CALIFORNIA COMMUNITY COLLEGES
AND
YOSEMITE
COMMUNITY COLLEGE DISTRICT

#92-0037
**California Community Colleges**
**Curriculum and Instructional Resources Division**

<table>
<thead>
<tr>
<th>FISCAL YEAR</th>
<th>ID NUMBER</th>
<th>COLLEGE</th>
<th>DISTRICT</th>
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<tr>
<td>1992-93</td>
<td>92-0037</td>
<td>Columbia</td>
<td>Yosemite</td>
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**PROJECT TITLE**

**Rural Improvement Project for Educationally Disadvantaged**

<table>
<thead>
<tr>
<th>FUNDING CATEGORY &amp; AWARD</th>
<th>ELIGIBLE PROGRAM</th>
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<td>Grant = $29,600</td>
<td>D --- Educational Services for New Clientele</td>
<td>Demonstration Model</td>
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<tr>
<th>PROJECT PRODUCT</th>
<th>PROJECT TOPIC #1</th>
<th>PROJECT TOPIC #2</th>
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<td>ESL</td>
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<tr>
<th>PROJECT DIRECTOR</th>
<th>PROJECT SUPERVISOR</th>
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<tr>
<td>Joan Barrett, Assistant Dean</td>
<td>Vonna Breeze-Martin, Instructor</td>
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**PROPOSAL DESCRIPTION**

Community colleges located in areas with significant limited English proficiency communities have developed extensive English as a Second Language programs and other LEP services. Small rural mountain colleges like Columbia, which are experiencing rapid population growth but which serve primarily Anglo communities, are lagging far behind. The proposed project will serve as a model for like colleges to increase college access, retention and transfer for LEP individuals in both vocational and academic programs.
Columbia College is a rural college located in the foothills of the Sierra Nevada. It was founded in 1968, and is part of the Yosemite Community College District. The college serves more than 3500 students. The population in the service area is growing twice as fast as the state average, which has placed an increased demand on the college for programs and services.

The Hispanic population has been significantly underrepresented at the college (3.4% compared with 7.9% county population), and services to the non-English speaking segment have been inadequately developed. The college needs to develop a comprehensive Limited English Proficiency (LEP) program leading to further educational opportunities. Columbia College is seeking the assistance of the IIP (regular grant) to address the needs of the changing community.

The Hispanic population has the lowest rate of high school completion in the college district; less than half have completed nine years of school. Employment is generally in the service sector, ie: domestic or restaurant work, child care, and agriculture. The majority of these jobs pay minimum wages, provide no benefits, and offer little or no future. Newcomers are primarily from Mexico and have limited English skills. There is an expressed urgency to learn English in order to prepare for employment or for advancement.

In partnership with area business and industry and in cooperation with Mother Lode Job Training, the college is proposing to expand its programs and services in order to increase college access, retention and transfer for the rural Hispanic community in both vocational and academic programs.

THE PROJECT GOAL IS TO REACH 100 LIMITED ENGLISH HISPANIC COMMUNITY MEMBERS WITH PROGRAMS AND SERVICES LEADING TO UPGRADED EMPLOYMENT AND/OR A CERTIFICATE OR DEGREE AT COLUMBIA COLLEGE.

In order to accomplish this goal, the college proposes to do the following:

1. Develop Multi-level ESL instruction;
2. Establish an LEP support system;
3. Develop a formal LEP matriculation process;
4. Develop and implement academic and vocational exploration;
5. Establish support system;
6. Establish LEP project partnerships with local employers in cooperation with Mother Lode Job Training Agency (MLJTA);
7. Expand the outreach to and recruitment of the educationally disadvantaged, primarily Hispanic, population.

The need to expand the existing program was confirmed by Vocational and Applied Technical Act surveys conducted each semester with participants in the existing single-level ESL course. The results show that 60-70% of those surveyed are interested in furthering their education in the vocational-technical fields, i.e., particularly automotive technology, hospitality management, office occupations and computer science.

The short term impact of the proposal is to improve the English speaking skills of those with low level proficiency to the extent that these individuals are prepared for the matriculation process. The long term impact is to increase the knowledge and skills of the target population through increased access to higher education in order to prepare them for higher level employment or advancement.

The successful completion of the proposed activities outlined will provide a model for other rural, relatively isolated, colleges in identifying and serving the needs of those who are educationally disadvantaged and may be underemployed due to limited English proficiency.
Rural Improvement Project for Educationally Disadvantaged

1. Specific Educational Program Being Addressed

Programs and Services Addressed

As a small rural college in a semi-rural, primarily Anglo, county, Columbia College - as other comparable rural colleges - has had limited experience in developing programs to meet the needs of the Limited English Proficiency (LEP) population. With the 1990 inception of a single community ESL course, this need for improved programs became very apparent. The present proposal addresses this inadequacy and parallels three of the Fund for Instructional Improvement priorities: (1) educational services for new clientele, including older, working adults, (2) special learning needs of educationally disadvantaged students, and (3) improvement in traditional instructional programs.

In terms of the priorities set forth in the Board of Governors Basic Agenda, the primary focus of this proposal is on ESL and Basic Skills for underrepresented (LEP) students, primarily in vocational education. Student preparation for upgraded employment and labor-market linkage programs are secondary priorities. Recruitment, retention and transfer of underrepresented students are addressed throughout the project.
2. Specific Problems Being Addressed

Specific Problems to be Addresses

The Hispanic population in our service area is relatively small, comprising 7.69%. At Columbia College, representation of individuals of Hispanic origin is less than half that figure, 3.4%. Without affirmative steps this underrepresentation will be greatly exacerbated as the Hispanic population grows.

Community colleges located in areas with significant limited English speaking communities have developed extensive English as a Second Language (ESL) programs and other services for LEP individuals. Small rural mountain colleges like Columbia, which are experiencing rapid population growth, but which serve primarily Anglo communities, are lagging far behind.

In terms of English as a Second Language, Columbia offers but one course, leaving a major gap between expected exit proficiency and the skill level required for successful involvement in other academic offerings, and in preparing students for the TOEFL examinations.

All levels of proficiency have been represented by the individuals who have participated in the existing ESL class. Those include nine Student Proficiency Levels Descriptions from Level I (no English and no literacy skills in first language), to Level IX (ability to understand most speech, read most materials, and express with occasional error of idiom and somewhat below native speed) according to the California Community College ESL Statement of Findings and Policy Recommendations.

This situation has created a difficult classroom situation, and has resulted in inconsistent attendance and attrition. The instructor works with two or three different groups in half-hour increments. Those students whose literacy skills are limited or who know little or no English do not receive the individual attention they need. Though efforts are made to minimize any feeling of competition, early beginning students often feel intimidated or defensive with their more advanced classmates. This is especially true of men who have worked in the county for years, but have had little opportunity to improve their English outside of specific job-related terminology and little or no opportunity to develop reading skills.

For many of the women in the class, the course is their first opportunity to be out of the house and involved in a self-improvement activity. As housewives and mothers, they have had little or no opportunity to learn English. They have little self-confidence and little or no experience in a classroom.
Both of these groups could benefit from a class focused at a beginning skill level.

The intermediate and more advanced students could progress much more quickly in a class targeted to their relative skill levels, as well. Currently, these individuals are called upon to assist fellow students, or often to work on their own, slowing their progress in mainstreaming to skills courses. For these advanced students, an advanced credit-bearing course to serve as a bridge to academic programs would fill a critical gap.

Columbia College is asking the assistance of the Fund for Instructional Improvement in order to increase the extent to which Columbia College serves the LEP Hispanic community. Expanded ESL offerings, in tandem with outreach and a variety of matriculation and support services, would build a bridge to other non-credit personal development courses, and/or enrollment and retention in certificate or degree programs.

All elements of the proposed program could be useful to comparable rural institutions through the dissemination of an expanded final report, which will include findings regarding intervention curriculum needs such as vocational ESL glossary development.
3. Population To Be Served

Population to be Served

Statistics on the number of Hispanic individuals whose primary language is Spanish, or who speak only Spanish, are not available.

The majority of the individuals involved to date in the ESL class are members of families who have resided in this area for many years. In-migration is increasing, directly from Mexico, primarily extended family members of those already in the area. A few individuals have come to Tuolumne County from the Los Angeles Basin, following employers who have opened new businesses here.

Both at the college and within the community, the Hispanic population has been largely unrecognized.

Primary employment of Spanish speaking residents is in the service sector, such as hotels, motels and restaurants; domestic work, including housekeeping and child care; and agriculture, primarily related to the timber and poultry industries. Most of the jobs are at or near minimum wage, without benefits and without long term security or potential for promotion. Work is often seasonal. Many individuals work multiple jobs to make ends meet.

Half of the Hispanic population have completed 9 years or less of school. This population has the lowest rate of completion of four years of high school 37% - YCCD). Most of the individuals recently arrived from Mexico have completed six years or less. Children of these individuals are often bilingual and help their parents with necessary translation. There is, however, an expressed urgency to learn English - to communicate with employers, to communicate with school officials in their children's schools and with health care professionals, to respond to emergencies, and for everyday life, including shopping for goods and acquiring services. In addition, most of the students enrolled to date in ESL have expressed interest in taking other courses at Columbia as soon as their English skills are adequate.
4. Objectives

Proposal Objectives

The objectives and activities of the proposal are:
Objective A: By December 31, 1992, outreach and recruitment information will reach at least 300 individuals from the Spanish speaking community and other non-English speaking populations who have traditionally not participated in higher education:

Activities:
1. Develop bilingual Spanish/English public service announcements to be aired on Spanish language radio stations received in our area (Livingston, Fresno, Modesto, Stockton) and on Radio Bilingue;
2. Develop bilingual posters to be displayed at local shopping areas, laundromats, grocery stores, public buildings;
3. Develop flyers with cover letter to local schools, requesting distribution to non-English speaking or limited-English speaking families;
4. Conduct bilingual presentations at St. Patricks Catholic Church, Jamestown School, and other appropriate locations as identified;
5. Mail information to employers announcing ESL course;
6. Develop a bilingual outreach video spot for presentation on local and bilingual cable television.

OBJECTIVE B: By September, 1992, a protocol will be developed and implemented to facilitate intake and assessment of non-English or LEP individuals:

Activities:
1. Complete translation of application form and application and registration instructions;
2. Prepare and train staff to use Spanish language script for inquiries;
3. Update application form to eliminate outdated residency status types;
4. Prepare a five minute bilingual orientation video.

OBJECTIVE C: By December 1993, support systems and local networks will be established to encourage and facilitate the enrollment of at least 100 individuals from the target population in non-credit and personal development courses:
Activities:
1. Referral to Columbia College or AT/CAA At Work Literacy Program, as necessary, to provide one-to-one literacy training;
2. Referral to Financial Aid, as needed;
3. Volunteer advocacy to assist students through registration, fee payment, student body cards, etc.;
4. Referral to MLJTA as appropriate for such services as child care, transportation and uniform assistance, job search services, etc.;
5. Referral as appropriate to Columbia College Child Development Center;
6. Translation as needed.

OBJECTIVE D. By January 1993, at least 45 individuals per semester will be enrolled in multi level ESL instruction, including non-credit beginning and intermediate courses and a credit-bearing bridge level course designed for students who plan to enroll in certificate or degree programs. ESL classes are not considered remedial courses.
Activities:
1. Develop multi-level curriculum;
2. Hire instructors;
3. Offer three levels of ESL in Fall and Spring semesters.

OBJECTIVE E. During both Fall 1992 and Spring 1993 semesters, vocational career exploration services and activities will be provided for at least 45 non-English speaking or LEP individuals:
Activities:
1. LEP career course developed by counseling staff and program coordinator
2. Tours/field trips to vocational program classrooms and labs
3. "Externships" (see 6.i.)
4. ESL lessons and vocabulary developed around these activities.

OBJECTIVE F. Provide ongoing academic support systems (including intervention curriculum strategies per G. Spicer, Glendale Community College, Statewide Survey of ESL Student Populations) to ensure successful bridge and retention of at least 15 LEP individuals by the end of the grant period in vocational or academic program of study
Activities:
1. Bilingual tutoring and/or study groups as needed;
2. Tape recorded classes;
3. Computer assisted course review;
4. Research available vocational ESL materials;
5. Develop, or tailor, replicable bilingual vocational glossary, first, in automotive technology, to be followed by glossaries in other Columbia College vocational areas as required.
OBJECTIVE G: By December 1992, formalize an ongoing partnership with local employers and MLJTA to facilitate LEP participation and retention in ESL and other programs, as well as upgrade employment opportunities for participants:

Activities:
1. Promote employer assistance in outreach and recruitment;
2. Encourage development of flexible work schedules to enable students to attend ESL classes;
3. Develop scholarship program for employers to purchase books and/or pay enrollment fees for participating employees;
4. Assist in the development of employment incentive program for learning or improving English;
5. Facilitate, as needed, on site English study groups or tutoring sessions;
6. Provide on-site ESL classes with 15 student minimum;
7. Provide four-hour Spanish language/culture orientation to employers and non-Spanish speaking employees;
8. Train employer/co workers as volunteer tutors.
9. Externships, or community for-credit training opportunities targeted at a particular skill area, offered in conjunction with a specific vocational or academic course.

OBJECTIVE H: By June 1993, develop and distribute final report and curriculum materials to comparable small rural colleges.

Activities:
1. Prepare monthly reports;
2. Conduct bimonthly advisory board meetings;
3. Prepare quarterly FII project reports;
4. Collect and compile project data;
5. Prepare and distribute final report to rural college consortium;
6. Conduct 3-month follow up evaluation survey
5. Workplan Narrative

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

Expected Outcomes

With expanded ESL offerings, Columbia expects to attract more students and better serve current students. Experience has shown that ESL students show interest in the idea of higher education and want to consider Columbia as their community college. The plan for increased support services will assist these students in bridging to other courses and, hopefully, to degree or certificate programs.

The short term impact of the proposal will be improved English skills of those with low level proficiency to the extent that they are prepared for the matriculation process. The long term impact will be increased knowledge and skills of the target population through improved access to higher education in order to prepare for higher level employment or advancement.

The experience of the proposed program will be included in an expanded final report, to be distributed to comparable institutions through the small rural college network (Faculty and Staff Development Network for Small Rural Colleges). This product will include details of each component of the work program, as well as intervention curriculum materials which may be produced for student academic support. Such materials will include, at a minimum, vocational ESL glossaries in those areas in which LEP students enroll as a result of this program.

The increased ESL programs will become self-supporting through student enrollments once the proposed outreach and recruitment activities are conducted and the community is made aware of the expanded efforts to serve LEP student needs. The support services, once developed and implemented, will not require ongoing grant funding, as they will be integrated into the regular college operational budget for instruction and student services.

With the availability of broadened ESL offerings, as well as the proposed outreach, recruitment and retention support services, Columbia College will improve its capacity to serve the local Hispanic population and will enrich its campus through increased cultural diversity.

The individuals served will receive skills to upgrade their employment opportunities, improve their ability to communicate in everyday transactions, and find easier access to the many quality offerings of Columbia College.
7. Evaluation Plan

Evaluation

The program objectives and activities will be evaluated on a monthly basis by the Program Coordinator. Reports will be submitted to Academic Senate and to the Instruction office. The report format will include:

A. Statistical and narrative accomplishment of work statement elements during month;
B. Indication of problems encountered and plans for correction;
C. Assessment of methodology or process used,
D. Indication of unexpected positive results;
E. Objectives and activities projected for following month.

An advisory group comprised of local training agencies and employers will be convened on a bimonthly basis to evaluate the effectiveness the college/community employer partnership and to continue to develop ways in which the community can assist in the achievement of goals set forth for LEP students. Both process and summative evaluation will be included in the final report.
8. Dissemination Plan

Dissemination Plan

A Final report abstract will be distributed to all members of Small College Consortium with an invitation to receive full report. Presentation will be made at 1993 Consortium meeting to share information regarding project activities and outcomes. Dissemination will be completed by August 1993. Dissemination will be considered successful if other rural colleges find the material useful, as determined by a 3-month follow-up survey.
[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]