

## Noncredit ESL School Matters Program Proposal

- I. Anticipated resources and costs, including classified professional support and administrative oversight

None applicable

- II. Need or demand: Local (similar programs in service area, some measure of need)

The first half of my sabbatical was spend conducting field research to assess need for this program. First, I met with the Program Coordinators from six different local organizations with similar clients as our ESL students. I researched an additional two organizations when I was unable to meet with their Program Coordinators. Next, I met with six leaders from the local school districts. I also met with leaders from five different local organizations. After meeting with the LVJUSD's Director of Elementary Education, Chris Connor, I connected with all nine principals from the Elementary School system in Livermore. And finally, I surveyed 43 instructors from the Livermore School District as well as 189 local English Learners.

There are no similar programs currently being offered in our service area. In addition, 98% of the parties I interviewed and surveyed responded with overwhelming support siting the need for such a program for our local English Learner families.

Please see the attached Sabbatical report for a detailed breakdown of data.

- III. Mission appropriateness – educational master plan (not required for Transfer programs)

This project aligns with the LPC mission to provide “an inclusive... equity focused environment that offers educational opportunities... while supporting lifelong learning” by providing education opportunities for underrepresented community members with the language skills need to become more fully integrated into our communities.

In addition, it clearly connects with three of the five overarching goals from our Education Master Plan: Educational Excellence, Community Collaboration, and Equity and Anti-Racism.

The LPC Vision Statement says that LPC, “strives to support and empower students to develop the knowledge, skills, values and abilities needed to become engaged participants and leaders in the local and global communities.” My sabbatical research showed that effective partnerships between parents and their children’s schools benefit families, support student achievement, and help schools improve, and the effects ripple out, impacting entire communities. I believe in this program,

## Noncredit ESL School Matters Program Proposal

and its ability to have a beneficial impact on parents, children, teachers and our community.

In addition, this project aligns with the goals outlined by the Livermore Valley Joint Unified School District in its annual LCAP (Local Control and Accountability Plan): "Goal #3) Increase parent engagement in student learning by providing parent education opportunities, enable parent involvement in school, and delivering effective communication; and increase partnerships with community organizations to maximize student achievement."

As well as the #1 listed Top Thought from Livermore DELAC (District English Learner Advisory Committee) and Parents of English Learners: "Bilingual support and education for parents."

Lastly, this project aligns with LPC President Dr. Foster's Presidential goals:  
Work more closely with our local school districts within the Tri-Valley.  
Collaborate with K-12 partners, 4-year educational partners, business, and industry partners to provide educational opportunities that best serve the needs of our students and our community (aligning with Educational Master Plan: Goal B Community Collaboration)  
Design programs with local elementary and middle schools to increase LPC's presence with future students

#### IV. Curriculum required – course sequence

Please see attached course outlines and CSLOs.

#### V. FTEF required (if applicable)

Minimal FTEF will be required for these new courses as they are short-term (4 week, 8 total hours) noncredit courses. The ESL Program already has enough established FTEF to cover these courses.

#### VI. Implementation schedule

Course pilot in Spring 2024. Full Program implementation Fall 2024.

#### VII. Program Student Learning Outcomes (PSLOs)

Please see attached.

#### VIII. Program map

Please see attached.

## NESL School Matters Program SLOs and PSLOs

By: Julia McGurk

### **SLOs**

#### **NESL 203:**

Upon completion of NESL 203, the student should be able to produce meaningful written communication for a K-12 teacher with mostly accurate grammar, spelling and vocabulary.

Upon completion of NESL 203, the student should be able to understand main ideas and details in written correspondence from a K-12 classroom.

Upon completion of NESL 203, the student should be able to use speaking and listening skills to have meaningful conversations with a K-12 teacher.

#### **NESL 204:**

Upon completion of NESL 204, the student should be able to use listening and speaking skills to communicate clearly with K-12 office administrators.

Upon completion of NESL 204, the student should be able to understand main ideas and details in a variety of texts from a K-12 school.

Upon completion of NESL 204, the student should be able to research and analyze school resources and school engagement opportunities.

### **PSLOs**

Upon completion of the NESL School Matters Program, the student should be able to confidently engage in spoken communication within the K-12 school community.

Upon completion of the NESL School Matters Program, the student should be able to confidently engage in written communication within the K-12 school community.

Upon completion of the NESL School Matters Program, the student should be able to confidently access resources within the K-12 school community.

Upon completion of the NESL School Matters Program, the student should be able to actively participate as a confident partner within the K-12 school community.

School Matters Program - Certificate of Competency (Noncredit CDCP)

**Spring 2024**

**Required Core: (16 Hours)**

		<b>Hours</b>
NESL 203	School Matters 1: Language Skills for Supporting Your Child's Learning	8
NESL 204	School Matters 2: Language Skills for Your Child's School Community	8

---

**Total Hours**

**16**

PID 1166



**Course Outline for NESL 203**

**SCHOOL MATTERS 1: LANGUAGE SKILLS FOR SUPPORTING YOUR CHILD'S LEARNING**

**Effective: Spring 2024**

**I. CATALOG DESCRIPTION:**

NESL 203 — Noncredit

School Matters 1 will teach English Learners the listening and speaking, reading and writing, and vocabulary skills necessary to help support their child's learning in the K-12 school system. This class focuses specifically on supporting your child in their classroom (for example, language skills for contacting your child's teacher), and supporting your child's learning at home (for example, reading and writing skills for helping your child with homework).

**Recommended Course Preparation**

NESL 231A - Beginning Reading and Writing  
 and/or

NESL 230A - Beginning Grammar for Reading and Writing  
 and/or

**Enrollment Limitation**

Completion of ESL Level 1A, or placement into ESL Level 1B through the ESL Assessment.

**Grading Methods:**

Pass/No Pass

**Discipline:**

- ESL

**Noncredit Category**

A - English As A Second Language (ESL)

	<b>MIN</b>
<b>Total Noncredit Hours:</b>	<b>8.00</b>

**II. PREREQUISITE AND/OR ADVISORY SKILLS:**

**Before entering this course or in conjunction with it, the following preparation is recommended for the student (not required):**

**A. NESL231A**

1. Read a variety of authentic texts with adequate understanding
2. Identify and distinguish between accurate and inaccurate, relevant and irrelevant, and main points and supporting points in reading passage
3. Understand non-text information (charts, graphs)
4. scan to find specific information in a text
5. Compose short, coherent paragraphs (9-12 sentences) which include a topic sentence, focus on one topic, and appropriate transitions
6. Express limited independent ideas and opinions about everyday subjects in writing
7. Compose simple and compound sentences in simple present, present progressive, simple past, and simple future tenses
8. Identify and correct errors in writing based on learned grammar and spelling
9. Show emerging spelling accuracy of common words and make generalizations about sound-spelling correspondence
10. Identify parts of a sentence (subject, verb, direct object, prepositional phrase)

**B. NESL230A**

1. Distinguish subject, verb, and object in simple and compound sentences
2. Apply basic grammatical rules to produce the correct word order in simple and compound sentences
3. Comprehend and use verbs in the "0-500 Most Frequent Words" list in the simple present, simple past, and present progressive verb tense
4. Comprehend and use non-action/stative verbs
5. Recall and use the correct simple past and past participle forms of verbs on the "0-500 Most Frequent Words" list
6. Comprehend and use basic modals and verbal expressions to express ability in the present and past
7. Comprehend and use the correct form of irregular nouns, adjectives, and adverbs on the "0-500 Most Frequently Used Words" list
8. Comprehend and use high frequency prepositions

**III. MEASURABLE OBJECTIVES:**

**Upon completion of this course, the student should be able to:**

- A. Use English language writing and reading skills to support your child's learning in their classroom and at home.
- B. Use English language speaking and listening skills to support your child's learning in their classroom and at home.
- C. Use learned vocabulary to support your child's learning in their classroom and at home.
- D. Analyze and respond to American academic expectations in the K-12 system utilizing learned English.
- E. Apply English language skills to compare, contrast and bridge cultural academic expectations in the K-12 system.

#### IV. CONTENT:

- A. Vocabulary
  - 1. Build relational vocabulary (vocabulary for building trusting relationships, shared learning and responsibility): modals of advice, like 'should' and 'ought to'.
  - 2. Build vocabulary for understanding classroom vernacular, for example "HW folder".
  - 3. Build vocabulary to help you advocate for your child, for example "barrier" and "access".
- B. Speaking
  - 1. Pronunciation of common school engagement vocabulary.
  - 2. Speaking strategies for using English with confidence and to establish self-efficacy.
  - 3. Practice asking questions to advocate for your child.
  - 4. Practice articulating beliefs and values orally in English.
  - 5. Conversation practice as it relates to school engagement at school and at home.
  - 6. Practice asking clarifying questions.
- C. Listening
  - 1. Understand main ideas during parent/teacher conferences.
  - 2. Engage in mock conversations for situations at your child's school, with teachers and other parents.
- D. Reading
  - 1. Utilize school websites to find resources for your child, for example teacher emails, or translation services.
  - 2. Evaluate information about school curriculum at your child's school, for example 'Choose Love', in Livermore.
  - 3. Understand main ideas and details in emails from your child's teacher.
  - 4. Analyze directions for homework and class assignments.
  - 5. Analyze a variety of texts about American academic expectations.
- E. Writing
  - 1. Produce mostly accurate emails to your child's teacher, including asking questions, asking for help, offering help, etc.
  - 2. Produce a plan for applying acquired English language skills at your child's school.
  - 3. Summarize and respond to a variety of texts about American academic expectations.
  - 4. Write personal reflections articulating challenges and responding to how course content applies to daily life.
  - 5. Compare and contrast cultural academic expectations.
  - 6. Complete pre and post course surveys.

#### V. METHODS OF INSTRUCTION:

- A. **Audio-visual Activity** - Listening comprehension activities accompanying TED Talks, example Parent/Teacher Conferences, etc.
- B. **Classroom Activity** - Building vocabulary through explanation, examples, choral pronunciation activities, cloze exercises, and production.
- C. **Critique** - Analysis of example Parent/Teacher communication challenges: What went wrong? How could you improve communication?
- D. **Discussion** - Small group discussions as warm up activities connected to course content. For example, What power do you have to engage in your child's education? Or, What challenges do you face when you engage in your child's education?
- E. **Guest Lecturers** - Local district administrators and/or teachers; former School Matters students.
- F. **Individualized Instruction** - Directing students to information based on the district and school/s their child/ren attend.
- G. **Lecture** - Short, interactive lectures to deliver course content.
- H. **Research** - Exploration of your child's school website to find teacher and administrator contact information.
- I. **Written Exercises** - Practice writing and editing an email to your child's teacher.

#### VI. TYPICAL ASSIGNMENTS:

- A. Vocabulary
  - 1. Understand meaning, correctly pronounce, and produce classroom vernacular in spoken and written language.
  - 2. Vocabulary for advocating for your child. For example: What power do you have as an engaged parent? Supporter, encourager, monitor, advocate, decision maker, collaborator.
- B. Speaking
  - 1. Pair Practice: Mock Parent/Teacher Conferences – Practice asking clarifying questions.
- C. Listening
  - 1. Listening comprehension activities for main ideas and details connected to Audio-Visual activities, and/or guest speakers.
- D. Reading
  - 1. Research what programs are being taught at your child's school, for example Choose Love, Growth Mindset, etc. Read and summarize the purpose of the program/s.
  - 2. Research important contact information at your child's school and synthesize into a personal document.
- E. Writing
  - 1. Write and edit an email asking your child's teacher a question.
  - 2. Pre and Post Course Surveys: For example, How likely are you to email your child's teacher with a question?
  - 3. Reflective Writing: Write 3-5 sentences to answer the question - What are your hopes/dreams for your child? What are your goals? What are the challenges that must be addressed? What does your child's teacher need?

#### VII. EVALUATION:

##### Methods/Frequency

- A. Quizzes
  - 1-3 vocabulary and/or course content quizzes.
- B. Research Projects
  - 1-2 small projects: Information about the curriculum at your child's school, for example.
- C. Papers
  - At least 4 short written summaries, example emails, etc.
- D. Class Participation
  - 8 hours of in-class participation
- E. Class Work
  - Satisfactory completion of in-class assignments, like listening activities, cloze exercises, discussions, etc. every class meeting.
- F. Home Work
  - 2-4 hours/week - Drafting and editing practice emails, for example.

VIII. TYPICAL TEXTS:

1. Foley, Barbara, and Elizabeth Neblett. *English in Action 1*. 3 ed., Heinle ELT, 2018.
2. Bolen, Jackie. *47 ESL Conversation Topics with Questions, Vocabulary and Writing Prompts*. 1 ed., Independently Published, 2020.
3. Bolen, Jackie, and Olivier Charlas. *102 Simple English Conversation Dialogues for Beginners in American English*. 1 ed., JB Online Business, 2021.

IX. OTHER MATERIALS REQUIRED OF STUDENTS:



**Course Outline for NESL 204**

**SCHOOL MATTERS 2: LANGUAGE SKILLS FOR YOUR CHILD'S SCHOOL COMMUNITY**

**Effective: Spring 2024**

**I. CATALOG DESCRIPTION:**

NESL 204 — Noncredit

School Matters 2 will teach English Learners the listening and speaking, reading and writing, and vocabulary skills necessary to engage with their child's K-12 school community. This class focuses specifically on language skills for interacting with school administration (for example, speaking skills for engaging office staff about a child's absence), and interacting with the greater school community (for example, speaking skills for volunteering at your child's school).

**Prerequisite**

NESL 231A - Beginning Reading and Writing  
 with a minimum grade of Pass  
 and/or

NESL 230A - Beginning Grammar for Reading and Writing  
 with a minimum grade of Pass  
 and/or

**Enrollment Limitation**

Completion of ESL Level 1A, or placement into ESL Level 1B through the ESL Assessment.

**Grading Methods:**

Pass/No Pass

**Discipline:**

- ESL

**Noncredit Category**

A - English As A Second Language (ESL)

	<b>MIN</b>
<b>Total Noncredit Hours:</b>	8.00

**II. PREREQUISITE AND/OR ADVISORY SKILLS:**

**Before entering the course a student should be able to:**

**A. NESL231A**

1. Read a variety of authentic texts with adequate understanding
2. Identify and distinguish between accurate and inaccurate, relevant and irrelevant, and main points and supporting points in reading passage
3. Understand non-text information (charts, graphs)
4. scan to find specific information in a text
5. Compose short, coherent paragraphs (9-12 sentences) which include a topic sentence, focus on one topic, and appropriate transitions
6. Express limited independent ideas and opinions about everyday subjects in writing
7. Compose simple and compound sentences in simple present, present progressive, simple past, and simple future tenses
8. Identify and correct errors in writing based on learned grammar and spelling
9. Show emerging spelling accuracy of common words and make generalizations about sound-spelling correspondence
10. Identify parts of a sentence (subject, verb, direct object, prepositional phrase)

**B. NESL230A**

1. Distinguish subject, verb, and object in simple and compound sentences
2. Apply basic grammatical rules to produce the correct word order in simple and compound sentences
3. Comprehend and use verbs in the "0-500 Most Frequent Words" list in the simple present, simple past, and present progressive verb tense
4. Comprehend and use non-action/stative verbs
5. Recall and use the correct simple past and past participle forms of verbs on the "0-500 Most Frequent Words" list
6. Comprehend and use basic modals and verbal expressions to express ability in the present and past
7. Comprehend and use the correct form of irregular nouns, adjectives, and adverbs on the "0-500 Most Frequently Used Words" list
8. Comprehend and use high frequency prepositions

**III. MEASURABLE OBJECTIVES:**

**Upon completion of this course, the student should be able to:**



- A. Use English language writing and reading skills to engage with your child's school community.
- B. Use English language speaking and listening skills to engage with your child's school community.
- C. Use learned vocabulary to engage with your child's school community.
- D. Analyze the organizational structure of the K-12 system utilizing learned English.
- E. Apply English language skills to compare, contrast and bridge cultural expectations within the K-12 school community.
- F. Apply English language skills to find resources for your child within the school community.
- G. Develop plans for applying newly acquired language skills in daily life.

#### IV. CONTENT:

##### A. Vocabulary

1. Build relational vocabulary (vocabulary for building trusting relationships, shared learning and responsibility): modals of ability, possibility and requests.
2. Build vocabulary related to adverbs of frequency: always, often, rarely, never.
3. Build vocabulary for understanding office vernacular, for example "absence", "tardy", etc.
4. Build vocabulary connected to child social development, for example types of bullying.
5. Build common American K-12 vocabulary: For example, "elementary, middle, and high school", "field trip", "IEP", "assembly", "fire drill", etc.

##### B. Speaking

1. Pronunciation of learned school engagement vocabulary.
2. Practice leaving clear messages for office staff regarding absences, messages for your child, etc.
3. Practice asking and answering questions during volunteer activities, like PTO meetings, field trips, school events, etc.
4. Conversation practice as it relates to engaging with school office staff: administrative assistants, principals, and school nurse.
5. Practice asking clarifying questions.
6. Practice brief, daily "small talk" to foster connections within your child's school community.

##### C. Listening

1. Understand main ideas and details during mock school events, like PTO meetings.
2. Practice engaging in mock conversations at your child's school, with administrators and other parents.
3. Analyze and respond to example audio conversations.

##### D. Reading

1. Utilize school websites to find administrative resources, for example office staff names and positions, etc.
2. Understand main ideas and details in communications from your child's school, including emails from the principal and/or district, school flyers and/or announcements, etc.
3. Analyze a variety of texts about American academic expectations including the organizational structure of K-12 schools, and your child's options after High School.
4. Evaluate resources in your area for your family (SAT prep classes, public libraries, English classes, NGOs, etc.)

##### E. Writing

1. Produce mostly accurate emails to your child's school, including asking questions, asking for help, offering help, etc.
2. Summarize and respond to a variety of texts about American academic expectations.
3. Compare and contrast cultural academic expectations.
4. Write personal reflections articulating challenges and responding to how course content applies to daily life.
5. Produce a plan for applying acquired English language skills at your child's school.
6. Complete pre and post course surveys.

#### V. METHODS OF INSTRUCTION:

- A. **Audio-visual Activity** - Listening comprehension activities accompanying TED Talks, example PTO meetings, etc.
- B. **Classroom Activity** - Building vocabulary through explanation, examples, choral pronunciation activities, cloze exercises, and production.
- C. **Critique** - Analysis of example school scenarios: for example a child being bullied and a subsequent parent/principal/child meeting: Do you believe the meeting addressed the issue sufficiently? Was the meeting free of generalizations, bias or blaming? How could you improve communication with your child's principal? How would you follow up with your child and/or your child's school?
- D. **Discussion** - Small group discussions as warm up activities connected to course content. For example, What are your child's strengths? What does success at school look like to you? How would you like to be involved at your child's school?
- E. **Guest Lecturers** - Local district administrators and/or teachers; school volunteers (PTO members, program chairs, etc.); former School Matters students.
- F. **Individualized Instruction** - Directing students to information based on the district and school/s their child/ren attend.
- G. **Lecture** - Short, interactive lectures to deliver course content.
- H. **Research** - Exploration of your child's school website to learn about school events and/or resources for your child and family.
- I. **Written Exercises** - Practice writing and editing an email to your child's principal.

#### VI. TYPICAL ASSIGNMENTS:

##### A. Vocabulary:

1. Understand meaning, correctly pronounce, and produce school office vernacular in spoken and written language.
2. Distinguish differences between types of bullying, for example "verbal", "physical", "cyber", etc.
3. Use modals appropriately to make requests.

##### B. Speaking:

1. Record yourself leaving a practice voicemail message to explain your child's absence. Listen to the playback and analyze content and pronunciation. Edit and record again for instructor feedback.
2. Participate in class fluency lines to practice small talk.
3. Group discussion on bridging gaps: What are the differences between teacher, parent and student expectations in K-12 education?

##### C. Listening:

1. Listen to and then analyze an example Parent/Principal conference about bullying. What was the issue? What facts were presented during the meeting? Was there any bias? Do you believe the issue was handled appropriately? What further steps should be taken by the school, parent, and child?
2. Listen to an example message from the office administrator. What was the main idea of the message? What actions need to be taken? How could you follow up?

##### D. Reading:

1. Review your school's website and develop a network of advocates. What administrators, parent resources, and school organizations or groups can help you advocate for your child?
2. Read situational examples from the K-12 educational setting. Respond in writing or through discussion to analyze main ideas and details.

##### E. Writing:

1. How is important information communicated at your child's school (emails, flyers (for example, peach jar), teacher letters in your child's backpack, etc.)? Do action research and write a 3-5 sentence reflection: What is the system? What are the best ways to find information and respond? Are there areas for improvement?

2. Produce and edit a mostly accurate email to your child's school asking a question or offering help in a manner that fits your schedule and abilities.
3. Reflect on course content. Write one postcard to your child each week that connects to course content, for example, connecting about bullying.

## VII. EVALUATION:

### Methods/Frequency

- A. Quizzes  
1-3 vocabulary and/or course content quizzes.
- B. Research Projects  
1-2 small projects: Find and organization information about the office staff at your child's school, for example
- C. Papers  
At least 4 short written reflections, example emails, etc.
- D. Class Participation  
8 hours of in-class participation.
- E. Class Work  
Satisfactory completion of in-class assignments, like listening activities, cloze exercises, discussions, etc. every class meeting.
- F. Home Work  
2-4 hours/week - Drafting and editing practice emails, for example.

## VIII. TYPICAL TEXTS:

1. Foley, Barbara, and Elizabeth Neblett. *English in Action 1*. 3 ed., Heinle ELT, 2018.
2. Bolen, Jackie. *47 ESL Conversation Topics with Questions, Vocabulary and Writing Prompts*. 1 ed., Independently Published, 2020.
3. Bolen, Jackie, and Olivier Charlas. *102 Simple English Conversation Dialogues for Beginners in American English*. 1 ed., JB Online Business, 2021.

## IX. OTHER MATERIALS REQUIRED OF STUDENTS:





**Welcome to ESL at Las Positas College!**  
 We have many classes to help you reach your English goals!

### ESL CREDIT CLASSES:



	READING & WRITING	GRAMMAR	SPEAKING & LISTENING	VOCABULARY & SPELLING
Semester 1: Beginning Low	ESL 131A	ESL 130A	ESL 133: Oral Communication ESL 136: Pronunciation	ESL 100: Spelling ESL 110: Vocabulary
Semester 2: Beginning High	ESL 131B	ESL 130B	*You can take these classes during semester 1 or 2.	
Semester 3: Intermediate Low	ESL 121A	ESL 120A	ESL 123: Oral Communication ESL 126: Pronunciation	ESL 115: Vocabulary
Semester 4: Intermediate High	ESL 121B	ESL 120B	*You can take these classes during semester 3 or 4.	
Semester 5: Advanced Low	ESL 24	ESL 23: College Grammar ESL 26: Editing	ESL 113: Fluency for Academic and Professional Purposes	
Semester 6: Advanced High	ESL 25	*You can take these classes during semester 5 or 6.		

### NONCREDIT ESL CLASSES:



	READING & WRITING	GRAMMAR	SPEAKING & LISTENING
Semester 1: Beginning Low	NESL 231A	NESL 230A	NESL 233: Oral Communication NESL 236: Pronunciation
Semester 2: Beginning High	NESL 231B	NESL 230B	*You can take these classes during semester 1 or 2.
Semester 3: Intermediate Low	NESL 221A	NESL 220A	NESL 223: Oral Communication NESL 226: Pronunciation
Semester 4: Intermediate High	NESL 221B	NESL 220B	*You can take these classes during semester 3 or 4.
Semester 5 or 6:			NESL 213: Fluency for Academic and Professional Purposes

### SHORT-TERM NONCREDIT ESL CLASSES:

Semester 2 or above: 8 Hour Classes	NESL 203: School Matters 1 - Language Skills for Supporting Your Child's Learning NESL 204: School Matters 2 - Language Skills for Your Child's School Community
Semester 4 or above: 4 Hour Classes	NESL 240: Public Speaking Delivery (Communicate With Confidence) NESL 241: Public Speaking Structure (Find Your Voice)



## Do I want Credit or Noncredit ESL classes?

CREDIT ESL CLASSES	NONCREDIT ESL CLASSES	BOTH CREDIT AND NONCREDIT ESL CLASSES
<ul style="list-style-type: none"> <li>• Levels 1-6 (Beginning to Advanced classes)</li> <li>• Qualifies for financial aid</li> <li>• Counts as credit for International Students</li> <li>• Tuition:               <ul style="list-style-type: none"> <li>• Resident = \$46/unit</li> <li>• Nonresident = \$338/unit</li> <li>• International = \$406</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Levels 1-4 (Beginning and Intermediate classes)</li> <li>• Does not qualify for financial aid</li> <li>• Does not count as credit for International Students.</li> <li>• No tuition / Free</li> <li>• Resident and Nonresident students are eligible</li> </ul>	<ul style="list-style-type: none"> <li>• Student Fees = \$41/semester</li> <li>• You must buy books.</li> <li>• You must complete an application and register for classes.</li> <li>• You must complete classwork, homework and exams to pass the class.</li> </ul>

Questions? Ask Leslie Payne, ESL Program Coordinator  
 Call: 925-424-1214 or Email: [lpayne@laspositascollege.edu](mailto:lpayne@laspositascollege.edu)

LEARN MORE: <https://www.laspositascollege.edu/esl/>