

Missional Partnership Grant Application  
for the Central Region of the Presbytery of San Francisco

Name of Partnership Project: **English Language Program supporting the PIPH educational offerings in the Bay Area**

**I. Please list the partnering congregations/organizations:**

(which of these groups are your liability coverage \*)?

- Primera Iglesia Presbiteriana Hispana de Oakland (PIPH) \*
- La Ceiba Academia
- Oakland Unified School District
- Assorted local volunteers inside and outside the church communities
- St. Paul's Episcopalian Church, Oakland
- College Avenue Presbyterian Church, Oakland

**Amount Requested:** \$50,000

**II. Please describe your proposed project by expanding upon the established values of the Central Region charter.**

• **either an existing ministry with an established track record in need of expansion OR a new and exciting opportunity for mission-ministry;**

— PIPH has been working with volunteers and churches for many years offering ESL classes. As we share this new project will expand the educational offerings in many ways.

• **doable/feasible as well as viable/sustainable efforts;** — PIPH has successfully offered ESL classes partnering with volunteers and churches in the work. PIPH has a strong group of members who have kept the classes going but need help to expand with online classes taught by indigenous teachers.

• **share the Gospel / Reach the unreached with the gospel message;** — The folks who are coming to the classes are in such need. They have come to a place where they are not valued, only used. The Church in East Oakland is a haven for these Children of God, it is a place where they are valued and they are appreciated. For many of these refugees this is the first time they have heard of the Love of God and are embraced in the love of community.

• **advance the proclamation of the gospel through justice-related actions or ministries relating to material, social, or relational well-being;** — ESL classes are more than just teaching English but caring for the whole person. We seek to be Christ to them, coming alongside them as teachers and students working together. This project is seeking to meet all the many needs of the people God send us.

• **be a joint ministry of collaboration among at least two or more congregations (approved by the specific sessions) of our region, aiming for maximum participation of faith organizations and other organizations in an endeavor that is local and/or international;** — This project will continue to work with its present partners, College Ave, St. Paul's Episcopalian, Oakland and many church volunteers. La Ceiba Academia will come alongside to help develop the new online, project based, indigenous lead curriculum. St. John's Presbyterian Berkeley and Montclair PC are also planning to partner with volunteers and future leadership.

• **doable/feasible as well as viable/sustainable efforts;** — ESL offerings will be a part of the ministry of PIPH without any grants. It is an important part of the ministry to new pilgrims. What they need is help to have a curriculum that meets the needs of their students. This grant money will make it possible to support the leaders putting the program together, and supply money to buy needed equipment but volunteers will still be the heart of the program. The grant money will build the program but not be the heart of the program.

### **III. What is the root cause or need that your proposal is addressing?**

The need is quite significant among these immigrants looking to acquire or improve their very basic English skills to help in their work environments and to better their lives. Many of them have very formal education from contexts of systemic poverty and little free public education, most students had to leave school by 3rd grade to help financially support their families. They also speak Spanish as a second language, so while they are semi-literate they are also multilingual.

#### **What is the goal-of your proposed project?**

- Create a Language curriculum that engages students who have never had much if any formal education. This curriculum will seek to teach English using music, coffee/barista education, cooking (tamales), dance, games, chess, and other interesting modalities. The curriculum will be developed by a diverse international team who have years of experience in teaching ESL and also know the needs of the student from personal experience. Values will be not to use “Bank Education” as defined by Paulo Freire but a sharing of what we know and value each other. This will be a project learning model.
- Much of the teaching will be recorded so the material can be presented online to students and teachers. This will meet the following needs;
  - Allow volunteers to feel more confident having the recorded lessons to present material.
  - Allow students to take the class remotely. This will be essential during times of social distancing but also will allow students who are not able to make it to class to still keep up with the classes. This will also allow students to take classes in

other locations. The remote option students make it possible for students to complete all the offered class and so have a comprehensive understanding of the material.

- Make it possible for students to take all the offered classes and be presented with a certificate showing their accomplishments.

In doing this the program could then expand it's recruitment to other religious communities (Presbyterian and other) who share this commitment to loving our neighbor, specifically our immigrant one. This could also provide for new missional partnerships between religious and secular groups/associations, as well as provide a pathway to introduce the majority secular population of the Bay Area to a concrete experience of what we believe the Church to be in our Reformed Tradition.

One innovative part of this project would be to have the curriculum developed by a diverse planning team including educators from the places where our students call home.

#### **IV. Please identify the goals, timeline for implementation and the measurable impact you hope to bring about?**

- create a language learning curriculum using teachers from the country of origin.
- making it accessible through the internet and recorded video library.
- Start Immediately with classes as they are developed and expanding the educational video library and perfecting the classes and curriculum.
- Attract and retain language learning students to an effective and engaging curriculum as well as to build a local and international community focused around the classes.

#### **II. How do you hope this project will excite and involve a core group of people from our region in ministry, mission, and relationship-building?**

The curriculum is designed so that...

- Students and volunteers watch a video teaching English using engaging activities like dance, music, cooking etc videos before a class so volunteers and students will be well prepared and comfortable in the class.
- Class topics and activities will be interesting, practical and fun for both students and volunteers.

**The hope would be threefold and also rooted in mutual growth.**

First as a concrete ministry of assistance to recently arrived immigrants in learning English, adapting to life in the United States (CA), and potentially finding a new community rooted in the PIPH congregation that seeks to meet the needs of the whole person.

Second as a local and concrete missional program through which native English speakers are able to come alongside immigrants and see the challenges they face in person, not merely via the Media or government statements. This would contribute to personal agency in regards to welcoming diverse neighbors, inviting them to integrate into our society, and to the common good of our city.

Thirdly this would serve as a concrete program around which collaboration could develop among religious (church) communities, secular associations, school districts and other volunteers in view of deepening civic engagement, relationships and the common good.

**III. Who is the Person accountable for this proposed project: Kedrick Shadley**

**Phone:** ~~(510)435-1082~~

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**Address:** 874 57th st Oakland, CA

**Date of Submission of the proposal:** 7/3/2020

**Date of session approval of the proposal:**

**PIPH:** 7/2/2020. **Name of Clerk:**

**CAPC:** 6/18/2020, **Name of Clerk:** Monte McClain

**IV. Is there any other information you want us to know as we consider your application.**

**See attached description of language program**

**BUDGET**

A total of \$50,000

- \$20,000 - Curriculum Development: writing team, instructors, production, adapting to online use i.e. zoom training, accessing online resources.
- \$15,000 - Equipment: Computers, internet access, AV etc.
- \$15,000 - Coordinators: Volunteer/Student Coordinator, Project Coordinator, Program Director

The Money will be held in the Farm 2 Cup account.

Farm 2 Cup Account Title Holders

Monte McClain  
Pablo Moratoya  
Karl Shadley  
Kedrick Shadely

This committee will determine the disbursement of these funds:

Cintha Azurdia - Program Director/Coordinator (Palin, Guatemala)  
Smayah Uwajeneza - Coffee Training and Quality Control (Kigali, Rwanda)  
Harrison Aragon - Media and Project Documentation (Palin, Guatemala)  
Kedrick Shadley - Program Director/Coordinator (Oakland, CA)

Students and volunteers will be provided with zoom application training and access to the internet via the church and nearby studio.

La Ceiba Academia will acquire, organize and provide social service resources to students and volunteers, as well as information on access to free food and preventative Covid-19 related health equipment.

## La Ceiba ESL Curriculum and Online School

Part 1 - ESL Curriculum – The Curriculum has 5 main principals that guide its philosophy: community involvement, project-based learning, differentiation, physical, and the flipped classroom model. There is an overarching theme to the curriculum that is inspired by Paulo Freire's Pedagogy of the Oppressed where every participant is à student and a teacher, where everyone seeks to learn. Language will be taught in the context of practical and fun activities that reflect the desires of the participants. The goal of the program will not be to prepare English learners to get jobs in a capitalist system, though this will happen, but to become more confident of their value and worth as a humanbeing.

### Part 1 - La Ceiba ESL Curriculum

- 1) Flipped classroom -
  - a) students consume pre-recorded lectures on their own before class
  - b) these videos or lectures are part of an online video library that can always be accessed
  - c) class time is reserved for more "active learning" like discussions, projects, and workshops (cooking, preparing coffee, dancing, singing, competitive games)
  - d) Learning focused on student engagement and active learning. This gives the instructor a better opportunity to deal with
    - i) mixed levels
    - ii) student difficultiess
    - iii) differentiated learning styles during in-class time.
  - e) The flipped classroom slogan is "Teachers are the guide on the side not the sage on the stage." This goes hand in hand with Freire's non-banking concept of education. Instead of the teacher knows everything and they pour everything in an empty vessel model. But rather mutual learning.
- 2) Differentiated instruction – The process of "ensuring that what a student learns, how he or she learns it, and how the student demonstrates what he or she has learned is a match for that student's readiness level, interests, and preferred mode of learning."
  - a) Teachers can differentiate in four ways:
    - i) Content – what is learned
    - ii) Process – how it is learned
    - iii) Product – the desired goal
    - iv) Learning environment
  - b) In other words...the more we understand and enjoy something the better we learn it.
- 3) Project-Based Learning - is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.
  - a) Students will be given challenges, projects, and games relating to our different learning modalities (dance, coffee, ukulele, cooking etc)

- b) Students will be separated into groups that will compete, yes compete that is how you build competence, and they will also collaborate. Competition drives motivation, fun, and creativity. Collaboration forces seeing different perspectives, being adaptable, and compromising.
  - c) In other words, it's better to focus on the practical use and application not rote memorization that has no real connection to our daily lives.
  - d) The tests will be practical real-world tests. In other words, having evaluated as "praxis" or results-based and not just doing the same thing that doesn't work over and over again. We want skills that actively dismantle injustices and we want those skills to be measured by student and teacher satisfaction/enjoyment as well, not just practicality.
- 4) Physical Learning – there are numerous benefits to learning while the body is physically active.
- a) Evolutionarily when we were up and moving we needed the brain to be active because we needed to hunt, remember our route, track prey, avoid danger, etc. sitting puts our brains into sleep or relaxation mode, while movement wakes the brain.
  - b) According to neuroscientist Daniel Wolpert the brains main function is to produce adaptable and complex movements.
  - c) brain-derived neurotrophic factor or BDNF is released after exercise and decreased in people who are sedentary.
  - d) John Ratey named BDNF the miracle grow for the brain.
  - e) High intensity interval training (HIIT) increases vocabulary retention rate 20% faster than in those who were sedentary.
  - f) BDNF – improves the function of neurons, encourages their growth, and strengthens and protects against the natural process of cell death
  - g) In other words...the more active we are the better our brains perform and become
- 5) Community Building – helps with retention and spreading via word of mouth.
- a) Currently, every instructor involved in the La Ceiba ESL class is an immigrant who learned English as a second language or lives in another country
  - b) Those countries include sea Guatemala, Colombia, and Rwanda.
  - c) Not only does this build local community but an international one. This will also connect local East Bay volunteers to a larger international community as they learn with the students.
- 6) This is an area where I feel the church plays a large role in helping people become more fully human through consciousness-raising. Again another concept talked about in Pedagogy of the Oppressed. Just buy nature of our selection of teachers it is a huge step in that direction.
- 7) By having the right combination of teachers and students and then having conversational dialogue aspects to the class social change can begin to take place. We are aiming not only to educate but give a voice to the voiceless.

So looking at those reasons for picking each criteria for La Ceiba curriculum here is an example class, which we hope to be able to offer very soon.

- 1) (Flipped Classroom) make a very simple pre-recorded video explaining what we are going to do in the upcoming class.
- 2) (Project based learning) pose a work project or challenge or game for students
- 3) (Differentiated Instruction) make sure to vary the projects using different learning mediums (dance, music, games, etc)
- 3) (Competition) break the class up into teams who will compete for that challenge. We want language learners and teachers to loose themselves in the activity, becoming less self conscious and free to learn.
- 4) (physical learning) involves 20 minutes of physical activity during or directly before class
- 5) (community building) each class must involve at least 3 instructors and their different learning modalities

A huge element to this curriculum that may go unnoticed at first is that it is designed to engage, retain, entertain, teach, and challenge the students; but also the teachers. Teachers must be creative in the projects they come up with, adapting various modalities to fit a particular subject, and creative in how they collaborate with other instructors. This helps keep teachers from burning out.

Part 2 - Online School – The online school while it currently functions as an ESL class will include other learning modalities as part of its differentiation criteria. These different learning modalities will amass a video library over time as a result of the flipped classroom pre-recorded lectures criteria. This creates job opportunities for instructors, sustainability options for La Ceiba, practical application for students.

#### Part 2 – Online La Ceiba Academy

- 1) Instructor Job Opportunity
  - a) The video library that becomes created can be packed and sold to learning institutions for ongoing revenue.
  - b) Instructors can take what they have done in class and run their own online classes, anywhere in the world. This mobile education is very valuable and practical. Because more students can take the class and if they miss it they can watch the video.
  - c) Immigrants from Central America will be taught by other immigrants from Central America who successfully learned English and now teach a class of some sort. If students complete our class they should be able to explain and sell coffee, chess lessons, dance lessons, cooking and so on, in English. If they can do that it serves not only as a great test to see that they learned the language but also as an option for self-employment.

This is meant to develop over time with help in design and evaluation by linguist and ESL educators. We are already producing class and will prefect the classes with the help of our ESL



educators. We are developing an online school with international earning potential for La Ceiba, its instructors, and its students, and to build community locally and afar and then connect those two communities through La Ceiba.