

ABSE 2008-09 Initiative: Advising for Teen GED Option Program

Summary:

This initiative is to request funding for a part-time advisor for the Teen GED Option program located in the ABSE Department

Description:

The advising model that will be used is based upon the successful TRIO intrusive advising model. Currently there is limited 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.

Strategic Direction

- Achieve and sustain fiscal stability.
- Build organizational capacity and systems to support student success and effective operations.
- Position Lane as a vital community partner by empowering a learning workforce in a changing economy.

Learning Plan Goals

- Create innovative, flexible and collaborative programs that are responsive to current and emerging needs of students and employers.

- Enhance student transitions at all levels.

Student Affairs Plan Goals

- Assess the student experience from pre-enrollment through goal completion.
- Create a Welcoming, Inclusive, and Responsive Environment.
- Facilitate effective transitions through college policies, practices, and programs that are intentional and aligned with the college's vision mission, and values.

College Council Priorities

- 1.a. Enrollment Management: K-12
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Questions and Answers

How is the initiative linked to the Unit Plans most recently submitted?

1. *How does it continue the achievement of those goals?*
2. *If this is a continuation of an initiative started last year, make sure that relationship is clear.*

How is this initiative linked to the efficiencies and productivities plans you had last year?

1. *How does it continue the achievement of these plans?*
2. *If this is a continuation of an efficiency or productivity plan started last year, make sure that relationship is clear.*

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 also helps student to 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. Income in 2006-07 was \$28,352.

The college billed for \$11,700 fall 07 which was an increase of just over 60% from fall 06. Comparing fall 06 to fall 07 showed an increase from 254 days to 445 days, a 75% increase in full time attendance days. This demonstrates that the intervention from an Advisor makes a difference and increases attendance for teens enrolled in the program.

Describe the resources needed:

12-15 hours a week for advising for 36 weeks is requested from Carl Perkins funding. 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 assuming no salary increases from 07-08.

@ 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.

What specific measurable program outcomes do you expect to achieve with this initiative? The outcomes should be specific enough to be measurable. Also, outline the method that will be used to determine the results.

The program outcomes realized by this initiative would be to continue to increase revenue for the college, increase the number of teens completing their GED, increase the number of teens who enter career technical programs upon completing their GED.

Department Priority:

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Unit Resources:

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

Carl Perkins Funding Request

Is this a Career & Technical Education program approved by the state and offered through Lane for credit?

No

If not a Career & Technical Education program, does your request provide considerable support for students enrolled in these programs?

Yes

Do you have an advisory committee that meets 2-3 times per year?

Yes

If request is for personnel, will funds be used to replace an existing position?

CP funds are currently funding a part time advisor in thi position

How will funding this initiative increase or sustain the academic achievement and technical skills attainment (GPA of 2.0 or better) of Career and Technical Education students?

An increase in 16 -18 year olds who pass their GED Tests resulting in a decrease in dropoutâ??s statistics for local high schools.

An increase in GED completers who enter college professional technical programs resulting in increased enrollment.

An increase in local ADM received from local High schools because students are attending more regularly and high school 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.

How will funding this initiative increase or sustain the number of CTE students that graduate or receive a one year certificate from Lane and help prepare the students for employment?

Many students who enroll and complete ABSE courses will enter CTE programs. While enrolled in ABSE they are also preparing to enter college classes which leads them to successfully completing CTE programs and entering employment.

EQUIPMENT \$

Question Not Answered

COMPUTER HARDWARE \$

Question Not Answered

COMPUTER SOFTWARE \$

Question Not Answered

MATERIALS & SUPPLIES \$

Question Not Answered

CURRICULUM DEVELOPMENT (Hours)

Question Not Answered

PART-TIME FACULTY \$

Question Not Answered

TIMESHEET STAFF \$

10698

TRAVEL \$

1000

Can this initiative be partially funded?

Yes

EQUIPMENT \$

Question Not Answered

(E) Explanation of effect of partial funding:

Question Not Answered

COMPUTER HARDWARE \$

Question Not Answered

(CH) Explanation of effect of partial funding:

Question Not Answered

COMPUTER SOFTWARE \$

Question Not Answered

(CS) Explanation of effect of partial funding:

Question Not Answered

MATERIALS & SUPPLIES \$

Question Not Answered

(MS) Explanation of effect of partial funding:

Question Not Answered

CURRICULUM DEVELOPMENT (HOURS)

Question Not Answered

(CD) Explanation of effect of partial funding:

Question Not Answered

PART-TIME FACULTY \$

Question Not Answered

(PF) Explanation of effect of partial funding:

Question Not Answered

TIMESHEET STAFF \$

8558

(TS) Explanation of effect of partial funding:

Fewer hours will be available for tracking and advising students resulting in possible reduction in the number of days students attend classes. This may also reduce the amount of ADM funds received from local school districts.

TRAVEL \$

500

(T) Explanation of effect of partial funding:

Reduced travel for GED Teen Advisor to meet with faculty and staff, local school districts and High School Counselors.

Curriculum Development Funding Request

Technology Fee Funding Request

