CALIFORNIA COMMUNITY COLLEGES
AND
ALLAN HANCOCK
COMMUNITY COLLEGE DISTRICT

#90-0036
Bilingual/Bicultural Teacher Preparation Program

This proposal represents an intersegmental effort to address several needs: the underrepresentation of low socioeconomic and minority populations attending community colleges; the special learning needs of these populations; the need to develop and improve ESL and Basic Skills programs in community colleges; and the need to increase the number and diversity of full-time community college staff. This project will address the tremendous demand for more bilingual/bicultural teachers and aides in the elementary schools to meet the needs of a growing minority population with limited or no English proficiencies.
Bilingual/Bicultural Teacher Preparation Program

This proposal represents an intersegmental effort to address several needs: the under representation of low socioeconomic and minority populations attending community colleges; the special learning needs of these populations; the need to develop and improve ESL and Basic Skills programs in community colleges; and the need to increase the number and diversity of full-time community college staff. This project will address the tremendous demand for more bilingual/bicultural teachers and aides in the elementary schools to meet the needs of a growing minority population with limited or no English proficiencies.

The project will utilize three teams represented by college and school district administrators and teachers, elementary school teacher aides, parents, and expert consultants. One team will develop a model bilingual/bicultural teacher education program. This program will prepare currently employed teacher aides and prospective aides to certify as bilingual/bicultural teacher aides on district tests and to earn an Associate in Arts degree or certificate. The degree program will articulate fully into the California Polytechnic State University teacher education program. Participants will be encouraged to strive for this higher degree in order to increase the number of certificated bilingual/bicultural teachers available to the school districts. They will also be encouraged to consider preparing for employment as community college teachers to increase the available pool of diverse applicants.

The second team will address the problems faced by disadvantaged populations in succeeding in community college programs. It will develop a model plan of support which will provide services designed to mitigate barriers to success and create an orientation course informing students about college programs, transfer requirements, and career options.

The third team will address the shortage of bilingual teachers in the elementary school districts. It will develop a model intensive Spanish Language Institute designed around the year-round education schedule of these districts. New delivery methods will be tested. It is hoped that some of the teachers participating in this institute will qualify and apply for community college teaching positions.

The long range impact of this project will be to improve the graduation rates of elementary and high school students which will ultimately result in increased numbers of disadvantaged students accessing the community colleges and other segments of higher education.
Allan Hancock College (AHC), the Santa Maria-Bonita School District (SMBSD), and the Guadalupe Union School District (GUSD) have joined together to develop a bilingual/bicultural teacher preparation program. Its purpose is to increase the number of bilingual teacher aides and teachers in elementary school classrooms in order to improve the educational accomplishments of students as evidenced by their higher level of performance on statewide tests. Likewise, this project will increase the number of minority students enrolled at Allan Hancock College.

SPECIFIC EDUCATIONAL PROGRAM OR SERVICES ADDRESSED

The number one priority addressed by this project is educational services for new clientele, focusing on under-represented minorities and low socioeconomic individuals who do not usually participate in opportunities in higher education (AB 1173 Criteria: 4). Many of these individuals lack basic skills and knowledge necessary to succeed in a college setting. Often careers requiring higher education do not seem achievable to them. This project will address these issues from several perspectives.

First, it will create a long range impact on non and limited English proficient elementary students through improved methods of instruction utilized by elementary school teachers and aides in bilingual teaching. This instruction will ultimately result in increased academic performance and improved self-esteem for these students, increasing their chances of persisting through the high school level and into college.

Second, it will increase the levels of academic success of instructional aides currently employed by the participating school districts, most of whom are Hispanic, and are not currently in upwardly mobile careers. Therefore, they will be encouraged to transfer into university programs leading to teaching credentials through a bilingual/bicultural associate degree program and pursue teaching careers.

Third, this program will target minority, especially Hispanic, and low socioeconomic individuals
who will be recruited to prepare for employment as bilingual/bicultural instructional aides. This recruitment will address the immediate needs of the participating school districts for assistance in bilingual classrooms, while at the same time providing encouragement for them to pursue an associate degree in bilingual/bicultural education and later consider becoming certificated teachers.

A second priority addressed by this program is the special learning needs of educationally disadvantaged students (AB 1173 Criteria: 3). The target population will include nontraditional students deficient in basic reading, writing, and computational skills. They will be at a significant disadvantage in regular college classes. Therefore, this program includes a student support system which will be designed to assess their needs, channel them into appropriate classes, and provide a mentoring atmosphere of tutorial and personal assistance to access collegewide services to increase their chances for success.

This program will also address the priority for academic affairs, ESL and Basic Skills (1989-90 Basic Agenda Criteria: 1.2). Over time, many of the participants interested in the bilingual/bicultural program will need to begin the program in courses which address deficiencies in reading, writing, and computation. Thus, they will be participating in the ESL and Basic Skills courses offered by the college. The curriculum team will evaluate these courses in context with the program being developed and will modify as needed to accommodate the defined needs. The effects of focusing these efforts on creating a bilingual/bicultural program will result in a stronger ESL and Basic Skills program at the college. Curriculum development teams will include elementary teachers and aides who are skilled in teaching techniques and strategies which are most effective at this level of education.

Finally, a long range outcome of this program will address priorities under the basic agenda for human resources (1989-90 Basic Agenda Criteria: 3. a. b). The commitment to increase the number of minority teachers in community colleges is crucial. The concept of "growing your own" is rapidly becoming a buzzword in the state. The experiences of program participants with the college as they pursue higher levels of education may entice many of them to consider teaching at the community college level. The strategy developed will include methods by which elementary teachers and aides and other program participants can most readily qualify to teach community college classes. This will ultimately increase the available pool of qualified minority applicants, and subsequently the number of minority teachers in the community colleges.
2. Specific Problems Being Addressed

SPECIFIC PROBLEM ADDRESSED

The enrollment of the Santa Maria-Bonita School District (SMBSD) has grown by 17.66% over the past two years and is projected to increase an additional 8.9% by the 1991-92 school year based upon already approved residential development projects. The average class size has increased to 27.41 students. Consistent with the state, growth in the local area is largely attributable to increasing numbers of ethnic minorities, especially Hispanics. Sixty two percent (62%) of the students in the district are Hispanic, with 1350 receiving primary instruction in Spanish and 2200 identified as limited English proficient (LEP). Mary Buren School in the Guadalupe Union School District (GUSD) has an enrollment of 715 students, 661 of which are Hispanic. Of those, 355 are not proficient in English. Ninety percent of the students in the junior high school in Guadalupe are Hispanic.

The increase in the numbers of non-English proficient (NEP) and limited-English proficient (LEP) students being identified as a result of immigration, demographic trends, and improved identification and assessment techniques requires a concomitant increase in the numbers of bilingual teachers. According to Fidenzio "Bruno" Brunello, associate superintendent of instructional services, the Santa Maria-Bonita School District needs 130 bilingual teachers to address the number of Spanish readers currently enrolled. The district has only 56 credentialed bilingual teachers, while an additional 36 others have committed to training in a bilingual program if available. "There are no more bilingual teachers out there; there are no more bilingual aides," Brunello says. Yet, there is a state mandate to teach every child in his or her native language while he or she is developing competencies in English. Teachers are required to pass a state test to certify as bilingual teachers. Currently the local districts are operating with waivers from this requirement until sufficient teachers and/or aides can be certified to meet the state requirements.

The school districts have approached Allan Hancock College seeking assistance with bilingual education training for teachers and aides. The College is committed to recruiting minority students, especially Hispanics, and assisting them to achieve their educational goals: certificate, two-year degree, and transfer. This project will address both problems: insufficient bilingual aides and teachers in the elementary and junior high school classrooms and the decline in the number of Hispanics entering college.

The Santa Maria Valley is a rural agricultural area with a large and growing Hispanic population, many of whom are itinerant. The SMBSD has developed an at-home program to help this group of students to keep up with their education while traveling throughout the state. However, during the times these students are out of the classroom, their proficiency in English declines. Also, the school district has difficulty informing the parents of the existence of the at-home study program, so many students receive no schooling during their extended absences from the classroom. Lack of parental involvement and support only increases the
risk of these students falling behind their peers and dropping out of school, a problem most identifiable at the ninth grade level where the Santa Maria High School District reports a dropout rate of 36%. This program will involve parents either by recruiting them into the teacher preparation program or by providing them with language classes so that they will become knowledgeable about their children’s educations and able to help them with their studies.

The participants in this project will develop a teacher preparation course of study that offers students two options: a bilingual/bicultural certificate for classroom aides; the Associate in Arts Degree which allows students to transfer to local four-year colleges and pursue a Bachelor of Arts Degree and a bilingual/cross cultural credential. In addition, the project will address the language needs of present classroom teachers seeking a bilingual credential through the development of an intensive language institute. The goal of this program is to increase the number of minority and low socio-economic students enrolling at Allan Hancock College and to provide these students with the services needed to complete the program and transfer.
3. Population To Be Served

The population to be served directly by this project includes elementary classroom teachers seeking certification as bilingual teachers by the state, elementary classroom aides needing to become certified as bilingual aides by passing a district test, and low socio-economic and/or minority participants who desire to gain employment as instructional aides. The elementary school districts are committed to giving priority in hiring to teacher and aide applicants who are certified as bilingual.

This program is being developed as a model of intersegmental approaches to addressing the growing need for bilingual/bicultural education. It targets fifty (50) classroom teachers for enrollment in an intensive language institute that will be offered in one month increments to accommodate the year round education models of the school districts. It targets 25 classroom aides for enrollment in a bilingual/bicultural associate degree/certificate program. It further targets 25 prospective aides for enrollment in a bilingual/bicultural associate degree/certificate program.

Teachers targeted for participation will self-select themselves into the program by committing to curriculum designed to qualify them to pass the state bilingual teacher credential examination. Their respective districts will provide financial incentives for their success. Aides will be selected on a volunteer basis from each district. They will be provided salary incentives for successfully passing their respective district qualifying tests for certification as bilingual aides and will be reimbursed for educational expenses while participating in the program and, where desired, while enrolling in a four-year university and pursuing regular teaching credentials. Allan Hancock College and participating school districts will develop a public relations campaign designed to recruit prospective aides into the program. Priority will be given to minority applicants in order to increase the number of minority role models assisting in classrooms. With over 20% of the students in these school districts living in households receiving Aid for Dependent Children, priority will further be given to applicants from low socioeconomic situations in an attempt to encourage high-risk participants to enroll and to increase the number of role models of economically disadvantaged individuals successfully entering the education profession.
4. Objectives

[SEE “WORKPLAN” SECTION IN THIS DOCUMENT.]
5. Workplan Narrative

WORK STATEMENT

The objectives of this project are to (1) develop a bilingual/bicultural teacher preparation curriculum, (2) develop an intensive Spanish language institute which provides immersion in the language to enhance the participants’ rapid acquisition of speaking, reading, and writing skills, and (3) develop a targeted support system designed to increase retention of elementary classroom aides and prospective aides enrolling in the certificate and degree program and to increase their success in passing the districts’ bilingual aide qualifying examinations.

The Project Director, Fidel Herrera (an ESL instructor at Allan Hancock College with prior bilingual elementary teaching experience), the Dean of Liberal Arts and Sciences, Judy Markline (project supervisor), the SMBSD Associate Superintendent, Curriculum, Fidenzio "Bruno" Brunello, and the SMBSD Bilingual Coordinator, Robert Gruba, will serve as a steering committee, appointing appropriate team members, participating in project activities, and evaluating progress. Jose Nichols, principal of Mary Buren School in Guadalupe, will serve as liaison for the GUSD.

Three teams will be organized for this project. Teams will meet to review issues, assign individual responsibilities, research existing programs, visit other districts, and develop programs. Each team will be comprised of members approved by their respective districts for participation, with each district committed to make time available for each member to participate fully.

The bilingual/bicultural teacher preparation curriculum team will consist of the project coordinator, the SMBSD Bilingual Coordinator, the Allan Hancock College (AHC) articulation counselor, three AHC instructors, five elementary school teachers, two elementary school aides, and one parent representative. This team will research existing bilingual/bicultural curricula, develop course descriptions and degree/certificate requirements, and participate in recruitment activities. Initially, the team will create workshops which will be offered in the fall 1990 semester. These workshops will be evaluated and developed into course proposals for adoption by the curriculum committee, administration, and Board of Trustees. The Project Coordinator, Dean of Liberal Arts and Sciences, and the articulation counselor will meet with representatives from California Polytechnic State University (Cal Poly) and develop signed articulation agreements for transfer purposes. A bilingual/bicultural curriculum expert, Dr. Pete Luna Director Mexican American Cultural Institute, Rio Hondo College, will provide guidance to the team in the development of curriculum and evaluate team outputs.

The Spanish Language Institute team will consist of the Project Coordinator, the SMBSD Bilingual Coordinator, and three AHC Spanish instructors. The team will develop Spanish language courses which are intensive by schedule, meeting in one month increments, for six hours daily, thirty hours each week. Again, courses will be initially developed as workshops for
offering in the summer and fall 1990. These workshops will be carefully monitored by the team and modified as needed. Then they will be developed as regular college courses, both credit and noncredit, and approved by the curriculum committee, administration, and the Board of Trustees. The team will be assisted by Ms. Cristina Moreno, language institute specialist with prior experience at the Monterey Language Institute. This consultant will provide guidance to the team in the development of the Institute and its courses and evaluate team outputs.

The student support system team will consist of the Project Coordinator, the AHC Associate Dean of Student Development, the SMBSD Bilingual Coordinator, the AHC Director of Economic Opportunity Program and Services, Mr. David Sanchez, Cal Poly outreach counselor, Margaret Segura, AHC bilingual counselor, three bilingual/bicultural elementary school teachers, and two bilingual/bicultural elementary school teacher aides. This team will develop strategies for recruiting low socioeconomic and minority students. It will target present elementary aides, parents of LEP students, AHC ESL students, as well as the general public. It will work with the Public Information Officer to create radio, television, newspaper, and printed advertising. It will develop strategies and special support activities for increasing retention and persistence rates of participants, including a mentoring program and special financial aid workshops.

Recruitment and enrollment of Spanish Language Institute participants will begin early in the summer 1990. Intensive recruitment efforts for the bilingual/bicultural teacher education program will begin in the summer 1990 with the first workshops scheduled to begin in the fall 1990.
EXPECTED OUTCOMES OF PROJECT ACTIVITIES

A. Project Objectives.

The project objectives will result in a model Associate in Arts degree/certificate Bilingual/Bicultural Education Program. This program will have been pilot tested with 50 students and modified as necessary to assure it meets the needs of the target populations and fully articulates to Cal Poly. The program will provide participating school districts with qualified bilingual/bicultural teacher aides and a growing pool of prospective aides. The districts will commit to giving preference in hiring applicants who have the degree or certificate and commit to completing the degree. The long term outcome of this program will be increased opportunities for program completers to continue their educations and become elementary classroom teachers.

The project objectives will also result in the development of a model intensive Spanish Language Institute which has been pilot tested with 50 students and modified as necessary to assure this method of language acquisition is effective with the targeted population. Participants will become proficient in reading, writing, and speaking Spanish in a short period of time. The Spanish Language Institute will be expanded to include participants from secondary and college levels of education as well as all other walks of life.

Finally, the project objectives will result in a model target student support system designed to increase significantly the retention and graduation rates of minority students. This model will be tested on 50 students and modified as needed.

B. Impact of the Project.

This project will develop a model which can be adopted statewide by other community colleges. The curriculum and materials developed will be useful to other professionals and will be adaptable to cultures other than Hispanic and languages other than Spanish. Replication of the bilingual/bicultural teacher education program and the Spanish Language Institute will be made easier by the willingness of project participants to assist.

This project will allow the participating elementary school districts to comply with state law and district commitments to provide sufficient certified bilingual and culturally aware teachers to meet the needs of all NEP and LEP students. It will allow these districts to reduce pupil to teacher ratios by hiring adequate numbers of qualified bilingual/bicultural teacher aides. Furthermore, it will increase the number of qualified applicants for teacher aide positions. The long term impact of these efforts will be improved quality of elementary education evidenced by improved test scores. This will further lead to greater elementary and high school graduation rates contributing directly to higher levels of self-esteem in targeted youth, greatly
enhancing opportunities for disadvantaged students. This project will increase opportunities for under-represented groups to access higher education. It will provide incentives for Hispanics and other minorities to earn the Associate in Arts degree. It will provide incentives for minorities to pursue Bachelor of Arts degrees in education with bilingual/bicultural certification. It will increase dramatically the success rates of minority students pursuing this career ladder by providing early support networks and activities.

Of equal importance, this project will expose participants to the world of community college education, enticing many of them to consider pursuing higher degrees in order to qualify as community college instructors. This will contribute to an increasing pool of qualified minority community college applicants, creating a greater diversity in community college personnel.

C. Potential for continued support.

The participating districts and the college are contributing $42,845, or forty-nine (49%) percent in matching funds to support this project. This contribution is evidence of the deep commitment all parties have to its success and continuation. All participants see the issues addressed by the project as significant and lasting and are dedicated to seeking long term solutions to the needs described herein. The project has the support of the highest levels of administration at each district, and top level administrators are participating actively in all phases of its development. There is every intention of institutionalizing the three programs developed out of this project.

D. Potential for adaptation to other institutions or programs.

The use of outside experts in the development of these programs will provide assurances that the models created and tested will be adaptable to other community colleges interested in intersegmental efforts to address the problems described in this proposal. The problems faced by the Santa Maria Valley are not unique, but are typical of the rest of California and many other states. The demand for qualified bilingual/bicultural teachers and teacher aides continues to far exceed the availability. The desire to meet the needs of expanding numbers of NEP and LEP students exists throughout the nation. The models developed in this project can be adopted by other agencies or can serve as guides in developing other strategies for addressing the issues.
7. Evaluation Plan

EVALUATION PLAN

Extensive evaluation is planned for this project, Formative evaluation of activities and outcomes will be done on an on-going basis by the steering committee which will meet regularly to assure timelines are met. This committee will review all curriculum proposals and make recommendations for modifications as necessary. The steering committee will take steps necessary to assure that all team members are able to meet commitments. Members of the steering committee will attend team meetings to provide leadership and assure progress. Likewise, team members will likewise continually evaluate team outputs. Through the articulation process Cal Poly representatives will evaluate the quality and appropriateness of the degree program and individual courses.

The Project Director will monitor the progress of all teams and regularly report to the Dean, Liberal Arts and Sciences, regarding accomplishments of each team. The Dean will further report to the AHC President's Council on the progress of the project. In addition, the Director, Resource Development, will continually monitor progress on all activities and approve and monitor all budget expenditures.

Two consultants are being utilized in this project: one, an expert in bilingual/bicultural education, the other, an expert in intensive language education. On a regular basis these consultants will review outputs of the respective teams they are assisting and make recommendations for improving the final products.

Summative evaluation will be based upon a review of final model programs proposed by each team. The teams themselves will prepare written reports detailing the programs developed and analyzing the processes they utilized to reach project completion. These written reports, complete with program and course descriptions, will be reviewed by the steering committee and the Director, Resource Development. The consultants will also prepare written comments about their observations and recommendations and submit these comments to the steering committee for review. The Project Director and the steering committee will prepare an overall evaluation report which will include the written reports of each team in a single document suitable for dissemination purposes. This report will be forwarded to the appropriate administrative personnel, the AHC curriculum committee, and the respective Boards of Trustees for approval and adoption.
8. Dissemination Plan

DISSEMINATION

Program participants are very excited about this project and look forward to the opportunity to share results with other districts. The project abstract will be made available to the Chancellor’s Office in quantities as desired and will be sent to any school district or community college requesting information. Additionally, a summary abstract will be prepared upon completion describing the model programs and listing detailed reports which could be requested by any other agency or individual.

The Project Director and the Dean, Liberal Arts and Sciences will prepare articles on the project for publication in the FII Newsletter. In addition, articles will be submitted to appropriate journals covering elementary school issues and community college issues. An example of such a journal is the Community, Technical and Junior College Journal.

Press releases regarding the approval for funding will be utilized to inform the local community about this project. Additionally, regular press releases will be used in the recruiting activities. These press releases will be sent to local radio and television stations, including Spanish stations, and to local newspapers.

The final report, complete with descriptions of the model programs will be provided to FII personnel for inclusion in a project directory. The Project Director and project participants are very willing to make presentations at any FII showcase events. An FII products request packet will be prepared and distributed as requested by FII personnel or other colleges, agencies, or individuals for printing and mailing costs.

Finally, project staff intend to make presentations at selected professional conferences such as the annual California Association of Community Colleges conference, the National Council for Resource Development Region IX conference, and other conferences focusing on bilingual/bicultural education issues.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]