Chaffey College
MacKenzie Scott
Student Support Fund Application

Title of Project: **ESL OER Level 1 & 2 Courses**

Application #:   **202526-10**

Project Lead: **Charmaine Phipps**

Student:

Department: **ESL / ACD**

SECTION 1: OVERVIEW

S1: SCOPE OF PROJECT

o   For many years, our ESL program has relied on commercial textbooks that present barriers to student success and limit flexibility for instructors.

o   For several courses, OER materials have been developed through small-scale projects that provided a valuable foundation for our program. However, because these efforts relied on limited funding and faculty volunteer work, the resulting collection of materials has been somewhat uneven. While these projects demonstrated innovation and commitment, some materials were not fully aligned with current department outcomes or adult ESL needs, requiring instructors to adapt or replace portions to ensure consistency and relevance for their students.

o   This project proposes a larger-scale project in the development of two open-educational-resource (OER) ESL courses (Levels 1 and 2, ESL 612 and 622) that are comprehensive, affordable, and accessible to all students.

o   Unlike past efforts, this initiative will provide a coordinated, well-funded, and sustainable approach with clear goals and quality standards. We will deliver POCR-ready, research-based, technology-rich, and adaptable course shells that align with program outcomes while reflecting the expertise of both full-time professors and adjunct faculty. By investing in this project, our college will reduce financial barriers with innovation and equity, ensuring our students receive engaging, effective instruction that is freely available and sustainable for years to come.

S1: TIMELINE   Ongoing

This is a two-year project. Spring (Jan) 2026-Fall (Dec) 2027

SP26: Research/Creating Templates
SU26: Level 1 Build
FA26: Feedback, Revisions
SP27: Level 1 Piloting, Level 2 Build
SU27: Feedback and Revision on Level 2
FA27: Pilot Level 2 an

==**S1: IS THIS AN EXPANSION OF AN EXISTING PROGRAM?**==   No

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SECTION 2: PROJECT PLAN

S2: PROJECT OBJECTIVES

The ESL OER Level 1 & 2 project will create two fully developed, zero-cost Canvas course shells that replace commercial textbooks for beginning-level ESL students. The project will ensure that each course is aligned with department outcomes and integrates all five skill areas-listening, speaking, reading, writing, and grammar. The materials will be designed for accessibility and POCR readiness, meeting DEIA standards and Canvas accessibility benchmarks.

Courses will be adaptable for hybrid, online, and in-person instruction, providing instructors with flexible, ready-to-use resources that can be customized to fit full-length (18-week), 14-week, or accelerated 8-week terms. Ultimately, the project aims to serve as a model of high-quality OER development that other colleges can replicate to expand statewide zero-cost ESL pathways.

Objectives include:

•   Develop two 14-unit Canvas course shells (Levels 1 and 2) with complete instructional materials.

•   Ensure alignment with ESL program learning outcomes and department standards.

•   Guarantee accessibility, DEIA alignment, and POCR readiness for both courses.

•   Design materials adaptable to online, hybrid, and face-to-face instruction.

•   Design materials adaptable to 18-week, 14-week and 8-week terms.

•   Establish a sustainable OER model that can be shared and adapted by other institutions who use Canvas.

S2: KEY DELIVERABLES

Over a two-year period (January 2026-December 2027), this project will create two complete, 14-unit OER ESL courses for Levels 1 and 2 that can be adapted to all term lengths and modalities.

Major Milestones:

•   Spring 2026: Research best ESL practices, interview professors, review existing OERs, and design course templates and structure.

•   Summer 2026: Develop Level 1 content, including slides, readings, handouts, quizzes, and instructor videos.

•   Fall 2026: Share and gather feedback for Level 1, Revise Materials and prepare for piloting

•   Spring 2027: Pilot Level 1, Build Level 2 content

•   Summer 2027: Feedback and Revision for Level 2, prepare to pilot Level 2 and revise level 1

• Fall 2027: Pilot Level 2, Finalize materials, create faculty onboarding guides, and prepare for full program use.
• Spring 2028: Implement the completed OER courses in all Level 1 and 2 sections.
Final Deliverables:
Two 14-unit Canvas course shells with integrated slide decks, Canvas interactive video lessons, quizzes, handouts, readings, writing prompts, and faculty training resources that will establish a sustainable zero-cost ESL model adaptable across the college and beyond.

S2: STAFFING NEEDS

All work for this project will be completed by current Chaffey College employees.
• Project Manager (1): Oversees the entire project, including research, template design, and most materials creation. Coordinates communication, timelines, and quality assurance, ensuring accessibility and DEIA compliance.
• Advisor (1): Serves as an instructional consultant, meeting periodically with the project manager to provide feedback and ensure alignment with program outcomes and college standards.
• Adjunct Contributors (5): Develop instructional materials, record short videos, and design classroom activities that reflect diverse faculty perspectives and teaching styles.
• Pilot Professors (up to 4): Teach pilot sections and provide structured feedback on course usability, pacing, and clarity. Some contributors may also serve as pilot professors, with assignments adjusted by availability and course offerings.
• Technical Support: Assists with Canvas integration, accessibility checks, captioning, and file organization to ensure all materials are fully functional across devices.
All contributors will be compensated at the approved non-instructional rate ($75/hr). No new hires are required; all participants are current staff or adjunct faculty working on a special assignment basis.

S2: SPACE NEEDS

o Server Space: The project will require approximately 10-15 GB of secure server space on the college's web host to store and manage H5P interactive activities. Hosting H5P locally will allow us to integrate these interactive tools into Canvas via iframe or LTI while maintaining accessibility and data security.
This internal hosting will ensure the materials remain under institutional control, are accessible long-term, and can be updated or expanded.
o Canvas Sandboxes x4 (free)
o Google Drive Acct (free)

SECTION 3: BUDGET OVERVIEW

S3: TOTAL AMOUNT REQUESTED: **$29,250**

S3: PERSONNEL REQUESTS

	Amount Requested	# of Positions	New or Reassigned
Faculty	$28,950	7	Reassigned
Classified	$0	0	N/A
Student/STW	$0	0	N/A

S3: SUPPLIES AND SERVICES REQUESTS

	Amount Requested	Details
Equipment	$0	NA
Food	$0	NA
Services	$0	NA
Software	$0	NA
Supplies	$300	Books
Transportation	$0	NA
Travel	$0	NA
Other	$0	NA

S3: BUDGET NARRATIVES AND TOTAL COST OF OWNERSHIP (TCO)

This project will be completed entirely by current Chaffey College faculty and staff using existing, college-supported platforms. Materials will be stored on Canvas, Google Drive, and a secure H5P server space hosted by the college to ensure long-term access and sustainability at no additional cost. The only direct expenses are faculty time for development, research, and testing, plus a small book budget for instructional references.

Roles and Hours:

Project Manager (1): 287 hours - Oversees project coordination, research, template design, and most materials creation. Ensures accessibility, quality, and DEIA compliance.

Faculty Advisor (1): 26 hours - Provides instructional guidance, reviews materials, and ensures alignment with program outcomes.
Adjunct Contributors (5): 73 hours combined - Develop instructional materials, record short videos, and contribute classroom activity ideas.
Pilot Professors (up to 4): 73 hours combined - Teach pilot sections, gather student feedback, and advise on revisions. Some contributors may also serve as pilot professors.
Technical Support: 15 hours - Assists with Canvas integration, accessibility checks, and captioning.
Estimated Cost:
Staff Total: $28,950 (calculated at the non-instructional rate of $75/hr)
Book Budget: $300
TCO:
Because this project uses existing technology (Canvas, Google Drive, and secure institutional hosting for H5P), there will be no ongoing costs beyond normal faculty time for periodic updates. The one-time grant investment will create sustainable, reusable OER course materials with long-term institutional value.

SECTION 4: ALIGNMENT WITH BOARD PARAMETERS

S4: GREATEST IMPACT

This project will directly serve all students who begin their ESL studies at Levels 1 and 2-the entry point for many of our immigrant, refugee, and first-generation college learners. These are some of the largest and most underserved cohorts in our program, and they face multiple barriers to success, including child care responsibilities, demanding work schedules, and limited access to reliable transportation. By removing the additional financial and logistical burden of purchasing textbooks, this project will eliminate one of the obstacles that can prevent students from enrolling or persisting in their courses.
Developing two full OER courses will provide consistent, high-quality instruction to hundreds of students each year while ensuring that materials are accessible, culturally responsive, and easily available online. Because the materials will be openly licensed, the reach of this project extends beyond our campus-other community colleges and adult education programs will be able to adapt and benefit from the resources we create, multiplying the project's impact across the region.

S4: EQUITY FOCUS

Historically, our Level 1 and 2 students face the steepest financial and educational challenges. Many are adult learners returning to education, immigrants adapting to a new culture, or refugees building a foundation for academic and workplace success. By creating accessible, DEIA-aligned courses, we will ensure that all students, regardless of background, have access to culturally responsive, adult-appropriate, and inclusive learning materials. This project directly supports equitable student outcomes

by giving our most vulnerable learners the same zero-cost pathway already available to higher-level ESL students.

S4: RESOURCE ENHANCEMENT

This project enhances existing ZCT (Zero-Cost Textbook) efforts by filling the only remaining gap in the ESL sequence. While Levels 3-6 and electives already benefit from ZCT designations, Levels 1 and 2 remain reliant on costly resources. Furthermore, the project manager and project advisor will conduct research into best practices in ESL pedagogy, ensuring our resources are not only aligned with department outcomes but also informed by scholarship. In doing so, we will model for other colleges how to create sustainable, high-quality ESL courses.

S4: COMPLETION OUTCOMES

Making Levels 1 and 2 zero-cost directly supports student persistence and completion. With a full ZCT pathway from entry-level ESL through the certificate (Levels 3-5 plus elective), students can now complete the program without the financial burden of textbooks. This change removes a major barrier at the entry point, helping more students persist through subsequent levels, earn their certificates, and continue into transfer-level coursework. By ensuring consistent quality and accessible design from the start, we set students up for long-term success in higher education.

S4: TRANSFER OR EMPLOYMENT OUTCOMES

Strong English skills are critical both for transfer and for access to living-wage careers. By strengthening instruction at the foundational levels, this project ensures students build the skills necessary to progress toward degree completion, transfer, and workforce readiness. The curriculum will integrate listening, speaking, reading, writing, and grammar in ways that prepare students for academic success and real-world communication. Students who begin at Levels 1-2 will have equitable access to high-quality materials that directly support their long-term educational and employment goals.

S4: EXPLAIN FEASIBILITY

We have the expertise of both full-time and adjunct faculty to guide this work, as well as the existing technology platforms-Canvas and Google Drive-to deliver high-quality, accessible, and interactive courses.

While our faculty and systems are already in place, this work requires significant time and labor to complete thoughtfully. Funding through this grant would provide the necessary support to compensate faculty for the hours of development, coordination, and revision required to produce professional, sustainable OER materials.

This one-time investment represents an ideal use of the Mackenzie Scott funds, as it will produce lasting benefits for both our students and the broader community. The completed courses will permanently reduce costs for students, strengthen equitable access to education, and enhance community college learning for years to come. With institutional support and dedicated funding for development and research materials, we are confident this project can be implemented successfully and serve as a model for other colleges seeking to improve ESL instruction through OER.

SECTION 5: EVALUATION

S5: EVALUATION PLAN

Step 1: Institutional Data Analysis

Work with the Office of Institutional Research to compare success, retention, and enrollment rates for Level 1-2 ESL courses before and after implementation. Analyze disaggregated data by gender, race/ethnicity, socioeconomic and first-generation status to evaluate equity outcomes and determine whether zero-cost courses improve access and completion.

Step 2: Student Feedback

Administer pre- and post-implementation surveys on textbook savings, accessibility, and engagement. Use short reflections or focus groups in pilot classes to gather qualitative insights on how OER materials support learning and reduce barriers.

Step 3: Faculty Feedback and Course Quality

Collect feedback from pilot professors through surveys and debriefs on usability, pacing, and alignment with learning outcomes. Track instructor adoption, adaptability for 18-, 14-, and 8-week formats, and progress toward POCR-aligned design.

Step 4: Long-Term and External Impact

Monitor adoption or adaptation by other colleges or adult-ed partners. Conduct a one-year follow-up to assess ongoing use, faculty satisfaction, and accessibility compliance. Use findings to guide revisions, professional development, and future OER initiatives.

S5: MEASURABLE OUTCOMES

• Student surveys on cost savings, access, and satisfaction.
• Comparison of retention, enrollment, and completion rates pre- and post-implementation.
• Faculty feedback on course design, usability, and satisfaction.
• Number of instructors applying for POCR approval.
• Tracking of adoption by outside colleges or programs.
• Annual review of outcomes to inform updates and faculty training.

	One PM+ adviser + 5 adjuncts + 4 piloters							
		PM	ADV	C1	C2	C3	C4	C5
Jan 2026	**Spring Initial Meeting:**	2	2					
	Initial Meeting to split up work, discuss the plan for research							
Early Spring 26	*Look at current course structures, research OERs and talk to other OER creators*	10						
	Interview Time: interview adjuncts who have experience with the course	5		1	1	1	1	1
	technology research: learning imbedded quizzes in Canvas Studeo, video quizzes, slides with multiple videos, imbedded videos, tabs in pages, html codes, possible @ONE course, H5P creation	6						
Feb 2026	**Spring Mid - Meeting**							
	Planning session - detailed course layout, check in with advisor	2	2					
Spring 2026	**Creation of templates for all sections of Canvas, handouts, video scripts, etc, (5 per module x 15 modules) 10 days at 2 hours per day.**	20						
	template for slides, list of inclusions, 14x5=70							
	template for mini quizzes, list of inclusions, 14x5=70							
	template for handouts, list of inclusions on each, 14x5=70							
	template for readings, vocabulary, listening exercises, list of inclusions, 14x5=70							
Mary/June 2026	**Summer Initial Meeting**	2	2					
	Initial Meeting to discuss templates, and summer plan							
Summer 2026	**Materials Creation, Level 1 (20 days x 4 hours/day)**	80						
	Subject to changed based on research, feedback from teachers, etc.							
	Creat Materials, approx: 70 slideshows, 30-50 handouts, 70 pages or exercises, 14 tests, 14 reading activities, 14 writing activities							
	Coordinate adjunct submissions of vocab videos and readings (5 adjucts x 10 requests from each)							
	Video creation							

Date	Activity	C1	C2	C3	C4	C5	C6	C7
	Video Creations for vocabulary listening activ			2	2	2	2	2
	Read a list of words - vocabulary							
	Create Listening Videos (read a story on video)							
Aug 2026	**Initial Meeting with 2 piloters**	2	2	2	2			
Sept	**Monthly Meeting with Piloters**	1	1	1	1			
	discuss courses, what can be revised before pilot?							
Oct	**Monthly Meeting with Piloters**	1	1	1	1			
	discuss courses, what can be revised before pilot?							
Aug-Dec	**Revision of Materials during Spring (10 days, 2 hrs/day)**	20						
	Stipend for Piloters			5	5			
Jan 2027	**Spring Initial Meeting:**	2	2					
	Planning session for Level 2 - detailed course layout, specifics of materials to be created							
Spring 2027	**Creation of templates for all sections of Canvas, handouts, video scripts, etc, (5 days x 2 hrs/day)**	10						
	template for slideshows, list of inclusions, 14x5=70							
	template for mini quizzes, list of inclusions, 14x5=70							
	template for handouts, list of inclusions on each, 14x5=70							
	template for readings, vocabulary, listening exercises, list of inclusions, 14x5=73							
	Spring Meeting1 with Level 1 piloters	2	2	2	2			
	Spring Meeting2 with Level 1 piloters	2	2	2	2			
Mary/June 2027	**Summer Initial Meeting**	2	2					
	Initial Meeting to discuss templates and plan for summer creation							

Summer 2027	**Materials Creation, Level 1 (20 days x 4 hours/day)**	80						
	Creat Materials, approx: 70 slideshows, 30-50 handouts, 70 pages or exercises, 14 tests, 14 reading activities, 14 writing activities							
	Coordinate adjunct submissions of vocab videos and readings (5 adjucts x 10 requests from each)							
	Video creation							
	Video Creations for vocabulary listening activ			2	2	2	2	2
	Read a list of words - vocabulary							
	Create Listening Videos (read a story on video)							
Aug	**Initial Meeting with 2 piloters for Fall**	2	2	2	2			
	Stipend for Piloters			5	5			
Sept	*Fall Meeting1 with Level 2 piloters*	2	2	2	2			
Oct	*Fall Meeting2 with Level 2 piloters*	2	2	2	2			
Nov, Dec	**Revision of Materials, both levels**	20						
	Meeting to Discuss sharing strategies with other colleges	2	2					
Other	*Manage project timelines, time sheets, reports, and updates; coordinate faculty contributors and maintain quality assurance. Develop training and user materials to help Chaffey and external instructors adopt and adapt the OER courses.*	10						
	TOTAL	287	26	29	29	5	5	5
	at $75/hr	21,525.00	1,950.00	2,175.00	2,175.00	375.00	375.00	375.00
		28,950.00						