

ESOL Program Review 2024

Columbia Gorge Community College



COLUMBIA GORGE
COMMUNITY COLLEGE

Table of Contents

Section One : Mission and Goals

- A. Describe the mission of the program.....1
- B. Describe the program alignment with CGCC Mission/Strategic Priorities.....1

Section Two : Previous Review's Recommendations, Action and Analysis

- A. List recommendations from previous reviews.
 - a. 2017 Recommendation 1 - Immigrant Involvement.....2
 - b. 2017 Recommendation 2 - Explore International Student Enrollment.....3
 - c. 2017 Recommendation 3 - WIOA Compliance.....4
 - d. 2017 Recommendation 4 - Orientation and Lesson Planning.....5

Section Three : Current Department Assessment

- A. Student Learning
 - a. Course Level Outcome Achievement
 - i. Data and Summary Analysis of Student Achievement.....6
 - ii. Supports for Assessment Driven Learning.....6
 - b. Degree/Certificate/Program Level Outcomes
 - i. Student Achievement Data-TOPS.....7
 - ii. Program Learning Outcomes.....8
 - iii. Institutional Learning Outcomes.....9
 - iv. Completion Rates.....9
- B. Curriculum
 - a. Course Changes.....10

b. Degree/Certificate/Program Changes.....	10
C. Enrollment	
a. Enrollment Data and Analysis.....	11
i. Course enrollment.....	11
ii. Degree/Certificate/Program Enrollment.....	11
b. Retention.....	1
c. Projection and Demand Patterns.....	11
D. Teaching and Faculty Development	
a. Instructional Best Practices.....	12
b. Professional Development.....	12
c. Faculty Contributions.....	12
d. Instructional Needs.....	13
E. Budget	
a. Analyze Adequacy of Current Budget.....	14
b. Address Budget Needs.....	15

Section Four : Recommendations.

A. Goal 1 - Retention and Assessment.....	16
B. Goal 2 - Increase Instruction.....	16
C. Goal 3 - ESOL Advisory Committee.....	16
D. Goal 4 Improve Professional Development.....	17

Section Five : Achievements, Celebrations and Recognitions

E. Program and Faculty Accomplishments.....	18
---	----

F. Student	
Successes.....	18

Section One: Mission and Goals

Mission

Columbia Gorge Community College prioritizes equitable access to education, empowers all students through learning, and drives inclusive prosperity throughout our community.

Program Alignment with CGCC Mission and Strategic Priorities

The ESOL Department fulfills the mission of CGCC by providing local English language learning opportunities for members of the Columbia Gorge migrant and immigrant communities at a very affordable price using state-of-the-art learning standards and pedagogy. Our ESOL classes offer a first step forward for many students with minimal formal educational backgrounds, but no shortage of enthusiasm, for improving their lives. The members of the department strive to be welcoming, accommodating, and encouraging to the students. Our classes provide English language instruction that is tailored to meet students at their level of language proficiency and to offer instruction in each class to maximize language growth and foster long-term student progress.

Section Two:

Previous Review's Goals (Recommendations), Action, and Analysis

2017 Recommendation 1 – Immigrant Enrollment

In order to stop the decline in ESOL student enrollment, the ESOL Advisory Councils in Hood River and The Dalles will meet in late summer and early fall each year in order to strengthen and maintain relationships with all community partners associated with immigrant community services. Also, all department instructors will work on developing relationships with particular schools, churches, and organizations, making sure that these entities are aware of ESOL course offerings at CGCC. Finally, options for community-based or employer-based ESOL classes will be pursued.

ESOL Enrollment has been steadily increasing over the past year. The primary limitation for serving students is funding for additional classes. We were able to add a section of in person classes in Hood River for Fall of 23/24 and added another for the Spring 23/24 term. Our ESOL Classes currently are very full and have waitlists.

Employer based ESOL classes were done prior to the outbreak of Covid-19, but not recently. We have several local businesses who have reached out in 2023-2024 with interest in this option. We are working with those local businesses to help provide workplace specific ESOL classes on site for employees. These classes would require funding from those businesses to pay the instructors.

While there is not currently an ESOL Advisory Council, we have worked hard to strengthen our relationship with the community. Through a grant from East Cascade Works, the Pre-College program added a Spanish bilingual ESOL Instructional Assistant for 23/24 and 24/25 who assists with outreach and communication with local partners. The Assistant has done an excellent job reaching out to local partners and attending events to spread the word about our programs. We have advertised classes on Radio Tierra and distributed flyers to local businesses, schools and churches. We have also added information about our classes to a newsletter sent out by the Columbia Gorge Health Council. Instructors and staff continue to participate in outreach to local businesses and organizations. We are engaging with the Columbia Gorge Community College marketing department to expand our social media presence and connect our program more effectively with college wide marketing efforts.

Ongoing

2017 Recommendation 2 – Explore International Student Enrollment Feasibility

In order to explore the possibility of supplementing existing funding sources by obtaining certification to recruit and admit international intensive English students, the ESOL Dept. will request funding from the Instructional Services Dept. to do a feasibility study on this topic. The possibility of declining federal funding combined with lower enrollment patterns indicates that in order to continue to serve all of our local immigrant students, it may be necessary to pursue the option of also collecting revenue from international ESOL students.

Title II funding cannot be used for students outside of the US, but could be used to help with instruction for international students studying in person at CGCC. Starting an Intensive English Program that would cater to international students is an idea that would take a considerable amount of funding and effort.

Completed

2017 Recommendation 3 – WIOA Compliance

In order to comply with WIOA requirements, effort will be made to provide WIOA funded students with easier transitions into pre-college and college credit programming. Beginning in Fall 2017, WIOA students will be referred to the Pre-College program or scheduled for an Accuplacer exam and to meet with an academic advisor as soon as they have scored 215 on the CASAS Reading test and are qualified for pre-college level classes.

The 2022 merging of the Precollege and ESOL departments has made the achievement of goals like this more accessible. Instructors and staff discuss student goals as part of student orientation. The addition of the bilingual Instructional Assistant to the ESOL program has made these conversations much more productive. The ESOL Instructional Assistant discusses class options with new ESOL students and options for Spanish GED or Pre-college classes if appropriate. The department is better able to communicate with students throughout their participation in the classes to assess their progress. Efforts are currently underway to strengthen transitions from ESOL and Pre-college into credit bearing classes, offering support classes and guidance for ESOL students to transition to credit or certificate programs.

When and if a student is ready to move on to credit classes, staff connect them with an advisor in student services to discuss program and class options. Readiness could be determined by CASAs test scores or instructor recommendation. Some ESOL students are also participating in Spanish GED study courses. Students who complete a Spanish GED are able to enroll in credit classes.

The college is engaged in an IET planning process. Once the target areas are chosen, IET programs will be established, likely in several career paths. Some examples are: Early Childhood Education, Manufacturing and Medical Assisting. The planning process will involve credit instructors, ESOL instructors and industry partners to create programs that can transition ESOL students to career certificates.

Ongoing

2017 Recommendation 4 – Orientation and Lesson Planning

The Orientation process will be updated and implemented as described in 2009 Recommendation 4 above. In addition, the Lesson Planning template introduction and implementation will proceed as indicated in 2009 Recommendation 5

Orientation for ESOL students has changed over the years. Most students contact our department and are given class information and complete paperwork before class starts or in the first week or classes. Each student must complete a CASAs Pre-test assessment within the first 12 hours of instruction. Students post-test once they accumulate at least 40 hours of instructional time.

Now that we have a bilingual Instructional assistant, we perform a more robust orientation before the term. Whenever possible students complete paperwork and testing before classes begin and we are able to collect more information about the goals and needs of our students.

Student Intake Process-

- Orientation Appointment (in person or over Zoom)
 - Discuss class options
 - Discuss goals
- Complete Registration paperwork
 - Registration form
 - Release of Information form
- Discuss payment options - complete waiver form if needed.
- Intake Screening to determine test level
- CASAs test

Lesson planning is left to the discretion of instructors. All of our instructors and students have access to Burlington English, a learning software platform that provides a format for classroom instruction as well as independent study. Burlington English is provided through a statewide grant program. All instructors complete training to understand the OAELPS and are expected to include instruction that reflects those standards.

Completed.

Section Three: Current Department Assessment – Describe, Assess, Analyze & Identify Needs

Student Learning

Course-Level Outcome Achievement:

Course Outcome Assessments performed from 2017 through 2023 show that students were able to achieve the expected outcomes in their courses. Outcome achievements in the differing levels of ESOL instruction vary greatly and for lower level ESOL students it can be difficult to communicate the necessary information for them to make accurate self-assessments.

[Summary of Course Assessments 2017-2024](#)

Explain how your department applies and supports assessment-driven changes made to improve attainment of course-level student learning outcomes. Describe how the changes could be applied across the curriculum in your department and discuss the effectiveness of those changes to student achievement of course-level outcomes.

At least once each year, all ESOL faculty go through the Course Assessment process at the college. As a component of this process, they are required to assess whether or not they have evidence of their students meeting three specific course outcomes. Some examples of changes that instructors have suggested as a result of this process include the following:

- Reviewing to OAELPS benchmarks and choosing which to focus on for a term
- Spending more time in on class oral practice
- Speaking in the students' native language only for specific comparative purposes.
- Increasing in-home use of Burlington English app outside of class.
- More focused listening exercises

The implementation of the Burlington English curriculum has created a common platform for all instructors and students to use. Burlington English has provided ample opportunities for instructors training with the platform. Instructors can use it to structure their instruction and students can use it outside of class to supplement their learning.

Survey results

[Survey results for winter 2023 level 1 cbrown](#)

[ESOL 1-2 Survey](#)

This survey illustrates student assessment of their improvement in ESOL 1-2 during Winter 2023. The students all self-rated improvement in Speaking, Listening and Reading English from the start of the course to the end. Students noted that they found the breakout sessions and small group conversations to be the most effective part of the course. Suggestions for improvement included: more lectures, more reading, more emphasis on pronunciation and more conversation in English.

Degree/Certificate/Program-Level Outcomes:

Provide data and summary analysis of student achievement of
degree/certificate/program level outcomes since the last program review

TOPs data(Student achievement via CASAs tests):

[NRS Table 4](#).2022-2023 Program Year

[NRS Table 4](#) 2023-2024 Program Year

Before 2022 we do not have CASAs test data to track student achievement. The CASAs assessment is the measurement tool used by the state for Title II program monitoring. The NRS Table from TOPs Enterprise shows the Measurable Skills Gains made by our ESOL students between their CASAs pre-test and post-test during the program year. All students take the CASAs assessment within the first 12 hours of instruction and again after at least 40 hours of instruction.

This table lists student gains by level. For example, in 2023/2024 out of 78 ESOL students for that year, 9 students achieved a measurable skills gain. This is defined by a student moving up a ESL level. A lack of EFL gain does not mean that the student's scores have not improved, just that they haven't improved to the next level. The EFL levels will change after the 2023-2024 program year, making the measurable skills gains more achievable for students.

Provide data and summary analysis of student achievement of Related Instruction outcomes addressing communication, computation, and human relations (certificates of 45 credits or more only) - NA

Explain how your department applies and supports assessment-driven changes made to improve attainment of program-level student learning outcomes. Discuss the effectiveness of those changes and their impact on student achievement of program-level outcomes.

Current PLOs for ESOL Instruction are:

Upon completion of the ESOL Program at CGCC, a student should be able to:

1. Listen with understanding in order to enter college or training courses, or fulfill personal, work or enrichment goals.
2. Speak purposefully and capably in order to enter college or training courses, or fulfill personal, work, or enrichment goals.
3. Read with understanding in order to enter college or training courses, or fulfill personal, work, or enrichment goals.
4. Write purposefully and capably in order to enter college or training courses, or fulfill personal, work, or enrichment goals.

Program Level Outcomes are an important part of our Title II grant reporting process. All ESOL students take a CASAs assessment before they begin classes and are tested again after at least 40 hours of instruction. If students show a level gain on their CASAs test, we can demonstrate improvement in English reading, writing and comprehension. The state uses the test pairs to determine the success and potential funding our program receives. Educational Function Level gains are one way for our program and the state to determine if our instruction has been effective. The CASAs TOPS Enterprise system can generate reports to show overall improvement or drill down to specific learning goals. Instructors can review reports from this testing to see individual or group learning gaps or improvements. Those areas can be linked to areas of the OAELPS learning standards or the Burlington English units for further instruction.

Listening and Speaking are assessed in classroom discussions and with lessons in the Burlington English software. One example of this type of assessment is having students role play a conversation so the instructor can evaluate whether the student can meet the objective of speaking and listening with understanding.

Institutional Learning Outcomes (degrees only):

Describe how your department uses data to develop assessment-driven changes that impact student learning of Institutional Learning Outcomes (ILOs). Discuss the effectiveness of those changes and their impact on student achievement of the ILOs. Explain how your department integrates ILO instruction into courses to support student achievement of the Institutional Learning Outcomes. - NA

Completion Rates

Completion of ESOL is something that is difficult to determine. There is no degree or official certificate of English Fluency issued by CGCC. Completion is determined by student needs. Each student has different expectations of what they hope to achieve in ESOL classes. Once they feel that their language skills are appropriate for their goals they often stop attending classes.

As part of the orientation process, we work with students to determine their goals. Some have very specific plans and need support to transition to credit or certificate programs, but others are not ready to articulate a specific plan. Many have personal goals of being able to communicate with teachers, medical professionals or in the workplace more confidently.

In some cases, completion could be considered to be when a student is prepared to take credit classes in English. This is a very small portion of our ESOL student population.

Curriculum

Alignment with professional and national standards and/or university transfer

Identify any course changes required to ensure currency and relevance related to professional and national standards and/or university transfer

All instructors are expected to teach to the Oregon Adult English Literacy Proficiency Standards (OAELPS), which address the Four Dimensions of Performance and the Process Skills for Reading, Writing, Listening and Speaking.

Identify any degree/certificate/program changes required to ensure currency and relevance related to professional and national standards and/or university transfer

See Above

Enrollment

Provide data and analysis of course enrollment since last review

[ESOL Enrollment 2022-2024](#)

Provide data and analysis of degree/certificate/program enrollment since last review

[Program Review-- ESOL_Updated10232023.xlsx](#)

Provide analysis of student retention in classes in the program, progression term-to-term and year-to-year

Retention			
Returned Every Term (from 2016-17 to 2022-23)			
First Term	Second Term	Third Term	Fourth Term
842	228	86	27
Returned Any Term			
First Term	Second Term	Third Term	Fourth Term
842	228	114	66
Year-to-Year Retention			
First Term	One Year Retention		
842	78		

Describe current and projected demand and enrollment patterns

In reviewing the data from 2017 - 2024, there has been significant change to the program during that time. There was a substantial dip in enrollment because of Covid 19 which preceded the return to Title II funding. As we rebuild the program, we are seeing a return to the enrollment numbers from 2017-2019. We continue to fill classes as they are added and still have room to expand locations and class sections.

Teaching and Faculty Development

Evaluate your department's incorporation of instructional best practices and their effectiveness on student learning

The ESOL department uses a variety of practices to support student learning. Different ESOL levels require different tools for successful instruction. Instructors use a variety of teaching methods and tools to address their student needs. Each student attends an orientation and is tested to determine their level of proficiency. This information is shared with the instructors so that they can tailor instruction to their class. In addition to traditional materials and textbooks, instructors and students have access to Burlington English for classroom instruction as well as individual use outside of the classroom. CASAs post testing can provide instructors with data that can indicate areas in need of improvement and review.

Describe how your department supports professional development activities and evaluate their effectiveness to improve teaching and learning. Describe your department's strategies for professional development to be disseminated within the department and the college.

At present, there has not been an active effort to create a collaborative professional development plan. HECC offers many opportunities for professional development in addition to Burlington English training. These opportunities are shared with faculty and after attendance they are encouraged to share their experience with other instructors. We are working on developing a shared Moodle shell where instructors can share content and reflection on their Professional Development experiences with others and answer any questions.

Describe how your department faculty have contributed to the college's mission and vision outside their primary teaching responsibilities. This can include college committee work, community outreach, co-curricular activities

Our Instructors and Instructional Aide are excellent resources for our ESOL students. They have provided pro bono community liaison and interpretation support for students. Some examples include:

- Translation of immigration papers,
- Translation at medical appointments,
- Translation for legal conversations with immigration lawyers,
- Referrals for other community services for ESOL students,
- Translation and/or editing of communication as per student request,
- Research dental license transfer from Mexico to Oregon.

- Arranging for a Zoom session with the Oregon Law Center to discuss legal issues relevant to students.
- An Instructor received an award from the US Department of State for her work writing a grant to bring pre-service teachers from Mexico to the US for training.

Use data to analyze and evaluate whether the quantity and balance of full and part time faculty is adequate to meet the needs of the program

Spring 2024 ESOL class Schedule

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)					
ESOL10-01	ESOL- Level 1-2, Pre/Beginning Literacy	Tu Th	6:00-8:20pm	HRC 203	Ziegner
ESOL30-01	ESOL- Level 3, High Beginning	Tu Th	6:00-8:20pm	HRC 202	Brown
ESOL40-02	ESOL - Level 4, Low Intermediate	Tu Th	6:00-8:20pm	HRC 204	Smith
ESOL10-02	ESOL- Level 1-2, Pre/Beginning Literacy	M W	6:00-8:20pm	TDC 1.361	Tennent
ESOL30-02	ESOL- Level 3, High Beginning	M W	6:00-8:20pm	TDC 1.361	Tennent
ESOL30-03	ESOL- Level 3, High Beginning	M W	6:00-8:20pm	ZOOM	Brown
ESOL40-01	ESOL- Level 4, Low Intermediate	M W	6:00-8:20pm	ZOOM	Brown

As shown on the class schedule, the ESOL class in The Dalles as well as the Zoom class are multi-level. Ideally we would like to add a second instructor/class section to separate the lower level students and improve instructional quality.

The current ESOL program staffing is as follows-

Adjunct Faculty- 4 part-time instructors. 3 in Hood River Face to Face, 1 in The Dalles Face to Face, and 1 Online via Zoom.

Pre-College Director - Determine class schedules, monitor and report required professional development training, acts as de facto department chair. It should be noted that a majority of the funding for this position is provided through a DHS grant and General Fund budget

Title II Data Administrator - Tracks student inquiries, attendance, instruction hours, Coordinates orientation and registration paperwork and all required testing. This position is funded through the Title II grant and General Fund budget.

Instructional Assistant (Bilingual/Spanish) - Communicates with students. Facilitates orientations. Administers pre and post tests, assists with paperwork, assists instruction.

There is currently no department chair or full time faculty to provide instructional knowledge and leadership for ESOL. Currently those responsibilities are being addressed by the Pre-College Director and the Title II Data Administrator who have limited experience in ESOL instructional strategies and curricular design. A full time ESOL instructor would provide consistency for students and adjunct faculty that would bring stability to our growing program, and could provide support for professional development requirements, IET development and instruction, as well as CASAs assessment analysis.

Currently, our ESOL classes are multi-leveled. We have recently been able to begin to address that issue for the face to face classes in Hood River, but not online or in The Dalles. Enrollment continues to increase in all classes and levels. For example, Spring enrollment for The Dalles class is 32 students at a wide range of levels. We have been lucky to have dedicated volunteers to assist in the classroom, but students and instructors alike would be best served by appropriately leveled classes.

Budget

Analyze and describe adequacy of budget for meeting the needs of the program/department

2023/2024 ESOL Budget

General Fund -	\$ 3,014
ECWorks Grant -	\$87,597
	\$20,809 for ESOL Instructional assistant
	\$66,788 ESOL Instruction
ARPA Grant -	\$24,000 ESOL Instruction
Total ESOL specific funding -	\$114,611

The Pre College general fund budget for 23/24 was not adequate for funding the needs of the programs. The budget items listed above do not include the Title II funding that partially funds the Director of Pre-College and the Title II Data Administrator. Those two positions are required by the program. Without the ECWorks grant we would not have had funding to cover the ESOL IA, or the majority of our ESOL instruction. More funding was found via an ARPA grant to fund one more section in Hood River for Spring term. Additional funding would better accommodate leveled instruction. Currently our class in The Dalles and our Zoom class are all levels in one classroom.

2023/24 Estimated Instruction Cost	2024/25 Desired Instruction Cost
\$84,210.48	\$131,730.52
2023/24 ESOL Inst. Aide Cost	2024/25 ESOL Inst. Aide Cost
\$20,809.00	\$27,040.00
Total 23/24 ESOL Fac/Staff Cost	Total 24/25 ESOL Fac/Staff Cost
\$105,019.48	\$158,770.52

In order to continue the classes we have added through the 2023/2024 program year and add at least one additional section in The Dalles to differentiate instruction, we will require about \$54,000 more for 2024/2025. The Instructional Aide was not hired until September of the 2023/2024 program year and was on family leave for several months. The adjustment in the cost reflects a full year of their salary. The increase in funding would provide the programming and staff to fulfill the needs we have currently, but does not create much space for additional growth in student population.

The numbers reflected here do not account for the staff required for the Title II funding compliance. The Title II Director and Data Administrator are critical to the ESOL program, but their compensation and

other program costs are funded through other grant budgets. Now that the GED and ESOL departments are merged, future program reviews will reflect the combination of those two programs and their integrated funding and staffing.

Section Four: Goals

Provide goals for the next review cycle.

Goal 1 - Increase retention and assessment pairs through improved student tracking and communication.

The first goal is to increase retention and completion of assessment test pairs for students. One of the funding parameters for the Title II grant is based on our CASAs pre and post test pairs. When students enter the ESOL program they take the CASAs assessment test to determine their ESOL level, which is then used for placement in the appropriate class and to inform instruction. After students complete at least 40 hours of instruction they take the CASAs test again to measure their learning. Ideally each student should complete at least 40 hours of instruction in a term and CASAs test near the end of that term. Students who return for the next term can use that score to place into the next level of ESOL class if appropriate. Many ESOL students are migrant workers or seasonal workers and retention from one term to the next or even within a term is often not possible. The language barrier and the nature of their situation can often result in a lack of communication about their future plans. When students stop coming to class, we do not always know in advance or know why they left. Adding the ESOL Instructional Aide has greatly improved our ability to make sure that all students are tested at the start of the term and has resulted in more success in post testing. An increase in post test pairs should improve the percentage of students with measurable skills gains.

Goal 2 - Increase available ESOL instruction at the college and in the community.

ESOL enrollment has consistently increased. Adding more available sections for instruction makes it possible to provide appropriate levels of instruction. Instructors can be much more effective when they don't need to address such a wide range of student levels in a single classroom.

There has been interest from businesses and organizations in hosting ESOL classes on site for employees and families. If those organizations can provide additional funding for instruction, our program can facilitate instructors and placement for those students. This would be an excellent way to expand availability.

The development of an Integrated Education and Training program to help ESOL students participate in certificate and degree programs would help to increase enrollment in CGCC programs and provide much needed training for in demand occupations like Early Childhood Education, Medical Assisting, or Trades. Our goal is to add at least one IET program for the 2024/2025 program year.

Goal 3 - Create an ESOL Advisory Committee

In the past there was an ESOL advisory committee. The addition of the ESOL Instructional Aide has helped to improve outreach and communication with local organizations. By capitalizing on that, we can recruit a group of community members, organizations, businesses or individuals to help us guide future program plans. These groups can provide suggestions about locations, outreach and programs that might better engage the ESOL student community.

Goal 4 - Improve Professional Development framework

Develop a framework for professional development and collaboration using OAELPS and CASAs data to inform instruction. Using a combination of available resources from HECC, Burlington English and other programs the ESOL program can create a more structured professional development plan. Finding time for adjunct instructors to collaborate and share their instructional knowledge can be very difficult. Adding a full-time instructor to act as department chair and to supervise a collaborative professional development plan would fulfill the requirements of the Title II grant as well as provide an opportunity for better communication and collaboration in the ESOL department.

Section Five - Achievements, Celebration and Recognitions

Program and Faculty Accomplishments

The ESOL program serves as a touchstone of CGCC's goals to serve as an Hispanic Serving Institution. All but a handful of students in ESOL classes at CGCC are Spanish speakers. Some students are able to work on their English skills while also working towards a GED in Spanish. When a student can acquire their GED as well as work on English skills, they are able to access educational and career opportunities previously out of reach.

Since the ESOL classes have returned to the Pre-College Department the program has grown rapidly. We currently offer three sections of ESOL in Hood River, one in The Dalles, and one over Zoom. Our goal is to add another section in The Dalles and over Zoom for fall to continue to improve instruction by reducing multi-level classes.

The adoption of the Burlington English curriculum has led many students to feel more comfortable using digital technology for learning, communication and life skills. It has expanded options for instruction in person as well as for students outside of class time.

ESOL department staff collaborate with stakeholder organizations in the community, expanding the visibility and reach of CGCC. The addition of a bilingual instructional aide has increased our ability to reach students, improved communication, and strengthened support for students throughout the recruitment, instructional and retention phases of the program.

The inclusion of the program within the Pre-College umbrella has improved communication and collaboration, data management, strategic design and potentials for funding and program expansion and improvement.

Student successes

Nail technician certification/Gorge Academy of Cosmetology and Massage, The Dalles

Spanish GEDs completed. Three have completed their Spanish GED and a number of other students are still working towards the Spanish GED. Several have passed some of the four tests to complete a GED and are working on the last test.

Passing Citizenship Exams

Planning a construction business