

An Introduction to Project: Next Step

From the Project Next Step grant manager. . .



I want to share my sincere satisfaction with and pride in the outcomes of this project. From my perspective, the grant did what grants are planned to do: fund and support innovation, inspire creativity, and benefit both students and teachers.

The instructors, assistant instructors, specialists, and others who were essential to the good work done via the project's funding are deserving of our special gratitude at Seminole Community College for their willingness and enthusiasm to work toward **Next Step** innovations and enhancements of our Adult Education ESOL program.

An ESOL instructor created and taught an online writing component for Advanced ESOL that resulted in engaged, happy, proud students who improved their levels of English proficiency and experienced a great sense of community among the participants. The participants who completed the course also transitioned to higher education. Describing himself as "low to moderately computer savvy," the creator of the course was incessant in his pursuit of newer and better ways of delivering his class electronically. His recounting of the experience should be "must read" material for anyone else thinking of attempting the same for the first time.

An ESOL reading instructor moved her reading students from the classroom to the computer lab and beyond in their study of work skills and life skills on-line. She expanded their learning potential and study time with material that was delivered via the technology of their modern lives.

An ESOL assistant instructor developed strategies for downloading material to MP3's issued to students via funding from another ELCE grant for the purpose of listening practice. She jokingly said to her students that "She would go with them everywhere" as they listened to the recordings she created herself in addition to those they downloaded.

ESOL faculty members met with staff members who work with students in transition to other programs and heard representatives of other departments on campus talk about the training students could receive after ESOL in their programs. Both teachers and staff expressed gratitude and enthusiasm regarding their being able to share such important information in their classrooms.

A number of beneficial enhancements were made to SCC's model for transitioning Adult ESOL students into other programs and several new aspects of this process were implemented including the distribution of a new brochure targeting lower level ESOL students in three languages. The brochures encourage students to plan their **Next Step** now and provide material for inspiration and/or validation of their potential "American dreams."

The following report includes a detailed description of a comprehensive model for transitioning students and summaries written by the creators of the on-line projects mentioned earlier. It also provides information on how ESOL practitioners can access these materials.

Again, my thanks go out to all who participated in this project, including everyone who read all the proposals submitted, and especially to those making the funds for **Project Next Step** available.



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