

ESL 2011-12

Increase number of ESL students continuing to college credit courses and Career/Tech programs

Summary:

ESL Department requests Perkins funding to continue to provide advising for growing population of ESL students seeking to enter college programs. An advisor in this position must possess advanced advising skills necessary to reduce multiple and complex barriers for students who have pre-literacy to pre-college level English skills. Since November 2010, Rosa Maria Banuelos-Urbe has served as advisor, organizing information and developing learning opportunities for students in ESL and ABSE to learn about opportunities in career-technical programs.

Description

ESL is experiencing an increase in the number of students at higher levels who want to enter career-technical training. ESL students attend classes at 30th Ave campus during the day and at Downtown Center, Springfield Middle School at night. An advisor for ESL and ELL students is critical to providing access to post-secondary education for second language learners. The ESL Department and 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. For 2009-10, beginning in December, Perkins dollars funded a .49 FTE 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.

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 Center for Learning Advancement requests funding for an advisor for English language learners to assist them in transitioning from ESL to ABSE and college credit programs and between ABSE, ESL and ALS. In 2008-09 and before, this initiative was funded at .49 FTE as an ESL/ELL Advisor II through Counseling Dept. For 2009-10, Counseling and ESL departments determined that requesting the position through ESL and changing the position to Advisor I would be more efficient and effective approach. Rosa Maria Banuelos-Urbe, a UO graduate and former Lane student, was hired in Nov. 2009. The presence of an exceptional and dedicated staff person with bilingual abilities and an understanding of this population is increasing access and success for non-native English speakers, moving students from ESL to Career-Technical programs. This challenging position requires staffing a daytime and an evening office at the Downtown Center. ESL's goal is to increase the number of non-native English speaking students entering post-secondary career-tech programs and earning certificates and degrees. Working with partners in ESL and other departments, the advisor has created an ESL resource/referral brochure, developed an Esperanza

scholarship application process for students transitioning from ESL to credit, organized a schedule of weekly Community Forums on a variety of topics related to access, retention and success, visited ESL classrooms and helped students overcome various barriers, made presentations to community groups, assisted with Lane Preview night and UO Latino student opportunity workshops/ Her work in these areas has allowed Judy Rocha, and Leslie Soriano-Cervantes to work with academic advising. The ESL advisor continues to make connections with other advisors across campus to be sure that work is not duplicated. ESL requests funding to continue this position, providing an Advisor I and related materials/supplies to support ESL and ABSE English language learners in reaching their education and career goals.

Describe the resources needed:

Based on 2010-11 Grade 9/Step 1 @ \$14.50 per hour x 1039 hrs (\$15,065) with OPE @ 31.2% (\$4,700.28) for a total of \$. Total = \$19,765 plus \$1,200 for M&S for printing, travel, phone, publicity, materials for presentations.

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 10 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 or the college. Once funded in July 1, 2009, ESL followed the process to create advisor position in ESL department, instead of counseling/advising. In Nov. 09, ESL hired Rosa Maria Banuelos The following measurable goals are based on receiving .49 FTE funding for an ESL/ELL Advisor.

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. To this end, we will continue to work with ASA and IRAP to encourage a method of accurately counting non-native English speakers success at Lane.

Department Priority:

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Unit Resources:

office space, telephone, management and supervision

faculty and administrative time

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?

An advisor will help ESL and ABSE English language learners explore, transition to and succeed in career- technical programs by assisting them to identify challenges and resources as students move from non-credit ESL/ABSE to credit or non-credit career-technical programs and succeed in career pathways.

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?

This effort increases the number and percentage of non-native English speakers entering programs. Employers are seeking workers from diverse backgrounds. This effort increases those numbers and also helps all students learn more about working with non-native English speakers.

EQUIPMENT \$

COMPUTER HARDWARE \$

COMPUTER SOFTWARE \$

MATERIALS & SUPPLIES \$

1200

CURRICULUM DEVELOPMENT (Hours)

PART-TIME FACULTY \$

TIMESHEET STAFF \$

19765

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 \$

0

(MS) Explanation of effect of partial funding:

Without Perkins funds, materials and services would rely on ESL student fees.

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](#)