

Transitions for ESOL Students



Bridges to the Future

**Green River Community College
English for Speakers of Other Languages
(ESOL)**

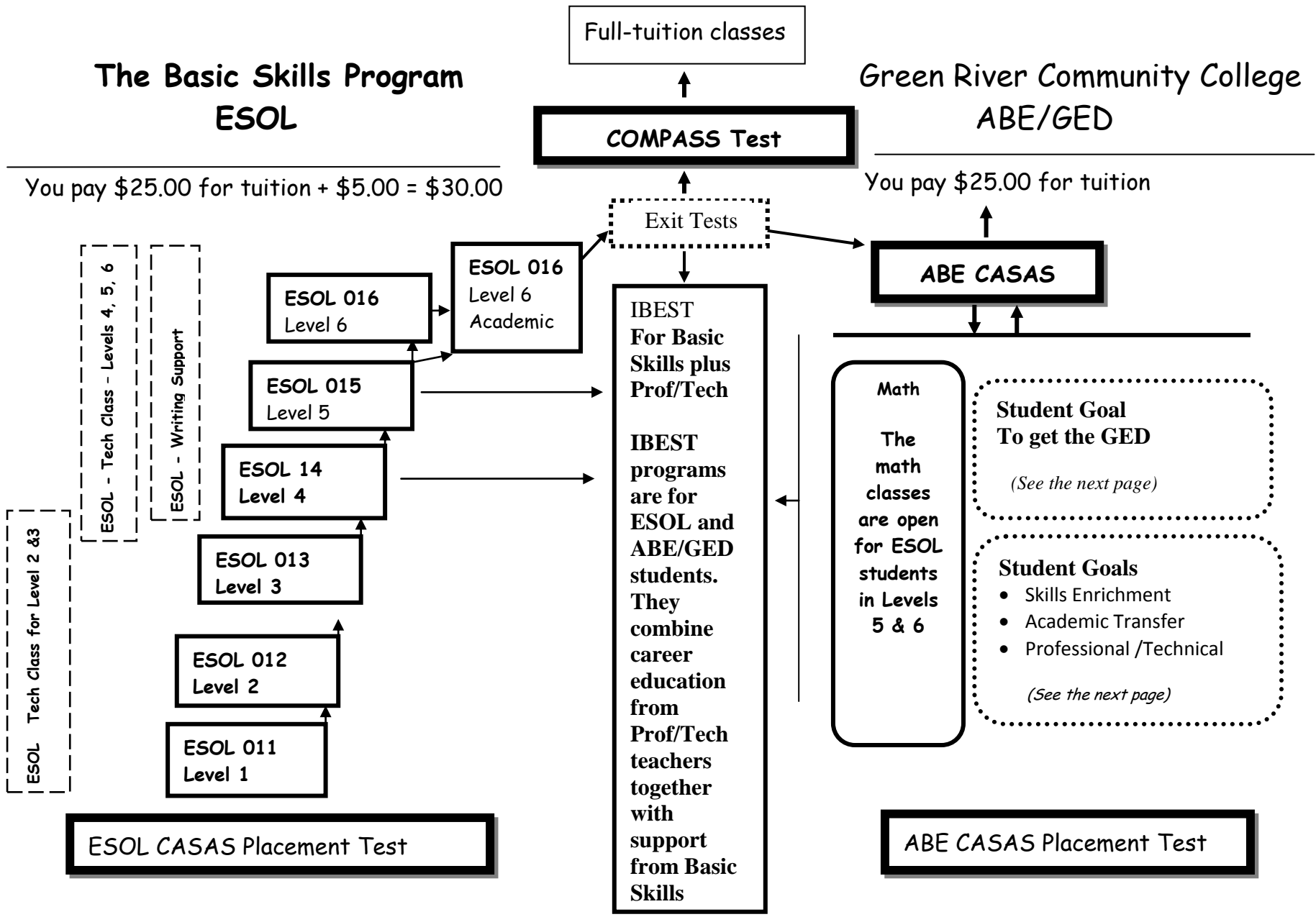
Bridges to the Future

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The Basic Skills Program ESOL

Green River Community College ABE/GED



You pay \$25.00 for tuition + \$5.00 = \$30.00

You pay \$25.00 for tuition

The ABE Program at Green River

The ABE/GED Program at GRCC helps students who have specific goals.

- One student might want to get a GED.
- Another student might want to study to build skills and/or get ready for college classes.

Goal: GED

Test Prep in Language Arts Reading, Language Arts Writing, Math, Social Studies, and Science - These classes can be taken in various combinations to prepare to take the GED tests.

GED ---individualized class. Study all five GED test areas, learning to learn, critical thinking, and transitions education

- Basic 059/060 Writing classes. Basic 059 teaches sentence structure and paragraph development; 060 teaches essay development and other formal writing
- Basic 053/054/058 Math classes. Basic 053 teaches whole numbers, fractions and decimals. Basic 054/58 focuses on math for the GED test.
- Basic 056 Reading teaches students to develop their reading skills in the social studies, science and language arts content areas.

Goal: Skills Enrichment Academic Transfer and Professional/Technical Programs

Students are assigned to these classes through CASAS testing, teacher recommendation, or COMPASS

- Basic 059 teaches sentence structure and paragraph development. After this class, students typically take Basic 060
- 060 Writing class teaches essay development and other formal writing. After this class, students typically take the COMPASS to enter English classes
- Basic 053 Math teaches whole numbers, measurement, fractions and decimals. After this class students can take Math 062 or COMPASS to be placed in the math sequence.
- Basic 056 Reading. 056 helps students develop their reading skills in the social studies, science and language arts content areas. After this class students typically take the COMPASS to go to Reading 084, 094, or 104
- Individualized ABE classes (Basic 032-034 and Basic 072-074). Students may be referred to the individualized class if they score as a level 1 math student or if they struggle in one of the above classes.

The Spanish GED Class in English and Spanish

Green River Community College offers a course to prepare students to take the GED in Spanish. Here is some information about that class.

1. It is offered T and Th from 6:00 to 8:50 pm
2. The teacher is Kent Morgan (Dennis Morgan on email)
3. It is a 6 credit class (and can be taken simultaneously with ESOL classes).
4. Students need a CASAS reading level (ESOL) 4 to take this class (201 or higher).
5. Students need to take the CASAS math test. Send the student to Heather. The student will need to go to the welcome center and take the test for about 25 minutes.

Who should take this class?

1. The student needs to be a native Spanish speaker
2. The student must have a goal of wanting to get their GED
3. The student can take an “easy” English test after they take the Spanish GED test, which takes “Spanish” off their documents.
4. The instructor said a stumbling block to the English GED is often the writing part of the test.
5. Students do need to write a 5 paragraph essay in Spanish for this test.
6. If students start these tests in Spanish, they need to take all of them in Spanish.
7. If students start the GED tests in English, they need to take all of them in English.

Other: Students who take the Spanish GED class can come back and take ESOL classes. (They may need to keep up on their listening CASAS tests—after six months they need to retest.)

Al pasar las evaluaciones, se le brindará la oportunidad de:

- Obtener puestos de empleo o ascensos
- Seguir los estudios a nivel universitario
- Lograr los objetivos personales

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Las clases serán en el GRCC campus en Kent Station:  
417 Ramsay Way, Kent, WA 98032

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Para inscribirse:

Venga al edificio ZWC (Zgolinski Welcome Center)
en Green River Community College campus de Auburn
12401 SE 320th St, Auburn.

Ud. tomará un examen de admision. La inscripción será de \$25 por trimestre.
Asistencia financiera está disponible.

Para más información, hable con Alexia: (253) 833-9111, ext. 2316

Green River Community College no discrimina raza, color, sexo, nacionalidad, edad, incapacidad, orient.sexual, estatus marital, religion, u otros programas ilegales.la sig: pers. ha sido asignada para inf. de la politica no discriminatoria: VP Recursos Humanos, 12401 SE 320th Street, Auburn, WA 98092, (253) 288-3320. Para recibir otras alternativas, puede hablar a sevicios de discapacitados al: (253) 833-9111 Ext 2631; TTY (253) 288-3359.

Green River Community College Levels of Instruction

Employment after
Education

University Programs
Years 3 & 4

Professional Technical Programs

Trades: Carpentry, welding,
machine shop,
automotive tech

Tech: Aviation, Drafting

Business: Office
Occupations,
Retail,
Management

Health: Nursing Asst.,
Physical Therapy,
Occupational

Academic Transfer
Programs
at the community college

Years 1 & 2
Examples of majors: English,

Courses Numbered 100 and above

Developmental Courses/ Pre-College

**English
Classes**
English 100
English 081

Math Classes
Math 097
Math 072
Math 070
Math 062

**Reading
Classes**
Reading 104
Reading 094
Reading 084

**Study Skills
Classes**
Study Skills 110

**Pay
full
tuition**

\$30.00 tuition

Take the COMPASS test

Basic Skills Classes

\$25.00 tuition

ESOL

**Adult Basic Education
and GED**

ESOL Student Stories

Vanlida from Cambodia

I'm from Cambodia. My major is accounting. I took two class of ESOL and then I took the COMPASS test. Now I'm in the developmental education classes. It was difficult for me at the first time of enrolling in these classes. After awhile, I realized that it is very helpful for me to improve my English, math that are related to my major. I hope the other students in ESOL will move onto college like me.



Julia from Ukraine



My name is Julia. I came to the U.S.A two years ago from Ukraine. I got new friends, a new country and a totally new life. Very soon I realized that English is really important for full life in America. I decided to learn English as best as I can. I already finished my ESOL classes, which were really helpful for me. I want to continue my education in college. So, now I'm taking ABE classes just to improve my English skills and prepare myself for regular classes in college. I'm sure that working hard people can be successful in their future. So, good luck you guys in getting your education in GRCC. You will do well if you choose to study hard! May God bless you!

Saori from Japan

It's my dream to become a nurse in the USA. When I first moved here from Japan, I had difficulty communicating with people in English. Through ESOL program, I have not only been able to build up my English skills, but I've also made many new friends with whom I can learn with and learn from as we have similar challenges and diverse backgrounds. I really appreciate the support and encouragement I've gotten from my teachers who have not only helped me become more confident, but also have motivated me to plan for my future. I've decided to continue taking college classes and I plan to enroll in the LPN program at GRCC. As a mother, I have also realized what a great opportunity it is to be able to continue my education since it is uncommon in my country. By pursuing my dreams, I believe that I can be a good role model for my children in showing them how importance of education.



Gabriel from Puerto Rico



My name is Gabriel. I am from Puerto Rico. I have three professional passions that I want to realize in life; they are law, journalism, and politics. That's why when I finished my bachelor's degree in the University of Puerto Rico, I made the decision to come to the United States to learn and improve my English skills because right now it's very important if you want to have a good job. I came to the United States 7 months ago without my family, and I was having serious problems with my speaking and listening in English. In ESOL, I could improve everything what I wanted about my English skills. In just few months after I started ESOL, I learned many things that helped me to communicate with others successfully. Now, I want to finish a certificate in forensic and fingerprint technology at GRCC, and then, I want to enter the next year to a good law school in the United States.

Learning from ESOL Student Stories

Directions:

Work with other students in a small group. Read all of the four student stories and then discuss them by using the questions below.

Vocabulary:

List the new words for you here and discuss them with your teacher:

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |

1. Where is each student from?
2. What kind of experiences did they have in the ESOL classes?
3. What are their goals after ESOL?
4. What classes are they taking at Green River to meet their goals?
5. Saori says that she learned to be confident in her classes. How did she learn to be confident why was it important for her?
6. Besides learning English, what other benefits are there for students who take other classes?
7. What benefits are there for people in the families of these students?
8. In what ways are you similar to these students?
9. In what ways are you not the same?
10. What goals do you have for English and after English classes?

Transitions Guidelines for ESOL Students

These are requirements for you as an ESOL student who intends to start working towards a GED, an IBEST program, a certificate or degree in a professional/technical program, or an academic transfer degree program. The requirements for pursuing each direction are given here. If you have questions about these guidelines, please check with your instructor. You can take the COMPASS at any time.

1. If you are a student in either ESOL Level 5 or 6, you can also take the math sequence of classes, starting with Basic 053 and you can enroll in any PE activity class. You will have to pay full tuition for a PE class.
2. If you earn a pass grade in ESOL Level 6, you will have completed ESOL, and you can take the next step in your chosen direction.
3. If you place into ESOL Level 4 and above you can apply to enter an IBEST program. You must have a CASAS score that meets the entry level requirement for the specific program you want to enter. You must also meet any additional requirements of that program. If you are interested in IBEST, you should begin the planning process by going to see Cynthia Gaede. Cynthia's office is in RLC 121 and her phone number is (253) 833-9111 x2317. You do not need to have a 220 on the CASAS score to begin planning. You will have to pay tuition for IBEST classes either by yourself or with Financial Aid.
4. If you place into ESOL Level 6 and/or obtain a CASAS score of 220 and above in listening and reading or obtain an ESOL Instructor's permission to exit the ESOL program with the intent to enter a trades program, you will have permission to explore that option. You must apply and be accepted into a trades program in order to study in those areas. You will have to pay tuition for these classes either by yourself or with Financial Aid.
5. You can take the COMPASS at any time in order to place into college classes. If you place with COMPASS into Dev. Ed Reading 084 and English 081 or above, you will have permission to enroll in those classes for the following quarter. If you place in Dev Ed in one area, but not in another, your ESOL teacher may approve a split-level placement between Dev Ed and ABE if you meet the criteria in #6 below. You will have to pay tuition for these classes either by yourself or with Financial Aid.
6. If you earn a 220+ on both the CASAS listening and reading tests and have the permission of the ESOL instructor, you can enter the ABE program. If you are planning to take ABE classes, you will also have to take a writing sample test and the CASAS Math test for placement into the appropriate ABE class. The tuition for ABE is the same as tuition for ESOL classes, \$25.00 per quarter.

If you earn a 235+ on both the CASAS listening and reading tests, you can enter the ABE program without the permission of the ESOL instructor. If you are planning to take ABE classes, you will also have to take a writing sample test and the CASAS Math test for placement into the appropriate ABE class. The tuition for ABE is the same as tuition for ESOL classes, \$25.00 per quarter.

Understanding Transitions - from ESOL to the Next Step

Read each of the situations for these students. Then refer back to the transitions guidelines and discuss choices each student will have.

- Ayan is interested in teaching in a preschool in Washington State. She's in Level 4 class now and has heard about the IBEST for ECE. What can she do now to get prepare to enter that program?
- Ruslina studied accounting in her country and worked as an accountant there for 5 years. Now she's interested in doing the same work in the U.S., so she wants to enter the AAA Accounting Degree program. She's in Level 6 now. What choices will she have at the end of the quarter? What does she need to do now to get ready?
- Jose is a student in Level 5. He didn't finish high school in his country and is interested in getting his GED. When can he start taking some classes in ABE? When can he attend full-time in that program?
- Jugraj wants to be a car mechanic. He's in Level 4 now. He would like to study in the automotive mechanic program and earn his degree. When can he start that program? What does he need to do to prepare to enter it?
- Patricia had a professional job in her country, but isn't ready to start working in the U.S. She doesn't know exactly what she wants to study or do here. She enjoys learning English and might want to take other college classes. What options does she have and what can she do to prepare? She is in Level 4 now.
- Sunheang wants to be a pharmacist. She's a Level 6 student now and has started looking at the AA degree in the Green River catalog. What steps does she need to take to enter that program?
- Mariam was a nurse in her country and wants to be a nurse here. She's in Level 5 now. What does she need to do to get started in a nursing career?

Guidelines from Green River Community College's ESOL Program

Steps to Evaluate Transcripts from your Native Country

If you are a student who has earned academic credit from a technical school, a college, or a university outside the United States, you may be able to transfer some of those credits to a certificate or degree at Green River Community College or at other American colleges and universities. Here are the steps to follow to transfer your credits.

Step 1:

Students should have a copy of their native country transcript. It can be an official or unofficial. Send it to or bring it to the Foundation for International Services, Inc (FIS). FIS is a professional organization that translates and evaluates a student's native country transcript into English. Green River does not have this capability and therefore does not offer this service. Here is the contact information for FIS.

Web:

<http://www.fis-web.com/eval.html>

Telephone:

425-487-2245

Monday thru Friday

6:30 a.m. to 5:00 p.m. Pacific Time

Fax:

425-487-1989

E-mail:

info@fis-web.com

Mail:

Foundation for International Services, Inc.

14926 35th Ave West, Suite 210

Lynnwood, WA 98087

Step 2:

Once transcripts are translated into English and evaluated, students should bring them to Enrollment Services office in the LSC Building at Green River. Students should attach an Incoming Academic Transcript Evaluation Request form with their transcript. The process will take 2-weeks. Students will be notified by mail when the evaluation is completed.

Step 3:

It is then up to the student, to schedule an appointment with an educational planner or a faculty member to evaluate what classes they have left to take to be successful.

THE COMPASS TEST

INFORMATION ABOUT THE COMPASS TEST

An Introduction to the COMPASS and how it is used at Green River Community College
Your success at Green River Community College is important to your teachers and advisors. Enrolling in courses which are appropriate to your current level of knowledge is an important first step on the road to success. For this reason, you are required to complete the COMPASS basic skills assessments, which measure skills in reading, writing, and mathematics.

The COMPASS costs \$20.00 to take for one time. If you want to retake it, it costs \$10.00. Before you take the COMPASS, you first have to complete the college application for and pay an additional \$10.00. The COMPASS results will last for two years. You cannot have a paper or electronic dictionary with you when you take the test.

COMPASS is not a pass/fail or entrance assessment. It is a placement tool. So relax! When you have completed the assessment, your advisor will be able to assist you in registering at the right level of instruction. Your advisor will help you understand the scores and help you select classes that are best matched to your current skills and career goals.

COMPASS is untimed and is taken on a computer. If you have not used a computer before, the Assessment Center Staff will help you get started. Simple keyboarding/typing skills are all that are needed, and COMPASS lets you practice before you actually begin. Many students take all three assessments in the same session which usually takes about from One and a half to three hours. You do not, however, have to take them at the same time. The fee you paid to take this assessment entitles you take all three sub-tests so you can return to take them later. You will receive immediate results for discussion with an advisor and for course placement.

COMPASS takes advantage of a revolutionary adaptive testing technology to measure your basic skills. The difficulty of the items changes according to how you respond to the questions. For this reason, the traditional test strategy of answering the easier items first and skipping over the more difficult ones does not apply. You will not have the opportunity to go back and rework problems.

The following materials are provided as an example of the types of questions you will encounter in COMPASS and are reprinted with the permission of ACT. An answer key is included.

Students requesting special accommodations for assessment testing should see one of the Assessment Center Staff Members.

TIPS FOR SPECIFIC COMPASS ASSESSMENTS

Writing Skills

1. Determine the intended meaning of each paragraph before trying to answer items in that paragraph.
2. Substitute each alternative into the appropriate underlined portion for each item and select the one that fits best with the meaning of the paragraph.

Reading Skills

1. Read the entire passage carefully before trying to answer any items.
2. Reread appropriate sections of the passage as needed to answer specific items.
3. Read a few sentences before and after the appropriate sections of a passage to be sure that you understand the context.

Numerical Skills and Advanced Mathematics

1. Read each item stem carefully and examine all supporting information (e.g., tables and graphics) to be sure you understand each question.
2. Solve each problem before you look at the alternatives.
3. Find your solution among the listed alternatives.
4. If your answer is not among the listed alternatives, check your work.
5. Use the scratch paper and calculator that have been provided to do your calculations. This Calculator is the only one approved for use by all Assessment Centers to ensure that every student is using the same level of calculator approved by ACT.
6. For some items “Not given” may be the correct alternative.

These items are not actual items from COMPASS® but are similar in content and format. These items are presented for illustrative purposes and do not constitute a full representation of item content.

Some of the information regarding assessment preparation and use came from the Pima Community College website at <http://www.pima.edu/dept/assessment/compasssample.pdf>

Activities for Transitions – Practice COMPASS Questions

Sample Humanities Passage: Reading Placement

When I'm in New York but feeling lonely for Wyoming I look for the Western movie ads in the subway. But the men I see in those posters with their stern, humorless looks remind me of no one I know in the West. In our earnestness to romanticize the cowboy we've ironically disesteemed his true character. If he's "strong and silent" it's because there's probably no one to talk to. If he "rides away into the sunset" it's because he's been on horseback since four in the morning moving cattle and he's trying, fifteen hours later, to get home to his family. If he's "a rugged individualist" he's also part of a team: ranch work is teamwork and even the glorified open-range cowboys of the 1880s rode up and down the Chisholm Trail in the company of twenty or thirty other riders. It's not toughness but "toughing it out" that counts. In other words, this macho, cultural artifact the cowboy has become is simply a man who possesses resilience, patience, and an instinct for survival. "Cowboys are just like a pile of rocks—everything happens to them. They get climbed on, kicked, rained and snowed on, scuffed up by the wind. Their job is 'just to take it,'" one old-timer told me. Adapted from Gretel Ehrlich, *The Solace of Open Spaces*. ©1985 by Gretel Ehrlich.

(Referring)

1. According to the passage, cowboys are probably "strong and silent" because:
 - A. their work leaves them no time for conversation.
 - B. they have been cautioned not to complain.
 - C. they are stern and humorless.
 - D. there is no one nearby to listen to them.
 - E. their work makes them too tired to talk.

(Reasoning)

2. For which of the following statements does the passage give apparently contradictory evidence?
 - A. The cowboy's work takes endurance.
 - B. Cowboys work alone.
 - C. Cowboys are adequately paid.
 - D. The cowboy's image has become romanticized in American culture.
 - E. Cowboys think of themselves as humorless.

Answers:

1. D 2. B

Sample Practical Reading Passage: Reading Placement

Regular tune-ups of your heating system will cut heating costs and will most likely increase the lifetime and safety of the system. When a service technician performs a tune-up, he or she should test the efficiency of your heating system. The technician should measure the efficiency of your system both before and after servicing it and provide you with a copy of the results. Combustion efficiency is determined indirectly, based on some of the following tests: 1) temperature of the flue (or chimney); 2) percent carbon dioxide or percent oxygen in the atmosphere; 3) presence of carbon monoxide in the atmosphere; and 4) draft. Incomplete combustion of fuel is the main contributor to low efficiency. If the technician cannot raise the combustion efficiency up to at least 75% after tuning your heating system, you should consider installing a new system or at least modifying your present system to increase its efficiency.

Adapted from Alex Wilson and John Morrill, *Consumer Guide to Home Energy Savings*. ©1993 by the American Council for an Energy-Efficient Economy.

(Reasoning)

1. The passage suggests that the presence of carbon monoxide in the atmosphere:
 - A. can provide information regarding combustion efficiency.
 - B. is found in 75% of heating systems tested.
 - C. can be reduced by decreasing heating system draft.
 - D. is the main cause of low efficiency in heating systems.
 - E. is more reliable than flue temperature as an indicator of combustion efficiency.

(Referring)

2. According to the passage, when performing a tune-up of a heating system, the service technician should:
 - A. ensure that the combustion efficiency is at least 25%.
 - B. modify the heating system before initially measuring efficiency.
 - C. measure combustion efficiency both before and after servicing the system.
 - D. provide his or her supervisor with a written report of the system's efficiency.
 - E. ignore the age of the heating system.

Answers: 1: A 2: C

Sample Essay: Writing Skills Placement

Examinees are presented with an essay similar to the one below and are asked to look for errors in grammar, punctuation, usage, and style. When examinees find what they believe to be errors, they move the mouse pointer to the appropriate part of the text and click the mouse. On the right side of the screen five options appear for revising that area of text. Note that the first option is always identical to the original wording in the text, and thus represents a NO CHANGE option. Examinees can choose to revise any section of the essay. After revising the essay, examinees are routed to two items focusing on rhetorical strategies.

The essay below contains the same number and types of errors that an actual Writing Skills Assessment unit would contain; however, for demonstration purposes, only a handful of the segments below have been selected for revision. These segments are indicated by bold type, and the items associated with them are shown below. (Note: There are additional errors in the essay that are not in bold that a student in an actual testing situation would need to respond to.)

An increasing number of lakes and rivers **in the northern United States invaded** are being by a **mussel no larger than a fingernail**.

The zebra mussel probably steamed aboard a transatlantic ship sometime in the mid-1980s from the Caspian Sea into U.S. waters. **Despite its growth was explosive, partly because the species** was preyed upon by very few native predators in its new environment. **As a consequence, the zebra mussels did find a plentiful food supply. They eat huge amounts of phytoplankton, which tiny free-floating sea organisms that dwell in water.** Scientists are concerned when the mussels **may compete aggressively with other species that depend on the same food supply.** Others concerned by the invading species are industry, public utilities, and boat owners. **Zebra mussels cluster in huge colonies, being anchored themselves to any hard surface. These colonies can clog your water intake pipes of electric and water treatment plants. Fishery specialists are currently casting about and baiting their hooks to gun down control methods that will cause the lowest amount of damage to water supplies and other aquatic species. Two of the alternatives exploring are interrupting the species reproductive cycle and finding a bacterium harmful only to zebra mussels.**

(End of Essay)

(Basic Grammar and Usage: Ensuring Grammatical Agreement)

Segment 1

- A. **An increasing number of lakes and rivers**
- B. **An increasingly number of lakes and rivers**
- C. **A number increasing of lakes and rivers**
- D. **A number increasingly of lakes and rivers**
- E. **An increasing of lakes and rivers**

(Style: Avoiding Redundancy)

Segment 2

- A. was preyed upon by very few native predators in its new environment.
- B. found very few predators in its new environment.
- C. found very few native predators and was seldom eaten in its new environment.
- D. was preyed on by very few native predator species in its new environment.
- E. was seldom eaten or preyed on by native predator species in its new environment.

(Sentence Structure: Relating Clauses)

Segment 3

- A. Scientists are concerned when the mussels
- B. Scientists are concerned that if the mussels
- C. Scientists are concerned wherein the mussels
- D. Scientists are concerned that the mussels
- E. Scientists are concerned as if the mussels

(Strategy: Making Decisions about Cohesive Devices)

Item 4 (end-of-passage)

The writer wishes to add a sentence at the end of Paragraph 1 that will serve as a transition between Paragraphs 1 and 2 and will establish the main focus of the essay. Which of the following sentences most effectively fulfills that purpose?

- A. The zebra mussel will provide a difficult challenge for public utility managers.
- B. The zebra mussel is only the latest in a series of newly introduced species to thrive in the U.S.
- C. No one knows how far south and west the zebra mussel is likely to spread, but scientists think they may be on the trail of important clues.
- D. Although small in size, the zebra mussel may become a huge problem for pleasure boat owners in North American waterways.
- E. Despite its size, however, the zebra mussel may have a dramatic effect on North American waterways.

Answers:

1. A

2. B

3. D

4. E

Green River Community College

COMPASS Placement Recommendations

Updated 04/2008

English WRITING

00 – 19	Please REFER student to the ABE Office to make appointment for a CASAS assessment. (Student scoring in this range placing into Basic Education Writing 059 on the COMPASS needs to take a second assessment called the CASAS.)
20 – 31	Please REFER student to the ABE Office to make appointment for a CASAS assessment. (Student scoring in this range placing into Basic Education Writing 060 on the COMPASS needs to take a second assessment called the CASAS.)
32 – 50	English 081 if student is also eligible for Read 094. (NOTE: if score is between 32-35, it may be helpful for student to also enroll in Engl 092.)
51 – 79	English 100 if student is also eligible for Read 104 or Engl 081. (NOTE: if score is in low 50's, it may be helpful for student to also enroll in Engl.092)
80 – 100	English 110 if student has completed Read 104 or has College-level reading compass score. (NOTE: if score is in low 80's, it may be helpful for student to also enroll in Engl. 103)

READING

00 – 24	Please REFER student to the ABE Office to make appointment for a CASAS assessment. (Student scoring in this range placing into Basic Education 055 on the COMPASS needs to take a second assessment called the CASAS.)
25 – 40	Please REFER student to the ABE Office to make appointment for a CASAS assessment. (Student scoring in this range placing into Basic Education 056 on the COMPASS needs to take a second assessment called the CASAS.)
41 – 64	Read 084
65 – 75	Read 094
76 – 85	Read 104
86 – 100	College level reader. If Writing score is 80 or higher, student is eligible for Engl 110

MATHEMATICS

Pre-Algebra (Numerical Skills bucket)

00 – 25	Please REFER student to the ABE Office to make appointment for a CASAS assessment. (Student scoring in this range placing into Basic Education Math 053 on the COMPASS needs to take a second assessment called the CASAS.)
26 – 50	Student is eligible for Math 062. Technical students may register for ACOMP 100T.
51 – 85	Student is eligible for Math 070. LPN students may register for ACOMP 100N.
86 – 100	Student is eligible for Math 072. Technical students may take Math 085; Natural Resource students are required to take Math 115T

Algebra (Elementary Algebra bucket)

00 – 25	Student is placed based on Pre-Algebra score (Numerical Skills bucket).
26 – 59	Student is eligible for Math 072. Technical students may take Math 085; Natural Resources students are required to take Math 115T.
60 – 85	Student is eligible for Math 097 (eligible for READ 104 is recommended). Technical students may take Math 116T.
86 – 100	Math 102, 107, 156, 170. Phil 120 is accepted as Quantitative Skills requirement.

College Algebra (College Algebra bucket)

00 – 25	Student is placed based on Algebra score (Elementary Algebra bucket). If Elementary Algebra score is between 60 and 85, student is eligible for Math 97; if it is between 86 and 100, student is eligible for Math 102, 107, 156, and 170.
26 – 74	Student is eligible for Math 102, 107, 156, 170. Phil 120 is accepted as Quantitative Skills requirement.
75 – 100	Student is eligible for Math 104, 106, 107, 156, 170, 256, BA 256; Phil 120 accepted as Quantitative Skills requirement.

Trigonometry (Trig bucket)

00 – 50	Student is eligible for Math 104, 106, 107, 156, 170, 256, BA 256; Phil 120 accepted as Quantitative Skills requirement.
51 – 100	Student is eligible for Math 106, 107, 124, 156, 170, 256, BA 256; Phil 120 accepted as Quantitative Skills requirement.

MAPS (Math Advising Placement Exam)

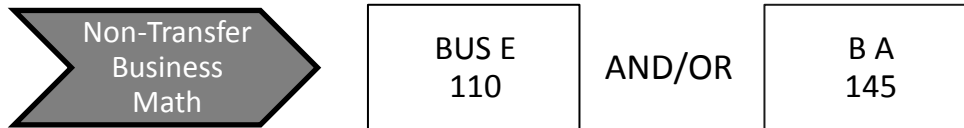
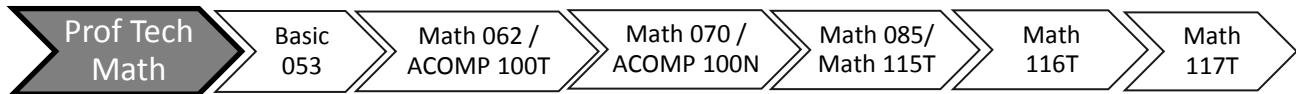
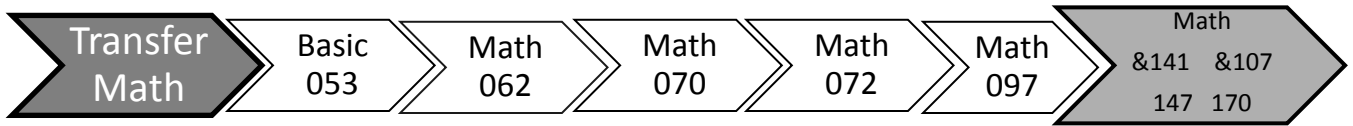
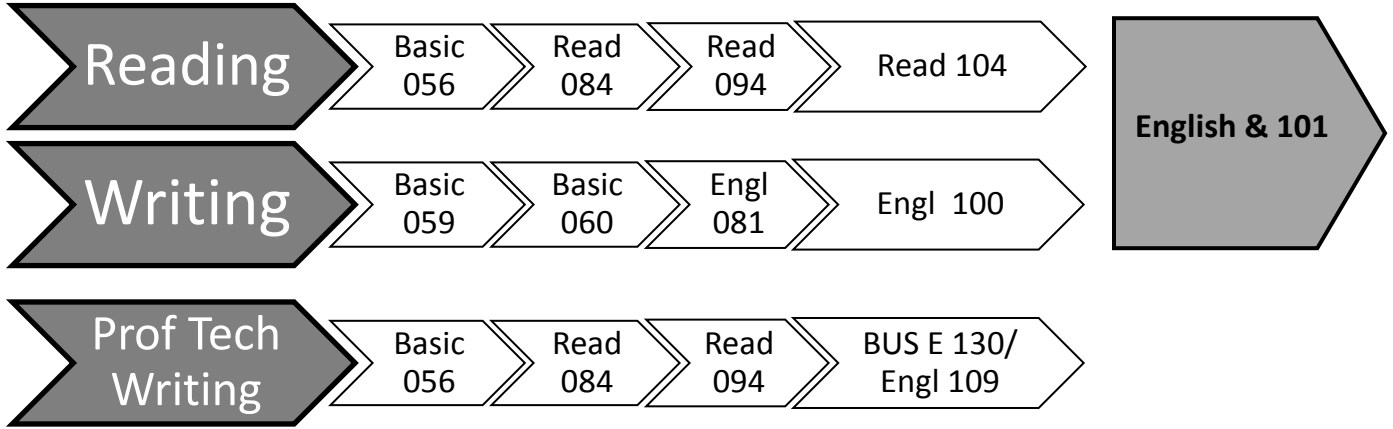
MAPS Scores are entered in the HP Test Score Screen in Bucket # 4 (currently VOCAB) and will fulfill prerequisites as follows:

Course	Min Score	Max Score	Course	Min Score	Max Score
Math 070	180	199	Math 124	575	599
Math 072	280	299	Math 107	475	499
Math 097	380	399	Math 156	475	499
Math 102	475	499	Math 170	475	499

COMPASS Placement

Note: Reading, writing and math requirements depend on your program of study, please check

www.greenriver.edu/programs/az or speak with your advisor to determine your requirements. Below are examples of common sequences.



Suggested courses:

<div style="border: 1px solid gray; border-radius: 15px; padding: 5px; margin-bottom: 5px;"> _____ Quarter </div> <div style="border: 1px solid gray; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid gray; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid gray; height: 20px;"></div>	<div style="border: 1px solid gray; border-radius: 15px; padding: 5px; margin-bottom: 5px;"> _____ Quarter </div> <div style="border: 1px solid gray; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid gray; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid gray; height: 20px;"></div>	<div style="border: 1px solid gray; border-radius: 15px; padding: 5px; margin-bottom: 5px;"> _____ Quarter </div> <div style="border: 1px solid gray; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid gray; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid gray; height: 20px;"></div>
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Advising Information:

Program of Study: _____

Advisor Name: _____

Email: _____@greenriver.edu

Office Location: _____

Phone Number: 253-833-9111 x _____

UNDERSTANDING THE GRCC CATALOG

Complete this worksheet by filling in the blanks:

1. **The Table of Contents can be found on page _____.**
2. **The Index can be found on pages _____ - _____.**
3. **General information about all degree and certificate programs of study is on pages _____ - _____.**
4. **Information about university transfer degrees and certificate is on pages _____ - _____.**
5. **Information about professional/ technical degrees and certificates is on pages _____ - _____.**
6. **Information about the Accounting programs is on page _____.**
7. **What are degrees and certificates can a student study in Accounting?**
 - a. **Name _____ Credits _____**
 - b. **Name _____ Credits _____**
 - c. **Name _____ Credits _____**
8. **What is the difference between a certificate and a degree? Compare time, credits, cost, qualifications gained, and potential salary.**

9. How do the classes for the certificate relate to the degree?

10. I am interested in studying Information is on pages in the catalog

<hr/>	<hr/>
<hr/>	<hr/>

11. Information on Financial Assistance is on pages _____ - _____.

12. What is interesting for you from the Student Resources section? Give the topic and page numbers. _____

13. The steps to take to get started in college are listed on pages ____ - ____.
List those steps below.

1. _____
2. _____
3. _____
4. _____
5. _____

14. What questions do you have?



New Student Next Steps

COMMUNITY COLLEGE

253-833-9111

Student Orientation Advising and Registration:

- To access online SOAR visit: www.greenriver.edu/soar beginning _____
- To sign up for an in-person SOAR session visit: www.greenriver.edu/soar beginning _____

In-person group advising sessions last approximately two hours. Please bring photo ID and have arrangements for childcare. If you are more than 15 minutes late, you will need to reschedule.

Date: _____ **Time:** _____ **Location:** _____

Notes:

Financial Resources: Tuition is due within 4 business days of registration.

- Money for College** – www.greenriver.edu/moneyforcollege
 - FAFSA**– www.fafsa.gov, 1-800-433-3243, enter our school code – **003780**
- Financial Aid Supplemental Application** – <http://www.greenriver.edu/FinancialResources/forms/index.shtm>, or call: 253-833-9111, x2449
- STAPP** – complete the form and turn it in with your first payment at the Cashiers office (LC 266) <http://www.greenriver.edu/FinancialResources/forms/index.shtm>

Priority Deadline:

Additional Assessments:

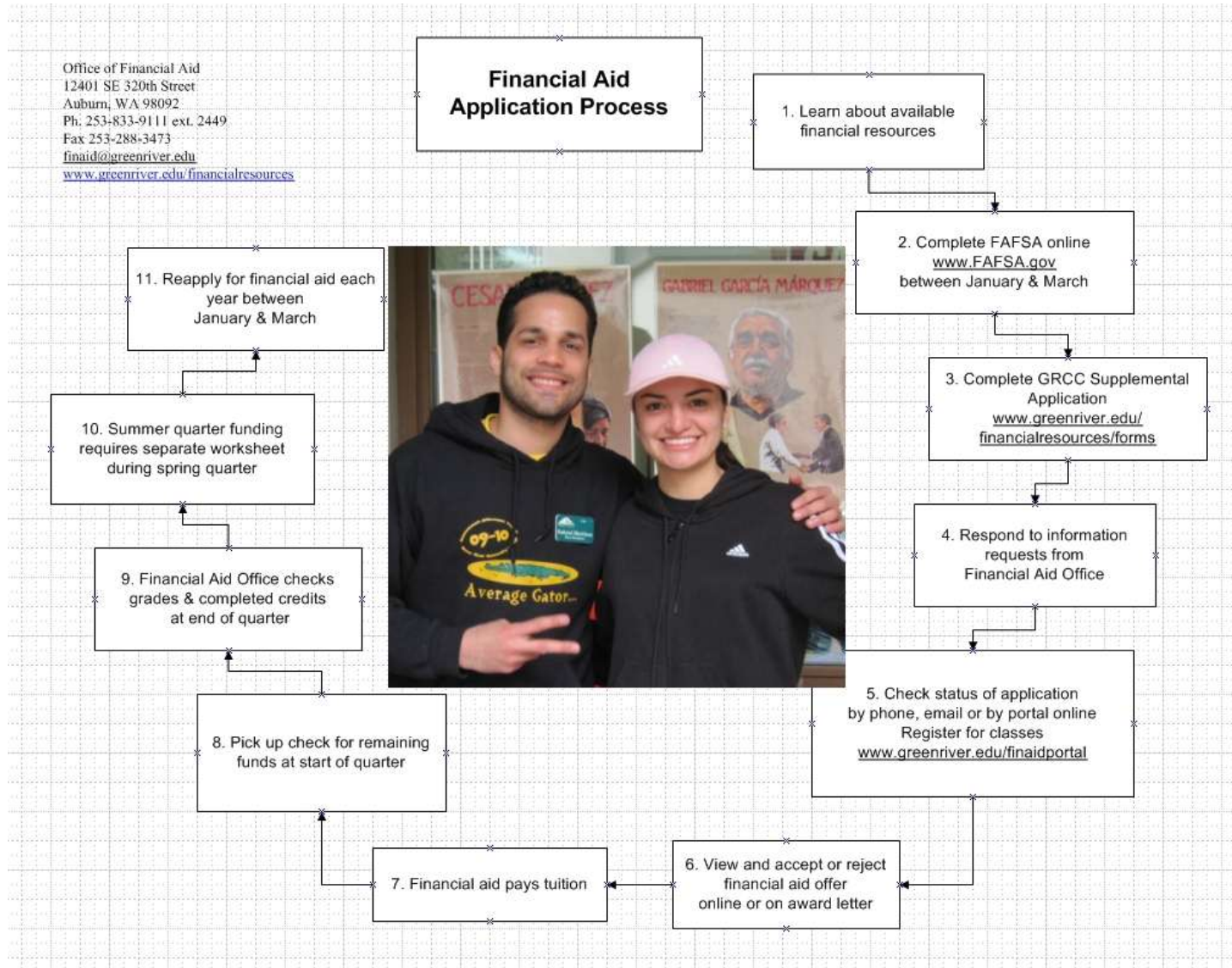
- COMPASS:** view sample questions at: <http://www.act.org/compass/sample/index.html>
Retakes in Reading and Writing are limited to once per quarter – Jan-March, April-June, July-Sept, Oct-Dec.
Retakes in Math are not limited. Each section is \$10 to retake; \$20 maximum.
- Alternative Math Placement:** HS Transcripts and Math Entrance Exam, visit the math department site for more information: <http://www.instruction.greenriver.edu/DIV-Math/Advising/default.htm>
- CASAS:** Return to the Welcome Center: M-Th 9am-6pm, F 9am-3pm. This assessment is free and lasts 25 minutes per section (reading and math). _____ testing begins: _____
- Career Inventories:** visit www.greenriver.edu/career_advising or call the Career and Advising Center (LC 126) at 253-833-9111, x2641 for more information. Start with a free online tool at: www.wois.org – use site key “green1011” to log in.

Financial Aid Information

To receive financial aid, you must meet the following requirements:

- You are a citizen or a permanent resident of the United States.
- You have a high school diploma or GED certificate, or have completed 6 college level credits with a minimum GPA of 2.0 toward your planned college degree or certificate at GRCC.
- You have been admitted to the college
- You plan to complete a college degree/certificate program at GRCC of 2 quarters or 24 credits.
- You make satisfactory academic progress in your studies, which means a 2.0 GPA.
- You are not in default on a student loan received at any school
- You do not owe a repayment of grant funds at any college attended
- The Financial Aid application lasts for one year.
- You have not been convicted of an illegal drug offense while receiving federal student aid.
- If male, you have registered for Selective Service (see below)
- What is Selective Service registration?
It is a way our government keeps a list of names of men from which to draw in case of a national emergency requiring rapid expansion of our Armed Forces. By registering all young men, the Selective Service ensures that a future draft will be fair and equitable.
- Who must register for Selective Service?
Almost all male U.S. citizens, and male aliens living in the U.S., who are 18 through 25, are required to register with Selective Service. It's important to know that even though he is registered, a man will not automatically be put into the military. In a crisis requiring a draft, men would be called in sequence determined by random lottery number and year of birth. Then, they would be examined for mental, physical and moral fitness by the military before being deferred or exempted from military service or inducted into the Armed Forces.
- What if I older than 26 and haven't registered?
Once you reach age 26, it's too late to register. Even though you may not be prosecuted, you may be denied student financial assistance, Federal job training, and most Federal employment unless you can provide convincing evidence to the agency providing the benefit you are seeking, that your failure to register was not knowing and willful.
- There are various ways to register: www.sss.gov/FSregist.htm

A DIAGRAM OF THE FINANCIAL AID PROCESS - Follow the Steps and See How Long It Takes





Workforce Education

Location: Auburn Campus (SMT-229)

Phone: (253) 833-9111 ext.2211

Website: www.go2collegefree.com

What We Do

Workforce Education provides free or reduced tuition to students who qualify. A number of our programs also assist with books, fees, and supplies.

How it Works

We meet with you. We talk about your goals. We look at all the options. Then, if you qualify for funding, we give you step-by-step instructions on how to receive free or reduced tuition and start down the path toward more training and a great job.

Our Programs

Worker Retraining

Worker Retaining provides job training for unemployed workers, those facing future layoffs, displaced homemakers and recently discharged members of the military.

WorkFirst

The WorkFirst program pays 100% of tuition, books, and fees for welfare parents who are currently receiving a cash grant from the Division of Social and Human Services (DSHS). To participate in the program, all parents must have approval from a DSHS caseworker.

Basic Food Employment and Training (BFET)

BFET pays 100% of tuition, books, fees, and required supplies for adults who live in King, Pierce or Kitsap Counties and receive food

stamps.

Opportunity Grant

Opportunity Grant funds tuition, fees, and money for books and supplies for low-income students in specific career paths. Opportunity Grant is also available for undecided students who begin their studies in one of the 7 approved paths. To qualify, students must be Washington State residents with little or no income. Students do not have to be working.



Students who receive TANF and Basic Food (or Food Stamps) may have a card that looks like this.

Who Uses Workforce Education?

Workforce Education helps many different people. Every quarter, hundreds of students come to our office for help paying for their tuition, fees, and books. Take a moment to read the student stories below and try to figure out what program or programs might help them pay for school. The first one is done for you.



Ruth is a single mother of two children. She makes very little money working part-time during the day. Ruth's dream is to become a nurse. Which programs might work for Ruth?

Worker Retraining WorkFirst
 BFET Opportunity Grant



Lucas was a bank manager until he was laid off one year ago. Because he could not find a job, he has decided to go back to school to study computers. What programs might work for Lucas?

Worker Retraining WorkFirst
 BFET Opportunity Grant



Victoria wants to become an administrative assistant in a business office. She does not work, and she is single. Last summer, she began collecting food stamps to help her while she looks for work and studies in school.

Worker Retraining WorkFirst
 BFET Opportunity Grant



Nathan lost his job last year. Because he has three children, he decided to apply for welfare benefits. He talked to his DSHS case worker, who approved him to study aviation. He expects to go off welfare soon, and wonders how he'll have the money to stay in school.

Worker Retraining WorkFirst
 BFET Opportunity Grant

TRANSITIONS WEEK VOCABULARY

APPLICATION – When a student wants to attend a college she or he must apply (ask to enter). All students who apply to community colleges are allowed to enter, but some may pay a different amount for tuition if they are not citizens of the United States or residents of the State of Washington. The Admissions Office assists students to apply and will tell students which official documents, such as the Green Card (the United States Permanent Resident Card) are needed

AWARD LETTER – This letter is sent to students to tell them what their financial aid eligibility will be for the school year. It can include grants, scholarships, loans and work-study.

DEADLINE - The date when you have to return an assignment, an college application, a scholarship application, or something else you have an obligation to complete. If you do not return the paperwork by the deadline, you probably will not be able to get what you want.

FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA) – This is the form used to determine if students qualify for financial aid. When the FAFSA has been processed, the student and the college will receive an “estimated family contribution (EFC)” which will be used to establish financial aid eligibility. The college will decide the financial aid amounts.

GRANTS – This government money is given to students each quarter to help cover the cost of tuition, fees, books and sometimes living expenses. Grants do not have to be paid back if all classes are completed.

INTERNET, WEB, ON-LINE - Using a computer to connect to the world of information that is connected by wires, phone lines, and other connections.

NEED-BASED FUNDING – Most (but not all) financial aid is based on “need.” A student’s “need-based eligibility” is determined by subtracting the estimated family contribution from the standardized cost of attendance. If the student’s estimated family contribution is LESS than the cost, the student has “need-based eligibility.” Example: Standardized cost \$15,000; subtract estimated family contribution of \$5,000; need-based eligibility is \$10,000.

SCHOLARSHIPS - This money is given to students to help cover college costs. Many private donors and the government will determine how and why the money will be awarded. Usually, scholarships have specific and different applications. This money is not paid back unless the scholarship is “conditional.”

STUDENT LOANS – Loans are given to students to help cover college costs including tuition, housing, food, child care and computer purchases. Students have to pay back loans with interest after they leave school.

SATISFACTORY ACADEMIC PROGRESS – In order to use and keep financial aid, students need to finish attempted credits and keep a quarterly 2.0 grade point average.

SELECTIVE SERVICE – By law males must register with Selective Service (military draft) between the ages of 18-25. This includes undocumented males who can register without a social security card at any U.S. Post Office. All male students must register to receive financial aid, citizenship status or other government benefits.

VOLUNTEER - To agree to work or help with the college or another organization without being paid. Volunteers provide help and gain experience and references.

WORK STUDY – This funding is part of a financial aid award. The money is used to pay wages when students work on or off campus. Only students can get this for tuition-paying classes. Students cannot get financial aid for their Basic Skills classes.

Other words you learned during Transitions Week

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

***Note: Mary Edington, Director of the GRCC Financial Aid Office, provided most of these words and definitions.**

ESOL Advising Response Form

Please complete and return to your instructor to be place in your file.

Name _____
Last First Middle

Student ID # _____ - _____ Birth date ____ / ____ / ____ Phone (____) _____ - _____

Compass scores, dates, and recommendations Reading _____

English _____ Math _____

Previous educational experience _____

Previous Work experience _____

Goals: What is your educational goal for GRCC? _____

What is your occupational goal? _____

Financial Aid History _____

Advising and Educational History _____

GRCC - End of Quarter Self-Assessment – Level _____

Please answer the following questions before your conference with your teacher.

Name: _____ Date: _____

1. **This is my** first, second, third or more **time in this level.** (*Circle one*)

2. **Did you feel this level was** (*Circle one*)

too hard just right **or** too easy **for me?**

Comments:

4. What would you like to do next quarter? (*Check one*)

- Continue in this level
- Move to ABE Reading/Writing or GED preparation
- Take an IBEST program.
- Take the COMPASS and try to place into a college professional or technical program

Comments:

5. Are you interested in pursuing academic or vocational studies at Green River or another community college? Please explain:

6. If I stay in this level, I am also interested in taking these classes:

- The Technology Class
- The Writing Support Class
- ABE Math

7. **Circle** your preferred time for taking classes? **Morning Afternoon Evening**