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ABSTRACT

Project Opportunity is designed to provide a bridge curriculum for women who choose to enter nontraditional vocational education and training that will furnish marketable skills to low-income women, single parents, displaced homemakers, young pregnant women, and near-homeless women. A total of 45 women were chosen to participate in the 1993-94 Project Opportunity Curriculum program at El Paso Community College. In 1993-94, project activities included the following: (1) community outreach and recruitment through live and electronic presentations, and printed media; (2) student support services, including child care, technical content course tutoring, transportation funding, and empowerment; (3) networking with the community through conferences and special workshops; (4) program classes including technical applied physics, self-investment, math, technical content, and English for special purposes; (5) work study for 8 hours a week for \$4.25 per hour; and (6) 29 students received Project Opportunity certificates of completion. The report includes 27 appendixes providing program curriculum and recruitment materials; program goals; syllabi; calendar of career exploration workshops; work study job descriptions; information on the ethnicity, age, education, income, and dependents of program participants; English entry tests; program evaluation survey; mentoring program materials; certificates of completion; and newspaper articles. (KP)

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EL PASO COUNTY COMMUNITY COLLEGE DISTRICT

ED 373 841

Women in Technology PROJECT OPPORTUNITY

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

Project Coordinator: Rachel Ortiz (915) 594-2332 .

JC 940 492

Project Opportunity
El Paso Community College
P.O. Box 20500
El Paso, Texas 79998
June 24, 1994

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 44150006, issued through the Texas Higher Education Coordinating Board, enclosed please find the end-of-year report for fiscal year 1993-1994. The format is in compliance with the operational format listed in the grant application, including an approved revision. This revision resulted in accordance with our new program budget. Changes modify the projected student outreach from 20-25 to 15-18. In addition, student workstudy hours were reduced from 10 to 8 hours per week. The memorandum documenting these changes is attached as **Appendix 1**.

Personnel staffing for the Project Opportunity grant proved to be our major obstacle throughout the year. It is for this reason, minor objective alterations may appear in the grant. See **Appendix 2**.

Project Opportunity 1993-1994 accomplished all objectives
to include the following major activities:

I. COMMUNITY OUTREACH

A. RECRUITMENT

1. Presentations/Live A total of 49 presentations were made, reaching 1,090 women.
2. Presentation/Electronic 1 television PSA, 2 radio PSA's
3. Printed Media 3 newspaper articles. 232 mailers sent out to businesses and interested individuals.

II. STUDENT SUPPORT

A. SUPPORT SERVICES (PIC/WIN)

1. Child Care 13 students received child care for 28 children.
2. Technical Content Course
Tutoring 10 students received tutoring services totally
58 hrs.
3. Transportation Fund 14 students received a total of 44 bus passes.

B. WORKSHOPS

1. Empowerment 2 one-day workshops conducted by Ms. Denese
Watkins. See Appendix 3.

II. NETWORKING

A. WITH THE COMMUNITY

1. Fall Advisory Board Meeting Sept. 30, 1993, 22 members and staff present.
Minutes included in WIT end-of-year report.
2. Spring Advisory Board Meeting April 19, 1994, 18 members and staff present
Minutes included in WIT end-of-year report.

B. CONFERENCES/WORKSHOPS

1. Special Populations Workshop Attended workshop. April 13-15 in Corpus
Christi, Texas.
2. NISOD (National Institute for Instructional Study
& Organizational Development) Conference Presentation made at the International Teachers
Conference May 24, 1994 in Austin, Texas.
See Appendix 4.

IV. PROGRAM CLASSES

A. BRIDGE CURRICULUM

1. Technical Applied Physics (TAP) Class Provides students with a background on the basic
principles of Technology.
2. Self-Investment Class A self-awareness class designed to inspire
students' positive motivation, and build self-
esteem. See Appendix 5.
3. Math Class Math level is determined by the college placement
test.
4. Technical Content Class Students' chosen nontraditional career field.
5. English for Special Purposes (ESP) Class Helps support the TAP class curriculum for
ESOL students.

V. **WORKSTUDY**
A. **LOCATIONS**

Students work 8hrs. per week at 4.25 per hour.
Placement is made within the Technology Division at
EPCC or an area High School. 13 locations specified
for workstudy students.

VI. **GRADUATION**
A. **FALL 1993**

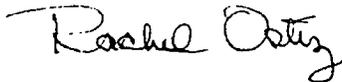
13 students received certificates of completion from the
Project Opportunity program to continue in their chosen
nontraditional fields.

B. **SPRING 1994**

16 students received certificates of completion from the
Project Opportunity program to continue in their chosen
nontraditional fields.

We look forward to continue assisting women entering nontraditional fields at El Paso
Community College with the essential preparation needed to succeed in the world of
technology. Should you have any questions, please do not hesitate to 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
Adena Loston
Raul Ramirez
Charles Rorie
Adriana Barrera

Appendices:

1. Memo to Al Lawrence
2. Report Describing Obstacles
3. Empowerment Workshop Material
4. NISOD Acceptance Letter
5. Self-Investment Syllabus
6. Graphs Describing Participants
7. Program Forms
8. Student Survey
9. Workstudy Agreement

10. Workstudy Locations
11. ESCOL Presentations
12. Program Advertising
13. Agencies Contacted
14. List of 1993-94 Applicants
15. Career Exploration Workshops Fall 1993
16. Career Exploration Workshops Spring 1994
17. Program Participants Fall 1993
18. Program Participants Spring 1994
19. Orientation Packet

20. Orientation Attendance
21. Support Services Given
22. PIC/WIN Students
23. Nontraditional Major Form
24. Workstudy Participants
25. Program Evaluations
26. Mentoring Handbook
27. Mentoring list
28. Graduation Material

PROJECT OPPORTUNITY PROGRAM EVALUATION

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 45 women were chosen to participate in the 1993-1994 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 or living with family

NUMBER OF CHILDREN: 2-3

MONTHLY INCOME:

AFDC: \$184

FOOD STAMPS: \$273

ALIMONY: None

EMPLOYMENT HISTORY:

PRESENTLY EMPLOYED: No

LAST DATE OF EMPLOYMENT: Approx. 3 Yrs

SALARY: \$4.50 per hr.

EDUCATION:

HIGH SCHOOL DIPLOMA OR GED: Yes

NUMBER OF YEARS OUT OF SCHOOL: 11 Yrs.

NO. OF COLLEGE HRS: 6 hrs.

Project Opportunity deals with a more mature woman who desires to better her future, and that of her children, by choosing a nontraditional career. See Appendix 6 for complete program participant profile. The program's Bridge Curriculum is designed to better retain this student in the educational system.

DRAFTING AND DESIGN TECHNOLOGY ASSOCIATE OF APPLIED SCIENCE DEGREE PLAN

First Semester	Credit Hrs.	Class Hrs.
DFTG 3105 Statistics	3	3
DFTG 4104 Basic Drafting	4	6
DFTG 4122 Computer-Aided Drafting I	4	6
ENGL 3111 Expository English Comp.	3	3
MATH 3107 Technical Math II	3	3
	<hr/>	<hr/>
	17	21

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

First Semester	Credit Hrs.	Class Hrs.
DFTG 4104 Basic Drafting	4	6
MATH 3006/3100/3003	3	3
Technical Applied Physics	0	3
Self-Investment	0	6
	<hr/>	<hr/>
	7	18
With:		
ESP/ESOL Option	3	3
	<hr/>	<hr/>
	10	21

In comparison to the Associate of Applied Science first semester degree plan, Project Opportunity's first semester bridge curriculum provides two preparation classes and an ESOL option. The **Technical Applied Physics** class introduces the student to the principles of technology and prepares them for their more intensive technical classes which follow. A **Self-Investment** class is also provided during the first semester. This self-awareness class encourages students to examine their values, establish goals and develop action plans for now and for the future. The ultimate purpose of this class is to build self-esteem and positive thinking among our students. The ESOL option is specifically designed for ESOL students as an **English for Special Purposes** class. It assists exiting ESOL students in need of additional assistance with technology translations. These classes provide the bridge for our special population student into a technical career education.

An additional factor in retaining our students during the semester depended on the accessibility of support services. As part of the Women in Technology program, the Project Opportunity students benefitted from the following support services: Career counseling, childcare, technical content tutoring, and transportation assistance (bus passes).

Project Opportunity also offers students the opportunity to participate in a workstudy program. Students are placed within the technology division at El Paso Community College or in the vocational department of an area High School. Students work a total of 8 hrs. per week at \$4.25 per hour and are paid on a monthly basis. This money helps supplement the family income while not affecting any government assistance they may be receiving. During the 1993-1994 Project Opportunity grant year, 28 students participated in the workstudy program, working a total of 2,404 hrs., and receiving approximately \$10,215.00.

As Project Opportunity began its second fiscal year, the need to update existing documentation forms presented itself. The following forms were updated or designed to better monitor the program's progress and to assist in student evaluation: In-Take and Service Form, Project Opportunity Program Application, Project Opportunity Procedure Packet, and Student Class Assessment Form. See **Appendices 7A - 7D**.

Project Opportunity recruitment efforts for the 1993-1994 grant year yielded a total of 139 applications from women interested in participating in our program. 83 applications were received for the Fall 1993 bridge curriculum class from which 20 women were selected to participate. From this group 13 students completed the program graduating on Thursday December 16, 1993.

For the Spring 1994 bridge curriculum class, 56 applications were received from women interested in the program, from which 25 were selected to participate. From those selected, 16 students completed the program graduating on Friday May 6, 1994.

**CLASSIFICATION OF STUDENTS
FALL 1993 AND SPRING 1994**

SINGLE PARENTS (Includes women never married, divorced & separated w/children)	22
DISPLACED HOMEMAKERS (Includes divorced women without children & women who request retraining)	2
SINGLE (Low Income)	5
<hr/>	
TOTAL	29
MAJORS	
Electronics	12
Drafting	8
Plastics	7
Auto Technology	2
<hr/>	
TOTAL	29

Student surveys to include all program participants are conducted in the Fall and Spring semesters to track student retention in the college. See Appendix 8.

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:44150006**

July 1, 1993 - June 30, 1994

All project objectives relating to the Fall 1993 semester are repeated for the Spring 1994 semester when applicable. Repeated objectives will be cited under performance measures. In the absence of a Project Specialist, all 1993 objectives were performed by the Project Coordinator, unless otherwise stated.

GOAL

The goal of the project is to provide a bridge curriculum in preparation for women who choose to enter nontraditional vocational education and training that will furnish single parents, displaced homemakers, and single pregnant women with marketable skill.

OBJECTIVE 1

To develop the curriculum for the English for Special Purposes option and schedule project classes.

PROJECT ACTIVITY 1.1

Project Coordinator will work together with the English as a Second Language (ESOL) instructors in developing the ESP portion of the Applied Technical Physics class.

PERFORMANCE MEASURE 1.1

Curricula will be on file.

English for Special Population (ESP) Curriculum developed and on file in the English Communication Division.

PROJECT ACTIVITY 1.2

Coordinator will work with the Coordinator of the Technical Programs Continuing Education Department to schedule the ESP/TAP class and the Self-Investment classes for the 1993 Fall Semester (and 1994 Spring Semester).

PERFORMANCE MEASURE 1.2

Appropriate documentation is on file.

The Self-Investment and Technical Applied Physics classes have been scheduled with the El Paso Community College Continuing Education Department.

The ESP class has been scheduled with the English Communication Division.

Records will show class schedules on file in respective offices.

SELF-INVESTMENT, TECHNICAL APPLIED PHYSICS & ESP CLASS SCHEDULES:

FALL 1993

Self-Investment: WIT200

Location: VV Campus Rm. MV25

Time: MWF 1-3 p.m.

Technical Applied Physics: SDG736

Location: VV Campus Rm. H109

Time: TR 2:30-4 p.m.

English for Special Purposes:

ESOL 3107

Location: VV Campus Rm. MV25

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

SPRING 1994

Self-Investment: WIT200

VV Campus Rm. MV31

Time: MWF 1-3 p.m.

Technical Applied Physics: SDG736

Location: VV Campus Rm. MV2

Time: TR 10-11:30 a.m.

English for Special Purposes:

ESOL 3107

Location: VV Campus Rm. MV31

Time: MWF 1-3 p.m.

OBJECTIVE 2

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

PROJECT ACTIVITY 2.1

Project Specialist will specify objectives for the work/study programs.

PERFORMANCE MEASURE 2.1

Records will indicate list of objectives.

FALL 1993 AND SPRING 94

Project Coordinator has identified student work/study objectives. See Appendix 9.

PROJECT ACTIVITY 2.2

Project Specialist will coordinate with the Technology Programs Division representative to access available areas within the Technology Division and the vocational science areas of participating high schools which require the assistance of work/study students.

PERFORMANCE MEASURE 2.2

Records indicate location, phone numbers, and immediate contacts.

FALL 1993 AND SPRING 1994

Locations within the College and vocational science areas of related high schools which are in need of workstudy students have been identified. See Appendix 10.

OBJECTIVE 3

To recruit, identify test and select 18 qualified women for Project Opportunity - Fall 93 (Spring 94).

PROJECT ACTIVITY 3.1

Coordinate with the English Communication Division appropriate timing for ESL class presentations.

PERFORMANCE MEASURE 3.1

Records indicate list of presentations and total contacts.

FALL 1993

Five presentations made during ESOL orientations sessions. 165 women, 20 men contacted. 2 presentations made during Spring 1993 to ESOL population upon request. 27 students contacted.

SPRING 1994

14 presentations given to ESOL classes level 4 up. 340 students contacted. See Appendix 11 for presentation list.

PROJECT ACTIVITY 3.2

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

PERFORMANCE MEASURE 3.2

Records indicate copies of advertisements. See Appendix 12.

FALL 1993

Program was advertised among 19 agencies who serve target population. 484 contacts made. Presentations were also made on the International level:

NISOD (National Institute for Instructional Study & Organizational Development Conference) On May 24, 1994 the Project Opportunity Program Director, Ms. Victoria Di Benedetto, and the Project Coordinator, Ms. Rachel Ortiz, gave a presentation entitled, "Helping Low Income Women Succeed in Nontraditional Careers" during the International Teachers Conference in Austin Texas. This was the second time in 2 years that the Project Opportunity application for presentation had been accepted by the NISOD committee.

SPRING 1994

Program was advertised among four agencies who serve target population. 76 contacts made, 232 letters sent out to organizations and interested individuals. See Appendix 13 for complete advertising efforts.

Project Opportunity began the Fall 1993 semester without a project specialist. Efforts to immediately fill this position were complicated by unforeseeable personnel problems. The Program Coordinator covered both positions until October 29, 1993, when part-time instructors were hired to teach the self-investment class. Because the program was understaffed, presentations outside the college were kept to a minimum, allowing the coordinator to stay on campus and assist students in the program and those interested in joining the program. As a result, the coordinator conducted recruitment efforts for the Spring 1994 program by mailing program information to organizations and interested individuals.

PROJECT ACTIVITY 3.3

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

PERFORMANCE MEASURE 3.3

Records indicate individuals contacted and interviewed.

FALL 1993

83 applications received and interviewed.

SPRING 1994

53 applications received and interviewed. See Appendix 14.

PROJECT ACTIVITY 3.4

Arrange for skill inventories (Discover Assessments) to be administered to applicants in conjunction with career exploration workshops to be held at the College Career Center.

PERFORMANCE MEASURE 3.4

Records indicate dates of career workshops.

FALL 1993

*12 group career explorations held.
31 skill inventories administered. See Appendix 15.*

SPRING 1994

25 Discover assessments administered. See Appendix 16.

PROJECT ACTIVITY 3.5

Select 18 women to participate in the program.

PERFORMANCE MEASURE 3.5

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

FALL 1993

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

SPRING 1994

25 women selected along with 5 alternates. See Appendix 18.

PROJECT ACTIVITY 3.6

Arrange for orientation workshops.

PERFORMANCE MEASURE 3.6

Records indicated dates and attendance.

FALL 1993

Orientation workshops were conducted Tuesday August 3, 1993 at 9 a.m. and 1 p.m. and Tuesday August 17, 1993 at 10 a.m. to 4 p.m. A total of 32 students participated. Entry test for ESP/ESOL class was administered. See Appendix 19 for orientation packet.

SPRING 1994

Orientation workshops were conducted on Tuesday, November 9, 1993 from 1-4 p.m., Tuesday December 6, 1993 from 9 a.m. - 12 noon and Saturday December 11, 1993. A total of 34 students participated. Entry test for ESP/ESOL class was administered. See Appendix 20 for list of Fall and Spring participants.

OBJECTIVE 4

To arrange for the hiring of teachers for the TAP/ESP classes.

PROJECT ACTIVITY 4.1

The coordinator will work with the English Communication Division and the Technical Programs Continuing Education Department which will hire the instructors for the TAP/ESP classes.

PERFORMANCE MEASURE 4.1

Curricula will be on file.

Records will show curricula on file in the English Communication Division and the Technical Programs Continuing Education Departments. Records will also show names of instructors.

OBJECTIVE 5

To arrange for enrollment of student participants in the Fall '93 (and Spring '94) classes and fulfillment of students' support service needs.

PROJECT ACTIVITY 5.1

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

PERFORMANCE MEASURE 5.1

Records will be on file in the Continuing Education office.

FALL 1993 AND SPRING 1994

Continuing Education class enrollment was conducted during orientation for each semester.

PROJECT ACTIVITY 5.2

During the orientation sessions, students will be made aware of the benefits available through the Women in Technology (WIT) program, and the Upper Rio Grande Private Industry Council (URGPIC). Their objectives and responsibilities concerning the 8 hr. work/study program will be identified.

PERFORMANCE MEASURE 5.2

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

FALL 1993 AND SPRING 1994

Students were informed about program benefits during orientation. Workstudy objectives have been identified. See Appendix 21 for list of services provided.

PROJECT ACTIVITY 5.3

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

PERFORMANCE MEASURE 5.3

Records indicate dates of meetings and participants.

FALL 1993

Ten students received JTPA services

SPRING 1994

Eight students received JTPA services. See Appendix 22.

PROJECT ACTIVITY 5.4

During the orientation, students will be asked to sign a declaration of a 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 that they intend to use the training they will be receiving to earn a living.

PERFORMANCE MEASURE 5.4

Copies of signed student declarations will be on file.

FALL 1993 AND SPRING 1994

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 received to earn a living. See Appendix 23 for statement form.

OBJECTIVE 6

To arrange for eight-hour per week project-managed work/study placements and set up system for issuance of monthly checks.

PROJECT ACTIVITY 6.1

Project Specialist will work with the Technology Programs Division representative in initiating placement for students within the El Paso Community College Technology Division and the vocational science areas of participating high schools, placing consideration on students' schedules and individual needs.

PERFORMANCE MEASURE 6.1

Records will indicate placement.

FALL 1993

11 students participated in the work/study program.

SPRING 1994

17 students participated in the work/study program. See Appendix 24 for placement locations.

PROJECT ACTIVITY 6.2

Coordinator will work with the Personnel Department to form a project managed work/study program agreement.

PERFORMANCE MEASURE 6.2

FALL 1993 AND SPRING 1994

Work/study program has been approved by personnel. As per agreement with personnel, students have been re-classified as Project Managed Student Interns and salary has been designated as minimum wage, \$4.25 per hour. Agreement is on file in the personnel office.

PROJECT ACTIVITY 6.3

Timesheets and Time & Effort reports will be distributed to work/study participants and returned to Project Coordinator for processing on a monthly basis.

PERFORMANCE MEASURE 6.3

FALL 1993 AND SPRING 1994

Monthly timesheets will be on file.

OBJECTIVE 7

To establish a system of monitoring the student's progress on a monthly basis to include an exit interview and evaluation by student and by staff.

PROJECT ACTIVITY 7.1

Project Specialist will monitor students on a monthly basis by maintaining contact with student's work/study supervisors and instructors.

PERFORMANCE MEASURE 7.1

Records will indicate meeting notes.

FALL 1993 AND SPRING 1994

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

PROJECT ACTIVITY 7.2

Interviews with at risk students will be scheduled when necessary to appraise progress and supply appropriate support. Continued participation in the work/study component will be contingent upon regular attendance and passing grades in all bridge curriculum courses as monitored on a monthly basis.

PERFORMANCE MEASURE 7.2

Records will indicate interviews with at-risk students.

FALL 1993 AND SPRING 1994

Interviews with at-risk students are conducted during student assessment sessions.

PROJECT ACTIVITY 7.3

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

PERFORMANCE MEASURE 7.3

Evaluations will be on file.

FALL 1993 AND SPRING 1994

Student evaluations are included on the final student assessment.

PROJECT ACTIVITY 7.4

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

PERFORMANCE MEASURE 7.4

FALL 1993 AND SPRING 1994

Student program evaluations are on file in the Project Opportunity office. See Appendix 25 for evaluation results.

OBJECTIVE 8

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

PROJECT ACTIVITY 8.1

Students will be primed as WIT recruiters and/or mentors during their final Self-Investment classes under the direction of the Instructor and WIT Specialist.

PERFORMANCE MEASURE

Records will indicate participants.

FALL 1993

6 students have agreed to participate as mentors, and 3 students have expressed interest in becoming WIT recruiters.

SPRING 1994

7 students have agreed to participate as mentors, and 6 students have expressed interest in becoming WIT recruiters. A mentoring handbook was developed. See Appendix 26.

PROJECT ACTIVITY 8.2

Project Specialist will develop schedules for Project Opportunity recruiters and/or mentors for the following semester as the opportunity arises.

PERFORMANCE MEASURE 8.2

Records will be on file

FALL 1993 AND SPRING 1994

Names of students interested in becoming WIT recruiters and mentors were transferred to the WIT specialist for scheduling later in the semester. See Appendix 27.

PROJECT ACTIVITY 8.3

A graduation ceremony will be scheduled and certificates issued to those who complete the project.

PERFORMANCE MEASURE 8.3

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

FALL 1993

Graduation date was schedule for Thursday December 16, 1993 from 7:00-9:00 p.m. at the El Paso Community College, Transmountain Campus Lecture Forum. 300 invitations were printed and distributed among students, media, community agencies, and El Paso Community College personnel.

SPRING 1994

Graduation date was scheduled for Friday May 6, 1994 from 6:00-8:00 p.m at the El Paso Community College, Transmountain Campus Lecture Forum. 350 invitations were printed and distributed among students, media, community agencies, and El Paso Community College personnel. Dr. Anna Auvenshine, from the Texas Higher Education Coordinating Board was a guest speaker for this event. See Appendices 28A-28H for copies of announcements and certificates.

M E M O R A N D U M

TO: Al Lawrence, Administrator
Carl Perkins Administration

FROM: Victoria Di Benedetto, ^{fdb}Coordinator
Women in Technology (WIT)

DATE: July 12, 1993

SUBJECT: PROJECT OPPORTUNITY GRANT

The following changes to the grant are necessary in accord with the new budget which I forwarded to you on June 30th:

ABSTRACT Paragraph #2: Change 20-25 to 15-18 low income women.

Paragraph #5: Objective #3: Change "25" to "18"

Objective #6: Change "Ten-Hour" to "Eight-Hour"

PP 8 and 13: objective #3: Change "25" to "18"

PP 8 and 14: P.A. 3.5: Change "25" to "18"

PP 9 and 15: P.A. 5.2: Change "10" to "8"

ec

cc: Rachel Ortiz ✓
Lynn Slater

SUPPLEMENTAL PAGE THREE

INSTITUTION: El Paso Community College
PROJECT NAME: Project Opportunity

QUARTER#: 2nd
PROJECT#: 44150006

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

Because of the program situation described in supplemental page two the following minor objective alterations occurred.

7.1 Monitoring of Fall 1993 program students was delayed by a month

8.1 WIT Specialist will orient Project Opportunity students who are interested in becoming recruiters and/or mentors.

8.2 WIT Specialist will perform the Project Opportunity Specialist duties of scheduling the program students as recruiters and/or mentors for the following semester as the opportunity arises.

Spring 1994 Project Opportunity Program Objectives

3.2 Presentations to community agencies were limited. This allowed the coordinator the opportunity to remain on campus to service program students. To off-set the limited presentations 232 letters inviting applications to the program and providing program information were mailed out.

"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.

As a speaker, trainer and consultant, Ms. Watkins is available to serve your company or organization with:

- Keynote Speeches
- Staff Development Programs
- Breakfast, Lunch and Banquet Addresses
- Individualized Motivational Presentations

Her areas of expertise include:

- Removing limitations from both our personal and professional lives.
- Helping people accept and fulfill their potential.
- Balancing career, relationships and self.
- Daring to Dream about new options for living.

Fee schedule furnished upon request.

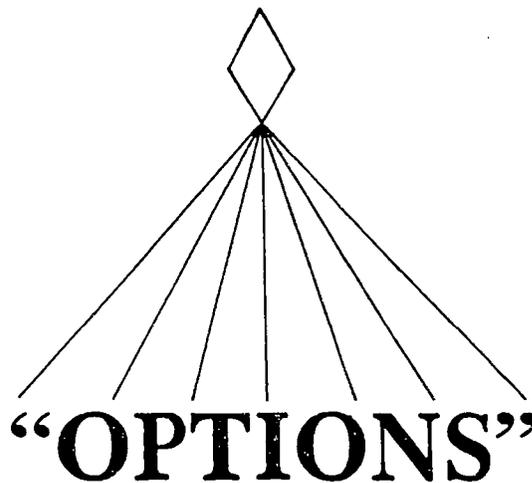
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El Paso, Texas 79913
(915) 581-1950



Denese Watkins

presents



“The person with the most options will create a more successful life.”

Denese Watkins is the founder and director of "OPTIONS". She is certified as a Master Practitioner in Neuro Linguistic Programming, the study of how our brains are programmed by our language.

Ms. Watkins is a past president of the New Mexico School Boards Association and has worked with educators on the local, state and national levels. She has over six years experience in the field of mental and emotional disorders, codependency and addictions. This gives her a valid insight into the many ways people can better function in our society today.

Ms. Watkins was a field representative for a United States Representative to Congress. She was appointed by two different governors to serve on the New Mexico Commission on the Status of Women. In that position she worked to help women create a balance between their personal, professional and family lives.

In addition, Ms. Watkins was a real estate broker in New Mexico and Texas for over ten years.

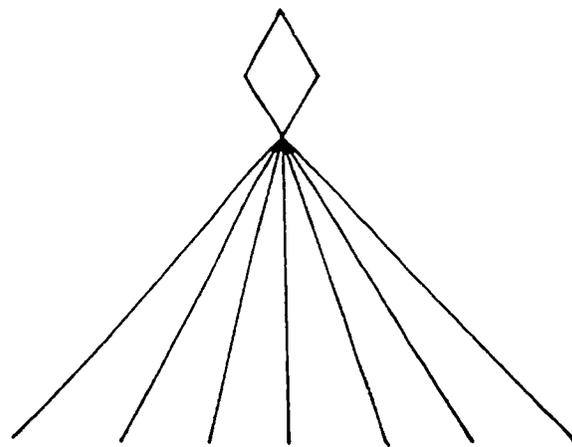
The expertise she brings to her lectures is that of personal experience and growth.

"OPTIONS": The power or right to choose, freedom of choice, an alternative choice of action.

O pportunities
P erspectives
T echniques
I nteractions
O penness
N euro linguistics
S kills

Whether you are motivated by **OPTIONS** or necessities, you will appreciate the unique approach that makes Ms. Watkins work effective.

"We must learn to balance the material wonders of technology with the spiritual demands of our human nature." Megatrends.



Denese Watkins

Presents

"OPTIONS"

.....For Better Living

El Paso Community College

Project Opportunity

8-17-93

"OPTIONS"

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?

The things I am willing to expend resources on.

What drives my true purpose.

Things that govern my behavior and judgment.

Values determine how I feel or act.

My values judge good or bad, right or wrong, appropriate or inappropriate.

Two types of values.

Sources of my personal power.

Determines the way I operate with respect to others.

Sources of values.

Family, friends, religion, school, geography/location, economics/prosperity, major historical events, & news media.

Values Installed:

Developmental Periods: ——— 0-7 years	Picks up parent's behavior
2-4 years	Basic programming
Imprint Period: ————— 3-7 years	Most phobias (fears)
Modeling Period: ————— 8-13 years	Notices people outside herself, looks out at world picking up values of hero's conscious and unconscious modeling.
Socialization Period: ——— 14-21 years	Social interaction begins, core values are locked in at 21, changes only with significant emotional event or specific change work such as NLP.

The important thing about values, is the ability to choose them for yourself. When one tries to live by someone else's values, it creates stress and tension in their life.

Values can facilitate our growth or they can limit it.

Values
1. Individuality
2. Excellence
3. Generosity
4. Diversity

Values: Exercise 2 (in groups of 4)

1. Ask question, "What is important to you about _____ (value) _____?"
2. List values in order of importance to you.
 - a. Is (a) more important than (b)? etc.
 - b. If you couldn't have (a) but you could have (b), would that be okay?
3. Rewrite list.
4. Are any of your values in conflict?

(If so do change work)

Visual Squash to remove conflicts or integrate values.

1. Access value #1 and visualize in the left hand. Attend to the feelings of seeing & hearing.
2. Access value #2 and visualize in the right hand. Attend to the feeling of seeing and hearing.
3. Look back and forth at the two values until both are clearly in focus.
4. Slowly draw hands together (TAKE YOUR TIME) and bring hands to chest.
5. Watch and experience the integration.



SELF - IMAGE DEVELOPMENT

*Whatever the mind of man can conceive and believe,
it can achieve.*

THINK AND GROW RICH

Self-esteem is how we feel about ourselves. The emotional, spiritual and physical value we place upon ourselves.

Self-image is how you see yourself. It is your conception of the kind of person you are: bright or dull, attractive or plain, assertive or timid, lucky or unlucky.

Your self - image is the key to developing your potential because your personality, behavior, attitudes and abilities are always consistent with your current self - image. You will always act like the person you "conceive and believe" yourself to be.

Your self - image was basically developed before you reached your fifth birthday. The way you perceive yourself and the world around you is essentially the same today as it was when you were a child. For example, if you saw yourself as a sharp little kid at age five, chances are you still see yourself as someone to be reckoned with. Two key elements went into forming your current self - image: past conditioning and experiences.

1. PAST CONDITIONING. Your past conditioning has a powerful effect on "how you see" what is happening. If you have been heavily conditioned in a particular direction, then you may very well believe something to be true that is not true, or "see" something that is not happening.

But around the age of two, your parents started to "teach" you. Interspersed with, "What a precious child you are," and "You're mama's big helper," you began to hear, "Oh, you are so careless," or "How could you do that?" or "Shame on you!" or "Don't do that, you're going to get hurt."

You were being conditioned - conditioned to believe you were careless or clumsy or just plain bad. Your parents had no such intention, of course, but the conditioning occurred nonetheless. Fortunate and rare is the child who escapes this kind of negative conditioning. Today, your self - image is a reflection of whatever parental conditioning you received as a child, both positive and negative.

Your self - image also reflects the environmental conditioning you received. Your childhood environment - the country you were born in, the city, the neighborhood, your relatives, teachers, friends - conditioned you to think and behave in accordance with the prevailing attitudes and behavior patterns of that environment.

2. YOUR EXPERIENCES. The way people treat you, how you get along, your successes and failures - these are your experiences, and they have a profound effect on your self - image. An experience of success in any one area raises your overall self - image and adds to your self - confidence in that particular area. Likewise, an experience of failure diminishes your overall self - image and undermines your self - confidence in the area of failure.

New experiences can overcome the effects on your self - image of prior experiences or past conditioning. For example, assume you have been conditioned by your parents and your environment to believe you are shy, and you have suffered the trauma of shyness. Several experiences of speaking successfully before groups of people would alter that conditioned belief.

NLP LEARNING SYSTEMS

SELF - IMAGE EXERCISE

Mirror breathing.

From your spice rack, or with perfume, find the most absolutely delicious aroma you can. Line up 3 to 5 of the most delicious aromas or smells you can find, and stand in front of a full length mirror. Look at yourself closely in that mirror, think about yourself and about your life, and breathe in variously one and then another of these delicious aromas. 5-10 minutes, 1-2 times a day for 3-4 days and again if and as needed.

The object is to recondition that stimulus which is yourself, to end up feeling really good about yourself.

"Beyond Teaching and Learning"
WIN WENGER

INCREASING SELF - ESTEEM

Exercise: Mirror Breathing.

UNTIL YOU MAKE PEACE WITH WHO YOU ARE YOU WILL NEVER
BE CONTENT WITH WHAT YOU HAVE.....

To be nobody but yourself in a world which is doing it's best to make you everybody else, means to put forth the greatest effort ever, and yet receive the greatest reward.

"I have never known a woman who, having embraced the best within herself, later expressed regret at having done so. But I have known many women who, having avoided this choice, sentenced themselves to a lifetime of regret."

NATHANIEL BRANDEN, PH.D.

SELF ACCEPTANCE

Self acceptance is essential to self-esteem. To accept means to experience the full reality of—in contrast to denying and disowning.

For some of us, accepting our best qualities may be a more difficult challenge than accepting our dark side.

Just as a woman can repress the memory of actions she is ashamed of, she can repress the memories of the actions she is proud of. Just as she can deny her ignorance, she can deny her knowledge. Just as she can refuse to accept her limitations, she can refuse to accept her potentials. Just as she can conceal her weaknesses, she can conceal her strengths. Just as she can deny her feelings of self hatred, she can deny her feelings of self love.

"Our strengths or virtues can make us feel alone, alienated, cut off from the common herd, a target for envy and hostility, and our desire to belong can overcome any desire to actualize our highest potential."

A woman's socialization often encourages the denial of her power. Yet, no matter what the causes, self rejection has negative consequences for self-esteem. When we deny who we are, the result is a wounded and impoverished sense of self.

It takes courage to know and be who we are. It takes honesty to admit to admit even in the privacy of our own mind, "I can do things others don't seem to be able to do," or "I want more in life than those around me."

When a person in a relationship begins to change, the partner is obliged to change also. The reason is that a relationship is a system with interconnected parts. If one part changes and another part doesn't, the system goes into disequilibrium—frictions and tensions develop.

It takes integrity to place a relationship in jeopardy in order to be true to the best within ourselves. It takes wisdom to know the relationships that are right for us will grow stronger if we own our power, and toxic relationships are better ended sooner than later.

NATHANIEL BRANDEN, PH. D.

CREATIVITY

Guru of Creativity

Before you were born, God came to you and said, "Hi, I just thought I'd drop by to wish you luck. You're going to be having some interesting experiences coming up pretty soon. I was wondering, would you take this artist's canvas with you and, while you're living your life, paint a masterpiece for me?"

"Sure," you chirp, YOU take the pristine canvas, roll it up, tuck it under your arm and head off on your adventure.

When you are born, some doctor or nurse looks down at you in amazement and gasps, "Look, The little kid's carrying a rolled-up artist's canvas!"

Believing that you don't yet have the skills to do anything meaningful with your canvas, the adults gently take it away from you and give it to society for safekeeping. But society can't resist unrolling the canvas and drawing pale blue lines and pale blue numbers on its virgin surface. Eventually society gives the canvas back to you – its rightful owner – but with the implied message that if you will paint inside the pale blue lines and follow the instructions of the pale blue numbers, your life will be a masterpiece.

And that's a lie.

Every single one of us has a masterpiece inside us. Some of us are working on our masterpieces; some of us aren't. Each of us has options; We can choose to do nothing on the canvas, we can paint by numbers or we can create.

But if you go to your grave with out painting your masterpiece, it will not get painted.

No one else can paint it.

Only you.

GOALS

Dreams of things you would like to do and have.

If you don't know where you are going, how will you know when you get there?

Some reasons people don't set goals:

It requires time and soul searching.

Fear of failure. If you don't set goals, you can't fail.

Some fear success and don't value themselves enough to feel they deserve success.

Fears in reaching goals:

"I don't have enough time."

"I don't have the education."

"Too many others are after the same thing."

"I'll just be criticized."

Guidelines for achieving goals:

Goals should be an extension of your values.

When goals support what you believe in, life becomes truly exciting.

Goals should be specific and measurable.

How will I know when I get there?

Goals should be written.

This represents commitment.

Set challenging and believable goals.
Share goals with only those who are supportive.

Visualize your goals.
See, hear and feel them as accomplished.

Daydream about your own goals.

FREENOTING:

Freenoting is a process to increase your mental contact with what you are trying to learn.

1. As you think about your goals, begin to write down all of your ideas just as quickly as you can.
2. Don't stop to decide whether it is worth writing down, just go ahead and record it.

(The idea here is to draw forth ideas and thoughts which are meaningful to you. You are the expert on your own life. You are perfectly capable of creating ideas and observations fully as valuable as any which are being or have been authoritatively laid upon you!)

3. Let your imagination go wild as you write.
4. This is an excellent way to learn about any subject.
5. Keep the flow of writing going just as rapidly as possible for at least 5 minutes.
6. You will generate more information than you thought was possible.
7. Stop and turn to your neighbor and discuss what you learned.

GOAL REACHING

Look at your freenoting and prioritize the thoughts that you wish to pursue as your goals.

Select the goal you would like to spend time developing a clear image on and achieve.

Write down the goal at the top of a clean sheet of paper.

List underneath the goal:

Date I want to have achieved the goal.

(Write in present tense.)

How do I know that I have achieved the goal?

(What is different.)

Who is around you since you have achieved this goal?

What colors do you see around you now that you have achieved this goal?

What sounds do you hear around you?

What feelings do you have now that you have your goal?

What are you doing, seeing, hearing and feeling?

What are the smells around you in your goal?

Are there any tastes?

Give your goal list to your partner and sit back comfortably, close your eyes and relax as they read it back to you. Create for yourself the most vivid images of the reality of having achieved your goal. Be sure to see your goal through your own eyes as you are experiencing it. Be aware of all you have created for yourself.

Think of something you did today.

Now, once again, create the reality of your goal in as much detail as possible. Bring this image to your mind often.

Remember, in the Bible, it says to ask believing you have received.

PROJECT OPPORTUNITY WORKSHOP
 EL PASO COMMUNITY COLLEGE * TUESDAY, AUGUST 17, 1993
 WORKSHOP EVALUATION

Please help us to evaluate today's overall program and improve future workshops by completing this form and returning it to us. Thank you.

	AGREE DISAGREE				
	1	2	3	4	5
1. Did this workshop improve your understanding of Project Opportunity?	(13)	(1)	(0)	(0)	(1)
2. Will this workshop be useful to you during the semester?	(12)	(2)	(0)	(1)	(0)
3. Was the speaker well prepared?	(14)	(0)	(0)	(0)	(1)
4. Do you feel this workshop should be included as an IDA requirement for future classes?	(13)	(0)	(0)	(0)	(1)
	(1)	No response			

5. What did you like best about the workshop?

The exercises.
 Class participation. The use of smell association.
 The activities and the way they were presented. The part about goals and self-esteem. Those are important to me.
 I liked the involvement that it had with the audience. It was very relaxing and we all learned mainly about ourselves.
 It was very interesting; Denise opened my eyes to a lot of new things.
 The activities.
 Everything.
 I enjoyed the exercises that were given. It's the little things in life that make a difference as examples.
 Daydreaming time.
 It helped me to better understand about myself & face what is expected of myself to do for better future.
 That we all got to know each other.
 To experience the way we could create beautiful dreams for each of us.
 The simple effective, concentration of the topics & the audience rather than on self. Sincerity of presenter.

6. What did you like least about the workshop?

We didn't talk about our dreams or our experiences.
 Too short.
 Smelling part - It had some strong smell and gave me a headache.
 Everything was fine.
 It was great but I could say it was too relaxing and almost made me doze off every so often.
 Standing up in front of others I hardly know.

7. How could this workshop have been made more interesting or useful?
I like everything the way it was.
Nothing I can think of at the moment.
It was so good, I can't find room for improvement.
Denise did an excellent job.
I felt that the workshop brought back a sense of hope; that goals can be reached whether it takes 1 or 2 years.
I think everything was useful.
We really needed more time because there could be more subjects.
By getting to know more about how we feel and let people speak of their feelings.

Overall workshop evaluation:

1. The content of the presentation was:

(10) New to me (4) Familiar to me (1) Common knowledge to me

2. The things I learned were:

(15) Valuable to me (0) Interesting, but not valuable
Thank you for giving me an opportunity.
Thank you, it helped me a lot, and will help me in the future.

PROJECT OPPORTUNITY WORKSHOP
EL PASO COMMUNITY COLLEGE * SATURDAY, DECEMBER 11, 1993
WORKSHOP EVALUATION

Please help us to evaluate today's overall program and improve future workshops by completing this form and returning it to us. Thank you.

- | | AGREE | DISAGREE |
|---|-----------------------------|----------|
| | 1 2 3 4 5 | |
| 1. Did this workshop improve your understanding of Project Opportunity? | (5) (2) (2) (0) (0) | |
| 2. Will this workshop be useful to you during the semester? | (7) (0) (2) (0) (0) | |
| 3. Was the speaker well prepared? | (7) (2) (0) (0) (0) | |
| 4. Do you feel this workshop should be included as an IDA requirement for future classes? | (4) (3) (2) (0) (0) | |

5. What did you like best about the workshop?
*Looking at the mirror and recognizing who I really am, and how good I felt about being in this class.
 Very good and have found out about myself.
 Speaker very well prepared-very good give and take-good brain stretchers.
 How it helped to handle your problems & stress.
 Visualization and relaxing directionalization.
 Learning more about the brain functions.*

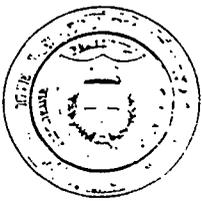
6. What did you like least about the workshop?
*Everything was of value to me.
 Too much sitting.
 Having to work with the perfumes.
 Awkwardness in speaking with others.
 Imaging. The describing to a partner got a little difficult to do for so long.*

7. How could this workshop have been made more interesting or useful?
*Possibly deep meditation.
 It was interesting the way that it was presented.
 More movement perhaps.
 This workshop was up to date.
 You were fine and good explaining to everybody.*

Overall workshop evaluation:

1. The content of the presentation was:
 _ (6) _ New to me _ (3) _ Familiar to me _ (0) _ Common knowledge to me

2. The things I learned were:
 _ (6) _ Valuable to me _ (2) _ Interesting, but not valuable
 _ (1) _ Somewhere Inbetween: Interesting and somewhat valuable



THE UNIVERSITY OF TEXAS AT AUSTIN

Community College Leadership Program • EDB 348 • Austin, Texas 78712-1293 • (512) 471-7545 • FAX (512) 471-9426

February 24, 1994

Ms. Rachel Ortiz
Coordinator, Project Opportunity
El Paso Community College
919 Hunter
El Paso, TX 79915

Dear Ms. Ortiz:

Congratulations! I am pleased to inform you that your proposal, "Women in Technology (WIT) Project Opportunity," has been selected by the NISOD Review Panel for the sixteenth annual *International Conference on Teaching Excellence*, May 22-25, in Austin, Texas. A draft of the program schedule and an audiovisual request form will be mailed within two weeks.

Find enclosed a Presenters Guide and a brochure/registration form. Please make your conference, lodging, and airline reservations as soon as possible! Be sure to mention the NISOD *International Conference on Teaching Excellence* for special rates at the host hotels. For added discounts on airfare, call American Airlines at (800) 433-1790 and ask for STAR File Number S0354P6 or Delta Airlines at (800) 241-6760 and ask for file number D-0925.

If you wish to prepare a flyer to "advertise" your presentation, prepare the copies and bring them to the conference. Your "advertisements" will be available to participants at registration and throughout the conference on an information table in the Hyatt Texas Foyer.

If you have any changes in title or proposed abstract summary, please let me know by **March 2**. Or, if you have a change in plans and cannot attend the conference, please notify me immediately so that the necessary program changes can be made.

Again, congratulations on your selection as presenter for NISOD's 1994 *International Conference on Teaching Excellence*! [If you are the designated contact for a multi-presenter session, please notify the others of your selection.] Give us a call with any questions you may have about your presentation and look for the schedule and request form soon. See you in Austin!

Sincerely,

Suzanne D. Roueche
Director, NISOD
Editor, *Innovation Abstracts*

SDR:sf
Enclosure

SYLLABUS

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 attitudes, as well as help prepare them for the job search ahead. 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 future job search ventures. With the skills and knowledge developed in this class, the students will not only have a better feeling for their own self worth, but have valuable information that will lead them to 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	1/10/94	Introduction of course objectives, format, and text. Begin the time management introduction.
	1/12/94	Begin time management. Evaluate daily activities.
	1/14/94	Examine different study skill options, and learn note taking methods. Understanding Dictionary skills.
2	1/17/94	Holiday: Martin Luther King Day
	1/19/94	Learn safety and theft awareness in an academic environment. How to handle and deal with stress.
	1/21/94	Exploring individual definitions of success and assessing career choices.

- 3 1/24/94 Understand library systems to access resources.
- 1/26/94 Learn the importance of literacy in the community. Initiate biography project.
- 1/28/94 Evaluate decision making methods and thought processes. Learn how to adjust to change.
- 4 1/31/94 Understand banking procedures. Identify realities of budgeting income and purchasing.
- 2/2/94 Explore personal values, passions, and strengths. Determining lifestyles of the satisfied and happy.
- 2/4/94 Analyze purchasing decisions. Continue the importance of budgeting.
- 5 2/7/94 Finalize personal budget and compare results. Examine goals and achievements.
- 2/9/94 Look at the media and women's roles. Meet a local woman disc jockey and hear her experiences.
- 2/11/94 Investigate the personal power of voting and how to obtain a voter's registration card.
- 6 2/14/94 Evaluate ideal careers. Explore job settings, conditions, and skills required.
- 2/16/94 Learn about protecting consumer rights. Begin career research and decision making.
- 2/18/94 Explore what is involved in good decision making. Taking the initiative.
- 7 2/21/94 Begin training in CPR lifesaving techniques.
- 2/23/94 Continue CPR training.
- 2/25/94 Complete learning of CPR techniques.
- 8 2/28/94 Review personal goals and actions. Learn more about non-traditional jobs.
- 3/2/94 Learn about self-protection and self-defense techniques.
- 3/4/94 Explore personal rights and options. Evaluate change outcomes. Learn assertiveness.
- 9 3/7/94 Learn about money management, credit, loans, and debt reconciliation.
- 3/9/94 Explore legal services and options available to the community. Continue financial planning.
- 3/11/94 Overcoming obstacles and career roadblocks. Avoiding excuses.

- 10 3/14/94 Learn about prioritizing. Explore travel options and how to budget for vacations.
- 3/16/94 Exploring options for the future. Meet Dean of Arts and Sciences of El Paso Community College.
- 3/18/94 Learn home safety and what to do in emergency situations.
- 11 3/21/94 Spring Break
- 3/23/94 Spring Break
- 3/25/94 Spring Break
- 12 3/28/94 Learn about the Texas Academic Skills Program test. Understand the importance of a positive attitude and excellence.
- 3/30/94 Discovering the importance of healthy lifestyles. Begin looking at how change plays a large role one's life. Recognizing sexual harassment in the work place.
- 4/1/94 Holiday: Easter Weekend
- 13 4/4/94 Meet a former WIT, Project Opportunity student. Practice comprehensive use of telephone books to facilitate fulfilling needs and saving time.
- 4/6/94 Begin learning First Aid training.
- 4/8/94 End First Aid training.
- 14 4/11/94 How to build self esteem. Living with changes. Submit written portion of biography.
- 4/13/94 Give oral presentations of biography projects
- 4/15/94 Continue biography presentations. Begin job research and interviewing techniques.
- 15 4/18/94 Introduction to Taking Flight. Investigate career options and planning.
- 4/20/94 Asses job interview techniques. Investigate women's roles in non-traditional technology jobs.
- 4/22/94 Examine future of careers in field of study for employment. Undertake self-direction in seeking employment.
- 16 4/25/94 Determine a plan of action for the future using personal goals, values, and needs. Learn about options in insurance and what the law requires.
- 4/27/94 Review schedules from the beginning of the semester. Compare time management from then to now. Review commitment and dedication.
- 4/29/94 Culminate and evaluate achievement of course objectives.
- 17 FINAL EXAMS

V. INSTRUCTIONAL METHODOLOGY:

- A) Classroom lectures with emphasis on group discussion.
Students will participate in discussions concentrating on the various topics being studied at the time.
- B) Homework assignments and question completion within the text.
Students will turn in various assignments as well complete exercises within the text.
- C) Guest Lecturers.
For certain topics covered within the course, speakers with expertise in that field will come and help educate students on improving "real-life" skills concerning the subject.
- D) Major Projects.
Students will be assisted in obtaining various documents to increase their knowledge of and access to local resources. Every student will research, write, and orally present a biography of a person who could serve as a role model to students pursuing nontraditional careers.

VI. LEARNING ACTIVITIES:

- A) Class discussion and assignments
Students are expected to fully utilize the textbook, completing required reading and activities.
- B) Group discussions
During full class and small group discussions, students will participate by verbal contribution of information and solution probabilities, based on opinion and experience. When attending guest lectures, workshops, and video presentations, students will assimilate data to the best of their abilities and pose questions to clarify the subject matter.
- C) Presentations
Students will apply research methods, writing skills, and oral presentation techniques in their assigned biographies. These activities will increase self-confidence and make similar assignments in future college or job situations less fearful.
- D) Group activities
Occasionally there will be small group activities in which students will be expected to participate on an equal level with the other group members involved.

VII. EVALUATION:

- A) Assignments
Students will be graded on homework assignments and exercises assigned from the text.
- B) Major Projects
The students will acquire all documents recommended within the course and satisfactorily complete the biography project assigned.
- C) Participation and Attendance
Students are expected to take part in all classroom discussions. Attendance to all scheduled classes, lectures, workshops, and video presentations is mandatory and participation points will be lost for each event missed.

D) Grading

The course grade will be based on a weighted scale for each item used in the evaluation. The final grade will be determined by what percent of the total weighed points are accumulated by what percent of the total weighted points are accumulated for the course.

Text Assignments	50
Budget Completion	30
Attendance & Participation	30
Document Attainment	15
Library Card (5)	
CPR Certificate (5)	
First Aid Certificate (5)	
Biography	30
Research (10)	
Written (10)	
Oral Presentation (10)	
Taking Flight Workbooks	15
Worksheets	30
	<hr/>
TOTAL	200

<u>Total Points Accumulated:</u>	<u>Grade</u>
180-200	A
160-179	B
140-159	C
120-139	D
0 - 59	F

VII. TEXT:

Bingham, Mindy and Sandy Stryker Career Choices and Changes.
Academic Innovations 1994.

IX. CALENDAR:

WEEK	DAY	MATERIAL
1	1/10/94	Introduction of course subject, format, students, and instructor. Introduction of Women in Technology and Project Opportunity services and benefits. Review of course syllabus. Book: Reading, fill in beginning entries, start thinking about time management. Start collecting receipts of daily expenditures. Assignment: read first chapter in book.
	1/12/94	Speaker: Learning Lab Coordinator on Time Management. Assignment: Write daily activities down hour by hour for the next week.
	1/14/94	Speaker: Learning Lab Coordinator on Study Skills and Note Taking: SQ4R and Cornell methods. Go over the Dictionary and it's uses. Worksheet: Dictionary skills.
2	1/17/94	Holiday: Martin Luther King Day
	1/19/94	Go over text and activities pages 1-23. Presentation by EPCC police on safety around campus. Watch video on dealing with stress. Assignment: Read chapter two, activities pages 29, 31-35
	1/21/94	Text and Activities: pages 39, 41-42, 44-45, 47-48, 52-53. Small group discussions on the meaning of success. Assignment: read chapter 3.
3	1/24/94	Presentation by EPCC librarian and tour of Valle Verde campus library. Assignment: Research one women of historical importance in a technology based occupation.
	1/26/94	Presentation by El Paso Public Library librarian on Literacy and the Literacy Center. Text and activities pages 59, 63, 68-71. Assignment: obtain an El Paso Public Library card.
	1/28/94	Personal Enrichment workshop.
4	1/31/94	Budget reading and activities pages 74-83. Review newspaper ads for prices of vehicles and homes. Assignment: Bring in all receipts saved from the beginning of the class for next session. Guest speaker: State National Bank talking about banking procedures.
	2/2/94	Budget reading and activities pages 84-99. Discussion on how to shop smart. Assignment: Text page 120; Interview one person currently working in a field of your interest to determine rewards and sacrifices of that job.
	2/4/94	Text and activities pages 117, 118, 119-123. Discussion on what the bare minimum is that one needs to survive.
5	2/7/94	Finalize and review budgets, comparing results with others. Begin chapter five. Discuss the meaning of goals and what is required to achieve them. Text pages 124-129. Assignment: read chapter five; activities pages 130-134, 138-139.
	2/9/94	Meet local celebrity from popular radio station. Discuss the importance of media and women's roles. Discover what is involved for a woman to make it in a "man's world." Video about women seen on television.
	2/11/94	Presentation by League of Women Voters on the importance and value of voting, and how to get a voter registration card. Assignment: Research three jobs that you are interested in and fill out text pages 150-155.

- 6 2/14/94 Text and activities pages 147-149, 157. Small group exercise working on pages 163-165. Fill out voter registration cards. Assignment: Read chapter seven.
- 2/16/94 Presentation by Better Business Bureau on how to protect your rights as a consumer and options that are available. Assignment : activities pages 170-175.
- 2/18/94 Classroom game on good decision making. Text activities pages 176-179. Workbook: Taking the Initiative. Class discussion on initiative. Assignment: Read chapter eight; Activities pages 185, 189, 190.
- 7 2/21/94 Begin CPR workshops with instructor from CarLyon and Company.
- 2/23/94 CPR
- 2/25/94 Final CPR workshop.
- 8 2/28/94 Discuss the meaning and importance of goals, and mapping out the objectives to reach those goals. Text pages 182-191. Assignment: Read chapter nine.
- 3/2/94 Self-Defense workshop.
- 3/4/94 Guest speaker from Texas Attorney General's office about individual rights and how to protect them. Workbook: Assertiveness. Assignment: activities pages 197, 200, 207.
- 9 3/7/94 Presentation by the YWCA Credit Counseling Service: How to keep debt from being a roadblock to success. Class activities on debt reconciliation, credit, and loans. Assignment: Worksheet on responsibility and problem solving.
- 3/9/94 Guest speaker: Legal Aid Society. Explore legal services and options that are available to the community. Small group discussions on the problems of being a single woman, head of the household, raising children, and going to school. Talk about the excuses that have used in the past. Assignments: Activities pages 206, 221.
- 3/11/94 Text pages 194-195, 196, 198-199, 201-226. Activities pages 201, 208-209, 211, 215, 217. Group game: "Wheel of Excuses". Assignment: read chapter ten.
- 10 3/14/94 Group discussion of prioritizing the different aspects of one's life and planning for the future. Local Travel and Family Excursions guest speaker. Discussion on how to organize and prioritize to be able to take a family vacation once a year.
- 3/16/94 Guest Speaker: Dean of EPCC Valle Verde Campus. Group discussion on attitude, dedication, commitment, and where those can get you for the future.
- 3/18/94 Fire and home safety workshop: El Paso Fire Department.
- 11 3/21/94 SPRING BREAK
- 3/23/94 SPRING BREAK
- 3/25/94 SPRING BREAK

- 12 3/28/94 Mastering the Texas Academic Skills Program (TASP) test: guest speaker from EPCC Valle Verde Counseling office. Discussion on the importance of mastering the TASP test. Text pages 230-237. Activities pages 238-245. Discussion on the importance of a positive attitude. Assignment: Read chapter eleven.
- 3/30/94 Guest Speaker: Texas Department of Health tells us about healthy lifestyles. Text pages 250-252, 257, 263, 264. Activities 253, 255-256, 259, 260, 262. Group discussion on what constitutes Sexual Harassment.
- 4/1/94 HOLIDAY: Easter Weekend
- 13 4/4/94 Guest: Former WIT, Project Opportunity student tells us her success story. Discuss the variety of services that a telephone book has to offer. Assignment: Worksheet on the uses of a telephone book.
- 4/6/94 Begin First Aid Training Workshop.
- 4/8/94 End First Aid Training.
- 14 4/11/94 Discussion on the importance of building Self-Esteem. Speaker: Local Businesswoman talks about the importance of self-esteem. Workbook: Adjusting to Change. Turn in written portion of biography.
- 4/13/94 Begin oral presentations of biography projects.
- 4/15/94 Complete oral presentations of biographies. Text pages 270-279. Group activity: Job interviewing techniques.
- 15 4/18/94 "Taking Flight: You're the Pilot" film and workbook.
- 4/20/94 "Taking Flight: Navigating Your Course" film and workbook.
- 4/22/94 "Taking Flight: Mission Success" film and workbook.
- 16 4/25/94 Insurance Industry Speaker. Discussion on what law requires and what would be necessary for insurance in the future. Diagram a plan of action for the future. Deciding "where to go from here" for the future. Assignment: Read Chapter twelve.
- 4/27/94 Text pages 282-285. Activities pages 286-298. Discuss commitment and dedication for the semesters ahead.
- 4/29/94 Discuss the previous semester. Evaluate the class and suggest changes. Culminate and evaluate achievement of course objectives.
- 17 5/2/94 FINAL EXAMINATION WEEK
- 5/4/94
- 5/6/94

X. INSTRUCTOR:

Name: Sherry Marshall
Office: Valle Verde A-207
Phone: 594-2334
Office Hours: 8 A.M. - 12 P.M. and 3 P.M. - 5 P.M. Monday, Wednesday, and Friday or by Appointment.

OFFICIAL COURSE OUTLINE

SUBJECT AREA:

WOMEN IN TECHNOLOGY

COURSE TITLE:

SELF-INVESTMENT

COURSE NUMBER:

WIT 200

COURSE HOURS:

0/CREDITS 6/LECTURE

0/LAB

I. DESCRIPTION

This course will assist the students to determine their career goals and investigate their attitudes and attributes. They will assess their potential and increase their knowledge of practical, daily living, survival skills to boost self-confidence for goal attainment.

II. COURSE OBJECTIVE

The aim of this class is to increase the chances of success in non-traditional academic and career environments.

Upon satisfactory completion of this course, the student will be able to:

- A. Asses personal attitudes, values and beliefs.
- B. Realize societal influences on one's past and present life and explore personal potential for a better future.
- C. Implement methods for analyzing options and utilize learned skills for decision making.
- D. Understand personal strengths, goals, and necessary actions for attainment of desired careers.
- E. Create action plans for change.
- F. Understand library systems for research and acquire a library patron's card.
- G. Research, write and present a biographical paper.

- H. Utilize study skill techniques for scholastic success.
- I. Comprehend techniques for stress management in academic, employment, and family circumstances.
- J. Identify nontraditional technology career opportunities and benefits.
- K. Understand El Paso's present and future employment potential and prepare job search strategies.
- L. Explore and evaluate employment opportunities.
- M. Understand Total Quality Management/Learning procedures and group dynamics characteristics.
- N. Recognize sexual harassment and understand laws regarding prevention and resolution.
- O. Exhibit confidence in attempting and accomplishing daily tasks.
- P. Comprehend the realities of purchase decisions and personal budgeting.
- Q. Utilize city, county, and federal sources of public assistance.
- R. Understand banking services and procedures.
- S. Comprehend methods of evaluating and acquiring various types of insurance.
- T. Utilize knowledge of healthy lifestyle practices.
- U. Realize financial planning options, credit control possibilities, and consumer rights.
- V. Understand the power of voting and obtain a voter registration card.
- W. Implement home safety practices and know emergency procedures.
- X. Plan affordable local and general travel.
- Y. Execute basic self-defense maneuvers.
- Z. Understand the importance of self-confidence in daily living as well as in a working environment.

III. UNIT TITLES

A. Unit One: Introduction, Orientation, and Attitude Exploration

This unit introduces classroom procedures, the text and its use, and demonstrates the sources of attitude influences.

B. Unit Two: Functioning in an Academic Environment

In this unit, students learn what it means to participate in an environment of higher education. Topics from study skills, time management, and library skills, to campus safety and theft awareness will be covered.

C. Unit Three: Qualities Women Possess and How to Define Individual Values and Qualities

This unit focuses on the implications, past, present, and future, of being female in this society and the choices available for selecting roles. A biography project will be initiated. Students will interpret different definitions of success to help clarify personal values.

D. Unit Four: The High Cost of Living and Supporting a Family

In this unit, students will acquire knowledge of budgeting realities and purchasing options, then compute how much money they must earn in order to survive, then how much they would need to make in order to live the lifestyle that they want.

E. Unit Five: Career Research, Earning Potentials, and Money Management

Students will research career interests and compare the wages of those careers to the previously prepared budget requirements, estimating if that job will support the lifestyle they desire. This unit will also increase knowledge of wages, banking procedures, and credit options. The importance of consumer awareness and protection will be strengthened.

F. Unit Six: Goal Setting, Choices, and Quality Decision Making

This unit demonstrates the best methods of choosing what is best for the future through realistic goal setting and educated decision making. It will also explore problem solving for successful living.

G. Unit Seven: Avoiding Roadblocks and Discouragement

This unit explores the problems that might occur in the pursuit of a better lifestyle. Potential solutions are introduced in a realistic manner and positive attitude and self-confidence are presented as crucial instruments for overcoming obstacles.

H. Unit Eight: Beginning the Job Search

In this unit, students learn the skills to succeed in a non-traditional employment field. Students complete a series of workbooks that explore attitudes, planning, and preparation necessary for entering the job world.

I. Unit Nine: Where To Go From Here

This unit helps students to focus on the immediate, short-term, and long-term steps necessary for progress towards goal attainment. Students prepare lists and plans of actions for the future.

J. Unit Ten: Review and Post-Assessment

This unit will review the topics covered in the text, the discussions, and the presentations of this class and ascertain the benefits and progress of the students regarding information acquired, decisions made, and lifestyles projected.

IV. TEXT AND MATERIALS

Mindy Bingham and Sandy Stryker. *Career Choices and Changes: A Guide for Discovering Who You Are, What You Want, and How to Get It.* Academic Innovations, Santa Barbara, 1994.

The American Heritage Dictionary: New Second College Edition. Dell Publishing, New York City, 1989.

Taking Flight: You're the Pilot!; Navigating Your Course!; and Mission Success!. The Media Center, State Fair Community College, Sedalia, Missouri, 1992.

V. RESOURCES

Amanda J. Smith. *The Sexes; Working Together*. The Albuquerque Tribune, 1992.

Carroll Wetzel Wilkenson. *Women Working in Nontraditional Fields*. G.K. Hall, 1991.

Ethlie Ann Vare and Greg Ptack. *Mothers of Invention; From the Bra to the Atom Bomb, Forgotten Women and Their Unforgettable Ideas*. Wm. Morrow & Co., Inc., 1988.

Germaine Greer. *The Mad Woman's Underclothes; Essays & Occasional Writings*. The Atlantic Monthly Press, 1987.

William H. Chafe. *The Paradox of Change; American Women in the 20th Century*. Oxford University Press, 1991

Jane Howard. *A Different Woman*. E.P. Dutton & Co., Inc., 1973.

Kim Chernen. *Reinventing Eve; Modern Woman in Search of Herself*. Times Books, 1987.

Mary Midgley and Judith Hughes. *Women's Choices; Philosophical Problems Facing Feminism*. St. Martin's Press, 1983.

VI. EVALUATION

A. Pre-assessment

Students are selected for this class from applications to the Women in Technology Grant Program by qualifying through measures to assess need, desire, and aptitude tests.

B. Interim Assessment

Participation in class discussions and presentations by students and by guest speakers, completion of textbook exercises, surveys, and assigned tasks. Acquisition of required documents will be components of the assessment.

C. Post-assessment

Completion of all assigned tasks and demonstration of desire to succeed in academic and career goals will be determinant factors.

D. Grading

90 - 100% = A

80 - 89% = B

70 - 79% = C

60 - 69% = D

00 - 59% = F

I (Incomplete) and W (Withdrawal) letter grades are assigned as it is appropriate.

E. Attendance and Class Management

1. Attendance

Students are expected to attend classes regularly beginning the first day of class. A record of student attendance will be kept by the instructor. It is the student's responsibility to consult with the instructor regarding any absences. It is also the student's responsibility to obtain any missed course work. Failure to make up missed work results in no credit for the particular assignment(s). Instructors are authorized to refuse to admit to class students who are tardy when such admittance would be disruptive to activities in progress.

2. Course Pursuit

A student may be dropped from a course for: (1) Disruptive behavior or (2) Failure to produce sufficient course assignments required for grading such that it has become evident that the student is no longer in active pursuit of the objectives.

3. Class Management

Students are expected to demonstrate the ability to assume personal and social independence and to function satisfactorily within the regiment of a structured learning environment.

A student may be dropped from class for inattentive, uncooperative, and/or disruptive behavior. The instructor must contact the department coordinator prior to dropping a student for any of these behaviors.

4. Course Objectives

The course objectives will be taught concurrently and/or continuously throughout the course. While certain objectives may be taught sequentially, provision is made for the context of repetitive learning experiences so that the student may master the material.

VII. CALENDAR OF PACING SCHEDULE ARE ATTACHED TO THE SYLLABUS

SYLLABUS

I. COURSE TITLE, NUMBER

Technical Applied Physics
SDG 736

II. COURSE DESCRIPTION

This course prepares students for technical careers with training that includes the physical principles on which modern equipment operates. The course approaches everyday events from a basic scientific viewpoint. Using the fundamentals of science, students will develop their own ideas, and test them for validity. The subjects of Force, Work, Rate, and Resistance are presented in simple, easy to understand techniques with the students at the center of the hands-on, discovery based learning process.

III. RATIONALE

The Technical Applied Physics course is developed around four units. Each Unit is devoted to the study of an important concept that emphasizes technology. Each of these units, Force, Work, Rate, and Resistance, defines the principle, and explores it's uses in mechanical, fluid, electrical, and thermal environments. Each unit builds and expands the knowledge acquired from the previous units.

IV. OBJECTIVES

WEEK	DATE	MATERIAL TO BE COVERED
1	1/11/94	Intro/Overview
	1/13/94	Math Skills/ Calculator
2	1/18/94	Force
	1/20/94	Measurement
3	1/25/94	Specific Gravity
	1/27/94	Pressure
4	2/1/94	Voltage
	2/3/94	Circuits
5	2/8/94	Temperature
	2/10/94	Radian
6	2/15/94	Pully
	2/17/94	Winch
7	2/22/94	Transposing
	2/24/94	Pistons
8	3/1/94	Water Pump

	3/3/94	Multimeter
9	3/8/94	Motor
	3/10/94	Solenoid
10	3/15/94	Conveyor/Strobe
	3/17/94	Power of 10
11	3/21/94	SPRING BREAK!!
	3/23/94	SPRING BREAK!!
12	3/29/94	Fluid Flow Rate
	3/31/94	Time/Frequency
13	4/5/94	Voltage/Current
	4/7/94	Heat Flow Rate
14	4/12/94	Lubricants
	4/14/94	Streamlining
15	4/19/94	Piping/Hoses
	4/21/94	Air Filters
16	4/26/94	Ohm's Law
	4/28/94	Series Circuits
17	5/3/94	Parallel Circuits
	5/5/94	Thermal Insulation

V. INSTRUCTIONAL METHODOLOGY

The Primary approaches to learning will be:

A. Classroom lectures and discussions

Material from each unit will be presented in an organized manner, and then discussed within the class to assess any questions or problems.

B. Instructional Videos

Each unit covered in the course includes a corresponding video produced by the publishers of the textbooks to introduce and reinforce concepts presented from the text.

C. Demonstrations

Material being covered within the text will often have practical applications that can be easily demonstrated and presented to the class in order for the students to see the different manners that the concepts can be utilized.

D. Handouts

Worksheets and reference sheets will often be distributed to expand and explain the subjects being covered.

VI. LEARNING ACTIVITIES

A. Attend class lectures

Students are expected to attend all classes, and attendance will be monitored.

B. Read and study assignments

Students will be expected to fully utilize the textbook, completing all reading and student exercises.

C. Student participation and discussion

During each class meeting, students will participate in verbal discussions as well as in class activities and demonstrations.

D. Practical lab exercises

Within each subunit of the text, there are practical laboratory exercises that reinforce previously explored concepts. Students will be given opportunities and will be expected to participate in these experiments with the help from other class members and the instructor.

VII. EVALUATION

A. Objectives will be evaluated according to the observed student's class performance in accordance with the industrial requirements and appropriate section or sections of listed reference material. There will typically be a knowledge test for each block of material.

B. Grades earned will be weighted as follows:

Quizzes	40% toward final grade
Turn-in Assignments	40% toward final grade
Attendance/Participation	20% toward final grade
Total	100%

C. Grading

Letter grades given for performance are as follows:

A = 90+
B = 80+
C = 75+
D = 70+
F = Below 70

VIII. TEXT

Principles of Technology (Units One through Four). Written, developed and printed by the Center for Occupational Research and Development (CORD), 1987.

IX. CALENDAR

WEEK	DAY	MATERIAL
1	1/11/94	Course introduction and material overview. Review of course syllabus. Distribute Unit One text. Assignment: study text through page 42.
	1/13/94	Begin covering required math skills and calculator use. Review of conversions between metric and english systems. Assignment: Subunit 1 Student Exercises.
2	1/18/94	Video of Force in Mechanical Systems. Demonstrations of force in mechanical systems. Turn in Subunit 1 homework.
	1/20/94	Subunit one Math Skills Laboratory, types and useage of measurements. Activities: Lab activities 1M1 and 1M2 from text. Assignments: study text through page 69. Assignment: Subunit 2 Student Exercises.
3	1/25/94	Begin looking at Pressure as a Force in Fluid Systems. Watch subunit 2 video. Explore specific gravity and what it reperesents. Specific gravity demonstrations. Turn in Subunit 2 homework.
	1/27/94	Expand on pressure in fluid systems. Lab activities 1F1 and 1F2 from text. Watch video on Voltage in Electrical Systems. Assigment: Read text through page 90 and begin Subunit 3 Student Exercises.
4	2/1/94	Begin voltage as a force in electrical systems. Work on math skills: graphing. Demonstrate voltage. Turn in Subunit 3 homework. Assignments: Read text through page 112 and begin Subunit 4 Student Exercises.
	2/3/94	Demonstrate voltage and circuits. Lab activities 1E1 and 1E2 from text. Watch video on Temperature in Thermal Systems.
5	2/8/94	Explore temperature as a force in thermal systems. Lab Activities 1T1 and 1T2 from text. Turn in Subunit 4 homework. Watch summary video on Force. Assignment: End of Unit Student Exercises.
	2/10/94	Administer Test #1. Turn in End of Unit homework. Collect Unit One text and distribute Unit Two text. Math skills review: radians and degrees. Watch video of Work overview and Work in Mechanical Systems. Assignment: read text through page 33 and begin Subunit 2 Student Exercises.
6	2/15/94	Understanding work in mechanical systems. Explore the uses of pulleys and pulley systems and how they apply with work in mechanical systems. Turn in first subunit exercises. Assignment: Read text through page 64 and begin Subunit 2 Student Exercises.
	2/17/94	Lab Activites 2M1 and 2M2 from text. Look at a winch and it's applications with work. Watch video of Work in Fluid Systems.
7	2/22/94	Turn in Subunit 2 homework. Math skills review: Transposing equations. Look at definitions of work in fluid systems.

- 2/24/94 Study pistons and their relationship to work in fluid systems. Demonstrate vacuums and pressure differences. Assignment: Read text through page 90 and begin Subunit 3 Student Exercises.
- 8 3/1/94 Demonstrate pumps as sources of work in fluid systems. Lab Activities 2F1 and 2F2. Watch video of Work in Electrical Systems. Assignment: Read text through page 90.
- 3/3/94 Look at work in electrical systems. Explore the uses and applications of a multimeter. Turn in Subunit 3 homework.
- 9 3/8/94 Demonstration of motors and work in electrical systems. Lab Activity 2E1. Math skills: solving equations for unknowns. Assignment: End of Unit Student Exercises.
- 3/10/94 Look at the uses of a solenoid and work in electrical systems. Lab Activity 2E2 from text. Watch summary video on work.
- 10 3/15/94 Administer Test #2. Turn in End of Unit homework. Collect Unit 2 Text and Distribute Unit 3 Text. Watch video on overview of Rate. Demonstrate rate using Conveyor and Strobe light. Assignment: Read text through page 33 and begin Subunit 1 Student Exercises.
- 3/17/94 Math skills: Powers of 10, Scientific and Engineering Notation, Metric scales. Watch video of Rate in Mechanical systems. Turn in Subunit 1 homework. Compare the difference between speed and velocity rates. Assignment: Read text through page 58 and begin subunit 2 Student Exercises.
- 11 3/22/94 SPRING BREAK
- 3/24/94 SPRING BREAK
- 12 3/29/94 Begin Fluid flow rate. Demonstrate pumps and fluid flow rates. Lab Activities 3F1 and 3F2. Turn in Subunit 2 homework. Assignment: Read text through page 90, begin Subunit 3 Student exercises.
- 3/31/94 Watch video on Rate in Electrical Systems. Demonstrate time and frequency rates and oscilloscope displays. Turn in Subunit 3 homework. Assignment: Read text through page 121. Begin Subunit 4 Student Exercises.
- 13 4/5/94 Demonstrate voltage in electrical systems. Lab activities 3E1 and 3E2. Look at electrical rate problems. Watch video on rate in thermal systems.
- 4/7/94 Examine heat flow rate. Demonstrate state changes. Lab activities 3T1 and 3T2. Watch summary video of Rate. Turn in subunit 4 homework. Assignment: End of Unit Student Exercises.
- 14 4/12/94 Administer Unit 3 exam. Collect Unit 3 Text and distribute Unit 4 Text. Turn in End of Unit homework. Watch video on Resistance. Look at Resistance in Mechanical systems. Examine the uses of lubricants and their affects on resistance. Assignment: Read to page 35 in book and begin Subunit 1 student exercises.

- 4/14/94 Lab activities 4M1 and 4M2. Watch video on Resistance in Fluid Systems. Show the effects of streamlining. Turn in Subunit 1 homework. Assignment: Begin Subunit 2 Student Exercises.
- 15 4/19/94 Lab activity 4F2. Demonstrate the uses of piping and hoses. Turn in Subunit 2 homework. Assignment: Read to page 62 in book and begin Subunit 3 Student Exercises.
- 4/21/94 Observe the purpose and effects of air filters. Lab activity 4F2. Watch video of Resistance in Electrical Systems.
- 16 4/26/94 Demonstrate resistance in electrical systems. Show circuits with resistors and examine the uses. Demonstrate Ohm's laws. Lab activities 4E1 and 4E2. Assignment: Read to page 94 in text, begin subunit 4 Student Exercises.
- 4/28/94 Look at Series and Parallel circuits and their applications. Watch video of Resistance in Thermal Systems. Lab exercises 4T1 and 4T2. Assignment: Read text to page 126 and do End of Unit Student Exercises.
- 17 5/3/94 Final Exams

X. INSTRUCTORS

INSTRUCTOR'S NAME	Larry Bonnell
CAMPUS AND OFFICE NUMBER	Valle Verde A-207
TELEPHONE NUMBER	757-5077
OFFICE HOURS	9:00 - 10:00 & 11:30 - Noon T&R

INSTRUCTOR'S NAME	Sherry Marshall
CAMPUS AND OFFICE NUMBER	Valle Verde A-207
TELEPHONE NUMBER	594-2334
OFFICE HOURS	8:30 - 10:00 MWF

**EL PASO COMMUNITY COLLEGE
CLASSIFIED STAFF/PART-TIME
JOB DESCRIPTION**

JOB TITLE: Project Opportunity Technical Workstudy Aide

GENERAL SUMMARY: Responsible for general knowledge of the Women in Technology and Project Opportunity programs to include retention of skills ascertained through participation as a Technical Workstudy Aide in the EPCC Technology Division or vocational science areas of participating high schools; responsible for the ability to relate information and answer inquiries about the three; responsible for projecting a positive image reflecting the programs and El Paso Community College.

PRINCIPLES DUTIES AND RESPONSIBILITIES	ESTIMATED PERCENTAGE OF ANNUAL TIME
1. Arrive promptly to designated locations on consistent basis.	10-20%
2. Perform duties as specified by immediate Technical workstudy supervisor while obtaining valuable on-the-job knowledge relating to the technical field.	50-80%
3. Serve as a nontraditional career role model for the WIT Project Opportunity program on assigned locations.	5-50%
4. Provide Project Coordinator with signed timesheets and Time & Effort reports by the 30th of each month.	

REPORTING RELATIONSHIP

DURING WORKSTUDY HRS. REPORTS TO: Immediate workstudy supervisor.
AT EPCC: Project Opportunity Coordinator

MENTAL EFFORTS

Position requires considerable mental reasoning to accomplish the specified duties and responsibilities as covered above.

INDEPENDENCE OF ACTION

Works under the supervision of the immediate workstudy contact assigned to accomplish duties.

CONTACTS

Requires daily contacts with student, instructor, and/or the general public which involves primarily common courtesy in answering questions related to programs.

WORKING CONDITIONS

Job can be performed under conditions relating to the Technical Division at EPCC and relating Vocational/Technical High Schools areas.

WORK COMPLEXITY

Involved work requires reasonable amount of judgement. Occasional exceptions occur, and in these instances are submitted to supervisor for decision.

SUPERVISION EXERCISED

Yes.

EDUCATION AND EXPERIENCE REQUIREMENTS

EDUCATION: First semester nontraditional major Project Opportunity student.

EXPERIENCE: On-the-job instructional training and the ability to speak well on the programs involved.

The above job description is not intended to be an all-encompassing list of responsibilities, skills, efforts, or working conditions associated with this position. It is intended to be an accurate reflection of the principle activities essential to allocate the principle duties and responsibilities which are provided as general guidelines.

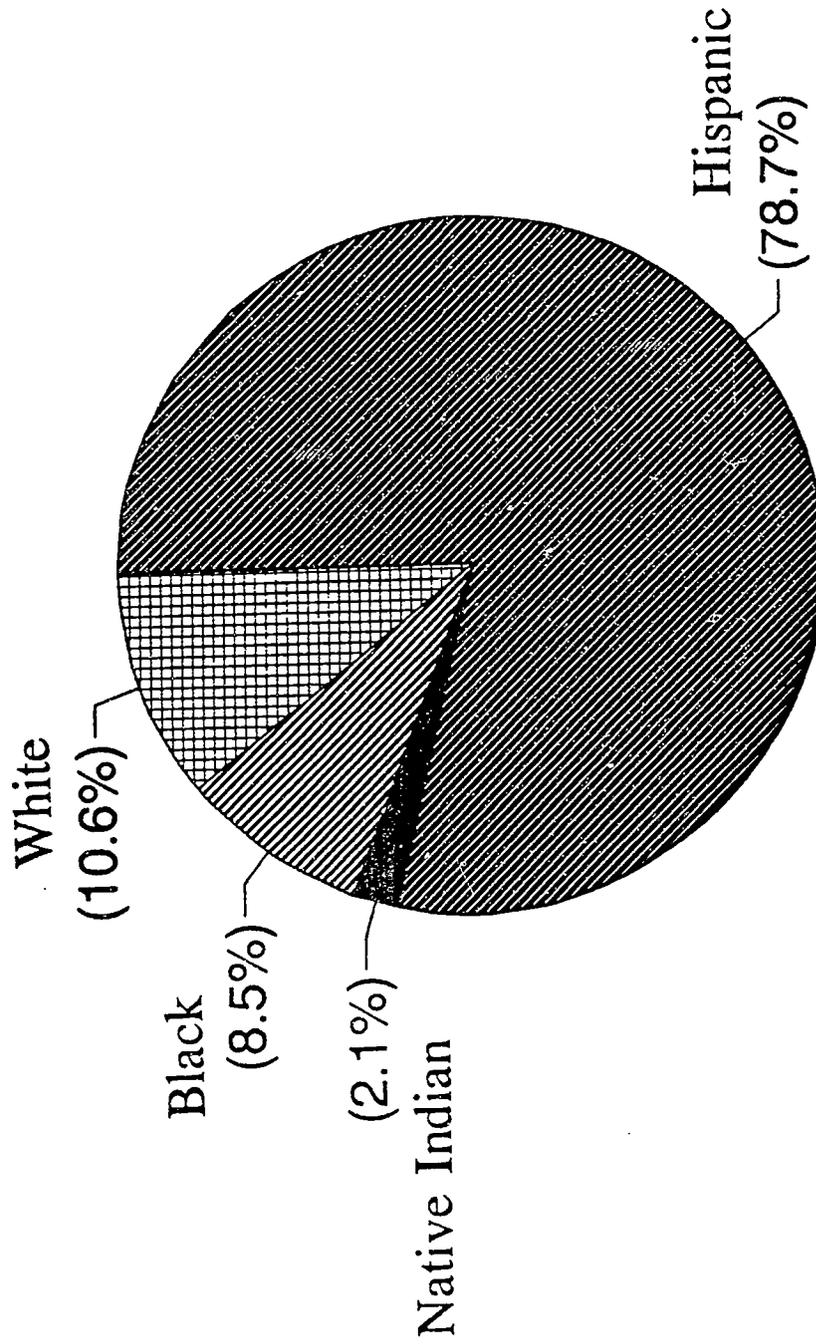
List of Presenters for Self-Investment Class Spring 1994

Name:	Address:	Phone:	Material:
Denise Watkins			Personal Enrichment
Martha Toscano	Literacy Center Clardy Fox Branch Library 200 Lisbon St. El Paso, TX 79905	779-2400	El Paso Public Libraries; Literacy Center
Martha Holguin	Learning Resource Center Valle Verde Campus; Rm C303	X2318	EPCC Library tour
Dale Hougham	Learning Lab Coordinator Transmountain Campus; Rm C140A	757-5114	Time Management; Study Skills: SQ4R & Cornell Methods
Lt. E. Tavarez	Campus Operations Department of Security Valle Verde Campus; Rm C001	594-2200	Security around campus
State National Bank (Alice Son and Carmen Contreras)	221 North Kansas El Paso, TX 79901	546-4559	Banking procedures, checking accts., etc...
Patti Steile	KLAQ Radio Station 4141 Pinnacle St. El Paso, TX 79902	544-8864	Information about a woman in a non-traditional field. (Only woman D.J. at the station)
Better Business Bureau Sherry Suarez/Margret Perez	Better Business Bureau of El Paso State National Plaza, Suite 1101 El Paso, TX 79901	577-0195 or 772-5030	Consumer Protection
Christine Hord	CarLyon & Co. 1700 N. Oregon Suite 770 El Paso, TX 79902	544-4108	CPR, First Aid (Don't know if she will be there after this semester)
Kyles Wolfe Jr.			Self-Defense
Rosalinda Fierro	Texas State Attorney General's Office Consumer Protection Division 6090 Surety Dr., Suite 260 El Paso, TX 79905	772-9476	Consumer Protection and actions that can be taken (very similar to the BBB)
Socorro Beatty	YMCA Credit Counseling Service 9400 Montana St. El Paso, TX 79925	593-3177	Debt Reconciliation Bill consolidation (GREAT speaker)
Jesus Lara	Legal Aid Society 1220 North Stanton El Paso, TX 79902	544-3022	Free legal services available for low income families

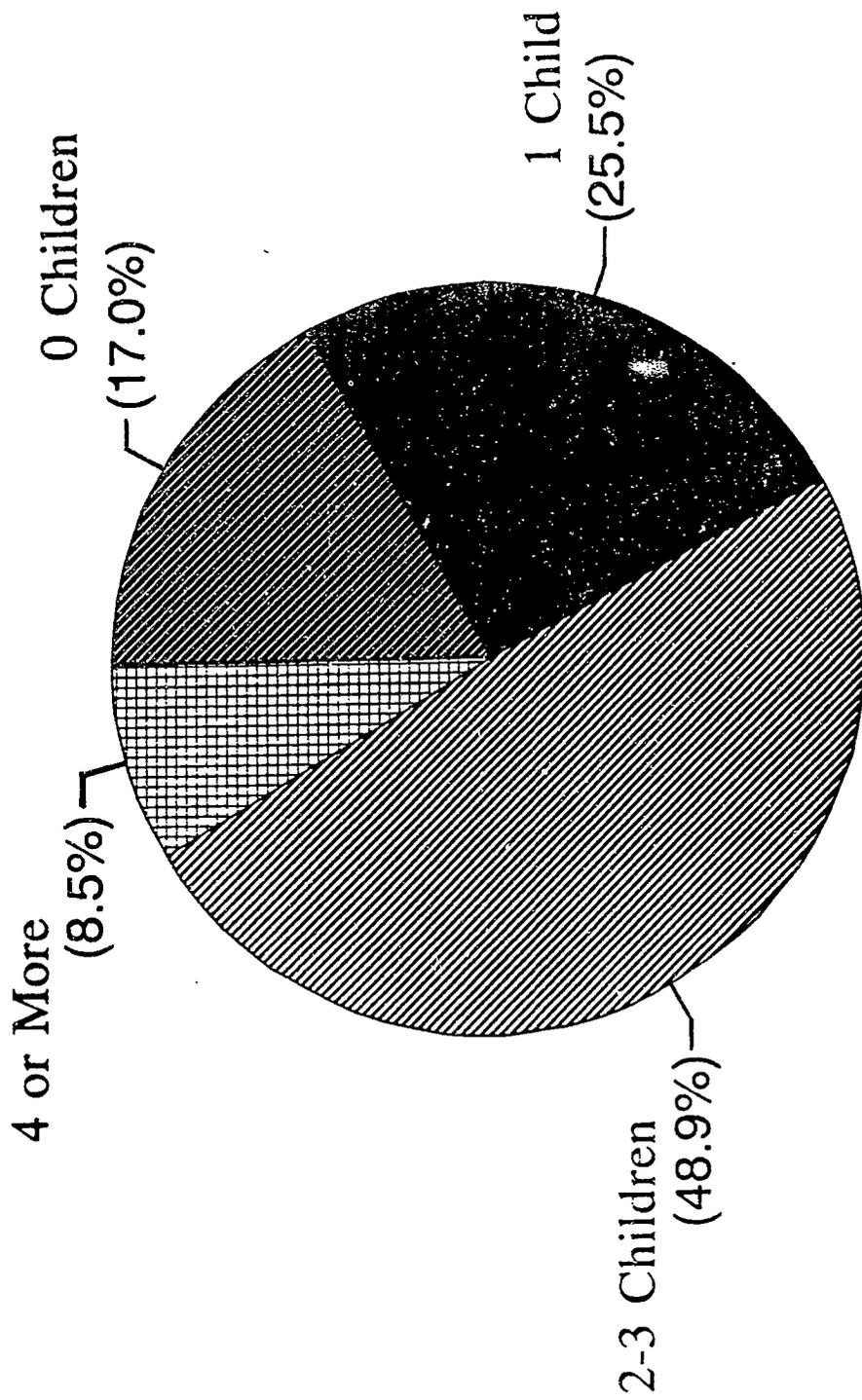
Sandy Gibson	Around and About Tours 6716 Mesa Grande El Paso, TX 79912	833-2650	Local Travel options that are fun and affordable
Inspector Alfredo Ontiveros	El Paso Fire Department Fire Marshal Division 201 S. Florence El Paso, TX 79902	543-6190	Fire safety and prevention videos and informational discussions

ETHNICITY BREAKDOWN PROJECT OPPORTUNITY PARTICIPANTS

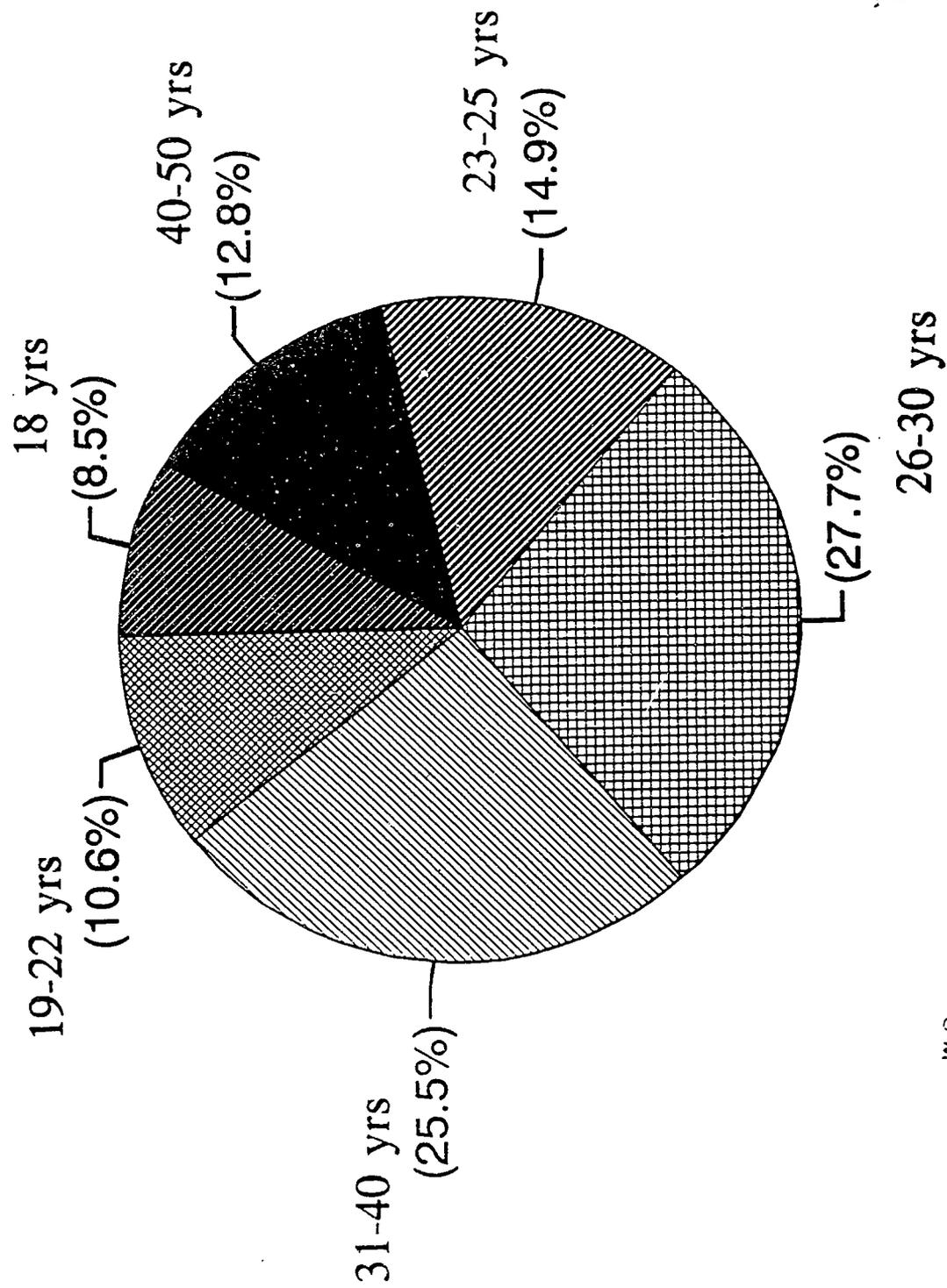
BASED ON SPRING 1993, FALL 1993 AND SPRING 1994 GRADUATES - 47 TOTAL



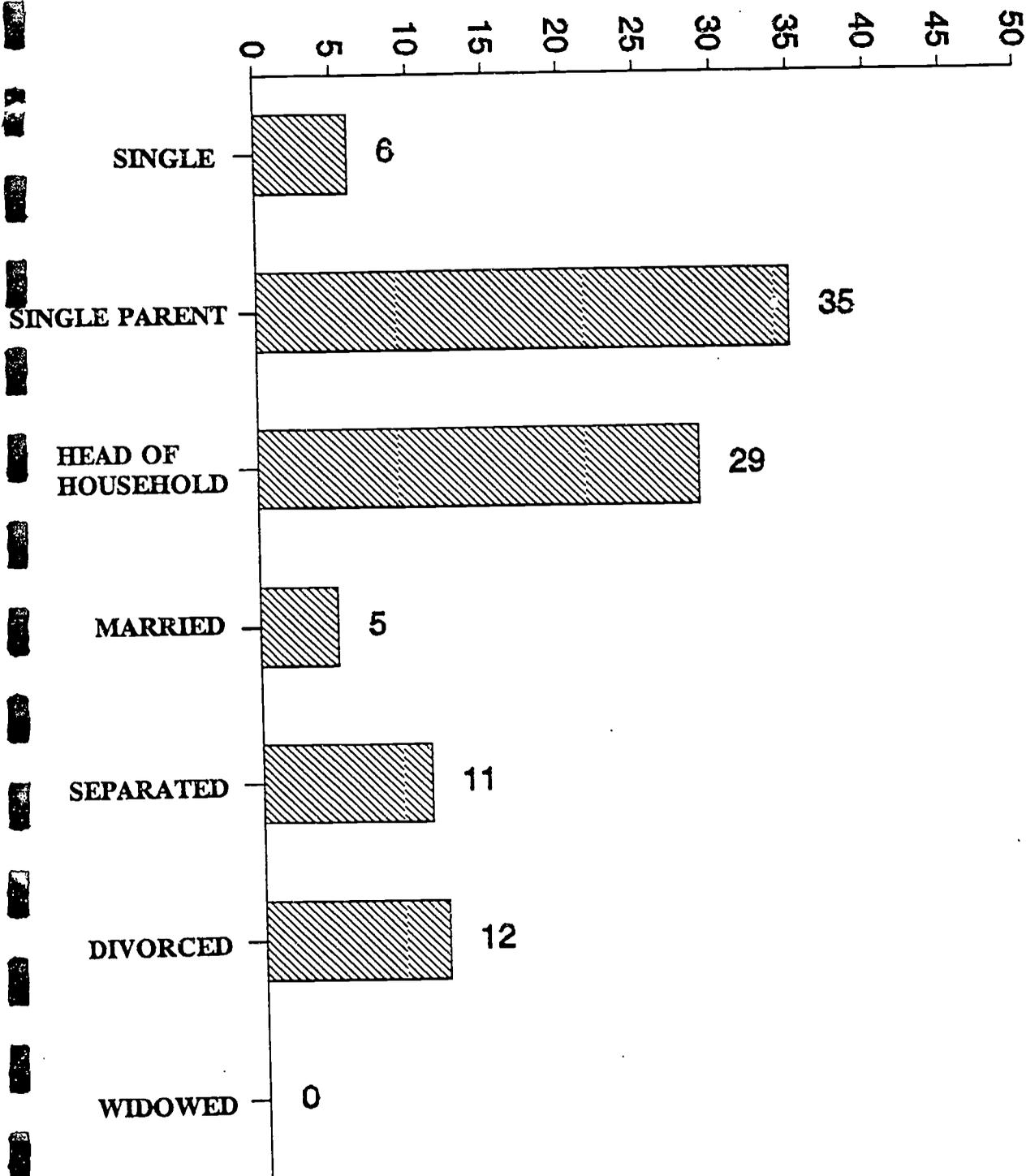
NUMBER OF DEPENDENTS (CHILDREN)



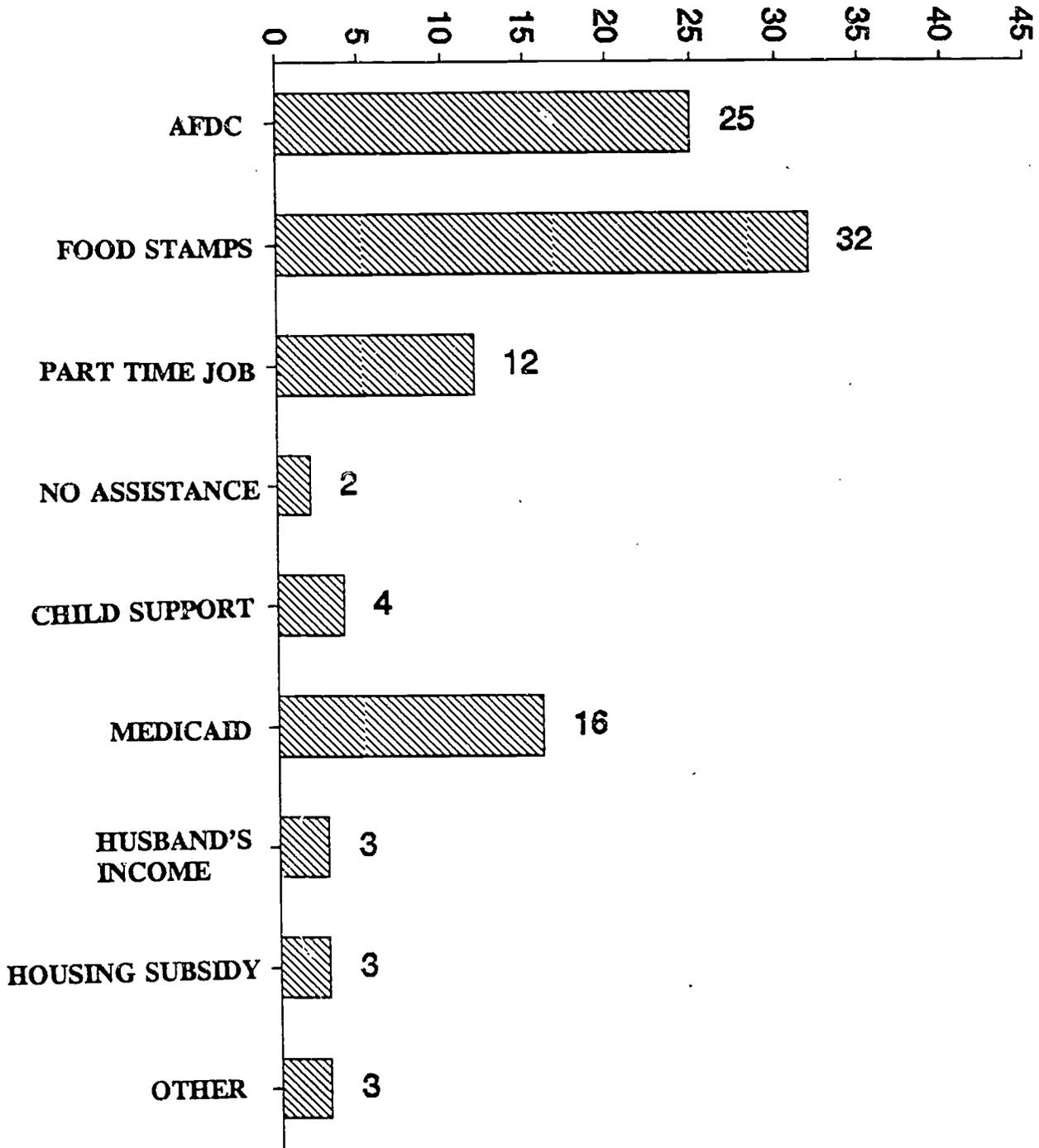
AGE BREAKDOWN



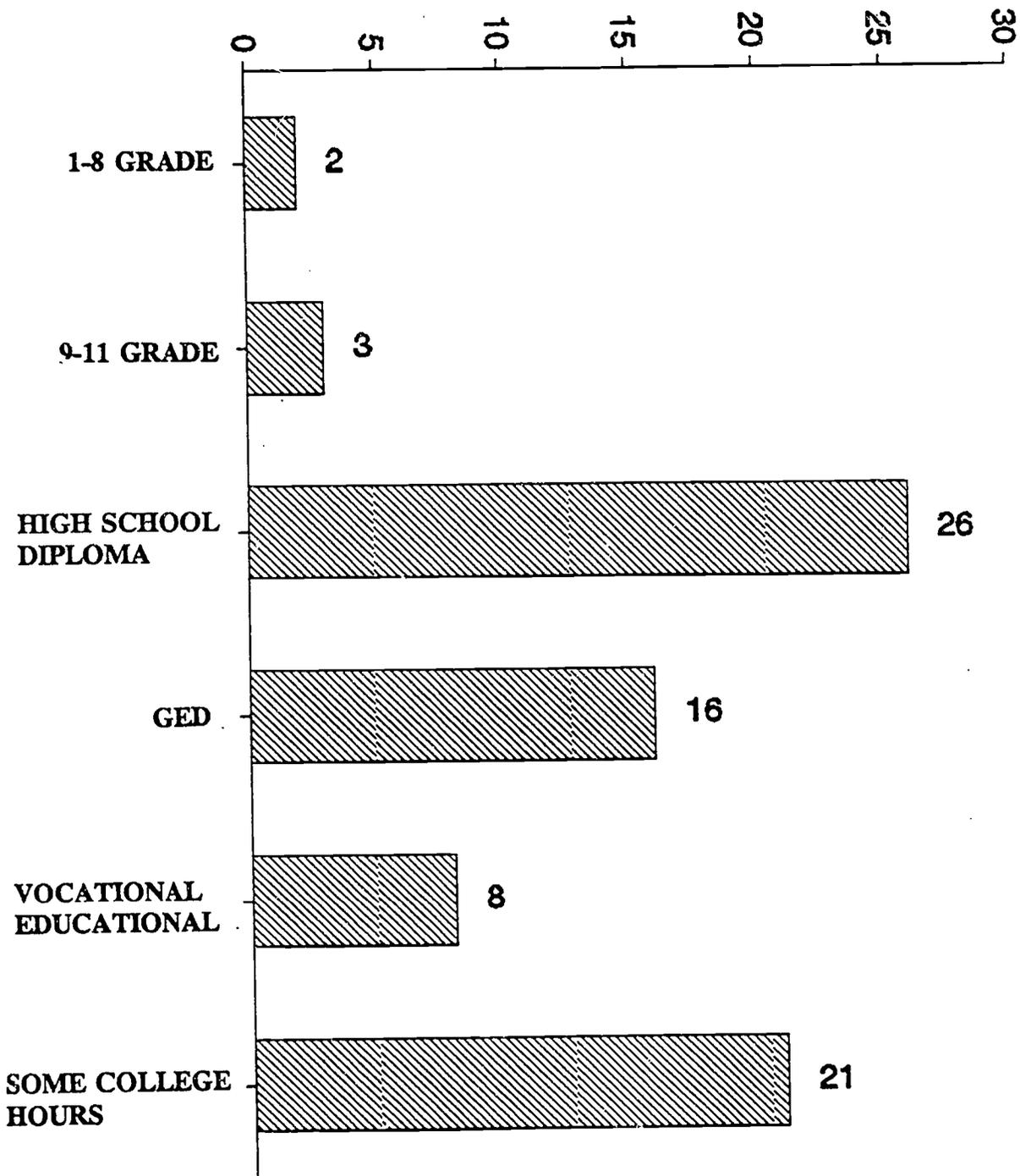
MARRIAGE STATUS



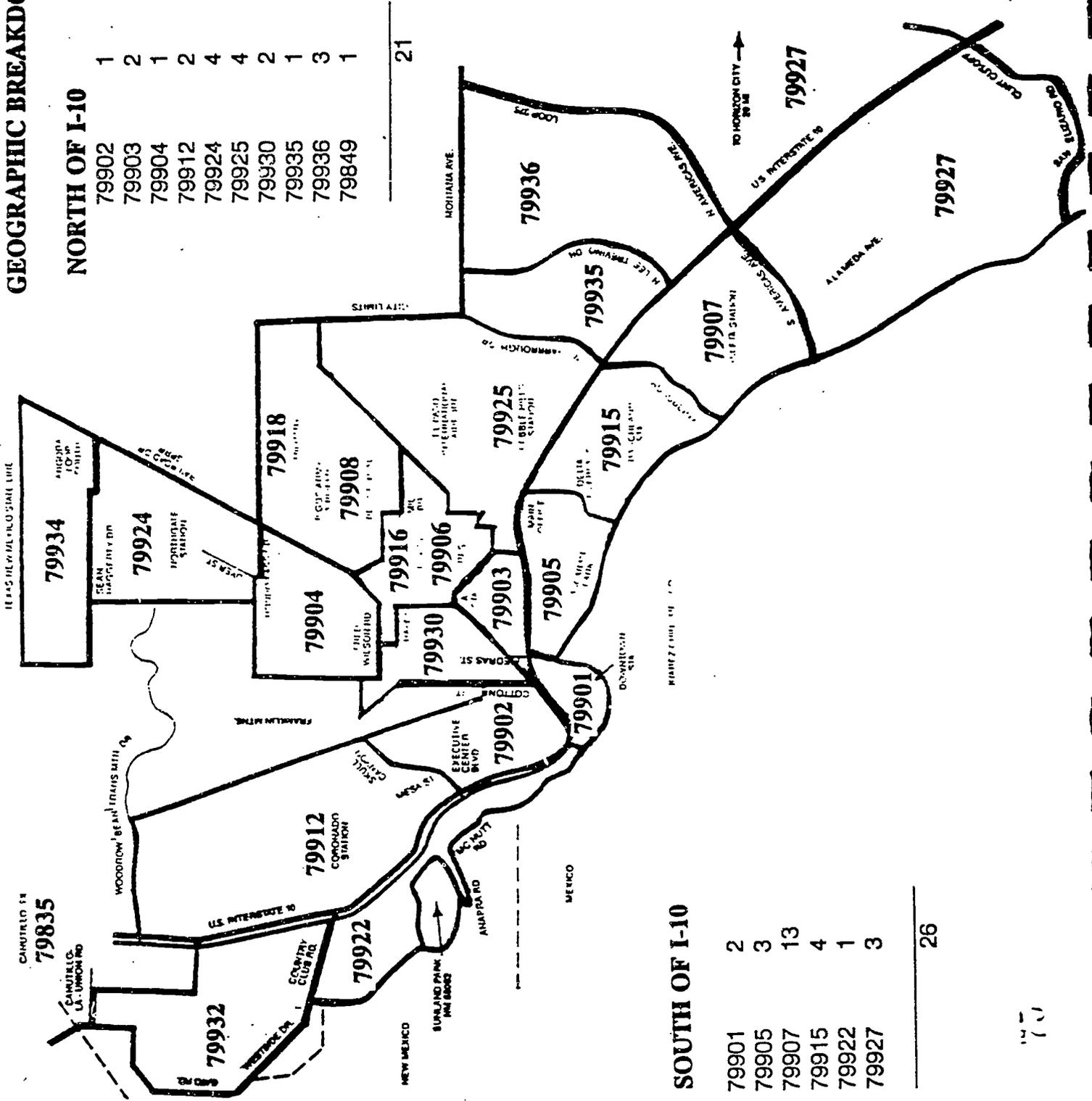
INCOME



EDUCATION



GEOGRAPHIC BREAKDOWN



NAME _____ MAJOR _____ SS# _____
 CLASS: SELF-INVESTMENT DAY/TIME _____
 INSTRUCTOR: _____ START/END DATE _____

1st Review Date: _____
 Comments: _____

2nd Review Date: _____
 Comments: _____

3rd Review Date: _____
 Comments: _____

4th Review Date: _____
 Comments: _____

ATTENDANCE:

JANUARY	1	2	3		
FEBRUARY	4	5	6	7	8
MARCH	9	10	11	Spring Break	12
APRIL	13	14	15	16	
MAY	17				

COURSE GRADE _____

OBJECTIVES COMPLETED	1	2	3	4	5	6	7	8	9	10
----------------------	---	---	---	---	---	---	---	---	---	----

TECHNICAL CONTENT COURSE DAY/TIME _____
 INSTRUCTOR: _____ START/END DATE _____

1st Review Date: _____ Attendance _____
 Comments: _____

2nd Review Date: _____ Attendance _____
 Comments: _____

3rd Review Date: _____ Attendance _____
 Comments: _____

4th Review Date: _____ Attendance _____
 Comments: _____

TEST SCORES

JANUARY	1	2	3		
FEBRUARY	4	5	6	7	8
MARCH	9	10	11	Spring Break	12
APRIL	13	14	15	16	
MAY	17				

COURSE GRADE _____

CLASS: TECHNICAL APPLIED PHYSICS

DAY/TIME _____

INSTRUCTOR: _____

START/END DATE _____

1st Review Date: _____ Attendance _____

Comments: _____

2nd Review Date: _____ Attendance _____

Comments: _____

3rd Review Date: _____ Attendance _____

Comments: _____

4th Review Date: _____ Attendance _____

Comments: _____

TEST SCORES

JANUARY	1	2	3		
FEBRUARY	4	5	6	7	
MARCH	8	9	10	Spring Break	11
APRIL	12	13	14	15	
MAY	16				

COURSE GRADE _____

MATH: _____

DAY/TIME _____

INSTRUCTOR: _____

START/END DATE _____

1st Review Date: _____ Attendance _____

Comments: _____

2nd Review Date: _____ Attendance _____

Comments: _____

3rd Review Date: _____ Attendance _____

Comments: _____

4th Review Date: _____ Attendance _____

Comments: _____

TEST SCORES

JANUARY	1	2	3		
FEBRUARY	4	5	6	7	
MARCH	8	9	10	Spring Break	11
APRIL	12	13	14	15	
MAY	16				

COURSE GRADE _____

CLASS: ESP/ESOL _____

DAY/TIME _____

INSTRUCTOR: _____

START/END DATE _____

1st Review Date: _____ Attendance _____ Test Scores: _____

Comments: _____

2nd Review Date: _____ Attendance _____ Test Scores: _____

Comments: _____

3rd Review Date: _____ Attendance _____ Test Scores: _____

Comments: _____

4th Review Date: _____ Attendance _____ Test Scores: _____

Comments: _____

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

Fall 19 _____

APPLICATION

Spring 19 _____

LAST NAME _____ FIRST _____ MIDDLE _____ DATE _____

Social Security _____		Age _____	
Address _____		Date of Birth _____	
City _____	State _____	Zip _____	
Home Phone _____		Other _____	
Name, address and phone number of a person who will know how to contact you:			
Name _____		Address _____	
City/State _____		Area Code/Phone Number _____	

Circle all of the following which apply to you:

Race/Ethnicity:

- a. Hispanic b. White c. Black d. Native American e. Asian f. Other _____

Education Received:

- a. 1-8 grade b. 9-11 grade c. High School Graduate d. G.E.D. e. College hours f. Vocational/Technical Training (describe) _____

Marital Status:

- a. Single Parent b. Married with spouse c. Separated d. Divorced e. Widowed f. Single without children
- g. Head of household

How many people are in your household (including yourself) _____

List all other members of your household (excluding yourself)

Name _____	Age _____	Relation _____
Name _____	Age _____	Relation _____
Name _____	Age _____	Relation _____
Name _____	Age _____	Relation _____
Name _____	Age _____	Relation _____
Name _____	Age _____	Relation _____

Employment History

Are you presently employed: Yes No

Company Name: _____ Position: _____

Full Time _____ Part Time _____ Salary per hour _____

If unemployed, when was your last date of employment: _____

Company Name: _____ Position: _____

Full Time _____ Part Time _____ Salary per hour _____

Have you ever been or are you currently enrolled in the Department of Human Services (DHS) JOBS Program?

Yes No Date You Began _____

DHS Location _____

Case Manager _____ Telephone Number: _____

Support Services

Which of the following services will you need to be able to participate in our program?

Child care _____ Financial Aid _____ Transportation _____

Are you currently receiving any of these support services? Yes No

Name of organization providing this service _____

How much longer will this service last? _____

Are you currently in default of a loan? _____ From _____

Financial Disclosure (list your household income from the sources below):

- a. Your Salary _____
- b. Spouse's Salary _____
- c. Parent's Support _____
- d. Child Support _____
- e. AFDC _____
- f. Food Stamps _____
- g. Alimony _____

- h. Housing Subsidy _____
- i. Social Security _____
- j. Veteran's Benefits _____
- k. Unemployment _____
- l. Medicaid _____
- m. Other _____

I am interested in a career in (check one):

- Automotive Technology
- Drafting
- Electronics
- Fire Technology
- Heating, Ventilation, Air Conditioning (HVAC)
- Machine Shop
- Plastic Injection Molding
- Welding

Were you referred by an agency or person? Yes No

If yes, please state name of agency or person: _____

THIS INFORMATION IS COMPLETE AND ACCURATE TO THE BEST OF MY KNOWLEDGE

Signature _____

Date _____



Semester _____

**PROJECT OPPORTUNITY
IN-TAKE AND SERVICE FORM**

Major/Interest _____

Name _____ Telephone Number _____ Date _____

Address/City/St./Zip _____

S.S.# _____

Referred By: _____

INFORMATION SERVICES OFFICE APPOINTMENT	ADMISSIONS and TESTING	FINANCIAL AID	ATC	P.O. ORIENTATION
		ROCKWELL	PIC/PEYTON FOUNDATION	
	DISCOVER ASSESSMENT	PIC		WORKSHOP
Contact Person	Contact Person	Contact Person	Contact Person	Contact Person
Phone	Phone	Phone	Phone	Phone

CHILDCARE SERVICES

DATE	CHILDREN	AGE	REFERRAL COMMENTS

DATE	ADDITIONAL COMMENTS
83	84

CONGRATULATIONS

FOR MAKING A DECISION WHICH WILL
CHANGE YOUR LIFE

WOMEN IN TECHNOLOGY

PROJECT OPPORTUNITY

PROCEDURE PACKET

Congratulations!

Your choice of pursuing an education in a nontraditional field is your first step toward a better future for you and your family. The Project Opportunity first semester bridge curriculum will better prepare you for your future Technology studies by supplying you with a strong understanding of the Principles of Technology and yourself.

During your first semester you will participate in the following classes:

MATH - Level determined by placement test

TECHNICAL CONTENT COURSE - Your desired major, such as Drafting

TECHNICAL APPLIED PHYSICS - A principle of Technology class

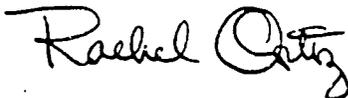
SELF-INVESTMENT - A personal self-awareness class

OPTIONAL:

ESP CLASS - English for Special Populations class, designed to help the ESOL student with Technical terminology.

What do you do next? Simply follow the enclosed program packet. This packet is designed to guide you through the Project Opportunity program requirements. Be sure to contact a Project Opportunity staff member at 594-2333 for any assistance.

Sincerely,



Rachel Ortiz
Coordinator
Project Opportunity

DEAR APPLICANT:

For your convenience we have provided a check list to help you through the Project Opportunity in-take process. Be sure to place a check mark (✓) by each completed step and move on to the next. We look forward to seeing you during the Project Opportunity Student Orientation when you reach Phase 3.

Sincerely,
The Project Opportunity Staff

PHASE

1

A. FILL OUT YOUR APPLICATION

Return it to your Project Opportunity representative or call 594-2332 to set-up an appointment to drop it off.

B. INTERVIEW

You will be contacted by one of our staff members to review your application and assess your needs. This can be done over the phone or at Valle Verde campus office in room A207.

C. DISCOVER ASSESSMENT

All applicants will take a Discover Assessment to determine occupational preference. This will be administered by the Career Testing Center in the Student Service Center on the Valle Verde Campus. Call 594-2333 to set up an appointment.

D. PELL GRANT APPLICATION

Pick-up your Pell Grant Application at the EPCC Financial Aid Office or the Project Opportunity Office. Fill it out and mail it immediate. If you do not qualify for a Federal Pell Grant continue to Phase 2.

87

PHASE

2

E. TOURS

Group tours of the Advanced Technology Center are available. Contact Rachel to set one up.

F. ADMISSIONS

Only first time students need to apply for admission to the College. Contact a Project Opportunity staff member to walk you through this process.

G. TESTING

All credit area students need to be tested. This placement test will cover Math, English and reading comprehension. If you are a returning student you can set-up your own testing date at the Student Service Center on the Valle Verde campus. Inform the Project Opportunity Office of your testing date.

H. NEW STUDENT ORIENTATION

This will be given by the college after your testing. You will be informed of your placement scores at this time. Remember, you must have a 7th grade reading and comprehension level to participate in the Project Opportunity Program. Report your scores to the Project Opportunity Office. Student who have defaulted on loans will be directed to the PIC/WIT program representative with test scores.

PHASE

3

All qualified applications will be evaluated on the basis of financial need and desire to participate in the program. A total of 30 students will be selected to participate. Students will be notified of their acceptance into the program approximately 48hrs. after completing the placement test. Upon notification students will participate in the following:

A. PROJECT OPPORTUNITY ORIENTATION

Students will sign-up for the Program classes, and WIT services.

B. MOTIVATIONAL WORKSHOP

Students will attend a one-day motivational workshop before the semester begins.

Dates for these activities will be announced later.

PROJECT OPPORTUNITY STUDENT SURVEY

SPRING 1993

NAME	MAJOR	LOCATION	ATP
D. Arras	Plastics	Wk. in plastics	N
L.A. Baker	Auto Tech.	EPCC Spring '94	Y
R. Fernandez	Plastics	Unknown	N
C. Gonzalez	Plastics	Wk. in plastics	N
N. Meza*	Mach. Shop	Leaving town	Y
J. Ontiveros	Drafting	Unkown	Y
M. Orduno	Plastics	Wk. in plastics	N
M. Perez	Comp. Info.	EPCC Spring '94	Y
P. Purintum	Electronics	EPCC Spring '94	Y
Y. Quinones*	Electronics	U.S. Border Patrol	Y
N. Rangel	Electronics	Unknown	Y
K. Redix	Plastics	Wk. in plastics	N
M.C. Rodriguez	Mach. Shop	Wk. in Mach. Shop	Y
B. Vargas	Electronics	EPCC Spring '94	Y
I. Villalobos	Plastics	Wk. in plastics	N
L. Villescascas	Electronics	Left Town	Y
G. Wilson	Platics	Wk. in plastics	N
P. Zielsdorf	Electronics	EPCC Spring '94	Y

*N. Meza has been sited as an exemplary student in her Machine Shop class. She will be relocating to San Antonio where she plans to work in her chosen major.

*Y. Quinones has been accepted as a trainee for the U.S. Border Patrol program. She began her training November 1993.

FALL 1993

NAME	MAJOR	LOCATION	ATP	ESP
I. Estrada	Electronics	EPCC Spring'94	Y	N
L. Gonzalez	Electronics	Unkown	Y	Y
L. Gutierrez	Plastics	Wk. in plastics	Y	N
N.L. Hernandez	Drafting	EPCC Spring'94	Y	N
A.G. Ivery	Plastics	Wk. in plastics	N	N
C. Kornegay	Electronics	EPCC Spring'94	Y	N
E. Provencio	Plastics	Wk. in plastics	N	N
O.P. Ramirez	Auto. Tech.	EPCC Spring'94	Y	N
E. Serna	Drafting	EPCC Spring'94	Y	N
L. Tellez	Drafting	EPCC Spring'94	Y	N
A. Valenzuela	Electronics	EPCC Spring'94	Y	Y
A. Vela	Electronics	EPCC Spring'94	Y	Y
V. Washington	Drafting	EPCC Spring'94	Y	N

SPRING '94 (ESTIMATE)

STUDENT SUMMARY

Attending classes	14	In another nontraditional career	1
Employed in nontraditional fields	10	Attended TAP (3 semesters)	35
Unknown	4	Attended ESP (2 semesters)	7
Left town	2		



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

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

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 in our agreement. Further, I accept complete responsibility for any medical fees that 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.

Signature

Social Security Number

Project Opportunity Coordinator

Date

FOR PROJECT OPPORTUNITY OFFICE USE

DESCRIPTION OF WORK: _____

WORKSTUDY SCHEDULE: Work Period: 16wks. Pay Per Hr. \$4.25 Hrs. per Wk. 8

WORKSTUDY SITE: _____ DEPARTMENT _____

Day/Time: _____

ON-SITE SUPERVISOR: _____ TELEPHONE NUMBER: _____

WORKSTUDY SITE: _____ DEPARTMENT _____

Day/Time: _____

ON-SITE SUPERVISOR: _____ TELEPHONE NUMBER: _____

DATE: _____

SPRING 1984

An Equal Opportunity
Affirmative Action Employer





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

WOMEN IN TECHNOLOGY (WIT) PROJECT OPPORTUNITY PROJECT MANAGED WORKSTUDY POLICY AND PROCEDURE AGREEMENT

DUTIES AND RESPONSIBILITIES:

1. To perform duties as specified by immediate technical workstudy supervisor while obtaining valuable on-the-job knowledge relating to the technical field.
2. To have the ability to receive instruction and perform requested tasks.
3. To arrive promptly to designated location on a consistent basis. A total of three absences from workstudy duties will result in termination from the program.
4. To have the ability to relate general knowledge information and answer inquiries about the Women In Technology and Project Opportunity programs.
5. To provide the Project Opportunity Specialist with signed timesheets and Time and Efforts Reports by the 30th of each month. Student will be remunerated on the 15th of each month. Failure to provide a timesheet by the specified date will result in NOT receiving a check on the 15th of the month.

STIPULATION:

A student who drops or withdraws from any of the programs' required classes or fails to maintain a passing grade point average (c) in any of her academic classes will be terminated from the workstudy program.

REPORTING RELATIONSHIP:

ON WORKSTUDY LOCATION: Immediate workstudy supervisor (TBA)
AT EPCC: Project Opportunity Specialist

WORK ENVIRONMENT:

Involved work requires a reasonable amount of judgement. Occasional exceptions may occur, and in these instances are submitted to supervisor for decision. Daily contact with students, instructors, and the general public which involves primarily common courtesy in answering questions is required. Job can be performed under conditions relating to the Technical Division at El Paso Community College and relating Vocational/Technical High School areas.

If you agree and understand the above agreement, please sign below:

Signature

Date

WORKSTUDY LOCATIONS

FALL 1993

Automotive Technology Department
El Paso Community College, Valle Verde Campus

Auto CAD Lab/Drafting Department
El Paso Community College, Transmountain Campus

Electronics Department
El Paso Community College, Transmountain Campus

Project Opportunity Office
El Paso Community College, Valle Verde Campus

Women in Technology Office
El Paso Community College, Transmountain Campus

Drafting Department
The Academy of Science and Technology, Vocational High School
Ysleta Independent School District

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

SPRING 1994

Auto CAD Lab/Drafting Department
El Paso Community College, Valle Verde Campus

Drafting Department
The Academy of Science and Technology, Vocational High School
Ysleta Independent School District

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

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

Welding Department
The Academy of Science and Technology, Vocational High School
Ysleta Independent School District

Project Opportunity Office
El Paso Community College, Valle Verde Campus

Advanced Technology Center
PIC/WIN Office

Technology Counselor, Counseling Office
El Paso Community College, Valle Verde Campus

ESOL PRESENTATIONS

FALL 1993	DATE	CONTACTS
ESL Expo	3/16/93	20
ESOL Level3	4/7/94	7
ESOL Orientation	7/22/93	50
ESOL Orientation	7/23/93	40
ESOL Orientation	7/26/93	40
ESOL Orientation	7/27/93	30
ESOL Orientation	7/27/93	25

TOTAL	212
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SPRING 1994	DATE	CONTACTS
ESOL 3003	9/16/93	33
ESOL 3105	9/16/93	15
ESOL 3107	10/15/93	30
ESOL 3022	10/16/93	25
ESOL 3022	10/16/93	30
ESOL 3022	10/16/93	30
ESOL 3107	10/20/93	25
ESOL 3111	10/22/93	8
ESOL 3110	10/25/93	22
ESOL 3105	10/26/93	30
ESOL 3108	10/26/93	22
ESOL 3110	10/28/93	20
ESOL 3111	10/28/93	22
ESOL 3107	10/28/93	28

TOTAL	340
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Due to copyright restrictions the following articles have been omitted:

Ramirez, Renee. "Program Helps Single Parents Take Control". *El Paso Times*,
10-20-1993, p 1B.

----- "Women's Project Taking Applications". *El Paso Times*,
10-30-1993, p 2B.

----- "Business Graduation". *El Paso Times*, 5-5-1994, p 8D.



OCT 27 1993

OCT 27 1993

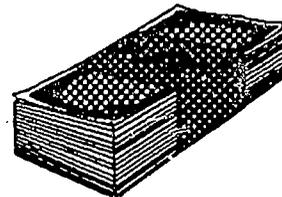
NEWS RELEASE

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

Contact: **Javier Sanchez/Al Hinojos**

For Release: **October 27, 1993**

EARN WHILE YOU LEARN: ENROLL IN EPCC'S PROJECT OPPORTUNITY



The Women in Technology Project Opportunity program at El Paso Community College is accepting applications for its third bridge curriculum class in nontraditional fields.

The program is designed to assist low-income women interested in pursuing a career in a nontraditional field. Women who qualify for this program include single parents, young pregnant women, displaced homemakers and women who need to enroll in a training program to receive housing benefits.

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

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.

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

###

93:254

Media: 1a,b,d,e,2,4

c: Rachel Ortiz

I WOULD LIKE INFORMATION ON THE FOLLOWING PROGRAMS:

- Drafting
- Welding
- Automotive Technology
- Automation Control
- Plastics Technology
- Electronics
- Machine Shop
- Heating Ventilation & Air Conditioning
- Fire Technology

Name _____

Address _____

City _____ State _____

Zip _____ Phone _____

Mail to:
El Paso Community College
Women in Technology-Project Opportunity
P.O. Box 20500
El Paso, Texas 79998-0500



WOMEN IN TECHNOLOGY

PROJECT OPPORTUNITY ♀

**BUILDING & BRIDGING YOUR
POTENTIAL FOR
A CAREER IN TECHNOLOGY**

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

IF YOU INVEST IN YOURSELF WE WILL INVEST IN YOU!

HERE'S THE DEAL

The El Paso Community College Project Opportunity program will open the door to the future you've dreamed of, a future that includes a good-paying, secure job that will support you and your family.

The answer lies in learning the skills for a non-traditional career in one of these fast-growing fields:

- Drafting • Welding • Plastics Technology
- Automotive Technology • Electronics • Machine Shop
- Automation Control • Fire Technology
- Heating Ventilation and Air Conditioning

Maybe you think that you're not the kind of woman who can work with her hands. Or perhaps you think that there's something "unfeminine" about technical work. The truth is, nontraditional jobs pay 20-30% higher salaries than traditional "women's work."

WHO IS ELIGIBLE FOR PROJECT OPPORTUNITY?

We're set up to help a specific group of women:

- Low income, single parents, divorced or widowed homemakers, single pregnant women, and women who must be enrolled in job training to qualify for housing.
- You must also be a Texas resident.
- And while we look for women who have a high school diploma or a GED, this requirement may be waived. We don't want anything to stop you in your drive to succeed.

WHAT CLASSES WILL I TAKE MY FIRST SEMESTER?

- Technical Content Course - 4 credit hours
- Math (determined by admissions test) - 3 credit hours
- Technical Applied Physics - 6 hours per week
- Self-Investment - 6 hours per week

Option: ESP (English for Special Purposes) class. 3 credit hours. Designed to assist students who need help in terminology translations.

WORKSTUDY PROGRAM

You can also participate in a workstudy program, working in EPCC's technology division or in a related field at a local high school. You'll work eight hours a week at minimum wage for 16 weeks: approximately \$544 for the semester.

WHAT DOES IT COST?

Aside from a \$10 application fee to EPCC, all classes and books are absolutely FREE. All we're asking is that you invest your time, determination and commitment.

WOMEN IN TECHNOLOGY SUPPORT SERVICES

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

DID YOU KNOW?

1. The United States Department of Labor defines women's nontraditional occupations as those in which 25% or less of the workers are women. (*National Commission of Working Women; Dec. 1991*)
2. Nontraditional occupations pay 20-30% higher wages than traditional female occupations. (*National Commission of Working Women; Dec. 1991*)
3. Technology has had a profound effect on the work place over the past several years. All indications point to continual importance on industry and occupational employment in the coming years. (*T.E.C. Economic Research and Analysis Dept; Nov. 1988*)

HOW DO YOU KNOW IF A TECHNICAL CAREER IS RIGHT FOR YOU?

Ask yourself if these statements apply to you:

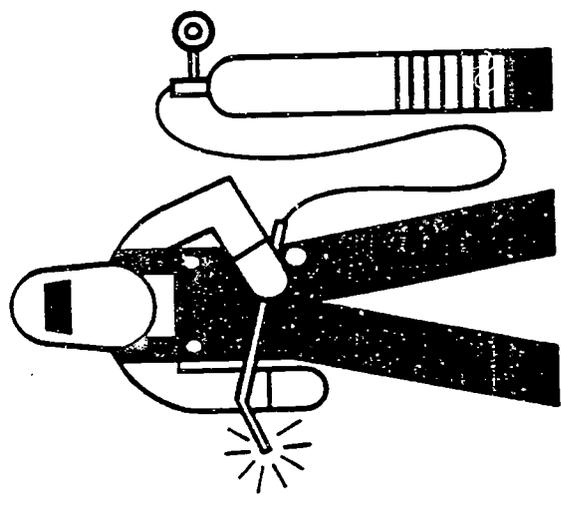
1. I can usually carry/build/fix things myself.
2. I enjoy making things myself.
3. I don't mind getting my hands dirty.
4. I'd rather work independently doing practical hands-on work.
5. The first thing I look for in a car is a well-built engine.

If you've answered "Y" or "S" to most of these statements, then a technical career might give you everything you need - from personal fulfillment to job security.

WHEN CAN I START?

Today! Just call the Project Opportunity Office at 594-2333, or drop by our office on EPCC's Valle Verde Campus, Room A207. We'll help you fill out an application. But don't wait too long to call: spaces are limited.

**THE MESSAGE IS
CLEAR,
TAKE CHARGE OF
YOUR LIFE
NOW**



**AGENCIES WHERE PROGRAM HAS BEEN ADVERTISED
FOR GRANT YEAR 1993-1994**

FALL 1993

DATE	ORGANIZATION	ATTENDANCE	NUMBER OF BROCHURES DISTRIBUTED
2/17/93	Project Forward 100 E. Yandell	8	10
3/10/93	TEC Jobs Program 6000 Welch	22	22
3/11/93	TEC Jobs Program 6000 Welch	16	16
3/30/93	David L. Carrasco Job Corps 11155 Gateway West	200	200
4/15/93	Dept. of Human Services 5150 El Paso Drive	12	15
4/15/93	Eisenhower Housing Complex 5628 Eisenhower	22	25
4/23/93	TEC Jobs Program (1st Session) 6000 Welch	32	32
4/23/93	TEC Jobs Program (2nd Session) 6000 Welch	20	20
6/24/93	Ysleta DHS Office 215 Padres Dr.	10	12
7/2/93	Psychology Class El Paso Community College	70	70
7/14/93	DHS Office 5150 El Paso Drive	15	20
7/16/93	Rowlings Clinic 3301 Pera	12	12

7/21/93	Battered Women's Center Sheriff Department 800 E. Overland	13	17
8/4/94	City of El Paso Sheriff Department 800 E. Overland	28	35
8/19/94	Faculty Development Workshop EPCC	2	2
<hr/>		TOTALS	484
			508

SPRING 1994

DATE	ORGANIZATION	ATTENDANCE	NUMBER OF BROCHURES DISTRIBUTED
10/5/93	LBJ Housing Complex 9000 Roanake	15	20
10/28/93	Baird Housing Complex 4747 Atlas	24	26
12/10/94	YWCA Day Care Managers 1918 Texas	25	30
12/10/94	DHS Offices 5631 Dyer Suite 300	12	12
<hr/>		TOTALS	76
			88

**LIST OF PROJECT OPPORTUNITY APPLICANTS
FALL 1993**

NAME	INTEREST	DATE INTERVIEWED
1. S. Sanchez	Electronics	4/2/93
2. A. Rodriguez	Electronics	4/6/93
3. M.E. Burciaga	Welding	4/7/93
4. O.L. Falcon	Auto Technology	4/14/93
5. G. Lopez	Auto Technology	10/27/93
6. P. Valdez	Welding	5/4/93
7. S.L. Douglas	Plastics	5/3/93
8. C.A. Soto	Auto Technology	4/27/93
9. M. Rodriguez	Plastics	4/24/93
10. S.I. Garay	Plastics	4/23/93
11. B. Millan	Drafting	4/23/93
12. H. Dominguez	HVAC	4/23/93
13. M.R. Grain	Welding	4/23/93
14. M. Rodriguez	Electronics	4/23/93
15. M.C. Villasana	Plastics	4/23/93
16. R. Vasquez	Plastics	4/23/93
17. P. Carrillo	Plastics	4/24/93
18. M.L. Herrera	Plastics	4/23/93
19. S.G. Gomez	Electronics	4/23/93
20. J. Hajar	Plastics	4/23/93
21. L. Sierra	Plastics	4/23/93
22. I. Yzquierdo	Electronics	4/23/93
23. N. Duran	Welding	4/23/93
24. S. Ramirez	Electronics	4/23/93
25. S. Corona	Plastics	4/23/93
26. D.A. Stella	Auto Technology	4/23/93
27. L.E. Jones	Drafting	4/23/93
28. B. Almanza	Auto Technology	4/23/93
29. I. Estrada	Electronics	4/23/93
30. Y. Vela	Drafting	4/23/93
31. M.E. Mendoza	Machine Shop	4/23/93
32. V. Dobkant	Electronics	4/23/93
33. M.L. Brown	Welding	4/23/93
34. C. Ramirez	Electronics	4/23/93
35. I.J. Ortiz	Electronics	4/23/93
36. M.E. Estrada	Auto Technology	4/23/93
37. E. Trejo	Drafting	4/27/93
38. M.E. Samaniego	Electronics	4/27/93
39. L.H. Black	Auto Technology	4/27/93
40. M. Arce	Auto Technology	4/27/93
41. A.E. Perez	Electronics	4/27/93

NAME	INTEREST	DATE INTERVIEWED
42. P. Bejarano	Auto Technology	4/27/93
43. N. Padilla	Plastics	4/25/93
44. R. Vasquez	Auto Technology	4/23/93
45. N. Hernandez	Drafting	3/22/93
46. E. Reyes	Drafting	1/19/93
47. R. Tarango	Drafting	2/23/93
48. A. Valenzuela	Electronics	6/15/93
49. S.R. Zarate	Plastics	5/30/93
50. V. Washington	Drafting	6/8/93
51. N. Ruiz	Auto Technology	6/28/93
52. L. Colon	Electronics	6/28/93
53. G. Baldwin	Drafting	5/18/93
54. Y. Baldwin	Drafting	5/18/93
55. O. Ramirez	Auto Technology	7/6/93
56. C. Castanon	Plastics	7/8/93
57. S.A. Gonzalez	Auto Technology	6/29/93
58. A. Quintero	Plastics	7/14/93
59. M. Garcia	Plastics	7/14/93
60. O.Y. Flores	Fire Technology	7/14/93
61. R. Marmolejo	Sewing Machine Repair	7/19/93
62. L. Arellano	Drafting	7/16/93
63. C. Kornegay	Electronics	7/20/93
64. I. Rodriguez	Auto Technology	10/23/93
65. M. Moreno	Auto Technology	7/22/93
66. R. Ortiz	Drafting	7/26/93
67. V. Pimental	Drafting	7/26/93
68. M. Valenzuela	Electronics	7/27/93
69. R. Cerda	Drafting	7/27/93
70. L. Gonzalez	Drafting	7/27/93
71. G. Cardenas	Electronics	7/27/93
72. L. Meriel	Auto Technology	7/27/93
73. Z. Armendariz	Drafting	7/27/93
74. A. Vela	Electronics	7/27/93
75. L. Tellez	Drafting	7/29/93
76. L. Ryan	Drafting	7/29/93
77. G. Varela	Plastics	8/5/93
78. B. Barrera	Machine Shop	8/5/93
79. M. Mendoza	Drafting	8/9/93
80. A.G. Ivory	Plastics	8/11/93
81. E. Provencio	Plastics	8/24/93
82. L. Gutierrez	Plastics	8/25/93
83. E. Almanzar	Plastics	8/27/93

**LIST OF PROJECT OPPORTUNITIES APPLICANTS
SPRING 1994**

NAME	INTEREST	DATE INTERVIEWED
1. L. Chavez	Electronics	10/26/92
2. M.G. DeLeon	Drafting	9/23/93
3. E.M. Montelongo	Electronics	9/27/93
4. A. Marquez	Electronics	10/7/93
5. G.H. Lopez	Electronics	10/27/92
6. M.V. Dupkant	Electronics	4/23/93
7. J. Elizabeth	Electronics	8/20/93
8. A.D. Baumea	Electronics	8/9/93
9. R. Vasquez	Drafting	10/14/93
10. N.J. Olvera	Electronics	10/15/93
11. D.A. Vaugh	Plastics	8/13/93
12. I.J. Ortiz	Electronics	4/23/93
13. H. Rivera	Auto Technology	10/18/93
14. F.M. Cardenas	Drafting	10/16/92
15. E. Jauregui	Electronics	10/16/92
16. J. Skatzes	Plastics	10/20/93
17. G. Aguilar	Electronics	10/26/92
18. L.M. Sanchez	Drafting	10/26/93
19. B.B. Black	Welding	10/21/93
20. J. Gasca	Drafting	10/27/93
21. C. Ramirez	Electronics	4/23/93
22. B. Gomez	Auto Technology	11/1/93
23. G.E. Rigby	Electronics	11/1/93
24. D. Castillo	Plastics	11/1/93
25. C. Cienfuegos	Drafting	11/2/93
26. M. Cuevas	Plastics	11/3/93
27. M. Alvarado	Plastics	11/3/93
28. J.D. Lippert	Drafting	11/4/93
29. S. Munoz	Plastics	11/8/93
30. N.S. Irei	Electronics	10/26/93
31. D.K. Blackburn	Plastics	11/11/93
32. G.S. Aguilar	Electronics	11/15/93
33. L. Pulido	Electronics	11/15/93
34. S.M. Esquivel	Electronics	11/15/93
35. P.A. Abbott	HVAC	11/16/93
36. M.E. Perez	Plastics	11/17/93
37. E. Saenz	Electronics	11/18/93
38. E. Luevano	Plastics	11/24/93
39. R. Marmolejo	Sewing Repair	7/19/93
40. P.P. Komarsa	Sewing Repair	10/12/92
41. E. Padilla	Electronics	11/18/92

NAME	INTEREST	DATE INTERVIEWED
42. R. Rivera	Drafting	9/28/93
43. T.B. Barrow	Auto/Drafting	10/23/92
44. S.W. Quiroz	Drafting	10/26/92
45. E. Vargas	Drafting	10/22/93
46. C. Duran	Auto Technology	11/23/93
47. C.A. Davis	Drafting	11/23/93
48. S.M. Russell	Electronics	11/23/93
49. L. Vaquez	Plastics	10/6/92
50. J.D. Foster	Plastics	11/29/93
51. G.S. Sanchez	Electronics	4/2/93
52. G.R. Sterling	Plastics	12/2/93
53. M. Garcia	Drafting	12/8/93
54. R.H. Gonzalez	Electronics	12/8/93
55. M. Mendoza	Drafting	12/3/93
56. J.L. Arnold	Plastics	12/13/93

**CAREER EXPLORATION WORKSHOPS
FALL 1993**

DATE	PARTICIPANTS	
2/15/93	YISD At-Risk Students	20 students toured the Advanced Technology Center
3/16/93	Project Forward	8 students visited the Career Planning Center where they took a Personality Mosaic test and toured the Advanced Technology Center.
4/29/93	TEC Jobs Program	22 students toured the Advanced Technology Center
7/7/93	EPCC Students	4 career assessments administered
7/9/93	EPCC Students	9 career assessments administered
7/11/93	EPCC Students	3 career assessments administered
7/19/93	EPCC Students	3 career assessments administered
7/20/93	EPCC Students	2 career assessments administered
7/22/93	EPCC Students	4 career assessments administered
7/26/93	EPCC Students	2 career assessments administered
7/29/93	EPCC Students	2 career assessments administered
7/30/93	EPCC Students	2 career assessments administered

**CAREER EXPLORATION WORKSHOPS
SPRING 1994**

DATE	PARTICIPANTS	
10/12/93	EPCC Students	2 career assessments administered
10/15/93	EPCC Students	1 career assessment administered
10/19/93	EPCC Students	2 career assessments administered
10/21/93	EPCC Students	2 career assessments administered
10/22/93	EPCC Students	2 career assessments administered
10/26/93	EPCC Students	2 career assessments administered
11/2/93	EPCC Students	2 career assessments administered
11/3/93	EPCC Students	2 career assessments administered
11/11/93	EPCC Students	1 career assessment administered
11/16/93	EPCC Students	3 career assessments administered
11/23/93	EPCC Students	3 career assessments administered
11/24/93	EPCC Students	1 career assessment administered
11/30/93	EPCC Students	2 career assessments administered

**PROJECT OPPORTUNITY
FALL 1993 PROGRAM PARTICIPANTS**

NAME	MAJOR	CLASIFICATION
1. E.I. Almanzar	Plastics	Displaced Homemaker
2. C. Castanon	Plastics	Single
3. I.M. Estrada	Electronics	Single Parent
4. L. Gonzalez	Electronics	Single Parent
5. L. Gutierrez	Plastics	Single Parent
6. N.L. Hernandez	Drafting	Single Parent
7. A.G. Ivery	Plastics	Displaced Homemaker
8. C. Kornegay	Electronics	Single Parent
9. H. Lozano	HVAC	Single Parent
10. M. Moreno	Auto Technology	Displaced Homemaker
11. V. Pimental	Electronics	Displaced Homemaker
12. E. Provencio	Plastics	Single Parent
13. O.P. Ramirez	Auto Technology	Single Parent
14. C.A. Soto	Auto Technology	Single Parent
15. E. Trejo	Drafting	Single Parent
16. L. Tellez	Drafting	Single Parent
17. A. Valenzuela	Electronics	Single Parent
18. A. Vela	Electronics	Single Parent
19. V. Washington	Drafting	Single Parent
20. S. Zarate	Plastics	Single Parent

ALTERNATES

1. M. Burciaga	Welding	Single Parent
2. L. Colon	Electronics	Single Parent
3. L.E. Jones	Drafting	Single Parent
4. N. Ruiz	Auto Technology	Single Parent
5. P. Valdez	Welding	Single Parent

**PROJECT OPPORTUNITY
SPRING 1994 PROGRAM PARTICIPANTS**

NAME	MAJOR	CLASIFICATION
1. P. Abbott	HVAC	Single Parent
2. G.A. Aguilar	Electronics	Single Parent
3. G. Aguilar	Electronics	Single Parent
4. B.B. Black	Welding	Single Parent
5. F. Cardenas	Drafting	Single Parent
6. L. Chavez	Electronics	Single Parent
7. V. Dopkant	Electronics	Single Parent
8. C. Duran	Auto Technology	Single Parent
9. J.D. Foster	Plastics	Single Parent
10. M. Garcia	Drafting	Single Parent
11. N. Irei	Electronics	Displaced Homemaker
12. E. Joslin	Electronics	Single Parent
13. G. Lopez	Electronics	Displaced Homemaker
14. E. Luevano	Plastics	Single
15. E. Montelongo	Electronics	Single Parent
16. S. Munoz	Plastics	Single Parent
17. E. Perez	Plastics	Single
18. G.E. Rigby	Electronics	Single
19. R. Rivera	Drafting	Single
20. S.M. Russell	Electronics	Single Parent
21. E. Saenz	Electronics	Displaced Homemaker
22. L.M. Sanchez	Welding	Single
23. S. Sanchez	Electronics	Single Parent
24. G. Sterling	Plastics	Single Parent
25. E. Vargas	Drafting	Single Parent

ALTERNATES

1. D. Castillo	Plastics	Single Parent
2. C. Cienfuego	Drafting	Single Parent
3. C. Davis	Drafting	Single Parent
4. M. DeLeon	Electronics	Single
5. H. Rivera	Auto Technology	Displaced Homemaker

PROJECT OPPORTUNITY

ORIENTATION PACKET

112

SELF-INVESTMENT CLASS

Who are you? What are you? Where have you been and where are you going? Yesterday, today, and tomorrow?

The Self-Investment (SI) class will help introduce you to yourself.

The goals of this class are to encourage you to explore YOUR goals, YOUR values, and YOUR action plans for now and for the future. The effort you put into the SI class will not only determine your near future employment but also your lifetime career and success.

Your classmates will be women who have experienced similar hopes and obstacles, challenges and triumphs. You will all be working together to learn how you and future generations of women will earn and maintain places in the nontraditional technology fields where women have many opportunities to earn good wages and obtain promotions.

You will be a contributing author of your textbook "Changes; A Women's Journal for Self-Awareness and Personal Planning". By recording your own thoughts, attitudes, and ideals in the book, you will gain a better understanding of who you are.

By interviewing other people who are part of your life, you can learn how your attitudes and opinions have been formed. By talking with women now studying or working in nontraditionally female technological occupations, you will learn how their attitudes match or differ from yours and those of others. You will gain understanding of the ways society has influenced all of us and how you can adapt your methods of planning your goals as society changes.

Included in the assignments for the Self-Investment class there will be special projects to increase your awareness of the accomplishments of women and provide opportunities for your assessment of the progress that has been made in recent years. You will have occasions to increase your self-confidence through oral and written expression of your knowledge and ideas. Exposure to learning-through-practice by performing commonplace, but often avoided or postponed, tasks will increase your confidence and assertiveness.

Life is a series of changes; some good, some not. Nothing is as constant as change. But WITHOUT change there is no GROWTH. And without GROWTH, life ends. Be ready to adjust to and profit from the changes now occurring in the job market and social climate of the United States, Mexico, and all of our planet. Educate yourself to prepare for the changes that are yet to come.

Learn to take control of your life and be ready for the future that YOU WANT!

WOMEN IN TECHNOLOGY PROGRAM HELPS WOMEN BREAK INTO NON-TRADITIONAL 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 non-traditional," added Parra.

The WIT program encourages women to study non-traditional careers like automotive technology, drafting, electronics, machine shop, welding, fire technology and heating, ventilation and air conditioning. WIT also provides student support services including counseling, child care, tutoring, job information 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 form 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 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, 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.

WORD IDENTIFICATION

Define the following words as they pertain to you.

RESPONSIBILITY:

COMMITMENT:

EDUCATION:

VALUES:

GOALS:

SUCCESS:

POSITIVE SELF-TALK

"As You Think, So You Become"

The extend 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 strengthened 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 extend 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") task, and I do one 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.

ENTRY TEST FOR ESP\ATP - PART II
GENERAL ENGLISH

I. COMPLETE THE SENTENCES LOGICALLY WITH ANY WORDS YOU WISH.

1. When _____, she will get a job.
2. _____, since 1982.
3. Everyone knows that _____.
4. My neighbor bought a car which _____.
5. If _____.

II. FILL THE BLANKS.

1. A man _____ by a car on the street last night.
2. English _____ by people all over the world.
3. Many people _____ every morning.
4. John _____ English for three years.
5. Right now, I _____ a test.

III. WRITE A FEW THOUGHTS EXPLAINING WHY YOU ARE INTERESTED IN PROJECT OPPORTUNITY.

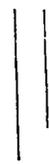
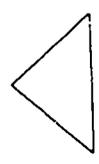
Instructions: Choose the word or phrase (A, B or C) which correctly completes the sentence. Mark your answers on your answer sheet. Time: 25 minutes

Example: They --- to study in the library.

- A likes
- B like
- C to like

Only 'B' is correct. You would write 'B' on your answer sheet.

- 1 I am --- at the University.
A student
B a student
C the student
- 2 X, Y, and Z are ---
A letters
B any letters
C the letters
- 3 --- of the Earth is very hot.
A Centre
B A centre
C The centre
- 4 One edge of this protractor is straight while --- is not.
A another
B other
C the other
- 5 The table top is ---
A circle
B circular
C a circular
- 6 I have --- money to spend.
A some
B any
C a
- 7 They have --- money in the bank.
A none
B not
C no
- 8 He did not give me --- books.
A any
B some
C no
- 9 Water --- a boiling point of 100°C.
A has
B is
C does
- 10 0°C --- the freezing point of water.
A has
B is
C does
- 11 Sea water --- salty.
A makes
B has
C is
- 12 Gold --- a metal
A has
B is
C makes
- 13 --- newspapers on the table.
A They are
B There are
C There
- 14 --- a triangle.
A This is
B This
C These are
- 15 --- lines are different lengths.
A These
B There
C This
- 16 Does she --- to school?
A goes
B going
C go
- 17 A triangle --- made of 3 straight lines.
A is
B are
C be
- 18 --- book is yours?
'The red one.'
A Which
B Whose
C How



- 19 '--- is the name of your book?'
'It's English for Beginners.'
A Where
B Who
C What
- 20 '--- are you waiting?'
'I'm waiting to see the teacher.'
A Why
B Where
C Whose
- 21 '--- the laboratory?'
'It's downstairs.'
A Where does
B Where is
C Where
- 22 '--- the class meet?'
'At 9 o'clock every day.'
A When is
B When does
C When
- 23 Glass --- for windows.
A is used
B uses
C used
- 24 Hydrogen (H₂) and oxygen (O) ---
A form
B are forming
C are formed from
- 25 A substance usually --- 3 forms: solid, liquid and gas.
A had
B has
C is having

- 26 A set square --- like a triangle.
A shapes
B is shaping
C is shaped
- 27 Water boils --- a temperature of 100°C.
A at
B in
C on
- 28 Triangles and rectangles are ---
A figures
B sides
C substances
- 29 When ice melts, it --- from solid to liquid.
A sends
B flows
C changes
- 30 Cloth, wood, glass and steel are ---
A properties
B materials
C devices
- 31 Temperature can be --- with a thermometer.
A measured
B produced
C counted
- 32 Hardness, softness, rigidity and transparency are ---
A substances
B properties
C instruments



WAIT FOR INSTRUCTIONS

**PROJECT OPPORTUNITY
FALL 1993**

**ORIENTATION ATTENDANCE
TUESDAY, AUGUST 3, 1993**

9:00 a.m.

1. A. Vela
2. O.P. Ramirez
3. N. Ruiz
4. L.M. Colon
5. I.M. Estrada
6. C. Soto
7. C. Castanon
8. L. Gonzalez
9. V.E. Washington
10. L.E. Jones
11. V. Pimental

1:00 p.m.

1. S. Zarate
2. A. Valenzuela
3. L. Tellez
4. H.L. Dominguez
5. P. Valdez
6. M. Moreno
7. M.E. Burciaga
8. C. Kornegay
9. N. Hernandez

**EMPOWERMENT WORKSHOP
TUESDAY, AUGUST 17, 1993
10 A.M. TO 4 P.M.**

ATTENDANCE

1. A. Vela
2. O.P. Ramirez
3. I.M. Estrada
4. C. Soto
5. C. Castanon
6. L. Gonzalez
7. V. Washington
8. V. Pimental
9. A. Valenzuela
10. L. Tellez
11. N. Hernandez
12. M. Moreno
13. C. Kornegay

FALL 1993
PROJECT OPPORUTNITY ORIENTATIONS
TUESDAY, AUGUST 3, 1993
AGENDA

MORNING

- 9 a.m Welcome
- 9:15 Lise Wise and ESOL/ESP test
- 10:00 MJ Linney and workstudy program
- 10:15 Sign Forms
 - Fill out cover sheets
 - Name change forms
 - Nontraditional declaration forms
 - Register for Continuing Ed. Classes
 - PIC assistance forms
- 10:45 Nuri Becerra (Counselor) fill our TAR forms
- 11:45 Irma Bricker and Child care program
- 12:00 Close - announce empowerment workshop

AFTERNOON

- 1:00 Welcome
- 1:15 Lise Wise and ESOL/ESP test
- 2:00 Irma Bricker and child care program
- 2:15 MJ Linney and workstudy program
- 2:30 Sign Forms
 - Fill out cover sheets
 - Name change forms
 - Nontraditional declaration forms
 - Major change forms
 - Register for Continuing Ed. Classes
- 3:00 Lorena Chavez and fill our TAR forms
- 4:00 Close - announce empowerment workshop

**PROJECT OPPORTUNITY
SPRING 1994
ORIENTATION AND WORKSHOP ATTENDANCE**

**TUESDAY, NOVEMBER 9, 1993
1:00 P.M. TO 4:00 P.M.**

- | | |
|-----------------|------------------|
| 1. G. Lopez | 6. M. Dopkant |
| 2. L.M. Sanchez | 7. E. Montelongo |
| 3. G.S. Aguilar | 8. F. Cardenas |
| 4. L. Chavez | 9. E. Joslin |
| 5. B.B. Black | 10. G. Rigby |
-

**ORIENTATION
TUESDAY, DECEMBER 6, 1993
9:00 A.M. TO 12 NOON**

- | | |
|---------------|-----------------|
| 1. M. Garcia | 9. N.S. Irei |
| 2. E. Perez | 10. S. Sanchez |
| 3. E. Saenz | 11. E. Vargas |
| 4. G. Aguilar | 12. G. Sterling |
| 5. S. Russell | 13. E. Vasquez |
| 6. R. Rivera | 14. D. Castillo |
| 7. C. Duran | 15. A. Munoz |
| 8. P. Abbott | 16. J. Foster |
-

**EMPOWERMENT WORKSHOP
SPRING 1994
SATURDAY, DECEMBER 11, 1993**

- | | |
|---------------|-----------------|
| 1. G. Lopez | 5. G.S. Aguilar |
| 2. M. Garcia | 6. J. Foster |
| 3. J. Spears | 7. L. Joslin |
| 4. E. Vasquez | 8. E. Saenz |
-

**WIT PROJECT OPPORTUNITY
SPRING 1994 ORIENTATIONS
NOVEMBER 9, 1993
AGENDA**

- I. Welcome - Rachel
- II. Women In Technology Program - Vicki
- III. PIC/WIN Program - Elaine
- IV. Project Opportunity - Rachel
 - A. Review Curriculum
 - B. Review Project Opportunity procedure packet
 - 1. Confirm placement testing
 - 2. Discover test
 - 3. Child Care
 - 4. Change of major/address
 - 5. Nontraditional Declaration Forms
- V. Administer Word Association
- VI. Workstudy Contracts
- VII. Register for Continuing Education Classes
- VIII. ESP Testing - Ms. Alice Wise
- IX. TAR Forms - Irma Bricker and Barbara Cortes
 - A. Address personal concerns
 - B. Instruct students on payment
- X. Return copies to students

**WIT PROJECT OPPORTUNITY
SPRING 1994 ORIENTATION
NOVEMBER 9, 1993
AGENDA**

- I. Welcome - Rachel
- II. Women In Technology Program - Rachel
- III. PIC/WIN Program - Elaine
- IV. Project Opportunity - Rachel
 - A. Review Curriculum
 - B. Review Project Opportunity procedure packet
 - 1. Confirm placement testing
 - 2. Discover test
 - 3. Child Care
 - 4. Change of major/address
 - 5. Nontraditional Declaration Forms
- V. Administer Word Association
- VI. Explain Workstudy Program
- VII. Sign Workstudy Contracts
- VIII. Register for Continuing Education Classes
- IX. Inform students about the Motivational Workshop
- X. PLASTICS STUDENTS MAY LEAVE
- XI. ESP Test
- XII. TAR Forms - Irma Bricker and Barbara Cortes
 - A. Address personal concerns
 - B. Instruct students on payment
 - C. Phone registration procedures

**WOMEN IN TECHNOLOGY
SUPPORT SERVICES**

**FALL 1993
TUTORING: DRAFTING**

DATE	NAME	HOURS ATTENDED
9/17/93	A. Vela	2 hrs.
9/17/93	L. Gonzalez	2 hrs.
8/23/93	A. Vela	2 hrs.
8/23/93	E. Trejo	1 hr.
8/14/93	L. Gonzalez	1 hr.
10/1/93	A. Vela	1 hr.
10/1/93	E. Trejo	2 hrs.
10/8/93	A. Vela	1 hr.
10/25/93	A. Vela	3 hrs.
10/27/93	A. Vela	3 hrs.
10/29/93	A. Vela	3 hrs.
11/05/93	A. Vela	3 hrs.
11/05/93	E. Trejo	1 hr.
11/05/93	L. Gonzalez	3 hrs.
TOTAL		28 hrs.

TRANSPORTATION: BUS PASSES

DATE	NAME	PASS#	QUANTITY
8/19/93	H. Lozano	1746	1
8/23/93	I. Estrada	1747	1
8/23/93	L. Tellez	1748	1
8/24/93	A. Valenzuela	1749	1
9/7/93	A. Valenzuela	1750	1
9/8/93	I. Estrada	1751	1
9/24/93	I. Estrada	1752	1
9/27/93	A. Valenzuela	1753	1
10/8/93	A. Valenzuela	1754	1
10/12/93	L. Tellez	1755	1
10/19/93	I. Estrada	4077	1
10/27/93	A. Valenzuela	4078	1
11/5/93	I. Estrada	4079	1
11/9/93	L. Tellez	4080	1
11/12/93	A. Valenzuela	4081	1
11/24/93	A. Valenzuela	4082	1
11/30/93	I. Estrada	4083	1
TOTAL			17

TRANSPORTATION: BUS PASSES (CONT.)

DATE	NAME	PASS#	QUANTITY
01/10/94	M. Garcia	4084	1
01/10/94	E. Vargas	4085	1
01/11/94	L. Sanchez	4086	1
01/11/94	N. Hernandez	8090	1
01/13/94	C. Duran	8091	1
01/18/94	I. Estrada	8092	1
01/18/94	A. Valenzuela	8093	1
01/20/94	M. Garcia	8094	1
02/02/94	M. Garcia	8095	1
02/03/94	R. Rivera	8096	1
02/03/94	I. Estrada	8097	1
02/03/94	E. Vargas	8098	1
02/03/94	N. Hernandez	8099	1
02/15/94	A. Valenzuela	8195	1
02/16/94	M. Garcia	8196	1
02/17/94	L. Sanchez	8197	1
02/18/94	E. Joslin	8198	1
02/22/94	G. Aguilar	8199	1
02/24/94	I. Estrada	8200	1
02/25/94	L. Chavez	8201	1
02/25/94	R. Rivera	8202	1
03/02/94	E. Vargas	8203	1
03/04/94	G. Aguilar	8205	1
03/11/94	E. Saenz	8541	1
03/15/94	I. Estrada	8542	1
03/15/94	A. Valenzuela	8543	1
03/15/94	N. Hernandez	8544	1
03/17/94	M. Garcia	8545	1
03/18/94	R. Rivera	8546	1
03/28/94	G. Aguilar	8547	1
03/29/94	L. Chavez	8548	1
04/05/94	E. Vargas	8549	1
04/07/94	A. Valenzuela	8550	1
04/15/94	G. Aguilar	8407	1
04/15/94	M. Garcia	8406	1
04/15/94	R. Rivera	8408	1
04/15/94	E. Saenz	8409	1
04/18/94	L. Chavez	8410	1
04/18/94	C. Duran	8411	1
04/21/94	L. Sanchez	8412	1
04/22/94	E. Vargas	8413	1
04/25/94	G. Aguilar	8414	1
04/25/94	M. Garcia	8415	1
05/11/94	I. Estrada	9936	1

TOTAL 44

CHILDCARE: PROVIDED BY PIC/WIN CONTRACT AND EPCC

STUDENT NUMBER OF CHILDREN

1. J. Foster	4
2. E. Joslin	3
3. S. Russell	3
4. O. Ramirez	1
5. E. Vargas	1
6. D. Castillo	2
7. M. Garcia	1
8. E. Montelongo	2

TOTAL 17

**WOMEN IN TECHNOLOGY PIC/WIN STUDENTS
PARTICIPATING IN PROJECT OPPORTUNITY**

FALL 1993**NAME****MAJOR**

- | | |
|-------------------|-----------------|
| 1. C. Castanon | Plastics |
| 2. E. Almanzar | Plastics |
| 3. L. Gutierrez | Plastics |
| 4. N.L. Hernandez | Drafting |
| 5. V. Pimental | Electronics |
| 6. E. Provencio | Plastics |
| 7. O.P. Ramirez | Auto Technology |
| 8. E. Trejo | Drafting |
| 9. C.A. Soto | Auto Technology |
| 10. L. Tellez | Drafting |
-

SPRING 1994**NAME****MAJOR**

- | | |
|----------------|-------------|
| 1. F. Cardenas | Drafting |
| 2. J. Foster | Plastics |
| 3. E. Joslin | Electronics |
| 4. E. Perez | Plastics |
| 5. G. Rigby | Electronics |
| 6. S. Russell | Electronics |
| 7. G. Sterling | Plastics |
| 8. E. Vasquez | Plastics |

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 1993			
NAME	LOCATION	HRS. WORKED	TOTAL SALARY
N. Hernandez	Academy of Science and Technology Drafting Department	108	\$459.00
I. Estrada	El Paso Community College, VV Project Opportunity Office	104	442.00
L. Gonzales	El Paso Community College VV Drafting Lab	100	425.00
A.G. Ivery	El Paso Community College, TM Women in Technology Office	105.5	448.38
C. Kornegay	El Paso Community College, TM Electronics Department	94.5	401.63
V. Pimental	Academy of Science and Technology Electronics Department	52	221.00
L. Tellez	Academy of Science and Technology Drafting Department	101.5	431.38
E. Trejo	El Paso Community College, VV Drafting Lab	94	399.50
A. Valenzuela	El Paso Community College, VV Auto Technology Lab	82.5	350.63
A. Vela	El Paso Community College, VV Drafting Lab	96	408.00
V. Washington	El Paso Community College, VV Drafting Lab	86	365.00
TOTAL STUDENTS 11		HOURS 1024	\$4,352.02

SPRING 1994			
NAME	LOCATION	HRS. WORKED	TOTAL SALARY
F. Cardenas	Academy of Science and Technology Drafting Department	39	\$165.75
G. Aguilar	Academy of Science and Technology Electronics Department	74.5	316.63
E. Montelongo	Academy of Science and Technology Electronics Department	45.25	192.32
L. Chavez	Academy of Science and Technology Drafting Department	125.25	532.32

E. Joslin	Academy of Science and Technology Electronics Department	63.75	270.94
C. Duran	Academy of Science and Technology Auto Technology Department	118	501.50
L. Sanchez	Academy of Science and Technology Welding Department	226.50	962.63
N. Irei	El Paso Community College, RG Special Programs Division	4	17.00
E. Vasquez	El Paso Community College, VV Project Opportunity Office	38	161.50
E. Perez	El Paso Community College, VV Technology Counselor Office	50	212.50
G. Sterling	Advanced Technology Center, VV PIC/WIN Office	56	238.00
J. Foster	El Paso Community College, VV Project Opportunity Office	217	922.25
D. Castillo	Advanced Technology Center, VV Vocational Advisors Office	36	153.00
E. Vargas	El Paso Community College, VV Drafting Lab	102	433.50
M. Garcia	El Paso Community College, VV Drafting Lab	52.25	222.07
E. Saenz	El Paso Community College, VV Technology Counselor Office	116	493.00
G. Lopez	El Paso Community College, VV Project Opportunity Office	16	68.00

TOTAL STUDENTS	17	HOURS	1379.50	\$5,862.91
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PROJECT OPPORTUNITY

PROGRAM EVALUATION

FALL 1993

End of Semester _____ 19____

1. I feel that the Project Opportunity Program is: (circle the appropriate letter)
- Extremely beneficial (6)
 - Very beneficial (3)
 - Beneficial (3)
 - Slightly beneficial (0)
 - Not beneficial (0)
- (1) response with both a & b
2. The services which helped me most were: (circle all that were valuable)
- | | |
|----------------------------|----------------------------------|
| a. Academic advice (3) | g. Child care assistance (2) |
| b. Discover testing (3) | h. Transportation assistance (4) |
| c. Financial aid (3) | i. Support of staff (7) |
| d. Tutoring (5) | j. Textbook reimbursement (2) |
| e. Personal Enrichment (8) | k. Loan of ATP textbooks (3) |
| f. Mentoring (3) | l. Free SI text & dictionary (5) |
3. Compared to my initial expectations of Project Opportunity, my present opinion of the program is: (mark you option)
- Much greater _____ (6)
- Somewhat greater _____ (2)
- The same as I expected _____ (2)
- Somewhat less than I expected _____ (0)
- Much less than I expected _____ (0)
- (1) No response
- Comments: I didn't know what to expect, but after completion, I feel very satisfied.
It was great!
I liked everything except drafting.
It's the best program any woman can accomplish in her career.
4. As a whole, I rate the EPCC academic advice/counseling I received as: (circle the answer that most reflects you opinion)
- | Not used | Excellent | Good | Average | Fair | Poor |
|----------|-----------|------|---------|------|------|
| NA | 5 | 4 | 3 | 2 | 1 |
| (1) | (3) | (4) | (2) | (1) | (0) |
- Comments: I thought Barbara Cortez was very attentive & helpful.
Keep up the good work.
I think that if we would of had 3105 first I think we would of been better.
5. I judge the helpfulness of the tutoring services as:
- | NA | 5 | 4 | 3 | 2 | 1 |
|-----|-----|-----|-----|-----|-----|
| (1) | (1) | (2) | (5) | (0) | (0) |
- (2) No response
- Comments: Never attend
We need more tutors.

6. As an aid to my studies, that math class I took was:

NA	5	4	3	2	1
(0)	(1)	(4)	(4)	(0)	(1)

(1) No response

Comments: It was too fast for me.

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

NA	5	4	3	2	1
(1)	(6)	(3)	(0)	(0)	(0)

(1) No response

Comments: I really benefitted from taking the class, which I had expected to be a worthwhile class.

Mr. Bonnell is the best teacher. He knows how to teach.

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

NA	5	4	3	2	1
(0)	(4)	(4)	(1)	(1)	(0)

(1) No response

Comments:

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

5	4	3	2	1
(6)	(3)	(1)	(0)	(0)

(1) No response

Comments: I feel that class helped me to understand myself and the direction I'm taking.

I learned a lot there. I can put to use what I learned.

10. The objectives within the Self-Investment class most beneficial to me were: (number the selections from 1-10 with 1 being the most valuable. If you did not complete an objective, place a zero (0) on the line.)
{response (number of people choosing that response)}

a. Community service

0(2) 1(1)* 2(1) 3(1) 4(1) 5(2) 6(1) 7(0) 8(0) 9(0) 10(0)
(1) Response with a check
(1) No response

b. Bibliography research

0(0) 1(1)* 2(1) 3(0) 4(2) 5(1)* 6(0) 7(2) 8(0) 9(0) 10(2)
(1) Response with a check
(1) No response

c. Self Enrichment workshop

0(0) 1(3)* 2(0) 3(2) 4(1) 5(1)* 6(2) 7(0) 8(0) 9(0) 10(0)
(1) Response with a check
(1) No response

d. Personal Motivation interview

0(1) 1(1)* 2(1) 3(1) 4(0) 5(2)* 6(1) 7(1) 8(0) 9(0) 10(1)
(1) Response with a check
(1) No response

e. Opportunity Day '93

0(1) 1(1)* 2(1) 3(1) 4(0) 5(1)* 6(0) 7(1) 8(2) 9(1) 10(0)
(1) Response with a check
(1) No response

f. Library Card obtainment

0(2) 1(0) 2(0) 3(0) 4(1) 5(1)* 6(3) 7(0) 8(0) 9(2) 10(0)
(2) Response with a check

- g. Voter Registration Card obtainment
 0(0) 1(2)* 2(0) 3(0) 4(1) 5(3)* 6(0) 7(0) 8(1) 9(0) 10(1)
 (1) Response with a check
 (2) No response
- h. CPR workshop
 0(0) 1(3)* 2(1) 3(1) 4(0) 5(2)* 6(0) 7(0) 8(0) 9(2) 10(0)
 (2) Response with a check
- i. First aid workshop
 0(0) 1(2)* 2(1) 3(1) 4(1) 5(1)* 6(0) 7(1) 8(1) 9(0) 10(1)
 (1) Response with a check
 (1) No response
- j. Mentor contacts
 0(2) 1(0) 2(1) 3(0) 4(0) 5(1) 6(0) 7(2) 8(1) 9(1) 10(0)
 (1) Response with a check
 (2) No response

Do you wish you had completed all the objectives?

Yes (6) No (1) Not Applicable (2)
 (2) No response

* NOTE: One paper was turned in with the number (1) as the response for a-e and g-i. Another paper gave the number (5) as the response for b-i.

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. | League of Women voters | X(6) | 0(2) | (3) | No response |
| ___ | b. | Banking procedures | X(6) | 0(1) | (4) | No response |
| ___ | c. | WIT non-working students | X(9) | 0(1) | (1) | No response |
| ___ | d. | WIT working students | X(8) | 0(1) | (2) | No response |
| ___ | e. | Library tour | X(8) | 0(1) | (2) | No response |
| ___ | f. | Anxiety management | X(8) | 0(1) | (2) | No response |
| ___ | g. | Fire extinguisher use | X(8) | 0(3) | | |
| ___ | h. | Better Business Bureau | X(8) | 0(1) | (2) | No response |
| ___ | i. | EPCC Technology Counselor | X(9) | 0(1) | (1) | No response |
| ___ | j. | Insurance | X(6) | 0(2) | (3) | No response |
| ___ | k. | Consumer credit/Debt reconciliation | | | | |
| | | | X(6) | 0(2) | (3) | No response |
| ___ | l. | Fire Safety | X(8) | 0(2) | (1) | No response |
| ___ | m. | CPR | X(9) | 0(0) | (2) | No response |
| ___ | n. | First Aid | X(9) | 0(1) | (1) | No response |
| ___ | o. | Self defense | X(9) | 0(1) | (1) | No response |
| ___ | p. | Theft awareness | X(9) | 0(2) | | |
| ___ | q. | Rape awareness | X(10) | 0(1) | | |
| ___ | r. | Texas Attorney General's Office/Consumer Protection | | | | |
| | | | X(6) | 0(1) | (4) | No response |
| ___ | s. | El Paso Legal Aid Society | X(5) | 0(3) | (3) | No response |
| ___ | t. | Local travel and family excursions | | | | |
| | | | X(3) | 0(4) | (4) | No response |
| ___ | u. | Critical thinking | X(4) | 0(5) | (2) | No response |
| ___ | v. | Dental care and hygiene | X(1) | 0(6) | (4) | No response |
| ___ | w. | Reframing | X(2) | 0(5) | (4) | No response |
| ___ | x. | Time management | X(7) | 0(2) | (2) | No response |
| ___ | y. | Test anxiety | X(8) | 0(1) | (2) | No response |

12. The subjects that affords 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 (7)
 - c. Library familiarization (6)
 - d. WIT students' job experiences (8)
 - f. Bibliography search for current data (6)
 - g. Own oral presentation (7)
 - h. Time management (6)
 - i. Anxiety management (6)
 - j. Critical thinking (9)
 - k. Informational handouts (4)
 - l. Interviews of women in non-traditional fields (8)
13. The subject that afforded the most helpful information for my present academic environment were: (circle the letter of all those helpful.)
- a. Sexual Harassment (6)
 - b. Test anxiety (7)
 - c. Library research knowledge (4)
 - d. Note taking methods (6)
 - e. Time Management (6)
 - f. Own oral presentation (4)
 - g. Critical thinking (9)
 - h. Learn about historic non-traditional women (9)
 - i. Informational handouts (4)
 - j. Written biography report (7)
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. Changes textbook (7)
 - c. Anxiety management (5)
 - d. Library familiarization (4)
 - e. Time management (7)
 - f. Informational handouts (4)
 - g. Goal setting (7)
 - h. Decision making (8)
 - i. Voter information (2)
 - j. Value exploration (5)
 - k. Safety information (5)
 - l. Health data (2)
 - m. Effects of change (5)
 - n. Exploration of attitudes and opinions (8)
 - o. Telephone book use (3)

Comments: *I frankly believe that if we would of learned more of what our career was going to be or would of have gone to a tour, I think that we would of made a better decision and we would of been much better.*

15. Did you attend credit classes or certification classes?
Credit (6) Certification (5)
(1) No response
(1) Checked both blanks
16. Do you plan to continue with classes at EPCC as a Women in Technology student?
Yes (9) No (2) Not Applicable (0)
17. Did you receive the support from the Project Opportunity staff that you expected?
Yes (11) No (0) Not Applicable (0)
Comments: *They have been very supportive.*
18. Did you receive the support from the Women in Technology staff that you expected?
Yes (10) No (1) Not Applicable (0)
Comments: *They were also very supportive.*
19. Do you feel that you put your best efforts into your own success in Project Opportunity?
Yes (11) No (0)
Comments:
20. Do you believe that you benefitted from the Project Opportunity Program?
Yes (11) No (0)
Comments: *I have personally benefitted from the Project Opportunity program. The classes I took will benefit me in the future as well as the present.*
21. I would recommend this program to others.
Yes (11) No (0)

**PROJECT OPPORTUNITY
PROGRAM EVALUATION
SPRING 1994**

End of Semester _____ 19 _____

TOTAL NUMBER OF RESPONDENTS: 16

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

- a. Extremely beneficial (4)
- b. Very beneficial (5)
- c. Beneficial (6)
- d. Slightly beneficial (0)
- e. Not beneficial (0)

(1) No answer

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

- | | |
|------------------------------|----------------------------------|
| a. Academic advice (2) | g. Transportation assistance (7) |
| b. Discover testing (4) | h. Support of staff (11) |
| c. Financial aid (6) | i. Textbook reimbursement (3) |
| d. Tutoring (2) | j. Loan of ATP textbooks (1) |
| e. Personal Enrichment (8) | k. Free S-I textbook (6) |
| f. Child care assistance (4) | |

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

- Much greater _____ (7)
- Somewhat greater _____ (5)
- The same as I expected _____ (3)
- Somewhat less than I expected _____ (1)
- Much less than I expected _____ (0)

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
NA (2)	5 (4)	4 (6)	3 (4)	2	1

Comments: _____

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

NA (3)	5 (3)	4 (4)	3 (4)	2 (2)	1
--------	-------	-------	-------	-------	---

Comments: _____

*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:
NA (2) 5 (7) 4 (2) 3 (3) 2 (1) 1 (1)

Comments: _____
Required with plastics.

7. As an aid to my knowlege, the Applied Technical Physics class was:
NA (3) 5 (6) 4 (5) 3 (1) 2 (1) 1 (0)

Comments: _____
One instructor only please.

8. As an aid to my future career, the core class which I took/am taking was/is:
NA (0) 5 (9) 4 (4) 3 (4) 2 (3) 1 (0)

Comments: _____
Interestingly challenging.

9. For my own personal value, the Self-Investment class was:
NA (0) 5 (10) 4 (3) 3 (3) 2 (0) 1 (0)

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 1-10 with 1 being the most valuable. If you did not complete an objective, place a zero on the line.) Note: Response (Number of people choosing that response)

_____ a. Book assignments 0 (0) 1(2) 2(1) 3(2) 4(1) 5(0) 6(2) 7(1) 8(1) 9(2) 10(3)
(1) response with a check instead of a number.
(1) no response.

_____ b. Budgeting 0(1) 1(2) 2(1) 3(2) 4(0) 5(4) 6(0) 7(0) 8(1) 9(0) 10(1)
(1) response with a check.
(2) no response.
(1) responded 12.

_____ c. Self-Enrichment workshop (with Denise Watkins)
0(1) 1(0) 2(1) 3(2) 4(0) 5(2) 6(2) 7(0) 8(1) 9(2) 10(1)
(2) no response.
(2) responded 11.

_____ d. Library card obtainment
0(1) 1(0) 2(1) 3(0) 4(1) 5(0) 6(1) 7(3) 8(2) 9(3) 10(0)
(1) response with a check.
(2) no response.
(1) responded 12.

_____ e. CPR workshop 0(1) 1(6) 2(2) 3(2) 4(0) 5(0) 6(0) 7(1) 8(1) 9(1) 10(0)
(2) responses with checks.

- _____ f. First Aid workshop
 0(0) 1(1) 2(6) 3(0) 4(1) 5(1) 6(1) 7(1) 8(1) 9(0) 10(1)
 (1) response with a check.
 (2) no response
- _____ g. Biography research
 0(1) 1(1) 2(0) 3(1) 4(1) 5(1) 6(1) 7(2) 8(1) 9(2) 10(2)
 (1) response with a check.
 (2) no response.
 (1) response with a check
- _____ h. Self Defense workshop
 0(0) 1(0) 2(1) 3(2) 4(3) 5(2) 6(1) 7(0) 8(2) 9(0) 10(1)
 (1) response with a check.
 (2) no response.
 (1) response with an "OK"
- _____ i. Taking Flight workbooks
 0(1) 1(1) 2(0) 3(1) 4(0) 5(1) 6(2) 7(2) 8(1) 9(3) 10(1)
 (3) no response
- _____ j. Oral presentation of biography
 0(4) 1(0) 2(1) 3(0) 4(1) 5(0) 6(2) 7(1) 8(1) 9(1) 10(2)
 (1) response with a check.
 (2) no response.
- _____ k. Self-esteem workshop (with Kay Joslin-Walling)
 0(0) 1(3) 2(0) 3(2) 4(3) 5(3) 6(0) 7(1) 8(1) 9(0) 10(1)
 (2) responses with a check
- _____ l. Take home worksheets
 0(1) 1(1) 2(0) 3(0) 4(2) 5(0) 6(2) 7(2) 8(1) 9(1) 10(2)
 (1) response with a check.
 (1) no response
 (1) response with 11
 (1) response with 12

Do you wish that you had completed all the objectives?
 Yes _____ (8) No _____ (0) Not Applicable _____ (7) (1) no response

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 10 (X); 6 (no response)
 - _____ b. Study skills 8 (X); 8 (no response)
 - _____ c. Security around campus 10 (X); 5 (no response); 1 (0)
 - _____ d. EPCC Library tour 9 (X); 7 (no response)
 - _____ e. Literacy Center presentation by El Paso Public Libraries 9 (X); 7 (no response)
 - _____ f. Self-Enrichment 6 (X); 10 (no response)
 - _____ g. Banking procedures 9 (X); 7 (no response)
 - _____ h. KLAQ Woman disc jockey -- Patty Steile 11 (X); 4 (no response); 1 (0)

- _____ i. Better Business Bureau 10 (X); 6 (no response)
- _____ j. CPR 13 (X); 2 (no response); 1 (0)
- _____ k. Credit Counseling Service 11 (X); 5 (no response)
- _____ l. Legal Aid Society 8 (X); 6 (no response); 2 (0)
- _____ m. Fire Department - Fire Safety 8 (X); 7 (no response); 1 (0)
- _____ n. TASP test information 6 (X); 7 (no response); 3 (0)
- _____ o. Local travel and family excursions 5 (X); 9 (no response); 2 (0)
- _____ p. Texas Attorney General's office -- Consumer Protection 8 (X); 6 (no response); 2 (0)
- _____ q. Past student testimony 7 (X); 7 (no response); 2 (0)
- _____ r. Self-esteem workshop 11 (X); 4 (no response); 1 (0)
- _____ s. Self Defense 10 (X); 5 (no response); 1 (0)
- _____ t. Theft awareness 8 (X); 7 (no response); 1 (0)
- _____ u. Test anxiety 9 (X); 7 (no response)
- _____ v. Dr. Adena Lawston -- Personal Testimony 11 (X); 2 (no response); 3 (0) *I loved this!*

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 (10)
 - b. Sexual Harassment video and discussion (12)
 - c. Library familiarization (4)
 - d. Wit student testimony (6)
 - e. Bibliography search for biography (3)
 - f. Oral Presentation (7)
 - g. Time management (11)
 - h. Anxiety management (6)
 - i. Women on Television (8)
 - j. Interviewing techniques (8)
 - k. Resume Writing (9)
 - l. Informational Handouts (4)
 - m. Interviews of people in Non-Traditional fields (10)
 - n. Banking procedures (6)
 - o. Job research (13)
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 (14)
 - b. Test Anxiety (4)
 - c. Library research knowledge (2)
 - d. Note-taking methods (10)
 - e. Time management (11)
 - f. Oral presentation (4)
 - g. Learning about historic non-traditional women (8)
 - h. Informational handouts (9)
 - i. Written biography report (5)
 - j. Budgeting (12)
 - k. Dictionary use (4)

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 (13)
 - b. *Career Choices and Changes* textbook (7)
 - c. Anxiety management (6)
 - d. Library familiarization (5)
 - e. Time management (13)
 - f. Informational handouts (8)
 - g. Goal setting (11)
 - h. Decision making (10)
 - i. Voting information (2)
 - j. Values exploration (8)
 - k. Safety information (10)
 - l. Job information (12)
 - m. Effects of change (5)
 - n. Exploration of attitudes and opinions (9)
 - o. Telephone book use (3)
 - p. Dictionary use (6)
 - q. Banking procedures (9)
15. Did you attend credit classes or certification classes?
 Credit ____ (12) Certification ____ (8)
16. Do you plan to continue with classes at EPCC as a Women in Technology student?
 Yes ____ (13) No ____ (0) Not Applicable ____ (3)
17. Did you receive the support from the Project Opportunity staff that you expected?
 Yes ____ (16) No ____ (0) Not Applicable ____ (0)
18. Did you receive the support from the Women in Technology staff that you expected?
 Yes ____ (15) No ____ (0) Not Applicable ____ (1)
19. Do you feel that you put your best efforts into your own success in Project Opportunity?
 Yes ____ (15) No ____ (1)
20. Do you believe that you benefitted from the Project Opportunity Program?
 Yes ____ (16) No ____ (0)
21. I would recommend this program to others.
 Yes ____ (16)* No ____ (1)*
I already have to several people!
I would have liked more time-management, including handouts

* One student answered both yes and no on this question.

Effective Mentoring: For Her Future

By
Sherry Marshall
Project Opportunity Assistant
Women in Technology
El Paso Community College

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Introduction

Mentoring has been an important tool for instruction since the beginning of time. When people take the initiative to get involved in the educational process, good things are bound to happen. Women in Technology (WIT) is all about helping women to get ahead. Everyone who enters the WIT program is given the chance to be assigned a mentor. This serves a purpose of letting people, who are just starting out, to get to know others in the same majors. They can learn what is involved in tackling the new opportunities and the obstacles that could be encountered as a woman in a non-traditional field. This gives the new students someone to talk to and someone who knows what is involved in the classes necessary for that major.

As a woman in a non-traditional field, mentors have played a large role in my achievements. There have been many men and women who I look up to and have encouraged me to do things that I feel I could not have accomplished on my own. I am a firm believer in the mentoring process, and feel that it is an essential part of the Women in Technology curriculum. Therefore I have

designed this handbook to ensure that the women entering the mentorship program will be quality instructors for the benefit of the students in the semesters ahead.

Women in Technology is a program to help women achieve the goals they want and give them the opportunity to excel in a male dominant occupation. It is unfortunate that jobs have come to be stereotyped as "men's work" and "women's work", but with programs such as WIT, women can break those barriers and become anything they desire. Many times in this handbook you will see references to "we". I am using this word to represent everyone in the Women in Technology team. WIT has success in mind, and I want you to realize that "we" are all supporting you and all of your dreams.

The Meaning of a Mentor

If you have ever looked up to somebody at any time in your life, you have been exposed to a type of a mentor. When you respect someone, there is usually some quality that appeals to you and that you desire as a part of your own personality. If there is a successful person in some field which I want to excel in, then it would be to my benefit to learn from their strategies. That is the intention of the WIT mentoring program. We try to bring out the best of everyone, so that other women can see that their options are endless, they shouldn't be afraid to do the things that they want to do. Sometimes the women entering our program lack the confidence they need to be able to stick with their goals and desires. But seeing another woman who has had the same obstacles, the same doubts, and the same problems could give her the reassurance she needs to see that anything can be accomplished with hard work and determination.

So what does it mean to be a mentor? That can be a very tricky question to answer. God has made us each individuals, so everybody might have a different opinion of

what is involved. It isn't always as easy as saying "Hi! I'm your mentor for this semester and this is what I plan to do..." Mentoring is a funny business, it can be considered a type of an extended family. You probably don't know your great-great grandmother on your father's side, but the values she held and the ideas that she felt were important, have been passed down through the generations and most likely have affected your values and feelings. Similarly, the things that you pass on to the other students will be carried on by them as they become mentors. I guess you could say that indirectly, you could be affecting graduating classes that will be around long after you have moved on to another stage of your life. That is why it is necessary for you to understand the importance of being a WIT mentor. It is imperative to remember importance as well as meaning.

The definition of mentoring can be anything you or the person you are working with want it to be. You must first get to know the person you are mentoring, finding out their personality and their goals. This gives you the best ideas of what they need from you. Sometimes it involves just letting them know what teachers are good when they enroll for future classes. Or it could be that they are having some difficulties trying to find daycare, and you have had the same problems in the past. The basis of WIT mentoring is that you have been where these new students are now, and

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you probably have encountered the same problems that they will. Therefore, I want you to use all of your acquired knowledge and experiences to help them discover their own potentials.

When speaking of mentoring in the educational sense, people normally think of a student - teacher relationship. With WIT student mentors, however, we look to a student - student relationship. It generally seems that students form a more open and honest connection with each other than they would with an instructor. Does this mean that just because you are a mentor you must be prepared to be best friends with your mentoree? Not exactly, you are their positive role model, and as with many people I look up to, I am not always going to be able to have a close relationship. As discussed before, a mentor is someone who possesses a desirable quality or position. In the case of a WIT mentor, they possess qualities of dedication, responsibility, values, high self-esteem, and patience, just to name a few, and have a position of being closer to graduation time. These characteristics can be demonstrated to others without a close, personal friendship, but with words and actions.

As a WIT mentor, the WIT team expects you to have high standards, positive attitudes, and strong goals as well as the above mentioned characteristics. We know that these

things are not difficult for you because, after all, you are a member of Women in Technology, and if we didn't believe in you, you wouldn't be reading this right now.

What is Involved

Becoming a WIT mentor is not an easy task to take on. You must first be sure that you are ready for the responsibilities that come with the job. First look at the classes that you are taking, what is the work load that you will be tackling this semester? Being a mentor will take some time out of your schedule, but it is up to you how much time you devote. You will be a positive role model for the new students, do you feel that you will be able to live up to their expectations? After reflecting on what it means to be a WIT mentor, make sure that you believe that you are ready to become a mentor. Talk to any of the WIT staff members about any doubts you might have. Just remember that we believe in what you are capable of doing, and we are behind you 100%!

As a mentor, we are entrusting you with the hopes and dreams of others. Some of these aspirations will seem familiar to you, because after all, the women in this program have something in common. They all want the most out of life and want a better future. You can use this to your advantage in mentoring. The fact that step by step you are

getting closer to your dream is something that we all look up to, and you have that dedication and determination to reach for the stars. You need to convey that positive message to those who will be following in your footsteps.

Exercise 1:

Each student that elects to have a mentor will be assigned an upperclassman from the WIT team. Just as they are being assigned a mentor, you are being assigned a mentoree. Let's start on the journey of preparation for mentoring:

Pretend that you are back in the very beginning of the WIT program, describe your feelings, emotions, or doubts that you had.

Now think to the very first test you took in your major. What frightened you the most?

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What about the first teacher you had for a technical content course? What do you have to say about their teaching strategies?

What you have just done is look at your opinions as a beginning WIT student. The doubts you felt and the uncertainties you faced are the same that new students will be experiencing. You can relate to the things that they will be discovering for the first time. Being able to identify with them will help you to earn trust from your mentoree. This also prepares you for the questions to come.

EXERCISE 2:

You have looked at some of your feelings as you started the WIT program. But what does it take to actually stick with it? We always talk about goals, determination, and dedication, but what is involved in integrating this as a part of a lifestyle? Let's look and see what we can find.

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During your time as a student, what have been your main goals? Have you set time limits for achieving these goals? If so, describe them.

What is the basis for the things you want in life? Describe what you would call your "foundation" that you are building on. In other words, what has triggered you to achieve the things that you have. Think about your values that are important in your life

Picture the things that you have had to do to keep towards your goals. These can be anything from certain classes you have taken, to mental exercises that you do to get out of bed every morning.

Thinking about your future, what is it that keeps you determined, or what is your driving force? What methods are the most useful to keep looking to the future?

These questions give insights of what qualities you want to convey as a mentor. You are a person who knows what they want and knows what needs to be done to get there. When entering students come to you, they will see a stable and focused person, something that we want them to achieve as well. Defining goals and values are extremely important. We want you to be able to express this as a mentor. Once people have a good value system and know what they want, they are well on their way to success.

Everything we have discussed so far has centered around qualities and feelings that are part of a lifestyle. But a big part of mentoring involves facing some difficult questions. We want you to be prepared for some tough problems ahead. The great part of having a mentor is knowing that you can go to them for help in troubled times. Just remember that no one is perfect and nobody knows it all. You don't have to give a solution for every question, just be prepared to help them towards their own path of

insight. That is really the core of mentoring. You don't need to inflict your own values and goals to the student, but be a guide for discovery of their own opportunities and feelings.

EXERCISE 3:

This exercise will help you to see the problems and roadblocks that you have come across. Looking at these issues will give some insight on the questions that you might be facing with the new student.

What is the MAIN problem that you have had to overcome as a student? How did you, or how are you, handling the situation? What would you tell someone if they came to you with the same problem?

Everyone going to school seems to experience a type of "burn-out" sooner or later. Describe the first time you experienced this and what you did to keep going.

List 5 of the main roadblocks that you have come across while in school. How would you deal with someone who comes to you with these same roadblocks? Think about the procedures you followed for resolutions of these problems.

Perhaps someone comes to you with a problem you have never experienced before. Explain the procedure you would follow to make an informed recommendation for dealing with the situation.

What questions do you wish someone would have answered for you as you entered school?

Describe the answer that you would give if someone were to ask you: "What is involved in being a woman in a non-traditional occupation?"

These are all important questions that could become the basis of the way you mentor. Remember that you are a guide towards a successful scholastic experience. You must be prepared to answer such questions in an objective but direct manner. When someone looks to you for guidance and help, it is a big responsibility. We want you to be a resource that students are comfortable in accessing.

EXERCISE 4:

We now know the things that might be asked of you as a mentor. You have explored possible situations and solutions. You know the values expected, the problems that could come up, and possible answers to give. Let's bring these things all together and see what we can come up with:

Everyone could have answered the previous questions quite differently. In your opinion, what will you be asked to do as a WIT mentor?

Do you think that the problems that you have encountered in the past will be of any help as a mentor? How?

If you had the chance to see a new student only once, what advice would you give them to be a successful student?

You will most likely be mentoring a student in the same field of study that you are. What obstacles that you faced would you point out as a woman in that field? What would you tell them that could make their classes go a little easier?

Would you be willing to tutor a student that might need a little extra help outside of class?

Sometimes knowing about a teacher before taking a class can change the outlook of the class. Think about all of the teachers that you have had in the past. Would you be able to express their teaching styles to your mentoree?

It is impossible to predict every situation that you will encounter as a mentor. What I am trying to accomplish is to give you some idea of what is involved in and how to go about mentoring. The whole process is determined by what you put into it. Having a strong presence as a mentor will let your mentoree know that you will be able to help them when they need it. Sometimes we underestimate the effect being able to count on someone. When starting school, it can be a frightening experience. Mentoring lets them know that others have been in the same situation, and that they are not alone in this strange world.

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The Next Step

From the previous sections, you might have derived that mentoring is all give and no receive. Don't be afraid by the responsibilities involved in mentoring! There is a great sense of satisfaction that is achieved by mentoring. Who doesn't feel wonderful when they know that they were able to help someone? Each time you mentor, you will learn something new. Your skills will become refined, and I think that it is possible that you will get addicted to mentoring. It is a kind of drug that the more you do it, the more you get from it. It is a natural high to see your mentorees succeed. With each new experience you will grow, and you won't be able to control yourself.

As the semester will draw to a close, you and your mentoree will begin to talk about the things that have happened in the past. You might have formed a friendship that you will continue, or perhaps you will have to go your separate ways. It is up to the individuals involved to figure the future out. No one can tell you what to do next. You call your own shots and run your own life. But one thing is

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for certain, neither one of you will forget the effect that you had on each other.

Remember what it means to be a mentor. Remember the important role that you play. Women in Technology is something to be proud of. Think of it a type of dynasty to which you are contributing. It is true that we want women to be represented in the work force, but most importantly, we want you to succeed in everything and achieve all that you dream of. You will never feel such a sense of accomplishment than you will after being a mentor. Think of ten years from now, you run into an old friend, they tell you about the great things that have been happening in their lives. Then as you part ways they look at you and say "Thank-you, you were such an influence on my life, I feel that I couldn't have achieved what I have without your help."

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**PROJECT OPPORTUNITY STUDENTS INTERESTED IN
BECOMING MENTORS AND RECRUITERS**

FALL 1993**INTERESTED IN MENTORING**

NAME	MAJOR
I. Estrada	Electronics
N.L. Hernandez	Drafting
C. Kornegay	Electronics
E. Provencio	Plastics
L. Trejo	Drafting
L. Tellez	Drafting

INTERESTED IN RECRUITING

NAME	MAJOR
E. Provencio	Plastics
L. Tellez	Drafting
N.L. Hernandez	Drafting

SPRING 1994**INTERESTED IN MENTORING**

NAME	MAJOR
C. Duran	Automotive Technology
L. Joslin	Electronics
R. Rivera	Drafting
M. Garcia	Drafting
S. Russell	Electronics
L. Chavez	Electronics
E.P. Vargas	Drafting

INTERESTED IN RECRUITING

NAME	MAJOR
C. Duran	Automotive Technology
L. Joslin	Electronics
R. Rivera	Drafting
M. Garcia	Drafting
L. Chavez	Electronics
E.P. Vargas	Drafting



Certificate of Completion

awarded to

for satisfactory completion of the
Women In Technology
Project Opportunity Bridge Curriculum Fall 1993
at El Paso Community College

December 16, 1993

Victoria D. Benedetto
Program Director

166

Rachel Oster
Program Coordinator

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Certificate of Completion

awarded to

for satisfactory completion of the
Women In Technology
Project Opportunity Bridge Curriculum Spring 1994
at El Paso Community College

May 6, 1994

Program Coordinator

Program Director

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Program Instructor

PROJECT OPP. CERTS COMPLETE PMA

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**Fall 1993
Project Opportunity
Second Graduating Class**

▪ Irene M. Estrada ▪ Leonila Gonzales
Leticia Gutierrez ▪ Norma L. Hernandez ▪ Ann G. Ivery
Cynthia Komegay ▪ Elvia Provencio ▪ Ofelia P. Ramirez
Elizabeth Trejo ▪ Leonor Tellez ▪ Armida Valenzuela
Ana Vela ▪ Vanessa E. Washington

You are invited to attend

**The
Women In Technology
Fall 1993 Project Opportunity
Bridge Curriculum
Graduation Ceremony**

Join us as we salute
The Second Graduating Class

Thursday, December 16, 1993 ▪ 7:00 - 9:00 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 1994
Project Opportunity
Third Graduating Class**

Graciela S. Aguilar • Guadalupe Aguilar • Dalila Castillo
Leticia Chavez • Christina Duran • Jacquelynn D. Foster
Maritza Garcia • Elizabeth Joslin • Evangelina Luevano
Gail E. Rigby • Ruth Rivera • Suzanne M. Russell • Elida Saenz
Lydia M. Sanchez • Gina Sterling • Estela Vargas

You are invited to attend

**The
Women in Technology
Spring 1994 Project Opportunity
Bridge Curriculum
Graduation Ceremony**

Join us as we salute

The Third Graduating Class

Friday, May 6, 1994 6:00 - 8:00 p.m.
El Paso County Community College District
Transmountain Lecture Forum
9570 Gateway Blvd. North

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

STUDENTS OF THE SECOND GRADUATING CLASS

Evelyn I. Almanzar
Irene M. Estrada
Leonía Gonzales
Leticia Gutierrez
Norma L. Hernandez
Ann G. Ivery
Cynthia Kornegay
Elvia Provencio
Ofelia P. Ramirez
Elizabeth Trejo
Leonor Tellez
Armida Valenzuela
Ana Vela
Vanessa Washington

WOMEN IN TECHNOLOGY'S

FALL 1993 PROJECT OPPORTUNITY

BRIDGE CURRICULUM.

GRADUATION CEREMONY

Program

Welcome Rachel Ortiz, Coordinator
Project Opportunity

Introduction Victoria Di Benedetto,
Program Director
Women In Technology

Comments Lynn Slater, Division Chair
EPCC Occupational Education
Transmountain Campus

Guest Speaker Joan McCollister, Director
EPCC Special Programs
Valle Verde Campus

Presentation of Certificates

Conclusion Rachel Ortiz, Coordinator

Reception following ceremony

PROJECT OPPORTUNITY
SPRING 1994
GRADUATING CLASS

- Graciela S. Aguilar, Electronics
- Guadalupe Aguilar, Electronics
- Dalia Castillo, Plastics
- Leticia Chavez, Drafting
- Cristina Duran, Automotive Technology
- Jacquelynn D. Foster, Plastics
- Maritza Garcia, Drafting
- Elizabeth Joslin, Electronics
- Evangelina Luevano, Plastics
- Gail E. Rigby, Electronics
- Ruth Rivera, Drafting
- Suzanne M. Russell, Electronics
- Elida Saenz, Electronics
- Lydia M. Sanchez, Drafting
- Gina Sterling, Plastics
- Estela Vargas, Drafting

PROGRAM

- Welcome Rachel Ortiz, Coordinator
Project Opportunity
- Introduction Victoria Di Benedetto
Program Director
Women in Technology
- Guest Speakers Anna Auvenshine, ED.D
Associate Program Director
Texas Higher Education Coordinating Board
- Lynn Slater, Division Chair
EPCC Occupational Education
Transmountain Campus
- Presentation of Certificates
- Special Award Sherry Marshall, Program Assistant/
Instructor, Project Opportunity
- Conclusion Rachel Ortiz, Coordinator
- Reception Following the Ceremony

The Project Opportunity Program invites women who are single parents, displaced homemakers and young pregnant women interested in the program to contact Rachel at 594-2332. We are presently accepting applications for the Fall 1994 Project Opportunity Bridge Curriculum class. Participation is limited, so don't delay.



MAY 3 1994



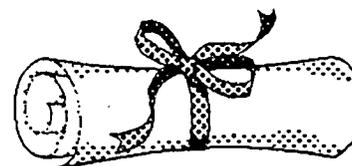
NEWS RELEASE

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

Contact: **Javier Sanchez/Al Hinojos**

For Release: **April 28, 1994**

WIT'S "PROJECT OPPORTUNITY" ANNOUNCES GRADUATION



The El Paso Community College Women in Technology (WIT) Project Opportunity program will hold its third class graduation ceremony from 6 to 8 p.m., Friday, May 6 in the Lecture Forum at EPCC's Transmountain campus. The event is open to the public.

Project Opportunity is an extension of WIT, which is a support service network for women interested in nontraditional fields at EPCC. These includes automotive technology, drafting, electronics, heating ventilation and air conditioning, welding, plastics technology and machine shop.

The program targets women of low income families, primarily single parents, displaced homemakers, single pregnant women and women who need to enroll in a training program for housing benefits.

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

###

94:100

Media: 1a,b,d,e,2,4

c: Rachel Ortiz

Although not specified in the grant objectives, the Project Opportunity staff continued to promote the program on a request basis during the Spring 1994 semester.

SPRING 1994 PRESENTATIONS (LIVE)

DATE	ORGANIZATION & LOCATION	ATTENDANCE	NUM. OF BROCHURES DISTRIBUTED
1/29/94	Mother-Daughter Conference University of Texas at El Paso	22	30
2/5/94	Women's Fair (presentation) El Paso Civic Center	16	50
4/9/94	Socorro High School Socorro Independent School District	8	10
4/14/94	Mother Volunteer Group Ysleta High School (YISD)	7	10
4/22/94	Rollins Clinic Counselors .301 Perra	8	20
4/28/94	Transitional Living Center 3500 Altura	15	20
5/20/94	Department of Human Services 3100 Dyer	8	10
6/15/94	Department of Human Services 5150 El Paso Drive	7	10
6/17/94	Project Redirection (YWCA) El Paso Technical High School	22	25

Television, radio, and print contributions by the Project Opportunity staff are cited in the Women in Technology report.