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| Resources that Support Activities/Strategies General Outputs Short/Long Term Outcomes Major Desired Impact  The Project | | | | |
| **Project funded positions**:  Project Director  Principal Investigator  Qualitative Research Expert  2 Part-time counselors  Student Translators  2 part-time data assistants  External Evaluator  Program Consultant  Part-time admin. Assistant to the  Director  **College-funded**  **Personnel (in-kind)**  2 part-time counselors  **Existing College staff**  ESOL faculty  Sr Research Analyst | **Implementation of Project Design**  1. Identify and randomize course sections into the sections that receive treatment versus those that do not.  2. Orient faculty and designated embedded counselors to project activities and expectations.  3. Launch treatment of embedded counseling in designated classes.  4. Collect quantitative data  5. Employ qualitative formative evaluation strategies (surveys, focus groups, interviews)  6. Collect and analyze quantitative and qualitative data.  7. Employ model of continuous improvement. Use “lessons learned” from Year 1 to improve treatment in Year 2 and subsequent years. | Students in treatment group learn about college support services and how to access them.  Students in higher level ESOL treatment group, who want to pursue a degree, certificate, or exploration, develop an educational plan for transition to college-level work.  Formative and summative project evaluation  Research Project meets What Works Clearinghouse Standards with or without reservations. | **Short-term desired outcomes for ESOL students receiving treatment.**  1. Successful persistence in ESOL classes enables students to progress to the next level.  2. Improved retention of ESOL students in ESOL course sequence.  3. Increase in number of ESOL students successfully completing their first college-level English class  4.More ESOL Students select a college pathway  5. ESOL Students report they know how to access college support services  **Long-term desired outcomes for ESOL students receiving treatment.**  1. Increase in students completing College Degree or certificate  2. Students completing a degree are prepared to transfer  2. ESOL Students report they have a greater sense of  belonging in an educational setting at the college. | Embedded counseling in ESOL classes is empirically proven to be a successful intrusive intervention.  Embedded counseling in ESOL classes is institutionalized.  Increase in ESOL students pursuing college degrees and certificates.  ESOL faculty develop improved skills in decision-making.  to better support student success, using analysis of student data regularly gathered in ESOL classes.  . |