The American Association of Community and Junior Colleges' (AACJC's) Beacon College Project requires a Beacon College to form a consortium with five to ten associate community colleges (CCs) for the purpose of furthering the recommendations of the AACJC Futures Commission report regarding the building of communities. In Oregon, Chemeketa Community College (CCC) is the Beacon College, and Blue Mountain CC, Clackamas CC, Lane CC, Mount Hood CC, and Rogue CC are the other members of the consortium. The colleges are focusing on ways to build partnerships with community agencies and employers to help high risk students succeed in education and the work force. The consortium meets quarterly to share practices that promote partnerships that ensure more comprehensive student assessment and assistance in goal planning, more seamless transitions between program components and agencies, more successful educational and job placement, better coordinated support services, and more effective tracking and reporting. This document consists of: (1) Dawn Marges's remarks at the AACJC 1991 convention regarding CCC's Beacon Project, which provide an overview of the project and brief descriptions of three successful CCC partnerships; (2) a list of eight steps involved in developing collaboration; (3) Winter 1991 and Spring 1991 issues of "Beacon Bulletin," a quarterly newsletter for faculty and staff working with high-risk students, highlighting challenges and promising practices; (4) a one-page description of the CCC Family Resource Center; and (5) a directory of programs and projects involving CCC and the other members of the consortium in collaboration with agencies or employers. For each college in the consortium, the directory lists the name of the project, its major purpose and activity, the contact person, telephone number, division/department, external partners, funding, end date, future plans, printed/video materials available, and target group (e.g., dislocated workers, minorities, corrections, homeless). (JMC)
BUILDING PARTNERSHIPS WITH AGENCIES & EMPLOYERS TO HELP HIGH RISK STUDENTS SUCCEED

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THE AACJC / KELLOGG BEACON COLLEGES INITIATIVE
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed"
Chemeketa Community College, Salem, Oregon
Remarks by Dawn Marges, at the AACJC National Convention, Kansas City
April 16, 1991

Hello, I'm Dawn Marges, Director of the Child, Family and Work Department at Chemeketa Community College in Salem, Oregon. Chemeketa is the convening college for Oregon's Beacon project, "Building Partnerships with Employers and Agencies to Help High Risk Students Succeed." Our consortium colleges are Blue Mountain, Clackamas, Lane, Mt. Hood, and Rogue Valley Community College.

We see our students' needs becoming more diverse and intense; we see our colleges' resources continue to shrink and we see our communities experiencing economic and social peril. And we choose to give up our institutional egocentricity to work in the trenches together with our local partners to help high risk students recreate their own futures and thus our mutual future. In true Oregon fashion, our Beacon project model is one of coequal information sharing that helps us all move more rapidly from fragmented pockets of excellence toward institutional transformation on behalf of our changing student body.

Thanks to the AACJC/Kellogg Beacon College Initiative, our consortium meets quarterly to share practices that overcome barriers to successful partnerships; partnerships that give students more comprehensive assessment and goal planning, more seamless transitions between program components and agencies, more successful educational and job placement, better coordinated support services and effective tracking and reporting. Our meetings are very real, involving students, staff, local partners, site visits, lively discussion and problem-solving. We consult with each other between meetings. Our joint directory lists 113 local partnerships within the six colleges involving over 75 types of organizations. We just distributed 500 copies of our first quarterly Beacon Bulletin of ideas and contacts for colleagues in Oregon community colleges. We are developing a series of monographs on specific partnership issues, citing examples from our Beacon colleges. This summer we host a small conference for Beacon project directors across the nation, to be conducted by Dale Parnell in conjunction with the Futures Commission.

Partnerships can look great on paper and be very difficult in real life. However, a college that encourages and supports internal collaboration, honesty and lack of turfism will have managers and line staff already trained in essential skills for external collaboration. My own college lives this every day. ("T" - This is our gentle sign for "avoid turfism.")

We must be honest about the costs of collaboration: greater complexity, more time required, loss of comfortable structure, loss of role clarity and sole authority. We must be ready to absorb these losses in order to gain greater resources for students as well as to benefit from our partners' expertise and to increase our wisdom about our community.

We must respect differences in organizational culture and philosophy, providing opportunities for faculty and line staff as well as managers to develop relationships with their peers in
partner organizations. In many cases we develop job descriptions together with our partners, serve on joint screening committees, participate in joint training, co-house staff and problem-solve procedures together. No matter what managers do, it's at the staff level that partnerships succeed, or dissolve in organizational stereotypes, polarization and conflict. For example, joint planning with a specific student depends on shared perceptions of the situation. Becky was assessed by one local agency as unable to learn and was assigned to a monthly public assistance check with no requirements. We reassessed her and found strong intelligence hampered by a major vision problem and lack of schooling. The Lions Club fixed the vision problem and Becky progressed rapidly in literacy classes. We felt very smug about our superior assessment until we accompanied Becky to a meeting with her caseworker where Becky slouched, mumbled her responses and asked nothing. Our partners really had seen and assessed a very different person, and all the assessments were correct for the situation. Now we practice joint staffing and planning, and joint sign-off on student goals and support services.

Collaboration is an ongoing developmental process based on relationships, shared goals, scrupulous communication and follow through separate from the timelines of a specific project. Because of these trust relationships, when Sally, a low income single parent student, needed front teeth in order to be employable, our Student Resource Center was quickly able to put together a plan that gave Sally a beautiful smile. It wasn't simple. Public assistance paid for remedial gum work, but teeth were not eligible. JTPA contributed because front teeth enhance success in job interviews. A local dentist donated labor and a student assistance fund set up by our President covered the difference. All the partners wanted Sally to have teeth and a job. None had resources to do it alone. All celebrated their part in launching Sally successfully into the labor force.

I want to briefly mention three examples that represent a range of successful Chemeketa partnerships:

Last Thursday was our fourth annual Job Information Fair which we co-sponsor with the City of Salem and a planning group of local employers and agencies to target employment particularly for women and minorities. Over 50 employers were present with current and future job openings. Together we also provided job search workshops, training opportunities and help with applications. The YWCA provided interpreters in Spanish, Russian, and Vietnamese. 1,400 students and community members attended, and the air was rich with hope and good will as the community came together to employ its own.

This fall we will open a Family Resource Center. Together with Headstart, the school district, the FSA JOBS program and private donations we will offer cooperative child care and parenting education for students and teen parents, a family literacy program and a 2+2 training site in Early Childhood Education. We could not do this without our partners.
Finally we are prime contractor for the FSA Jobs program in our three-county district. Over 20 local organizations plan with us to deliver services that help welfare clients gain confidence, direction, job skills and support leading to success in family wage employment. Instead of setting up a separate program, we mainstream JOBS-sponsored students into the student body on all five campuses. Our internal coordinating group includes every college division. In adding capacity and innovative services for JOBS-sponsored students throughout the college, we reduce stereotypes about welfare clients, provide another visible vehicle for Chemeketa’s true commitment to disadvantaged students, and we develop systems that help transform the way we do business as we become a college for the 21st century.

Let’s remember, after all, that a high risk student is one whose resources, inner or outer, don’t match the demands of his or her educational program. We can change our colleges so that our systems are more responsive to student needs, and we can invite our community to join us to pool and coordinate resources that result not in a "hand-out" to students, but in a "hand up" that benefits us all. Thank you.

sld
DEVELOPING COLLABORATION

Collaboration begins by identifying organizations that may have a particular interest in solving the problem at hand. Whether formally or informally, these groups then interact on the following continuum:

- exchange information about the organizations and contact people
- consult with each other about possible solutions to the problem
- establish a joint referral process
- establish a means for joint planning and coordination
- establish concurrent cooperative services; possible co-location
- develop contracts for joint operating responsibility

Action Steps

1. Identify and remove barriers, real or imagined, to coordination:
   - discuss perceptions of each entity about others’ ways of operating
   - identify each organization’s mandates by law or rule
   - identify the target groups and specific services of each organization, what each has to offer
   - compare eligibility standards, both formal and informal priorities
   - identify areas where shared information can enhance coordination

2. Prepare and disseminate a comparative grid that inventories services of collaborating partners.

3. Implement effective use of a community resource and referral system:
   - adopt a single resource and referral system and data base
   - contribute funding and resources necessary for this system to be excellent
   - train staff on existence and use of data base

4. Establish at least one staff in each organization to facilitate coordination and problem solving in-house and between partners. This person will gather data on problems and their solutions, train staff to understand collaborative agreements, and provide leadership toward policies and practices that are more integrated with partners. Organizations that do not practice teamwork in-house will find external collaboration more difficult. Each group must have a clear conception of its function and relationship to other groups, and all staff must understand these relationships.

5. Each organization should develop a community partnership strategy in writing, listing groups with which coordination is needed, and types of representation desired.

6. Each organization should establish a planned method for staff participation in community coordination, including a procedure for reporting back to the organization.

7. When coordinating on behalf of a particular individual, help that person learn how to build and access a support system independently. Be sure the individual knows the resources available in other organizations, how to get in touch and use the resource, why it is being suggested and what information needs to be shared. If staff will make the contact, be sure the individual knows about it.

8. In order to effectively solve a complex problem, the organizations involved often need to meet together at least once. Letters and telephone calls work best in simple situations or as follow-up to a meeting on a complex case. The meeting should result in group acceptance of the part each organization is to play.

A sample collaborative agreement is on the reverse side.
Model Inter-Organizational Agreement Form

State and local public and private organizations must work together to better assist individuals and families needing or requesting help. Each organization will act in partnership with others in arriving at common service plans when an individual or family needs or requests services from more than one organization and there is a need for joint planning.

Conditions of Agreement

1. Each organization will share information within the limits of its guidelines, laws and regulations regarding confidentiality. Participating organizations must have compatible standards of confidentiality.

2. The individual or family will be asked for prior consent for release of information, in writing for each participating organization meeting the first condition.

3. Family strengths, competencies, extended family resources and community based resources will be used to the maximum to lessen dependency on agency services.

4. The individual and/or family will be involved to identify and agree on problems, issues and desired outcomes.

5. Joint staff meetings may occur when a service provider sees a need based on:
   • identifying a family with multiple problems that requests, receives or requires services of several groups;
   • identification by the family or agency that services appear to be counterproductive, duplicative, confusing or contradictory.

6. Partners will develop consensus on a coordinated plan of action outlining the limits and responsibilities of the organizations involved.

7. Partners named herein will review effectiveness of coordination efforts in order to refine and improve services, at least quarterly.

8. Any specific statement of work shall be attached to and become part of this agreement.

9. The following information shall be attached to this agreement: Name of each participating organization; Authorized signature for the organization; and Date signed.

For further information contact: Dawn Marges, Director
Child, Family and Work Department
Chemeketa Community College
PO Box 14007
Salem, OR 97309-7070
(503) 399-5271
A quarterly brief for faculty and staff working with high risk students, highlighting challenges and promising practices.

At the winter quarterly meeting of the Beacon College Consortium information was shared about assessment, tracking, and case management with high risk students.

Chemeketa (Sandy Nelson, 399-6075 is the contact person)
Chemeketa presented a packet of information from Life Skills, Counseling, ABE/GED, and ESL. The process of joint staffing was discussed. This is an integral feature of the Life Skills program. Sandy discussed the change from off-campus agencies as reluctant participants to comfortable partners; and the help that coming on campus was in allowing them to see the situation in a way that benefits students. Out of the joint staffing comes a signed off plan which identifies student goals and commitments made by each partner to actions they will take to support the outcome. The forms which facilitate this process were in the packet. Also discussed was the way Chemeketa has been able to determine the cost of slots in the Life Skills program and then be reimbursed by outside agencies wanting spots.

Clackamas (Barbara Allen, 657-6958 X599 is the contact person.)
Clackamas presented information gained from the research they have done in tracking students under a Title III grant. They have found that demographic variables are not predictive of a difficult or successful transition into community college. Level of resourcefulness is the more critical factor. This includes such things as family support, previous family experience in college, financial or emotional factors, as well as demands on the student. The two things that keep students in school are 1) an educational goal and 2) institutional identification, which usually begins with a bond with an individual staff person. In order to achieve these two critical factors Clackamas puts student phone numbers of the enrollment rosters in order to make it easy for instructors to follow up with students if they are missing from class.
Clackamas also includes all program advisors in new student orientations to help

(over)
students identify with them, know how to get ahold of them, and sign off on registration forms. As more of the responsibility for advising students has shifted to instructors, they have reported liking more involvement with students. The advising/goal setting process became meaningful. The tracking process involves rosters which are sent to instructors to indicate attendance and progress. Reports are sent to a staff person who has an investment in the student’s success and will follow up. That seemed a more successful strategy than a general follow up by the counseling department. Instructors are seeing that they can make a difference with students by participating in the tracking process.

Mt. Hood (Stephanie Sussman, 256-3430 is the contact person)

Mt. Hood reported on the YESS program. A self-sufficiency plan which forms the basis for tracking was presented. The form is used for discussion between staff and the students. If the student is able, they fill out the form. Then, at subsequent meetings, progress toward goals can be evaluated, and barriers discussed. The Career Packet was also discussed. It provides a format for tracking individual progress toward employment readiness. Information on individual assessments, and the tracking/case management process was also presented.

Rogue (Judy Smith, 479-5541 is the contact person)

Rogue reported on the assessment process in their Skills Center which is one of three, state-wide, created from lottery funds. An extensive interview format is available. The interview can lead to social services if needed, or advocacy. Those students whose goals are clear continue into the appropriate program. There is staff support available to continue working with those whose goals are not clear or are not yet self-sufficient enough to move into a program.

"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
An AACJC Beacon College Project Funded by the W.K. Kellogg Foundation. A collaborative effort of Blue Mountain Community College, Chemeketa Community College, Clackamas Community College, Lane Community College, Mt. Hood Community College, and Rogue Community College. For further information about this project contact Dawn Marges, Project Director, Chemeketa Community College (399-5271).
Beacon Bulletin, Spring 1991

A quarterly brief for faculty and staff working with high risk students, highlighting challenges and promising practices.

Reflecting discussions held in conjunction with "Building Partnerships with Agencies and Employers to Help High Risk Student Succeed." An AACJC Beacon College Project Funded by the W.K. Kellogg Foundation. A collaborative effort of Blue Mountain Community College, Chemeketa Community College, Clackamas Community College, Lane Community College, Mt. Hood Community College, and Rogue Community College. For further information about this project contact Dawn Marges, Project Director, Chemeketa Community College (399-5271).

The Spring Beacon Consortium meeting focused on job placement of high risk students. Mt. Hood Community College showcased their exemplary placement program.

Maywood Park Center Annex - Mt. Hood Community College
4510 NE 102nd, Portland, Oregon 97220

Dani Kelley (252-0758) Placement Supervisor, Steps to Success East
Wayne Werbel (252-0758) Program Coordinator, Dislocated Worker Project

Wayne and Dani presented information on placement of dislocated workers and Steps to Success (JOBS) students. Representatives from various agencies working with placement, such as APS, PIC, the Employment Division, a labor representative, are housed in the same location by subcontracting for their services. This model is in contrast to those programs where students are sent off site to the Job Council, or the Employment Division to do their job search. It was acknowledged that even after a successful program students are likely to be lost when they leave the familiarity of their program surroundings to complete the placement process.

The importance of Job Clubs was discussed as follow-up to programs with both populations--JOBS and Dislocated Workers. The Job Club creates a comradarie and support base for students, and a structure to help them stay on track. The philosophy of the placement process is to keep motivation up so that students can find the job that is right for them--that if staff intervenes too far into the job search process a valuable component of the experience is lost for the participant.

Additional program activities presented include: Within the Dislocated Worker program thumbnail sketches of available clients are sent regularly to a list of 1,400 employers. This keeps the program in their mind as a resource. Job rallies are held by staff. They use a bank of phones to develop job leads. Prizes are awarded. Short term generic skill classes are offered. These are designed to give students current specialized skills which will give them a leg up in the application process. Topics such as communication in the workplace, vendor relations, customer service and technical support are offered. There are also ongoing skill classes with such focus as encouraging yourself or self talk in the Steps to Success program.

The Resource Room is the heart of the program. It is set up to bring into one setting those things that will facilitate and motivate job search. Newspapers from the Pacific Northwest, trade journals, employment division printouts, books with employment data, job search strategies, reverse directories of key people, files which give background information on area employers, as well as contain current applications; a notebook with hot leads, those job requests less than one week old; computers for typing resumes, cover letters; a bank of phones--one of which may be used for long distance; a FAX for sending applications out on a short timeline; stamps and envelopes; Tri-met Bus information; a message board for those needing a check-in place. Circulating through this room are up to 200 students. Also, job developers, community resource specialists, staff from the various agencies, staff from the Steps to Success or Dislocated Worker classes participants have completed, are housed there. All are intent on helping students be successful. Covering the walls are photos of those students who have found work.

(see other side)
Necessary Components of Successful Placement Programs for High Risk Students identified in discussion among meeting participants:

- Viewing the client (student) holistically
- Understanding barrier removal
- Being capable of inspiring trust in the client (student)
- A staff focus on encouraging the participant's motivation for job searching rather than staff doing the job searching
- Availability of basic information: newspaper, library, file on local companies, etc.
- An ability to disseminate information---phones, FAX, stamps/envelopes
- Coaches---technical assistance
- Employee contacts: ongoing developmental contact with potential employers; an advisory board (Career Advancement Team); thumbnail sketches sent regularly to area employers.
- Having clients (students) bring in job leads even if they are not appropriate for them---because it contributes to sense that jobs are out there; it gives clients a sense of control, and of being able to make a contribution.
- Regularly required support groups which provide structure, place to share leads, networking
- Job development by staff and clients
- Customized training---generic transferable skills
- Meeting ongoing learning needs as they look for work or begin to work, follow up contact, Saturday classes, e.g., "How to Deal with Difficult People," "Financial Planning," etc.
- Taped mock interviews which clients can review alone or with the group for feedback.

Successful Strategies in Placement with High Risk Students identified in discussion among meeting participants:

- Hiring the right staff is a key part of a strong program: People who have a passion for the work, really care about people, are able to form one on one relationships, and come from different but compatible perspectives, who are interested in growing personally and in their work skill. A strong staff also demands strong supervision---able to lay out clear expectations and use mentoring and work plans to achieve that end, and to dismiss a staff member when the fit with the program just won't work.

- Staff that is not segregated from students by office structure, or personality, but able to and willing to be available formally in classroom settings or informally in the resource center.

- Trust is a key in successful placement experiences. Students are bonded to the people and program they've been in. House the outside agency people on campus. An issue that may arise in doing this is the bonding that occurs between the agency staff person and the program and program staff. They may need to be encouraged or reminded of the importance of continuing to meet their agency expectations (meetings, reports, etc.) in order to not jeopardize the partnership.

- Continuity - a process that gives the student a case manager, connects them to consistent people, that gives them a place to return to, or check in, that follows through with them until they feel they've accomplished their goal.

- Double ladder conceptualization of goals in working with students through the placement process. It is helpful to acknowledge the two parallel ladders they are climbing--the first is to meet their more immediate needs-the second is to meet their long term dreams. It helps to keep their motivation going to realize that they may make short term choices that they wouldn't want to stick with forever, e.g., a certain job, but that it may resolve immediate needs and will not stop them from continuing to climb the second ladder.

- Students (clients) who don't get close to a job in 60 days are red-flagged by placement staff. Staff meets three times per week and will discuss barriers red flagged people may be experiencing and plan ways to remove them. The client's case manager may seek information from employers who have interviewed the person, and use that information to coach the person on their performance. This forum also allows staff to be honest about people they're having difficulty working with, to suggest why that may be happening and who might work better with that person.
Chemeketa Family Resource Center

The Family Resource Center is a partnership between Chemeketa Community College, Oregon Adult and Family Services Division, Salem-Keizer Schools and Head Start. The Gannett Foundation is underwriting a major portion of building renovation and start-up costs.

Services available through the Family Resource Center include:

- Full-day child care for infants, toddlers and preschoolers as well as short-term care for infants through eleven year-olds. The child care program will serve about 160 families, 75% of whom are low-income families or teenage parents attending school on-site.
- Parenting education, both credit and non-credit, by participating as a child care co-op member, or by enrolling in a variety of seminars or courses, many designed for parent and child to attend together.
- Family literacy education for co-oping parents, including teens.
- Work experience for teen parents and other students.
- Comprehensive Head Start services for eligible families.
- Early Childhood Education courses and practicum experiences targeted to expand the McKay High School/Chemeketa 2+2 program, provide access to inservice training for Head Start staff seeking the national Child Development Associate credential, and increase training opportunities for Chemeketa students enrolled in Early Childhood Education.
- A variety of classes that promote personal development, goal setting, vocational skills and balancing work, school and family.
- A central resource office where families can browse through books or talk with teachers and other parents.

Staff of collaborating partner agencies will be co-housed, encouraging further coordination and development of joint services as well as effective use of limited resources.
Building Partnerships with Agencies and Employers to Help High-Risk Students Succeed

An AACJC Beacon College Project Funded by the W. K. Kellogg Foundation

A collaborative effort of:
Blue Mountain Community College, Chemeketa Community College,
Clackamas Community College, Lane Community College, Mt. Hood Community College, Rogue Community College
Table of Contents

Introduction

Blue Mountain Community College ................................................. 1
Chemeketa Community College ...................................................... 5
Clackamas Community College ..................................................... 20
Lane Community College ............................................................. 25
Mt. Hood Community College ....................................................... 29
Rogue Community College .......................................................... 34
Introduction

The Beacon College Project relates directly to the recommendations of the AACJC Futures Commission report, *Building Communities: A Vision For a New Century*. With generous funding from the W.K. Kellogg Foundation, this AACJC project will help community, technical, and junior colleges across the country to implement many of the recommendations through exemplary programs or services.

The Beacon College concept requires the Beacon College to form a consortium with five to ten (or more) Associate Colleges. In its leadership role, the Beacon College will have:

1) Developed an exemplary program or service related to recommendations in *Building Communities* that it will assist the Associate Colleges to implement; or

2) Completed all of the necessary steps for a substantive strategic plan toward an exemplary program or service related to the recommendations of the AACJC Futures Commission that the Beacon College and the Associate Colleges will implement collectively in a closely coordinated consortium.

In either case, the basic intention is to assist AACJC member colleges to implement *Building Communities* recommendations using exemplary programs and services resulting in a multiplier effect via the consortium.

In Oregon, Chemeketa Community is the Beacon College. Working in association with Blue Mountain Community College, Clackamas Community College, Lane Community College, Mount Hood Community College, and Rogue Community College, the focus on Building Partnerships with Agencies and Employers to Help High Risk Students Succeed is reaching beyond the individual college to build community.

In this Directory you will find college by college listings of programs or projects which are the result of collaboration with agencies or employers. The Partnerships vary from very well defined and long standing to emerging and not completely defined. Contact persons for each program are listed and can supply additional information. This is the first printing of this directory. Throughout the course of the grant information will be added and updated.
Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: Blue Mountain Community College

<table>
<thead>
<tr>
<th>Project/Program</th>
<th>Purpose/Major Activity</th>
<th>Contact Person/Title</th>
<th>Telephone</th>
<th>Dept. or Div.</th>
<th>External Partners</th>
<th>Employers Agencies</th>
<th>How Funded $Amt.</th>
<th>End Date</th>
<th>Future Plans</th>
<th>Printed Material or Video Available</th>
<th>Interest Area</th>
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<tbody>
<tr>
<td>Family Support Act</td>
<td>Provide instruction in basic skills and life skills for AFS clients.</td>
<td>Wendy Samitore, AFS Coordinator</td>
<td>276-1260, ext. 354</td>
<td>Basic Skills</td>
<td>AFS, JTPA, Employment</td>
<td>AFS, $350,000</td>
<td>6/30/91</td>
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<tr>
<td>Baker Alt. HS Program</td>
<td>High school completion for at risk youth.</td>
<td>Patricia Amshberry</td>
<td>276-1260, ext. 218</td>
<td>Basic Skills</td>
<td>Baker County, ESD, JTPA</td>
<td>ESD, JTPA, BMCC</td>
<td>N/A</td>
<td>Continue</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Teen Parent Child Care Center</td>
<td>Provide child care for teen parents who are attempting to return to school.</td>
<td>Karen Graybeal, Child Care Coordinator</td>
<td>276-1260, ext. 230</td>
<td>Child Care Resource &amp; Referral</td>
<td>CSD, CAPECO, ECOAC, School District, Headstart, AFS, Kid's World</td>
<td>AFS payments, Foundations, Grants</td>
<td>N/A</td>
<td>Expand infant slots as need is seen</td>
<td>N/A</td>
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Codes for Interest Areas:

1. APS JOBS
2. Dislocated Workers
3. Handicapped Students
4. Retraining Women/Displaced Homemakers
5. Apprenticeship
6. Family Literacy
7. Minorities
8. English as Second Language
9. High School Aged Teen Parents
10. Student Health Care/Substance Abuse Prevention, Referral, Follow up
11. Corrections
12. Seniors, Older Workers
13. Current Workforce Upgrade
14. Homeless
15. Academically Disadvantaged Adult
Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: Blue Mountain Community College

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<th>External Partners Employers</th>
<th>How Funded $Amt.</th>
<th>End Date</th>
<th>Future Plans</th>
<th>Printed Material or Video Available</th>
<th>Interest Area</th>
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<tr>
<td>Child Care Resource &amp; Referral</td>
<td>Assist student in securing quality, stable child care.</td>
<td>Karen Graybeal, Child Care Coordinator</td>
<td>276-1260, ext. 230</td>
<td></td>
<td>ECOAC, Great Start</td>
<td>.5FTE grant</td>
<td>N/A</td>
<td></td>
<td>Expand level of training for CC providers; Provide enhanced services for employers</td>
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<td>ESL</td>
<td>Improving English skills for second language students.</td>
<td>Patricia Arnaberry, Director, Basic Skills</td>
<td>276-1260, ext. 218</td>
<td></td>
<td>IR Simplot Company</td>
<td>Simplot, BMCC</td>
<td>N/A</td>
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Codes for Interest Areas:
1. APS JOBS
2. Dislocated Workers
3. Handicapped Students
4. Returning Women/Displayed Homemakers
5. Apprenticeship
6. Family Literacy
7. Migrant
8. English as Second Language
9. High School Age: Teen Parent
10. Student Health Care/Substance Abuse
11. Homelessness
12. Support, Older Women
13. Current Workforce Upgrade
14. Homelessness
15. Academically Disadvantaged Adult
Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: **Blue Mountain Community College**

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<tr>
<td>2+2</td>
<td>Design curriculum. Task analysis/inventory.</td>
<td>Larry O'Rourke</td>
<td>276-1260, ext. 293</td>
<td>Assoc. Dean of Instruction</td>
<td>Businesses or industries needing training or skill development</td>
<td>Blue Mountain Community College, ESD, OEDD (Workforce funds)</td>
<td>N/A</td>
<td>Continue as needed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Accredited Fire Service Programs</td>
<td>Prepare qualified firefighters.</td>
<td>Bill Fenton</td>
<td>276-1260, ext. 288</td>
<td>Continuing Education</td>
<td>State Fire Marshal's Office, city or county fire service</td>
<td>Tuition Department training money</td>
<td>N/A</td>
<td>Ongoing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.W.E.</td>
<td>Earn college credit for work experience related to occupational goal.</td>
<td>Jerry DeMoss</td>
<td>276-1260, ext. 306</td>
<td>Businesses in various technical areas</td>
<td></td>
<td>Tuition, some paid positions</td>
<td>N/A</td>
<td>Continue</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Purpose/Major Activity**
- 2+2
- State Accredited Fire Service Programs
- C.W.E.

**Contact Person/Title**
- Larry O'Rourke
- Bill Fenton
- Jerry DeMoss
- Duane DeGroff

**Telephone**
- 276-1260, ext. 293
- 276-1260, ext. 288
- 276-1260, ext. 306
- 276-1260, ext. 327

**External Partners Employers Agencies**
- Businesses or industries needing training or skill development
- State Fire Marshal's Office, city or county fire service
- Businesses in various technical areas

**How Funded**
- Blue Mountain Community College, ESD, OEDD (Workforce funds)
- Tuition Department training money
- Tuition, some paid positions

**Future Plans**
- Continue as needed
- Ongoing
- Continue

**Printed Material or Video Available**
- | | |

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**Interest Area Codes**
- 1. APS JOBS
- 2. Dedicated Workers
- 3. Handicapped Students
- 4. Returning Women/Displaced Homemakers
- 5. Apprenticeship
- 6. Family Literacy
- 7. Minorities
- 8. English as Second Language
- 9. High School Age, Teen Parents
- 10. Student Health Care/Substance Abuse Prevention, Referral, Follow up
- 11. Corrections
- 12. Seniors, Older Workers
- 13. Current Workforce Upgrade
- 14. Homeless
- 15. Academically Disadvantaged, Addictions
Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: Blue Mountain Community College

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<thead>
<tr>
<th>Project/Program</th>
<th>Purpose/Major Activity</th>
<th>Contact Person/Title</th>
<th>Telephone</th>
<th>Dept. or Div.</th>
<th>External Partners, Employers, Agencies</th>
<th>How Funded $Amt.</th>
<th>End Date</th>
<th>Future Plans</th>
<th>Printed Material or Video Available</th>
<th>Interest Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targeted Training</td>
<td>To write training units of instruction for Continental Mills.</td>
<td>Dale Wenck, Instructor/Tech Ag.</td>
<td>276-1260, ext. 326</td>
<td>Ag.</td>
<td>Continental Mills, OEDD</td>
<td>Targeted Training, OEDD</td>
<td>1/31/91</td>
<td>More projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Skills Education</td>
<td>Provide ABE, ESL, OED prep. and high school completion.</td>
<td>Ellsworth Mayer, Dean of Planning and Academic Services</td>
<td>276-1260, ext. 243</td>
<td></td>
<td>Department of Corrections, BMCC, Office of Community College Services</td>
<td>Department of Corrections</td>
<td>N/A</td>
<td>Continue</td>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>

Codes for Interest Areas:
1. AFS JOBS
2. Displaced Workers
3. Handicapped Students
4. Unmarried Women/Outplaced Homemakers
5. Apprenticeship
6. Family Literacy
7. Migrant
8. English as Second Language
9. High School Age: Teen Parent
10. Student Health Care/Substance Abuse
11. Corrections
12. Session, Older Workers
13. Current Workforce Upgrade
14. Homemakers
15. Academically Disadvantaged Adult
## Oregon AACJC/Kellog Beacon College Project

"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."

**Name of College:** Chemeketa Community College

### Project/Program | Purpose/Major Activity | Contact Person/Title | Telephone | Dept. or Div. | External Partners | How Funded | End Date | Future Plans | Printed Material or Video Available | Interest Area
---|---|---|---|---|---|---|---|---|---|---
Workplace Basics/NORDIC | On-site ESL Classes | Mark Terpin, Associate Director | 399-5213 | Developmental Education | NORDIC | NORDIC pays instructor cost | N/A | | | 7,8,13

#### Homeless Literacy

Provide literacy services, on-site, at shelters—Salvation Army, Devereaux Apartments, SOS Shelter

Debra Gaul, Volunteer Tutor Coordinator | 399-2557 | Developmental Education | Salvation Army Devereaux Apartments, SOS Shelter | ABE Grant; State Homeless Grant | State grant ends on 6/91 | Expansion to more sites, secure other funding | | | 14

#### 2+2

Helps students begin college vocational program while still in high school. Students receive college credits for high school courses which are duplicates of competencies taught at Chemeketa.

Marilyn Conner and Janine Moothart | 399-5170 399-5239 | Regional Vocational Education Coordinator | Local High Schools and Teen Parent Program | .5 position and coordination costs, promotional materials, and teacher inservice (approximately $42,000 per year) | N/A | Centralize | Brochure and implementation notebook | 9

**Notes for Interest Areas:**

1. APS JOBS
2. Disabled Workers
3. Handicapped Students
4. Returning Women/Duplced Homemakers
5. Apprenticeship
6. Family Literacy
7. Munchies
8. English as Second Language
9. High School Age, Teen Parents
10. Student Health Comp/Sexual Abuse Prevention, Referral, Follow up
11. Corrections
12. Seniors, Older Workers
13. Career Workforce Upgrades
14. Homeless
15. Academically Disadvantaged Adults
### Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: **Chemeketa Community College**

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<th>How Funded</th>
<th>End Date</th>
<th>Future Plans</th>
<th>Printed Material or Video Available</th>
<th>Interest Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marion, Polk, Yamhill Literacy Coalition</td>
<td>Assists with delivery of Literacy Services for Tri-county area.</td>
<td>Virginia Patton, Chair</td>
<td>399-2558</td>
<td>Developmental Education</td>
<td>Salem Literacy Council; Marion, Polk, Yamhill Libraries; Corrections</td>
<td>Grants Donations</td>
<td>N/A</td>
<td>Inclusion of more Business Industry Reps.</td>
<td>Brochure</td>
<td>15</td>
</tr>
<tr>
<td>Summer Youth Project</td>
<td>Provides basic skill enhancement and on-the-job experiences for out-of-school youths age 16-21.</td>
<td>Mark Tapin, Associate Director</td>
<td>399-5213</td>
<td>Developmental Education</td>
<td>Mid Willamette Job Council (JTPA)</td>
<td>MWJC Funding</td>
<td>N/A</td>
<td>Continue at present level</td>
<td>Flyer</td>
<td>9</td>
</tr>
<tr>
<td>Age Appropriate Environment</td>
<td>Provides holistic (cognitive, affective, psychomotor) instruction to age 16-21 MR/DD students.</td>
<td>Ben Arthur, Coordinator</td>
<td>399-3101</td>
<td>Developmental Education</td>
<td>Salem-Keizer School District</td>
<td>Salem-Keizer provides instructional staff</td>
<td>N/A</td>
<td>Secure permanent location</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Codes for Interest Areas:**
- 1. APS JOBS
- 2. Dislocated Workers
- 3. Handicapped Students
- 4. Returning Women/Displaced Homemakers
- 5. Apprenticeship
- 6. Family Literacy
- 7. Migrant
- 8. English as Second Language
- 9. High School Age; Teen Parents
- 10. Student Health Care/Substance Abuse Prevention, Referral, Follow up
- 11. Corrections
- 12. Season, Ohio, Workers
- 13. Current Workforce Upgrade
- 14. Homeless
- 15. Academically Disadvantaged Adult
Oregon AACC/Kelogg Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: Chemeketa Community College

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<th>End Date</th>
<th>Future Plans</th>
<th>Printed Material or Video Available</th>
<th>Interest Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workplace Basics/Blue Heron</td>
<td>On-site ESL classes</td>
<td>Mark Terpin, Associate Director</td>
<td>399-5213</td>
<td>Developmental Education</td>
<td>Blue Heron</td>
<td>Grant funded</td>
<td>N/A</td>
<td>Provide services per need</td>
<td>7,8,13</td>
<td></td>
</tr>
<tr>
<td>Workplace Basics/Sandy Oak Mushroom Pl</td>
<td>Needs Audit, on-site Basic Skill classes</td>
<td>Mark Terpin, Associate Director</td>
<td>399-5213</td>
<td>Developmental Education</td>
<td>Sandy Oak Mushroom Plant, Mt. Angel Seminary</td>
<td>Industry supported</td>
<td>N/A</td>
<td>Provide services per need</td>
<td>7,8,13</td>
<td></td>
</tr>
<tr>
<td>Workplace Basics/Willamette Industries</td>
<td>Specialized ESL; Basic Skills</td>
<td>Mark Terpin, Associate Director</td>
<td>399-5213</td>
<td>Developmental Education/ Extended Learning</td>
<td>Willamette Industries</td>
<td>Industry supported</td>
<td>N/A</td>
<td>Provide services per need</td>
<td>7,8,13</td>
<td></td>
</tr>
</tbody>
</table>

Codes for Interest Areas:
10. Student Health Care/Substance Abuse Prevention, Referral, Follow up
11. Corrections 12. Seniors, Older Workers
13. Current Workforce Upgrade
14. Homeless
15. Academically Disadvantaged Adults
### Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."

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</tr>
</thead>
<tbody>
<tr>
<td>Marion County Mental Health Discover Success Class</td>
<td>Provide specialized Discover Success Class for MCMH clients to support their success in college.</td>
<td>Mike Courtney, MCMH Counselor</td>
<td>399-5136</td>
<td>Developmental Education</td>
<td>MCMH</td>
<td>MCMH funds instructor</td>
<td>N/A</td>
<td>Expand offerings</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Workplace Basics/Siltec</td>
<td>Specialized workplace math instruction.</td>
<td>Mark Terpin, Associate Director</td>
<td>399-5123</td>
<td>Developmental Education</td>
<td>Siltec</td>
<td>Siltec picks up all instructional and curriculum development costs</td>
<td>N/A</td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Nueva Ley</td>
<td>Assistance with INS, IRCA requirements</td>
<td>Ed Salgado, Instructional Assistant</td>
<td>399-3902</td>
<td>Developmental Education</td>
<td>INS, YWCA</td>
<td>Federal reimbursement system</td>
<td>Ongoing</td>
<td>Dependent on new immigration laws</td>
<td>Information sheets</td>
<td>7,8</td>
</tr>
</tbody>
</table>

**Codes for Interest Areas:**

1. AFS JOBS
2. Dislocated Workers
3. Handicapped Students
4. Returning Women/Displaced Homemakers
5. Apprenticeship
6. Family Literacy
7. Math
8. Div
9. High School Age Teen Parent
10. Student Health Care/Substance Abuse Prevention, Referral, Follow up
11. Corrections
12. Seniors, Older Workers
13. Current Workforce Upgrade
14. Homelessness
15. Academically Disadvantaged Adult
### Oregon AACJC/Kellog Beacon College Project
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</tr>
</thead>
<tbody>
<tr>
<td>Even Start</td>
<td>A Family Literacy Program designed to assist adults without a high school diploma or GED and their 3 or 4 year old child.</td>
<td>Virginia Tardeweather, Instructor, ABE/GED</td>
<td>399-3074 or 399-2641</td>
<td>Developmental Education</td>
<td>Salem-Keizer School District 24J</td>
<td>Federal Grant Funds 2.0 FTE positions</td>
<td>9/93</td>
<td>Consider ongoing partnership with school district for ABE/GED</td>
<td>Brochure, Kenan Trust Promotional Video on Even Start, CCC video, on site activities</td>
<td>6</td>
</tr>
<tr>
<td>New Chance</td>
<td>Assists teen parents without a high school diploma or GED</td>
<td>Mona West, Instructor</td>
<td>585-2888</td>
<td>Developmental Education</td>
<td>Salem-Keizer School District 24J</td>
<td>PT hourly grant funds</td>
<td>6/92</td>
<td>More coordination of services by partners</td>
<td>Flyer</td>
<td>9</td>
</tr>
<tr>
<td>Salem Downtown Learning Center</td>
<td>Provides instruction in basic skills with employment focus; cooperative work experience for youth; GED preparation; caregiver counseling.</td>
<td>Peggy Fisher, Coordinator</td>
<td>399-3496</td>
<td>Developmental Education</td>
<td>Salem-Keizer Schools, Mid-Willamette Jobs Council, City of Salem, State Employment Division</td>
<td>2.0 FTE general fund CCC + 24J, 3.0 FTE grant funds; Jobs Council</td>
<td>N/A</td>
<td>Expansion of services; new location</td>
<td>Brochure, also highlighted in state ABE brochure</td>
<td>11, 2, 4, 9</td>
</tr>
</tbody>
</table>

**Codes for Interest Areas:**
1. AFs JOBS
2. Discharged Workers
3. Handicapped Students
4. Returning Women/Displaced Homemakers
5. Apprenticeship
6. Family Literacy
7. Maturity
8. English as Second Language
9. High School Age Teen Parents
10. Student Health Care/Substance Abuse Prevention, Referral, Follow up
11. Homeless
12. Substance Use
13. Career
14. Current Workforce Upgrade
15. Academically Disadvantaged Adults
### Oregon AACJC/Kellog Beacon College Project

"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."

**Name of College:** Chemeketa Community College

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</tr>
</thead>
<tbody>
<tr>
<td><strong>Cascade Project</strong></td>
<td>Provides career development workshops, workplace basics and technical skills to employees.</td>
<td>John Clyde</td>
<td>399-5120</td>
<td>Student Services &amp; TED Center, Math/Science Department, Dev. Ed Department</td>
<td>Cascade Steel Rolling Mills</td>
<td>Cost for services rendered</td>
<td>Spring '91</td>
<td></td>
<td></td>
<td>&quot;Up date papers&quot;</td>
</tr>
<tr>
<td><strong>Yamhill County Cooperative Learning Center</strong></td>
<td>Provides instruction in basic skill with employment focus; GED preparation. Alternative High School.</td>
<td>Verna Vasalouer, Instructor/Coordinator</td>
<td>472-7942</td>
<td>Extended Learning and Developmental Education</td>
<td>Yamhill ESD, Jobs Council, Yamhill Community Action Program, Yamhill AFS, Chemeketa, Yamhill School Districts, Employment Division, Region III Coop. Voc. Tech. Steering Committee, Yamhill Youth Services</td>
<td>Workforce 2000 State Grant $200,000 + in kind match</td>
<td>6/91</td>
<td>Secure funding for continuation, expand services</td>
<td>Brochure</td>
<td>1,2,4,9</td>
</tr>
<tr>
<td><strong>Alternative High School</strong></td>
<td>Provides a structured behavior managed educational program for 16-21 year old students at risk.</td>
<td>Tim Rogers, Program Chair</td>
<td>399-5115</td>
<td>Developmental Education and Extended Learning</td>
<td>Salem-Keizer SD, Woodburn SD, Canby SD, McMinville SD, Cascade SD, Stayton SD, Silverton SD, North Marion SD, Mt. Angel SD</td>
<td>College General Fund and Basic School support from school districts in 3 counties</td>
<td>N/A</td>
<td>Expansion of offerings; new facility; addition of teen parent component</td>
<td>Information sheets</td>
<td>9</td>
</tr>
</tbody>
</table>

**Codes for Interest Areas:**

1. AFS 10THS
2. Delinquent Workers
3. Handicapped Students
4. Returning Women/Displaced Homemakers
5. Apprenticeship
6. Family Literacy
7. Mentors
8. English as Second Language
9. High School Age, Teen Parents
10. Student Health Care/Substance Abuse Prevention, Referral, Follow up
11. Corrections
12. Seniors, Older Workers
13. Current Workforce Update
14. Homeless
15. Academically Disadvantaged Adults
# Oregon AACJC/Kellog Beacon College Project

"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."

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<tbody>
<tr>
<td>Life Skills for Independence</td>
<td>Helps participants move toward economic self-sufficiency through collaborative education, training and job search services, using mainstream model. Includes comprehensive social services.</td>
<td>Sandy Nelson, Coordinator, New Workforce</td>
<td>399-6075</td>
<td>Child, Family and Work</td>
<td>Active partnership with 12 organizations</td>
<td>ODE Perkins $50,000, General Fund, Donations, Coordinated Community Resources</td>
<td>8/31/91</td>
<td>Refine and continue</td>
<td>Brochures, Annual reports, Annual evaluations, Annual proposals, Advisory committee list</td>
<td>1, 2, 3, 4, 7, 8, 10, 11, 12, 13, 15</td>
</tr>
<tr>
<td>JOBS for Oregon's Futures</td>
<td>(read above description)</td>
<td>Ellen Levine, Coordinator, JOBS</td>
<td>399-3924</td>
<td>CFW</td>
<td>OEDD APS MWJC (JTPA) State Employment, Voc. Rehab, School District</td>
<td>OEDD Contract $1.392 million</td>
<td>6/30/91</td>
<td>Refine and continue</td>
<td>Abstract information packet, Coordination agreement, Statement of work</td>
<td>1</td>
</tr>
<tr>
<td>Collaborating to Employ Displaced Homemakers</td>
<td>Develop, implement and evaluate placement strategies, including World of Work Seminars, Exploratory CWE, Employment Planning, Natural Helpers, Hiring Seminars for Employers, Inter-agency Agreement and more.</td>
<td>Sandy Nelson, Coordinator, New Workforce</td>
<td>399-6075</td>
<td>CFW</td>
<td>17 partners, Business, social services, education, government</td>
<td>JTPA $95,000</td>
<td>6/30/90</td>
<td>Integrate</td>
<td>Handbook Annual Report, Evaluation</td>
<td>2, 3, 4, 7, 12, 15</td>
</tr>
</tbody>
</table>

**Codes for Interest Areas:**

1. APS-JOBS  
2. Displaced Workers  
3. Handicapped Students  
4. Returning Women/Displaced Homemakers  
5. Apprenticeship  
6. Family Literacy  
7. Manufacture  
8. English as Second Language  
9. High School Aged Teen Parents  
10. Student Health/Co-Substance Abuse Prevention, Referral, Follow-up  
11. Corrections  
12. Seniors, Older Workers  
13. Current Workforce Update  
14. Homeless  
15. Academically Disadvantaged Adults
## Oregon AACJC/Kellog Beacon College Project

"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."

Name of College: Chemeketa Community College

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<th>Future Plans</th>
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<th>Interest Area</th>
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<tbody>
<tr>
<td><strong>New Beginnings Program</strong></td>
<td>Provides paid work experience for six months to Life Skills completion escaping family violence; includes on-the-job mentor and release time for support group.</td>
<td>Sandy Nelson, Coordinator, New Workforce</td>
<td>399-6075</td>
<td>CFW Department</td>
<td>Marion County</td>
<td>Marion County</td>
<td>Continue</td>
<td>Continue</td>
<td></td>
</tr>
</tbody>
</table>
| **Electronics Pre-Tech Program/Advising** | To offer personalized advising to students who wish to enter the electronics program but lack the reading, writing and/or computing skills to do so. This advising hopefully results in these students upgrading their skills and then entering the electronics program. | Lucy McDonald  
Gary Boyington | 399-5242  
399-5218 | Math/Science, Electronics | General fund | Continue | Continue |                          | 2,4,5         |
| **Industrial Skills Training**   | To train entry level workers for the manufactured housing industry (10 week training). | Ron Jentzi  
Jun Lynch | 399-5210  
981-4151 | Trades and Technology | JTPA, Industry | General fund, JTPA, Industry Support | Continue | Continue |                          | 1,2,7         |

**Interest Area Codes:**
1. APS Jobs
2. Dislocated Workers
3. Handicapped Students
4. Returning Women/Displaced Homemakers
5. Apprenticeship
6. Parent Literacy
7. Maritimes
8. English as Second Language
9. High School Age Teen Parent
10. Student Health Care/Substance Abuse
11. Corrections
12. Seniors, Older Workers
13. Current Workforce Upgrade
14. Homeless
15. Academically Disadvantaged Adults
### Oregon AACJC/Kellog Beacon College Project

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</tr>
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<tbody>
<tr>
<td>Cooperative Work Experience/Placement Services</td>
<td>High risk students' needs are identified as part of their participation in mainstream program services, and in staff participation in special projects such as Life Skills. More intense personalized services are provided on an individualized basis. No services provided exclusively for high-risk students.</td>
<td>Ray Phippe, Director</td>
<td>399-5026</td>
<td>CWE/Placement</td>
<td>Employers, Graduates</td>
<td>General Fund</td>
<td>N/A</td>
<td>Continue at present level</td>
<td>Brochure</td>
<td>any student</td>
</tr>
<tr>
<td>Professional Skills Training Program (20-25/term)</td>
<td>Monitoring by the college of injured workers placed in full-time training plans with community employers by private rehabilitation agencies.</td>
<td>Jim Wall, Coordinator</td>
<td>399-5026</td>
<td>CWE Department</td>
<td>Employers, Rehabilitation agencies</td>
<td>.50 FTE General Fund and fees for monitoring, paid by workers comp. carriers</td>
<td>N/A</td>
<td>Maintain current level</td>
<td>Procedure manual for Vocational Counselor</td>
<td>2, 3, 13</td>
</tr>
<tr>
<td>Oregon Child Care Supplement Grant Program</td>
<td>Pilot project to fund and find child care for 50 financial aid eligible students and determine effect on success. Includes control group.</td>
<td>Sandy Nelson, Coordinator, New Workforce</td>
<td>399-6075</td>
<td>5 departments: CPW, ECE, Parent Co-op, Financial Aid, Student Life</td>
<td>Oregon Scholarship Commission, Child Care Information Service</td>
<td>Oregon Scholarship Commission $100,000</td>
<td>6/91</td>
<td>Advocate for continuation and expansion (not included in Governor's budget)</td>
<td>Forms and procedures</td>
<td>Any financial aid-eligible student</td>
</tr>
</tbody>
</table>

**Codes for Interest Areas:**

1. APS JOBS
2. Domestic Workers
3. Handicapped Students
4. Returning Women/Divorced Housewives
5. Apprenticeship
6. Family Literacy
7. Minorities
8. English as Second Language
9. High School Age Teen Parent
10. Substance Abuse Prevention, Referral, Follow up
11. Corrections
12. Season, Older Workers
13. Current Workforce Upgrade
14. Homeless
15. Academically Disadvantaged Adult
<table>
<thead>
<tr>
<th>Project/Program</th>
<th>Purpose/Major Activity</th>
<th>Contact Person/Title</th>
<th>Telephone</th>
<th>Dept. or Div.</th>
<th>External Partners</th>
<th>How Funded $Amt.</th>
<th>End Date</th>
<th>Future Plans</th>
<th>Printed Material or Video Available</th>
<th>Interest Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes at the Salem Senior Center</td>
<td>To assist in maintenance of health, independence, income, self-esteem, academic growth, planning for the last third of their lives.</td>
<td>Joan Galbraith, Danna Shewey or Debra Craig</td>
<td>399-5135, 588-6303</td>
<td>Older Adults Program in Extended Learning Department</td>
<td>City of Salem</td>
<td>State reimbursed for classes, taxation, City funds and in-kind</td>
<td>N/A</td>
<td>Expand and update</td>
<td>College schedules, brochures, and Senior Bulletin</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Susan Gleason, Denny Schreider</td>
<td>399-5135, 570-5986</td>
<td>Older Adults Program in Extended Learning Department</td>
<td>Salem Hospital with Volunteers presenters</td>
<td>N/A</td>
<td>N/A</td>
<td>Expand and continue</td>
<td>Brochures and college schedule</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Susan Gleason, YWCA Director</td>
<td>399-5135, 581-9922</td>
<td>Older Adults Program in Extended Learning Department</td>
<td>YWCA and AARP</td>
<td>AARP and local private sponsors</td>
<td>N/A</td>
<td>Continue</td>
<td>Brochure, AARP materials and resource book</td>
<td>12</td>
</tr>
</tbody>
</table>

**Codes for Interest Areas:**

1. APS JOBS
2. Dislocated Workers
3. Handicapped Students
4. Returning Women/Divorced Homemakers
5. Apprenticeship
6. Family Literacy
7. Minorities
8. English as Second Language
9. High School Age; Teen Parents
10. Student Health Care/Substance Abuse Prevention, Referral, Follow up
11. Corrections
12. Senior, Older Workers
13. Current Workforce Upgrade
14. Homeless
15. Academically Disadvantaged Adults
Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: Chemeketa Community College

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<thead>
<tr>
<th>Project/Program</th>
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<th>Contact Person/Title</th>
<th>Telephone</th>
<th>Dept. or Div.</th>
<th>External Partners Employers/Agencies</th>
<th>How Funded $Amt.</th>
<th>End Date</th>
<th>Future Plans</th>
<th>Printed Material or Video Available</th>
<th>Interest Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Managing Your Financial Future&quot;</td>
<td>Help seniors manage their conservative incomes.</td>
<td>Joan Galbraith</td>
<td>399-5135</td>
<td></td>
<td>Older Adults Program in Extended Learning Department</td>
<td>Security Pacific Bank</td>
<td>Partner funded totally</td>
<td>N/A</td>
<td>Continue</td>
<td>Book and materials provided by Security Bank</td>
</tr>
<tr>
<td>Classes - a wide variety</td>
<td>Maintain health, independence, self-esteem, academic growth and income as they plan for the last third of their lives</td>
<td>Susan Gleason Various</td>
<td>399-5135</td>
<td></td>
<td>Older Adults Program in Extended Learning Department</td>
<td>45-50 different nursing homes, retirement centers, churches, schools, businesses, galleries, and senior centers in the Salem area and throughout the three counties</td>
<td>By State reimbursement for classes, by tuition, with in-kind or actual dollars from partners</td>
<td>N/A</td>
<td>Continue</td>
<td>Brochures, flyers, Chemeketa schedule</td>
</tr>
<tr>
<td>Volunteer coordinator training</td>
<td>Training of volunteer coordinators</td>
<td>Susan Gleason</td>
<td>399-5135</td>
<td></td>
<td>Older Adults Program in Extended Learning Department</td>
<td>Oregon Generations together and Oregon Department of Education</td>
<td>State funds</td>
<td>6/91</td>
<td></td>
<td>Lesson materials</td>
</tr>
</tbody>
</table>

Codes for Interest Areas:
<table>
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<th>External Partners Employers Agencies</th>
<th>How Funded $Amt.</th>
<th>End Date</th>
<th>Future Plans</th>
<th>Printed Material or Video Available</th>
<th>Interest Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video Conference on Alzheimer's</td>
<td>Bring a National presentation on Senior issues to Oregon</td>
<td>Joan Galbraith, Lisa Jaffe</td>
<td>399-5135 (415) 882-2910</td>
<td>Older Adults Program in Extended Learning Department</td>
<td>National Conference on Aging with local tuition</td>
<td>National Conference on Aging</td>
<td>Nov 1991</td>
<td>?</td>
<td>Packet and video conference</td>
<td>12</td>
</tr>
<tr>
<td>College Assistance Migrant Program (CAMP)</td>
<td>Provide successful college experience for first-time college enrolled migrants.</td>
<td>Francisco Garcia, Counselor</td>
<td>399-5120</td>
<td>Counseling, Developmental Education</td>
<td>GSU</td>
<td>Federal grant, in-kind colleges general fund</td>
<td>6/91</td>
<td>Continuation if grant is extended; add more specific classes to curriculum</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Technology Access for Life Needs (TALN)</td>
<td>Information resource and training on specialized/adaptive equipment for use by disabled people and/or their employers.</td>
<td>Becky Johnson, Associate Dean</td>
<td>399-2556</td>
<td>Developmental Education</td>
<td>Division of Vocational Rehabilitation</td>
<td>Voc. Rehab, funded</td>
<td>6/93</td>
<td>Determine how to have local agencies continue</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Interest Areas:**

1. APS 108Z
2. Deceased Workers
3. Homeless
4. Returning Women/Displaced Homemakers
5. Apprenticeship
6. Family Literacy
7. Mennonites
8. English as Second Language
9. High School Age Teens
10. Student Health Care/Substance Abuse
11. Corrections
12. Seniors, Older Workers
13. Current Workforce Upgrades
14. Homeless
15. Academically Disadvantaged Adults
Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: Chemeketa Community College

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<th>Future Plans</th>
<th>Printed Material or Video Available</th>
<th>Interest Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISCOVER, CIS, Micro-Skills, MESA</td>
<td>Computerized assessment instruments to help individuals in career decision making processes.</td>
<td>Counseling Center</td>
<td>399-5120</td>
<td>Advising and Counseling Services</td>
<td>Voc. Rehab., AFS, etc.</td>
<td>College/Department general fund, Agency Contracts</td>
<td>N/A</td>
<td>Expand availability of MESA</td>
<td>Information flyer</td>
<td>All codes</td>
</tr>
<tr>
<td>Academic, Personal, Career Advising/Counseling</td>
<td>One-to-one assistance for persons needing help. Qualified and certificated counselors provide the service.</td>
<td>Counseling Center</td>
<td>399-5120</td>
<td>Advising and Counseling Services</td>
<td>Voc. Rehab., AFS, etc.</td>
<td>College and department general budget; some counselors funded through AFS New Jobs Contract</td>
<td>N/A</td>
<td>Increase availability and access hours to include more evening time.</td>
<td>Information flyer</td>
<td>All codes</td>
</tr>
<tr>
<td>Diagnostic Assessment and Testing</td>
<td>Assessment to help determine and identify learning problems.</td>
<td>Nancy Archer</td>
<td>399-5120</td>
<td>Advising and Counseling Services</td>
<td>Voc. Rehab., AFS, etc.</td>
<td>College and department general fund budget, contracts</td>
<td>N/A</td>
<td>Limit assessment to enrolled student-assessment for non-students on a fee basis</td>
<td>N/A</td>
<td>3</td>
</tr>
</tbody>
</table>

Codes for Interest Area:
1. APS JOBS
2. Dislocated Workers
3. Handicapped Students
4. Returning Women/Displaced Housemakers
5. Apprenticeship
6. Family Literacy
7. Homeless
8. English as Second Language
9. High School Age, Teen Parents
10. Student Health Cont/Substance Abuse Prevention, Referral, Follow up
11. Corrections
12. Seniors, Older Workers
13. Career Workforce Upgrade
14. Homeless
15. Academically Disadvantaged Adults
# Oregon AACJC/Kellog Beacon College Project

"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."

Name of College: **Chemeketa Community College**

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<th>External Partners</th>
<th>How Funded</th>
<th>End Date</th>
<th>Future Plans</th>
<th>Printed Material or Video Available</th>
<th>Interest Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oregon Department of Corrections</td>
<td>To provide educational opportunities and services to incarcerated students.</td>
<td>Gayle Gassner, Director, Corrections Education</td>
<td>399-5139</td>
<td>Extended Learning</td>
<td>Oregon Department of Corrections, Office of Community College Services, Correctional Treatment Services, Western Oregon State College</td>
<td>Out-of-district contract</td>
<td>N/A</td>
<td>Expand and integrate ABE/GED, ESL, and all vocational</td>
<td>N/A</td>
<td>11</td>
</tr>
<tr>
<td>Federal Bureau of Prisons</td>
<td>To provide educational opportunities and services to incarcerated students.</td>
<td>Gayle Gassner, Director, Corrections Education</td>
<td>399-5139</td>
<td>Extended Learning</td>
<td>Federal Bureau of Prisons</td>
<td>Pell grants, Federal Bureau of Prisons contribution</td>
<td>N/A</td>
<td>Expand and integrate vocational and academic</td>
<td>N/A</td>
<td>11</td>
</tr>
<tr>
<td>Marion County Community Corrections</td>
<td>Provide educational and recreational opportunities to incarcerated students.</td>
<td>Gayle Gassner, Director, Corrections Education</td>
<td>399-5139</td>
<td>Extended Learning</td>
<td>OCCS, Marion County Community Corrections, Office of Community College Services</td>
<td>Contract</td>
<td>N/A</td>
<td></td>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>

### Codes for Interest Areas:

1. APS Jobs  
2. Disabled Workers  
3. Handicapped Students  
4. Returning Women/Displaced Homemakers  
5. Apprenticeship  
6. Family Literacy  
7. Menstrual Health  
8. English as Second Language  
9. High School Age/Teen Parents  
10. Student Health Care/Substance Abuse Prevention, Referral, Follow-up  
11. Corrections  
12. Seniors, Older Workers  
13. Career/Workforce Update  
14. Homeless  
15. Academically Disadvantaged Adults
## Oregon AACJC/Kellog Beacon College Project

"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."

**Name of College:** Chemeketa Community College--Woodburn Center

<table>
<thead>
<tr>
<th>Project/Program</th>
<th>Purpose/Major Activity</th>
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<th>Telephone</th>
<th>Dept. or Div.</th>
<th>External Partners</th>
<th>How Funded</th>
<th>End Date</th>
<th>Future Plans</th>
<th>Printed Material or Video Available</th>
<th>Interest Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL Classes on-site Klupenger Nursery</td>
<td>Helps nursery employees learn English.</td>
<td>Linda Laut, Instructor</td>
<td>399-5207</td>
<td>CCC, Woodburn Center</td>
<td>Klupenger Nursery</td>
<td>Self-supported</td>
<td>2/6/91</td>
<td>Pending</td>
<td>N/A</td>
<td>8</td>
</tr>
<tr>
<td>DMV Class, nonnative speakers</td>
<td>Go over Oregon driving manual in Spanish; laws, etc.</td>
<td>C. Barrens</td>
<td>399-5207</td>
<td>CCC, Woodburn Center</td>
<td>DMV</td>
<td>Chemeketa/WB budget</td>
<td>3/12/91</td>
<td>To put on self-support</td>
<td>N/A</td>
<td>7</td>
</tr>
<tr>
<td>Early Childhood Education classes (bilingual)</td>
<td>Early Childhood teacher education; credit courses for Spanish language settings</td>
<td>Lon Campbell, Coordinator; Linda Craven, Instructor</td>
<td>399-3915, 399-5101</td>
<td>Child, Family, and Work Department</td>
<td>Migrant and Indian Coalition; Migrant Headstart</td>
<td>self-supported</td>
<td>6/91</td>
<td>continue and expand</td>
<td>6, 7, 8, 13</td>
<td></td>
</tr>
</tbody>
</table>

### Codes for Interest Areas:
- 1. APS JOBS
- 2. Dislocated Workers
- 3. Handicapped Students
- 4. Returning Women/Displaced Homemakers
- 5. Apprenticeship
- 6. Family Literacy
- 7. Migrant
- 8. English as Second Language
- 9. High School Age, Teens Parents
- 10. Student Health Care/Substance Abuse Prevention, Referral, Follow up
- 11. Correction
- 12. Seniors, Older Workers
- 13. Career Workforce Update
- 14. Homeless
- 15. Academically Disadvantaged Adults
<table>
<thead>
<tr>
<th>Project/Program</th>
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<th>Future Plans</th>
<th>Printed Material or Video Available</th>
<th>Interest Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Precision Manufacturing Project</td>
<td>Upgrade machine operators to use of CNC controlled machines</td>
<td>Don Geed, Precision Manufacturing Project Coordinator</td>
<td>657-6958 est. 609</td>
<td>Industrial Division</td>
<td>Oregon Precision Metal Fabrications Association</td>
<td>Federal Demonstration Grant</td>
<td>6/30/91</td>
<td>Continue with Industry Support</td>
<td>Brochure and Video</td>
<td>1,2,7</td>
</tr>
<tr>
<td>Mentoring Project</td>
<td>Helps bridge gap for males coming from Parrott Creek to educational programs.</td>
<td>Kit Youngren, Assistant Dean of Instruction</td>
<td>657-6958 extension 430</td>
<td>Industrial Division</td>
<td>Parrott Creek Ranch</td>
<td>Carl Perkins Incarcerated funds $2,500</td>
<td>6/30/91</td>
<td>Contingent on new allocation</td>
<td>None</td>
<td>9,11</td>
</tr>
<tr>
<td>AFS Short Term Training</td>
<td>To provide entry level skills combined with extended basic skills applications.</td>
<td>Glenn Ferris, Department Chair</td>
<td>657-6958 extension 583</td>
<td>Industrial Division</td>
<td>AFS ETBS</td>
<td>Welfare Reform</td>
<td>8/1/91</td>
<td>Contingent on new allocation</td>
<td>None</td>
<td>1,2,4,7,11</td>
</tr>
</tbody>
</table>

**Oregon AACJC/Kellog Beacon College Project**

"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."

Name of College: Clackamas Community College

---

**Notes:**

1. APS JOBS
2. Dislocated Workers
3. Handicapped Students
4. Returning Women/Displaced Homemakers
5. Apprenticeship
6. Family Literacy
7. Mentors
8. English as Second Language
9. High School Age Teen Parents
10. Student Health Care/Substance Abuse Prevention, Referral, Follow up
11. Corrections
12. Seniors, Older Workers
13. Current Workforce Upgrade
14. Homeless
15. Academically Disadvantaged Adult
# Oregon AACJC/Kellog Beacon College Project

"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."

Name of College: Clackamas Community College

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<th>How Funded</th>
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<th>Future Plans</th>
<th>Printed Material or Video Available</th>
<th>Interest Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational Options Program</td>
<td>Pre-employment job training</td>
<td>Mike Watkins, Instructor</td>
<td>655-8220</td>
<td></td>
<td>County High Schools, ETBS, Mental Health</td>
<td>Continuous, General Fund</td>
<td>N/A</td>
<td>Maintain</td>
<td>Brochures Video Tape</td>
<td>9,10</td>
</tr>
<tr>
<td>Young Parent Opportunity Program</td>
<td>Provides education (GED, HS credit), parent education, life skills, pre-employment training, transportation, on-site child care to 15-19 year old teen parents</td>
<td>Rene Rathbun, Department Chair</td>
<td>657-6958 extension 622</td>
<td>Alternative Programs Department</td>
<td>Mt. Hood Council of Campfires, APS, ETBS, County high schools</td>
<td>Grants: Great Start, APS, Voc. Ed., General Fund</td>
<td>6/30/91</td>
<td>Expand Integrate with CCC's Family Resource</td>
<td>Brochure</td>
<td>1,9,10</td>
</tr>
<tr>
<td>High School Credit Make-up Classes</td>
<td>Make-up credit classes for students deficient in credits enrolled in local high schools</td>
<td>Rene Rathbun, Department Chair</td>
<td>657-6958 extension 622</td>
<td>Alternative Programs Department</td>
<td>County High Schools</td>
<td>Student fees, General Fund</td>
<td>N/A</td>
<td>Maintain</td>
<td>Brochure and Forms</td>
<td>9</td>
</tr>
</tbody>
</table>

**Codes for Interest Areas:**

1. AFS JOBS
2. Dislocated Workers
3. Handicapped Students
4. Returning Women/Displaced Homemakers
5. Apprenticeship
6. Family Literacy
7. Minorities
8. English as Second Language
9. High School Age Teen Parent
10. Student Health Care/Substance Abuse Prevention, Referral, Follow up
11. Corrections
12. Seniors, Older Workers
13. Current Workforce Upgrade
14. Homeless
15. Academically Disadvantaged Autistic
**Oregon AAWC/Kellog Beacon College Project**  
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."  
Name of College: **Clackamas Community College**

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<th>How Funded</th>
<th>End Date</th>
<th>Future Plans</th>
<th>Printed Material or Video Available</th>
<th>Interest Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult High School Diploma</td>
<td>Enables students to earn a high school diploma by enabling them to transfer credits from former high schools and demonstrate competence in 6 subject matter areas.</td>
<td>Carol Evans, Instructor, Adult High School diploma program</td>
<td>657-6958 extension 314</td>
<td>Learning Center Department</td>
<td>Local High School and State Board of Education</td>
<td>CCC general fund</td>
<td>N/A</td>
<td>Continue</td>
<td>Brochure</td>
<td>9</td>
</tr>
<tr>
<td>Targeted Learning Center</td>
<td>Provides basic skills, GED, pre-employment training, life skills to adults, 18+over</td>
<td>Mary Craven, Coordinator</td>
<td>657-6958 extension 470</td>
<td>Alternative Programs Department</td>
<td>AFS ETBS, Voc. Rehab, Mental Health, Individual Employers</td>
<td>Contracts, fees, general fund</td>
<td>N/A</td>
<td>Maintain</td>
<td>Brochures</td>
<td>1,2,4,6</td>
</tr>
<tr>
<td>Tri-City Alternative Program</td>
<td>Provides basic skills, GED, high school credits, pre-employment training, service 15-19 year olds in open entry/exit lab setting</td>
<td>Rene Rushburn, Department Chair</td>
<td>657-6958 extension 622</td>
<td>Alternative Programs Department</td>
<td>County High Schools, ETBS, Mental Health</td>
<td>Basic School Support, Fees, Contracts, General Fund</td>
<td>N/A</td>
<td>Maintain</td>
<td>Brochures Video Tape</td>
<td>9,10</td>
</tr>
</tbody>
</table>

**Codes for Interest Areas:**
1. APS JOBS  
2. Displaced Workers  
3. Handicapped Students  
4. Returning Women/Displaced Homemakers  
5. Apprenticeship  
6. Family Literacy  
7. Homeless  
8. English as Second Language  
9. High School Age, Teen Parents  
10. Student Health Care/Substance Abuse Prevention, Referral, Follow up  
11. Corrections  
12. Senior, Older Workers  
13. Current Workforce Upgrade  
14. Homeless  
15. Academically Disadvantaged Adult
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<th>Project/Program</th>
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<th>External Partners</th>
<th>How Funded</th>
<th>End Date</th>
<th>Future Plans</th>
<th>Printed Material or Video Available</th>
<th>Interest Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>English As A Second Language</td>
<td>Enables non-native speakers to learn English and become acquainted with cultural realities</td>
<td>Molly Williams, Instructor, English As A Second Language</td>
<td>657-6958 ext 596</td>
<td>Learning Center Department</td>
<td>Local churches Health Dept. Employment Services Dept. Oregon Assoc. of Nurseries Health &amp; Human Services</td>
<td>CCC general fund and SJJAG Grant</td>
<td>N/A</td>
<td>Continue and possible expand the program</td>
<td>Brochures in both Spanish and English</td>
<td>87</td>
</tr>
<tr>
<td>Peer Tutoring</td>
<td>Gives one-on-one help to students who experience difficulty in college classes and are at risk of not succeeding.</td>
<td>Judy Peabody, Tutor Coordinator</td>
<td>657-6958 ext 200</td>
<td>Learning Center Department</td>
<td>N/A</td>
<td>CCC general fund and Carl Perkins Grant</td>
<td>N/A</td>
<td>Continue</td>
<td>Brochure and Flyers</td>
<td>None listed</td>
</tr>
<tr>
<td>GED/ABE</td>
<td>Enables students to receive high school equivalency certificates by providing individualized open-entry open-exit classes in five general knowledge areas.</td>
<td>Cyndi Andrews, Department Chair, Learning Center Department</td>
<td>657-6958 ext 417</td>
<td>Division of Business and Human Services &amp; Learning Resource Center</td>
<td>N/A</td>
<td>CCC general fund and Federal Department of Education grant</td>
<td>N/A</td>
<td>Move more of the instruction off campus</td>
<td>Brochure and Flyers</td>
<td>9</td>
</tr>
</tbody>
</table>

Codes for Interest Areas:
1. APJJOBS
2. Displaced Workers
3. Handicapped Students
4. Returning Women/Dispersed Homemakers
5. Apprenticeship
6. Family Literacy
7. Minorities
8. English As Second Language
9. High School Age, Teen Parents
10. Student Health Care/Substance Abuse Prevention, Referral, Follow-up
11. Corrections
12. Seniors, Older Workers
13. Current Workforce Upgrade
14. Homeless
15. Academically Disadvantaged Adults
### Project/Program Purpose/Major Activity

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<th>How Funded $Amt.</th>
<th>End Date</th>
<th>Future Plans</th>
<th>Printed Material or Video Available</th>
<th>Interest Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life and Career Options</td>
<td>Reduces the substantive and affective barriers to economic self-sufficiency experienced by displaced homemakers and single parents by providing education.</td>
<td>Carolyn Knutson, Department Chair, Family &amp; Human Services Department</td>
<td>657-6958 ext 240</td>
<td>Division of Business &amp; Human Services and Learning Resource Center</td>
<td>Coordinate with AFS, ETBS, and several county social service agencies. Contact several local employers.</td>
<td>CCC general fund and Carl Perkins Grant</td>
<td>N/A</td>
<td>Retain: integrate with AFS/Family Support Act program</td>
<td>Brochure &amp; quarterly flyer</td>
<td>4</td>
</tr>
<tr>
<td>High Technology Center for the Disabled</td>
<td>Provides adapted computer technology for disabled students. Allows eligible students to overcome barriers by enabling them to &quot;see the screen&quot; and &quot;use the keyboard&quot; of specially adaptive computers.</td>
<td>Carolyn Cate, Instructor, High Tech. Center for the Disabled</td>
<td>657-6958 ext 300</td>
<td>Learning Center Department</td>
<td>Vocational Rehabilitation Department Referrals from a variety of county agencies</td>
<td>CCC general fund; Vocational Rehabilitation Department Grant</td>
<td>N/A</td>
<td>Expand number of work stations and types of technology</td>
<td>Brochure and forms</td>
<td>3</td>
</tr>
<tr>
<td>English As A Second Language Family Literacy</td>
<td>Encourage Literacy among Hispanic women and children by teaching them jointly.</td>
<td>Molly Williams, Instructor, English As A Second Language</td>
<td>657-6958 ext 596</td>
<td>Learning Center Department</td>
<td>Health Department Employment Services Dept., Oregon Assoc. of Nurseries, Health &amp; Human Services</td>
<td>CCC general fund and SLIAG Grant</td>
<td>N/A</td>
<td>Continue and possible expand the program.</td>
<td>Brochure and newspaper article</td>
<td>6,7,8</td>
</tr>
</tbody>
</table>

**Order for Interest Area:**

1. APS JOBS
2. Displaced Workers
3. Handicapped Students
4. Returning Women/Displaced Homemakers
5. Apprenticeship
6. Family Literacy
7. Marijuana
8. English as Second Language
9. High School Age: Team Parents
10. Student Health Care/Substance Abuse Prevention, Referral, Follow up
11. Corrections
12. Senior, Older Workers
13. Current Workforce Upgrade
14. Homeless
15. Academically Disadvantaged Adults
## Oregon AACJC/Kellog Beacon College Project

"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."

### Name of College: Lane Community College

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</tr>
</thead>
<tbody>
<tr>
<td>Dislocated Worker Program</td>
<td>Provides laid-off wood products workers with Career Life Planning Workshop and funds for retraining programs.</td>
<td>Patti Basconcillo, Dept. Chair</td>
<td>726-2223</td>
<td>Training &amp; Development</td>
<td>Southern Willamette Private Industry Council, Oregon State Employment Division</td>
<td>Job Training Partnership Act and Department of Labor - approx. $1 million</td>
<td>N/A</td>
<td>Request Department of Labor funding as necessary</td>
<td>None</td>
<td>2</td>
</tr>
<tr>
<td>New Jobs Welfare Reform</td>
<td>Provides Life Skills, ABE/GED, Workplace Basics, Intro. to Computers and Job Search assistance to Welfare recipients (teen parents and adults) at Emerald Job Center, Cottage Grove and Florence.</td>
<td>Patti Basconcillo, Dept. Chair</td>
<td>726-2223</td>
<td>Training &amp; Development</td>
<td>Southern Willamette Private Industry Council, Adult &amp; Family Services, Oregon State Employment Division, Catholic Community Services</td>
<td>Adult &amp; Family Services--New Jobs, approx. $600,000</td>
<td>N/A</td>
<td>Depends on legislature</td>
<td>None</td>
<td>1, 9</td>
</tr>
<tr>
<td>Short-Term Vocational Training</td>
<td>Provides six to nine months of training in simulated work environments. Includes skill training, basic education, workplace basics, and placement.</td>
<td>Patti Basconcillo, Dept. Chair</td>
<td>726-2223</td>
<td>Training &amp; Development</td>
<td>Southern Willamette Private Industry Council, individual employers for Cooperative Work Experience</td>
<td>Job Training Partnership Act, $400,000</td>
<td>N/A</td>
<td>Depends on local labor market</td>
<td>None</td>
<td>1, 4</td>
</tr>
</tbody>
</table>

### Notes:
- Dislocated Worker Program
- New Jobs Welfare Reform
- Short-Term Vocational Training

#### Codes for Interest Areas:
- 1. APS JOBS
- 2. Dislocated Workers
- 3. Handupped Success
- 4. Returning Women/Displaced Homemakers
- 5. Apprenticeship
- 6. English as Second Language
- 7. Migrant
- 8. High School Age Teen Parents
- 9. Students Health Care/Substance Abuse Prevention, Referral, Follow up
- 10. Corrections
- 11. Seniors, Older Workers
- 12. Homeless
- 13. Currently Unemployed
- 14. Homeless
- 15. Academically Disadvantaged Adults
Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: Lane Community College

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<tr>
<td>Transitions to Success/Displaced Homemakers Single Parent Program</td>
<td>Assist displaced homemakers and single parents through access to education and training. Six credit lifecourse planning classes; support and resource groups; funds for child care, transportation, tuition; follow up.</td>
<td>Charleen Maclean, Program Coordinator</td>
<td>747-4501, ext. 2840</td>
<td>Women's Program</td>
<td>Perkins funds/college general fund/Voc Ed., Disadvantaged</td>
<td>N/A</td>
<td>Increase general fund support. Increase number of women served.</td>
<td>Brochures; forms; evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women's Center</td>
<td>Provide information; support, resources, and referral. Entry and retention services.</td>
<td>Letitia Hunter, Women's Center Coordinator</td>
<td>747-4501, ext. 2298</td>
<td>Women's Program</td>
<td>College general fund</td>
<td>N/A</td>
<td>Maintain services. Extend hours to be open in summer.</td>
<td>Brochure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Youth Basic Skills</td>
<td>Provide GED instruction to at-risk youth involved in Job Corps</td>
<td>Pati Bassamcelli, Department Chair</td>
<td>726-2223</td>
<td>Training and Development</td>
<td>Southern Willamette Private Industry Council, Looking Glass Job Center</td>
<td>Job Training Partnership Act, $20,000</td>
<td>N/A</td>
<td>Will continue as long as needed</td>
<td>Brochure</td>
<td>9</td>
</tr>
</tbody>
</table>

Codes for Interest Areas:
1. A1S JOBS
2. DAS Displaced Workers
3. Handicapped Students
4. Returning Women/Displaced Homemakers
5. Apprenticeship
6. Family Literacy
7. Minorities
8. ESL/ESOL
9. Jail
10. Student Health Care/Substance Abuse Prevention/Referral/Follow up
11. Corrections
12. Seniors, Older Workers
13. Current Workforce Upgrade
14. Homeless
15. Academically Disadvantaged Adults
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<tr>
<td>Welfare Reform: Emerald Job Center, Florence and Cottage Grove Satellite sites</td>
<td>Make people aware of potential for entering and continued employment. Identifying skills and delivering basic education for obtaining GED.</td>
<td>Patricia Basconcillo, Department Chair</td>
<td>726-2223</td>
<td>Training and Development</td>
<td>Southern Willamette Private Industry Council, Adult and Family Services</td>
<td>State of Oregon Family Support Act, funding $1.5 million</td>
<td>N/A</td>
<td>Expand vocational training opportunities</td>
<td>Brochures</td>
<td>1</td>
</tr>
<tr>
<td>ESL for Homeless</td>
<td>Provides ESL to Spanish-speaking homeless persons. Includes work-related subject matter as well as regular ESL.</td>
<td>Patti Basconcillo, Dept. Chair</td>
<td>726-2223</td>
<td>Training &amp; Development</td>
<td>Southern Willamette Private Industry Council, Chicano Affairs, St. Vincent de Paul</td>
<td>Stewart B. McKinney, $14,000</td>
<td>N/A</td>
<td>Apply for funding for 91-93 biennium</td>
<td>None</td>
<td>8</td>
</tr>
<tr>
<td>Substance Abuse Prevention</td>
<td>Assist students in identifying substance abuse issues and in removing these barriers to success</td>
<td>Harvey Brand, Substance Abuse Prevention Coordinator</td>
<td>747-4501 extension 2179</td>
<td>Student Health</td>
<td>University of Oregon Serenity Lane</td>
<td>1.0 FTE general fund</td>
<td>Ongoing</td>
<td>Expand</td>
<td>Brochures</td>
<td>10</td>
</tr>
</tbody>
</table>

Codes for Interest Areas:
1. AFS JOBS
2. Dislocated Workers
3. Handicapped Students
4. Returning Women/Displaced Homemakers
5. Apprenticeship
6. Family Literacy
7. Homeless
8. English as Second Language
9. High School Age; Teen Parent
10. Student Health Care/Substance Abuse Prevention, Referral, Follow up
11. Convicts
12. Seniors, Older Workers
13. Current Workforce Upgrade
14. Homeless
15. Academically Disadvantaged Adult
Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: Lane Community College

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<tbody>
<tr>
<td>TALN Project</td>
<td>Provide assistance for disabled individuals in selecting and utilizing appropriate assistive technology.</td>
<td>Sandra Ing, Director, Specialized Student Services</td>
<td>747-4501, ext. 2665</td>
<td>Student Health Services</td>
<td>Vocational Rehabilitation Local agencies serving the disabled</td>
<td>1.25 FTE grant funding</td>
<td>1993</td>
<td>Integrate into community's identify ongoing funding</td>
<td>Limited at this time</td>
<td>3</td>
</tr>
<tr>
<td>Dislocated Worker Program</td>
<td>Assist workers, primarily from timber industry, in discovering new vocational goals and obtaining training for new skills.</td>
<td>Patricia Basconcello, Dept. Chair Ellen Palmer, DWP Coordinator</td>
<td>726-2223</td>
<td>Training &amp; Development</td>
<td>Southern Willamette Private Industry Council</td>
<td>JTPA Department of Labor, U.S. Government; $700,000</td>
<td>N/A</td>
<td>Serve more dislocated workers</td>
<td>Brochures, videos</td>
<td>2</td>
</tr>
<tr>
<td>Student Health</td>
<td>Assists students in managing health problems and concerns which interfere with classroom success.</td>
<td>Sandra Ing, Director, Specialized Student Services</td>
<td>747-4501, ext. 2665</td>
<td>Student Health Services</td>
<td>Local physicians Local medical lab</td>
<td>20% user fees, 80% general fund</td>
<td>Ongoing</td>
<td>Continue</td>
<td>Brochures</td>
<td>10</td>
</tr>
</tbody>
</table>

Codes for Interest Areas:
**Oregon AACJC/Kellog Beacon College Project**

"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."

**Name of College**: Mt. Hood Community College

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</tr>
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<tbody>
<tr>
<td>Dislocated Workers</td>
<td>Provides career assessment, career counseling, retraining, job search, and job placement to dislocated workers.</td>
<td>Punky Dale, Director</td>
<td>252-0758</td>
<td>Adult</td>
<td>Oregon Emp. Div. Promisio Ind Council Organized Labor</td>
<td>$1 million JTPA</td>
<td>N/A</td>
<td>Ongoing based on funding</td>
<td>Brochures</td>
<td>2, 7, 8, 12, 15</td>
</tr>
<tr>
<td>Guided Studies</td>
<td>Assessing high risk students/mandatory testing and placement program</td>
<td>Marilyn Kennedy</td>
<td>667-7368</td>
<td>Advising, Counseling</td>
<td>General Fund--ongoing</td>
<td>N/A</td>
<td>Expansion to include VT credit students, implementing coordinated students program</td>
<td>Brochures, written material</td>
<td>3, 4, 7</td>
<td></td>
</tr>
<tr>
<td>Head Start</td>
<td>A Social Services and Preschool Program for low-income families</td>
<td>Susan Brady</td>
<td>256-3436</td>
<td>AFS, CSD, Morrison Center East, Kerr Center, Multi. County Health, Early Intervention, Child Protective Services, CBO's Public Schools, ESD</td>
<td>$1,230,143, State and federal grants</td>
<td>N/A</td>
<td>Expansion</td>
<td>General information</td>
<td>9, 6, 7, 10, 15</td>
<td></td>
</tr>
</tbody>
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**Codes for Interest Areas**

1. APS JOBS
2. Dislocated Workers
3. Handicapped Students
4. Returning Women/Displaced Homemakers
5. Apprenticeship
6. Family Literacy
7. Multinational
8. Spanish as Second Language
9. Non-Graded Ages: Teen Parents
10. Students, Health Consequences Substance Abuse Prevention, Referral, Follow-up
11. Corrections
12. Seniors, Older Workers
13. Current Workforce Upgrade
14. Homelessness
15. Academically Disadvantaged Adults
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<tr>
<td>Office Occupations</td>
<td>Prepares students for entry-level to mid-level clerical/office positions. Develops office skills as well as enhancing basic skills. Vocational rehabilitation.</td>
<td>Evilo Clarkson, Instructor</td>
<td>256-3430</td>
<td>Maywood Center</td>
<td>Vocational Rehab.</td>
<td>General fund</td>
<td>N/A</td>
<td>Continue or expand as needed or with student demand</td>
<td>Brochure</td>
<td>1, 4, 12, 15</td>
</tr>
<tr>
<td>Refugee ESL</td>
<td>Provide refugee students with basic literacy, survival English, vocational English and other basic skills that are needed to adjust to life in the U.S.</td>
<td>Richard Campbell, Program Coordinator</td>
<td>256-5463</td>
<td>Maywood Park</td>
<td></td>
<td>Grant, $52,000</td>
<td>9/31/91</td>
<td>To merge the refugee ESL program into the ABE/ESL program</td>
<td>Class schedules, fact sheet</td>
<td>8, 7</td>
</tr>
<tr>
<td>Steps to Success</td>
<td>Help welfare recipients transition back into the labor force.</td>
<td>Nan Poppe, Director</td>
<td>760-4007</td>
<td>Centennial Mt. Hood Center</td>
<td>PCC, APS, JTPA, Employment Div., Portland Public Schools, Job Corps, Parent/Child Services</td>
<td>$3.5 million, both state and federal</td>
<td>6/30/91</td>
<td>Expand day care and then parent programs</td>
<td>Brochure</td>
<td>1, 6, 7, 9, 10, 15</td>
</tr>
</tbody>
</table>

Codes for Interest Areas:
1. APS JOBS
2. Data and Workers
3. Handicapped Students
4. Returning Women/Displaced Homemakers
5. Apprenticeship
6. Family Literacy
7. Minorities
8. English as Second Language
9. High School Age Teen Parents
10. Student Health Care/Substance Abuse Prevention, Referral, Follow up
11. Corrections
12. Seson, Older Workers
13. Curriculum Workforce Upgrade
14. Homeless
15. Academically Disadvantaged Adults
### Oregon AACJC/Kellog Beacon College Project

"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."

Name of College: **Mt. Hood Community College**

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<tr>
<td>Short Term Training</td>
<td>Assist welfare dependent student to achieve economic self-sufficiency by identifying career goals and placing into appropriate training opportunities.</td>
<td>Linda Nelson, Coordinator</td>
<td>256-3430</td>
<td>Maywood Center</td>
<td>JTPA, AFS</td>
<td>JTPA, $50,000</td>
<td>6/15/91</td>
<td>To continue with additional funds</td>
<td>Brochure</td>
<td>1</td>
</tr>
<tr>
<td>Women in Transition</td>
<td>Helps single parents and displaced homemakers acquire the education and training needed to enter or transition back into the labor force.</td>
<td>Toni Parlington, WIT Supervisor</td>
<td>760-4007</td>
<td>Centennial, Mt. Hood Center</td>
<td>$60,000, Carl Perkins; $60,000 General Fund</td>
<td>pending funding</td>
<td></td>
<td>Offer night programs</td>
<td>Brochure</td>
<td>4</td>
</tr>
<tr>
<td>Workplace Literacy</td>
<td>Upgrade literacy skills for workers at the worksite.</td>
<td>Wayne Werhel</td>
<td>667-7429</td>
<td>Center for Economic Development</td>
<td>Organized Labor, NW Regional Educational Lab, Private Business and Industries</td>
<td>Grant</td>
<td>pending funding</td>
<td>search for continued funding</td>
<td>Brochure</td>
<td>13, 15</td>
</tr>
</tbody>
</table>

Codes for Interest Areas:
1. AFS JOBS
2. Delinquent Workers
3. Handicapped Students
4. Returning Women/Displaced Homemakers
5. Apprenticeship
6. Family Literacy
7. Migrant
8. English as Second Language
9. High School Age, Teen Parents
10. Student with Handicaps
11. Correction
12. Seniors, Older Workers
13. Current Workforce Upgrade
14. Homeless
15. Academically Disadvantaged Adults
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Name of College: Mt. Hood Community College

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<th>Printed Material or Video Available</th>
<th>Interest Area</th>
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<tbody>
<tr>
<td>Youth Employability Support Services (Project YESS)</td>
<td>Assist low-income high school drop-outs with basic skills. GED, job readiness training, job search and placement, college exploration, support services.</td>
<td>Philip Dean, Project Director</td>
<td>667-7641</td>
<td>Maywood Park Center Programs</td>
<td>JTPA, Local School Districts</td>
<td>JTPA, $223,000</td>
<td>6/30/91</td>
<td>Maintain, integrate, expand</td>
<td>Brochure, video, prints</td>
<td>3, 7, 9, 10, 14</td>
</tr>
<tr>
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<td></td>
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<td></td>
</tr>
<tr>
<td>2 + 2</td>
<td>Design curriculum and articulate learning between US districts and college. 29 agreements so far.</td>
<td>Dr. Jack Miller, Dean. Vocational and Community Education</td>
<td>667-7313</td>
<td>Vocational and Community Education</td>
<td>All Mount Hood Community College district high schools</td>
<td></td>
<td></td>
<td>continued expansion</td>
<td>Videos, brochures in relevant areas</td>
<td>9</td>
</tr>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABE/GED</td>
<td>Provide ABE/GED to MHCC members as needed</td>
<td>Ed McMahan</td>
<td>667-7116</td>
<td>Student Development</td>
<td>Inverness Jail, Mult. Corrections, Sandy H.S. (even)</td>
<td>D.O.E. 92,600 + general fund</td>
<td>9/1-6/30</td>
<td>Expansion with demand</td>
<td>Brochure</td>
<td>1, 2, 3, 4, 6, 7, 8, 9, 11, 12, 13, 14, 15</td>
</tr>
</tbody>
</table>

Codes for Interest Areas:
1. AF3 JOBS
2. Dislocated Workers
3. Handicapped Students
4. Returning Women/Displaced Homemakers
5. Apprenticeship
6. Family Literacy
7. Women
8. English as Second Language
9. High School Age, Teen Parent
10. Student Health Care/Substance Abuse Prevention, Referral, Follow up
11. Corrections
12. Seniors, Older Workers
13. Current Workforce Upgrade
14. Homeless
15. Academically Disadvantaged Adults
Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: Mt. Hood Community College

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<th>External Partners</th>
<th>How FUNDED</th>
<th>End Date</th>
<th>Future Plans</th>
<th>Printed Material or Video Available</th>
<th>Interest Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLIAG</td>
<td>Teaches ESL to legalized immigrants</td>
<td>Ed McMahon</td>
<td>667-7116</td>
<td>St. Agnes Church, Catholic Family Services, Sandy High School, Welches High School, St. Henry's Church, Local Nurseries, Vanport Mill</td>
<td>Grant</td>
<td>funded</td>
<td>Expansion with demand or scale down</td>
<td>8, 7, 11, 13, 15</td>
<td></td>
</tr>
</tbody>
</table>

Codes for Interest Areas:
1. AFS JOBS
2. Displaced Workers
3. Handicapped Students
4. Returning Women/Displaced Homemakers
5. Apprenticeship
6. Family Literacy
7. Minorities
8. English as Second Language
9. High School Age Teen Parents
10. Student Health Care/Substance Abuse
11. Corrections
12. Seniors, Older Women

Future Plans:
- Expansion with demand or scale down
Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."

Name of College: Rogue Community College

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<th>How Funded $Amt.</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Josephine County Jail</td>
<td>Adult Basic Ed., GED and High School Completion, Instruction to assist students to earn diploma</td>
<td>Margaret Cunningham, ABE Coordinator</td>
<td>479-5541</td>
<td>Developmental Studies</td>
<td>Josephine County Jail</td>
<td>General Fund &amp; ABE Federal Grant Fund</td>
<td>N/A</td>
<td>Continue</td>
<td></td>
<td>7,8,10,11</td>
</tr>
<tr>
<td>&quot;SLIAG&quot; State Legislation Impact Grant</td>
<td>Assist participants in the naturalization program learn English speaking, reading and writing skills.</td>
<td>Linda Stevenson, SSL Coordinator</td>
<td>482-3868</td>
<td>Developmental Studies</td>
<td>Fruit Growers League</td>
<td>Federal grant</td>
<td>Undetermined</td>
<td>Continue</td>
<td></td>
<td>7,8</td>
</tr>
<tr>
<td>Mentorship Program</td>
<td>Assist high school students with basic skills and work skills.</td>
<td>Laune Stevenson</td>
<td>479-5541</td>
<td>Developmental Studies</td>
<td>The Job Council, JTPA</td>
<td>JTPA funds</td>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

Codes for Interest Areas:
1. APS/JOBS 4 Returning Women/Displaced Homemakers 10 Student Health Care/Substance Abuse
2. Displaced Workers 5 Apprenticeship 11 Corrections
3. Handicapped Students 6. Family Literacy 12 Season: Older Workers
15. Academically Disadvantaged Adult
## Oregon AACJC/Kellog Beacon College Project

"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."

Name of College: **Rogue Community College**

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<th>How Funded $Amnt.</th>
<th>End Date</th>
<th>Future Plans</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Moving-on displaced homemaker single parent program</td>
<td>Designed to assist student and establish career direction and goals, enhance self-esteem and achieve self-sufficiency</td>
<td>Serena St. Clair, Coordinator</td>
<td>479-5541, ext. 251</td>
<td>Counseling Department</td>
<td>Large Advisory Board, Various agencies represented</td>
<td>State, Federal: Carl Perkins Volter Grant general fund</td>
<td>N/A</td>
<td>Build on existing program strengths</td>
<td>Video and brochures</td>
<td>2, 4, 6, 7, 12</td>
</tr>
<tr>
<td>Co-op for students with disabilities</td>
<td>Helps students obtain work experience in career field.</td>
<td>Dianne Feisty, Co-op Coordinator</td>
<td>479-5541</td>
<td>Student Employment Services</td>
<td>Vocational Rehab Employers</td>
<td>.5 grant funded</td>
<td>June or September 1991</td>
<td>Seek other funding</td>
<td>Brochure</td>
<td>3</td>
</tr>
<tr>
<td>Co-op for AFS JOBS</td>
<td>Helps students obtain work experience in career field.</td>
<td>Chuck Covak, Co-op Coordinator</td>
<td>535-7050</td>
<td>Student Employment Services</td>
<td>Job Council Employers, Adult and Family Services</td>
<td>.5 grant funded</td>
<td>September 1991</td>
<td>Seek other funding</td>
<td>Brochure</td>
<td>1</td>
</tr>
</tbody>
</table>

**Codes for Interest Areas:**

1. APS JOBS  
2. Dislocated Workers  
3. Handicapped Students  
4. Returning Women/Displaced Homemakers  
5. Apprenticeship  
6. Family Literacy  
7. Mammograms  
8. English as Second Language  
9. High School Aide: Teen Parent  
10. Student Health Care/Substance Abuse Prevention, Referral, Follow up  
11. Corrections  
12. Seniors, Older Workers  
13. Current Workforce Upgrade  
14. Homeless  
15. Academically Disabled Adult
Oregon AACJC/Kellog Beacon College Project
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: Rogue Community College

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</tr>
</thead>
<tbody>
<tr>
<td>Professional Skills Training</td>
<td>Helps students obtain work experience in career field</td>
<td>Tom Clausen, Co-op Coordinator</td>
<td>535-7050</td>
<td>Student</td>
<td>Rehab Insurance</td>
<td>$.5 grant funded</td>
<td>September 1991</td>
<td>Seeking fee reimbursement</td>
<td>Brochure</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Employment Services</td>
<td>Companies Employers</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Judy D. Smith, Client Advocate</td>
<td>475-5541, ext. 301</td>
<td>Student</td>
<td>Inn Between, Job Council, AFS, Inn Sight, Employment Division</td>
<td>Grant from State Lottery</td>
<td>June 1991</td>
<td>Refund and continue program</td>
<td>Brochure and forms</td>
<td>3, 7, 11, 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lee Merritt, Director</td>
<td></td>
<td>Employment Services</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Patty Zikry, Training Specialist</td>
<td></td>
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</tr>
</tbody>
</table>

Codes for Interest Areas:
1. AFS JOBS
2. Duke and Workers
3. Handicapped Students
4. Reunited Women/Displaced Housewives
5. Apprenticeship
6. Family Literacy
7. Minority
8. English as Second Language
9. High School Age, Teen Parent
10. Student Health Care/Substance Abuse Prevention, Referral, Follow up
11. Corrections
12. Seniors, Older Workers
13. Current Workforce Upgrade
14. Homeless
15. Academically Disadvantaged Adults
Oregon AACJC/Kellog Beacon College Project  
"Building Partnerships with Agencies and Employers to Help High Risk Students Succeed."
Name of College: **Rogue Community College**

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<th>End Date</th>
<th>Future Plans</th>
<th>Printed Material or Video Available</th>
<th>Interest Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oregon Child Care Initiative</td>
<td>Train and upgrade skills of child care providers, especially family day care.</td>
<td>Marcia Evans</td>
<td>479-5541, ext. 297</td>
<td>Business &amp; Industry</td>
<td>The Job Council Ext. Office, Children's Services Division, USDA food programs</td>
<td>$32,000</td>
<td></td>
<td>Integrate into RCC</td>
<td></td>
<td>1,2,4</td>
</tr>
<tr>
<td>Adult and Family Services</td>
<td>Welfare Reform</td>
<td>Jerry Reed</td>
<td>479-5541</td>
<td>Business &amp; Industry</td>
<td>Adult and Family Services, Employment Division, Job Council</td>
<td>Federal/State Grants $582,418</td>
<td>6/30/91</td>
<td>2 years continue</td>
<td>yes</td>
<td></td>
</tr>
</tbody>
</table>

**Codes for Interest Areas:**

1. AF5 Jobs  
2. Dislocated Workers  
4. Returning Women/Displaced Homemakers  
5. Apprenticeship  
6. Family Literacy  
7. Migrant  
8. English as Second Language  
9. High School Age/Teen Parents  
10. Student Health Care/Substance Abuse Prevention, Referral, Follow up  
11. Conversion  
12. Students, Older Workers  
13. Career Workforce Upgrade  
14. Homeless  
15. Academically Disadvantaged Adults
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<th>Printed Material or Video Available</th>
<th>Interest Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>TALN</td>
<td>Provide aid for those with disabilities access to assistive tech.</td>
<td>Bonnie Long</td>
<td>479-5541</td>
<td>Student Services</td>
<td>State grant</td>
<td>6/30</td>
<td>Continue through 3/93</td>
<td>No</td>
<td>Technology Enhancement</td>
<td></td>
</tr>
<tr>
<td>Technology Enhancement</td>
<td>Help disabled to overcome computer access barriers.</td>
<td>Bonnie Long</td>
<td>479-5541</td>
<td>Student Services</td>
<td>$47,127 VRD grant</td>
<td>6/30</td>
<td>Open</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handicapped Vocational Services</td>
<td>Provide vocational service to handicapped.</td>
<td>Bonnie Long</td>
<td>479-5541</td>
<td>Instruction Office</td>
<td>$20,911 state grant</td>
<td>6/30</td>
<td>Continue</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Code for Interest Areas:
1. APS/JOBS
2. Displaced Workers
3. Apprenticeship
4. Returning Woman/Displaced Homemakers
5. Handicapped Students
6. Family Literacy
7. Mature
8. English as Second Language
9. High School Age Teens Parent
10. Student Health Care/Substance Abuse
11. Corrections
12. Second Language
13. Current Workforce Upgrade
14. Homeless
15. Academically Disadvantaged Adult
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<th>Interest Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disadvantaged Vocational Service</td>
<td>Provide vocational service to disadvantaged.</td>
<td>Bonnie Long</td>
<td>479-5541</td>
<td>Instruction Office</td>
<td>$38,533 state grant</td>
<td>6/30</td>
<td>Continued</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Josephine Building</td>
<td>Completion/remodel</td>
<td>Dave Jordan</td>
<td>479-5541</td>
<td>Admin. Services</td>
<td>Josephine County Commissioners Donation $192,000</td>
<td>Open</td>
<td>Drawings available upon request</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Code for Interest Areas:**

1. ASS JOBS
2. Dually Endowed Workers
3. Hard-earned Students
4. Returning Women/Displaced Homemakers
5. Apprenticeship
6. Family Literacy
7. Minimum
8. English as Second Language
9. High School Aged Teen Parents
10. Student Health Care/Substance Abuse Prevention, Referral, Follow up
11. Corrections
12. Seasonal, Older Workers
13. Current Workforce Upgrade
14. Homeless
15. Academically Disadvantaged Adults