CALIFORNIA COMMUNITY COLLEGES
AND
COMPTON
COMMUNITY COLLEGE DISTRICT

#90-0003
### FISCAL YEAR | ID NUMBER | COLLEGE | DISTRICT
--- | --- | --- | ---
1990-91 | 90-0003 | Compton | Compton

#### PROJECT TITLE

**VESL Machine Technology Curriculum Development Project**

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#### PROPOSAL DESCRIPTION

This project addresses the needs of students at Compton College who are enrolled in both ESL and Machine Technology Instructional Programs. Implementation would increase the number and success of underrepresented students by providing them with linked VESL and machine technology instruction. This program also improves the development of a more consistent and comprehensive curriculum for ESL.
VESL Machine Technology Curriculum Development Project

PROGRAMS WHICH PROJECT ADDRESSES
The VESL Machine Technology Curriculum Development Project addresses the needs of students at Compton College who are enrolled in both the ESL and Machine Technology instructional programs. $14,500 in FII funds are requested for this project, matched by District funds in the amount of $19,000.

FII PRIORITIES ADDRESSED
This project addresses the 1989-90 Board of Governors Basic Agenda Items on vocational education and ESL. Implementation would increase the number and success of underrepresented students in vocational education programs by providing them with linked VESL and machine technology instruction. The project also would contribute to the development of a more consistent and comprehensive curriculum for ESL that better meets the needs of students.

PROBLEM ADDRESSED
The greatest need of ESL/LEP students is educational training that is linked directly to employment. Surveys at Compton College indicate that 75% of LEP students surveyed are interested in such instruction but 58% do not enroll in vocational programs because of limited English language skills. 63% would enroll, however, if both language skills attainment and employability were linked. With the College's occupational education programs severely under enrolled, the development of such a linkage in the form of VESL curriculum would thus (1) meet the needs of LEP students and (2) stabilize and strengthen the College's vocational programs. With this in mind, a pilot project is called for to develop such curriculum in the area of machine technology.

POPULATION SERVED BY PROJECT
ESL students interested in linked language and vocational training would be the population served by this project. A minimum of 100 such students will be enrolled in the three VESL and parallel machine technology courses that will be implemented in Spring 1991.

OBJECTIVES OF PROJECT
To identify those courses most directly leading to employment in machine technology; to identify language competencies, skills, and vocabulary needed for such courses; to develop five VESL courses with curriculum materials that parallel those courses, to adopt these courses
into the College curriculum; to recruit at east 100 LEP students for enrollment in three of these five courses, and to implement these three courses on a pilot basis.

**ACTIVITIES OF PROJECT**
Curriculum Consultant will be selected and will meet with appropriate staff to develop list of courses for VESL and to review competencies, vocabulary, and skills to be included in said courses. Completed curriculum packages will then be submitted to Curriculum Committee or approval, and recruitment of LEP students and implementation If at least three courses will take place.

**IMPACT OF PROJECT**
Successful implementation of this project will make ESL program more responsive to student needs and will reduce attrition in this program Implementation will also stabilize and strengthen the machine technology program, thus likely leading to similar curriculum development projects linking ESL and other occupational programs It the institution.

**EVALUATION OF PROJECT**
Curriculum products will be on file. Rates of LEP student retention/academic performance will be reviewed and analyzed. Project Director will conduct formal evaluation and compile report or review by VESL Task Force and other interested parties.

**DISSEMINATION**
College will disseminate information on this project to local television and print media with emphasis on those which target Hispanic and Asian audiences. Presentations will be made to both faculty and Board of Trustees. Materials will also be provided to Vocational Education and ESL staff at neighboring institutions.
VESL Machine Technology Curriculum Development Project

1. Specific Educational Program Being Addressed

A. PROGRAMS WHICH PROPOSAL ADDRESSES
The VESL Machine Technology Curriculum Development Project seeks to develop, with FII support, a core VESL curriculum that will complement the College's comprehensive machine technology program. As such, it involves coordination between and the implementation of specifically-linked courses in two curricular areas, ESL and Machine Technology.

B. FII PRIORITIES ADDRESSED BY PROJECT
This project addresses two major criteria for FII funding, as set forth in the 1989-90 Basic Agenda of the Board of Governors, i.e., vocational education and ESL and basic skills.

Specifically, this project would increase the number and success of underrepresented students in vocational education programs by providing them with a linked program of VESL and Machine Technology instruction. The VESL courses would teach the language competencies and skills needed to pass the occupational courses and to obtain entry-level employment. As ESL or Limited English Proficient (LEP) students are both a significant and fast-increasing group of underrepresented students, it is imperative that they receive curricular and other support to help them persist in higher education. Studies indicate that the two major causes for ESL/LEP student dropout and subsequent failure to obtain gainful employment are limited language skills and lack of formal education. Studies further reveal that many ESL students are job-oriented and can not devote the time needed to formally matriculate through a two year vocational program, especially if the need to obtain language skills first means that what would be a two year program for others will take longer for them. VESL courses--by increasing language competency in a vocational context--can help the ESL student master competencies more quickly, enabling him to either obtain short-term goals of employment or quicker mainstreaming into the regular vocational curriculum with native English speakers.

Such a VESL program clearly also fulfills the criterion of developing a consistent and comprehensive curriculum for ESL. If ESL programs are to be successful--both in retaining students and in meeting their needs--they must seek not only to train students for eventual mainstreaming into a multi-year program of instruction but also to provide them with instruction
which is relevant to their immediate economic and personal needs, instruction designed to speed the process of language skills acquisition so that employment is feasible. Adult learners are more likely to succeed if their courses are seen by them as linked to their personal goals and if job skills and employment are the goals at hand, VESL courses are clearly called for.
2. Specific Problems Being Addressed

PROBLEM ADDRESSED BY PROJECT

1. National/State

The number of "new immigrant," or Limited English Proficient in California is ever-increasing. The 1980 United States Census revealed that 5% of California's total population could be classed as "limited English proficient." A 1982-83 survey of enrolled students in adult schools in California revealed that 79.9% of all enrollees could be so classed.

The Los Angeles-Long Beach SMSA, in which the Compton Community College District is located, had a 1980 LEP population of over 650,314, 9% of the total.

Predominantly, this LEP population--both statewide and locally--is Hispanic. However, a large number are also Indochinese, particularly in Southern California.

That these minority groups--Hispanics and Indochinese--are generally poorer and work in lower-paying jobs than other non-white Americans is not surprising, particularly in light of their low level of educational attainment.

Thomas Miller, author of The Fourth Rave: California's Newest Immigrants, indicated that some 72% of adult Mexican immigrants to California in the 1970's had an 8th grade or lower education, a percentage actually reflective of the overall educational levels in Mexico itself. Arturo Vargas, writing on "Illiteracy in the Hispanic Community" further found that some 48% of Hispanic adults whose native language is other than English are illiterate.

Similar educational deficits are to be found among many Indochinese newcomers. Also, the single greatest factor hampering the employment of this group, as cited by John Latkiewicz, in a study entitled "Industry's Reaction to the Indochinese," was a lack of language proficiency.

California community colleges can not ignore LEP adults for two major reasons. First, the changing job needs of our State increasingly demand greater educational skills from prospective employees, a large percentage of whom will come from this group. Second, those LEP adults who seek to upgrade their skills are turning more and more to the community colleges for both their English language and vocational training. The needs of our State and the needs of these citizens make it essential that we increasingly direct our attention to the problems of employers and these new, aspiring, potential employees. Language skills and employability must be the leit motifs of our institutions in the years ahead.

2. Local
At Compton Community College, the number of students designated as "immigrants" has soared with recent Federal amnesty programs and concerted recruitment efforts in the Hispanic community. Preliminary Spring 1990 enrollment figures reveal that a full 23% of our students--1,097 out of 4,754--are designated as "immigrants." This, of course, does not include a significant number of Limited English Proficient students who may already have citizenship or other status. Enrollment in our traditional ESL classes, also--quite predictably--continues to increase dramatically. 1,355 students are enrolled in various ESL courses this semester. Factoring in some duplicate head count enrollments, it is clear that these students represent a minimum of twenty percent of all student enrollees. It should also be added that a full 56% of those students considered immigrants do not have a high school diploma or its equivalent.

Given the large number of immigrants and students enrolled in ESL and their strong desire for vocational training as communicated in surveys, it is shocking to discover that total enrollment in vocational programs such as welding, electronics, drafting, and machine technology totals only 277 (with some duplicate head count) during this same Spring semester. How can this apparent sharp discrepancy be explained? It is clearly not due to a lack of adequate counseling or recruitment, for the College has a full-time bilingual Vocational Counselor, who consistently speaks to students and advises them on employment options. Nor can it be due to inadequate equipment support or poor instructors, for all of these programs are adequately equipped and taught by trained instructors of distinction. Nor can it be due to a lack of job opportunities in these areas, for the College's Career Center consistently receives notices of job opportunities in all of these fields. Finally, it also can not be ascribed to a lack of support services or funds, for bilingual tutors are available for all interested students and BOG grants, book loans, and EOP&S funds are plentiful, as the vast majority of our students are low income.

Not surprisingly, the single most important reason why vocational programs at Compton College are under enrolled is that a large number of students Intensely interested in job training and employment LACK the English skills necessary to successfully matriculate through these programs' courses.

This is known because of the work of the Compton College VESL Task Force, whose members include the Division Chair of Multilingual/Multicultural Programs (including ESL), the Director of VEA and Job Placement, and the Acting Dean of Academic Affairs. In Fall 1989 this Task Force administered a survey (bilingual) to all students in ESL courses to determine the feasibility of and interest in a VESL program. Findings revealed that 75% of respondents (888 respondents in total) were interested in vocational training but 58% either had not enrolled in such courses or had dropped out because they could not meet the language demands of instruction.

When further asked whether they would enroll in a vocational program if language attainment and employability within one year could be linked, a strong majority of respondents, 63% answered in the affirmative. Clearly, when a majority of a quarter of all students are
apprehensive about enrolling in vocational programs, it should not come as a surprise to see these programs significantly under enrolled.

It was evident from these findings that Compton Community College is currently not adequately serving either its LEP students or its vocational curricula. Therefore, the VESL Task Force concluded that what was needed was the development of a core number of VESL courses designed to assist the LEP student to successfully matriculate to the point where employment could be obtained in as short a period of time as possible.

The Task Force also concluded that the vocational program most suitable for such a linked VESL component was machine technology, given that program’s state of the art equipment, good wages for entry level employees, and continuing strong job demand for trained students in the region.

3. Machine Technology Program at Compton College

The Machine Technology Program is designed to train students to enter such sectors as the aerospace, automotive, and ship-building industries as well as any enterprise where a knowledge of machine tools and equipment is needed. Students learn to operate such tools as the lathe, milling machine, drill press, surface grinder, computer engine, computerized lathe, and computerized milling machine. Numerical control and quality control functions are also taught.

Entry level wages in Southern California unionized industries, such as aerospace or automotive are currently between $10 and $12 per hour. Private employers, many of whom are nonunion, pay past somewhat less.

Job demand in Southern California for employees knowledgeable about machine technology, quality control, or numerical control remains high. Employers such as Northrop, Douglas, Hughes, and McDonnel Douglas are all within twenty miles of the College and all continue to have difficulty in obtaining adequate numbers of employees with fundamental knowledge of the machine trades. The Long Beach Naval Shipyard has also been a major employer of individuals in the machine trades in recent years. Many industrial firms also need on-staff maintenance machinists, to keep equipment in working order.

The problem addressed by this project is, therefore, how to assist ESL/LEP students interested in vocational training which leads to employment in succeeding in the vocational classroom while, at the same time, increasing the currently inadequate level of enrollment in these same vocational programs. The recommended solution to develop a core occupation-specific, linked VESL curriculum in machine technology.
3. Population To Be Served

POPULATION TO BE SERVED BY PROJECT

As indicated, 63% of ESL students surveyed in Fall 1989 (555 out of 880 respondents) indicated an interest in enrolling in a vocational program that would enable them to upgrade language skills and obtain entry-level employment within one year’s time. This same percentage closely matched that of those who had either dropped out of such a program or who were afraid to enroll altogether because of fears of language inadequacy (510 out of 880 residents). The development of a VESL Machine Technology Curriculum, as outlined in this proposal is designed to serve this population, and it is anticipated that during the pilot implementation of the curriculum in Spring 1991, a minimum of 100 ESL students will enroll in one or more new classes of VESL Machine Technology and Machine
4. Objectives

OBJECTIVES OF PROJECT

1. To identify those courses in machine technology and related disciplines which are essential to short-term employment training.
   Personnel: Curriculum Development Consultant, Project Director, Machine Technology Instructor, Division Chair of Occupational Education.
   Budget: $2,000
   Timeline: July 1990

2. To identify language competencies, skills, and vocabulary essential to short-term employment training and matriculation in courses outlined in objective #1.
   Personnel: Curriculum Consultant, Project Director, Machine Technology Instructor, Division Chair of Occupational Technology, ESL Instructor
   Budget: $2,000
   Timeline: August 1990

3. To develop a minimum of five VESL courses and instructional materials in machine technology and related disciplines which support and parallel regular vocational courses in that and related disciplines.
   Personnel: Curriculum Consultant, Project Director, ESL Instructor,
   Budget: $8,500
   Timeline: September 1990-January 1991

4. To formally adopt the five new VESL courses into the College’s curriculum for prompt implementation.
   Personnel: Curriculum Consultant, Project Director, ESL Instructor,
   Budget: $2,000
   Timeline: January 1991

5. To recruit at least 100 ESL/LEP students into one or more of three VESL Machine Technology courses, to be taught during Spring 1991 parallel to regular vocational courses.
   Personnel: Project Director, Vocational Counselor
   Budget: $3,000 (cost to be borne by District)

6. To pilot in Spring 1991 at least three new VESL Machine Technology courses (with a minimum of 100 LEP students) which parallel regular vocational courses.
   Personnel: ESL Instructor, tutors, Project Director
   Budget: $9,000 (cost to be borne by District)
5. Workplan Narrative

ACTIVITIES

The most important factor in implementing this project is the selection of an experienced VESL Curriculum Development Consultant. It is not feasible to utilize College faculty for this purpose, as none have had experience in developing a VESL Program. Nor, at present, are any faculty members well-versed in both ESL and a specific vocational field. For these reasons, an expert consultant is essential. It is anticipated that once the VESL Machine Technology classes outlined in this project are implemented, the ESL instructor involved will be able to develop additional VESL courses linked to other vocational program. However, that development remains in the future.

Mr. Nick Kremer, currently Faculty Coordinator of VESL and the Vocational Learning Lab at El Camino College, will serve as VESL Curriculum Development Consultant for this project. One of the leading experts in California on VESL, Mr. Kremer is well known for his report entitled "Approaches to Employment Related Training for Adults who are Limited English Proficient." Mr. Kremer strongly espouses the development of a VESL curriculum which (1) introduces one concept at a time, (2) uses demonstrations, (3) explains key concepts in native languages, (4) provides bilingual glossaries, (5) summarizes or outlines long, difficult readings, and (6) uses visual support materials.

Kremer also strongly maintains that VESL instruction must emphasize workplace communication (both oral and auditory) which teaches the student about settings, roles, and expectations. Both task-related and interactive activities, which require students to use language in a specific context and in general communication are also vital.

Given the unfortunate paucity of instructional VESL materials in machine technology, the task of developing five courses and instructional materials for these courses, is no small task. It will involve close interaction with the Project Director, ESL faculty, Machine Technology faculty, and the Division Chair of Occupational Education. Mr. Kremer normally receives $50 per hour for curriculum development and as it is anticipated that the development of the five courses --- and attendant instructional materials outlined in this project --- will require at least 200 hours of his time, $10,000 in FII funds is requested for this purpose.

Once selected and approved by the Board of Trustees, the Curriculum Consultant will meet with Machine Technology faculty, the Division Chair of Occupational Education, and the Project Director to finalize the list of courses which need to be developed. The VESL Task Force has preliminarily identified the following five courses for VESL-linked curriculum development but this just may well change after these meetings. It is the view of the VESL Task Force that successful matriculation in these five courses will qualify a student for entry level employment in the field of machine technology:
• MACHINE TECHNOLOGY 1 ENGINEERING PROCESS
  Course Description:
  A basic course offering information relative to the necessary skills and
  applications of shop tools and machines

• MACHINE TECHNOLOGY 5 MACHINE PROCESSES I
  Course Description:
  This course is designed for students wishing to start a career in the machine
  tool industry. Experiences are provided on all basic machine tools, such as
  engine lathes, milling machine, shaper, drill press, power saw, offhand grinder,
  and related measuring tools.

• MACHINE TECHNOLOGY 9 MACHINE SHOP: INTRODUCTION
  Course Description:
  The student is taught the basic technical operations of machines employed in
  machine shops today. Opportunities are provided for students to keep up with
  technical changes within the trade and to broaden their experiential background
  in areas of work in which their preparation has been inadequate.

• MACHINE TECHNOLOGY 14A INTRODUCTION TO NUMERICAL CONTROL
  Course Description:
  This course is offered to acquaint the student with theoretical principles and
  practical applications of numerical control.

• ENGINEERING 22 DRAWING INTERPRETATION
  Course Description:
  This course is designed to prepare the student to understand the language of
  production prints as they are normally prepared in industry. Work in this area
  includes interpretation of specifications, engineering changes, and detail
  drawing, which are commonly used in aerospace, automobile, and shipyard
  production.

None of these courses have any prerequisites so students would be free to take them in any
given sequence, all at the same time or in any order desired.

A final list of courses to be developed/adapted will be decided upon in July, 1990.

Once the specific courses to be developed in VESL format are decided upon, the Consultant
will begin a series of intensive meetings with the designated ESL instructor, the Project
Director, the Machine Technology Instructor, and the Division Chair of Occupational Education.
Each course objective will be reviewed, each chapter of the designated textbook analyzed,
and vital vocabulary and communicative skills required considered and discussed. These
meetings will take place in intensive format during the month of August, 1990.
The major work will then be undertaken by the Curriculum Development Consultant, as he reviews current instructional materials for their suitability in fostering language skills objectives, integral to successful matriculation in the targeted vocational courses. Where possible, such materials will be adopted or adapted. Where this is not possible, the Consultant will develop completely new materials.

This process will be concluded by no later than January, 1991 with the final product required of the Consultant to include:

1) course outlines and class syllabi for five VESL courses paralleling the five occupational technology courses decided upon by the Consultant and college staff as core courses leading to employability.

2) detailed lesson plans for all course objectives, in the five VESL courses.

3) a clear sequencing of communicative and language competencies designed to parallel lessons in the five regular occupational technology courses.

4) a glossary of technological terms considered important in the parallel occupational technology courses and a determination of their placement in the lesson plans of the VESL courses.

5) a detailed listing of grammatical structures reviewed in lesson plans of the five VESL courses.

6) a sequencing of general communicative skills required of individuals seeking employment

7) a sequencing of general written and reading skills required of individuals seeking employment (e.g., how to read a job application, vocabulary to use during a job interview, etc.)

These complete courses and curricular materials will be reviewed by the ESL instructor, in conjunction with the Project Director, Machine Technology Instructor, and Division Chairperson of Occupational Technology.

For their intensive work in finalizing the list of vocational courses for which parallel VESL courses are to be developed, for their review of the content of these courses in great detail, and for their review of the final curriculum packages developed by the consultant, the ESL instructor designated to teach the VESL classes, the Machine Technology Instructor, and the Division Chair of Occupational Education will each receive a stipend of $1,500. These stipends will total $4,500 for the three individuals so involved.

The Project Director, Dr. Roberta West, will donate her services to this project as a contribution of the District. Dr. West, currently Director of VEAL and Job Placement, has been with Compton College since 1963 and has served in a variety of administrative positions. She
brings a great deal of expertise on vocational education and curriculum development to this project having served as Dean of Occupational Dr. Vest will ensure that all project objectives are met, that courses are formally approved by the Curriculum Committee, that designated classes are taught, and that at least 100 ESL/LEP students are recruited and enrolled in these classes. She will also serve as contact person for this project with the Chancellor’s Office and will complete all designated reports. It is estimated that Dr. West will devote approximately 10% of her time to this project during the grant period, at a pro-rated cost of $6,000, said cost to be borne by the District.

Once the Curriculum Consultant has completed his five curriculum packages, the Project Director will submit the five new VESL courses to the Curriculum Committee, completing all necessary forms and appearing before that group for a required course reading. It is anticipated that formal adoption of these courses will be completed by the end of January, 1991. It is possible that a request will be made of the Curriculum Committee to waive the second reading so that implementation of at least three of these courses can begin in February, during the Spring semester.

At least three of the new Machine Technology VESL classes will be taught during the Spring semester (February-June 1991), this in conjunction with their parallel regular machine technology or other vocational courses. Bilingual tutors will sit in on VESL classes and will also be in the vocational classroom as well in order to provide students with the reinforcement of language skills taught in the VESL classes.

Recruitment of students into these three Machine Technology VESL classes will be coordinated by the College’s skilled bilingual Vocational Counselor, Mr. Alexander My. Mr. My who has considerable experience in both VESL and ESL counseling will prepare bilingual flyers and announcements to recruit students and will visit various ESL classrooms to generate interest in the new VESL classes. He will also personally program all interested students during the Spring semester, ensuring that they are suitably enrolled in the appropriate VESL and parallel course(s). At least 100 ESL/LEP students will be enrolled in these three courses during the Spring semester. The services of the Vocational Counselor will be provided to this project as a contribution of the District. Pro-rated at 10% of full-time, this totals $3,000.

As the implementation of these three VESL courses will generate ADA, the College will bear the cost of classroom instruction, estimated at $10,000. ($7,500 for the ESL instructor who will teach three courses; $2,500 for at least three bilingual tutors).

The effectuation of project activities in conjunction with all six project objectives will thus require $14,500 in FII funds, with such monies being complemented by $19,000 in District funds.

It must be stressed that FII funds are essential for the implementation of this Machine Technology VESL Curriculum Development Project because of a lack of expertise about VESL curriculum development among College personnel. The primary expense related to this proposal involves the fee for a skilled Consultant who will develop suitable VESL courses and curricular materials. The only other expense for which FII support is requested is to provide
stipends for the extra work which College personnel will perform in helping this Consultant review the curriculum and develop appropriate courses and curricular materials.

One additional point. As indicated, the long-term objective of developing a VESL program in Machine Technology at Compton College is to provide meaningful occupation-specific VESL training that will lead to employment. Unfortunately, the full time span of one fiscal year will not provide for this final phase. It is anticipated that all five courses will be implemented during 1991-92 with district funds. During this time a bilingual College Job Development Specialist will provide ongoing services to ESL/LEP participants in the VESL and parallel occupational courses, helping them sharpen job seeking skills and referring them to potential employers. It is anticipated that once all five courses are in place and implemented at least once, a minimum of 25 out of 100 LEP students will obtain meaningful employment in machine technology or a related field by the end of the academic year. G.
6. Expected Outcomes

IMPACT OF PROJECT

The impact of this project will be profound within the College, as its successful implementation will serve to strengthen both the ESL and the vocational programs of the College.

Currently, up to 30% of all students enrolled in ESL courses drop out before the end of term. Doubtless a significant factor in such attrition is the feeling among ESL students that their instruction will not lead them quickly to what they need most: employment. That interest in vocational education is strong among ESL/LEP students is incontrovertible, as evidenced by the 75% of respondents who so stated in the survey conducted in Fall 89 by the VESL Task Force. The successful implementation of a VESL program will meet the needs of these students, play a major role in their continued enrollment in College (at least until they obtain a job) and succeed in making the ESL program more responsive to student needs.

At the same time, a successful VESL program in Machine Technology will strengthen and solidify the Machine Technology Program which, with only 83 students enrolled during Spring 1990, is clearly not cost-effective. Current student enrollment is inadequate to provide for the instructor’s salary and for necessary equipment upgrades. Doubling of enrollment by students who had either dropped out of occupational programs or been afraid to enroll in them will make the Machine Technology Program not only cost-effective but a source of revenue to the institution. Also, there can be no doubt whether such a VESL program would be institutionalized, given a revenue positive situation.

Even more importantly, the successful implementation of a VESL Machine Technology Curriculum will result in the development of similar courses paralleling the other—even more anemic enrollment—occupational programs of the College. Should the new VESL Machine Technology courses succeed in strengthening that program and placing it on a sound fiscal basis, no time will be wasted before developing similar course packages in other occupational areas. Like a chain reaction, then, the successful implementation of this project could result in the solid grounding of what are currently rather weak and tenuous occupational curricula at Compton College.
7. Evaluation Plan

EVALUATION

As this project basically involves the development of curriculum and partial implementation of same, it is difficult to evaluate. The effectiveness of the courses, however, will be measurable in two concrete ways when the courses are piloted in the Spring semester. It is anticipated that the reinforcement and language skills provided by the VESL courses will result in high rates of retention and positive academic performance on the part of ESL/LEP students enrolled. Success will be considered to have been achieved if at least 80% of the 100 ESL/LEP students recruited for Spring semester 1991 courses remain enrolled through term and if 75% of these are able to receive a grade of "C" or better.

The Project Director will also conduct a formal evaluation of the project, assessing the effectiveness of new curricular packages and reviewing problems which took place during the project year. Recommendations for changes should other VESL Programs be developed will be reviewed by all personnel involved in this project and by the VESL Task Force.

Naturally, as the major focus of this project is on the development of courses and curricular materials, there will be distinct products generated during the project year. Copies of these new course outlines, syllabi, and curricular materials will be maintained on file for review by all interested parties.
The College will disseminate information about this project in several ways. Naturally, it will disseminate project abstracts to both ESL and Vocational Education administrators and faculty members throughout Southern California. In addition, the College will provide any information requested to prepare FII newsletter articles or an FII project directory. College staff will also be available to showcase the project at any event planned by FII staff in Sacramento.

In addition, the Office of Public Information will prepare a series of news releases in both English and Spanish for dissemination to the local media. A special effort will be made to obtain news coverage from Spanish-language and Asian-language media in the Los Angeles area. KMEX-TV (Spanish) KVEA-TV (Spanish) and KSCI-TV (Korean, Chinese, Japanese) will be contacted as part of this effort, and an attempt will be made to obtain newspaper coverage from La Opinion, the major Spanish-language newspaper in the region.

Further, College staff will be informed of this project by a presentation at a College Faculty Meeting, and the Project Director will make a special presentation at the conclusion of the project year to the College Board of Trustees.

Presentations will also be prepared for possible showcasing at state-wide meetings of ESL and Vocational Education administrators and faculty.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]