CATHOLIC LEGAL IMMIGRATION NETWORK, INC.

Catholic Legal Immigration Network, Inc

CLINIC

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

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Name
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Organization

Speaker

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CLINIC's Mission

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

CLINIC's Services

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

Webinar Goals

This Webinar will:

- Highlight need for more English language classes;

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

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

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

- Identify good resources for ELL program development.

Immigrant Integration

Benefits:

- Citizenship
- More civic participation
- Better jobs
- More interaction in child's education
- Home ownership
- Family reunification
- Security

Terminology

- NEP & LEP

- ESL, ESOL, ELL, EFL

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U.S. English Language Learners

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

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

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

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

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Programmatic Barriers to Learning English

- Quality

- Affordable

- Accessible

Demand and Supply

- Waiting Lists
- Level-appropriate classes
- Trained teachers

- New York example
- Massachusetts example

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Types of Classes

ESL Class	Civics-based ESL	Citizenship Class
• Language class only • Classes are for all levels • Focus on: reading, writing, speaking and listening	• Content-based language class • Class is for lower-level LEP students wanting to take the Citizenship Test • Focus on: English language basics, vocabulary and Citizenship Test content	• Content-based class • Class is for higher-level LEP students wanting to take the Citizenship Test • Focus on: Citizenship Test content and instruction on how to be a citizen

Advantages of Legal Service Providers

- Trust

- Reputation

- Community awareness

- Staff knowledge of clients

Benefits of Offering ELL Classes

- Wrap around services for clients

- Greater support for clients pursuing naturalization

- Target services for specific populations (elderly, etc.)

- Preparation for Comprehensive Immigration Reform

- Exposure to more funders

- Eligibility for some government grants

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Best Practices

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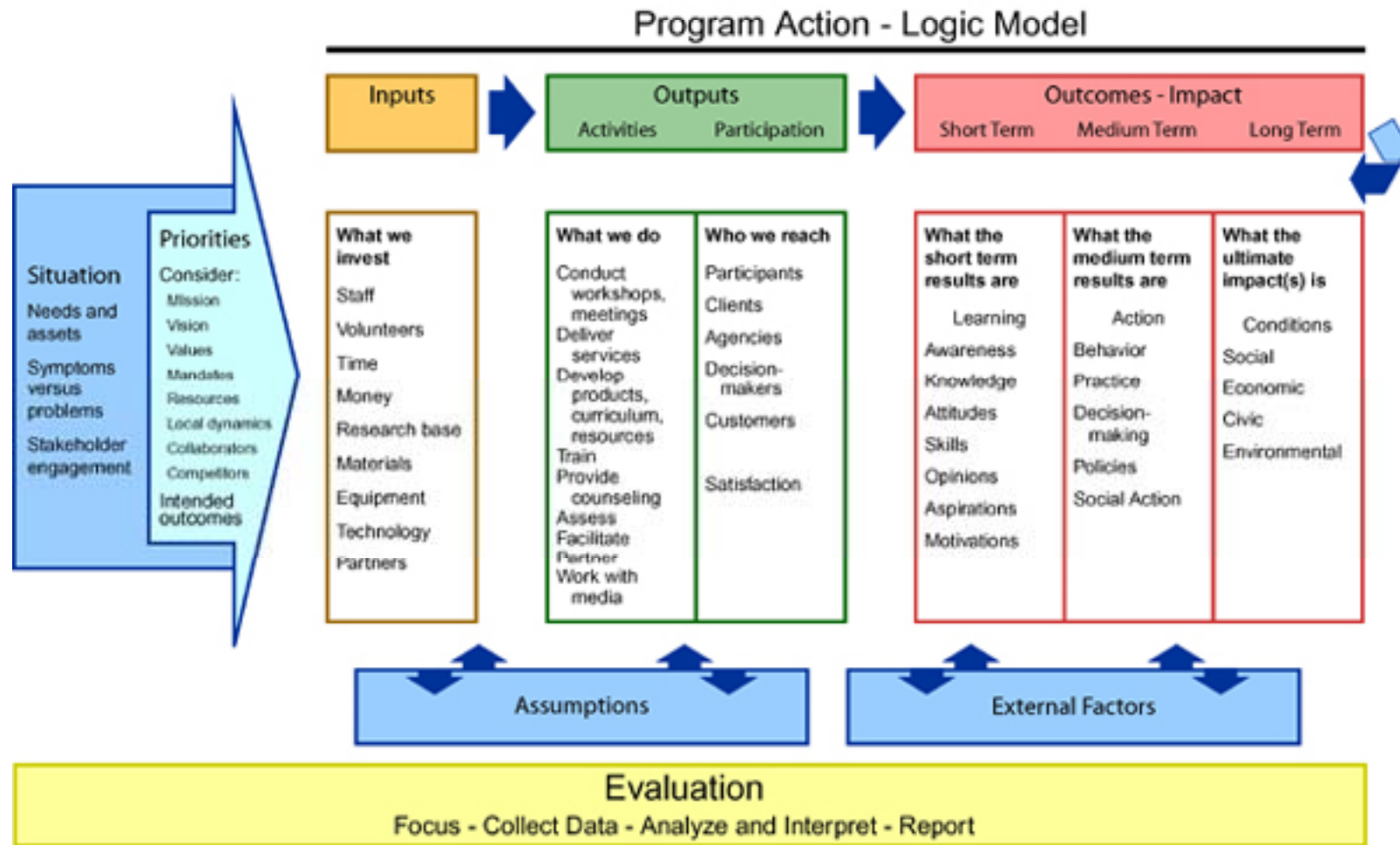- Sufficient time in the classroom
- Fee for service

Potential Challenges

- Additional staffing needs

- Different sources of funding

- Different service provision model

- Different training needs

- Confidentiality concerns

Language Service Provision Options

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

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Tool to Plan for an ELL Program

Program Action - Logic Model

Situation

- Needs and assets

- Symptoms (Contributing Factors) versus Problems

- Stakeholder Engagement

Tools for Needs Assessment

- Communication with immigrant population

- Surveys

- Focus Groups

- Census and American Community Survey data

- CARA report data

- Planning with other CBOs

Priorities

- Mission
- Vision
- Values
- Mandates
- Resources
- Local dynamics
- Collaborators
- Competitors

Inputs: What You Contribute

- Staff
- Volunteers
- Time
- Money
- Research base
- Materials
- Equipment
- Technology
- Partners

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Outputs: Activities

What we DO:

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

Outputs: Participation

- Current clients

- New students

- Other agencies

- Agency leadership

Outcomes – Impact: Short Term

- Increased English Language Learning

- Knowledge of requirements for Citizenship

- Awareness of community needs

- Awareness of best practices

- Increased staff expertise

- Increased motivation to improve program

Outcomes-Impact: Medium Term

- Increased rates of citizenship applications

- Additional members of target population enrolling

- Better informed agency decision-making

- Increased funding

- Agency-wide policy development

Outcomes-Impact: Long Term

- Increased rates of citizenship

- Increased civic participation

- Increased English Language proficiency

- Increased upward job mobility

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Role of Evaluation

- Focus: What data to collect and how to collect it?

- Collect Data

- Analyze and Interpret

- Report

Good Resources: Data

- Logic Model Templates

- U.S. Census and American Community Survey

- Migration Policy Institute: www.migrationpolicy.org

- Center for Applied Linguistics: www.cal.org

Good Resources: Materials

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

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

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

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

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

• Local adult ed programs, community college programs, and literacy councils

Potential Funding Sources

- City and State government

- Local foundations

- Collaborative grant applications

- Literacy councils

- Local businesses (Comcast, Dollar General and CVS)

Program Standards

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

Next Steps

- Needs Assessment

- Inform the Resource Developer

- Advocate for language classes

- Observe other programs

- Create business plan

- Research funding

Literacy Directory

USCIS' Office of Citizenship

http://www.literacydirectory.org/

Membership & Subscription

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

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

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Questions?

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