

Welcome to Green River Community College
Transitional Studies and Wellness (TSW) Division
ESOL Department
Guide for Faculty

GENERAL DESCRIPTION OF ESOL PROGRAM

Green River Community College's English for Speakers of Other languages (ESOL) program for immigrants and refugees is part of the college's Transitional Studies Program and is administered in cooperation with the Office of Adult Literacy of the State of Washington. Other opportunities for students in the Transitional Studies Program include Adult Basic Education (ABE) classes in reading, writing, math, high school equivalency preparation (GED), and I-BEST. I-BEST options may be developed in collaboration with any other program on campus, including professional-technical, developmental education, and transfer. As of fall quarter, 2013, Green River offers 3 programs: Early Childhood Education, Child Development Associate, and Nurse Assistant. A Phlebotomy I-BEST is in development currently.

The Immigrant/Refugee ESOL program and the IESL program for international students with (F-1) visas are the two ESOL programs at GRCC. ESOL classes are held at various times on the Auburn, Kent, campuses. Our program also partners with the Auburn, Kent, Covington, and Algona/Pacific public libraries.

Our philosophy is one of respect and interest in all cultures, ethnic and racial groups. Our goal is to acculturate our students in the American educational system and to foster self-directed adult learners.

The purpose of the ESOL program is to build the basic English skills of students so they can function successfully in their current and future roles as family members, employees, community members, and students in a degree program. Our ESOL classes are available to permanent residents of the United States. There is a 25.00 tuition fee, which can be waived if students meet certain requirements. These requirements are identified on the blue quarterly registration form. There is also a \$10.00 co-op fee which cannot be waived. However, Work First and food stamps can pay this for TANF students and food stamp recipients.

Our curriculum is built around the Learning Standards identified by the Office of Adult Education in the State of Washington. (www.sbctc.ctc.edu/college/_e-abe_learningstandards.aspx) All of our six levels address reading, writing, speaking, and listening. Our program uses a task-based, integrated, communicative approach to instruction. This leads to highly motivated students. Our instruction focuses on real life language applications. It is a flexible yet defined approach which can be adapted to the needs of a given student population. We provide guidance on outcomes for each level, introductory letters to each level, and possible materials to use, but teachers can be creative in their approach

toward those outcomes. See the “Who Do I Ask” chart on page 3 for these resources and faculty contact information.

Along with our 5 mornings/week and 4 nights/week schedule, we offer a two night a week 3/4/5 multilevel class at the Kent campus and we run 4 two night a week 1/2/3 multi-level classes at the Kent, Auburn, Covington, and Algona/Pacific libraries. On the Auburn campus we have a special Intensive Writing class for students whose writing is two levels below their other skills. In addition to these classes, students can enhance their skills through support classes in technology, conversation, and writing. These classes are rotated through the school year.

We also currently have 4 I-BEST offerings: Early Childhood Education, Child Development Associate, Nurse Assistant, and Phlebotomy.

Each class we offer is described fully in the official college CAR (Course Adoption Revision). Currently, we hire instructional aides for all ESOL 010 (Level 1) classes and the multi-level library classes.

ESOL INSTRUCTOR RESPONSIBILITIES

Under the current contract, Article V, Section A, part e: All instructional policies applicable to the full-time contracted faculty shall apply to the temporary faculty who may, at their discretion, participate in all instructional activities and in the determination of divisional and College policy.

In our ESOL program, an instructor's responsibilities include the following:

- ◆ Teach one of the six levels, a multi-level class, a library class, Intensive Writing, an I-BEST, and/or a support class to an immigrant and/or refugee population using the state Standards and in-house rubrics as a guide.
- ◆ Conduct goal setting activities and record student goals.
- ◆ Be subject to observations and student evaluations for consideration of file placement during the first two or possibly quarters of employment, and subsequently on a three year cycle. Comply with all associated paperwork.
- ◆ Understand the various educational pathways available to students and advise students accordingly, working with the MAC when appropriate.
- ◆ Be willing to work with an aide in Level 1 and the library classes. Cynthia may ask you to write a brief evaluation of your aide addressing the expectations outlined in the job descriptions that are located in the Online ESOL Instructors Handbook:http://www.instruction.greenriver.edu/esolfac/program/program_index.shtml

- ◆ Maintain communication with the ESOL department on a regular basis, i.e. **check email daily**, respond to voice mail in a timely manner, respond to memos and surveys in a timely manner, attend meetings once a quarter.
- ◆ Complete all needed paperwork required for funding from the SBCTC ABE Office, the federal Office of Vocational and Adult Education, and GRCC's ESOL program.
- ◆ Participate in end of quarter appraisal for new students. The exact number of sessions you are responsible for will be determined by that quarter's schedule and your contracted days of employment.

- ◆ State/Federal Requirements:
 - Maintain student folders, update Profile Cards. Pick up and return folders according to deadlines
 - Check WABERS by day 5 of the quarter to flag missing CASAS scores
 - Take attendance as outlined
 - Fill in WABERS forms as necessary
 - Fill out Civics Checklist
- ◆ ESOL Program/GRCC Requirements:
 - Complete on-line grades by deadline
 - Submit syllabus by deadline each quarter
 - Administer end of quarter tests for your level

- ◆ Comply with all federally-mandated testing and assessing requirements
 - Order/administer CASAS pre-tests as needed
 - Order/administer CASAS post-tests as needed

Evaluation of Adjunct faculty:

Process: A full-time faculty member will contact new faculty during the quarter (except summer) to arrange a visit to your class. The dean will also arrange to visit your class during the first quarter.

There will be no unannounced visits. In ESOL, you will be expected to fill in the first part of the observation form in preparation of the visit. The form can be found at N:\Faculty\TSW\ESL\Class Observation Form.

The observer will fill in the next part (a description of the class), and return it to you. You will then have an opportunity to reflect and comment on your class. Finally, the observer will add his/her comments--You will be asked to sign the evaluation acknowledging that you have reviewed it. A copy of the evaluation will be forwarded to the dean for your permanent file; you will also receive a copy for your records.

A full-time faculty member or designee will conduct student evaluations during fall, winter, and spring quarters. Your building secretary will prepare a summary of the evaluations, including all written comments which will be typed verbatim. A copy of the evaluation summary will be available to you as soon as possible after grades have been submitted; another copy will be placed in your file in the dean's office.

If, after two or three quarters of evaluation for the same class, or a class in the same silo, your student evaluations and classroom visitation reports are satisfactory, the TSW Division will recommend to the Dean that your name be placed in the "file" of temporary instructors for that course. Each quarter, teachers fill out a preference form and assignments are made by the chair. *"The division chair in consultation with the division shall coordinate and recommend assignments of adjunct faculty members to the dean...Assignments will be made fairly and equitably considering seniority, academic preparation, teaching experience, and other relevant factors, with consideration given to faculty members' stated schedule preferences."* (p.35 Section P no. 8 Faculty Negotiated Agreement)

If you have questions regarding the file and this evaluation system, please consult the faculty contract or contact the division chair.

Contract: The adjunct contract is available here at <https://www.gatornet.greenriver.edu/evp/Documents/UF-Contract-2011-14.pdf>

WHO DO I ASK: A SELF-HELP RESOURCE FOR ESOL TEACHERS

QUESTION	ASK FIRST	ASK SECOND
Any curriculum questions	Lead Teachers: <ul style="list-style-type: none"> • Level 1 Heidi x4702 • Level 2 Heidi x4702 • Level 3 Jean x4227 • Level 4 Leonard x4517 • Level 5 John x4516 • Level 6 Catherine x4551 • Intensive Writing: Aaron x4646 • Library Classes Aaron x4646 	Coordinator
CASAS Scheduling, test orders, test scores	Alexia Mauer x2316 Heather Lambert x2319	Coordinator
CASAS appraisal, CASAS pre and post tests, general CASAS questions	Cynthia Gaede x2317	Coordinator
Keys, contracts, phone, copy machine password , email, student registration issues, monthly attendance, new student appraisal, time sheets, lab schedule, student folders, calendar	Heather Lambert x2319	Coordinator
Computer lab questions	John Avery x4516	Coordinator
Online Instructor Handbook http://www.instruction.greenriver.edu/esol/ac	John Avery x4516	Coordinator
Transitions Week, I-BEST, aides for Level 1 and Library classes, the MAC	Cynthia Gaede x2317	Coordinator
I am teaching a level new to me. I would like to know what the outcomes for the class are, and what the curriculum looks like.	Instructor website http://www.instruction.greenriver.edu/esol/ac or the Ndrive. check <ul style="list-style-type: none"> • Curriculum • EL Civics • Teaching (for other resources) 	Lead Teachers: <ul style="list-style-type: none"> • Level 1 Heidi x4702 • Level 2 Heidi x4592 • Level 3 Jean x4227 • Level 4 Leonard x4517 • Level 5 John x4516 • Level 6 Catherine x4551 • Intensive Writing Aaron x4646 • Library classes Aaron x4646
Blue books, Easy English newspapers, mail box questions, office hours, supplies, Print Shop copy code (teachers at all sites get supplies from Valentina)	Valentina Shanazarova x2288	Coordinator

I need to cancel my class.	Heather Lambert x2319 & Valentina Shanazarova x2288 Kent Campus Secretary x5000 Morning classes-call by 8:30 am. Afternoon classes-call by 11:30 am. Night/late afternoon classes call by 3:00 pm. After office hours, call campus safety x3350 to post notice. Kent classes call Kent secretary and Heather. Library classes call library and Heather. Algona/Pacific: 253-833-3554 Covington:253-630-8761 Auburn:253-931-3018 Kent:253-859-3330	
Checking if college has cancelled classes due to weather	Join www.greenriver.edu/alerts They will send you updates. Check http://www.greenriver.edu for info.	- www.schoolreport.org -TV and radio stations
Student complaints	First try to resolve this yourself. If you still need help contact John Avery, Division Chair X4516	Dean, Catherine Cantrell x4495
Reserve class sets of books, ESL materials in library, ID cards	Circulation Desk x2088 Catherine Rabold x2093	
Library tour	Marjorie MacKenzie x2101	
Ordering media for classrooms	Instructional Media Services X2108	
Problems with email, remote access, classroom computers	Instructional Technology X2222	

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PART I: GENERAL INFORMATION

Building Secretary: Valentina Shanazarova in RLC 108 serves as the building secretary. She makes sure that your printing orders and mail are delivered regularly. In addition, Valentina maintains a store of supplies for instructors. If you are looking for office-type supplies, she can usually help you find them. Her phone extension is 2288.

Calendar: You can access the GRCC academic calendar to keep updated on important dates at <http://www.greenriver.edu/documents/about-grcc/academic-calendar-2013-15.pdf> You will receive a specific ESOL calendar for the quarter from Heather.

Campus Mail: Interoffice and outgoing mail is picked up from designated boxes in all campus departments once each day. Interoffice mail should indicate the “to” mail stop and the individual’s name, and the “from” mail stop and/or individual name and the date. Mail stops are listed in the online college directory. <https://www.gatornet.greenriver.edu/directories/phone/>.

Items picked up in the morning will be delivered that afternoon; mail picked up in the afternoon will be delivered the next morning. Mail is delivered to Kent M-Th. Your building secretary will create a mailbox to you; please check it regularly for time-sensitive information. If you are teaching in Kent, your mailbox will be located at the Kent Campus unless you would prefer it to be on the main campus. Library teachers have mailboxes on the main campus.

Outgoing Mail: Outgoing business-related mail will have postage affixed by a mail clerk before it leaves campus. Personal mail should be stamped and placed in the USPS mailbox by the Administration Building. Postage stamps may be purchased at the Cashier’s Office. Mail is picked up at the Auburn Post Office each morning and is dropped off each afternoon. Business-related packages will be shipped via the USPS or UPS.

Adjunct Faculty Contracts: You will be issued a contract the first week of classes. This will outline what you are teaching, the pay dates, and your pay rate. **Note:** To get paid at the higher Master’s or Ph.D. rate, you will need to have official transcripts from your highest degree sent to **Carla Manning**, GRCC - HR, 12401 SE 320th St., Auburn, WA 98092.

Faculty Contract: You may view the faculty contract at <https://www.gatornet.greenriver.edu/evp/Documents/UF-Contract-2011-14.pdf>

Change of Address: If the name on your social security card, address or telephone number changes during employment, be sure to complete a Personnel Information Change Request:

https://www.gatornet.greenriver.edu/hr/emergency_contactinformation.aspx.

Computer Services: Two shared computers are available in RLC 109 as well as a printer, copier and office supplies. However, you can access your personal network account and email through Green River's remote access. Instructions for setting up remote access are found here: [https://www.gatornet.greenriver.edu/it/help-desk/faq/remotaccess\[1\].pdf](https://www.gatornet.greenriver.edu/it/help-desk/faq/remotaccess[1].pdf) for PC users or <https://www.gatornet.greenriver.edu/it/help-desk/faq/2-accessing%20online%20resources/remot%20access/mac-ra-instructs.pdf> for MAC users.

The IT Help Desk is a friend to all. Call ext. 2222 if you encounter problems with your hardware or software.

E-mail: You will be assigned a GRCC e-mail account by the dean's office. Be sure to check email daily. You will need a username and password to access you email account..

The dean's office sends an email to the new faculty's home email address with the new login account. Faculty contacts IT for a password.

<https://www.gatornet.greenriver.edu/it/>

Faculty can contact the dean's office (Heather) if there are questions about the login.

Emergency/Illness: If you must miss class due to illness or an emergency, please call your building secretary (Auburn campus is #2288 and Kent campus is # #5000) AND the Dean's Office #2315 as early in the day as possible. The building secretary will post a sign outside your classroom(s) informing students that they will not have class. If you teach at night on campus and you are calling after 4:00pm, call Security at #3350 to post your class.. Teachers can call the Kent Campus number until 7:00 PM: (253) 333-4972, ext. 5000. Library classes call library and Heather. Library numbers are listed above in Who Do I Ask. If it looks like you will be absent for more than three days, we can arrange for a sub. Upon your return, complete a Leave Authorization form (most forms are kept on the counter in RLC 109) and give it to the division chair.

Employee ID card: You can get your Employee ID card at the circulation desk in Holman Library.

Keys: To obtain keys, ask Heather Lambert to complete a key authorization form for you. The completed authorization form will be sent directly to the Facilities Office.

Facilities Office staff will prepare the appropriate keys (this may take a few days) and email you when the key is ready. Contact the Facilities Office X2342 to schedule a time to pick up your keys. Report lost keys to the Facilities Office and complete a new key authorization form in the RLC 125 office with Heather Lambert. Keys must be turned in to the Facilities Office at termination of employment, not when you switch sites. If you work in Kent, you can request an office key from Pam. You will also need to request a cabinet key from Heather to get into the cabinet where the CASAS tests are kept at Kent. Library teachers do not need keys.

Media Services: You may wish to show videos, use laser disks, play CD's, or use a computer projection device in your classes. Media services will deliver the necessary equipment to your classroom with two days notice. A catalog of college videos is available at the Instructional Media Services Office. It is also possible to arrange for videos to be rented from off campus. Contact Instructional Media Services (x-2110) for additional information.

N-drive: Here you will find:

- Attendance rosters for each of your classes. They are to be updated daily.
<N:\Faculty\TSW\ESL\attendance>
- ABE information, including some curriculum:
<N:\Faculty\TSW\ESL>
- TSW Division information:
<N:\Faculty\TSW>
- Post your syllabi here at the beginning of each quarter:
<N:\faculty\TSW\Syllabus>

Office Space for Adjunct Faculty: We wish we could provide you with a private office, but there is a shortage of office space across campus. You are welcome to use the computers, printer, copier and supplies in RLC 109. Kent teachers share office space and there is no designated office space for library teachers.

Parking: You may park free in any unmarked space on campus; no vehicle registration process is required. However, the Security Office has a voluntary vehicle registration process so that they may alert you if there is a problem with your vehicle. Stop by the Security Office in AD-28 to register your vehicle. You will be asked for your license number. There are staff parking spaces located near major campus buildings in the green areas marked "staff" but a staff permit is required to use these spaces. You may purchase a quarterly or annual staff permit at the Cashier's window (LC-260) for \$20.00/quarter. If you would like to arrange for payroll deduction to pay for your permit, stop by the Security Office to start the process. (If you teach on campus in the morning, you will probably need a permit. The parking lot is usually full by 8:30.) Parking at the Kent campus is plentiful.

Part-time Faculty Handbook: You will find a lot of helpful information at this link:
<http://www.instruction.greenriver.edu/PTFacultyHandbook/>

Payroll: Paydays are generally on the 10th and 25th of each month. Temporary faculty checks are not issued on September 25 or January 10; check the enclosure that comes with your contract for a list of specific paydays during the quarter you are teaching. If a payday falls on a Saturday, checks will be issued on Friday; if a payday falls on a Sunday, checks will be issued on Monday; if a payday falls on a holiday, checks will be issued prior to the holiday. Automatic deposit is available for temporary faculty. If you qualify for benefits, they will be deducted from your check.

Phone directory: This is a link for the campus phone directory:
<https://www.gatornet.greenriver.edu/directories/phone/>

Printing: The RLC workroom has a photocopy machine, which is intended for copying if you need fewer than 12 copies of the same page. Your individual code for the copy machine is available from Heather Lambert. If you need more than 12 copies, please use the print shop. A carbonless form to request print shop service is available in RLC 108, but there is a link to the print shop on the ESOL Instructor website or here:
<https://www.gatornet.greenriver.edu/printshop/> The printed materials will be delivered to your mailbox. Please give the Print Shop 24 hours for a printing request. If you are in a hurry, the Print Shop will do walk-in orders if they have time. Your code works on any machine on either campus.

Remote Access: To make your life easier, establish remote access from your home as soon as possible. Instructions for setting up remote access are found here:
[https://www.gatornet.greenriver.edu/it/help-desk/faq/remotearrress\[1\].pdf](https://www.gatornet.greenriver.edu/it/help-desk/faq/remotearrress[1].pdf) for PC users or <https://www.gatornet.greenriver.edu/it/help-desk/faq/2-accessing%20online%20resources/remotearrress/mac-ra-instructs.pdf> for MAC users. If you have any questions or difficulties setting up remote access contact the IT Help Desk.

Shared Resources: Cabinets in RLC 119 & 122: ESOL instructors wanting to use the resources in the cabinets will need a key for the cabinets. We would like to keep these cabinets locked when they are not being used. You might want to take a look at what is in there. As always, please be considerate with these shared resources. If you want to keep any of your own materials in these rooms or in these cabinets, put them in a box clearly marked with your name. Please keep them off the side tables. Some teachers use this space in class.

STAR database: The STAR database has very useful information about all Green River students, including their COMPASS scores, classes and grades. In order to access the

database, you must request permission from the Dean's Office. If you ever need this information, you can find it here. <https://www.gatornet.greenriver.edu/star>

Supplies: Office supplies are available in RLC 108 including white board markers, overhead markers, highlighters, pens, paper clips, transparencies, tape, etc. The building secretary may order other items if funds are available.

Useful Information:

- You may find this link on the Gatornet very helpful:
<https://www.gatornet.greenriver.edu/evp/instruction/Part-time%20faculty/usefulinfo.htm>
- Here is another Green River resource page for instructors:
<http://www.instruction.greenriver.edu/resource.htm>
- The Teaching and Learning Center website is an excellent resource for instructors:
<http://www.greenriver.edu/about-us/teaching-and-learning-center/teaching-resources.htm>

Voice mail: You will be issued a voicemail # by the dean's office. Be sure to include this # in your contact information on your syllabus and check it regularly.

PART II LOGISTICS – BEGINNING OF THE QUARTER

Add-Drop Process: (Please see No Show and Class Overload section.) It is normal to have students moving in and out of your class the first day or two. All such movement has to be completed by the 10th day of the quarter, but the sooner the better. (Changes are possible after the 10th day but there is a significant fee charged.) If a student has a change in a work schedule, they can move to a different class provided they bring a letter from their employer and the receiving teacher has space. If you believe a student has been misplaced, try and get them into the correct level as soon as possible. These students have priority over waiting list students, but the receiving teacher needs to have space. You may have a waiting list, in which case you would call students if you have a space open up due to a no-show.

If you add new students please add them to the bottom of your attendance roster. If you would like your roster to be re-alphabetized, please request it from the office so that their linked reports will be accurate.

Once the quarter begins, students have to pay for the class the same day they register for it or they will be dropped the following morning. Because of the same day pay policy, you need to be careful about which day the student is added. You can discuss this with the office staff. **NOTE: Waivers can now be scanned at Kent and emailed to basic_skills@greenriver.edu.** The originals must then be sent to the office in campus mail. Students can pay at the Kent front desk or RLC 125.

Attendance: The attendance roster is located on the N Drive:

N:\Faculty\TSW\ESL\Attendance. You will find your class in the folder for the current quarter. We recommend you fill this in directly on-line daily. If you use a paper attendance record as your primary source before entering it into the computerized records, you must sign and submit those originals to Heather Lambert.

Plan to track your students' daily attendance to the quarter-hour. This is a state/federal requirement and is important in determining whether or not a student has attended enough hours to take a CASAS post-test at the end of the quarter.

If a student is present for the entire class time, you should mark the stated number of hours for the class (for example, 3 hours for most classes). If a student arrives late, returns from the break late, or leaves early, mark the absence in 15-minute increments.

CANVAS: We are making a concerted effort to introduce students to CANVAS believing that it is important for transitioning students to be familiar with it. There are many ways teachers can take incremental steps to include CANVAS in their courses. Please talk to your level lead about what is expected and appropriate at your level. There is a very comprehensive CANVAS help system that you can access from the GRCC homepage.

CASAS Pre-testing: Please note that you may have a student who needs to be pretested. Also check with the office to see if you have students whose pre-test scores were not recorded in WABERS.

When you receive an email from the office that all scores are uploaded into WABERS, check your class list on WABERS to make sure every student has a score. Most of your students will have a valid pre-test for the quarter but you must confirm this prior to class starting or within the first week of class.

Occasionally some scores end up in limbo because the student did not register for the quarter for which s/he was appraised and pre-tested. However, the student's score may still be valid. Check with the office right away. It's important to be vigilant about this.

How can you tell if a student has a current CASAS score?

For returning students:

Check each student's folder to see if s/he was a student during the previous quarter.

- If yes, did the student take a CASAS test at the end of the quarter? The scores will be recorded on the profile card

- If yes, you can assume the student does not need a CASAS test until the end of the quarter.
- If no, check WABERS+ to see if a score is showing for the student.
 - <https://apps.sbctc.edu/WABERS/Account/LogOn?ReturnUrl=%2fWABERS>
 - If yes, there is a score, then your student does not need a CASAS test until the end of the quarter
 - If there is no score, your student must take a CASAS test at the beginning of the quarter. Check with the office for the CASAS pre-test date.

For new students:

- If the student is new and does not have a profile card in his/her folder, follow these steps:
 - Check the ESOL CASAS Appraisal Form stapled to the inside back cover of the student folder
 - A white form usually indicates the student has already taken the appraisal and pre-test. On the form, you will see the student's scores from the CASAS pre-test and a recommendation for the post-test at the end of the quarter
 - A green form indicates the student has taken only the appraisal at one of the library appraisal sessions. You will see the student's scores from the CASAS appraisal and a recommendation for the pre-test at the beginning of the quarter
 - Check with the office for the pre-test date

Class Rosters: Class rosters are available on the Instructor Briefcase in Canvas.

https://www.gatonet.greenriver.edu/elearning/canvas_help_new.html

or

<https://grcc.greenriver.edu/ibc/waci100.html>. If you need your instructor ID and PIN for Instructor briefcase, please contact Angie Brenner at 253-833-9111

Computer Lab Time: All classes held on the Main Campus and at the Kent Campus are scheduled for time in a Computer Lab staffed by an ESOL Instructional Assistant specially trained to help you and your students use available programs and troubleshoot or report problems with hardware. They can also help you brainstorm and implement project ideas using Word or PowerPoint. Planning for this time enriches the students' experience with technology and prepares them for future classes. Check with your level lead for ideas about how to use this time most effectively. We are in the process of creating technology competency rubrics for each level.

On the Kent campus you will need to secure a key from the front desk to access the file cabinet located in your computer lab, which contains the headphones.

On the Auburn campus we also have computer carts with laptops stored in the room between RLC 119 and 122. It's possible to wheel them to other rooms, but it is cumbersome. You will need a key to open the storage case. A sign up sheet is located on the N drive (N-faculty-TSW-Laptops). If you use them, you are responsible for them and for making sure they are plugged back in and ready to go for the next instructor.

EL Civics: Plan now to incorporate Civics-related activities during the quarter. Your level lead or the ESOL coordinator will be able to offer ideas and strategies, but there are also wonderful online resources available. Here are two of them:

- <http://www.neable.org/esol/el-civics/el-civics-lesson-plans/>
- http://www.brown.edu/Departments/Swearer_Center/Literacy_Resources/elcivics.html

At the end of the quarter, you will be required to fill out a civics checklist, listing activities you have done that quarter. Our dean uses this information when she writes reports for the grant. This checklist is located at: N/Faculty/TSW/ESOL Instructors/ELCivicsChecklist. You will get a reminder notice towards the end of the quarter.

ESOL Instructor Website: <http://www.instruction.greenriver.edu/esolfac/>

Everything in this handbook and more can be found on the ESOL Instructor website: Lesson plans and activities as well as the syllabus template for every level. It is a rich resource that will help you navigate Green River's ESOL program.

Instructor Briefcase: Your instructor briefcase gives you remote online access to your class roster and grade roster. It is available through Canvas:

https://www.gatonet.greenriver.edu/elearning/canvas_help_new.html

Library Cards: A student's Green River ID card serves as his/her library card. If any of your students do not have ID cards, please work with the library to schedule a time for them to go to either the Library or the Bookstore for student ID cards. The Library needs advance warning if you are sending more than a few students. The initial card is free. (Replacement cards cost \$10.00) Students will need picture ID and their student ID number. Students at Kent or the libraries may come to campus and get and card and use the library.

Library Reserves: If you are planning to put library materials on reserve for your class, do it as soon as possible in the quarter. Please see the "Who Do I Ask Chart" for contact information.

No-Show Students and Class Overloads: During registration, our classes are automatically overloaded by 3. For our level classes, this means 28 students. (The class

capacity for a particular class is stated on the CAR. For our level classes, the cap is 25.) Our goal is to have 25 students in the class. There is usually some movement in the first ten days, and attrition during the quarter. The closer we can get to 25 students finishing the quarter, the better it is for funding, and for filling classes the subsequent quarter.

Note: All the forms for No-Show/Overloads/Add/Drop are available in the office and in RLC 109. If you teach at Kent or at the libraries, pick up a stash of these forms when you are on campus.

No Shows: Use a “No Show” form after the second class session if you want to replace a “no-show” student with another student. You still need to use an “Add/Drop” form if the student you are adding is dropping a class to attend yours. The “No Show” forms do not need the Division Chair’s signature. These are best used if you have actually spoken to the student and are sure they will not be attending because if you replace a no show, and that student turns up on day 3, it causes a lot of fuss for everyone concerned. NOTE: you do not need to use an Overload form if you use a No-Show form.

Overloads: Use an “Overload” form if you want to exceed class capacity as stipulated on the CAR. For our level classes, this would be 25 students. The office typically overloads to 28 during registration so any student representing #29 or #30 needs to be given an overload. If you have 25 or fewer students on your roster, add #26-#30 with an overload form. The Division Chair will need to sign it. You will also need to use an Add/Drop form if the person you are adding is dropping another class to get into yours. **Please keep in mind that our goal is to reach class capacity of 25 (or whatever is otherwise noted on the CAR).**

Office Hours: To help guide you with regard to setting office hours, here is an excerpt from Article VII, Section F of the United Faculty Contract. *“The Temporary Salary Schedule includes payment for outside class preparation, evaluation and meeting with students as needed before or after class to assist them with learning problems associated with course material. The temporary faculty member shall advise each class and the appropriate administrator when and where they will be available for consultation with students.”*

Profile Cards: The ESOL program uses Student Profile Cards to share information about students from one instructor to the next. The card includes the student’s goals and progress, CASAS test scores and dates, level test results as well as instructor comments about the student’s learning.

Currently the program is using the blue Profile Cards. There are two types—one has the goal setting information on one side for new students with quarter information on the back. The other type is back to back quarter information. You will probably need some of both each quarter. **If you have a No Show, please indicate that on the card.** The cards are kept in RLC 109. If your mail box is off the main campus, Valentina (ext. 2288) can send them to you.

Student Folders: The student folders contain valuable information about your students. The basic skills office will send an email when the folders are ready. Please pick them up from the office right away to see if any student is new to Green River and may need assistance with procedures early in the quarter. For students continuing in the ESOL program, you will find profile cards completed by the former instructors sharing details about the students' progress. The folders contain writing samples and assessments from last completed level.

For new students (those who have not attended Green River before), appraisers share information that includes each student's answers to the Oral Screen (including years of school and reason for coming to school), a simple dictation exercise, and possibly a longer writing sample. Staped to the inside back cover is the Appraisal Form that identifies the pre- or post-test the student should be taking.

Syllabus: Instructors are expected to provide students with a course syllabus at the beginning of each quarter. We have found that the more specific you can be in your syllabus, the less chance there will be for disputes about expectations and policies later. Please use the template for your level which includes all the necessary information. It is on the Instructor web-site. You can add to this, but you cannot subtract. (<http://www.instruction.greenriver.edu/esolfac/>). Please save a copy each quarter to N:\faculty\TSW\Syllabus.

WABERS: Here you'll find student CASAS test scores and suggested next test for post testing. **Be sure to check here during the 1st week of each quarter to make sure students have CASAS pretest scores.** You will be given a CASAS instructor ID# by the dean's office for accessing this site: <https://apps.sbctc.edu/WABERS>

PART III: LOGISTICS – DAILY

Email: Check your campus email daily. Program staff, administrators, and faculty regularly share information for which you are responsible.

Attendance (Revisited): The attendance roster is located on the N Drive: N:\Faculty\TSW\ESL\Attendance. You will find your class in the folder for the current quarter. We recommend you fill this in directly on-line daily. If you use a paper

attendance record as your primary source before entering it into the computerized records, you must sign and submit those originals to Heather Lambert.

Plan to track your students' daily attendance to the quarter-hour. This is a state/federal requirement and is important in determining whether or not a student has attended enough hours to take a CASAS post-test at the end of the quarter.

If a student is present for the entire class time, you should mark the stated number of hours for the class (for example, 3 hours for most classes). If a student arrives late, returns from the break late, or leaves early, mark the absence in 15-minute increments.

PART IV: LOGISTICS – END OF QUARTER

Attendance (Revisited): All ESOL instructors will follow this process to complete class attendance record. If you are teaching a support class, you will follow the same process for that class as well.

1. After your last day of class, enter your attendance as you normally do.
2. If you have been taking attendance on paper and then transferring it to the N Drive, sign your paper record, make a copy, and either turn the original into the office or mail it to Heather.
3. If you have been entering it directly to the N Drive attendance roster daily, you must print out and sign it, and either bring it to the office or mail it to Heather. If you would prefer, you can stop in the office and they will print it and you can sign it.
4. Finally, please note the number of hours each of your students attended class AFTER the student's post-test. For students that do not attend regularly, these hours can be added to those of the following quarter until they reach the 45-hour threshold for CASAS post-testing. This step may add a little extra work, but it minimizes work you might have to do when you have such a student in your class and need to know if your student has attended at least 45 hours. Without this courtesy by you and your colleagues, you would spend a considerable amount of time scanning quarterly rosters in search of your student's attendance record.

CASAS Post-testing: Important things to know

- Accountability and performance funding is not going away.
- CASAS testing is required by the State and Federal adult basic education funding authorities to demonstrate performance outcomes of students/programs/states.
- Students must have attended class at least 45 hours to qualify for post-testing. Hours may be added from the previous quarter (counted after the student's latest CASAS test) if needed to reach 45.

- Students must be tested with either the alternate form of the test at the same level or the next highest level. State policy does not allow the use of a lower test form for post testing.
- Use the Suggested Next Test Charts for reading and listening to determine which test to administer: <https://www.casas.org/training-and-support/testing-guidelines/suggested-next-test-charts>. GRCC Transitional Studies - ESOL uses the following tests:
 - Reading: Life and Work series – forms 81/82, 81X/82X, 83/84, 185/186, 187/188
 - Listening: eCASAS in the RLC computer labs – Life Skills forms 51/52 & ECS forms 63/64, 65/66
 - Listening: off-campus at the libraries and Kent Campus – Life Skills 51/52, 53/54 and 55/56
- Record each student’s CASAS scores on her/his profile sheet.
- CASAS Sample Test Items are available at: <https://www.casas.org/product-overviews/curriculum-management-instruction/sample-test-items>

EL Civics Check List (Revisited): At the end of each quarter, you are required to submit a list of class activities that could be included in our annual report for our EL CIVICS grant. This form is located on this path. N/Faculty/TSW/ESOL Instructors/ELCivics. You can get more information about this from your level lead or the coordinator. You will receive an email reminder.

Grades: Grade rosters will appear in your Instructor Brief case on Study Day (the day before the first day of finals). Instructions for completing and submitting grades are included with the rosters. ESOL students are either given a “P” for pass, an “S” for satisfactory, or a “NC” for no credit. NC is used when a student does not accumulate sufficient hours for 1 credit. If you use NC, you must enter the last day of attendance. If the student was a no-show, enter the first day of the quarter.

You will access your online grading system through your Instructor Briefcase on Canvas: https://www.gatornet.greenriver.edu/elearning/canvas_help_new.html

Library: Holman Library is closed during all breaks, and all materials checked out must be returned by the end of the quarter. Be sure your students return any books on-time to avoid a penalty fine. If library fines are not paid, a student will not be able to re-enroll until it is paid.

New Student Appraisal: Each quarter we appraise new students after current student registration. Instructors are required to work a number of these appraisal sessions, which take place while the rest of the college has final exams. The exact times and number of sessions required will vary quarter to quarter depending on the schedule and your contracted hours for that quarter. Cynthia will send a sign-up sheet for these

appraisals. There is usually an opportunity to sign up for additional sessions for extra pay.

Profile Cards: (Revisited) The ESOL program uses Student Profile Cards to share information about students from one instructor to the next. The card includes student goals and the progress they are making toward them, CASAS test scores and dates, level test results as well as instructor comments about the student's learning. The cards provide a meaningful snapshot of quarterly progress. Please take extra care when completing the profile cards.

Registration: You are expected to understand the registration procedures and to follow them when helping your students register for the next quarter. All necessary Registration information will be in a packet that will be in your mailbox by the last week of the quarter. The exact days/times for registration change from quarter to quarter.

- Registration of current students with good attendance and a CASAS post-test score takes place on Study Day during fall, winter and spring quarters and after the end of the quarter in summer. The registration forms are blue.
- Students that have lost priority registration due to poor attendance and/or no CASAS post-test score register later in the week and the registration forms are orange.
- Returning students (students that left the program and are returning) also have a specific time to register. New students are appraised and registered after current students, but before lost priority and returning students.

If you are teaching ESOL level 4, 5 or 6, your students may begin to ask about class options "outside" of ESOL, and each of these has its own registration process and timeline: Bilingual GED, I-BEST, GED, and BASIC Math 053. You will be working with the MAC and the ESOL coordinator to ensure that your students are set up to transition.

Student Folders (Revisited): Folders are due in the office by a certain date at the end of the quarter. Heather will put the exact date on the quarter calendar. The coordinator will send a reminder letter at the end of the quarter outlining what needs to be included in the folder. Remember to shred any papers that you are purging from the folders.

PART VI: TRANSITIONS

If you are teaching Level 6, 5, or even 4, you need to know how to transition your students into non-ESOL classes. This could mean I-BEST, ABE math, ABE Bridge (reading and writing combined), ABE reading, ABE writing, GED, bilingual GED, Developmental Classes, or college classes.

*Students can take ABE math or bi-lingual GED while they are taking ESOL classes if they have the required CASAS scores, see Transition Guidelines. All the appropriate paperwork is still required.

You will need to establish a relationship with the staff in the MAC (Master Achieve Center, RLC 123). This is a great resource for our students and their mission is to help students transition and succeed. Level 6 teachers in particular, should be working closely with the MAC.

There are important deadlines and events that you need to help your students track. For example:

- Deadlines for scholarships and financial aid (*Check with MAC*)
- Date registration begins for ABE/GED and regular college classes (*Check college catalog*)
- Deadlines for I-BEST (*Check with Cynthia Gaede*)
- When COMPASS practice tests are scheduled (*Check the "MAC Notes" schedule*)
- To get help filling in FAFSA and/or application to college (*Check the "MAC Notes" schedule*)

Step by Step Guide for Helping Students Transition to ABE or GED classes.

1. Discuss goals with student. Look at current CASAS scores. Are scores high enough for student to do what s/he wants to do the subsequent quarter? **See Transition Guidelines below.**
2. Remind students that they can take the COMPASS at any time to attempt to bypass some of these requirements. Remind them that although classes outside of ESOL and ABE cost a lot more money, there is financial assistance available.
3. Students will have a chance to improve CASAS scores at post-testing. It is better to sign up for a class and then withdraw if necessary, rather than waiting to register and getting on a waiting list. Remember registration for the college, including ABE/GED opens around the 6th week of the quarter. Some of the classes of interest to our students fill quickly.
4. Encourage students to sit in on an ABE class. You can work this out through the ABE coordinator, Bev Baker X4551
5. Encourage students to apply to the college early in the quarter. It costs \$20. This can be done on line or with a hard copy application. The staff in RLC 123 (The MAC) can help. Level 6 teachers may coordinate with MAC staff to fill in on-line applications as a class activity. If the student does a paper application, s/he takes it to RLC 125 along with any documentation necessary.

6. All students enrolling in ABE/HSE (GED) or college-level classes from ESOL will be asked to provide documentation.
 - If a student checks “citizen,” s/he must take his/her proof of citizenship (US Passport, etc.) to the Enrollment Services office in the Student Center to be re-coded as a resident.
 - If a student checks “other’ and doesn’t fill in a SS# or Tax ID # (TIN), no other documentation is needed. (We can assume the student is undocumented but the college may still need to send out a “letter” asking for SSN)
 - If a student has permanent residence or green card status, s/he will take documentation to the ABE Office in RLC 125 or to Enrollment Services.
7. After the college application is processed, a registration appointment will be generated in 24-48 hours. Students need to check their college email for this information. Make sure students know how to access their campus email.
8. Fill in the Next Steps Form for the students www.instruction.greenriver.edu/esolfac (under program forms)
9. Once a student has a registration date, s/he can take the CASAS math in RLC 125. *(Waiting until after the student has a registration date ensures that the office staff will be able to upload information from eCASAS into WABERS on the same day).* If a student is currently enrolled in BASIC 53, s/he will have already taken the math appraisal/pre-test. The student should be able to register without difficulty during his/her registration time.
10. At the end of the quarter, assess whether or not the student is eligible to enroll in the class. Withdraw as needed.
11. If you are teaching level 6, and the student wants to take ABE reading or writing, give the reading/writing assessment for Bridge.

ABE COURSE DESCRIPTIONS and TRANSITION GUIDELINES

If a student’s CASAS scores are 236+ in Reading and Listening and s/he demonstrates writing proficiency through a writing sample assessed by an ABE and an ESOL instructor, s/he can exit the ESOL program and enter ABE without your permission. However, to assist the office staff with the registration process, you will still need to complete a Next Steps Form for this student or encourage him/her to take the COMPASS placement test. The student will need to take the CASAS Math for appropriate placement. The tuition for ABE is \$25.00 per quarter plus a one-time college entry fee of \$20.00.

A student who earns a 221+ on both the CASAS Listening and Reading tests and has your permission may enter the ABE program. S/he needs to demonstrate writing proficiency through the reading/writing bridge assessment which is assessed by both

the ESOL and the ABE teachers. You will need to complete a Next Steps form indicating the student's most recent CASAS scores and his/her level on the writing sample. If the student has not taken Basic 53 Math or does not have a current CASAS score in math, s/he must take the CASAS Math test for placement into the appropriate ABE class. The tuition for ABE is \$25.00 per quarter plus a one-time college entry fee of \$20.00. Send the Next Steps form with the student to the Basic Skills Office in RLC 125.

ABE MATH

- **BASIC Math 053 (5 credits)** – Basic 053 Math teaches whole numbers, fractions and decimals and math language. A student in either ESOL Level 5 or 6 may also take ABE Math (Basic 053) if his/her CASAS scores are at least 221 in Reading and Listening. A student will need to take the CASAS math test. Please indicate that on the Next Steps Form.

ABE

- **BASIC Writing 059 (5 credits)** – Basic 059 Writing teaches sentence structure and paragraph development. A CASAS score of 221 in Reading & Listening and ESOL instructor permission are required.
- **BASIC Writing 060 (5 credits)** – Basic 060 Writing teaches essay development and other formal writing. A CASAS score of 221 in Reading & Listening and ESOL instructor permission are required.
- **BASIC Reading 056 (5 credits)** - Basic 056 Reading teaches students to develop their reading skills to show fluency, independence, and ability to perform in a range of settings, including the GED tests, (including social studies, science and language arts and math word problems), and/or college level courses. After this class students typically take the COMPASS to go to Reading 084, 094, or 104. A CASAS score of 221 in Reading & Listening and ESOL instructor permission are required.
- **Academic Bridge** –For students with an academic transfer goal. A cohort of students takes Basic 059/060 Writing and Basic 056 Reading (a total of 10 credits) together to develop reading and writing skills in preparation for further education. A CASAS score of 221 in Reading & Listening and ESOL instructor permission are required.

HSE (GED)

- **GED PREPARATION** – Students who do not have a high school diploma from their country may benefit from earning a GED if they intend to pursue college-level classes. Students who graduated from high school in their country are eligible for financial aid, but may need the GED for employment. A student's decision should be guided by his/her goal. A CASAS score of 221 in Reading & Listening and ESOL instructor permission are required.

- **BI-LINGUAL GED PREPARATION** – Students whose first language is Spanish study for the GED in both Spanish and English; ABE Level 2/ESOL Level 4 CASAS reading score of 201 required.

The ABE/HSE program has Spanish High School Equivalency (HSE) practice materials. Students who have completed the ESOL program can study in the HSE block class and take practice tests in Spanish even if they are in the non-bilingual HSE class. Instruction in Spanish is not available in these classes.

On the Auburn campus a student in the HSE program may choose to enroll in a 3-hour “block” class that includes instruction in all five areas of the GED test (which ends 12/13). Other options include separate reading/writing (10 credits), writing only (5 credits) and math classes (5 credits). Students will earn adjusted credit in the block class if they enroll in any additional classes, such as the reading/writing and/or math classes. A student who intends to enroll in HSE will need the CASAS math test unless she is already in Basic 53. Please indicate this on the Next Steps Form.

Main campus daytime block class schedule:

Morning HSE Block Class: 8:00-10:50AM

Afternoon HSE Block Class: 11:00AM -1:50 PM

A student in Bilingual HSE at night in Kent (T, Th) might also want to take the regular HSE at night in Kent (M, W) to keep up with English while also preparing for the GED test. As another option, we have the multilevel (3,4,5) class running in Kent at night (M,W), which a student could take in addition to Bilingual HSE.

ESOL students cannot study for HSE and ESOL at the same time unless it is the Bilingual HSE Class.

I-BEST

If a student is enrolled in ESOL 4 or higher, s/he may qualify for a Professional-Technical program I-BEST option. S/he must have a CASAS score that meets the entry level requirement for the specific program. They must also meet any additional requirements of that program. I-BEST intake will be transitioning to the MAC, and eventually all MAC personnel will be able to effectively explain and guide interested students. In the short-term, students interested in IBEST should be referred to Cynthia Gaede to begin the process. Cynthia’s office is in RLC 121 and her phone number is (253) 833-9111 x2317. Since classes in the I-BEST options are college-level and carry college credit, they cost the same as college-level classes. Most of our I-BEST students receive financial assistance through our Workforce Education office or federal financial aid.

TRADES

If a student obtains a CASAS score of 221+ in Listening and Reading or gets your permission to exit the ESOL program with the intent to enter a trades program, s/he

will have permission to explore that option. The student must apply and be accepted into a trades program in order to study in those areas. S/he will have to pay college-level tuition for these classes, but financial help may be available through our Workforce Education office or federal financial aid.

COMPASS

A student completing ESOL Level 6 who wants to enroll in college classes by taking the COMPASS placement test will not need to do a writing sample, and you will not need to complete a Next Steps form.

Reminder: Any student can take the COMPASS test at any time and enroll following the advice of an advisor.

If s/he places with COMPASS into Dev Ed Reading 084 and English 081 or above, you will grant permission for the student to enroll in those classes for the following quarter. If the student places into Dev Ed in one area, but BASIC in another, you may approve a split- placement between Dev Ed and ABE if the student meets the criteria under ABE (see above). The student will pay college-level tuition for the Dev. Ed. classes. Financial help is available through our Workforce Education office or federal financial aid.

Step by Step Guide to what students need to do to take the COMPASS placement test

- Students do not need to apply to the college prior to taking the COMPASS, and no Next Steps form is needed
- Find out when the COMPASS prep workshops are being offered by the MAC and encourage students to take one. They are free and the students can drop in as it fits into their schedule. Dates and times are published weekly in “MAC Notes,” which are distributed electronically to level 4, 5, 6 instructors.
- Students take the COMPASS. Ask them to bring you the scores so you can see where they placed. If their scores are in Dev. Ed or higher, refer them to a MAC advisor. The COMPASS costs \$10 per section or \$20 for all three sections. If you think your COMPASS placement scores do not accurately reflect your academic ability, you may retake COMPASS within the following guidelines:
 - COMPASS retakes are limited to one per quarter (Jan-Mar, Apr-Jun, Jul-Sept, Oct-Dec)
 - Instructor permission to retake is required for students currently enrolled in ENGL 081/100 or READ 084/094
 - Retakes not complying with these restrictions, including those taken at other institutions, will not be recorded or used for placement purposes
 - Retakes fees are \$10 per section. Fees are non-refundable

Students can take the COMPASS math unlimited times (but pay each time) or they can take the GRCC math placement free just once.

- Students register for classes any time after their registration appointment time. They can access their appointment time at <http://www.greenriver.edu/student-affairs/enrollment-services/registration.htm>
- If students place back into BASIC, they will be referred to the office where their CASAS scores will be used to place them appropriately into either into ESOL or ABE. In this case, they do not need to provide a writing sample. They will need a Next Steps Form.

ESOL Transitions Conference

A two-day quarterly ESOL Transitions Conference is offered in the morning and evening each day during the 5th or 6th week of the quarter. The event gives all students in ESOL Levels 4-6 and their instructors the opportunity to participate together in workshops and presentations related to “transitions.”

Day One features a keynote presentation (previous presenters have been Dr. Michael Tuncap, GRCC’s Director of Equity and Diversity; Ali Scego, Workforce Education Coordinator; Valentina Shanazarova, GRCC Secretary; Sy Ear, Director of Career and Advising), a student success panel of former ESOL students who have successfully transitioned into a college-level program, and an interactive, small group activity

Day Two features a variety of presentations by speakers from across the campus in breakout sessions that students select according to their interests. Typical session topics are: The Culture of College, ABE & HSE Options, An Introduction to College Programs, Paying for College (traditional financial aid), Go to College Free! (Workforce Education), Career Planning, and I-BEST Basics. Special presentations may include topics such as Applying for GRCC Foundation Scholarships, and HB 1079 – Who Are You?

Master Achiever Center (The MAC): The Master Achiever Center (MAC) – RLC 123, The MAC’s focus is on successfully supporting ESOL and HSE (GED) students transitioning into career pathways via Professional-Technical I-BEST, Academic I-BEST (coming soon), Developmental I-BEST (coming soon) or other college classes. The MAC’s goal is to increase the percentage of students prepared to take advantage of career training and education available at Green River and other community colleges in the area.

To meet the goal of increasing successful transitions for Transitional Studies students, services in the MAC are customized. The center’s concierge approach may include career pathway exploration, tutoring, advising, financial application preparation support, introduction to college and community services, and a variety of workshops that meet the emerging needs of our Transitional Studies students. Beyond the student’s transition to college-level classes, the MAC will continue to reach out and support transitioned students by offering encouragement

and introducing them to individuals and offices on campus that will provide future ongoing support.

The MAC coordinates a quarterly ESOL Transitions Conference for students in Levels 4-6. The conference goals are to increase interest in college programs, introduce and clarify financial aid resources, and explore what it means to be a college student. A variety of speakers deliver keynote addresses and former ESOL students, who are studying in one of the college's career pathways, share their transitions experience.

HSE students are invited to attend a range of workshops geared to focus their interest on a potential career incorporating their strengths and desires. Career exploration and pathway options, personal strengths inventories, and job application skills are among the workshop topics regularly offered. Through interactive hands-on activities and field trips to local employers and/or professional-technical classes, students will get a feel for the range of jobs available in a variety of professional-technical pathways.

In addition to presenting a wide range of workshops and activities, the MAC will remain a welcoming place for Transitional Studies students to drop in for a smile and encouragement as well as direct services from the staff.

I-BEST Options:

I-BEST is recognized across the country as one of the most promising strategies for helping underprepared students gain entrance to training programs in order to move more quickly into jobs that pay a living wage to support themselves and their families. Identified as a "Bright Idea" by Harvard's John F. Kennedy School of Governance in 2011, I-BEST pairs instructors in professional-technical content and basic skills to ensure that all students succeed.

I-BEST students begin earning college credit immediately, and are 3 times more likely to earn college credits than similar students enrolled in traditional basic skills programs. According to research conducted by the Community College Research Center at Columbia University, I-BEST students are also 9 times more likely to earn a workforce credential, are employed at double the hours per week, and earn an average of \$2,310 more per year than similar adults who did not receive the training.

More than 3,000 Washington ABE students are enrolled in over 170 I-BEST program options each year in areas such as health care, early childhood education, automotive and transportation, water management/green jobs, aeronautics and manufacturing, architecture/engineering, office technology, and trades. At Green River, we offer I-BEST options in healthcare (nurse assistant) and early childhood education (CDA preparation and Assistant Teacher). In development are I-BEST options in Phlebotomy and Paraeducator certificates.

For more information about I-BEST, contact Cynthia Gaede, ext. 2317.

You will get a copy of the following forms from the Coordinator mid-quarter.
ESOL Flowchart
College Flowchart
Next Steps Form and Instructions