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## ABSTRACT

Project Opportunity of the Women in Technology (WIT) program at Texas' El Paso Community College is designed to provide a bridge curriculum for women who choose to enter nontraditional vocational fields that furnishes marketable skills to low-income individuals, single parents, displaced homemakers, young pregnant women, and near-homeless women. In 1994-95, project activities included the following: (1) community outreach and recruitment through 44 live presentations, public service announcements, 3 newspaper articles, and 452 mailers to businesses; (2) student support services and workshops, including child care provided to 3 students, technical content course tutoring to 20 students, and transportation funding to 25 students; (3) networking with the community through conferences and special workshops; (4) the implementation of a self-investment class, a technical applied physics class, a math class, and a Vocational Industrial Clubs of America (VICA) program; (5) work study arrangements made for 26 students at 10 locations; and (6) certificates of completion and participation for the VICA students awarded to 22 students. The bulk of this report is comprised of 25 appendixes providing data on WIT allocation and discretionary budgets, a discussion of obstacles to program implementation, empowerment workshop materials, program forms and survey instruments, a self-investment syllabus, information on VICA projects, a list of workstudy locations and presentations made, lists of applicants and participants by semester, a schedule of career exploration workshops, a tutoring report, a nontraditional statement form, a list of workstudy participants, student program evaluations, a list of mentors/recruiters, and graduation material. (KP)

EL PASO COUNTY COMMUNITY COLLEGE DISTRICT

ED 387 163

# Women in Technology PROJECT OPPORTUNITY



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## End - Of -Year Report 1994 -1995

Project Director: Victoria Di Benedetto (915) 757-5085

Project Coordinator: Rachel Ortiz (915) 594-2332

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JL 150 465

Project Opportunity  
El Paso Community College  
P.O. Box 20500  
El Paso, Texas 79998  
July 5, 1995

Dr. Anna Auvenshine, Associate Program Director  
Texas Higher Education Coordinating Board  
Community and Technical Colleges  
P. O. Box 12788  
Austin, Texas 78711-2788

Dear Dr. Auvenshine,

In accordance with El Paso Community College (EPCC) Women in Technology (WIT) Project Opportunity program number 55150009, issued through the Texas Higher Education Coordinating Board, we submit the following end-of-year report for fiscal year 1994-1995. The format is in compliance with the operational format listed in the grant application, including approved revisions. Revisions resulted in accordance with the approved new grant budget upon grant approval. Changes included the deletion of a student English for Special Purposes (ESP) option, a modification of program student participation from 25 to 20 per semester, and reduced student workstudy hours from 10 to 8 hours per week. The memorandum documenting these changes is attached as

**Appendix 1.** Supplemental Page three from the quarterly reports list program obstacles as they relate to specific project activities. **See Appendix 2.**

Project Opportunity 1994-1995 accomplished all objectives  
to include the following major activities:

**I. COMMUNITY OUTREACH**

**A. RECRUITMENT**

1. Presentation/Live

A total of 44 presentations were made, reaching 737 women.

2. Presentations/Electronic

One television PSA, and one radio PSA, reaching approx. 60,000 area residents.

3. Printed Media

Three newspaper articles. 452 mailers sent out to businesses and interested individuals. One E-mail announcement reaching approx. 1,000 EPCC employees.

**II. STUDENT SUPPORT**

**A. WIT SERVICES**

1. Child Care

3 students received child care for 7 children.

2. Technical and requirement class tutoring

20 students received tutoring services totally 189.5 hrs.

3. Transportation Fund

25 students received a total of 75 bus passes.

**B. WORKSHOPS**

1. Empowerment

Two one-day empowerment workshops were conducted during the year. 15 students attended in Fall 1994 and 9 students attended for Spring 1995. See Appendix 3

2. Career Exploration

52 students participated in Discovery assessments. 102 interested individuals toured the Advanced Technology Center.

**III. NETWORKING**

**A. WITH THE COMMUNITY**

1. Fall Advisory Board Meeting

Oct. 7, 1994, 19 members and staff present. Minutes included in WIT end-of-year report.

2. Spring Advisory Board meeting

May 19, 1995, 13 members and staff present. Minutes included in WIT end-of-year report.

**B. CONFERENCES/JOINT PRESENTATIONS**

1. EQUITY STARLINK

January 24, 1995 in Austin, Texas. Transmitted to 15 Texas Colleges.

2. NISOD (National Institute for Instructional Study & Organizational Development) Conference

Presentation made at the International Teachers Conference May 21-24, 1995 in Austin, Texas.

**IV. PROGRAM CLASSES**

**A. BRIDGE CURRICULUM**

1. Self-Investment Class

22 students completed the Self-Investment class.

2. Technical Applied Physics

17 students completed the Technical Applied Physics class.

3. Technical/Math Classes

22 students attended these classes.

4. Vocational Industrial Clubs  
of America (VICA) members

22 students enrolled in the VICA  
program. With 4 students selected to  
attend the National Conference held  
June 26 - 30, 1995.

V. WORKSTUDY

26 students placed within the  
Technology Division at EPCC or an  
area Vo/Tech High School.

10 locations specified for workstudy  
students.

VI. GRADUATION

A. FALL 1994

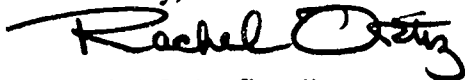
10 students received program certificates  
of completion and VICA certificates of  
participation.

B. SPRING 1995

12 students received program certificates  
of completion and VICA certificates of  
participation.

Women in Technology Project Opportunity is an essential stepping stone for low income women entering a nontraditional field of study at El Paso Community College. We look forward to providing women the opportunity to prosper from our bridge curriculum of Technical knowledge and personnel awareness. Should you have any questions, please call me at (915) 594-2332.

Sincerely,



Rachel Ortiz, Coordinator  
Project Opportunity

cc: Victoria Di Benedetto  
Al Lawrence  
Joan McCollister  
Linda Luehrs  
Lynn Slater  
Ramon Dominguez  
Roberto Reyes  
Raul Ramirez  
Lois Lynn  
Adena Loston  
Charles Rorie  
Adriana Barrera

Appendices:

1. Memo to Al Lawrence  
2. Report Describing Obstacles  
3. Empowerment Workshop Material  
4. VICA & SCANS Report  
5. Updated Program Forms  
6. Student Survey  
7. Student Environmental Survey  
8. Self-Investment Syllabus  
9. VICA Projects

10. Workstudy Locations  
11. Program Advertising  
12. Presentations  
13. Fall 1994 Applicants  
14. Spring 1995 Applicants  
15. Career Exploration Workshops  
16. Participants Fall '94  
17. Participants Spring '95  
18. Orientation Packet

19. Support Services Provided  
20. Nontraditional Statement Form  
21. Workstudy Participants  
22. Student Program Evaluations  
23. Mentor/Recruiter List  
24. Graduation Material  
25. VICA Student Reports

## PROJECT OPPORTUNITY PROGRAM EVALUATION

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Project Opportunity is designed to assist low income women. Primarily single parents, displaced homemakers, young pregnant women and near homeless women who need to enroll in a training program for housing benefits. These women must have the desire to enroll in a nontraditional career program at El Paso Community College.

A total of 50 women were chosen to participate in the 1994-1995 Project Opportunity Bridge Curriculum program. This first semester program provides a human investment system approach which supplies students with a combination of basic survival and marketable skills.

### PROJECT OPPORTUNITY STUDENT PROFILE

Average Age: 30  
Residential Status: Renting of living with a family member

Number of Children: 2

#### MONTHLY INCOME

AFDC: \$184

Food Stamps: \$273

Alimony: None

#### EMPLOYMENT HISTORY

Presently Employed: No

Last Date of Employment: Approx. 1 yr.

Salary: \$4.25 per hr.

#### EDUCATION

High School Diploma or GED: Yes

Number of Yrs. Out of School: 10 yrs.

Number of College Hrs: 6

The Project Opportunity profile characterizes the majority of our women. One factor is evident in each applicant - that is, their desire to better their future and that of their families, by choosing a nontraditional career occupation. The program's Bridge Curriculum is designed to better retain students in the educational system by providing them with two essential ingredients: (1) A better comprehension about basic principles of technology and (2) personal self-awareness.

### DRAFTING AND DESIGN TECHNOLOGY ASSOCIATE OF APPLIED SCIENCE DEGREE PLAN

| First Semester                      | Credit Hrs. | Class Hrs. |
|-------------------------------------|-------------|------------|
| DFTG 3105 Statistics                | 3           | 3          |
| DFTG 4101 Basic Drafting            | 4           | 6          |
| DFTG 4122 Computer-Aided Drafting I | 4           | 6          |
| ENGL 3111 Expository English Comp.  | 3           | 3          |
| MATH 3107 Technical Math I          | 3           | 3          |
|                                     | <hr/>       | <hr/>      |
|                                     | 17          | 21         |

**DRAFTING AND DESIGN TECHNOLOGY MAJOR  
PROJECT OPPORTUNITY BRIDGE CURRICULUM**

| First Semester            | Credit Hrs. | Class Hrs. |
|---------------------------|-------------|------------|
| DFTG 4101 Basic Drafting  | 4           | 6          |
| MATH 3006 or Higher       | 3           | 3          |
| Technical Applied Physics | 0           | 3          |
| Self Investment/VICA      | 0           | 6          |
|                           | 7           | 18         |

In comparison to the Associates of Applied Science first semester degree plan, Project Opportunity's first semester bridge curriculum provides two personal preparation classes. The **TECHNICAL APPLIED PHYSICS** class introduces students to the basic principles of Technology and prepares them for their more intensive technical classes which follow. A **SELF-INVESTMENT** class promotes personal self-awareness encouraging students to examine their values, establish goals and develop action plans for their future. The ultimate purpose of this class is to build self-esteem and positive thinking among our students. The **VICA PROGRAM** is incorporated within the self-investment class to provide students with an understanding about workplace competencies. VICA recognizes the SCANS report and prepares students for the world of working in a quality managed environment by emphasizing the competencies identified in the report. See Appendix 4.

An additional factor in retaining our students during the semester depends on the accessibility of support services. As part of the Women in Technology program, Project Opportunity students benefit from the following support services: Job Information, Mentoring, Childcare Assistance, Technical Content Tutoring, and Transportation Assistance in the form of bus passes.

Project Opportunity also offers students the opportunity to participate in a workstudy program. Workstudy students are placed within the technology division at El Paso Community College or in a vocational department of an area High School. Students work up to 8 hrs. per week earning minimum wage and are paid on a monthly basis. This money helps supplement the family income while not affecting government assistance they may be receiving. During the 1994-1995 Project Opportunity grant year, 26 students participated in the workstudy program, working a total of 2,411 hrs., receiving an approximate total of \$10,246.75.

As Project Opportunity began its third fiscal year, the need to update existing documentation forms presented itself. The following forms were updated to better facilitate the program's mission: Project Opportunity Step Process and the Workstudy Policies and Procedures. See Appendix 5.

Project Opportunity recruitment efforts for the 1994-1995 grant year yielded a total of 136 applications from women interested in participating in our program. 67 applications were received for the Fall 1994 bridge curriculum class from which 20 women were selected to participate along with 5 alternates. From this group 10 students completed the program. 69 applications were received from interested women for the Spring 1995 class. 20 were selected to participate in the program along with 5 alternates. 12 completed the program.

**CLASSIFICATION OF STUDENTS  
FALL 1994 AND SPRING 1995**

|   |    |
|---|----|
| <b>SINGLE PARENTS</b>   | 8  |
| (Includes women never married and separated w/children)                   |    |
| <b>DISPLACED HOMEMAKERS</b>   | 8  |
| (Includes divorced women without children & women who request retraining) |    |
| <b>SINGLE</b>   | 6  |
| (Low Income)  |    |
| <b>TOTAL</b>  | 22 |

**MAJORS**

|                     |    |
|---------------------|----|
| Electronics         | 7  |
| Drafting            | 3  |
| Plastics            | 10 |
| Fire Technology     | 1  |
| Hazardous Materials | 1  |
| <b>TOTAL</b>        | 22 |

Student surveys to include all program graduates are conducted in the Fall and Spring semesters to track retention in the college. See Appendix 5. An additional Project Opportunity student survey was conducted to assemble information concerning our students environment in an attempt to better identify student priorities which may deter them from completing our program. See Appendix 7.

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All products generated by the Project Opportunity program and mentioned in this evaluation summary are documented as appendices.



**TEXAS HIGHER EDUCATION COORDINATING BOARD  
WOMEN IN TECHNOLOGY (WIT) PROJECT OPPORTUNITY  
GRANT REPORT**

*Project Number: 55150009*

*July 1, 1994 - June 30, 1995*

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All project objectives relating to the Fall 1994 semester are repeated for the Spring 1995 semester when applicable. Repeated objectives will be cited under performance measures.

**GOAL**

The goal of the Project is to provide a bridge curriculum for single parents, displaced homemakers, and single pregnant women, including eminently homeless women, who desire to become economically independent by choosing a nontraditional career option, and provide them with marketable skills.

**OBJECTIVE 1.**

To implement VICA program principles into the Self-Investment curriculum and schedule project classes.

**PROJECT ACTIVITY 1.1**

Project Assistant will modify Self-Investment curriculum to include designated classes in which VICA programs will be implemented, and coordinate project linkage with area VICA charters.

**PERFORMANCE MEASURE 1.1**

Curricula is on file. See Appendix 8.

VICA linkages were made with the Ysleta Independent School District's Academy of Science and Technology and the Texas State Technical College (TSTC) in Waco, Texas.

**FALL 1994 AND SPRING 1995**

*VICA meetings were conducted each Wednesday for one hour. Names of elected officers and minute meetings are on file in the Project Opportunity office. During the semester students participated in community activities as VICA community projects. This included participating in "Make a Difference Day", collecting clothing for families in Juarez, Mexico, having a dinner for the homeless, and holding a bake sale with proceeds going to purchase a television for the Migrant Workers Center in El Paso, Texas. See Appendix 9. The Spring 1995 students also developed a video featuring the Project Opportunity program.*

## **PROJECT ACTIVITY 1.2**

Project Coordinator will work with the Coordinator of the Technical Programs Continuing Education Department to schedule the Technical Applied Physics and Self-Investment (SI) classes for the Fall 1994 semester.

### **PERFORMANCE MEASURE 1.2**

Appropriate documentation is on file.

*The Self-Investment and Technical Applied Physics classes have been scheduled through the El Paso Community College Continuing Education Department. Records will show class schedules.*

### **SELF-INVESTMENT AND TECHNICAL APPLIED PHYSICS SCHEDULES:**

#### **FALL 1994**

*Self-Investment: WIT 200*

*Location: VV Campus Rm. MV2*

*Time: MWF 2 - 4 p.m.*

*Technical Applied Physics: SDG 736*

*Location: VV Campus Rm. ATC 119*

*Time: 2 - 3:30p.m.*

#### **SPRING 1995**

*Self-Investment: WIT 200*

*Location: VV Campus Rm. MV5*

*Time: MWF 8 - 10a.m.*

*Technical Applied Physics: SDG 736*

*Location: VV Campus Rm. ATC 119*

*Time: 1 - 2:30p.m.*

## **OBJECTIVE 2**

To set up and coordinate the workstudy component within the Occupational Education Division and with appropriate vocational science areas of participating high schools.

### **PROJECT ACTIVITY 2.1**

Project Coordinator will specify objectives and develop policies for the workstudy program.

### **PERFORMANCE MEASURE 2.1**

Records will indicate list of objectives.

*Project Coordinator has identified student workstudy polices and procedures.*

### **PROJECT ACTIVITY 2.2**

Project Coordinator will coordinate with the Occupational Education Division representative to access available areas within the Technology Division at El Paso Community College and the vocational science areas of participating high schools which require the assistance of a workstudy student.

## **PERFORMANCE MEASURE 2.2**

Records indicate location, telephone number, and immediate contacts.

### **FALL 1994 AND SPRING 1995**

*Ten locations within the College and Vocational Science areas of related high schools in need of workstudy students have been identified. See Appendix 10.*

## **OBJECTIVE 3.**

To recruit, identify, test and select 20 qualified women for project participation - Fall 1994.

### **PROJECT ACTIVITY 3.1**

This project activity has been deleted from the grant.

### **PROJECT ACTIVITY 3.2**

Arrange for advertisement of program especially among agencies who have expressed interest.

## **PERFORMANCE MEASURE 3.2**

Records will indicate copies of advertisements. See Appendix 11

### **FALL 1994**

*Program was advertised among 13 agencies who serve target population, 175 contacts were made.*

*Project Opportunity began the Fall 1994 semester without a program specialist to assist in recruitment efforts. Program announcement was increased with the circulation of 191 letters to past program applicants.*

### **SPRING 1995**

*Program was advertised among 21 agencies who serve target population. 395 contacts made, 261 letters sent out to service organizations and interested individuals.*

*In our continued efforts of promoting Project Opportunity throughout the community, ten presentations were made on request basis during the Spring 1995 semester. See Appendix 12.*

*Presentations were also made on the State, National and International levels:*

**JAN 24, 1995**

*Texas Higher Education Coordinating Board "Equity Model Projects" teleconference in Austin, Texas. Starlink presentation by Project Opportunity Program Director, Ms. Victoria Di Benedetto and the Project Coordinator, Ms. Rachel Ortiz. Program consisted of an hour and a half discussion with three Texas equity programs.*

**MAY 22, 1995**

*A presentation was given by Ms. Victoria Di Benedetto and Ms. Rachel Ortiz, along with two Project Opportunity graduates during the National Institute for Instructional Study and Organizational Development (NISOD) Conference in Austin, Texas. This was the third year WIT Project Opportunity was accepted to present during this Conference.*

**June 29, 1995**

*During the Vocational Industrial Clubs of America (VICA) National conference in Kansas City, Mo., Women in Technology Project Opportunity obtained an exhibition booth to link with other individuals and programs throughout the country. Two program supervisors and four students aided in disseminating information to approximately 700 individuals.*

### **PROJECT ACTIVITY 3.3**

Contact referred individuals for interview date at which time applicant will be informed of financial aid availability and intake process procedures.

### **PERFORMANCE MEASURES 3.3**

Records will indicate individuals contacted and interviewed.

**FALL 1994**

*67 applications received and applicants interviewed. See Appendix 13.*

**SPRING 1995**

*69 applications received and applicants interviewed. See Appendix 14.*

### **PROJECT ACTIVITY 3.4**

Arrange for skill inventories (Discover Assessments to be administered as career exploration workshops to applicants at the College's Career Planning Center.

### **PERFORMANCE MEASURE 3.4**

Records will indicate dates of Career Workshops

**FALL 1994**

*25 Discover assessments administered along with three group career exploration workshops.*

**SPRING 1995**

*27 Discover assessments administered along with three group career exploration workshops. See Appendix 15.*

**PROJECT ACTIVITY 3.5**

Select 20 women to participate in the program.

**PERFORMANCE MEASURE 3.5**

Applicants will be evaluated and selected based on career goals, attitudes and test scores, with target population given preference.

**FALL 1994**

*20 women selected along with 5 alternates. See Appendix 16.*

**SPRING 1995**

*20 women selected along with 5 alternates. See Appendix 17.*

**PROJECT ACTIVITY 3.6**

Arrange for orientation workshop.

**PERFORMANCE MEASURE 3.6**

Records will indicate dates, agenda and attendance.

**FALL 1994**

*Orientation workshop was conducted Thursday, July 28, 1994 from 9 a.m.-12 noon and 1-4 p.m.. Empowerment workshop held Monday August 22 from 10 a.m.-4 p.m.*

**SPRING 1995**

*Orientation workshop was conducted Thursday, Dec. 15, 1994 from 1-5 p.m.  
Empowerment workshop held on Saturday, January 14, 1995 from 10 a.m.-4 p.m.  
See Appendix 18.*

**OBJECTIVE 4**

To arrange for enrollment of student participants in the Fall '94 classes, and fulfillment of student's support service needs.

**PROJECT ACTIVITY 4.1**

Coordinator will work with the Occupational Education Division's Office of Continuing Education to provide a system of enrollment in the program.

#### **PERFORMANCE MEASURE 4.1**

Records will be on file in the Continuing Education office.

*Records will show dates, times, locations and names of instructors.*

#### **PROJECT ACTIVITY 4.2**

An EPCC counselor will advise students on credit course registration during the orientation sessions. Students will also be made aware of the benefits available through WIT and the Upper Rio Grande Private Industry Council. VICA program incentives will be outlined. Policy procedures, objectives and responsibilities concerning the 8 hrs workstudy program will be identified.

#### **PERFORMANCE MEASURE 4.2**

Records will indicate orientation dates and support services delivered to each student with rationale.

##### ***FALL 1994 AND SPRING 1995***

*Students were informed about program benefits during orientation. Workstudy objectives were outlined. 20 students received tutoring services totaling 189 hrs. See Appendix 19 for list of services provided.*

#### **PROJECT ACTIVITY 4.3**

Coordinator will sort with the Upper Rio Grande Private Industry Council representative to facilitate students through the intake process and JTPA certification.

#### **PERFORMANCE MEASURE 4.3**

Records will indicate dates of meetings and participants.

##### ***FALL 1994***

*Because of delayed funding of federal monies to the Upper Rio Grande Private Industry Council, a system to facilitate students through the PIC intake process and JTPA certification were not established for the FALL 1994 semester. After identifying a new Vocational Guidance Assistant on the El Paso Community College Valle Verde Campus, project coordinator worked to facilitate students through the intake process and JTPA certification for the Spring 1995 semester.*

##### ***SPRING 1995***

*Four students received JTPA certification and financial assistance through the URGPIC.*

#### **PROJECT ACTIVITY 4.4**

During the orientation, students will be asked to sign a declaration of nontraditional major. Students enrolled in non-credit nontraditional courses such as those offered by the Advanced Technology Center at the College, will be asked to sign a statement declaring they intend to use the training they will be receiving to earn a living.

#### **PERFORMANCE MEASURE 4.4**

Records of signed declaration will be on file.

##### **FALL 1994 AND SPRING 1995**

*Records will show the signed statements of students enrolled in a non-credit nontraditional course, such as those offered at the Advanced Technology Center, claiming that they intend to use the training they receive to earn a living. See Appendix 20 for statement form.*

#### **OBJECTIVE 5**

To arrange for 8 hrs. per week project-managed workstudy placements, and set-up a system for issuance of monthly checks.

#### **PROJECT ACTIVITY 5.1**

Project Coordinator will work with the Occupational Education Division representative in initiating placement for students within the EPCC Occupational Education Division and the vocational science areas of participating high schools, placing consideration on student's schedules and individual needs.

#### **PERFORMANCE MEASURE 5.1**

Records will indicate placement.

##### **FALL 1994**

*13 students participated in the workstudy program.*

##### **SPRING 1995**

*13 students participated in the workstudy program.  
See Appendix 21 for locations.*

#### **PROJECT ACTIVITY 5.2**

Coordinator will work with the Personnel Department to form a project-managed workstudy program agreement.

## **PERFORMANCE MEASURE 5.2**

Agreements will be on file.

### **FALL 1994 AND SPRING 1995**

*As per agreement with Human Resources Department, workstudy students will be classified as Project Managed Student Interns and minimum wage has been designated as \$4.25 per hour. Agreement is on file in the EPCC Human Resources Department.*

## **PROJECT ACTIVITY 5.3**

Timesheets and time and effort reports will be distributed to workstudy participants and returned to Project Coordinator for processing on a monthly basis.

## **PERFORMANCE MEASURE 5.3**

Monthly timesheets will be on file for both the Fall 1994 and Spring 1995 semesters.

## **OBJECTIVE 6**

To establish a system of monitoring student's academic process to include an exit interview and evaluation of program by students. Select student to attend VICA national conference.

## **PROJECT ACTIVITY 6.1**

Project Coordinator will monitor students during the semester by maintaining contact with student's workstudy supervisors and instructors.

## **PERFORMANCE MEASURE 6.1**

Records will indicate meeting notes

### **FALL 1994 AND SPRING 1995**

*Student assessments were made on a monthly basis. Reports are on file in the Project Opportunity office.*

## **PROJECT ACTIVITY 6.2**

Interviews with at risks students will be scheduled when necessary to appraise progress and supply appropriate support. Continued participation in the workstudy component will be contingent upon regular attendance and passing grades in all bridge curriculum courses as monitored during the semester.

## **PERFORMANCE MEASURE 6.2**

Records will indicate interviews with at-risk students.



**FALL 1994 AND SPRING 1995**

*Student assessments were made on a monthly basis. Reports are on file in the Project Opportunity office.*

**PROJECT ACTIVITY 6.3**

Select Program student to attend VICA National Conference based on attendance, grades, participation and ideas.

**PERFORMANCE MEASURE 6.3**

Records will indicate students and basis of selection.

**FALL 1994 AND SPRING 1995**

*One student was selected from the Fall 1994 graduating class and three students were selected from the Spring 1995 graduating class. Selection was based on: Participation on VICA projects, completion of VICA workbook, grades in both credit and non-credit classes, number of absences in Project Opportunity class, and workstudy participation.*

**PROJECT ACTIVITY 6.4**

Upon the conclusion of the semester, students will be interviewed and given a program evaluation.

**PERFORMANCE MEASURE 6.4**

Evaluations will be on file.

**FALL 1994 AND SPRING 1995**

*Student evaluations are included on the final student assessment.*

**PROJECT ACTIVITY 6.5**

Each program participant will assess the value of the project to gather suggestions for improvement.

**PERFORMANCE MEASURE 6.5**

Records will indicate interview notes with each student.

**FALL 1994 AND SPRING 1995**

*Student program evaluations are on file in the Project Opportunity office. See Appendix 22 for evaluation results.*

## **OBJECTIVE 7**

To orient students as WIT recruiters and/or mentors to assist succeeding Project Opportunity students.

### **PROJECT ACTIVITY 7.1**

Students will be primed as WIT recruiters and/or mentors during their final self-investment classes.

### **PERFORMANCE MEASURE 7.1**

Records will indicate participants

#### **FALL 1994 AND SPRING 1995**

*Students were informed about assisting as WIT recruiters and/or mentors. Names of students interested in becoming WIT recruiters and mentors were transferred to the WIT Program Student Advisor for scheduling later in the semester. See Appendix 23.*

### **PROJECT ACTIVITY 7.2**

Program Assistant/Instructor will update the WIT Project Opportunity mentoring handbook.

### **PERFORMANCE MEASURE 7.2**

Handbook will be on file.

#### **FALL 1994 AND SPRING 1995**

*There were no necessary revisions to the mentoring handbook.*

### **PROJECT ACTIVITY 7.3**

A graduation ceremony will be scheduled. Certificates will be issued to those who complete the program. Student selected to attend the VICA National conference will be announced.

### **PERFORMANCE MEASURE 7.3**

Copies of graduation certificates and names of all recipients will be on file.

#### **FALL 1994**

*Program graduation was held on Wed. Dec 14, 1994. 300 invitations were printed and distributed among students, media, community agencies, and EPCC personnel. Ten students received Project Opportunity program certificates of completion, along with VICA participation certificates. The name of B. Aguilar was announced as the student to attend the VICA National Conference.*

**SPRING 1995**

*Program graduation was held on Friday, May 12, 1995. 300 invitations were printed and distributed among students, media, community agencies, and EPCC personnel. Twelve students received Project Opportunity program certificates of completion, along with VICA participation certificates. The names of C. Acosta, R. Enriquez, and H. Ruiz were announced as the students to attend the VICA National Conference.*

*For copies of announcements and certificates see Appendix 24.*

The VICA National Conference was held from June 26 to July 1, 1995 in Kansas City, Mo. Two staff members and four students attended the conference. Reports from student participants are included as Appendix 25.

# APPENDICES

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1. Memo to Al Lawrence
2. Report Describing Obstacles
3. Empowerment Workshop Material
4. VICA & SCANS Report
5. Updated Program Forms
6. Student Survey
7. Student Environmental Survey
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## MEMORANDUM

TO: Al Lawrence, Administrator  
Carl Perkins Administration

FROM: Victoria Di Benedetto<sup>WDB</sup> Coordinator  
Women in Technology (WIT)

DATE: June 29, 1994

SUBJECT: WIT'S ALLOCATION AND DISCRETIONARY BUDGETS FOR 1994-95 AND  
RESULTING CHANGES IN GRANT REQUIREMENTS

Enclosed are the following budgets:

1. CP Special Populations—WIT/Project Opportunity (Enclosure 1)
2. Women in Technology/Equity/Mentoring/Internship (Enclosure 2)
3. Women in Technology—Project Opportunity (Enclosure 3)

Due to the amount of funding received, the following changes are needed in each discretionary grant:

**Women in Technology/Equity/Mentoring/Internship:**

Abstract Page: Objective #5: change "8" to "4" and "4" to "2"

Objective #1: Page 8 and 16: 1.1 change "72" to "68"

Page 9 and 22: 2.5 change "6" to "5.6" change "72" to "68"

Page 11: 3.9 change "is successfully employed for 6 months in her field" to "they are no longer needed."

Objective #5: Page 11 and 35: change "8" to "4" and "4" to "2"

GENERAL NOTE: The Student Services Specialist position and the Internship position will be combined into one full-time position, and the Student Services Specialist will also accept and process all documentation related to processing student book reimbursements. This activity will also include reimbursements to males in nontraditional fields in equal measure as provided with CP allocation funds.

**Women in Technology—Project Opportunity:**

Abstract Page: Delete 1.C.

3. Change "10" to "8"

Objective #3: Change "25" to "20"

Objective #5: Change "ten" to "eight"

Part B: Methodology for Proposal:

Page 10: delete 1.C.

3. Change "10" to "8"

In paragraph 5, delete "The English for Special Purposes Curricula,  
and "

In paragraph 5, last line, change "are" to "is"

Page 11: delete Paragraph #6, beginning with "Although" and ending  
with "curriculum."

Objective #3: Page 12 and 19: change "25" to "20" and delete 3.1

Page 13 and 20: 3.5 Change 25 to 20

Objective #4: Page 13 and 21: in 4.2 change "10" to "8"

Objective #5: Page 13 and 22: change "ten" to "eight"

Appendix #14: Page 2: 2nd line, change "Coordinator" to "Program Director"

eo

cc: Joan McCollister, Director  
Special Programs

SUPPLEMENTAL PAGE TWO

INSTITUTION: El Paso Community College  
PROJECT NAME: Project Opportunity

QUARTER#: 1st  
PROJECT#: 55150009

- 4. List any problems or obstacles to successful completion of the project which were identified during this semester.

On June 29, 1994 our Program Director submitted a list of grant revisions to our college Carl Perkins Administrator. This letter is attached as Appendix A. These revisions were due to the reduced amount of grant funding and to the allotted time for recruitment of students between grant approval and last day of student admission to the college for that semester.

PROJECT ACTIVITIES

- 3.1 This project activity was deleted from the grant because of reduced funding.
- 4.2 Upper Rio Grande Private Industry Council (PIC) benefits were not described during student orientation because federal funds had not yet been received by the organization. These funds were not received until September 1994.
- 4.3 Because of the delayed funding of federal monies to the Upper Rio Grande Private Industry Council, a system to facilitate students through the PIC intake process and JTPA certification were not established for the FALL 1994 semester.

- 5. Describe how the problems or obstacles are being addressed.

PROJECT ACTIVITIES

- 4.2 With Federal monies received by the Upper Rio Grande Private Industry Council (PIC), future orientations for this grant year will include information on benefits this agency can provide our students.
- 4.3 Aside from monies received by PIC, a new Vocational Guidance Assistant on El Paso Community College Valle Verde campus has been identified. Coordinator will work with her to facilitate students through the intake process and JTPA certification for the Spring 1995 semester.



# "OPTIONS"

*Denese Watkins*

P.O. Box 13022 El Paso, Texas 79913 (915) 581-1950

## EL PASO COMMUNITY COLLEGE

### PROJECT OPPORTUNITY

"WHAT IS A WOMAN'S WORTH?"

Values exercise.

What are my values?

Increasing self esteem/self acceptance.

Mirrors.

Scents.

Creativity

Meditation and dialogue.

What are our limitations?

Time Line to remove limitations.

Goal reaching.

Moving into the future.



# THE CREATIVE ADVANTAGE

Corporate and Professional Development

Denese Watkins

Cont'd

## BE YOURSELF TOOL KIT

1. *PAY ATTENTION TO YOUR HEART'S DESIRES.*
2. *DAYDREAM TO ACTIVATE YOUR IMAGINATION.*
3. *SPEND TIME IN SILENCE.*
4. *TRUST YOUR FEELINGS, INTUITION AND KNOWINGS.*
5. *ACCEPT YOURSELF AND OTHERS AS PERFECTION.*
6. *CREATE YOUR PERSONAL VISION.*
7. *TREAT YOURSELF LIKE THE SPECIAL PERSON YOU ARE.*

P.O. Box 13022 El Paso, Texas 79913 Tel / Fax (915) 581-1961

# THE CREATIVE ADVANTAGE

## Corporate and Professional Development

### Denese Watkins

#### PERSONAL VISION

Imagine having the things in your life that you deeply desire. Describe them in the present tense:

What do they look like?

What do they feel like?

What words would you use to describe them?

**Self-image:** If you could be the kind of person you wanted what would your qualities be?

**Tangibles:** What material things would you want to own?

**Home:** What is your ideal living environment?

**Health:** What is your desire for health, fitness, & anything to do with the body?

**Relationships:** What types of relationships would you like?

**Work:** What is your ideal professional situation?

**Personal pursuits:** What would you like to create in the area of individual learning, travel, hobbies?

**Community:** What is your vision for your community?

**Other:** What else would you like to create?

**Life purpose:** Imagine that your life has a unique purpose -- fulfilled through what you do and the way you live. Describe that purpose.

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# THE CREATIVE ADVANTAGE

Corporate and Professional Development

Denese Watkins

Cont'd

## CLARIFYING YOUR VISION

Go through the previous list and ask yourself the following questions about each one.

If I could have it now, would I take it?

Assume I have it now. What does that bring me?

And what would that bring me? (Keep on asking this until you get to the real desire.)

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# Responding to SCANS and Quality



## SCANS Report

The Secretary's Commission on Achieving Necessary Skills (SCANS) report takes a look at how schools prepare young people for work. The report examines the demands of the workplace and whether our young people are prepared to meet those demands. Specifically, the Commission was directed to advise the Secretary of the United States Department of Labor on the level of skills required to enter employment.

The know-how identified by SCANS is made up of five competencies and a three-part foundation of skills and personal qualities that are needed for solid job performance. These include:

**Competencies**—effective workers can productively use:

- **Resources**—allocating time, money, materials, space and staff;
- **Interpersonal Skills**—working on teams, teaching others, serving customers, leading negotiating, and working well with people from culturally diverse backgrounds;
- **Information**—acquiring and evaluating data, organizing and maintaining files, interpreting and communicating and using computers to process information;
- **Systems**—understanding social, organizational and technological systems, monitoring and correcting performance, and designing or improving systems;
- **Technology**—selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

VICA's Total Quality Curriculum was designed to prepare students for the world of working in a quality-managed environment, through skills learned in the classroom. The curriculum emphasizes the competencies and basic skills identified in the SCANS report.

**Correlational Matrix of SCANS Competencies and Total Quality Curriculum**

|   | Resources      |                 | Interpersonal Skills            |                           |                         |                |                          | Information          |            |                           |                            | Systems                    |                           |                           | Technology          |                           |                       |                    |                       |                           |
|---|----------------|-----------------|---------------------------------|---------------------------|-------------------------|----------------|--------------------------|----------------------|------------|---------------------------|----------------------------|----------------------------|---------------------------|---------------------------|---------------------|---------------------------|-----------------------|--------------------|-----------------------|---------------------------|
|   | Allocates Time | Allocates Money | Allocates Mat./Facil. Resources | Allocates Human Resources | Part. as Member of Team | Teaches Others | Serves Clients/Customers | Exercises Leadership | Negotiates | Works with Cul. Diversity | Acquires/Eval. Information | Org./Maintains Information | Interprets and Comm. Info | Computes to Process Info. | Understands Systems | Mon./Corrects Performance | Improves/Des. Systems | Selects Technology | Applies Tech. To Task | Maintains/T.S. Technology |
| <b>VICA Total Quality Curriculum: Data Collection</b>   |                |                 |                                 |                           |                         |                |                          |                      |            |                           |                            |                            |                           |                           |                     |                           |                       |                    |                       |                           |
| Brainstorming   | ✓              |                 | ✓                               | ✓                         | ✓                       | ✓              | ✓                        | ✓                    | ✓          | ✓                         | ✓                          | ✓                          | ✓                         | ✓                         | ✓                   |                           |                       |                    |                       | ✓                         |
| Nominal Group Technique                                 | ✓              | ✓               | ✓                               | ✓                         | ✓                       | ✓              | ✓                        | ✓                    | ✓          | ✓                         | ✓                          | ✓                          | ✓                         | ✓                         | ✓                   | ✓                         |                       |                    |                       | ✓                         |
| Surveys   | ✓              | ✓               | ✓                               | ✓                         | ✓                       | ✓              | ✓                        | ✓                    |            | ✓                         | ✓                          | ✓                          | ✓                         | ✓                         | ✓                   | ✓                         |                       |                    | ✓                     | ✓                         |
| <b>VICA Total Quality Curriculum: Categorizing Data</b> |                |                 |                                 |                           |                         |                |                          |                      |            |                           |                            |                            |                           |                           |                     |                           |                       |                    |                       |                           |
| Flow Chart  | ✓              |                 | ✓                               | ✓                         | ✓                       | ✓              | ✓                        | ✓                    |            | ✓                         | ✓                          | ✓                          | ✓                         | ✓                         | ✓                   | ✓                         | ✓                     | ✓                  | ✓                     | ✓                         |
| Pareto  | ✓              |                 | ✓                               | ✓                         | ✓                       | ✓              | ✓                        | ✓                    |            | ✓                         | ✓                          | ✓                          | ✓                         | ✓                         | ✓                   | ✓                         | ✓                     | ✓                  | ✓                     | ✓                         |
| Force Field   | ✓              |                 | ✓                               | ✓                         | ✓                       | ✓              | ✓                        | ✓                    |            | ✓                         | ✓                          | ✓                          | ✓                         | ✓                         | ✓                   | ✓                         | ✓                     | ✓                  | ✓                     | ✓                         |
| Fishbone (Cause and Effect)                             | ✓              |                 | ✓                               | ✓                         | ✓                       | ✓              | ✓                        | ✓                    |            | ✓                         | ✓                          | ✓                          | ✓                         | ✓                         | ✓                   | ✓                         | ✓                     | ✓                  | ✓                     | ✓                         |
| Histogram   | ✓              |                 | ✓                               | ✓                         | ✓                       | ✓              | ✓                        | ✓                    |            | ✓                         | ✓                          | ✓                          | ✓                         | ✓                         | ✓                   | ✓                         | ✓                     | ✓                  | ✓                     | ✓                         |
| Correlation/Scattergram                                 | ✓              |                 | ✓                               | ✓                         | ✓                       | ✓              | ✓                        | ✓                    |            | ✓                         | ✓                          | ✓                          | ✓                         | ✓                         | ✓                   | ✓                         | ✓                     | ✓                  | ✓                     | ✓                         |
| Run/Control Chart                                       | ✓              |                 | ✓                               | ✓                         | ✓                       | ✓              | ✓                        | ✓                    |            | ✓                         | ✓                          | ✓                          | ✓                         | ✓                         | ✓                   | ✓                         | ✓                     | ✓                  | ✓                     | ✓                         |

**The Foundation—competence requires:**

- **Basic Skills**—reading, writing, arithmetic and mathematics, speaking and listening;
- **Thinking Skills**—thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn and reasoning;
- **Personal Qualities**—individual responsibility, self-esteem, sociability, self-management, and integrity.

In addition to the Total Quality Curriculum, VICA's Professional Development Program reinforces SCANS competencies and foundation skills as it teaches students employability techniques and how to make a smooth transition from school to the world of work.

**Correlational Matrix of SCANS Foundation Skills and Total Quality Curriculum and Professional Development Program**

|  | Basic Skills |         |            |             |           | Thinking Skills |                   |                 |                 |                                 | Personal Qualities   |           |                |             |             |                 |                   |
|--|--------------|---------|------------|-------------|-----------|-----------------|-------------------|-----------------|-----------------|---------------------------------|----------------------|-----------|----------------|-------------|-------------|-----------------|-------------------|
|  | Reading      | Writing | Arithmetic | Mathematics | Listening | Speaking        | Creative Thinking | Decision Making | Problem Solving | Seeing Things in The Mind's Eye | Knowing How To Learn | Reasoning | Responsibility | Self-Esteem | Sociability | Self-Management | Integrity/Honesty |
| <b>VICA Total Quality Curriculum: Data Collection</b>      |              |         |            |             |           |                 |                   |                 |                 |                                 |                      |           |                |             |             |                 |                   |
| Brainstorming  | ✓            | ✓       |            |             | ✓         | ✓               | ✓                 | ✓               | ✓               | ✓                               | ✓                    | ✓         | ✓              | ✓           | ✓           | ✓               |                   |
| Nominal Group Technique                                    |              | ✓       | ✓          |             | ✓         | ✓               | ✓                 | ✓               | ✓               | ✓                               | ✓                    | ✓         | ✓              | ✓           |             |                 |                   |
| Surveys  | ✓            | ✓       | ✓          | ✓           | ✓         | ✓               | ✓                 | ✓               | ✓               | ✓                               | ✓                    | ✓         | ✓              | ✓           | ✓           | ✓               |                   |
| <b>VICA Total Quality Curriculum: Categorizing Data</b>    |              |         |            |             |           |                 |                   |                 |                 |                                 |                      |           |                |             |             |                 |                   |
| Flow Chart   | ✓            | ✓       | ✓          | ✓           |           |                 | ✓                 | ✓               | ✓               | ✓                               | ✓                    | ✓         | ✓              | ✓           | ✓           | ✓               |                   |
| Pareto   | ✓            | ✓       | ✓          | ✓           |           |                 | ✓                 | ✓               | ✓               | ✓                               | ✓                    | ✓         | ✓              | ✓           | ✓           | ✓               |                   |
| Force Field  | ✓            | ✓       |            |             |           |                 | ✓                 | ✓               | ✓               | ✓                               | ✓                    | ✓         | ✓              | ✓           | ✓           | ✓               |                   |
| Fishbone (Cause and Effect)                                | ✓            | ✓       |            |             |           |                 | ✓                 | ✓               | ✓               | ✓                               | ✓                    | ✓         | ✓              | ✓           | ✓           | ✓               |                   |
| Histogram  | ✓            | ✓       | ✓          | ✓           | ✓         |                 | ✓                 | ✓               | ✓               | ✓                               | ✓                    | ✓         | ✓              | ✓           | ✓           | ✓               |                   |
| Correlation/Scattergram                                    | ✓            | ✓       | ✓          | ✓           | ✓         |                 | ✓                 | ✓               | ✓               | ✓                               | ✓                    | ✓         | ✓              | ✓           | ✓           | ✓               |                   |
| Run/Control Chart  | ✓            | ✓       | ✓          | ✓           | ✓         |                 | ✓                 | ✓               | ✓               | ✓                               | ✓                    | ✓         | ✓              | ✓           | ✓           | ✓               |                   |
| <b>VICA Postsecondary Professional Development Program</b> |              |         |            |             |           |                 |                   |                 |                 |                                 |                      |           |                |             |             |                 |                   |
| Learn to Set and Meet Goals                                | ✓            | ✓       |            |             |           | ✓               | ✓                 | ✓               | ✓               | ✓                               | ✓                    | ✓         | ✓              | ✓           | ✓           | ✓               | ✓                 |
| Decision Making  | ✓            | ✓       |            |             |           | ✓               | ✓                 | ✓               | ✓               | ✓                               | ✓                    | ✓         | ✓              | ✓           | ✓           | ✓               | ✓                 |
| Time Management Skills                                     | ✓            | ✓       |            |             |           | ✓               | ✓                 | ✓               | ✓               | ✓                               | ✓                    | ✓         | ✓              | ✓           | ✓           | ✓               | ✓                 |
| Communicating With Others                                  | ✓            | ✓       |            |             |           | ✓               | ✓                 | ✓               | ✓               | ✓                               | ✓                    | ✓         | ✓              | ✓           | ✓           | ✓               | ✓                 |
| Serve on a Committee                                       | ✓            | ✓       |            |             |           | ✓               | ✓                 | ✓               | ✓               | ✓                               | ✓                    | ✓         | ✓              | ✓           | ✓           | ✓               | ✓                 |
| Implement a Leadership Project                             | ✓            | ✓       |            |             |           | ✓               | ✓                 | ✓               | ✓               | ✓                               | ✓                    | ✓         | ✓              | ✓           | ✓           | ✓               | ✓                 |
| Define Your Future Occupation                              | ✓            | ✓       |            | ✓           |           | ✓               | ✓                 | ✓               | ✓               | ✓                               | ✓                    | ✓         | ✓              | ✓           | ✓           | ✓               | ✓                 |
| Survey Employment Opportunities                            | ✓            | ✓       |            |             |           | ✓               | ✓                 | ✓               | ✓               | ✓                               | ✓                    | ✓         | ✓              | ✓           | ✓           | ✓               | ✓                 |
| Workplace Ethics   | ✓            | ✓       |            |             |           | ✓               | ✓                 | ✓               | ✓               | ✓                               | ✓                    | ✓         | ✓              | ✓           | ✓           | ✓               | ✓                 |
| Write Business Letters and Memos                           | ✓            | ✓       |            |             |           | ✓               | ✓                 | ✓               | ✓               | ✓                               | ✓                    | ✓         | ✓              | ✓           | ✓           | ✓               | ✓                 |
| Join a Community Organization                              | ✓            | ✓       |            |             |           | ✓               | ✓                 | ✓               | ✓               | ✓                               | ✓                    | ✓         | ✓              | ✓           | ✓           | ✓               | ✓                 |
| <b>VICA Secondary Professional Development Program</b>     |              |         |            |             |           |                 |                   |                 |                 |                                 |                      |           |                |             |             |                 |                   |
| Define Your Future Occupation                              | ✓            | ✓       |            |             |           | ✓               | ✓                 | ✓               | ✓               | ✓                               | ✓                    | ✓         | ✓              | ✓           | ✓           | ✓               | ✓                 |
| Survey Employment Opportunities                            | ✓            | ✓       |            |             |           | ✓               | ✓                 | ✓               | ✓               | ✓                               | ✓                    | ✓         | ✓              | ✓           | ✓           | ✓               | ✓                 |
| Evaluate Your Career Goals                                 | ✓            | ✓       |            |             |           | ✓               | ✓                 | ✓               | ✓               | ✓                               | ✓                    | ✓         | ✓              | ✓           | ✓           | ✓               | ✓                 |
| Plan a Meeting or Special Program                          | ✓            | ✓       |            |             |           | ✓               | ✓                 | ✓               | ✓               | ✓                               | ✓                    | ✓         | ✓              | ✓           | ✓           | ✓               | ✓                 |
| Participate in a Job Interview                             |              |         |            |             |           | ✓               | ✓                 | ✓               | ✓               | ✓                               | ✓                    | ✓         | ✓              | ✓           | ✓           | ✓               | ✓                 |
| Develop a Leadership Project                               | ✓            | ✓       |            |             |           | ✓               | ✓                 | ✓               | ✓               | ✓                               | ✓                    | ✓         | ✓              | ✓           | ✓           | ✓               | ✓                 |
| Create a Professional Employment Portfolio                 | ✓            | ✓       |            |             |           | ✓               | ✓                 | ✓               | ✓               | ✓                               | ✓                    | ✓         | ✓              | ✓           | ✓           | ✓               | ✓                 |
| Communication on the Job                                   |              |         |            |             |           | ✓               | ✓                 | ✓               | ✓               | ✓                               | ✓                    | ✓         | ✓              | ✓           | ✓           | ✓               | ✓                 |
| Set Long-Term Career Goals                                 | ✓            | ✓       |            |             |           | ✓               | ✓                 | ✓               | ✓               | ✓                               | ✓                    | ✓         | ✓              | ✓           | ✓           | ✓               | ✓                 |
| Community Service  |              |         |            |             |           | ✓               | ✓                 | ✓               | ✓               | ✓                               | ✓                    | ✓         | ✓              | ✓           | ✓           | ✓               | ✓                 |
| Perform Professional Presentation                          |              |         |            |             |           | ✓               | ✓                 | ✓               | ✓               | ✓                               | ✓                    | ✓         | ✓              | ✓           | ✓           | ✓               | ✓                 |

|   | RESOURCES      |                 |                     |            | INTERPERSONAL SKILLS |        |                  |                      | INFORMATION |                      |                     |                  | SYSTEMS                 |               | TECHNOLOGY         |   |               |                       |                 |
|---|----------------|-----------------|---------------------|------------|----------------------|--------|------------------|----------------------|-------------|----------------------|---------------------|------------------|-------------------------|---------------|--------------------|---|---------------|-----------------------|-----------------|
|   | ALLOCATES TIME | ALLOCATES MONEY | HAT. RES. ALLOCATES | HUMAN RES. | PART. - TEAM TEACHES | OTHERS | SERVES CUSTOMERS | EXERCISES LEADERSHIP | NEGOTIATES  | WORKS CUL. DIVERSITY | ACQUIRES EVAL. INFO | ORG./MAIN. INFO. | INTERPRETS/ COMM. INFO. | USE COMPUTERS | UNDERSTANDS SYSTEM | MONIT./CORRECT PERFORM. IMPROVE SYSTEMS | SELECTS TECH. | APPLIES TECH. TO TASK | MAINTAINS TECH. |
| <b>POSTSECONDARY PROFESSIONAL DEVELOPMENT PROGRAM</b> |                |                 |                     |            |                      |        |                  |                      |             |                      |                     |                  |                         |               |                    |   |               |                       |                 |
| SET/MEET GOALS  | ✓              |                 | ✓                   |            |                      |        | ✓                |                      |             | ✓                    |                     | ✓                | ✓                       |               |                    |   |               |                       |                 |
| DECISION MAKING                                       | ✓              |                 | ✓                   |            |                      |        | ✓                | ✓                    |             | ✓                    | ✓                   | ✓                |                         |               |                    | ✓                                       |               |                       |                 |
| TIME MANAGEMENT                                       | ✓              |                 |                     |            |                      |        | ✓                |                      |             | ✓                    | ✓                   |                  |                         |               |                    |   |               |                       |                 |
| COMMUNICATE   |                |                 |                     |            | ✓                    | ✓      | ✓                | ✓                    | ✓           | ✓                    |                     | ✓                |                         |               |                    |   |               |                       |                 |
| SERVE ON COMMITTEE                                    | ✓              |                 |                     |            | ✓                    |        | ✓                | ✓                    | ✓           | ✓                    |                     | ✓                |                         |               |                    |   |               |                       |                 |
| IMPLEMENT LEADERSHIP PROJECT                          | ✓              | ✓               | ✓                   | ✓          | ✓                    | ✓      | ✓                | ✓                    | ✓           | ✓                    | ✓                   |                  |                         |               |                    |   |               |                       |                 |
| DEFINE FUTURE OCCUPATION                              |                |                 |                     |            |                      |        | ✓                |                      |             | ✓                    | ✓                   | ✓                |                         |               |                    |   |               |                       |                 |
| SURVEY EMPLOYMENT OPPORTUNITIES                       | ✓              |                 | ✓                   | ✓          |                      |        | ✓                |                      |             | ✓                    | ✓                   | ✓                | ✓                       |               |                    |   |               |                       |                 |
| WORKPLACE ETHICS                                      |                |                 |                     | ✓          | ✓                    | ✓      | ✓                | ✓                    | ✓           | ✓                    | ✓                   | ✓                | ✓                       |               |                    |   |               |                       |                 |
| WRITING   | ✓              |                 |                     |            |                      | ✓      | ✓                | ✓                    | ✓           | ✓                    | ✓                   | ✓                | ✓                       |               |                    |   |               |                       |                 |
| JOIN COMMUNITY ORGANIZATION                           | ✓              | ✓               |                     |            | ✓                    |        | ✓                | ✓                    | ✓           | ✓                    | ✓                   | ✓                |                         |               |                    |   |               |                       |                 |
|   |                |                 |                     |            |                      |        |                  |                      |             |                      |                     |                  |                         |               |                    |   |               |                       |                 |
| <b>SECONDARY PROFESSIONAL DEVELOPMENT PROGRAM</b>     |                |                 |                     |            |                      |        |                  |                      |             |                      |                     |                  |                         |               |                    |   |               |                       |                 |
| DEFINE FUTURE OCCUPATION                              |                |                 |                     |            |                      |        | ✓                |                      |             | ✓                    | ✓                   | ✓                |                         |               |                    |   |               |                       |                 |
| SURVEY EMPLOYMENT OPPORTUNITIES                       | ✓              |                 | ✓                   | ✓          |                      |        | ✓                |                      |             | ✓                    | ✓                   | ✓                | ✓                       |               |                    |   |               |                       |                 |
| EVALUATE CAREER GOALS                                 | ✓              |                 |                     |            |                      |        |                  |                      |             | ✓                    | ✓                   |                  |                         |               |                    |   |               |                       |                 |
| PLAN MEETING  | ✓              |                 | ✓                   | ✓          | ✓                    |        | ✓                | ✓                    | ✓           | ✓                    | ✓                   | ✓                |                         |               |                    |   |               |                       |                 |
| PARTICIPATE IN JOB INTERVIEW                          |                |                 |                     |            |                      |        | ✓                | ✓                    | ✓           | ✓                    | ✓                   |                  |                         |               |                    |   |               |                       |                 |
| DEVELOP LEADERSHIP PROJECT                            | ✓              | ✓               | ✓                   | ✓          | ✓                    | ✓      | ✓                | ✓                    | ✓           | ✓                    | ✓                   | ✓                |                         |               |                    |   |               |                       |                 |
| CREATE EMPLOYMENT PORTFOLIO                           | ✓              |                 | ✓                   |            |                      |        |                  |                      |             | ✓                    | ✓                   | ✓                |                         |               |                    |   |               |                       |                 |
| COMMUNICATION ON JOB                                  |                |                 |                     |            | ✓                    | ✓      | ✓                | ✓                    | ✓           | ✓                    |                     |                  |                         |               |                    |   |               |                       |                 |
| SET LONG-TERM GOALS                                   | ✓              |                 |                     |            |                      |        |                  |                      |             | ✓                    | ✓                   | ✓                |                         |               |                    |   |               |                       |                 |
| COMMUNITY SERVICE                                     | ✓              | ✓               | ✓                   |            | ✓                    |        | ✓                | ✓                    | ✓           | ✓                    | ✓                   | ✓                |                         |               |                    |   |               |                       |                 |
| PROFESSIONAL PRESENTATION                             | ✓              |                 |                     |            | ✓                    | ✓      | ✓                | ✓                    | ✓           | ✓                    | ✓                   | ✓                |                         |               |                    |   |               |                       |                 |

**WOMEN IN TECHNOLOGY (WIT) PROJECT OPPORTUNITY  
PROJECT MANAGED WORKSTUDY  
STATEMENT OF RELEASE**

P. O. Box 20500  
El Paso, Texas 79998  
915-594-2000

I, \_\_\_\_\_, fully understand that as a project managed workstudy student in the Women in Technology Project Opportunity program at El Paso Community College from \_\_\_\_\_ to \_\_\_\_\_ I will be remunerated for services as specified. Further, I accept complete responsibility for any medical fees which I might incur as a result of injury to me as a project managed workstudy student and fully release the WIT Project Opportunity program and El Paso Community College from any liability from such injury. I understand that I am not an employee of the college and have no property interest in employment with the college. During this period of workstudy service I understand that I will be required to abide by the policies and procedures of the program.

**POLICIES AND PROCEDURES**

- A student who withdraws from any bridge curriculum class is no longer considered a Project Opportunity student and cannot participate in the workstudy program.
- Student must maintain a passing grade point average (c) in order to continue participation in the Project Opportunity workstudy program. At this point a student may be placed on probation\*.
- Any type of forgery on timesheets will result in immediate termination from both the Project Opportunity and workstudy programs.
- \* A student placed on probation will be given two (2) weeks to resolve her situation. If within this time she is unable to resolve her situation she will be dropped from the workstudy program.
- Any complaint should be reported to the Project Opportunity Coordinator, who will investigate the complaint immediately.

If you agree and understand, please sign below.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

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

**WORKSTUDY SCHEDULE:**

Work Period: Approx. 16 wks.      Pay Rate: \$4.25 per hour      Hrs. Per Wk. 8 hrs.

**PREFERRED WORKSTUDY SITE:**

\_\_\_\_\_

revised Fall 1994

## HOW TO APPLY FOR PROJECT OPPORTUNITY

30 women will be chosen to participate in the program. Selection will be based on:

- Completion of these seven steps
- Placement test scores should be at least at the 8th grade level for English and Reading
- Desire and need

- PROJECT OPPORTUNITY**
- Attend Student Orientation
  - Receive information on class registration, Workstudy program and MIT Support Services
  - Attend Empowerment Workshop

**7**  
TAKE THE PLACEMENT TEST  
Your level of Math, English and Reading will be assessed

**6**  
TAKE A DISCOVER ASSESSMENT  
At the Career Planning Center on the Valle Verde campus. Make your appointment through the Project Opportunity office - 594-2333

**5**  
FINANCIAL AID  
\* Fill out and Mail Pell Grant Application  
\* PIC Assistance

**4**  
TOUR  
If considering the classes offered at the Advance Technology Center

**3**  
ADMISSIONS  
\* Fill Out Papers For the College  
\* Set Placement Testing Date

**2**  
INTERVIEW  
Student's needs will be assessed and advised  
Call 594-2332 for an appointment

**1**  
FILL OUT PROJECT OPPORTUNITY APPLICATION





PROJECT OPPORTUNITY STUDENT SURVEY

SPRING 1993

| NAME            | MAJOR        | STATUS                         |
|-----------------|--------------|--------------------------------|
| D. Arras        | Plastics     | Working in Plastics            |
| L.A. Baker      | Auto Tech    | Unknown                        |
| R. Fernandez    | Plastics     | Unknown                        |
| C. Gonzalez     | Plastics     | Working in Plastics            |
| N. Meza *       | Machine Shop | Moved OT/Working in Mach. Shop |
| J. Ontiveros    | Drafting     | Unknown                        |
| M. Orduno       | Plastics     | Working in Plastics            |
| M. Perez        | Comp. Info.  | Moved out of town              |
| P. Purintun     | Electronics  | EPCC Spring '95                |
| Y. Quinones **  | Electronics  | U.S. Border Patrol             |
| N. Rangel       | Electronics  | Unknown                        |
| K. Redix        | Plastics     | Working in Plastics            |
| M.C. Rodriguez  | Machine Shop | Working in Machine Shop        |
| B. Vargas       | Electronics  | Unknown                        |
| I. Villalobos   | Plastics     | Working in Plastics            |
| L. Villescascas | Electronics  | Moved out of town              |
| G. Wilson       | Plastics     | Working in Plastics            |
| P. Zielsdorf    | Electronics  | Return Fall '95                |

\* N. Meza has been sited as an exemplary student in her Machine Shop class. She has relocated to San Antonio where she is working in this field.

\*\* Y. Quinones was accepted as a U.S. Border Patrol trainee. She is currently working in this nontraditional field.

SUMMARY: Total 18 graduates. Working in Nontraditional field (9), Attending EPCC (1), Moved out of town (3), Returning Fall '95 (1), Unknown (5).

FALL 1993

| NAME              | MAJOR       | STATUS              |
|-------------------|-------------|---------------------|
| I. Estrada *      | Electronics | Working             |
| L. Gonzalez       | Electronic  | EPCC Spring 1995    |
| L. Gutierrez      | Plastics    | Working in Plastics |
| N.L. Hernandez ** | Drafting    | Medical Reasons     |
| A.G. Ivery        | Plastics    | Working in Plastics |
| C. Kornegay       | Electronics | EPCC Spring '95     |
| E. Provencio      | Plastics    | Working in Plastics |
| O.P. Ramirez      | Auto Tech.  | EPCC Spring '95     |
| E. Trejo          | Drafting    | EPCC Spring '95     |
| L. Tellez         | Drafting    | EPCC Spring '95     |
| A. Vallenzuela    | Electronics | EPCC Spring '95     |
| A. Vela           | Electronics | EPCC Spring '95     |
| V. Washington *   | Drafting    | Working             |

\* Students not returning to college because personal circumstances require they work full time. Both expressed interest in returning to school as soon as their situations allow.

\*\* Not returning to college because of a serious medical problem.

SUMMARY: Total 13 graduates. Working in nontraditional field (3), Working in another field (2), Attending EPCC (7), Out for medical reasons (1), Unknown (0).

**SPRING 1994**

| NAME         | MAJOR            | STATUS                                   |
|--------------|------------------|--|
| G.S. Aguilar | Electronics      | Looking for a job                        |
| G. Aguilar   | Electronics      | Unknown                                  |
| D. Castillo  | Plastics         | Home w/baby                              |
| L. Chavez    | Electronics      | EPCC Spring '95                          |
| C. Duran     | Automotive Tech. | Working in Auto field/Returning Fall '95 |
| J.C. Foster  | Plastics         | Working in Plastics                      |
| M. Garcia    | Drafting         | Home w/baby                              |
| D. Joslin    | Electronics      | Returning Fall '95                       |
| E. Luevano   | Plastics         | Working in Plastics                      |
| G.E. Rigby   | Electronics      | EPCC Spring '95                          |
| R. Rivera    | Drafting         | EPCC Spring '95                          |
| S.M. Russell | Electronics      | Unknown                                  |
| E. Saenz     | Electronics      | Unknown                                  |
| L.M. Sanchez | Welding          | Unknown                                  |
| G. Sterling  | Plastics         | Working in Plastics                      |
| E. Vargas    | Drafting         | Moved out of town                        |

**SUMMARY:** Total 16 graduates. Working in nontraditional field (4), Returning Fall '95 (1) Moved out of town (1), Attending EPCC (3), Home w/baby (2), Looking for job (1), Unknown (4).

**FALL 1994**

| NAME         | MAJOR       | STATUS                           |
|--------------|-------------|----------------------------------|
| P. Abbott    | Plastics    | Attending Plastics class         |
| B. Aguilar   | Drafting    | EPCC Spring '95/Working in field |
| M. Araiza    | Plastics    | Attending Plastics class         |
| M. Chacon    | Electronics | EPCC Spring '95                  |
| L. Contreras | Auto Tech.  | Unknown                          |
| D. Esparza   | Drafting    | EPCC Spring '95                  |
| E. Lujan     | Electronics | EPCC Spring '95                  |
| D. Ontiveros | Plastics    | Working in nontraditional field  |
| Y. Sanchez   | Electronics | EPCC Spring '95                  |
| L. Dominguez | Drafting    | EPCC Spring '95                  |

**SUMMARY:** Total 10 graduates: Attending EPCC (8), Working (1), Unknown (1), Working in nontraditional field (1).

**STUDENT SURVEY SUMMARY**

|                                   |    |
|-----------------------------------|----|
| Graduates (4 semesters)           | 57 |
| Presently attending EPCC classes  | 19 |
| Employed in nontraditional fields | 17 |
| Moved out-of-town/Unknown status  | 4  |
| Working in other areas            | 3  |
| Staying home with baby            | 2  |
| Serious medical problems          | 1  |
| Returning Spring '95              | 2  |
| Looking for a job                 | 1  |
| Unknown                           | 10 |

Percentage working in nontraditional field or attending EPCC 63.15%

## WOMEN IN TECHNOLOGY

## PROJECT OPPORTUNITY STUDENT SURVEY

The Women In Technology Project Opportunity program has actively recruited women into its first semester bridge curriculum since it began, July 1, 1992. The following survey identifies the social environment surrounding our special population student. It also identifies student priorities in regard to completing the program.

## SOCIAL ENVIRONMENT

Please note, that the actual total number of applications received during a given semester is usually greater than the number of applications surveyed. This is due to the fact that during recruitment efforts for the next semester, letters of interest were mailed out to previous applicants. Applications of those responding to the letter were pulled and placed in the new semester's grouping with updated information. Applications are surveyed only once, with information being counted for the latest semester the student asked to be considered for.

The number of applications received for the Fall 1995 semester are inconclusive. This number reflects the number of applications received to date, April 7, 1995. Recruitment efforts for Fall 1995 have not yet officially begun.

## NUMBER OF APPLICATIONS RECEIVED:

| Spring 93 | Fall 93 | Spring 94 | Fall 94 | Spring 95 | Fall 95 |
|-----------|---------|-----------|---------|-----------|---------|
| 111       | 83      | 56        | 67      | 68        | 17      |

TOTAL 402

## NUMBER OF APPLICATIONS SURVEYED:

| Spring 93 | Fall 93 | Spring 94 | Fall 94 | Spring 95 | Fall 95 |
|-----------|---------|-----------|---------|-----------|---------|
| 88        | 69      | 46        | 63      | 68        | 17      |

TOTAL 351

## NUMBER OF STUDENTS SERVED

| Spring 93 | Fall 93 | Spring 94 | Fall 94 | Spring 95 | Fall 95 |
|-----------|---------|-----------|---------|-----------|---------|
| 76        | 53      | 44        | 50      | 59        | 16      |

TOTAL 298

This total is based on the number of applications surveyed. This does not include duplicate applications for applicants interested in applying for preceding semesters. A served student is counted only once.

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 NUMBER OF APPLICANTS WHO FILLED OUT APPLICATION ONLY:

| Spring 93 | Fall 93 | Spring 94 | Fall 94 | Spring 95 | Fall 95 |
|-----------|---------|-----------|---------|-----------|---------|
| 12        | 16      | 4         | 13      | 9         | 1       |

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 NUMBER OF APPLICANTS CLASSIFIED AS HOMELESS:

| Spring 93 | Fall 93 | Spring 94 | Fall 94 | Spring 95 | Fall 95 |
|-----------|---------|-----------|---------|-----------|---------|
| 6         | 1       | 1         | 1       | 4         | 1       |

TOTAL 14

All Homeless applicants are living in a community service center.

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## NUMBER OF APPLICANTS LIVING WITH PARENTS OR OTHER FAMILY MEMBERS:

| Spring 93 | Fall 93 | Spring 94 | Fall 94 | Spring 95 | Fall 95 |
|-----------|---------|-----------|---------|-----------|---------|
| 12        | 16      | 6         | 7       | 23        | 2       |

TOTAL 66

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 NUMBER OF APPLICANTS LIVING/LIVED WITH ABUSIVE OR OVERBEARING SPOUSES:

| Spring 93 | Fall 93 | Spring 94 | Fall 94 | Spring 95 | Fall 95 |
|-----------|---------|-----------|---------|-----------|---------|
| 1         | 0       | 2         | 1       | 6         | 0       |

TOTAL 10

This situation is not always discussed or reported until it is too much for the applicant to take. The numbers stated reflect the students who discussed their circumstances with program employees while participating in the bridge curriculum semester. Numbers should then be based on the number of program participants and not the total number of applications received for that semester.

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 NUMBER OF APPLICANTS WHO COULD NOT APPLY FOR PELL GRANTS:

| Spring 93 | Fall 93 | Spring 94 | Fall 94 | Spring 95 | Fall 95 |
|-----------|---------|-----------|---------|-----------|---------|
| 4         | 11      | 5         | 7       | 12        | N/A     |

TOTAL 39

Numbers indicate applicants who were unable to receive Federal Pell Grant monies due to a previously defaulted loan or academic probation. In either situation, the student would have to pay tuition herself.

## STUDENT PRIORITIES VS PROGRAM COMPLETION

The following information itemizes the reasons applicants did not continue the WIT Project Opportunity Bridge Curriculum program. Throughout the process applicants were telephoned to encourage to continue or mailed letters of inquire. Our population is an actively mobile one, and one which sometimes cannot pay their telephone bills which ultimately results in having the service discontinued. This has hindered our efforts of keeping a more accurate account of our applicants.

### NUMBER OF STUDENTS NOT COMPLETING PROGRAM BECAUSE OF A JOB:

|           | Continued in job | Wanted/needed a job | Accepted a job |
|-----------|------------------|---------------------|----------------|
| Spring 93 | 9                | 3                   | 2              |
| Fall 93   | 1                | 4                   | 0              |
| Spring 94 | 2                | 0                   | 0              |
| Fall 94   | 6                | 3                   | 1              |
| Spring 95 | 5                | 0                   | 0              |
| Fall 95   | N/A              | N/A                 | N/A            |

"Continued in Job" refers to the applicants who could not arrange their work schedule to accommodate our program classes or elected to continue working for family financial purposes.

"Needed / Wanted a Job" refers to those applicants who elected to look for a job rather than enter our program.

"Accepted a Job" refers to those applicants who accepted a job prior to entering or while participating in our program.

### APPLICANTS WHO COULD NOT BE CONTACTED FOR A REASON:

| Spring 93 | Fall 93 | Spring 94 | Fall 94 | Spring 95 | Fall 95 |
|-----------|---------|-----------|---------|-----------|---------|
| 16        | 20      | 13        | 10      | 8         | N/A     |

### APPLICANTS WHO CHOSE ANOTHER CAREER PATH:

| Spring 93 | Fall 93 | Spring 94 | Fall 94 | Spring 95 | Fall 95 |
|-----------|---------|-----------|---------|-----------|---------|
| 3         | 1       | 1         | 5       | 3         | N/A     |

Alternative career paths include nursing, law, culinary arts, computer programming, psychology, volunteer services, security academy, and child development.

### ENROLLED IN GED PROGRAM OR ELECTED TO OBTAIN GED FIRST:

| Spring 93 | Fall 93 | Spring 94 | Fall 94 | Spring 95 | Fall 95 |
|-----------|---------|-----------|---------|-----------|---------|
| 4         | 0       | 0         | 2       | 2         | N/A     |

## ELECTED TO STUDY ESOL:

| Spring 93 | Fall 93 | Spring 94 | Fall 94 | Spring 95 | Fall 95 |
|-----------|---------|-----------|---------|-----------|---------|
| 0         | 1       | 13        | 10      | 8         | N/A     |

## NEEDED TO UPGRADE ENGLISH LEVEL:

| Spring 93 | Fall 93 | Spring 94 | Fall 94 | Spring 95 | Fall 95 |
|-----------|---------|-----------|---------|-----------|---------|
| 1         | 0       | 0         | 1       | 0         | N/A     |

## STATED PERSONAL REASONS - NOT SPECIFIED:

| Spring 93 | Fall 93 | Spring 94 | Fall 94 | Spring 95 | Fall 95 |
|-----------|---------|-----------|---------|-----------|---------|
| 0         | 0       | 1         | 1       | 1         | N/A     |

## FAMILY PROBLEMS - NOT SPECIFIED:

| Spring 93 | Fall 93 | Spring 94 | Fall 94 | Spring 95 | Fall 95 |
|-----------|---------|-----------|---------|-----------|---------|
| 1         | 0       | 0         | 3       | 4         | N/A     |

## WANTED TO STAY HOME WITH BABY:

| Spring 93 | Fall 93 | Spring 94 | Fall 94 | Spring 95 | Fall 95 |
|-----------|---------|-----------|---------|-----------|---------|
| 2         | 0       | 5         | 0       | 1         | N/A     |

## FOUND CLASSES TOO HARD:

| Spring 93 | Fall 93 | Spring 94 | Fall 94 | Spring 95 | Fall 95 |
|-----------|---------|-----------|---------|-----------|---------|
| 3         | 0       | 2         | 1       | 1         | N/A     |

## MEDICAL PROBLEMS - SELF OR FAMILY:

| Spring 93 | Fall 93 | Spring 94 | Fall 94 | Spring 95 | Fall 95 |
|-----------|---------|-----------|---------|-----------|---------|
| 1         | 1       | 0         | 0       | 2         | N/A     |

## TRANSPORTATION PROBLEMS:

| Spring 93 | Fall 93 | Spring 94 | Fall 94 | Spring 95 | Fall 95 |
|-----------|---------|-----------|---------|-----------|---------|
| 3         | 0       | 0         | 1       | 1         | N/A     |

## FINANCIAL REASONS - OTHER THAN LOAN DEFAULT:

| Spring 93 | Fall 93 | Spring 94 | Fall 94 | Spring 95 | Fall 95 |
|-----------|---------|-----------|---------|-----------|---------|
| 0         | 2       | 2         | 0       | 1         | N/A     |

## ADMISSION PROBLEMS:

| Spring 93 | Fall 93 | Spring 94 | Fall 94 | Spring 95 | Fall 95 |
|-----------|---------|-----------|---------|-----------|---------|
| 0         | 0       | 1         | 1       | 0         | N/A     |

## WANTED MORE TIME TO STUDY:

| Spring 93 | Fall 93 | Spring 94 | Fall 94 | Spring 95 | Fall 95 |
|-----------|---------|-----------|---------|-----------|---------|
| 0         | 0       | 1         | 3       | 0         | N/A     |

LOST INTEREST IN THE PROGRAM:

|           |         |           |         |           |         |
|-----------|---------|-----------|---------|-----------|---------|
| Spring 93 | Fall 93 | Spring 94 | Fall 94 | Spring 95 | Fall 95 |
| 5         | 5       | 0         | 0       | 1         | N/A     |

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| OTHER REASONS                               | SEMESTER  | # STUDENTS |
|---|-----------|------------|
| Joined the military                         | Fall 94   | 1          |
| Did not want to attend college at this time | Spring 95 | 4          |
| Wanted night classes                        | Spring 94 | 1          |
| Wanted to attend school part-time           | Fall 93   | 1          |
| Work out drug problem                       | Spring 93 | 1          |
| Wanted to have baby first                   | Spring 93 | 1          |
| Will enroll in basic EPCC courses           | Fall 94   | 1          |

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STUDENTS WHO COMPLETED THE PROJECT OPPORTUNITY PROGRAM:

|           |         |           |         |           |         |
|-----------|---------|-----------|---------|-----------|---------|
| Spring 93 | Fall 93 | Spring 94 | Fall 94 | Spring 95 | Fall 95 |
| 18        | 13      | 16        | 17      | 13        | 0       |

**EL PASO COMMUNITY COLLEGE  
WOMEN IN TECHNOLOGY  
PROJECT OPPORTUNITY**

**SYLLABUS  
SPRING 1995**

**I. COURSE NUMBER, TITLE:**

Self Investment  
WIT 200

**II. COURSE DESCRIPTION:**

This course is designed to assist students in evaluating career goals, personal values, and life attitude. They will assess their potential and increase their knowledge of practical, daily living and survival skills to boost self-confidence for goal attainment. The class will look at the basic attributes of non-traditional trades and what it means to be a female in a technologically based occupation.

The objective for this class is to increase the students' academic success and expand their possibilities for employment. With the skills and knowledge developed in this class, the students will not only have a better jobs with higher pay and increased opportunities for advancement.

**III. RATIONALE:**

The personal assessment, survival skills, and knowledge developed in this class will increase the opportunities for the students to succeed in their chosen nontraditionally female technology studies. The eventual attainment of degrees or certifications will afford greater access to jobs with higher pay and more opportunities for advancement.

**IV. OBJECTIVES:****WEEK DAY****MATERIAL TO BE COVERED**

|   |                     |  |   |
|---|---------------------|--|---|
| 1 | 1/18/95             | 1st Hour:<br><br>2nd Hour:<br><br>Homework Assignment:<br>Homework Assignment: | Introduction of Instructor, Introduction of Students<br>Distribution and Explanation of Syllabus and Course Objectives<br>Distribution and Explanation of "Career Choices Changes" Workbook.<br>Explanation of VICA Club and VICA booklet.<br>"Career Choices" Chapter 5 Your Ideal Career pages 123-141 for Monday<br>Vica Booklet Section 5.1 pages 3-6 |
|   | 1/20/95             | 1st Hour:<br><br>2nd Hour:   | Speaker - Mr. Dale Hougham EPCC Lab Coordinator PASS Program.<br>Topic: Time Management<br>Speaker - Mr. Dale Hougham<br>Topic: Successful Study Skills   |
|   | 1/21/95-<br>1/22/95 | Teen Expo.   | Sat. & Sun. - Civic Center  |
| 2 | 1/23/95             | 1st Hour:<br>2nd Hour:<br>Homework Assignment:                                 | In class discussion of assigned pages in "Career Choices" Workbook.<br>Understanding Dictionary use.<br>"Career Choices" Chapter 6 Career Research pages 168-179 for Friday.  |
|   | 1/24/95             | Starlink   | Teleconference - 12:30 room C-428   |
|   | 1/25/95             | 1st &<br>2nd Hour:<br>Homework Assignment:                                     | VICA Video Project Explanation - Rachel Ortiz<br>Project Opportunity Coordinator<br>VICA Booklet Section 5.2 & 5.3 pages  |



- 1/27/95 1st Hour: In class discussion of assigned pages in "Career Choices" workbook.  
2nd Hour: Explanation of Biography Project. Videos- (14:10 mins.) Values, Decision Success & Before Tomorrow Becomes today (8:30 mins.)
- 3 1/30/95 1st & Speaker - Ms Shahly Martinez EPCC Librarian  
2nd Hour: Topic: Book Resources and Tour of Valle Verde Library  
Homework Assignment:
- 2/01/95 1st & VICA video project - Rachel Ortiz Election of Vica Officers, and  
2nd Hour: explanation of VICA community project - Bake Sale
- 2/03/95 1st Hour: In class discussion of assigned pages in "Career Choices" workbook.  
2nd Hour: Video - No Excuse: A Philosophy for Success. Class review of video and hand outs.
- 4 2/06/95 1st Hour: Speakers - State National Bank - Alice Son and Carmen Contreras  
Topic: Banking Procedures  
2nd Hour: Videos: Checking & Savings (17:30 min) and Credit & Loans (19:04 min)  
In class discussion of videos  
HomeWork Assignment: "Career Choices" Chapter 3 - What Cost This Lifestyle? pages 74-101 for Friday.
- 2/08/95 1st Hour: Review budget example and Video - Women and Money (28 mins.)  
2nd Hour: VICA Video Project - Rachel Ortiz
- 2/10/95 1st Hour: In class discussion over assigned pages in "Career Choices" Workbook.  
2nd Hour: Group Project Exercise topic: Long Term Financial Planning.
- 5 2/13/95 1st Hour: Speaker - Guadalupe Economic Services - Ms. Joanna Escarcega  
Topic: Smart Budget  
2nd Hour: Review Personal Appearance Booklet, class discussion over clothing budget  
Homework Assignment: "Career Choices" continuation Chapter 3 - What Cost This Lifestyle? pages 102-121 for Friday
- 2/15/95 1st Hour: VICA Videos: "It Starts With One" (10 mins.) "Highlights of National Conference" (10 mins.) "Can Working Women Have It All" (28 mins.)  
2nd Hour: VICA Video Project - Rachel Ortiz  
Homework Assignment: VICA Booklet Section 5.5 pages 13-15
- 2/17/95 1st Hour: Final Discussion over Chapter 3 "Career Choices"  
2nd Hour: In class discussion over Booklet Trades and Technical Occupations for Women
- 6 2/20/95 1st Hour: Video - "Women Seen on Television" (10:50 mins.)  
2nd Hour: Speaker - Local Women News Anchor  
Homework Assignment: "Career Choices" Chapter 2 Your Personal Profile pages 24-53 for Friday
- 2/22/95 1st Hour: In class discussion over the importance of voting  
2nd Hour: VICA Video Project - Rachel Ortiz  
Homework Assignment: VICA Booklet Section 5.6 pages 16-18
- 2/24/95 1st Hour: Speaker - Better Business Bureau - Ms. Margaret Perez  
Topic: Consumer Rights  
2nd Hour: Speaker - Ms. Cookie Mapula Topic: Successful Business Strategies

|    |                      |  |  |
|----|----------------------|--|--|
| 7  | 2/27/95              | 1st &<br>2nd Hour:<br>Homework Assignment:     | Speaker - Mr. Aaron Kravetz<br>Topic: Personal Motivation (2 hrs.)<br>"Career Choices" Chapter 3 - Lifestyle of the Satisfied and Happy pages 56-71 for Friday.  |
|    | 3/01/95              | 1st Hour:<br>2nd Hour:<br>Homework Assignment: | In class discussion over Government System and Community Leaders.<br>VICA Video Project - Rachel Ortiz<br>VICA Booklet Section 5.7 pages 19-20   |
|    | 3/03/95              | 1st Hour:<br>2nd Hour:                         | In class discussion over assigned pages of "Career Choices" Workbook.<br>Speaker - Dr. Adena Loston Executive Dean, Valle Verde Campus<br>Topic: Values, Goals and Time Management   |
| 8  | 3/06/95              | 1st Hour:<br>2nd Hour:<br>Homework Assignment: | Telephone Skills<br>Speaker - Ms. Joanna H. Moore Women In Technology Specialist<br>Topic: "Sex & Power in the Workplace" and WIT Mentoring Project<br>"Career Choices" Chapter 7 Decision Making pages 168-179 for Friday |
|    | 3/08/95              | 1st Hour:<br>2nd Hour:<br>Homework Assignment: | True Colors Personality Test<br>VICA Video Project - Rachel Ortiz<br>VICA Booklet Section 5.8 pages 21-23  |
|    | 3/10/95              | 1st Hour:<br>2nd Hour:                         | Video - "Taking Flight" You are the Pilot (27:15 mins.)<br>In class discussion over video and accompanying booklet.<br>In class discussion over assigned pages of "Career Choices" Workbook                                |
| 9  | 3/13/95              | 1st Hour:<br>2nd Hour:                         | CPR and First Aid Workshop<br>Continuation CPR   |
|    | 3/15/95              | 1st Hour:<br>2nd Hour:                         | CPR and First Aid Workshop<br>Continuation CPR   |
|    | 3/17/95              | 1st Hour:<br>2nd Hour:                         | CPR and First Aid Workshop<br>Continuation CPR   |
| 10 | 3/20/95 -<br>3/24/95 | <b>SPRING BREAK</b>                            |  |
| 11 | 3/27/95              | 1st &<br>2nd Hour:<br>Homework Assignment:     | Self Defense<br>Self Defense Continue<br>"Career Choices" Chapter 8 Setting Goals/Solving Problems pages 182-191 for Friday  |
|    | 3/29/95              | 1st Hour:<br>2nd Hour:                         | Video - "Taking Flight" Navigating your Course (28:56 mins.)<br>In class discussion over video and accompanying booklet.<br>VICA Video Project - Rachel Ortiz  |
|    | 3/31/95              | 1st Hour:<br>2nd Hour:                         | Review Goal Setting Booklet. In class discussion & use of Dictionary<br>Security Presentation by EPCC Peace Officers   |

|    |                     |                      |  |
|----|---------------------|----------------------|--|
| 12 | 4/03/95             | 1st Hour:            | Videos-Problems of Working Women (24:00 mins.)<br>The Mosaic workplace (18:00 mins.)                                       |
|    |                     | 2nd Hour:            | Centro San Vicente - Diabetes Presentation and Screening   |
|    |                     | Homework Assignment: | "Career Choices" Chapter 9 Avoiding Detours and Road Blocks<br>pages 194-227 for Friday                                    |
|    | 4/05/95             | 1st Hour:            | Video - "Taking Flight" Mission Success (27:08 mins.)<br>In class discussion over video and accompanying booklet.          |
|    |                     | 2nd Hour:            | VICA Video Project - Rachel Ortiz<br><b>Need to turn in handwritten portion of Biography</b>                               |
|    | 4/07/95             | 1st Hour:            | Video: Stress and Anxiety (18:39 mins.) In class discussion over video   |
|    |                     | 2nd Hour:            | In class discussion over assigned pages of "Career Choices" workbook   |
|    |                     | Homework Assignment: | "Career Choices" Chapter 10 Attitude is Everything pages 230-247<br>In class discussion Wed.                               |
|    | 4/07/95-<br>4/09/95 | Generation 2000      | Fri., Sat. & Sun.<br>El Paso Civic Center  |
| 13 | 4/10/95             | 1st Hour:            | In class review of Positive Attitude Booklet   |
|    |                     | 2nd Hour:            | Video - Dealing With Crisis (19:22 mins.) In class discussion over video   |
|    | 4/12/95             | 1st Hour:            | First group of oral Biography presentors Last names M-Z.<br>Each speaker receives 7 minutes. Need to turn in typed report. |
|    |                     | 2nd Hour:            | VICA Video Project - Rachel Ortiz  |
|    |                     | Homework Assignment: | "Career Choices" Chapter 11 Making Changes pages 250-267 for Monday  |
|    | 4/14/95             | NO CLASS             | GOOD FRIDAY  |
| 14 | 4/17/95             | 1st Hour:            | Speaker - EPCC Cooperative Education & Placement<br>Topic: Pre-employment Skills   |
|    |                     | 2nd Hour:            | Speaker - EPCC Cooperative Education & Placement<br>Topic: Writing a Resume  |
|    | 4/19/95             | 1st Hour:            | Second group of oral Biography presentors Last names A-L<br>Each speaker receives 7 mins. Need to turn in typed report     |
|    |                     | 2nd Hour:            | VICA Video Project - Rachel Ortiz  |
|    | 4/21/95             | 1st Hour:            | Speaker - Texas A & M Extension Agency<br>Topic: Good Economical Nutrition   |
|    |                     | 2nd Hour:            | In class discussion over assigned pages of "Career Choices" Workbook   |
|    |                     | Homework Assignment: | "Career Choices" Chapter 12 Beginning the Job Search<br>pages 270-279 for Wednesday  |
| 15 | 4/24/95             | 1st Hour:            | Speaker - Career Planning VV<br>Topic: Services Offered Possibly Myer Briggs   |
|    |                     | 2nd Hour:            | Speaker - Career Planning VV<br>Topic: Discover Test/Career Info. test   |

|    |                               |                         |  |
|----|-------------------------------|-------------------------|--|
|    | 4/26/95                       | 1st Hour:<br>2nd Hour:  | In class discussion over assigned pages of "Career Choices" Workbook<br>VICA Video Project - Rachel Ortiz  |
|    | 4/28/95                       | 1st Hour:<br>2nd Hour:  | Video - Mirror, Mirror<br>In class discussion over video<br>Class discussion over Getting Ahead Booklet  |
| 16 | 5/01/95                       | 1st Panel of<br>Guests: | El Paso Engineer Department - Irene Ramirez<br>Fort Bliss Automotive Technician - Sergeant Tracy Sandberg<br>El Paso Electric - Marlin Lillian<br>D J Plastics - Elvia Smith |
|    | 5/03/95                       | 1st & 2nd Hour:         | VICA - Rachel Ortiz  |
|    | 5/05/95                       | 2nd Panel of<br>Guests: | Texas Department of Human Services - Carmen Wright<br>TW2 -Terry Wyatt<br>WIT Representative - Patricia Aoran<br>UTEP Mother/Daughter - Tita Yanar                           |
| 17 | 5/08/95<br>5/10/95<br>5/12/95 | 1st & 2nd Hour:         | Basic Automotive workshop  |
|    | 5/12/95                       | FINAL                   | Summary/Graduation   |

V. INSTRUCTOR:

NAME: Lorena Gonzalez  
OFFICE: Valle Verde A-207  
PHONE: 594-2334  
OFFICE HOUR: 10 A.M.- 12 P.M. and 2 P.M.- 5 P.M. Monday - Friday or by Appointment.

EL PASO COMMUNITY COLLEGE  
WOMEN IN TECHNOLOGY  
PROJECT OPPORTUNITY

SELF-INVESTMENT

COURSE DESCRIPTION

THEME

RATIONALE

VICA CLUB

Vocational Industrial Clubs of America is a nation wide partnership of business and industry, vocational students, instructors and school administrations. The goal is to develop personal skills to last a lifetime.

VICA BOOKLET  
#5 Civic  
Responsibility

Teach specific employment skills and a positive attitude towards work. Booklet emphasizes community awareness, volunteering, the importance of voting, understanding government, community, leaders, planning a community project and demonstrating entry-level job skills.

Career Choices and  
Changes Workbook

Written by Mindy Bingham and Sandy Stryker. The beautiful illustrated book teaches self knowledge, occupational awareness, solving problems, setting goals, making decisions and tolerating anxiety. Students must fill in all require spaces.

Biography Project

Students must research, type and orally present a biography on a famous woman who has achieved success in a non-traditional field.

EPCC Valle Verde Library

Tour given by Ms. Shahly Martinez. Librarian explains book system, on line computers to search for materials, references, CD ROM, and other services.

VICA Video Project

Students will provide a 9 minute video about Project Opportunity.

Budgeting

How to manage money wisely by organizing salary and expenses.

Self-Investment  
Course Description  
Page 2

**THEME****RATIONALE**

|                                      |   |
|--------------------------------------|---|
| Personal Appearance                  | Discussion will concern the importance of dressing accordingly to type of work. In addition, how to budget for clothing wisely.   |
| Women in Television                  | Students will meet a local news anchor to discuss the role women play in the media.   |
| Voting                               | Local representative from the League of women voters will explain the importance of registering to vote and voting.   |
| Consumer Rights                      | Ms. Margret Perez from the Better Business Bureau will discuss consumer protection rights. What to do in the event that a service or product is defective or not to satisfaction. |
| Successful Strategies                | Ms. Cookie Mapula will discuss how women can one day own their business.  |
| Personal Motivation                  | Mr. Aaron Kravetz will dedicate two hours to discussing ways to motivate yourself to a successful life.   |
| Government Systems                   | Self Investment instructor will explain the U.S. Government System, National, State and Local leaders. Also how to express opinion to a government officer or agency.             |
| Executive Dean<br>Valle Verde Campus | Dr. Adena Loston discusses values, goals and time management for students. She will stress the importance of setting out time for personal relaxation.                            |
| Telephone Skills                     | Students will learn the importance of correct telephone usage, like taking messages, transferring calls and phone book usage.   |

Self-Investment  
Course Description  
Page 3

THEMERATIONALE

Sexual Harassment

Ms. Joanna H. Moore, EPCC Women in Technology Specialist will discuss the delicate topic of sexual harassment in the workplace and at school. Ms. Moore will also explain the WIT mentoring program where by new students will be paired up with a more advanced students to assist them with school.

True Colors Personality Test

A fun way to learn about your personality using colors. Personalities are categorized in four colors: Blue, Green, Gold and Orange.

CPR and First Aid  
Workshop

A week long training of First Aid and Cardiopulmonary Resuscitation techniques. Students will not receive CPR certification.

Self Defense Workshop

Students will learn basic self-defense tips to save their lives in case of an attack.

Campus Security

El Paso Community College Peace Officer will discuss the role of the Security Department. It will also explain personal as well as property security to avoid theft or an attack.

Preventing Diabetes

Representative from San Vicente will explain the dangers of uncontrolled Diabetes. Preventive measures and screening tests.

Pre-employment Skills

El Paso Community College Cooperative Education and Placement office will discuss ways to beginning searching for that good paying job.

Writing Resume

Same department as above will explain the correct manner of developing a resume that will enhance the student's opportunity to getting a job.

Self-Investment  
Course Description  
Page 4

**THEME****RATIONALE**

Good Nutrition

Texas Agricultural Extension Department will explain the benefits of good nutrition. It will also offer tips on saving cost and energy when preparing food.

Personality Mosaic Test

El Paso Community College Valle Verde Career Planning Dept. will explain their services which consist of helping students with career exploration. Center will also administer the personality Mosaic test which evaluates students personal traits.

Dictionary Usage

Explanation of the many ways a dictionary can assist a student with word usage.

1st Panel Guests

Students will receive the opportunity to meet women who have achieved a successful life through a non-traditional career.  
Speakers include:

Sergeant Tracy Sandberg  
Fort Bliss Automotive Technician

Marlene Lillian  
El Paso Electric Relay technician

Elivia Smith  
DJ Plastic Injection Molding Technician

2nd Panel Guests

Students will meet women from the Women in Technology Board member committee.  
Speakers include:

Carmen Wright  
Texas Department of Human Services

Terry Wyatt  
TW2 Events (Organizer of Teen Expo & Generation 2000)



**Self-Investment  
Course Description  
Page 5**

**THEME****RATIONALE**

Guests cont'd

Patrician Horn  
Women in Technology Representative

Tita Yanar  
UTEP Mother-Daughter Program

Basic Automotive Workshop

El Paso Community College Valle Verde  
Automotive Instructor who will explain the  
importance of proper car maintenance and  
techniques for checking basic components.

Videos

Self Investment course will utilize many videos to  
enhance the topics covered by the workbook as  
well as introducing new themes which will assist  
the students.

Values, Decision Success

Discusses values, sources of values and history of  
the work ethic to understand the importance of  
values to job success.

Before tomorrow  
Becomes today (8:30 mins)

Live action video which encourages proper  
planning to realistically determine and attain life  
and career goals.

No Excuse: A philosophy  
Success

A video and workbook program designed by for  
Jay C. Rifenburg, President of RIFS. Resources  
and Investment company. It provides the viewers  
the experience and inspiration to reach their full  
potential.

Checking & Savings  
(17:30 mins)

Orients the viewer on how to open a checking  
and savings account and procedures involved  
with both bank accounts.

Credit and Loans  
(19:04 mins)

Program teaches about establishing credit and  
getting loans, including important terms, forms to  
complete, and responsibilities involved.

**Self-Investment  
Course Description  
Page 6**

**THEME****RATIONALE**

Women and Money  
(28:00 mins)

Discusses why more women are working and earning more than ever before, but their money managing skills are not keeping pace with their income.

VICA Videos

"It Starts With One" (10 mins)  
"Reaching For The Top" (10 mins)

Can Working Women Have It  
All (28 mins)

Deals with the subject of can women combine successful careers with successful home lives and not die of exhaustion in pursuit of super womanhood.

Women Seen On Television  
(10:50 mins.)

Blends narration, chips of broadcast footage, and rock music into a fast-paced, critical look at televisions stereo typical view of women.

Taking Flight-Series

Is a woman's Guide composing of three videos and accompanying booklets which details the success of non-traditional careers. The series was produced by the Western Missouri Private Industry Council in conjunction with the State Fair Community College of Sedalia Missouri.

1. "You are the Pilot" Setting goals for a non-traditional career.
2. "Navigating Your Course" Scheduling a plan to achieve career.
3. "Mission Success" Discusses advantages of completing non-traditional career.

Problems of Working Women  
(24 mins)

Examination of pressures women face with work and family. Topics such as low salaries, expensive child care facilities and inadequate assistance for household maintenance are covered.

Self-Investment  
Course Description  
Page 7

**THEME**

Stress and Anxiety  
(18:39 mins)

Mirror, Mirror

**Additional Booklets**

Trades and Technical  
Occupations for Women

Positive Attitude

**RATIONALE**

A Video discusses how work and family can create a tense atmosphere and what a woman can do to alleviate the problem.

Video depicts a female student discovering how important math and science skills can be in achieving success in a non-traditional career.

An in depth review of non-traditional careers for women. Topics include planning, choosing, skilled trades, high tech fields. Women who have been there, pursuing new possibilities, and choosing your own path.

Defines the term attitude. Distinguish between positive and negative attitudes. How to develop and maintain a positive attitude.

VICA SPECIAL PROJECT  
PROJECT OPPORTUNITY - FALL 1994

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**"NATIONAL MAKE A DIFFERENCE DAY "**  
**Saturday, October 22, 1994**

**PROJECT:**

Volunteer at the El Paso Child Crisis Center by participating in activities with the children.

**LOCATION:**

The El Paso Child Crisis Center, 2100 North Stevens

**TIME:**

8a.m. - 11:45a.m.

**NUMBER OF PARTICIPANTS:**

13

**ACTIVITIES:**

Students stacked diapers, supervised play activities for the children, worked with the children on art and craft projects, helped prepare mid-morning snacks, and read children stories.

**DONATED GOODS:**

Stuffed animals, clothes, cookies, cup cakes, toys, fruit, candy, games and a bouquet of balloons.

Child Crisis Center of El Paso  
A UNITED WAY AGENCY

Cont'd

DEI

2100 N. Stevens • El Paso, Texas 79930 • (915) 562-7955



December 1, 1994

El Paso Community College  
Project Opportunity  
919 Hunter  
El Paso, Texas 79915

Dear Friends,

On behalf of the Board of Directors, the staff and especially the children of the Child Crisis Center, thanks so much for your wonderful donation of clothing. Your help makes a significant difference for the 60-70 children who stay with us each month. We could not adequately care for these children without generous community support, such as yours.

The Child Crisis Center provides a unique service to our community. As the first crisis nursery in Texas, we stand as a model program for dealing with the growing numbers of children living in pain and violence. Through our shelter, these children are afforded a safe and nurturing place to be. Additionally, we are committed to prevention and education through our Family Support program and Parents Anonymous.

Thank you for caring enough to help. You have made a difference for children in our community.

With appreciation,

Stephanie Karr Dodson  
Executive Director

CRISIS NURSERY • EMERGENCY SHELTER • PARENTS ANONYMOUS • RESPITE CARE

**VICA PROJECTS  
PROJECT OPPORTUNITY - SPRING 1995**

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All the VICA projects were voted on by majority rule. Activities include:

**CLOTHES DRIVE:**

Approximately ten large garbage bags of clothing and other items were collected and given to the poor in Juarez, Mexico. C. Acosta, one of our students, had worked with a Juarez teacher in distributing needed items before. She served as our contact in helping us get our items to the needy families. Ms. Acosta successfully delivered all the items after driving three times across the border.

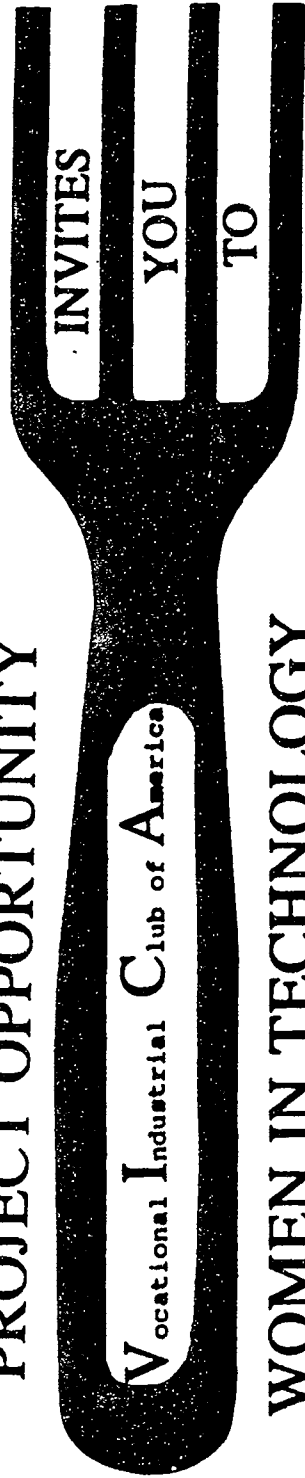
**BAKE SALE:**

The VICA bake sale took place on Friday, April 28, 1995 from 10a.m.-1p.m. at the K-Mart on McRae Blvd. Students brought homemade cookies, cupcakes, and cookies to sell. This extremely enthusiastic group sold every item on the table by 12:30p.m. A total of \$75.00 was collected to purchase a television for the Migrant Workers Center in downtown El Paso.

**HOMELESS DINNER:**

Students organized a dinner for the homeless, donating their time and expert culinary skills. Students brought casseroles, bread, vegetables, turkey, rice, beans, fried chicken, salads and desserts. Approximately 100 homeless men and women passed through the serving line.

PROJECT OPPORTUNITY



WOMEN IN TECHNOLOGY

A

FREE

DINNER

AT: OCCUPATION OPPORTUNITIES CENTER  
1208 MYRTLE

ON: FRIDAY, APRIL 28, 1995

FROM: 6:00 TO 7:00 PM



Cont'd

**WORKSTUDY LOCATIONS  
FALL 1994 AND SPRING 1995**

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Women in Technology  
El Paso Community College, Transmountain Campus

WIT Project Opportunity  
El Paso Community College, Valle Verde Campus

Electronics Department  
The Academy of Science and Technology - Vocational High School  
Ysleta Independent School District

Technology Counseling Office  
El Paso Community College, Valle Verde Campus

Electronics Department  
El Paso Technical Center - Vocational High School  
El Paso Independent School District

Drafting Department  
El Paso Technical Center - Vocational High School  
El Paso Independent School District

Automotive Department  
The Academy of Science and Technology - Vocational High School  
Ysleta Independent School District

Plastics Department  
Advanced Technology Center  
El Paso Community College, Valle Verde Campus

Women in Technology  
Advanced Technology Center  
El Paso Community College, Valle Verde Campus





# NEWS RELEASE

Public Relations & Marketing Office · P.O. Box 20500 · El Paso, Texas 79998 · 915-594-2126 Office · 915-594-2157 Fax

Contact: Al Hinojos  
For Release: July 7, 1994

## EARN WHILE YOU LEARN THROUGH THE WIT PROJECT OPPORTUNITY PROGRAM AT EPCC



The Women in Technology Project Opportunity program at El Paso Community College is accepting applications for its fourth semester of bridge curriculum classes for women electing nontraditional fields. Classes begin August 29.

The program is designed to assist low-income women in nontraditional careers at the college by placing them in a first semester bridge curriculum, which provides an understanding of the principles of technology and personal self-awareness.

Nontraditional careers available at EPCC include automotive technology, drafting electronics, heating ventilation and air conditioning, welding, precision machining and plastics technology.

Women who qualify for this program include single parents, displaced homemakers, young pregnant women and women who need to enroll in a training program for housing benefits.

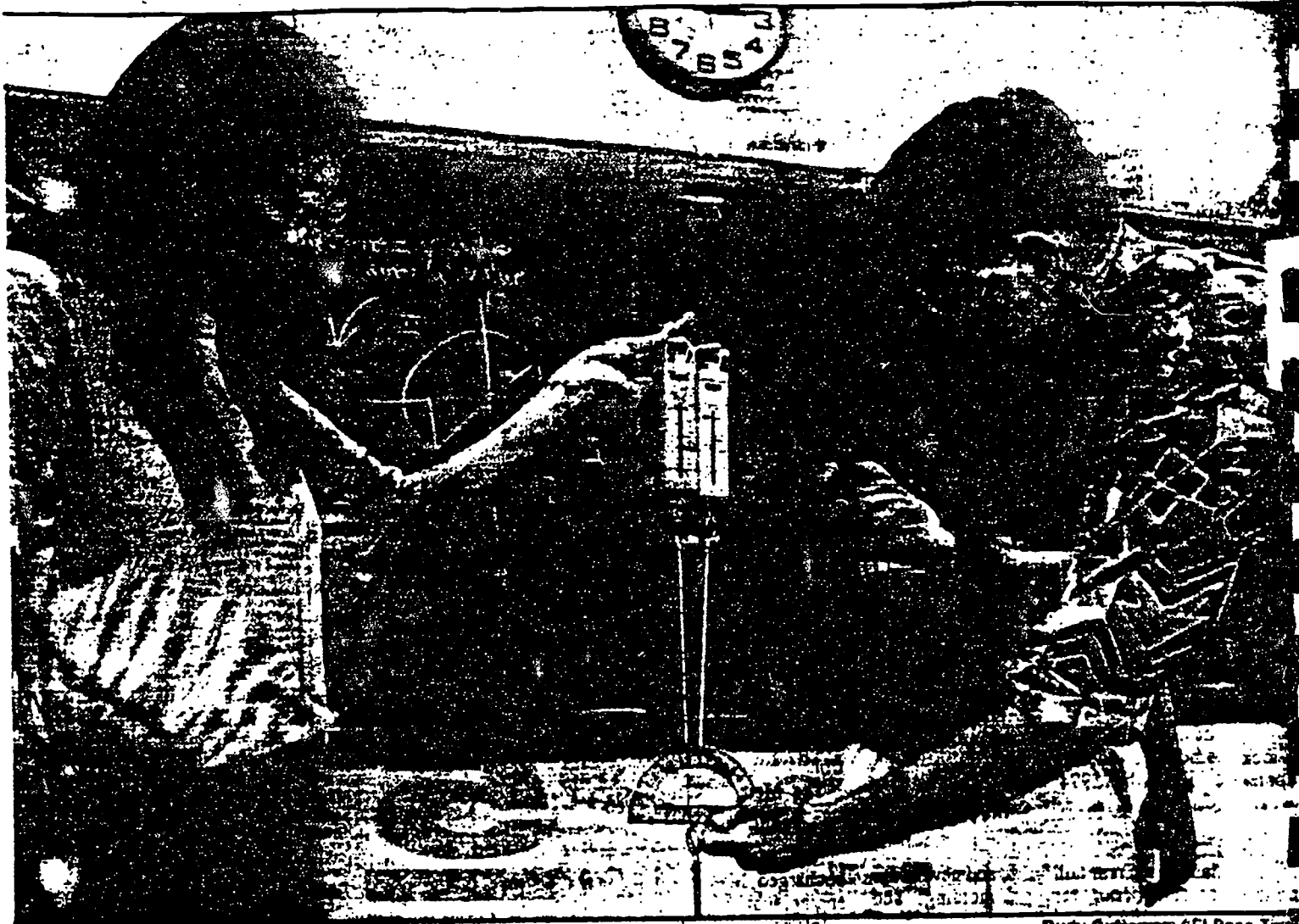
While participating in the program, students will have an opportunity to work eight hours per week in a related technology area earning up to \$544 per semester. Except for registration fees, program cost is FREE to most applicants.

Spaces are limited. For more information, call Rachel Ortiz at 594-2332.

###

94:161  
Media: 1a,b,d,e,2,4  
c: ✓ Rachel Ortiz

BORDER



Rudy Gaborer / El Paso Times  
Francis Carranza, left, and Maribel Chacon assisted in an experiment Thursday with instructor James Busalacché during a Women in Technology course at El Paso Community College. A new guidebook about El Paso will include what labor skills are taught in the area.

# Earn while you learn

The Women in Technology Project Opportunity program at El Paso Community College is accepting applications for its fourth semester of bridge curriculum classes for women electing nontraditional fields. Classes begin Aug. 29.

The program is designed to assist low-income women in nontraditional careers at the college by placing them in a first semester bridge curriculum, which provides an understanding of the principles of technology and personal self-awareness.

Nontraditional careers available at EPCC include automotive technology, drafting electronics, heating ventilation and air

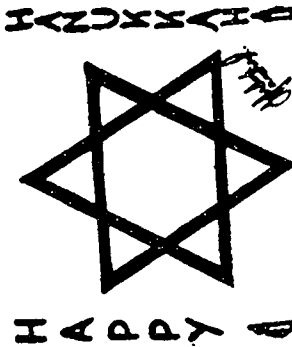
conditioning, welding, precision machining and plastics technology.

Women who qualify for this program include single parents, displaced homemakers, young pregnant women and women who need to enroll in a training program for housing benefits.

While participating in the program, students will have an opportunity to work eight hours per week in a related technology area, earning up to \$544 per semester. Except for registration fees, program cost is free to most applicants. Spaces are limited. For more information, call Rachel Ortiz at 594-2332.

c: Dr. Adriana Barrera  
✓ Rachel Ortiz

BEST COPY AVAILABLE



# el Conquistador

Valle Verde • Rio Grande • Transmountain • Fort Bliss • Lakeside • Northway • November 2, 1991

## WIT presents opportunities for women

Giaby Valadez

Reporter

If you are a woman and have the dream of being qualified for a good-paying job, this is your big opportunity to fulfill your dream.

The Women in Technology/Project Opportunity Program can open the door

for you to a brighter future. This program is a one semester curriculum program offered to women entering nontraditional fields at the college.

A nontraditional field for women is an occupation where 25 percent or less of the workers are women.

The nontraditional educational fields available at EPCC include Automotive

Technology, Drafting, Electronics, Air conditioning, Hazardous Materials Technology, Plastics Technology and Welding.

"This program is for low income women who are single parents, displaced homemakers, and young pregnant women desiring to become students in a nontraditional field," said Rachel Ortiz, Project

Opportunity coordinator.

"They also need to be between 18 and 50 years of age, and need to know how to read and comprehend English in the eighth grade level," Ortiz added.

An advantage of becoming part of Project Opportunity is students can also participate in a work study program. You

See WIT / page 2

WIT / from page 1

program. You will be placed in a technology division at EPCC or at an area high school where you can work eight hours a week, earning minimum wage for 16 weeks. The pay is approximately \$544 per semester.

Ortiz said that even though some women may receive food stamps and be on welfare, they can still participate in the work study program.

The only thing you have to do in order to enter to this program is to fill out an application. The fee is \$10 dollars per application and the classes and books are free to qualifying students.

If you are interested in applying for this program, you can get an application in Room A-207 at the Valle Verde Campus or call Ortiz at 594-2332 for more information.

El Paso Times

# Borderland

**Tuesday**

Nov. 8, 1994

★★

Metro editor

Ramon Bracamontes, 546-6124

**Section B**

2B Deaths

6B Texas

6B New Mexico

**Women's programs:** The Women in Technology Project Opportunity Program at El Paso Community College is accepting applications for its 1995 spring semester program offered to women entering non traditional fields at the college.

The program targets low-income women who are single parents, displaced homemakers and young pregnant women.

**Information:** 594-2332.

Cont'd

65

64

# THIS IS YOUR OPPORTUNITY

The **WOMEN IN TECHNOLOGY PROJECT OPPORTUNITY PROGRAM** can open the door to a bright future. Tomorrow isn't years away, it's now! And education is the key to making your future a reality. If you're looking for a good paying job, check-out the nontraditional career plan opportunities at El Paso Community College.

A **NONTRADITIONAL FIELD** is an occupation where 25% or less of the workers are women. These are fields such as: Drafting • Welding • Automotive Technology • Plastics Technology • Electronics • Fire Technology • Hazardous Materials Technology • Heating, Ventilation and Air Conditioning

**FACT:** Nontraditional Jobs Pay 20-30% Higher Salaries Than Traditional "Women's Work"

## WHO'S ELIGIBLE?

Women ages 18 to 50 who are single parents, displaced homemakers, single pregnant women and widowed or divorced women. Women who need to enter a training program for housing benefits are also eligible.

**PROJECT OPPORTUNITY** will place you in a first semester pre-planned curriculum. This first semester will give you a basic understanding of the principles of technology and an awareness of yourself. It will provide you with the essential background to continue in your chosen nontraditional career.

**YOU** will participate with other women who want to accomplish their goals.

## YOUR FIRST SEMESTER CURRICULUM WILL CONSIST OF:

- ▼ **TECHNICAL CONTENT CLASS** - 4 credit hours
- ▼ **MATH CLASS** - 3 credit hours (level determined by admissions placement test)
- ▼ **TECHNICAL APPLIED PHYSICS** - 3 hours per week
- ▼ **SELF-INVESTMENT CLASS** - 6 hours per week

The **TECHNICAL APPLIED PHYSICS** class will start you thinking about how things work and how these principles apply to the World of Technology. You'll learn what roles energy, power, resistance and force play in today's technology. The **SELF-INVESTMENT** class will teach you basic skills, budgeting of your time and money, and most importantly, it will teach you about yourself. Also, as a WIT Project Opportunity student you automatically become a VICA member.

## VICA (VOCATIONAL INDUSTRIAL CLUBS OF AMERICA)

A national club especially for trade, industrial, technical and health occupational students, VICA brings together students who share the same interest. It will give you the opportunity to share ideas and put them to work to better yourself and the community.

## WORKSTUDY PROGRAM

Project Opportunity students can also participate in a workstudy program. You will be placed in a technology, division at EPCC or at an area high school where you can work 8 hours a week earning minimum wage for 16 weeks. Approximately \$544 for the semester.

**COST:** Aside from the \$10 application fee to EPCC, classes and books are **FREE** to qualifying students.

## WOMEN IN TECHNOLOGY SUPPORT SERVICES

All Project Opportunity students are eligible to receive: Job Information • Emergency Transportation Funds • Tutoring • Mentoring • Support Groups • Child Care Assistance • Career Planning

# TAKE CHARGE OF YOUR LIFE

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

Call the Project Opportunity office at 594-2333, or drop by our office on the Valle Verde Campus, room A2419. We'll help you fill out an application for the Project Opportunity program.

El Paso, Texas 79998-0500

P.O. Box 20500

Women In Technology - Project Opportunity

El Paso Community College

Mail To:

Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

- Automotive Technology
- Drafting
- Electronics
- Fire Technology
- Heating, Ventilation & Air Conditioning
- Hazardous Materials Technology
- Plastics Technology

WE WILL BE HAPPY TO SEND YOU FREE INFORMATION ON THE FOLLOWING PROGRAMS



# OPPORTUNITY

## WOMEN IN TECHNOLOGY BRIDGE CURRICULUM PROGRAM

Start of Item 31.

Message.

Dated: 11/08/94 at 1600.

Subject: CORRECTION WIT/PROJECT OPPORTUNITY

Sender: Rachel ORTIZ / DIST/IS

Contents: 3.

TO: Rachel ORTIZ / DIST/IS

Part 1.

TO: DISTRIBUTION

Part 2.

TO: DISTRIBUTION

Part 3.

The Women in Technology Project Opportunity Program at El Paso Community College is currently accepting applications for its 1995 Spring semester program. Project Opportuntiy is a one semester curriculum program offered to women entering nontraditional fields at the college. The program targets low income women who are single parents, displaced homemakers, and young pregnant women desiring to become students in a nontraditional field. It is designed to provide women with a background on the basic principles of technology and and personal awareness. A nontraditional field for women is an occupation where 25% or less of the workers are women. The non-traditional educational fields available at El Paso Community College are: Automotive Technology, Drafting, Electronics, Fire Technology, Heating Ventilatiion and Air Conditioning, Hazardous Materials Technology, Plastics Technology and Welding.

Project Opportunity students can participate in the workstudy program which allows them to work 8 hrs. per week earning minimum wage while attending the program classes.

For more information, please call Rachel Ortiz at 594-2332.

Thank you.

End of Item 31.



# Equity Mail

An El Paso Community College Women in Technology Publication

Fall 1994

## Something new at Project Opportunity

by Rachel Ortiz

Project Opportunity specifically targets women who are single parents, displaced homemakers, young pregnant women, and women who need to enroll in a training program for housing benefits. These women are placed in a first semester bridge curriculum upon entering their nontraditional major. The Project Opportunity staff is excited to be entering its fourth bridge curriculum semester with an anticipated enrollment of 20 students for the Fall 1994 program. A new concept has been added to this year's program. Beginning this semester all project opportunity students will be automatically enrolled in the Vocational Industrial Clubs of America (VICA) program.

VICA is for trade, industrial, technical and health occupational students only. As a VICA member, students will develop social and leadership abilities as well as occupational skills. Our students will have the opportunity to work with other students who share the same interests. They will explore and discuss issues that concern them. This is an action group which will put ideas to work to better the individual and the community.

The VICA program will be included in the Project Opportunity Self-Investment class, where class time will be devoted to club meetings. Students will make the decisions on what type of project they want to undertake. This could be a community endeavor or a personal group project. At the end of the Fall and Spring semesters, one student will be chosen to attend the National VICA Conference, held in Kansas City, Missouri, with the program coordinator.

If you or someone you know is interested in more information about the Project Opportunity program, contact Rachel at 594-2332 or stop by the Project Opportunity office on the Valle Verde Campus, room A-207.

**Remember, your future is your choice!**



**AGENCIES WHERE PROGRAM HAS BEEN ADVERTISED FOR  
GRANT YEAR 1994 - 1995**

**FALL 1994**

| <b>DATE</b> | <b>ORGANIZATION/LOCATION</b>                                 | <b>ATTENDANCE</b> |
|-------------|--|-------------------|
| 01/29/94    | Mother-Daughter Conference<br>University of Texas of El Paso | 22                |
| 02/05/94    | Women's Fair Presentation<br>El Paso Civic Center            | 16                |
| 04/09/94    | Socorro High School<br>Socorro Independent School District   | 8                 |
| 04/14/94    | Mother's Volunteer Group<br>Ysleta High School (YISD)        | 7                 |
| 04/22/94    | Rollins Clinic Counselors<br>3301 Perra                      | 8                 |
| 04/28/94    | Transitional Living Center (YWCA)<br>3500 Altura             | 15                |
| 05/06/94    | Tech-Prep Advisors Conference<br>Region XIX                  | 10                |
| 05/20/94    | Department of Human Services<br>3100 Dyer                    | 8                 |
| 06/15/94    | Department of Human Services<br>5150 El Paso Drive           | 7                 |
| 06/17/94    | Project Redirection (YWCA)<br>El Paso Technical High School  | 22                |
| 08/01/94    | William Beaumont Medical Center<br>In - Patients             | 10                |
| 08/02/94    | Department of Human Services<br>5150 El Paso Drive           | 20                |
| 08/26/94    | Department of Human Services<br>5150 El Paso Drive           | 22                |
| 09/07/94    | Child Protection Services<br>119 N. Stanton                  | 7                 |

| DATE     | ORGANIZATION/LOCATION                                      | ATTENDANCE |
|----------|--|------------|
| 09/12/94 | William Beaumont Medical Hospital<br>In - Patient Clinic   | 5          |
| 09/14/94 | Department of Human Services<br>2300 E. Yandell            | 14         |
| 10/04/94 | Battered Women's Center<br>El Paso, Texas                  | 8          |
| 10/05/94 | William Beaumont Medical Hospital<br>In-Patient Clinic     | 4          |
| 10/06/95 | Young Parents Program<br>Academy of Science and Technology | 50         |
| 11/01/94 | Montwood High School<br>Vocational Instructors (YISD)      | 20         |
| 11/02/94 | William Beaumont Medical Center<br>In-Patients             | 6          |
| 11/02/94 | Edgemere Elementary Mothers<br>10300 Edgemere              | 15         |
| 11/03/94 | Project Bravo<br>716 E. Paisano                            | 4          |
| 11/09/94 | Martin Luther King Complex<br>9101 Butternut               | 30         |
| 11/16/94 | TEC Case Workers<br>6400 Boeing                            | 45         |
| 11/16/94 | TEC Case Workers<br>6400 Boeing                            | 40         |
| 11/17/94 | TEC Career Exploration Clients<br>6400 Boeing              | 15         |
| 11/17/94 | Department of Human Services<br>2300 Yandell               | 12         |
| 11/21/94 | ESOL Class<br>El Paso Community College                    | 22         |
| 11/21/94 | ESOL Class<br>El Paso Community College                    | 21         |

| DATE     | ORGANIZATION/LOCATION                     | ATTENDANCE |
|----------|---|------------|
| 11/22/94 | ESOL Class<br>El Paso Community College   | 18         |
| 11/28/94 | ESOL Class<br>El Paso Community College   | 19         |
| 11/28/94 | ESOL Class<br>El Paso Community College   | 30         |
| 12/09/94 | Department of Human Services<br>3100 Dyer | 10         |

In our continued efforts of promoting our program throughout our community, the following presentations were made on a request basis during the Spring 1995 semester.

#### SPRING 1995

|          |   |    |
|----------|---|----|
| 01/03/95 | Teacher In-Services<br>Burgess High School                | 21 |
| 01/04/95 | William Beaumont Medical Center<br>In-Patients            | 5  |
| 02/23/95 | Texas Employment Commission<br>Will Ru'n and Dyer Streets | 22 |
| 02/01/95 | William Beaumont Medical Center<br>In - Patients          | 7  |
| 03/08/95 | WIT Career Exploration<br>El Paso Community College       | 6  |
| 03/11/95 | WIT Career Exploration<br>El Paso Community College       | 2  |
| 03/13/95 | Student Exploration<br>Camino Real Middle School          | 60 |
| 03/14/95 | Texas Employment Commission<br>Will Ruth and Dyer         | 12 |
| 03/30/95 | Young Parents Program<br>Project Redirection (YISD)       | 45 |
| 06/07/95 | William Beaumont Medical Center<br>In - Patients          | 4  |

PROJECT OPPORTUNITY APPLICATIONS  
FALL 1994

| NAME           | INTEREST            | DATE INTERVIEWED |
|----------------|---------------------|------------------|
| P.A. ABBOT     | PLASTICS            | 11/16/93         |
| L. ACEVES      | PLASTICS            | 06/20/94         |
| B. AGUILAR     | DRAFTING            | 08/29/94         |
| J. AMPARAN     | DRAFTING            | 05/16/94         |
| M.D.C. ARAIZA  | PLASTICS            | 04/06/94         |
| B.A. ARELLANO  | DRAFTING            | 05/06/94         |
| B. ARMENDARIZ  | ELECTRONICS         | 06/15/94         |
| S. AVILA       | PLASTICS            | 06/15/94         |
| B. BLACK       | WELDING             | 06/20/94         |
| S.L. BOWMAN    | DRAFTING            | 08/01/94         |
| E. CANDELARIA  | WELDING             | 01/28/94         |
| F. CARRANZA    | DRAFTING            | 06/17/94         |
| M.L. CASTRO    | PLASTICS            | 05/06/94         |
| M. CHACON      | ELECTRONICS         | 07/11/94         |
| P. CHACON      | PLASTICS            | 08/29/94         |
| L.G. CONTRERAS | AUTO TECH.          | 04/29/94         |
| O.I. CONTRERAS | AUTO TECH.          | 06/20/94         |
| M. CUEVAS      | PLASTICS            | 04/28/94         |
| H.L. DOMINGUEZ | HVAC                | 04/28/94         |
| L. DOMINGUEZ   | ELECTRONICS         | 07/26/94         |
| W.A. DOMINGUEZ | PLASTICS            | 08/10/94         |
| V.M. DOPKANT   | ELECTRONICS         | 06/20/94         |
| D.A. ESPARZA   | DRAFTING            | 05/31/94         |
| L. ESPARZA     | DRAFTING            | 06/15/94         |
| C.E. FIERRO    | HVAC                | 06/20/94         |
| L.L. GARDUNO   | PLASTICS            | 08/01/94         |
| M.C. GOMEZ     | PLASTICS            | 05/03/94         |
| S.A. GONZALEZ  | PLASTICS            | 07/08/94         |
| L.I. GUZMAN    | PLASTICS            | 05/20/94         |
| S.M. HARRIS    | ELECTRONICS         | 03/28/94         |
| A.A. HAYDEN    | DRAFTING            | 08/01/94         |
| M.Y. HUERTA    | DRAFTING            | 06/17/94         |
| M.A. HUNTER    | AUTO TECH.          | 05/20/94         |
| J.A. IGNACIO   | ELECTRONICS         | 05/20/94         |
| L.A. JOHNSON   | AUTO TECH           | 07/20/94         |
| E. KRUK        | HVAC                | 05/05/94         |
| R. LEAL        | DRAFTING            | 05/12/94         |
| T.L. LOYD      | WELDING             | 08/01/94         |
| E. LUJAN       | ELECTRONICS         | 07/11/94         |
| R. MARMOLEJO   | SEWING MACH. REPAIR | 07/19/93         |
| A. MARQUEZ     | ELECTRONICS         | 10/07/93         |
| H. MEDINA      | ELECTRONICS         | 03/01/94         |
| C. MENDOZA     | DRAFTING            | 07/08/94         |
| M. MENDOZA     | DRAFTING            | 12/03/93         |

PROJECT OPPORTUNITY APPLICATIONS  
FALL 1994

PAGE 2

| NAME           | INTEREST    | DATE INTERVIEWED |
|----------------|-------------|------------------|
| A.C. MORENO    | ELECTRONICS | 07/21/94         |
| M. MORENO      | AUTO TECH.  | 07/22/94         |
| M.M. MULLIS    | PLASTICS    | 07/18/94         |
| C. OLIVAS      | PLASTICS    | 06/14/94         |
| D. ONTIVEROS   | PLASTICS    | 06/16/94         |
| J.A. ORRICK    | PLASTICS    | 06/15/94         |
| I. ORTIZ       | ELECTRONICS | 07/11/94         |
| R. ORTIZ       | DRAFTING    | 06/15/94         |
| R.E. ORTIZ     | PLASTICS    | 07/26/94         |
| L.E. PEREZ     | ELECTRONICS | 06/15/94         |
| J.M. PHILLIPS  | AUTO TECH.  | 05/20/94         |
| E.A. PROVENCIO | PLASTICS    | 06/20/94         |
| A. QUINTERO    | AUTO TECH.  | 05/19/94         |
| E. REYES       | DRAFTING    | 01/19/94         |
| O. REYES       | ELECTRONICS | 06/27/94         |
| R. RODRIGUEZ   | ELECTRONICS | 08/03/94         |
| Y. SANCHEZ     | ELECTRONICS | 06/23/04         |
| V.R. SPICER    | DRAFTING    | 05/02/94         |
| C. TORRES      | DRAFTING    | 06/17/94         |
| M. TORRES      | HVAC        | 05/20/94         |
| Y. TOVAR       | ELECTRONICS | 07/13/94         |
| C. VILLA       | AUTO TECH.  | 05/26/94         |
| M.L. VILLA     | AUTO TECH.  | 05/26/94         |

PROJECT OPPORTUNITY APPLICATIONS  
SPRING 1995

| NAME              | INTEREST    | DATE INTERVIEWED |
|-------------------|-------------|------------------|
| C. ACOSTA         | PLASTICS    | 01/05/95         |
| O. ANDERSON       | AUTO TECH.  | 12/07/94         |
| A.L. ARAGON       | AUTO TECH.  | 10/28/94         |
| M.R. CAMACHO      | DRAFTING    | 12/09/94         |
| I. CAMPOS         | AUTO TECH.  | 11/14/94         |
| H. CARRASCO       | HVAC        | 11/21/94         |
| R. CERDA          | PLASTICS    | 11/01/94         |
| M.A. COOK         | DRAFTING    | 10/16/94         |
| L.F. DEAN         | HAZ. MAT.   | 01/16/95         |
| O. DEL CAMPO      | ELECTRONICS | 10/12/94         |
| A. DIAZ DEL CAMPO | FIRE TECH.  | 11/16/94         |
| C.L. DOMINGUEZ    | PLASTICS    | 11/11/94         |
| W.A. DOMINGUEZ    | PLASTICS    | 08/10/94         |
| R.B. ENRIQUEZ     | ELECTRONICS | 11/11/94         |
| M.D.L.A. FLORES   | HVAC        | 11/21/94         |
| T.D. FOSTER       | FIRE TECH.  | 01/14/95         |
| J.D. GANDARA      | PLASTICS    | 01/05/95         |
| M. GARCIA         | PLASTICS    | 08/17/94         |
| S. GARCIA         | ELECTRONICS | 11/21/94         |
| S.A. GONZALEZ     | PLASTICS    | 07/08/94         |
| A. GUTIERREZ      | DRAFTING    | 09/13/94         |
| D.K. HAMMOND      | ELECTRONICS | 12/05/94         |
| M.L. HARRIS       | HAZ MAT.    | 09/14/94         |
| A.A. HAYDEN       | DRAFTING    | 10/07/94         |
| A. HERNANDEZ      | AUTO TECH.  | 09/14/94         |
| J.L. HOSKINS      | ELECTRONICS | 10/27/94         |
| S. JOYCE          | ELECTRONICS | 11/07/94         |
| M.I. LARRAZOLA    | PLASTICS    | 12/07/94         |
| E. LOPEZ          | DRAFTING    | 01/12/95         |
| R. LOPEZ          | HVAC        | 02/21/95         |
| F. MACIAS         | PLASTICS    | 09/15/94         |
| R. MARMOLEJO      | PLASTICS    | 06/14/94         |
| D.L. MARTINEZ     | ELECTRONICS | 11/18/94         |
| K.R. MAYFIELD     | AUTO TECH.  | 10/05/94         |
| J.L. MAYO         | PLASTICS    | 12/12/94         |
| V.A. MEDRANO      | PLASTICS    | 12/06/94         |
| K.T. MESSALL      | PLASTICS    | 11/09/94         |
| J.C. MORALES      | ELECTRONICS | 12/15/94         |
| L. MUÑOZ          | DRAFTING    | 12/14/94         |
| M.M. MUÑOZ        | PLASTICS    | 11/17/94         |
| P. OCHOA          | DRAFTING    | 11/18/94         |
| Y.H. ORTEGA       | PLASTICS    | 08/03/94         |
| N.L. PADILLA      | ELECTRONICS | 12/02/94         |

PROJECT OPPORTUNITY APPLICATIONS  
 SPRING 1995

| NAME            | INTEREST    | DATE INTERVIEWED |
|-----------------|-------------|------------------|
| Y.H. ORTEGA     | PLASTICS    | 08/03/94         |
| N.L. PADILLA    | ELECTRONICS | 12/02/94         |
| L.E. PERALEZ    | PLASTICS    | 09/14/94         |
| S. PETERSON     | PLASTICS    | 02/02/95         |
| M.C. PIÑON      | PLASTICS    | 12/28/94         |
| S.A. PIÑON      | HAZ MAT     | 11/23/94         |
| E. PORTILLO     | PLASTICS    | 11/09/94         |
| M.L. RAMIREZ    | ELECTRONICS | 11/21/94         |
| R.B. RAYAS      | PLASTICS    | 11/08/94         |
| A.N. RESENDIZ   | ELECTRONICS | 12/09/94         |
| M.I. REYES      | DRAFTING    | 12/12/94         |
| L.E. RODKE      | PLASTICS    | 11/29/94         |
| A. RONQUILLO    | PLASTICS    | 12/01/94         |
| H. RUIZ         | ELECTRONICS | 11/21/94         |
| V. SAGARIBAY    | AUTO TECH.  | 11/12/94         |
| J. SALADO       | FIRE TECH.  | 09/14/94         |
| V.M. SEPULVEDA  | PLASTICS    | 11/03/94         |
| K.Y. SERRANO    | ELECTRONICS | 01/05/95         |
| P. SIERRA       | ELECTRONICS | 09/14/94         |
| L.J. SOLEM      | DRAFTING    | 11/21/94         |
| M.I. STEPHENSON | DRAFTING    | 09/14/94         |
| C. STERNER      | PLASTICS    | 11/17/94         |
| D.R. SULTON     | ELECTRONICS | 11/28/94         |
| A.J. THOMPSON   | PLASTICS    | 12/02/94         |
| Y. TOVAR        | PLASTICS    | 07/13/94         |
| M. VENEGAS      | PLASTICS    | 01/09/9          |
| D.M. VINCENT    | ELECTRONICS | 11/09/9          |
| M.L. ZAPATA     | DRAFTING    | 12/09/94         |



**CAREER EXPLORATION WORKSHOPS  
FALL 1994**

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| DATE     | PARTICIPANTS                         |  |
|----------|--------------------------------------|--|
| 11/01/94 | Montwood High School YISD            | 20 Instructors toured the Advanced Technology Center |
| 11/16/94 | Transitional Living Center Residents | 6 Residents toured the Advanced Technology Center    |
| 11/21/94 | Edgemere Mothers Literacy Group      | 8 women took the Personality Mosaic test             |

25 students took Discover Assessments administered by the El Paso Community College Career Planning Center between July 1, 1994 and December 15, 1994.

**CAREER EXPLORATION WORKSHOPS  
SPRING 1995**

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| DATE    | PARTICIPANTS              |   |
|---------|---------------------------|---|
| 3/08/95 | Prospective Students      | 6 women attended the workshop                     |
| 3/11/95 | Prospective Students      | 2 women attended the workshop                     |
| 3/13/95 | Camino Real Middle School | 60 students toured the Advanced Technology Center |

27 students took Discovery Assessments administered by the El Paso Community College Career Planning Center between January 5, 1995 and May 30, 1995.

**PROJECT OPPORTUNITY  
PROGRAM PARTICIPANTS - FALL 1994**

| <b>NAME</b>       | <b>MAJOR</b> | <b>CLASSIFICATION</b> |
|-------------------|--------------|-----------------------|
| P. ABBOTT         | Plastics     | Single Parent         |
| J. AMPARAN        | Drafting     | Single Parent         |
| M. ARAIZA         | Plastics     | Displaced Homemaker   |
| F. CARRANZA       | Drafting     | Single Parent         |
| M. CHACON         | Electronics  | Single                |
| L. CONTRERAS      | Auto Tech.   | Displaced Homemaker   |
| L. DOMINGUEZ      | Electronics  | Displaced Homemaker   |
| M. DOPKANT        | Electronics  | Single Parent         |
| D. ESPARZA        | Drafting     | Displaced Homemaker   |
| E. LUJAN          | Electronics  | Single Parent         |
| C. MENDOZA        | Drafting     | Displaced Homemaker   |
| M. MENDOZA        | Drafting     | Displaced Homemaker   |
| M. MORENO         | Auto Tech.   | Displaced Homemaker   |
| D. ONTIVEROS      | Plastics     | Single                |
| I. ORTIZ          | Electronics  | Single Parent         |
| A. QUINTERO       | Auto Tech.   | Single Parent         |
| O. REYES          | Electronics  | Displaced Homemaker   |
| R. RODRIGUEZ      | Electronics  | Single Parent         |
| Y. SANCHEZ        | Electronics  | Displaced Homemaker   |
| Y. TOVAR          | Electronics  | Single Parent         |
| <b>ALTERNATES</b> |              |                       |
| B. AGUILAR        | Drafting     | Single                |
| P. CHACON         | Plastics     | Single Parent         |
| S. GONZALEZ       | Plastics     | Single Parent         |
| L. JOHNSON        | Auto Tech.   | Single Parent         |
| C. TORRES         | Drafting     | Single Parent         |

**PROJECT OPPORTUNITY  
PROGRAM PARTICIPANTS - SPRING 1995**

| NAME              | MAJOR       | CLASSIFICATION      |
|-------------------|-------------|---------------------|
| O. ANDERSON       | Plastics    | Displaced Homemaker |
| M. CAMACHO        | Drafting    | Single Parent       |
| I. CAMPOS         | Drafting    | Displaced Homemaker |
| C. DOMINGUEZ      | Plastics    | Single Parent       |
| R. ENRIQUEZ       | Electronics | Displaced Homemaker |
| J. GANDARA        | Plastics    | Single              |
| S. GONZALEZ       | Plastics    | Single Parent       |
| A. A. HAYDEN      | Drafting    | Single              |
| J. HOSKINS        | Plastics    | Single Parent       |
| R. LOPEZ          | Plastics    | Displaced Homemaker |
| F. MACIAS         | Plastics    | Single Parent       |
| D. L. MARTINEZ    | Electronics | Single Parent       |
| V. MEDRANO        | Plastics    | Displaced Homemaker |
| M. MUNOZ          | Plastics    | Single Parent       |
| S. PETERSON       | Plastics    | Single Parent       |
| S. A. PIÑON       | Haz. Mat.   | Single Parent       |
| L. RODKE          | Plastics    | Single Parent       |
| H. RUIZ           | Electronics | Single              |
| Y. TOVAR          | Plastics    | Single Parent       |
| D. VINCENT        | Electronics | Single              |
| <b>ALTERNATES</b> |             |                     |
| C. ACOSTA         | Plastics    | Displaced Homemaker |
| L. DEL CAMPO      | Electronics | Single Parent       |
| L. F. DEAN        | Haz. Mat.   | Divorced            |
| T. FOSTER         | Fire Tech.  | Single              |
| P. OCHOA          | Drafting    | Single              |

PROJECT OPPORTUNITY ORIENTATION SPRING 1995  
DECEMBER 8, 1995 1-5 P.M.  
AGENDA

- I. Introduction
- II. Video Tapes - WTT and School-To-Work
- III. World of Work
- IV. Presentations by Technology Instructors
  - A. Mr. Verne Alkire, Auto Tech. - 15 minutes
  - B. Mr. Francisco Escobar, Drafting - 15 minutes
  - C. Mr. Larry Bonnell, Electronics and TAP - 15 minutes
- V. 10 Min Break
- VI. Project Opportunity Self-Investment class
- VII. Workstudy Program
- VIII. Child Care
- IX. Changes of Address and Major
- X. Continuing Education Registration
- XI. Academic Counseling

12 students attended the orientation workshop

PROJECT OPPORTUNITY ORIENTATION FALL 1994  
THURSDAY, AUGUST 28, 1994 9 A.M. AND 1 P.M.  
AGENDA

- I. Introduction - overview
  - A. Motivational Workshop
  - B. Graduation Classes Before - Show announcements
- II. Word definition
- III. Workplace relationship
- IV. Self-Investment class
- V. VICA Program
  - A. One student each semester to national conference in June
  - B. Change of Major
  - C. Change of Address
- VI. Continuing Education Registration
- VII. Workstudy Program
  - A. Review Policies
  - B. Locations
  - C. Fill out EPCC Applications
  - D. Explain workstudy procedure
- VIII. Child Care Procedure
- IX. Bus passes first day of class/Student ID's
- X. Discuss Funding
- XI. Plastics students sign Nontraditional Agreement
- XII. WIT Rockwell Applications

11 students attended the 9 a.m. orientation session  
11 students attended the 1 p.m. orientation session

## WELCOME TO PROJECT OPPORTUNITY

CONGRATULATIONS ON CHOOSING TO MAKE A CHANGE IN YOUR LIFE.

Whether it's a change in your wardrobe, to update your look or a change in careers, to provide a better life for yourself and your family, change is a sign of advancement. The technical career you have chosen will prepare you for the workforce of the 21st century. In a world in which automation will play a major role, your technical background will give you a competitive edge.

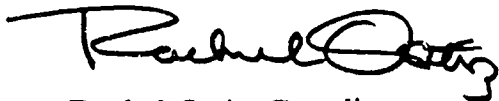
Project Opportunity was developed especially for you. This bridge curriculum program is designed to help you make the transition from your life at present to an academic one. It will help you focus on your life and career. The education you will receive during this coming semester will not only better prepare you for your chosen career, but it will also enlighten you about yourself. You will discover your true potential and you will also discover that you are not alone. Your Project Opportunity Bridge Curriculum Spring Semester will consist of the following four courses:

TECHNICAL CONTENT COURSE - Your chosen nontraditional field  
MATH - Level will be determined by admission placement test  
TECHNICAL APPLIED PHYSICS- Basic principles of technology  
SELF-INVESTMENT - Personal self-awareness class

If you should need help in any of your classes, feel free to visit me in room A2419, on the Valle Verde Campus or call me at 594-2332. As a Women in Technology Project Opportunity student you can benefit from the support services offered by Women in Technology. This includes: Child care assistance, career planning, peer and support groups, free bus passes, mentoring, tutoring, and above all supportive instructors who want you to succeed.

Again, CONGRATULATIONS! I am sure you will find your Fall semester fun and exciting.

Sincerely,



Rachel Ortiz, Coordinator  
Project Opportunity

## WHAT IS VICA?

VICA (Vocational Industrial Clubs of America) is for trade, industrial, technical and health occupational students only. VICA chapters choose, plan and conduct their own activities. As a VICA member, you will develop into a well-rounded person with social and leadership abilities as well as occupational skills. VICA instills spirit and desire to learn, to grow and to become a productive citizen.

VICA prepares students for life. It brings together people who share common interests and exchange ideas. They discuss problems and earn recognition through a national program. VICA broadens perspectives through joint activities of chapters and states. It offers an integral part of your education to make it more meaningful.

The United States Department of Education recognized the educational programs and philosophies of VICA as being an integral part of vocational instruction.

### VICA MEMBERS

Being a VICA member is one of the most important things you can do in preparing for a career.

Right now, you are planning for the future. You have chosen an occupational area, and you are experiencing the satisfaction and pleasure of learning to do something well.

You are thinking about how important a career is in your life.

You are thinking seriously about people, how you relate to them, how you get along with them and what you can do for them.

You are thinking about standards and values - what is right and what isn't - and what makes character. These qualities have a lot to do with your future as a working citizen. They have a lot to do with you as a person.

As a VICA member you have the opportunity to make the most of your life. You will be working with other students who share your interest. You have a chance to explore areas and issues that concern you. Together, you can talk, and be an action group - putting your ideas to work to better yourselves, your school, community and nation.

Most important, being a VICA member is FUN.

**V I C A PROGRAM  
(VOCATIONAL INDUSTRIAL CLUBS OF AMERICA)**

**THE VICA MOTTO  
PREPARING FOR LEADERSHIP IN THE WORLD OF WORK**

**THE PURPOSE OF VICA**

- To unite in a common bond without regard to race, sex, religion, creed or national origin students enrolled in classes with vocational trade and industrial, technical and health occupations education objectives
- To provide leadership for the state organizations
- To provide a clearinghouse for information and activities
- To provide national recognition and prestige through an association and affiliated organization
- To provide a vehicle, national in scope, for organizations to work articulately with trade and industrial youth groups
- To develop leadership abilities through participation in educational, vocational, civic, recreational and social activities
- To foster a deep respect for the dignity of work
- To assist students in establishing realistic vocational goals
- To help students attain a purposeful life
- To create enthusiasm for learning
- To promote high standards in trade ethics, workmanship, scholarship and safety
- To develop the ability of students to plan together, organize and carry out worthy activities and projects through the use of the democratic process
- To foster a wholesome understanding of the functions of labor and management organizations and a recognition of their mutual interdependence
- To create among students, faculty members, patrons of the school and persons in business and labor a sincere interest in and esteem for trade, industrial, technical and health occupations education
- To develop patriotism through a knowledge of our nation's heritage and the practice of democracy



## WOMEN IN TECHNOLOGY PROGRAM HELPS WOMEN BREAK INTO NONTRADITIONAL JOBS

A sense of curiosity and exploration have always been part of Alma Parra's personality. Even as a young woman growing up in El Paso, the petite, soft-spoken Mexican-American has penchant for taking things apart to see how they worked.

Alma Parra is one of the many success stories of the Women in Technology (WIT) program at El Paso Community College. Alma broke with tradition when she selected electronics as her career. "I've been interested in electronics since I was a junior in high school. I once blew up a DC radio by plugging it into an AC wall outlet. I wanted to see what would happen," said Parra, who now takes computers and other electronic equipment apart working as a computer technician for a large company in Las Cruces.

"By working as an electronics technician, I know I'll always have a job. I love my job, because it's very stimulating even if it's nontraditional," added Parra.

The WIT program encourages women to study nontraditional careers like automotive technology, drafting, electronics, precision machining, welding, fire technology and heating, ventilation and air conditioning. WIT also provides support services including counseling, child care assistance, tutoring, job information, mentoring, and career planning.

## JUST TWO WORDS FOR THE 21ST CENTURY: TECHNICAL PHYSICS

How can scientists detect potential earthquakes? What makes a computer process information? And when you turn on the light, what happens inside the lamp?

Understanding the scientific principles of why things work is more than just fascinating facts; it's essential to landing a good job in today's economy. El Paso Community College's Technical Applied Physics is a practical, hands-on, course that explore 14 different elements from energy and power to radiation and time.

The course is designed for students, technicians and anyone interested in career opportunities in technology. The best news? You don't have to be an Albert Einstein or Madame Curie to succeed in physics. This special program breaks down complex ideas into easily understandable facts. Once you master the basics, you can apply the theory to deal with changing technologies throughout your career.

And, believe it or not, physics can be fun. In this course, you'll work as a team with other students, conducting experiments using state-of-the-art equipment and technology.

What kinds of projects are waiting for you? What's Watt? will show you just how much energy you're getting for your dollar. Another experiment pairs competing times to find the fastest way to move a stack of boxes with the least work. It's fun with a serious purpose: teaching you the skills you need for the workplace of today and tomorrow.

## CHILD CARE SERVICES

The high cost of child care shouldn't keep a mother from going to college. At El Paso Community College it doesn't. The EPCC Diversity Center Child Care Program pays up to 75% of the cost of child care for mothers attending the College who qualify for the program. The College helps mothers place their children in quality daycare centers located throughout the city.

## POSITIVE SELF-TALK

### "As You Think, So You Become"

The extent to which we love and respect ourselves has a lot to do with how well we relate to the world around us and, consequently, with how much "stress" there is in our lives.

Following is a list of affirmations. The way to use affirmations is to repeat them to yourself so frequently that you start believing them and living them.

Consider taping this list to your bathroom mirror and reading it once through before work, or taping it over your desk so it's handy all day. Or, you can take one affirmation each day, memorize it, and repeat it to yourself during spare moments-so it really sinks in.

### TAKE CHARGE AFFIRMATIONS

1. I am a valuable and unique individual, and I am worthy of the respect of others.
2. I look at life optimistically and I am eager to accept new challenges.
3. I am kind, truthful, patient and compassionate.
4. I am optimistic about reaching my goals. I look at temporary setbacks as stepping stones to strengthen character and resolve.
5. I enjoy receiving compliments, and I enjoy helping others get recognition and credit for the work they do.
6. I feel warm, loving, and good about myself.
7. I am not affected by negative opinions of others; I enjoy giving my best, growing in awareness, and striving to live up to my own high standards.
8. I am successful to the extent that I feel loving toward myself.
9. There is no one in the world who is more important than I am: there is no one who is less important.
10. Every day I make time to count my blessings.
11. I am productive and efficient; I divide my jobs into manageable "bite-size" tasks, and I do now thing at a time.
12. I am gentle, forgiving and kind to myself.
13. I do not worry. If something can be done about a problem here and now, I do it; otherwise, I let go of it.
14. I appreciate every moment of my life. I don't dwell on the dead past or the imagined future.
15. I love to love everyone unconditionally, including myself.
16. I understand everyone and everything around me as my teacher.
17. I understand that to be upset over what I don't have is to waste what I do have.

## WORKPLACE KNOW - HOW

### FACT:

Reports indicate that good jobs will increasingly depend on people who can put knowledge to work.

Foundation skills and workplace competencies are required by tomorrow's employers for effective job performance. The eight requirements listed below are essential preparation for all students:

### WORKPLACE COMPETENCIES

1. **Resources**  
Allocates time, money, materials, space, and staff.
2. **Interpersonal Skills**  
Works on teams, teaches others, serves customers, leads, negotiates, and works well with people from culturally diverse backgrounds.
3. **Information**  
Acquires and evaluates data, organizes and maintains files, interprets and communicates, and uses computers to process information.
4. **Systems**  
Understands social organizational, and technological systems, monitors and corrects performance, and designs and improves systems.
5. **Technology**  
Selects equipment and tools, applies technology to specific tasks and maintains and troubleshoots technology.

### FOUNDATION SKILLS

6. **Basic Skills**  
Reading, writing, arithmetic and mathematics, speaking, and listening.
7. **Thinking Skills**  
The ability to learn, to reason, to think creatively, to make decisions, and to solve problems.
8. **Personal Qualities**  
Individual responsibility, self-esteem, sociability, self-management, and integrity.

Taken from the Secretary's Commission on Achieving Necessary Skills (SCANS)

# CONGRATULATIONS!

*You've made the first of many DIFFICULT steps toward a stable and well paid career.*

*For years, women have not considered TECHNOLOGY as a field with career options. In today's world, especially as we move toward the 21st century, technology is a way of life regardless of your career. We need LEADERS to keep our MOMENTUM going and simply for SURVIVAL.*

*Thank yourself for making such a VALUABLE and WORTHWHILE career choice. Those of us that will DEPEND on your EDUCATION thank you, also.*

**WOMEN IN TECHNOLOGY PROJECT OPPORTUNITY  
EMPOWERMENT WORKSHOPS**

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**FALL 1994  
AUGUST 22, 1994**

1. E. Lujan
2. M. Araiza
3. D. Esparza
4. C. Mendoza
5. M. Mendoza
6. J. Amparan
7. L. Contreras
8. P. Abbott
9. Y. Sanchez
10. O. Reyes
11. Y. Tovar
12. F. Carranza
13. M. Moreno
14. L. Dominguez
15. D. Ontiveros

**SPRING 1995  
JANUARY 14, 1995**

1. H. Hernandez
2. H. Ruiz
3. R. Enriquez
4. C. Acosta
5. Y. Tovar
6. C. Dominguez
7. L. Rodke
8. M. Camacho

PROJECT OPPORTUNITY  
TUTORING REPORT  
FALL 1994

| NAME         | SUBJECT                 | DAY           | TIME                     | LOCATION  |
|--------------|-------------------------|---------------|--------------------------|-----------|
| P. Abbott    | Math                    | 09/27/94      | 1-2 p.m.                 | VV-ATC    |
|              |                         | 09/29/94      | 1-2 p.m.                 | VV-ATC    |
|              |                         | 09/30/94      | 1-2 p.m.                 | VV-ATC    |
|              | Plastics                | 10/03/94      | 1-2 p.m.                 | VV-ATC    |
|              |                         | 10/05/94      | 1-2 p.m.                 | VV-ATC    |
|              |                         | 10/07/94      | 1-2 p.m.                 | VV-ATC    |
|              |                         | 10/24/94      | 1-2 p.m.                 | VV-ATC    |
|              |                         | 10/26/94      | 1-2 p.m.                 | VV-ATC    |
|              | 10/28/94                | 1-2 p.m.      | VV-ATC                   |           |
|              | 11/04/94                | 12:50-1:30 pm | VV-ATC                   |           |
| B. Aguilar   | Computer Aided Drafting | 10/03/94      | 10:50 am-<br>12:00 noon  | VV-S138   |
|              |                         | 11/03/94      | 10:50 am -<br>1:00 pm    | VV-S138   |
|              | Computer Aided Drafting | 11/28/94      | 10:50 am -<br>1:00 pm    | VV-S138   |
|              |                         | 12/05/94      | 11:00 am -<br>12:00 noon | VV-S138   |
| L. Dominguez | Math                    | 09/27/94      | 11-12 noon               | VV-S233   |
|              | Drafting                | 9/28/94       | 11-12 noon               | VV-S135   |
| D. Esparza   | Math                    | 10/01/94      | 10:30 -12 noon           | RG-211    |
|              | Drafting                | 10/03/94      | 11 am-1 pm               | VV-MST142 |
| E. Lujan     | Drafting                | 10/03/94      | 11-11:30 am              | VV-MST142 |
|              |                         | 10/05/94      | 11-12:15 noon            | VV-MST142 |
| C. Mendoza   | Drafting                | 09/19/94      | 11:30 am-1 pm            | VV-MST142 |
|              |                         | 09/20/94      | 12-1 pm                  | VV-MST142 |
|              |                         | 09/21/94      | 11:30 am-1 pm            | VV-MST142 |
|              |                         | 09/22/94      | 12-1:00 pm               | VV-MST142 |
|              |                         | 09/26/94      | 11 am-1:00 pm            | VV-MST142 |
|              |                         | 09/28/94      | 11 am-1:00 pm            | VV-MST142 |

PROJECT OPPORTUNITY  
TUTORING REPORT  
FALL 1994

| NAME         | SUBJECT  | DAY      | TIME            | LOCATION   |
|--------------|----------|----------|-----------------|------------|
| M. Mendoza   | Drafting | 09/19/94 | 11:30 am-1 pm   | VV-MST142  |
|              |          | 09/20/94 | 12-1 pm         | VV-MST142  |
|              |          | 09/21/94 | 11:30 am-1 pm   | VV-MST142  |
|              |          | 09/22/94 | 12-1 pm         | VV-MST142  |
|              |          | 09/26/94 | 11 am-1 pm      | VV-MST142  |
|              |          | 09/28/94 | 11 am-1 pm      | VV-MST142  |
| D. Ontiveros | Math     | 09/26/94 | 1-2 p.m.        | VV-ATC     |
|              |          | 09/27/94 | 1-2 p.m.        | VV-ATC     |
|              |          | 09/28/94 | 1-2 p.m.        | VV-ATC     |
|              |          | 09/29/94 | 1-2 p.m.        | VV-ATC     |
|              |          | 09/30/94 | 1-2 p.m.        | VV-ATC     |
|              | Plastics | 10/03/94 | 1-2 p.m.        | VV-ATC     |
|              |          | 10/04/94 | 1-2 P.M.        | VV-ATC     |
|              |          | 10/05/94 | 1-2 p.m.        | VV-ATC     |
|              |          | 10/06/94 | 1-2 p.m.        | VV-ATC     |
|              |          | 10/07/94 | 1-2 p.m.        | VV-ATC     |
|              |          | 10/10/94 | 1-2 p.m.        | VV-ATC     |
|              |          | 10/11/94 | 1-2 p.m.        | VV-ATC     |
|              |          | 10/17/94 | 1-2 p.m.        | VV-ATC     |
|              |          | 10/13/94 | 1-2 p.m.        | VV-ATC     |
|              |          | 10/14/94 | 1-2 p.m.        | VV-ATC     |
|              |          | 11/28/94 | 1-2 p.m.        | VV-ATC     |
|              |          | 11/29/94 | 1-2 p.m.        | VV-ATC     |
|              |          | 12/01/94 | 8-9 a.m.        | VV-ATC     |
| 12/02/94     | 8-9 a.m. | VV-ATC   |                 |            |
| O. Reyes     | Math     | 09/20/94 | 5-7 p.m.        | TM-C140    |
|              |          | 09/29/94 | 5:30-7 pm       | TM-C140    |
|              | Drafting | 10/01/94 | 11-12 noon      | VV-MST142  |
|              |          | 11/09/94 | 3-7 p.m.        | VV-MST142  |
| Y. Sanchez   | Math     | 09/23/94 | 12-12:50 noon   | VV-PP C212 |
| TOTAL        |          |          | 70 hrs. 15 mins |            |

**PROJECT OPPORTUNITY  
TUTORING REPORT  
SPRING 1995**

| NAME        | SUBJECT  | DAY            | TIME       | LOCATION    |
|-------------|----------|----------------|------------|-------------|
| C. Acosta   | English  | 01/30/95       | 10-12:30   | ATC         |
|             |          | 02/01/95       | 10-12:30   | ATC         |
|             |          | 02/03/95       | 10-12:30   | ATC         |
|             |          | 02/6,7/95      | 10-12:30   | ATC         |
|             | Math     | 01/31/95       | 11-1:00    | ATC         |
|             |          | 02/02/95       | 9-12:00    | ATC         |
|             |          | 02/9,10/95     | 10-12:30   | ATC         |
|             |          | 02/13/95       | 10-12:30   | ATC         |
|             |          | 02/15/95       | 10-12:30   | ATC         |
|             |          | 02/20/95       | 10-12:30   | ATC         |
|             |          | 02/23/95       | 9:15-12:15 | ATC         |
|             |          | 03/01/95       | 10-12:00   | ATC         |
|             |          | 03/01/95       | 10-12:00   | ATC         |
|             |          | 03/6,8/95      | 10-12:00   | ATC         |
|             |          | 03/13,15/95    | 10-12:00   | ATC         |
|             |          | 03/20,22,24/95 | 10-12:00   | ATC         |
|             |          | 03/27,29,31/95 | 10-12:00   | ATC         |
|             |          | 04/3,5,7/95    | 10-12:00   | ATC         |
|             |          | 04/10,12,14/95 | 10-12:00   | ATC         |
|             |          | 04/17,19/95    | 10-12:00   | ATC         |
| M Camacho   | Math     | 01/17/95       | 9-10:00    | M/LAB S-233 |
|             |          | 04/18,20/95    | 12-1:00    | M/LAB S-233 |
|             | Drafting | 03/06/95       | 12-2:00    | D/LAB S-135 |
|             |          | 03/20,21,22/95 | 2 HRS      | EP Library  |
|             |          | 03/23,24,25/95 | 2 HRS      | EP Library  |
|             |          | 03/26/95       | 2 HRS      | EP Library  |
|             |          | 05/02/95       | 12-1:00    | MST LAB(VV) |
|             |          | 05/08/95       | 10:30-1:00 | MST LAB(VV) |
| C Dominguez | Math     | 01/01/95       | 11-12:30   | ATC         |
|             |          | 02/10/95       | 10-1:00    | ATC         |
|             |          | 03/08/95       | 12-2:00    | ATC         |
| R Enriquez  | Math     | 02/03/95       | 9:30-11:30 | ATC         |
|             |          | 02/4,5/95      | 2 HOURS    | M/LAB C-102 |
|             |          | 02/12/95       | 2 HOURS    | M/LAB C-102 |
|             | Drafting | 1/1-5/12/95    | 11-1:00    | D/LAB       |
|             |          | 03/20-26/95    | 2 HOURS    | P/LIBRARY   |
|             |          | 04/03-21/95    | 2 HOURS    | D/LAB (VV)  |
|             |          | 05/5,6/95      | 11-2:00    | D/LAB (VV)  |
|             |          | 05/8,9/95      | 2 HOURS    | D/LAB (VV)  |
|             |          | 05/10/95       | 10:30-1:00 | D/LAB (VV)  |



PROJECT OPPORTUNITY  
TUTORING REPORT  
SPRING 1995

| NAME           | SUBJECT        | DAY        | TIME        | LOCATION   |            |
|----------------|----------------|------------|-------------|------------|------------|
| T Foster       | Math           | 02/23/95   | 2:30-4:30   | ATC        |            |
| R Lopez        | Math           | 04/27/95   | 10-12:00    | ATC        |            |
|                | Reading        | 05/04/95   | 10-12:00    | ATC        |            |
| V Medrano      | Plastics       | 01/01/95   | 11-12:30    | LIBRARY    |            |
|                | Math           | 02/03/95   | 11-12:00    | ATC        |            |
|                |                | 02/09/95   | 11-12:00    | ATC        |            |
|                |                | 02/13/95   | 11-12:00    | ATC        |            |
|                |                | 02/15/95   | 11-12:00    | ATC        |            |
|                | Reading        | 05/10/95   | 11-12:00    | ATC        |            |
|                | M Muñoz        | Physics    | 1/1-5/12/95 | 1-2:30     | ATC        |
| L Rodke        | Math           | 01/30/95   | 12-2:00     | ATC        |            |
|                |                | 02/03/95   | 11-1:00     | ATC        |            |
|                |                | 02/22/05   | 12-1:00     | ATC        |            |
| H Ruiz         | Math           | 01/31/95   | 2:30-3:15   | C/LAB A107 |            |
|                |                | 02/08/95   | 8:45-10     | C/LAB      |            |
|                |                | 02/22/95   | 11-12:00    | M/LAB (VV) |            |
|                |                | 02/23/95   | 4-5:00      | C/LAB A107 |            |
|                |                | 02/24/95   | 2:30-3:30   | ATC        |            |
|                |                | 02/28/95   | 1 HR 15 MIN | M/LAB (VV) |            |
|                |                | 04/02/95   | 2 HOURS     | M/LAB (VV) |            |
|                |                | W/Center   | 02/31/95    | 35 MIN     | W/CTR (VV) |
|                |                | W/Center   | 3/03/95     | 35 MIN     | W/CTR (VV) |
|                |                | Drafting   | 02/24/95    | 12-2:00    | D/LAB (VV) |
|                | 02/30/95       |            | 11-1:00     | D/LAB      |            |
|                | 03/1-3/95      |            | 11-1:00     | D/LAB      |            |
|                | 04/03/95       |            | 2 HOURS     | D/LAB      |            |
|                | 04/6,8,10/95   |            | 2 HOURS     | D/LAB      |            |
|                | 04/11,13,15/95 |            | 2 HOURS     | D/LAB (VV) |            |
|                | 04/17,18,19/95 |            | 2 HOURS     | D/LAB (VV) |            |
|                | 04/21/95       | 2 HOURS    | D/LAB (VV)  |            |            |
| 04/24,26,28/95 | 11-1:00        | D/LAB (VV) |             |            |            |
| 05/1,3,5/95    | 11-1:00        | D/LAB (VV) |             |            |            |
| 05/08/95       | 9:30-12:30     | D/LAB (VV) |             |            |            |
| 05/9,10/95     | 2:00-5:30      | D/LAB (VV) |             |            |            |

TOTAL 119 hrs. 15 mins.



SUPPORT SERVICES  
TRANSPORTATION - BUS PASSES

| DATE     | STUDENT       | PASS # | QUANTITY |
|----------|---------------|--------|----------|
| 08/29/94 | M. Moreno     | 09944  | 1        |
| 08/29/94 | J. Amparan    | 09945  | 1        |
| 09/01/94 | Y. Sanchez    | 10080  | 1        |
| 09/01/94 | E. Lujan      | 10081  | 1        |
| 09/01/94 | C. Mendoza    | 10082  | 1        |
| 09/01/94 | M. Mendoza    | 10083  | 1        |
| 09/01/94 | Y. Tovar      | 10084  | 1        |
| 09/01/94 | O. Reyes      | 10085  | 1        |
| 09/01/94 | I. Ortiz      | 10086  | 1        |
| 09/01/94 | M. Chacon     | 10087  | 1        |
| 09/06/94 | A. Valenzuela | 10088  | 1        |
| 09/12/94 | F. Carranza   | 10089  | 1        |
| 09/12/94 | M. Araiza     | 10090  | 1        |
| 09/16/94 | J. Amparan    | 10091  | 1        |
| 09/22/94 | A. Valenzuela | 10092  | 1        |
| 09/21/94 | M. Moreno     | 10093  | 1        |
| 09/27/94 | I. Ortiz      | 10094  | 1        |
| 10/05/94 | J. Amparan    | 10095  | 1        |
| 10/11/94 | A. Valenzuela | 10096  | 1        |
| 10/11/94 | M. Araiza     | 10097  | 1        |
| 11/01/94 | A. Valenzuela | 10098  | 1        |
| 11/15/94 | A. Valenzuela | 10099  | 1        |
| 12/06/94 | A. Valenzuela | 12300  | 1        |
| 12/07/94 | D. Ontiveros  | 12301  | 1        |
| 12/15/94 | M. Araiza     | 12302  | 1        |
| 12/16/94 | L. Dominguez  | 12303  | 1        |
| 01/18/95 | C. Dominguez  | 12304  | 1        |
| 01/18/95 | H. Ruiz       | 12305  | 1        |
| 01/18/95 | M. Camacho    | 12306  | 1        |
| 01/18/95 | R. Enriquez   | 12307  | 1        |
| 01/18/95 | V. Medrano    | 12308  | 1        |
| 01/23/95 | A. Valenzuela | 12309  | 1        |
| 01/23/95 | M. Araiza     | 12310  | 1        |
| 01/24/95 | L. Dominguez  | 12311  | 1        |
| 01/30/95 | H. Ruiz       | 12312  | 1        |
| 01/31/95 | F. Macias     | 12313  | 1        |
| 02/03/95 | A. Valenzuela | 12314  | 1        |
| 02/08/95 | C. Dominguez  | 12315  | 1        |
| 02/08/95 | V. Medrano    | 12316  | 1        |
| 02/08/95 | L. Dean       | 12317  | 1        |
| 02/08/95 | M. Araiza     | 12318  | 1        |
| 02/13/95 | L. Del Campo  | 12319  | 1        |
| 02/14/95 | L. Dominguez  | 13947  | 1        |
| 02/15/95 | A. Valenzuela | 13948  | 1        |
| 02/15/95 | T. Foster     | 13949  | 1        |

| DATE     | STUDENT       | PASS # | QUANTITY |
|----------|---------------|--------|----------|
| 02/15/95 | H. Ruiz       | 13950  | 1        |
| 02/20/95 | V. Medrano    | 13951  | 1        |
| 02/20/95 | T. Foster     | 13952  | 1        |
| 02/27/95 | C. Dominguez  | 13953  | 1        |
| 02/27/95 | A. Valenzuela | 13955  | 1        |
| 02/28/95 | M. Piñon      | 13956  | 1        |
| 03/06/95 | V. Medrano    | 13954  | 1        |
| 03/07/95 | L. Dominguez  | 14146  | 1        |
| 03/07/95 | M. Araiza     | 14147  | 1        |
| 03/13/95 | T. Foster     | 14148  | 1        |
| 03/16/95 | L. Dominguez  | 14149  | 1        |
| 03/31/95 | L. Del Campo  | 14150  | 1        |
| 04/03/95 | V. Medrano    | 14151  | 1        |
| 04/03/95 | C. Dominguez  | 14152  | 1        |
| 04/05/95 | L. Dominguez  | 14153  | 1        |
| 04/05/95 | L. Del Campo  | 14154  | 1        |
| 04/05/95 | T. Foster     | 14155  | 1        |
| 04/10/95 | A. Valenzuela | 14156  | 1        |
| 04/17/95 | T. Foster     | 14157  | 1        |
| 04/20/95 | L. Dominguez  | 14158  | 1        |
| 04/26/95 | A. Valenzuela | 14159  | 1        |
| 05/02/95 | L. Dominguez  | 14160  | 1        |
| 05/05/95 | C. Dominguez  | 14161  | 1        |
| 05/05/95 | T. Foster     | 14162  | 1        |
| 05/11/95 | L. Dominguez  | 14163  | 1        |
| 05/12/95 | V. Medrano    | 14164  | 1        |
| 05/25/95 | T. Foster     | 14165  | 1        |
| 06/08/95 | M. Camacho    | 14080  | 1        |
| 06/08/95 | T. Foster     | 14081  | 1        |
| 06/09/95 | V. Medrano    | 14082  | 1        |

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TOTAL            25 STUDENTS RECEIVED 75 BUS PASSES

PROJECT OPPORTUNITY  
DECLARATION OF ATC NONTRADITIONAL MAJOR

I \_\_\_\_\_, hereby claim, that I intend to use the  
(Name of Participant)

training I will receive from the El Paso Community College Advance Technology  
Center, to earn a living and better my future.

\_\_\_\_\_  
Signature of Participant Date

\_\_\_\_\_  
Signature of Witness Date

WIT PROJECT OPPORTUNITY  
WORKSTUDY PROGRAM PARTICIPANTS  
FALL 1994

| NAME              | LOCATION   | HRS.<br>WORKED | TOTAL<br>SALARY |
|-------------------|--|----------------|-----------------|
| P. ABBOTT         | EL PASO COMMUNITY COLLEGE T.M.<br>WOMEN IN TECHNOLOGY        | 32             | \$136.00        |
| B. AGUILAR        | ACADEMY OF SCIENCE AND TECH.<br>DRAFTING DEPARTMENT          | 104            | 442.00          |
| F. CARRANZA       | EL PASO COMMUNITY COLLEGE V.V.<br>COUNSELING                 | 13             | 55.25           |
| M. CHACON         | EL PASO COMMUNITY COLLEGE T.M.<br>WOMEN IN TECHNOLOGY        | 116            | 493.00          |
| L. DOMINGUEZ      | EL PASO COMMUNITY COLLEGE V.V.<br>PROJECT OPPORTUNITY        | 130            | 552.00          |
| D. ESPARZA        | EL PASO TECHNICAL CENTER                                     | 80.75          | 343.19          |
| E. LUJAN          | ACADEMY OF SCIENCE AND TECH.<br>DRAFTING DEPARTMENT          | 117.5          | 499.38          |
| C. MENDOZA        | ACADEMY OF SCIENCE AND TECH.<br>DRAFTING DEPARTMENT          | 36             | 153.00          |
| M. MENDOZA        | ACADEMY OF SCIENCE AND TECH.<br>DRAFTING DEPARTMENT          | 36             | 153.00          |
| D. ONTIVEROS      | EL PASO COMMUNITY COLLEGE V.V.<br>ADVANCED TECHNOLOGY CENTER | 92             | 391.00          |
| O. REYES          | EL PASO COMMUNITY COLLEGE V.V.<br>COUNSELING OFFICE          | 72             | 306.00          |
| Y. SANCHEZ        | EL PASO TECHNICAL CENTER                                     | 18             | 76.50           |
| Y. TOVAR          | ACADEMY OF SCIENCE & TECH.<br>DRAFTING                       | 20             | 85.00           |
| TOTAL STUDENTS 13 |  | 867.25         | \$3,685.81      |

WIT PROJECT OPPORTUNITY  
WORKSTUDY PROGRAM PARTICIPANTS  
SPRING 1995

| NAME              | LOCATION  | HRS.<br>WORKED | TOTAL<br>SALARY |
|-------------------|---|----------------|-----------------|
| C. ACOSTA         | ACADEMY OF SCIENCE & TECH.<br>DRAFTING DEPARTMENT     | 98.5           | \$ 418.63       |
| M. CAMACHO        | ACADEMY OF SCIENCE AND TECH.<br>DRAFTING DEPARTMENT   | 61.75          | 262.44          |
| L. DEL CAMPO      | EL PASO TECHNICAL CENTER                              | 92.5           | 393.13          |
| C. DOMINGUEZ      | EL PASO COMMUNITY COLLEGE V.V.<br>COUNSELING OFFICE   | 152.75         | 649.19          |
| R. ENRIQUEZ       | ACADEMY OF SCIENCE & TECH.<br>PROJECT OPPORTUNITY     | 134            | 569.50          |
| T. FOSTER         | EL PASO COMMUNITY COLLEGE V.V.<br>PROJECT OPPORTUNITY | 246.75         | 1,048.69        |
| J. GANDARA        | ACADEMY OF SCIENCE AND TECH.<br>DRAFTING DEPARTMENT   | 48             | 204.00          |
| V. MEDRANO        | EL PASO COMMUNITY COLLEGE V.V.<br>COUNSELING OFFICE   | 218            | 926.50          |
| M. MUÑOZ          | EL PASO TECHNICAL CENTER                              | 136            | 578.00          |
| S. PETERSON       | ACADEMY OF SCIENCE & TECH.<br>DRAFTING DEPARTMENT     | 12             | 51.00           |
| S. PIÑON          | EL PASO COMMUNITY COLLEGE V.V.<br>WOMEN IN TECHNOLOGY | 274            | 1,164.50        |
| R. LOPEZ          | EL PASO COMMUNITY COLLEGE T.M.<br>DRAFTING DEPARTMENT | 63.5           | 269.88          |
| L. RODKE          | EL PASO TECHNICAL CENTER                              | 6              | 25.50           |
| TOTAL STUDENTS 13 |   | 1543.75        | \$6,560.96      |

PROJECT OPPORTUNITY  
PROGRAM EVALUATION  
FALL 1994

End of Semester FALL 1994

TOTAL NUMBER OF RESPONDENTS: 9

1. I feel that the Project Opportunity Program is: (Circle the appropriate letter)

- a. Extremely beneficial (3)
- b. Very beneficial (1)
- c. Beneficial (1)
- d. Slightly beneficial (3)
- e. Not beneficial (1)

2. The services which helped me most were: (circle all that were valuable)

- |                              |                                      |
|------------------------------|--------------------------------------|
| a. Academic advice (4)       | g. Transportation assistance (2)     |
| b. Discover testing (3)      | h. Support of staff (6)              |
| c. Financial aid (4)         | i. Textbook reimbursement (1)        |
| d. Tutoring (3)              | j. Loan of ATP textbooks (2)         |
| e. Personal enrichment (5)   | k. Free Self-Investment textbook (8) |
| f. Child care assistance (1) |                                      |

3. Compared to my initial expectations of Project Opportunity, my present opinion of the program is: (mark your opinion)

- Much greater \_\_\_\_\_ (2)
- Somewhat greater \_\_\_\_\_ (3)
- The same as I expected \_\_\_\_\_ (0)
- Somewhat less than I expected \_\_\_\_\_ (4)

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

Excellent!; I wish that we could have had hands on training; I was hoping for more grants in future semesters.

4. As a whole, I rate the EPCC academic advice/counseling I received as: (Circle the answer that most reflects your opinion)

- |          |           |      |         |      |      |
|----------|-----------|------|---------|------|------|
| Not used | Excellent | Good | Average | Fair | Poor |
| (0)      | (3)       | (5)  | (0)     | (1)  | (0)  |

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

5. I judge the helpfulness of the tutoring services as:

|                 |                  |             |                |             |             |
|-----------------|------------------|-------------|----------------|-------------|-------------|
| Not used<br>(2) | Excellent<br>(3) | Good<br>(4) | Average<br>(0) | Fair<br>(0) | Poor<br>(0) |
|-----------------|------------------|-------------|----------------|-------------|-------------|

Comments:

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I didn't use them much (1)  
 I didn't require tutoring (1)                      NO ANSWER (4)  
 I did not use the tutoring program (1)

6. As an aid to my studies, the Math class I took was:

|                 |                  |             |                |             |             |
|-----------------|------------------|-------------|----------------|-------------|-------------|
| Not used<br>(0) | Excellent<br>(4) | Good<br>(2) | Average<br>(0) | Fair<br>(1) | Poor<br>(0) |
|-----------------|------------------|-------------|----------------|-------------|-------------|

Comments:

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Required with plastics.

7. As an aid to my knowledge, the Applied Technical Physics class was:

|                 |                  |             |                |             |             |
|-----------------|------------------|-------------|----------------|-------------|-------------|
| Not used<br>(2) | Excellent<br>(5) | Good<br>(1) | Average<br>(0) | Fair<br>(0) | Poor<br>(0) |
|-----------------|------------------|-------------|----------------|-------------|-------------|

Comments:

---

One instructor only please

8. As an aid to my future career, the core class which I took/am taking was/is:

|                 |                  |             |                |             |             |
|-----------------|------------------|-------------|----------------|-------------|-------------|
| Not used<br>(0) | Excellent<br>(4) | Good<br>(2) | Average<br>(1) | Fair<br>(1) | Poor<br>(0) |
|-----------------|------------------|-------------|----------------|-------------|-------------|

Comments:

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Interestingly challenging.

9. For my own personal value, the Self-Investment class was:

|                 |                  |             |                |             |             |
|-----------------|------------------|-------------|----------------|-------------|-------------|
| Not used<br>(1) | Excellent<br>(2) | Good<br>(4) | Average<br>(2) | Fair<br>(0) | Poor<br>(1) |
|-----------------|------------------|-------------|----------------|-------------|-------------|

Comments:

---

Makes people think, really think.  
 Great!  
 Should continue



10. The objectives within the Self-Investment class most beneficial to me were:  
 (Number the selections from 1-12 with 1 being the most valuable. If you did not  
 complete an objective, place a zero on the line.)

- \_\_\_ a. Exercises (2)
- \_\_\_ b. Voter's registration card obtained (2)
- \_\_\_ c. Self-Enrichment workshop (with Denise Watkins) (5)
- \_\_\_ d. Library card obtainment (1)
- \_\_\_ e. CPR workshop (5)
- \_\_\_ f. First Aid workshop (5)
- \_\_\_ g. Biography research (1)
- \_\_\_ h. Self Defense workshop (4)
- \_\_\_ i. Taking Flight workbooks (2)
- \_\_\_ j. Oral presentation of biography (1)
- \_\_\_ k. Completion of VICA Booklet/Club Activities (2)
- \_\_\_ l. Completion of Career choices and changes workbook (1)

Do you wish that you had completed all the objectives?

Yes \_\_\_ No \_\_\_ Not Applicable \_\_\_  
 (5) (1) (3)

11. The speaker presentations I most enjoyed were: (check all which you found of interest; place a zero by those which you did not attend)

- a. Time management (6)
- b. Study Skills (5)
- c. Sexual Harassment (9)
- d. EPCC Library tour (5)
- e. EPCC Library Literacy Program (4)
- f. Self-Enrichment (7)
- g. Banking procedures (7)
- h. Pre-employment Skills (8)
- i. Better Business Bureau (6)
- j. CPR (8)
- k. Credit Counseling Service (6)
- l. Writing a resume (7)
- m. Fire Department-Fire Safety (7)
- n. Term Life Insurance (8)
- o. Fort Bliss Auto Tech (9)
- p. El Paso Electric Representative (9)
- q. D.J. Plastics Representative (9)
- r. Texas Department of Human Services (5)
- s. Self Defense (8)
- t. WIT Representative (N/A)
- u. UTEP Mother/Daughter (5)
- v. Dr. Adena Loston--Personal Testimony (8)

12. The subjects that afforded the most valuable information or assistance for my future job search and employment environment were: (circle the letter of all those valuable)

- a. Taking Flight films and workbooks (2)
- b. Sexual Harassment video and discussion (8)
- c. Library familiarization (5)
- d. WIT Student testimony (0)
- e. Bibliography search for biography (3)
- f. Oral Presentation (5)
- g. Time management (6)
- h. Anxiety management (3)
- i. Telephone Skills (5)
- j. Interviewing techniques (5)
- k. Resume Writing (6)
- l. Information Handouts (6)
- m. Interviews of people in Non-Traditional fields (5)
- n. Banking procedures (6)
- o. Job research (9)

13. The subjects that afforded the most helpful information for my present academic environment were: (circle the letter of **all** that were helpful)

- a. Sexual Harassment (8)
- b. Test Anxiety (3)
- c. Library research knowledge (2)
- d. Note-taking methods (6)
- e. Time management (6)
- f. Oral presentation (3)
- g. Learning about historic non-traditional women (5)
- h. Information handouts (3)
- i. Written biography report (3)
- j. Budgeting (7)
- k. Dictionary use (2)

14. The subjects that afforded the most useful information for my present and future life were: (circle the letter of **all** those useful)

- a. Budget realities (5)
- b. Career Choices and Changes textbook (4)
- c. Anxiety management (3)
- d. Library familiarization (2)
- e. Time Management (7)
- f. Information handouts (4)
- g. Goal setting (7)
- h. Decision making (6)
- i. Resume writing (6)
- j. Values exploration (5)
- k. Safety information (7)
- l. Job Information (8)
- m. Effects of change (3)
- n. Exploration of attitudes and opinions (3)
- o. Telephone use (3)
- p. Dictionary use (1)
- q. Banking procedures (6)

15. Did you attend credit classes or certification classes?

Credit (5) Certification (4)

16. Do you plan to continue with classes at EPCC as a Women in Technology student?

Yes (4) No (3) Not Applicable (1)

17. Did you receive the support from the Project Opportunity staff that you expected?  
Yes (7) No (1) Not Applicable (1)
18. Did you receive the support from the Women in Technology staff that you expected?  
Yes (7) No (1) Not Applicable (1)
19. Do you feel that you put your best efforts into your own success in Project Opportunity?  
Yes (8) No (1)
20. Do you believe that you benefitted from the Project Opportunity Program?  
Yes (8) No (0) (1) NO ANSWER
21. I would recommend this program to others.  
Yes (6) No (1) (2) NO ANSWER

Comments on how the program can be improved: A. More Activities Ex: Self Defense & CPR. B. Shorter class except when there are speakers or demonstrations, and more out of class activities. C. I believe the teacher should be changed due to the fact she wasn't very effective at being a teacher in this program. D. I liked this program alot. I think that I didn't know myself after this program. I think that I do now. I learned stuff that I didn't have any idea. I am glad that I stayed in the program. E. Self Investment to me is getting to know my problems aloud. So others can give advice, no personal opinion if they were in my shoes. Have people come in and give a test or something that will tell me what kind of person I am, to recognize weakness and strenths and how to recongnize people who differentiate from me and others.

THANK YOU AND GOOD LUCK!

PROJECT OPPORTUNITY  
PROGRAM EVALUATION  
SPRING 1995

End of Semester SPRING 19 95

TOTAL NUMBER OF RESPONDENTS: 11

1. I feel that the Project Opportunity Program is: (Circle the appropriate letter)

- a. Extremely beneficial (4)
- b. Very beneficial (5)
- c. Beneficial (1)
- d. Slightly beneficial (1)
- e. Not beneficial (0)

2. The services which helped me most were: (circle all that were valuable)

- a. Academic advice (7)
- b. Discover testing (1)
- c. Financial aid (5)
- d. Tutoring (6)
- e. Personal enrichment (8)
- f. Child care assistance (3)
- g. Transportation assistance (3)
- h. Support of staff (8)
- i. Textbook reimbursement (2)
- j. Loan of ATP textbooks (2)
- k. Free Self-Investment textbook (7)

3. Compared to my initial expectations of Project Opportunity, my present opinion of the program is: (mark your opinion)

- Much greater \_\_\_\_\_ (8)
- Somewhat greater \_\_\_\_\_ (3)
- The same as I expected \_\_\_\_\_ (0)
- Somewhat less than I expected \_\_\_\_\_ (0)

Comments: 1) "Every one was extremely supportive and knowledgeable about where to go or who to see". 2) "It was much better than I expected". 3) "The patience exhibited was most exemplary. Receiving a job so quickly boosted my self-esteem and security." 4) "More educational grants in the future".

Excellent!; I wish that we could have had hands on training;  
I was hoping for more grants in future semesters.

4. As a whole, I rate the EPCC academic advice/counseling I received as: (Circle the answer that most reflects your opinion)

Not used (1) Excellent (7) Good (1) Average (2) Fair (0) Poor (0)

Comments: 1) "Very informative". 2) "It was required to ponder issues that I've never considered before". 3) "Staff was very encouraging and supportive."

5. I judge the helpfulness of the tutoring services as:

Not used (4) Excellent (6) Good (0) Average (1) Fair (0) Poor (0)

Comments: (1) "I use the ATC math lab" 2) "I didn't require tutoring" 3) "I didn't use them, but plan to in the future". 4) "I didn't use them much".

I didn't use them much

I didn't require tutoring

I did not use the tutoring program

6. As an aid to my studies, the Math class I took was:

Not used (5) Excellent (4) Good (2) Average (0) Fair (0) Poor (0)

Comments: 1) "I didn't take math for plastics". 2) "Passed test the first time".

3) "Need more tutoring for math".

Required with plastics.

7. As an aid to my knowledge, the Applied Technical Physics class was:

Not used (2) Excellent (3) Good (6) Average (0) Fair (0) Poor (0)

Comments: 1) "I think this class should have more than 2 hrs. to teach".

2) "Jim Busalachi made the class interesting". 3) "I thank God Mary was there, also".

4) "One instructor only please"

8. As an aid to my future career, the core class which I took/am taking was/is:

Not used (2) Excellent (5) Good (4) Average (0) Fair (0) Poor (0)

Comments: 1) "Tutors are needed". 2) "Very challenging".

Interestingly challenging.

9. For my own personal value, the Self-Investment class was:

Not used (0) Excellent (7) Good (4) Average (0) Fair (0) Poor (0)

Comments: 1) "Should continue". 2) "I thought the instructor embodied the issues".  
 3) "Make people think, really think". 4) "This class brought out the person in me that  
 had been lost for some time. It made me aware of many things that I had over looked  
 through the years. gave me myself confidence back". We can Do It! We can Do It.  
 Thanks! 5) "Gives you confidence". 6) "Helped me discover some things to change my  
 life . . . Should continue". 7) "Should continue".

Makes people think, really think.

Great!

Should continue

10. The objectives within the Self-Investment class most beneficial to me were:  
 (Number the selections from 1-12 with 1 being the most valuable. If you did not  
 complete an objective, place a zero on the line.)

- |  |     |
|--|-----|
| ___ a. Exercises                                     | (1) |
| ___ b. Voter's registration card obtained            | (4) |
| ___ c. Self-Enrichment workshop (with Aaron Kravets) | (6) |
| ___ d. Library card obtainment                       | (4) |
| ___ e. CPR workshop                                  | (6) |
| ___ f. First Aid workshop                            | (3) |
| ___ g. Biography research                            | (4) |
| ___ h. Self Defense workshop                         | (4) |
| ___ i. Taking Flight workbooks                       | (3) |
| ___ j. Oral presentation of biography                | (3) |
| ___ k. Completion of VICA Booklet/Club Activities    | (4) |
| ___ l. Completion of Career Choices/Changes workbook | (4) |

Do you wish that you had completed all the objectives?

Yes \_\_\_ (6) No \_\_\_ (0) Not Applicable \_\_\_ (5)

11. The speaker presentations I most enjoyed were: (check all which you found of interest; place a zero by those which you did not attend)

- \_\_\_ a. Time management (9)
- \_\_\_ b. Study Skills (9)
- \_\_\_ c. Sexual Harassment (9)
- \_\_\_ d. EPCC Library tour (6)
- \_\_\_ e. Campus Security (7)
- \_\_\_ f. Self-Enrichment by Aaron Kravetz (10)
- \_\_\_ g. Pre-employment Skills (10)
- \_\_\_ h. Better Business Bureau (9)
- \_\_\_ i. CPR (9)
- \_\_\_ j. Credit Counseling Service (9)
- \_\_\_ k. Writing a resume (7)
- \_\_\_ l. Career Planning (10)
- \_\_\_ m. Self Defense Workshop (9)
- \_\_\_ n. Diabetes Awareness (10)

12. The subjects that afforded the most valuable information or assistance for my future job search and employment environment were: (circle the letter of all those valuable)

- a. Taking Flight films and workbooks (1)
- b. Sexual Harassment discussion (6)
- c. Library familiarization (7)
- d. Pre-employment skills (8)
- e. Bibliography search for biography (2)
- f. Oral Presentation (4)
- g. Time management (7)
- h. Anxiety management (6)
- i. Telephone Skills (4)
- j. Interviewing techniques (11)
- k. Resume Writing (8)
- l. Information Handouts (4)
- m. Writing A Resume (6)
- n. Banking procedures (3)
- o. Job research (8)
- p. Various Videos (4)
- q. Personal Appearance Booklet (6)
- r. Positive Attitude Booklet (8)
- s. "No Excuse" Video and Booklet (8)



13. The subjects that afforded the most helpful information for my present academic environment were: (circle the letter of all that were helpful)

- a. Sexual Harassment ( 4)
- b. Test Anxiety ( 7)
- c. Library research knowledge ( 6)
- d. Note-taking methods (10)
- e. Time management ( 9)
- f. Oral presentation ( 4)
- g. Learning about historic non-traditional women ( 6)
- h. Information handouts ( 6)
- i. Written biography report ( 4)
- j. Budgeting ( 5)
- k. Dictionary use ( 8)
- l. Various Videos ( 3)
- m. Personal Appearance Booklet ( 4)
- n. Positive Attitude Booklet ( 6)
- o. "No Excuse" Video and Booklet ( 5)

14. The subjects that afforded the most useful information for my present and future life were: (circle the letter of all those useful)

- a. Budget realities ( 8)
- b. Career Choices and Changes textbook ( 8)
- c. Anxiety management ( 4)
- d. Library familiarization ( 3)
- e. Time Management ( 7)
- f. Information handouts ( 7)
- g. Goal setting (10)
- h. Decision making (11)
- i. Resume writing ( 7)
- j. Values exploration ( 6)
- k. Safety information ( 5)
- l. Job Information ( 9)
- m. Effects of change ( 7)
- n. Exploration of attitudes and opinions ( 9)
- o. Telephone use ( 4)
- p. Dictionary use ( 5)
- q. Banking procedures ( 8)
- r. Various Videos ( 2)
- s. Personal Appearance Booklet ( 4)
- t. Positive Attitude Booklet ( 7)
- u. "No Excuse" Video and Booklet ( 8)

15. Did you attend credit classes or certification classes?

Credit \_\_\_\_ (5) Certification \_\_\_\_ (6)

16. Do you plan to continue with classes at EPCC as a Women in Technology student?

Yes \_\_\_\_ (11) No \_\_\_\_ (0) Not Applicable \_\_\_\_ (0)

17. Did you receive the support from the Project Opportunity staff that you expected?

Yes \_\_\_\_ (11) No \_\_\_\_ (0) Not Applicable \_\_\_\_ (0)

18. Did you receive the support from the Women in Technology staff that you expected?

Yes \_\_\_\_ (11) No \_\_\_\_ (0) Not Applicable \_\_\_\_ (0)

19. Do you feel that you put your best efforts into your own success in Project Opportunity?

Yes \_\_\_\_ (9) No \_\_\_\_ (2)

20. Do you believe that you benefitted from the Project Opportunity Program?

Yes \_\_\_\_ (11) No \_\_\_\_ (0)

21. I would recommend this program to others.

Yes \_\_\_\_ (11) No \_\_\_\_ (0)

Comments on how the program can be improved: \_\_\_\_\_

A) "I think this class does not need to improve. For me it went nice and smooth. I think that it should continue, to encourage more women to come to this class and learn about themselves and what is going on out there in the real world". Thank you!

B) "I think the class can have more attendance if the class was moved to noon instead of the morning".

C) "Everything was very good to me. I really learned much from you". Thank you very much!

D) "I feel the Self-Investment Instructor should be contracted with great and handsome lucre benefits for as long as the program lasts".

E) "Making a report on your field, but excluding the name of a famous women. Having more workshops like the CPR, First-Aid".

F) "Instructors are great. Classes being so early in the mornings area real drag. Really! May be some tours of work places, similar to the fields chosen by students"

G) "Get more up-to-date videos".

H) "The program was O.K. the only thing that really bothered me is that everyone was always late and they talked a lot in class".

I) "I truly enjoyed this (Self-Investment class and the Physics class). I have learned a lot of helpful things. Working on a "team" has given me a sense of belonging and making a difference. The support from each and everyone involved has been great. This had a positive impact on me and I have made new friends that hopefully will continue throughout for along time. The Project Opportunity greatly benefitted me because it gave me the start I needed to go back into the "swing" of life. Thanks to everyone!

**THANK YOU AND GOOD LUCK!**

WOMEN IN TECHNOLOGY - PROJECT OPPORTUNITY  
RECRUITER AND MENTOR LIST

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RECRUITERS

FALL 1994  
B. Aguilar

SPRING 1995  
M. Camacho

MENTORS

FALL 1994  
B. Aguilar  
M. Araiza  
M. Chacon  
L. Dominguez  
D. Esparza

SPRING 1995  
None

**Fall 1994 Project Opportunity  
Bridge Curriculum  
Fourth Graduating Class**

P. Abbott  
B. Aguilar  
M. Araiza  
M. Chacon  
L. Contreras  
L. Dominguez  
D. Esparza  
E. Lujan  
D. Ontiveros  
Y. Sanchez

You are invited to attend

**The  
Women In Technology  
Fall 1994 Project Opportunity  
Bridge Curriculum  
Graduation Ceremony**

Join us as we salute  
**The Fourth Graduating Class**

Wednesday, December 14, 1994 • 6:00 - 8:00 p.m.  
El Paso Community College  
Transmountain Lecture Forum  
9570 Gateway Blvd. North

All guests are invited to attend the reception immediately following the ceremony.

**Spring 1995  
Project Opportunity  
Bridge Curriculum  
Fifth Graduating Class**

C. Acosta • M. Camacho  
C. Dominguez • R. Enriquez  
T. Foster • J. Gandara  
R. Lopez • V. Medrano  
M. Munoz • S. Pinon  
L. Rodke • H. Ruiz

You are invited to attend

**The  
Women in Technology  
Spring 1995 Project Opportunity  
Bridge Curriculum  
Graduation Ceremony**

Join us as we salute  
**The Fifth Graduating Class**

Friday, May 12, 1995 • 7:00 - 9:00 p.m.  
El Paso County Community College District  
Transmountain Lecture Forum  
9570 Gateway Blvd. North

Guest speaker - Dr. Ramon Dominguez, Assoc. V.P. Student Services  
All guests are invited to attend the reception immediately following the ceremony.



# *Certificate of Completion*

*awarded to*

*for satisfactory completion of the  
Women In Technology  
Project Opportunity Bridge Curriculum Spring 1995*

*May 12, 1995*

*Victoria DiBenedetto*  
Program Director

*Laura J. Hernandez*  
Program Instructor

*Rachel S. [Signature]*  
Program Coordinator

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Cont'd



# Certificate of Completion

awarded to

for satisfactory completion of the  
Women In Technology  
Project Opportunity Bridge Curriculum Fall 1994

December 14, 1994

*Victoria D. Benedetto*

Program Director

*Rachel City*

Program Coordinator

*Lorena Mangiles*

Program Instructor



# The Vocational Industrial Clubs Of America Professional Development Program Trainee Degree

This certifies that

\_\_\_\_\_ has earned the *VICA Trainee Degree*  
for the successful completion of Level Five of the  
*VICA Professional Development Program* and for personal  
development and achievement in occupational skills.

Awarded this 12th day of May 19 95

*James J. Abney*  
Instructor



*Rachel O'Brien*  
School Administrator

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Conf'd

# The Vocational Industrial Clubs Of America Professional Development Program Trainee Degree

This certifies that

\_\_\_\_\_ has earned the VICA Trainee Degree  
for the successful completion of Level One of the  
VICA Professional Development Program, and for personal  
development and achievement in occupational skills

Awarded this 14th day of December 19 94



Lorna A. Gonzalez  
Instructor

Victoria Di Benedetto  
School Administrator

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VICA NATIONAL CONFERENCE  
KANSAS CITY, MISSOURI  
JUNE 26 - 30, 1995

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H. RUIZ

I learned alot from the VICA competition in Kansas City. We had both male and female instructors asking questions about Women in Technology. They would take WIT/Project Opportunity pamphlets so they could show and talk to their students about females in technical fields. I had the chance to walk around and see the students competing in different categories such as cosmetology, commercial baking, just to name a few. It was nice, at the end of the day we got to taste some of the bread they baked. I had the opportunity to talk to Mr. Harris, he was one of the persons that made the assignment for the competition in Aviation Maintenance Technology. I asked him some questions about the precision gages they were using in the competition. They had the caliper and even some dial gages I was familiar with.

I attended the Electronic products servicing update seminar. They had the pro scan/RCA/GE fix finder. You can find and fix the problem. Its a computer program that allows you to diagnose the solution. All you do is hit the keystroke and look up criteria such as model, chassis, brand and circuit. It also stores all your data in one easy access program.

In the ceremony at the time they had the awards, there was some from the state of Texas that won some medals in the secondary and post secondary level. Some of the medals were in the cosmetology and sheet metal categories. We got to congratulate some of them.

I want to thank everyone that made this trip possible, it was a wonderful experience. Maybe one day instead of going only to promote the program we would be able to compete. It would be nice to compete and represent El Paso Community College in the Electronic category or any of the technical fields Women in Technology has to offer.

VICA NATIONAL CONFERENCE  
KANSAS CITY, MISSOURI  
JUNE 26 - 30, 1995

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R. B. ENRIQUEZ

What I liked most about the trip was the people and how they were so friendly to each other. I liked the city and how different it is from El Paso, I enjoyed the rides to the Convention Hall, just getting up was different. The part that I'll never forget was the opening ceremony, the push I got to feel good about coming to school, the songs they played, the enthusiasm everybody was giving the students, much to my surprise to see more women than I expected competing against each other and also all the exhibition booths that were set-up.

There was a lady who was an aviation maintenance and another lady who put together a motorcycle. So, now I know that there's no limits to what you can do once you set your mind to it, all it takes is persistence.

Another thing that caught my attention was one of the speakers said that we're going to hear people say negative things about non-traditional fields for women, like we won't make it or it's too hard, we have to put those negative sayings aside and sometimes keep away from negative feelings. Who's going to determine if I make it or not will have to be me.

I talked to people trying to get some feedback on how they got started in their careers. I also talked about our program with Women in Technology and asked them what type of programs did they have in their areas.

I attended a CAD and Electronic Seminar, I learned that the more information I got about drafting the more I am interested in continuing my education majoring in drafting. In the Electronics seminar they talked about the type of training it takes to get certified. Sony has a computer the size of a wallet that is being used as a personal computer, a fax machine and a phone all in one, you can even carry it in your purse. Magnavox has a device, now in the market that eliminates the ghost images in the T.V. set.

They also talked about computer systems that the technicians can use for updated information when they need to trouble shoot a unit.

I learn so much from the trip I wish all the girls in the program had the same opportunity and experience I did. I got so much from talking to and seeing other people I know I'm ready to start the next semester.

VICA NATIONAL CONFERENCE  
KANSAS CITY, MISSOURI  
JUNE 26 - 30, 1995

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B. AGUILAR

The trip to Kansas City was a wonderful experience. I met people from all over the country, some were important people that owned big companies, others were teachers and students that were in competition.

The opening ceremony for VICA was held in the Convention Hall it was such a big place, sometimes I would get lost. I was amazed in seeing people from all over the country sitting together cheering for their own state. I thought that was a beautiful scene.

I have never seen so many people competing. There were competition in everything that I could think of. Such as cooking, baking, carpentry, mechanical, computer, cosmetology, nursing and police. It was interesting to see all these people competing against each other.

While competition was taking place we were in an exhibition booth talking about our program. While I was there I had people ask some very interesting questions like; How big was our program? How do we get people into our program? I had great responses on positive comments about our program. Some people said that it is a great program. That it is a great idea, they should also consider having a program like ours. I was so pleased to hear all these great comments.

At the closing ceremony, I was surprise to see young student's win 1st place in difficult categories. In the state of Texas a few 1st place winners were announced. I think that the competition was very intense. I mean, competing with people that were very good in their fields on the things that they were competing on.

I hope that in the future someone else like me will get the opportunity to go to another VICA conference and experience something different and meet many interesting people and maybe we can enter women in the non-traditional fields to compete and represent El Paso Community College.

VICA NATIONAL CONFERENCE  
KANSAS CITY, MISSOURI  
JUNE 26 - 30, 1995

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C. ACOSTA

On June 27 through June 30, 1995 I participated in a VICA Conference in Kansas City, Missouri. The first day I helped organize the Women in Technology booth for the El Paso Community College.

The second day, I manned the booth giving out information and answered questions from other conference participants and other visitors. I received positive comments from people working for Honda, Toyota and Harley Davidson. They supported the idea of bringing in more women into the technical fields, especially in their programs and companies.

I also had the opportunity to observe the competitions between the best students nation wide in the areas of culinary arts, welding, masonry, CAD, etc.

On the final day, I participated in a field trip to the allied Signal Kansas City Plant. At this plant, they make metal parts and components for nuclear weapons. They produce some of the world's most reliable hybrid micro-circuits and multi-chip modules. They offer extensive electrical support for printed circuit boards used in automotive, aerospace telecommunications, etc.

They offer technology transfer to increase the transfer of federally funded technologies and knowledge to the private sector for commercial applications. The Kansas City Plant has a wealth of scientific, technical, and manufacturing knowledge that may be valuable to private industry. They are actively seeking opportunities to work with and support established commercial, government, and academic institutions.

That evening, I attended the awards ceremony where the winners of the competitions were given their medals or trophies.

In summary, I enjoyed the conference because I learned many things and I met many interesting people.