DOCUMENT RESUME

ED 369 303   FL 800 740

TITLE   English as a Second Language: Implementing Effective
               Adult Education Programs.
INSTITUTION   California State Dept. of Education, Sacramento.
               Adult, Alternative, and Continuation Education
               Div.
REPORT NO   ISBN-0-8011-1098-X
PUB DATE   93
NOTE   50p.
AVAILABLE FROM Bureau of Publications, Sales Unit, California
               Department of Education, P.O. Box 271, Sacramento, CA
               95812-0271 ($6, plus sales tax for California
               residents).
PUB TYPE   Guides - Non-Classroom Use (055)

EDRS PRICE   MF01/PC02 Plus Postage.
DESCRIPTORS   *Adult Education; Adult Students; Articulation
               (Education); Counseling Services; Courseware;
               Curriculum Design; Curriculum Development;
               Educational Facilities; Educational Policy; *English
               (Second Language); English for Academic Purposes;
               English for Special Purposes; Information
               Dissemination; Learning Theories; *Literacy
               Education; Marketing; Outreach Programs; Program
               Administration; Program Effectiveness; Program
               Evaluation; *Program Implementation; Scheduling;
               Staff Development; Student Characteristics; Teacher
               Selection; Vocational English (Second Language)
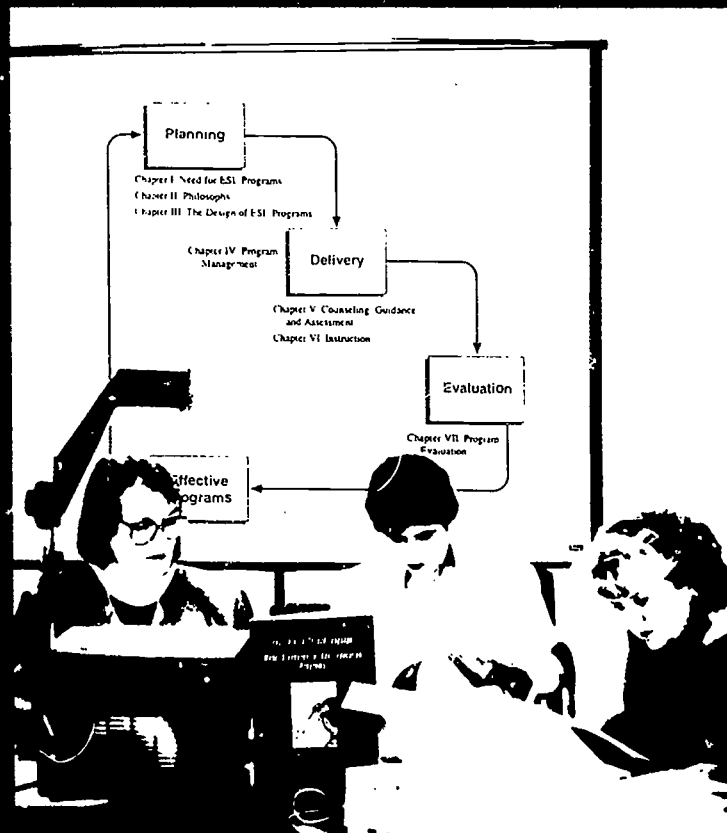IDENTIFIERS   California

ABSTRACT
               The manual is designed to assist California educators
and public in understanding the various aspects of an effective
English-as-a-Second-Language (ESL) program for adults. It provides
theory-based and practical guidelines for conceptualizing, planning,
designing, managing, and evaluating such programs. Chapters address
these topics: the adult ESL population (California demographics,
student motivation, benefits to client and community); program
philosophy (second language learning theory, adult learning theory,
cultural and practical factors that affect adult learning); design of
ESL programs (general, academic, vocational, special); management of
ESL programs (teacher and staff selection, staff development,
facilities and scheduling, communication and articulation, outreach,
seeking additional resources); counseling, guidance, and student
assessment (counseling and guidance services, ESL assessment,
placement, monitoring progress, certification); instruction (goals
and objectives, organization of instruction); and evaluation of
instructional programs (purposes, planning, and use of findings).
Appended materials include notes on selection of computer software
and on community outreach, successful promotional ideas, evaluation
questions for program administrators, and a program evaluation plan.
References listed include evaluation instruments, readings in second
language learning, and readings and references for adult education
program evaluation. (MSE) (Adjunct ERIC Clearinghouse on Literacy
Education)

English as a Second Language

Implementing Effective Adult Education Programs

Planning

Chapter I Need for ESL Programs
Chapter II Philosophy
Chapter III The Design of ESL Programs

Chapter IV Program Management

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Preface

English as a Second Language: Implementing Effective Adult Education Programs is designed to fulfill the federal mandate of the 1991 amendments to the Adult Education Act of 1988. The amendments, contained in the National Literacy Act of 1991 (Public Law 102–73), require states to develop and implement quality indicators to be used to evaluate programs that receive assistance under this act in order "to determine whether such programs are effective. . . ." (Section 331 [a] [2] of the Adult Education Act, 20 USC 120 S (a) (2)). The primary purpose of this book is to provide local agencies in California with models by which to judge the success of their ESL programs for adults.

Adult education differs from secondary- and elementary-level education in the need that it fulfills. Many new adult school principals find they must learn quickly to carry on their duties with little assistance from the district level. Survival on the job is the primary concern, and, as a result, quality may receive secondary attention. The English-as-a-second-language (ESL) program usually holds prominence in most adult schools, and this document will assist new principals and administrators in understanding its effective components.

Because new legislation allows school districts to establish new adult schools, administrators will find *English as a Second Language: Implementing Effective Adult Education Programs* useful and timely in implementing quality ESL programs that will meet the special needs of limited-English-proficient (LEP) adult students who previously have not been served.

The effective components of the ESL program apply to adult schools, community-based organizations, and community colleges. The leadership of principals or administrators of adult education programs is essential to the success of LEP students who are entering the American mainstream. Careful study of this document by educators will help them in leading students toward their educational goals.

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Acknowledgments

Introduction

This document, *English as a Second Language: Implementing Effective Adult Education Programs,* is designed to assist adult school administrators, school district governing board members, and the general public in understanding the various aspects of an effective English-as-a-second-language (ESL) program for adults.

This handbook provides guidelines for:

- School district administrators who plan to establish adult ESL programs in their districts
- New administrators who are preparing to manage adult ESL programs
- Experienced administrators who are charged with evaluating and improving ESL programs
- Governing board members and members of the general public who wish to determine the effectiveness of adult ESL programs

This document was developed by experienced ESL teachers, ESL coordinators, adult school principals, and ESL teacher-trainers from throughout California. They represent the north, south, Central Valley, metropolitan, and rural areas. Although the adult populations that need ESL programs vary in each of these areas, an effective ESL program will have all of the components described in this handbook.

The effective components of an ESL program are:

- **Planning.** A plan for an ESL program will include the program's rationale, philosophy, and design.
- **Delivery.** This will include program management, counseling, guidance, assessment, and instruction.
- **Evaluation.** This will encompass planning the process and using the findings.

Figure 1 illustrates the cyclical and ongoing process of effective program management.

This document, as well as the *English-as-a-Second-Language Model Standards for Adult Education Programs* (1992) and the earlier publication, *English as a Second Language Handbook for Adult Education Instructors* (1990), was prepared by the Adult Education Unit, California Department of Education, to provide direction and assistance for adult ESL programs throughout the state. These publications also provide a common language so that adult ESL providers can communicate better in order to meet the needs of California's growing population of immigrants and refugees.

Planning

Chapter I. Need for ESL Programs

Chapter II. Philosophy

Chapter III. The Design of ESL Programs

Chapter IV. Program
Management

Delivery

Chapter V. Counseling, Guidance,
and Assessment

Chapter VI. Instruction

Evaluation

Chapter VII. Program
Evaluation

**Effective
Programs**
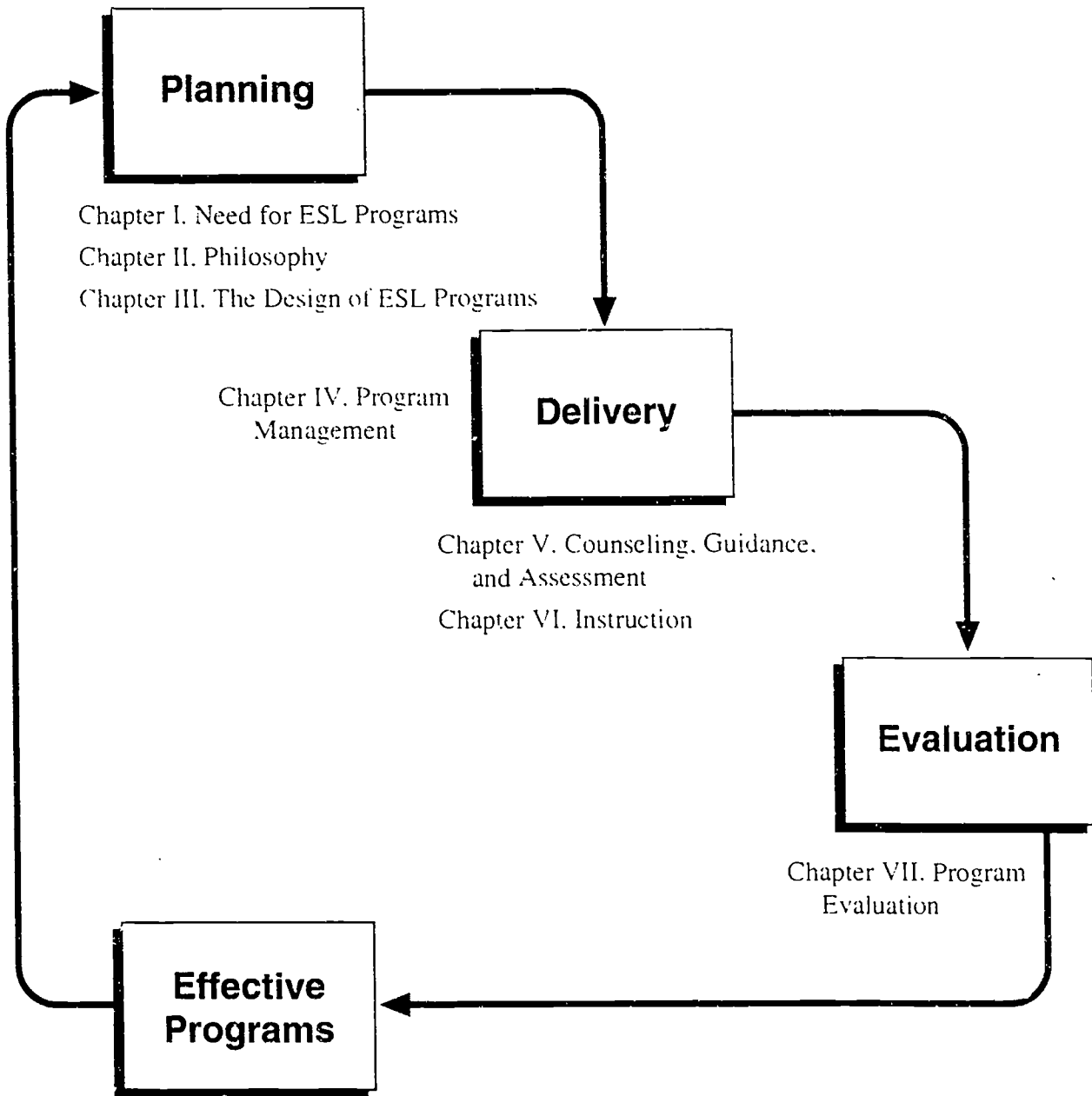
Fig. 1. Administrators' leadership responsibilities

Chapter I. The Adult ESL Population

One of the challenges that administrators of adult schools face in developing and maintaining adult education programs is determining the need for and benefits of English-as-a-second-language (ESL) programs. In establishing programs, administrators:

* Anticipate and are responsive to changing clientele and their changing needs.
* Identify students and their reasons for attending classes.
* Identify the benefi.s of ESL programs to clients and their communities.

**Demographics
in California**

Between 1980 and 2020 the state's population is expected to increase approximately 67 percent (see figure 2). Most population growth will come from immigration. Since 1980 the state of California has absorbed 26 percent of all legal immigration into the United States. This increased rate of immigration is reflected in the increased number of adult ESL learners.

Percentage of Total Population
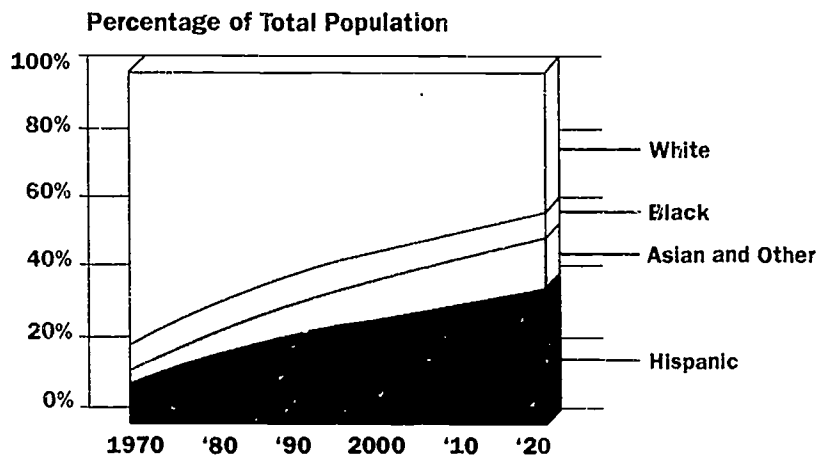
Fig. 2. Ethnic-racial composition of California's population, 1970 to 2020
Source: California Department of Finance. Sacramento, November. 1988.

In a recent study by the Population Reference Bureau, researchers estimated that for the foreseeable future there will be a net legal and illegal immigration into California of 190,000 persons a year. Approximately 35 percent of this inflow is estimated to be illegal, mostly from Mexico.[1] This translates to a population increase of 1.9 million every decade from immigration alone, a figure accounting for half of the previously reported population growth of the 1980–1990 decade. The Population Reference Bureau's study reports that this estimate is "conservative," and other studies

[1] Bouvier and Martin, *Population Change*, pp. 15–17 and 59–62.

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have estimated a much larger population growth from immigration.[2] In this study researchers also estimate that 53 percent of this immigration will consist of people of Hispanic origins, two-thirds of whom will come from Mexico. Some 39 percent are expected to come from Asian nations, most notably Vietnam, China, Korea, and the Philippines.[3]

The number of ESL learners who need to acquire English skills has increased dramatically. The total adult-level ESL enrollment increased from 432,000 in 1986-87 to 587,000 in 1989-90. The average daily attendance (a.d.a.) increased from 73,000 in 1986-87 to 85,000 in 1989-90. This trend is expected to continue well into the twenty-first century.

In a summary report issued by the Adult Education 2000 Project, it is estimated that ethnic and racial minorities, who have less education and greater learning needs, will increase their numbers from what was 22 percent of the population in 1970 to 59 percent by 2020.

California's adult ESL population is one of great diversity. ESL learners vary in their ethnic, educational, and socioeconomic backgrounds as well as in their primary languages and ages. They come to the United States for political, economic, or personal reasons. Students come from all parts of the globe: Europe, Eastern Europe, Asia, Southeast Asia, Pacific rim countries, South and Central America, and Africa.

Adult ESL learners may range in age from sixteen to eighty years of age, with educational attainment ranging from no formal schooling in their native countries to the completion of professional degree programs. Students in an ESL classroom may all share a common language or may speak many different languages. Their employment history may range from working on farms to serving as highly educated professionals. Despite their diversity they all have a common need to acquire the English skills and familiarity with American culture necessary to communicate, cope, and participate in their local communities.

Motives for Attending Adult ESL Classes

Because of the diversity of this clientele and its impact on communities in California, it is important that this population is served with effective programs that respond specifically to its goals and needs.

Adults enroll in ESL classes for a variety of reasons. ESL learners usually want to make immediate use of their classroom learning in order to communicate with English speakers, to learn about the cultures and customs of the United States, to maintain their roles as parents and adults without having to rely on their children to interpret for them, to pass citizenship tests, to gain employment or improve job skills, and to complete their academic education. Many adults are fulfilling specially funded program requirements, such as those of the Immigration Reform and Control Act (IRCA), Greater Avenues for Independence (GAIN), and the Job Training Partnership Act (JTPA).

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[2]One study estimates that more than one million immigrants entered California illegally during the 1970s, a figure accounting for an annual average of over 100,000 (Thomas Muller, *The Fourth Wave: California's Newest Immigrants,* Washington, D.C.: The Urban Institute, 1984, p. 6).

[3]*California State Plan, 1989,* Chapter 4, page 12. Prepared by Pacific Management and Research Associates, Sacramento, for the California Department of Education.

**Benefits to the Client
and the Community**

There are many compelling reasons for adults to study ESL. Effective programs have a direct impact in four specific areas and are beneficial to both individuals and to the communities in which they live.

Benefits of Effective ESL Programs

Benefits to society	Benefits to the individual

Effective ESL programs:

Economic Benefits

• Produce economically productive members of society.	• Enable individuals to get jobs.
• Produce informed and responsible consumers.	• Enable them to maintain their jobs.
	• Enable them to advance in their jobs.
	• Promote self-esteem.

Civic Benefits

• Result in responsible, active participation in the democratic process.	• Prepare individuals to participate in the democratic process.
• Add to a responsible citizenry.	• Help individuals gain citizenship status.

Educational Benefits

• Produce functionally literate members of society.	• Promote acquisition of literacy skills.
• Develop individuals with bicultural skills.	• Enable individuals to enjoy two cultures.
• Help students acquire language skills that enable them to pursue further education and training.	• Promote receptivity to lifelong learning.
• Provide positive role models for children.	• Promote the pursuit of higher educational goals.
	• Foster positive attitudes toward individuals' abilities to learn.

Cultural Benefits

• Promote participation in community activities that enhance multicultural understanding and appreciation	• Promote awareness of and participation in community activities.
• Help to maintain and strengthen family units.	• Promote sensitivity to and appreciation of cultural diversity.
	• Help to maintain the roles and authority of parents.

By meeting the needs of limited-English-proficient (LEP) adults, ESL programs strengthen and enrich the family, the community, and the workplace.

Chapter II. **Philosophy**

In establishing and maintaining programs for adult ESL students, administrators assist their staff in adopting a philosophy that is congruent with second-language learning theory, adult learning theory, and factors that affect adult learning.

Second-Language Learning Theory

Administrators of ESL programs should ensure that those who select staff and learning resources for their programs recognize the differences between teaching English to native speakers and teaching English as a second language. In teaching English as a second language, emphasis is placed on the *use* of the language, not merely on *talking about* the language. No single method is used to the exclusion of other methods because students come from a variety of educational backgrounds and have diverse life experiences and learning styles.

In the ESL classroom the aspects of the language taught are determined by the situations in which the students use English; that is, the context of language use determines the syllabus. All communication in the classroom is conducted in the target language, English, except for short explanations to individuals or to the class when all students speak the same native language.[1] Instructional activities emphasize the communication of meaning and move from modeling and guidance by the teacher to student-to-student interaction. Instructional materials and strategies provide for a low-anxiety, nonthreatening learning environment by emphasizing reception before production (that is, providing opportunities for students to listen and show comprehension without speaking) and stressing meaning rather than form. This strategy includes minimal correction of errors in the early stages of language acquisition.

Adult Learning Theory

In selecting staff and designing programs, administrators consider that there are major differences between teaching adults and children. According to Malcolm Knowles,[2] adults must be respected for what they already know and can do. They need to be involved in identifying what they need and in evaluating their own progress toward self-chosen goals. He also emphasizes the importance of instruction that is immediately applicable to students' lives outside the classroom. Adults often respond to experiential techniques more than to traditional techniques in which knowledge is transmitted from the teacher to the student. A teacher-centered classroom in

[1]Teachers report that beginning students find it helpful when they are given a short time at a specific point in a lesson to reassess, clarify, and confirm lesson material among themselves in their native language.

[2]Malcolm Knowles, *The Adult Learner: A Neglected Species.* Houston: Gulf Publishing Company, 1973.

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which the teacher does most of the presenting is not an environment that fosters communicative competence. Effective adult ESL instruction is student-centered and encourages interaction among students in which the students do most of the talking.

Factors That Affect Adult Learning

Administrators are frequently asked, "How long does it take for students to learn English?"[3] Not all adult language learners progress at the same rate. The rate of learning is influenced by personal factors such as age, previous experiences with second-language acquisition, and outside considerations. For this reason, when administrators establish policies governing attendance, course repetition, selection of instructional materials, and determination of the counseling and support services to be offered, they should consider each student's cultural background, family and/or personal responsibilities, physical and emotional health, employment status, educational background, and the extent to which the student uses English outside the classroom.

Cultural Background

ESL learners bring different customs, points of view, and backgrounds to the ESL classroom. As a result, misunderstandings sometimes occur in these multicultural settings. For example, every culture produces different expectations of how education should be delivered as well as its anticipated outcomes. If students are accustomed to learning by listening passively to teacher-centered presentations, they may have some difficulty learning in a classroom in which student-to-student interaction is encouraged. Through involvement in appropriate classroom activities in which the focus is on understanding cultural differences, students will more readily accept new approaches to learning a language, and the rate of learning will increase.

Family and/or Personal Responsibilities

Adult learners have personal responsibilities and family problems that may sometimes interfere with their educational goals and affect their classroom performances and attendance. For example, one person may be the interpreter for an extended family and may find it necessary to accompany family members to meetings and appointments. Transportation problems and child care responsibilities frequently affect the classroom attendance of adult students.

Physical and Emotional Health

Students may experience physical and emotional health problems that affect their ability to learn and that may cause irregular attendance. Some students may suffer from chronic stress and depression caused by cultural shock and grief or guilt over family members who were left behind. These effects are more likely to be experienced during the early stages of resettlement.

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[3] Researchers found that immigrants took approximately from two to three years to gain proficiency in basic communicative skills in English. They also agreed that it took five to seven years of study for children to reach native-speaker levels in school language. See Virginia P. Collier. "How Long? A Synthesis of Research on Academic Achievement in a Second Language." TESOL Quarterly. Vol. 23. No. 3 (September, 1989), 509–31.

Employment Status

Resettlement in a new country often requires students to face drastic changes in their occupational status. For example, a physician coming from another country may be forced to work as an entry-level factory worker on settling in the United States. Adjusting to these changes and facing such economic realities as layoffs or underemployment can distract or interfere with students' performance in ESL classes.

Many ESL students work at more than one job, work overtime, or work split shifts. As a result, their energy levels in class will vary according to the time and effort spent on jobs. These job situations will affect their attendance and their ability to study English on a regular basis.

Educational Background

Some students will have postgraduate degrees, and others attending the same class will have no more than a few years of elementary education. Sensitivity to students' educational backgrounds is very important because learners who have attended school in their home countries may progress more quickly than students who received limited formal education in their native countries.

Use of English Outside the Classroom

In the process of resettlement, many adult students initially live in homogeneous communities made up primarily of speakers of their first language. As a result, they are able to meet many of their survival needs using their native languages and are not challenged to use English. Some students who live in such communities find that the only opportunities they have to speak English are in the ESL classroom. Not having opportunities to use English outside the classroom definitely slows students' rates of language acquisition. It is important, therefore, to provide real-life communication exercises in the classroom and assignments that encourage students to apply their English skills outside the classroom.

Chapter III. The Design of ESL Programs

The philosophical approach to instruction as well as the goals of students determine the programs' designs. In selecting programs, administrators involve staff in identifying the programs that are designed to effectively relate to the goals of students and in determining the percentage of students who would be served most effectively by each type of program. Administrators then allocate resources to one or more of the identified programs.

Options for programs' designs include:

- General ESL
- Academic ESL
- Vocational ESL
- Special ESL

General ESL Programs

A general ESL program focuses on skills or competencies that adults living in our society must have on a daily basis. In general ESL, students develop language skills—listening, speaking, reading, and writing—in the context of real-life situations. Every attempt is made to recreate situations that students will face and for students to practice tasks that are related to their lives outside the class.

Academic ESL Programs

An academic ESL program focuses on skills or competencies that students need to succeed in an academic program. In academic ESL, students develop such study-related skills as note-taking, outlining, dictionary use, library use, and test-taking. In some schools academic ESL and advanced levels of ESL training offer students a bridge between ESL classes and General Educational Development (GED) programs in which a high school diploma can be earned.

Vocational ESL Programs

Vocational ESL (VESL) programs focus on skills that adult ESL students need to get, keep, or advance on a job. VESL programs typically take one of three approaches to instruction, all with the objective of developing employment-related communicative skills: general VESL, occupational cluster VESL, and occupation-specific VESL. Any of the three types of VESL programs can be offered within an ESL program, within a skills training program, or at a work site.

General VESL instruction focuses on the communicative and cultural skills that students need in order to find, acquire, and keep a job, and then to advance in it. The competencies taught in VESL classes are cross-vocational, applying to all occupations. Topics may include filling out job applications, preparing for job interviews, reading classified ads, using public transportation, and developing on-the-job communicative skills.

Occupational cluster VESL programs include instruction in the necessary linguistic and cultural competencies that are common to a group of related occupations. Occupations may be grouped by industry (e.g., health), by common communication needs (e.g., dealing with customers), or by the technical and basic needs of an occupation (e.g., math). Grouping is based on common factors within occupational categories, and these factors shape the classes' instructional content.

Occupation-specific VESL programs include instruction in the linguistic and cultural competencies that are necessary in specific occupations (e.g., auto repair, data entry) and instruction in occupation-specific competencies (e.g., how to prepare an estimate).

The best measure of the effectiveness of VESL programs is the percentage of learners who successfully complete vocational training, obtain jobs, increase their job effectiveness, and/or upgrade their job skills as a result of their participation in the programs.

Special ESL Programs

In addition to the general, academic, and vocational ESL programs described above, special ESL programs may be designed to support other programs; e.g., parenting or special education programs. Family literacy classes may be set up or ESL-for-parenting classes provided to strengthen parenting programs. As the need arises, ESL classes for emotionally disturbed or developmentally disabled adults can be set up in collaboration with districts' special education departments, if such classes are feasible.

Prime considerations in designing programs are the students' educational backgrounds and levels of literacy in their primary languages. To address the needs of students who lack English literacy skills, program planners may:

1. Provide special ESL classes in which the focus is on the development of beginning ESL literacy.
2. Provide for supplementary literacy instruction by using volunteers, peer tutors, or bilingual aides.
3. Supplement ESL instruction with components that develop literacy in students' primary languages.

Chapter IV. **The Management of ESL Programs**

In order for ESL programs to be effective, the programs' administrators will need to support six specific areas that are essential for the establishment and maintenance of programs. These areas are (1) teacher and staff selection; (2) staff development; (3) scheduling; (4) communication and articulation; (5) community outreach; and (6) funding and obtaining additional resources. In order for programs to be most effective, administrators should involve faculty and staff in each step of the decision-making processes.

Teacher and Staff Selection

It is the responsibility of the programs' administrators to involve faculty in identifying the criteria used for selecting teachers and staff and in establishing the hiring process for these positions.

The next step in the selection process is the recruitment of qualified candidates. To recruit the best possible candidates, administrators should establish and maintain communications with institutions that train ESL teachers, associations of ESL teachers, and the personnel of other adult ESL programs. In addition, the placement of job announcements in professional journals and local newspapers, as well as within one's own agency, can be useful in recruiting candidates.

Administrators are responsible for ensuring that candidates meet state credentialing requirements or the minimum qualifications required by the state and their individual agencies. In addition to meeting these minimum requirements, candidates should have the following qualifications and characteristics: proficiency in spoken and written English, knowledge of language learning principles and current methodologies, experience in teaching ESL to adults, sensitivity to the values and cultural backgrounds of students, awareness of different learning styles, and knowledge of the latest developments in educational research into second-language acquisition.

A consistent, fair, and sound process for hiring new ESL teachers and staff is needed in order to develop and maintain an effective program that serves the needs of the students. A committee that includes members of the staff will be better equipped to interview prospective teachers.

One method of identifying effective instructors is to have candidates observe ESL classes and then give demonstration lessons in a classroom. Another option is to hire prospective teachers as substitutes before they become part of the regular staff. Both of these practices give administrators or ESL coordinators opportunities to observe prospective teachers before hiring decisions are made.

Instructional aides and volunteers can be an integral part of the instructional program. In the selection of such staff, every effort should be made to include people who share the linguistic and cultural backgrounds of the

major groups of students. Sensitivity to differing cultural values and an appreciation of the needs of adult learners are essential.

Applicants for nonteaching staff positions, such as counselors, clerical staff, or computer lab assistants, should be evaluated for sensitivity to the differing cultural values of the adult learners they will serve.

All staff in an ESL program are part of the same team, and teamwork is an essential element of an effective program.

Staff Development

In order to provide effective leadership, administrators should participate in a number of staff development activities that afford opportunities to develop skills and acquire information. These activities may include the development of leadership and management skills, such as team building, budgeting, and strategic planning. Other activities in which administrators can learn staff development skills include conferences sponsored by professional organizations and leadership training seminars. Additional areas for professional development include obtaining information on current legislation, funding sources, and reporting requirements; reviewing sections of the *Education Code* that apply to ESL programs; and monitoring developments in the field of English as a second language. Sources for this information include professional publications, electronic bulletin boards for adult education, and networks among persons who have similar jobs. Effective networking enables administrators to obtain needed information quickly and solve problems efficiently.

In order to maintain the professional standards of teachers and support staff and to promote professional growth, administrators should provide ongoing staff development programs that have specified outcomes. Such programs should be flexible in content and in mode of delivery in order to meet the varied needs of students.

Administrators should encourage instructional and support staff to participate in professional growth activities. In order to involve all instructional staff, administrators should diversify the mode of delivery of these activities. These modes of delivery include:

Individually Guided Activities

The teacher and administrator design the learning plan, define the plan's goal, and select activities that will help to achieve the goal.

Observation and Assessment

The teacher or observer determines a specific behavior of students on which to focus during an observation period. After the observation the observer assists the teacher in reflecting on and analyzing that behavior.

Curriculum Development and/or School Improvement

An individual or group identifies a need, and a committee determines solutions and develops an implementation plan that results in a product, such as a revised curriculum, or other tangible outcome, such as selection of a textbook.

Training

An administrator, trainer, or teacher identifies behaviors or techniques that are worthy of replication and introduces the behaviors or techniques

with a presentation of theory and a demonstration that includes practice with feedback.

Inquiry

Teachers work cooperatively to address a problem or to accommodate an interest that has arisen, most often from a classroom situation. This process includes the identification of the problem or interest, collection and analysis of data, initiation of changes, and acquisition of new data to determine the effects of changes.

The content of staff development programs is determined by (1) teachers' needs assessment, in which teachers' interests as well as their training and experience are considered; (2) students' needs; and (3) program goals. Examples of content categories include classroom management (lesson planning, grouping); instructional strategies (pair-work and role-play activities); information (community resources and culture); and assessment strategies (developing unit tests and applied performance measurements).

In order to establish effective programs for staff development, administrators should involve teachers in the planning, implementation, and presentation of activities. Administrators should demonstrate their support and encouragement to participants by offering incentives such as released time, monetary compensation, professional credit, or special recognition. Programs should be scheduled at convenient times to ensure staff attendance.

Staff development activities, whether one-time events or a series of training sessions, can be viewed as ongoing. Examples of one-time activities are single presentations by outside consultants and conferences. Examples of ongoing activities are series of workshops on single topics and mentoring activities. One-time staff activities become ongoing by offering follow-up sessions in which participants share how they have applied what they have learned.

In order to have long-term effects, programs of staff development must:

- Respond to the identified needs of staff.
- Define outcomes (what instructors will be able to do as a result of the activity).
- Include a series of activities spaced over time.
- Have clear ties to teachers' instructional assignments.
- Include follow-up and evaluation measures to ensure that the goals of staff development are being achieved.

Administrators are also responsible for providing staff development activities for instructional aides and volunteers. These staff members will require preservice as well as in-service activities.

Facilities and Scheduling

When selecting locations for adult school classes, administrators should consider where students and potential students live, accessibility to public transportation, availability of parking, the facilities' suitability for adults, and safety factors such as adequacy of exterior lighting and security.

Administrators should schedule classes at times and at locations that meet the needs of students. Attendance and retention rates are dependent on the accessibility of classes. The outside responsibilities of adult students,

such as employment and child care, will influence the times of day, days of the week, or the seasons during which adults can attend classes.

It is the administrators' responsibility to provide suitable learning environments. The physical environment includes both the building and the classroom. Buildings should be safe, well lighted, handicapped-accessible, and should have adequate restrooms. Classrooms should have sufficient space, comfortable adult-sized furniture, and ample ventilation and lighting. Administrators should ensure that classrooms are not overcrowded and that an appropriate class size is maintained in order for all learners to benefit from instruction. Instructors should have access to storage areas, telephones, keys, and duplicating equipment. Ideally, the facility will have areas or rooms that are suitable for pull-out instruction by volunteers or aides; areas for counseling, group placement, or proficiency testing; and areas where students can meet and be sheltered from bad weather between classes.

Communication and Articulation

Administrators should inform staff of relevant legislative, budgetary, and educational issues in order to keep them current on trends and factors that influence curricula, teaching practices, and programs. It is important to keep open the lines of communication with staff in order that staff will be well informed and able to meet the changing needs of students. Administrators should promote communication among faculty who teach at the same levels and among faculty across all levels.

It is also important that administrators promote articulation between the ESL program and other programs that offer students opportunities for further education. These programs include Adult Basic Education classes, GED and high school completion programs, vocational training classes, parenting classes, and higher education.

Communication among ESL staff members and staff of other programs leads to the exchange of information about resources and helps teachers direct ESL students into other programs.

Community Outreach

The administrator's effectiveness in facilitating community outreach has a direct effect on the level of cooperation between the school's ESL program and the community and on the extent of the community's participation in the program. Community outreach efforts build a base of goodwill and support, which can lead to the use of community resources for the ESL program, possible alternative funding sources, and increased political support. Outreach efforts promote awareness of adult education's potential to contribute to the community's welfare, not just the potential of the ESL program but that of all the school's programs. Administrators can reach out to their communities by:

1. Planning and developing comprehensive outreach programs that include input from faculty and staff
2. Convening ESL community advisory groups that are representative of the student population and key community agencies that provide services to ESL students

3. Attending community meetings and serving on community boards in order to keep up with local issues and to promote the district's ESL program
4. Supporting staff participation in community events and underwriting staff time to network with the community agencies that have related goals or that serve similar populations in the community (e.g., local departments of social services, the United Way, and other specific cultural organizations)
5. Promoting the district's ESL program in the community through publicity and the media (Specific ideas for program promotion are included in Appendix C.)
6. Gathering important community information that will be helpful in planning ESL programs
7. Building cooperative relationships with other school systems in the community so that students can transfer smoothly to more advanced academic or vocational programs
8. Establishing satellite ESL classes at community sites that are adjacent to students' residential areas and are based on needs in the community
9. Seeking additional resources (materials and personnel) and funding from community businesses, agencies, and foundations in order to support and enrich the ESL program
10. Recognizing and honoring volunteers from the community who assist students in the ESL program

See Appendix B for examples of effective community outreach techniques.

Seeking Additional Resources

In order to augment funds provided by the state, administrators can seek additional resources, both monetary and nonmonetary.

Monetary resources include grants, contracts, and donations. Administrators or a designated staff person can research sources and apply for funding from federal, state and/or local agencies, businesses, and private foundations. Specific information regarding funding sources can be obtained from such publications as the *Federal Register,* the *State Register,* and *Business and Commerce Daily* as well as from information services that are available through public libraries and county departments of education.

Nonmonetary resources include personnel, equipment, training, materials, and supplies. Administrators can establish linkages with a variety of people and organizations in order to obtain nonmonetary resources. Collaborations with businesses, service organizations, religious and fraternal organizations, and public libraries can be fruitful in a variety of ways.

Chapter V. *Counseling, Guidance, and Assessment*

A successful ESL program includes an effective counseling and guidance process. This process includes assessment of applicants for entry and placement and counseling to determine their short- and long-term needs and goals. It is the responsibility of administrators to provide the appropriate personnel for these services and the facilities and equipment that these personnel will need in order to carry out this process. Administrators are responsible for all elements of an effective delivery system of ESL instruction. (See figure 3.)

ESL Counseling and Guidance

It is the administrators' responsibility to place persons in ESL counseling and guidance positions who are familiar with ESL programs and with ESL students and their specific needs. ESL counselors build ties with other adult programs within the agency and in the community in order that they may inform ESL students of the educational options that are available.

It is the administrators' responsibility to ensure that ESL guidance is an integral part of the overall counseling and assessment program for all students.

Administrators should establish systems that help students understand their educational options and the community services that are available to them.

During assessment for entry and placement, the ESL counselors or other designated professionals assess and consider enrollees' language proficiencies, academic backgrounds, and needs. The counselors help students to identify their immediate objectives and long-range goals.

ESL Assessment

Administrators will provide the fiscal and logistical support necessary for ongoing assessments of students and periodic reviews of exit criteria. In successful programs students are placed according to their levels of proficiency; students' progress is monitored, and advancement from one level to another is based not only on students' classroom performances and attainment of course objectives but also on systematic assessments of their general language proficiencies. Criteria are established to determine when students move from one level to the next and when they have satisfactorily completed the program.

Placement

The placement of students at particular levels of ESL proficiency is determined by a variety of assessment methods that identify students' educational backgrounds, goals, and language proficiency levels. These assessments are based on proficiency-level descriptions cited in the *English-as-a-Second-Language Model Standards for Adult Education Pro-*

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| Adult ESL learners | Adult schools, community colleges, CBOs* | Counseling and guidance process | Assessment | Placement | Instruction |

Instruction

ESL beginning literacy   Assessment

Low

ESL beginning   Assessment

High

                                           Assessment

Low

ESL intermediate   Assessment

High

                                           Assessment

Low

ESL advanced   Assessment

- Exit if goals are met.

- Referral to other programs

High

Assessment

Program exit
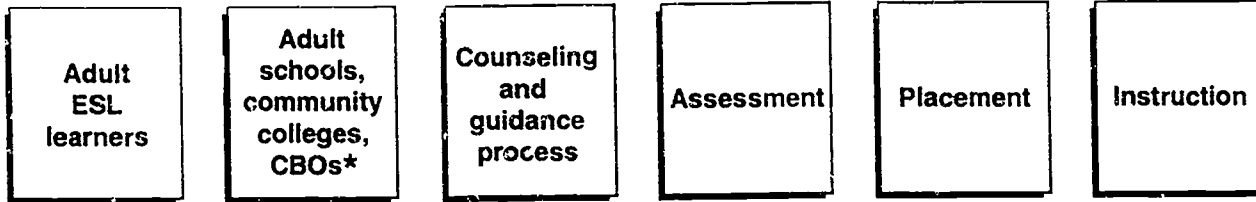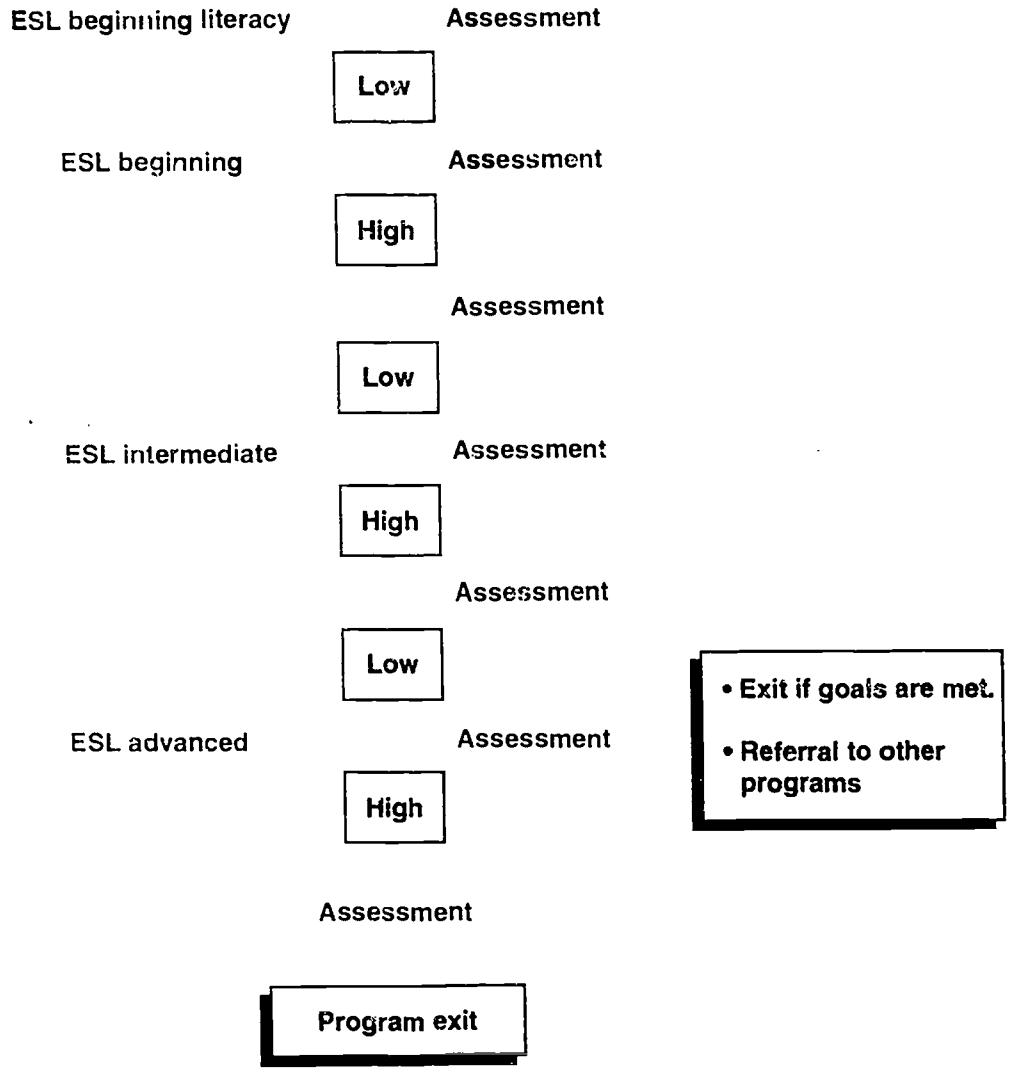
*CBOs: Community-based organizations

Fig. 3. ESL instruction delivery system

grams. Identifying the needs and goals of students is critical to appropriate placement. Sample needs assessment forms that are useful for identifying the needs of students can be found in *English as a Second Language Handbook for Adult Education Instructors.* Assessment tools for identifying the proficiency levels of students may include oral interviews, short reading activities, and writing samples. More than one tool is used in order to get holistic assessments of students' proficiency levels in listening, speaking, reading, and writing. Students' proficiencies in these skill areas often vary. Placement counselors will need to decide which are the most significant cut scores; e.g., if a student scores at *advanced low* in reading and writing but at *beginning low* for listening and speaking, the counselor must decide the level at which that student should be placed in order to maximize progress. The student is then referred to the appropriate class according to the correlation of assessment results to the levels in the ESL program.

Monitoring Progress

After students are placed at the correct levels of proficiency, their progress is continually monitored. Because ESL instruction includes the four skill areas of listening, speaking, reading, and writing, assessments of progress should be frequent and should be varied in format. Progress toward attainment of identified goals is monitored, and feedback is provided to students on an ongoing basis. *English-as-a-Second-Language Model Standards for Adult Education Programs* provides guidelines for assessment and a list of some of the available assessment instruments.

Assessment and Certification

Through ongoing assessment the instructor is able to determine when students are ready to exit one level and go to the next level. Special assessments of proficiency levels, based on mastery of the courses' objectives, may also be used as criteria for moving students to the next level. Assessment for exiting a level also measures students' overall proficiencies in the language. In open entry/open exit programs, assessments may be made at any time during a course when a teacher or student feels the student is ready for promotion. Assessment determines students' readiness for:

- Promotion to another level within the ESL program
- Transition from the ESL program to another program
- Exit from the ESL program if students' goals have been attained

Certification of completion of the program is based on assessment measures that verify that students have successfully fulfilled the requirements of the program. The certificate awarded may be used by students to gain entrance to other educational or vocational programs. It is the administrator's role to ensure that there is a match between the courses' exit requirements and the entrance requirements of other programs.

Chapter VI. **Instruction**

The role of administrators in supporting ESL instruction is crucial to effective programs. Administrators must be aware of the components of effective ESL programs, set up faculty committees to assist them in implementing these components, and establish channels of communication between the instructional staff and the administration.

Goals and Objectives

According to *English-as-a-Second-Language Model Standards for Adult Education Programs*, "The mission of English-as-a-second-language (ESL) programs for adults in California is to equip students with the language and cultural proficiencies required for the eventual fulfillment of personal, vocational, academic, and citizenship goals so that they may participate fully in American society." To fulfill this mission, ESL administrators must ensure that ESL programs will:

- Provide nurturing low-anxiety learning environments that foster the "risk-taking" that leads to language fluency and enhance the self-esteem of learners.
- Integrate language acquisition with relevant life experiences and stress the importance of critical thinking, problem solving, and self-sufficiency.
- Develop students' proficiencies in listening comprehension, speaking, reading, and writing.
- Provide students with the skills to use accurate and appropriate English in social, work-related, and academic settings.
- Use proficiency standards for assessing the major accomplishments of the students.

Organization of Instruction

Instruction is organized into articulated sequences of courses and the elements that constitute the curricula.

Articulated Sequences of ESL Courses Within a Program

Seven ESL proficiency levels are identified in *English-as-a-Second-Language Model Standards for Adult Education Programs*:

1. ESL beginning literacy
2. ESL beginning low
3. ESL beginning high
4. ESL intermediate low
5. ESL intermediate high
6. ESL advanced low
7. ESL advanced high

Administrators should ensure that there is an articulated sequence of ESL courses from the beginning literacy to the advanced literacy levels, that the

proficiency level descriptors for these courses match those included in the standards documents, and that there are course-of-study outlines and curricula that match the described levels. Administrators may convene faculty committees to help determine the appropriate configuration of levels in accordance with the numbers of students to be served.

Larger programs with a sufficient number of students attending at the same site can provide multiple-leveled classes at the same time. These programs can provide one or more classes for each level of proficiency for which there are students (one class for beginning literacy, one class for beginning low, one class for beginning high, and so on).

Programs in which fewer students enroll will be able to offer no more than a few classes at the same time at a single site. These programs will provide classes that cover the range of levels, but some classes will have to serve more than one level (e.g., beginning low and beginning high) in the same classroom.

In situations in which only one multilevel class can be offered, students will be grouped according to their levels of proficiency within the class and will receive instruction that is appropriate for their levels.

Student populations change continuously. These changes affect the range of levels offered and the number of classes offered at each level. For example, during one term all levels may be offered and there may be one class for each level; during another term there may be no advanced level and twice as many beginning-level classes as intermediate-level classes.

Curricula

The curricula for adult ESL programs include course outlines, syllabi and lesson plans, and the resources needed to carry out daily instructional programs. Administrators must ensure that course outlines meet legal requirements. Legal requirements for course approval are determined by the funding source.

Administrators will convene faculty committees to develop course outlines for each course. All members of the staff will contribute to this process. Administrators meet regularly with faculty committees to review curricula and recommend revisions and changes. Instructors will receive compensation for participating in the curricula development and review processes.

The course objectives cited in each course outline relate specifically to what students should be able to accomplish through the use of English-language skills. Objectives state what the students will be able to do with the language, not what they know about the language. In developing or revising course outlines, the faculty committees will find the ESL *Model Standards* document useful. It includes objectives for the four major skill areas—listening, speaking, reading, and writing—for each proficiency level. It also provides examples of topics, forms, and functions that are appropriate to each level and statements on the effects of accuracy and culture for each level. Committees can use the proficiency level section of the *Model Standards* to correlate their own course descriptions to the various proficiency levels. The committees will also find the document useful in defining objectives and developing and revising course outlines.

The curriculum for an ESL program should be adapted to the changing needs of the student population and should include a time line for reviewing, planning, and implementing improvements in the curriculum. The objectives for each course are based on the communities' and students' needs assessments that are conducted on a regular basis in order to ensure that the language skills students learn are relevant in the communities in which they live and work. The objectives of course outlines should be stated in measurable terms so that the mastery of competencies can be assessed. The achievement of the objectives for each course is then the criteria for promoting students to subsequent levels.

Another important consideration in curriculum planning is the development of basic literacy skills for those students who are not literate in their native languages or not literate in English. Literacy instruction in ESL seeks to develop reading and writing skills while developing listening and speaking skills. ESL programs that include students who are nonliterate or partially literate should provide targeted instruction in literacy. Administrators may provide this instruction in several ways. (See *Model Standards*, curriculum standard 3.)

A syllabus is a teacher's plan for accomplishing during the semester the objectives cited in the course outline. ESL lesson plans are detailed guides for classroom instruction and are based on ongoing assessments of the students' real-life needs, goals, and abilities. Administrators ensure that guidelines are developed and that training is provided in developing lesson plans and assessing students' progress. *English as a Second Language Handbook for Adult Education Instructors* and *English-as-a-Second-Language Model Standards for Adult Education Programs* include guidelines for planning lessons and samples of lesson plans.

Administrators must ensure that budgets include sufficient funds for resources and materials that support the instructional program and that these materials contribute to the goals and objectives recommended in the *Model Standards* document. Physical resources required for effective ESL programs include appropriate facilities for adult students, textbooks and supplementary printed materials, audiovisual equipment and supporting materials, and other instructional supplies. These resources should be organized and stored for maximum accessibility. Faculty committees will meet on a regular basis to recommend materials for purchase.

Administrators must ensure that instructors have access to a variety of instructional materials. It is essential that these materials be relevant to the real-life experiences of the students and the various roles they play in their lives. Instructional materials reflect a program's philosophy, goals, and objectives and are adaptable to different teaching methods. The media used should employ authentic natural language in familiar contexts. Administrators should establish a process for reviewing and recommending appropriate core textbooks and supplementary materials. (*English as a Second Language Handbook for Adult Education Instructors* includes a sample form for evaluating ESL textbooks.)

In order to address the specific needs and the different learning styles of students in any one classroom, instructors should use a variety of materials. These include the following:

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1. Adult-level textbooks
2. Printed materials, such as pictures, charts, newspaper articles, and community pamphlets
3. Audiovisual materials, such as films, slides, tape recordings, video recordings, and filmstrips
4. Computer software that is relevant to the skills required for particular lessons or particular work experiences
5. Realia and manipulatives (e.g., plastic telephones and real tools)
6. Guest speakers from the community
7. Field trips and other enriching activities beyond the classroom

Because the needs of adult students vary, rarely is a single textbook sufficient to provide all the instructional material needed for one class. Even when there is a mandated textbook for a class, it is often necessary to use supplementary materials to teach different competencies or skills. Therefore, it is advisable to have additional sets of materials available for each class. ESL programs should also have resource centers that contain materials that can be checked out on a temporary basis and duplicating equipment to reproduce material supplied by teachers.

Educational technology is the integration of hardware, software, and effective instructional design. Administrators should familiarize instructional staff in the use of new technologies that are effective in providing students with experiences that enrich their learning of language. This responsibility includes making sure that the technologies selected contribute to achieving the goals and objectives detailed in the *Model Standards* document. Administrators should also ensure that training is provided to instructional staff to enable them to use these technologies to their full instructional potential.

Administrators convene committees that make recommendations for the purchase of educational equipment and the materials needed to support instruction in ESL classrooms. Preview and selection by committee ensures that items purchased will be appropriate for the purposes intended. Purchases may include traditional necessities such as overhead projectors, audiocassette and videocassette players, and slide and filmstrip projectors and card readers as well as equipment that employs new and emerging technologies such as video disc players, CD ROMs, and communicative language systems. Administrators may invite consultants to provide information on new technological supporting materials and advice on installation and maintenance requirements.

Technological systems can be used in classrooms or in other settings, such as learning laboratories. In classrooms educational technology enhances instructors' abilities to meet the needs of students who have different levels of language proficiency as well as different interests and goals. In learning laboratories students have opportunities to review, reinforce, or practice material presented in classrooms. Students may be referred to a learning laboratory from a classroom in order to receive targeted individualized assistance, and the classroom teacher monitors each student's progress in the laboratory through communication with the laboratory instructor. Sometimes teaching assistants or volunteers provide individualized assistance and feedback.

When classroom space and/or qualified teachers are not available, another use of technology is distance learning. With this method of delivery, students learn in their own homes through telecommunication broadcasts from schools or special studios. A disadvantage of distance learning is that it provides limited opportunity for personal interaction. Distance learning when offered as a supplement to classroom instruction has greater potential for enhancing language acquisition than when used in isolation.

The use of trained instructional aides and/or volunteers can enhance the quality of adult ESL programs. The role of administrators is to allocate funds to hire and train aides and to ensure that the duties of the aides conform with legal requirements. It is also important that the instructors receive training in the most effective use of instructional aides. The duties of aides may include:

1. Providing bilingual communication during the intake process
2. Assisting in recordkeeping
3. Serving as bilingual translators for students who face special problems in their communities when counseling in the native language of those students is not available
4. Preparing instructional materials for the instructors; e.g., duplicating handouts, collating and stapling materials, and preparing overhead transparencies
5. Training students to use audiovisual equipment and computers and maintaining audiovisual equipment
6. Administering individual tests, scoring tests, and compiling test data for the instructor
7. Administering group tests when necessary

If the budget does not allow for paid instructional aides, trained volunteers may be used to:

- Reinforce the basic literacy skills of students who are functioning at lower literacy levels.
- Assist the instructor in the classroom by facilitating pair work or small group work.
- Serve as another sympathetic listener and model for spoken English.

Chapter VII. **Evaluation of Instructional Programs**

Administrators or managers of instructional programs have primary responsibility for designing and implementing processes for the evaluation of programs and are responsible for ensuring that the results of these evaluations are disseminated and used appropriately. Evaluation is the process of systematically identifying, collecting, analyzing, reporting, and using information about the outcomes of instructional programs in order to make sound decisions.

Purposes of Evaluation

The principal purposes for designing and implementing evaluative plans are to:

- Assess the impact of programs and the extent to which goals are achieved.
- Facilitate improvements to programs.
- Maintain and promote responsiveness to the needs of students and the community.
- Provide accountability to funding sources.
- Determine the cost-effectiveness of programs.
- Provide sound bases for future planning.

Adult Education for the 21st Century: Strategic Plan to Meet California's Long-term Adult Education Needs outlines 18 themes for planning an adult education system that will meet the needs of students in coming decades. These themes are clustered into four general goals:

1. Improving access for users of adult education systems
2. Improving the accountability of adult education systems
3. Improving the quality and responsiveness of adult education systems
4. Improving planning and coordination in adult education systems

The plan further states that "Accountability is a key theme for adult education, as is the case with most public and private endeavors of our times." That is, programs should explicitly define what they need to accomplish and document these accomplishments with reliable, comparable, and objective information.

Evaluative processes focus attention on the extent to which stated goals are achieved. Because ESL classes make up 35 percent of adult education programs in California,[1] the specific evaluation of ESL programs is essential.

Planning the Evaluative Process

Evaluation is a decision-making process. Its effectiveness depends on keeping the plan simple and manageable while also keeping in mind the major purposes of evaluation. Ideally, the plan is formulated prior to the

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[1]Based on 1990-91 adult education a.d.a. and enrollment data. California Department of Education.

opening of the fiscal year or the implementation of a new program and provides the flexibility needed to add or delete instruments or procedures as needs change.

Effective evaluation requires the selection of the right indicators of performance and the expeditious reporting of results to the appropriate audiences. Administrators must ensure that the determination of priorities for these performance indicators, and the questions to be asked, represent collective and consensual processes that involve the representative participation of those persons affected by the evaluation results. By asking the right questions and developing indicators to answer these questions, administrators can collect valid and useful data. Questions posed may deal with the gathering of data that concern such topics as:

1. The extent of implementation of standards set forth in *English-as-a-Second-Language Model Standards for Adult Programs*
2. The effectiveness of specific instructional strategies
3. The appropriateness of curricula to the needs of participants
4. The extent of students' learning as measured by proficiencies or competencies gained
5. The allocation of resources and fiscal accountability
6. The accessibility of programs
7. The value of programs to students and alumni (longitudinal studies of outcomes)
8. The effectiveness of staff development activities

In determining the scope, content, and design of evaluation plans, administrators should consider who needs the evaluation information and when and for what purposes it is needed. The intended external audiences for evaluation reports are usually policy and funding decision makers at the local, state, or federal levels. The format in which the reports are presented will, of necessity, vary for different audiences and purposes.

Evaluators should collect and use both quantitative and qualitative information from such sources as interviews and/or surveys of individuals (students, former students, instructors, counselors, administrators, and employers); enrollment and attendance records; students' assessment results; instructors' evaluations; accreditation reports; and compliance reviews. Data collection instruments used may be those developed outside the school district, such as test records, forms for the Greater Avenues for Independence (GAIN) program, Comprehensive Adult Student Assessment System (CASAS), Job Training Partnership Act (JTPA) programs, and attendance records; or school-district–developed instruments, such as questionnaires, rating sheets, and observation scales. Administrators should not collect information unless they plan to use it.

Using the Evaluation Findings

Both assessments of students' progress and overall evaluations of programs are essential to the improvement of instruction.

"The role of assessment," according to a study commissioned by the U.S. Department of Education, "is to develop information about the learner for use in the instructional process and to assist the learner to benefit from the

learning process. The role of program evaluation is to develop information about the learning process and its outcomes for use in redesigning the instructional delivery process and fine-tuning it to improve its efficiency and effectiveness."[2]

Assessment should provide useful information to be incorporated into the programs' evaluative process. Feedback should be provided to students to help make them aware of the progress they are making and how it may relate to the attainment of their goals; to instructors to assist them in shaping the instructional processes to fit the needs of students; and to the administrators to aid in identifying the changes needed to improve the effectiveness of programs (e.g., staff development, allocation of resources, curriculum, and learning environments).

Recipients of evaluation reports that target their specific concerns are the superintendent of schools, members of the school board and local advisory committees, funding agencies, the departments of education (state and federal), universities' chancellors' offices, and representatives of interested agencies in the community.

Program staff use the evaluation results to monitor the program internally so the quality of services can be improved and externally to provide information to those who want or need it. Effective results require that each step in the development and implementation of the evaluation process be monitored. At all levels the quality of the decisions made depends on the quality of the data on which they are based. Specific interpretations of and feedback from the information collected are tailored to the requirements of the different audiences for use in decision-making processes. (See Appendix D.)

[2]*The Education of Adult Migrant Farmworkers.* Prepared by Slaughter and Associates. Washington. D.C.: U.S. Department of Education. Office of Vocational Education, 1991.

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Appendix A: *Choosing Educational Software*

Many studies have shown computer-assisted instruction to be a valuable educational tool because of its self-paced, interactive nature. Educational use of computers is most effective when the software is appropriate to students' needs. Matching a software package to students' needs can be difficult or challenging; following are some guidelines that may be helpful.

Planners should ensure that the software being considered is compatible with the equipment owned. They should then determine whether the software requires one or two disk drives and whether it requires a 5 1/4-inch (13.3-centimetre) disk drive or a 3 1/2-inch (8.9-centimetre) drive or can be ordered to operate on either sized drive. They should determine how many kilobytes (K) of memory the program needs and make sure the computer has the required memory capacity. Does the software require special equipment, such as a color monitor, a printer, or a CD-ROM player?

Once it is determined that the software package under consideration is compatible with the equipment, planners can consider whether it is appropriate for the students and the instructional program. Planners should observe the system in operation and talk to nonbiased operators of the system. Factors and program characteristics planners should look for and questions they should ask when selecting software include the following:

Instructional Format

1. Are directions available on disk (an advantage)?
2. Are directions appropriate for the reading levels of the students?
3. Are the program's graphics appropriate for the intended age level?
4. Is the lesson appropriate for the reading levels of students?
5. Is the use of audio appropriate?
6. Is the content accurate and free from errors?
7. Is the content free of racial, gender, age, and ethnic stereotypes?
8. Does the program achieve its defined purposes?
9. Does the program offer students positive reinforcement?
10. Does the program reward failure? (Students should not be rewarded when they miss a question.)
11. Is there feedback for correct answers?
12. Is there help after an incorrect answer?
13. Does the content match the instructional program's objectives?

Program Format

1. Does the program begin with a menu?
2. Can the menu be returned to easily?
3. Is the screen advanced user-controlled?
4. Is the audio level adjustable?
5. Can instruction be bypassed?
6. Is the program easy to operate?

7. Is there a nonfrustrating method of answering questions (for example, by using the space bar instead of typing an answer)?

Management Format

1. Is there a system for keeping students' records?
2. If so, is the system easy to use?
3. Can records be printed?
4. Can the program be modified?
5. If so, is modification easily accomplished?

Adapted from *Introduction to Computers for the Adult Literacy Educator, Software Manual*. A software program downloaded from the OTAN (Outreach Technical Assistance Network) data base, Institute for the Study of Adult Literacy. University Park: Pennsylvania State University, 1990.

Appendix B: **Community Outreach**

Successful efforts to publicize adult education programs in the community may take many forms. Some community outreach campaigns take time (the administrator's, a publicist's, teachers' or students'), some take energy and planning, and some take money. Some strategies require all three, while others simply require the readiness to take advantage of opportunities when they arise. The following basic strategies are effective:

1. Encourage students' participation in outreach efforts.
2. Identify neighborhoods in which outreach efforts will be welcomed.
3. Translate outreach materials into the languages of the target audiences.
4. Create and post flyers.
5. Contact prospective or former students.
6. Send letters home with children in kindergarten through grade twelve.
7. Hold an open house.
8. Host or participate in outreach fairs.
9. Offer meaningful incentives for referrals and registrations of new students.
10. Award certificates of completion or accomplishment.
11. Inform employers of the educational accomplishments of their employees who are enrolled in classes.
12. Post flyers where they are likely to be seen by prospective students. Prepare flyers in a format that an ESL adult can understand or have translated easily. Student-made flyers can be very effective.
13. Disseminate information that explains the services your program offers (counseling, job readiness, job referrals, child care, a stepping stone to goal attainment, and so forth). Good translations in the first languages of prospective students are valuable.
14. Establish rapport with teachers of limited-English-proficient children, with the staffs of community-based organizations, and with others who are in positions to make referrals or provide information on the needs of students in the ESL population.
15. Join and participate in the outreach activities of the California State Consortium for Adult Education.

Other components of effective outreach campaigns include:

- Students' word of mouth
- Telephone calls or door-to-door visits to potential students by program staff or students
- Catalog mailings (Are prospective ESL students and the people who communicate with them on your mailing list for program catalogs?)
- Program information supplied to local media, especially to ethnic media: radio, television, and newspapers. Information can also be sent

to English-language media that reach people who interact with people in the ESL community: company newsletters, flyers on company bulletin boards, and notices in church bulletins.
* The advocacy of advisory committees consisting of administrators, students, and teachers

Appendix C: Promotional Ideas That Work for Adult Education

1. *Mail the school's class schedule* to local residents. Make each issue look new. Feature new classes on the cover and in the text. Change the format periodically.

2. *Develop mailing lists* on a computer that has label-printing capacity. Send class schedules and promotional brochures to:
   - Daily newspapers—education editors, managing editors, education writers, and columnists
   - Weekly newspapers—editors
   - Radio/television stations—news directors, program managers, producers, and public service managers
   - Adult schools in California
   - California state assemblymen, assemblywomen, and senators
   - Counseling offices, career centers, and principals of county or area high schools
   - Medical and dental offices, clinics, and hospitals
   - Chambers of commerce and their members
   - Local businesses and industries
   - Local civic and social groups
   - Local consumer assistance and public help agencies, such as mental health associations, legal aid societies, free clinics, public social services agencies, local offices of the California Employment Development Department, and the Association for Developmentally Disabled Adults
   - Vocational rehabilitation agencies
   - Veterans Administration offices and veterans' advocacy groups
   - School-age parents' organizations
   - Senior citizens' organizations
   - Local schools—secondary and elementary
   - Local private schools
   - Advisory committees

3. *Use advisory committees.* Hold meetings and distribute newsletters to foster communication between community members and administrators of adult programs.

4. *Survey the community* to determine which adult education services are needed. Distribute survey results with the schedule of classes.

5. *Hold an open house* for the public and invited guests. Open-house functions that focus on individual classes or program areas and that target a particular audience are also effective.

6. *Distribute public service announcements* about ESL classes to local radio and cable television stations.

7. *Deliver public service announcements* that include color slides to area television stations. Call first to determine their formats and particular requirements.

8. *Contact local radio and television stations* to inform them of programs in the adult school or to schedule the broadcasting of educational programs.

9. *Celebrate National Adult Education Week* each year with a special function. Send news releases and public service announcements to promote the event.

10. *Celebrate major school anniversaries* (for example, 20th anniversary, 50th anniversary) with special functions.

11. *Invite members of the board of education* and school district administrators to adult school for lunch and a tour of classes.

12. *Distribute individual class brochures* to grocery stores, libraries, post offices, fabric stores, auto parts stores, California Employment Development Department offices, public social services agencies, high school career centers, and so on.

13. *Prepare an all-school audiovisual presentation* and take it on the road to meetings of the school board, to high school career days events, to adult school counseling offices for presentation at students' orientations, and for appearances before local civic groups.

14. *Invite career guidance personnel* from local high schools to the campus for a tour.

15. *Obtain mailing labels* from school district offices. The data processing departments of high schools can supply the names and addresses of prospective ESL students. Mail information on adult school classes directly to future students.

16. *Contact owners* of vacant stores in shopping centers to obtain free use of space or to lease window space to promote adult education classes until the store is leased.

17. *Contact the district superintendent's office* and ask to post an adult education display on the walls or the bulletin board of the board of education's meeting room.

18. *Purchase advertisements or listings* in the yellow pages of the area telephone directory.

19. *Purchase advertisements* in the high school's students' newsletters or newspapers.

20. *Recognize local groups* that support the adult education program with certificates of appreciation, plaques, or luncheons.

Adapted with permission from a list prepared by the Simi Valley Adult School and Career Institute.

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Appendix D: Evaluation Questions for Administrators of ESL Programs

As they establish ESL programs, administrators will profit from answering the following questions:

The Need for ESL Programs

- What are the patterns of enrollment? What are the ethnic backgrounds of incoming students? How do those statistics compare with recent demographic information for the community?
- To what extent are the various populations of students being served?

The Philosophical Approach to ESL Instruction

- To what extent are the learning environments in classrooms conducive to students' learning?
- To what extent do instructors encourage students' active participation and interaction?

The Design of ESL Programs

- To what extent does the design of current ESL programs meet the identified needs of the students?
- How effective is the VESL program in preparing students for success in vocational training classes?

The Management of ESL Programs

- To what extent are existing linkages and coordination among providers having an impact on outcomes for students?
- To what extent is participation in staff development programs resulting in positive changes in instruction?

Counseling, Guidance, and Assessment

- How effective is the placement process in placing students at their appropriate levels of language proficiency?
- What percentages of the students at each level of instruction are achieving significant gains in learning and/or goal attainment?

Instruction

- To what extent do instructors report they have access to the resources and/or support they need to provide effective instruction?
- To what extent are the curricula specified in the course-of-study outlines being implemented in ESL classrooms?

Evaluation of ESL Programs

- On the basis of the findings of evaluations, what are the priorities for changes or modifications to the instructional program in the coming year?
- How effective was the evaluative process in assessing the degree to which the goals and objectives of the program are being achieved?

Appendix E: **Program Evaluation Plan**

Program evaluation requirements	Report requirements	Information sources
To what extent are the various populations in the community being served?	Community demographic data, by ZIP code Enrollment demographic data, by ZIP code	County demographic records, clerical staff
To what extent do instructors encourage students' active participation and interaction?	Data from classroom observations of instructors' behaviors	Resource instructors, administrators, peer observers
How effective is the VESL program in preparing students for success in vocational training classes?	Exit assessment and goal attainment results Vocational instructors' perceptions of students' readiness and projections of students' successful completion Students' perception of readiness	Clerical staff. ESL instructors, vocational instructors, students
To what extent is participation in staff development programs resulting in positive changes in the classroom?	Data from pre- and post-observations of participating instructors	Resource instructors, mentors and/or peer instructors, administrators
How effective is the placement process in placing students at their appropriate levels of instruction?	In-class assessment data (e.g., Comprehensive Adult Student Assessment System (CASAS) standardized test). Statistics on instructors' perceptions. Statistics on students' perceptions	Instructors, assessors, students
To what extent do instructors report they have access to the support and/or resources they need to provide effective instruction?	Statistics on perceptions. Statistics from informal observations.	Instructors, resource teachers, administrators

Data collection Instruments	Responsible persons	Due date	Distribution
County office reports, registration forms, computer printouts			
Classroom observation forms			
Management information systems, assessment records, survey questionnaires, class enrollment records			
Classroom observation forms using items from Teaching Improvement Process (TIP) and/or ESL Institute feedback forms as appropriate to the training provided			
Assessment records, instructors' surveys and questionnaires, students' interviews or surveys			
Surveys, questionnaires, anecdotal records, staff development evaluations			

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Publications Available from the Department of Education

This publication is one of several that deal with adult education topics and is one of more than 600 that are available from the California Department of Education. Some of the more recent publications or those most widely used are the following:

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*Videocassette also available in Chinese (Cantonese) and Spanish at the same price
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