English for Speakers of Other Languages
Revised: January 25, 2009

Proposal for

The English Language Institute (ELI)

I.   Summary

This proposal is for the creation of an ESL Institute on Skyline College campus. The proposal intends to show a need at Skyline College that could be better met, resulting in higher enrollments, greater skill sets in students, and more collaboration among departments. The institute would consist of an outcomes-based assessment and guidance service for second language speakers who want to set clear goals for their improvement of the English language for academic, professional, or personal pursuits.

Program Mission: To create clear pathways for second-language speakers to prepare for further academic, professional, or personal interests by facilitating the learning of English while addressing individual circumstances and needs.

(Future Certificate: Certificate in Academic and Professional English Proficiency?)

II.   Introduction

It is no surprise that Skyline sits amid one of the most linguistically diverse counties in the United States. According to QuickFacts from the US Census Bureau, 33.3% of San Mateo County residents are foreign-born, and 44% speak a language other than English in the home (2004). Of that 44%, 42 percent speak Spanish, and 40 percent reported that they did not speak English "very well." Many Skyline students come from multilingual homes, and the CCCApply results show that 25% of Skyline students indicate that English is not the language they speak most frequently. Yet, these students' needs are not merely linguistic in nature; within the designator of "Nonnative English Speaking" lies a complex mosaic of students with myriad factors impacting success. By addressing these many factors, it is hoped that the ESOL department can reach out to the nonnative English speaking population in our community, thereby increasing enrollment of the ESOL department and the college as a whole.

III.   Need

The ESOL department needs to find a way to move beyond the paradigm of a one-size-fits-all program and find ways to address the diversity found among our students.

One such diversity factor is age and educational background. Some students in the ESOL department at Skyline College are traditional college-aged students; they have perhaps attended one or more years of high school here in the U.S. and are transitioning into college while still in need of reading and writing improvement. Many of these students can be termed **"Generation 1.5"** because of their immersion experience into US high schools; this gives them command in oral skills and aligns them more closely with developmental English students than with standard ESL, so much that many of these students do not self-identify as ESL. However, gaps in cultural and linguistic identity also present problems in reading and writing proficiency as well as lack of clear academic goals. In contrast, standard ESL students are typically **newcomers to the U.S.**, are fully literate in their first languages, self-identify as ESL, and may have stronger reading and writing skills than oral skills. A separate, smaller segment of students are **older and marginally literate** in their first languages; their lack of academic wherewithal and linguistic awareness impacts their comfort level in class. Still others are **professionals and degree-holders** in their home countries and are here

to broaden their vocational opportunities or give their lives here in the U.S. more meaning. It is common to find a mix of all of these students in the same classroom.

Within these simple groupings, there are still more divisions. Some of the above have been here less than one year, while others have been here fifteen years or longer. Some come from a long history of education in their families, while others have parents who are barely literate in their first language. Some come from situations of extreme poverty, war, or financial precariousness, while others have sufficient resources to achieve at a common educational pace. Some have toddlers, while others have teenagers, and still others are teenagers themselves. Some use English in a job or in the home, while others live in linguistic ghettos and only speak English upon setting foot in the classroom. All of these students come to Skyline's ESOL department looking for one thing: to improve their English to the point that they can meet their educational and vocational goals.

En route to their goals, linguistically marginalized students encounter many barriers. The barriers can be summed up in the following categories:

- Financial difficulty. The financial health of needy students can range from moderately shaky to beyond precarious. Yet, many of our students do not avail themselves of financial aid either because they don't know about it, their culture doesn't respect it, or they feel it will place them in an even more vulnerable position with respect to their legal status in this country.

- Linguistic difficulty. Many students who attempt to register at Skyline College rely entirely upon the assistance of a family member or friend who does the entire registration process for them. In this manner, these students avoid vital steps such as orientation and counseling because they are intimidated by the English language or they do not readily see the linguistic support resources that may be available to them. Their affective filters that they set for their own comfort level serve to filter out information in flyers and posters that would otherwise assist them in their pursuit of stronger English.

- Family obligations. The student who makes the decision to go to college to study English may be the most ambitious and mobile member of a large family who depends greatly on him/her. Therefore, when the family has needs, this student is suddenly unable to commit to the time that a college education requires. It is not uncommon for an 18-year-old to be forced to skip class to accompany family members as a translator for business, health, or financial transactions.

- Life and work obligations. Students who come to community college to learn English frequently hold multiple jobs in industries that do not allow them much control over their schedules. This greatly impacts the student's ability to commit to class and homework time. In a recent ESOL department survey of students, 40% were working up to 35 hours per week, and 25% were working more than 35 hours per week, which totals 65% who are working as well as coming to school (ESOL Program Review, 2006).

IV. Goals/Objectives

With all of these barriers and challenging demographics, a need for a supportive institute for second language speakers becomes apparent. Such an institute would do the following:

1. Welcome and Embrace

   a. Provide a welcoming, stimulating, visually clear location that serves as a logical and efficient point of entry to students at all levels of language proficiency

   b. Staff the location with current students in the program who represent the languages of the college and community

   c. Serve as a bridge between adult education and college

   d. Connect with the Outreach Coordinator and committee to present to high schools

   e. Provide welcome information in multiple languages: Spanish, Burmese, Vietnamese, Chinese, Arabic, Russian, and Portuguese.

   f. Create a video orientation, with involvement of an ESL teacher, with critical segments narrated in various languages.

2. Assess and Identify

   a. Offer a descriptive diagnostic of each individual: all language skills; socioeconomic challenges; family and work issues that could present barriers to education

   b. Identify particular needs of various demographic cohorts and design approaches unique to each cohort's challenges

3. Inform and Empower

   a. Educate students as to the acceptability of financial aid in US culture and provide copious information in multiple languages as well as scholarships targeting specific demographics

   b. Provide clear explanation of the steps to registration in the critical languages.

   c. Serve as a center for communicating all college information and counseling in multiple languages (brochures, videos, group orientations, multilingual speakers, etc.)

   d. Provide clear information about the ESOL program, its sequence, its courses, its testing, and its support resources

   e. Provide specialists (counselors and financial aid experts) to break down the complicated process of application and enrollment to a population who needs reassurance and creative solutions

4. Plan and Strategize

    a. Set up unique Student Educational Plans (SEPs) for students based on linguistic background, challenges, and goals

    b. Coordinate community child care and ride sharing for ELI members

5. Follow Through and Fine-Tune

    a. Provide a counseling approach to follow-up with students utilizing progress reports and counseling services

    b. Provide follow-up and follow-through services for potential ESOL students who test and then fail to register

    c. Collect data on the ESOL population (its socioeconomic level, its family sizes, its major and minor languages, its formal education level, its employment sectors and goals) for use in improvement of the ESOL program

    d. Liaise with vocational departments and local businesses to collaborate on creation of vocational ESL courses and program sequences

    e. Recruit for ESL-specific courses such as Word for ESL, Computers for ESL, etc.

V. Procedures/Scope of Work

<u>Welcome and Embrace</u>

At this critical point, the institute will provide a welcoming, stimulating, visually clear location that serves as a logical and efficient point of entry to students at all levels of language proficiency. This includes:

- an office with a 30-50 person orientation room attached

- Signs and posters in multiple languages

- Staffing consisting of current students in the program who represent the languages of the college and community; these staff will be supervised by a classified day and evening/weekend supervisor.

Individuals who walk into the institute will be greeted and assisted by student workers who will find out how new the student is and how to serve him/her the best. Telephone traffic will be filtered through a voice mail options system that will give options for different languages. Each option will route to a different voice mail where speakers of various languages will assist students with getting information in the language they need.

The Welcome and Embrace function of the Institute is vital because it can serve as a bridge between adult education and college. Whereas adult school students can often feel overwhelmed upon entering a college, this office can provide a friendlier entry with plenty of support and explanation. The Office will also connect with the Outreach Coordinator and committee to give presentations to adult schools, high schools, and Regional Occupational Programs (ROPs). Part of the "friendlier entry" will be due to the availability of information in multiple languages: Spanish, Burmese, Chinese, and Arabic, with potential expansion into Russian, Vietnamese, and Portuguese if necessary. Orientation videos will be created in these languages to be viewed on site, via podcast, or via the web. Every effort will be made to get multilingual students adequately informed about the steps to register and enroll.

<u>Assess and Identify</u>

At this stage, the center will offer a complete descriptive diagnostic of each individual: all language skills; socioeconomic challenges; family and work issues that could present barriers to education

- Student workers can assist in setting up appointments; all assessment is done by faculty or assessment personnel

- Data is gathered on every student who enters the center so that follow-up can be initiated.

The center will use the information gathered to further identify particular needs of various demographic cohorts so that approaches unique to each cohort's challenges can be

designed. For example, if it is discovered that a particular age group frequently requires child care, this data can be used to explore options within the community to obtain child care services.

Inform and Empower

At this stage, the institute's mission is to educate students about how to approach their study in an American college. Steps will be made to:

- Educate students as to the acceptability of financial aid in US culture and provide copious information in multiple languages as well as scholarships targeting specific demographics

- Provide clear explanation of the steps to registration in the critical languages.

- Serve as a center for communicating all college information and counseling in multiple languages (brochures, videos, group orientations, multilingual speakers, etc.)

- Provide clear information about the ESOL program, its sequence, its courses, its testing, and its support resources

- Provide specialists (counselors and financial aid experts) to break down the complicated process of application and enrollment to a population who needs reassurance and creative solutions

Plan and Strategize

At this stage, the institute provides access to a counselor who will set up unique Student Educational Plans (SEPs) for students based on linguistic background, challenges, and goals. This is a vital step because students who apply for financial aid are bound to keep to a rigorous academic schedule; yet, for students with limited first language literacy, little choice in job schedule, and little academic background, this can be an insurmountable challenge. Therefore, such SEPs will consider the following information, which will have been gathered by the institute faculty:

- Linguistic background and education level (in addition to the placement test, this multiple measure will determine the best course to recommend to the student to achieve maximum success)

- Socioeconomic situation and set up of plans for financial aid, scholarships, or community-based programs designed to assist low-income students.

- Personal concerns such as child care and transportation. The institute can coordinate community child care and ride sharing for ELI members.

Follow Through and Fine-Tune

This final phase allows the institute to operate with the best information and use it to improve services for students. The institute will do the following:

- Provide a counseling approach to follow-up with students utilizing progress reports and counseling services

- Provide follow-up and follow-through services for potential ESOL students who test and then fail to register

- Collect data on the ESOL population (its socioeconomic level, its family sizes, its major and minor languages, its formal education level, its employment sectors and goals) for use in improvement of the ESOL program

- Liaise with vocational departments and local businesses to collaborate on creation of vocational ESL courses and program sequences

- Recruit for ESL-specific courses such as Word for ESL, Computers for ESL, etc.

VI. Timetable

The Chancellor's Office grant was awarded in February of 2009 and will be completed by June 2010. It is hoped that this will be enough time to establish the program at a level that can be assumed by the college.

	Description of Work	Start and End Dates
Phase One	• Inform campus and obtain buy-in and feedback • Collect materials to be translated into four main languages; • Hire translators and translate materials; • Create intake/diagnostic materials and process	Spring 2009 (begun)
Phase Two	• Write curriculum for customer service courses to train center staff; • Create and hire Program Services Coordinator position; • Clearly delineate counseling role and recruit and hire for it; • Translate initial body of materials into four main languages; • Advertise for the customer service course; • Locate office space, contact info, etc.; • Begin talks with Voc/Tech programs re: contextualized curriculum	Spring 2009 (latter half) into Summer 2009
Phase Three	• Open center and begin providing services; • Connect with Voc/Tech programs and create contextualized curriculum pathways and plans; • Create video (multiple languages) advertising voc/ed programs and how NNSs can prepare for them; • Develop a bridge from Adult Ed including reciprocal CCC – Adult Ed site visits to enhance referral networks and develop articulation and establish adult ed/college ELI pathway;	Fall 2009
Phase Four	• Implement contextualized curriculum courses for Voc/Tech classes; • Sponsor a convening on contextualized learning; • Implement Health Train curriculum to reconnect former healthcare professionals (ELLs) with the industry • Gather first semester (Fall 09) data and analyze it for trends; • Outreach to community centers to learn more about their populations;	Spring 2010

- Outreach to business to discuss partnerships in education and workforce preparation; conduct environmental scanning that informs recruitment and outreach strategies;
- Outreach to middle schools and high schools (ESOL students); target 6 middle schools up to 30 students each;

VII. Budget

Complete budget available through Office of Workforce Development

Description of Work	Anticipated Costs	
Total	$ 0.00	

VIII. New Curriculum

Work experience courses:

These courses would be designed to impart general customer service, office management, or people skills to ESOL students who, as part of their education, work in the ELI. Curriculum would be practicum-based, and students would have regular evaluations by a supervisor and faculty. Upon completion of the coursework, students would receive a letter of recommendation from the program director. Outline of curriculum:

Basic Customer Service: greetings, taking accurate information, accurate follow-through, politeness, referring client to the correct services.

Telephone training: pronunciation, intonation, politeness, asking for clarification, closing the conversation appropriately. (This course requires the use of a language lab).

One-on-one People Skills: conducting intakes and interviews of clients, asking accurate follow-up questions, setting up appointments, asking about sensitive personal information, calling for confirmation of appointments.

Business Writing for ESL: Writing accurate business letters, requests, complaints, and other skills. Collaboration with BUS 400 to create a section designed particularly for second-language speakers.

Meetings and Group Management: Creating agendas, listen to speakers, ask for clarification, ask for suggestions, create paths to resolution. Geared towards people who have professional experience, but needs discussion with Business

dept to examine relevance to their programs as well. (This course requires the use of a language lab).

IX.   Key Personnel

This program will require a Faculty Coordinator. Benefits of a faculty coordinator are:

- Intimate knowledge of curriculum and ability to advise students academically

- Can liaise with academic side and counseling

- Same person can coordinate program as well as teach courses in the ESOL department

This program will also require a Program Services Coordinator who will be responsible for the following:

- Supervising student staff, which includes:

    o   Holding meetings each week with staff to debrief and reinforce training

    o   Scheduling student staff at critical points throughout the week

    o   Ensuring that all staff are adequately trained

- Setting up connections with programs to provide solutions to barriers to education (child care, ride-sharing, and other support services)

- Arranging for presentations on financial aid and scholarships

- Enabling the system of follow-through for students who enter but fail to enroll, or students who drop out for long periods of time

This program also requires additional staffing for phone, desk, and translation support. This can come in part from federal work study and in part from students in work experience courses designed to give second-language speakers skills in customer service, person-to-person connection, and professional demeanor.

- Such a course could include skills in greeting clients, setting up appointments and following through, participating in meetings and notetaking, giving reports, and other soft skills that students may need to gain marketable skills. The class will be conducted separately while the office staffing serves as the practicum; students will receive evaluations and letters of recommendation. In this way, students who participate in the program both contribute and benefit from this experience.

Student staff will be responsible for the following elements of service:

- Attending initial training prior to work

- Greeting incoming clients respectfully and personally in English or in the client's native language

- Delivering accurate information.

- Making sure that clients do not get "dropped" but are safely and efficiently delivered to a person who can assist them the best.

- Assisting clients via translation and support in filling out registration information

- Making appointments for clients to meet with counselors, view orientations, or get assessments

- Attending weekly meetings to be updated on current projects and to report on client interaction

- (Work experience students) Attending customer service skills courses to learn how to serve clients in this office

- Following the directives of the office supervisors
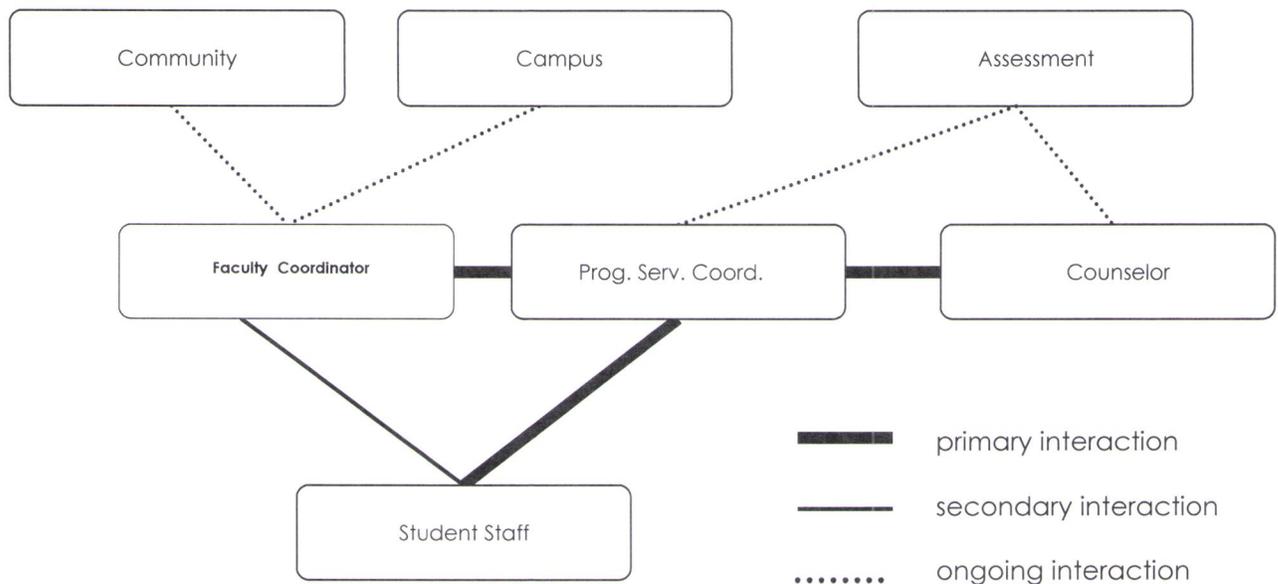
CHART IS UNDER DEVELOPMENT

X. Evaluation

- The center will conduct a program review within the cycle of the college's program review process.

- Student Learning Outcomes will be developed for the program by opening date of August 2009.

- All elements laid out in the original grant will be addressed and evaluated.

- Ratios of placement takers to new enrollees will be tracked.

- Success rates of critical minorities (specifically, Hispanics entering ESOL 400) will be tracked.

- Overall success rates will be tracked.

XI. Endorsements

UNDER DEVELOPMENT

XII. Appendix

UNDER DEVELOPMENT

Provide supporting material for your proposal here.