



# Latino Outreach y Dia de los Parientes

## College of the Canyons LEAP Project

### Project Mentors:

Ryan Theule  
Eric Lara

### Project Team:

Celena Alcalá  
Kelly Burke  
Linda Candib

Mariane Doyle  
Samuel John  
Angel Robinson

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## **Vision Statement**

The Vision of the College of the Canyons (COC) Latino Outreach y Dia de los Parientes is to provide first generation and underserved Latino/Latina high school students the highest quality educational support experience including access to STEM educational opportunities, increased outreach leading to college enrollment, and the development of an at-home support system through educational opportunities for family members.

## **Executive Summary**

College of the Canyons Latino Outreach y Dia de los Parientes is a targeted approach to addressing the needs of potential College of the Canyons students who are currently enrolled at the William S. Hart Union High School District. This will be achieved by:

1. Providing strategically planned outreach and support activities to cohort students and parents during a two-year time frame
2. Educating cohort students regarding science, technology, engineering, and math as subject areas and potential career opportunities
3. Establishing an annual family information event that addresses key elements related to post-secondary education, and specifically the enrollment, advisement, assessment, registration, and financial aid processes

## **Focus on Latinos as Underrepresented Population**

The focus on Latino students is a particularly critical one in our community. According to California's Department of Finance, Los Angeles is already a minority-majority county with over 50% of residents identifying as Hispanic or Latino. Within the

next 40 years, population projections look to increase the number of Hispanic/Latino residents by 46% or over 2.1 million people. In addition, the California Department of Education currently indicates that Hispanic/Latino K-12 students represent the majority population in the State at 53%. However, according to the recent report, [\*The State of the Latino in California Higher Education\*](#), Latinos lag behind all ethnic groups in college completion. In addition, while there is improvement in educational attainment at the high school and post-secondary levels for Latinos, the numbers are still quite low with only 5.5% having completed an Associate's degree and 11% a Bachelor's degree.

In the William S. Hart High School District, the data paint a portrait of myriad obstacles to Hispanic/Latino students. Of the 10,225 Hispanic or Latino students enrolled in the district, 53% are socio-economically disadvantaged and 21% are English Language Learners. Of the nearly 5,800 students with attendance issues, 66% are Hispanic/Latino. And, 86% of students who are socio-economically disadvantaged and potentially first generation college students are Hispanic (2,667 students districtwide).

### **Focus on Latinos in STEM Education**

According to the United States Department of Education, "Hispanics represent the largest minority group with measured interests in STEM fields" ([\*Hispanics and STEM Education, 2014\*](#)). With only 24% of Hispanic/Latinos completing certificate programs, 12% completing Associate's degrees, and 8% completing Bachelor's degrees in STEM-related fields, there is a critical need for higher education to examine possible measures to increase enrollment and persistence in STEM majors. The national job market shows significant growth in STEM careers across industries by 2020

from 62% growth in biomedical engineering to 22% for computer systems analysts. Yet, according to this federal report, only 2% of the STEM workforce is Hispanic.

### **Action: Outreach, Support, and Family Involvement**

In order to increase college access and exposure to STEM for the target population of Latino students, a multi-layered approach is proposed for this project.

1. A cohort of approximately 30 Latino/Hispanic students will be identified at Canyon High School in order to pilot a two-year outreach, support, and STEM education program.
2. The cohort will be provided with STEM workshops on a variety of academic and career-related topics
3. The cohort will participate in specific outreach activities including the completion of financial aid, enrollment, and registration processes, each delivered by the College of the Canyons team. Family members will be invited to participate in these processes and instructed on how to support their students through enrollment, assessment, orientation, and registration.
4. Latino families will be invited to participate in Dia de los Parientes at College of the Canyons. This event will include several informational breakout sessions in Spanish and will address how families can help their students achieve success in high school and college.

## **Project Summary**

### **Mission Statement**

The Mission of the COC Latino Outreach y Dia de Los Parientes is to promote the value of a college education among first generation and underserved Latino/Latina high school students, and their parents. The value of quality performance among students will be promoted, while providing support services, assistance with barrier removal, academic coaching, and life skill workshops will result in 100% of participants applying to college.

### **Future of Project**

This project will be in a pilot phase for the first two years. We expect the pilot to allow for a period of refinement in order to duplicate the project and bring it to scale in Santa Clarita as well as to potentially replicate to other COC feeder districts. With projected growth in the Hispanic/Latino community, the demand for this program will continue to increase going forward. We anticipate that additional supports may be identified through the pilot period and that added measures for continued success towards college completion will be required, though we believe current programs offered at College of the Canyons can be leveraged to satisfy that need.

## **Project Summary and Operational Plan**

The COC Latino Outreach y Dia de los Parientes will be established to educate Latino students and their parents about the possibilities open to them as they pursue entrance to College of the Canyons or another institute of higher learning. The initial

program will be piloted with approximately 25-30 high school juniors from Canyon High School in the William S. Hart High School District in the fall of 2015. Over the course of two years, the students' junior and senior years, students and their parents will receive counseling, mentoring, and guidance to prepare them for their future academic pursuits.

Prior to the selection of students for the first cohort, a general meeting including parents/family members and potential students will be held at COC to explain the program and goals for the Outreach Program, as well as acquaint the families with the College campus. Following this initial meeting, Canyon students in their junior year will be chosen for the first cohort. The fall of Year One will be devoted to preparing the students for what lies ahead. They will receive peer counseling from members of such COC groups as ALAS (Association of Latino American Students), MESA, career coaches, etc. In addition, these groups will provide the students with assessment coaching as they prepare for the English and Math pre-enrollment assessments.

Simultaneous to the student outreach efforts, parents of the chosen students will attend a series of meetings over the course of the semester that will explain the program and the goals that are being established by and with their children. These meetings will take place at the high school campus. It is the intention of the program that parents will become informed as to the processes necessary for enrolling in COC or some other campus and enable them to assist their children as they move toward these goals.

During the spring semester of the first year, students will be brought to the COC campus to sample a series of STEM workshops that cover a wide variety of subject areas in science, computer science, and mathematics. Again, parents will be kept abreast of what the students are doing/learning through an additional series of



workshops and informational meetings. In addition to learning how their children will proceed through the process of completing forms, etc., parents will be given information about opportunities that can benefit them as well. Such programs as attaining a GED, assistance for veterans, Continuing Education opportunities, etc. will also be provided in these sessions.

Year Two of the program will commence with Dia de los Parientes. This event held at College of the Canyons will provide parents and family members with a variety of informational breakout sessions addressing topics to assist them in supporting their student in completing high school and pursuing college entrance and completion.

This will be the students' senior year at Canyon High School and it will be more rigorous in nature than the first year. During the fall semester, students will enroll in Counseling 111 where they will learn strategies to achieve success at the next level of their education. At the same time, students will be introduced to the many types of support services and programs (EOPS, DSPS, The Learning Center, Technical Education possibilities, peer counseling, etc.) that will be available to them on the COC campus. Throughout the fall semester, students will still meet with peer counselors and mentors who will assist them as they prepare for the end of their high school education and get ready for the next steps.

Parents will also continue their "education." Periodic meetings will be scheduling to alert and prepare parents for the enrollment and application procedures that will begin in earnest during spring semester.

Throughout the spring semester, the students will complete all the necessary paperwork, applications, etc. that will be necessary for them to enroll at College of the Canyons for the fall semester of the following year. This will begin with orientation

meetings to acquaint the students to the application and enrollment processes. The students will be walked through the entire application process. Each step along the way, parents will also attend meetings, either together with the students, or in separate sessions, so that they are fully informed and aware of what the procedures for enrollment are. Parents and students will also become familiar with the acceptance process of College of the Canyons (and ways in which it differs from a four year college). The following timetable of events for the spring will fully prepare the students for what lies ahead.

- January/February: Students will receive mentoring in preparation for the administering of assessment test in English and Mathematics. Parents will become familiar with assessment procedures.
- January/ February: Students will enroll in a second counseling course (Counseling 120) where they will learn how they will eventually be able to transfer their credits earned at COC to a Four-year University. Parent University will explain the University Transfer procedures to parents.
- March/April: Students will come to COC en masse to complete their college application and financial aid (FAFSA) forms. As students meet to complete their applications and financial aid forms, parents will be made aware of these processes and what is required of them for students to receive financial aid.
- March/April: Students will take their pre-enrollment assessments. Parents will attend a session where the outcomes of these assessments and what they mean will be explained to them.
- May: Students will receive acceptance letters along with “next step” check lists.

- July/August: Students will be guided through the registration process as they get ready to begin their first semester at College of the Canyons. Again, parents will learn about the registration process and, along with their children, will learn what will be expected of them as students at COC.
- August: Back to school social gathering will be organized for entering students to reacquaint them with ALAS and other service organizations that are available to them during the school year.

Following these two years of close guidance and preparation, it is the goal of this program that these first generation college attendees of Latino descent will have a successful academic career at College of the Canyons, and if so desired, beyond at a four-year school.

## **SWOT Assessment**

### **Strengths**

- Equity studies reveal the need for attending to Latino students
- COC supports Outreach
- COC Outreach office has a new Latino Outreach Coordinator
- Equity funds are currently available in CA
- Many underserved Latino students in the Hart District
- Unique effort to involve parents and guardians in the community and particularly those of the student cohort
- Strong relationship with the W.S. Hart District via UB, ItaP, etc. already exists

- Many active Latino outreach efforts exist at COC and many efforts overlap; can maximize and converge efforts
- STEM/Latino outreach efforts are a focus of many granting agencies
- Students will all apply for financial aid/FAFSA during the program

### Weaknesses

- Lack of coordination between the many Latino outreach efforts at COC
- Small cohort in initial phase; only one school
- STEM focus vs. multiple discipline focus
- Students may elect not to go to COC
- Ability to track students who do not attend COC

### Opportunities

- Reach additional Latino students in the SCV
- Involve additional school sites
- Eventually extend beyond STEM
- Equity studies also reveal the need to attend to African-American students, particularly males.
- Convergence and organization of COC student outreach services
- Expand Outreach Office services and exposure
- Involve MESA, ALAS, Career Coaches in tutoring, mentoring, etc., experiences

### Threats

- Lack or loss of funding
- Lack of faculty support and funding for workshops

- Facility use and cost
- Lack of parent involvement
- Requires large volunteer effort
- Lack of coordination and communication between districts

## Narrative

Equity studies at COC and beyond indicate a need for additional outreach efforts to Latino populations in the SCV (as well as African-Americans, especially males). This program would target additional Latino students not currently served by Upward Bound and ITaP at Golden Valley High School. It would expand outreach efforts to an additional High School in the Hart District with potential to expand to more High Schools (especially Hart and Valencia), and to expand to African-American students and parents/guardians. This project's goals are to increase the success in applying to and attending college, COC or direct to 4-year.

Perhaps one of the most significant differences between this proposal and other outreach efforts is a concerted effort to include the caregivers of the student cohort. These parents/guardians would be given information on the processes necessary for students to successfully complete college prep, applications, and financial aid documents. In addition, other resources for the parents/guardians would be presented (Continuing and Community Ed; GED, skills courses, re-training, etc.).

For College of the Canyons, this project would provide much needed coordination of outreach efforts to SCV Latino students. There are efforts and resources being initiated at the college towards this, however, currently many involved in separate outreach efforts (MESA, ItaP, UB, etc) have not been aware of each others'

efforts, funding, and programs. Communication, coordination, and perhaps convergence of some of these will be a benefit to the College and target student groups.

Funding will be the largest issue for this project especially in the initial round. This is another reason why coordination of Latino Outreach efforts is important in order to maximize efficiency and resource utilization. The initial program planning and coordination will not require additional funding, however implementation of the plan will require a large outlay of funds; some of which may come from current Districts' resources and grants, but would likely require new grant funds.

## **Service Development**

The COC Latino Outreach y Dia de los Parientes provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their pre-college performance and ultimately in their higher education pursuits. The COC Latino Outreach y Dia de los Parientes serves high school students from low-income families and who would be the first-generation to attend college. The goal of the COC Latino Outreach y Dia de los Parientes is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

The COC Latino Outreach y Dia de los Parientes will provide STEM awareness workshops to expose students to the importance of study in these subject matters and to potential career fields. The post-secondary educational options to prepare for these career fields will also be addressed. Other services include:

- Information on the full range of Federal Student Financial Aid programs and benefits
- Guidance and assistance on secondary school reentry, alternative education programs, or entry into general educational development programs and/or post-secondary education.

The COC Latino Outreach y Dia de los Parientes students for the pilot two-year sequence must be entering the 11<sup>th</sup> grade in 2015 and have a need for academic support in order to pursue a program of postsecondary education. Targeted students will include those who are either from low-income families or are potential first-generation college students.

### Measuring Success

The COC Latino Outreach y Dia de los Parientes will measure success by collecting data on the following potential outcomes:

- High school completion
- Successful completion of Counseling 111 and Counseling 120 resulting in college credits through dual-enrollment
- Completion of the application, assessment, advisement, and orientation processes for COC
- Submission of FAFSA; successfully obtaining a financial aid offer
- Successful enrollment and registration at COC
- Completion of application process to other institutions of higher education
- Successful enrollment and registration at another institution of higher education
- Student enrollment in a STEM post-secondary educational program

- Parent/family surveys regarding parent/family education efforts
- Student surveys regarding their experience in the program, the program's impact on their post-secondary educational goals, and the program's impact on STEM awareness

### **U.S. Trends in Educational Attainment Levels**

Between 1990 and 2013, the percentage of 25- to 29-year-olds who had received at least a high school diploma or its equivalent increased for Whites (from 90 to 94 percent), Blacks (from 82 to 90 percent), and Hispanics (from 58 to 76 percent). For Hispanics, most of this change (14 percentage points) occurred in the 10 years since 2003. For Asians/Pacific Islanders, the percentage attaining at least a high school diploma or its equivalent in 2013 (95 percent) was not measurably different from the percentage in 1990 (92 percent). During this period, the percentage of Whites who had attained at least a high school diploma or its equivalent remained higher than that of Blacks and Hispanics. However, the size of the White-Black attainment gap at this education level narrowed from 8 to 4 percentage points, and the White-Hispanic gap narrowed from 32 to 18 percentage points.

From 1990 to 2013, the percentage of 25- to 29-year-olds who had attained a bachelor's or higher degree increased from 26 to 40 percent for Whites, from 13 to 20 percent for Blacks, and from 8 to 16 percent for Hispanics. For Hispanics, most of this increase (6 percentage points) occurred in the most recent decade. For Asians/Pacific Islanders, the rate of attaining at least a bachelor's degree in 2013 (58 percent) was higher than the rate in 1990 (43 percent). Between 1990 and 2013, the gap in the attainment rate at this education level between Whites and Blacks widened from 13 to



20 percentage points, and the gap between Whites and Hispanics widened from 18 to 25 percentage points.

From 1995 to 2013, the percentage of 25- to 29-year-olds who had attained a master's or higher degree increased for Whites (from 5 to 9 percent), Blacks (from 2 to 3 percent), Hispanics (from 2 to 3 percent), and Asians/Pacific Islanders (from 11 to 21 percent). In 2013, the gaps in the attainment of a master's or higher degree between Whites and Blacks (5 percentage points) and between Whites and Hispanics (6 percentage points) were wider than in 1995 (when both gaps were 4 percentage points).

**SOURCE:** U.S. Department of Education, National Center for Education Statistics. (2014). *The Condition of Education 2014* (NCES 2014–083), [Educational Attainment](#).

### Additional Recommendations

- Longitudinal study of 25 - 30 11th graders from Canyon High Schools in 2015
  - Students followed throughout secondary and postsecondary years
  - Surveys of students, their parents, math and science teachers, school administrators, and school counselors
  - Student assessment in algebraic skills, reasoning, and problem solving for 11<sup>th</sup> and 12<sup>th</sup> grades
  - Capture data on student trajectories from beginning of high school into post secondary education, the workforce, and beyond
  - Identify student majors and careers
  - Describe student perception of science, technology, engineering, and math (STEM) courses, majors, and careers

## Marketing/Outreach Strategy

First generation Latino college students often face challenges when the family does not understand the long term benefits of a student earning a college degree in lieu of working full time to assist the family. At times, the family supports the student going to college, but stresses that the student should work when they are not in school because they do not understand how much time the student needs to study. The family may not be aware that a person can earn more money by staying in school and earning a certificate and degree(s).

Some families might not encourage or even discuss college as an option with the high school student because they have heard that college is “too expensive” or they might not understand that community colleges are open access institutions. Without a thorough introduction to college, these family members may continue believing that college is for other people, but not for them or their high school student.

Our outreach plan begins with the name itself. “Dia de los Parientes” was chosen over “Dia de los Padres” to symbolize the inclusion of the Latino students’ extended family (e.g., guardians). The name reflects the inclusive Latino culture and focus on the education of the high school students’ extended family.

Our plan is to educate families regarding the long-term benefits of higher education, the affordability of community college, financial aid that can make each system of higher education more affordable, and the steps necessary to access post-secondary education. Our marketing plan consists of **two** target groups:

1. Parents and extended family members (“parientes”)
2. High School students

Our marketing strategy is cost effective because we will utilize available resources such as our existing Outreach staff, career coaches, and MESA/ALAS students. We will draw high school students and their families to College of the Canyons and other higher educational opportunities by implementing a marketing strategy that relies on “real faces, real voices, and real stories.” To accomplish this, we will launch a “Faces of COC” campaign and ask faculty, staff, administrators, students, and alumni to nominate COC success stories. COC’s marketing staff will follow up on potential leads for all major COC publications.

The success stories that we gather from current students and COC alumni could be used in other COC marketing channels such as the website, schedule of classes, catalog, and year end reports. For the purposes of this project, however, we will focus on real faces, voices, and stories of Latino students/alumni that are relatable to our target population. We would particularly be interested in students/alumni who:

- Overcame academic challenges
- Are engaged in STEM-related degree programs and/or careers
- Are/were first generation college students
- Are DREAM students
- Successfully transferred from COC and received their bachelor’s degree
- Parents and/or family members who were inspired by a family member to go to college
- Students and alumni who are giving back to the community

The stories of the faces that are chosen would appear on the COC Latino Outreach y Dia de los Parientes brochures, website, power point presentations, videos, and would potentially appear on a panel at the Dia de los Parientes event.

For the first year of the project, we will focus on success stories from former Canyon High School students/alumni so that our target population (Canyon High School students) can see that Canyon students are successful at College of the Canyons and other institutions of higher education. We would then duplicate this model as we expand the program throughout the Hart District.

We would first market for the Dia de los Parientes by utilizing COC Outreach staff, career coaches, and current STEM related teachers at Canyon High School. COC's Latino Outreach Coordinator would serve as the primary point person. Prior to the Dia de los Parientes event, the Latino Outreach Coordinator would work with Canyon High School to send emails, letters, and text messages to students and families of Latino students advertising the Dia de los Parientes event.

At the Dia de los Parientes event, COC counselors, financial aid staff, and student from MESA and ALAS would serve as volunteers. There would be a special break out session that would focus on the pre-STEM program. At the breakout session, MESA students would talk about their experiences in science at COC and STEM faculty would give an introduction of the pre-STEM workshop series for 11<sup>th</sup> and 12<sup>th</sup> graders. Students would pre-select into the pre-STEM workshop series by completing an application. COC's Latino Outreach Coordinator would work with Canyon High School to identify students who have a natural aptitude for the STEM field by encouraging students with high statewide test scores and/or high STEM grades to apply for the program.

### Marketing/Outreach for the family - Dia de los Parientes:

- Bilingual flyers, workshops, letters/newsletters
- pre-recorded calls in chosen language by an adult (for credibility with adult audience)

### **Marketing/Outreach: High School Students**

- Social media – Twitter, Instagram, Facebook
- text messaging services
- pre-recorded messages to students by a current COC student (for credibility with student audience)
- Personal phone calls by an ALAS club member
- Information about and recruitment into the COC STEM Workshop Series for those who are interested

### **Marketing/Outreach: COC STEM Workshop Series Students and their Families**

- Social media and Internet Marketing Channels – Twitter, Instagram, Facebook, apps including the COC app, COC website
- Text messaging services and newsletter
- Personal telephone calls students by an ALAS club member (for credibility with student audience)

For the workshops, we will use existing COC Outreach counselors and encourage students and their parents to take advantage of existing resources such as “I Can Afford College” ([www.icanaffordcollege.com](http://www.icanaffordcollege.com))

- Financial Aid link contains information about upcoming workshops, eligibility, FAQs, myths/facts, financial literacy, Dream Act, veterans, etc.
- About Community Colleges link contains information about college costs, enrollment info, Success stories, inspirational videos, Salary Surfer (<http://salarysurfer.cccco.edu/SalarySurfer.aspx>), etc.
- Campaign materials link allows community colleges to order “I Can Afford College” materials and receive them within 10 working days.
- Toll free number with Spanish language option: 1-800-987-ICAN.

After the Dia de los Parientes event, COC’s Latino Outreach Coordinator would work follow up with a monthly bilingual bulletin that advertises upcoming workshops, I Can Afford College regional events, COC events, etc. that would keep all Latino families informed about COC important dates to remember, etc. There will be additional outreach for the students who apply for and are selected for the pre-STEM workshop series. COC ALAS and MESA students will serve as mentors for this population by calling them throughout the workshop series to check in on them and invite them to join ALAS and MESA events at COC.

## Milestones

<b>Timeframe</b>	<b>Audience: Student</b>	<b>Audience: Parent/Family</b>
<b>Year 1, Fall</b>	<p>1<sup>st</sup> cohort of 25-30 11th grade students from Canyon H.s chosen to participate</p> <p>COC mentors from ALAS (Assoc. of Latino American Students), MESA, career coaches, &amp; peer counseling meet with and mentor Cohort 1 throughout the semester for d planning &amp; advising, tutoring, all round preparation</p> <p>Students will receive assessment mentoring in preparation for English &amp; Math pre-enrollment tests</p>	<p>General parent/family informational meeting held for all parents at COC.</p> <p>Parent information meeting for students chosen as part of Cohort 1 held to explain program &amp; engage parents</p> <p>Parents will receive guidance in procedures such as pre-assessment, etc. during the year.</p>
<b>Year 1, Spring</b>	<p>Students will take a series of STEM workshops (specifics to be determined).</p>	<p>Parents will attend workshop sessions to keep them informed on what their children are doing in the STEM workshops</p>
<b>Year 2, Fall</b>	<p>Parents will attend workshop sessions to keep them informed on what their children are doing in the STEM workshops</p> <p>Mentoring will continue</p>	<p>Parent Meeting</p>
<b>Year 2, Spring</b>	<p>In person orientation meetings to acquaint students with enrollment &amp; application processes</p>	<p>Orientation meetings scheduled to acquaint parents with enrollment &amp; application processes. Explanation of acceptance process</p>
<b>Year 2, Jan/Feb</b>	<p>Assessment mentoring for students prior to taking entry assessment requirements</p>	<p>Meeting scheduled to acquaint parents with entry assessment requirements</p>

Timeframe	Audience: Student	Audience: Parent/Family
	Students enroll in COUN 120 (University Transfer Planning)	Parents concurrently attend meeting to understand University Transfer policies
<b>Year 2, Mar/Apr</b>	<p>Students come to COC campus to complete COC application and FAFSA</p> <p>Students take assessment exams</p>	<p>Parent meeting to explain financial aid &amp; application processes</p> <p>Parent meeting held to explain assessment process and what the outcomes mean</p>
<b>Year 2, Jul/Aug</b>	Students will receive help with registration	Parent meeting to be held to explain registration procedures

**Management Summary**

The Latino Outreach y Dia de los Parientes will require widespread coordination between College of the Canyons and the Hart District, with an initial emphasis at Canyon High School. A variety of participants will be involved at different levels over the course of implementation and then sustained continuation of the project.

Initially, the COC Outreach Office, and particularly the new Latino Outreach Coordinator, could spearhead the COC efforts. A coordinator at the Hart District (perhaps Student Services or Diversity Director) and at CHS will be required, including the Principal.

The salaries of these individuals are already funded within their Districts. If there were additional duties stipends would need to be determined and likely grant funded.



## Collaborating Groups and Individuals

MESA Director, support staff, and student tutors:

The Director would coordinate student outreach efforts to include peer mentoring, tutoring, MESA activities. In addition the Director could arrange for MESA alumni workshops where the students could meet and hear about the transfer and 4 year experience. Supplement funding for MESA would be necessary for events, alumni travel, and tutor stipends.

ALAS Club and Club Advisor:

ALAS students, under the Direction of the Advisor, could arrange for mentoring, tutoring, student activities information, and activities including a Back to School event in the August of cohort's Sr. year. Funding would be necessary for these events.

COC Math, Science, and Engineering Division Dean:

For coordination, support, etc.

COC STEM Faculty:

COC STEM faculty would provide a series of 3 hour high impact workshops in their STEM field including an activity, as well as academic prep and career information. Stipends would be required for faculty (\$300), funds for materials might be needed depending on the discipline/workshop (\$200/workshop).

#### COC Counseling:

COC Counselors would provide workshops on a variety of topics, Ed Plan, Personal Statements, Orientation, Assessment mentoring, college application (COC and 4 year). Stipends might be necessary for some of the workshops.

#### Canyon High School Counseling:

Counselors would assist in the initial identification and selection of students. They would provide normal counseling services to the cohort.

#### COC Financial Aid Staff:

Financial Aide will provide FAFSA workshop and general financial aide workshop. Stipend might be necessary.

#### PIO/Reprographics-COC:

Outreach promotion, marketing, and communication materials will be necessary. Most materials will be offered in English and Spanish.

#### Institutional Research:

Students will be tracked through the 2-year program and for the 1<sup>st</sup> year at COC. Funding will be required.

#### Career Coaches:

Career Coaches will advise and counsel students in the program who hold a 2.0 – 3.0 GPA and are in the 11<sup>th</sup> grade.

Canyons Peer Advisors and Advisor:

Canyons Peer Advisors will provide outreach to the students during the Sr. year as an introduction to services at COC. Would participate in the Back to School event and will be a continuing resource for the students who will attend COC.

Continuing Education and Community Education:

Would provide information and potential workshops to parents of the cohort.

Dia de los Parientes:

Additional resources will be necessary for this community wide event. As a community wide event the funding would be separate from the above. The event could take place as a major annual event at COC (PAC/UCEN). The day would include a reception to welcome parents to COC, breakout sessions, campus tours, refreshments, etc.

## Project Budget

Budget Item	Reason	Amount Requested
<b>Stipend</b>	<ul style="list-style-type: none"> <li>• Support for Parent University               <ul style="list-style-type: none"> <li>○ \$300.00 (faculty)</li> </ul> </li> <li>• Support for Workshops               <ul style="list-style-type: none"> <li>○ \$200.00/workshop</li> </ul> </li> </ul>	\$ 3,600
	<ul style="list-style-type: none"> <li>• Support staff</li> <li>• Student tutors</li> <li>• Counseling</li> <li>• Financial aid staff</li> <li>• Career coaches</li> </ul>	\$ 2,400
<b>Institutional Research</b>	<ul style="list-style-type: none"> <li>• Research analysis/tracking for duration of the 2 year for 30</li> </ul>	\$ 2,000

Budget Item	Reason	Amount Requested
	student/cohort program	
<b>Food</b>	<ul style="list-style-type: none"> <li>• Food for 12 workshops for 30 students \$350.00 @ 12</li> <li>• Snacks for Childcare</li> <li>• Food for Back to School Event</li> <li>• Food for the Parent University</li> </ul>	\$ 4,200
<b>Marketing /Recruiting</b>	<ul style="list-style-type: none"> <li>• Signage for events (2 banners)</li> <li>• Parent University Recruiting</li> <li>• Brochures for events</li> <li>• Information to High Schools for Events</li> <li>• Advertising in Newspaper \$750-\$1,500 (¼ or ½ page)</li> </ul>	\$ 900        \$ 1,500
<b>Reprographics</b>	<ul style="list-style-type: none"> <li>• Materials for parents and students</li> </ul>	TBD
<b>Childcare</b>	<ul style="list-style-type: none"> <li>• Childcare provided for workshops, Back to School Event and Parent University</li> </ul>	TBD
<b>Supplies</b>	<ul style="list-style-type: none"> <li>• Supplies for workshops</li> </ul>	\$ 500
<b>TOTAL</b>		~ \$10 - \$20 k

Budget Item	Reason	Amount Requested

**Budget Narrative**

**Executive Summary**

More than ever, it is essential that Community Colleges continually strive to educate parents, guardians and students providing information, support services and assistance to transition these prospective students to community college. This premise has been a fundamental underpinning of the State’s recent budgets. State programs such as Student Support Services (SSSP) and Student Equity would be instrumental in funding a majority of the “Latino Outreach y Dia de los Parientes Program” as would grants such as Upward Bound (UB) and the Louis Stokes Alliances for Minority Participation (LSAMP)

**Student Success and Support Program (SSSP):**

Funding for the Student Success and Support Program (SSSP) is targeted to fully implement core services: orientation, assessment, counseling, advising and other education planning. These services are needed to assist a student in making an informed decision about his or her educational goal and course of study and to develop an education plan with follow up for at-risk students. In accordance with SB 1456 the following need to be implemented: Student Success Task Force recommendations 2.2 (mandated services), 3.2 (BOG Fee Waiver conditions), and 8.2 (Student Support Initiative).

The formula to allocate funds for the program based on the number of students who receive services in the following areas: orientation; assessment; counseling, advising, and other educational planning services and follow up for at-risk students.

Title 5 section 55518 requires that each dollar of SSSP funding be matched by other district resources devoted to SSSP. Program funding is always contingent on the State's annual Budget Act appropriation.

### **Student Equity:**

The intent of the student equity planning process is for colleges to conduct a self-evaluation on their own to improve successful outcomes for all students. The student equity plan focuses on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for all students as measured by success indicators linked to the CCC Student Success Scorecard, and other measures developed in consultation with local colleges. "Success indicators" are used to identify and measure areas for which disadvantaged populations may be impacted by issues of equal opportunity. Each college develops specific goals/outcomes and actions to address discrepancies. College plans must describe the implementation of each indicator, as well as policies, activities and procedures as they relate to student equity at the college.

### ***Student Equity Potential Services:***

- Outreach to potential student groups and communities identified in the equity plan, including targeted publications and outreach materials.

- Student services and student services categorical programs that directly support improved outcomes on success indicators for target populations prioritized in the Student Equity Plan.
- Research and evaluation related to improving student equity.
- Hiring a student equity program coordinator and staff directly supporting and implementing student equity activities.
- Supporting student equity planning processes.
- Professional development, including funding of consultants to educate faculty and staff on the effects of inequities; methods for detecting and researching inequities and their effects on college programs and local communities; improving the use of data, and effective practices and methods for addressing and improving outcomes for under-served students.
- Adapting academic or career related programs and courses to improve student equity outcomes.
- Providing embedded tutoring, counseling support for learning communities, and other instructional support services that do not generate FTES.
- In-State travel in support of student equity.
- Other Direct Student Support including books, miscellaneous supplies and materials for students, student transportation, and child care.

#### **Upward Bound (UB):**

The purpose of the Upward Bound (UB) Program is to generate in program participants the skills and motivation necessary to complete a program of secondary

education and to enter and succeed in a program of postsecondary education. Any project that has received funds for at least two years must include as part of its core curriculum in the next and succeeding years, instruction in mathematics through pre-calculus; laboratory science; foreign language; composition; and literature.

**Any project assisted under the UB Program must provide:**

- Academic tutoring to enable students to complete secondary or postsecondary courses, which may include instruction in reading, writing, study skills, mathematics, science and other subjects;
- Advice and assistance in secondary and postsecondary course selection;
- Assistance in preparing for college entrance examinations and completing college admission applications;
- Information on the full range of Federal student financial aid programs and benefits and resources for locating public and private scholarships;
- Guidance on and assistance in secondary school reentry; alternative education programs for secondary school dropouts that lead to the receipt of a regular secondary school diploma; entry into general educational development (GED) programs or entry into postsecondary education
- Education or counseling services designed to improve the financial and economic literacy of students or the students' parents, including financial planning for postsecondary education

**UB projects may provide the following services:**

- Exposure to cultural events, academic programs, and other activities not usually available to disadvantaged youth;



- Information, activities, and instruction designed to acquaint youth participating in the project with the range of career options available to the youth;
- On-campus residential programs;
- Mentoring programs involving elementary school or secondary school teachers or counselors, faculty members at institutions of higher education, students, or any combination of these persons;
- Work-study positions where youth participating in the project are exposed to careers requiring a postsecondary degree;
- Programs and activities that are specially designed for participants who are limited English proficient; participants from groups that are traditionally underrepresented in postsecondary education, participants who are individuals with disabilities, participants who are homeless children and youths, participants in or who are aging out of foster care, or other disconnected participants
- Other activities designed to meet the purposes of the UB Program.

### **Louis Stokes Alliances for Minority Participation (LSAMP)**

The LSAMP program assists universities and colleges in diversifying the STEM workforce through their efforts at significantly increasing the numbers of students successfully completing high quality degree programs in science, technology, engineering and mathematics (STEM) disciplines. Particular emphasis is placed on transforming STEM education through innovative recruitment and retention strategies and experiences in support of groups historically under-represented in STEM discipline: African-Americans, Alaskan Natives, American Indians, Hispanic Americans,

Native Hawaiian's, and Native Pacific Islanders. The knowledge generation portfolio of LSAMP supported activities contributes to the body of literature on successful practices in student recruitment, retention, persistence, and attainment of STEM undergraduate and graduate degrees, especially for the previously mentioned populations underrepresented in STEM disciplines.

**The Louis Stokes Alliances for Minority Participation (LSAMP) program provides funding for:**

- Alliances (New, Mid-Level, Senior-Level, B2B)
- Bridge to the Doctorate (BD) Activity
- Broadening Participation Research (BPR) in STEM Education

In 2012, the program increased support to community colleges through the LSAMP Community College Bridge to Baccalaureate (B2B) Alliances. LSAMP baccalaureate degree recipients are eligible for continued support for up to two additional years of STEM post baccalaureate study through the Bridge to the Doctorate (BD) Activity. BD participants are expected to transition through graduate studies and into the professoriate and/or STEM workforce.

The Broadening Participation Research (BPR) in STEM Education track provides support for knowledge generation research projects that seek to create and study new theory-driven models and innovations related to the participation and success of diverse groups in STEM undergraduate education. BPR projects add new research-based strategies and models to broadening participation in STEM and increase the capacity of scholars to conduct this type of research.

## Funding

**SSSP, Student Equity Funding, Upward Bound and Louis Stokes Alliances for Minority**

### Participation (LSAMP)

With the infusion of State funding to increase the SSSP and Student Equity budgets, these revenues would be a resource to fund the expenses identified for this program. Currently at College of the Canyons we have the Upward Bound Grant. The College plans on applying in fall 2015 for The National Science Foundation – Louis Stokes Alliance for Minority Grant. These sources of funding would help with the majority of the cost of the program.

## Appendix A: Workshop Series Topics

STEM Exposure Workshop Series (alphabetical):

1. Allied Health
2. Astronomy
3. Biology-molecular genetics focus
4. Career Technical Education
5. Chemistry
6. Computer science-overview
7. Computer science-app development
8. Engineering-overview
9. Engineering-robotics
10. Environmental science-alternative energy
11. Geology-seismology
12. Mathematics-statistics case studies
13. Microbiology-microscopy as art
14. Physics

