

FY08 New Look Final Report

Title of your New Look Project: 2007-2008 Nontraditional Careers Mentoring Group

Partners:

Contact Name: Alison Greene

Address: 425 Fawell Blvd., Glen Ellyn, IL

E-mail: greenec@cod.edu

Phone: 630-942-2496

Fax: 630-942-3923

Contact Name: Sheryl Palicki

Address: 301 S. Swift Rd., Addison, IL

E-mail: sherylp@tcdupage.org

Phone: 630-691-7600

Fax: 630-691-7592

Special Populations Targeted:

X Nontraditional (for gender) Training and Employment

Implementation Date(s): 10/01/2007 through 6/15/2008

Goals:

List long and short-term goals for your New Look Project.

Long term goals:

- 1) To increase the number of students who receive a postsecondary degree or certificate and gain employment in the non-traditional career of their choice.
- 2) To provide students with life-long mentors who will guide them throughout their educational and vocational pathway.
- 3) To retain students who are interested in pursuing a non-traditional career by giving them support and guidance, and by ensuring them that they are not alone.
- 4) To continue to strengthen the effective mentoring alliance between the non-traditional students of the Technology Center of DuPage and College of DuPage.
- 5) To increase the number of graduating seniors from the previous year's mentoring program who come back to participate as mentors.
- 6) To ultimately increase the number of non-traditional employees in the workforce.

Short-term goals:

- 1) To match high school students from the Technology Center of DuPage with college students enrolled in non-traditional programs.
- 2) To have industry and career counseling professionals share perspectives with current and prospective students to encourage the pursuit of non-traditional careers.
- 3) To increase awareness of non-traditional careers, create a climate of acceptance and support, and encourage students to share what they learn related to non-traditional bias in their external environments.

Short-term goals will be measured by tracking the number of high school students paired with college students; the number of presentations featuring industry and career counseling professionals; survey and anecdotal feedback from high school and college students regarding programmatic impact; and the tracking of the number and types of non-traditional careers discussed.

The short-term goals assist in the achievement of the long-term goals by creating a career exploration environment that provides the intensive support and guidance necessary for students to enter and persist in their postsecondary non-traditional career goals. Interaction with industry professionals provides students with direct guidance regarding workplace expectations and powerful models of success that will also serve to affirm and reinforce the students' career choices and help them recognize the value and impact of mentoring other students. Deepening student awareness of gender bias prepares them to diffuse this knowledge as leaders within the workplace and throughout the greater community.

Activities:

Students met once per month, October through May for one hour to discuss their career goals, meet professionals who work in nontraditional careers, and engage in supportive activities to increase self-esteem and self-awareness. Students were able to discuss in a “safe place” any issues they were having in their classes/programs. Most students in the program were able to participate in industry site visits. A College of DuPage admissions specialist attended the last session to talk to students about getting started in college and programs offered at College of DuPage. The admissions specialist also covered information on financial aid and scholarships. Representatives from the industry who work in nontraditional careers came and spoke to the students about their careers which included education requirements, job environment, career pathways, etc. See attached agenda for a list of industries/occupations the speakers represented.

Supportive activities included a worksheet on improving self-esteem and an additional worksheet on the importance of communication at home, school and work. Nontraditional awareness activities were also conducted regarding gender roles and expectations in society as well as an activity on different perspectives on sexual harassment and how to identify and report it if necessary.

Evaluation:

- A. What evaluation methods and tools were used in assessing your New Look Project? Please submit a copy of your evaluation tool, if applicable.** A pre and post test survey was used to evaluate the students’ awareness of nontraditional careers (see attached). An overall program evaluation was administered at the end of the year (see attached comments from evaluations).
- B. What conclusions were drawn during your assessment? Did you meet your short –term goals? Did you make progress toward meeting your long-term goals?** Unfortunately the program was not able to match as many college students to high school students this year as planned but we will continue to work on this component next year. Nonetheless, we met many of our short term goals by providing the students with a supportive environment. The pre and post test survey conclusions showed an increase in student awareness of nontraditional careers and the end of year program evaluations showed that the students learned more about themselves and felt more confident in their nontraditional career choices after completing the program. Overall, the evaluations indicated that the students derived the most value from listening to and learning from the guest speakers. They also expressed satisfaction with being able to talk about things related to their career choices openly among their peers. Long-term goals will be met by developing and conducting a follow-up survey of students who have completed the mentoring program. Plans are underway to create and distribute this survey in 2008-2009. Data is also being collected at College of DuPage to analyze whether there has been an annual increase in nontraditional career enrollment. Analysis shows that this year nontraditional career program enrollment increased by a small percentage. Additional data will reveal year to year trends in nontraditional career program enrollment, which will be used to enhance program content.
- C. What plans do you have for utilizing evaluation feedback in planning for similar activities?** We will continue to bring in guest speakers and set up industry site visits for the students in the program. Recruitment attempts will be made to secure a representative from each career area who the students can ask questions of or meet with during the school year. Additional recruitment attempts will also be made to engage more college students next year as mentors. A poster was distributed and displayed at the College to recruit college students this year but response was low. More intensive outreach, such as visiting individual classrooms, will be planned for next year (see attached notice)
- D. What outcomes or changes occurred to your program as a result of the project?** This year we incorporated more self-awareness and team building activities into the program. We also allowed for more open discussion among the students about their career programs and allowed them to communicate any issues they were having in their classes. We will continue to do this in the future.

E. Which of the following Illinois Core Performance Indicators did your project assist your program in reaching?

Postsecondary

- X 3P1 Student Retention or Transfer
- X 5P1 Nontraditional Participation
- X 5P2 Nontraditional Completion

Secondary

- X 6S1 Nontraditional Participation
- X 6S2 Nontraditional Completion

- F. Please provide information regarding the impact of your project, including: collaborating agencies, total number of students served, total number of educators served, materials distributed, and other pertinent quantitative information. Two seniors applied for the book store supply awards and received \$500 each which they put towards the purchase of lap top computers. To strengthen partnerships with the community we have developed a nontraditional career advisory board with collaborating agencies and industry members to increase communication and collect feedback for program improvement (advisory board members list is attached). The nontraditional career resource guidebook, which includes information on the benefits of choosing a nontraditional career, gender awareness activities, nontraditional career resources, and occupational data about nontraditional careers, were distributed to all students in the program. All students in the nontraditional career mentoring program also received a special binder to keep their materials in and bring to all sessions. Fifty-two (52) students participated in the program this year from various nontraditional careers programs (list is attached).
- G. Provide feedback received from organizers, participants, and/or observers on the effectiveness of your program or product. The program organizers observed that the students benefited most by listening to and interacting with the guest speakers, making connections to the world of work by meeting professionals from industry and learning about their careers, and by visiting career/industry sites.
- H. Based on the results of your evaluation, feedback, and personal reflection, what modifications could be made to improve your New Look Project? An important suggestion is to have every student in the program go on a site visit in the career and/or industry that they are interested in. Next year, we plan to arrange for all students to attend at least one site visit or talk with at least one person from the industry they are interested in and submit an essay on their experience.

Dissemination:

- A. Describe plans for dissemination of the project accomplishments, including record of or plans for statewide conference display/presentation. *Please provide copies of your activity(s)/product(s) (e.g. promotional materials, educational products, and program descriptions). Electronic samples are preferred.* A sample of a model presentation that was delivered at the Careers Conference in Madison, WI is attached. The program coordinator plans to share the model at future workshops/conferences in the upcoming year. The nontraditional guidebook was disseminated at the conference and it has also been sent to area high school and middle schools for use at those sites.

Technical Assistance Feedback:

- A. In general, your experience with the FY08 New Look Project was ...
X Excellent
- B. The most valuable aspect(s) of the FY08 New Look Project was...
X The financial support
X The professional development, goal setting and networking opportunities
- C. Did you request any technical assistance for your FY08 New Look Project?
X No
- D. If anyone were to ask you if the money devoted to the New Look Project has made a difference in your institution's ability to serve special populations, what would you say? Yes.
- E. Will you consider applying for another New Look Project in the future?
X Yes

<u>FY08 New Look Final Budget</u>	<u>FY08 Final Budget/Expense</u>
Beginning Balance	\$
Salaries	\$
Benefits	\$
Contractual Services	<u>\$200.00</u>
General Supplies and Materials	<u>\$1,000.00</u>
Travel Expenses	\$
Other Expenditures* (See Below) Printing of Non-Traditional Resource Guides	<u>\$300.00</u>
<u>Total Award Expended</u>	<u>\$1500.00</u>
* Provide detailed description of any expenses listed in the "Other Expenditure" category.	\$

Please return the completed final report and supplemental materials on the 2.0 Memorex flash drive that was provided to:
 Connie Borowski, ICSPS
 705 E. Lincoln St., Suite 313, Normal, IL 61761