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# Beyond Access to Education: Using Collaborative Learning to Promote Agency in Unauthorized Latinos Entering Community College

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University of San Francisco

**Beyond Access to Education: Using Collaborative Learning to  
Promote Agency in Unauthorized Latinos Entering Community  
College**

A Field Project Presented to  
The Faculty of the School of Education  
International and Multicultural Education Department

In Partial Fulfillment  
Of the Requirements for the Degree  
Master of Arts in Teaching English as a Second Language

by  
Amanda Price  
December 2015

**Beyond Access to Education: Using Collaborative Learning to Promote Agency in Unauthorized Latinos Entering Community College**

In Partial Fulfillment for the Requirements for the Degree

MASTER OF ARTS

in

TEACHING ENGLISH AS A SECOND LANGUAGE

by

Amanda Price

December 2015

UNIVERSITY OF SAN FRANCISCO

Under the guidance and approval of the committee, and approved by all members, this field project has been accepted in partial fulfillment of the requirements for the degree.

Approved:

Dr. Onllwyn C. Dixon  
Instructor/Chairperson

December 10, 2015  
Date

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## ABSTRACT

The United States is widely recognized as a nation of immigrants; however, when an estimated 70,000 unaccompanied child migrants arrived from Central America in 2014, unauthorized immigration became a full-blown humanitarian crisis. Unauthorized immigrants, 71% of whom come from Mexico and Central America, make up an increasingly significant portion of the population. This is particularly true in California, where 28% of unauthorized immigrants reside. However, despite the overwhelming consensus that command of English is paramount to a successful life in the United States, an alarming 51% of unauthorized immigrants speak English “not well” or “not at all”.

Unauthorized immigrants face unique challenges that prevent them from attending schools to learn English. A combination of impacted work schedules, added financial pressure in the form of remittances, and acculturative stress greatly limit their educational options. As a result, there is an over-dependence on non-credit programs and public adult schools, many of which have been forced to discontinue their services due to a lack of funding.

The project was designed to provide a sample curriculum and lesson plans to be used in a non-credit course than transitions unauthorized Latinos in California from adult school to community college. The materials were developed based on research on the gradual release of responsibility model and Krashen’s theory of second language acquisition. The course has three objectives: to inform students about the resources available at community colleges, to assist them in the application process, and to create peer-peer and peer-teacher relationships through collaborative learning. Instructors are encouraged to implement a pilot version of the program in order to gather data on student retention and enrollment after its completion and to collaborate with a co-teacher or administrator in the implementation of the course. Furthermore, they are encouraged to give students who have completed the course leadership roles in order to stay connected to the program and mentor new students. It is hoped that in the implementation of the course, the instructor will build upon the students’ network and assist them in developing a sense of agency.

## CHAPTER I INTRODUCTION

### **Statement of the Problem**

The US is a nation of immigrants. According to the Migration Policy Institute (2013), immigrants made up 13.1% of the US population in 2013. The number of immigrants has increased since 1970, when immigrants made up just under 5% of the population. The topic of immigration is unavoidable in the US; it is inextricably linked with the history of this country and what it means to be American. Currently, immigration reform is one of the most incendiary topics among politicians and citizens alike. Immigration was made particularly prominent in 2014 when an estimated 70,000 unaccompanied child migrants arrived in the US from Central America. With this record number of unauthorized arrivals came a sense of urgency from parties on both ends of the political spectrum regarding what to do with these children. Political conservatives argue that illegal immigration may be perceived as free of consequence and Border Patrol should, therefore, enforce stricter policies. The call for reform by liberals is stronger than ever. Many see unauthorized immigration as a humanitarian crisis. Policy and political values aside, the arrival of these undocumented minors highlights a broader question that is too often unaddressed: what do we do with undocumented immigrants once they are already here? While policies like the DREAM Act are being put into place to protect undocumented youth and the younger generation who have completed primary and secondary school in the US, alarmingly little has been done to help undocumented Latino adults. Although the passing of the DREAM Act was a major turning point in the immigration debate, the policy itself has limitations; it is primarily concerned with generation 1.5 immigrants, who have more or less been raised in the

United States and who already speak English. Undocumented first-generation immigrants who did not complete high school in the United States do not qualify and often do not have the language skills to find resources that apply to them.

For many, “undocumented immigrant” is incorrectly synonymous with “Latino”, and before continuing, it is important to make distinctions between the two. An undocumented or unauthorized immigrant is one who does not have legal citizenship or residency in this country. These two terms will be used interchangeably. In this project, Latino immigrants will refer to those whose native country is a Spanish-speaking Latin American one: Central America, South America (not including Brazil), and Mexico. In accordance with existing research, “Latino” and “Hispanic” will be used synonymously. In the same 2013 Migration Policy Institute study, researchers found that of the 13.1% of immigrants that comprise the population in the US, 46% identified as Hispanic or Latino (Migration Policy Institute, 2013). That is to say, the majority of immigrants in the US identify as Latino. (It is worth noting, however, that although almost half of immigrants are Latinos, only 35% of Latinos are immigrants - naturalized or otherwise (Migration Policy Institute, 2013)). Additionally, of the 11.4 million undocumented immigrants in the US, 71% are from Central America and Mexico, a majority that is almost five times higher than the next contending group; undocumented immigrants from Asia, at 13% (Migration Policy Institute, 2013). Consequently, in interacting with the undocumented immigrant population of the US, one is very likely to be dealing with Latinos. This project is focused, particularly, with first-generation undocumented Latino immigrants.

The association between Latinos and undocumented immigrants is worth noting because it has heavily informed stereotypes of Latino immigrants that are inappropriately projected onto



all Latinos living in the US. For example, the term “illegal alien” itself exemplifies the stereotype precisely: within the confines of this term, undocumented immigrants are criminals who are so different from you or me that they are stripped of their humanity; they are no longer people; they are *alien*. The term does not allow us the opportunity to identify with an individual; instead, it creates and amplifies a social barrier that actively deflects the empathy and understanding that native-born Americans may have otherwise felt towards that individual. They position immigrants as the other; they say, “I am a law-abiding citizen. You are neither law-abiding nor a citizen. We are nothing alike.” This mentality goes on to inform political ideologies and belief systems, most specifically, “if you are not a naturalized citizen, my rights are not your rights.” Entire belief systems are developed based on pre-judgements and cause us to lose sight of that most critical and humane question: “what brought you here?”

As of 2012 a 28% majority of undocumented immigrants in the US resided in California, more than double that of Texas, the state with the second highest population of undocumented immigrants at 13% (Migration Policy Institute, 2013). In California, 27% of the total population is made up of immigrants, with the San Francisco-Oakland-Hayward Metropolitan Statistical Area ranking 6th highest in the country in both raw numbers (an estimated 4.4 million individuals) and percentage of the population (29.8%) (Migration Policy Institute, 2013).

Despite the fact that such a significant portion of both authorized and undocumented immigrants lives in California, one issue remains largely unaddressed: of the 3.2 million undocumented immigrants in California, only 25% have gone to at least some college or higher, and an alarming 51% speak English “not well” or “not at all” (Migration Policy Institute, 2013). This number is particularly surprising because, according to the Pew Hispanic Center’s National

Survey of Latinos in 2011, 87% of Hispanics said adult Hispanic immigrants need to learn English to succeed in the US. Equally disheartening is that in 2006, only 22% of non-citizens were enrolled in college compared to 47% of naturalized citizens, suggesting that there is a strong correlation between citizenship and access to higher education (U.S. Census Bureau, 2006). Without access to higher education, undocumented adult Latino immigrants are forced to rely on overcrowded public and expensive non-profit adult schools to learn English, both of which have been facing significant budget cuts in California. Unfortunately, misinformation and fear of deportation have heavily influenced undocumented adult Latino immigrants; the reason they do not pursue community college ESL courses is because they assume it is not an option for them at all.

There are a number of factors that contribute to why just over half of undocumented immigrants in California speak limited English. In 2012, undocumented immigrants accounted for 1 in 20 people in the US labor force, with a higher share in California where the population of undocumented immigrants is particularly high (Pew Hispanic Center, 2012). Labor jobs, for example farm work and construction, are popular among immigrants because they often do not require the use of English. This is particularly true for Latinos: one in four US farm workers is an undocumented Latino immigrant (Pew Hispanic Center, 2010). Between speaking Spanish during working hours and at home, many working immigrants never have an opportunity to learn English. However, this language barrier causes some strain between laborers and their employers: in 2010, 1 in 5 Hispanics said they believed they were discriminated against because of their language skills and 36% because of their immigration status (Pew Hispanic Center, 2010). Despite being such a significant portion of the labor force, more than a third of Latino

immigrants earn incomes below 150% of the federal poverty level (Institute for Higher Education Policy, 2007). In other words, undocumented Latino immigrants are working long hours doing hard labor for little money.

In addition, undocumented Latino adults often have more financial responsibilities than the average citizen. They provide for local dependents like children and pay remittances to people in their native countries. In 2013, migrants in the US spent an estimated \$53.8 billion in remittances to Spanish-speaking Latin American countries. Four-fifths of remittances were sent to Mexico, Guatemala, El Salvador and Honduras (Pew Hispanic Center, 2013). According to Massey et al. (2012), undocumented individuals are more likely to pay remittances than legal permanent residents or US citizens because they may have a greater attachment to their native countries. The combination of low-income and high financial responsibility means that undocumented immigrants tend to have limited finances to invest in English education and limited time to spend in class.

The final and most significant factor that prevents individuals from learning English and pursuing higher education is acculturative stress. Acculturative stress refers to the psychological, physical, and social stress that immigrants suffer as a reaction to the acculturation process (Cervantes et al., 1991; Hovey, 2000; Mena et al., 1987). Manifestations of acculturative stress may include increased anxiety, depression, or problems with physical health. Arbona et al. (2010) notes that low socioeconomic status, separation from family, and adherence to Spanish have all been linked to higher levels of acculturative stress in Latino immigrants. In particular, undocumented immigrants were more likely to have higher levels of acculturative stress because they were more likely to be separated from family and adhere to Spanish. Most significant,

however, was fear of deportation. Arbona et al. (2010) found that fear of deportation was strongly associated with higher levels of acculturative stress. The Pew Hispanic Center found in 2008 57% of Latinos reported worrying about deportation regarding themselves, family, or friends. The results were even more consequential to undocumented immigrants. Fear of and anxiety associated with deportation actually prevented immigrants from participating in certain activities like requesting help from government agencies and even walking down the street. In fact, about one third of documented and 80% of undocumented immigrants avoided these activities due to fear of deportation (Pew Hispanic Center, 2008). This may also serve as an explanation as to why so few undocumented immigrants pursue English classes, community college or otherwise; they are afraid to ask. Their anxiety regarding their legal status may prevent them from taking advantage of the resources that are legally available to them, even something as simple as taking an English class.

This fear of inquiry enables a cycle in which immigrants have no access to information regarding English schools because schools fail to provide it. Many American citizens know the difference between adult school and community college. However, many non-English speaking non-citizens do not. They also may not know that at the college level grants, scholarships, and loans are available to those who are unable to pay out of pocket. Often they find themselves wondering whether or not they will be asked to produce their papers. As of 2011, California was one of 10 states that allowed students to qualify for in-state tuition regardless of immigration status (Diaz-Strong, Gómez, Luna-Duarte, & Meiners, 2011). A study from the University of California's All Campus Consortium on Research for Diversity suggests that underrepresented minorities like undocumented students do not pursue higher education because of a lack of

resources available to them (Subramanian, 2010). Most schools do not conduct outreach for undocumented immigrants because they are not the target demographic. Outreach is critical to providing undocumented individuals the information required for them to pursue post-secondary education. Without outreach, how will undocumented immigrants learn that they do, in fact, have access to adult school and community college education? Apart from the obvious benefits of attending a community college or adult school for the purpose of higher education, the experience can assist individuals in adapting to American culture by giving otherwise invisible individuals access to a community.

One issue that is particularly prominent in California is an over-reliance on non-credit ESL programs. Non-credit programs, which consist of public adult schools, non-profit and community-based organizations, and non-credit college courses, are often the first place undocumented immigrants look for classes because they know that those schools are affordable and unlikely to check documentation. In recent years, the state has cut its budget for adult education considerably and while the number of interested students is increasing, many programs are being forced to discontinue services because of lack of funds. However, according to a study by Becker (2011), learners with lower *cultural capital*, defined as exposure to education and socioeconomic background (Bourdieu, 1972, 1977), had a more difficult time making the transition from non-credit to credit programs. Even when provided equal access to educational resources as learners with high cultural capital, those with low cultural capital were more likely to face challenges such as a more demanding work schedule and family obligations that impeded the transition process or stopped it altogether. Successful transitions depended not only on what resources were made available to students but also if and how they were utilized. When

resources are not made publicly available to learners, as in most cases, individuals are unlikely to inquire and will often miss the opportunity altogether. This is particularly true for undocumented students who are unlikely to inquire about *any* resources because of acculturative stress. In her study, Becker (2011) also noted while learners with low cultural capital began their non-credit English as a Second Language (ESL) programs with the primary intention of gaining basic communicative competence, participation in a bridge program “provided them with options for future academic and career plans” (p. 22). Therefore, one of the most valuable functions of a bridge program is the provision of resources.

For an undocumented immigrant, the path to higher education through English at the community college level is often complicated and unthinkable, but it is certainly not impossible, especially in California. While there may not currently be policies in place to assist undocumented immigrant adults to pursue community college, there are few policies that legally prevent them from doing so. As educators, it is our responsibility to prepare our students for the obstacles they may face in order to clear the path for them to make the transition from non-credit adult schools to credit ESL programs. Therefore, this project focuses on developing a curriculum for teachers to work with adult school students and assist them in transitioning into community college.

### **Purpose of the Project**

The purpose of this project is to provide a sample curriculum and lesson plans to be used in a course that transitions undocumented Latinos in California from non-credit ESL programs to credit ESL courses at community colleges. For this project, my sample materials pertain specifically to applying to one of the four colleges in the Peralta Community College District in

the San Francisco Bay Area; however, they may be adapted as needed to suit the needs of different student populations and contexts.

The project has three primary objectives: 1) to inform students about the resources available at community colleges, 2) to assist them in the application process, and 3) to create peer-peer and peer-teacher relationships through collaborative learning. In doing so, students enter into the unfamiliar landscape of community college with a network already in place and an understanding of available resources. Students are better equipped to face challenges when they are informed about existing resources available to them, and by empowering students with this knowledge, they are more likely to apply for and enroll in credit courses.

### **Theoretical Framework**

The theoretical framework of the project is based on Krashen's (1982, 1985) theory of second language acquisition, specifically the affective filter and input hypotheses, and Pearson and Gallagher's (1983) gradual release of responsibility model. Krashen's theory of second language acquisition is comprised of five hypotheses. The first hypothesis makes a distinction between subconscious acquisition and conscious learning as two ways in which second language competence is achieved. The second hypothesis suggests that there is a natural order in which language items are acquired across languages. The third, called the monitor hypothesis, further defines the roles of acquired and learned speech and suggests that acquired speech makes up the majority of second language performance. Not only that, but formal rules and learned speech can only serve as a conscious monitor, or editor, of speech output. The fourth hypothesis, the input hypothesis, suggests that language can only be acquired if the input is at the appropriate level; specifically, just slightly above the learner's current level of competence. Finally, the affective

filter hypothesis posits that affective factors influence how input is delivered in second language acquisition.

A brief summary of each concept is provided in the subsequent passages.

### **Affective Filter Hypothesis**

The affective filter hypothesis originated as one of Krashen's (1982,1985) five hypotheses about second language acquisition. In it, he states that affective factors, including motivation, anxiety, and self-confidence, influence second language acquisition. These affective factors may create a mental block in the learner that prevents him or her from learning, which Dulay and Burt (1977) defined as the *affective filter*. According to Krashen (1981), a student with a low affective filter is more likely to receive, process, and store input effectively, while a student with a high affective filter may understand the input but not be able to process it as deeply. He notes that even when students receive the same level of input, those who have a lower filter will go "faster and farther" (Krashen, 1981, p. 57). Therefore, an effective teacher must learn to lower the affective filter of his or her students.

### **Input Hypothesis**

The input hypothesis, which states that we acquire language at one level above our current level of competence, is another one of Krashen's (1982, 1985) five hypotheses about second language acquisition. In it, he suggests that if a learner's current level is  $i$ , effective language acquisition takes place at one level above that,  $i+1$ . Krashen referred to this concept as comprehensible input.

Level of input has a direct influence on affective filter. If the level of input is too low, a student will become unmotivated. If the level of input is too high, a student will become anxious



and unconfident. According to Krashen (1982, 1985), students acquire second languages when they receive comprehensible input and have a low affective filter. In other words, comprehensible input often contributes to a low affective filter. The two are inextricably linked.

### **Gradual Release of Responsibility**

The term “gradual release of responsibility” was coined in 1983 by Pearson and Gallagher. The model, also known as scaffolded instruction, originally referred to a method of teaching reading comprehension by shifting the responsibility of the learning task from the teacher to the student in four stages. It has since been expanded upon and is now considered a central component in teaching pedagogy. For example, Fisher and Frey (2008) delineated four specific phases: First, the teacher presents new material by giving the whole class a focus lesson. During the focus lesson, the teacher defines the learning objective and uses examples to demonstrate how he or she would complete the learning task. Second, the class is divided into small groups and the teacher guides instruction for each group by using prompts, cues, and concept checking questions to elicit understanding. Third, students collaborate to complete a learning task together. After completing all of the above steps, students move to completing the task independently. This is also commonly known as the “I do, we do, you do” model.

The guided instruction — or “we do” — phase is the most critical. If students are unable to complete this phase, they will not be able to successfully move onto completing the learning task independently. Fisher and Frey (2008) note that homework and other independent tasks are often assigned too early in the learning cycle, which impedes the learning process. Instead, they offer four common instructional moves that are effective in the guided learning phase: 1) checking for understanding, 2) using prompts to trigger metacognition, 3) using cues to focus

attention, and 4) intervening when learner's struggle with errors (Fisher & Frey, 2010). After applying these instructional techniques, an individual learning task will allow for fluency building, extension, application, and induce spiral learning (Fisher & Frey, 2008).

Much like level of input, release of responsibility influences student affect. The more gradual the release, the more prepared a student is to receive the input, and the lower the affective filter.

### **Significance of the Problem**

There is a significant need for adult education in ESL in order for naturalized and non-naturalized citizens of the US to achieve successful communication in an increasingly mixed nation. Through community college, undocumented individuals will be able to study English in an environment that gives them the opportunity to achieve professional and economic success as well as develop a sense of community. By including undocumented individuals in community colleges, we reverse the effects of the "illegal alien" stereotype. We recognize the role of a language instructor to be more than an academic one; it is a social one. As instructors of marginalized groups, we must advocate for our students to create opportunities for success in this country as well as humanization and increased visibility of an invisible population. Most importantly, we must make a statement: *you are like me, and your rights are my rights.*

## CHAPTER II REVIEW OF THE LITERATURE

### **Introduction**

The purpose of the project was to provide materials to be used in a course that transitions undocumented Latinos in California from non-credit ESL programs to credit ESL courses at community colleges. The project was developed within the theoretical frameworks of Krashen's (1982, 1985) theories of second language acquisition, specifically the affective filter and input hypotheses, and the gradual release of responsibility model.

The literature review begins by discussing California's shifting labor needs and the ways in which educating undocumented immigrants can help the state meet projected needs. It continues by acknowledging that although community colleges are the most realistic option for undocumented immigrants to pursue a post-secondary education, public policy often restricts them from attending by limiting their access to financial resources, like in-state tuition and federal financial aid. Finally, the review emphasizes the importance of building a network for student success and explores existing models of transition programs.

### **Latinos and Shifting Labor Needs**

In a study of the transition into adulthood among different immigrant groups in the US, Rumbaut and Komaie (2010) found that Latino immigrants were at the bottom of the educational hierarchy. While almost 60% of the first-generation Mexican, Guatemalan, and Salvadoran immigrants ages 18-24 years old were working full-time, only 5% attended school full-time (Rumbaut & Komaie, 2010). To complicate things further, Becker (2011) refers to challenges

unique to the adult learner, such as conflicting obligations and demands that can negatively affect a student's ability to learn. With the added pressure of acculturative stress and fear of deportation, it can be inferred that these challenges are particularly difficult to face for the undocumented immigrant student.

However, there is value in prioritizing education for undocumented immigrants. First of all, undocumented immigrants represent a significant portion of the U.S. labor force, as high as 1 in 20 people (Pew Hispanic Center, 2012). As the U.S. labor force grows, there is a need for people with degrees in the fastest growing fields — including health and education services, as well as professional services like engineering and computer services — to keep up with the economy (Rumbaut & Komaie, 2010; Johnson & Reed, 2007). In a report by the Public Policy Institute of California, Johnson and Reed (2007) note the disparity between the labor needs of the state and the skills represented by the population. In the future, the state of California needs college graduates; however, as the current workforce is aging, they are being replaced by people who are slightly less educated, with a significant portion of the replacement cohort comprised of non-college graduate Latinos (Johnson & Reed, 2007).

In the past, highly educated people migrated to California, but the percentage of highly educated migrants would need to more than double in order to meet projected needs (Johnson & Reed, 2007). In fact, California is losing college graduates to other states. Johnson and Reed (2007) argue that because it is unlikely that California will gain the highly educated migrants necessary to meet the 3.5 million projected additional jobs requiring either a bachelor's or graduate degree, the state must look to educate current California residents — 3.2 million of

which are undocumented immigrants (Migration Policy Institute, 2013). However, undocumented immigrants and other highly skilled low-wage workers are not preparing to shift into the fastest growing fields; instead, they tend to remain laborers in low-paying fields. In order to meet the needs of the state, we need to focus on educating those highly skilled cohorts. Therefore, if California needs more college graduates and more and more California residents are immigrants, California needs to prioritize education for its immigrant population.

### **Undocumented Immigrants and Access to Community Colleges**

Most California residents who start college begin by attending public community colleges (Johnson & Reed, 2007); in addition, community colleges are the institution most likely to accept non-citizen students (Conway, 2009; Gonzales, 2007; Lin & Vogt, 1996). In a study of the college choice process of undocumented young adults, Pérez (2007) found that opportunity — affordability, proximity, networks, and ability to apply — is a major factor in the selection process. However, despite community colleges being traditionally viewed as *engines of access* (Bailey & Morest, 2006; Flores & Oseguera, 2009), they are not necessarily *engines of persistence* (Lin & Vogt, 1996) for non-citizens. In other words, the ability to apply does not constitute true and lasting access (Diaz-Strong et al., 2011). Furthermore, researchers assert that for Latinos and other students of color, attending a community college can negatively affect and ultimately destroy college aspirations (Ornelas & Solorzano, 2004).

The disparity between the ability to apply and student retention can be explained by the lack of federal and state regulation concerning undocumented immigrants and post-secondary education. Flores and Oseguera (2009) maintain that each state's experience with immigration

and Latino communities is too varied for policy to develop at the federal or state levels; therefore, the responsibility to help students lies at the local level with community colleges. In the same 2007 report from the Public Policy Institute of California, Johnson and Reed came to a similar conclusion after expressing doubts that public policy would change fast enough to educate California residents as the economy continues to grow. Instead, they assert that states should encourage locals to pursue higher education at the local level.

Unauthorized legal status can greatly restrict immigrants from attending community college, but it does not prohibit it altogether. In fact, undocumented immigrants are only banned from attending community college in two states: South Carolina and Alabama (Diaz-Strong et al., 2011). As of 2011, 10 U.S. states allowed for some undocumented students who completed high school in the US to qualify for in-state tuition — one being California — but the remaining 38 states have constantly changing and often confusing policies (Diaz-Strong et al., 2011).

### **Financial Aid, Tuition, and “The Purge”**

One particular area of contention is whether or not undocumented immigrants pursuing post-secondary education should qualify for in-state tuition and federal financial aid. Passel (2003) estimates that 65,000 students in the US are ineligible for financial aid because of their legal status — this is particularly troubling because undocumented immigrants are often the students who need financial aid the most. As discussed in Chapter 1, in addition to earning low wages, undocumented immigrants tend to have more financial responsibilities than the average U.S. citizen because of the remittances they pay back to their native countries. This is especially true for undocumented Latino immigrants — in fact, a 2013 report by the Pew Hispanic Center

found that approximately four-fifths of the \$53.8 billion in remittances that migrants in the US paid went to Mexico, Guatemala, Honduras and El Salvador (Pew Hispanic Center, 2013). As a result, many undocumented immigrants are unable to pay the high cost of tuition in many post-secondary schools.

Scholars agree that allowing undocumented students to pay in-state tuition benefits both the state and the individual (Diaz-Strong et al., 2011; Gonzales, 2010; Pérez, 2010; Reich and Mendoza, 2008). Regardless of legal status, undocumented immigrants bring revenue to schools (Pérez, 2010); however, most states do not allow them to legally qualify to pay in-state tuition, and the process is so complicated that even school administrators are unclear of how to do so. Diaz-Strong et al. (2011) argues that this is evidence of a systematic “purge” (p.108) of undocumented students from higher education. In other words, prohibiting undocumented students from paying in-state tuition is a form of institutionalized discrimination, because even though students are legally able to apply to community colleges, they will almost certainly be unable to pay the exorbitant out-of-state tuition fees.

The “purge” (Diaz-Strong et al., 2011, p. 108) of students from higher education directly influences undocumented student enrollment and retention. When in-state tuition is available, undocumented students are more likely to enroll (Flores and Oseguera, 2009). By contrast, when in-state tuition and financial aid are not available, students drop out. One example of this immediate and visible change is when the state of Arizona passed Proposition 300, which restricted financial aid and in-state tuition to legal residents, in 2006. According to Rumbaut and Komaie (2010), 300 students dropped out of the University of Arizona in Tucson shortly after

Proposition 300 was passed, and as many as 1,000 students from Pima Community College were affected. With Diaz-Strong et al. (2011) in mind, it makes sense that a state with a significant population of unauthorized immigrants —approximately 300,000 (Pew Hispanic Center, 2014) — would pass a policy that effectively prevents them from pursuing higher education. What's more, it worked; after Proposition 300 was passed in 2006, Arizona was one of only 14 states that experienced a subsequent decrease in its unauthorized immigrant population between 2009 and 2012 (Pew Hispanic Center, 2014).

### **The DREAM Act and its Limitations**

Not all legislation imposes restrictions on undocumented immigrants; however, existing policies put in place to help them often differ by state and only apply to a limited subset of the population. One such policy is the DREAM Act. The Development, Relief, and Education for Alien Minors (DREAM) Act, which was proposed in 2001, offers a path to legal residency for undocumented youth who have completed high school in the US if they either attend college or serve in the U.S. military for two years (National Immigration Law Center, 2011). It does so by granting conditional permanent resident status to non-citizen youth for a limited period, which, among other things, allows them to qualify for in-state tuition and even some forms of financial aid, including student loans and work study. DREAMers must have entered the US before age 16, lived continuously in the US for five years before the legislation's enactment, completed a high school diploma or GED, and be under 35 years old.

At the time of its introduction to Congress, The DREAM Act was extremely progressive. In addition to granting conditional resident status to those who qualified, the original bill



repealed Section 505 of the Illegal Immigration Reform and Immigrant Responsibility Act (IIRIRA) of 1996, which had effectively banned undocumented immigrants from receiving in-state tuition and other higher education benefits based on their resident status. In fact, the ten U.S. states that allow undocumented residents to pay in-state tuition do so as a direct consequence of this repeal; once introduced, the change allowed them to open up legislation to support undocumented immigrants in higher education. However, while supporters of the DREAM Act focus on its social and economic benefits, specifically, the positive implications of having more highly educated U.S. residents and assisting in military recruitment, critics worry it serves as an amnesty program for undocumented immigrants. As a result, despite the many attempts to reintroduce and renegotiate the bill, it has not been passed on a federal level. Instead, as of 2012, 12 states have passed their own versions of the DREAM Act.

Unfortunately, an alarmingly small number of undocumented immigrants qualify for the DREAM Act — the upper age limit alone disqualifies the 46% of the U.S. undocumented population who are aged 35 or over (Migration Policy Institute, 2013). Even when looking at the 80,000 undocumented youth that turn 18-years old each year and have lived at least five years in the US, a full 15,000 do not graduate high school at all; in fact, only 7,000-13,000 of those individuals pursue a post-secondary education (Passel, 2003). When put into the context of the entire undocumented immigrant population of the United States, the numbers are shocking — if at its very best, the DREAM Act applies to all 65,000 undocumented youth who do graduate from high school each year, it accounts for less than 1% of the 11 million undocumented immigrants who reside in the US. As of 2015, there are no initiatives in place aimed at educating older undocumented cohorts or individuals who have not completed high school in the US.

Another criticism of the DREAM Act is the lack of support it provides for those few students that do qualify for it (Rumbaut & Komaie, 2010). While undocumented youth are granted access to public schools in the K-12 system through the equal protection clause of the 14th Amendment of the U.S. Constitution, no such protection exists at the post-secondary level (Rumbaut & Komaie, 2010). Undocumented youth are expected to make a sudden transition from high schools, where they have legally protected and automatic access, to being personally responsible for information regarding legislation, financial aid, and the application process for a new school. Gonzales (2010) further elaborates on this issue by noting that undocumented youth have the added pressures of being low-income themselves and unable to rely on their parents, who are often unable to help their children pay for school because of the remittances they pay to their native countries, for financial help. As a result, undocumented immigrants need to be extremely self-sufficient in order to successfully transition into post-secondary education, even with legislative initiatives like the DREAM Act (Gonzales, 2010).

### **Developing a Successful Transition Program for Undocumented Adult Students**

Successful transition is particularly difficult for undocumented adults. In addition to the considerable legislative challenges that undocumented immigrant students face, there is the unrealistic expectation that they will be able to navigate higher education when many of them have no experience with the American education system at all. While DREAMers and other undocumented youth who have completed some high school in the US may have access to high school counselors and peers who can support, inform, and guide them in their desire to pursue post-secondary education, no such person exists to help undocumented adult immigrants (Gonzales, 2010). Diaz-Strong et al. (2011) echo Gonzales (2010) and emphasize that

undocumented students of all ages need to exhibit extreme resourcefulness in order to succeed. Even for undocumented youth whose parents supported their children's journey into community college, the transition into community college was ultimately a solo venture (Oliverrez, 2006). Undocumented adults simply do not have the familiarity with the American education system required to seek the appropriate resources — for example, financial aid — for their children or themselves. Furthermore, as previously mentioned, acculturative stress and fear of deportation make them especially unlikely to make any inquiry in a public institution. Therefore, undocumented adults require extra support and guidance in order to succeed in applying to and attending classes at a community college. A successful transition program builds and provides a supportive network for its students, gradually introduces them to resources and other new information, and is structured based on student needs.

Given the many challenges particular to individuals with their legal status, it is critical for undocumented students to develop a supportive network in order to transition successfully into community college. According to Pérez (2010), school counselors and siblings are typically important resources regarding college choice and financial aid. Indeed, Perez et al. (2009) note that students with positive relationships and support benefitted the most. However, counselors and siblings are not the only influential figures in making these education decisions; in fact, Pérez and McDonough (2008) reveal the significant influence of peer groups, not just family members. Here, undocumented adults are at another disadvantage: apart from the small minority of students who have completed some high school in the US, most undocumented immigrants do not have peer groups from an academic setting, nor do they have academic counselors. In fact, many may not know what an academic counselor is. Without a supportive network to help

inform students and expose them to new opportunities, they will not have access to resources available to them, if any exist. Unfortunately, if undocumented immigrant students do not learn to speak up and seek help themselves, they are unlikely to succeed because the resources will not come to them (Karlin, 2007). Even students who had completed the transition themselves recognized the advantages that come with having a network and acknowledge that without it, they simply would not have not succeeded (Pérez, 2010). Furthermore, belonging to a group and having a network of supporters provides socio-emotional benefits as well; it is significantly easier to develop the agency and self-advocacy required to identify and access resources with the support of a network.

Not only that, but faculty need to collaborate with one another in the transition process as well. Becker (2011) asserts that commitment and participation from all administrators, educators, and students is critical for successful transition. This is true both within and across schools — in order to prevent and address potential issues, it is ideal to create a line of communication between the school an individual transitions out of and the school he or she will transition into. Additionally, Pérez (2010) suggests that increased communication among departments or with faculty specializing in undocumented immigrants will lead to successful transition. Undocumented students often make the assumption that because faculty are authority figures, they are experts across departments and represent the school as a whole. However, this is rarely the case — most faculty know the rules and regulations for their department and their department alone. Misinformation from a faculty member can be extremely confusing for undocumented students and discourage them from completing the transition process. Therefore, faculty and staff should aim to communicate openly in order to inform and support their students.

Another key component of a successful transition program is a slow and steady introduction to the new school and its resources. In her study of an ESL Bridge program at Sunkist Community College in southern California, Becker (2011) reinforces the idea that the availability of resources is a key factor that helps students succeed. The Sunkist ESL Bridge program is located in the same department as the ESL program and requires students to complete a two-semester integrative curriculum that covers organizational and life skills in addition to language skills. As such, it familiarizes its students with the location of the school, gives them time to adjust to the coursework, and teaches them skills to prepare them to be successful learners. It is a slow and intentional transition. In addition to the curriculum itself, Sunkist supports students who are struggling to perform through tutoring, supplemental instruction, and the development of learning communities (Becker, 2011). By offering these supplemental resources, the Sunkist Bridge program supports students who may not be meeting standards and gives them the opportunity to catch up to the rest of the group before being introduced into mainstream ESL courses. Not only that, it introduces high-performing students to a potential resource to use in the future.

Finally, the last key feature of successful transition programs is a structure developed based on students' needs. Ullman (2010) examines a program in South Texas College that aims to educate the migrant workforce. He notes that because migrant students typically do agricultural work from March until October, they are often unable to enroll or finish classes at the same times that traditional students do. In order to accommodate those students, STC opens new courses throughout the year as soon as 12-15 students enroll. This system of rolling

enrollment allows students to continue to work and pursue their education when they are able to instead of when they are expected to.

### **Summary**

The literature reviewed justifies why we should educate undocumented immigrants, identifies community colleges as the schools where we should do so, and explores features of successful transition programs. In their report for the Public Policy Institute of California, Johnson and Reed (2007) note in order to keep up with its growing economy, California needs to begin to prioritize education for its residents, 27% of which are foreign-born (Migration Policy Institute, 2013). Scholars agree that due to their affordability, proximity, and cost, community colleges are the best place for immigrants to pursue post-secondary education. However, despite initiatives like the DREAM Act, Diaz-Strong et al. (2011) argue that unauthorized students are being “purged” (p. 108) from higher education due to legislation that prevents them from qualifying for in-state tuition and financial aid. On their own, undocumented students struggle to identify resources that will help them apply to and attend community colleges; therefore, having a supportive network to help identify resources and assist in the process is critical for successful transition. Finally, the most successful programs are structured based on student need.

Successful transition, therefore, is a multi-step process. It incorporates outreach and helps students locate resources to apply (Diaz-Strong et al, 2011), supports students and provides them with supplemental instruction during the initial transition, and prepares them to transition out of the program in order to function independently in a new environment (Gonzales, 2010). The review demonstrates that transitioning undocumented students in California to community

college is not only legal; it benefits the state. Furthermore, by developing a program with the features outlined above, it is possible.

## CHAPTER III THE PROJECT AND ITS DEVELOPMENT

### **Brief Description of the Project**

The project proposes a non-credit course for undocumented adult school students to learn about and apply for community college. This course is part of a three-step plan for successful transition: first, the college should perform outreach to the students at the adult school; second, students should visit a classroom at the college; and finally, they should participate in the non-credit transition course at the college. The project represents the third step.

The course is composed of eight class sessions that can be divided into three modules. The first module, which includes sessions one to three, focuses on introducing students to the college and familiarizing them with the campus and the resources it has to offer. The second module, which includes sessions four to six, focuses on facilitating students to complete their individual applications. The third module, which includes sessions seven and eight, focuses on preparing students for facing potential issues once they have begun classes. Each session ends with students completing a reflective journal entry to encourage critical thinking about the information presented.

In lesson plan one, students identify the cost of tuition per unit for the four possible types of community college students. Using short narratives of fictionalized students, they scan for information and apply it to a flowchart to determine which student represents which situation and how much he or she will have to pay per unit.

In lesson plan two, which represents the second module, students complete the first of two applications in order to begin the enrollment process. Students collaborate to generate a



sample application as a class, then use the sample to help them accurately complete the real application with their own personal information.

In lesson plan three, which represents the third module, students think critically about how to address problems they may face in the future. Pairs are given problematic situations and then write and perform skits together to demonstrate how they would attend to each of them.

The materials include a sample syllabus, a list of weekly journal topics, a sample quiz, and various handouts pertaining to the three lessons. The project was designed to be taught in a specific sequence, however, instructors are encouraged to adapt materials for use in individual lessons or to meet needs of a specific student population.

### **Development of the Project**

The project was developed over the course of 18 months in direct response to my experience attempting to transition students from a community-based organization in Oakland to a community college. I began working at College of Alameda as an ESL tutor and teacher's assistant in Fall 2013. At the time, the college's Learning Resources Center, which provides tutoring for students, was connected to the Assessment Center, where new students are given placement tests before registering for classes. As a result, my peers and colleagues not only helped current students with their coursework, but were often presented with issues regarding enrollment, assessment, and the application process for new students. During that same time, I also began volunteering at a community-based program in Oakland called Las Casas. Las Casas was originally founded by two Dominican nuns who taught free evening English classes to adults at St. Elizabeth's elementary school. Over the course of 13 years, the program has expanded

substantially and now serves 150 students in five different levels at any given time. The student population is overwhelmingly undocumented and entirely Latino.

Working at Las Casas was a revelatory experience for me. Prior to my time there, I never had a palpable sense of the demand for English classes; at Las Casas, I was turning away 10 to 15 students a night. Unfortunately, we were not able to accommodate more students due to the inconsistent schedules of our volunteer teachers. I tried to recommend other English schools in the area, but they were either too expensive, too far, or already full. At that time, I learned that many of the adult schools had recently closed because of state budget cuts. Not only that, but I noticed that our students were reluctant to study at different schools. Finally, at the end of Spring 2014, Las Casas was forced to cut what was the sixth and most advanced level of the program in order to better accommodate the needs of the incoming students, and those advanced students were told without being offered any educational alternatives.

My interest in transition really began with one student: Julio. Julio was the first student I met on my first night at Las Casas, and I assisted in his class for a few semesters. He was, and still is, an incredibly bright student and quick learner, though very shy. He was the first student to approach me about entering community college. Having never applied to College of Alameda or any of the Peralta schools myself, I knew nothing about the application process, so I told him I would introduce him to my colleagues and we would talk about his situation together. He came and spoke with one of my colleagues, Johanna, who had been an ESL student at College of Alameda herself, and by the end of the visit, the three of us had completed his application together.

We started Julio's application in Fall 2014, and as of today, November 2015, he has still not enrolled at College of Alameda; he's back at Las Casas. After completing the application, students receive a confirmation email that includes their student identification number, which is required to complete the next step of the process. Unfortunately, Julio's confirmation email never came. He checked his spam, we called the school, and no matter what we did, he never got the email. While I became more tenacious and determined to find out his student identification number, he became more disheartened. "There's something wrong with my application," he would tell me. "They don't want me." I tried to assure him it was a problem with the system, and probably a common one, but he was convinced it was a conscious decision related to his undocumented status. He stopped coming to Las Casas for a few months after that, and though part of it was due to some personal problems, I can't help but think the school's rejection left a lasting impression on him.

Many months later, when I was helping another student complete the same application, I learned what the problem with Julio's application was: we were meant to complete *two* applications in order to receive the confirmation email; we had only completed one. We couldn't find his student identification number because it had never been generated. My failure to understand the necessary requirements had cost him his faith in the process, and even after I informed him of my mistake, he had lost interest. We completed the second application together and he received the confirmation email the following day, but he has never shown the same interest as he did in those first few weeks.

The mistake I made with Julio motivated me to do more research about the application process and other resources like financial aid before offering to help anyone else. In the spring of

2015, I developed a basic information sheet about community college for students at Las Casas and brought two of my College of Alameda colleagues to do an informal FAQs session for students in the two most-advanced classes. I organized two classroom visits with an ESL instructor at College of Alameda to give my Las Casas students the opportunity to step onto the College of Alameda campus and observe a community college ESL class. I set up more individual meetings with students to talk to my colleagues at College of Alameda, most notably Johanna, in order to understand what the application process is like and what community college has to offer them. Finally, I set up times to meet with students to complete applications together on my personal laptop. By the end of spring 2015, I had helped 10 Las Casas students apply for College of Alameda.

None of those students are enrolled in College of Alameda classes today. Each of them completed the initial applications, took the assessment test, and got to the point where they were ready to select their classes; however, several issues prevented them from registering for classes. One common issue was miscommunication about tuition. Several students took the opportunity to ask academic counselors about the cost of the courses, not knowing that questions about tuition should be directed to a different department. Counselors, unaware that undocumented students can qualify to pay in-state tuition, would consider the students' legal status and quote them for out-of-state tuition. At College of Alameda, the difference between in-state and out-of-state tuition is significant: \$47/unit for in-state and \$267/unit for out-of-state. Therefore, students were being told that their one 4-unit class would cost over a thousand dollars for a single semester. Unfortunately, after hearing they would have to pay over a thousand dollars, my Las Casas students immediately lost hope and assumed they would never be able to pay for college classes. I soon learned that these types of misunderstandings are extremely common; the

counselors assumed that the students knew to seek out financial aid, the students assumed that the counselors would provide information about financial aid, and in the end, the pertinent information was completely lost. Even after my attempts to intervene and clarify the extra steps necessary to qualify for in-state tuition, it was too late. One by one, the students thanked me for my help, but informed me they could not afford coming to college. Another consistent problem was the language barrier. Students expressed frustration over speaking to administrators in departments with complicated language, like Admissions and Financial Aid. Students often felt uncomfortable and nervous and, instead of asking for help to move forward, chose to return to a more familiar environment, namely, Las Casas.

My attempts at successfully transitioning students on my own solidified the idea that there needs to be a method in order to transition students from one school to another. It became clear that students would benefit from regular meetings with someone who can inform, answer questions for, and encourage them. As a result, I was inspired to develop a course designed to gradually introduce students to new concepts that will prepare them for community college with an emphasis on collaborative learning. It became clear that students need to go through the process together; by completing parts of the process together as a group, students lower their affective filters and become more open to receiving and processing the new information. Finally, by gradually releasing the responsibility from instructor to groups to individuals, students slowly become empowered agents of their own education.

### **The Project**

The project can be found in the appendix.

## CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

### **Conclusions**

The immigrant population in the United States, a significant portion of which is undocumented, is steadily rising. This is especially true in California, which is home to 3.2 million undocumented immigrants (Migration Policy Institute, 2013). However, despite the overwhelming notion that a competent command of English is necessary for success in the United States, more than half of undocumented immigrants claim to speak English “not well” or “not at all” (Migration Policy Institute, 2013). Undocumented immigrants do not pursue English in higher education for several reasons, including impacted work schedules, increased financial responsibilities, and acculturative stress. As a result, they rely on public adult schools and other non-credit programs, many of which have lost funding due to state budget cuts. The purpose of the project is to provide a sample curriculum for a non-credit course that transitions undocumented students into community college. By providing undocumented immigrants with the tools to access community college, they are given the opportunity to continue their education in a convenient and inexpensive environment that integrates them with their community, rather than attempting to enroll in the few adult schools that California has left.

The project was developed to redirect students to community college through a course that focuses on slow, intentional transition with a trained ESL instructor. It proposes a curriculum for a transition course for ESL students and includes a sample syllabus and sample lessons. The course covers information that new students may not be familiar with and uses interactive lessons to ensure that the material is an appropriate level for ESL students. Furthermore, the

lessons were designed to encourage students to collaborate and learn from one another in an attempt to empower them as engines of their own success.

Finally, it must be noted that because this project was developed to address a social problem as well as a pedagogical one, its implementation has social implications. Offering a course specific to the (typically marginalized) undocumented population asserts that undocumented students are part of the larger community by granting them equal access to education and giving them the same resources and support that traditional community college students have. In regions that have a significant undocumented immigrant population, like the Bay Area, it symbolizes a radical demonstration of support for the local community by the college. It reestablishes the relationship between the community and the college by ensuring that all members of the community have equal access to education. Finally, the college itself becomes a more accurate representation of what it is intended to be: a highly-accessible resource for the local community that offers courses reflected by the needs of that community.

### **Recommendations**

Due to the highly collaborative nature of the project, instructors are strongly encouraged to work together as co-teachers in the implementation of this course. One of the primary objectives of the project is for students to develop a community and build a network, and co-teaching enables instructors to demonstrate the advantages of working together firsthand. Ideally, the course would be taught by an ESL instructor and an administrative representative from relevant departments such as admissions, counseling, or financial aid; in doing so, the project becomes a cross-department collaborative endeavor for both students and faculty. Furthermore,

cross-department collaboration ensures that students receive accurate information about administrative procedures scaffolded into ESL-appropriate lessons. Finally, by familiarizing students with representatives from two departments, cross-department collaboration allows students to develop a network that expands into two departments that they are guaranteed to have interaction with throughout their academic careers. If cross-department collaboration is not an option, instructors are still encouraged to work in pairs or small groups in order to participate in active discussions about the program's efficacy and to provide feedback during the evaluation of the program.

Before implementing the program, it is important to consider how to incentivize instructors and administrators to collaborate to participate in and approve the program. The course was designed to be highly adaptable and easy to teach; similarly, instructors themselves are encouraged to be as flexible and accommodating as possible in order to foster support from their colleagues. If, for example, instructors are unable to reserve classrooms to teach the course in, they may choose to offer the course through a supplemental instruction department such as a learning resources or tutoring center, or in the school library. Instructors may propose to be compensated for their time as part of their office hours or to fulfill required volunteer or community hours. Interns or instructional assistants may be encouraged to participate as co-teachers. Student clubs and other programs for students may be encouraged to promote their group and invite students to join. Ideally, participation in the program should be a mutually beneficial and collaborative experience, not a burden.



Once a group of collaborators has been established, instructors are encouraged to implement a pilot version of the program and gather data on participant registration and retention, in order to demonstrate program efficacy to school staff and administrators. Data comparing the number of ESL students who complete college applications versus those who actively enroll in classes after completing the course would verify whether or not a transition course has an effect on the ESL student population and therefore, on the number of courses offered by the department. Similarly, data comparing the retention rate of ESL students who have and have not completed the course would justify its value to the department and the college. If the program does indeed result in a greater ESL student population and higher retention rates, the ESL department will respond to the need to create more courses to accommodate demand, which benefits instructors, and the school will benefit from collecting more tuition. Furthermore, said data could be used to justify funding for such a program that could lead to the course being offered on a more regular basis or even as a prerequisite before entering a school's ESL program.

After the completion of the pilot course, instructors are advised to complete an in-depth evaluation of the program to ensure that the course meets the objectives it aims to achieve. Because the project was designed in response to real student needs, feedback from students who have completed the program is crucial. Students should be evaluated throughout the program through polls or surveys, at the end in an anonymous course evaluation, and after their first or second semester of ESL classes in a focus group. The focus group is particularly important because it has a dual purpose: it provides the instructor opportunity for feedback and gives students the opportunity to come together and reunite as a group. In other words, it keeps them connected to their network. Instructors may choose to follow-up with their colleagues and other

administrators to better understand what issues are common between faculty and ESL students and what gaps or information may be missing from the program. Moreover, instructors themselves are encouraged to write in teaching journals to reflect on the course after each lesson and to record questions that came up or issues in the lessons.

Finally, instructors should encourage students who have completed the program to act as mentors to transitioning students. If completed correctly, the transition out of the program will leave students prepared, capable, and independent. Those students can widen the network and build their self-esteem by taking active leadership roles within the program. In doing so, those students remain connected to the network throughout their entire time at the community college rather than just for the eight weeks of the course. Furthermore, the students themselves become positive role models for one another; when students can identify with and inspire one another, they become agents of change themselves.

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APPENDIX

Beyond Access to Education: Sample Syllabus, Lesson Plans, and Resources for Community

College ESL Teachers

## **Beyond Access to Education**



**Sample Syllabus, Lesson Plans, and Resources for Community**

**College ESL Teachers**



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## **Introduction**

This project proposes a non-credit ESL course called “Introduction to Community College for ESL Students”. It is intended to serve as an introductory course for ESL students to help them with the college application process and to help them identify the resources available at the community college before applying. The course is meant to be implemented as the third step of a three-part transition program that begins with outreach and classroom visits before the course itself is taught; all three steps are critical in facilitating successful transition. A brief description of each of the three parts of the transition program is included below.

### **Step I: Outreach**

In the first step, outreach, the community college ESL instructor and an administrative representative visit the higher levels of local ESL classes to present information about community college. Most likely, this will include adult schools and community-based organizations. The instructor should plan to complete the outreach component several months before the beginning of the non-credit course and develop handouts with basic information to distribute to the classes. The purpose of these visits is to recruit students for the course and to give them essential information about community college while the students are still in a comfortable and familiar environment. Ideally, a student that is currently enrolled in the college's ESL program will accompany the instructor on the visit to speak about his or her personal experience and connect with the potential students in a more humanistic manner. At the end of the visit, the instructor should collect a list of tentatively interested students to follow-up with and make plans to visit the class again in several weeks. Instructors are encouraged to develop

and maintain regular correspondence with faculty and administrators at local adult schools in order to foster support and hopefully facilitate mutually beneficial relationships between the schools.

### **Step II: Classroom Observation**

In the second step, classroom observation, the instructor brings groups of interested students to visit the college campus and observe a community college ESL class. The instructor should be mindful of the level, materials used, and teaching style of the class that the new students will visit. The goal is for students to have a positive experience that lowers their affective filter and fosters their academic self-esteem; if students visit a lecture-based class that is too high above their current level, they will feel intimidated and less likely to want to attend the college. Therefore, instructors are encouraged to integrate visiting students into their lesson by having them participate in group activities with the class, allowing them to ask and answer questions, and taking time for students to introduce themselves. After students have visited a classroom, the instructor should promote the “Introduction to Community College” course to interested students to help further integrate them into the new school and help them during the application process.

### **Step III: Non-Credit Course**

The third step, the course itself, represents the project and its materials. The course should be implemented one semester before the student plans on taking his or her first college class. For example, if a student plans to enroll in a class that begins in Spring 2017, he or she

should take “Introduction to Community College for ESL Students” in Fall 2016. In general, instructors are encouraged to offer the course during the fall semester because it allows for less time between the transition course and the start of classes; if students complete the transition course in the spring, they are either faced with limited summer course choices or waiting several months before their class starts in the fall. Transitioning in the fall to begin classes in spring allows students to begin to acclimate at a more natural pace. Similarly, the transition course should ideally be offered during regular daytime classroom hours in order to give students the opportunity to access on-campus resources while they are open and to have an authentic experience of what the college is like during the day. Not only that, but it greatly benefits students to physically be on campus while these resources are open because many of the activities in the course will involve visiting or consulting with specific faculty members and administrators on campus.

It is important to note that the course is not titled “Introduction to Community College for Undocumented Students”. While the course is designed to benefit the undocumented immigrant population, its intention is not to out a student’s legal status. Students should not feel pressure to disclose their legal status throughout their time in the course; instead, they should learn about existing resources for undocumented students that may or may not apply to them as part of a holistic introduction to the college.

**Intended Audience**

The materials were designed to be used by community college ESL instructors. Instructors should be familiar with the college's application procedures and ideally have an established network of individuals in admissions, financial aid, and other relevant departments.

**Intended Use**

The materials were sequenced in a specific order to facilitate successful transition. The three modules represent three steps of transition: familiarizing oneself with the new environment, transitioning into the new environment, and preparing for the transition out of the program. Instructors may adapt or add to specific lessons within the modules, but should not stray from the sequence of the modules.

The materials were developed for an intimate 10-12 student class to promote a sense of community. Each lesson mimics the gradual release of responsibility model: the instructor introduces a topic, students complete activities in pairs or groups, then students complete individual journal entries in class before completing homework on their own. The class itself should meet no more than once a week in order to give students adequate time to complete homework assignments, which may require using a computer or visiting the school's campus.

**Explanation of Materials**

The materials for the project are composed exclusively of paper handouts rather than powerpoint or other multimedia presentations. There are several reasons the paper format was chosen. First, no projectors, special equipment, or computer-accessible classrooms are required; the instructor can teach the course in any available room without worrying about reserving

classrooms or equipment. Second, multimedia presentations usually require on students to take notes on pertinent information, a skill that students at this level will not have developed upon entry into college. Finally, materials are intended for students to take with them and use to complete assignments, share with counselors, and revisit as resources throughout their time at the college. Therefore, students benefit from having physical copies of all materials rather than notes about the materials.

Journal writing is incorporated at the end of each class meeting as a way for students to apply what they learned in class that day to their own individual situations. Journal topics are specific to the material covered in class. Instructors should promote journals as critical thinking exercises above all else, not necessarily as an evaluation of written skills. In-class journal writing also allows students the opportunity to ask questions and clarify ideas while still in the presence of their peers and instructors. Instructors should collect journal entries at the end of each class to ensure that students complete them and devote time to the following class to address any issues or confusion from the previous week's journal topic.

Additionally, quizzes are incorporated throughout the course to serve as concept-checking tools and informal reviews of pertinent information. Quizzes are used to encourage student accountability for the material covered in class in the absence of grades. Instructors are advised to vary the style of the quizzes in order to introduce students to a variety of questions.

|   |
|---|
| <p style="text-align: center;"><b>INTRODUCTION TO COMMUNITY COLLEGE FOR ESL STUDENTS<br/>COLLEGE OF ALAMEDA</b></p> |
|---|

## **COURSE SYLLABUS**

### **I. COURSE DESCRIPTION**

This course is designed to help transition ESL students into College of Alameda by informing them about the community college system and clarifying the steps of the application process. Students will learn about on-campus resources, develop organizational and study skills, and begin the application process under the guidance of a College of Alameda ESL instructor.

### **II. COURSE OBJECTIVES**

By the end of the course, students will be able to:

- ✓ Identify on-campus resources such as financial aid and tutoring
- ✓ Complete a basic application form
- ✓ Determine how much each class will cost depending on their individual situation

### **III. SUGGESTED MATERIALS**

- Pencil or pen
- Folder or binder for papers

### **IV. COURSE EXPECTATIONS**

#### 1. Attendance and Participation:

You should arrive ready to learn and willing to participate. You must attend every class session, arrive on time, and stay until the end. Also, you should participate fully in all classroom activities and discussions.

#### 2. Journal Entries:

At the end of every class, you will spend 15 minutes writing an entry in your journal. Journal entries help you process and understand the information you learn in class. Your teacher will collect your journal at the end of every class and return it at the beginning of the following class.

#### 3. Written Application:

You will complete two applications during the course of this class. It is important that you come prepared with your information so the instructor can help you fill your applications with no mistakes. If the applications are not completed correctly, you will not be able to register for classes.

## SCHEDULE

| Module                             | Session  | Content   |
|------------------------------------|----------|---|
| Getting to Know College of Alameda | <b>1</b> | <u>Topic: Introductions and Course Information</u> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Review <i>Course Syllabus*</i> and <i>Community College Checklist*</i></li> <li>• Journal #1*</li> </ul> |
|                                    | <b>2</b> | <u>Topic: Goals and Motivation</u> <ul style="list-style-type: none"> <li>• QUIZ*</li> <li>• Discuss goals and motivation</li> <li>• Journal #2</li> </ul>  |
|                                    | <b>3</b> | <u>Topic: Important People and Places</u> <ul style="list-style-type: none"> <li>• Scavenger hunt</li> <li>• Introduce important people</li> <li>• Journal #3</li> </ul>  |
| Applying to College of Alameda     | <b>4</b> | <u>Topic: Tuition &amp; Financial Aid</u> <ul style="list-style-type: none"> <li>• QUIZ</li> <li>• <b>Sample Lesson #1*</b></li> <li>• Journal #4</li> </ul>  |
|                                    | <b>5</b> | <u>Topic: Application #1</u> <ul style="list-style-type: none"> <li>• <b>Sample Lesson #2*</b></li> <li>• Journal #5</li> </ul>   |
|                                    | <b>6</b> | <u>Topic: Application #2</u> <ul style="list-style-type: none"> <li>• Application #2 Practice Activity</li> <li>• Journal #6</li> </ul>   |
| Preparing for Classes              | <b>7</b> | <u>Topic: Solving Problems</u> <ul style="list-style-type: none"> <li>• <b>Sample Lesson #3*</b></li> <li>• Journal #7</li> </ul>   |
|                                    | <b>8</b> | <u>Topic: Review</u> <ul style="list-style-type: none"> <li>• QUIZ</li> <li>• Review activities and games</li> <li>• Journal # 8</li> </ul>   |

\*Materials included in the project



## WEEKLY JOURNAL TOPICS

- #1 What is *community*? What is community college? Who studies at community college?
- #2 What are your long-term and short-term goals? How can community college help you achieve your goals?
- #3 Name three places on campus you will definitely visit again. Where are they located? What will you do there?
- #4 Do you qualify for financial aid? What kind? What do you need to do in order to get financial aid? If you are not sure if you qualify, who can you talk to to help you?
- #5 You will need to use a computer to complete your homework for this week. Do you have a computer at home? If not, where can you go to use a computer?
- #6 Did you study English in your country? How much? Did it help you when you came to the United States? How will you study English at home now?
- #7 What are some problems you might have at school in the future? Who can help you? What resources will help you?
- #8 What did you learn in this course? Is there anything you learned that you will share with other students? Why or why not?



## QUIZ #1: Course Syllabus

Directions: Read the following statements about the course syllabus and circle T for “true” or F for “false”. You may use your course syllabus to help you answer the questions. For example:

The class is called “Introduction to Community College for Science Students”    T    **F**

- |   |   |   |
|---|---|---|
| 1. This class will help you apply to community college.     | T | F |
| 2. You should bring a pen and paper to class.               | T | F |
| 3. You should arrive on time and attend every session.      | T | F |
| 4. You will complete an application as a part of the class. | T | F |
| 5. You will learn about goals and motivation.               | T | F |
| 6. You will write a journal entry every week.               | T | F |
| 7. We will have 6 class sessions.                           | T | F |
| 8. One course objective is to identify on-campus resources. | T | F |



This is an *open-note quiz*.

Open-note means you can use you can use papers and notes from class to help you answer the questions.

**SAMPLE LESSON #1**  
**Understanding Tuition and Financial Aid**

Objectives:

- ▶ Identify the four financial situations and how much classes cost for each
- ▶ Identify which financial situation applies to each student
- ▶ Establish a group of peers in the same financial situation
- ▶ Develop a plan with a group of peers in a similar financial situation

| <u>Aim</u>      | <u>Procedure</u>  | <u>Interaction</u> | <u>Time</u> |
|-----------------|---|--------------------|-------------|
| Warm-up         | <ul style="list-style-type: none"> <li>• Ss discuss in pairs: <i>How much do you think each class costs? Does a one-hour class cost the same as a three-hour class? Does every student pay the same amount of money?</i></li> <li>• Ss share answers with the class</li> </ul>  | S-S                | 10 min      |
| Presentation    | <ul style="list-style-type: none"> <li>• T introduces and explains how to read <u>How Much Will Your Classes Cost? Flowchart</u></li> <li>• T introduces <u>How Much Will Their Classes Cost? Handout</u></li> <li>• T and Ss complete the first example in the handout together as a class</li> </ul>  | T-SS               | 10 min      |
| Pair Practice   | <ul style="list-style-type: none"> <li>• In pairs, Ss use flowchart to complete <u>How Much Will Their Classes Cost? Handout</u>.</li> <li>• T monitors</li> <li>• After completing the handout, Ss revisit warm-up questions</li> </ul>  | S-S                | 15 min      |
| Group Practice  | <ul style="list-style-type: none"> <li>• Ss divide into groups based on which of the examples they are, then read and discuss the <u>What Should I Do Next?</u> questions</li> <li>• T introduces <u>Tuition Board Game</u>, reviews rules with the class</li> <li>• Ss divide into groups of 4; each group receives one board, dice, and written rules</li> <li>• Ss play the <u>Tuition Board Game</u> in their groups, discuss outcomes</li> </ul> | SS-SS              | 30 min      |
| Journal Writing | <ul style="list-style-type: none"> <li>• T passes out Journal Topic #4</li> <li>• Ss respond and write as much as possible</li> <li>• T collects Journal Topic #4</li> </ul>  | S                  | 15 min      |

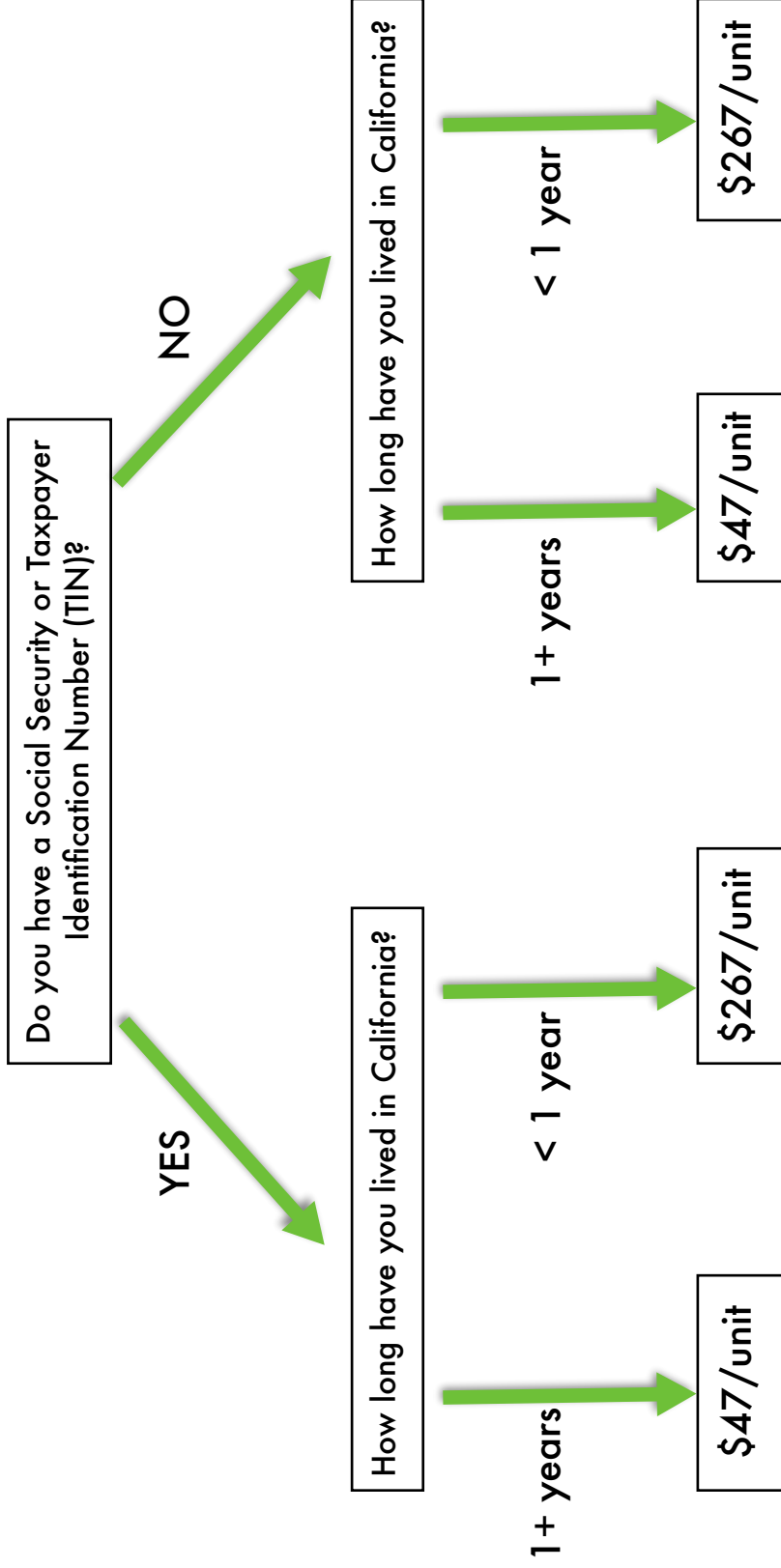
Materials:

- How Much Will Your Classes Cost? Flowchart (attached)
- How Much Will Their Classes Cost? Handout (attached)
- What Should I Do Next? Questions \*half-sheets cut along dotted lines
- Tuition Board Game, dice
- Tuition Board Game Rules
- Journal Topic #4

Suggestions:

- Adapt the characters in the handout to imitate your student population. This example includes four Latinos because that is the population discussed in the project

# HOW MUCH WILL YOUR CLASSES COST?



Example A:

Example B:

Example C:

Example D:

---

Name \_\_\_\_\_

Date \_\_\_\_\_

## HOW MUCH WILL THEIR CLASSES COST?

Directions: You will read about about four students who want to enroll in community college. Look at the flowchart to help you answer the following questions and determine who is example A, B, C, and D.

**David is from Mexico. He has lived in California for 12 years and works as a mechanic. He does not have a social security number, but he does use a taxpayer identification number (TIN) to pay his taxes. He wants to go to community college to study more about cars and improve his English.**

- How much will David pay per unit of class? \$\_\_\_\_\_/unit
- Is David example A, B, C, or D? \_\_\_\_\_
- If David takes an English class that is 3 units, how much will his class cost?

$$\text{\$ } \underline{\hspace{2cm}} \text{/unit} \times 3 \text{ units} = \text{\$ } \underline{\hspace{2cm}}$$

**Angelica is from Guatemala. She has only lived in California for 3 months, but her husband has been in the United States for 5 years. She is undocumented, so she does not have a social security or taxpayer identification number. She wants to go to community college to learn English and meet new people.**

- How much will Angelica pay per unit of class? \$\_\_\_\_\_/unit
- Is Angelica example A, B, C, or D? \_\_\_\_\_
- If Angelica takes an English class that is 3 units, how much will her class cost?

$$\text{\$ } \underline{\hspace{2cm}} \text{/unit} \times 3 \text{ units} = \text{\$ } \underline{\hspace{2cm}}$$

**Eduardo is from Cuba. He arrived in California 6 months ago to live with his parents. He is a temporary resident, so he has a green card and a social security number. He works in construction now, but he wants to go to community college to study design.**

- How much will Eduardo pay per unit of class? \$\_\_\_\_\_/unit
- Is Eduardo example A, B, C, or D? \_\_\_\_\_
- If Eduardo takes an English class that is 3 units, how much will his class cost?

$$\text{\$ } \underline{\hspace{1cm}} \text{/unit} \times 3 \text{ units} = \text{\$ } \underline{\hspace{1cm}}$$

**Maria is from Honduras. She has lived in California for 20 years. She is undocumented, so she does not have a social security or taxpayer identification number. She works as a nanny, but she wants to go to community college to improve her English and study child care.**

- How much will Maria pay per unit of class? \$\_\_\_\_\_/unit
- Is Maria example A, B, C, or D? \_\_\_\_\_
- If Maria takes an English class that is 3 units, how much will his class cost?

$$\text{\$ } \underline{\hspace{1cm}} \text{/unit} \times 3 \text{ units} = \text{\$ } \underline{\hspace{1cm}}$$



## WHAT SHOULD I DO NEXT?

### Example A

Instructions: Read the two options below and discuss the following questions with your group — Which option gets you into class the fastest? Which option saves you money? What do you think is the best option? Why?

- ✓ **Option 1:** Pay \$47/unit for your classes. No extra steps required.
  - ✓ **Option 2:** Go to the Financial Aid department and ask if you qualify to receive federal financial aid. If you qualify, the government will help you pay for your classes, but you will need to complete a special application.
- 

## WHAT SHOULD I DO NEXT?

### Example B

Instructions: Read the two options below and discuss the following questions with your group — Which option gets you into class the fastest? Which option saves you money? What do you think is the best option? Why?

- ✓ **Option 1:** Pay \$267/unit for your classes. No extra steps required.
- ✓ **Option 2:** Go to the Financial Aid department and ask if you qualify to receive federal financial aid. If you qualify, the government will help you pay for your classes, but you will need to complete a special application.

## WHAT SHOULD I DO NEXT?

### Example C

Instructions: Read the two options below and discuss the following questions with your group — Which option gets you into class the fastest? Which option saves you money? What do you think is the best option? Why?

- ✓ **Option 1:** Pay \$267/unit for your classes. No extra steps required.
- ✓ **Option 2:** Go to the Admissions office and say you want to prove you have lived in California for more than one year. Make sure you understand exactly what they need from you. You will need to get a letter from your landlord or boss to prove you have lived in California for more than one year. After you prove you have lived in California for more than one year, you will be able to pay \$47/unit.

NOTE: Unfortunately, you cannot receive federal financial aid because you do not have a social security number.

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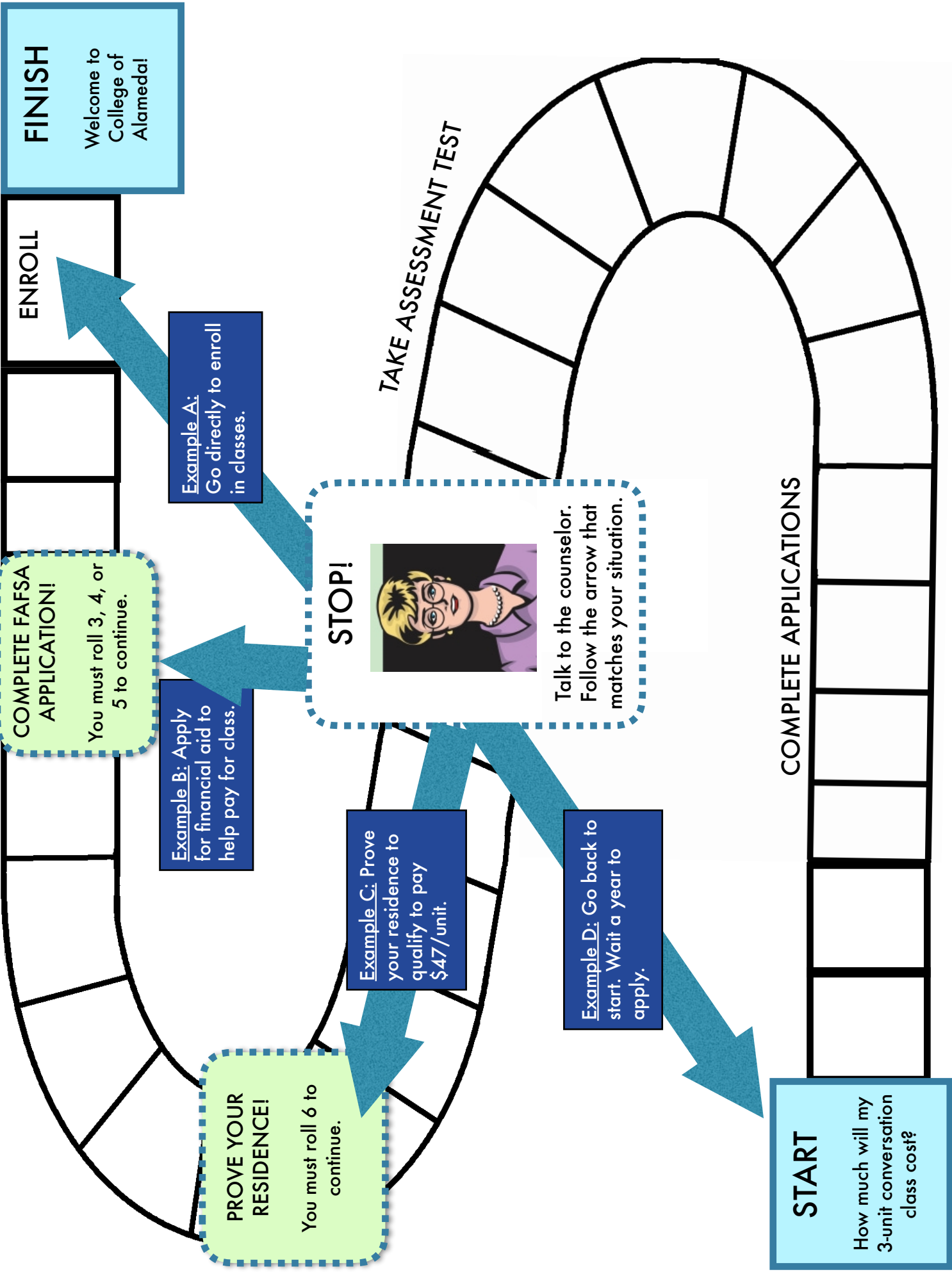
## WHAT SHOULD I DO NEXT?

### Example D

Instructions: Read the two options below and discuss the following questions with your group — Which option gets you into class the fastest? Which option saves you money? What do you think is the best option? Why?

- ✓ **Option 1:** Pay \$267/unit for the first semester of classes. No extra steps required.
- ✓ **Option 2:** Wait until you've lived in California for a full year to apply to college. After you wait one year, you will fall under Example C and have the opportunity to pay \$47/unit.

NOTE: Unfortunately, you cannot receive federal financial aid because you do not have a social security number.



**FINISH**

Welcome to  
College of  
Alameda!

**ENROLL**

**COMPLETE FAFSA  
APPLICATION!**

You must roll 3, 4, or  
5 to continue.

**Example B:** Apply  
for financial aid to  
help pay for class.

**PROVE YOUR  
RESIDENCE!**

You must roll 6 to  
continue.

**Example C:** Prove  
your residence to  
qualify to pay  
\$47/unit.

**STOP!**



Talk to the counselor.  
Follow the arrow that  
matches your situation.

**TAKE ASSESSMENT TEST**

**START**

How much will my  
3-unit conversation  
class cost?

**COMPLETE APPLICATIONS**

## **ABOUT THE GAME**

The goal of this game is to enroll in a 3-unit conversation class at College of Alameda; however, there are some obstacles along the way. Each student must complete the applications, take the assessment, and stop to talk to the counselor. The counselor's advice will be different for every student. In addition, each student only has \$150 to spend on the class. Use the information you learned in class to help you move forward in the game.

## **IMPORTANT RULES**

- ★ Each group must have at least 4 people.
- ★ Each player rolls the die once and moves the same number of spaces as the number he or she rolls.
- ★ All students must stop to talk to the counselor and follow the arrow according to their situation. No exceptions.

**SAMPLE LESSON #2**  
**Facilitating Application #1**

Objectives:

- ▶ Complete a basic application with personal information
- ▶ Learn how to format appropriately
- ▶ Understand the steps involved in applying

| <u>Aim</u>          | <u>Procedure</u>   | <u>Interaction</u> | <u>Time</u> |
|---------------------|--|--------------------|-------------|
| Warm-up             | <ul style="list-style-type: none"> <li>• T elicits answers to the following questions from the whole class: <i>What is an application? Have you ever filled out an application before? What was it for? What kind of information do you include?</i></li> <li>• Ss respond and discuss as a class</li> </ul>   | T-SS               | 10 min      |
| Presentation        | <ul style="list-style-type: none"> <li>• T passes out <u>Application #1 Instructions Handout</u></li> <li>• T passes out <u>Application #1 Practice Activity</u> and verbally reviews important vocabulary: <i>username, password, zip code</i></li> <li>• T divides SS into 3 groups, assigns each group a page of the application to complete together, gives each group corresponding tip cut-outs</li> </ul> | T-SS               | 15 min      |
| Group Practice      | <ul style="list-style-type: none"> <li>• Groups generate examples for their assigned page</li> <li>• T monitors, answers questions</li> <li>• Ss share answers with class on the white board</li> <li>• Each student will record answers from all groups in order to complete all three pages</li> </ul>   | SS-SS              | 40 min      |
| Individual Practice | <ul style="list-style-type: none"> <li>• T passes out <u>Application #1 Homework</u></li> <li>• Ss begin completing <u>Application #1 Homework</u> individually</li> <li>• T monitors, answers questions</li> <li>• Ss will complete the assignment at home as homework</li> </ul>   | S                  | 10 min      |
| Journal Writing     | <ul style="list-style-type: none"> <li>• T passes out Journal Topic #5</li> <li>• Ss respond and write as much as possible</li> <li>• T collects Journal Topic #5</li> </ul>   | S                  | 15 min      |

Materials:

- Application Checklist (attached)
- Application #1 Practice Activity Handout (attached)
- Application #1 Practice Activity Tips (cut along dotted lines)
- Application #1 Homework Handout (attached)
- Application #1 Instructions (attached)
- Journal Topic #5

Suggestions:

- Use different colors of paper for Practice Activity Handout and Homework Handout so students are clear which is which
- The same method can be used to facilitate Application #2 in the following lesson

**INTRODUCTION TO COMMUNITY COLLEGE FOR ESL STUDENTS  
COLLEGE OF ALAMEDA**

**APPLICATION CHECKLIST**

This checklist will help you stay organized during the application process. Put a check (✓) after every step you complete to keep track of your progress and write your usernames, passwords, and other important information here so you have everything saved in one place.

**STEP 1:** Choose which college you want to attend. Write down the name and address.

**Name of College:** College of Alameda

**Address of College:** 555 Ralph Appezato Memorial Pkwy, Alameda, CA 94501

**STEP 2:** Complete TWO online applications:

- (1) **APPLICATION #1:** Apply online at: [www.cccapply.org](http://www.cccapply.org). This is a requirement to apply to any community college in California. Remember to write down your information.

**Username:** \_\_\_\_\_

**Password:** \_\_\_\_\_

**PIN #:** \_\_\_\_\_

**Security Question #1 Answer:** \_\_\_\_\_

**Security Question #2 Answer:** \_\_\_\_\_

**Security Question #3 Answer:** \_\_\_\_\_

**Date completed:** \_\_\_\_\_

**Confirmation Number:** \_\_\_\_\_

(2) **APPLICATION #2:** Apply online at: <http://web.peralta.edu/enrollment-2/>

**Username:** \_\_\_\_\_

**Password:** \_\_\_\_\_

**Date completed:** \_\_\_\_\_

**Confirmation number:** \_\_\_\_\_

**STEP 3:** Check your email for information about your Peralta Student ID number (PSID#). After you complete your applications, you will receive an email that tells you your PSID#. This number is very important and you will use it for many parts of the application and enrollment process.

**PSID#** \_\_\_\_\_

**STEP 4:** Call to schedule an appointment to take ESL assessment test. You will take the test at the college you plan to attend. The day of your appointment you will need your PSID# and a photo ID. Write down your appointment information below.

**Date:** \_\_\_\_\_

**Time:** \_\_\_\_\_

**Place:** \_\_\_\_\_

**STEP 5:** Talk to an academic counselor to help you choose your classes. The counselor will help you choose how many classes to take and at what times. Then, he or she will give you a special code to enroll in your classes.

**Code** \_\_\_\_\_

**STEP 6:** Enroll in classes online using Passport:

**STEP 7:** Apply for financial aid.

**STEP 8:** Pay for classes online using Passport or at the Cashier's Office.



**INTRODUCTION TO COMMUNITY COLLEGE FOR ESL STUDENTS  
COLLEGE OF ALAMEDA**

**APPLICATION #1: PRACTICE ACTIVITY**

Practice filling the application in groups. Each group will complete one page together and then share their answers with the class. Please use examples — DO NOT write your real information.

**PAGE 1: Personal Information**

**Legal Name**

First Name

Middle Name

Last Name

**Date of Birth**

mm/dd/yyyy

**Social Security Number**

I plan to apply for admission for college or financial aid.

Social Security or Taxpayer Identification Number

Repeat Social Security or Taxpayer Identification Number

Check this box if you **do not** have a Social Security or Taxpayer Identification Number, or decline to provide one at this time

**PAGE 2: Contact Information**

**Email**

Email Address

Repeat Email Address

**Telephone**

Main Telephone Number

### - ### - #####

Second Telephone Number

### - ### - #####

**Permanent Address**

Street Address

City

State

Zip Code

**PAGE 3: Security and Credentials**

**Username and Password**

Username

Minimum 6 characters

Password

7 to 20 characters (letters and at least one number)

Repeat Password

**Security PIN**

PIN

Repeat PIN

**Security Questions**

First Security Question

Answer to First Security Question

Second Security Question

Answer to Second Security Question

Third Security Question

Answer to Third Security Question

— Application #1 Practice Activity Tips —

### **Page 1: Personal Information**

- If you have two last names, you should write them both
  - Birthdays in the U.S. begin with months. ex: July 4, 1980 = 7/4/1980
  - Social security numbers have 9 digits. ex: XXX-XX-XXXX
  - Taxpayer identification numbers have 9 digits, too. However, they are formatted differently. ex. XX-XXXXXXXX
- 

### **Page 2: Contact Information**

- An email address must include @
  - Addresses in the U.S. start with a number. If the address is an apartment, the apartment number comes last. ex. 1234 Davis St. Apt. #3
  - Zip codes have 5 digits. ex. XXXXX
- 

### **Page 3: Security and Credentials**

- A username must be more than 6 letters and numbers
- A password must be more than 7 letters and numbers
- A PIN is 4 digits. ex. XXXX
- Here are some examples of security questions you can choose:
  - What was the name of your first boss?
  - What was your childhood nickname?
  - What is your oldest cousin's first and last name?

**INTRODUCTION TO COMMUNITY COLLEGE FOR ESL STUDENTS  
COLLEGE OF ALAMEDA**

**APPLICATION #1: HOMEWORK**

Complete this application with your real personal information. After your teacher checks your answers, you will copy the information from this handout to fill out the computer application.

**PAGE 1: Personal Information**

**Legal Name**

First Name

Middle Name

Last Name

**Date of Birth**

mm/dd/yyyy

**Social Security Number**

NOTE: **DO NOT** write your Social Security or Taxpayer Identification Number. Write XXX-XX-XXXX

I plan to apply for admission for college or financial aid.

Social Security or Taxpayer Identification Number

Repeat Social Security or Taxpayer Identification Number

Check this box if you **do not** have a Social Security or Taxpayer Identification Number, or decline to provide one at this time

**PAGE 2: Contact Information**

**Email**

Email Address

Repeat Email Address

**Telephone**

Main Telephone Number

### - ### - #####

Second Telephone Number

### - ### - #####

**Permanent Address**

Street Address

City

State

Zip Code

**PAGE 3: Security and Credentials**

**Username and Password**

Username

Minimum 6 characters

Password

7 to 20 characters (letters and at least one number)

Repeat Password

**Security PIN**

PIN

Repeat PIN

**Security Questions**

First Security Question

Answer to First Security Question

Second Security Question

Answer to Second Security Question

Third Security Question

Answer to Third Security Question

# INTRODUCTION TO COMMUNITY COLLEGE FOR ESL STUDENTS COLLEGE OF ALAMEDA

## APPLICATION #1 INSTRUCTIONS

Follow these instructions to complete the CCCAPPLY application online. Remember to write down your username, password, date, and confirmation number in your checklist.

- Go to [www.cccapply.org](http://www.cccapply.org)



CCCApply Your online gateway to the California Community Colleges

Home Colleges Apply Money Parents Help

**Apply Today**

Select a community college

CCCApply.org is your online gateway to the California Community Colleges. Each year at our 112 colleges, nearly three million students from all over the world build their career skills, prepare for transfer to four-year colleges and universities, or simply enrich their lives through learning.

Welcome to the new CCCApply.org. Choose a college, and you will be routed to the college's website for complete instructions to apply for admission online.

- Select “College of Alameda” from the list and click “APPLY”



CCCApply Your online gateway to the California Community Colleges

Home Colleges Apply Money Parents Help

**Apply Today**

Select a community college

- ✓ Select a community college
- Allan Hancock College
- American River College
- Antelope Valley College
- Bakersfield College
- Barstow Community College
- Berkeley City College
- Butte College
- Cabrillo College
- Cañada College
- Cerritos College
- Cerro Coso Community College
- Chabot College
- Chaffey College
- Citrus College
- City College of San Francisco
- College of Alameda**
- College of Marin
- College of San Mateo
- College of the Canyons
- College of the Desert
- College of the Redwoods
- College of the Sequoias

Welcome to the new CCCApply.org. Choose a college, and you will admission online.

If you started an application from our previous website, or have a CCCApply email account, you can log into your account here, or login by



- Select “College of Alameda” again

PERALTA COMMUNITY COLLEGE DISTRICT

Apply & Enroll Students Faculty & Staff District Offices Governance Community

Enrollment

**New & Former Students**  
To apply, choose a college:

- Berkeley City College
- **College of Alameda**
- Laney College
- Merritt College

● Continuing Students

● Search for Classes

● FAQ's

Questions about registration? Call the Peralta Colleges Admissions & Records Office at (510) 466-7369

**Peralta Colleges**  
Thursday 19 March 2015  
Powered by Wordpress

**Peralta Community College District**  
The district comprises four campuses serving northern Alameda County.

**Oakland Weather**  
Conditions for Oakland, CA at 5:53 am  
PDT: Fair, 49 F

- Click “Create an Account”

College of Alameda

**Application to College**

**Before applying to college you must first have an OpenCCC account.**

The OpenCCC single sign-in account allows you to access the online services of the California Community Colleges.

OpenCCC is a service of the California Community Colleges Chancellors Office. The information in your account is kept private and secure.

[Create an Account](#) or [Sign In](#)

**Note:** OpenCCC is a new systemwide account. Accounts from our previous application system are not available. Please create an account if you have not already done so.

# CREATE OPENCCC ACCOUNT

- Click “[Begin Creating My Account](#)”

**OpenCCC**

Welcome | [Create Account](#) | [Recover Account](#)

[Sign In](#)

## Create Your OpenCCC Account

OpenCCC allows you to access California Community Colleges secure web applications.

**You Must Have an Email Address**

The California Community Colleges and OpenCCC will use email to send you important information. You will need to provide an email address when you create your account.

Free email accounts are available from many sources:

- [Google Gmail](#)
- [Yahoo Email](#)
- [Microsoft Outlook](#)
- [Other Providers](#)

Note: While all of the providers listed above have millions of users and are widely trusted to be reliable and secure, OpenCCC and the CCC Chancellor's Office do not endorse any particular email providers, and will have no liability should any issues arise with a particular email provider.

All information is kept secure and private as explained in the [Privacy Policy](#). By creating an OpenCCC account, you are agreeing to the terms and conditions of the [Privacy Policy](#).

**Note:** OpenCCC is not compatible with smartphones.

[Begin Creating My Account](#) or [Return to Sign In](#)

OpenCCC is a service of the

- [PAGE 1](#): Start filling the application with your information.

## Create Account

[Cambiar A Español](#)

### Personal Information: Page 1 of 3

#### Legal Name

Enter your legal name as it appears on official documents such as your government issued ID.

First Name

Check this box if you do not have a first name

Middle Name

Check this box if you do not have a middle name

Last Name

Suffix

Yes  No Do you have a previous name (such as a maiden name)?

#### Date of Birth

Due to laws regarding children's online privacy, this system will not allow accounts to be created by persons under the age of 13. For more information, please refer to the [Privacy Policy](#).

This information is used for protection of minors in online transaction environments, as well as to differentiate between persons having the same name. It is also used to comply with state and federal law pertaining to residency, guardianship, and admission of minors to college. This information will not be used in making admissions decisions except as permitted by law.

Date of Birth

mm/dd/yyyy

- PAGE 2: Write your email address two times. It is important that the email address is one you check often. Check to make sure you spell it correctly.

## Create Account

[Cambiar A Español](#)

### Contact Information: Page 2 of 3

#### Email

An email address is required for important messages, including information about college admission and registration. Please enter an email address that you check regularly.

Email Address

Repeat Email Address

- Write two different telephone numbers where someone can call you. Use the phone number you use the most for the first box that says “Main Telephone Number”

#### Telephone

Text messaging may be used by OpenCCC and individual colleges in situations such as account recovery, class cancelations, and emergency notifications. If you would like to receive text messages on your phone(s), please check the appropriate box(es).

Main Telephone Number  Extension   
###-###-#### up to four digits  
 I authorize text messages to the telephone number above, and accept responsibility for any charges that result.

Second Telephone Number  Extension   
###-###-#### up to four digits  
 I authorize text messages to the telephone number above, and accept responsibility for any charges that result.

- Write your home address, then click “Continue”

#### Permanent Address

My permanent address is outside the United States

Street Address   
  
include apartment/suite number

City

State

ZIP Code

[Continue](#) or [Cancel](#)

- PAGE 3: Create a username and password. Write the password two times.  
**WRITE YOUR USERNAME AND PASSWORD IN YOUR CHECKLIST.**

## Create Account

Security and Credentials: Page 3 of 3

[Cambiar A Español](#)

### Username and Password

To enable you to sign in later, you must choose a unique username for your account.

Username   
Minimum 6 characters (letters, numbers, special characters)

Password   
7 to 20 characters (letters and at least one number)

Repeat Password

- Be sure to record your username and password for later use.
- Please do not share your account with others, even family members.

- Make a PIN number with 4 numbers. For example, 1234 or 8888. Write the pin number twice in your application, then **WRITE YOUR PIN IN YOUR CHECKLIST.**

### Security PIN

For additional security, please create a 4-digit Personal Identification Number (PIN) for your account. Enter your PIN twice to make sure you type it correctly.

PIN

Repeat PIN

- Choose three questions that are easy to answer. If you forget your username or password, you will need to answer these questions. Make sure you spell correctly.

**Security Questions**

If you forget your username or password, or if you want to change your password or PIN, you will be asked one or more of your personal security question. Please select three security questions you would like to be asked, and enter your answers to those questions.

First Security Question  
In what city or town did your mother and father meet? ▾

Answer to the First Security Question

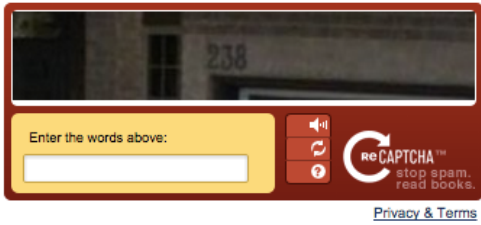
Second Security Question  
What was the first company you worked for? ▾

Answer to the Second Security Question

Third Security Question  
What was the name of your first boss? ▾

Answer to the Third Security Question

- Look at the picture in the red box. Write the letters and numbers that you see in the red box in the yellow box. Then click “[Create My Account](#)”.



Enter the words above:

reCAPTCHA™  
stop spam.  
read books.  
[Privacy & Terms](#)

[Create My Account](#) or [Cancel](#)

*Good job! You are done with your first application!*

**SAMPLE LESSON #3**  
**Solving Problems**

Objectives:

- ▶ Think critically about potential problems and generate possible solutions
- ▶ Practice writing basic dialogue
- ▶ Demonstrate communication and presentation skills

| <b><u>Aim</u></b> | <b><u>Procedure</u></b>  | <b><u>Interaction</u></b> | <b><u>Time</u></b> |
|-------------------|--|---------------------------|--------------------|
| Warm-up           | <ul style="list-style-type: none"> <li>• Ss complete <u>I Have A Problem</u> handout individually</li> <li>• T reviews answers with students, discusses each scenario with class</li> </ul>  | S                         | 15 min             |
| Writing Activity  | <ul style="list-style-type: none"> <li>• Ss are divided into pairs. Each pair is given one of the scenarios from the handout to write about</li> <li>• Ss write 5-minute dialogues in their pairs for their given scenario</li> <li>• T monitors, assists pairs when they need help</li> </ul> | S-S                       | 30 min             |
| Speaking Activity | <ul style="list-style-type: none"> <li>• Ss perform dialogues in front of the class</li> <li>• After each pair finishes, the class may ask questions, note language used, and discuss the scenario</li> </ul>  | S-S                       | 30 min             |
| Journal Writing   | <ul style="list-style-type: none"> <li>• T passes out Journal Topic #7</li> <li>• Ss respond and write as much as possible</li> <li>• T collects Journal Topic #7</li> </ul>   | S                         | 15 min             |

Materials:

- I Have a Problem handout (attached)
- Journal #7

## **I Have a Problem: What Should I Do?**

Directions: Read the following scenarios and choose what you think is the best advice for each. Choose only one answer for each question.

**1. My boss changed my schedule at work and I can't go to class anymore. What should I do?**

- a. Don't tell the teacher anything, just stop going to class.
- b. Tell the teacher your situation, then stop going to class.
- c. Tell the teacher and ask if you can make special arrangements to finish the class.

**2. I was sick and missed an important test in my class. Do I need to take the test even if I missed the day it was given?**

- a. No. You missed the test, so you do not need to worry about it.
- b. No. You missed the test, so you will get a zero.
- c. Yes. Talk to the teacher to schedule a time to take the test.

**3. I think the class is too difficult for me. I got a bad grade on the last test and I want to know how to improve my grade.**

- a. Stop going to the class. If it's too hard, it's not the right class for you.
- b. Keep doing the same thing. Maybe you'll understand eventually.
- c. Ask for help. Go to the tutoring center, meet with your teacher, or ask your classmates to help you with things you don't understand.

**4. I don't understand the homework assignment.**

- a. Don't do the homework.
- b. Ask your teacher or your classmates to explain the assignment to you.
- c. Try to do the assignment even though you don't understand it.

**5. I want to start college classes but the tuition is too expensive. What do I do?**

- a. Speak to someone in the financial aid department and see if you can get help.
- b. Don't go to college. It's too expensive.
- c. Go to classes anyway. It's expensive, but your education is important.

Suggestions for additional lessons:

- Scanning for information in the course catalogue
- Developing organizational skills (ex. writing down homework, taking notes, using a planner, managing time)
- Inviting faculty and administrators to give guest lectures about their department
- Inviting current ESL students for a Q&A
- Brainstorming ways to practice English at home
- Practicing note-taking
- Developing test-taking and study skills
- Requiring students to acquire and discuss student newspaper