

**OAKLAND COMMUNITY COLLEGE
ENGLISH LANGUAGE INSTITUTE
ESL NEEDS ASSESSMENT**

by

June M. Martin

Office of Institutional Research
Martin A. Orlowski, Director
Oakland Community College

November 1990

OAKLAND COMMUNITY COLLEGE
ENGLISH LANGUAGE INSTITUTE
ESL NEEDS ASSESSMENT

Abstract

The purpose of the report is to identify ethnic groups within the Metropolitan Detroit area, in Oakland County especially, and outlying areas, who would make use of an expanded English Language Institute (ELI) and/or English as a Second Language (ESL) course offerings at Oakland Community College.

As primary sources of data leaders in ethnic groups, school districts and leading international businesses responded to inquiries regarding the need for an expanded ELI/ESL program, the accessibility of Oakland Community College (OCC) and its course offerings, and the support of community groups and individuals for the proposed program.

In general, both ethnic group leaders and school district leaders confirmed a need for the program. Leading international businesses indicated no need at this time.

More specifically, the six largest ethnic groups with potential for OCC/ESL enrollment are the Arabic-Chaldean, Russian, Japanese, Hispanic, Hmong, and Albanian.

The largest ethnic populations live in the southern and northeastern quadrants of Oakland County, but in the northwest quadrant almost no traces of different ethnic groups exist. Eleven of the twenty-eight Oakland County school districts enroll sizable ethnic populations, namely, Berkley, Ferndale, Oak Park, Southfield, Farmington, Walled Lake, West Bloomfield, Bloomfield Hills, Pontiac, Avondale and Rochester.

The outlying school district of Dearborn also has a large ethnic representation. Most of this ethnic population speaks Arabic.

Estimates of potential yearly enrollment from individual school districts for an expanded ELI/ESL program at OCC total 390-430. This total is separate from an unestimated number of adults, some of whom have graduated from ABE or community education programs in the school districts.

Identified content needs for the expanded program are the teaching of reading and comprehension skills, writing and composition skills, and a learning center with academic support.

Accessibility of the different ethnic groups to a potential expanded ELI/ESL program either enhances or qualifies the estimated potential enrollment. The Auburn Hills Campus and the Pontiac Center are accessible to Pontiac students. Although the Highland campus is accessible to potential Huron Valley students, and the Orchard Ridge campus is accessible to South Lyon students, Farmington perceives that some of its students may need transportation.

Although mornings and evenings may be the most convenient times for offering ESL to students who would work at service stations or manage small businesses, respondents also suggested afternoons and weekends as times convenient for students.

Many potential students need motivation. Respondents emphasized the importance of using effective means to recruit, orient, and support students. They suggested that OCC disseminate information in the high schools, and for high school and college personnel to begin speaking with students as early as 11th grade. Offering credits for ESL courses will motivate some students. Ethnic needs vary, however. For example, Chaldeans need motivation whereas Russian immigrants are already interested in their education.

OCC also needs to communicate with adult or family populations of different language groups. Although the Japanese would ignore mass media messages, the Chaldean would attend to such messages, especially if ethnic channels are the conduits. Both Chaldeans and Japanese would respond to internal networking.

American college campuses are unfamiliar to many potential ELI/ESL students, especially if no older brother or sister has attended college. An orientation to OCC, even to those who would not seek it out, is needful, and even before the prospective student reaches the college campus. A counselor could clarify services available such as financial aid possibilities, and career options.

Students need support through processes of orientation and by means of meetings where students can offer support to one another. Respondents also recommended provisions for follow-up counseling to assess student difficulties after one or two weeks of classes.

A potential outside source of support for the ESL student at OCC comes from the American Chaldean Social Services. After doing their own survey of needs, they would consider contracting with OCC for an ELI/ESL program.

CONTENTS

OVERVIEW.....1
 Purpose of the Study1
 Background of the Study.....1
METHODS AND PROCEDURES.....2
 Interview sources.....2
 Interview questions.....2
RESULTS.....3
 Ethnic Organizations.....3
 School Districts.....6
 International Businesses.....25
SUMMARY..... 27
APPENDIX A: List of ethnic groups.....30
APPENDIX B: List of school district ESL\Bilingual contacts....34
APPENDIX C: List of leading international organizations.....41
REFERENCES.....44

LIST OF FIGURES

Figure 1: Potential OCC ESL/ELI students
in school districts.....11

Figure 2: Summary of potential OCC ESL/ELI students.....23

Figure 3: Location of potential OCC ESL/ELI students.....24

OAKLAND COMMUNITY COLLEGE
ENGLISH LANGUAGE INSTITUTE
ESL NEEDS ASSESSMENT

Overview

Purpose

In general, the purpose of this report is to present information gathered from interviews with representatives from ethnic organizations, school districts and leading international businesses of Oakland County, about the ethnic characteristics of people who live within the Metropolitan Detroit area, Oakland County, especially.

In particular, the intent of the study is threefold:

1. to explore the need for expanding the English Language Institute and English as a Second Language course offerings
2. to ascertain the accessibility of Oakland Community College for different ethnic groups, and,
3. to search for potential support of the program by community groups and individuals.

Background

The Office of Institutional Research reviewed the English Language Institute (ELI) at Oakland Community College (OCC) to assess the need for further inquiry to determine the effectiveness of the Institute, and to examine the possibility of expanding the English as a Second Language (ESL) program. The Oakland Community College English Language Institute Initial Assessment, a study initiated by Paul Batty, Dean of Academic Affairs (Orchard Ridge), and completed by Martin A. Orłowski, Research Director with Diana Muniz, Research Associate, July 1990, reports the results of the review.

To further consider the expansion of the ELI program into an ESL curriculum the report suggested that additional data be gathered regarding numbers and characteristics of people who live in the greater Detroit Metropolitan area, which is the intent of this needs study.

Procedures

Interview Sources

The primary procedure for gathering data about the feasibility of expanding the ELI/ESL program was to interview persons in leadership roles. Unless the respondent requested an on-site interview the interviewer made inquiries by phone. The three main sources for locating such persons were the following:

1. Ethnic and ethnic related service organizations. An interviewer first called references listed in the Oakland Community College English Language Institute Initial Assessment. Interviewees identified other knowledgeable persons and organizations who were also contacted. (See APPENDIX A)
2. Public school districts of Oakland County and outlying areas. The Oakland County Department of Community and Economic Development Office and the Oakland Intermediate School Districts (OISD) provided a 1990-91 listing of ESL/Bilingual program contacts in the Oakland County school districts. (See APPENDIX B) The OISD also suggested Dearborn as a promising outlying area for enrolling OCC/ESL students.
3. Leading international businesses of Oakland County. A cross referencing of the listing of 25 of Oakland County's largest employers (Crain's Detroit Business, January 8, 1990, p.13) and a listing of 367 foreign owned businesses located in Oakland County (Oakland County Department of Community and Economic Development Office) resulted in identifying only one foreign-owned business as a largest employer. A representative from the U.S. Department of Commerce then identified nine American owned leading international employers from Crain's listing. In addition, the Michigan Department of Civil Rights and a representative from the Rochester School District identified two other large (and fast growing) Oakland County businesses that are foreign-owned. (See APPENDIX C)

Interview Questions

The interviewer developed and adapted three basic questions for interviews with representatives of ethnic organizations, school districts and leading international businesses. In addition, the interviewer invited other comments related directly or indirectly to exploring the feasibility of expanding the present ESL/ELI program at OCC.

The three basic questions were the following:

1. NEED: What is the need for an expanded ELI/ESL program at OCC?
2. ACCESSIBILITY: How accessible is OCC for potential ESL students?
3. SUPPORT: What types of resources are available in the local community to support students who may choose to enroll in newly offered ESL courses?

Results

Ethnic organizations, school districts, and leading international businesses in Oakland County are the major categories for grouping the responses.

Ethnic Organizations

The interviewer explained the purpose of the study, then made inquiries of representatives from ethnic organizations (or ethnic-related organizations) typified by the following questions:

1. NEED: What is the population of your group? Where is the population located? What do you perceive as their need for ESL courses at OCC? About how many persons would avail themselves of such courses? What type of courses should be offered?
2. ACCESSIBILITY: How accessible is OCC? Is distance a problem? What times would be most convenient for offering ESL courses?
3. SUPPORT: What kinds of support for potential students are available within your organizations?

Representatives from different ethnic (or ethnic-related organizations) did not have at hand definitive numbers regarding their respective populations, nor could they offer definitive numbers in need of ESL/ELI programs. However, they could indicate whether or not a particular ethnic group or subgroup would have needs and interests in potential programs when offered.

In some cases interviewees specified locations of different ethnic groups, indicated recent immigrations, anticipated future immigration patterns, and suggested ways to make class offerings accessible.

Interviewees from ethnic groups (and ethnic related organizations) reported the following:

NEED American Chaldean Social Services is experiencing a new influx of Arabic speaking people within the community. It will conduct its own survey of needs. (American Chaldean Social Services)

The city of Southfield is experiencing increased Russian-Jewish and Chaldean populations. (City of Southfield Downtown Development Authority)

Asian American Citizens for Justice includes service to the following groups: Hmong, Chinese, Vietnamese, East Indian, Korean, Filipino and Japanese. Asian Americans who are lower income professionals could use the assistance of ESL programs. (Asian American Citizens for Justice)

Puerto Rican adults and high school graduates, and Mexican adults need ESL. (St. Vincent de Paul of Pontiac)

Recent Korean immigrants would have need of an ESL program offered by OCC. (Korean Society of Metropolitan Detroit)

Russian immigrants have need for greater services of ESL programs. (Jewish Resettlement Services)

Many Hispanics need ESL, especially those over 40. (Salvation Army of Pontiac)

Hispanics need ESL classes in conversation. (Oakland Livingston Human Services Agency of Pontiac)

The Hmong community reports 2500 Hmong in Metropolitan Detroit with concentrations in Pontiac and Auburn Hills. Many are recent immigrants and many take ESL in Adult Education programs. (Hmong Community, Inc.)

Most ethnic groups are located in the south end of Oakland County, i.e., Ferndale, Berkley, Oak Park and Southfield, and to a lesser extent, Birmingham and Royal Oak. (Michigan Department of Civil Rights)

ACCESS

Courses offered early in the day would be most accessible to Asian Americans, e.g., Hmong, Chinese and Vietnamese. (Asian-American Citizens for Justice)

Language classes for immigrants should be offered in the evenings and on weekends. (Michigan Department of Civil Rights)

Ability to pay is a big factor among Russian immigrants. (Jewish Resettlement Services)

Hispanics do not seem much interested in taking ESL classes at this time. (Oakland Livingston Human Service Agency of Pontiac)

Among Hispanics attitudinal and motivational problems need to be overcome. Financial and transportation problems may also be obstacles to participation in ESL programs at OCC. (Salvation Army of Pontiac)

SUPPORT

Two bilingual teachers with English and Russian fluencies are available through Jewish Resettlement Services.

After conducting its own needs survey American Chaldean Social Services may wish to contract with OCC for an ESL program suited to its needs.

OTHER

The Michigan Department of Civil Rights, the City of Southfield Downtown Development Authority and the Oakland County Community and Economic Development Office suggest that schools will be good sources of information regarding potential ESL populations.

Sometimes space is a problem with Adult Basic Education programs. When this happens ESL would then be considered an unmet need.

Census 1990 language information regarding a potential ESL population doesn't exist; it won't be available until the end of 1993. (Michigan Department of Civil Rights)

St. Mary's College of Orchard Lake has only this year begun to offer an ESL program open to the public. (St. Mary's College)

In sum, representatives from the different ethnic or ethnic related groups indicated English language needs among those persons who speak Chaldean/Arabic, Russian, Spanish and Hmong as first languages. English language needs may also exist among those who speak Japanese, Chinese, Vietnamese, East Indian, Korean, and Tagalog (Filipino).

Evenings, weekends or early in the day are the most convenient times for attending classes for most ethnic groups. Hispanics must overcome attitudinal, motivational, transportation and financial problems. Russian immigrants would need to overcome financial problems as well.

Chaldean Social Services, in keeping with its own survey of needs, would provide support if it decided to contract with OCC for an ESL program.

Although information from the 1990 Census regarding a potential ESL population for OCC is not presently available, three different organizations pointed to school districts as good sources for identifying such a population.

School Districts

School district information originates from the Oakland County Intermediate School District central offices, the Oakland County school districts (28), and school district(s) outside Oakland County.

The following questions guided interviews of school leaders:

1. NEED: What is the enrollment in ESL/bilingual education now? To what ethnic groups do students belong? How many students are no longer in bilingual education but still need ESL support? How many students would enroll each year for ESL support at OCC? What are their specific needs?

2. ACCESS: Is OCC accessible to ESL students? What barriers might OCC need to overcome?
3. SUPPORT: Do you know of sources of support for student attendance at OCC? Who are they?

Contact persons who responded to inquiries include superintendents of instruction, principals, consultants, ESL coordinators and teachers, bilingual and pupil services directors, and curriculum and educational support supervisors.

The Oakland County Intermediate School District

The Oakland County Intermediate School District (OISD) respondents identified population groups potentially in need of college ESL/ELI, recommended a data reporting structure, and suggested ways to articulate from ABE/ESL to OCC/ESL. The OISD also commented on another need the school districts identified, a paraprofessional ESL training program that OCC could offer. Specific information the OISD shared with OCC includes the following:

NEED

A recent (April, 1989 through June, 1990) influx of immigrants and refugees (i.e., 650 Russian Jews) settled in the south end of the county, more specifically, in Oak Park, Southfield and Berkley.

About 1,000 Russian immigrants are expected in the south end of the county each year for the next five years.

Pontiac and Auburn Hills are rich areas for increasing enrollment at OCC.

Dearborn is a potential area for recruiting ESL students.

OCC/ESL students will need support in both content areas and academic skills.

Evaluate types of immigrants according to what they need. Some immigrants have technical skills from their own countries. For example, immigrants from Eastern Europe are much advanced academically, whereas those from

Southeast Asia can't read or write their own language; Japanese have their own schools and return to their own country; Hispanics are not affluent; Chaldeans are more affluent and have a different code of conduct. Dissension has arisen between Chaldeans, other Caucasians, and Blacks.

ARTICULATION

We need to articulate from the ABE/ESL program to the OCC/ESL program. We need an exit from adult education listing.

The expansion of the ESL/ELI program at OCC would be perceived as a definite threat by people in ABE (Adult Basic Education). Do not contact Adult ESL/community education people by phone without first drafting a letter, or as other alternatives, attend a regional association meeting and do a presentation, or send a cover letter with an assessment form. A sense of threat, however, would still exist with regard to income from state funding.

More and more cooperation between community education and post secondary education will happen. Service is the bottom line.

Possible ways to distinguish community education from post-secondary education in ESL program could be the following: community education would offer college credits whereas community education would not; focus would be on what each does best, for example, adult education would concentrate on basic skills, whereas post secondary education would focus on vocational training.

DATA REPORTING

Suggestions to organize data reported from the school districts into quadrants to correspond with OISD practices, and to report data in two tiers, namely, 1. the present enrollment in bilingual education, and 2. the people who are no longer in bilingual education programs and are mainstreamed but still need ESL support. The second group of people will come to OCC.

The Friday OISD count does not have the breakdown needed for the study.

OTHER

Adult education support was recently transferred to post-secondary education.

Training for bilingual education/ESL for paraprofessionals at OCC would be very valuable. At present no college in the state offers ESL K-12; the colleges focus solely on language acquisition for adults. At present, however, no financial or job motivating incentives exist.

In sum, the ethnic population of Russian Jews in Oak Park, Southfield and Berkley is growing. The Hispanics and Hmong in Pontiac and Auburn Hills are major sources of potential enrollment for OCC/ESL, and the Arabic population of Dearborn as well. Each immigrant population has different characteristics and needs that must be considered in planning an expanded program.

The OISD anticipates continued and more extensive cooperation between community education and post-secondary education.

ESL/Bilingual Education personnel in each school district can provide useful information about potential OCC/ESL students. The yearly Friday OISD student count doesn't have the breakdown needed for the present OCC study.

It is necessary to articulate the potential OCC/ESL program in relation to the Adult Basic Education (ABE)/ESL program in Oakland County Community Education before contacting ABE personnel. Otherwise ABE personnel will feel threatened by the potential ELI/ESL expansion of Oakland Community College. (Note: Because of this cautionary advice the study postponed planned contacts with Adult Basic Education Coordinators in the Oakland County School Districts.)

The Oakland County School Districts

Geographic quadrants section off data reporting for the following analysis because of future potential cooperative articulation anticipated with the OISD, potential usefulness in assessing the proximity of various ethnic groups, and as a convenient way to organize information.

A chart (see figure 1) presents actual numbers or estimated numbers of ethnic populations reported by each school district. The chart also lists the predominant language group of each school district, its current ESL enrollment and an estimate of the potential OCC/ESL enrollment per year.

The northwest quadrant indicated little or no presence of ethnic groups or programs, thus no potential enrollment for an expanded OCC/ESL program. Each of the other quadrants, however, indicated significant ethnic populations and a variety of ethnic groups, and did estimate potential enrollments for the program.

More specifically, of the four school districts in the northwest quadrant, namely, Brandon, Clarkston, Holly and Waterford, only Clarkston registered an inkling of ethnic presence, but projected no potential OCC/ESL enrollment. (Estimated enrollment from the NW quadrant: 0)

Of the five school districts in the northeast quadrant, namely, Avondale, Lake Orion, Oxford, Pontiac and Rochester, three projected potential OCC/ESL enrollments. The Hispanic and Hmong predominate in the Pontiac and Avondale (Auburn Hills) school districts, whereas the Japanese predominate in the Rochester district. Pontiac and Rochester estimate the largest yearly enrollment for an OCC/ESL program. (Estimated enrollment from the NE quadrant: 56-76, plus adults)

Of the seven school districts in the southwest quadrant, namely, Clarenceville, Farmington, Huron Valley, Novi, South Lyon, Walled Lake and West Bloomfield, all except Novi projected potential OCC/ESL enrollments. West Bloomfield promised the largest potential enrollment (30-35 per year) followed by Farmington (16-24 per year). Farmington identified larger numbers of Japanese, Albanian and Arabic speaking students; and Walled Lake and Bloomfield noted larger numbers of Chaldean and Japanese speaking students. With smaller numbers South Lyon claimed Hispanics, and Huron Valley a sprinkling of different ethnic groups. (Estimated enrollment from the SW: 51-64, plus adults)

In the southeast quadrant nine of twelve districts identify an Arabic-Chaldean speaking population as predominant in their ESL programs, namely, Berkley, Birmingham, Bloomfield, Ferndale, Oak Park and Southfield, and to a lesser degree, Lamphere, Madison and Royal Oak. Three of the districts, Southfield, Oak Park and Ferndale observed new influxes of Russians. Three other districts, Troy, Bloomfield and Birmingham have enrolled Japanese students. Clawson and Hazel Park claim no ESL students.

Figure 1: Potential OCC/ESL Students
in Oakland County and outlying Area

QUADRANT	SCHOOL DISTRICT	PREDOMINANT ETHNIC GROUP(S) OR LANGUAGE(S)	CURRENT ESL ENROLLMENT	POTENTIAL ESL COLLEGE ENROLLMENT (YEARLY)
NW	BRANDON	----	----	None
	CLARKSTON	----	1-2	None
	HOLLY	NA	NA	None
	WATERFORD	----	----	None
NE	AVONDALE	Hmong, Hispanic Chinese adults	12 adults	8 adults
	LAKE ORION	NA	NA	Undetermined
	OXFORD	----	----	None
	PONTIAC	Hispanic, Hmong	750	50-70
	ROCHESTER	Japanese var. (15 lang.)	100 (60 H.S.)	Adult Japanese and Hispanic, var.
SW	CLARENCEVILLE	NA	NA	Undetermined
	FARMINGTON	Japanese, Albanian Arabic var.	230 (291 pot.)	16-24
	HURON VALLEY	Japanese	(12 pot.)	Adults
	NOVI	Hispanic	20-25	None
	SOUTH LYON	var. (4 lang.)	(2-3 pot.)	5
	WALLED LAKE	Chaldean Japanese	140	Adults
WEST BLOOMFIELD	Chaldean Japanese	200	30-35	
SE	BERKLEY	Russian, Chaldean	100 (30 H.S.)	15 max
	BIRMINGHAM	Chaldean, Japanese	80 (40 H.S.)	10 max
	BLOOMFIELD HILLS	Japanese, Chaldean	140	10-12
	CLAWSON	----	No ESL	None
	FERNDALE	Chaldean, Russian var. (40 countries)	800 adults	Undetermined
	HAZEL PARK	----	No ESL	None
	LAMPHERE	Chaldean var. (13 lang.)	30-80 pot.	Adults
	MADISON	Arabic, Chaldean var.	120	3-4
	OAK PARK	Chaldean, Russian	NA	25-30
	ROYAL OAK	Arabic, Chaldean	(25 H.S.)	1-3
	SOUTHFIELD	Chaldean, Russian var.	200-300	20 adults
TROY	Japanese, Chaldean var.	NA	Undetermined	
DEARBORN	Arabic, var. (5 lang.)	2700 (2500 Arabic)	200	

Oak Park and Southfield estimate 20 or more potential college students for an ELI/ESL program, and Berkley, Birmingham and Bloomfield Hills estimate 10 or more students. (Estimated enrollment from SE: 84-94, plus adults)

The following comments qualify and enhance the charted information. They are listed according to district quadrants and then subgrouped according to the categories of questioning, namely, need, accessibility, support, and other.

Northwest quadrant of Oakland County. (Brandon, Clarkston, Holly, and Waterford)

NEED Only one or two students each year are accepted in the ESL program, but more students are anticipated because Chrysler is moving into the area. (Clarkston)

COMMENT The ESL program has no formal curriculum but a committee is currently developing one. (Clarkston)

In sum, none of the school districts in the northwest quadrant indicated an immediate need for an expanded OCC ELI/ESL program. One school district is only now developing an ESL curriculum. Once a school district has an ESL curriculum OCC can more easily articulate its ESL/ELI program as distinct from the school district's ESL offerings.

Northeast quadrant of Oakland County. (Avondale, Lake Orion, Oxford, Pontiac, and Rochester)

NEED The northeast corner of the quadrant (Oxford) has no population in need of the OCC/ESL program. The population is stable.

Pontiac affirms a need for OCC/ESL classes, particularly with the Hispanic and Hmong populations.

Rochester indicates a need for ESL/ELI classes at OCC, especially for the very literate, highly educated Japanese families.

The Hmong, Hispanic and Chinese adult populations are potential OCC/ESL students. (Avondale)

Though students may speak English quite well they need writing and composition courses. They could use a learning center or academic support and a "cultural framework" for content areas rather than a formal ESL program. (Rochester)

Offer ESL for credit. That way students can bring it back to their native land.

ACCESS

Both the Auburn Hills campus and the OCC Pontiac Center are accessible to students from Pontiac. Afternoon and evenings would be the best times for the students to take courses.

ESL students would need orientation but would not seek it out. (Rochester)

Provide high school counselors with information about the OCC/ESL program. A good recruiting system is needed; a college person needs to go into the schools.

The Japanese don't respond to media but to word of mouth and personal recommendations. (Avondale)

SUPPORT

No support is available in Pontiac but it is helpful to have scholarships (e.g., as those facilitated by Gordon May of OCC).

OTHER

If a program or courses for teaching paraprofessionals of ESL were available the paraprofessionals in Rochester would take advantage of it. The paraprofessionals are very dedicated. An ESL budget for staff development is available.

Students/families want to keep up on their own language as well as learn English.

Offer basic ESL for non-credit at the colleges. Students need an English language exam as a prerequisite for enrolling in a college course or program. If they failed the exam ESL would be available to meet their needs. Students have different problems. Now students must request the ESL program. (Avondale)

In sum, in the northeast quadrant of Oakland County, the need for an expanded OCC/ESL program is evident among the following groups: the Hispanic and Hmong of Pontiac, the adult Hispanic, Hmong and Chinese of Avondale, and the Japanese and other language groups of Rochester.

Students from such groups need writing and composition courses, explanations of cultural perspectives in content areas, and a learning center. Credit given for completed ESL courses is desirable. The credits are applicable also when students return to their native countries.

Although the need for an expanded OCC/ESL program may be evident, effective recruitment requires in-person contacts in the high schools by both college and high school personnel. The Auburn Hills campus and the Pontiac Center are accessible OCC sites, and classes offered in the afternoons and evenings will have best attendance. If finances are an obstacle fund raisers could provide scholarship monies.

To prevent poor performance in general course work students should take and pass an English exam as a prerequisite for taking courses at OCC; if they fail they would need to pass a non-credit ESL course.

Southwest quadrant of Oakland County. (Clarenceville, Farmington, Huron Valley, Novi, South Lyon, Walled Lake and West Bloomfield)

NEED The already sizeable number of permanent Japanese residents in and around Livonia is increasing. The number of Japanese residents in the Plymouth-Canton area and Six Mile and Newberg area is also increasing. (Clarenceville)

Chaldeans are moving into the Walled Lake area from Detroit and Southfield.

A Farmington school district report of 1989-1990 indicates a varied multi-ethnic population with a projected potential of 16-24 students for OCC/ESL classes yearly. The ethnic groups include Japanese, Albanian, Arabic, Russian, Spanish, Korean, Chinese and French.

Huron Valley perceives a need for OCC/ESL for parents (e.g., Chinese).

South Lyon would like to see OCC offer a two week intensive language program for recent immigrant families. The major population who speaks English as a second language is Hispanic. They are transient and work in orchards during the Fall and Spring.

South Lyon also predicts a future need for an ESL/ELI program at OCC to serve the needs of an anticipated increase in population of people from the Pacific Rim, Hispanics, and people who speak Arabic.

ACCESS OCC needs to stimulate interest in a program. The Highland campus is accessible. (Huron Valley)

Walled Lake and West Bloomfield perceive a need for OCC/ESL courses for the adult Chaldean population, especially Chaldean mothers. OCC needs to find ways to encourage their participation but must "tread lightly".

Transportation may be a problem for some students. (Farmington)

Chaldean students (who live mostly in the West Bloomfield-East Walled Lake areas) are not in need of the traditional ESL, but an OCC/ESL would need to attend to the following three areas: 1. Understand the culture of the Chaldeans (Networking is important: contact Mother of God Catholic Church in Southfield, and have a multi-cultural advisory committee explore ways to break barriers); 2. Find ways to raise the aspiration levels of students; and 3. Help students intersect with their own communities (Contact Najwa Faraj, and hire people who speak the native language). (West Bloomfield)

OCC is accessible. (South Lyon)

SUPPORT Courses would probably be affordable to adults. If not, local churches may provide support.

West Bloomfield perceives that OCC is "on target", is pleased that OCC is investigating the area of ESL/ELI service, and has offered to be of further assistance.

Minorities would be eligible for some type of aid. (South Lyon)

OTHER OCC would have a good market if it decided to train paraprofessionals for ESL and in general. It would provide an opportunity for ethnic group persons to upgrade their skills..."a dynamite idea". (West Bloomfield)

In sum, in the southwest quadrant of Oakland County, and in outlying areas as well, ethnic populations are increasing. The Chaldean group appears to be the largest of the many ethnic groups that OCC can serve.

A knowledge and understanding of the Chaldean culture is essential for devising ways to motivate increased college attendance and to provide appropriate support systems on campus.

Sources of financial support, if needed, are churches. Sources of promotional cooperation are ethnic leaders within the school district.

Southeast quadrant of Oakland County. (Berkley, Birmingham, Bloomfield Hills, Clawson, Ferndale, Hazel Park, Lamphere, Madison, Oak Park, Royal Oak, Southfield, and Troy)

NEED Berkley has received 100 recent arrivals from the Soviet Union in K-12. Thirty of them are in high school. Three Chaldeans have also arrived recently but no more are expected because of the "brouhaha" in Iraq.

Berkley has the largest number of students in ESL in the intermediate school district followed by Southfield, Oak Park, and Farmington. (Berkley)

Birmingham's major ESL enrollment is Chaldean (20 of 80 students). Chaldeans are fluent orally but have difficulty with academics. Although new immigrants have arrived over the last 1 1/2 years no more are expected until after the Middle East crisis. Many Chaldeans now attend OCC.

The Indians and Pakistani appear to have no problems with English. The Japanese provide their own programs to meet their needs. (Bloomfield)

Ethnic groups straight across the county (from Troy through Birmingham and West Bloomfield to Walled Lake) need OCC/ESL. (Bloomfield)

Orchard Ridge is the only campus in the area offering ESL courses. These courses are needful for students who wish to pursue a university or vocational program. (Bloomfield)

Offer content in all areas, especially comprehension, writing and speaking courses; establish a drop in center. Provide "cognitive academic language support". (Bloomfield)

Bloomfield students in ESL are from Japan, India, Lebanon and Brazil.

No need exists in Clawson for OCC/ESL. The high school has no ESL students; the elementary schools provide a reading support person to work with ESL. No money for paraprofessionals exists this year.

Berkley and West Bloomfield are experiencing an influx of Russians. (Lamphere)

Indians as well as Chinese, Korean and "less visible groups" have migrated from the Detroit area to Oak Park.

Chaldeans do not have a critical need for language support, but students not presently motivated to attend college may need presentations of career options available to them. (Southfield)

Russian Jews are highly motivated, are expected to achieve, will achieve and have a tremendous potential. The parents are highly skilled, in math and science, for example.

The influx rate of Russian Jews in Oak Park, Berkley and Southfield is 1,000 per year. However, although Southfield received an influx of 30 Russian Jews last Spring, this Fall Southfield enrolled only a few students. (Southfield)

Chaldeans live in the NE area of Southfield, but not in the southern half of the city. Chaldeans are Caucasians, thus are not singled out in statistics.

Younger parents need OCC/ESL because of their businesses. (Southfield)

Chaldeans anticipate growth, or at least maintenance of its current population in Southfield, West Bloomfield and Troy. (Southfield)

Students from Oak Park who would participate in OCC/ESL need both literacy and language development.

ACCESS

Locate courses on campuses closer to Bloomfield than the Orchard Ridge campus.

A student contact, an intern, or student advisor needs to check on students' progress after entering and screening them. (Berkley)

The single deterrent that affects college aspirations of Chaldeans is their devotion to the family grocery/party store business.

Disseminate information about OCC/ESL through OISD and high school teachers. (Bloomfield)

Provide an orientation that helps ESL students meet each other. Follow through, i.e., keep track of students' areas of concern, and provide individual support.

Great differences exist culturally between groups. Russians would be extremely aggressive for education. Each culture has its own network; "information can fly fast." (Ferndale)

A counselor who cares about ESL students needs to be accessible to them. The counselor would serve as a liaison between district ESL coordinators and the college. (Ferndale)

Chaldeans (e.g., adult spouses) and other ethnic groups need mass advertising and motivating materials (e.g., "Is shopping in America difficult? How is communication between school and home? We can help you.). OCC needs an outreach program; it needs to find ways to communicate affirmation. (Lamphere)

OCC needs to disseminate publications to the administrative level of the school districts.

Off site offerings may be helpful because some students may otherwise need transportation. Ideally OCC would offer one or two courses on campus and one course off campus. If an off-campus site was established jurisdiction between OCC and OISD and community education would need articulation. (Oak Park)

OCC needs to provide a support person or counselor to orient students to the college and to assist them in content areas (perhaps use the individualized education center). After one week of classes a counselor could assess student difficulties. (Royal Oak)

A Chaldean who understands the Chaldean background is needed on campus for orientation and counseling. (Southfield)

OCC needs to advertise and promote awareness through radio and church newspapers to reach potential Chaldean students. (Southfield)

OCC needs to contact schools and school districts, especially South Lathrup High School in Southfield, Pershing High School in Detroit (at 7 Mile and Ryan), and the Oak Park and West Bloomfield school districts as well as churches and the Southfield Manor. (Southfield)

OCC needs to explain the possibilities of financial aid and career options to the prospective Chaldean student. (Southfield)

OCC can communicate with high school bilingual coordinators. (Royal Oak)

It's questionable that the Chaldean populations would attend OCC. (Southfield)

SUPPORT Wisam Sirdenis is available for consultation. (Oak Park)

Kamil Eshaki offers assistance. For example, he would make arrangements for OCC representatives to speak to Chaldean students at Lathrop High School. He is in close touch with the Chaldean community and supports the attendance of Chaldean students at OCC.

OTHER The transitional training with the literacy question is better dealt with in the local setting. Students are eligible for funding until graduation from high school, then students can apply for grants of \$160 per year. At the college level, for advanced training in ESL bilingual approaches and programs are appropriate. (Ferndale)

Troy has no ESL; it uses reading consultants. Pontiac has little secondary ESL. (Bloomfield)

Bloomfield expresses a related ESL need that OCC might fulfill, that of training paraprofessionals to teach kids, not just adults. (Bloomfield)

Madison could use someone studying at OCC for intern work with staff and/or students in middle school and high school, someone trained in working with students that don't speak English.

Madison could use a program that teaches paraprofessionals. The district would defray tuition costs for at least five of its paraprofessionals.

Madison would make use of a district wide listing of people who could do translating on a part time basis.

Chaldean businesses (i.e., party stores, grocery stores) are not drawing the same profit as before, risks are greater, and long hours are spent away from the family, thus students are being encouraged to explore other career possibilities. (Southfield)

In sum, in the southeast quadrant of Oakland County the greatest need for ESL is among Chaldean and Russian immigrants although a variety of ethnic groups are currently enrolled in school district ESL programs. Even though St. Mary's College in Orchard Lake has recently begun to offer ESL courses, OCC at Orchard Ridge is perceived as the only campus offering ESL courses in the area. The districts observed as having the greatest populations of those who speak English as a second language are Berkley, Southfield, Oak Park and Farmington, also Troy, Birmingham, West Bloomfield and Walled Lake.

OCC must pay particular attention to cultural differences among the ethnic groups. To increase student enrollment an outreach program is essential. For example, Chaldeans need motivation, whereas Russians are already motivated towards higher education. Groups are affected differently by mass media approaches; although the Japanese would ignore mass media the Chaldean and other ethnic groups would respond to it. Both the Chaldean and Japanese would respond to internal networking. Students enrolled in OCC/ESL would have special needs for orientation and support on campus.

Thus, to promote access to OCC/ESL programs OCC must develop ways to present and disseminate information appropriate to the characteristics of each ethnic group, e.g., find internal ethnic network communicators through sources such as churches, schools and school districts, and offer one or more ESL courses at an off campus location.

Oak Park and Southfield have offered individual services of consulting, networking and facilitating the OCC program. Spin off suggestions for OCC include the training of paraprofessionals for service in school districts, and the offering of part time employment to OCC student interns.

School District(s) Outside Oakland County

Because many of its students have in the past attended OCC, and because a representative from the OISD central office suggested that Dearborn would be a good source of ELI/ESL students for enrollment at OCC the interviewer contacted the Dearborn school district. Dearborn offered the following responses:

NEED In the Preschool-12 ESL program of Dearborn 2,700 students currently take ESL classes; 2,700 speak Arabic; the other 200 speak as a first language either Rumanian, Albanian, Italian, Spanish or German.

Each year about 200 students graduate from ESL; these students take seven-eight years to read as proficiently as their counterparts in the United States. Therefore, they need ESL at the college level.

Students need help with academic language, writing and reading. They also need remedial classes.

ACCESS

OCC needs to access students at the 11th and 12th grade levels.

Students need orientation to college. They have been in the U.S. only 2-3 years; they especially need assistance if no older brothers or sisters have attended OCC.

Offer ELI/ESL courses for credit. Students would treat the courses more seriously.

Students have no problems with transportation; many of them live in the Warren consolidated area and the 7 mile area.

Potential students of OCC need some clarification of its services, for example, financial aid available, through connections with people working within the community, school systems, and other organizations.

OCC needs to advertise its ESL/ELI program, for example, through television advertising aimed at the target community. Use the ethnic channel (Group W Cablevision) every day, and every night from 10:00-12:00.

The best time to offer courses in evenings and mornings. People work during the day, often when community education courses are offered.

Many students work at gas stations at first and have different shifts, thus, more than one time offering for courses is good.

Have services available on college campuses, e.g., help people who now have tourist visas get student visas.

OTHER

If courses are offered for credit no problem with articulation would exist between OCC/ESL and ABE/ESL.

In sum, the Dearborn school district estimates that the potential OCC/ESL enrollment from Dearborn each year is 200 students.

About 90% of Dearborn ESL students speak Arabic. These student would need help with academic language, writing and reading.

Suggestions for making OCC/ESL more accessible to students included the following: reaching out to them in grades 11 and 12, orienting them to the college and its services, advertising through an ethnic TV channel, offering credits for ESL courses completed, and offering classes at times when students are less likely to be working, i.e., mornings and evenings.

Figure 2, Figure 3, and the following paragraphs summarize all school district information.

Figure 2 summarizes the potential OCC/ESL enrollment and locations of major ethnic groups in Oakland County. The major ethnic groups are Chaldean (SW and SE quadrants), Japanese (NE, SW and SE quadrants); Russian (SE quadrant, Spanish and Hmong (NE quadrant), and Albanian (SW quadrant). The southeast quadrant leads in its estimated range of potential students for yearly OCC/ESL courses with 84-94 students; the northeast quadrant follows with 56-76 students; and then the southwest quadrant with 51-64 students. The northwest quadrant offers no potential students at present. Dearborn, however, estimate a potential of 200 students.

The charted estimates are for recently graduated high school students as distinct from an older population of adults. Many districts stated a need for serving the adult population but were unable to offer numerical estimates. (Note that ABE personnel who could offer such estimates were not contacted for this study. A later contact is recommended)

Figure 2: Summary of Potential ESL/ELI Students

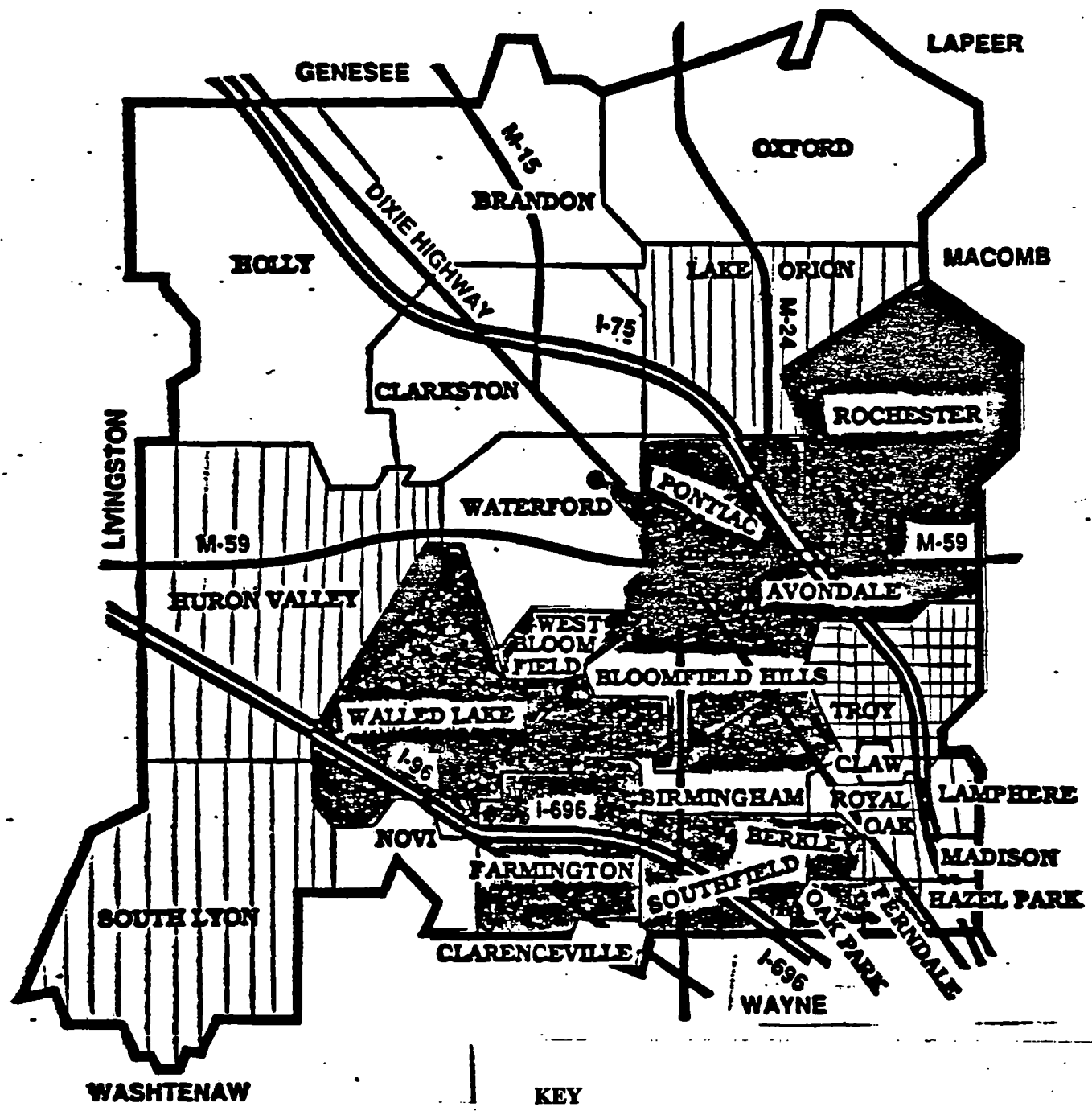
<u>Quadrant</u>	<u>Major Ethnic Groups</u>	<u>Estimate of ESL Students Each Year</u>
NW	none reported	none
NE	Spanish Japanese Hmong	56-76, plus adults
SW	Chaldean Japanese Albanian	51-64, plus adults
SE	Chaldean Russian Japanese	84-94, plus adults
OISD		<u>191-234, plus adults</u>
Dearborn	Arabic	<u>200</u>
	TOTAL	<u>391-434, plus adults</u>

Figure 3 illustrates concentrations of ethnic populations in Oakland County. The majority of potential OCC/ESL students reside in the southeast, southwest and northeast quadrants; namely, Walled Lake, West Bloomfield and Farmington, in the southwest quadrant; Bloomfield Hills, Birmingham, Berkley, Southfield Oak Park, Ferndale and Troy in the southeast quadrant; and Pontiac, Rochester and Avondale in the northeast quadrant.

Accessibility to OCC campuses is not only a question of offering courses at convenient times and sites but also, and of greater concern to school districts, one of selecting means to communicate the program appropriate to the receptivity of the different ethnic groups.

Suggestions for times to offer classes varied. They included mornings, afternoons and evenings, and, at more than one of these times. Some students would need to find transportation to a college site (mentioned by three school districts: Oak Park, Bloomfield, and Farmington Hills).

OAKLAND SCHOOLS



School district personnel proposed ways OCC could promote the ELI/ESL program, for example, disseminate information about the expanded ELI/ESL program through central district offices; contact high school counselors and teachers to arrange meetings with students in both the 11th and 12th grades to explain the OCC/ESL program, to describe its services (e.g., financial aid possibilities), and to identify career options. In the larger community OCC can effectively contact families through mass media (e.g., ethnic TV channels), and a communicator network within the different ethnic groups.

American college campuses are unfamiliar to many potential ELI/ESL students, especially if no older brother or sister has attended the college. An orientation, even to those students who would not seek it out, is needful. Student initiation should include opportunities to meet other ESL students, counseling and assessment, and provisions for follow-up counseling.

School district contacts identified churches as one potential source of financial support and promised cooperation to facilitate an expanded OCC/ESL program. Individuals offered assistance by way of acting as a consultant and by initiating networks of communication.

International Businesses in Oakland County

Questions guiding the interviews of representatives of leading international businesses are the following:

1. NEED: Do you employ people for whom English is a second language? How many of them could benefit from a course or program designed to improve their English language skills?
2. ACCESSIBILITY: Is OCC accessible to your employees? When could your employees make use of ESL/ELI courses?
3. SUPPORT: What kinds of support for an ESL program could your company provide?

Responses from representatives from the different businesses contacted include the following:

NEED No. General Motors doesn't have a problem with non-English speaking employees. The majority of the employees are engineers or technical personnel. There has been no recent hiring of hourly workforce (not in the last 5-8 or 10 years). (General Motors Co.)

No. EDS has no need for an ESL/ELI program at this time. It's a high tech operation. People are highly educated. (Electronic Data Systems, Inc.)

No. Here at the central offices we don't know of any need. The information is not available at central offices regarding hiring at local restaurants. We have no suggestions for how to obtain such information. (Elias Bros. Restaurants, Inc.)

No. Ford Motors has no need for an ESL program. We already have an individual self-paced program. (Ford Motor Co.)

No. K Mart Corp. has no need of an ESL program. Nationals are hired but language is not seen as a detriment to work. We don't have nationals to a great degree. We have people abroad but not extensively. (K Mart Corp.)

No. IBM has no need for an ESL program. Most persons have a BA or MA. People coming from other countries would already be proficient in English (IBM Corp.)

No. Williams International has no need for an OCC/ESL program. Employees are well educated if they are from other countries (e.g., India, Europe, South America). Often they are from universities in the U.S. Mostly they are engineering oriented. Williams International has only 25 blue collar workers. If needed Williams International would send blue collar workers to local school ESL programs. (Williams International)

No. AT&T, based on limited information available, perceives no need for an OCC/ESL program. (AT&T)

No interest. GTE Valenite did not respond to repeated requests for a response.

No. Rockwell International indicated no need for an OCC/ESL program. Very few of its employees speak English as a second language. Most of these employees are transferred from overseas. (Rockwell International)

Yes. Nippondenso has a need for OCC/ESL but doesn't know the extent of the need. About 60-70 Japanese are on staff but they are here only 3-5 years. Both the employees and their wives would be eligible for courses. Some Japanese speak English well but others would need help with conversational English. Most of them can read well. The present OCC ELI/ESL may be suitable. (Nippondenso Sales Technical Center)

ACCESS Nippodenso workers have little time for taking courses. They would want courses offered on the work site.

SUPPORT At present Nippodenso is "too busy" but has considered offering ESL courses and may do so in the future.

In sum, only one of twelve leading international businesses contacted indicated a need for an ESL/ELI program. The Michigan Department of Human Rights identified the business, Nippodenso Sales Technical Center, located in Southfield, as the 5th or 6th fastest growing company in sales in Oakland County. The business is so busy that it has put aside temporarily the investigation of an ESL/ELI program suited to the needs of its employees. Nippodenso would likely want the ELI program in its present form, however, and it would request that OCC offer the courses at its business site.

SUMMARY

This study points to the need for developing an expanded ELI/ESL program at Oakland Community College.

Both ethnic group leaders and school district leaders confirmed a need for the program. Leading international businesses indicated no need at this time for an expanded program, although one foreign-based business expressed an interest in the offering of the current ELI/ESL program on its company site.

Respondents indicate that most persons who do not speak English as a first language in Oakland County speak either Chaldean-Arabic, Spanish, Russian, Hmong, Japanese or Albanian. These ethnic groups, live primarily in the southern end of Oakland County, except for the Hispanics and Hmong who live in the NE sector, Pontiac primarily, and Auburn Hills (Avondale). The large majority of potential students for the expanded program from Dearborn speak Arabic.

The school districts offered estimates of a potential enrollment for an expanded OCC/ESL program. The total of estimates from individual school districts is a range from 390 to 430 students.

Interviewees identified course content to meet students' needs, that is, reading, especially comprehension skills; writing, especially composition skills; and a learning center with academic language support.

Respondents suggested ways to make OCC more accessible, not only in time and place, but also through recruitment practices, orientation and support services. Suggested times to offer courses revolved around times when potential students would not be working or managing their small businesses, i.e., evenings and/or mornings. Perceived as accessible sites were the Orchard Ridge, Highland, and Auburn Hills campuses, and the Pontiac Center.

Effective means of advertising an expanded ELI/ESL program are mass media messages (e.g., ethnic channels), and the development of a network internal to a particular ethnic group.

Potential students, the Chaldean, Arabic, and Hispanic, in particular, need motivational incentives to attend OCC, such as personal contacts in 11th and 12th grades by college personnel and high school counselors; the dissemination of informational materials through the school district offices, the offering of ELI/ESL courses for credit, and the presentation of career options and support services.

Once on campus ESL students would need further orientation to the college and its programs. This initiation would include initial and ongoing assessment and counseling, opportunities to meet with other ESL students, and provisions for a follow-up assessment after two weeks of classes.

One ethnic group, American Chaldean Social Services, offered potential financial support for an expanded ESL program.

School district contacts identified churches as a potential source of financial support, and promised cooperation to facilitate an expanded OCC/ESL program. Individuals offered assistance by way of acting as a consultant and by initiating and facilitating networks of communication.

Although no leading international businesses offered support for an expanded program, a foreign-based business expressed future interest in contracting for the present ELI/ESL program if it could be offered at its business site.

APPENDICES

APPENDIX A: List of ethnic groups (and ethnic-related groups)

Albanian American National Council
John Martinez
365-8890

American Chaldean Social Services
Dr. Radwan Khoury, Director
William Salaita, Director
28551 Southfield Road, Lathrup Village
559-1990

American Citizens for Justice
(Asian-American Advocacy Center)
Rebecca Lo, Director
557-2772

American Indian Services, Inc.
Harry Command, Director
75 Victor, Detroit
865-443

American Marketing Association
16250 Greenfield, Southfield
569-0438; Roberta Ladi (past president)
773-8995

Arab Community Center for Economic and Social Services*
Social Services Department; 2651 Saulino Ct.
842-7010

Arab Orthodox Church*
546-0881

Archdiocese of Detroit
273-5800
Hispanic Office, Sacred Heart Seminary (reorganizing, moving)
883-8530; ref. to:
Maria Hemenez, Pastoral Associate
Christian Services, St. Vincent de Paul
Pontiac
332-0283

Asian-American Justice Center
557-2772

Catholic Social Services

26105 Orchard Lake, Farmington Hills
471-4140; Susan Matless, Director of Family Services,
Pontiac
471-4140

Chaldean Federation of America

13000 Oak Park
545-4600; Sam Yono, President of Chaldean Federation of Oakland
County 393-9400 (bus.)

City of Southfield Downtown Development Authority

16250 Northland Dr., Southfield
443-5311; Tom Frommeyer, Director of Human Resources
354-4864

Coptic Orthodox Church*

689-9099

U.S. Department of Commerce, Lansing; 517 373-1820

Foreign Trade, Director's Office;
Ed Christie 517 226-3650

El Central La Familia

Dr. V. P. Veluswamy 858-1214
Belen Tories

Hispanic Commission on Spanish Speaking Affairs

517 373-8339; Mary Lou Rovarez Mason, Director; Alberto Flores

Hmong Community, Inc.

Teng Yang, Director
372-3600

International Institute**

Janice MacMichael, 111 East Kirby; Detroit 48202
871-8600

Japanese American Citizen's League*

Jewish Vocational Services*, Southfield

599-5000

Jewish Family Services, Greenfield Branch

Jewish Resettlement Services

559-1500; Lydia Kumiazki, Coordinator

Korean American Community Services

557-5199

Korean Community, President; Bilingual/ESL Education Director,
Miguel Ruiz
964-1210

Korean Society of Metro Detroit
Mrs. Lo 557-4990
Dr. Liem, President
278-0816 (bus.)
681-5933 (home)

Labor Council for Latin American Advancement (LCAA)
Victor Negrete
338-2912 (home)

Latin Affairs
Bridgetta Cantu
338-9211

Maraddai Chaldean Catholic Church*, 24010 Coolidge, Oak Park
547-4648

Mexican group in Pontiac
Mariano Lucio
373-9890

Michigan Department of Civil Rights**
1200 Sixth Street; Detroit 48221
Jeff Jenks, Research Director
256-2571

Mother of God Catholic Church* (Chaldean)
356-0565

National Council of Jewish Women
258-6000

Neighborhood House (Salvation Army), Farmington Hills
Cheryl Carter, Executive Director
478-7699

Oakland County Planning Department, Pontiac
David Haywill
858-0720

Oakland County Economic Development Office
858-0732 or 858-0731
Marlys Vickers

Oakland Livingston Human Service Agency, Pontiac
858-5126; 858-5141
Senior Center
Lupe Paramo, Temp. Mgr.
858-7542

Office of Refugee Assistance*

Puerto Rican Social and Cultural Club
Raphael Moyet, or Eva Roman, Secretary
354-1846; 857-7613

Refugee Employment Center*
541-3010

Salvation Army, Dearborn Heights*
563-4457

Salvation Army, Pontiac
334-2407, Patricia Tessmer-Flack, Caseworker

State Refugee Office
256-1740

St. Joseph Chaldean Church*, Troy
528-3676

Syrian Orthodox Church*
355-1656

Tolstoy Foundation*, Ferndale
546-6008

United Way
Victor
456-8800

U. of M. Oakland County Department of Community and Economic
Development Study; Dr. Daniel Denison, Dr. Stuart Hart, and
James Parham
313 936-2145

* not contacted

** good sources for more extensive listings

**APPENDIX B: The 1990-91 listing of ESL/Bilingual contacts in
Oakland County School Districts**

1990-91 Oakland County ESL/Bilingual Programs

Avondale

Contact: Elizabeth Martin
Special Education Director
260 S. Squirrel Road
Auburn Hills, MI 48057
852-4443

No Bilingual Program

Berkley

Contact: Laura Gogola
Bilingual Education Director
2077 Oxford
Berkley, MI 48072
544-5890

Bilingual Program Includes:

- Arabic/Chaldean
- Russian
- German
- French
- English as a Second Language

Birmingham

Contact: Josephine Sarafa
Groves High School
20500 W. Thirteen Mile Rd.
Birmingham, MI
433-8739

Bilingual Program Includes:

- Arabic/Chaldean
- English as a Second Language

Bloomfield

Contact: Paul Gwinn, Director
Elementary/Middle School
4175 Andover Rd.
Bloomfield, MI
540-9800

Bilingual Program Includes:

- Japanese
- English as a Second Language

Sue Robbins
Lone Pine Elementary
851-2313

Brandon

Contact: Building Principal
Brandon Board Office
627-4981

No Bilingual Program

Clarenceville

Contact: Patricia Vickory, Admin.
20210 Middlebelt Rd.
Livonia, MI 48152
473-8900

No Bilingual Program

1990-91 Oakland County ESL/Bilingual Programs

Clarkston

Contact: Betsy Patterson
Clarkston Junior High
6300 Church St.
Clarkston, MI 48016
625-5261

No Bilingual Program

Clawson

Contact: Gerald Urbschat
Special Education Director
626 Phillips
Clawson, MI 48017
435-7500

No Bilingual Program
English as a Second Language

Farmington

Contact: Haroune Alameddine
Bilingual Ed. Director
East Middle School
25000 Middlebelt
Farmington, MI 48018
471-6365

Bilingual Program Includes:
- Arabic/Chaldean
- Japanese
- Yugoslavian
- Albanian
- Korean
- Spanish
- Greek
- English as a Second Language

Ferndale

Contact: Isabel Klose
Bilingual Ed. Director
Jefferson Elementary School
22001 Republic
Oak Park, MI 48237
399-0010

Bilingual Program Includes:
- Arabic/Chaldean
- Vietnamese
- English as a Second Language

Barbara Stein, Adult Ed.
Clinton Center/ESL
548-5218

Hazel Park

Contact: Adrine Ohanian
Mark Samano
Hazel Park High School
23400 Hughes
Hazel Park, MI 48030
544-5218

No Bilingual Program

990-91 Oakland County ESL/Bilingual Programs

Contact: Building Principal
Holly Board Office
634-4431

No Bilingual Program.

Huron Valley

Contact: Norean Martin
Asst. Supt., Instruction
2390 Milford Road
Milford, MI 48042
684-8233

No Bilingual Program

Lake Orion

Contact: Building Principal
Lake Orion Board Office
693-5410

No Bilingual Program

Lamphere

Contact: Curt Benham
Hiller Elementary
400 E. LaSalle
Madison Heights, MI 48071
589-0406

No Bilingual Program

Madison

Contact: Arlen DeKay
25421 Alger
Madison Heights, MI 48071
399-7800

No Bilingual Program

Novi

Contact: Rita Traynor
Special Programs Director
25575 Taft Road
Novi, MI 48050
348-1200

No Bilingual Program

Oak Park

Contact: Wisam Sirdenis
Bilingual Ed. Director
Oak Park High School
13701 Oak Park Blvd.
Oak Park, MI 48237
548-4484

Bilingual Program Includes:

- Arabic/Chaldean
- Russian
- English as a Second Language

1990-91 Oakland County ESL/Bilingual Programs

ford

Contact: Building Principal
Oxford Board Office
628-2591

No Bilingual Program

ontiac

Contact: Maria Etienne
Bilingual Ed. Director
350 Wide Track Drive, East
Pontiac, MI 48058
857-8169

Bilingual Program Includes:

- Hmong
- Spanish

rochester

Contact: Kathy Brooks
West Middle School
500 Old Perch Road
Rochester, MI 48063
375-9400

No Bilingual Program

- English as a Second Language

Diana Rowland
North Hill Elementary
1385 Mahaffy
Rochester, MI 48063
651-4980

Royal Oak

Contact: Constance Gonsler
Curriculum Supervisor
1123 Lexington Blvd.
Royal Oak, MI 48073
435-8400

Bilingual Program Includes:

- Spanish
- Arabic

Southfield

Contact: Karin Roth
Assoc. Supt., Instruction
24661 Lahser
Southfield, MI 48034
746-7675

Bilingual Program Includes:

- Arabic/Chaldean
- Russian
- English as a Second Language

Robert Case, Supervisor
Educational Support Serv.
746-7606

1990-91 Oakland County ESL/Bilingual Programs

South Lyon

Contact: Marshal Forstot
Pupil Services Director
235 W. Liberty
South Lyon, MI 48178
437-1721

No Bilingual Program

Troy

Contact: Maureen Young
Big Beaver Complex
1100 Urban Crest
Troy, MI 48083
689-8675

No Bilingual Program
- English as a Second Language

Walled Lake

Contact: Jeannine Marchand
K-12 Media Director
695 N. Pontiac Trail
Walled Lake, MI 48088
624-5020

Bilingual Program Includes:
- Arabic/Chaldean
- Japanese

Cathy Ferguson
Glengary Elementary
3070 Woodbury Street
Walled Lake, MI 48088
624-1764

Waterford

Contact: Ron Arnold
Elementary Ed. Director
6020 Pontiac Lake Rd.
Waterford, MI 48095
666-4000

No Bilingual Program

West Bloomfield

Contact: Ted Cavin, Pupil Services
Community Education
Orchard Lake Middle School
6000 Orchard Lake Road
West Bloomfield, MI 48322
682-1764

Bilingual Program Includes:
- Arabic/Chaldean
- Farsi
- Japanese
- Romanian
- Spanish
- English as a Second Language

AVONDALE

Stan Skavery
2900 Waukegan
Auburn Heights 48326
852-6620

BERKLEY

John G. Fernane
14501 Talbot
Oak Park 48237
544-5886

BIRMINGHAM

Shirley Bryant
550 West Merrill
Birmingham 48012
644-9300
Evaughn Salminen
433-8444

BLOOMFIELD HILLS

June Hamilton
Dan Badgely, HSC/ESL
Steve Lackey, Enrichment
4174 Dublin Drive
Bloomfield Hills 48302
433-0885

BRANDON

June Wuopio
1025 Ortonville Road
Ortonville 48462
627-4981 X-261

CLARENCEVILLE

Patricia Vickery
20210 Middlebelt
Livonia 48152
473-8907
Rose Govig
20155 Middlebelt
Livonia 48152
473-8933

CLARKSTON

Marilyn Allyn
5275 Maybee Road
Clarkston 48016
674-0993

CLAWSON

Norma Ross
28500 Alden
Madison Heights 48071
545-5585

FARMINGTON

Pamela O'Malley
32500 Shiawassee
Farmington 48024
489-3349
Terry Klenczar
Terry Leland
489-3333

FERRSDALE

Ann Dilly
881 Pinecrest
Ferndale 48220
542-2535
Marlana Krollicki
22111 Woodward
Ferndale 48220

HAZEL PARK

Jim Anker
23136 Hughes
Hazel Park 48030
544-5344
Gary Tweddle
627 E. Nine Mile
Hazel Park 48030
542-0800

HOLLY

Dan Rolls
Joan Clements
111 College Street
Holly 48442
634-7341

HURON VALLEY

Eldon Van Spybrook
5061 Duck Lake Road
Highland 48356
684-8298

LAKE ORION

Lisa Sokol
315 N. Lapceer Street
Lake Orion 48362
693-5417

LAMPIERE

Norma Ross
28500 Alden
Madison Heights 48071
545-5585

MADISON

Norma Ross
Marcia Smith
Mark Skrzynski
28500 Alden
Madison Heights 48071
545-5585

NOVI

Clara Porter
25345 Taft Road
Novi 48374
348-1200
Carol Saunders
310 N. Warren
South Lyon 48178
437-7790

OAKLAND SCHOOLS

Dr. Robert G. Rodgers
Barbara Eichhorn
2100 Pontiac Lake Road
Waterford 48328
858-1942/858-2151

OAK PARK

Ann Dilly
Sandra Stahnick
22180 Parklawn
Oak Park 48237
548-9294

OXFORD

Karen Eckert
105 Pontiac Street
Oxford 48371
628-9220

PONTIAC

Thomas Rosenthal
60 Parkhurst
Pontiac 48342
857-8210

ROCHESTER

Walter Cooper
180 S. Livernois
Rochester 48309
651-4262
Pat Ojala
651-0242

ROYAL OAK

David Dursum
1123 Lexington
Royal Oak 48073
435-8300

SOUTHFIELD

Dr. Karen Roth
16299 Mt. Vernon
Southfield 48075
746-7675

SOUTH LYON

Peter Banta
Michael Beyer
310 N. Warren
South Lyon 48178
437-8105

TROY

Robert Stromayer
201 W. Square Lake Rd.
Troy 48098
879-7582
Cathy Pello
879-7599

WALLED LAKE

Rob Masson
John Johnson
Vickie Gibbons
615 N. Pontiac Trail
Walled Lake 48390
624-0202

WATERFORD

Charles Cole
Carol Luckes
1415 Crescent Lake Road
Pontiac 48054
674-3145

WEST BLOOMFIELD

Gerald DiPaola
5810 Commerce
West Bloomfield 48324
682-1157
Faye Mapley
6000 Orchard Lake
West Bloomfield 48322
851-7600

APPENDIX C: Leading international businesses of Oakland County

	Full-time employees in Oakland County Nov' 89
1. General Motors Corp. 3044 W. Grand Blvd., Detroit, 48202 556-5000 Contacts: Education and Training Public Relations Business and Finance Public Affairs Walt Roman, Personnel, College Relations (556-3168)	26,600
2. Electronic Data Systems Corp. 26533 Evergreen, Southfield 48068 262-5884 Contacts: Mark Fox, Public Relations Don Schneider, Director, Leadership Development, Dept. of Corporate Education (262-5424) Mike Hepner, Recruiting (265-4522, ext.4550)	10,000
3. Elias Brothers Restaurants, Inc. 4199 Marcy, Warren 48091-1799 759-6000 Contacts: Public Relations Personnel	5,000
4. Ford Motor Co. The American Road, Dearborn 48121 322-4111 Contacts: Central Placement Services (323-9100) Personnel, World Headquarters Employee Development Office (322-6593) Tony Proctor, Employment Training Section (390-4438) Carol Houterman, UAW-EDC (390-4402)	4,432

- | | |
|---|-------------------------------|
| <p>5. K mart Corp.
 3100 W. Big Beaver, Troy 48084
 643-1000
 Contacts: Public Affairs
 Marketing
 Mary Lorenz,
 Manager of Public Relations
 Therese Wilson,
 Personnel (643-1652)</p> | <p>3,500</p> |
| <p>6. IBM Corp.
 200 Galleria Officentre, Southfield 48086
 262-3300
 Contact: Communications Department</p> | <p>1,500</p> |
| <p>7. Williams International
 2280 W. Maple, Walled Lake 48088
 624-5200
 Contact: Don Branch, Training Person</p> | <p>1,400</p> |
| <p>8. AT&T
 445 State, Room 105, Detroit 48226
 985-5238
 Contacts: Personnel (262-4969)
 Joan Baines, Recruitment
 (312 592-6737)</p> | <p>1,235</p> |
| <p>9. GTE Valenite Corp.
 750 Stephenson, Troy 48007
 589-1000
 Contacts: Marilyn Sleiter,
 Human Resources
 Annette Marti (313 589-6050)</p> | <p>1,054</p> |
| <p>10. Rockwell International Corp.
 2135 W. Maple, Troy 48084
 435-1000
 Contact: Ken Rose,
 Training and Development Manager
 (435-8682)</p> | <p>866</p> |
| <p>11. Nippodenso Sales Technical Center
 24777 Denso Drive, P.O. Box 5133,
 Southfield 48034
 350-7500
 Contact: Sue Notaramini,
 Human Resources Director
 P.O. Box 5133
 Southfield 48068-5133</p> | <p>unknown
 (growing)</p> |

12. Siemens Corp.

Troy
244-0100

(Note: Three divisions of Siemens Corp.
will locate in Auburn Hills next June)

unknown
(growing)

REFERENCES

Oakland County Economic Development Division. "Foreign Based Businesses in Oakland County", Oakland County Michigan Department of Community and Economic Development; Pontiac, MI (September 1990), 29 pp.

Sarafa, Josephine and Suad, George S. "The Educational Values of Greater Detroit's Chaldean Community", (1981), Birmingham Public Schools; Birmingham, MI 42 pp.

Thomas, Louise P. (Ed.), "Foreign Investment Directory", Passport to International Detroit: A Guide to International Commerce in Southeast Michigan, (5th edition), (June 1990), pp. 93-124.

Trone, Nicole. "Oakland County's Largest Employers Ranked by Full Time Employees", Crain's Detroit Business, (January 8, 1990), p. 13.