficult and confusing. This workshop will help participants develop specific strategies for coping with the transition periods. Led by Eivira Centeno

Nov 17 & 19 T - Th 6:30-8:30 p.m.

## THE FOCUS ON THE "THINK NON-TRADITIONAL" PROGRAM AT THE WOMEN'S CENTER IS TO:

- introduce students to non-traditional occupational technology programs
- direct women to educational and occupational resources relevant to non-traditional alternatives
- encourage women to discard behavior that they view as restricting their development
- provide women with information about non-traditional career role models mentors
- help women think through and plan multiple roles
- provide women with accurate information about the labor force, and check employment alternatives



## SCHOOL-TO-WORK TRANSITION

Students who are enrolled in Occupational Technology college programs are eligible for **INDIVIDUALIZED** services and assistance under our **School-To-Work** program. Margaret Costantino is available at the Women's Center on a part-time basis to provide information and assistance on job search and job readiness skills, techniques, and procedures. Ms. Costantino will be linking this effort with community businesses and the San Antonio College Job Placement Office to help increase **EMPLOYMENT REFERRALS**.

## LOOKING FOR WORK IN SAN ANTONIO & TEXAS

Learn effective techniques in preparing yourself for the job interview. Identifying your skills, job openings, selling yourself at the interview, typical questions asked by employers, resume development, cover letter, and mock interviews will be covered and presented. At the end of the program you will be given a true and realistic view of the current job market in San Antonio and a final copy of the resume that you developed in class will be provided. **Entry Training** Costantino, M.A. is the Career Counselor.

Oct 27, 29, Nov 3 & 5 T - Th 6:30-8:30 p.m.  
 Nov 12, 17 & 19 T - Th 12:00-2:00 p.m.

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## MOTIVATION TECHNIQUES

Why do today what you can put off until tomorrow? That's **PROCRASTINATION!** In this class you will learn how you can continuously motivate yourself, take charge of your life and make it turn out the way you want it to. Led by Robert J. Walden.

Nov 2 & 4 M - W 1:00-3:00 p.m.

## HOW TO GET UP WHEN YOU'RE FEELING DOWN

Feeling "down" and having "the blues" are two ways people describe themselves when they are depressed. This devastating emotion drains energy from personal and professional functionalities. "What is depression?" and "How do I cope?" is the focus of this workshop. Led by Judy Kovacs-Long.

Dec 7 & 9 M - W 9:00-12:00 noon

## LIVING SAFELY IN A DANGEROUS WORLD

This one hour workshop focusing on ideas for self-protection will include safety-awareness in the home, car and on the street. Crime prevention and survival along with personal safety tips will be presented. Conducted by Citizens Against Crime.

Oct 15 Th 1:00-2:00 p.m.

## DID YOU KNOW THAT:

- The unemployment rate in Texas in June 1992 was the highest it has been in 4 years (8.3%)?
- There are 49,000 unemployed people in San Antonio (7.7% unemployment)?
- Because of the two factors listed above, competition for jobs is very keen, even for qualified persons?
- You can learn to develop a very effective resume, even if you don't have paid work experience?
- Knowing **HOW** to conduct a meaningful job search can make the difference between getting hired or not?
- Learning **HOW** to look for a job is a skill everyone can develop?

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## STUDY SKILLS

Obtain strategies for textbook reading, notetaking, writing reports and research papers. Prepare for essays and tests by learning successful methods of taking tests. Also learn relaxation techniques that can be used to reduce stress and enhance self-control. Led by Bob J. Walden.

Sept 22 & 24 T - Th 1:00-3:00 p.m.

## MEMORY SKILLS

Acquire effective ways to improve memory gain in your study skills. Obtain strategies for textbook reading, note-taking, writing reports & preparing for tests. An effective memory is essential to learning and will enhance your learning process. Led by Bob J. Walden.

Oct 5, 7 & 8 M - W - Th 1:00-3:00 p.m.

## RE-ENTRY WOMEN SUPPORT GROUP

If you are re-entering college or anticipating coming back to school, join this group to learn and share valuable information about college survival skills. Topics will include:

- Service for Re-Entry Students
- Fear of Failure
- Balancing Work, Family and College Demands
- Can I Make It Academically?
- Understanding Professor and Student Roles

Other topics will be discussed as identified by the group. Call or drop by to join this re-entry support group which will be held **Wednesdays at 12:00 noon, September 23 thru Dec 2** in the MLC 706.

## Women's Advocacy Project

The Women's Advocacy Project, a non-profit, tax-exempt corporation, was established to improve the status of women by creating an informed citizenry, thereby ensuring that all the women of Texas will have equal access to the legal system.

The toll-free Legal Hotline provides Texas residents, who have no other means to access the legal system, to talk to attorneys regarding legal questions and access to appropriate resources.

Family Violence Legal Line attorneys answer legal questions and provide legal counseling about victims' rights and options in situations of family violence.

**Legal Hotline  
1-800-777-FAIR**

**Family Violence  
Legal Hotline  
1-800-374-HOPE**

## ALAMO AREA RAPE CRISIS CENTER

Provides

Follow up Counseling and Group Support Services for Sexual Assault Victims  
24 Hour Hotline 349-7273  
Group Counseling 674-4900

## Statistical Brief

### Does Education Pay Off?

Estimated 1997-98 Annualized Return on Investment (ROI) for Postsecondary Education

- The ROI for a high school diploma is 10%.
- The ROI for a college degree is 15%.
- The ROI for a graduate degree is 20%.
- The ROI for a professional degree is 25%.
- The ROI for a postdoctoral degree is 30%.
- The ROI for a Ph.D. is 35%.
- The ROI for a M.D. is 40%.
- The ROI for a J.D. is 45%.
- The ROI for a business degree is 50%.
- The ROI for a computer science degree is 55%.
- The ROI for an engineering degree is 60%.
- The ROI for a medical degree is 65%.
- The ROI for a law degree is 70%.
- The ROI for a business administration degree is 75%.
- The ROI for a computer science degree is 80%.
- The ROI for an engineering degree is 85%.
- The ROI for a medical degree is 90%.
- The ROI for a law degree is 95%.
- The ROI for a business administration degree is 100%.
- The ROI for a computer science degree is 105%.
- The ROI for an engineering degree is 110%.
- The ROI for a medical degree is 115%.
- The ROI for a law degree is 120%.
- The ROI for a business administration degree is 125%.
- The ROI for a computer science degree is 130%.
- The ROI for an engineering degree is 135%.
- The ROI for a medical degree is 140%.
- The ROI for a law degree is 145%.
- The ROI for a business administration degree is 150%.
- The ROI for a computer science degree is 155%.
- The ROI for an engineering degree is 160%.
- The ROI for a medical degree is 165%.
- The ROI for a law degree is 170%.
- The ROI for a business administration degree is 175%.
- The ROI for a computer science degree is 180%.
- The ROI for an engineering degree is 185%.
- The ROI for a medical degree is 190%.
- The ROI for a law degree is 195%.
- The ROI for a business administration degree is 200%.
- The ROI for a computer science degree is 205%.
- The ROI for an engineering degree is 210%.
- The ROI for a medical degree is 215%.
- The ROI for a law degree is 220%.
- The ROI for a business administration degree is 225%.
- The ROI for a computer science degree is 230%.
- The ROI for an engineering degree is 235%.
- The ROI for a medical degree is 240%.
- The ROI for a law degree is 245%.
- The ROI for a business administration degree is 250%.
- The ROI for a computer science degree is 255%.
- The ROI for an engineering degree is 260%.
- The ROI for a medical degree is 265%.
- The ROI for a law degree is 270%.
- The ROI for a business administration degree is 275%.
- The ROI for a computer science degree is 280%.
- The ROI for an engineering degree is 285%.
- The ROI for a medical degree is 290%.
- The ROI for a law degree is 295%.
- The ROI for a business administration degree is 300%.
- The ROI for a computer science degree is 305%.
- The ROI for an engineering degree is 310%.
- The ROI for a medical degree is 315%.
- The ROI for a law degree is 320%.
- The ROI for a business administration degree is 325%.
- The ROI for a computer science degree is 330%.
- The ROI for an engineering degree is 335%.
- The ROI for a medical degree is 340%.
- The ROI for a law degree is 345%.
- The ROI for a business administration degree is 350%.
- The ROI for a computer science degree is 355%.
- The ROI for an engineering degree is 360%.
- The ROI for a medical degree is 365%.
- The ROI for a law degree is 370%.
- The ROI for a business administration degree is 375%.
- The ROI for a computer science degree is 380%.
- The ROI for an engineering degree is 385%.
- The ROI for a medical degree is 390%.
- The ROI for a law degree is 395%.
- The ROI for a business administration degree is 400%.
- The ROI for a computer science degree is 405%.
- The ROI for an engineering degree is 410%.
- The ROI for a medical degree is 415%.
- The ROI for a law degree is 420%.
- The ROI for a business administration degree is 425%.
- The ROI for a computer science degree is 430%.
- The ROI for an engineering degree is 435%.
- The ROI for a medical degree is 440%.
- The ROI for a law degree is 445%.
- The ROI for a business administration degree is 450%.
- The ROI for a computer science degree is 455%.
- The ROI for an engineering degree is 460%.
- The ROI for a medical degree is 465%.
- The ROI for a law degree is 470%.
- The ROI for a business administration degree is 475%.
- The ROI for a computer science degree is 480%.
- The ROI for an engineering degree is 485%.
- The ROI for a medical degree is 490%.
- The ROI for a law degree is 495%.
- The ROI for a business administration degree is 500%.
- The ROI for a computer science degree is 505%.
- The ROI for an engineering degree is 510%.
- The ROI for a medical degree is 515%.
- The ROI for a law degree is 520%.
- The ROI for a business administration degree is 525%.
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- The ROI for a law degree is 570%.
- The ROI for a business administration degree is 575%.
- The ROI for a computer science degree is 580%.
- The ROI for an engineering degree is 585%.
- The ROI for a medical degree is 590%.
- The ROI for a law degree is 595%.
- The ROI for a business administration degree is 600%.
- The ROI for a computer science degree is 605%.
- The ROI for an engineering degree is 610%.
- The ROI for a medical degree is 615%.
- The ROI for a law degree is 620%.
- The ROI for a business administration degree is 625%.
- The ROI for a computer science degree is 630%.
- The ROI for an engineering degree is 635%.
- The ROI for a medical degree is 640%.
- The ROI for a law degree is 645%.
- The ROI for a business administration degree is 650%.
- The ROI for a computer science degree is 655%.
- The ROI for an engineering degree is 660%.
- The ROI for a medical degree is 665%.
- The ROI for a law degree is 670%.
- The ROI for a business administration degree is 675%.
- The ROI for a computer science degree is 680%.
- The ROI for an engineering degree is 685%.
- The ROI for a medical degree is 690%.
- The ROI for a law degree is 695%.
- The ROI for a business administration degree is 700%.
- The ROI for a computer science degree is 705%.
- The ROI for an engineering degree is 710%.
- The ROI for a medical degree is 715%.
- The ROI for a law degree is 720%.
- The ROI for a business administration degree is 725%.
- The ROI for a computer science degree is 730%.
- The ROI for an engineering degree is 735%.
- The ROI for a medical degree is 740%.
- The ROI for a law degree is 745%.
- The ROI for a business administration degree is 750%.
- The ROI for a computer science degree is 755%.
- The ROI for an engineering degree is 760%.
- The ROI for a medical degree is 765%.
- The ROI for a law degree is 770%.
- The ROI for a business administration degree is 775%.
- The ROI for a computer science degree is 780%.
- The ROI for an engineering degree is 785%.
- The ROI for a medical degree is 790%.
- The ROI for a law degree is 795%.
- The ROI for a business administration degree is 800%.
- The ROI for a computer science degree is 805%.
- The ROI for an engineering degree is 810%.
- The ROI for a medical degree is 815%.
- The ROI for a law degree is 820%.
- The ROI for a business administration degree is 825%.
- The ROI for a computer science degree is 830%.
- The ROI for an engineering degree is 835%.
- The ROI for a medical degree is 840%.
- The ROI for a law degree is 845%.
- The ROI for a business administration degree is 850%.
- The ROI for a computer science degree is 855%.
- The ROI for an engineering degree is 860%.
- The ROI for a medical degree is 865%.
- The ROI for a law degree is 870%.
- The ROI for a business administration degree is 875%.
- The ROI for a computer science degree is 880%.
- The ROI for an engineering degree is 885%.
- The ROI for a medical degree is 890%.
- The ROI for a law degree is 895%.
- The ROI for a business administration degree is 900%.
- The ROI for a computer science degree is 905%.
- The ROI for an engineering degree is 910%.
- The ROI for a medical degree is 915%.
- The ROI for a law degree is 920%.
- The ROI for a business administration degree is 925%.
- The ROI for a computer science degree is 930%.
- The ROI for an engineering degree is 935%.
- The ROI for a medical degree is 940%.
- The ROI for a law degree is 945%.
- The ROI for a business administration degree is 950%.
- The ROI for a computer science degree is 955%.
- The ROI for an engineering degree is 960%.
- The ROI for a medical degree is 965%.
- The ROI for a law degree is 970%.
- The ROI for a business administration degree is 975%.
- The ROI for a computer science degree is 980%.
- The ROI for an engineering degree is 985%.
- The ROI for a medical degree is 990%.
- The ROI for a law degree is 995%.
- The ROI for a business administration degree is 1000%.

***ATTENTION S.A.C. STUDENTS!!!***  
**Do You Need On-Campus Childcare for  
Your Child(ren) Aged 18 mos - 5 Years???**



*You may qualify for low-cost, subsidized childcare assistance if:*

- \* You are a full-time (12 hours) Occupational Technology student (see back for listing)
- \* Economically disadvantaged (ie. Pell Grant, or AFDC, Food Stamps, Etc.)

And/Or

- \* Educational disadvantaged (taking developmental classes)

\* *Free Child Care Directory for Students* \*



*Women's Center*  
*"Putting It All Together"*

Contact the S.A.C. Women's Center, FAC 210, 733-2299 for more  
information on other Services and Programs!

# NON-TRADITIONAL CAREER OPPORTUNITIES!

## PROJECT ACCESS

A SPECIAL PROGRAM open to WOMEN STUDENTS interested in NON-TRADITIONAL CAREERS (male dominated occupations)

### *Program Objectives are:*

- \* To provide opportunities to upgrade academic skills
- \* To provide a supportive environment and group activities for building self-confidence
- \* To provide opportunities for participants to explore career choices in non-traditional career fields

*Participants will be required to register for a minimum of nine semester hours of academic course work and attend two three-hour workshops per week for the fall semester.*

## WORKSHOPS AND SEMINARS

WEEKLY workshops/seminars/problem solving and support sessions for:

### SELF MANAGEMENT

- \* Personal discovery/self awareness
- \* Assertiveness training
- \* Assessment: personality and values
- \* Decision-making and goal setting
- \* Stress and time management

### CAREER MANAGEMENT

- \* Assessment of interests and aptitudes particularly those applicable to non-traditional fields
- \* Presentation of role-models: Women currently employed in non-traditional fields
- \* Presentation of educational requirements, and job outlook for non-traditional fields, particularly those offered at San Antonio College

## SUPPORT SERVICES

The following special support services will be provided for participants

- \* Vocational testing
- \* Academic and vocational counseling
- \* Registration assistance
- \* Transportation assistance (bus tickets)
- \* Textbooks assistance
- \* Childcare assistance
- \* School-to-work assistance
- \* Tutoring
- \* Financial aid assistance

The Ranger

# Pilot program offers support for women

By Laura Davis  
staff writer

Vel-Ann Duarte, 38, who has seven children, suffered years of abuse from her husband.

"The last straw was in May," she said after discovering her husband had checked into a hotel in Mexico with a woman he referred to as his "wife."

Duarte said she was devastated at first, but with support from her mother and friends she decided to concentrate on her future rather than her past.

She decided to go to college. Duarte's mother, who recently completed a master's degree, advised her to find out if this college had a women's center.

Duarte discovered this college has a women's center and that she qualified for a pilot program which helps re-entry women seeking non-traditional careers.

She was one of 27 women accepted into Project Access, a program funded for two semesters by a \$70,000 Carl Perkins grant. Although she missed the financial aid deadline, Duarte started classes in the fall because the program gave her a \$258 loan to pay her tuition and provided textbooks and child care for the youngest at the child

development center.

Recognizing a need for assistance to re-entry women like Duarte, Helen Vera, women's center coordinator, developed Project Access as a model program to provide information, encouragement and financial support for women enrolling in non-traditional growth fields.

Studies show women older than 30 are the fastest growing student group, a trend expected to continue into the 1990s, Vera said.

Non-traditional careers are fields under-represented by women and pay more than traditional women's jobs such as secretary, nurse's aide and child-care worker.

Some non-traditional careers are computer programming, management, fitness and radio-television-film.

A former bank teller, Duarte has chosen financial management as her major and hopes it will lead to a banking career.

The program was selected as a model Carl Perkins project and will be featured on Starlink, a community college video teleconference network, along with two other model projects from 3:25 p.m. to 4:30 p.m. April 30.

Vera hopes to continue the program beyond this academic year because it did so well in retention and student success.

She pointed out an 81 percent retention

rate for the program and that 69 percent of the students maintained at least a 2.0 grade-point average and two students were on the president's honor roll. Twenty-seven enrolled in the fall and 22 continued in the spring semester.

Vera will apply for federal funds for another two semesters, but she hopes the college will find other means of funding the program if federal funds are unavailable.

To qualify, women must be classified as non-traditional students, meaning they have not been enrolled in college recently.

They must be willing to enroll in nine hours of college courses, put in six hours a week at the workshops and explore non-traditional careers.

Going to school full time was difficult for Duarte at first, but she relied on the help of June Esparza, an education support services technician, for encouragement and guidance.

"She was always there for me, any time night or day, and kept pushing me and telling me I can make it," Duarte said.

Another participant in Project Access, 23-year-old Lisa Selko noticed a program flier last August and signed up immediately.

Her 3 year-old son, David, goes to the child development center while she at-

tends classes.

She appreciates the financial assistance plus the weekly help with study skills and goal planning.

"When you're scared and have a child, you don't want to do it alone," Selko said.

Patricia Velasquez, 25, said finding out about the program "was like a miracle."

"My sister kept asking me what I wanted to be in 10 years.

"She'd ask me what I did today to get closer to my goal. Then I went to see a counselor and she told me about Project Access," Velasquez said.

Velasquez is grateful to Project Access for reserving a space for her 3-year-old daughter, Katie, in the campus child-care center.

Coming back to school was scary for the RTF major, but she said the program counselors helped bring out the best in her.

Like the others, Duarte looks forward to the twice weekly meetings which provide counseling, tutoring, speakers and field trips.

"If the program is not funded again, it will be a hardship for me," said the mother of seven turning her life around through education.

"I will have to give up going to school full time."

## The Equity Center

### ► History of Program

In the Fall of 1984, a Women's Center was started at St. Phillips College to address the needs of women. Since then, the center was renamed the Equity Center and has been targeted to serve vocational majors, single parents, displaced homemakers as well as other students.

### ► Goals

To maximize educational opportunities for all students, in particular, vocational students, single parents and displaced homemakers, by providing day care funds, counseling, support groups, workshops and non-traditional career exploration.

### ► Impact

Students are better able to cope with the rigors of college by having their day care, emotional and educational support needs met. This improves student success since barriers to achievement are removed.

### ► Number/Roles of Staff Involved

1 Full-time, 10-month, Equity Center Coordinator who also has access to secretarial assistance and work study students

### ► Characteristics of Students Participating in Programs

Vocational majors, single parents, displaced homemakers, primarily Hispanic, African-American and low income. Majority are women, many are first generation college.

### ► Outside Recognition

Through the St. Phillips' public relations/information office, there have been T.V. and radio ads, including Equity Center services. Also, information has been printed about the Equity Center in the St. Phillips' newspaper *The Tiger*.

### ► What Makes This Program Unique and Effective?

The Equity Center tries to actively recruit student opinions to determine what services would best meet student needs. Equity Center Coordinator also appears in classes to inform students of available services.

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✓ Urban	Suburban	Rural
Number of Students Enrolled, Fall 1991:		
Credit: 6,685		
Continuing Education (Non-Credit): 687		
Number of Students Served (SP/DH/SPW): 319		

1801 Martin Luther King Drive  
San Antonio, Texas 78203-2098

Contact: Mara Hudock  
(512) 531-3513



# ST. PHILIP'S COLLEGE

*A Point of Pride in the Community*

## CHILD CARE SUPPORT CENTER CONTRACT FOR CHILD CARE SERVICES

This agreement is entered into by and between St. Philip's College, Alamo Community College District, hereinafter called "Institution," and \_\_\_\_\_ hereinafter called "Agency."

WITNESSETH THAT:

WHEREAS, the Vocational Education Act of 1991 provides that to encourage students to attend colleges and universities, such institutions are authorized to contract for the provision of child care services for full-time Vocational/Technical students. Funds will be approved and disbursed for regularly scheduled class days. All child care services will be contracted with private or public child care agencies who meet state regulations for child care facilities and licensure. All references to "student" will be interpreted as students of St. Philip's College.

NOW THEREFORE, the parties hereto agree as follows:

1. The Agency agrees to provide child care services to qualifying students attending St. Philip's College. It is understood that the Agency in no way guarantees to provide child care services for any particular number of students and the Institution in no way guarantees that any particular number of students will use child care services.
2. The Agency will provide evidence of compliance with State Licensure requirements. The contract is subject to immediate cancellation if the Agency fails to maintain State Licensure requirements.
3. Authorization for billing for every student is terminated at the end of each semester or upon notice from the Institution that the student no longer is qualified for child care services. The Agency may then desire to continue service to the student with the understanding that the student will then be liable for all charges incurred after due notice of termination by Institution. The Institution will provide reimbursement for college school days only. If child care services are provided to a student during official school holidays such as Christmas Vacation and Spring Vacation, it is understood that the student will be liable for such charges.

1801 Martin Luther King Drive • San Antonio, Texas 78203-2098 • (512) 531-3200

*A College of the Alamo Community College District*

4. The Agency agrees to provide the Institution with a statement at the end of each month specifying the student's name, the child(ren)'s name(s), dates of service and the amount due for child care rendered. Holidays will be prorated on the normal weekly/monthly basis. The Institution will provide forms to facilitate the billing process.

5. The Agency agrees that no student will be denied services or subjected to different treatment under this Agreement because of race, color, creed, sex or national origin, and that it will comply with the provisions of the Civil Rights Act of 1964 (P.L. 88-352) as amended, and the regulations of the U.S. Department of Health, Education and Welfare which implements the Act, and with all other laws.

6. The Institution will determine which students qualify for child care services and provide appropriate certification to the child care facility. The Institution will provide transmittal information to each Agency on each student.

7. The Institution will remit payments monthly to the Agency upon receipt of a statement and authorization for payment by appropriate institution officials. Students are required to pay \$50.00 per month per child for child care.

IN WHEREAS WHEREFORE, the parties hereto have executed this Agreement.

St. Philip's College

Agency

By \_\_\_\_\_  
Director, Educational Support Services

By \_\_\_\_\_

Title \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_





# ST. PHILIP'S COLLEGE

*A Point of Pride in the Community*

## CHILD CARE SUPPORT PROGRAM STUDENT CONTRACT

Name: \_\_\_\_\_ SSN: \_\_\_\_\_

Day Care Center: \_\_\_\_\_ Semester: \_\_\_\_\_

I understand the following:

1. I will bring a copy of my St. Philip's College schedule to the Dependent Support Center before I am eligible for Child Care Services.
2. I will not be eligible for child care services if I drop below full-time status or my GPA drops below 2.0.
3. I will notify the Dependent Support Center immediately if I decided to drop a course or change my major.
4. The Dependent Support Center will not pay for child care when St. Philip's classes are not in progress.
5. I am responsible for registration fee. I must make arrangements with the center for payment of this fee and all others prior to admission to the center.
6. Any charges which exceed \$62.50 per week per child will be my responsibility to pay. (Student must pay \$12.50 per week for each child.)
7. I must abide by the child care center's general policies regarding fees, hours of service, and medication. I will report any special needs to the personnel of the facility.
8. I must notify the Dependent Support Center of changes in my marital status, address, phone number, employment status or other major changes.

Failure to comply with the Dependent Support Center guidelines that result in unauthorized payment to child care providers, may result in reimbursement by me to either the child care provider or the funding agent and will result in permanent suspension from the child care program.

I certify that I have read the above requirements and agree to comply with the program policies.

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Child Care Support Center Representative

\_\_\_\_\_  
Date

CHILD CARE SUPPORT CENTER  
LETTER OF INELIGIBILITY FOR CHILD CARE SERVICE

Date: \_\_\_\_\_

TO: \_\_\_\_\_  
Applicant's Name  
\_\_\_\_\_  
Address  
\_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

\*\*\*\*\*

This is to inform you that you are not eligible for Child Care Assistance due to the following reason(s):

- \_\_\_ Grade Point Average (G.P.A.) less than 2.0.
- \_\_\_ Major is not on the list of targeted Vocational/Allied Health majors.
- \_\_\_ Income level is more than \$300 per person per month.
- \_\_\_ Less than full time (12 credits or 22 hours).
- \_\_\_ Application materials are incomplete.

Child Care Support Center Representative \_\_\_\_\_

Date \_\_\_\_\_

# PARENTS!

A BABYSITTING NETWORK is now forming for those students interested in exchanging telephone numbers and addresses of other students. The purposes would be to allow students to help each other with childcare.

Anyone interested should contact the Equity Center Coordinator at 531-3518 or come by SLC 302-B.

\*You must be a St. Philip's College Student and a parent to be part of the BABYSITTING NETWORK.



# ***SUPPORT GROUPS***

Now forming  
For  
Single Parents  
or  
Rape/Incest Survivors

Support groups offer:  
-emotional support  
-problem solving  
-friendship

If you would like more information on these support groups or other support groups please contact Mara Hudock, Equity Center Coordinator at 531-3518 or come by the Equity Center, in SLC 302-B.

**Support Groups are Free!!**

## First Step Program

### ► History of Program

In 1986, Lubbock Campus expanded Student Support Services by developing First Step. In 1991, Carl Perkins Grant awarded to South Plains College First Step Program allowed for further expansion of services to provide funding for child care, transportation, books and supplies. The Student Support Group meets twice a week. Both Lubbock and Levelland campuses have increased services to targeted populations who are enrolled in vocational/technical training.

### ► Goals

To increase services provided to the special populations which are expected to increase over the next ten years. To expand outreach program in order to inform estimated 15,000 members of special populations in the fifteen county area.

- 1) Continue the First Step program's counseling services to make preparatory services as well as vocational education and training more accessible to single parents, displaced homemakers and single pregnant women.
- 2) Conduct ongoing follow-up activities.

### ► Impact

Existing populations of single parents, displaced homemakers and single pregnant women are in need of improved access to vocational and preparatory educational services. These services eliminate barriers and prepare affected populations to pursue technical education, and eventually, enter employment. The provision of personal, vocational and academic counseling, and support services promotes the process of developing life-coping, literacy and transferable skills for the work place.

### ► Number/Roles of Staff Involved

- 2 Project Directors: Writing/application/directing of grant funds
- 1 Full-time Counselor:
- 2 Part-time Counselors:
- 2 Part-time Assistants:

### ► Characteristics of Students Participating in Programs

Single Parents: Divorced, widowed, never married, male or female students with children.

Displaced Homemakers: Male/female students who have been out of the community workforce and/or have been homemakers now needing skills to return to the workforce.

Single Pregnant Women: Needing skills to enter the job force and increase income.

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✓ Urban    ✓ Suburban    ✓ Rural	1302 Main
Number of Students Enrolled, Fall 1991.	Lubbock, Texas 79401
Credit: 6,089	Contact: Cynthia Llanes
Continuing Education (Non-Credit): Not reported	(806) 747-0576
Number of Students Served (SP/DH/SPW): 450	

➤ **Outside Recognition**

Newspaper article. T.V. spot: 7-minute presentation with a brief synopsis of the First Step Program on July 2, 1992.

➤ **What Makes This Program Unique and Effective?**

- (1) The active ongoing outreach efforts among affected populations,
- (2) Support groups
- (3) Personal relationship with other area service providers
- (4) Program has been in existence since 1986 (before the 1991 Carl Perkins funding). The program is effective because we provide non-duplicated services, network with those programs in place, provide services for those in the gray areas or are on waiting lists for existing agencies.

◆◆◆ A copy of *The First Step Program* brochure is enclosed in the information packet.



## THE WAY IT WORKS

### Step 1

You take the **FIRST STEP** and telephone South Plains College in LUBBOCK at 747-0576, ext. 654, or LEVELLAND at 894-9611, ext. 358.

### Step 6

Once you have identified your job interests, you are informed about local job availability. You find out about the kinds of qualifications that are required to be hired for these jobs. You find out about the skills which you may already have and can be applied to these jobs.

### Step 2

One of our counselors schedules an appointment to visit with you and can also schedule a **JOB SKILLS/LIFE SKILLS** workshop.

### Step 7

If you find you need further education, you are guided to the appropriate schools and are helped to enroll.

### Step 3

When you come to the South Plains College campus in Lubbock, Levelland, our counselors help you discover the skills and job interests you have. This is done through our monthly **JOB SKILLS/LIFE SKILLS** workshop.

### Step 8

If you need financial assistance for education, childcare assistance and/or transportation assistance, you are helped to begin the process necessary to determine if you are eligible to receive such aid. Counselors help you fill out all the necessary forms.

### Step 4

With the use of films and other materials, you improve your understanding of yourself. You find out what your strengths and weaknesses are in dealing with others. You learn how to make the right choices about important things in your life. You learn how to manage your time better.

### Step 9

If you have some job experience and skills, but you need help with the job search process, the counselors can help you in a number of ways. You are taught how to write a resume, how to fill out a job application and how to handle the job interview. You learn how to market your skills.

### Step 5

You are guided through career materials to help you understand what jobs are suitable for you. Counselors help you explore different careers which you may not have considered. You learn about job options and get new ideas

### Step 10

If you apply for jobs and are not successful, the counselor conducts a follow-up with the employers to determine how **The First Step Program** can help you succeed the next time.

## THE FIRST STEP

Many single parents, both women and men, and single pregnant women, find themselves in a situation where they have to support a family, but have no skills to offer an employer. Likewise, many homemakers are looking for employment for the first time outside the home and don't know where to begin. In many cases, the **FIRST STEP** into the world of work or into a better job can be a difficult one for homemakers and single parents.

South Plains College in Lubbock and Levelland offers you a new, **FREE** career counseling service to help you overcome some of the barriers that may be facing you in securing a better job or in finding employment. This program can help you identify your skills and interests. It can help you write that resume and prepare for a job interview. It can put you in contact with resource people who can help you complete your high school diploma. It can help you discover which jobs are available and what training is needed to get those jobs. It can help you make the **FIRST STEP** in a new direction. It can help you begin work toward a college degree and a better paying job.

The program is directed by licensed, vocational counselors who hold many years experience in helping people succeed at careers. They help you learn about yourself and which jobs are suited to your needs and skills.

SOUTH PLAINS COLLEGE

THE FIRST STEP PROGRAM

JOB SKILLS / LIFE SKILLS WORKSHOP

WHO? South Plains College Student Support Services and Counseling offers this training to:

1. Single parents
2. Displaced homemakers
3. Single pregnant women

WHAT? A workshop to offer training in various areas of daily living and job-readiness.

WHEN? The training of 18 hours will be Monday through Thursday 9:30 a.m. - 3:00 p.m.

WHERE? The workshop will be held at South Plains College Division of Continuing Education in Lubbock. This is located at the Center of Innovation, 2579 South Loop 289.

HOW? Contact The First Step Program, Lubbock 747-0576 ext. 654, for more information (Continuing Education Credits will be awarded).

WHY? The workshop is designed to:

1. Assess individual needs and abilities
2. Introduce participants to educational and career opportunities
3. Develop job-search skills and job-readiness skills
4. Develop life skills.

THE FIRST STEP PROGRAM WORKSHOPS

	1991	1992
Sept.	3 - 12	Jan. 13 - 17
Oct.	7 - 10	Feb. 10 - 14
Nov.	11 - 14	Mar. 9 - 12
Dec.	9 - 12	Apr. 13 - 16
		May 11 - 14

Times will be 9:30 a.m. - 3:00 p.m.

A Life Skills and Career Preparation Workshop for Adults in Transition

Getting to Know Yourself

- Attitudes and Self-Esteem
- Motivation and Self-Discipline
- Dependability/Punctuality
- Wardrobe and Grooming
- Assertiveness/Decision-Making
- Communicating with Others
- Stress Management
- Time Management
- Money Management
- Using Community Resources

Preparing Yourself for Work

- Identifying your Interests
- Identifying your Skills
- Expanding your Skills
- Obtaining New Skills
- Setting Short-Term and Long-Term Goals
- Preparing your Resume

Looking For A Job

- Identifying Local Jobs
- Networking
- Volunteer Work
- Part-time and Temporary Work
- Using Classified Ads
- Using Agencies
- Completing a Job Application Form
- Preparing for the Interview

Getting and Keeping a Job

- Developing an Individual Action Plan
- Employment
- Exploratory Career Activities
- Preparatory Level Education
- GED - Literacy
- Remedial Classes
- Enrollment in a Degree or Certificate Program
- Practicing the Job Application
- Practicing Interviewing
- Understanding Job Benefits
- Writing Follow-Up Letters
- Starting Your New Job

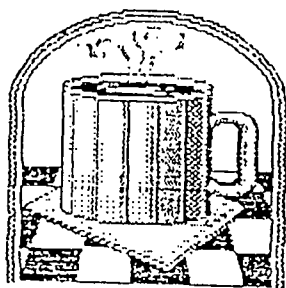
Evaluation of Workshop  
Awarding of Certificates of Achievement



## STUDENT SUPPORT GROUP

First Step offers you the chance to learn, laugh, and share with your fellow students. Some topics we will present:

- \*Parenting
- \*Nutrition
- \*Time Management
- \*Stress Reduction
- \*Juggling: The kids, homework, time!
- \*School Survival
- \*Budgeting
- \*Career Choice, And much more!



Brown Bag Lunch Group will meet 11:30-12:30, Tuesday & Thursday STARTING October 20, 1992. Bring a sack lunch to Room 109.

SEE FIRST STEP OFFICE FOR  
MORE INFORMATION.

# Women discover path to success through SPC's First Step Program

By JANET GOODE  
Avalanche Journal

Melodie Welch knows what it's like to struggle.

In 1989, she was left with two children to raise alone - Amber, now 12, and Michael, 7. Since she had never worked, she was without much money, a job or an education. She began working two jobs - as a gas station attendant by day and as a bartender by night - in order to put food on the table.

"But I felt I was in a dead-end job going no where," she said. "I had never worked before and hated my job. I got into a spat with my boss and finally quit. One day, I was just lost, looking at the paper and I saw an ad."

The advertisement was for a seminar being offered by South Plains College to help single parents with job skills.

The college, through free career counseling and financial assistance, is helping single women - and men - take the first step to a better life by getting an education and, eventually, a job.

The First Step Program, which started in 1986, primarily began by providing career planning and placement. During the last year, a federal grant has enabled the college to offer financial assistance to single parents for child care, said Marti Kennedy, coordinator of the program.

"We will do all we can to get women into school and a job and career," Kennedy said.

Welch decided to sign up for the seminar and in January began taking classes toward a degree in human services. The college helped her receive a Pell Grant and also helped her with other financial support.

"When I went into the program, I got the feeling that I wasn't going through this alone," she said.

"There were people from all avenues in life there," she said. "First Step gave me confidence. It let me know it's never too late to return to school."

While in school, Welch has maintained a 4.0 grade point average while taking a full load of classes. She hopes to one day work for the Lubbock County Youth



A-J Photo/Jim Watkins

## Positive choice

Melodie Welch talks enthusiastically about the choice she made to attend college and obtain a degree in human services. South Plains College's First Step program is helping her reach that goal.

Services because she has discovered that she loves working with children.

"Before, I really had no idea where I wanted to go. I found out that I enjoyed talking to people and working with people."

However, Welch said that returning to school wasn't easy. She makes ends meet through grants, financial aid and child support - and a little optimism.

"I scrimp and I save ... but if you compare spending two years of your life in

school like that to spending the rest of your life working two jobs, you'll see it's worth it.

"I'm really optimistic," Welch said. "I felt like I was in a hole, and I was digging myself deeper and deeper. I didn't see a light until First Step came along. It gave me enthusiasm and pride.

"College doesn't just educate you, it gives you self-esteem."

The program also works as a support group, Kennedy said, offering weekly brown bag lunches and on-going seminars and workshops.

A new facet of the program includes steering people wishing to work toward non-traditional fields, such as truck driving for women. The program focuses on helping these workers deal with negative stereotypes and prejudices.

Any single parent, any homemaker who needs to develop job skills and any single pregnant woman who cannot support a family can be helped through the program.

"If a person comes in and says, 'I'm not getting child support,' or whatever, I'll say, 'Why not?'" Kennedy said.

The college program also acts as a community referral service and helps the First Step students find help - whether financial or otherwise - through outside agencies.

Rachel Placencia made the decision to call First Step after her parents' divorce left her to raise two brothers.

"They were very understanding, very warm, when I called," she said.

She began taking classes and after four months, she passed the clinical tests and is now working as a certified nurses aid. She tends to patients or clients who call on private home-health agencies for nursing services. She also works on-call hours for a patient care service and sometimes spends weekends with patients who need live-in help.

"It's not an easy job ... but I like it," she said. "Education is really important. Anybody can have skills, but when it comes to knowledge, you just need it.

"I just wish these people you hear about that keep dropping out (of school) would go back - even if it's not easy."

## Telecommunications Technology

➤ **History of Program**

TSTC-Amarillo's Telecommunications Technology program was recently authorized by the Texas Legislature and approved by the Texas Higher Education Coordinating Board for start-up in January of 1992.

➤ **Goals**

To provide industry with trained, entry level technicians. Graduates will possess good basic skills enabling an employer to continue in specific job training. Also program will provide an excellent foundation for working towards a Bachelor's degree.

➤ **Impact**

Program is far too new to determine impact at this time.

➤ **Number/Roles of Staff Involved**

One Program Chair who is responsible for directing the future path of this program. Additional responsibilities include equipment acquisition, recruiting, instructing and advising. One instructor is also involved with this program.

➤ **Characteristics of Students Participating in Programs**

Approximately 50% of the students are recent high school graduates. The other 50% are 26 years or older, married or job retrainees.

➤ **Outside Recognition**

TSTC-Amarillo's Telecommunications Technology has been studied by other community colleges and a four-year university as a model for similar programs elsewhere.

➤ **What Makes This Program Unique and Effective?**

This program is a rare blend of telephone and radio frequency training which is currently required for industry.

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Urban	Suburban	Rural
Number of Students Enrolled, Fall 1991:		
Credit: 591		
Continuing Education (Non-Credit): N/A		
Number of Students Served (SP/DH/SPW): 33		

P. O. Box 11197  
Amarillo, Texas 79111

Contact: Debby Carey  
(806) 335-2316

# Texas State Technical College at Amarillo

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## Metrology Technology

➤ **History of Program**

Program was authorized in the Summer of 1991 by the Texas Higher Education Coordinating Board and funded by the Texas Legislature in September of the same year. TSTC-Amarillo's Metrology program is the third in the nation to offer a degree in this area.

➤ **Goals**

The program's goal is to graduate 5+ students annually with the technical skills in both engineering and technology, allowing them to become an immediate asset to a wide range of industries.

➤ **Impact**

TSTC-Amarillo's Metrology program will provide industries with an individual capable of entering into many areas. These students will meet education requirements dictated under a Global Quality Program required for any export from the U.S.

➤ **Number/Roles of Staff Involved**

One Program Chair with the overall responsibility of the program, i.e., course material, equipment procurement, advising and teaching. One instructor serving as instructor and advisor.

➤ **Characteristics of Students Participating in Programs**

Intellectually above-average. To date, 90% or greater are TASP exempt. Students are highly motivated, ethical and technical minded.

➤ **Outside Recognition**

Featured in the National Conference of Standards Laboratories newsletter in July 1992. TSTC Amarillo's Metrology Program Chair has been selected by NCSL Board of Directors to chair the Education System Liaison Committee.

➤ **What Makes This Program Unique and Effective?**

Metrology Technology is a blend of technologies: electronics, dimensional, physical, mechanical and chemical. Instruction is broadly based and covers measurements in all of the above areas.

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Urban	Suburban	Rural
Number of Students Enrolled, Fall 1991:		
Credit: 591		
Continuing Education (Non-Credit): N/A		
Number of Students Served (SP/DH/SPW): 33		

P. O. Box 11197  
Amarillo, Texas 79111

Contact: Debby Carey  
(806) 335-2316



**Put Your Degree to Work!**

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*If You  
Have the  
Will...*

304

# *We Have a Way!*

Our new **Women's Resource Center\*** can help you further your education and qualify for a well-paying technical career. We know sometimes the odds can seem overwhelming, especially if you're a single parent or expectant mother, displaced homemaker or disabled. But the special staff and support services are designed to integrate and help women **succeed** in what was once only a "man's world."

Texas State Technical College has always reached out to bring women into technical education---where the jobs are! Seven of our programs have women chairpersons. A wide array of technologies--- from Metrology, Telecommunications and Electronics to Instrumentation, Drafting and Design, and Chemical Technology--- are waiting for your **decision and determination!**

**Call now for more information:**

**Coordinator of Support Services**

**806-335-2316, ext. 253**

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\* Funded by Carl D. Perkins Vocational Education Act

## **The Women's Resource Center\* offers:**

Single Parent Services  
Child Care Assistance  
Financial Aid  
Counseling/Mentoring  
Tutoring  
Career Placement  
Services for the Disabled  
Housing  
...and more!



Texas State  
Technical College  
Amarillo

Student Contract for Child Care Services

TSTC - AMARILLO

I, \_\_\_\_\_, fully understand that:

1. I must remain a full-time student (12 hours or more) at TSTC-Amarillo and maintain a cumulative 2.0 grade point average to receive child care assistance.

2. TSTC-Amarillo will pay for child care services only during the time that I am in attendance to class, involved in a training activity related to my program of study or working. (A work place phone number must be given to the care provider).

3. I have received a copy of the TSTC child care assistance schedule. I agree to pay the balance due and owed to the child care provider each month and in a timely manner.

If my provider does not choose to enter into an agreement with TSTC, I must pay the full amount to the provider and be reimbursed the following month by TSTC according to the monthly child care assistance schedule.

4. I agree to provide the Director of Guidance and Counseling a copy of my class schedule by the end of the 3rd class day of the quarter and will report changes as they may occur.

5. I must inform the Coordinator of Support Services of my needs for continued child care 2 weeks prior to the end of each quarter that I am enrolled.

6. I agree to contact the day care provider of any and all absences and understand that an unexcused absence with a duration in excess of 5 consecutive days may result in the termination of child care assistance.

7. Child care assistance is subject to cancellation when funds are no longer available.

8. TSTC-Amarillo is not liable or responsible, under any circumstances, for accidents involving my child.

9. I further agree to bear any personal expense incurred due to accidents.

10. I must provide proof of financial need, upon request, as is required by the funding agency.

TSTC-Amarillo:

Student:

\_\_\_\_\_

\_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

### INSTRUCTIONS FOR COMPLETING CHILD CARE ASSISTANCE APPLICATION

1. Complete Child Care Assistance Application and return to Student Services. All questions must be answered in order for application to be considered. This is the **YELLOW** form.
  - a. You will need to furnish Student Services with the most recent copy of your Financial Aid award letter  
  
or authorization for expenses to be paid by the Texas Rehabilitation Commission (TRC)  
  
or authorization for expenses to be covered by the Job Training Partnership Act (JTPA).
  - b. A letter of recommendation from the Program Chair of your department. An exception to this may be new students enrolling at T.S.T.C.-Amarillo for the first time.
2. It is up to the student to make their own selection of the day care provider to be used. A list of day care centers willing to contract with T.S.T.C.-Amarillo is provided. An additional list of all C.C.M.S. vendors is also available. It is the student's responsibility to furnish the provider of their choice with the **Request for Services (PINK form)** if day care services are needed **immediately**. The day care provider will need to complete this form and return it to T.S.T.C.-Amarillo either by mail or by the student. A contract will be negotiated with the day care provider as soon as possible.
3. Sign, date and return the Student Contract (**TAN form**) to Student Services once day care arrangements have been made.





**TEXAS STATE TECHNICAL COLLEGE  
STUDENT PRIORITY SERVICE MATRIX  
SEX EQUITY, CHILD CARE AND SUPPORT SERVICES**

SOCIAL - ECONOMIC FACTORS

STUDENTS MAJOR	SOCIAL - ECONOMIC FACTORS											
	11	10	9	8	7	6	5	4	3	2	1	
NON-TRADITIONAL												
TRADITIONAL												

SINGLE PARENT  
 DISPLACED HOME MAKER  
 ETHNIC MINORITY  
 FINANCIAL AID RECIPIENT  
 AFDC / FOOD STAMPS  
 CLIENT TRC, JTPA  
 HANDICAPPED  
 1ST GENERATION COLLEGE STUDENT  
 ENGLISH AS A 2ND LANGUAGE  
 HIGH SCHOOL DROPOUT

APPLICANT'S NAME \_\_\_\_\_

DETERMINED BY \_\_\_\_\_

310

TOTAL SCORE \_\_\_\_\_

DATE \_\_\_\_\_

311

## Rolling Plains Equity Program

### ➤ History of Program

Child Day Care Assistance has been provided to qualified students at Texas State Technical College-Sweetwater either on campus or at specified day care sites for approximately ten years.

In 1991, the program received a Carl Perkins discretionary grant award so that the program could be expanded to meet rising needs of students who are single parents and displaced homemakers. The project was developed in conjunction with a local non-profit, community action program which is designated as the area Child Care Management Services coordinator by the Texas Department of Human Services. Now in its second year of operation, the project is being expanded again to meet additional needs of students in the program. Other students on campus who are qualified for assistance receive child care services through Carl Perkins Basic Grant funds but are not included in the information on the Rolling Plains Equity Program.

### ➤ Goals

To continue the Child Day Care portion of the project according to the procedures established during the 1991-1992 program year.

To provide for the initial establishment of many of the special services identified as currently lacking by student surveys and interviews.

To provide avenues to equity information and referral networks.

To provide specialized counseling and academic tutoring.

To provide a lending library of textbooks for programs with high concentrations of qualified Special Populations students.

### ➤ Impact

It is predicted that by providing financial help in the area of child care, continuous psychological support (self-esteem, motivational, self-confidence, etc.), and active participation by the director/counselor that the entrance to and successful completion of Texas State Technical College-Sweetwater will be enhanced. The impact of the program is tracked and analyzed through statistical surveys, computer data entry, and personal contact with the Equity Program Counselor.

### ➤ Number/Roles of Staff Involved

One part-time (20 hours/week) counselor, access to grant professional, and access to part-time clerical help as needed.

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Urban      Suburban      ✓ Rural  
Number of Students Enrolled, Fall 1991:  
Credit: 715  
Continuing Education (Non-Credit):  
Number of Students Served (SP/DH/SPW): 48

300 College Drive  
Sweetwater, Texas 79556

Contact: Carole Patterson  
(915) 235-7415

➤ **Characteristics of Students Participating in Programs**

Determination to better self (as exhibited by their making the effort to enroll in the first place).

History of low self-esteem (greatly improved by entering and completing even one quarter successfully).

The majority of students in the program receive help from AFDC, JTPA, or TRC.

➤ **Outside Recognition**

➤ **What Makes This Program Unique and Effective?**

The personal involvement on the part of the director with each student in the program makes this an effective program. Included are advice/counseling to abused females, study skills classes, and recognition of good grades.



## Initial contact -

1. Intake application is completed in person giving the director the opportunity to make initial contact and establish a relationship as counselor and advisor thus being in the position to facilitate the completion and quality experience of student's education.

The two basic criteria, after status of single parent, pregnant female, displaced homemaker or non traditional student is determined, is eligibility for Pell Grant and qualification for total or partial help from Child Care Management Services. As these two areas have been researched and guidelines established it was considered that to duplicate would not be an efficient endeavor.

At this point in the interview referral to other agencies can be extremely important. Close contact and rapport with Texas Rehabilitation Commission, Job Training Partnership Act, Aid to Families with Dependent Children-Up, Medicaid, Food Stamps must be maintained in order to detect if student is eligible for help from any of these sources.

2. Once eligibility is determined the student has another personal interview during which time the terms under which they agree to operate are discussed. (See enclosed form) The regulations on this form are designed to maintain personal contact throughout the program with the coordinator, emphasize the responsibilities the student has concerning continued participation in the child care assistance program, and the responsibilities of both counselor and student to maximize the overall development of the student.

The personal tracking of each student including grades, attendance, participation in extra curricular activities, and seminars and personal counseling in the areas of stress management, child development, and self esteem all serve to help develop well rounded human beings.

3. Quarterly Interview (See attached)

Name \_\_\_\_\_ Program \_\_\_\_\_ GPA \_\_\_\_\_

I understand that to continue participation in the TSTC Child Care Program:

Show proof of Pell Grant

Call Child Care Management Services at least once a month to check on my status with them. I understand that if they pick me up for participation in their program I have the right to refuse; however, this disqualifies me from participation in TSTC's program.

I must attend all called meetings during the quarter.

I must check with Mrs. Patterson before my class or program changes, before any changes in my daycare situation, and before registration each quarter.

I will maintain a 2. GPA or be subject to losing my benefits in this program.

I will inform Mrs. Patterson of any significant financial or marital changes.

I understand that benefits are covered for only one program which must be finished in the time frame as per catalog.

I understand that my bill for the past quarter is \$ \_\_\_\_\_

I estimate that my bill for this quarter will be \$ \_\_\_\_\_  
(these last two provisions help create an awareness of the cost of an education and the responsibilities of the student to progress as efficiently and productively as possible)

THIS FORM IS TO BE FILLED OUT EACH QUARTER IN PERSONAL INTERVIEW

## Women in Technical Education

### ► History of Program

The Texas State Technical College at Waco's Women in Technical Education program is networking to make a difference! A difference in technical education, a difference in the workplace, a difference in the lives of women, a difference in the lives of their families, a difference in the city, county, state and even the nation. The Women in Technical Education has been networking with social agencies within the ramifications of Texas to make a better life for themselves and their families. These services are offered to all women, be they young, middle-aged or older, rich or poor.

Through the dedicated efforts of the center staff and campus volunteers, services have been provided for recruiting the prospective student and increasing retention of enrolled students. Recruitment of special populations such as GED participants, teen pregnancy participants, and various other women's groups with special attention given to clients of the Texas Department of Human Services. In addition, we are implementing a program to address the image of technical education through awareness seminars and campus tours for grades K-12.

Retention is the key to success and eventual graduation of this population. Extra efforts have been given to producing quality workshops, seminars, support groups, women's fairs, symposiums, open forums, and interaction with other local college campuses. Combined efforts of the Women in Technical Education program with campus housing and Student Activities has served to increase our retention activities. More and more faculty members are not just referring their problem students but are working in conjunction with the Women's Resource Center Director to work out problem situations.

The addition of child care to the Women in Technical Education program has given us another vehicle in which to attract and retain the female student. Through the offerings of this program 43 students are being assisted with child care payments. These students have an average of two to three children each. Mandatory quarterly orientations and seminars are held for these recipients.

The wonderful facility that now houses the women in Technical Education is one of the greatest gifts and incentives for women, their spouses, families and any other prospective or present day students. The campus and community support in helping to develop this resource facility and wholesome atmosphere has been phenomenal.

In addition to the wonderful facility, recruiting and retention strengths of the center efforts have included:

- Even with the 1991 closing of several programs that largely targeted female populations, enrollment of women has increased from 17% to 21% in 1992
- Networking with other campus departments and their personnel to provide service to enhance recruiting, positive growth and development of our students, and meet the challenging goals and objectives of the Women in Technical Education

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✓ Urban	Suburban	Rural
Number of Students Enrolled, Fall 1991:		
Credit: 3,534		
Continuing Education (Non-Credit): N/A		
Number of Students Served (SP/DH/SPW): 201		

3801 Campus Drive  
Waco, Texas 76705

Contact: Frances Worthey  
(817) 799-3611



- With limited staff support and lack of budgeted finances, much has been achieved that has benefited our students and TSTC in general
- Support, networking system, finances, and contributions from the community
- Using community resources, including social services agencies, day care centers, and medical facilities
- Perseverance, along with a desire to see an increase in female enrollment and a strong desire to see these women graduate, has played a key part in accomplishing many of the goals and objectives of the program
- Support, encouragement, volunteer hours, and financial assistance from campus administration and other employees
- Development of a program model that other campuses wish to use

Shortage of staff is one major obstacle faced by the program. A director and secretary are the only staff employed through the grant funding. Original plans were that the Center would be open from 8 a.m. to 8 p.m. Monday and from 8 a.m. to 5 p.m. Tuesday through Friday. However, the Center is currently open Monday-Friday 8 a.m. to 8 p.m. and most Saturdays. This was an unforeseen obstacle, but there is such an array of activities and demands placed upon the program that more open hours have been required. Progress in some areas is low due to lack of necessary resources. Lack of funding is a problem, and in some cases hinders our productivity.

With all of our strengths as well as our weaknesses, the Women in Technical Education Program still moves onward. We are challenged to do our very best. Further challenges include efforts to:

- Increase the recruiting efforts to involve women in technical education
- Continue strengthening a program for retention that will meet the needs of our students and their families
- Broaden our base of community, state and national networking in order to create an awareness of the need for a "new technician," created through a resource directory
- Enhance our total student packet so it will be even more conducive to meeting the needs of our students
- Improve present services, develop and implement a more comprehensive health services program (seminars, workshops, resource directory, health fair, and networking system that includes medical facilities)
- Improve and implement a comprehensive child care assistance program conducive to meeting our increasing population
- Help promote TSTC as a viable source of technical education and assistance for job placement

Lastly, we are committed to the goals and objectives outlined for the Women in Technical Education program. We envision it maintaining a vital part of the year in technical education, making contributions to the growth, development, graduation and career success of women in a technical environment.

### ► Goals

This three-year development project, Women in Technical Education, is designed to develop and implement a comprehensive model for the recruitment and retention of women at Texas State Technical College Waco. Each component/recruitment and retention has been designed to function with its own goals and objectives. Outcome objectives are stated as:

- To develop a comprehensive program for the recruitment of women in technical education.
- To research, design and implement a multi-purpose program to meet the needs of women in technical education.

➤ **Impact**

Data and analysis, related to quality development of the model and continuous process improvement, involve the creation and use of performance indicators. Performance indicators are measurable characteristics of products, services, processes and operations the college uses to evaluate performance and to track progress. Texas State Technical College Waco will utilize indicators of institutional effectiveness that have been selected by the college as its quality performance indicators:

- Student educational satisfaction
- Student personal development
- Professional development and quality of staff
- System openness and technology leadership
- Student career development
- Staff employment satisfaction
- Ability to acquire resources
- Organizational quality

The Project Director, with assistance from the Director of Institutional Research and the Project Advisory Committee, will assume responsibility for a summative evaluation design that will determine quality outcomes. Upon completion of the three-year cycle, data provided through this evaluation effort will be utilized to validate the process improvements throughout the development period and for dissemination of the quality model.

➤ **Number/Roles of Staff Involved**

1 Director

1 Secretary

3 Texas Department of Human Services (2 Case Managers/1 Clerk)

To be hired by November 1, 1992: 1 Counselor/1 Clerk - position descriptions not available

(Please see attachment)

➤ **Characteristics of Students Participating in Programs**

Implementation processes, designed to travel two distinct paths - recruitment and retention that, ultimately, will merge to provide an integrated system. Recruiting women into technical education involves:

- 1) Career awareness for K-12 girls.
- 2) Image enhancement of technical education.
- 3) Image enhancement of technicians in the Texas workforce
- 4) Articulation of TSTC Waco as a leader in technical education and job placement.

Support services for retention of female students in technical education include, but are not limited to:

- 1) Educational and personal counseling.
- 2) Support for child care.
- 3) Support groups.
- 4) Seminars and workshops to build self-esteem
- 5) An integrated network of local and state agencies and individuals for assistance to women and children
- 6) Support services for handicapped and disabled female students and/or their children

- 7) Mentors in the community supportive to women in school and mentors across the state who will serve as a support system as women graduate and move into the workforce
- 8) A program to sensitize a male-dominated technical environment to the needs and constraints of female students, including enhanced communication, staff development for faculty on gender differences in technical education and enhanced faculty counseling of female students.

Evaluation will be formative and summative throughout the development and implementation of the program.

➤ **Outside Recognition**

Numerous newspaper articles, recognition from Governor Ann Richards for Women's History Celebration at Texas State Technical College Waco, and commendations from community organizations.

➤ **What Makes This Program Unique and Effective?**

Historically, technical education has been a male-dominated environment of both students and faculty. Women in Technical Education is intended to create and implement a comprehensive model for the recruitment and retention of women at Texas State Technical College Waco. Further, this program will emerge as a dynamic model for Texas and the nation through ongoing research and analysis to identify those variables that are most significant in the achievement of successful outcomes for women in technical education. Knowledge acquired, as well as processes developed, programs and publications created through this endeavor will first be disseminated and diffused throughout the Texas State Technical College system and then to other technical environments as appropriate.

## LINKAGES

### **\*TEXAS DEPARTMENT OF HUMAN SERVICES**

Monthly counseling sessions were established in September, 1991 whereby a case manager was placed in the Women in Technical Education facility. These sessions provided services to an average of 39 students per visit. Networking has caused an agreement between this agency and TSTC for two case managers and one clerical person to be housed in the Women in Technical Education program full time. The agency will provide on site counseling, services for AFDC (Aid to Families with Dependent Children), AFDC-UP (Aid to Families with Dependent Children), food stamps, Medicaid, transportation allowances and child care.

### **\*WACO HOUSING AUTHORITY** Family Self-Sufficiency Housing

This program provides monthly rental assistance for approved student housing. Students have the option of staying on the program up to five years. The students must maintain a 2.0 Cumulative Grade Point Average, attend support groups and other mandatory seminars and workshops. The object is to assist the students in moving from co-dependency to self-sufficiency.

### **\*TEXAS STATE TECHNICAL COLLEGE WACO - FINANCIAL AID OFFICE**

This has been a vital part of the Center's growth and development. This campus office provides scholarships, emergency loans, tuition loans, book loans, financial counseling and general financial assistance.

### **\*CENTER FOR ACTION AGAINST SEXUAL ASSAULT**

This center works to promote the prevention of rape and sexual assault. They provide counseling, lectures, self defense demonstrations. Through our networking, they provide quarterly seminars for our students. The agency keeps us stocked with brochures and other noteworthy literature.

### **\*SALVATION ARMY**

This social service agency has been most helpful in assisting students with delinquent rent payments. They also provide food vouchers, shelter and clothing. Other services include transportation for medical emergency or death in immediate family, bus ticket or gas money for out of town.

### **\*CARITAS**

Numerous referrals have been made to this agency over past years. They offer help with personal needs such as medical prescription vouchers, food, clothing, baby items and psychological counseling, rent, utilities, and transportation. Low cost or free clothing, shoes, and household items.

### **\*ECONOMIC OPPORTUNITIES ADVANCEMENT CORPORATION**

This has been one of our new found referrals for immediate assistance with emergency shelter, delinquent rent, food vouchers, medical prescriptions payments, and utility bills.

### **\*CENTRAL PRESBYTERIAN CHURCH**

A wonderful additive to our resource directory, this church has given seven scholarship loan for the spring quarter, 1992. They have also provided a family with furniture and counseling services. The loans are used for books and tuition.

### **\*CHILD CARE MANAGEMENT SERVICES**

Through the linkages of DHS and the Women in Technical Education Program a comprehensive program for the referral of our students for child care assistance has been development. Students are utilizing this program daily and the almost immediate services is an incentive to our students. In addition, we have developed a working relationship with most day care providers. Child Care Management Services has met three times at the Center. Meetings included a mandatory meeting for day care providers in McLennan county and surrounding counties.

### **\*\*CENTRAL TEXAS WOMEN'S ALLIANCE**

The Mentoring Program is in full blossom. This program is in conjunction with the DHS, TSTC and McLennan Community College. and the CTWA. The continuous efforts of the mentoring program has provided support to a number of our students and an encouragement marker to prospective enrolle. This program has helped women move with assurance toward self-sufficiency. In to the mentoring program, the CTWA and TSTC Women in Technical Education program has worked together with various other related women's groups to enhance the awareness of the role of women in history. Further work has been done in support of women, their needs and most importantly their education and success.

### **\*\*RESOURCE DIRECTORY**

A directory of available resources has been developed with the needs of women and their families in mind. This publication includes help for medical, housing, counseling, financial, child care and more. It has a listing of on and off campus resources.

**COOPERATIVE AGREEMENT BETWEEN  
TEXAS STATE TECHNICAL COLLEGE WACO  
AND  
TEXAS DEPARTMENT OF HUMAN SERVICES, REGION 06**

**RESPONSIBILITIES:** The parties agree to carry out the following responsibilities:

**A. Referral:**

The Texas Department of Human Services will refer clients to TSTC for education, using 2706.

**B. Information Exchange:**

TDHS will use the 2706 referral form.

**C. Reporting:**

1. TSTC agrees to make information accessible to TDHS for compilation of weekly attendance report of TDHS AFDC clients including those who were not directly referred by TDHS staff.
2. TSTC agrees to provide to TDHS enrollment information on all TDHS AFDC clients including those who were not directly referred by TDHS staff.

**D. Services:**

1. TDHS will provide supportive and follow-up services to its clients as prescribed to TDHS prior to, during, and after termination from community based services.
2. TSTC will provide all applicable educational services, including remediation and/or GED testing.
3. TSTC will provide enrollment, attendance, and completion reports of AFDC clients on a weekly basis to TDHS, using a form to be designed and/or agreed upon by both agencies. Ronnie Higgs, Director of Financial Aid, TSTC Waco, will be responsible for facilitating this information.
4. Frances Worthey, Director of Women's Resource Center, and Ramona Randolph, Secretary, will serve as contact persons for TDHS caseworkers and clients.

# WOMEN AND TECHNOLOGY

## Group provides help for harried students

By JILL PETRI  
Tribune-Herald staff writer

A club that began to help new female students has become a support group for all Texas State Technical College students.

Women on the Move was the brainchild of four female TSTC students who wanted to help others make an easier transition into college life.

"We originally started it to help newcomers through registration and tell them what aids were available to them," said fourth-quarter student Tommy Miller.

"What it has turned into is like a support group," Miller said. "We're trying to get it together to be a family-oriented group. Not just for women, but for families."

Through the Women's Resource

■ Junior high girls explore math, science opportunities/1C

Center at TSTC, the club is putting together activities for other students.

Child care, textbook loaning and food bank programs are some of the projects the group has put into practice.

"We want to benefit the family emotionally, financially and physically," Miller said. "If they're out of food, we want them to know they can come to our group for assistance."

Coming together for assistance and support is not always easy for people to do, said Annette Delgado, a fourth-quarter student.

"When you've just hit that brick wall and you don't have time to do

things with your family and study, you need somewhere to turn," Delgado said.

Without an outlet, stress for students can sometimes result in dropping out of school, said Frances Worthey, the director of the Women's Resource Center. For a single parent, going to school may be the first thing to be dropped from a busy schedule, she said.

"We're here to help better prepare people not only in education and the workforce, but in family and family training," Worthey said.

"We're here to help them answer the question, 'How do I balance the world of work and school and family and still have time for myself?'" she

Please see SUPPORT, Page 12A

## SUPPORT

Club offers help to busy TSTC students

□ From Page 1A

said.

Survival skills classes covering topics such as time and money management help the people who seek help from the center, Worthey said.

Tutoring and mentoring programs are also being established through the club at the center.

"They are role models, and they are helping other women and their families," Worthey said of the club members.

Some of the single mothers said they try to encourage others like themselves to enroll at the school.

Miller said the affordable, hands-on training pays off in the

end. But she said she also understands the fear of going back to school.

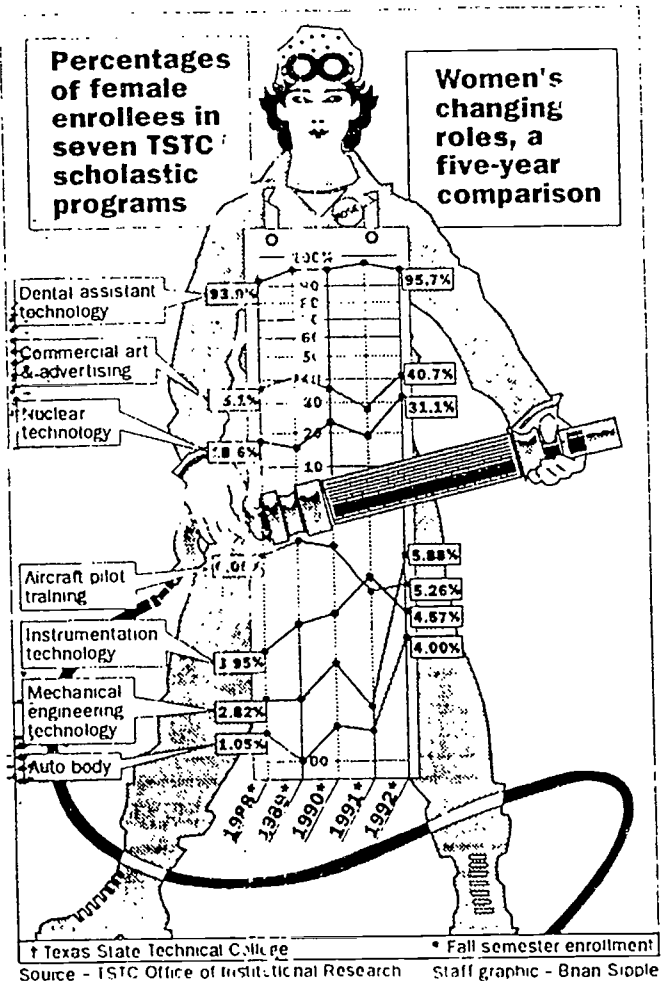
"I'm a single parent with three children, and you can't make a living on \$4.25 an hour," she said.

"I was so scared my first day in class I was almost in tears," she said.

Along with seminars and workshops, the center offers a "refuge" for women and their families, Worthey said.

"Whatever their walk in life is, we're here to be a support for them," she said. "The club is another means of support, and we do work together to help all of our students."

"Technical education is exciting," she said. "It's alive, and it's calling each day to men, women, single parents and families. The club is sending out that message, and the center is the deliverer. It's just bringing a certain amount of joy to our campus."





Staff photo — Rod Aydelotte

Frances Worthey (standing right) visits with those who took part in after-dinner activities Thursday at the Texas State Technical College Women's Resource Center.

# Resource center at TSTC geared to women's needs

By JANA COLLIER  
Tribune-Herald business editor

Texas State Technical College was often thought of as a man's institution.

Classes called "aircraft repair" or "electronic technology" didn't appeal to many women in the past.

But the school is changing its image.

It recently opened a resource center geared specifically for women. Officials hope the center will help TSTC recruit more female students and keep them in school until they graduate.

"Look at the workforce," said Frances Worthey, director of TSTC's Women's Resource Center. "The nation's workforce is going to go through dramatic changes in the 1990s. A larger number of people are retiring, and businesses are losing their skilled laborers. The time has come for them to tap their resources. Who's out there? Who's available? Women.

"Therefore, to prepare for the nation's workforce, we need to take a look at our resources," she said.

Worthey said TSTC organized a group of women about two years ago to consider what the school

could do to attract more female students.

The group concluded that women — usually the primary caretakers for their families — had specific problems the school wasn't solving, Worthey said.

Female students and single, male parents need extra support to get through college, she said. In addition to the stress of college, they have families to care for, Worthey said.

In addition, women who enter traditionally male fields need emotional support, she said.

"Once we get these women here, what happens to them?" Worthey said. "A lot of these women have never worked outside their homes. They don't have the skills they need or the finances."

The group received a grant and started operating a women's center in July 1990. However, the grant did not cover the cost of a building.

This month, the Women's Resource Center moved into its own facility at 3801 Campus Drive. The facility has rooms for meetings and seminars, as well as a nursery and a kitchen.

The center offers seminars on

building self-esteem. It teaches parenting and survival skills and offers a mentoring program that pairs female students with women who are leaders in the community.

The center also offers family counseling and children's services and is working to make faculty members more aware of the problems female students face, she said.

The center even helps students get money to continue their educations and helps needy families find shelter or food.

TSTC hopes to use the women's center as a recruitment tool.

"We want to address the image of technical education," Worthey said. "We want to get into the minds of these young people, and eventually, we hope to get some of them as students. We want them to know that women have a place on this campus."

About 17 percent of TSTC's student population is female, she said.

"That's going to grow much more in the future," Worthey said.

"I think this is one of the most exciting opportunities," she said. "Seeing a woman in a period of transition who comes in lacking self-confidence and watching her grow — that's what it's all about."



## Career Planning and Increased Academic Skills for the Single Parent/Displaced Homemaker

➤ **History of Program**

Services for the target population have been provided since 1984 with one full-time staff person. A part-time counselor was hired in 1989, and in 1992, three additional full-time staff members were added. The counselors for career planning and placement provide specialized programming and resources.

➤ **Goals**

To provide career counseling and guidance by providing SIGI Plus (computerized career guidance program) and a career counselor for additional counseling. To provide increased academic skills through self-paced computer tutorials. To provide academic support such as free professional tutoring, free peer tutoring, computer assisted instructional tutoring, study skills handouts, and appropriate audio/video tapes.

➤ **Impact**

Usually someone's first visit to our office is to use SIGI Plus for career guidance or to see a counselor. Then they either see first-hand what all we have to offer or they are told by the counselors. Since SIGI Plus, CSR tutorials, WordPerfect, Special Populations/Career Planning media resources are centrally located, any student who comes in for one specific service is quickly introduced to all the other services by seeing other students use them. They often return to use one of the other services.

➤ **Number/Roles of Staff Involved**

Counselor/Director, Support Services  
Special Population Counselor  
Outreach Counselor  
Tutor/Study Skills Manager  
Counselor/Director, Career Planning  
Counselor/Director, Career Placement  
Financial Aid Technician

➤ **Characteristics of Students Participating in Programs**

Non-traditional, economically or educationally disadvantaged students who are motivated to move beyond the boundaries that previously barred them from achieving stability in their lives.

➤ **Outside Recognition**

Appeared on "City Scope" television program. "You Can Do It" program began in the summer of 1992 at Tyler Junior College to assist at-risk high school seniors and GED graduates interested in attending college. Excel Peer Tutoring has received national certification.

---

✓ Urban      Suburban      Rural  
Number of Students Enrolled, Fall 1991:  
Credit: 8,489  
Continuing Education (Non-Credit): 5,600  
Number of Students Served (SP/DH/SPW): 398

P. O. Box 9020  
Tyler, Texas 75711

Contact: Dr. Vickie Geisel  
(903) 510-2395

► **What Makes This Program Unique and Effective?**

Our program is unique and effective because we have an outreach counselor to recruit potential students. The financial aid technician works individually with students to assure accurate completion of financial aid applications. Our child care and tutoring programs are both computerized. We also have available, at no cost to the potential student, the SIGI Plus for career exploration and CSR for increased academic skills.

## Support Services for the Single Parent/Displaced Homemaker

➤ **History of Program**

Services for the target population have been provided since 1986. Services were provided with one full-time staff person until 1989, when a part-time counselor and a special population counselor were hired to recruit and oversee the services for the target population.

➤ **Goals**

To expand the established marketing campaign for continued recruitment of the target population (i.e., flyers, brochures, outreach video, and community presentations). To inform identified target population about deadlines for services concerning child care and transportation assistance. To award funds, monitor eligibility and oversee payment to child care providers and students receiving transportation reimbursement.

➤ **Impact**

Enables student to have a choice in child care, allowing the student to attend classes. Provides the student access to training and education to upgrade and/or develop marketable job skills.

➤ **Number/Roles of Staff Involved**

Counselor/Director, Support Services  
Special Population Counselor  
Outreach Counselor  
Tutor/Study Skills Manager  
Counselor/Director, Career Planning  
Counselor/Director, Career Placement  
Financial Aid Technician

➤ **Characteristics of Students Participating in Programs**

Non-traditional, economically or educationally disadvantaged students who are motivated to move beyond the boundaries that previously barred them from achieving stability in their lives.

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P. O. Box 9020  
Tyler, Texas 75711

Contact: Dr. Vickie Geisel  
(903) 510-2395

➤ **What Makes This Program Unique and Effective?**

The position of outreach counselor provides the means for informing the target population as well as community agencies. This also allows for providing students with knowledge of community resources and alternative services. The financial aid technician works individually with students to assure accurate completion of financial aid applications. The computerized system provides a means of ranking eligible students for services, monitoring academic eligibility, tracking participants and processing payment to vendors.

## SUCCESSFUL PROGRAM ACTIVITY

- 1) **ACTIVITY NAME**  
SCANTRON DATA GATHERING AND TRACKING OF CARL D. PERKINS STUDENTS
- 2) **GOALS**  
To maintain a computerized statistical database of individuals served by the support services office.  
To generate data required in reports from funding sources.  
To evaluate the needs and services required by students.  
To monitor progress and academic outcome of students participating in support services programs.  
To modify and expand support services programming based on information generated by the data.
- 3) **IMPACT**  
Each time an individual comes to support services a scantron is completed. Information such as name, address, social security number, date, etc. is coded. Each scantron form has a boxed area titled FOR OFFICE USE ONLY. The coding identifies the counselor who assisted the individual and the amount of time. It further indicates the nature of the activity and referrals and follow-up information. This form is read and entered into the computer. This data is maintained to provide statistical reports to the Texas Higher Education Coordinating Board with regard to the use of Carl D. Perkins funding.
- 4) **CHARACTERISTICS OF STUDENTS PARTICIPATING IN THE ACTIVITY**  
Any individual with a special need may be a participant. The special need is defined as those with English as a Second Language, physical, mental and/or learning disabilities, or non-traditional career majors as well as returning adult students, single parents or pregnant females.
- 5) **WHAT MAKES THE ACTIVITY UNIQUE AND EFFECTIVE?**  
The computerization of the data is unique by minimizing staff time in compiling of statistics for reports. It allows flexibility in selecting specific data and characteristics to be examined. It provides the ability to monitor and track the students activities and progress.

# CARL D. PERKINS SURVEY

USE NO. 2 PENCIL ONLY  
 ERASE COMPLETELY TO CHANGE  
 EXAMPLE: (1) (3) (4)

THIS CONFIDENTIAL INFORMATION IS USED FOR STATISTICAL PURPOSES ONLY AND TO PROVIDE INFORMATION AS REQUIRED BY THE TEXAS HIGHER EDUCATION COORDINATING BOARD.

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ ZIP \_\_\_\_\_

MAJOR FIELD OF STUDY \_\_\_\_\_

ARE YOU PRESENTLY ENROLLED? ( ) YES ( ) NO

IF YOU HAVE PREVIOUSLY COMPLETED THIS FORM THIS SEMESTER, JUST FILL IN SOCIAL SECURITY NUMBER AND TODAY'S DATE.

**1. TODAY'S DATE**

0	1	2	3	4	5
6	7	8	9	0	1
2	3	4	5	6	7
8	9	0	1	2	3
4	5	6	7	8	9
0	1	2	3	4	5
6	7	8	9	0	1
2	3	4	5	6	7
8	9	0	1	2	3
4	5	6	7	8	9

**2. SOCIAL SECURITY NUMBER**

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

**3. CURRENT SEMESTER**

FALL	199	0	1	2
SPRING	3	4	5	
SUMMER I	6	7	8	
SUMMER II	9			

**4. WHERE WILL YOU BE ATTENDING CLASSES?**

MAIN CAMPUS  
 RTDC  
 OFF-CAMPUS (OUT OF TOWN)

**5. IS ENGLISH YOUR SECOND LANGUAGE?**

YES  
 NO

**6. MARK IF YOU HAVE TAKEN AND PASSED:**

THE GED  
 TEAMS/TAAS

**7. DO YOU THINK YOU MAY NEED INFORMATION OR SPECIAL ASSISTANCE DUE TO A:**

LEARNING DISABILITY  
 PHYSICAL DISABILITY

**8. MARITAL STATUS**

SINGLE (never married)	MARRIED
SEPARATED	DIVORCED
	WIDOWED

**9. ARE YOU RECEIVING OR SEEKING FINANCIAL ASSISTANCE: (MARK ALL THAT APPLY)**

PELL GRANT  
 ETI/JTPA  
 AFDC  
 TRC  
 CFB  
 SCHOLARSHIP  
 STUDENT EMPLOYMENT

**10. Are you a man or woman seeking training for employment in a position usually occupied by the opposite sex (a non-traditional job)?**  
 Example: male nurse, female welder

( ) Y ( ) N

**11. Are you retraining for a midlife career change?**

( ) Y ( ) N

**12. Have you worked primarily in the home and need to improve or develop marketable skills (a homemaker)?**

( ) Y ( ) N

**13. Have you primarily devoted yourself to making a home and been left alone because of separation/divorce, death, or an absent spouse (a displaced homemaker)?**

( ) Y ( ) N

**14. Are you a person who is unmarried or legally separated and has sole or joint custody of minor children (a single parent)?**

( ) Y ( ) N

**If Yes:**

Number of Children: ( ) 1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( ) 6 ( ) 7 ( ) 8

Ages: ( ) (Under 1) ( ) 1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( ) 6 ( ) 7 ( ) 8 ( ) 9 ( ) 10 ( ) 11 ( ) 12 ( ) 13 ( ) 14 ( ) 15 ( ) 16 ( ) 17

**FOR OFFICE USE ONLY**

A ( ) 1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( ) 6  
 B ( ) 1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( ) 6  
 C ( ) 1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( ) 6  
 D ( ) 1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( ) 6  
 ( ) 7 ( ) 8 ( ) 9 ( ) 10 ( ) 11 ( ) 12  
 ( ) 13 ( ) 14  
 E ( ) 1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( ) 6  
 F ( ) 1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( ) 6  
 G ( ) 1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( ) 6  
 H ( ) 1 ( ) 2 ( ) 3 ( ) 4 ( ) 5 ( ) 6  
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Revised, January 1991

Tyler Junior College

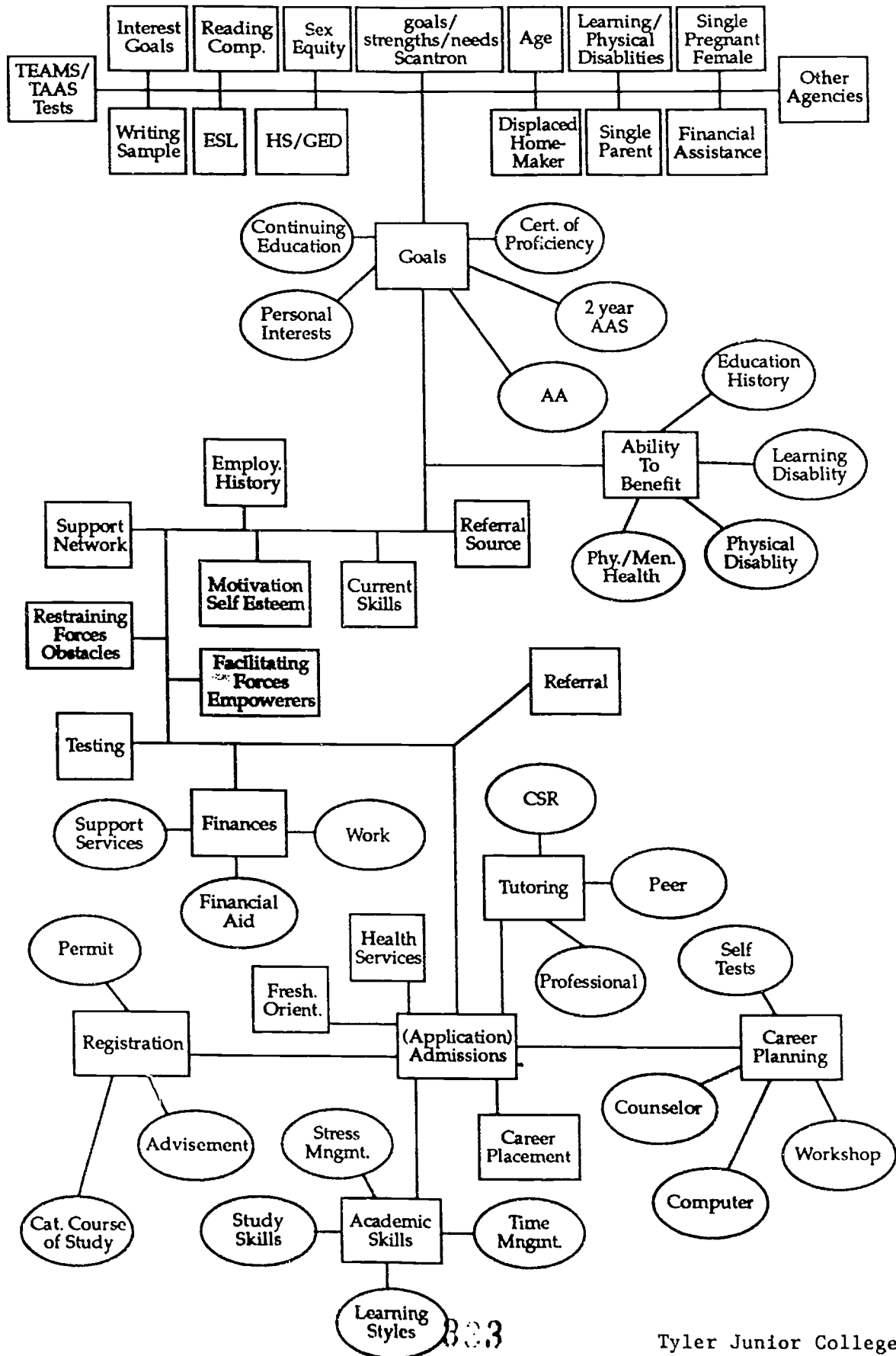
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 SCANTRON CORPORATION 1991  
 ALL RIGHTS RESERVED U.S. PAT. NOS. 4,800,039 & 3,900,861  
 011-0505-1



## SUCCESSFUL PROGRAM ACTIVITY

- 1) **ACTIVITY NAME**  
SUPPORT SERVICES INTAKE ASSESSMENT GUIDE
- 2) **GOALS**  
To provide a concise and simple guide for a counselor to use in obtaining intake information on first appointment with student or prospective student. To facilitate the process of assessing the individual's life/educational skills, and ability to mobilize internal and external environmental resources to achieve their educational goals.
- 3) **IMPACT**  
If used effectively, pertinent data may be gathered with more accuracy and depth than a written intake sheet filled out by the student. It guides the counselor not only in gathering information on the student's present situation, but gives clear view of student's goals, facilitating forces and restraining forces affecting goal achievement as well as guiding the process of academic counseling in all of its varied facets. Most importantly, the student or prospective student is seen as a competent participant in her/his goal/education exploration and achievement process.
- 4) **WHAT MAKES THE ACTIVITY UNIQUE AND EFFECTIVE**  
This Intake/Assessment Guide helps the counselor to ask the student to tell her/his story in a very simple, positive, non-judgmental, straight forward manner. It requires that the counselor be a skilled integrator and an agent of action not just a compiler of data. It is more like counseling and less like assessment; more like a conversation and less like a test. This guide can be broken down into three major phases:
  - Phase I: The first phase is comprised of top block of information on the flow chart. This information is gathered from the Perkins scantron form which all students seeking services must fill out. This information serves as the basis from which to interview the student.
  - Phase II: The second phase targets the information from the "Goals" block to the "Referral" block. This comprises the bulk of the initial interview. It also serves to remind the student and counselor of areas that may need to be addressed later in the educational/counseling process.
  - Phase III: The third phase is the information surrounding the "Application/Admissions" block. These are items that the student must be aware of and that she or he may wish to address and access as part of her/his academic experience.

# Support Services Intake Assessment Guide





## SUCCESSFUL PROGRAM ACTIVITY

- 1) **ACTIVITY NAME**  
COMPUTERIZED CHILDCARE RECORDS AND PAYMENT SYSTEM
- 2) **GOALS**  
To have a fair equitable method of determining eligibility. To provide an efficient method of tracking applicants and identifying participants. To notify participants of special notices and events during the semester.
- 3) **IMPACT**  
The computerized points system assures a fair and impartial award of services to those in most need. The database allows all applicants to be informed of their status and advised of other programs available to meet their needs. In addition, applicants and participants can be easily informed of reminders and events through telephone campaigns or mailings. Child care facilities are generated payments on a monthly basis, thus providing accurate records of student status. This enables close monitoring of students' progress, allowing for intervention early enough to produce a successful academic outcome.  
  
Through this system, the student assumes responsibility for deciding and arranging child care. As funds are paid directly to the child care facility, the misuse of funds is minimized. Payment for services is accomplished in a timely fashion with minimal paperwork.
- 4) **NUMBER/ROLES OF STAFF INVOLVED**  
There are two (2) possibly three (3) staff. The outreach counselor who supervises and reviews the applications, records and payments. The secretary who arranges for data entry and processes payment vouchers. Occasionally, a student assistant who may do data entry or assist in special mail outs or telephone campaigns.
- 5) **CHARACTERISTICS OF STUDENTS PARTICIPATING IN PROGRAMS**  
Students are economically disadvantaged, single parents who have returned to school to acquire marketable skills allowing them to become self-sufficient.
- 6) **WHAT MAKES THE PROGRAM UNIQUE AND EFFECTIVE?**  
The use of dBase IV to compute points in determining eligibility, maintain records of participants and generate mailing lists and telephone numbers is unique application to Carl D. Perkins funded programs. This minimizes administrative time allowing the outreach counselor more time to interact with participants and community agency representatives. This interaction provides the opportunity to access and meet other needs of students to assure academic success.

## New Beginnings

### ➤ History of Program

The idea for New Beginnings was conceived in 1990 in response to the problem of support funding for current VRJC students and for graduates of the Family Literacy Program in Vernon. The Family Literacy Advisory Board and VRJC single parents were questioned as to what services were needed before the Special Services Coordinator wrote the grant.

### ➤ Goals

- 1) To inform single parents and displaced homemakers of vocational education programs, support services, and career counseling at VRJC.
- 2) To help single parents and displaced homemakers obtain marketable skills.
- 3) To make vocational education and training more accessible to economically disadvantaged single parents and displaced homemakers.

### ➤ Impact

In the first year of the program (7/1/91 - 6/30/92), New Beginnings served 265 vocational single parents and displaced homemakers of the 304 enrolled. Most of these students were served through tutoring and seminars, but a large number received textbooks (78), child care (21) and transportation (17). Many New Beginnings students told the newspapers and other interviewers that they would not have been able to continue their education without the support of New Beginnings.

### ➤ Number/Roles of Staff Involved

Nine staff members are actively involved with the New Beginnings Program:

- 1 Special Services Coordinator (Grant Director)
- 3 Learning Lab Coordinators at 3 sites
- 1 Seminar Facilitator
- 3 Vocational Counselors at 3 sites
- 1 Placement and Follow-Up Coordinator.

Other college staff members, including the Executive Dean of Instruction, assist the program periodically.

### ➤ Characteristics of Students Participating in Programs

Low self-esteem, financially needy, low basic skills level, stressed to the max and concerned about their children.

### ➤ Outside Recognition

To date, three newspaper articles have been written and one television program has been produced about the New Beginnings Program.

---

Urban	Suburban	✓ Rural
Number of Students Enrolled, Fall 1991:		
Credit: 1,800		
Continuing Education (Non-Credit): 6,523		
Number of Students Served (SP/DH/SPW): 265		

4400 College Drive  
Vernon, Texas 76384

Contact: Deana Lehman  
(817) 552-6291

► **What Makes This Program Unique and Effective?**

This program is unique in that it offers a continuity of services for students from high school through the GED to post-secondary education. It is also unique in that the communication between the Department of Human Services, several of the local churches, JTPA, the County Extension Agency, the local literary club and the Texas Rehabilitation Commission is constant and cordial. This joint effort coordinates services so that more students are served and "double-dipping" is eliminated.

New Beginnings also has a model transportation program. VRJC contracted with a community-based organization which caters to individual student schedules as much as possible. There are two to three different arrival times and two departure times to accommodate students. Also, this van delivers parents and their children to the daycare centers, if needed.

"NEW BEGINNINGS" PROGRAM PROVISIONS

(Rev. 7-1-92)

1. Only VRJC students with a declared vocational major or intent to major in vocational education are eligible for benefits.
2. All program benefits will be awarded based on greatest need.
3. Student must have his/her high school diploma or GED. Student must be a single parent with legal custody of child or children or a disadvantaged displaced homemaker.
4. Student must submit to the Special Services Coordinator **all** required documentation in order to receive program benefits. **NO EXCEPTIONS.**
5. Student's benefits will be revoked if he/she rejoins spouse or remarries while receiving benefits from the "New Beginnings" program.
6. Student's benefits may be revoked after an instructor reports that a student's attendance has not been sufficient to maintain normal course progress.
7. Student is required to attend a minimum of three "Success Seminars" or other New Beginnings Seminars offered on his/her campus during the semester he/she is receiving program benefits.
8. Student agrees to abide by all VRJC policies while attending classes at VRJC.
9. A student receiving child care benefits agrees to pay for any child care services incurred outside of actual VRJC class time. \*NOTE\* "New Beginnings" allows student 30 minutes before first class and 30 minutes after last class to deliver and pick up child or children.
10. Student agrees to return all textbooks purchased by "New Beginnings" program at the end of the course or program unless text is consumable (not reusable).
11. Student must apply for and qualify for benefits each semester.
12. Student agrees to return all textbooks and/or unused supplies if program is not completed. Holds will be placed on student's transcripts, grades, and statewide registration privileges if necessary to recover textbooks, supplies, or outstanding child care fees.
13. If a student fails in a chosen program area, the student must show marked improvement for one long semester before being readmitted to New Beginnings.

**BENEFITS OF  
NEW BEGINNINGS PROGRAM**

1. Free tutoring
2. Informational video tapes
3. Free success seminars
4. Free workshops on job keeping/job seeking skills
5. Free textbooks
6. Free transportation from your residence to VJRC(Vernon Campus) and back home
7. Free child care while you are attending VRJC
8. A workstudy position at VRJC
9. Free placement services

All benefits are available at VRJC Vernon Campus

PENDING APPLICATION FORM

Before your "New Beginnings" Single Parent/Displaced Homemaker application can be considered, I will need the following documentation:

1. Written verification from your DHS representative of AFDC, Food Stamp, or Medicaid benefits.

OR

1. A copy of all of your children's birth certificates or social security cards, and/or divorce decree (1st page to child support page only).
2. Verification of your gross income for the last two months. (Dated paycheck stubs, letters from employers, any other reliable verification of income).

Failure to supply me with this information may result in the delay or cancellation of your request for funds. If you have any other questions, please call me at 552-6291 in Vernon, or 723-0921 in Wichita Falls or Sheppard Air Force Base.

Thank you,

Deana Lehman

\*\*\*NOTE\*\*\* ALL FINANCIAL AWARDS WILL BE BASED ON GREATEST NEED. FINANCIAL NEED IS BASED ON CURRENT POVERTY LEVEL PROVIDED BY THE DEPARTMENT OF HUMAN RESOURCES.

**NEW BEGINNINGS CHILD CARE INFORMATION**

CHILD CARE CENTER: \_\_\_\_\_ DIRECTOR: \_\_\_\_\_

ADDRESS: \_\_\_\_\_  
 \_\_\_\_\_ PHONE: ( ) \_\_\_\_\_

STATE LICENSED: \_\_\_YES \_\_\_NO DHS REGISTERED: \_\_\_YES \_\_\_NO

HOURS OF OPERATION: FROM \_\_\_\_\_ TO \_\_\_\_\_

INFANT RATE AGE RANGE: _____	1ST INFANT	2ND INFANT
HOURLY RATE		
DAILY RATE		
WEEKLY RATE		

TODDLER RATE AGE RANGE: _____	1ST TODDLR	2ND TODDLR
HOURLY RATE		
DAILY RATE		
WEEKLY RATE		

CHILD RATE AGE RANGE: _____	1ST CHILD	2ND CHILD
HOURLY RATE		
DAILY RATE		
WEEKLY RATE		

METHOD OF BILLING VRJC: BIMONTHLY

MINIMUM AGE SERVED \_\_\_\_\_ MAXIMUM AGE SERVED \_\_\_\_\_

ADDITIONAL LOCATIONS \_\_\_\_\_

ADDITIONAL INFORMATION \_\_\_\_\_

APPROVED: \_\_\_\_\_ DATE \_\_\_\_\_  
 Signature of Day Care Director

APPROVED: \_\_\_\_\_ DATE \_\_\_\_\_  
 Signature of New Beginnings Director

STATEMENT OF FINANCIAL RESOURCES

I affirm that the financial information I have provided the Vernon Regional Junior College Special Services Coordinator is accurate and that I have no other financial resources at this time.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Social Security Number

\_\_\_\_\_  
Date

STATEMENT OF UNDERSTANDING

I have read and agree to comply with the New Beginnings Program Provisions. I understand that failure on my part to comply with any of the provisions could result in loss of any or all benefits provided to me by the New Beginnings Program.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



FOR PRIORITY DELIVERY OF SERVICES

Name: \_\_\_\_\_

I.D. #: \_\_\_\_\_

Category of Need	Value	Assigned Value
1. Number of children 5 or under a. 3 or more b. 2 c. 1	5 3 1	---
2. Total number of children a. 5 or more b. 4 c. 3 d. 2 e. 1	5 4 3 2 1	---
3. Economically Disadvantaged a. Pell or other grant b. Welfare	5 1 3	---
4. Physically Disadvantaged a. Multiple b. Single c. Not applicable	5 3 0	---
5. Academically Disadvantaged a. Requires extensive remediation b. Requires minimum remediation	3 1	---
6. Minority	3	---
7. Continuing Postsecondary Student a. Last semester b. Last year c. First year, second semester	5 3 1	---
8. Full-time Part-time	5 1	---
9. Student Objectives a. Job/Degree b. Better job/skills development	3 1	---
10. Career transition or displaced homemaker	5	---

Total Points

11. I recommend this student for receiving student services support.

\_\_\_\_ Yes  
\_\_\_\_ No

Signature

Title

Date

STATEMENT OF VOCATIONAL INTENT

Although I am presently undecided as to which vocational major I will choose, I fully intend to choose a certificate or associate degree in the vocational/technical field at Vernon Regional Junior College in the near future.

I understand that I may be required to reimburse VRJC for some or all of NEW BEGINNINGS funding allocated to me if I do not choose a vocational major.

Signature \_\_\_\_\_

Date \_\_\_\_\_

Intended major \_\_\_\_\_

## The Victoria College Equity Services Project

### ► History of Program

In 1990, Victoria College employed its first Dean of Student Services for the purpose of developing a comprehensive student services program. Each year Victoria College was enrolling increasing numbers of special population students including displaced homemakers and single parents. It soon became apparent that the competing demands of family and college escalated the stress factors for many students, particularly women. If Victoria College was to be successful in retaining and graduating single-parents and displaced homemakers, it would need to implement support services for these women. In fact, community college literature abounds with examples of research that show that people who face substantial financial, scholastic, emotional/personal, and sex bias barriers to higher education are often the most successful in meeting their educational goals when they have financial assistance and personal support.

Therefore, In April of 1991, the Dean of Student Services submitted the College's first Carl Perkins Discretionary Grant application for the purpose of providing these essential services for single parents and displaced homemakers. Victoria College was awarded a discretionary grant for the 1991-1992 Program Year. Through the grant award the College created an Equity Services Division, housed within the Student Services Department. In July of 1991, a Director of Equity Services was hired for the purpose of implementing the proposed Equity Services project. The Equity Services Director submitted the grant proposal for the 1992-1993 Program Year and this grant was funded.

### ► Goals

The primary goals of the Equity Services project are:

- 1) to increase the number of single-parents and displaced homemakers enrolled in vocational/technical preparatory courses, certificate programs, and associate degree programs,
- 2) to increase the retention/completion rates of these target population students by providing essential direct student support services, and
- 3) to ensure that students from targeted populations experience successful educational outcomes enabling them to enter the work force with marketable skills and become self-supporting.

The project goals are accomplished through a series of activities and services including the following:

- 1) a systematic recruitment and publicity plan designed to inform potentially eligible students of the services offered through the Equity Services project,
- 2) designing systematic eligibility criteria to ensure that the neediest students are selected and that each participant's greatest area of need is met,
- 3) providing financial assistance for child care and transportation costs while attending the college,

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Urban      Suburban      ✓ Rural  
Number of Students Enrolled, Fall 1991:  
Credit: 3,411  
Continuing Education (Non-Credit): 389  
Number of Students Served (SP/DH/SPW): 30

2200 E. Red River  
Victoria, Texas 77904

Contact: Margaret Bishop  
(512) 572-6485

- 4) providing drop-in hours for referral counseling,
- 5) maintaining an extensive community resource and referral list and network,
- 6) ensuring that project participants are aware of and take advantage of campus offerings such as tutoring services,
- 7) providing life-skills and community resources workshops, and
- 8) establishing and maintaining a campus-wide atmosphere that is conducive to the success and well-being of single-parents and displaced homemakers.

► **Impact**

The grant funding has permitted Victoria College to develop and implement essential direct support services to assist target populations in overcoming the substantial financial, scholastic, personal, and/or sex bias barriers to higher education.

The formation of an Equity Services Advisory Committee has been a very positive outcome of the project which has resulted in the formation of a reciprocal resource and referral network between Victoria College and local service agencies and organizations.

For the Fall 1991 semester, all support services recipients maintained at least a 2.0 grade point average and several participants made the Victoria College Honor Roll. For the Spring 1992 semester, all but two of our recipients maintained at least a 2.0 grade point average.

Retention rates were high, with only a five-percent withdrawal rate. The three students who withdrew were not failing, but had extensive extenuating circumstances that forced them to withdraw.

Single-parents and displaced homemakers now have an office and personnel where they can request assistance, if needed. They can also come by just to share positive information, if they so desire. All applicants are encouraged to keep us up-to-date. They know that we are here to assist them with personal or academic difficulties and to praise them for a job well done.

► **Number/Roles of Staff Involved**

For Program Year 1991-1992 a three-quarter time project director and a half-time secretary were hired. Very early during the 1991-1992 Project Year it became apparent that a full-time director was needed; therefore, this request was made and approved in the 1992-1993 proposal. The project secretary is still employed for three-quarters of the normal work week.

► **Characteristics of Students Participating in Programs**

Eligible participants are single-parents and/or displaced homemakers enrolled in vocational/technical preparatory courses, certificate programs, or associate degree programs. Victoria College serves single-parents and displaced homemakers from diverse ethnic backgrounds. While Equity Services project participants are from diverse ethnic backgrounds, they have common characteristics and needs. All participants face economic, academic, and personal barriers to post-secondary education and have an essential need for special support services designed to help them overcome these barriers.

In addition to the common thread of need for child care and transportation assistance, most participants present a great need for life-skills enhancement, particularly building positive self-esteem.

➤ **Outside Recognition**

We have not submitted our project or its activities for any exterior awards or recognition. We do, however, consider our most precious award and/or reward to be a positive student outcome, i.e., retention and graduation of a single-parent and/or displaced homemaker.

Several articles on the Equity Services project have appeared in both the campus and community newspaper.

➤ **What Makes This Program Unique and Effective?**

Victoria College's Equity Services project prides itself on establishing and maintaining close personal contact with both prospective and current participants. Equity Services' personnel genuinely know and remember all applicants on a first name basis, not only when seen in the office but also around the campus and in the community. It is truly amazing how much this small gesture means to our students. They are amazed that Equity Services' personnel remember not only their name, but their children(s)' names, what they are majoring in, and other details that are unique to them without referring to a computer screen or a participant checklist. It is a very important component of helping single parents and displaced homemakers rebuild positive self-esteem. Everyone likes to be appreciated and remembered for who they are and what is important to them as an individual.

*Program Maxim:*

Communication is a two-way street, with as much traffic on the listeners side as on the speakers side. To avoid traffic jams, remember to be as good a listener as you are a speaker.

**For More Information**

For more information on any items presented in this brochure, please contact:

Counseling Services for  
Special Populations  
512-572-6414

or

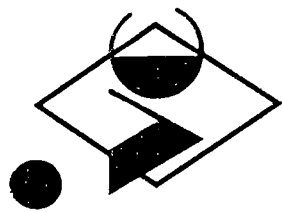
Equity Services  
512-572-6485

The Victoria College  
2200 E. Red River  
Victoria, Texas 77901

**Office Hours**  
Monday-Thursday  
8 a.m. - 4:30 p.m.

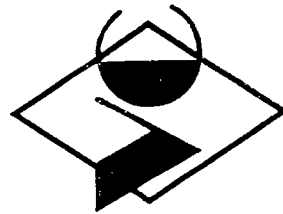
Friday  
8 a.m. - 4 p.m.

The information in this brochure is for informational purposes only. It is not intended to be used as a substitute for professional advice. The information is provided as a service to the community and is not a guarantee of any kind. The information is provided as a service to the community and is not a guarantee of any kind.



# BUILDING Future

SERVICES  
FOR  
SPECIAL  
POPULATIONS



The Victoria College is a community college offering opportunities for intellectual growth, vocational training, and cultural enrichment through general lower-division collegiate programs and technical-vocational programs. The Victoria College is an open-admissions institution. College programs are fully accredited. Faculty and staff are committed to providing quality instruction and to teaching the individual as well as the group. Through cooperation with local business and industry, the college is able to provide more than 30 vocational programs that produce graduates with not only skills for a job, but also skills for a career.

### Services to Special Populations

Counseling Services offers programs and support services to assist students in overcoming obstacles to education. Populations served include:

- Educationally disadvantaged
- Economically disadvantaged
- Persons with disabilities
- Limited English proficient
- Single parents and displaced homemakers
- Non-traditional occupation majors

Programs and support services available to all special population students include:

- Developmental Courses
- Learning Skills Center
- Tutoring
- Career Center
- Advising, testing and counseling
- Financial Aid

### Services to Persons with Disabilities

Qualified persons with disabilities have additional services available which may include:

- adapted testing
- special parking provisions
- mobility assistance
- note taker
- reader
- special equipment/equipment adaptation
- information and referral

### Equity Services

All Victoria College students are welcome to explore resources available through the Equity Services Office. Services for vocational-technical and academic majors may include:

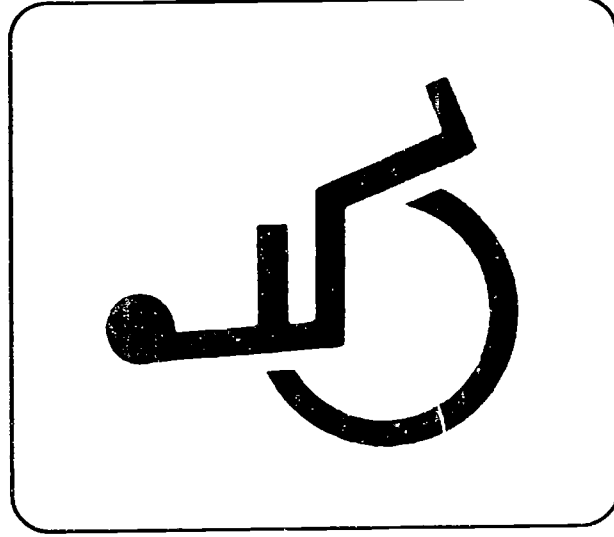
- financial assistance for child care
- financial assistance for transportation
- workshops and brown-bag lunches
- referral information
- resource lending library

### Coordinating Agencies

Counseling Services for Special Populations works closely with the following agencies:

- Adult Learning Center
- Child Care Management Services
- Department of Human Services
- Job Training Partnership Act
- Region III Service Center
- Texas Commission for the Blind
- Texas Employment Commission
- Texas Rehabilitation Commission

Prospective students who may qualify for any of these services are encouraged to contact Counseling Services for Special Populations at least one month prior to enrollment in order for services to be in place when classes begin.



# Subjects, services tailored to students

SCOTT REESE WILLEY  
Advocate Staff Writer

When Port Lavaca resident Sherry Williams considered attending college at age 22, she looked for a school that was affordable and close to home.



**Chaffin**

Moreover, the college she chose would have to be convenient to child-care facilities because she is a single mother.



**Griffin**

She chose Victoria College. Williams said she could not have made a better choice, since Victoria College not only offered the courses she wanted to take, but made grant monies available to pay for her child care and transportation.



**Zapata**

Harold Chaffin, 65, was looking for something to keep him busy after he retired. Within months, the civil engineer began substituting as a math teacher in Victoria public schools. But before

long he realized that if he was going to teach advanced math classes he would need to take a few refresher courses in college.

Last semester, Chaffin enrolled in Victoria College, where he is on his way to earning a certificate to teach high school math. He said he is enjoying college life again after 38 years and recommends it "to anyone just sitting around."

Nineteen year-old Tiffany Griffin said she intends to go to a university in the near future to get a

degree in education. She wants to teach school. Meanwhile, the Ganado native will continue to take basic courses at Victoria College, where she works.

"I thought Victoria College would be a good place to start before I went off to a university," she said.

Esther Zapata, mother of three, said she was fed up with living on welfare and wanted to take control of her life. She said she decided to take specialized courses at a local institution to help her

get a good job with good pay. Last semester she earned a certificate in child-care development from Victoria College. More importantly, the 33-year-old woman earned self-esteem. "It wasn't as hard as I thought it would be."

This semester, she's going to take courses in radiology, physical therapy or any one of the courses offered in many fields of medicine by the school.



Advocate Photo by Bobby Tomek

Sherry Williams, 23, is one of many single mothers in the area who is taking advantage of

the variety of courses and services offered at Victoria College.

## COLLEGE / Special subjects, services offered

Continued from Page 1A

"Victoria College has a lot to offer most everyone," said George Alexander, public relations director for the college, "including saving a bundle on tuition."

A typical class costs about \$40 for three semester hours, a real steal compared to upper-level universities, he said.

In addition, students facing

transportation and child-care hassles can benefit from the college's equity services office. The service is funded by the state and is available to single parents, single pregnant women, displaced homemakers and students taking non-traditional majors who otherwise could not attend classes because of child-care or transportation problems.

The school offers day and evening

classes, with a variety of courses designed to accommodate the schedules of most any working student.

A 25-1 student-teacher ratio at the college ensures instructors pay close personal attention to each student, Alexander said.

"In Victoria College, we like to brag that our instructors know each of their students by first name and not by their Social Security number," he said.



**STUDENT/EQUITY SERVICES AGREEMENT  
FOR CHILD CARE ASSISTANCE**

**I UNDERSTAND** that in accepting the child care assistance provided through the Equity Services program I agree --

1. to be enrolled full-time (12 hours or more) in a Vocational or Technical program.
2. that I am a single parent, displaced homemaker, or non-traditional major.
3. that I must be a Pell Grant recipient.
4. to maintain a cumulative 2.0 grade point average.
5. to provide the Equity Services Office with a copy of my class schedule.
6. to notify the Equity Services Office of any changes in my class schedule or major.
7. to abide by Victoria College's attendance policy.
8. to make my own arrangements for child care with the licensed day care facility of my choosing. If I have any problems and would like to change day care facilities, I must notify the Equity Services Office prior to enrolling at a new facility.
9. that I will be responsible for any enrollment, supply, or between-semester fees charged by the caregiver.
10. to abide by the rules and regulations of the caregiver I have selected.
11. to actively pursue assistance through Child Care Management Services, if eligible.

**I UNDERSTAND** that the Equity Services Office and Victoria College

1. will not be held liable or responsible, under any circumstances, for accidents involving my child.
2. will terminate child care assistance if my child(ren) or I have excessive absences. (The caregiver will notify Victoria College of the children's attendance and Equity Services will monitor my attendance.)
3. monitor my grades and terminate my child care assistance if I fail to maintain a 2.0 G.P.A.
4. will review the continuation of my child care assistance each semester.

**I UNDERSTAND** that I will no longer receive child care assistance if I drop below full-time status, change my major, withdraw from school, or graduate.

**I UNDERSTAND** that Equity Services does not guarantee a continuation of the child care assistance from semester to semester and that the assistance is subject to cancellation when funds are no longer available.

**I UNDERSTAND** that I must reapply each semester for continued assistance.

**I, THE UNDERSIGNED, HAVE PROVIDED EQUITY SERVICES WITH A TRUTHFUL ACCOUNTING OF MY FINANCIAL CIRCUMSTANCES AND ENROLLMENT STATUS. IN ADDITION, I, THE UNDERSIGNED, HAVE READ AND AGREE TO ALL OF THE ABOVE STATEMENTS. I UNDERSTAND THAT I MUST ABIDE BY THIS AGREEMENT AND THAT FAILURE TO ADHERE TO THESE POLICIES MAY RESULT IN THE LOSS OF THE CHILD CARE ASSISTANCE I AM RECEIVING.**

\_\_\_\_\_  
STUDENT'S SIGNATURE

\_\_\_\_\_  
EQUITY SERVICES DIRECTOR

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

CC721.CON 8/28/92

THE VICTORIA COLLEGE  
EQUITY SERVICES

AGREEMENT TO PAY FOR CHILD CARE SERVICES

1. This agreement is entered into today, \_\_\_\_\_, 1992, between the Equity Services Office of The Victoria College, 2200 E. Red River, Victoria, Texas, and \_\_\_\_\_ located at \_\_\_\_\_.

2. The Equity Services Office of Victoria College agrees to pay for a portion of the child care expenses for eligible students who select the above mentioned day care facility.

3. Equity Services will provide your office with a Child Care Contract for each eligible student who selects your day care facility. This Child Care Contract will specify the student's date of eligibility, the allowable charges to be paid by the Equity Services Office of Victoria College each month, and will be signed by all three parties to the transaction.

4. It will be the mutual responsibility of the child care provider and the parent to arrange for the payment of the parent's portion of the child care fees. In addition, the parent is responsible for any enrollment fees, supply fees, and/or charges for holding a space between semesters.

5. Federal law prohibits payment for child care while the College is not in session, including the break between semesters. If a charge is made for holding a space for day care or if services are rendered during this time, the student is responsible for payment to the caregiver. The only exceptions to this are Spring Break and federal holidays occurring within the semester.

6. In the event that a student becomes ineligible to receive child care assistance through the Equity Services Office, the caregiver will be notified immediately so that alternative arrangements can be made by both the parent and the caregiver.

7. The caregiver agrees to notify the Equity Services Office at Victoria College if the student ceases to use the child care facility with or without notice, if the child is excessively absent, or if any questions arise regarding the student's use of services provided by the caregiver.

8. The Equity Services Office of The Victoria College will pay the child care agency on a monthly rather than a weekly basis. Upon receipt of a monthly invoice by the 15th of each month, Victoria College agrees to issue a check to the caregiver for Equity Services' obligation (as outlined in the Child Care Contract) for services rendered that month (i.e., September child care should be billed on September 15th for services rendered through September 30).

9. Child care invoices should be mailed directly to:

Margaret Bishop  
Equity Services  
The Victoria College  
2200 E. Red River  
Victoria, TX 77901

10. Invoices should show:

- a. Parent's (Victoria College Student's) name
- b. Child(ren)'s name(s)
- c. Month covered by invoice and total amount owed by Equity Services Office of Victoria College, not to be greater than amount stated on Child Care Contract.

\_\_\_\_\_  
Director of Child Care Facility

\_\_\_\_\_  
Date

\_\_\_\_\_  
Equity Services Coordinator

\_\_\_\_\_  
Date

\_\_\_ Copy to Child Care Provider

\_\_\_ Copy to Equity Services Office  
The Victoria College  
2200 E. Red River  
Victoria, TX 77901

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## A Better Life through Education (ABLE)

➤ **History of Program**

This Fall 1992 semester marks the beginning of this type of program at Weatherford College. However, child care and transportation assistance has been available for four years to vocational/technical students who are single parents or displaced homemakers. The ABLE program was initiated by the Special Population Coordinator through networking activities with other student service providers at area community colleges and social service providers in Parker and Palo Pinto counties.

➤ **Goals**

The purpose of the proposed ABLE project is to empower pre-vocational, non-traditional, high-risk students who are single parents, displaced homemakers or single pregnant women to enter and successfully complete a vocational/technical college program, or to enter the workforce adequately prepared to effect a positive lifestyle change. These goals will be achieved through a program of assessment, counseling, developmental education and other transitional activities specially designed to meet the needs of the target populations. Child care assistance will be available for ABLE program participants and vocational/technical students from special populations ineligible for or awaiting Child Care Management Service assistance from the Texas Department of Human Services. Assistance with transportation will be provided when needed and financial aid information will be available for those ABLE program completers enrolling in college level courses.

➤ **Impact**

Individuals or families who are receiving any forms of financial assistance can take advantage of the training and support services of the ABLE program in order to become self-sufficient, no longer depending on financial assistance.

➤ **Number/Roles of Staff Involved**

1 ABLE Program Coordinator: Integrates all components and staff involved in the program along with social service agencies and other student service providers, leads career exploration activities and facilitates support group.

1 Dean of Student Services: Directs discretionary grant participants in support group and individual student counseling, assists with career exploration activities.

1 Administrative Assistant (clerk): Performs all secretarial duties necessary for the implementation of the ABLE program.

➤ **Characteristics of Students Participating in Programs**

Social Service Agency clients (economically disadvantaged). Single parents. Female (not a requirement). Low self-esteem. Educationally disadvantaged.

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Urban      Suburban      ✓ Rural  
Number of Students Enrolled, Fall 1991.  
Credit: 2,280  
Continuing Education (Non-Credit): 200  
Number of Students Served (SP/DH/SPW): 128

308 East Park Avenue  
Weatherford, Texas 76086

Contact: Barbara Schrank  
(817) 594-5471

➤ **Outside Recognition**

Newspaper articles for Parker and Palo Pinto are being planned at this time. TDHS is planning to include information on this program in their regional newsletter.

➤ **What Makes This Program Unique and Effective?**

This is the first time Weatherford College has attempted to have a direct impact on social service recipients in the five-county service area. The vocational training program, in conjunction with a strong retention productive support system, will make the program effective.

Date: June 19, 1992

To: Weatherford Area Social Service Providers

From: Barbara Schrank  
Special Populations Coordinator  
Weatherford College

Subject: A Better Life through Education (ABLE) Program

Enclosed you will find 15 applications for entry into a new pre-vocational program at Weatherford College designed for social service clients. Those individuals eligible to apply for the ABLE program are single parents, single pregnant women, displaced homemakers with no marketable skills and dislocated workers needing retraining.

The program will consist of approximately 24-25 hours of training per week for a sixteen-week period from August 31, 1992 through December 19, 1992. This program coincides with the Fall 1992 semester at the college.

Courses which will be offered to ABLE program participants include the following:

**Mathematics 300--Developmental Mathematics.** An introductory course designed to provide a review of fundamental operations in mathematics, based on the individual student's identified need for developmental work in basic arithmetic, algebra and/or geometry. This course is designed for students whose placement scores on the Texas Academic Skills Program test. Mathematics 300 will not transfer to a senior college but it will count, however, for non-degree credit from Weatherford College. Three hours lecture, one hour lab per week.

**Mathematics 301--Intermediate Algebra.** The course consists of basic algebra including operations on signed numbers and algebraic expressions, factoring, algebraic fractions, and linear equations in one or two unknowns. This course is designed for students whose scores on the Texas Academic Skills Program test indicate a competence beyond the skills mastered in Mathematics 300 but below the skills required in Mathematics 302--College Algebra. This course will not transfer to a senior college but it will count, however, for non-degree credit from Weatherford College. Three hours lecture, one hour lab per week.

**Reading 300a--Developmental Reading I.** This course is designed for students whose scores on the Texas Academic Skills Program test indicate a need for developmental work to improve reading comprehension and vocabulary. This course will not transfer to a senior college but it will count, however, for non-degree credit at Weatherford College. Three hours lecture, one hour lab per week.

**Reading 300b--Developmental Reading II.** This course is designed for students whose TASP test scores indicate a need for developmental work to improve reading comprehension and vocabulary at a level of competence beyond the skills mastered in Reading 300a. This course will not transfer to a senior college but it will count, however, for non-degree credit at Weatherford College. Three hours lecture, one hour lab per week.

**Reading 302--College Study Skills.** This course is designed for improvement of study systems. Emphasis is placed on high-level study skills and the improvement of time management, effective listening and note-taking, marking texts, learning through media, concentration, retention of information and taking examinations. This course will not transfer to a senior college but it will count, however, for non-degree credit at Weatherford College. Three hours lecture, one hour lab per week.

**English 300a--Developmental Writing I.** This course is designed for students whose scores on the TASP test indicate a need for developmental work to master basic skills in mechanics, usage, sentence structure, and elements of composition vital to the process of critical thinking and formal discourse as evident in effective sentences and paragraphs. This course will not transfer to a senior college but will count, however, for non-degree credit at Weatherford College. Three hours lecture, one hour lab per week.

**English 300b--Developmental Writing II.** This course is designed for students whose scores on the TASP test indicate a need for developmental work to master the basic skills in mechanics, usage, sentence structure, and elements of composition vital to the process of critical thinking and formal discourse as evident in properly-constructed, effective essays. This course will not transfer to a senior college but will count, however, for non-degree credit at Weatherford College.

**Developing Employment Skills.** This Adult/Continuing Education course is designed to cover the skills required to secure and retain a job. Topics include completion of standard applications for employment, interview procedures, personal appearance and attitudes, employer expected job performance and employer-employee relations. Three hours per week for eight weeks. This is a non-credit, Adult Education course.

**Conducting the Job Search.** This course is a continuation of Developing Employment Skills with emphasis on job placement assistance in cooperation with the Texas Employment Commission and other placement agencies and interviews with potential employers. Three hours per week for eight weeks. This is a non-credit, Adult Education course.

**Vocational/Career Exploration.** This is a computer-assisted career assessment program on vocational opportunities. Emphasis will be put on the exploration of non-traditional career fields. Representatives from various career areas will be available throughout the ABLE program to speak to participants about career opportunities. This is a self-paced, non-credit course designed to provide career information to program participants.

**Life Skills Enhancement.** This course is designed to teach assertiveness, personal health, money management, self-empowerment, motivation and perseverance and is offered to build self-esteem in program participants. The course is geared to both men and women. This is a one hour per week, non-credit course.

**GED.** Participants lacking a high school diploma or GED may enroll in GED classes offered by the Weatherford Independent School District and participate in the ABLE program. Attendance in GED classes will be in lieu of developmental class participation.

The Special Populations Vocational Counselor will assist the ABLE participant in determining the next course of action after completion of the program. The student will decide upon either enrollment in a particular technical/vocational program based upon the participant's career assessment and academic abilities or entrance into the workforce if it is decided that further education is not appropriate or desired.

Support services will be provided to ABLE participants needing child care assistance, part-time employment and/or transportation assistance.

The Special Populations Vocational Counselor will be available to any participant who needs personal counseling. The counselor will also refer participants to outside counseling or other community social services if necessary.

Academic testing will be provided, upon acceptance into the ABLE program, through the utilization of the Pre-Texas Academic Skills Program test (Pre-TASP). Other personality, interest and career inventories will be used in order to give participants insight into self-motivational factors and career potential.

Please distribute the ABLE applications to all interested individuals. The applications and required forms should be returned to me by July 20, 1992 to be considered for acceptance into the Fall 1992 program.

Questions concerning the ABLE program may be addressed to:

Barbara Schrank  
Special Populations Coordinator  
Weatherford College  
817-594-5471 extension 245

Arleen Atkins  
Dean of Student Services  
Weatherford College  
817-594-5471 extension 240

## CHECK LIST FOR ABLE PROGRAM

Applicant Name \_\_\_\_\_ Date \_\_\_\_\_

- \_\_\_\_\_ 1991 Income Tax Return or Other Proof of Income
- \_\_\_\_\_ Statement of Monthly Income and Expenses
- \_\_\_\_\_ Completion of Front and Back Pages of Application
- \_\_\_\_\_ Divorce Papers Indicating Custody of Dependents
- \_\_\_\_\_ Letter for Proof of Separation, if applicable
- \_\_\_\_\_ Copy of Class Schedule
- \_\_\_\_\_ Copy of Child's/Children's Birth Certificates (for Child Care Assistance)
- \_\_\_\_\_ Agreement Between Student and Special Populations Coordinator (for Child Care Assistance)
- \_\_\_\_\_ Copy of High School Diploma or GED
- \_\_\_\_\_ Single Parent \_\_\_\_\_ Single and Pregnant
- \_\_\_\_\_ Displaced Homemaker with No Marketable Skills
- \_\_\_\_\_ Dislocated Worker Retraining
- \_\_\_\_\_ T R C--Documentation of Assistance
- \_\_\_\_\_ J T P A--Documentation of Assistance
- \_\_\_\_\_ T D H S--Documentation of Assistance
- \_\_\_\_\_ Other--Please Explain

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## CHILD CARE ASSISTANCE AVAILABLE AT WEATHERFORD COLLEGE

Weatherford College offers day care assistance to full-time, occupational education students who cannot afford the expense of child care while pursuing their educational goals. Part-Time Employment is also available to qualified students. This assistance is made available through the Carl D. Perkins Vocational and Applied Technology Education Act, a federally funded program.

The assistance is designed for students in many special populations. Single parents and displaced homemakers with no marketable skills qualify, as well as Pell Grant recipients and students enrolled as non-traditional majors. Students who are retraining after being recently laid-off from employment may qualify for this assistance also.

Applications for assistance are available in the Special Populations Coordinator's office, located in the Student Services Office on the Weatherford campus. Applications must be completed and returned to the Special Populations Coordinator.

Upon receipt of the application, it will be reviewed and eligibility will be determined. Eligible students are placed on a waiting list. If assistance is not available immediately, the student will be notified of the next possible opening in the program.

The grant will pay a portion of the child care expenses for up to nine hours per day, as well as enrollment fees and supply fees. The student makes arrangements for the care of his or her child(ren). This care must be provided only by a Texas Department of Human Services registered home or licensed day care center of the student's choosing.

The student informs the college of the caregiver chosen. A contract is then prepared by the college with the caregiver. Invoices to be completed by the caregiver will also be included with the contract. Federal law prohibits advance payment of services rendered. In order to comply with the law, caregivers are paid on a monthly basis. A check prepared by Weatherford College will be mailed to the caregiver upon receipt of a monthly invoice.

The assistance is provided as long as the student remains enrolled full-time (minimum 12 hours) in a vocational/technical program and continues to need the assistance, contingent upon available funding. A student may be dropped from the program for failure to maintain a 2.0 grade point average or dropping below full-time status. Weatherford College gives a two-week notice to the caregiver and the student so that other arrangements for the payment of day care can be obtained. The college requests that it be notified by the student if the assistance is no longer required.

During periods when classes are not being held at the college, the student is responsible for the cost of holding a space for the child(ren) with the caregiver, as well as any day care services rendered. The student should consult with the caregiver regarding costs early enough to make any necessary arrangements.

Work-study opportunities on campus are available. An application may be obtained at the Weatherford College Financial Aid Office. This application should be returned for processing to the Director of Financial Aid.

If you have questions about the program, please contact Barbara Schrank, Special Populations Coordinator. The telephone number is (817) 594-5471, ext. 245.

Weatherford College is an Equal Opportunity/Affirmative Action Institution.

**Child Care Assistance Agreement  
Between Recipient and Weatherford College**

I understand that I must be enrolled in at least 12 semester hours during the Fall or Spring semesters, and at least 6 semester hours during the Summer semesters.

I understand that I must be majoring in a Health Occupations, Business Administration, Management or Occupational Services, Technical or Vocational program.

I understand that I must be a single parent, displaced homemaker with no marketable skills, Pell Grant recipient or be enrolled in a non-traditional major to receive child care assistance.

I understand that I will no longer receive child care assistance if I drop below full-time status, change my major from any of the above or withdraw from school.

I understand that I must provide the Special Populations Coordinator a copy of my official class schedule on or before the first day of class and notify that office of and changes made to my schedule during the semester.

I understand that I must notify the Special Populations Coordinator if I am graduating or completing my program before the end of the semester.

I understand that the college will pay for the enrollment fee, the supply fee and a portion of the weekly/monthly costs of child care while I am attending Weatherford College .

I understand that my child care costs are paid for 9 hours per day unless otherwise arranged with the caregiver and the Special Populations Coordinator.

I understand that I must make my own arrangements for child care with the provider of my choosing. If I have any problems, I will contact the Special Populations Coordinator before making any changes in providers.

I understand that if I choose to change child care providers, I must give a two-week notice to the current provider and the Special Populations Coordinator.

I understand that I may leave my school-age child(ren) with the child care provider during in-service days, and at other times when the public schools are closed but the college is in session.

I understand that I will be able to receive assistance as long as I am enrolled at Weatherford College and I meet the qualifications listed above. I must respond to all correspondence regarding future semesters in order to retain a space in the child care assistance program.

I understand that I will be responsible for any expenses the provider charges between semesters to hold a space for my child(ren) while the college is not in session. I understand that I should discuss this with the provider prior to placing my child(ren) in care so that I will be aware of any expenses that I may have which are not covered by the college. (Example: There are 3-4 weeks between the Fall and Spring semesters and 1 week at Spring Break. The child care center may expect the parent to pay the weekly rate during that time in order to hold the space at the center. The college cannot pay for times when the student is not attending classes.)

I, the undersigned, have read and agree to all of the above statements. I understand that I must abide by this agreement and that failure to adhere to these policies may result in the loss of the child care assistance I am receiving.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Special Populations Coordinator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Weatherford College  
Child Care Assistance Program  
Exit Survey of Participants**

Weatherford College has provided child care assistance for vocational students during the 1991-1992 academic year. As a program participant, we would like your responses to the following questions. **Please complete this survey and return it in the enclosed envelope to Weatherford College by May 26, 1992.**

For what length of time did you receive child care assistance through the Carl D Perkins program?

- One semester
- Two semesters
- More than two semesters

What percentage of your child care costs were paid for by the grant?

- 50%
- 75%
- More than 75%

Did you receive any other financial assistance with child care while you were receiving assistance through the Perkins grant?

- No
- Yes

If yes, please explain. \_\_\_\_\_  
\_\_\_\_\_

Would you have been able to attend classes at Weatherford College if child care assistance had not been available?

- No
- Yes

What alternative method would you have used to pay for child care if Perkins funds were not available?

\_\_\_\_\_  
\_\_\_\_\_

Did you encounter any problems with the Child Care Assistance Program?

- No
- Yes

If yes, please explain \_\_\_\_\_  
\_\_\_\_\_

Do you have any suggestions for improving the program?

- No
- Yes

If yes, please explain. \_\_\_\_\_  
\_\_\_\_\_

If you were accepted into the Child Care Assistance Program, but left the college before receiving a certificate or degree, why did you drop out? You may choose more than one answer.

- Academic reasons
- Personal reasons
- Financial reasons other than child care costs
- Financial reasons including child care costs
- Child care costs alone--not enough child care assistance available



## Agency Information

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# National Displaced Homemakers Network

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## The Displaced Homemakers Network

The Displaced Homemakers Network is a national umbrella organization that links people around the country who care about displaced homemakers. There are more than 1,100 programs in the nation providing counseling, workshop, skills training and job placement assistance to displaced homemakers. The Displaced Homemakers Network is the only organization in the country working at the local, state, regional and national levels to help the displaced homemaker provide for herself and her family.

The mission statement of the Displaced Homemakers Network summarizes the intent and purpose of this outstanding organization.

## Mission Statement

The National Displaced Homemakers Network is dedicated to empowering displaced homemakers of all racial and ethnic backgrounds and assisting them to achieve economic self-sufficiency. The Network affects public policy by working with lawmakers and business leaders to create and strengthen programs that help displaced homemakers in achieving these goals. The National Network is committed to ongoing, comprehensive public education to build awareness of the needs of displaced homemakers. The National Network collects data, disseminates information, provides technical assistance, and acts as a communication link to the more than 1,000 programs, agencies, and educational institutions that provide job training and other vital services to America's 15.6 million displaced homemakers.

## For More Information

Write to:                   The National Displaced Homemakers Network  
                                  1625 K Street Northwest, Suite 300  
                                  Washington, D.C. 20006

For more information regarding the National Displaced  
Homemakers Network, see packet of information.

# Job Training Partnership Act

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## Overview

In 1982, the federal government enacted the Job Training Partnership Act following twenty years of federal involvement in job training programs. The first piece of legislation was

- the Manpower Development and Training Act of 1952, followed by
- the Economic Opportunity Act of 1964 (creating the Job Corps and Neighborhood Youth Corps, and authorizing private sector on-the-job training programs), the
- Emergency Employment Act (1971),
- the Comprehensive Employment and Training Act of 1973 (consolidating a number of separate categorical programs into nationally-directed programs administered by local prime sponsors)
- and CETA's various amendments (Emergency Jobs and Unemployment Assistance Act of 1974, Youth Employment and Demonstration Projects of 1977, CETA Reauthorization Act of 1978).

Federal involvement in job training programs began as a response to workers who were displaced by automation, but within a year the focus shifted to the disadvantaged.

Upon termination of CETA, the Federal Government passed the Job Training Partnership Act. This Act decentralized programs by granting funds to Governors to be administered at the local labor market level through joint partnership of the private sector and local elected officials. The thrust of these programs was to be classroom training, on-the-job training, summer youth enhancement programs, with special programs for older and dislocated workers.

The new legislation does not permit public service employment (PSE) and requires the establishment of an accountability system (with incentives, technical assistance and sanctions provisions).

JTPA differs from previous legislation for job training in several key areas:

- Governors have responsibility for planning managing and evaluating programs.
- Funds are administered by the state, not the U.S. Department of Labor.
- Governors have the opportunity to develop an integrated comprehensive system for meeting skills and other business needs of employers as well as the training needs of their citizens. The Act requires coordination of its programs with related human resource development programs (e.g., economic development, vocational education, rehabilitation, public assistance, or employment service).
- The private sector is involved in the planning, management and evaluation of programs at the state and local levels.
- The program has uniform system to measure program performance.
- The purposes of the JTPA are to establish programs to prepare youth and unskilled adults for entry into the labor force and to afford job training to the economically disadvantaged and others who face serious barriers to employment.

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*From Navigating the Labyrinth: The Connection Between the Carl D. Perkins Vocational Education Act and the Job Training Partnership Act. Texas Higher Education Coordinating Board and Texas Department of Community Affairs, 1987.*

# **Title I-Title V of the Job Training Partnership Act**

The five major parts of the Job Partnership Training Act are:

**Title I** describes the state and local service delivery system.

**Title II** authorizes funds and sets out requirements for training services to be provided at the local level for economically disadvantaged adults and youth.

**Title II, Part A** has five sections:

Formula allocations to local service delivery areas 78%

Allocation for state administration of JTPA 5%

Funding for incentive bonuses to local areas that exceed performance criteria, and funding for providing technical assistance to local areas that fail to meet performance criteria 6%

Funding for state education coordination 8%

**Title II, Part B** authorizes formula-allocated funds to local areas for provision of training and employment services to economically-disadvantaged youth ages 16-21 (14 to 15-year-olds may also be served at the discretion of the local service delivery area).

**Title III** provides for state-administered training and employments services to workers that are dislocated. There are two sources of funds to serve these individuals:

**Formula funds (75%)** are distributed to each state using a formula (100% non-federal match applies)

**Discretionary funds (25%)** are retained by the Secretary of Labor for application by states and local areas on a needs basis (no match provision)

**Title IV** authorizes federally administered programs for:

Native Americans and Migrant Workers

Job Corps

Veterans

Labor Market Information

National Commission for Employment Policy

Training to Fulfill Affirmative Action

**Title V** contains miscellaneous provisions, including amendments to the Wagner-Peyser and Social Security Acts.

## Title IIA Eligibility Criteria

- A. Must be a citizen or eligible non-citizen
- B. Must be a resident of the Service Delivery Area
- C. If male, must register for Selective Service if born on or after January 1960, if at least 18 but not yet 26 years old
- D. Must be economically disadvantaged. An individual is economically disadvantaged who:
  1. Receives, or is a member of a family which receives cash welfare payments under a Federal, State or local welfare program, or
  2. Has, or is a member of a family which has received a total family income for the six-month period prior to application for the program involved (exclusive of employment compensation, child support payments and welfare payments) which in relation to family size was not in excess of the higher of:  
The poverty level determined in accordance with criteria established by the Director of the Office of Management and Budget, or  
70 percent of the lower living standard income level, or
  3. Is receiving food stamps pursuant to the Food Stamp Act of 1977, or
  4. Qualifies as a homeless individual under Section 103 of the Stuart B. McKinney Homeless Assistance Act, or
  5. Is a foster child on behalf of whom state or local government payments are made, or
  6. Is a handicapped individual 16 years of age or older whose own income meets the requirements of 1 or 2 above, but who is a member of a family whose income does not meet such requirements.

The above information is in the process of being revised. Please contact regional or local offices for current data.

## Job Training Partnership Act Regional Offices

- |  |  |  |
|--|--|--|
| <p>➤ <b>Region I, Office #150<br/>Lubbock</b><br/>Mary A. Valentini,<br/>Regional Director<br/>#14 Briercroft Office Park<br/>Lubbock, TX 79412<br/>(806) 762-0375</p> | <p>➤ <b>Region III, Office #158<br/>Austin</b><br/>Leslie Gail Lovell,<br/>Regional Director<br/>3000 South IH-35,<br/>Suite 300<br/>Austin, TX 78704<br/>(512) 447-0616</p>     | <p>➤ <b>Region V, Office #172<br/>San Antonio</b><br/>Terry W. Smith,<br/>Regional Director<br/>5805 Callaghan, Road,<br/>Suite 311<br/>San Antonio, TX 78228<br/>(512) 680-3325</p> |
| <p>➤ <b>Region II, Office #174<br/>Ft. Worth</b><br/>Lon W. Young,<br/>Regional Director<br/>3005 Alta Merece<br/>Ft. Worth, TX 7616<br/>(817) 731-7343</p>            | <p>➤ <b>Region IV, Office #175<br/>Houston</b><br/>Jimmie D. Milhauser,<br/>Regional Director<br/>3600 South Gessner,<br/>Suite 220<br/>Houston, TX 77063<br/>(713) 977-2613</p> | <p>➤ <b>Region VI, Office #173<br/>Dallas</b><br/>Robert M. Marx,<br/>Regional Director<br/>10935 Estate Lane,<br/>Suite 370<br/>Dallas, TX 75238<br/>(214) 343-0991</p>             |



## Client Self-Support Services (CSS)

Eligibility for Client Self-Support Services, except for Family Violence Services, is based on income, available resources, and family size. Potential recipients must apply for services in the counties where they live at the office serving each person or family's ZIP code. (See the list of offices at the end of this section.)

➤ **Aid to Families with Dependent Children (AFDC)**

In Texas, AFDC provides monthly checks of approximately \$57 per month per child. Eligible families have needy, dependent children who are deprived of parental support through death, continued absence, or physical or mental incapacity. Benefits also include Medicaid and employment services. The AFDC grant is supposed to provide for all basic household needs except for food.

➤ **AFDC-Unemployed Parents (AFDC-UP)**

Provides AFDC for two-parent families based on the main wage earner being out of work or under-employed. Income and resource requirements are the same as for basic AFDC. Benefits for AFDC-UP are also the same except that AFDC-UP benefits are issued for only six months during a 12-month period.

➤ **Food Stamps**

Federal Funds help low-income households meet basic food needs through a monthly amount of food stamps based on income and resources. Food stamps may be exchanged for food products only and *not* for paper products, soap, toilet articles, liquor, tobacco, or other non-food products.

➤ **Medicaid**

Helps pay the cost of medical care for low-income families meeting eligibility criteria set by federal regulations. CSS Medicaid covers eligible pregnant women, children, and caretakers of children who are deprived of parental support of one or both parents.

➤ **Family Violence Services**

Assistance provided to victims of family violence and to violent family members without regard to income available resources, family size, or citizenship. Services include 24-hour crisis hotlines, 24-hour shelters, emergency medical care and transportation, counseling, and children's services for violent family members, information and referral, legal assistance, and employment services.

*The following CSS programs help eligible low-income families achieve economic independence from public assistance. For caretakers receiving AFDC or AFDC-UP, the overall set of programs is known as WINGS (Winning Independence and Gaining Success) and JOBS (Job Opportunities and Basic Skills). Some programs are open to low-income families who do not receive AFDC or AFDC-UP but who do receive food stamps or Medicaid.*

➤ **Early Periodic Screening Diagnosis and Treatment (EPSDT)**

Physical and dental health services to find and treat health problems before they become serious. EPSDT serves newborns, children, and teens under age 21 who are eligible for Medicaid. Services include physical examinations, dental check-ups, shots, test for tuberculosis and blood lead levels, treatment, and necessary, prescribed medical equipment and supplies.

➤ **Food Stamp Employment Services**

Adults who receive food stamps but not AFDC and who are not employed must participate in programs of the Texas Employment Commission.

➤ **JOBS**

Education, vocational training, job search skills, and employment counseling services are targeted for AFDC and AFDC-UP recipients. Clients strive to land jobs providing health insurance and paying more than minimum wage so they can afford child care. CSS case managers serve as guides to help clients solve problems that might stop them from achieving this goal. JOBS participants are eligible for child care and money for transportation to and from JOBS activities as well as for AFDC, Medicaid, and often, food stamps. When a client begins working, the child care and Medicaid benefits continue for 12 months.

➤ **Day Care for Children**

TDHS contracts with child care management systems (CCMS's) to provide child care for children of food stamp and of AFDC and AFDC-UP parents who meet certain guidelines. Parents must meet guidelines related to income and to education, job training, job hunting, or employment.

➤ **Family Planning Services**

Offers counseling and medical services for voluntary limiting of family size and/or spacing of child births. Eligible families and individuals receive Medicaid or meet low-income guidelines.

## Texas Department of Human Services Regional Offices

- **Region 2  
Lubbock**  
Terry Temple,  
Regional Administrator  
P.O. Box 10528  
Lubbock, TX 79408  
(806) 741-0541
- **Region 3  
El Paso**  
Joe Tarin  
Regional Administrator  
P.O. Box 10276  
El Paso, TX 79994  
(915) 599-3742
- **Region 4  
Abilene**  
David Mayberry  
Regional Administrator  
P.O. Box 6635  
Abilene, TX 79609  
(915) 844-7221
- **Region 5  
Arlington**  
Jerome A. Lindsay  
Regional Administrator  
P.O. Box 5128  
Arlington, TX 76005-5128  
(817) 640-5090
- **Region 6  
Austin**  
Jim Lehrman  
Regional Administrator  
P.O. Box 15995  
Austin, TX 78761  
(512) 834-3458
- **Region 7  
Tyler/Paris**  
Erwin Dabbs  
Regional Administrator  
3800 Paluxy Drive, Bldg. 2  
Tyler, TX 75703  
(903) 561-5620
- **Region 8  
Edinburg**  
Deana Longoria  
Regional Administrator  
P.O. Box 960  
Edinburg, TX 78539  
(512) 383-5344, Ext. 203
- **Region 9  
San Antonio**  
David Trejo  
Regional Administrator  
P.O. Box 23990  
San Antonio, TX  
78223-0990  
(512) 337-3271
- **Region 10  
Beaumont**  
June Klein  
Regional Administrator  
285 Liberty, 9th Floor  
Beaumont, TX 77701  
(409) 835-3751
- **Region 11  
Houston**  
Mamie Ewing  
Regional Administrator  
P.O. Box 16017  
Houston, TX 77222  
(713) 696-7100

# Texas Employment Commission

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## Organization

The Texas Employment Commission (TEC) was established by the Texas Legislature in 1936 to serve the employment needs of Texans. TEC finds jobs for people and people for jobs (Job Service), pays unemployment benefits to those eligible (Unemployment Insurance) and administers Special Programs for the Federal Government. TEC has been able to provide effective employment service to the people of Texas.

The Texas Employment Commission is headed by three Commissioners appointed by the Governor and confirmed by the Senate. One, the Chairman, represents the general public. Another commissioner represents Texas' workers and the third represents the employers. The Commissioners are the chief policy makers for the Agency.

The Administrator and the administrative staff plan and direct the overall operation of TEC in accordance with Commission policy. They direct over 130 local offices and 3500-plus employees throughout Texas, assuring that the Commission's policies and directives are incorporated into TEC's services to the public.

The ten Regional Directors are directly involved in serving the public throughout the State. The Regional Directors implement the policies and procedures and direct the operation of the local offices in their regions. They provide guidance and technical assistance for all programs and monitor local offices to assure quality services. The local office manager directs the local staffing providing beneficial services to the members of the community.

## Employment Services

Every local Texas Employment Commission office provides automated job referral service to any unemployed individual over 15 years of age. This statewide system matches worker skills with the job requirements established by employers who have job openings. Job seekers may participate in occupational counseling workshops, obtain information on resume writing and job interviewing techniques, and receive aptitude and skill proficiency testing. If you are seeking employment, contact your local TEC office.

## State Office

Texas Employment Commission  
TEC Building  
Austin, Texas 78778  
(512) 463-2664

## TEC Regional Offices

➤ **Amarillo**

Derrell Rogers  
Regional Director  
7118 IH 40 West,  
Bldg. D  
P.O. Box 50015  
Amarillo, TX 79159-0015  
(806) 358-7481

➤ **Austin**

Martin Aguirre  
(Acting) Regional Director  
1524 S. IH 35, Suite 225  
P.O. Box 3255  
Austin, TX 78764-3255  
(512) 447-1202

➤ **Beaumont**

Charles C. Rutherford Jr.  
Regional Director  
3155 Executive Blvd.,  
Suite 228  
P.O. Box 20315  
Beaumont, TX 77720-0315  
(409) 842-6386

➤ **Corpus Christi**

Tyner W. Little  
Regional Director  
514 North Staples Street  
P.O. Box 748  
Corpus Christi, TX 78403  
(512) 882-7491

➤ **Dallas/Ft. Worth**

I. V. Ferguson  
Regional Director  
5300 John W. Carpenter  
Freeway  
P.O. Box 569460  
Dallas, TX 75356-9460  
(214) 631-6050

➤ **El Paso**

Leonar M. Provencio  
(Acting) Regional Director  
616-618 N. Santa Fe  
P.O. Box 562  
El Paso, TX 79944-0562  
(915) 544-4530

➤ **Houston**

Joel Terry  
Regional Director  
2040 North Loop West,  
Suite 300  
P.O. Box 1390  
Houston, TX 77251  
(713) 956-4170

➤ **Longview**

Sandra Crisler  
Regional Director  
1125 Judson Rd., Suite 119  
P.O. Box 2152  
Longview, TX 75606-2152

(903) 758-9985

➤ **Midland**

Gerald E. Damm  
(Acting) Regional Director  
3001 North Big Spring  
P.O. Box 1231  
Midland, TX 79702-1231  
(915) 687-1713

➤ **San Antonio**

Velma A. Burkham  
Regional Director  
301 S. Frio, Suite 480  
San Antonio, TX 78207  
(512) 228-0200

## Vocational Rehabilitation Division

The Vocational Rehabilitation Division of the Texas Rehabilitation Commission is dedicated to helping handicapped Texans, who have a wide range of physical and mental disabilities, secure and maintain jobs.

### ► Major Disability Groups Served

The Vocational Rehabilitation Division serves people with a wide variety of disabilities. Some of the major disability groups are:

- Orthopedic Deformities (includes amputations)
- Mental Health (includes alcoholism, drug addiction, character disorders)
- Internal Medical Conditions (includes epilepsy)
- Mental Retardation
- Deaf and Hearing Impaired
- Speech and Language/Learning Disabilities

## Eligibility

A person must meet two requirements to be eligible to receive vocational rehabilitation services:

- The person must have a disability which results in a substantial handicap to employment
- Vocational rehabilitation services may reasonably be expected to benefit the person in terms of employability

The vocational rehabilitation counselor decides if an applicant is eligible to receive services. The counselor works with each eligible client to determine the client's needs, develop a vocational rehabilitation plan and follow-up on the client's success. The counselor works closely with doctors, employers, other agencies and every resource available to carry out this job.

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From the brochure *Vocational Rehabilitation Division, Texas Rehabilitation Commission, 1992.*

## **Vocational Rehabilitation Division Services**

Many services are available to eligible clients and are provided based on each client's individual need. Some of these services are:

- **Medical, Psychological and Vocational Evaluation**  
to determine the nature and degree of stability, job skills and capabilities.
- **Counseling and Guidance**  
to help the client and his/her family plan proper vocational goals and adjust to the working world.
- **Interpreter Services**  
for the deaf.
- **Medical Treatment**  
including hospitalization, surgery and therapy to lessen or remove the disability.
- **Assistive Devices**  
such as artificial limbs, braces, wheelchairs and hearing aids to stabilize or improve function on the job and at home.
- **Training**  
in trade schools, business school, college, university, rehabilitation center, on the job or at home.
- **Halfway House Services**
- **Selective Job Placement**  
compatible with the person's physical and mental ability  
Selective Job Placement  
compatible with the person's physical and mental ability.
- **Follow-Up**  
after placement to ensure job success.

## **For More Information**

about services offered by the Vocational Rehabilitation Division, contact:

**Texas Rehabilitation Commission**  
4900 N. Lamar Blvd.  
Austin, Texas 78751-2316  
(512) 483-4000

### **The Women's Bureau: What It Is, What It Does**

For 70 years the Women's Bureau has been a strong voice and a helping hand for working women. Although its policy emphasis and program direction have necessarily changed with the changing times of each passing decade, the bureau's current and future role is born out of its past.

One of the oldest agencies in the U.S. Department of Labor, the bureau was created by Congress on June 5, 1920, and given a mandate: "to formulate standards and policies which shall promote the welfare of wage-earning women, improve their working conditions, increase their efficiency, and advance their opportunities for profitable employment." At this time, women worked long hours, often in unsafe and unhealthy environments, and received low wages.

These oppressive conditions prompted women's organizations to urge Congress to establish a Federal agency that would investigate and document worklife conditions for women and recommended changes. Thus, in its early life the bureau documented the need for labor reform. After the Fair Labor Standards Act was passed in 1938, establishing the first Federal wage and hour law, the bureau worked to extend coverage to additional workers.

In the 1940's after World War II began, the Bureau helped the Nation meet its need for industrial workers while men served in the military. Women were encouraged to enter the labor force while the Bureau worked with industry leaders to develop training programs for these newcomers. The Bureau also encouraged the development of child care centers to provide adequate care for the children of those working mothers.

Throughout the 1950's and 1960's, the Bureau addressed a widening array of issues ranging from career-oriented training and education to passage of the Equal Pay Act. The bureau was instrumental in the creation of the President's Commission on the Status of Women in 1961 and subsequently provided needed information, contacts, and technical assistance to the various task forces that studied and reported on the status of women throughout the United States.

During the 1970's women joined the work force in increasing numbers. The bureau worked for women's greater access to employment and training as well as to careers of their choice. Another emphasis was the recruitment of women to nontraditional jobs in the trades, professional specialties, and the upper levels of corporate management, which generally paid higher wages and offered mobility and good fringe benefits.

In the 1980s, the multiple-earner family became the norm. There was also a rapid increase in the number of families maintained by single adults, mainly women, and mothers with preschool children entered the labor force in rapid numbers. New issues emerged around the limited amount of time available for family care needs, and the bureau advocated policies and practices to help make work and family needs compatible. Also, during this decade, women made tremendous strides in increasing their level of education and in expanding their presence in virtually all occupations.

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From the publication *The Women's Bureau: What It Is, What It Does*. Women's Bureau, U.S. Department of Labor, 1991.



As the 1990's begin, the Bureau enters its eighth decade of service to women. Special attention continues to be focused on development of policies and procedures that will enable the balancing of work and family responsibilities. The bureau has already responded by instituting the Work and Family Clearinghouse. This computerized data base suggests options that employers might consider in order to help workers resolve conflicts in balancing their work and family responsibilities. The Bureau also began examining the implications for women workers in the 21st century workplace as data projecting the nature of work and composition of the work force became available.

From its position in the Office of the Secretary of Labor, the bureau participates in departmental policy making and program planning, and serves as a coordinating body in the Department of Labor for programs affecting women. To establish vital links at local levels, the bureau has offices in the ten Federal regions across the Nation. Headed by regional administrators, the offices implement national programs and policies, develop local initiatives to address local needs, and disseminate information and publications. Both national and regional offices work cooperatively with women's organizations and commissions for women, the private sector, unions, program operators, educational and training personnel, social service agencies, and government at all levels.

To remain in the forefront on issues, the bureau initiates and supports research and analyses in economic, social and legislative areas, and makes policy recommendations. It also tests innovative ideas and approaches through demonstration projects that help prepare women to enter or reenter the work force, move into new areas of work, or move up in their careers. The Bureau carries out an information and education program through publications, audiovisuals, media relations, feature articles, and public speaking. On the international level, the bureau participates actively in high-level policy development for working women.

Now and in the future, the Women's Bureau will remain not only a strong voice that advocates policy but also a helping hand that activates programs to assist working women and potential workers, and thus to carry out its congressional mandate of 1920.

## **For More Information**

Call or write: U.S. Department of Labor  
Women's Bureau  
Region VI: Dallas  
Federal Building  
525 Griffin Street, Suite 731  
Dallas, Texas 75202

Women's Bureau  
Office of the Secretary  
U.S. Department of Labor  
200 Constitution Avenue NW  
Washington, DC 20210



## Appendix: Sample Intake Forms

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# National Displaced Homemakers Network MIS

## INTAKE FORM

Check if entered in to MIS \_\_\_\_\_

CENTER \_\_\_\_\_ STAFF ID \_\_\_\_\_

ENROLLMENT DATE: \_\_\_/\_\_\_/\_\_\_

SSN \_\_\_\_\_

BIRTHDATE: \_\_\_/\_\_\_/\_\_\_

NAME \_\_\_\_\_

PHONE: (\_\_\_\_) \_\_\_\_\_

ADDRESS \_\_\_\_\_

EMER. PHONE: (\_\_\_\_) \_\_\_\_\_

CITY \_\_\_\_\_

COUNTY \_\_\_\_\_

STATE \_\_\_\_\_ ZIP \_\_\_\_\_

TYPE: \_\_\_\_\_

(circle the most appropriate response)

1. U.S. Citizen?      T true    F false

2. How did you hear about this program? (circle all that apply)

Media:                      T true    F false

Word of Mouth:          T true    F false

Referral:                  T true    F false    Agency Referred by: (see code list) \_\_\_\_\_

3. Sex:                      F Female  
                                    M Male

4. Race:                      W - White  
                                    B - Black  
                                    H - Hispanic  
                                    N - Native  
                                    A - Asian  
                                    O - other

5. Head of Household?      T true    F false

6. Displaced Homemaker:    T true  
                                    F false

7. Dislocated                T true  
   Worker                      F false

8. Limited English:          T true  
                                    F false

9. Handicapped:              T true  
                                    F false

comments \_\_\_\_\_

**Page 2**  
**Intake Form**

10. Marital Status:  
(circle the most relevant)

DATE

COMMENTS

- |                                      |                |       |
|--------------------------------------|----------------|-------|
| 1. Divorced                          | ____/____/____ | _____ |
| 2. Separated                         | ____/____/____ | _____ |
| 3. Widowed                           | ____/____/____ | _____ |
| 4. Married - Disabled Spouse         | ____/____/____ | _____ |
| 5. Married - Unemployed Spouse       | ____/____/____ | _____ |
| 6. Married - Spouse present and able | ____/____/____ | _____ |
| 7. Single, with children             | ____/____/____ | _____ |
| 8. Single, without children          | ____/____/____ | _____ |
| 9. Marriage at risk                  | ____/____/____ | _____ |

11. Number of Dependents:

0-5 years \_\_\_\_\_ 6-18 years \_\_\_\_\_ Over 18 years \_\_\_\_\_

12. Number of years primarily a homemaker \_\_\_\_\_

13. Currently Employed:

- F - Full time
- P - Part time or seasonal
- N - Not employed, not looking
- U - Unemployed, looking for work

14. Occupation:

- MA Managerial/administrative
- PT Professional/technical
- SA Sales
- CL Clerical
- SK Skilled trade/craft worker
- OP Operator
- SW Service worker
- SE Self-employed

15. Hourly Pay: \_\_\_\_\_

16. Years of Part time employment: \_\_\_\_\_

17. Years of Full time employment: \_\_\_\_\_

18. What other jobs held? (paid work)

- |                    |             |
|--------------------|-------------|
| Type of work _____ | Years _____ |
| Type of work _____ | Years _____ |
| Type of work _____ | Years _____ |

Page 3  
Intake Form

19. Have not worked outside the home for pay: T true F false

20. Volunteer work: T true F false

21. Type of volunteer work:

Community       Service       Political  
 Health related       Fundraising       Other \_\_\_\_\_

22. Total time spent in volunteer activities \_\_\_\_\_

23. Highest Education Level Completed:

Other Education:

LHS less than high school \_\_\_\_\_  
HSD high school diploma \_\_\_\_\_  
HSG high school GED (date: \_\_\_/\_\_\_/\_\_\_) \_\_\_\_\_  
PHS post high school \_\_\_\_\_  
AA Associates degree \_\_\_\_\_  
BA Bachelor's degree \_\_\_\_\_  
PG Any post-grad work or degree \_\_\_\_\_

24. Are you currently in school? T true F false

25. Monthly income from all sources: \_\_\_\_\_ (family income, cash only).  
\*\*\*\* If \$0, enter \$1 \*\*\*\*

26. Source of Income (check all that apply)

salary       Other Public Assist.       Medicare  
 alimony       Social Security       Unemployment  
 child support       SSI       Other (savings, rent, etc.)  
 AFDC       Food Stamps

27. Are you a JOBS registrant? T true F false

28. Needs (check all that apply):

Personal/Development       Health       Job Seeking  
 Child Care       Transportation       Financial Aid  
 Housing       Career Exploration       Other \_\_\_\_\_  
 Legal       Education

29. What is your current housing situation?

Own my own home/apartment       Receive rent subsidy  
 Rent my home/apartment       Share housing with others

Comments: \_\_\_\_\_

[for single parent teen programs only]

29. Are you pregnant at this time? T true F false

**AUSTIN COMMUNITY COLLEGE  
SUPPORT CENTER  
ELIGIBILITY INFORMATION  
(CONFIDENTIAL)**

DIS  SE  SP/HM  SPSV

Please print & complete all sections.

Date: \_\_\_/\_\_\_/\_\_\_ SS #: \_\_\_-\_\_\_-\_\_\_ Campus: \_\_\_\_\_

Name: \_\_\_\_\_  
Last First MI

Address: \_\_\_\_\_  
Street and # City Zip Code

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Age:  under 17  17-22  23-30  31-40  41 and over

Gender:  male  female

Ethnicity:  African-American  Anglo-American  Native-American  
 Hispanic-American  Asian-American  International  Other

Marital Status:  unmarried  married  divorced  separated  widowed

Dependent child(ren) at home:  no  yes # \_\_\_\_\_

How did you hear about the Support Center?

Major or area of Interest:  undecided  other \_\_\_\_\_

Currently enrolled at ACC:  yes  no

Next semester planning to enroll at ACC:  Fall  Spring  Summer Year: \_\_\_\_\_

**Please check all that apply:**

Have worked primarily to care for home or family without pay.

Previously depended on, but no longer receiving, the income of another relative.

Unemployed

Single parent with custody or joint custody of minor child(ren).

Pregnant

Receiving food stamps, AFDC, or social security.

Receiving Pell Grant.

Unemployed

Low income \$ \_\_\_\_\_ (month)

GED

Enrolled in or advised to register for Parallel Studies course(s).

In a non-traditional program for your gender. eg. nursing for males.

First-generation college student.

Disability: orthopedic, learning, emotional, other \_\_\_\_\_

Receiving assistance from TRC, SSDI, or workers compensation.

I certify that all the information on this application is correct \_\_\_\_\_  
Signature

**For Office Use Only:**

Intake Signature: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_ Student Major: \_\_\_\_\_

Requested:  information  counseling  dependent care  
 textbooks  supplies  transportation  
 interpreter  special services

Initial screen  DIS  SE  SP/HM  SPSV program year: \_\_\_\_\_

Action taken and/or notes: \_\_\_\_\_

**Financial Status:** this information is confidential. It will be used to identify Austin Community College, community, and personal resources to assist you to meet your educational goals.

=====  
**Monthly Income**

\$ \_\_\_\_\_ earned income from pt/ft employment  
\$ \_\_\_\_\_ AFDC  
\$ \_\_\_\_\_ food stamps  
\$ \_\_\_\_\_ child support  
\$ \_\_\_\_\_ alimony  
\$ \_\_\_\_\_ workers compensation, social security or social security disability  
\$ \_\_\_\_\_ other (eg. partner, parents, gifts, loans, etc.). Please specify source and amount \_\_\_\_\_

\$ \_\_\_\_\_ Total monthly income

\$ \_\_\_\_\_ Total yearly income from all sources, excluding ACC's financial aid.

=====  
**Monthly Expenses (Estimated)**

\$ _____ rent/mortgage	\$ _____ groceries/household
\$ _____ electricity	\$ _____ medical expenses
\$ _____ natural gas	\$ _____ dental expenses
\$ _____ water/sewage	\$ _____ medical insurance
\$ _____ car payment	\$ _____ life insurance
\$ _____ gasoline/transportation	\$ _____ telephone
\$ _____ car insurance	\$ _____ cable tv
\$ _____ bank loans	\$ _____ credit cards
\$ _____ personal care	\$ _____ other debts
\$ _____ baby items	\$ _____ incidentals/ explain _____
\$ _____ dependent care	\$ _____ Total monthly expenses

=====  
\$ \_\_\_\_\_ Total monthly income  
\$ \_\_\_\_\_ Total monthly expenses  
\$ \_\_\_\_\_ Balance remaining  
=====

I certify that all the information on this application is correct.

\_\_\_\_\_  
Signature

**AUSTIN COMMUNITY COLLEGE  
SUPPORT CENTER  
ASSESSMENT PART I**

Date \_\_\_/\_\_\_/\_\_\_

Campus: \_\_\_\_\_

Student Name: \_\_\_\_\_

Social Security # \_\_\_\_\_

previous Support Center participant

new Support Center participant

**Family Situation:**

Please provide the following information for all members of your household:

Name	Age	Relationship	Birthday	Child Care Provider, if applicable	hours in day care	Child Care fee

**Educational Status:**

**For current ACC students:**

Program of study: \_\_\_\_\_

Main campus of study: \_\_\_\_\_

How many credit hours you estimate you will enroll for  
 Fall \_\_\_\_\_  
 Spring \_\_\_\_\_  
 Summer \_\_\_\_\_

**For new ACC students:**

How many years has it been since you were in school? \_\_\_\_\_

I am planning to attend ACC  full-time  part-time  
 mornings  afternoons  evenings

What career do you want to pursue? \_\_\_\_\_

**Financial Aid Award:**

have applied       have not applied       pending

\$ \_\_\_\_\_ Pell Grant Award  
 \$ \_\_\_\_\_ Loan amount  
 \$ \_\_\_\_\_ Scholarship amount



# CEDAR VALLEY COLLEGE

## Single Parent/Displaced Homemaker Program Application

Date of Application \_\_\_\_\_ SS# \_\_\_\_\_

Applicant's Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Home Telephone \_\_\_\_\_ Work Telephone \_\_\_\_\_

<u>Sex:</u>	<u>Race/Ethnicity:</u>	<u>Marital Status:</u>
a. Female	a. White	a. Never Married
b. Male	b. Black	b. Separated
	c. Hispanic	c. Divorced
	d. American Indian	d. Widowed
	e. Asian/Pacific Islander	e. Married
	f. Other _____	

Number of children 18 or under \_\_\_\_\_ Ages \_\_\_\_\_

Status (Circle all that apply):

- a. Single parent -- an unmarried person with a minor child or children of whom he/she has custody or is managing conservator.
- b. Displaced homemaker -- an unemployed or underemployed adult who has worked primarily without pay to care for home and family and has diminished marketable skills.
- c. Other --
  1. Homemaker: an adult who works primarily without pay to care for home and family.
  2. Dislocated Worker: a person who has lost their job due to layoff.
  3. Adult re-entering college: a person over age 25 who has been out of school five (5) years or more.

Source of total household income (Circle all that apply):

- |                    |                    |                      |                          |
|--------------------|--------------------|----------------------|--------------------------|
| a. Own Salary      | d. Food stamps     | g. Social Security   | j. Student financial aid |
| b. Spouse's salary | e. AFDC            | h. Retirement        | (grants, loans, etc.)    |
| c. Child support   | f. Housing Subsidy | i. Investments, etc. | k. Other                 |

Employer (Company) \_\_\_\_\_

Your job title \_\_\_\_\_ Number of hours/week \_\_\_\_\_

CVC courses this semester (list course name and numbers):

\_\_\_\_\_

Total credit hours you are taking/planning to take this semester: \_\_\_\_\_

Major/Certificate program \_\_\_\_\_

Education (Circle highest level completed):

- |                        |                              |                             |
|------------------------|------------------------------|-----------------------------|
| a. 1 - 11              | d. Some college              | g. Bachelor's (4-yr) Degree |
| b. High School diploma | e. Business/trade school     | h. Graduate Degree          |
| c. G.E.D.              | f. Associate's (2-yr) Degree | i. Other _____              |

What services would you like to receive?

- a. Book assistance
  - b. Supplies/Tools
  - c. Job Training Skills
  - d. Referral Services (Off/On campus)
  - e. Pre-Employment Skills
  - f. Counseling: (Academic \_\_, Career \_\_, Personal \_\_)
  - g. Support Group/Seminar Workshop
- Other: \_\_\_\_\_

Children to be enrolled in child care (Print full names for each):

Child 1. \_\_\_\_\_ Birth date/age \_\_\_\_\_ SS# \_\_\_\_\_

Child 2. \_\_\_\_\_ Birth date/age \_\_\_\_\_ SS# \_\_\_\_\_

Child 3. \_\_\_\_\_ Birth date/age \_\_\_\_\_ SS# \_\_\_\_\_

Program in which children are to be enrolled (Circle the ones needed according to your planned course schedule): a. daytime b. evening c. MWF d. TR e. M-F f. Not sure

Financial/Living Expense Information

Estimated monthly family expenses

Estimated monthly family income

- a. Housing \$ \_\_\_\_\_
  - b. Food \_\_\_\_\_
  - c. Clothing & laundry \_\_\_\_\_
  - d. Household & personal supplies \_\_\_\_\_
  - e. Medical & dental \_\_\_\_\_
  - f. Transportation costs (upkeep, fares, etc.) \_\_\_\_\_
  - g. Child care (during work hours) \_\_\_\_\_
  - h. Child support payments \_\_\_\_\_
  - i. Car payment(s) \_\_\_\_\_
  - j. Other expenses - list \_\_\_\_\_
- TOTAL \$ \_\_\_\_\_

- a. Your earnings \$ \_\_\_\_\_
  - b. Spouse's earnings \_\_\_\_\_
  - c. Savings, etc. \_\_\_\_\_
  - d. Family help \_\_\_\_\_
  - e. Veterans' benefits (including spouse's) \_\_\_\_\_
  - f. Total family welfare benefits \_\_\_\_\_
  - g. Total family SS benefits \_\_\_\_\_
  - h. Child support income \_\_\_\_\_
  - i. Scholarships/grants (educational assistance of any kind) \_\_\_\_\_
  - j. Other income - name source: \_\_\_\_\_
- TOTAL \$ \_\_\_\_\_

Please indicate where you will live this semester:

- a. own home
- b. with relatives
- c. other \_\_\_\_\_

Name and phone number of individuals to contact in case of an emergency with your child(ren) and you cannot be reached:

Name \_\_\_\_\_ Home # \_\_\_\_\_ Work # \_\_\_\_\_

Name \_\_\_\_\_ Home # \_\_\_\_\_ Work # \_\_\_\_\_

The above information is true to my knowledge. I understand that any false information given may disqualify me from consideration for and participation in this program.

ERIC Applicant's Signature

Today's Date

# Northeast Texas Community College

## Application for Special Support Services



Submit applications to:

Judy Jackson, Northeast Texas Community College, P.O. Box 1307, Mt. Pleasant, Texas 75456-1307

PLEASE PRINT OR TYPE

Name: \_\_\_\_\_  
Last First Middle

Address: \_\_\_\_\_  
No. & Street County City, State Zip

Phone: (\_\_\_\_) \_\_\_\_\_  Yours  Relative  Friend

If other than your own phone, name of relative or friend \_\_\_\_\_

Social Security Number: \_\_\_\_\_  Female  Male

Marital status:  Single  Married  Separated  Divorced  Widowed

Highest education received:  
 1-7 yrs  8-11 yrs  GED  High school graduate  College \_\_\_\_\_ Number of hours completed

You must be enrolled in one of the following courses of study in order to qualify for assistance:

Accounting	Licensed Vocational Nursing	Automotive Technology
Agriculture	Banking	Ranch & Farm Management
Computer Information Systems	Management	Diesel Technology
Cosmetology	Nursing	Business Administration
Criminal Justice	Professional Secretary	Real Estate

What will be/is your major at Northeast? \_\_\_\_\_

Are you a  new or  returning student to Northeast?

How many hours will you enroll this semester? \_\_\_\_\_

When do you plan to graduate from Northeast? \_\_\_\_\_

How will you be paying for your college tuition? \_\_\_\_\_

How many miles do you travel to the college one way? \_\_\_\_\_

Do you own a car? \_\_\_\_\_ Do you carpool? \_\_\_\_\_

350

*Information to be used in evaluation of qualifications for Special Support Services  
through the Carl Perkins Vocational Education Grant.*

Earned Income ..... \$ \_\_\_\_\_  
 Other Income ..... \$ \_\_\_\_\_ (Please circle: child support, AFDC, Social Security,  
 Total Income ..... \$ \_\_\_\_\_ unemployment, Other \_\_\_\_\_)

**Monthly Expenses (Estimated)**

Rent/Mortgages ..... \$ _____	Groceries/Household ..... \$ _____
Electricity ..... \$ _____	Medical Expenses ..... \$ _____
Natural Gas ..... \$ _____	Dental Expenses ..... \$ _____
Water/Sewage ..... \$ _____	Medical Insurance ..... \$ _____
Car Payment ..... \$ _____	Life Insurance ..... \$ _____
Bank Loans ..... \$ _____	Major Credit Cards ..... \$ _____
Clothing ..... \$ _____	Department Store Credit ..... \$ _____
Baby Items ..... \$ _____	Other Credit/Accounts ..... \$ _____
Day Care ..... \$ _____	Other Expenses ..... \$ _____
	(Please explain _____)
<b>TOTAL MONTHLY EXPENSES \$ _____</b>	

Total Monthly Income ..... \$ \_\_\_\_\_  
 Total Monthly Expenses ..... \$ \_\_\_\_\_  
**BALANCE REMAINING ..... \$ \_\_\_\_\_**

Please check all that apply to you:

- Single parent     Handicapped     Economically disadvantaged  
 Non-traditional major     Adult in Priority Program

Number of family members, include yourself \_\_\_\_\_

Other financial assistance:

- Federal assistance + Pell Grant  
 Federal assistance or Pell Grant  
 Scholarship - name of scholarship \_\_\_\_\_  
 Living alone  
 Living with spouse/significant other  
 Living with parents