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Consortium Project

This is a consortium project with City College of San Francisco, College of San Mateo and DeAnza College as the lead institution. DeAnza College will administer and supervise the grant. Project operation will be under the direction of instructional administrators from each college. An advisory committee will be formed of ESL and Instructional Design personnel from all colleges. DeAnza will coordinate video productions, which will take place at both DeAnza and the College of San Mateo.
The specific area of the Basic Agenda Priorities being addressed by this project is in ESL, relating to the improvement of the quality of academic offerings, as identified by the Board of Governors:

"Reaffirm the Board's strong support of programs in English as a Second Language (ESL) and basic skills, which are essential to the Community College Mission.

"Encourage the development of a consistent and comprehensive curriculum for ESL, articulated across all community colleges....

"Offer more ESL and basic skills courses."

This project has already begun to address the second statement. In discussions with ESL faculties from DeAnza, San Mateo and San Francisco, there was agreement that the jobs they were being asked to do were not possible given current and projected needs and resources, and that new methods should be examined. The development of a new distance learning based strategy for improving English skills that will be used by all three colleges is a giant step in the direction of getting ESL courses articulated across colleges. It is anticipated that the use of this distance learning - based project will enable greater numbers of students to be taught than can be accommodated on the campuses of the colleges in the proposal.
This project addresses three Eligible Programs and Services. Under the section Nontraditional Forms of Instruction, independent study model, this project will make use of television, workbooks, and interactive voice technologies to help in the English training of vocational students to increase their employability or competence on the job. Instructors will interact with students via workbooks, telephone, audio tapes and site visits/class sessions.

In the Program Development section, this project will address the special learning needs of educationally disadvantaged (ESL students, immigrants and refugees) and will provide educational services for new clientele. The project will address the ESL needs of students who may be marginally or minimally employed as well as those who cannot get employment due to their lack of English skills. In California more than any other state, immigration has so taxed our community colleges that they cannot now accommodate the vast numbers of people who need help with English. The Board of Governors identified basic skills and English as a second language as part of its Basic Agenda Focus. This proposal addresses that focus. All too often in the past, faculty have been resistant to the use of new technologies for this target audience. However, faced with unprecedented and impossible numbers and decreasing revenues, there is a willingness on the part of the faculties at San Francisco, San Mateo and DeAnza to put their best efforts into inventing something that does work involving technology. Through a series of meetings during fall and winter 92-93, the faculties at all three colleges agreed that now is the time to try some new directions in technology to support and extend their excellent classroom approaches. At a joint meeting held at the College of San Mateo and chaired by its president, faculty representatives from all three ESL programs committed themselves to being a part of a project that would try to marry the knowledge of ESL faculties with the skills of distance learning personnel each college employs. Each college has distance learning infrastructure: San Francisco operates a television cable station reaching 300,000 homes, San Mateo has KCSM-TV, which reaches 6 counties, and DeAnza has a cable network extending throughout the San Jose area, reaching 375,000 homes. It was presented to the ESL faculty that these communications tools could be used to help them in their enormous task. At meetings at each campus, then, discussions of how such a marriage might work has resulted in this project and this proposal.
The South Bay is typical of the Bay Area in general in its ESL population and needs. In 1989, 11% of the students enrolling at DeAnza College were immigrant students who spoke some other language than English as their first language. In Santa Clara County alone there are more than 60,000 Vietnamese immigrants. Other major ethnic groups include Cambodian, Chinese, Taiwanese and Hispanic. US Census Bureau and state and county demographic projections show the trend. In 1970 minorities represented just 10% of the population of the DeAnza service area. In 1980 the figure was 15% and by 2000 the figure is projected to be an astounding 45%. The 1980 census showed that the non-English-speaking population of Santa Clara County increased by 21%. The California Department of Education estimates an increase in the number of elementary-secondary students who are limited in English proficiency by as much as 50% over the next decade. Students whose first language is not English and who are not yet proficient in English now represent one-sixth of the enrollment in the state. DeAnza College and all community colleges need to customize and individualize instructional delivery for limited-English-speaking students if true equal opportunity is to be offered and quality levels are to be maintained. Employers in the entire Bay Area have struggled for years to contend with the "revolving door" syndrome of non-English-speaking employees failing to achieve their career objectives. For instance, in a recent survey of San Francisco Bay Area Asian employees, the most common reason for leaving a job was non-promotion. The majority of Asian employees citing this reason felt that their lack of English language skills directly hindered their career goals. In recent surveys at DeAnza, the ESL student population represents students from 46 countries, 90% of whom plan to live in the United States, underscoring the need to make them fully functional in the English language.
This project will focus on ESL students who are currently employed, or interested in becoming employed, in a vocational area to be determined. The project will use as its test group three classes of up to 60 each, one from each campus. Each campus will recruit and select its own students to fit this profile.
Objective #1: By September 30, 1993 to have decided on the components of the learning system to be tried. This will be accomplished in three steps. By August 31, an oversight committee, composed of ESL faculty and distance learning personnel, will be appointed by the three colleges. In a series of three meetings, and using other input from students and faculty at their respective campuses, this oversight committee will jointly decide on the structure of the learning system.

Objective #2: By March 31, 1994 to have produced at least ten videotapes. This will be accomplished in the following steps. First, by September 30, 1993, the oversight committee will have decided on the vocational topic for this project. That will be decided upon in a manner they will be determined but will include input from employers, employees and current ESL students. By October 15, 1993 a DeAnza producer will be assigned to the project. By November 15, the producer will have assembled an advisory group consisting of ESL faculty, writer, and employers. They will jointly outline the scripts. By December 31, 1993 all ten scripts will be completed. By January 30 the scripts will be reviewed and finalized. By March 31, all videotapes will be complete.

Objective #3: By April 30, 1994 to have produced the accompanying workbook. The following steps will lead to the completion of this objective. By November 30 a workbook leader will be assigned by the project director. By December 30 the workbook leader will have gathered a working group consisting of ESL faculty, producer, and writer. By January 30, 1994 the workbook team will have outlined what will be covered in the workbook. By April 30, 1994 the workbook will be completed.

Objective #4: By June 30, 1994 to have field tested the concept in three communities. By March 31, 1994, each campus will have identified one faculty person to field test the learning system. By April 30, 1994 each campus will have determined how it will use and evaluate the project. By June 30, 1994 each campus will have used and evaluated the project.
Faculty and distance learning staffs from all three colleges are central throughout the development, production and implementation of the project. The project has four major components, which overlap in time: design, video production, workbook/print production, and implementation.

In late summer the project leaders from each campus will meet to appoint an oversight committee, composed of ESL faculty and distance learning staffs. This oversight committee will have as its goal the development of the instructional strategy and the selection of the vocational area to be addressed. The vocational area may be as broad as "manufacturing", "retail operations", or "visitor industry" or it may be more specific. The oversight committee will make that determination after consultation with students, potential students, colleagues and employers in their geographic areas.

Once the topic and instructional strategy are determined, the project director will assign a television producer to the project. S/he will work with an advisory group consisting of ESL faculty and representatives from the business area identified by the oversight group. Scripts will be developed by the producer in collaboration with a writer, hired part time for the project to develop the scripts and workbook/printed materials. Evaluations of the scripts will take place in January, after which production will take place and copies of the videotapes made for each college.

The workbook/printed materials will be developed primarily by a writer who works with the producer and the ESL faculty. The printed materials and videotapes will be developed concurrently to allow photos or pictorials from the tapes to be included if desired. The focus and content of the printed materials will be determined by the oversight committee. They will be completed and printed by the end of April.

In the use of the learning package, each campus will select one faculty member to be its pioneer. This person will be given an orientation by the project director, and a copy of the written and video materials to plan their use. In collaboration with the distance learning staffs at each college, the faculty member will conduct the instruction and provide evaluation of the project and materials by the end of June, 1994. There will be a great deal of latitude given to each college to make use of the materials as it sees fit. For example, some faculty may want to use the videotapes over the air, some may want to place
tapes at the workplace, some may want to have tape check-out from local libraries or immigrant service centers. The workbooks may be filled out individually or in groups, at class sessions, etc. Voice interaction may be frequent or not-so-frequent. Class visits or site visits may vary by campus. Faculty will be compensated for the additional work of providing written evaluation and description of use, and recommendations.

It is hoped that this model of cooperation between distance learning professionals and ESL faculties among three colleges will open the door to further joint efforts at exploring how the overwhelming ESL needs of California may be approached with creativity and discovery.
a. Project Objectives. It is expected that there will be reports from work supervisors of ESL students of reduced time of explanation, increased comprehension of task assignments, decreased time in re-explanation. ESL students will perform well on exams and other quantitative measures developed for the project. ESL students additionally will have a high satisfaction level with the experience. They will have an increased level of understanding of vocation-specific vocabulary and will be able to use the presented language skills in real situations.

b. Impact of the Project. The project has already brought together ESL faculties, distance learning staffs, and instructional administrators from San Francisco, San Mateo and DeAnza. The positive approach to this project from all of the participants in the meetings that have led to this proposal has had a beneficial effect, measured in increased information sharing and a better understanding of the magnitude of the ESL needs of the region. This project will encourage closer cooperation among the colleges in addressing regional needs, will support faculties from three colleges working together on an experimental project, and will form lasting good will that can spread to other projects and faculties, which in turn will develop cooperation from competition. The project can be held as a model of inter-district cooperation throughout the state.

c. Potential for continued support. If successful, this project design (collaboration among ESL professionals and distance learning professionals to address vocational English as a Second Language needs) can form the basis for a new approach to language instruction that could qualify for national developmental grants (FIPSE, Annenberg/CPB) that would expand the project across the state and nation. In a conference call with the Annenberg/CPB project they expressed great interest in this multi-campus collaborative approach and were interested in further discussions. In the past Annenberg has funded various complete telecourses, including the successful French in Action program, used throughout the country.

The products themselves from this project will be usable throughout all three campuses, with no additional funding. It is expected that each campus will develop courses based on this model and will continue to use the course material developed in this project.

d. Potential for Adaptation. Both the process and the
product of this project are directly adaptable to other districts and programs. The project demonstrates the value of local scale multi-district collaboration in addressing serious societal problems. Too often statewide efforts are hampered by their very size. In this model, however, person-to-person relationships are formed and cooperation begins to replace competition.

The learning package itself is also directly adaptable for others’ use. At low cost, the videotapes and print materials from the project can be made available to other interested colleges and districts, with guidelines for implementation.

The project will be featured by faculty from the three colleges involved in presentations given at state chancellor’s and national conferences. Articles will be written for appropriate journals. The distance learning staffs will also make presentations of the project at their conferences, including the annual Instructional Telecommunications Consortium conference and the biannual Telelearning Conference. Another targeted conference will be at the annual conference of the League for Innovation in the Community Colleges and the conference of the California League of Community Colleges.
Evaluation activities will take place throughout the project and are used to direct and guide the project. The project involves feedback loops from the communities to be served by the project as well as project progress evaluation. The following steps have been taken to build evaluation into the project.

The project design includes four major objectives, with sub-objectives in each, all with timetables for completion. Project tracking will be done through this method. Responsible persons for the completion of milestones have been identified. Specific evaluation points are at the following milestones and involve the following groups:

1. Development of scripts / advisory cte, steering cte, ESL students
2. Development of workbook chapters / advs cte, steering cte, students
3. Rough edit of tapes / project director, faculty, students
4. Implementation evaluation / supervisors, workers, instructors
• Product/results. The videotapes and printed material will be made available to the state chancellor’s office at cost. The evaluation that is written at the conclusion of the project will-be incorporated into a "guide to use" that will accompany the purchase of the package.
• The target population for this project would be every community college ESL program in the state. Through the statewide TOESL organization, articles will be placed in appropriate newsletters telling of instructors' experiences in using the learning package.
• It is recommended that the chancellor's office feature FII grant results in publications it produces. In addition, the annual community college conference should require attendance and presentation of all those who have received and completed an FII grant over the previous year. It is further recommended that at least one of the monthly satellite-broadcast Chancellor's Hours be devoted to FII projects in progress or at completion.

The project director and members of the ESL faculty will write articles and make presentations to organizations with which they are affiliated.
 • Dissemination of results and products will begin after project completion, in summer of 1994. Working with all three colleges, a joint press release will be written for daily newspapers in San Jose and San Francisco, as well as weekly papers in the city and peninsula. Testimonials from successful students will be featured, as will interviews with satisfied supervisors.
 • Evaluation of the dissemination plan will take three forms. Three questions will be addressed. First, are program chairs significantly interested in the project to include presentations at conferences? Second, is the chancellor's office interested in showcasing this and other FII projects in its publications and on its monthly satellite report? Third, are the participants in the project successful in writing articles for publication?
Budget Narrative

[No information provided in this document for this section.]