CALIFORNIA COMMUNITY COLLEGES
AND
LOS ANGELES
COMMUNITY COLLEGE DISTRICT

#91-0009
### The English Language Conversation Center

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<tr>
<th>PROJECT DIRECTOR</th>
<th>PROJECT SUPERVISOR</th>
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<tbody>
<tr>
<td>Joe Ryan, Prof Developmental Communication</td>
<td>Jackie Ireland, Dean Special Programs</td>
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**PROPOSAL DESCRIPTION**

An English Language Conversation Center was established at Los Angeles City College for the 8,000 students who do not speak English as their native language. The center provided an opportunity for these students to practice English conversation on a variety of personal, academic and social topics with a Center Director and a trained staff of instructional aides in attendance. Additionally, a small ESL book and a videotape library were provided in the center.
The English Language Conversation Center

An English Language Conversation Center will be established on the Los Angeles City College campus. At the Center, the 8,000 students who do not speak English as their native language will be able to practice English conversation on a variety of personal, academic, and social topics with a trained staff of learning aides. The results for ESL students will be: improved English conversational and interpersonal communication skills; improved retention and grade point averages; an increased feeling of "belonging" on the campus; an increased understanding of other cultural groups; a greater understanding of their academic and educational goals; and faster "mainstreaming" into the non-ESL academic programs of the college.

Eighty percent of the students enrolled at LACC do not speak English as their native language. With class sizes of forty and more students, even classes dedicated to "listening and speaking" cannot offer adequate conversation practice for every student. Many of these students, newly arrived in this country, are also going through culture shock. They feel a great sense of alienation. In their own countries, they were doctors, professors, lawyers, and politicians. Here they have little. They don't understand American culture. They don't understand the cultures of their foreign-born classmates. They long to speak with someone--anyone--about their lives, their needs, their academic work. Unfortunately, there is no place for these students to practice English with native English speakers and with each other.

For this reason an English Language Conversation Center will be established at Los Angeles City College. Its objectives will be first, to increase the ability to communicate in English of a minimum of 20% of the ESL students (at least 1800) at the college by having them engage in conversation and special program discussions at the Center for at least four hours in 1991-92.

A second objective will be to increase the number of students on campus who feel they belong to the "education community" of our college. This will be accomplished if three out of every four ESL students surveyed on the campus (500 participants minimum) can identify what and where the English Language Conversation Center is, and if a minimum of 40% will have attended the center at least once during the 1991-1992 academic year.

The Center will consist of a large area for one-to-one and group conversation, and a small ESL book and videotape library. It will be staffed by a Center Director and a trained staff of proficient, sensitive instructional aides.
Both formative and summative evaluations will be conducted for this $55,460 project.

Efforts will be made to "export" models of the English Language Conversation Center to other campuses in the Los Angeles Community College District and throughout the state of California. This will be done through published articles and presentations.

The most direct outcome of the project will be that ESL students will be able to communicate more effectively in English. This will allow them to succeed more rapidly and easily at the college, and in their community and professional lives.
The English Language Conversation Center

1. Specific Educational Program Being Addressed

EDUCATIONAL PROGRAM ADDRESSED

A seminal change has transformed Los Angeles City College within the last decade. We have gone from a school with an almost unanimous student population of native English speakers to one where 80 percent are from ESL backgrounds. Suddenly, we are teaching ESL to more students than any other community college in the United States. Our ESL classes at all levels are filled to capacity—and beyond.

This situation demands that Los Angeles City College be a leader in ESL college education. It affords us an opportunity to offer a unique, pioneering ESL program that can be adapted by other colleges throughout the state as they find themselves with increasingly larger ESL student populations.

Administration, faculty and students of the college overwhelmingly agree that one important new program should be an English Language Conversation Center. Its purpose will be to help ESL students develop their interpersonal skills and learn English faster by offering them opportunities to converse with English speakers in one-to-one or small group settings. In this way, students will be able to "mainstream" into the traditional college programs as quickly as possible.

The Center will exist under the aegis of the Developmental Communications/ESL Department, which currently teaches beginning to intermediate ESL levels at LACC. The Project Coordinator will be Joe Ryan, professor of Developmental Communications, and noted ESL author. He has trained many teachers and learning assistants to communicate more effectively with ESL students. In addition, he has developed multicultural programs at the college.
2. Specific Problems Being Addressed

SPECIFIC PROBLEM

In a survey conducted among ESL students at LACC in the Fall of 1990, 81% stated that their number one priority for studying English was to "communicate better with American people." Ninety-two percent stated that their biggest frustration in English was an inability to "get enough English conversation practice" either "inside or outside of their classes." One hundred percent stated that they would spend at least one hour per week at an English Language Conversation Center were one established on the LACC campus. Some unedited student comments illustrate the problem much more eloquently than we can:

"I want to talk about too many things, but anybody don't have time for me."

"Speaking and listening is the best way to learn English. Why can't students have more?"

"I need to learn English. I need to practice with people who speak good English."

"I want to learn English too fast. I need speak with American people and find a good job."

The problem is clear. ESL students at LACC want to communicate in English more and want to learn faster than they are currently able to. One solution might be to offer more classes with fewer students. But in these years of diminishing resources, that is impossible. There is another way. Perhaps an even better one. That is to offer an English Language Conversation Center.

Stephen D. Krashen, noted English as a Second Language scholar at the University of Southern California, claims that ESL students learn best when they receive maximum comprehensible input about subjects of personal interest in a low anxiety setting. He believes in two excellent ways for ESL students to receive this maximum input: reading and talking about comprehensible texts, and conversing with people who give "caretaker" language—language that is highly interesting and relevant to the learner.

This is the rationale for creating the Conversation Center. It will be a place where students can find comprehensible reading material that they can discuss with trained learning aides. It will also be a place where students will be engaged in "real" conversation with proficient English speakers on a one-to-one basis or in a small group setting.

Dr. Krashen—and other scholars who deal with educational motivation—make another point, that for students to succeed they must be "welcomed as members of the education
community." In other words, their presence on campus must be acknowledged, accepted and valued. Is this being accomplished for ESL students at Los Angeles City College? We believe not as fully as it could be, as it must be.

On campus at this time, there is not one facility that ESL students can look to as their own. The English Language Conversation Center will remedy this lack, as lack it most certainly is. The Center will be a place where ESL students will get the kind of individualized attention from trained personnel that they deserve. It will focus exclusively on the needs of ESL students and will serve a unique function on the campus.
3. Population To Be Served

POPULATION TO BE SERVED

The ethnic breakdown of the 12,000 students at Los Angeles City College reveals that 36.2% are Hispanic, 25.3% are Asian, 18.6% are white, and 16.1% are black. Of course, not all Hispanics and Asians are ESL students. Conversely, with the large number of Armenian and African students on our campus, we cannot assume that all whites and blacks are native English speakers. The best estimate we have is that about 80% of our students are non-native speakers of English.

Further student population analysis can be determined from a Los Angeles City College Speech Department survey of 239 students enrolled in Fall 1990 Speech classes. Thirty-three different countries of origin were represented in this sample. Out of the 239 students, 175 were currently taking ESL-designated classes, while the remaining 64 were taking courses to meet graduation, and/or general education requirements. The Speech Department was interested in knowing how long the students had been living in the U.S.; how many semesters they had been studying at LACC; and the estimated amount of time each student spent speaking English at home. The tables on the following page show the results.

<table>
<thead>
<tr>
<th>Years in the U.S.</th>
<th># of Students</th>
<th>% of Sample</th>
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<tbody>
<tr>
<td>Under 1 year</td>
<td>7</td>
<td>3%</td>
</tr>
<tr>
<td>1 to 3 years</td>
<td>81</td>
<td>34%</td>
</tr>
<tr>
<td>4 to 6 years</td>
<td>42</td>
<td>18%</td>
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<tr>
<td>More than 6 years</td>
<td>98</td>
<td>41%</td>
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<tr>
<td>Unanswered</td>
<td>11</td>
<td>5%</td>
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<table>
<thead>
<tr>
<th>Semesters at LACC # of Students</th>
<th>% of Sample</th>
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<tbody>
<tr>
<td>One semester</td>
<td>86</td>
</tr>
<tr>
<td>Two semesters</td>
<td>52</td>
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<tr>
<td>Three semesters</td>
<td>43</td>
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<tr>
<td>Four or more semesters</td>
<td>5</td>
</tr>
<tr>
<td>Unanswered</td>
<td>7</td>
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</tbody>
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<table>
<thead>
<tr>
<th>% of Time Conversation at Home Is in English</th>
<th># of Students</th>
<th>% of Sample</th>
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</thead>
<tbody>
<tr>
<td>0%</td>
<td>51</td>
<td>22%</td>
</tr>
<tr>
<td>10%</td>
<td>51</td>
<td>22%</td>
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<td>25%</td>
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<td>27%</td>
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<tr>
<td>50%</td>
<td>32</td>
<td>14%</td>
</tr>
<tr>
<td>75%</td>
<td>17</td>
<td>7%</td>
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</table>
The Speech Department survey yields some astounding results. In what is classically a non-ESL discipline on our campus, 198 of the 239 students surveyed came from home situations where English is spoken no more than half the time. In other words, we can correctly assume that eighty-three percent of our students don't regularly speak English at home. Fifty-four percent have been in this country fewer than six years, meaning that most of our students have probably never gone to elementary or high school in the United States. Imagine what a disadvantage that must be as they try to advance themselves in the American system of higher education. Another recent survey of 400 students done by the Speech Department showed that "over 50% demonstrated oral skills at a significantly lower level than those required for the class to which they were referred."

We firmly believe that the situation at Los Angeles City College is a harbinger of the future for other community colleges throughout the state. Having received more than 40% of all the Amnesty money provided by the Federal government, receiving teeming masses of immigrants from all over the world on a daily basis, California is without question the Ellis Island of the late 20th century. This population would be well served by an English Language Conversation Center?
OBJECTIVES

The objectives of the English Language Conservation Center are as follows:

1. To increase the ability to communicate in English of a minimum of 20% of the ESL students (at least 1800) at Los Angeles City College by having them engage in reading, special programs, and conversation at the English Language Conversation Center for at least four hours during the 1991-92 academic year. This will be determined by keeping rigorous track of each student's attendance, and by devising a survey to determine whether students feel the Center has increased their English skills.

2. To increase the number of ESL students who feel they are members of the "education community" of the college. This will be accomplished if three out of every four ESL students surveyed on the campus (500 participants minimum) can identify what and where the Center is, and if a minimum of 40% will have attended the Center at least once during the 1991-92 academic year.
5. Workplan Narrative

WORK STATEMENT

Meetings between ESL faculty and the Administration have already taken place as to the best location for the Center. In June 1991, the final decision will be made.

During the summer, the Project Coordinator and an ESL committee (made up of five members of the ESL faculty) will select a Center Director. This person will be an ESL professional expert who will be in charge of the everyday operations of the Center during the 1991-1992 academic year.

During the summer, the Project Coordinator and Center Director will work together to: 1) create a procedure manual for the operations of the Center; 2) create a training manual for paid instructional aides and faculty and community volunteers who will staff the center; 3) choose and purchase the materials for the ESL book and video tape library which will be housed in the Center; 4) and acquire through local funding two hard disk computers, one for attendance record-keeping, the other for clerical work; one laser printer; one videotape camera and tripod; two color monitors and VCR recorders on mobile stands; and four cassette players for student recording and listening. (This equipment will be provided by the District as a part of the matching fund, and will be housed in the Center. A portion of the Center will be used as a studio for the video and audio taping of students. These tapes will be used to help students better their ability to communicate.)

Also during the summer, the Project Coordinator and Center Director will prepare publicity materials for. These materials will be used to disseminate information about the Center to community groups in an effort to attract community volunteers to help staff the Center.

The Coordinator and Director will arrange a schedule of special presentations at the Center in order to help acculturate ESL students. These will include, but not be limited to, presentations such as: films with follow-up discussion by Center staff and ESL students; guest speakers and entertainers from the community to speak on a broad range of topics: job-interviewing skills; how to choose a profession and get training for it; health issues, such as AIDS and chemical dependency; arts and entertainment discussions: and the multicultural heritage and history of Los Angeles. At least ten of these special presentations will be made by community volunteers for a modest honorarium.

During late August and early September 1991, the Project Coordinator and the Center Director will select twelve instructional aides to staff the Center. They will be trained for their roles at the Center during the first week of the Fall academic semester. Community volunteers will also be trained at that time. Their role will be a valuable enhancement to the Center.
During the 1991-1992 academic year, the Center will be open Monday - Thursday, 10 AM - 2 PM and 6 PM - 9 PM and Friday 10 AM - 1 PM. These hours reflect the times when heaviest usage can be anticipated.

During the school year, the Center will be staffed at all times by at least two instructional aides. Community volunteers will also be available during most hours. Both groups will be trained to deal effectively with students from other cultures and to be especially sensitive to students who may feel shy or embarrassed speaking in English. The other duties of instructional aides will also include: keeping accurate records of student attendance through the Center's computer and files; helping students to choose ESL library books that are appropriate for them; leading group discussions of books and films shown at the Center; and "taping" students in the studio. The instructional aides will be the backbone of the Center staff.

The Center Director will work 20 of the projected 31 hours that the Center will be open each week. The duties of the Center Director will include: training of instructional aides and community and faculty volunteers, managing the Center's daily operations, developing programs of high interest for students, coordinating special presentation projects by community experts, and meeting with instructional aides and community volunteers on a biweekly basis to discuss the operations of the Center.

The Center Director will be assisted by the Project Coordinator, who will oversee the Center's operations and act as liaison between the college and district administrations and the Center. The Project Coordinator, with the assistance of the Center Director, will be in charge of collecting data on the Center's effectiveness and disseminating information about the progress of the Center.
6. Expected Outcomes

EXPECTED OUTCOMES OF THE PROJECT

The most direct outcome of the project will be that a minimum of 20% of the ESL students at the college will improve their interpersonal skills and ability to communicate more effectively in English because they have used the resources of the Center for at least four hours during the 1991-92 academic year. They will be able to speak better and, since language development is a holistic process, they will also be able to listen, think, read and write better in English.

Another expected outcome of the project is that ESL students who utilize the Center will not as readily drop out of their classes as those who do not use the Center. We also expect that their grade point averages during the 1991-92 academic year will be improved as compared to those who do not utilize the Center. Though the Center will not be an academic tutoring site or study hall, students will be free to ask staff members questions about class material. Thus, occasional clarification and students’ overall ability to communicate more effectively will help them get better grades.

In addition, ESL students will feel more comfortable at Los Angeles City College. They will feel much more part of the “education community” that language and literacy experts value so highly. At this time, a great number of our ESL students are unsure about the role of the college in their lives and their own roles on the campus. On the one hand, they are welcomed. On the other, they are marginalized because once class is over, they have nowhere to go to get the extra help they want and need. More often than not, their instructors are part-timers who are not expected to keep office hours, thus further increasing students’ feelings of alienation. The Center will provide these students with the kinds of activities they so desperately need and so richly deserve.

We also anticipate that if students are better able to communicate verbally, they will find their niche on the campus. All of the college’s departments will be improved. The students will become more marketable in both their specialized skills and their abilities to communicate professionally. Ultimately, the students, the community, and society as a whole will be the winners.

Still another outcome of the project is that non-ESL instructional aides will receive valuable training in dealing with people from other cultures. We will recruit our instructional aides from among our student population. They will learn—as all of our ESL instructors have learned—what a wonderful diversity exists within our ESL population. They will be better able to understand and empathize with people from other cultures whose language skills may not allow them to express themselves in as full a way as they can in their native languages. These instructional aides could potentially become ESL teachers, a profession seriously understaffed considering the ever-growing ESL instructional needs in the state.
POTENTIAL FOR CONTINUED SUPPORT
The Los Angeles Community College District Board of Trustees has passed a resolution in favor of ESL as a separate and unique discipline at the nine colleges within its jurisdiction. The Board has shown its willingness to fund worthy projects that are beneficial to the college community. Meeting our objectives ensures that the Center will have a profoundly positive effect on student learning.

In addition, since the Center will be staffed mostly by instructional aides drawn from the student body, it will be rather inexpensive to maintain after its inaugural year. The cost of maintaining the Center in subsequent years will be minimal compared with its importance to the campus--approximately the equivalent cost of six 3-unit classes per semester. When one weighs the impact of a Center that reaches thousands--and which would serve as a model for the state--with 12 classes, one must be impressed. The college and the district's Board of Trustees will surely recognize this and continue the operation of the Center.

POTENTIAL FOR ADAPTATION TO OTHER INSTITUTIONS
Trends show that the ESL population on community college campuses throughout the state is growing and will continue to grow in the foreseeable future. To think that we are going to meet the needs for assimilation and training of so large a foreign-born population with the traditional classroom model most of our community colleges now use, is short-sighted. We need to try new, experimental ways. But in this era of tight budgets, we must make every penny count. That is the beauty and the power of the English Language Conversation Center. It's simple because it revives the art of one-on-one and small group discussion. It will be easy to implement because the members of the ESL team at our college will provide the training manuals, procedural manuals, and all relevant information to any college that requests it. It's inexpensive to maintain because it relies on instructional aides to do most of the "teaching." Writing centers have been using trained instructional aides for years with great success. Conversation centers can do the same. It's dynamic, because, while it doesn't rely on volunteers from the surrounding community to staff it, certainly their contributions will be pursued and valued. After all, the gist of the center is to have people talking and listening to each other about the things that really matter to them.

Within our own nine-college district, several ESL educators have already expressed an interest in establishing their own Centers. If Los Angeles City College successfully leads the way, these other colleges are certain to follow.
EVALUATION PLAN

A formative evaluation will be conducted by the Dean of Special Programs at our college, Dr. Jackie Ireland, to ensure that project activities are conducted in accordance with prescribed time lines.

Our objectives make it clear that one way we will evaluate the effectiveness of the Center will be by keeping accurate records of student attendance. We expect to see a large increase in student use of the Center from September 1991 to June 1992. A file will be created for each student who attends and records will be faithfully maintained. We will not consider the Center a success if we do not serve a minimum of 20% of our ESL population (at least 1800 students) for at least four hours each during the academic year. The Center will not be a success if 75% of the ESL student population cannot identify the location and purpose of the Center. The Center will not be a success if at least 40% of all our ESL students have not visited it at least once during the year.

In addition, we will survey student participants in order to determine their responses to the Center. We will be particularly concerned with their affective responses.

Also, because we believe the Center will have an impact on the whole campus community, an evaluation survey will be created and distributed to a representative sample of all students, faculty, and staff twice during the year (once in December 1991 and again in May 1992). If the results of the December survey point to any flaws in the Center's delivery system, these will be addressed and corrected before the beginning of the Spring semester.

At the end of the Fall semester (January 1992), students who have participated in the Center will be asked to evaluate the impact of the Center on their ability to communicate in English. Feedback will be used to enhance the Center's offerings.

In addition, workers and volunteers will evaluate the Center at regular biweekly meetings with the Project Coordinator, the Center Director and ESL instructors on the campus. Suggested procedural changes will be examined and acted upon as needed.
8. Dissemination Plan

DISSEMINATION PLAN

The Project Coordinator, in concert with the Center Director, will begin preparation of the final evaluation of the project during the last five months. This report will have two sections: a description of the Center, its implementation, and its operation; and an evaluation of the data collected from student attendance and Center surveys. Included in each of these two sections will be analyses and recommendations to be used as guides for creating and maintaining an effective conversation center.

These documents will form a detailed model, easy to implement in whole or in part by other colleges in our district and throughout the state. Visits by representatives from other colleges and concerned organizations will be encouraged. Copies of all materials and reports developed during the project will be sent to both the District and State Chancellors' offices.

In addition, articles will be written about the Center on a timely basis by the Project Coordinator for publication in local and statewide ESL publications, including FII Newsletter articles.

There are plans for a presentation by the Project Coordinator and the Center Director at the CATESOL conference in 1992. Presentation abstracts will be submitted to other conferences in the field.

The English Language Conversation Center is an idea whose time has come. We are convinced that the Center will have a profound impact on the way ESL communities will be served throughout the state and the nation in the future.
9. Budget Narrative

BUDGET DETAIL --- Original

The total budget requested for the English Language Conversation Center is $55,460. Of this money, the Project Coordinator will receive a summer 1991 salary of $5,900 (the equivalent of a summer's teaching assignment). The Center Director will receive a salary of $3,600, the professional expert rate of $20 per hour for 20 hours a week times eight weeks. During the summer 1991, it will be the Project Coordinator's job, with the assistance of the Center Director, to produce a Center Procedure Manual and a Training Manual for Center staff. In addition, the two will select and purchase audio and manuscript library materials for the Center, prepare publicity material to attract community volunteers, and make arrangements for special Center presentations by community experts. They will also generate attendance record keeping materials and create surveys for evaluative purposes. They will oversee the furnishing of the Center.

During the summer, $3000 will be used to purchase ESL library materials, $2500 for books and $500 for video tapes for use in the Center. $500 will be needed for clerical supplies. The District match will be $500 worth of clerical supplies as well.

$10,000 worth of computer, video and audio equipment will be part of the District matching fund. Local funding sources will provide two hard disk computers to the Center, one for attendance tracking and college networking functions, the other for clerical use by the Center's staff. Each computer is valued at $2,500. In addition, the District matching fund will include a $1300 laser printer for manual and survey preparation, attendance and clerical needs. The District will provide the following video and audio equipment for use in the Center: four tape recorders at $150 apiece; two VCR machines at $425 apiece; one video camcorder at $850; one tripod at $300; two television monitors at $450 apiece; and 2 equipment carts at $250 apiece.

The local match will include five hours each for five Developmental Communications professors to select the best on-campus site for the Center and interview and select the Center Director. Budgeted at $35 per hour for 25 total hours, the amount equals $875.

The Dean of Academic Affairs, Special Programs will devote 30 hours to Project Supervision and formative evaluation for a total of $1050, computed at $35 an hour.

The English/ESL Department secretary will devote one week to typing and reproducing the Center Procedure Manual, the Training Guide, and the Publicity Outreach Materials. Forty hours budgeted at $11/hour equals $440. This will also be donated by the local funding source.
When the school year begins, the Project Coordinator will receive $5,900 for his continued work with the Center: training instructional aides, overseeing the activities of the Center as a whole, acting as liaison between the Center Director and the Administration, writing articles for publication, spearheading all dissemination efforts and presentations.

The Center Director will receive a salary for the year of $16,000. This is computed on the basis of 20 hours per week of work in the Center at the professional expert rate of $20 per hour for a period of 40 weeks. The Center Director will be the director of operations on a daily basis for the Center. In addition, the Center Director will coordinate and help train all paid and volunteer instructional aides, produce articles for publication, and make conference presentations along with the Project Coordinator.

During the first two weeks of the Fall Semester, twelve instructional aides will be trained (along with community and other college volunteers). The total number of training hours for paid workers will be 90. At a salary of $7.50 per hour the total cost for training will be $675.

During the Fall and Spring semesters, instructional aides will staff the Center. The Center will have 31 hours a week of operation. We compute that the Center will require 62 language aide work hours per week for 38 weeks (not including the two training weeks). At a wage of $7.50 per hour, total cost will be $17,670.

The fringe benefit local funding contribution of $3188 includes all salaries. The breakdown: instructional aides' salaries totaling $18,345 were computed at the student salary rate of 1.64% for a total of $301. The Center Director will receive a total of $19,000. Computed at the professional expert rate of 3.15%, this comes to $617. The Project Coordinator will receive a summer salary of $5,900. At the summer rate of 3.15%, this is $186. He will receive $5,900 during the academic year. At the hourly rate of 26.99%, this comes to $1,592. The Dean of Academic Affairs, Special Programs will receive $1,050. At 26.99%, this comes to $283. Certificated faculty salary comes to $875. At the rate of 26.99%, this computes to $236. The clerical worker's $440, computed at 47.48%, comes to $209.

In addition, there will be 10 presentations by experts from the community. Each will be given an honorarium of $50 apiece for a total of $500.

The cost of Center materials and supplies for the academic year will be $1745. The District funding will be $785.

The federally negotiated indirect cost rate of 8% ($5,784) is part of the local contribution.

The total costs of the project will be $78,087. The FII Grant is for $55,460. Local funding will account for $22,627.
BUDGET DETAIL --- Revised

The total revised budget requested from FII for the English Language Conversation Center at Los Angeles City College is $25,000. Of this money, the Project Coordinator will receive a summer 1991 salary of 52,500 (the equivalent of less than one-half a summer's teaching assignment). The Center Director will receive a salary of $1,000, the professional expert rate of $20 per hour for 50 total hours of work. During the summer 1991, it will be the Project Coordinator's job, with the assistance of the Center Director, to produce a Center Procedure Manual and a Training Manual for Center staff. In addition, the two will select and purchase audio and manuscript library materials for the Center, work with the school's graphic artist to prepare publicity material to attract community volunteers, and make arrangements for special Center presentations by community experts. The District will donate the service of the graphic artist at the rate of an hour times 50 hours, $1000. The Project Coordinator and Center Director will also generate attendance record keeping materials and create surveys for evaluative purposes. They will oversee the furnishing of the Center site.

During the summer, $1,500 will be used to purchase ESL library materials, $1,000 for books and $500 for video tapes for use in the Center. $200 will be needed for clerical supplies. The District match will be $800 worth of clerical supplies.

$10,000 worth of computer, video and audio equipment will be part of the District matching fund. Local funding sources will provide two hard disk computers to the Center, one for attendance tracking and college networking functions, the other for clerical use by the Center's staff. Each computer is valued at $2,500. In addition, the District matching fund will include a $1300 laser printer for manual and survey preparation, attendance and clerical needs. The District will provide the following video and audio equipment for use in the Center: four tape recorders at $150 apiece; two VCR machines at $425 apiece; one video camcorder at $850; one tripod at $300; two television monitors at $450 apiece; and 2 equipment carts at $250 apiece.

The local match will include five hours each for five Developmental Communications professors to select the best on-campus site for the Center and interview and select the Center Director. Budgeted at $35 per hour for 25 total hours, the amount equals $875.

The Dean of Academic Affairs, Special Programs will devote 30 hours to Project Supervision and formative evaluation for a total of $1050, computed at $35 an hour.

The English/ESL Department secretary will devote one week to typing and reproducing the Center Procedure Manual, the Training Guide, and the Publicity Outreach Materials. Forty hours budgeted at $11/hour equals $440. This will also be donated by the local funding source.

When the school year begins, the Project Coordinator will receive $2,500 for his continued work with the Center: training instructional aides, overseeing the activities of the Center as a whole, acting as liaison between the Center Director and the Administration, writing articles for publication. spearheading all dissemination efforts and presentations. The part-time Center
Director will receive a salary for the year of $8,000. This is computed on the basis of 10 hours per week of work in the Center at the professional expert rate of $20 per hour for a period of 40 weeks. The Center Director will be the director of operations on a daily basis for the Center. In addition, the Center Director will coordinate and help train all paid and volunteer instructional aides. He or she may also assist the Project Coordinator with dissemination letters.

During the first two weeks of the Fall Semester, twelve instructional aides will be trained (along with community and other college volunteers). The total number of training hours for paid workers will be 40. At a salary of $7.00 per hour the total cost for training will be $280.

During the Fall and Spring semesters, instructional aides will staff the Center. The Center will have 15 hours a week of operation. We compute that the Center will require 30 language aide work hours per week for 38 weeks (not including the two training weeks). At a wage of $?.00 per hour, total cost will be $7,980.

The fringe benefit local funding contribution of $ includes all salaries. The breakdown: instructional aides’ salaries totaling $8,260 were computed at the student salary rate of 1.64% for a total of $135. The Center Director will receive a total of $9,000. Computed at the professional expert rate of 3.15%, this comes to $284. The Project Coordinator will receive a summer salary of $2,500. At the summer rate of 3.15%, this is $79. He will receive $2,500 during the academic year. At the hourly rate of 26.99%, this comes to $675. The Dean of Academic Affairs, Special Programs will receive $1,050. At 26.99%, this comes to $283. Certificated faculty salary comes to $875. At the rate of 26.99%, this computes to $236. The clerical worker’s $440, computed at 47.48%, comes to $209. The certificated graphics artist’s $1,000 is computed at the rate of 26.99%, 5270.

In addition, there will be 10 presentations by experts from the community. Each will be given an honorarium of $25 apiece for a total of $250

The cost of Center materials and supplies for the academic year will be $1575. $790 will come from the FII grant. The District funding will be $785.

The federally negotiated indirect cost rate of 8% ($3,370) is part of the local contribution.

The total costs of the project will be $45,491. The FII Grant will cover $25,000 of this total. Local funding will account for the other $20,491.