



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
H. Martin Lancaster, President

January 12, 2001

MEMORANDUM

TO: Basic Skills Directors
English as a Second Language Coordinators
Volunteer/Community-Based Organization Directors
Workshop Participants

FROM: Patrick K. Pittman
Coordinator ABE/ESL

SUBJECT: English as a Second Language (ESL) Assessment Training Follow-up

Last month, ESL assessment training was offered regionally across the state. As a result of this training, several topics were identified that needed further clarification. This memo addresses eligibility guidelines, Literacy Education Information System (LEIS) information, and program monitoring.

A minor 16 or 17 years of age may be enrolled in ESL classes **without** prior approval of the local educational agency, parent or legal guardian if the minor does not have a parent or legal guardian in this state, has not attended school in this state, and does not have a high school diploma. Supporting documentation for these guidelines are found in a previous numbered memo from the System Office in 1988 (CC-88-287). If the minor does not meet the criteria described above, then release from the local educational agency or a notarized petition (if the student has been out of school for six months) is required.

With regard to the separation of a student from the program, it occurs two ways. If after 120 days, a student is not in attendance, LEIS will automatically drop that student from the program. The other method for separation is through use of the outcomes form. Entering a separation in LEIS through use of the outcomes form will remove a student from the program. In addition, entering a reason for separation of a student will not positively affect the retention rate. Documenting student achievement at the time of separation is most important. Entering reasons for separation is simply a method to improve retention by performing student follow-up.

Concerning goals, if a student has indicated goals that reflect a desire to improve a particular skill, and outcomes are entered that reflect improvement, then setting a new goal in LEIS is not necessary. That student will be considered as making progress at the same level. However, if a student has **achieved** all of his/her goals then setting a new goal in LEIS **is** necessary. Also, entering a student self-defined goal is not necessary for each student. It is adequate to check at least one of the goals already defined by LEIS. A student self-defined goal is appropriate only when no other goal in LEIS is suitable.

Some questions have been asked concerning proof of student progress. While LEIS may not require proof of progress for improvements such as improved reading skills, the Basic Skills staff, during monitoring visits, **will** look for examples of student progress in student work folders. Dr. Whitfield and I wish to encourage the use of student folders to help document student growth and to help organize instruction.

C: Presidents
Dr. Randy Whitfield
Terry Shelwood

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