CALIFORNIA COMMUNITY COLLEGES
AND
LOS ANGELES
COMMUNITY COLLEGE DISTRICT

#89-0011
Amalgamation of ESL with Vocation Instruction in Occupational Programs

<table>
<thead>
<tr>
<th>FUNDING CATEGORY &amp; AWARD</th>
<th>ELIGIBLE PROGRAM</th>
<th>PROJECT CATEGORY</th>
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<tbody>
<tr>
<td>Grant = $25,000</td>
<td>C --- Special Learning Needs Ed/Dis</td>
<td>Curriculum Design</td>
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<tr>
<th>PROJECT PRODUCT</th>
<th>PROJECT TOPIC #1</th>
<th>PROJECT TOPIC #2</th>
<th>ACADEMIC SUBJECT</th>
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<td>Resource Materials</td>
<td>Vocational Education</td>
<td>ESL</td>
<td>Inter-Disciplinary</td>
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<tr>
<th>PROJECT DIRECTOR</th>
<th>PROJECT SUPERVISOR</th>
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<tr>
<td>Dorien Grunbaum, Instructor</td>
<td>Betty J. Harris, Dean</td>
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This addresses the need to provide Vocational English as a Second Language (VESL) to the entering student population in occupational programs offered by the eight colleges of the L.A. Community College District. The project provides staff development training in ESL techniques to vocational educators of occupational programs through an intensive four week in-service session.
Amalgamation of ESL with Vocation Instruction in Occupational Programs

This proposal addresses the need to provide Vocational English as a Second Language (VESL) to the entering student population in occupational programs offered by the eight colleges of the Los Angeles Community College District.

Main streamed ESL students who are unable to understand instruction experience a high drop rate due to failure and frustration. This attrition reduces the supply of entry level workers to local business and industry.

The project provides staff development training in ESL techniques to vocational educators of occupational programs through an intensive four week in service experience conducted by a highly qualified master teacher in ESL. Instructors participating will develop a vocabulary module specific to their course content. During the following college semester these instructors will offer this one unit module to the students in their classes who have been identified as ESL through routine college assessment.

Evaluation of the project will be carried out by the occupational advisory committee members and college faculty. Comparison of success of project students with the performance of similar students in previous semesters will be made. Criteria will include grades achieved and retention.

The impact of this project will be to serve as a model for main streaming vocational ESL students into existing college occupational programs.

Results of the project will be submitted for publication to the Statewide Academic Senate Forum. Colleges requesting more details will be furnished the design and course outlines.
Amalgamation of ESL with Vocation Instruction in Occupational Programs

1. Specific Educational Program Being Addressed

[NO “PROGRAM” ACCOMPANIES THIS DOCUMENT.]
2. Specific Problems Being Addressed

At Los Angeles Trade-Technical College it has been found that mainstreamed ESL students who are unable to understand instruction experience a high drop out rate due to frustration and inability to achieve. The resulting attrition contributes to lack of entry level workers for industries served by the college's vocational programs. A model was developed to upgrade and enhance the ability of vocational educators to integrate VESL into their respective courses of instruction (please see attached); funding is needed to test a modification of this model and document its effectiveness.

[SEE PRINT DOCUMENT FOR DETAILS OF “VESL PILOT PROGRAM.”]
3. Population To Be Served

Populations to be Served

An estimated one hundred eighty (180) students identified as ESL through general college assessment procedures and who have declared occupational majors will participate.
4. Objectives

Project objectives

1. To provide inservice education to vocational instructors for integration of VESL techniques into their specific occupational disciplines

2. To implement alternative teaching techniques essential to the teaching of VESL such as video play-back, visual aids, X one-on-one interaction between teacher and student, student and student, and hearing-seeing tutorials.
5. Workplan Narrative

Implementation
Adapting the format of the VESL pilot program, Summer 1988, four weeks extensive instruction in VESL techniques will be given to vocational instructors of selected disciplines such as automotive, carpentry, computer science, culinary, drafting, electronics, fashion design, manufacturing and nursing. This experience will include the development of a one-unit vocabulary module appropriate to each specific discipline represented.

During the regular college semester, the one unit module will be offered to ESL students enrolled in these vocational programs.

Evaluation of the project will be determined by comparing the success of project students with the performance of similar students in previous semesters. Evaluators will be chosen from discipline specific advisory committee membership as well as college faculty. Criteria will include grades achieved and retention.
6. Expected Outcomes

Expected Outcomes

1. Demonstration of increased levels of achievement by ESL students enrolled in occupational majors.

2. The impact will be to serve as a success model for mainstreaming vocational ESL students.

3. Increased enrollment and retention in vocational classes will justify District funding support on a continuing basis.

4. The model and outcomes will be disseminated state-wide to all community colleges upon request.
7. Evaluation Plan

Evaluation plan will include tracking of participating students throughout their chosen vocational program. Comparison of the success rate of these students with the success rate of students with similar ESL assessment scores who did not participate in the VESL program.
8. Dissemination Plan

Dissemination Plan
An article will be written concerning this model and outcomes to be published through the statewide Academic Senate publication. Colleges requesting more detailed information will be furnished complete working plans.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]