Student Success Equity Council

REQUEST FOR FUNDING FORM

Primary Contact Person(s): Jack S. Kahn Ph.D. Ext.: 2758

Program/Workgroup/Department(s): Social and Behavioral Sciences

List of Partners/Participants: (please list name and program/workgroup/department)

Name	Program	Workgroup	Department
Kathleen Sheahan	Languages & Literature	n/a	World Languages
Gary Sosa	Languages & Literature	n/a	ESL
Shayla Sivert	Languages & Literature	n/a	Languages &

1. Project Title: Spanish Translation Access project

2 Brief Description of proposed project and issue(s) you plan to address (not to exceed 250 words):

To institutionalize a mechanism for campus partners to get materials translated into Spanish. This process will result in quality translation and satisfy district requirements for standardization of translation services across campus.

3. Identify the proposed target "disproportionate impact" group(s) to be impacted:

Success Indicator	Disproportionate Impact	Target	3-year Goal
Access	Veterans	☐	+5% Enrollment
Course Completion	Foster Youth	☐	+5% Successful Completion
ESL & Basic Skills Completion	African Americans	☑	+5% Successful Completion
ESL & Basic Skills Completion	Hispanics	☑	+5% Successful Completion
ESL & Basic Skills Completion	Males	☑	+5% Successful Completion
ESL & Basic Skills Completion	Students w/Disabilities	☑	+2% Basic Skills Seq. Comp.
Degree & Cert. Completion	African Americans	☐	+2% Degree Completion
Degree & Cert. Completion	Students w/Disabilities	☐	+2% Completlon
Degree & Cert. Completion	Unprepared Age 25-49	☐	+2% Completlon
Transfer to 4-year Inst.	Unprepared Age 25-49	☐	+2% Completlon

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4. Identify the specific goals/activities from SE Plan that you will address:
http://www2.palomar.edu/pages/ssec/files/2016/02/PalomarCollege_Student_Equity_Plan_2015-16_FINAL_wSignatures.pdf

40% of Palomar College students identify as Hispanic. The majority of those students are 1st generation to college students from immigrant families who often speak Spanish in the home. A good proportion also participate in our ESL programs on campus. In order to successfully complete programs, students must first have access and information about the programs we offer and about all of the support services we have across the campus.

Having materials in Spanish is particularly useful for our noncredit ESL students in our 53 noncredit classes (85 to 100% of the students in these classes are Spanish speakers) to help make the transition to noncredit CTE and credit courses. Having the materials in Spanish also allows for parents, whose English may not be especially strong yet, to access information re: our classes and programs so that they can plan more effectively with their students/children as they begin college.

Goal to address: Increase course and certificate completion by ESL and Basic Skills students

5. Describe your proposed intervention strategies/activities:

We are focusing on printed documents for this request. Our proposed intervention is to translate hard copy and web documents that convey information about programs and services from English into Spanish.

The college uses the services of Beat Babel (http://www.beatbabel.com/) to translate documents/web pages into Spanish. After completed projects, the chair for World Languages has edited final drafts prior to them going public. We have already contacted them about this project (see below) and received price quotes for brochures to get an idea about cost. Cost will vary by length of document, etc. but likely will range $150-$400 for most documents. [If any concerns with this translating service, we do have suggestions for other companies).

The intent is to distribute information in Spanish to provide better support for this DI population so that they and their families are better equipped to know about the programs and services at the college and be more likely to succeed with their college goals.

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From BeatBabel:

Here are some ideas of cost for Spanish based documents.

6. Describe your implementation timeline:

The process will go as follows:

(a) World Languages and ESL will work together to create the (a) criteria and (b) the form so that campus partners can fill it out to apply to have materials translated. Generally speaking, we will focus on institutional messaging vs. items for specific courses, etc.

(b) Funding will be deposited in the WL account.

(c) At the beginning of each semester, the department chair will put a call out to faculty and staff to submit proposals with a deadline attached. WL & ESL will review the proposals and determine which fit the criteria. They will then work with Beat Babel to see how many projects could be accomplished that year given the funding limitations.

(d) WL & ESL will work with each area that submits a proposal on keeping track of folks whom they distribute Spanish speaking materials to. We will need help from IRP to determine the impact of this intervention.

7. Reference and explain the research studies that support your proposed intervention(s):

In the literature, the term for this kind of intervention is under 'dual language learning'. The philosophy is that offering varying types of instruction and information (coursework, workshops, etc.) in the home language and second language of the learner will aid in students' overall feelings of inclusion and movement through academic programs (Cruz, 2010; Hurley & Coles, 2015). Approximately 45% of Public Schools provide college planning materials in Spanish though most wish they could provide more (Hurley & Coles, 2015). Providing materials in Spanish (particularly for 1st generation students) is considered a best practice for assisting in college engagement and completion (Lear & Abbot, 2009; Fann, McClafferty-Jarsky & McDonough,2015, PSU, 2010).
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Cruz, M. (2010). The Professional Preparation of Spanish-Speaking Early Childhood Education Community College Students and Non-Matriculated Early Educators. College Child Development and Education Department in Collaboration with the Early Education Local Planning Council of San Clara County.

Fann. McClafferty-Jarsky, & McDonough (2015). Parent involvement in the college planning process: A case study of P-20 collaboration. Journal of Hispanic Higher Education, 4, 379-393.

8. Describe your anticipated outcome(s):

The anticipated outcome would be increasing the retention and success of Spanish-dominant ESL students and other Spanish-dominant students in various programs.

9. Describe how you plan to evaluate progress toward these outcome(s):

See below.

10. Identify the evaluation support you anticipate needing from the Institutional Research Office:

We will need to track whether the students who receive this information are statistically significantly more likely to succeed in completing their objectives than the students who did not receive the materials. We need help with this tracking. Once we identify the various areas that will participate, we will also need help in coordinating them to get data to the IRP office in a timely and efficient manner.

11. Excluding SE and SSSP, identify the available funding resources (sources and amounts) that you will have access to:

None. This will be an ongoing request.

Funding Requested from Student Equity:

☑ I have read the Acceptable and Unacceptable Uses of Student Equity Funds for Fiscal Year 2016 – 2017.

Budget Category	Item Description	Quantity Needed	Total Amount
1. Staff			$ 0.00
Identify pay rate/ hours/benefits (link to Fiscal Services benefits worksheet below): http://www.palomar.edu/fiscal_services/LeftNav/Forms.html		0	
Hourly Employees			$ 0.00
Classified Staff			$ 0.00
Faculty	WL faculty to approve drafts post Beat Babel translation		$ 500.00
Consultants			$ 10,000.00
2. Supplies/Materials			$ 0.00
3. Equipment			$ 0.00
4. Services			$ 0.00
5. Printing			$ 0.00
6. Mailing			$ 0.00
7. Travel			$ 0.00
8. Food			$ 0.00
9. Facilities Needed			$ 0.00
10. Other			$ 0.00

Total Cost of Project: $ 10,500.00

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