How to Establish and Develop a Successful ESL Program at Your Agency

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CLINIC’s Mission

To enhance and expand delivery of legal services to indigent and low-income immigrants principally through diocesan immigration programs and to meet the immigration needs identified by the Catholic Church in the United States.
CLINIC’s Services

- Capacity Building
- Training and Technical Support
- Religious Immigration Services
- Advocacy
- Immigration Initiatives and Projects
Webinar Goals

This Webinar will:

• Highlight need for more English language classes;

• Explain why legal service programs are well-positioned to offer language classes;

• Outline the key programmatic components of a successful ELL program;

• Explain how a legal service program can begin an ELL program;

• Identify good resources for ELL program development.
Immigrant Integration

Benefits:

• Citizenship
• More civic participation
• Better jobs
• More interaction in child’s education
• Home ownership
• Family reunification
• Security
Terminology

- NEP & LEP
- ESL, ESOL, ELL, EFL
U.S. English Language Learners

• In 2008, 19.64 million people identified themselves as LEP.

• Adult ELLs were 44% of total adult ed. programs nationally in the 2003-2004 school year.

• 24.5 million speak English less than “very well” (44.2% of total population who speak a language other than English at home). (ACS 2007)

• 60% of all foreign-born came to the U.S. over 19 years of age. (http://nces.ed.gov/pubs2009/2009034.pdf)
Programmatic Barriers to Learning English

- Quality
- Affordable
- Accessible
Demand and Supply

- Waiting Lists
- Level-appropriate classes
- Trained teachers

- New York example
- Massachusetts example
## Types of Classes

<table>
<thead>
<tr>
<th>ESL Class</th>
<th>Civics-based ESL</th>
<th>Citizenship Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Language class only</td>
<td>• Content-based language class</td>
<td>• Content-based class</td>
</tr>
<tr>
<td>• Classes are for all levels</td>
<td>• Class is for lower-level LEP students wanting to take the Citizenship Test</td>
<td>• Class is for higher-level LEP students wanting to take the Citizenship Test</td>
</tr>
<tr>
<td>• Focus on: reading, writing, speaking and listening</td>
<td>• Focus on: English language basics, vocabulary and Citizenship Test content</td>
<td>• Focus on: Citizenship Test content and instruction on how to be a citizen</td>
</tr>
</tbody>
</table>
Advantages of Legal Service Providers

- Trust
- Reputation
- Community awareness
- Staff knowledge of clients
Benefits of Offering ELL Classes

• Wrap around services for clients
• Greater support for clients pursuing naturalization
• Target services for specific populations (elderly, etc.)
• Preparation for Comprehensive Immigration Reform
• Exposure to more funders
• Eligibility for some government grants
Best Practices

- Leveled classes
- Qualified teachers (Speaking English is not the only qualification!)
- Assessments
- Scheduling options
- Quiet classroom space
- Appropriate materials
- Sufficient time in the classroom
- Fee for service
Potential Challenges

• Additional staffing needs
• Different sources of funding
• Different service provision model
• Different training needs
• Confidentiality concerns
## Language Service Provision Options

<table>
<thead>
<tr>
<th>Short-term</th>
<th>Mid-term</th>
<th>Long-term</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Referral list</td>
<td>• Mentor program</td>
<td>• Several levels of ESL classes</td>
</tr>
<tr>
<td>• Form partnerships</td>
<td>• One or two ESL classes</td>
<td>• Civics-based and Citizenship classes</td>
</tr>
<tr>
<td>• Tutoring</td>
<td>• Citizenship Test Prep class</td>
<td>• Curricula and assessments in place</td>
</tr>
<tr>
<td>• Citizenship Test</td>
<td>• Volunteer teachers</td>
<td>• Qualified teachers in place</td>
</tr>
<tr>
<td>material review</td>
<td></td>
<td>• On-going training for education staff</td>
</tr>
</tbody>
</table>

- On-going training for education staff
Tool to Plan for an ELL Program
Situation

- Needs and assets
- Symptoms (Contributing Factors) versus Problems
- Stakeholder Engagement
Tools for Needs Assessment

- Communication with immigrant population
- Surveys
- Focus Groups
- Census and American Community Survey data
- CARA report data
- Planning with other CBOs
Priorities

- Mission
- Vision
- Values
- Mandates
- Resources
- Local dynamics
- Collaborators
- Competitors
Inputs: What You Contribute

- Staff
- Volunteers
- Time
- Money
- Research base
- Materials
- Equipment
- Technology
- Partners
Outputs: Activities

What we DO:

- Market the classes
- Assess language level
- Develop curricula
- Hold classes
- Train volunteers and teachers
- Hold a graduation ceremony
Outputs: Participation

- Current clients
- New students
- Other agencies
- Agency leadership
Outcomes – Impact: Short Term

- Increased English Language Learning
- Knowledge of requirements for Citizenship
- Awareness of community needs
- Awareness of best practices
- Increased staff expertise
- Increased motivation to improve program
Outcomes-Impact: Medium Term

- Increased rates of citizenship applications
- Additional members of target population enrolling
- Better informed agency decision-making
- Increased funding
- Agency-wide policy development
Outcomes-Impact: Long Term

- Increased rates of citizenship
- Increased civic participation
- Increased English Language proficiency
- Increased upward job mobility
Role of Evaluation

• Focus: What data to collect and how to collect it?
• Collect Data
• Analyze and Interpret
• Report
Good Resources: Data

• Logic Model Templates
• U.S. Census and American Community Survey
• Migration Policy Institute: www.migrationpolicy.org
• Center for Applied Linguistics: www.cal.org
Good Resources: Materials

• Sample Business Plan (CLINIC): http://cliniclegal.org/resources/managing-immigration-program

• USCIS: www.uscis.gov/portal/site/uscis/citizenship

• TESOL: www.TESOL.org
  • Local TESOL chapter

• Center for Applied Linguistics: www.cal.org and Center for Adult English Language Acquisition: www.cal.org/caela

• National Institute for Literacy: http://lincs.ed.gov

• Local adult ed programs, community college programs, and literacy councils
Potential Funding Sources

- City and State government
- Local foundations
- Collaborative grant applications
- Literacy councils
- Local businesses (Comcast, Dollar General and CVS)
Program Standards

- Differences in private and government funding
- Assessments
- Scheduling options
- Leveled classes
- Real-life material used
- Student progress data
- Qualifications of teachers
- Training curriculum for volunteers
- Recruitment practices for teachers and volunteers
- Certain numbers of hours of instruction
Next Steps

• Needs Assessment
• Inform the Resource Developer
• Advocate for language classes
• Observe other programs
• Create business plan
• Research funding
Literacy Directory

USCIS’ Office of Citizenship

http://www.literacydirectory.org/
Membership & Subscription

- Membership for Catholic non-profits
- Subscription for non-Catholic, non-profits

Contact Jeff Chenoweth at jchenoweth@cliniclegal.org for information and application.