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Meeting the English Language Needs
of Child Care Providers and Parents

1. **Introduction**
2. **Origins of ESL for Child Care at Mission College in Santa Clara, CA.**
   a. Background: A seven-level ESL program, focusing on all skill areas.
   b. Spring 1999: Community requests an English as a Second Language course for child care providers (ESLCC). ESL Dept. writes curriculum and offers the course. There was no published ESL course material.
      i. Regular course offering since 1999.
      ii. Class focuses on the practical day-to-day language needs of child care providers and parents.
      iii. No published text for the course at the time. The teacher created and adapted materials. Now there is a texbook! ☺

   c. 2005: students request a second level of the class. The new class is entitled "ESL for Students of Child Development."
      i. New class focuses on the academic needs of students who are taking classes in CHD and ECE.
      ii. Course written in 2005 and offered for the first time in 2006.
      iii. No published text for this course, so the teacher is currently developing materials for a second level textbook.
      iv. Learning community with CHD classes.

   d. In Spring 2010, English for Child Care: Language Skills for Parents and Providers was published. This provides a wealth of materials for the first level class, and the course is split in two.

   e. Mission College now has three ESLCC:
      i. ESL 920CC: For this course we use, English for Child Care Chapters 1-5: Communicating about Child Care, Health & Safety
      ii. ESL 930CC: For this course we use, English for Child Care Chapters 6-9: Ages and Stages – Infants through School-Age
      iii. ESL 940CC: English as a Second Language for Students of Child Development. For this course we are developing materials.
      iv. Courses are not offered simultaneously; offered successively.

   f. How was this accomplished?
      i. Collaboration, communication, effort and time on the part of both ESL teachers and also CHD teachers.
      ii. Funded through various sources, including:
         1. Workplace Learning Resource Center at Mission College
         2. VATEA (Carl D. Perkins Vocational and Applied Technology Education ACT)

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3. A mini-grant from Bay Area Community College Consortium
4. A grant from the Basic Skills Initiative.

3. **Components of ESL 920CC and ESL 930CC**
   a. These courses provide practice in the listening, speaking, reading, and writing skills that beginning and intermediate English learners need to communicate about topics that arise day-to-day in child care settings.
   b. 920CC topics are as follows: Communicating about Children, Preventing Accidents, Reporting Incidents, and Treating Illnesses and Injuries.
   c. 930CC topics include: Infants, Toddlers, Preschoolers, and School-Age Children

4. **Components of ESL 940CC**
   a. ESL 940CC, English for Students of Child Development, focuses on the language skills that non-native speakers need to succeed in courses that prepare them for a career in early childhood education. This course provides practice in skills such as:
      a. reading college-level textbooks on child development
      b. vocabulary especially useful for the context of child development
      c. writing on topics such as observation of children, descriptions of child care sites, and reflections.
      d. listening and speaking tasks, such as asking for clarification, asking about spelling and meaning.
      e. speaking tasks, for example making presentations on Child Development related topics.
      f. pronunciation of vocabulary useful for Child Development topics

   b. This course is offered in a learning community between ESL and CHD courses.
   c. We have offered this course several semesters and are now writing and revising materials and plan to publish a second level of our book.

5. **Venues**: These courses could be offered in a variety of environments but second language learning occurs when instruction is ongoing with active practice activities. Possible venues include:
   a. Local community colleges: contact ESL or CHD faculty
   b. Adult school: contact administration
   c. Vocational or technical institutes, such as Center for Employment Training
   d. Local libraries
   e. Training sites for child care providers and preschool teachers

6. **Conclusion, Questions, and Feedback**