

ABSE 2010-11

GED CTE Advisor

Summary:

A GED career technical advisor would provide the necessary student support to assist students enrolled in ABSE to transition to credit programs.

Description

Many ABSE and GED students make the decision to continue their education and go on to credit programs while they are enrolled in GED classes at Lane. This initiative would fund a part-time GED advisor who would advise GED students in all locations where classes are offered by the department. The advisor would travel to locations on a routine basis. Currently on main campus they are already advising resources, but many of the outreach sites where classes are held offer classes where advising is limited and classes are held in the evening. Currently ABSE offers classes at the DTC, Cottage Grove, Florence, Junction City, Lane County Jail Facilities, Springfield, and the Workforce Network sites located on LCC main campus and on Oakmont street. Many ABSE students need resources for exploring careers, assessing their skills and abilities, and exploring options for being able to afford college. Advising will include group presentations, developing tours and mini workshops in career technical areas and developing recruitment strategies to draw students to places where career technical programs are offered. The advisor would use Lane's Career Pathways roadmaps as an advising tool. In addition students would be informed about classes offered while enrolled in ABSE such as Everything You Want to Know About College, and Career and College Awareness. The advisor would work closely with other advisors on campus. Currently on main campus they are already advising resources, but many of the outreach sites where classes are held offer classes where advising is limited and classes are held in the evening. Currently ABSE offers classes at the DTC, Cottage Grove, Florence, Junction City, Lane County Jail Facilities, Springfield, and the Workforce Network sites located on LCC main campus and on Oakmont street. A rotation schedule will be developed to ensure resources are not duplicated at locations where advising already occurs.

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.

The ABSE Department has been receiving Carl Perkins funding for a GED Teen Advisor. This model has been very successful and would be used a model for the GED CTE Advisor job duties. It is a goal of the department to transition students to college credit programs with the goal of furthering their education. Funding an advisor to assist GED students who attend classes at outreach locations will greatly enhance that efforts.

The responsibilities of the advisor will be to 1) provide educational and career goal planning through group and individual sessions with students, 2) assist students ready to transition to get connected to needed advising and other college resources at main campus or other locations where programs are offered, 3) develop opportunities for students to attend events that involve career exploration and hands-on experiences and 4) refer students to college and community resources to assist them to be prepared to enroll into CTE programs.

Describe the resources needed:

I. For the initiative a time sheet position is needed for a Student Services Advisor I for 20 hours a week for 33 weeks. The cost would be \$11613

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 outcome from this initiative will result in a 10% increase in the numbers of students who transition from ABSE to college credit programs.

In 2008-09 113 ABSE tudents transitioned to college credit classes from the ABSE program out of 308 with the goal of doing so.

In 2009-10, of the 392 students indicated entering credit programs was their goal and 160 students or 43% did so.

In 2009-10 over 1000 students enrolled in ABSE classes in locations other than main campus or the DTC. Not all of these students had enrolling into college as their goal. However with increased access to career exploration and advising, the college could help many of these students to decide to go on to credit career technical programs at Lane.

Department Priority:

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Unit Resources:

The ABSE department will provide an office, phone, computer, and materials and supplies.

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?

No

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?

Students who enroll in ABSE build their skills in reading, math, and writing while preparing for the GED test. Students who indicate a goal of going on to credit CTE program are encouraged to build strong foundational basic skills to prepare them to succeed in college credit classes.

An advisor will be able to help students to understand the skill levels needed in CTE programs and will also encourage students to increase their skills while enrolled in ABSE classes. In addition, students will be encouraged to take the college placement test while attending GED classes so they know what skills they need to work on to be academically prepared for CTE programs.

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?

Students who are academically prepared and who have had the opportunity to explore a career area to make sure they have the interest as well as the skills for a particular CTE area will have a higher likelihood of completion of the program. An advisor and the various activities that will be developed by an advisor will provide the necessary support and guidance to assist students in making a good career choice, persisting in the program and completing a certificate or degree programs.

EQUIPMENT \$

COMPUTER HARDWARE \$

COMPUTER SOFTWARE \$

MATERIALS & SUPPLIES \$

CURRICULUM DEVELOPMENT (Hours)

PART-TIME FACULTY \$

TIMESHEET STAFF \$

11613

TRAVEL \$

Can this initiative be partially funded?

Yes

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 \$

6000

(TS) Explanation of effect of partial funding:

Less advising would be available for students.

TRAVEL \$

(T) Explanation of effect of partial funding:

Funding Request: Curriculum Development

Funding Request: Technology Fee