



Gallatin College ESL Student Population Intervention

Prepared by Gallatin College
for Montana University System, Office of the Commissioner of Higher Education Targeted Interventions for Increased
Access and Improved Outcomes

Submitted by Anna Reardon

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Opportunity Details

Opportunity Information

Title

Targeted Interventions for Increased Access and Improved Outcomes

Description

The Montana Perkins Reserve – Targeted Interventions for Special Population grant supports innovation in CTE programs and increasing access to high-quality CTE programs and college and career pathways that lead to high-wage, high-skill, and in-demand occupations by identifying a specific, data-backed opportunity gap and implementing a targeted intervention to close that gap.

This supplemental award aims to:

- Use data to identify an opportunity to improve access and outcomes for CTE students;
- Apply a targeted intervention to increase access to high quality CTE programs;
- Foster innovation in CTE programs;
- Particular focus on remote, rural communities, special populations, and underrepresented subgroups

Awarding Agency Name

OCHE

Agency Contact Name

Ciera Franks-Ongoy

Agency Contact Phone

(406) 449-9132

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Fund Activity Categories

Education

Departments

Subjects

Public Link

<https://www.gotomygrants.com/Public/Opportunities/Details/ee09c16c-ec0e-4189-8552-0502a6655a2e>

Award Information

Award Range

\$500.00 - \$20,000.00

Award Period

07/01/2022 - 06/30/2023

Award Type

Competitive

Submission Information

Submission Timeline Type

Rolling

Application Review Start Date / Pre-Qualification Deadline



08/31/2022 12:00 AM



Project Information

Application Information

Application Name

Gallatin College ESL Student Population Intervention

Award Requested

\$20,000.00

Total Award Budget

\$20,000.00

Primary Contact Information

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Project Description

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For FY23, an excess of available funding will be made available to LEAs as a one-time Reserve sub-grant, Targeted Interventions for Special Populations. The vision for Targeted Interventions for Increased Access and Improved Outcomes:

(1) continues to uphold priorities for Perkins Reserve to foster innovation and alignment with high-skill, high-wage or in-demand occupations; and

(2) layers Perkins V priorities to support CTE learners with special population* status and closing the gaps for other subgroups of students, such as groups identified by regional geography, race, and ethnicity, to ensure equal access and outcomes for ALL learners.

The nine special populations recognized by Perkins V includes: individuals with disabilities, individuals from economically disadvantaged families, individuals preparing for a field that is considered nontraditional by gender, single parents including pregnant women, out-of-workforce individuals, English language learners, individuals experiencing homelessness, youth who are in or have aged out of the foster care system and youth with a parent who is a member of the armed forces and is on active duty. For the purposes of Perkins, youth are defined as individuals age 24 or younger.

Reserve Fund grants are awarded to eligible recipients to support activities focused on development, improvement and/or expansion of CTE programs in the priority areas identified below.

Priority Areas for the 2022-2023 grant year are to apply targeted interventions to increase access to, and student success in, high quality CTE programs for students from all backgrounds including special populations and across different races and ethnicities by:

1. Expanding opportunities for students to participate in distance and blended-learning CTE programs.
2. Using technology to enhance career exploration activities.
3. Increasing access to high-quality CTE programs including (but not limited to) those that offer: dual enrollment, work-based learning, and/or industry recognized credentials. *Ideal projects will align with regional workforce demand and the programs offered at the applicant institution.*
4. Increasing the number of opportunities for Montana high school students to explore and engage in college and careers through dual enrollment with priority given to growing CTE-focused dual enrollment programs.
5. Expand public knowledge of Career & Technical Education and/or Montana Career Pathways program through outreach and career exploration events and activities.
6. Introducing new or building capacity for existing industry recognized credentials, with priority given to those available to both secondary (through dual enrollment) and post-secondary participants.
7. Pilot new or innovative CTE programs that include a secondary or middle school partnership, especially those that include work-based learning opportunities.

Required Components for Targeted Interventions for Increased Access and Improved Outcomes

Applicants must address at least one of the priority areas listed above to be considered for funding and all grant proposals must include:

- An identifiable data point or data set demonstrating an opportunity/access gap or area of need by program area, and/or student group.*

- A reasonable targeted intervention that directly addresses the opportunity/access gap or area of need identified.
- A long-term evaluation plan to monitor and respond to outcomes from the targeted intervention.

* We recommend looking at your campus' Perkins Report Card among other tools to identify your opportunity/access gap.

Project Title

Gallatin College ESL Student Population Intervention

Start Quarter

Q 3

End Quarter

Q 4

Required Components for Targeted Intervention

What identifiable data point or data set demonstrating an opportunity or access gap are you addressing. Please include specific numbers and data source.

Gallatin County is experiencing a rapid demographic shift with a continual increase in immigrant, limited English proficient families moving to the area. Specifically, there has been an exponential increase in Hispanic and Latino immigrant families in the valley over the last 10 years. In a traditionally low-diverse area, many community services and opportunities are not accessible to these families due to language and/or cultural barriers. This inaccessibility reinforces and promotes a gap for this subgroup of community members. Gallatin College MSU is working toward not only making learning and programs accessible to this population, but actively evaluating barriers to mitigate and make opportunities accessible to this population.

Within Gallatin College, we are seeing the following enrollment hispanic student enrollment numbers:

Overall enrollment:

5.8 % of current Gallatin College students have self-identified as Hispanic. This surpasses Gallatin County's total Hispanic population of 4.5%, noted as being the county's second largest ethnic group after Whites (<https://www.census.gov/quickfacts/fact/table/gallatincountymontana/RHI725221>).

Notable program enrollment:

- Bookkeeping: 4% Hispanic
- Business Management: 6% Hispanic
- CNC Machining: 4% Hispanic
- Medical Assisting: 23% Hispanic
- Phlebotomy: 8% Hispanic
- Information Technology: 12% Hispanic
- Photonics: 10% Hispanic

What reasonable, targeted intervention have you identified to address the aforementioned disparity in this project.

Gallatin College MSU has met with local middle and high school counselors, multi-lingual pedagogy consultants, translation professionals, and Gallatin College CTE program directors and advisors regarding the increase in Spanish-speaking students at Gallatin College and how to best support their exploration, pursuit, and completion of CTE education. Per their recommendations and thoughtful planning, Gallatin College MSU will provide supportive intervention in the following ways:

- The provision of technological support for ESL students to enhance their career exploration, learning capacity,

- and communication with faculty/advisors.
- Increasing accessibility to CTE programs through communication/translation tools, faculty multi-lingual pedagogy strategies training, curriculum assessment, and translation of dual enrollment registration materials.
 - Improving student retention in CTE programs by providing access to English courses for ESL students and translation of concept lectures/competency forms for foundational program knowledge.

These intervention strategies will primarily be focused on the Spanish-speaking population but will also inform the college's ability and new strategies as we increase access and outcomes for all ESL students. We will also focus program accessibility on our healthcare and small business programs as we have traditionally seen the highest number of Spanish speaking student enrollment in these areas and corresponding program directors have requested intervention support.

Describe your long term evaluation plan to monitor and respond to outcomes from this project.

Gallatin College MSU recently implemented a student retention tracking system to inform administration, faculty and advisors in the completion rates of CTE students. ESL students will already be included in this tracking and we will be able to compare retention rates for those receiving additional grant project support to completion rates of ESL students who have not received tangible support in the past.

We also plan to survey students, faculty, and staff who are involved in the grant project/delivery of intervention services regarding the outcomes they observed or experienced. Responses and general outcomes from the project will inform the creation of ESL student support best-practices as well as areas where we can improve and continue to direct future attention and resources.

Project Summary

Describe the major activities of the project and who will be involved.

This project will include 8 unique activities:

- **Activity 1: Translation App Implementation**
Gallatin College MSU will work with Montana Translation Services to implement a translation app that will be available on-demand for faculty and advisors to utilize during office hour visits with ESL students. The mobile app will allow access to a phone or video interpreter to facilitate communication and interactions with limited English proficiency students as they expand their knowledge of CTE terminology and concepts. The cost for app implementation includes a training for faculty and staff who plan to utilize it. Funding for this activity is requested at 71% to align with CTE vs. General Education enrollment percentages.
- **Activity 2: Accessible Virtual Meeting Platform**
Gallatin College MSU will purchase Zoom Business Plus which includes automated and translated captions of presentations. This would be utilized in conversations with non-English speaking parents, advising for ESL students, and for instructors to record lectures with immediate translation capabilities. Funding for this activity is requested at 71% to align with CTE vs. General Education enrollment percentages.
- **Activity 3: Faculty Professional Development - ESL student support**
The college will hire a local consultant to conduct a needs analysis based on instructor/institution cultural awareness surrounding the target population. The needs analysis will then inform the creation of a professional development training for Gallatin College faculty and staff to address the specific needs of the instructors/institution. This will then inform cultural awareness professional development sessions with a goal of implementing programmatic change. Topics will include cultural awareness, cultural barriers in white-centered curriculum and possible language barriers in program delivery. All CTE faculty and staff will be encouraged to attend this training and implement strategies in their daily interactions with English learning students, classroom instruction, and current/future curriculum development.
- **Activity 4: Student ESL Course Registration**
Through meetings with various community diversity, equity, and inclusion partners and ESL student support entities, a main goal of the project will be to empower currently enrolled ESL students to improve their English speaking skills in order to be able to thrive within the classroom as well as in their future CTE career. Partners have repeatedly shared that student success is most often achieved when students have access to resources for improving their language skills than relying solely on translation services. Unfortunately, these courses are not currently available to Gallatin College students unless provided by a contracted service. By covering the cost of ESL courses for up to four CTE students, Gallatin College will be able to expedite the student's success in learning and future work.

- **Activity 5: Curriculum Accessibility Assessment/Training**
A diversity, equity, and inclusion consultant will be hired to begin reviewing the college's Business and Allied Health curricula to determine the accessibility and level of language proficiency necessary for English learners to successfully complete courses. The consultant will work alongside Small Business Administration and Allied Health program directors to instruct them on solutions for improving accessibility, such as increasing hands-on training and learning content visuals. The focus on two programs will serve as a pilot for other programs to complete similar curricula review in the future. It will establish buy in from instructors and lay the foundation for continuous improvement in this area.

- **Activity 6: Allied Health Guest Speaker**
Given the growing population of Spanish speaking residents in southwest Montana, the Allied Health program director would like to hire a local industry professional as a guest speaker to share about language access laws, how to identify a patient's language, and more. This will provide highly beneficial cultural and legal instruction to current students as they pursue careers at local healthcare institutions.

- **Activity 7: Translation of CTE Program Content**
Gallatin College MSU will continue to teach all courses in English, however, the Allied Health program director would like to translate select competency forms into Spanish to help clarify content for English learners. Similarly, the Small Business Administration program would like to provide English learners with the Spanish translations of key concept lectures to ensure that all students have foundational understanding of specific topics that will be expanded on throughout the semester. This work will be completed by a local translation service.

- **Activity 8: Translation of Dual Enrollment Registration Materials**
Gallatin College MSU has begun to receive requests for Spanish versions of our parent consent form and general informational materials. We would like to have these materials translated so that parents who do not speak English will feel empowered when providing consent for their student to enroll in Gallatin College Dual Enrollment courses. This will also encourage the student to enroll as they will not have to face the barrier of trying to translate course opportunities and processes to their parents.

Select one or more of the Perkins Reserve priority areas addressed in this project

- Expanding opportunities for students to participate in distance and blended-learning CTE programs.
- Using technology to enhance career exploration activities.
- Increasing access to high-quality CTE programs including (but not limited to) those that offer: dual enrollment, work-based learning, and/or industry recognized credentials.
- Increasing the number of opportunities for Montana high school students to explore and engage in college and careers through dual enrollment with priority given to growing CTE-focused dual enrollment programs.
- Expand public knowledge of Career & Technical Education and/or Montana Career Pathways program through outreach and career exploration events and activities.
- Introducing new or building capacity for existing industry recognized credentials, with priority given to those available to both secondary (through dual enrollment) and post-secondary participants.
- Pilot new or innovative CTE programs that include a secondary or middle school partnership, especially those that include work-based learning opportunities.

What is the timeline for this project? Please provide a brief summary of the key dates for the proposed project.

Project to be completed by June:

Activity 1: March

Activity 2: March

Activity 3: March-April

Activity 4: March-May

Activity 5: March-June

Activity 6: April

Activity 7: April-June

Activity 8: May-June

Budget Narrative

In less than ~500 words, please provide a narrative explanation of the budget—with the focus on the expenditure of these Perkins funds.

Each line item in the final budget, and it's purpose, should be accounted for in this budget narrative.

Budget Narrative

- Activity 1: Translation App Implementation
Montana Translation Services will immediately implement a translation app for use by faculty and advisors during office hour visits with English learning students. Implementation/onboarding is a flat rate of \$750. Translation services are calculated at \$1.5-\$1.75/minute thereafter (900 minutes or 15 hours at \$1.75 per minute = \$1,575).
Total = \$2,325
- Activity 2: Accessible Virtual Meeting Platform
Gallatin College will purchase Zoom Business Plus subscription (\$250 flat cost) for use in conversations with non-English speaking parents, advising for ESL students, and for instructors to record lectures with immediate translation capabilities.
Total: \$250
- Activity 3: Faculty Professional Development - ESL student support
The college will hire a local consultant to conduct a needs analysis and create specialized professional development training for Gallatin College faculty and staff to address the specific needs of the instructors/institution. Activity costs include salaries to cover 6-hours of training for up to 12 adjunct/non-tenure track instructors at the rate of \$27/hr. = \$1,944 plus \$364 in benefits (calculated at 18.71% of total salaries) = \$2,308. Consultant to be compensated at 25 hours in needs assessment and training preparation at \$75/hour = \$1,875.
Total: 4183
- Activity 4: Student ESL Course Registration
Student advisors have identified up to four students who would be interested in and benefit from ESL courses to be successful in their program completion. Each student would be allocated a maximum of \$260 to cover two months of ESL course instruction.
Total: \$1,040.
- Activity 5: Curriculum Accesibility Assesment/Training
A diversity and inclusion consultant will be hired to review the college's Business and Allied Health curriculum to determine the level of language proficiency necessary for English learners to successfully complete courses. Consultant will also work alongside Business and Allied Health program directors to determine solutions for improving program accessibility. Consultant to perform 30 hours of language proficiency assessment at the rate of \$75/hr. = \$2,250. Business and Allied Health program directors to train and implement accessible curriculum for 15 hours each at the rate of \$42/hr. = \$1,260 + \$105 in benefits.
Total: \$3,615.
- Activity 6: Allied Health Guest Speaker
Identified guest speaker to be compensated for 1 hours at rate of \$150/hr. = \$150.
Total: \$150
- Activity 7: Translation of CTE Program Content
Translation of select Allied Health competency forms and Small Business Administration key concept lecture into Spanish at the rate of \$0.18/word x 40,461 words = \$7283.
Total: \$7,283
- Activity 8: Translation of Dual Enrollment Registration materials
Translation of Dual Enrollment parent consent form and general program informational materials into Spanish at the rate of \$0.18/word x 5,000 words = \$900.
Total: \$900

Indirect costs are calculated at 5% of total request.

Budget

Proposed Budget Summary

Expense Budget

	Grant Funded	Total Budgeted
00 - Administrative/Indirect Costs		
Indirect Costs	\$1,000.00	\$1,000.00
Subtotal	\$1,000.00	\$1,000.00
01 - Salaries		
Activity 3: CTE Faculty Professional Development - ESL student support	\$1,944.00	\$1,944.00
Activity 5: Curriculum Accessibility Assessment/Training	\$1,260.00	\$1,260.00
Subtotal	\$3,204.00	\$3,204.00
03 - Employer Paid Benefits		
Activity 3: Faculty Professional Development - ESL student support	\$364.00	\$364.00
Activity 5: Curriculum Accessibility Assessment/Training	\$105.00	\$105.00
Subtotal	\$469.00	\$469.00
04 - Contracted Services - Operating Expenditures		
Activity 1: Translation App Implementation	\$1,651.00	\$1,651.00
Activity 3: CTE Faculty Professional Development - ESL student support	\$1,875.00	\$1,875.00
Activity 5: Curriculum Accessibility Assessment	\$2,250.00	\$2,250.00
Activity 6: Allied Health Guest Speaker	\$150.00	\$150.00
Activity 7: Translation of CTE Program Content	\$7,283.00	\$7,283.00
Activity 8: Translation of Dual Enrollment Registration Materials	\$900.00	\$900.00
Subtotal	\$14,109.00	\$14,109.00
10 - Dues & Subscriptions		
Activity 2: Accessible Virtual Meeting Platform	\$178.00	\$178.00
Subtotal	\$178.00	\$178.00
11 - Training/Registration		
Activity 4: CTE Student ESL Course Registration	\$1,040.00	\$1,040.00
Subtotal	\$1,040.00	\$1,040.00
Total Proposed Cost	\$20,000.00	\$20,000.00

Revenue Budget

	Grant Funded	Total Budgeted
Grant Funding		
Award Requested	\$20,000.00	\$20,000.00
Subtotal	\$20,000.00	\$20,000.00
<hr/>		
Total Proposed Revenue	\$20,000.00	\$20,000.00

Proposed Budget Detail

See attached spreadsheet.

Proposed Budget Narrative

00 - Administrative/Indirect Costs

5% maximum of total award requested

Indirect Costs

5% of requested activity costs

01 - Salaries

List each position as a separate line item. In the notes please provide position title, % of FTE or total annual hours; annual salary, percentage of salary/FTE, and/or per credit rate for stipends. Stipend dollar amounts should have associated rationale. Examples: --Program Coordinator salary of \$50,000 funded at 50% or .5 FTE --Program Instructor salary for curriculum development (estimated 20 hours at \$50/hour and paid as a stipend) --Program instructor to run Career Exploration Camps (estimated 25 hours at \$20/hour)

Activity 3: CTE Faculty Professional Development - ESL student support

Salaries for 6-hours of training for up to 12 CTE adjunct/non-tenure track instructors at \$27/hr.

Activity 5: Curriculum Accessibility Assessment/Training

15 hours each of program accessibility training and implementation for Business and Allied Health program directors at average wage of \$42/hr.

03 - Employer Paid Benefits

Should reflect percentage of position paid under Personnel. Includes FICA, retirement, WC, SUE and health insurance.

Activity 3: Faculty Professional Development - ESL student support

Benefits for CTE non-tenure track faculty members, calculated at 18.71% of total \$1944 in salaries

Activity 5: Curriculum Accessibility Assessment/Training

Benefits for Small Business Administration and Allied Health program directors: FICA (.062), WC (.004), Medicare (.015), UI (.002) = .083 x \$1,260 = \$105

04 - Contracted Services - Operating Expenditures

Create a line item for each contracted service including the rate and duration of service.

Activity 1: Translation App Implementation

\$750 Implementation/onboarding fee; \$1.5-\$1.75/minute thereafter (900 minutes through May estimated at \$1.75/minute = \$1,575). Total = \$2,325 x .71* (CTE students) = \$1,651. *71% = percentage of CTE students vs. all degree-seeking students enrolled for AY 22/23. (498 CTE students of 703 total enrolled.)

Activity 5: Curriculum Accessibility Assessment

Consultant to perform 30 hours of curriculum accessibility assessment on existing curriculum; provide related training to Allied Health and Business program directors; Rate of \$75/hr.

Activity 3: CTE Faculty Professional Development - ESL student support

Consultant to complete needs assessment and deliver multi-lingual classroom pedagogy strategies training to CTE designated faculty members (estimated 25 hours total) at \$75/hr.

Activity 7: Translation of CTE Program Content

Translation of Allied Health competency forms and Business concept videos into Spanish. 40,461 words at \$0.18/word = \$7,283.

Activity 8: Translation of Dual Enrollment Registration Materials

Translation of parent consent form and parent FAQ forms into Spanish. 5,000 words at \$0.18/word = \$900

Activity 6: Allied Health Guest Speaker

Identified guest speaker to be compensated for 1 hours at rate of \$150/hr. = \$150.

10 - Dues & Subscriptions

List each due, or subscription as a separate line item. Conferences registrations and other professional training should be listed under the Training/Registration category.

Activity 2: Accessible Virtual Meeting Platform

Business Plus Zoom subscription which includes translated captions feature x .71* = \$178. *71% = percentage of CTE students vs. all degree-seeking students enrolled for AY 22/23. (498 CTE students of 703 total enrolled.)

11 - Training/Registration

List the cost per attendee, who will be attending, the name of training and the host org. Any travel-related to training or professional development should be listed separately under the travel category.

Activity 4: CTE Student ESL Course Registration

Course registration for up to 4 English-learning CTE students for 2 months (\$130 per month) = \$1,040



Performance Plan