

Initiative Report for ESL 2009-10

ESL/ELL Advisor II

Summary:

Provide advising for growing population of ESL students seeking to enter college programs. An advisor in this position must possess advanced advising skills to be an absolute necessity to reduce multiple and complex barriers for students who have pre-literacy to pre-college level English skills.

Description

ESL is experiencing an increase in the number of students at higher levels who want to enter professional technical training, including students served with Trade Act funds. These students have lost their jobs to outsourcing, which makes them eligible for training funds for a period of 2 years.

ESL students attend classes at 30th Ave campus during the day and at Downtown Center, Springfield Middle and Bohemia Elementary schools at night.

An advisor for ESL and ELL students is critical to provide access to education for second language learners.

Numbers for 07-08 are not available from counseling at this time.

The following outreach, recruitment and retention activities, or ESL student contacts were attended or organized by at least one of the individuals maintaining or backfilling the position of ESL/ELL advisor throughout the 06-07 year.

DROP IN ACADEMIC ADVISING APPOINTMENTS AND OTHER INDIVIDUAL STUDENT CONTACTS:

- o Contacts: at least 762

WORKFORCE NETWORK/TRADE ACT and CAREER & TECHNICAL PROGRAMS.

- o Contacts: At least 46 ESL Trade Act students pursuing Career and Technical programs were served as a result of a newly developed collaborative effort between the ESL department and Workforce Network. The ESL Advisor played an imperative role in this development. This population continues to grow significantly.

- o Trade act is a state benefit that is offered when an individual loses his or her job due to outsourcing. The state has the ability to pay up to 100 % of tuition and fees for up to 2.5 years (including developmental coursework), while also receiving their unemployment benefits. Many of the career & technical program options qualify for trade-act funding and therefore are frequently selected as academic goals. Other students choose -On the Job Training - which may also involve Chuck Fike and Coop Education, or Occupational skills programs. The freshman group of students has almost completed their ESL classes and their chosen career & technical certificates in Business, Occupational Skills, Aviation Technology, Health Records, and in Medical Office Assistant. Only two students have not

completed the program, and both were for medical reasons. The ESL/ELL advisor has been the main liaison for these students, the Workforce Network, and other interdepartmental collaborations.

CAMPUS TOURS for ESL students

- o Attendance: Fall 26, Spring 21

- o Small group campus tours introduced students to the campus services and departments/programs - examples - Adv. Tech. Computer Labs, Multicultural and Women's program, dental and health clinics and Academic Learning services.

LATINO PROGRAMMING: LATINO FAMILY NIGHT, SPRINGFIELD HIGH SCHOOL, PREPARATE, MUJERES PROGRAM, SPANISH LANGUAGE FINANCIAL AID SESSION

- o Attendance: 650

- o The ESL/ELL advisor attended these activities and discussed the credit and non-credit opportunities at Lane for high school students and their families. A presentation was offered every term for the Transiciones (Spanish language Women in Transitions class) class. Spanish language Financial Aid sessions helped students understand how to fill out the FAFSA form on the computer.

CITIZENSHIP CLASSES

- o Attendance: 30 per term

- o The ESL/ELL advisor visited the citizenship classes every term and presented Lane opportunities, ESL transition courses and various career/technical and transfer program options.

EVENING GED CLASSES

- o Attendance: 25 per term

- o The ESL/ELL advisor attended the evening GED class every term to course and program options at Lane.

GRAMMAR CLASS MINI PRESENTATIONS

- o Attendance: 390 students per term.

- o Small group student service presentations were provided twice throughout the academic year for all the grammar classes at both the evening and day time classes.

HIGH SCHOOL INCLASS WORKSHOP

- o Attendance: 15 per term

- o Extended two-hour presentations were offered for the college transitions am class and the pm ABSE for high level English language learners. These are the students who planned on beginning credit classes the following term.

INDEPENDENT COLLEGE TRANSITION WORKSHOP

- o Attendance: 77

- o An open college transition workshop was offered once at the DTC, and twice at the main campus. This workshop was open to all students. It explained the difference between career & technical, and transfer programs. It also covered, Lane career & technical programs; how to read the catalog and course schedule; test taking; Financial Aid; and other relevant information. Although the presentation was created for ESL/ELL students, the workshop was open to anyone.

OCCUPATIONAL SKILLS/CO-OP

- o Attendance: 8

- o 8 ELL students planning to pursue an Occupational Skills certificate had a group

session with Chuck Fike to understand the requirements of the certificate.

SCHOLARSHIP WORKSHOPS

o Attendance: 45

o We were only able to hold two ESL scholarship workshops this year. Normally we hold around 4 or 5. Still they will well received and geared toward the unique needs of the ESL student population.

NEW STUDENT ORIENTATION

o Attendance: approx 1,400 students

o The ESL/ELL advisor participated in the new Student Orientation and Registration (SOAR) for the 06-07 year. The advisor helped with several different major orientations as part of their training process; however a fully trained advisor in this position would help with non-credit ESL, and Guided Studies students.

LANE PREVIEW NIGHT

o Attendance: 1,300 students

o The ESL/ELL advisor attended and assisted with Lane Preview Night, in particular to advertise the ESL program and to speak with Spanish-speaking students and parents. If the ESL/ELL advisor had not been on medical leave, they would have been the person to offer these workshops.

INTERNATIONAL DAY

o Attendance: Unknown. Organizers: 60

o This position is responsible for assisting with the planning and participant recruitment for International Day. International Day highlights the many cultures of the students from the ESL and IESL programs. The students collaborate in culturally relevant presentations, songs, dances, martial arts, and many other offerings of talent. They share food, games, and activities with the campus as a whole by offering this event in the cafeteria during the middle of the day.

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.**

Whether in the counseling or the ESL Unit Plan, the Center for Learning Advancement continues to support the request for funding for an advisor for English Language Learners to assist transitions from ABSE, ESL and ALS to career technical program.

Last year this initiative was funded at .49 FTE as an ESL/ELL Advisor II. This challenging position requires staffing a daytime and an evening office at the Downtown Center. Only the presence of an exceptional and dedicated staff person with bilingual abilities enables this initiative to continue being successful, and meets the Unit Plan goal of serving students from diverse backgrounds.

While the number of credit students of Latina/Latino American ethnicity has remained fairly stable over the past seven years of advisor support, this is a credit to the excellent work of the individuals in this position. During those seven years, the ESL/ELL program instituted fees that did not previously exist and moved the daytime program to main campus, with evening program maintaining a presence downtown. The students and community are pleased with the increase in access to services and integration into the main campus. To be equitable and provide the same level of services to English language learners as is provided to native English speakers, an ESL/ELL advisor is needed.

Describe the resources needed:

Based on 2008-09:

Level 12/step 2: \$36,118 @ .49FTE = \$17,698 + OPE @ .345, \$6,106 = \$23,804

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 ESL/ELL Advisor position has been partially funded for the past 7 years. Ideally, the position would be funded full-time. The reality of year-to-year part-time funding is that seven different persons have been hired into the ESL/ELL position, many leaving for better positions in the community. The following measurable goals are based on receiving .49 FTE funding for an ESL/ELL Advisor. Program Outcomes are to at least maintain but preferably increase the number of ESL/ELL students using advising/counseling services; transitioning to credit classes; utilizing Trade Act funding and successfully entering Career/Technical Transfer programs. A secondary goal is to increase our ability to accurately collect data related to student contacts and services.

Department Priority:

1

Unit Resources:

Faculty Counselor assigned to counseling support (Leslie Soriano-Cervantes) for ESL students; materials and supplies to maintain the DTC and Building 11 office; Technical and staff support for both offices.

ESL publicizes services, trains staff and faculty to help students access services and facilitates presentations.

Funding Request: Carl Perkins

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?

No

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?

This initiative funding the following activities of an ESL/ELL Advisor would serve to prepare and support the academic achievement of ESL/ELL students pursuing Career and Technical education at Lane. Now and throughout the prior years of this initiative, the goal has been improved access for this population to technical training programs to enhance work skills.

Bolded items listed below describe activities that have been successful in the past that an ESL/ELL advisor would continue:

VISIBLY SHOWCASING CAREER AND TECHNICAL PROGRAM

OPPORTUNITIES The Advisor office has a flier tower to hold all catalog copies of Lane Career and Technical programs. This makes it easier for students to be aware of Lane options.

REASON: Providing a welcoming and informative environment is the first step in helping students to prepare for entry into academic programs.

COMMUNITY FORUM: This is a weekly workshop sandwiched between well-attended classes that allow the advisor to present in group format (increasing efficiency) various topics. These topics cover Scholarships, Financial Aid, and job search skills. During Winter term 08 program representatives from Advance Technology, Culinary Arts and Health Professions presented their specific programs. The plan for Spring term 08 included presentations from Business, Art, CIT and Cooperative Education. Students

receive an actual tour of each facility and program and career options are presented.
REASON: Face-to-face, hands-on experiences will serve to invite, motivate and inform students regarding the various options and pathways that they have toward entering and completing programs at Lane.

INFORMATION FAIR Fall term 07 five social service agencies and Lane representatives provided an information fair that was attended by 150 current and prospective students. Homework assignments based on English Language skills motivated students to interview representatives at the various tables. Instructors also brought students to the fair.

ESL and Counseling are interested in continuing this activity, which takes coordination and publicity.

This would include one or more Lane representatives to present information on Career and Technical program options.

REASON: Providing structured opportunities for students allows for increased collaborative efforts to provide information and resources for students.

DROP IN/ APPOINTMENTS AND OTHER INDIVIDUAL STUDENT CONTACTS:

REASON: Provide the opportunity for all ESL and ELL students to receive comprehensive Academic Advising services upon demand. Students frequently request drop-in services to support their academic success. Advisors are skilled at assessing the academic readiness and at addressing potential barriers to success. Early intervention is a very effective student retention tool. A large portion of ESL students who request services are planning to prepare and become ready for entry into Career and Technical programs because they are seeking to gain the ability to earn a sustainable family wage as quickly as possible.

WORKFORCE NETWORK/TRADE ACT and CAREER & TECHNICAL PROGRAMS

Provide comprehensive Academic Advising and program planning that serves to transition the current freshman class into employable professions by supporting their successful progression through Career and Technical programs available at Lane.

Continue adding yearly new cohorts of similar size into the Trade Act program.

REASON: The partnership efforts of ESL, Counseling and Advising and Workforce Network personnel allows students to receive comprehensive and cohesive services to wrap around and promote the academic achievement of students.

An advisor working with ESL Departments provides other ongoing activities recruit and retain students from diverse populations, provide resources, and reduce barriers to success, such as Latino Family Night, campus tours, Springfield High School Prepare, Mujeres Program, Spanish Language financial aid session, Lane Preview Night, New Student Orientation and International Day.

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?

There is institution-wide lack of data available about students from the ESL/ELL programs including how many enter Professional/Technical programs. The central barrier is the way in which the College compiles and sorts data. It has not and does not collect data based on ESL/ELL background on application forms.

In 08-09 and 09-10, ESL representatives would work with the ELL advisor and IRAP to research questions that could be answered, for example, of students enrolled in X program, how many of them ever took a class in subject code XESL or of students registered in an XESL class in 20xx, how many of them were enrolled in career technical programs in 20xx?

Until this data analysis is available, ESL and Counseling can only continue to make the opportunities available to as many ESL students as possible.

EQUIPMENT \$

COMPUTER HARDWARE \$

COMPUTER SOFTWARE \$

MATERIALS & SUPPLIES \$

CURRICULUM DEVELOPMENT (Hours)

PART-TIME FACULTY \$

TIMESHEET STAFF \$

23800

TRAVEL \$

Can this initiative be partially funded?

No

EQUIPMENT \$

(E) Explanation of effect of partial funding:

COMPUTER HARDWARE \$

(CH) Explanation of effect of partial funding:

COMPUTER SOFTWARE \$

(CS) Explanation of effect of partial funding:

MATERIALS & SUPPLIES \$

(MS) Explanation of effect of partial funding:

CURRICULUM DEVELOPMENT (HOURS)

(CD) Explanation of effect of partial funding:

PART-TIME FACULTY \$

(PF) Explanation of effect of partial funding:

TIMESHEET STAFF \$

(TS) Explanation of effect of partial funding:

TRAVEL \$

(T) Explanation of effect of partial funding:

Funding Request: Curriculum Development

Funding Request: Technology Fee