CHEMEKETA COMMUNITY COLLEGE
TRANSITIONING EL STUDENTS

Report for OEIB Subcommittee on Best Practices and Student Transitions
December 10, 2013

What are best practices for ESL students transitioning to college or the workforce?

Please see chart below.

What are some recommendations relative to policy to support ESL students continuing on to post-secondary programs?

Federal law requires schools to disclose student names, addresses and telephone numbers ("directory information") to the military upon request, for military recruitment. Why are public colleges not granted the same (free) access? Isn't the opportunity to attend college equally as important as the opportunity to serve in the armed forces?

What are some of the transition barriers for students who may be leaving high school who are still receiving EL services as they move on to college?

Please see chart below.

What can we share about support services that make a difference in supporting transition from high school to post secondary education?

Manuel Guerra provided current data of the students that receive an array of support services through College Life and Student Retention. These include a lending book library, bus passes, tuition waivers, food pantry, opportunities for student engagement and student job opportunities. The program also provides a comprehensive educational plan and advising. These support services are modeled after the College Assistance Migrant Program, TRIO, and the High School Equivalency Program. The Academic Transitions Department that houses ABE/GED, ESOL and college credit pre-college classes such as reading, study skills and developmental writing also provides students support services using a similar model.

What investment recommendations would you offer the group as they seek equitable access and success for speakers of a second language?

We now have tuition equity in Oregon, but DACA and undocumented students, do not qualify for federal aid (FAFSA). We recommend that the Oregon Need Grant be allowed as aid that students in these situations can apply for.

Why can't placement testing be offered in the high schools as a way to help determine college readiness?

It can be offered during the sophomore or junior year much in the same way as PSATs.

Currently, Chemeketa Community College has invested innovative funds to develop accelerated learning courses in reading and writing and placement preparation workshops. These innovative projects will save students both time and money and ensure appropriate placement in reading, writing and math coursework. We need more funds to invest in these initiatives.

BARRIERS	RESPONSE	BEST PRACTICES
Lack of information • Admissions • Scholarships • Financial aid • Placement Test • Advising • Career and Counseling	Comprehensive outreach plan to High School students and perspective students	Developed culturally appropriate outreach materials
Financial Support	Search for other funding sources, connect students with other resources within the college and in the community	Approve Oregon Need Grant for DACA and undocumented students
Childcare	Connect to childcare resources that can provide assistance with childcare expenses	Childcare scholarships are available through Chemeketa Foundation
Student engagement with college campus		Create a flexible menu of support services Students engage in social and support networks
Lack of Life Skills and study Skills, managing challenges How to be a college student	First Year Experience (FYE 105) College – Career and Guidance Orientation (CG 100) Prepare students to handle social and academic challenges	Develop courses using current successful program outcomes from programs such as CAMP, HEP and TRIO

Health- preventive care Many of our ESL students do not qualify for medical care	Find resources for free medical services	
Attrition due to work schedules	Flexible class schedules Flexible delivery of instruction, e.g. hybrid courses, Weekend classes	Continue to develop pathways to a career and offer co-requisite courses, e.g. Soc 201 and Reading 90
Cultural differences and expectations Lack of knowledge of U.S. college systems for both parents and students	Professional development for staff and faculty, e.g., Cultural competency training Hire staff and instructors that represent the communities we serve, e.g. faculty	Continue to evaluate for continuous improvement
	Get parents involved e.g. have parent workshops in their native language	
EL Students drop out of high school or are at risk of dropping out	Drop out recovery for both GED completion and HS diploma programs offered at the college Encourage dual enrollment at the college for at risk populations for high school completion or GED Options Have state funding (ADM) follow the student or create incentives for contractual funding for high risk student groups	