

ED 032 244

SP 003 017

Exemplary Programs in English As a Second Language, San Diego County. Final Report.

San Diego City Schools, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date Apr 69

Grant-OEG-4-7-67-2941-2726-056

Note-37p.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors-Demonstration Centers, *Demonstration Projects, *English (Second Language), Inservice Teacher Education, *Mexican Americans, Parent Conferences, School Community Cooperation, Spanish Speaking, Teacher Workshops

Identifiers-California, San Diego

This document reports a 2-year project designed to (1) establish four model English as a Second Language (ESL) demonstration centers (kindergarten through grade 12); (2) demonstrate ways to equip Mexican-American pupils with the four English language skills: listening, comprehending, speaking, reading and writing; (3) acquaint teachers and staff with better methods, materials, and techniques of working with non-native speakers of English; (4) identify for the teacher the unique cultural characteristics which Mexican-American children bring to the learning process; (5) develop in each pupil the fundamental skills and modes of learning that carry beyond the classroom and the immediate school environment; (6) encourage, promote, and maintain pupil and parent participation and appreciation for education at all age levels; and (7) evaluate and disseminate the findings of the project. Included are descriptions of various phases of the program including summer and monthly inservice workshops for 100 teachers; selection and field testing of ESL curriculum materials; study conference for educators and community representatives; and conferences and classes for parents. Included also are description of the typical Mexican-American family in the county and discussion of changes influenced by the project, the part played by 12 cooperating community agencies, and contribution of project activities without federal support. (JS)

ED032244

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
Washington, D. C. 20202

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

FINAL REPORT

Elementary and Secondary Education Act of 1965
Title III, P. L. 89-10, as amended

Name: EXEMPLARY PROGRAMS IN ENGLISH AS
A SECOND LANGUAGE - San Diego County

Address: San Diego Unified School District
4100 Normal Street
San Diego, California 92103

Grantee: Dr. Jack Hornback, Superintendent

Project No.: 67-2941-0

Grant No.: 4-7-67-2941-2726 (056)

State: CALIFORNIA

Period: FEBRUARY 1, 1967 - JANUARY 31, 1969



Project Office: 2950 National Avenue
San Diego, California 92113

Project Director: Herb Ibarra

Communications/
Community Coordinator: Phil del Campo

Materials Coordinator: Lilian Halsema

5P003017

T A B L E O F C O N T E N T S

Page

PART II - NARRATIVE REPORT

Introduction 6

Foreword 16

Report

Section 1 - Implementation of Objectives 17

Section 2 - Results of Endeavors 30

Section 3 - Change Influenced by Project 33

Section 4 - Cooperating Agencies and Organizations 34

Section 5 - Dissemination 37

Section 6 - Continuation of Project Activities 38
 without Federal support

Section 7 - Costs for Project Budget Period 39

PART II - NARRATIVE REPORT

3/4/5

INTRODUCTION

In February 1966, San Diego City Schools received an ESEA Title III grant for establishing an English As a Second Language (ESL) Demonstration Project. A local needs assessment placed high priority on this program since it had been determined that the non-English speaking population of San Diego County posed a major unsolved educational problem. Although the Mexican-American had been part of the San Diego scene since the inception of the city and county, the educational establishment had never learned to educate him so that he could take advantage of all the opportunities guaranteed to all Americans. In June 1968, the San Diego City Schools system was granted funding for another project under ESEA Title III. The new program was to be ESL/Bilingual in concept.

How did all of this evolve? Until recently Mexican immigrants had been crossing the border at Tijuana, adjacent to San Diego, on the average of one thousand a month. Quotas on immigration, effective July 1, 1968, have much reduced the figure for legal immigration, but not necessarily for immigration. True figures for Mexican immigration to the United States are simply unavailable at this time. We must bear in mind that the first grades of school in the Southwest also receive, along with the immigrant child, children of Mexican-American residents who are not English speaking. Although some of these children come with knowledge of the English language, in the majority of cases their proficiency is substandard.

Following is a description of the typical family that poses this great challenge to the educators of San Diego County.

The Juan Gonzalez family came to San Diego the summer of 1966. They had struggled for years to obtain immigration to the United States. Mr. Gonzalez was employed as a gardener earning sixty dollars a week. His wife remained at home to look after the family. He was forty-three and she, thirty-nine. There were six children in the family. The oldest, Juanito, was fifteen; Maria, thirteen, followed; Jaime was twelve; then came Pedro, five; remaining were Eulalia, four and Sarita, two. The family promised to increase, according to the latest word from Mrs. Gonzalez.

Mrs. Gonzalez had had three years of education in Mexico and Mr. Gonzalez had had at least four. Mr. Gonzalez had always performed unskilled labor and Mrs. Gonzalez had assisted with odd jobs. They originally came from a small town in Mexico before living in Tijuana, where they awaited the time when they would be accepted as immigrants to the promised land of opportunities for all.

When they came to San Diego, they resided in the barrio (Mexican-American community), which is made up of other Spanish-speaking people. They were happy to be near churches, stores, bakeries and restaurants that were Spanish-speaking. Although they were without knowledge of English, they did not have to leave the neighborhood, since it was a self-contained Spanish-speaking community. They lived in a one-bedroom frame house, which was much superior to their abode in Tijuana. They paid a mere eighty-five dollars a month rent. They had one material luxury, a 1955 Chevrolet pick-up truck. Mr. Gonzalez used it for gardening jobs which supplemented his income.

The above description is still typical of the immigrant families in the San Diego County schools. This profile, compiled by the ESL Demonstration

Project, was made from a survey of families involved in the ESL program. What could be expected for these families that had come to the United States? How many of the opportunities offered all Americans would come their way? Generalizations can be misleading because attention to the problems of the Mexican-American varies from one community to another. It is significant that in the summer of 1966 very few school districts had made a commitment to provide specialized instruction for the non-English speaking Mexican-American.

For the senior members of the family little hope could be offered. If Mr. Gonzalez was to change status occupationally, the educational opportunities would have to change drastically. There existed adult courses that could lead to a high school certificate. Most of these programs were not realistic, however, because they did not take into consideration the impoverished academic background of the immigrant. Communication had also been poor and efforts to recruit the non-English speaking adult had been negligible. Mrs. Gonzalez could be expected to have one more child. Because of her cultural background, it could be expected that she would not venture from the home until the youngsters were halfway independent. To reach her, it would be necessary for the school system to provide the babysitting needed in order to make her comfortable in attending classes. She could be recruited, but the school had to welcome her and her pre-schoolers. Finally, there had been a shortage of the bilingual (English-Spanish) teachers needed to make this individual feel comfortable as he took his first academic steps in the United States. If the educational establishment had been successful in the past, we would not find the discouraging statistic that the average Mexican immigrant requires thirty-nine years to achieve citizenship.

What could we expect for the Gonzalez children? There existed very few programs for the non-English speaking preschooler. If this child was placed in a regular preschool class, what headway would he make when there was no one with whom he could communicate. The kindergarten child would go to school. There existed very few kindergarten classes that offered systematic programs of English language development. This child had to face the "sink or swim" osmosis method of learning. His English would develop slowly, and in the meantime he would be denied the opportunity to gain in the conceptual realm.

More disheartening was the fact that he could be expected to face punishment if he spoke Spanish in school. Even on the playground he had to be quiet or speak the gibberish called English. The twelve-year old was to face the challenge of learning English and gaining subject matter knowledge that he might have missed in his Mexican education. There was only a possibility that he might have a class in "English As a Second Language." When this was found, it usually was not a longitudinal one that provided the opportunity for the student to become fully proficient in the English language. Too often ESL was offered long enough only to make the child seemingly functional. Since the immigrant does not enter the United States only in September, there was the possibility that the child might be forced into the regular classroom to make room for an incoming non-English speaker.

The junior high children faced similar frustrations. Very few secondary districts offered three sequential levels of ESL instruction. Too many felt that the Spanish-speaking student needed only English and then would be able to compete successfully in the regular curriculum. The average secondary age student came to the barrio from Mexico with a three-year

deficiency in academic background. In some cases, if the child was fifteen, he was given the run-around and never admitted in school. Since the family was new to the country and the child's labor was needed, no argument was raised.

The problem becomes more acute when we look at the teaching staff that this child faced. Very seldom would he encounter a teacher who had even a meager knowledge of Spanish or who understood the cultural differences that the child brought into the classroom. Seldom would he find an atmosphere in which he could develop pride in his Mexican heritage.

Last of all, the child faced the hard fact that he would be labeled a mentally retarded student for his academic life because of the biased testing programs that existed in most school systems. There would be no tests to truly identify the point in the child's language development when he could be considered independent of specialized instruction.

With the funding of the ESL Demonstration Project there began the concerted efforts to assist the Gonzalez family and the many others who were crossing the border at Tijuana every day. All the Spanish-speaking people deficient in the English language would receive educational attention. This program had two objectives. One was to demonstrate teaching techniques which would be effective in giving the non-English speaking student sufficient English proficiency to enable him to participate in the full curriculum to the extent of his ability and interest. The other was to demonstrate effective liaison between the school and the Mexican-American home.

The staff began by identifying the English As a Second Language programs in operation in San Diego County. This was accomplished with the help of consultants knowledgeable in the field. The diagnostic analysis made a critical assessment of those districts that had made a commitment to teach the target population and to establish some effective rapport with the Spanish-speaking community. The consultants were searching for classrooms that would always welcome a Gonzalez child and make every effort to provide a systematic program of language development. From the analysis, four districts were selected to provide one class each for demonstration purposes.

In the assessment it was evident that thousands needing effective ESL instruction were being neglected. Teachers to teach the classes had to be found if a commitment was to be made for a specialized program. Through the project, twenty teachers were paid to attend a summer workshop. During the 1967-68 school year these twenty teachers, along with eighty others from throughout San Diego County, received inservice training one full day a month. The Project paid for the substitutes for the original twenty to be released from their teaching assignment. Summer and monthly workshops provided instruction in methods of teaching English As a Second language.

Every session offered a cultural awareness presentation. Often it consisted of confronting the class with a militant Mexican-American who would explain how the community saw the teacher and the school. This process of sensitizing was reinforced with tours of the different barrios, led by activists who were working in the community. Two sensitizing programs proved very dramatic. These were conferences in which large

groups of educators and grass-roots members of the Mexican-American communities faced each other. The revelation by the barrio inhabitants of how they felt about the educational system and their awareness that they and their children were being short-changed shocked the educators. The upshot was that there did occur a greater commitment to the specialized educational programs needed by all the barrio.

One important ingredient which assisted in making the inservice meetings effective was the use of video tape equipment. At first it was used for taping the student teacher's lessons so that he could make a self-analysis. Later it became effective for preserving model lessons and using these for analysis by large groups. With the use of this equipment it was also possible to preserve the strong words of the militant leaders and members of the community for repeated assessment. These video tapes were made available to other districts, and they were used in training teachers in other areas.

It was now possible for the Gonzalez children to be guaranteed admittance into a classroom. There was a better chance that a specialized program would be offered and that the teacher would have some related training. More important was the fact that the teacher would have a degree of empathy and understanding of the cultural and linguistic differences being brought into the school. At no time was it found that the ESL students were being placed in a systematic manner based on empirical data. Nevertheless, all the Gonzalez children could expect some instruction in English and not always through osmosis. The question still arose as to what material would be used for instruction.

The Project was not adequately staffed to write materials. Since the demonstration districts were not under the control of the ESL Center, there was no assurance that definite recommendations regarding materials would be followed. A careful assessment provided evidence that there was not one set of materials that would solve everyone's problems. The Center staff did make money available for each demonstration district so that different materials might receive adequate field testing under the guidance of the demonstration teacher. At the same time teachers were brought to the Center to assess materials that were being received from all available sources.

As mentioned, a family like the Gonzalez family had never been expected to come to school unless one of the children was in trouble. It had been assumed by the educational establishment that the Mexican-American family was not interested in education generally, and particularly in that of their children. It was up to the Project staff to prove this assumption to be incorrect. First of all, an effective liaison had to be established between the school and the home. The written message, in Spanish or English, had never proved effective. The ESL Project proposal had provided for hiring community aides who would work with the school in the demonstration districts. How to find the one that could establish the right rapport was the challenge. First of all, no educational qualifications were specified for the applicant. Secondly, the aide had to be able to speak in English and Spanish. This was not enough. The liaison person had to be acceptable to the community. The Project Community Coordinator went to the poverty program office in each demonstration district and asked that it screen and select five candidates for the

position. The school administration and the Project Community Coordinator then selected the individual acceptable to them. Now each demonstration district had an aide who was acceptable to the Mexican-American community and the school.

A facility can be important to a project. Since its inception, the ESL Center has been located in a rented building in the heart of the San Diego barrio. This has divorced the staff from the school atmosphere. The community has come to depend on and trust the Center staff because of the location of its headquarters. If we really believe in an effective liaison program then we must sometimes be willing to go to the community, even literally.

In the area of parent involvement, the Project Community Coordinator had one big objective. This was to have four Spanish-speaking parent meetings during the scholastic year. The sessions had to be productive and be assured of large attendance. One measure of productiveness was the evidence that the parents desired adult education programs. Attendance was assured when the community aide went from house to house to give verbal notice of the meetings. More important, he obtained suggestions for the agendas of these gatherings. The fact that the meetings would be conducted entirely in Spanish was an inducement that had not been offered before. The outcome was that the parents of the ESL students did go to the meetings; they did take an active part in the planning and, more important, were quite vocal at the meetings in stating their views of the educational programs. The administration was very surprised to find these parents so interested and much more supportive than had been anticipated. The parents demanded adult ESL

classes similar to those of their children. They went further yet and demanded bilingual teachers so that they could easily communicate with the instructor.

Not all the adult classes established as a result of these meetings met with success. The ones that did were those where the community aide had made home visits to find out the reason for non-attendance. In most cases the curriculum had to be changed, for the parents were like Mr. and Mrs. Gonzalez with very little academic background. One program that began with an enrollment of ninety and ended with ninety found that the parents wanted to mix socializing with learning. A double coffee break was initiated, not so much to provide time for socializing as to permit them to talk to one another about their children.

Mr. Gonzalez and his family are better off now. Other immigrants can anticipate greater educational opportunities for the entire family. Not all is perfect, however. It has become evident that as the child or adult learns English he is being deprived of content instruction. To the youngster this means an entire day which is lost to him except for the period of language instruction. There are not enough teachers proficient in both Spanish and English to provide instruction in Spanish in all subject areas. Neither has there been material available for content instruction in Spanish. Another gap remaining has been the lack of an effective tool for placement of students in classes according to their proficiency in the English language. In the summer of 1968 the ESL Project became bilingual. This new project is concentrating its efforts on the development of materials and testing instruments for English As a Second Language students.

FOREWARD

"What is it in the educational system that we presently have that makes the Mexican-American child passive? There's a lack of motivation for them. Teachers aren't really willing to put in an extra word, take extra time to make these kids come around."

These words came from Mexican-American students at San Diego State College during a panel presentation on cultural awareness to our teachers. The other members on the panel reinforced this statement with their comments. The report on the following pages shows that the above statement has some validity and that this Project has helped to change it.

Education by osmosis is disappearing for the non-English speaking person in San Diego County. Specialized programs of sequential lessons for language development are now being implemented in classes which in the past offered the "sink or swim" method to the youngster or adult who spoke only Spanish.

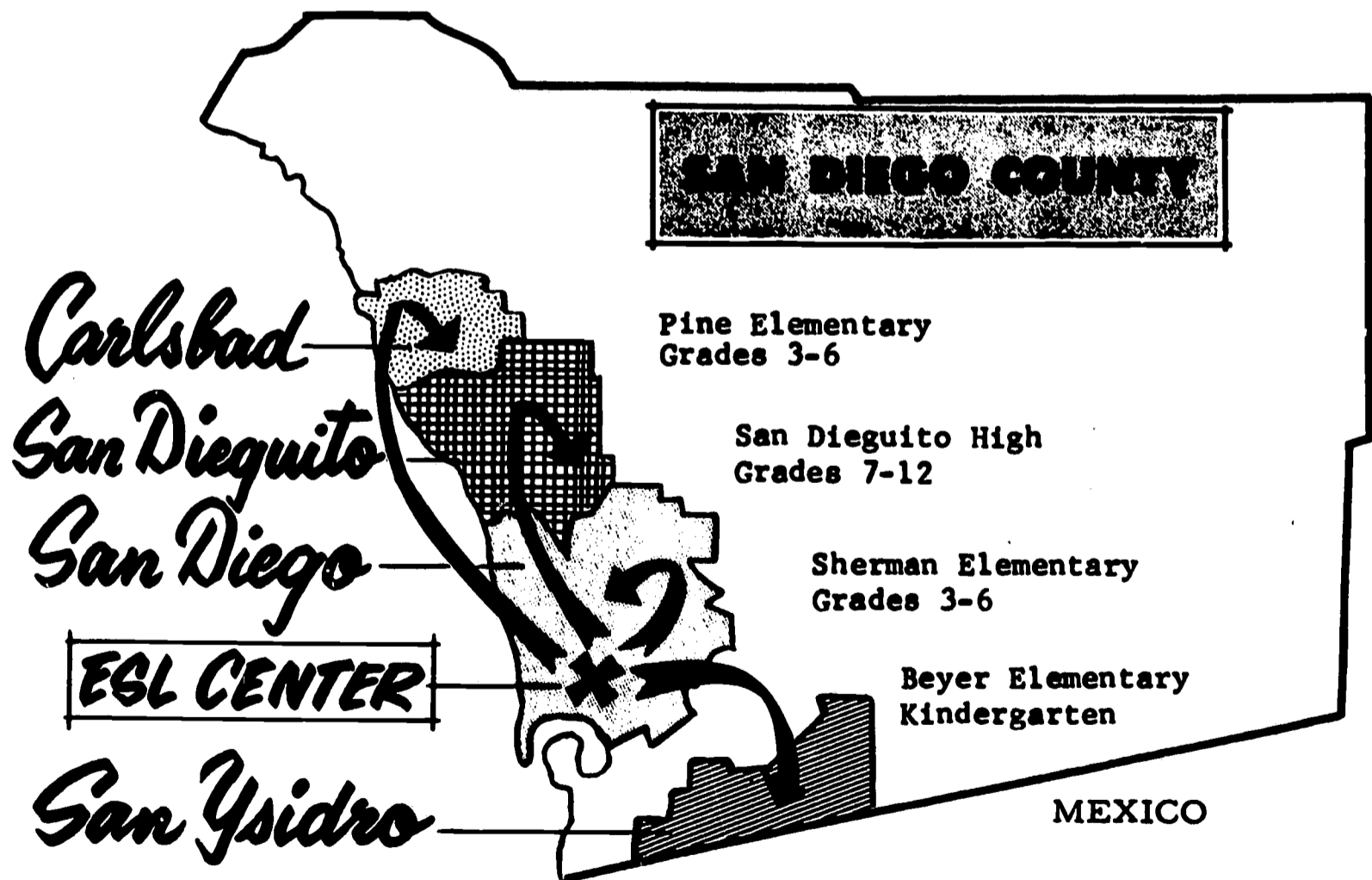
With the ESEA Title III Project, Exemplary Programs in English As a Second Language, it became much more obvious that there was an effective way to teach the non-English speaking child. Districts now are making commitments to implement specialized ESL programs and to involve the Mexican-American parent actively in school affairs. The following is a detailed report of how this transformation began in San Diego County. An account of the activities for the first half of the Project is given in an Interim Report, dated August 1967.

Section 1 - IMPLEMENTATION OF OBJECTIVES

To establish four model ESL demonstration centers

Four model ESL demonstration centers were established after teams of consultants made a diagnostic analysis of the ESL programs in twelve school districts in San Diego County.* The map below shows the school and grade level of the demonstration class designated by each of the four districts. All classes were composed of monolingual Spanish-speaking students and students with limited knowledge of English. Visitations for persons wishing to observe the specialized teaching techniques used in these classes were coordinated by the Center throughout the duration of the Project. (See Section 5)

ESL Demonstration Districts



*See Appendix

To coordinate programs, evaluate progress and disseminate information pertinent to all aspects of this proposed ESL effort

Representatives from the demonstration districts met periodically with the Center staff to coordinate Project classroom and parent participation activities and evaluate progress of these programs. These meetings enabled these districts to share their concerns about the educational needs of the non-English speaking population.

A series of ESL Newsletters providing information on Project activities was published in English and Spanish and disseminated throughout the nation.*

The monthly workshops are described in the following objectives. These assemblies provided the Center staff the opportunity to share information regarding programs for teaching the non-English speaking child with teachers and administrators throughout the County.



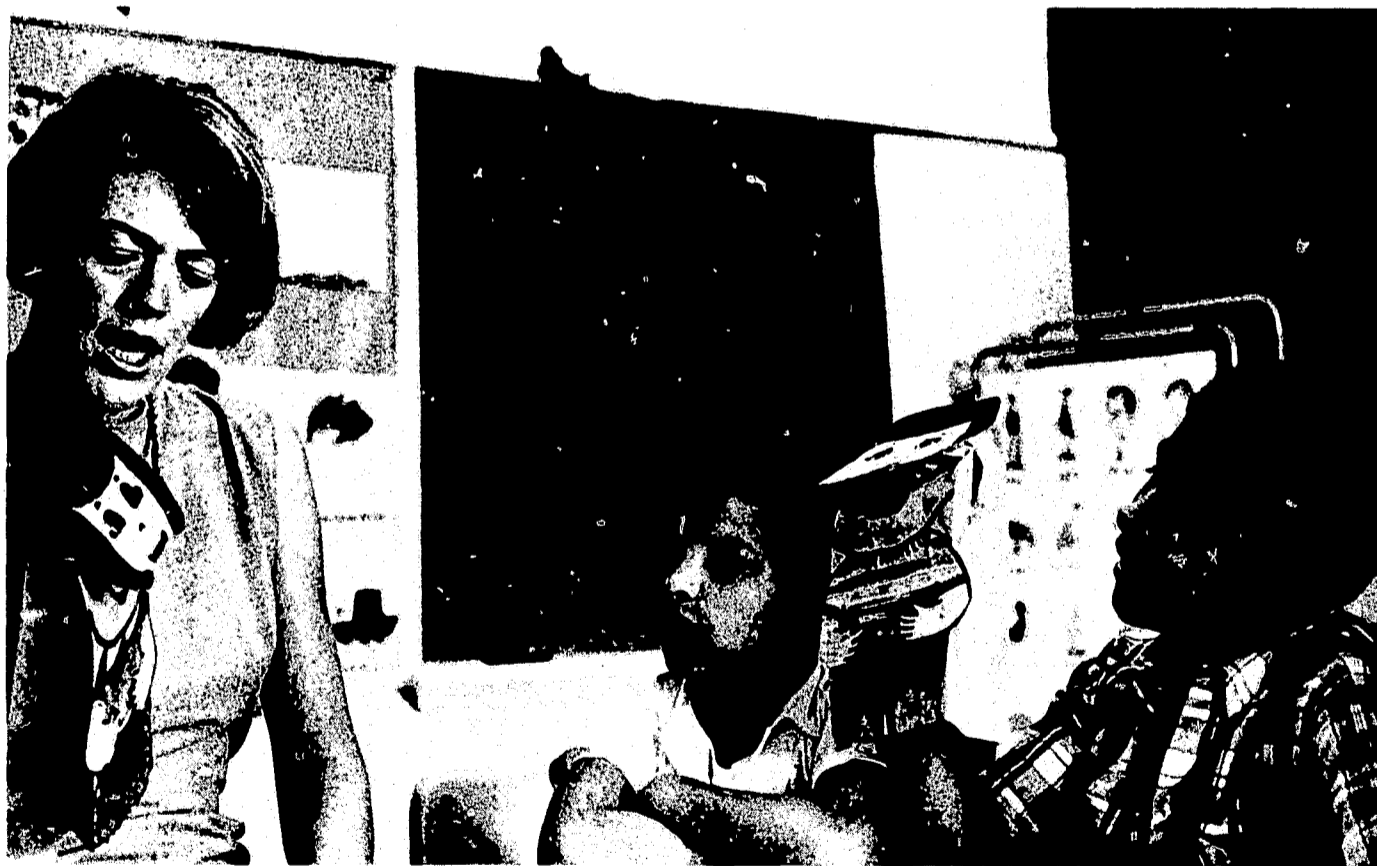
Capt. C. P. Callahan, San Diego Catholic Diocese; Mrs. Lilian Halsema, Project Materials and Methods Coordinator; Mr. Robert Landen, San Diego County Curriculum Coordinator; and Dr. Jennings Newman, Director of Special Projects for the San Dieguito Union High School District, meet to evaluate and plan ESL activities

*See Appendix

To demonstrate ways to equip Mexican-American pupils with the four English language skills: listening comprehension, speaking, reading and writing

Instruction in all the demonstration classes involved teaching the four English language skills to monolingual Spanish-speaking children and to improve the skills of those with limited knowledge of English. Through the Project inservice training program and the consultive services of the Materials Coordinator, teachers and administrators in the demonstration districts had continual exposure to the most effective techniques of teaching these skills.

The monthly workshops and visitations to classes offered the opportunity to demonstrate the four language skills.



Project demonstration teacher, Mrs. Karen Eckhart, practices English language structure with Mexican-American students

To acquaint teachers and staff with better methods, materials and techniques of working with non-native speakers of English

In the summer of 1967 the Project provided an ESL workshop for twenty San Diego County teachers. This workshop was planned in cooperation with the San Diego County Department of Education, San Diego City Schools and San Diego State College. There was provision for twenty other teachers of ESL to participate along with those being sponsored by the Project.

During the school year the twenty teachers sponsored by the Project, along with eighty other ESL personnel from throughout the County, attended monthly inservice workshops. These sessions stressed the best methods of teaching the four language skills and insight into the problems of the Mexican-American. This aspect of the inservice training is discussed in the next objective. Teaching methods were demonstrated by national and local ESL authorities.



Dr. Mary Finocchiaro, national authority on ESL methodology, gives teachers practical ideas on teaching non-English speaking students

The Project Materials Coordinator met periodically with teachers to assess ESL teaching materials in use in the County. Demonstration teachers were provided with materials they wished to field test. The Project H200 received the most enthusiastic acceptance. This material, now distributed under the title Teaching English Early, was developed at the University of California at Los Angeles under the direction of the California State Department of Education and with financial support from the U. S. Office of Education.

All available material for teaching ESL was assembled in the Center office for examination and evaluation. The Materials Coordinator gave her assistance in the appraisal of texts and as an on-site consultant to ESL teachers throughout the County.



Project Director, Herb Ibarra, discusses with workshop participants the teaching materials received by the Project from publishers

To identify for the teacher the unique cultural characteristics which Mexican-American children bring to the learning process

Teachers were sensitized to the unique cultural characteristics of the Mexican-American through presentations by members of that community and field trips to the Mexican-American barrios (neighborhoods). Not only did teachers hear from community leadership, but they also heard from "gut level" Mexican-American activists. Most of these presentations were video taped, and consequent requests for the tapes proved their value in sensitizing educators.



Mexican consul in San Diego, Sr. Ignacio Pesqueira, addressing a Spanish-speaking parent conference. He also spoke to teachers and administrators at a monthly workshop

The ESL Center, in cooperation with Mexican-American organizations, conducted a Trends Conference on the Education of the Mexican-American in San Diego County in May 1967. Persons in the fields of education and social work and activist members of the Mexican-American community gathered to discuss problems in the existing programs and to propose possible solutions. This meeting was significant because it resulted in subsequent action to improve community services and educational programs for the Mexican-American.

In the Spring of 1968 the County Department of Education conducted a Conference on Improving the Education of the American of Mexican Descent. The ESL Center was given the task of insuring the attendance of top school administrators, other school personnel and members of the Mexican-American community. The recruitment was a success, but at that point the projected outcome stopped and the budding militancy of these people became evident. The community representation, which was made up of many monolingual Spanish-speaking parents, objected to the small dialogue groups that had been planned. They were fearful that the educational establishment would dominate the sessions, so they insisted on remaining in the large assembly. After this decision, they began to speak out in Spanish (with translations to English) about their unhappiness with the education that their children were or were not receiving. A group of parents from one school demonstrated the extent of their dissatisfaction by walking out. This action made educators realize that the Mexican-American was intensely interested in the education of his children and would not be content until adequate programs were implemented.



Teachers observing Mexican-Americans working in vegetable packing shed receive cultural awareness training

To develop in each pupil the fundamental skills and modes of learning that carry beyond the classroom and the immediate school environment

Through Spanish-speaking parent conferences differences in the American and Mexican educational value systems were explained so the parents could better understand the achievement expectancy in our schools. The inservice workshops showed the educational establishment that the Mexican-American lacks this value system and that he must be given specialized programs if he is to succeed.



Mexican-American community representatives meet with Dr. Edward Aguirre, Coordinator, to plan recruitment for ESL summer school classes



Community aide enrolls Mexican-American child in ESL summer school class

To encourage, promote and maintain pupil and parent participation and appreciation for education at all age levels

The ESL Center was very involved in demonstrating that the Mexican-American parent is interested in the educational welfare of his children. The Project Community Coordinator set up four Spanish-speaking parent conferences in each of the four demonstration districts. Community aides assisted the Coordinator in planning each session by canvassing the homes of ESL students for suggestions. It was evident from the turnouts that these parents were very interested and that they will come to meetings if they are conducted in language that they understand. In addition, at least twelve parent conferences were coordinated in other schools throughout the County. Plans for these meetings resulted because of the efforts of this project to make educators aware of the need.



**Mexican-American mothers meet with Mr. Phil del Campo,
Project Community Relations Coordinator**

An outstanding example of community and parent involvement was the ESL summer school recruitment drive which the ESL Center coordinated in 1967. Mexican-American organizations were asked to assist in canvassing Spanish-speaking homes. The result was that over 300 children attended this summer session as compared to twelve in 1966.

Another instance which proved that the Mexican-American community is intensely interested in education was their demand for adult ESL classes. For example, at the first parent conference in San Ysidro, the parents stated their desire for an ESL class such as that in which their children participated. Enthusiastic recruitment by the community aide brought 90 parents to the first class meeting. This adult program was so successful that all 90 were still attending the class at the end of the term.



Mr. Charles van de Wetering, principal, and Mr. Jay Neff, demonstration teacher, recruit for adult ESL classes during Spanish-speaking parent conference

To evaluate and disseminate the findings of this project to the appropriate County, State and National educational and community agencies

The following consultants visited the demonstration districts and assessed all aspects of the project.

Mr. Russell N. Campbell, Associate Professor, Department of English, University of California at Los Angeles

Mrs. Virginia Dominguez, Specially Funded Programs Office, Los Angeles City Schools

Mr. Edward V. Moreno, Supervisor, Bilingual Education, Los Angeles City Schools

Mrs. Patricia Cabrera, Director, Teacher Corps-Migrant, University of Southern California, School of Education

Dr. Robert Wilson, Department of English, University of California at Los Angeles

Dr. J. Donald Bowen, Professor of English, University of California at Los Angeles

Dr. Robert B. Kaplan, Director, NDEA Institute of Advanced Study in ESL, University of Southern California

Dr. Uvaldo Palomares and Dr. Emery Cummins, Professors of Psychology at San Diego State College, were contracted to conduct pre and post testing of the youngsters in the demonstration classes to determine their progress.

Dr. Ernesto Galarza, author and authority on the Mexican-American, and Dr. Manuel Guerra, Professor of Spanish, University of Southern California, assessed project activities in the area of community involvement. Dr. Galarza's findings are summarized in his statements below.

"There appears to be an unwarranted sensitivity on the part of the program directors that ESL will not work as well as it should until parent group work and involvement reach a high standard of effective communication and attraction.

In essence, this should be recognized partly as an unexpressed compulsion to create a constituency of adult Mexican parents. In the long run the program may need these parents. The problems presented in the effort to create such a constituency are technically not the problems of developing an ESL program as such. They lie in the area of successful community organization. The two should not be confused."

Dr. Guerra's comments included the following.

"The community aide, who is both bilingual and bicultural, is able to win the confidence of the poor people, the parents of Mexican children, and the children themselves. Moreover, this innovation, of opening new communication between the school and the parents of children of Mexican descent, is a practical and effective means of bringing this part of society into the school program. The atmosphere in which ESL is to grow and become effective must find a common denominator with the psychology and feelings of both the students and the community. Your community aides have bridged the gap between school and community and contribute materially to this conducive atmosphere."

Visitors to the ESL Center and to the demonstration classes made objective evaluations and rated all aspects of their visits favorably. Workshop participants made objective evaluations on inservice training and rated most aspects of these sessions favorably. Evaluation summaries are found in the Appendix. Approximate evaluation cost - \$15,000.



Dr. Uvaldo Palomares, psychologist, testing children's language development for Project

Dissemination of project information was accomplished in the following ways throughout the duration of the project.

Staff members participated in, attended or addressed various conferences, workshops, educational groups and agencies. Examples of such meetings are:

Inter-Agency Committee Cabinet Hearings in El Paso, Texas

TESOL Convention in San Antonio, Texas

National Conference on Educational Opportunities for Mexican-Americans in Austin, Texas

Inservice training workshops at colleges such as Sacramento State, Stanislaus State, San Diego State

Boards of Directors of various state and county agencies and organizations

Trends Conference on the Education of the Mexican-American in San Diego County in San Diego, California

Conference on Improving the Education of the American of Mexican Descent in San Diego, California



Herb Ibarra, Project Director, and Edward Moreno, Director of Bilingual Education, Los Angeles City Schools, participating in the Inter-Agency Committee Cabinet Hearings in El Paso, Texas

Participation in these meetings occurred an average of once a week. Project publications such as newsletters, activities reports, conference reports, etc. were also disseminated at all such gatherings.

In November 1968 the National Education Association filmed a documentary on the San Diego ESL Project. The film will have national distribution.

Section 2 - RESULTS OF PROJECT ENDEAVORS

Results which exceeded expectations

The four model demonstration centers attracted over 100 local, state and national visitors. The techniques of teaching the four communication skills were demonstrated successfully, according to reactions of visitors to the classes. The distant areas from which they came and the kind of specialized assistance requested verified the existence and extent of this language need.

The Project Newsletters, which had a mailing list of over 4,000, resulted in more than anticipated requests for assistance in the implementation of ESL programs.

The inservice training program accomplished Project goals beyond expectations. Over 120 individuals were systematically involved in the workshops. Authorities on ESL and Mexican-American community leaders who were utilized as speakers were effective in acquainting teachers with methods and sensitizing them to the unique problems of the Mexican-American. Video tapes on both of these aspects also proved to be an excellent training technique for the workshops.

The interest in education of both the Mexican-American parent and child was not only encouraged and maintained, but greatly intensified through Project efforts. The Spanish-speaking parent/school conferences in the demonstration districts had an average attendance of forty parents (there had been almost no involvement previously), and participation in other County districts equalled this figure.

Attendance increased with each succeeding meeting during the school year. The agendas for these conferences included some of the following topics.

Overall school program and roles of school personnel

ESL program (video tapes of the children in class and teacher commentary)

Graduation requirements and scholarship opportunities

Services offered by community agencies

Cultural differences between the United States and Mexico

An outgrowth of the conferences was the formation of parent advisory groups and adult ESL classes. This cooperation was possible because these meetings enabled the school and the Mexican-American to understand one another better. The obvious success of these initial efforts assures the continued interest and participation of the Mexican-American population in school affairs.



Mexican-American
Ad Hoc Committee
for improvement of
education for the
Mexican-American
hold planning ses-
sion at ESL Center

Locating this Center in a non-school facility in the heart of the Mexican-American community proved to be a catalyst in strengthening their educational involvement. The community organizations turned to this Center more and more for leadership and assistance on educational problems. Demands became so numerous at times it was difficult to maintain the basic program as stated in the Project objectives.

Results which did not measure up to expectations

The Project was not very effective in coordinating programs and evaluating progress in the four demonstration districts. This was particularly the case in the districts outside San Diego City Schools, the district which received the funding. The autonomy of each district had to be respected, thus limiting the influence of the Center. Since there could not be direct classroom administration by the Center, it was not possible to initiate an experimental situation. This could have been done if the Project had paid the salaries of the demonstration teachers.

Although the inservice training program of the Project was successful, there was a notable shortcoming in this endeavor. The sessions that attempted to sensitize the teacher to the unique problems of the Mexican-American often left him with a half-conceived cultural awareness due to the lack of opportunity for follow-up.

One area of the parent involvement program which encountered failure is worthy of mention. In several districts where adult classes were initiated, the attendance gradually dropped. Because of the failure to use the community aide for follow-up on absentees, it was discovered too late in the school year that the existing adult curriculum was unrealistic for this population, whose academic background averaged three years of school.

Evaluation of the findings of this Project is of little scientific value because of the lack of adequate objective evidence.

Section 3 - CHANGE INFLUENCED BY PROJECT

As a result of efforts of this Project educational agencies have become aware of the fact that non-English speaking Mexican-Americans need specialized programs. Whereas there were only ten ESL programs in San Diego County when this Project began, there are now twenty. There has also been a notable increase in such programs throughout the entire Southwest resulting from assistance given by this Project.

In the San Diego City Schools target area administrators are making more commitments to provide programs which are adequate for the non-English speaking population. The success of the Project in community involvement endeavors has also greatly influenced the San Diego City Schools to increase its commitment in this area.

An example of effective change is a workshop conducted by the Project staff just prior to the 1968-69 school year. Participating in this training session were fifteen teachers of ESL serving schools which had had only four at the beginning of this Project.



San Diego County teachers attending inservice training workshop at the Center

Section 4 - COOPERATING AGENCIES AND ORGANIZATIONS

The following community agencies cooperated with the Project in its many efforts. The results of their assistance are discussed below.

Mexican-American Advisory Committee (MAAC)

**Involvement of the Mexican Population in Active
Community Tasks (IMPACT)**

Southeast Family Service Association of San Diego

Neighborhood House Association

State Service Center, San Diego

Community Action Councils of San Diego County

Mexican-American Youth Association (MAYA)

Association of Mexican-American Educators (AMAE)

Project ACCESS

San Diego Police Department

VFW, Don Diego Post

American G.I. Forum, San Diego County



Representatives from Mexican-American organizations meet with Armando Rodriguez, Director, Mexican-American Unit, U. S. Office of Education

Through the efforts of numerous Mexican-American organizations the recruitment of non-English speaking students for 1967 summer classes brought over 300 children to the program as compared to 12 for the summer of 1966.

Involvement of these groups in the Project inservice training program insured giving teachers a true picture of the Mexican-American community. Many of their presentations were video taped so that they could be made available outside the local area. Enlisting the aid of these organizations for field trips to the Mexican-American barrios in San Diego County gave teachers a better insight into the problems faced by this community.

Community aides for the school/home communications program in the four demonstration districts were recruited with the cooperation of indigenous Mexican-American organizations. Using these groups for the selection of aides insured their acceptance by the community they were to serve.

Cooperation from these community organizations in recruitment and sponsorship of educational conferences (See Section 1) insured the attendance and participation of the Mexican-American population.

The following school districts in San Diego County were served by the Project.

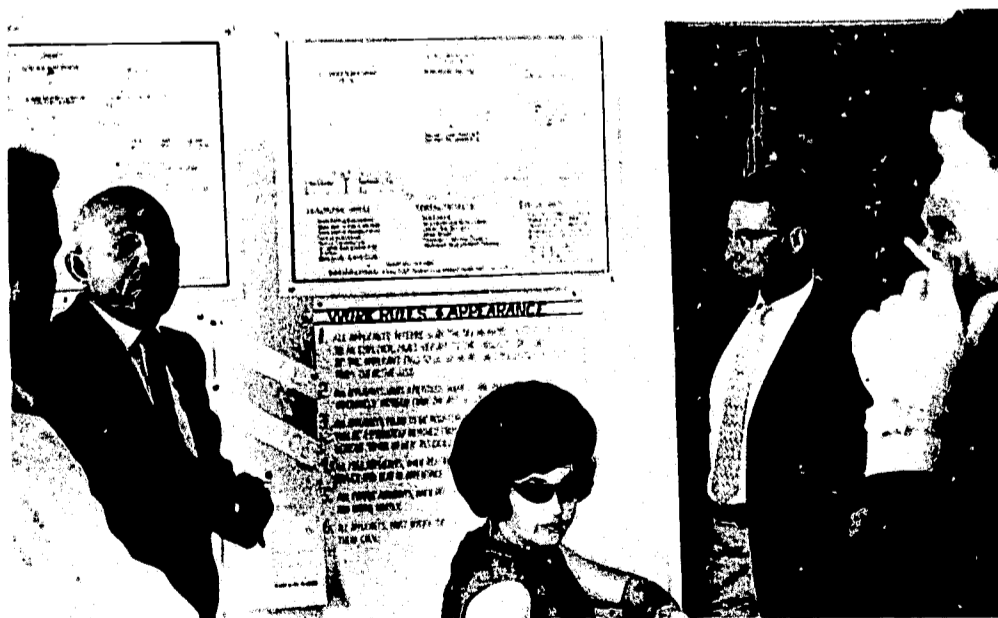
Carlsbad	San Diego Catholic Diocese
Chula Vista	San Diego Unified
Encinitas	San Dieguito
Escondido	San Ysidro
Fallbrook	South Bay
Grossmont	Sweetwater
National	Vista
Oceanside	

The inservice training provided by the Project gave these districts increased ESL leadership and resulted in firmer commitments for specialized programs for the Mexican-American. Most districts now automatically involve the Spanish-speaking parent in school activities.

In addition, the Project served approximately eighty-five districts in other parts of California. Many requests for our services came from the nearby states of Arizona, New Mexico, Texas and Colorado. Assistance was also given to educational agencies in at least sixteen other states, including such far-reaching places as Wisconsin, Connecticut, Florida and Hawaii.



Project Community Coordinator (seated right) with teachers from Earlimart, California observing ESL demonstration by Mr. Raul Contreras



Mr. Larry Montoya, Director of the Mexican-American Advisory Committee, explains functions of community service centers

Section 5 - DISSEMINATION

Project information was disseminated chiefly through publication of the ESL Newsletter, which had a mailing list of approximately 4,000 names and agencies. During the 1967-68 academic year, four newsletters were published. Other media through which information was disseminated included: news releases; newsletters published by the San Diego County Department of Education; other Project publications such as conference reports, progress reports, bibliographies; and speeches by members of the Project staff.

Unsolicited requests for information approximated 7,000. One staff member received about 300 letters, 2,500 telephone calls and nearly 400 requests to address educational gatherings.

The number of visitors to the Project included about 650 from the local area and 750 from outside the Project area. There were at least 150 visitors to the demonstration classes.

Inquiries received by the Project included requests for:

- Assistance in setting up ESL programs
- Assistance in teaching methods and evaluation of materials in the Center library
- Viewing demonstration classes and barrio areas
- Staff members to address meetings and conferences
- Assistance in setting up parent participation programs
- Loans of video tapes on ESL methodology and cultural awareness prepared by the Center

Section 6 - COMMITMENTS FOR THE FUTURE

The four demonstration districts have already made a commitment to continue phases of this program without Federal support. For example, San Ysidro is giving every child in the school district some instruction in ESL using state and local money. San Diego Unified, using local funds, has committed three traveling teachers for non-English speaking students within the target and fringe area. Carlsbad and San Dieguito are continuing the program and financing it in part with local funds.



Mr. Jay Neff, demonstration teacher, with ESL class in San Ysidro, California

Section 7 - COSTS FOR PROJECT BUDGET PERIOD

Total non-Federal support.....	\$ 15,310.00
Total Federal support under Title III, P.L. 89-10.....	\$ 164,678.62
Total Federal support other than Title III, P.L. 89-10.....	\$ 21,718.00
	<hr/>
Total Cost.....	\$ 201,706.62