

Unit Planning for Instruction, Student Services & CEWD
Division: CLA/ABSE

INITIATIVE NARRATIVE

FOR 2007-08 Implementation (pending funding approval)

Each initiative should be linked to the needs identified through Section III or from the 2005-2006 unit plans. Note that each division will submit only the top initiatives, comparable to the funding you've received in past years, and divisions are empowered to use their division-approved processes for selecting top priorities. When proposing an initiative(s), use the following structure for each initiative proposed:

Division Priority: 1

Please adhere to Approved List of Divisions for prioritization.

Initiative Title: Advising for Teen GED Option Program

Definition: An initiative is a set of planned actions to produce a desired outcome. Each planned action may be a line item.

This initiative is to request funding for a part-time advisor for the Teen GED Option program located in the ABSE Department. The advising model that will be used is based upon the successful TRIO intrusive advising model. Currently there is no advising provided to students in the ABSE department due to limited resources in the Counseling and ABSE departments. Based upon the department's prior experience of focusing on assisting teen students to overcome educational barriers, it is anticipated that by providing an intrusive advising model will increase the number of GED Option students who pass the GED Test and increase the number who go on to take professional technical and college classes. Funding this request would also build upon the ABSE department's work over the past two years on state and institutional career pathways initiatives in advanced technology and health related occupations. The ABSE department has Intergovernmental Agreements with Eugene 4J, Springfield, Creswell, Cottage Grove, and Mapleton High School and School Districts to provide GED Option preparation classes for 16- 18 year old teens still enrolled in high school or released from compulsory education. The goal of the GED Option program is to assist academically challenged teens prepare for and pass the GED TESTS. Because students who pass their GED TESTS are considered successful high school completers the school districts are eager to use Lane's GED Option program as an alternative learning option for teens that are able to succeed in an adult environment. Also, many of the teens served in the GED Option program are interested in going on to enroll into professional technical programs in the college, so attending GED classes at Lane allows students to become accustomed to the college environment. In 2005-06 ABSE served 180 16-18 year olds.

- 1. How is the initiative linked to your 2005-2006 unit plans or Plans for Budget Development? What program level outcomes do you expect to achieve?**

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As an approved GED Option site, the ABSE Department has been providing GED classes for local high school districts since 2003. Students referred and released attend GED classes at various GED class sites and the ABSE department bills each school district a daily fee for each student who attends. The generated ADM revenue goes directly to the college and not to the ABSE department budget.

An intrusive advising model would increase the daily attendance of teens referred to the program, resulting in increased revenue for the college while students are enrolled in ABSE. The advisor would also help students transition to college resulting in tuition revenue in college credit classes.

Income received from local high school districts in 2004-05 was \$21,450; in 2005-06 it was \$28,677. It is anticipated that in 2005-06 in the income received from local high schools will be approximately \$22,500.

The program outcomes realized by this initiative would be to

- increase revenue for the college,
- increase the number of teens completing their GED,
- increase the number of teens who enter professional technical programs upon completing their GED

2. Describe the initiative

The initiative would fund an advisor to provide intrusive advising for teens enrolled in the GED Option program. The intrusive advising approach is hands on, relationship building, and personalized. An advisor would meet with each new GED Option student and, if appropriate, his or her parent(s), to develop a student support plan identifying the student's goals, strengths, and barriers. The student support plan would also assist the student to identify career development activities, professional technical programs and college classes, support services, financial aide, tutoring, and other resources to assist them go to college.

Returning GED Option students would be required to check in to review their goals on a routine basis. In addition, the advisor would work closely with local high school personnel regarding a student's progress. All students would be seen a minimum of three times a term for support and guidance. Student progress would be tracked and early intervention actions would be initiated with the students if needed if a student wasn't attending regularly or making progress toward passing the GED TESTS. The advisor would also, if appropriate, contact the student's parents and work with the high schools to assist the student in demonstrating progress toward completing the GED. This advising model has been proven to be successful in the college's TRIO program. TRIO students have a higher GPA, retention/persistence, and graduation rate than LCC students who fall within the same criteria as TRIO students.

- *How does this initiative align with the college priorities?*

This initiative aligns with the college's priority of enrollment management for K-12, recruitment and retention, and to increase credit enrollment levels.

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- *What will the product, innovation, or change of this initiative be? Please be as specific as possible.*
More 16 -18 year olds will pass their GED Tests resulting in a decrease in dropout's statistics for local high schools.
More Teen GED completers will enter college professional technical programs resulting in increased enrollment.
High schools will be more likely to refer GED Option students to Lane because the college would be providing transition services for the teens to go on to college.
- *Given college resources, is it feasible? Is it an efficient use of college resources?*
Yes. By making an investment of, the college will continue to receive the local high school ADM for students who attend. It is likely the amount of ADM received annually will increase due to the focus on retention and success advising provided.
- *What would be the campus location of this request/project?*
Lane's 30th Avenue, Downtown Center , Cottage Grove, Florence, and MLK Education Center.
- *How many students (per year) will benefit? How will students benefit?*
100 students a year would benefit from this program.

3. Describe the resources needed

*Provide a brief description and \$\$ total here, in addition to including the Initiative Spreadsheet with this chapter. Please be specific about the actual equipment/resource that you need. Resources should be listed as line items and should be **prioritized by division**. The **line items** may be pulled out of separate initiatives and put in priority order.*

12-15 hours a week for advising for 36 weeks is requested. The position would be an Advisor 1 classification and a mid range salary would be \$14.73 per hour and .311 OPE.

The funding request is the following:

@12 hours a week : \$6363.36 Salary + \$1979.00 OPE= \$8342.36

@15hours a week: \$7954.20 Salary +\$2473.76 OPE= \$10,427.96

We are also requesting \$1000.00 for travel expenses.

The ABSE department would provide an office, phone, computer, and materials and supplies within its current budget.

4. List the possible funding sources

- *Can this project be partially funded?*
- *If so, what portion could be funded at what minimum cost?*

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No, there are no other funds to partially fund this project. At this time, the funds generated from local school districts are retained by the college.

If the funding source is Carl Perkins:

- How does the request meet one or two of the Carl Perkins act goals?
This initiative meets Carl Perkin's Measurable Goal # 2- Special Populations. It identifies a strategy to enable a disadvantaged special population to overcome educational barriers to access professional technical programs.

5. Provide ORG & PROG codes

The ABSE department is collaborating with the Counseling Department on this initiative. It would be determined if the position would reside with the Counseling or ABSE department if the position is funded.

**6. Do you have an active advisory committee that meets 2-3 times per year?
What are your advisory committee plans for the coming year?**

Yes, ABSE has an active advisory committee that meets quarterly. The ABSE advisory committee plans for the coming year include assisting the department in its effort to increase the number of students who enter professional technical and college degree programs upon completion of their GED.