

# **JDEI ESL Jumpstart New Course Curriculum Design Final Report**

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## **Purpose of Course and Outcomes**

In a continuous effort to improve our programming to support our English Language learners, the English as a Second Language (ESL) Department identified a significant unmet need in our curriculum that can be met with this course. Immigrants, refugees, and asylum seekers to Lane County arrive at all times of the year and often arrive with the need to improve their English language skills or needing to learn English in order to secure a job. They have a window of time in which they are able to study English and before they find work. Because the ESL Program currently only has 4 start dates each year, and our classes are often filled prior to the start of the term, those students who regularly arrive after our term start date are left to wait weeks or even months to begin language courses here at Lane.

In order to increase accessibility, inclusion, and equity for these residents in our county who require a more flexible start date, we proposed this open-ended course to minimize the gap period between the start of each new term so that students can begin working toward their language goals at multiple entry points within each term. Specifically, this course reduces time gaps between initial contact and registration by providing timely and specialized content, allowing students to immediately engage in a meaningful and pragmatic curriculum designed to increase their English language skills. The curriculum focuses on workplace and training goals while emphasizing reading, writing, speaking and listening skills in English. The course retains and persists students to their career, training, or college goals and increases access to educational opportunities at all levels. It allows us to partner directly with local agencies that support immigrants in our community to provide on-demand language support as soon as they are ready instead of making them wait long periods of time to begin their language instruction.

## **Course Outcomes and Content**

Specifically, this course was designed to reduce time gaps between initial contact and registration by providing timely, specialized, and accelerated content. The curriculum focuses on student career and college goals while emphasizing reading, writing, listening, and speaking skills with the following outcomes:

Upon successful completion of this course, the student will be able to:

1. Demonstrate study skills
2. Present information and ideas about Jumpstart course topics (OAELPS Anchor 2)
3. Define their language learning, career, and academic goals
4. List the courses needed to reach their goals

Major topics to be covered are:

1. Personal information
2. Setting goals
3. Planning
4. Study Skills
5. Career Exploration and Soft Skills
6. Resources and Services in ESL and at LCC
7. Additional topics based on student purpose and interest

## **Fulfilling JDEI Goals**

This ESL Jumpstart course addresses the gap period in a multi-faceted manner including the utilization of such practices as teacher immediacy, information about resources, the inclusion of partners from the community and college, and curriculum utilizing metacognitive strategies. Many immigrants, refugees, and asylum seekers are highly skilled in fields of great need in our county. They are surgeons, dentists, lawyers, engineers, architects, accountants, or other highly trained individuals who are seeking to improve their English in order to transition to a career or related field in Lane County. Students work on academic content with an emphasis on English language skills as well as college and career exploration activities. The course introduces and assesses skills, implementing both the whole-group and differentiated instruction, and connecting students to resources within the college and the community. Students gain valuable skills that will help accelerate their goal achievement including technology literacy, English language instruction, college and career awareness, and wrap-around holistic support.

Equity, diversity, and access are embedded into the mission and values of the ESL Program at LCC. In terms of racial, ethnic, linguistic, and socioeconomic diversity, ESL supports the most diverse student population at Lane Community College. 100% of our student population are minority language speakers and members of historically underrepresented groups. Some are barred from working in professions for which they

are highly trained due to language or regional credential barriers. The mission of the ESL Department is to create an environment where students successfully learn the English language skills necessary to successfully function in society. We work with agencies and other departments such as LCC's Career Pathways to respond to the individual needs of students and the personal obstacles that they must overcome as learners, and we respect and are responsive to students' different learning styles. We support students in acquiring English language skills to achieve their goals and increase their ability to use academic, digital, and community resources.

Our goal on the LCC campus is to work to reduce barriers in the community, workplace, and institution to training, education, and jobs for students, while also designing and implementing curriculum models that work to address these inequities. The ESL Jumpstart class, with its flexible enrollment entry points to meet the equity enrollment needs, provides immediate access to language and academic skills development, independent of LCC's term schedule, and provides an onramp to the multitude of educational and career opportunities at LCC.

Instructor practices to support equity and inclusion included:

- Warm Up Activities to Engage Students and Community Building
- Support including one on one support using technology and devices, volunteer classroom assistant ( and embedded tutors- 1-2 each class period)
- Use of whatsapp as a communication method
- High instructor engagement and communication
- Guest Speaker: Marcia Koenig
- Instructor engagement and outreach to individual students for check-in and connection
- End of term one-on-one conferences with students to determine next steps and course review

## **Who is the target population?**

- Adult English language learners (16 and up, not in high school)
- Immigrants
- Asylum seekers
- Refugees
- Students on the waitlist for any ESL class
- Returning students who missed the registration deadline
- Referrals from DHS/workforce/CCS workplace services

## Implementation

During Spring and Summer terms of 2023, we formed a curriculum development committee and designed our delayed enrollment course we call ESL Jumpstart supported by JDEI curriculum funds. We implemented two courses in both Winter and Spring Terms 2024, two sections of ESL Jumpstart in the morning and in the evening to provide scheduling flexibility. Both sections were offered in-person starting week 5 and were open until the end of Week 8 and provided 5 weeks of instruction.

Course was cost free due to using the IELCE funds to pay for all course fees that normally would be associated with the ESL classes, reducing one significant barrier to access to education for newly arrived immigrants as well as other immigrants already in the community who are unemployed or have other financial barriers.

## Who Did We Serve?

We served a total of 62\* students in the first two terms of ESL Jumpstart's implementation. Here is an evaluation of enrollment numbers and retention:

### Winter Term, 2024

#### 1) Enrollment Numbers and Retention:

##### a) AM Section

- i) Number of students (enrolled) 18
- ii) Retention (actual) **94%** (17/18)
  - (1) Drops NS 1
  - (2) Enrolled next term 83% (15/18)

##### b) PM Section

- i) Number of students (enrolled) 17
- ii) Retention (actual) **76%** (13)
  - (1) 1 NS
  - (2) 1 drop
  - (3) 1 asked to drop
  - (4) 1 attended 1 class
  - (5) Enrolled next term 100% (13/13)

#### 2) Attendance: Varies with different start dates/illness/work other conflicts

##### a) AM section

- i) **4 students have 80% or more**
- b) PM section
  - i) **10 students have 80% or more**

\*Does not include NS drops

Spring Term, 2024

- 1) Enrollment Numbers and Retention:
  - a. AM Section
    - i. Number of students (enrolled)      12
    - ii. Retention (actual)                      **91%** (11/12)
    - iii. Drops NS (1)
    - iv. Enrolled next term                      **58%** (7/12)
  - b. PM Section
    - i. Number of students (enrolled)      19
    - ii. Retention (actual)                      **94%** (18)
    - iii. Drops NS (1)
    - iv. Enrolled next term                      **67%** (12\*\*/18)

- 2) Attendance: Varies with different start dates/illness/work other conflicts
  - a. AM section
    - i. **4 students have 80% or more**
  - b. PM section
    - i. **8 students have 80% or more**

\*Approximated number available at time of report; for final number, check with the ESL office.

## Did we Meet Our Goals?

Our ESL program at Lane is funded by WIOA, Title II to support adults with barriers to employment including access to education; 100% of our resident student population is supported by WIOA, Title II. In terms of racial, ethnic, linguistic, and socioeconomic diversity, virtually 100% of our resident student population belongs to a racially marginalized and historically underrepresented group, compared to 28% for the college at large, and the majority of our resident students are socioeconomically disadvantaged, compared to 39.8% for the college at large.

For ESL Jumpstart students in winter term, 23 students out of the 25 (92%) who completed the course registered for a class for spring term!

Our ESL Jumpstart instructor stated that students who completed the course are well-positioned for their following term schedule and will be able to progress at a higher level within our ESL programming. She said that providing tech support and English language skills development will help students be better prepared for their core courses the following term. Academically, students were able to accelerate their reading, writing, listening, and speaking, which will help accelerate their educational goal attainment. As far as content, she mentioned there was something for everyone's goals, including getting a job, starting a business, improving English for current job and life in the US, entering college or training, and personal goals such as self improvement and social connections. She also noted that during check-ins and conferences, many students said they were not sure they wanted to pursue a career pathway at Lane, but since taking the ESL Jumpstart class, they now feel more confident and aware of college resources.