CALIFORNIA COMMUNITY COLLEGES
AND
LOS ANGELES
COMMUNITY COLLEGE DISTRICT

#91-0010
<table>
<thead>
<tr>
<th>FISCAL YEAR</th>
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<tr>
<td>1991-92</td>
<td>91-0010</td>
<td>Los Angeles Harbor</td>
<td>Los Angeles</td>
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**PROJECT TITLE**

**Project TELESCOPE - Teaching Limited English Students College Coping Skills**

<table>
<thead>
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<th>FUNDING CATEGORY &amp; AWARD</th>
<th>ELIGIBLE PROGRAM</th>
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<td>Grant = $12,300</td>
<td>C --- Special Learning Needs Ed/Dis</td>
<td>Implementation Model</td>
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<tr>
<th>PROJECT PRODUCT</th>
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<th>PROJECT TOPIC #2</th>
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<td>Resource Materials</td>
<td>ESL</td>
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<td>Inter-Disciplinary</td>
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**PROJECT DIRECTOR**

Christopher McCarthy, English Department Chair

**PROJECT SUPERVISOR**

Patricia Wainwright, VP Academic Affairs

**PROPOSAL DESCRIPTION**

This project combined Developmental Communications (Reading for English as a Second Language) and Personal Development (Intro to College) into a team-taught summer block program to help recent high school graduates with limited English proficiency adapt to the college environment and improve reading skill. A reading instructor and a bilingual counselor then served as mentor/advisors to these students throughout the students’ first year of college.
Project TELESCOPE --- Teaching Limited English Students College Coping Skills

The Fund for Instructional Improvement supports programs which improve ESL curriculum and increases underrepresented success. This project will provide a summer program designed to help recent high school graduates with limited English proficiency adapt to the college environment and improve skills in reading.

Recent studies have shown that students who have limited English skills often abandon higher education for reasons which surface consistently: lack of reading, writing and language skills, lack of home support, lack of familiarity with the assumptions made by college faculty, lack of study skills, and lack of a mentor relationship with counselors and faculty who understand the cultural, psychological and academic barriers which frustrate ESL students.

This project will combine Developmental Communications 67 (Reading for English as a Second Language) and Personal Development 1 (Intro to College) into a team taught block summer program, instructed by a bilingual counselor and a reading instructor, who will serve as a mentor/advisor team throughout the students’ first year of college. A Saturday bilingual parent orientation will be conducted to introduce families to the higher education system, the benefits of education, and ways to support the student. Course materials will be geared toward overcoming the barriers ESL students face when trying to adapt to the college environment. Visiting faculty will discuss academic assumptions. Students will receive a complete assessment of basic skills, Once the students in this project have completed the summer Telescope program, the faculty/counselor team will provide continued assistance during the first year of college. The students in this pilot section will be counseled into English classes reserved for them in an effort to maintain the supportive assistance of a continuing study group. The Telescope students will be studied during their first college year against a sample group of ESL students regarding dropout rates and grade achievement.

Students will receive pre and pots testing to determine reading improvement as a result of the project. Students and faculty will be given evaluations regarding the effectiveness of the Telescope class. The Project Director will present the results of the study at the English Council of Two Year Colleges Conference. The final report will be available for dissemination.

The project will provide a model for helping high school graduates with limited English proficiency skills adapt to the college environment. It will also provide an example for
instructional/counseling teamwork in assisting students to overcome the cultural, psychological and academic barriers which impede access to higher education for our ESL students.
Project TELESCOPE --- Teaching Limited English Students College Coping Skills

1. Specific Educational Program Being Addressed

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

SPECIFIC PROBLEM AND POPULATION TO BE SERVED

A recent article in the L.A. Times entitled, "Latinos Lagging on Every School Level, Study Finds" discusses the findings of a recent study by the American Council on Education. This study found that, not only are Latinos during poorly in the American education system, they are losing ground. In 1984, only 60.1% of Latino students completed high school, an alarming figure. The bad news is that by 1989, only 55.9% of Latino students had completed high school. These figures are especially significant for California and particularly Los Angeles where the Los Angeles Unified School District reported in Fall 1989 that 61.5% of the District's students are Hispanic.

The ACE cited several contributing factors to this problem including poor educational facilities, low performance expectations and lack of ways to involve parents. It is noted that these problems are shared by many low-achieving students but are exacerbated by language fluency difficulties of Latinos.

The college going rates of Latinos are even more abysmal. The ACE reports nation-wide college participation rates in 1989 of 16.1% for Latinos, compared to 23.5% for Blacks and 31.8% for Anglos. Locally the figures are better, but nothing in which to take solace. The Los Angeles Unified School District reports a 49% college going rate for all seniors in 1987-88 (latest available), with a 34% college going rate for Hispanics. This includes community colleges where the large majority of the Hispanic students actually attend.

L.A. Harbor College is particularly impacted by the difficulties of the Hispanic community. The Hispanic population in the L.A. Harbor College service area has nearly doubled in the last decade. The three major feeder high schools have Hispanic enrollments of 44%, 47.5% and 66%. These proportions are continuing to grow.

Rationale for Project

An important priority at L.A. Harbor College is the development of programs designed to serve students who have limited skills in the English language. This population has boomed in the last decade; Harbor College is located, as the name suggests, at the port of Los Angeles, a center for immigration for people from both Pacific Rim and Latin American countries. Increasingly, our student population reflects the ethnic and cultural diversity of the neighborhoods that surround the college. Although we are committed to developing ESL programs, awareness of the special needs of these populations has developed fully only during the past decade as our local area has become increasingly second language dominated. The recency of this phenomenon is reflected in the fact that the English Department hired its first ESL trained instructor in 1987. It has become apparent to the college that the barriers inherent in the college environment (cultural, psychological and academic)
often frustrate students who come from various cultural backgrounds. Our teachers lack training in dealing with the specific problems of ESL students, and all too often regard those students as deficient in learning ability rather than simply lacking in cultural awareness. Because of this, we perform a disservice to our ESL students through our inability to understand their particular problems and through our failure to recognize the barriers which defeat their attempts to succeed in college programs. Our instructional methods, which are evaluated too rarely, have too often been passed down from institutions of higher learning which did not, in years past, yet recognize that the mission of community colleges would become, in large part, concerned with ESL students as an important segment of the student population. If we are to provide these students access to higher education, we must reevaluate our traditional approaches.

Although our faculty and administration now realize that we need to address the needs of ESL students, we find ourselves strapped by budgetary problems which limit our ability to develop alternative methods of instruction. One pressing concern is for those limited English proficiency students who have recently graduated from our local high schools, and who, after a semester at college, abandon higher education. Our experience has shown that those students drop out for the following reasons:

1. Lack of language skills, especially reading/writing fundamentals
2. Lack of support in the home environment
3. Lack of college study skills (time management, listening skills, notetaking methods, etc.)
4. Lack of understanding of cultural/college oriented assumptions imposed by college faculty
5. Lack of a mentor/advisor relationship with faculty/counselors who take an interest in and understand the transitional problems of ESL students

This proposal seeks to address those problems through the development of a transitional summer program designed for graduating high school students with limited English proficiency skills. We anticipate that this program will prepare them for success during the regular college year.
3. Population To Be Served

[SEE “PROBLEMS” SECTIONS OF THIS DOCUMENT.]
4. Objectives

PROPOSAL OBJECTIVES

This program will combine two existing classes: Developmental Communications 76 (Reading for English as Second Language Students) 3 units and Personal Development 1 (introduction to College) 1 units into a team taught block program designed to meet the transitional needs of our limited English proficiency students. Traditional skill building components will be supplemented with materials designed for students from a variety of ethnic and cultural backgrounds to help facilitate success in the college environment. The combined course will meet three hours per day, Monday through Thursday, for six weeks (one Saturday workshop, for a parent orientation, will also be included). The instructional/counseling team will, after the completion of the summer program, serve as continuing mentor/advisors to the students throughout their time at Harbor College.

The curriculum will be adapted to meet the problems listed above. This pilot program would include components designed to meet the following needs:

1. Lack of Reading/Writing Skills:
   Traditional reading materials will be supplemented with materials which focus upon the experience of non-native speakers in a new cultural environment. The focus will be on building awareness of survival skills in the college setting. Included will be sources which correlate directly to student awareness of college life, especially college oriented publications (catalog, schedule, etc) in an effort to familiarize students with the rules, conventions and vocabulary of the college environment.

2. Lack of Family Support:
   One Saturday morning will be devoted to a workshop with families concerning the demands/realities of college success. Bilingual counselors will speak with parents and spouses about the stresses of the college environment, the sacrifices often central to success, the typical problems which often serve to discourage students from continuing in college.

3. Lack of Study Skills:
   The instructional team will incorporate study skills practice in the instructional program. Special speakers (librarian, tutorial advisor, etc.) will offer special seminars on specific study skills.

4. Lack of awareness of cultural/college oriented assumptions made by faculty:
   Faculty from a variety of disciplines will visit the class and talk about the expectations they hold when teaching students. Cultural differences will be examined. Appropriate college behavior will be discussed. Students will have the chance, in a non-threatening atmosphere, to air perceptions and misconceptions about classroom expectations.
5. Lack of a mentor/advisor relationship:
   The instructional/counseling team will serve as advisors throughout the students' careers at Harbor College. As part of this course, students will receive a prescription, based upon assessment, for progress in reading, writing, speech and other relevant classes. The mentor team will meet with each student twice per semester and assist in helping the student attain an educational goal.

After the summer program is completed, students will be programed as a group into English courses that meet their skills levels. This will provide an immediate support group to help them through the sequential process of Reading and Writing.

The specific objectives of the program are:

1. To increase success of LEP and ESL students by providing linkages between instructional and support services at the ESL level.

2. To improve reading/writing and study skills of LEP and ESL students.

3. To increase student understanding of college expectations.
5. Workplan Narrative

[NO “WORKPLAN” ACCOMPANIES THIS DOCUMENT.]
6. Expected Outcomes

EXPECTED OUTCOMES

This project will provide models in a number of areas:

1. It will provide an instructional/counseling partnership which can be adapted to other curricular areas
2. It addresses the particular retention problems of students who have limited English proficiency
3. It provides a mentor program which can be adapted to other areas of college study
4. It establishes a group support system
5. It includes families in the college support process
6. It helps faculty build an awareness of the problems of limited English proficiency students
7. It can serve as an intercampus model for retention.

These models can be easily adapted to other institutions. The final report which documents program outcomes will be disseminated for adaptation on other campuses.
7. Evaluation Plan

EVALUATION

Students will be given entrance/exit reading tests designed to measure improvement in skill levels. Students and faculty will be surveyed to determine the effectiveness of the program. The pilot group will be followed during the 1991-1992 year and a correlative study will be conducted against a sample group of LEP students in a traditional Developmental Communications 76 section. Results will be collected concerning dropout rates and grade achievement.
8. Dissemination Plan

DISSEMINATION PLAN

Results of the project will be reported in the Los Angeles Community College District through presentations at the District English Council and the Matriculation Coordinators meetings where all nine colleges are represented. In addition, a proposal will be submitted for presentation of the project outcomes at the annual Basic Skills conference of the English Council of California Two Year Colleges and/or the Matriculation Basic Skills conference. This will give a wide exposure to project outcomes and methods.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]