CALIFORNIA COMMUNITY COLLEGES
AND
LOS ANGELES
COMMUNITY COLLEGE DISTRICT

#90-0017
## English as a Second Language (ESL) Comprehensive Resource Delivery System

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<tr>
<th>FISCAL YEAR</th>
<th>ID NUMBER</th>
<th>COLLEGE</th>
<th>DISTRICT</th>
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<tbody>
<tr>
<td>1990-91</td>
<td>90-0017</td>
<td>Los Angeles Mission</td>
<td>Los Angeles</td>
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**Project Title**

This project will assist ESL students in their speaking, listening, writing and reading skills, and would therefore better prepare them to enter the educational program of their choice. The college will plan, develop and establish a core ESL resource collection, and an individually tailored delivery system educational program that will provide for reinforcement of instruction outside the classroom and offer a variety of media and alternative learning modes for ESL students to broaden the English language skills.
Los Angeles Mission College seeks support for the ESL Comprehensive Resource System, a project that will assist ESL students in their speaking, listening, writing and reading skills, and would therefore better prepare them to enter the educational program of their choice.

In the Fall of 1939, Mission College's enrollment jumped to 8,470 students. An extraordinary 20% increase, making Los Angeles Mission College the fastest, growing college in southern California. Of this enrollment more than 62% are minority students, and 47% speak a language other than English at home. The College ESL program has grown tremendously in the last year. Although our ESL instructional program is very comprehensive, an element that is lacking is an effective means whereby ESL students may supplement, reinforce and continue their English language education on their own initiative outside the classroom.

The College, will plan, develop and establish a core ESL resource collection, and an individually-tailored delivery system educational program that will (1) provide for an independent supplemental reinforcement of instruction outside the conventional classroom experience and (2) offer, through a variety of media and alternative learning modes an opportunity for ESL students to broaden their acquisition of skills in the English Language.

Through the evaluation and dissemination phases of this project, Los Angeles Mission College seeks to develop and establish a model program with potential for wider applicability, and suitable for replication throughout other parts of the state of California exhibiting similar needs.

It is the intention of the college that the "ESL Comprehensive Resource Delivery System will become an institutionalized permanent part of the College academic programs and services."
1. Specific Educational Program Being Addressed

Educational Program or Service Addressed

This project will serve to continue to develop and improve Los Angeles Mission College's ESL Program. An extensive ESL program has already been established as a unique and separate discipline at Los Angeles Mission College but continued improvement is needed to maximize ESL students' speaking, writing, reading and listening English skills.
2. Specific Problems Being Addressed

Specific Problems

Mission College's student body reflects a 62% minority enrollment with Hispanic students having grown from 30% in 1974 to 47% in 1989. The Asian population has also grown. Statistical indicators (Census Projections and San Fernando Valley City Council district data) predict that these trends in ethnic minority growth will continue in Los Angeles Mission College's service area. The dramatic increase in Hispanic enrollment is based in part on the fact that in 1987 over 120,000 Hispanics entered the Amnesty Program in the College service area. This resulted in over 7,000 students entering Mission College's Amnesty program since Summer 1988. In 1990 Spring Semester, 1406 non-English speaking students are enrolled in Mission College's credit ESL program and over 1,500 non-English speakers are enrolled in the non-credit program.

Mission College has met the ESL skills need of its service area population by establishing an extensive and comprehensive ESL program. This program is now a separate discipline whereby students can begin their speaking, listening, writing and reading English skills education and advance through a series of 13 levels (non-credit and credit combined).

Lacking from the ESL program is an effective means whereby ESL students may supplement, reinforce and continue their English language education on their own initiative outside of the LAMC classroom. Further program development will provide essential materials to the Learning Resources Center and enable students to pursue their English Skills education through print, nonprint and computer software media.

Presently the Learning Resources Center has extremely limited ESL materials. Materials with a more sophisticated content are needed to assure ESL students retain their self esteem while developing English Language skills. High Interest/Low Vocabulary readers, grammar books, textbooks and work books are desperately needed to replace books that have inappropriate content and that are outdated as suggested reading for adults. Video cassettes, audio tapes and computer software would add variety, excitement and exposure to contemporary technology while developing English Language skills.

The Learning Resources Center's budget has not been restored since the drastic 1978 budget cuts. Therefore the Learning Resources Center's budget is not able to provide for the addition of this essential ESL core collection. This collection would enhance and improve learning opportunities for the more than 90 ESL courses and more than 3,000 ESL students. This project is a natural extension of existing ESL instructional services. The funding of this project would enable the development and procurement of this basic ESL core collection and will provide the opportunity, the resources and a centralized location for Mission College's ESL students to pursue English Language development outside of the classroom. It would also encourage them to use the Learning Resources Center.
The desired outcome is an increased awareness and usage of the LRC, its services and the ESL collection by ESL students, faculty and staff. Utilization of these materials would increase ESL students’ speaking, listening, writing and reading English Language skills and would better prepare them to enter the educational program of their choice.
3. Population To Be Served

Population Served
All non-English speakers and limited English speakers enrolled at Mission College will benefit from the resources that will be made available through the implementation of this project. This ESL resource collection will also provide instructional support for faculty staff.
4. Objectives

Objectives and Activities
This section includes the objectives, a brief outline of the related activities, a time frame, and a list of supplies, materials and personnel required to accomplish the specified objective. For the relation of required personnel, materials and supplies to the budget see Proposal Budget Detail.

1. Assess needs of ESL students.
   
   **ACTIVITY**
   The Project Director will survey faculty of the more than 90 ESL courses to identify basic skill weaknesses for currently enrolled ESL students and to identify learning resource format preferences for effective learning.

   **TIMELINE**
   Initial Assessment: July 1990 - September 1990 (Continuous Activity)

   **STAFF:**
   - Project Director (In-kind)
   - Program Assistant (Unclassified-FII)

   **SUPPLIES:**
   - Printing (FII)
   - Misc. Supplies (In-kind)

2. Develop and establish a core ESL resource collection for independent learning of ESL students and instructional support for ESL instructors.

   **ACTIVITIES**
   The Project Director will plan and develop a program for the core ESL resource collection in conjunction with the college ESL Coordinator, the Amnesty ESL Advisor and the Learning Assistance and Tutorial Coordinator.

   The Project Director will supervise the acquisition of materials.

   The Project Director will supervise the processing of materials for student use. For each item this process will involve cataloging and subject classifying, creating and attaching spine labels, book or media checkout cards, book pockets, property stamping, attaching a detection label, filing catalog cards in the card catalog. Each item will be color coded for easy identification by ESL students, faculty and staff. This color coded identification will also provide a convenient means to identify the ESL materials for usage statistics.

   **TIMELINE**
   Initial Processing: September - October ‘90 (Continuous Activity)
3. Increase ESL students and faculty awareness, usage and satisfaction of the Learning Resources Center, its services and ESL resources.

**ACTIVITIES**

The Project Director will create and distribute an ESL resource list.

The Project Director will announce the development of this new ESL collection in the Student Bulletin, School Newspaper and Staff Bulletin.

The Project Director will evaluate monthly usage statistics to determine if more publicity or easier access to the ESL collection is needed to maximize the utilization of these resources.

The Project Director will survey students and faculty annually to determine satisfaction level and ESL collection awareness.

**TIMELINE**

October 1990 - June 1990 (Continuous Activity)

**STAFF:**

- Project Director (In-kind)
- Program Assistant (FII)

**SUPPLIES:**

- Printing (FII)
- Misc. Supplies (In-kind)
5. Workplan Narrative

[SEE “OBJECTIVES” SECTION OF THIS DOCUMENT.]
6. Expected Outcomes

Expected Impact
With the Fund For Instructional Improvement grant providing for the development of this essential core ESL resource collection it is expected that there will be an increased usage and awareness of the Learning Resources Center, its services and the ESL collection by ESL students, faculty and staff. Utilization of these ESL resources would increase ESL students’ speaking, listening, writing and reading English Language skills and would better prepare them to enter the educational program of their choice.
7. Evaluation Plan

Evaluation Plan
Evaluation of usage statistics by the Project Director shall occur monthly to determine if more publicity or more access to the ESL collection is needed to maximize the utilization of these resources.

A survey shall be issued semiannually and shall determine the number and percentage of respondents aware of the Learning Resources Center and the availability of the ESL resources and services. The survey shall also provide the number and percentage of respondents who have actually used the ESL resources or services. The satisfaction level of students, faculty and staff Mission College’s ESL resources and services outside of the classroom will also be determined.

This evaluation process will continue beyond the funding term in order to assure continued methodical development of the ESL core collection.
8. Dissemination Plan

Information for Dissemination
Upon completion of this Funding for Instructional Improvement project, a report shall be prepared by the Project Director detailing the project results and shall be submitted to the Dean of Academic Affairs at LAMC and to the Chancellors Office. This report shall also be available to others upon request.

An ESL Resource list shall be distributed to the instructors of the all LAMC courses and made available to all students.

In addition, a short abstract of this project shall be submitted to the staff bulletin, student bulletin, school newspaper and included in the LRC’s Annual Report to the College President and the Los Angeles Community College District.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]