



### New Classified Hiring/Position Justification

**Hiring Division/Department:** Humanities & Social Sciences  
**Position Title:** ESL Retention Specialist

#### Classification

Position type: Permanent X Full Time X # of months 12  
Part Time \_\_\_\_\_ % of Full Time \_\_\_\_\_ # of months \_\_\_\_\_

Position: General Funds 50%  
Allocation: External Funds\* 50% Expiration Date June 30, 2018

#### Budget Information

Grade \_\_\_\_\_ Step \_\_\_\_\_ Annual Salary \_\_\_\_\_

### Justification

Please respond to the following questions in electronic format to the appropriate Dean, Manager or Vice President. Additional information may be provided as relevant for position justification.

1. Describe the specific needs for the position requested and the duties of this position in a brief statement.
2. Explain how this position aligns with and supports the mission and strategic goals of the college.
3. Explain how adding this position will strengthen the department or division.
4. Explain how this work will be accomplished if the position is not filled.

Please submit completed Classified Position Hiring/ Position Justification electronically to the responsible administrator in your division or department.

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**This position has been reviewed by the department or division and is recommended for hiring.**

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**Dean / Director / Hiring Supervisor**

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**Date**

## ESL RETENTION SPECIALIST HIRING JUSTIFICATION

FALL 2017

Please respond to the following questions in electronic format to the appropriate Dean, Manager or Vice President. Additional information may be provided as relevant for position justification.

1. Describe the specific needs for the position requested and the duties of this position in a brief statement.

**This ESL Retention Specialist position has been filled at 100% with grant funding since Fall 2017. It is the model that has been used to request and hire Retention Specialists for other programs, such as Early Childhood Education, Basic Skills, STEM Center, EOPS, A2B, and the Counseling Department.**

**The ESL Retention Specialist has direct contact with ESL students both on and off campus on a regular basis from the first contact to the “warm hand-off” to the Basic Skills Retention Specialist. Contact with students includes outreach events in the community; application and financial aid workshops on the first days or evenings of class; classroom visits on and off campus to inform students about support services and ESL Department Awards and PASS Certificate; ProActive Registration events in every ESL class at the end of the semester; and individual appointments in the ESL Office. The ESL Retention Specialist has always had evening hours twice a week all semester every semester to serve both day and evening ESL students consistently and regularly.**

2. Explain how this position aligns with and supports the mission and strategic goals of the college.

### **Mission**

Cañada College provides our community with a learning-centered environment, ensuring that students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career/technical, and basic skills programs, and lifelong learning. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively to make analytical judgments, and understand and appreciate different points of view within a diverse community.

**The Cañada College mission statement says that our College “provides our community with a learning-centered environment...” The ESL Department extends the reach of our college community to North Fair Oaks, East Palo Alto, Half Moon Bay and Pescadero to ensure that adults in these areas of our community have the opportunity to go to college. The mission statement continues, “... ensuring that students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career/technical, and basic skills programs, and lifelong learning.” The ESL Program provides the pathway for basic skills (ESL) students from diverse backgrounds to attend our college and to define and pursue their educational goals.**

### **Strategic Goal 1. Student Completion/Success**

To provide educational and student services programs that help students meet their unique academic goals; minimize logistical and financial barriers to success; and highlight inclusivity, diversity and equity.

**The work of ESL Retention Specialist focuses very clearly on providing support for ESL students to achieve their academic goals. The ESL Retention Specialist's visits to very ESL class on and off-campus with the Basic Skills counselor to inform students about all the support services available and to encourage students to complete their SEPs. In addition, the ESL Retention Specialist responds to individual students' requests for information and help on a variety of challenges that interfere with their academic success.**

**Offering ESL and CBOT courses in the community has removed some of the geographic barriers to attending college and having the ESL Retention Specialist visit these sites regularly ensures that the students have information about support and academic services.**

**In addition, the ESL Retention Specialist organizes and leads 4 College Information and ID Events for off-campus ESL students every semester. This event involves collaborating with many departments on campus: Public Safety; the Welcome Center; Admissions and Records; Financial Aid; Cashier's Office; Counseling; ASCC and Student Life; Outreach and Campus Ambassadors; Learning Center and Library; and the SparkPoint Center in addition to the ESL faculty on and off campus to ensure that all these services are prepared to provide information and services to the ESL students who attend the event. The students and their families attend the event to pay their fees, learn about the academic programs at the College, have a tour of the campus, and get their student IDs. For many of the off-campus ESL students, this event provides them and their families with the first opportunity to visit our campus and begin the process of learning more about college to be ready to transition when they finish ESL Level 1.**

**In addition to the College Information and ID Event, last year, the ESL Department piloted a new project with the Welcome Center to provide a special Transition to College presentations in North Fair Oaks for ESL classes that will be moving to classes on College website, WebSmart and my.smccd email. The ESL Retention Specialist plans these events in collaboration with the Welcome Center and ensures clear communication with the ESL faculty off campus.**

**Two ESL courses in the community have incorporated financial literacy into the classes in partnership with the Redwood City and Cañada SparkPoint Centers, directly addressing financial barriers to success. If this pilot project is successful and expands to other ESL courses at other sites, the ESL Retention Specialist will be involved in supporting this work.**

**The ESL Retention Specialist informs students every semester about the ESL Department Awards, which reinforce the pathway to the PASS Certificate, the students' first official completion goal. The ESL Retention Specialist supports the Careers and Majors for ESL Students Events, which connect ESL students from Levels 2 – 400 with CTE, CWA, STEM, and transfer pathways.**

**Strategic Goal 2. Community Connections**

Build and strengthen collaborative relationships and partnerships that support the needs of, reflect and enrich our diverse and vibrant local community.

**The ESL Retention Specialist's work clearly supports building and achieving relationships and partnerships to serve our local community. Offering the first levels of ESL in the community where our adult learners live and as part of the Redwood City School District's Community Schools Family Engagement strategy and 2-generation approach is an innovative and flexible learning system that relies on the work of the ESL Retention Specialist along with the entire ESL Department. The Retention Specialist works closely with our adult schools and community-based organizations to ensure that there is reliable and current information about our ESL course offerings every semester, including contact information for the ESL Retention Specialist to facilitate successful referrals and transitions between institutions and organizations.**

**In addition to the Redwood City School District, the ESL Retention Specialist works closely with ACCEL on campus to facilitate college applications, financial aid and registration paperwork for our ESL classes located at Sequoia Adult School and La Costa Adult School. The Retention Specialist regularly has contact with community partners such as Upward Scholars (formerly known as Sequoia Adult School Scholars), Able Works and Nuestra Casa in East Palo Alto, and Puente de la Costa Sur in Pescadero.**

### **Strategic Goal 3. Organizational Development**

To invest institutional resources on the structures, processes and practices that focus on a diverse student and staff population, promote excellence, equity, inclusion and transformative learning.

**The ESL Department is about 10% -12% of the College's enrollment every semester; the success, retention, and graduation rates for the ESL Department and for the past three academic years show the success of the program, which includes the critically important work of the ESL Retention Specialist. The table below compares the success and retention rates of the students in the ESL Department to the College rates and also includes the percentage of Certificate and Degree earners who took one or more ESL classes.**

<b>Year</b>	<b>College Unique Headcount</b>	<b>ESL Unique Headcount</b>	<b>College Success</b>	<b>ESL Success</b>	<b>College Retention</b>	<b>ESL Retention</b>	<b>% Graduates w/ESL</b>
2013-2014	11,178	1,252	69%	65%	83%	83%	16.6%
2014-2015	11,368	1,258	70.2%	67%	83.6%	84%	17.8%
2015-2016	11,344	1,120	70.8%	70.0%	84.1%	85.1%	17.5%

2016-2017							
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Waiting for the 2016-2017 data from the Office of Planning, Research and Institutional Effectiveness

**Moving the ESL Retention Specialist position to 50% permanent funding directly supports this goal by ensuring the structures, processes, and practices that support the ESL diverse student population will continue “to promote excellence, equity, inclusion and transformative learning” seen in the percentages of former ESL students who earn certificates and degrees every year.**

3. Explain how adding this position will strengthen the department or division.

**This Retention Specialist position has existed for the past 3.5 years and has been supported entirely by grant funding. Other Retention Specialist positions have been added to programs based on the successful student support and retention work of this position. Taking an important step to institutionalize this position with permanent funding will benefit the department and division by ensuring that this important student support and retention works continues. Future grant funds can be used for other innovations in the ESL Department and the College.**

4. Explain how this work will be accomplished if the position is not filled.

**The funding for this position is a combination of grants: Redwood City School District, Grove Foundation, Silicon Valley Community Foundation, Student Equity and ACCEL. The Silicon Valley Community Foundation is announcing new grant strategies in October 2017; this position may or may not be compatible with the new funding strategies. The SVCF grant has provided the College with 4 years of funding to see whether this position can strongly support student retention, success and persistence, so now it is time to institutionalize this work with some permanent funding.**

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