Transitioning Adult Education ESOL students into other educational and/or vocational programs

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A comprehensive model for encouraging the transition of adult education ESOL students into other educational and training programs begins with the students’ initial experience with the ESOL program. It must then trace the students’ progress through ESOL, and conclude with the students’ entry into another program that provides the “next step.” The progressive transition of ESOL students is impacted by recruitment practices, assessment and enrollment practices, structure and intensity of study, and classroom teaching strategies. Specific practices that involve informing students of their opportunities after ESOL, and “bonding” students with the institution as a whole as well as the surrounding community are also essential. Through implementation of best practices in these areas, an institution can be assured that it has provided a high level of potential for students to transition from ESOL into other programs after acquiring the language skills needed.

The English Language Studies Department at Seminole Community College chose Project Next Step as the name of its 2006-2007 FLDOE Leadership Grant focusing on transition. Project Next Step had as its foundation best practices already
implemented in ESOL at SCC previously. These practices were then enhanced and expanded into the model for transition described in this report.

Data supporting the effectiveness of the model’s strategies continues to be compiled as 2006-2007 ESOL students enroll in other programs. At this point, however, it can be stated that all students completing the on-line writing component of Project Next Step have transitioned into college credit courses. Furthermore, the number of ESOL students choosing to take the college placement test at SCC in 2006-2007 increased approximately twenty three percent over the previous year.

It should be pointed out that the model discussed here was designed based on adult education ESOL at a community college. Most of the strategies included, however, can be used by public school district adult ESOL programs. Although public school adult ESOL programs do not have the transition advantage of being held on college campuses, articulation with area colleges can result in valuable transition material and activities. The SCC ELS Director, for example, serves on the Adult Education Advisory Council for Mid-Florida Tech, which is part of the Orange County Public School system. Other members of the council include representatives of Valencia Community College and the University of Central Florida. Participation in TESOL professional organizations and attending presentations by college ESOL and English for Academic Purposes practitioners can help prepare district practitioners to help their students progress into higher education. Meanwhile, school district programs generally do have other adult education and vocational programs within their institutions.
The First Step:

brochures---posters---the application process---orientation

The first step toward transition to other programs by adult ed ESOL students occurs the moment they are introduced to the possibility of receiving the instruction they need in their new “home” language, English. Perhaps this introduction comes by word of mouth, from the media, or from a brochure found at a local grocery store, for example. No matter the source, this first introduction is truly the students’ first step to the training they need to be more productive U.S. residents who benefit from the privileges and realize the responsibilities of living in their new country. For this reason, materials used to make these introductions should focus not only on the language acquisition aspect of the students’ prospective study experience, but also on the potential benefits of this study and goals that can be reached using their language acquisition as a stepping stone. To this end, SCC creates and distributes information in the form of brochures, for example, in English and Spanish. The brochures give basic contact and enrollment information, but they also list the ESOL “Program Focus” points including helping students obtain a better job, become a better citizen, and prepare to study in higher education.
When prospective students’ enter an Adult Ed center, transitioning to other programs later can be greatly supported by what they see on the walls, hold in their hands, and hear from their initial greeters. Posters that feature people seemingly of the students' own cultures can speak volumes. For example, on one wall, people who appear to be from many cultures and nations may be represented as involved in professional careers along side each other. Some wear medical garb, others are in uniform, but all are obviously well trained and enjoying what they are doing. On another wall, individuals dressed in academic graduation regalia clutch diplomas. In addition to posters, initial materials given students can encourage the identification of a personal goal as their reason for learning English. Brochures and information from interviewers can open their horizons to careers they had never considered or validate what they already have as their “American dream.” Collectively, these pieces of information can send the message to students that they, too, can be involved in the activities they see and hear about in the center.

In 2006, the Florida Department of Education provided the electronic version of a new ESOL orientation handout entitled Welcome, New ESOL Student. The handout is available in English, Spanish, and Haitian Creole. It tells students that the Education Department of the United States and the State of Florida pay for their English classes and that the purpose of the classes is to help them learn English and get a job. It also includes important information on what will happen to them as they proceed through the classes, and it encourages them to think about their reasons for wanting English classes as a way of helping them set goals for the future.
Welcome, New ESOL Student!

The Education Department of the United States and the State of Florida pay for English classes for adults. The purpose of these classes is to help you to learn English, to find work, and to continue learning.

**Beginning**
- Register for a class in your Adult Education Center.
- Take a test of the English language and other skills.

**Setting Goals**
- Think about your reasons for studying English:
  1. To get a job.
  2. To keep your job.
  3. To advance in your career.
  4. To study in a college or university.
  5. To help your children in school.
  6. To talk with your neighbors and friends.
- Your teacher will help you plan your goals.
- You will need to:
  1. Come to every class and arrive on time.
  2. Use English every day.
  3. Study hard inside and outside the class.

**Classroom Learning**
- The Florida Adult ESOL courses have three parts. You will study each part:
  1. Workforce development skills.
  2. Life skills.
  3. Academic skills.

**Going Ahead**
- After you study English for a time, you will:
  1. Take a test on the material you learned.
  2. Go to another course or go to a new job.
  3. Set new goals.
  4. Keep contact with the center after you leave.
Receiving the *Welcome, New Student* handout is now part of ESOL applicants’ initial experience at SCC. It is presented at the time the student comes in to apply. As part of **Project Next Step**, the ELS Department has also designed a multilingual brochure for new students that is distributed during their orientation after testing. It features the images of current ESOL students throughout and proclaims on the front cover:

“No matter where you are in your English-learning process, plan your next step – now!”

Inside the **Next Step** brochure, in very basic language, there is a list of the skills students can acquire in ESOL classes that include work skills and life skills. There is also a list of programs they can aspire to such as accounting, early childhood education, and firefighting by earning a diploma, certificate or degree after they finish ESOL. The students are told that more information will be provided in their classrooms, and they are invited to consult the Adult Education Planner, about whom there will be more information later in this model, after their ESOL Low Intermediate level. They can also visit [http://www.scc-fl.edu/adulted/els](http://www.scc-fl.edu/adulted/els) and click on “Next Step” for more transition tips for ESOL students.

**Project Next Step** brochures are available for use by any Florida Adult ESOL program at the same web site mentioned above. Institutions can simply download the brochures, which feature pictures of real ESOL students, insert their own institutional information, and print the brochures for distribution to students.
Step Two:

Preparing for the Future while Studying “the Present”

Curriculum--- classroom activities---Adult Ed Advisor and Educational Planner
---intense study---Texts and Supplemental materials---Technology---“Moving On”
presentation---“Discover SCC”---Bonding Activities with institution and community---Convocation---college multicultural days---community activity lessons---“Spring Fling”

Transitioning into other programs after ESOL depends, of course, on the students’ persistence in ESOL classes to the point that they have acquired the English proficiency they need to move forward. The longer this takes, the less likely the students will be able to continue to juggle work schedules and continue to sacrifice the time
needed for classes and study after allocation of time to work and family. The longer it takes, the more difficult it will be to exert the effort needed to be successful in all aspects of their lives. Part of the solution to this challenge is providing the maximum number of hours of study to which students can commit. At SCC, students choose from courses that offer four, six, twelve, or twenty hours per week. Morning students on all campuses study four hours a day Monday through Friday. In the evening, there are choices of four, six, and twelve hour courses depending on the campus, but the intensive twelve hour program is the most populated. All courses run for the full term of fifteen weeks in fall and spring and thirteen weeks in summer. Current data on what percentage of all students who enroll in ESOL persist to the point that they are prepared to transition to another program is difficult to ascertain given all the variables. Students who plan to attend college, for example, are encouraged to transition to community college English for Academic Purposes as early as possible; therefore, they may leave ESOL before completing the highest level. Also, students who transition to higher education may not enroll at SCC. The same can be said about ESOL students who attain their personal language goals and transition to an area vocational or private training school. Recent studies have shown, however, that approximately twenty-five percent of those students who complete the ESOL high intermediate or advanced levels at SCC do enroll in other SCC programs within two years.

Knowing what goals ESOL students have when they enter the program can be helpful in supporting and tracking their progress toward transition. Adding information regarding their other interests can assist faculty and staff in helping motivate the students. As part of Project Next Step, assistant instructors conducted an ESOL student demography and interest survey on the Oviedo SCC campus. The survey
results showed percentages of students who, for example, had higher education as one of their goals. It also presented a clearer picture of the numbers of students who already had college or university degrees in their home countries. This allowed the ELS Resource Specialist on that campus to interact with those students to make assistance in reaching their goals available to them. The survey also provided information about where students lived and how far they drove to school. This data could be helpful in following up to track students who set higher ed as one of their goals and then do not enroll at SCC later on. Knowing that the students lived and/or worked nearer another community college in the area might help us form a conjecture, at least, that it is possible the students enrolled in one of those other institutions.
ESOL Interest Survey

Name: ____________________________ Level: LI □ HI □ ADV □ Program: Day □ Eve □

1. I live in: □ Seminole County
□ Orange County
□ Volusia County
□ Osceola County
□ Other: __________________________

2. How far do you travel to get to SCC?
□ less than 5 miles
□ 5-10 miles
□ 10 - 15 miles
□ more than 15 miles

3. What is your highest level of education? (check one)
□ High School. Did you graduate? Yes □ No □
□ High School Diploma (GED)
□ Vocational Training
□ Graduate Studies
□ College (2 yrs)
□ University (4 yrs)
□ Master's degree or above

4. How old are you?
□ 16 - 25 □ 26 - 35 □ 36 - 45 □ 46+

5. Where were you born?
□ USA □ Puerto Rico □ Latin America □ Haiti □ Asia □ Middle East/Africa □ Europe

6. After ESOL, I plan to: (check all that apply)
□ Take the CPT/LOEP □ Get a better job
□ Take EAP classes □ Get a professional license
□ Go to a community college □ Take vocational courses
□ Go to a university □ Not sure

7. If you plan to study after ESOL, when would you begin?
□ Fall 2007 □ Spring 2008 □ Summer 2008 □ Not sure

8. What is your area (or areas) of interest? (Check all that apply)
□ Art □ Science
□ Music □ Computer Science
□ Television, Film Production □ Mathematics
□ Business □ Natural Science (biology, chemistry)
□ Accounting/Business Administration/Economics □ Social Science (psychology, sociology)
□ Public Relations/Advertising/Communications □ Child Care
□ Administrative Assistant □ Law / Legal Assistant / Paralegal
□ Insurance Agent □ Criminal Justice / Law enforcement
□ Real Estate □ Fire Science
□ Engineering □ Army / Navy / Air Force
□ Automotive □ Medicine / Health Professions / Nursing
□ Building Construction □ Education
□ Architecture □ English
□ Interior Design □ Other: __________________________
Once students are enrolled into their adult ed ESOL classes, there are abundant opportunities to provide information and training for future transitions to other programs. The Florida Adult Education Standardized Syllabi all contain curriculum guidelines that include developing language, employment, and civic skills. Even grammar lessons can focus on transition. Grasping an understanding of the present progressive tense of the verb work is easily followed by “will work.” “While I am studying English I am working at a warehouse,” becomes “After I finish ESOL, I will get my certificate to become a certified nursing assistant.” Syllabi, texts, and supplemental materials all contribute to an overall picture of the future that can include a first job, higher education, and/or higher wages.

One of the seven standards in the revised version of the Florida curriculum is, of course, employment. Students learn to look for employment that fits their training, and, at the same time, look for what training they need to reach their goal profession. The creation of a portfolio at the advanced level can ready them to start the search for a new or better job at the moment; however, they leave the ESOL program having been introduced to the idea that more training and education will be extremely beneficial.
Your career

Warm up. What do you have to do to apply for these jobs? Talk with a partner.

Unit 10 objectives

- Respond to a classified job ad.
- Call for an interview.
- Talk about job history and references at an interview.
- Move to a first-name basis.
- Accept and respond to feedback on the job.

Warm up. Look at the resume. What's the purpose of a resume?

Carlos Sinkoff
43 McCabe Avenue, Hasley Beach, NJ 07745
(603) 555-5743

OBJECTIVES

Position as an architectural draftsman or commercial artist

SUMMARY OF QUALIFICATIONS

4 years of experience in the magazine publishing industry as an illustrator
4 years of experience in a civil engineering concern as a draftsman

STRENGTHS

Visual creativity
Careful execution of projects on a timely basis

WORK EXPERIENCE

Elegant Interiors, Little Rumson, NJ
Colorist and painter: 1996 to present

TAXI-FAST, Miramar, NJ
Taxi driver: 1996-1998

Gulben Life Magazine, Osorno, Chile
Illustrator and layout person: Full-time for two years, then part-time while full-time at Klimpsch Associates: 1996-1995

Klimpsch Associates, Temuco, Chile
Chief draftsman in office of more than 200 architects and civil engineers: 1991-1995

EDUCATION

University of the West, Vina del Mar, Chile
Bachelor of Arts, major in architectural drafting, minor in fine arts: 1987

REFERENCES

Available upon request

Unit 10 objectives

- Apply for a better job.
- Tell your employer about a job offer.
- Get a counteroffer.
- Give notice.
- Write a job history.
- Write a resume.
Interactions 2 Listening/Speaking 4th ed.
Student's Book
ISBN # 0-07-233109-7
Judith Tanka/Lida R. Baker
McGraw Hill

PART 3
Focused Listening and Speaking

Getting Meaning from Context

1 Prelistening Questions. Look at the photos on page 80 and the list of jobs in Activity 2. For each job, discuss:

1. What does this person do?
2. What education or training is needed for this job?
3. Would you enjoy doing this job?

2 Using Context Clues. The following conversations take place at work.

1. Listen to each conversation.
2. After each conversation, stop the tape or CD. Write the letter of each speaker's job in the blank.
3. Then listen to the next part of the conversation to hear the correct answer.

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<th>a. architect</th>
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Talk it Over

Game: Twenty Questions. In this game, one person thinks of a job but does not tell the class what it is. The class tries to guess by asking a maximum of 20 Yes or No questions.

Examples

"Can you do this job outdoors?"
"Is a college education necessary for this job?"
"Is this job normally done by women?"

The student who correctly guesses the occupation wins. If no one guesses after 20 questions, the same person leads another round.
At SCC, in addition to ESOL training that is driven by state curriculum, textbooks, supplemental materials, and standardized syllabi, students also develop technology skills that give them confidence in their abilities to succeed in other programs. **Project Next Step** assistant instructors assisted students and faculty members in achieving these skills. A minimum of two course hours a week are scheduled for students in a computer language lab. They complete a checklist of activities via ESL software and online activities for each level, and are invited to log on to an extensive list of websites for studying English. In some classes, students produce group projects that utilize PowerPoint for presentations.

The SCC ESOL external web site (www.scc-fl.edu/adulted/els) was developed to encourage students to study outside the classroom and serve as a distribution point for grant products as well. The “transition” page was added to the site as part of the **Next Step** project. By clicking on various areas of the page, students are provided with helpful resources, contact information, and a “step by step” information sheet on moving from ESOL to other programs. (Please see addendum.)
In order to enhance student knowledge and use of technology and for the purpose of supporting potential transition to higher education, three ESOL online and/or electronic study components were developed with Project Next Step funding:

1) ESOL Instructor Wendy Allison developed a supplemental online component for her ESOL Advanced level Reading class. At SCC, curriculum competencies are integrated into the teaching of academic English skills. Reading instructors, for example are responsible for teaching the employment competencies.

2) ESOL Instructor David Perricelli developed an online writing component for his ESOL Advanced Writing class. Half of his students attended the class in its traditional setting. The others completed their course work on line. All of the online students increased their proficiency by at least one level, and all enrolled in the college English for Academic Purposes (ESL) program the next term.

3) ESOL Instructor Nissa Hopkins developed strategies for the use of MP3’s in her speaking and listening class, expanding her students’ opportunities to practice outside the classroom.

These course components were piloted during the spring term of 2006-2007. Papers regarding their development and content are found in the third part of this report.

Soon after students begin their ESOL studies career at the Sanford/Lake Mary campus of SCC, they are invited to attend Discover SCC activities. Academic, vocational, and certificate programs as well as clubs and organizations set up and man
displays in the gymnasium and answer student questions. It is not unusual for the fire fighting academy to park a fire engine out front. The automotive program sometimes shows a trendy new car with hood up and points out some of the things students learn about in their mechanic courses. The nursing department representatives demonstrate the use of human body simulators for clinical study. Students seem very engaged in these presentations. **Project Next Step** enabled the department to enhance the students’ experience at *Discover SCC* by funding assistant instructors to maintain open communication with students as ESOL Liaisons regarding the programs presented. The students were also presented with notebooks with “Next Step for ESOL Students” imprinted on their covers. Inside, were brochures, a student handbook, and other information the students would need in the process of transitioning into their next program. The students added material they collected from their own research.

During their ESOL study careers, students on the Sanford/Lake Mary campus have the advantage of a full time ESOL student advisor as well as an Adult Education Educational Planner in their building, both of whom can work with students who are looking for their next step after ESOL. Both the advisor and the planner have materials and information to guide students toward this goal. The Educational Planner also visits all upper level ESOL classes college wide as the semesters progress for what is called their “Moving On” session. In “Moving On” sessions, students are told how and where they can make application for other programs. They are advised to check application requirements and prepare early. Required translation and evaluation of educational transcripts from other countries can require lengthy wait periods, for example.

On the Oviedo campus of SCC, where there is not a dedicated adult educational planner, the ELS Department created an after-class seminar series for more questions
and answers on transitioning. These one-hour sessions allow students to ask questions about specific topics within the Moving On session after they have had time to think about the process and form those questions. Again, ELS Department Liaisons have assisted in the coordination and implementation of these seminars under Project Next Step funds.

One of the most important factors supporting adult ESOL student transition into other programs is bonding with the institution or other institutions within the area. Bonding with the community also impacts transition positively because students experience acceptance into different environments. Often, they realize that they can become successful in these new situations with the correct training and/or education.

Social activities, college-wide projects, and “getting acquainted” sessions help bond SCC’s ESOL students and their college community. During the second month of fall classes at the Oviedo campus, the ELS Department brings all ESOL students together in a general assembly. The ELS Director, the campus Dean, the head of security, and other program leaders whose services impact student success are introduced and speak briefly. The teachers are also introduced and students have an opportunity to meet their peers from other levels. In this manner, the students may actually recognize the faculty and staff members and greet them outside the classroom. They report feeling more confident in approaching those they have already met with questions. Faculty and staff can do the same, and the feeling of community is strengthened.

Students on both the Sanford/Lake Mary campus and the Oviedo campus participate in campus-wide “Multicultural Days” each year. They are invited by the Student Activities office to join college international student organizations in displaying
flags, art, and other items related to their home countries. They present folk dances in
costume and serve food from home as well. The Multicultural Day activities are
generally held outside and all students and faculty of the college are invited, helping
ESOL students feel more a part of college life.
“Spring Fling” is an Adult Education outdoor celebration of spring on the Sanford/lake Mary campus. It draws students, faculty, and staff from other divisions and departments to the Adult Ed building. American hot dogs, green salad, and fried chicken are enjoyed by all as ESOL students join others to compete for “most talented.” The President of the college is always on hand to thank students for their hard work and to extend her invitation to them to continue their studies at SCC when they have completed their Adult Ed goals.

Holding students accountable for community involvement and practicing English outside the classroom is not only a best practice for ESOL student success, but it is also a secondary core measure deliverable for English Literacy and Civics Education grants. For both these reasons, SCC ESOL students are routinely assigned projects outside the classroom with tangible results. Two such programs implemented in SCC ESOL classrooms and on line for state-wide use have been developed as grant projects by the faculty and staff of the ELS Department. They offer great opportunities for students to bond with their community. The first of these programs, Total Immersion of English Strategies, ties students to community with lesson plans that involve students interviewing native English speakers, for the most part, as homework assignments. Vocabulary for a particular area of interest, a restaurant, for example, is explored in the classroom, dialog is rehearsed, and an interview questions are supplied. Students might introduce themselves to the manager of a restaurant, ask questions about the business, and request an old menu or a take out menu to bring back to the classroom. In another scenario, students asked others on campus about the American Dream. They wanted to know what their dreams were and how they expected to reach them. In the second ELCE project, students are to gather information about community and
agency services and share them in oral presentations in the classroom. Some are asked to visit a local fire station, for example, and talk to those who work there. They return with information on how fire emergencies should be approached. Others visit the driver license bureau or the library. Each of these scenarios provides another experience to help students adjust to speaking English in situations very relative to their lives. Realizing that they can accomplish these assignments and learn so much from them encourages both persistence and transition.

(Both TIES and additional Community Activity lesson plans and handouts are available for downloading at http://www.scc-fl.edu/adulted/els.)

Step Three: And Now it’s Time to Transition!

Articulation---collaboration---tracking

Articulation between the ESOL Department and other departments on campus is extremely important for the potential of seamless transition desired for ESOL students. The pathway to ABE/GED, college credit, and certificate programs must all be very obvious to the students. Basic diagrams help accomplish this and serve as a general map for getting to the most beneficial program.
The implementation of English for Academic Purposes curriculum and course structure by many Florida community colleges has been an invaluable asset to the transition of second language English speakers into successful college careers. The EAP program has provided a path by which LEP students can begin their college studies at a lower level of English proficiency than previously. Although most colleges implementing the program offer only four levels of approximately twelve hours of study on each level, there is potential for as many as six levels within the program. On the other hand, students may be assessed to need as few as eight hours on only one level.
At SCC, studies have shown that students who successfully complete the EAP program succeed in selected general education courses at or above the overall rate of student success. One impact the implementation of EAP at SCC has had is a lowering of numbers of students who transition from ESOL to college. Many students who would have done so previously go directly to college EAP and never enter adult ed ESOL.

At SCC, Adult Education ESOL and college credit English for Academic Purposes are supervised by the same department. This promotes effective articulation between the two. EAP instructors are very willing to share insights as to the skills students will need in their courses with ESOL instructors. The ESOL instructors are, after all, preparing students who will continue to grow in EAP if well prepared. Many instructors teach both ESOL and EAP courses. The EAP progress chart is published in the SCC catalog and lists in detail the courses, criteria, and exit test points of the college courses designed for students applying to work toward a two year degree or certificate.
Beyond the intra-departmental articulation, there is also cooperation and collaboration between the ELS Department and other departments outside Adult Education such as Arts and Sciences, PSAV, and Testing and Assessment. Through
funding by Project Next Step, Adult Education ESOL students recently attended a two and one half hour informative workshop on what the college has to offer and how their ESOL students can access those opportunities. Representatives from several other programs including the automotive program, nursing, and interior design gave presentations at the workshop. Faculty members were totally engaged and appreciated being given valuable information directly from enthusiastic program sources to share with their students. A panel of college credit EAP instructors presented expectations of ESOL students going into those courses in reading, listening and speaking, grammar and writing. This information was also very well received by ESOL instructors eager to prepare their students well for the next academic step.
A further collaborative effort between academic departments is that of determining when ESOL students and EAP students are prepared to enter English Composition ENC1101. Readers from both the English Language Studies Department and the Arts and Sciences English Department read EAP exit essays and ESOL CPT/LOEP entry writing samples to jointly make this decision. As a side note, ESOL students do the CPT/LOEP writing test in the ESOL classroom prior to completing the question/answer components. This reduces the amount of time needed for college entry testing and a degree of the negative impact of test anxiety on test results as well.

Constant collaboration is required between the ELS and Testing and Assessment departments for the purpose of placement of new students into appropriate classes as well as promotion of ESOL students from one level to another. In both placement and promotion scenarios, ELS department specialists and faculty have collaborated with test administrators to create a script for administering the test. The script is taught in the ESOL classroom so that students are more comfortable and understand better what is expected of them in the testing area. Both students and administrators find the script very valuable.

Once ESOL students have tested, placed and enrolled in other programs, it is important to be able to record that transition. Continued tracking of the students’ success in later programs is also important for use in validating best practices. Continued tracking, and even transition in many instances, is difficult to accomplish. These transitions may take place at SCC or any other institution, and they may occur immediately after completion of the ESOL courses or years later.

The Institutional Research Department of SCC routinely reports transition to college credit Adult Education students. Doing so with Adult High School students or
GED students is a matter of tracking completers. In ESOL, however, students do not necessarily complete the highest levels in order to move on. The ELS Department has requested the these studies include 2006-2007 completers of several levels of the ESOL program and that they include first time in college enrollees in a range of years after the students have left the program.

SCC will continue to build on the transition enhancements implemented during the 2006-2007 Project Next Step grant period. Data will continue to be analyzed and strategies assessed for effectiveness. In 2007-2008, Project Next Step will be the topic of a workshop-style presentation at the ACE conference in Orlando. The goal of the presentation will be to share the model for transitioning ESOL students with representative from other institutions. Participants will be asked to elaborate on how the project’s strategies can be or already have been implemented at their institutions. Resulting information will be integrated into the online version of this report.

Project Next Step remain as organic and evolving as its year-long experience has been at SCC.