

# Group 1 Action Plan

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# Table of Contents

01

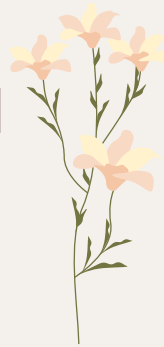
## Action Plan Issue

Increase Opportunities For Early Second Language Learning

02

## Description of Actions and Process

How we went about making a positive change



03

## Action Plan Reflection

Our thoughts on the Actions Done and their Potential Impact on the Community

# Action Plan Issue

The topic we chose for our action plan is spreading awareness about the benefits of Learning a second language in early education (before High school) and trying to increase these opportunities by showing student's and parent's interest



# Why We Chose This Issue

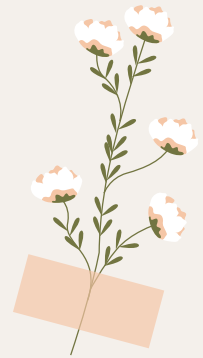
- Ever since our first lesson at Del Rey Woods, more and more students have expressed an interest in learning a second language
- More students than we could manage at once
- We wanted to bring the principal's attention to this enthusiasm in hopes that more second language classes would become available



02

# Our Action Plan

Description of action  
plan and the process



# Action Plan Timeline

**Wednesday November 17, 2021** : Sent out surveys (printed) to parents of our service learning students to learn more about their opinions on their child learning Japanese and how they feel about other potential opportunities for learning second languages in early education.

**Friday November 19 and Wednesday December 1, 2021:** Received parent surveys back from our students and collaborated with each other to gain a collective understanding of how our students' parents feel about second language education. Based on the parent survey feedback, we gathered all of our data to propose to the principal of Del Rey Woods Elementary school.

**Wednesday December 1, 2021** Proposed our data findings to the principal of Del Rey Woods Elementary school, Lynn Ebor, so that she could likewise gain an understanding of how parents feel about second language learning opportunities.

We hope that our data findings will not only have an effect on Del Rey Woods Elementary (Integrating language courses into future curriculum /introducing more languages through the CPY program/etc.) but can also make way to the principal's own school board meetings to reach a larger audience.

# Survey

## Cover Letter

### Survey Cover Letter

Dear Mrs. Ebor, Principal of Del Rey Woods Elementary,

My service learning partners and I from CSU Monterey Bay have enjoyed our time offering Japanese language and culture lessons to the students of Del Rey Woods in the CPY afterschool program. During our time we have seen an incredible amount of excitement to learn the Japanese language from students. So much so, that there were more students who wanted to join our lessons than we would have been able to facilitate. Because of this immense response from the students, we decided to gauge the interest of their parents in regards to early education second language classes. We as foreign language and culture majors recognize the myriad of benefits one receives from learning a second language. Studies have shown that students who begin learning a second language at an early age are more likely to attain native-level pronunciation than older students. Students who are learning a second language also achieve higher grades on average in all subjects. We believed the best way to see how parents feel about second language classes for their children was to send a survey to the parents of the students in our Japanese lessons. Attached to this letter is all of the surveys we received back and the comments made by parents. We hope that this evidence may possibly be used as an indicator for the school, or district as a whole, to create and implement more opportunities for students to learn a second language during their early education. We greatly appreciate the time you have taken to listen to our proposal and look over the evidence provided.

Thank you,

Alyssa Powell, Jeremy Ruiz, and Nami Olson

## Survey Sent out to Parents

### Del Rey Woods Elementary Parent Survey

Hello, our names are Alyssa Powell, Nami Olson, and Jeremy Ruiz. We are students at CSUMB volunteering at the CPY program as Japanese language instructors. This survey will be used as a tool to gauge interest in additional second language classes that can be offered in this community. We appreciate your honest opinions for each of the questions. Please return this survey with your student on **Friday November 19, 2021**. Thank you for your participation.

Please circle the best answer to each question.

- How satisfied are you with the Japanese class at CPY for your child?  
Very Satisfied    Satisfied    Neutral    Not Satisfied    Very Not Satisfied
- I think that CPY or Del Rey Woods Elementary should offer more foreign language classes.  
Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree
- If more second language classes were offered (afterschool) I would enroll my child in those classes.  
Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree
- Have you seen a change in your child since joining the Japanese language class during CPY?  
(Respect others more)    (More interested in other countries/cultures)  
(Willing to study more)    (Better grades)    (No Change)  
(Other: \_\_\_\_\_)
- I think learning a second language will give my child more opportunities for his/her future career.  
Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree
- I think taking second language classes would help my child succeed more in all school subjects.  
Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree

03

# Reflection of our action

- Survey data
- Presenting to the principal



# Results of the Survey

1. How satisfied are you with the Japanese class at CPY for your child?

<b>Very Satisfied</b>	<b>Satisfied</b>	Neutral	Not Satisfied	Very Not Satisfied
80%	10%	10%		

- 90% satisfied our lesson

2. I think that CPY or Del Rey Woods Elementary should offer more foreign language classes.

<b>Strongly Agree</b>	<b>Agree</b>	Neutral	Disagree	Strongly Disagree
70%	30%			

- 100% support foreign language classes

3. If more second language classes were offered (afterschool) I would enroll my child in those classes.

<b>Strongly Agree</b>	<b>Agree</b>	Neutral	Disagree	Strongly Disagree
60%	30%	10%		

- 90% enroll their children in foreign language classes

4. Have you seen a change in your child since joining the Japanese language class during CPY?

(Respect others more) 10%	<b>(More interested in other countries/cultures) 50%</b>
(Willing to study more) 10%	(Better grades) 10% (No Change) 20%

- 50% children are more interested in other countries/ cultures

# Results of the Survey (cont')

5. I think learning a second language will give my child more opportunities for his/her future career.

<b>Strongly Agree</b>	<b>Agree</b>	Neutral	Disagree	Strongly Disagree
70%	30%			

- 100% Learning second language is good for children's future/career

6. I think taking second language classes would help my child succeed more in all school subjects.

<b>Strongly Agree</b>	<b>Agree</b>	Neutral	Disagree	Strongly Disagree
60%	30%	10%		

- 90% Taking second language classes helps to succeed more in school

7. Learning a second language can increase my child's respect for other people and ethnic groups.

<b>Strongly Agree</b>	<b>Agree</b>	Neutral	Disagree	Strongly Disagree
60%	20%	20%		

- 80% Learning second language increase child's respect for other people

8. I want my child to master a foreign language.

<b>Strongly Agree</b>	<b>Agree</b>	Neutral	Disagree	Strongly Disagree
70%	30%			

- 100% want their children to master a foreign language

# Reflect of Our Action



Nellie Marrero, Bilingual Community Liaison reached out to us and expressed to support our Action.

*Nellie Marrero, Community Liaison  
831 392 3907 option 4*

December 1st, 2021 (3:15pm)

- Meeting with Principal Lynn Eborá
- Presenting the survey results

## Comments from Principal Lynn Eborá

Thank you for giving the students this wonderful opportunity to learn Japanese language and culture. I noticed that the students behaved better and they really wanted to study Japanese. I believe that foreign language classes are important for the students and families. Since I have budget for afterschool programs, I definitely will bring this data to a meeting and discuss a possibility to have Japanese classes near future.

# Our Thoughts

Alyssa:

I was really surprised by the hospitality Del Rey Woods offered to us. Before our Thanksgiving break, both Ms. Eborá and Ms. Marrero expressed their support for us and even suggested potential opportunities to teach Japanese formally within the community. During our meeting with Ms. Eborá, I was shocked to learn that no other service learning groups had approached Ms. Eborá in the past 5 years of her role as an administrator. She didn't even know that the CPY Japanese leaders were CSUMB students. After finding that out, she expressed her increased willingness to help find a proper classroom for future groups as her son is also a university student. She seemed touched by our maturity and leadership, and told us that she hopes her son is able to do the same things we do.

When I told her I would like to become a Japanese teacher in the future, she even offered me an opportunity to work at Del Rey Woods after school to teach Japanese. The school has an after school budget that is separate from CPY, and would be under the principal's control (since she has no jurisdiction over CPY). She suggested that I relay my contact information to her and she would check out with HR and any after-school teacher programming to see if I could potentially teach as a student teacher with pay.

# Our Thoughts (Cont.)

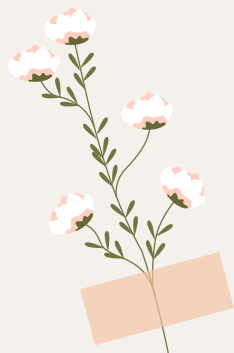
Jeremy:

I thoroughly enjoyed my time teaching lessons to the students of Del Rey Woods Elementary. All of the staff, from CPY to the teachers and principal, were extremely accommodating and showed immense passion for their job assisting students. It is because of their passion that I believe our group may have possibly made some large changes in the Del Rey Woods community. The Principal expressed great gratitude to us for getting concrete data that shows parents and student's interest in additional second language class opportunities. I truly believe that due to our group's actions, additional opportunities will be created for the students of Del Rey Woods Elementary and I couldn't be more excited for this outcome.

Nami:

With our passion and real voices from the students' parents, I believe that our group made an significant impact on both Del Rey Woods Elementary and Seaside community. Our survey proved that many of the student's parents from our Japanese class agreed with our ideas on second language acquisition, and our program encouraged the principal to take steps towards opening a Japanese class as an after school program. The entire process of our action and the results were thrilling and made me very excited for all the students from this community. Although this is a tiny step, I really hope that the Monterey Peninsula Unified School District (MPUSD) will soon recognize the importance of second language classes in this area, and many more new Japanese classes will be opened throughout the district in the near future.

# Thank you for listening!



Any questions/comments?

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