

2004 INNOVATIONS AWARDS PROGRAM
Application Form

1. Program Name: Academic Preparation for Limited English Speakers (APLES)
2. Administering Agency: University of Nevada Las Vegas, Center for Academic Enrichment and Outreach (CAEO)
3. Contact Person (Name and Title): Dr. Patricia Mathews, Director for Adult Educational Services
4. Address: 4505 Maryland Parkway, Box 452006, Las Vegas, NV 89154-2006
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8. Web site Address: www.unlv.edu/studentserv/caeo/
9. Please provide a two-sentence description of the program.

The APLES program assists academically under-prepared, limited English proficient adults (19 and older) who reside in Clark County, Nevada to increase English language skills while increasing computer literacy for the purposes of enrolling in college level courses with the use of technology. This program also provides academic and career guidance to help meet the needs of the participant and the community.

10. How long has this program been operational (month and year)? **Note: the program must be between 9 months and 5 years old on May 1, 2004 to be considered.**

APLES began on June 14, 2003

11. Why was the program created? (What problem[s] or issue[s] was it designed to address?)

The parent program Adult Educational Services serves adults in Clark County, Nevada who were economically disadvantaged and neither parent has graduated from a 4-year educational institution. It became apparent there was a need for a program that could focus on Hispanic residents with severe deficiencies in English proficiency. The largest growth in population has been the Hispanic population, in line with the demographic shifts throughout the entire United States. In Clark County, this population comprises 22% of the total population (US Census Bureau 2000), while maintaining a 9% overall student ratio at UNLV (Office of Institutional Analysis & Planning). Clark County is also the second fastest growing Hispanic population area in the United States (US Census

Bureau, 2000). According to the US Department of Education, this population achieves baccalaureate degrees at a rate far lower than the general population. Within the Clark County School District, Latino students have a drop out rate of 9.9% at the secondary level, a rate higher than any other ethnic group within the system. APLES was designed to increase the higher education enrollment and completion rate. The major employers of Las Vegas have a problem with the language barrier for many of their Hispanic employees. Thus this program is helping Las Vegas employers have a better-educated bilingual workforce, which not only helps the participant but also the employers. This is a win, win situation.

12. Describe the specific activities and operations of the program in chronological order.

- Administering the Clark County School District (CCSD) **Language Assessment Survey (LAS)** for assessment, progress review, and final evaluation of students comprehension of English proficiency
- Utilizing the **Rosetta Stone** software to create interactive learning opportunities for the student to online learning directories and tutorials
- Utilizing the **DISCOVER** computer software for assessment, evaluation and development of careers and college majors
- Bi-monthly workshops that support student learning in English as well as develop computer comprehension at the Clark County Library Districts' CALL Program headquarters (1401 E Flamingo Road, Las Vegas, NV 89119)
- Community mentors program to assist participants with English language learning and career shadowing
- Tour university academic departments and physical grounds
- Supplementing English Language learning with various University Forum lectures for student comprehension
- Referral to Vicki Holmes at the UNLV English Language Center at completion of the APLES program

13. Why is the program a new and creative approach or method?

This is a new approach because this program utilizes many existing community and university resources instead of duplicating services, which makes it very cost effective. Instead of starting a language program this program utilizes the best language software and other Clark County ESL programs for increasing language skills.

14. What were the program's start-up costs? (Provide details about specific purchases for this program, staffing needs and other financial expenditures, as well as existing materials, technology and staff already in place.)

1. Personnel \$7920 20 hours per week at \$11.00 per hour X 36 weeks

Budget Narrative:

Hired one UNLV bilingual student worker for 20 hours per week. Duties: Workshop scheduling, set-up, material ordering, coping, filing, data input, appointment setting and miscellaneous clerical duties. Plus assist existing AES instructor staff at bimonthly workshops. Mentoring provided by volunteers.

2. Materials \$1000

Budget Narrative:

This program purchased various materials based on the language test scores of the participants. Materials will include: practice reading and writing workbooks, computer diskettes for homework assignments, and testing materials.

3. Software \$585

Budget Narrative:

Purchase of three copies of Rosetta Stone at \$195.00 per level. These are installed on existing multiple computers at no additional cost. All additional software was available for use through AES.

Budget Total: \$9505.00 (\$7920 Personnel + \$1000 Materials + \$585 software)

15. What are the program's annual operational costs?

The only cost not covered by AES is the student worker (\$7920).

16. How is the program funded?

Federal but in the future will be grant and employer funded.

17. Did this program require the passage of legislation, executive order or regulations? If YES, please indicate the citation number.

NO

18. What equipment, technology and software are used to operate and administer this program?

15 Gateway Laptops with intranet access
Rosetta Stone Language Software
Discover Career Assessment Access
Some donated home computers

19. To the best of your knowledge, did this program originate in your state? If YES, please indicate the innovator's name, present address, telephone number and e-mail address.

Yes

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20. Are you aware of similar programs in other states? If YES, which ones and how does this program differ?

NO

21. Has the program been fully implemented? If NO, what actions remain to be taken?

YES

22. Briefly evaluate (pro and con) the program's effectiveness in addressing the defined problem[s] or issue[s]. Provide tangible examples.

APLES has only had approximately 100 participants, which is a very small amount of the population in need of service. On the positive side is the participants feel they have gained so much from this program and it is effective. When the participants start the computer literacy class most do not even know how to turn on the computer or what a word document is or how to search the Internet. In the end they can do a resume, a word

document and find employment and academic resources on the Internet. One participant evaluation stated, "This is my first certificate in the United States of America and I am so grateful for the opportunity this program has given me."

23. How has the program grown and/or changed since its inception?

Most of the changes have been to increase the amount of service and increase outside of university community program involvement.

24. What limitations or obstacles might other states expect to encounter if they attempt to adopt this program?

I believe the major obstacle will be in perceptions. Even though there is a need for programs like this one, many people do not want specialized programs for Hispanics. There are still problems of racism and they are difficult to overcome. To increase computer skills, the need for home computers is also an obstacle.

Add space as appropriate to this form. When complete, return to:

CSG Innovations Awards 2004

The Council of State Governments

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DEADLINE: All original applications must be received by April 20, 2004, to be considered for an Innovations Award for 2004.

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