CALIFORNIA COMMUNITY COLLEGES
AND
LOS ANGELES
COMMUNITY COLLEGE DISTRICT

#91-0043
California Community Colleges
Curriculum and Instructional Resources Division

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<th>ID NUMBER</th>
<th>COLLEGE</th>
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<td>91-0043</td>
<td>Los Angeles Mission</td>
<td>Los Angeles</td>
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**PROJECT TITLE**

“BEST” (Bilingual Education for Successful Teaching): A Component of the Future Teachers Institute

<table>
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<th>FUNDING CATEGORY &amp; AWARD</th>
<th>ELIGIBLE PROGRAM</th>
<th>PROJECT CATEGORY</th>
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<tr>
<td>Grant = $54,000</td>
<td>A --- Non-traditional Forms of Instruction</td>
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<tr>
<th>PROJECT PRODUCT</th>
<th>PROJECT TOPIC #1</th>
<th>PROJECT TOPIC #2</th>
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<td>Resource Materials</td>
<td>Curriculum Develop</td>
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<tr>
<th>PROJECT DIRECTOR</th>
<th>PROJECT SUPERVISOR</th>
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<tr>
<td>Eloise Cantrell, Prof Family &amp; Consumer Studies</td>
<td>Victoria Richart, VP Instruction (Acting)</td>
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**PROPOSAL DESCRIPTION**

This project expects to increase and retain the number of culturally, ethnically, and linguistically under-represented students entering the teaching profession. The project will develop a non-traditional course delivery system that leads to a teaching credential. As an added option of the Future Teachers Institute, the BEST program will provide a bilingual block format of coursework through short-term, intensive courses.
Bilingual Education for Successful Teaching (BEST) is a program designed to increase and retain the number of culturally, ethnically, and linguistically underrepresented students entering the teacher profession.

The funds sought will provide a team which will plan a program that will utilize methods and teaching/learning strategies that inspire underrepresented students to complete their educational objectives. The project will develop a non-traditional course delivery system that stimulates enrollment, fosters retention and promotes transfer of underrepresented students in both vocational education and transfer education.

The Future Teachers Institute is a career ladder program offered at Mission College, which leads to a teaching credential. As an added option of the Future Teachers Institute, the BEST program will provide underrepresented students with a bilingual block format of coursework that offers short-term intensive classes held at convenient times and locations.

The BEST program’s block design will insure that participants' cohort groups remain intact and that their instructors have in-service seminars outlining appropriate teaching strategies for the special needs of its participants. This design offers academic, personal and professional counseling not typically provided through the traditional Associate of Arts Degree programs. This support for the future teachers of the BEST program will be offered during each stage of their education.

The evaluation plan will include classroom-based analysis on the effectiveness of the teaching/learning strategies. The faculty will implement, document and review these strategies for strengths or weaknesses.

An advisory committee will be formed to provide counsel and review the program components.

The BEST program has been designed specifically for underrepresented students that are preparing for a career in teaching. The methods and strategies developed in this program can easily be applied to any field of study; thereby, establishing a flexible model program with wide applicability and replicability throughout the State for the retention of underrepresented students.
The collaborative efforts of Los Angeles Mission College, the Los Angeles Unified School District and California State University Northridge are an integral part of this project since they promote achievement, progress and retention of all students; especially those students who are historically underrepresented in higher education and desire to enter the field of teaching.
“BEST” --- Bilingual Education for Successful Teaching, A Component of the Future Teachers Institute

1. Specific Educational Program Being Addressed

Educational Program

Often the cultural heritage of the underrepresented students does not instill the vision of completing a college education. These students can lack the will, skill or opportunity to achieve success; but with precisely targeted programs, like the BEST Programs these obstacles can be minimized or eliminated.

The Future Teachers Institute of Los Angeles Mission College seeks funding to plan and develop an educational program that increases the enrollment, retention and transfer of underrepresented students in the vocational teacher assistant certificate and degree career ladder program.

Our proposed project, Bilingual Education for Successful Teaching (BEST), would develop an innovative delivery system for Teacher Assistant Certificates and Teacher Assistant Associate of Arts Degree courses defined in the Future Teachers Institute. (See Appendix #2 for description of the Future Teachers Institute).

The BEST program will develop the components of an innovative delivery and support system, including mentors to facilitate study groups, financial advisement, nurturing elements through peer coaching, counseling and guidance, cohort group support and intensive short term courses offered at convenient times and locations and taught in a bilingual block format. Instruction will be delivered using teaching/learning strategies that are identified for underrepresented students. Classroom-based research will be conducted on the effectiveness of these teaching/learning strategies that are modeled in the instruction mode for the BEST program. On-going evaluations of the program by students and staff, the tracking of participants progress, and mandatory in-service seminars for B.E.S.T. instructors are inherent parts of the pilot program and make up our drop-out prevention plan.
Additionally, the BEST program will develop and provide in-service training program for college instructors of the Future Teacher Institute regarding effective teaching/learning strategies which will increase the retention of the underrepresented students.

Based on the enthusiastic response and the conclusions drawn from an experimental class, "Spanish Reading Through the Language Arts," offered during the Spring 1991 semester the model in-service program will be developed. This experimental class offered instruction in a bilingual mode and modeled teaching/learning strategies that are successful for underrepresented bilingual students. It was offered at convenient times and locations for the participants. As a result of the lessons learned from this experimental offering, classes taught in a traditional lecture mode will be adapted to include a bilingual structure and innovative teaching strategies proven successful in retaining underrepresented students.
2. Specific Problems Being Addressed

Statement of Problem and Need

There is a crucial need to train and retain bilingual future teachers if we are to meet the expected teachers shortage. In a new book, "Fifty Million Californians," written by Leon Bouvier (a Tulane University professor and former demographer at the Population Reference Bureau in Washington, DC), he states that if the current birth rate and the flow of domestic and foreign immigrants continues at today's rates, the state's population will reach 50 million in 20 years. The state's current population is 30.9 million. The huge population increase will aggravate the critical shortage of teachers. He predicts that the number of students will double by the year 2010. He states that California would have to build a new school every day for the next 30 years to keep up with the increase in school-age children.

Another study entitled, "Conditions of Education in California" by Allan R. Odden, co-director of Policy Analysis for California Education states that California is expected to add 230,000 kindergarten through 12-grade students every year through at least the end of the decade. By 1997 Latinos will makeup the largest single group in the school population, already more than 50% minority. About 20% of the students have limited English proficiency, up from about 12% in 1985; therefore about 75,000 new teachers, especially bilingual teachers, must be added to the current 212,000 by 1995 to keep pace with enrollment growth.

The need is evident that we must train and retain students in coursework leading to a teaching credential, who have the cultural heritage and background to instruct and act as mentors and role models to California's diverse ethnic population. The participants of the Future Teachers Institute BEST program have the cultural background, but they are lacking the education.

To retain these teacher candidates we must help them visualize a clear picture of their educational objectives. In a survey of our Future Teachers Institute participants, conducted in the spring 1991 semester, the majority of the participants were lacking this clear educational goal, 30% of the participants were undecided on their main educational objective and 21% did not respond to the question pertaining to goals, 18% of the participants were first time college students. Goal attainment starts with helping the participants see a vision of themselves as teachers; and then providing them with a planned "road map" to achieve this vision. Because visualizing this goal is probably obscure to many of the participants of the Future Teachers Institute due to cultural expectations, goal counseling will be offered. With other support services participants will be kept on the right road to their career objectives.

Aiding in the retention of underrepresented students would be reassessment of the teaching strategies used by the faculty of the BEST program. The faculty must be fully apprised of the special needs of the students or the teaching/learning strategies available to meet those needs.
In 1987, the National Education Association created the Christa McAuliffe Institute for Educational Pioneering. The institute is designed to examine the art and science of teaching. It examines changing roles of instructors and innovative teaching strategies. This BEST project addresses the fact that teaching strategies of its instructors need to be reviewed and where necessary updated and enhanced to parallel the needs of the participants of the Future Teachers Institute.
3. Population To Be Served

Population to be Served

The BEST project will focus on the particular needs of one segment of the underrepresented student population. It is the bilingual/bicultural teacher assistant in the Los Angeles area.

One hundred-seven teacher assistants are currently enrolled in the Future Teachers Institute of Los Angeles Mission College. According to a poll of the Future Teachers Institute conducted in the Spring 1991 semester, 94% of the participants were Hispanic female teacher assistants who are currently employed in District 4 or 6 of the Los Angeles Unified School District.

This population is economically disadvantaged because of many single-parent or low income households. The United States Census figures indicate a nationwide shift away from traditional families two parents and children, the so-called nuclear family, only 27% of the state's families fit this description. Many mothers are now the primary financial providers of the family; they must make due with one paycheck instead of two. Fifty-two percent (52%) of the participants of the Future Teachers Institute have a combined family income of $20,000 or less. (See Appendix #3)

Job and family responsibilities make acquiring an education a difficult task for the participants of the Future Teachers Institute. It is sometimes a desperate effort to find the means to finance a college education for these students. Thirty-nine percent (39%) of the participants work more than 20 hours per week while trying to complete college courses and raise a family. A Future Teacher Institute survey conducted in the spring 1991 semester indicated that 63% of the participants only have a high school diploma or equivalent, thus showing a majority of the participants having an entire college degree to complete.

Students who work or who have family responsibilities find it difficult to attend school during traditional class schedules. According to the Future Teacher Institute poll conducted in the Spring 1991 semester 47% of the participants indicated that they can only manage to take six units or less of college credits per semester. The BEST program will offer a non-traditional block structure that will schedule classes at times and locations that are convenient for teacher assistants, limit the number of classes being taken at the same time by restructuring the class hours, and by offering the option of instructional television. The program will encourage the participants to take 12 units per semester which will results in not only faster completion of a college degree, but qualification for a five percent (5%) salary differential. The Los Angeles Unified School District offers this differential to teacher assistants that complete 15 units per year. (See Appendix #3)

Many of these teacher assistants have not visualized themselves as teachers, but in order to keep their jobs are thrown into an educational arena where they must compete with native English speaking classmates. Because many in the population served by this project are
limited English proficient, (48% of Future Teachers Institute participants indicated that Spanish is their primary language) they need innovative teaching/learning strategies. The instructors teaching them need to become aware of their special language and cultural needs.

The teacher assistants in the BEST program with their bilingual background and cultural diversities will have the necessary and essential skills needed to teach the changing student population in the California schools. Census figures indicate that there will be an abundance of job opportunities for bilingual teachers.

According to statistics of the United State Census Bureau, the Latino population is the fastest growing and most significant ethnic community in the country. In Los Angeles County the Latino population grew throughout the county, graining population in 148 of 163 communities. The Latino population growth rate was well over 100% in several communities in the San Fernando Valley. Latinos have gained a majority in 45 communities, compared to 31 in 1980. Locally, a notable rate of growth in the Latino population was measured at 26%.

Schools in the Los Angeles area are preparing for the eminent bilingual teacher shortage caused by this population trend. These ethnic population increases have created a critical need for teachers in the Los Angeles area, particularly English as a Second Language (ESL), Bilingual/Bicultural, and Special Education. According to the California Department of Education the need for bilingual teachers in the next 10 years will range from 13,000 to 18,000. It is estimated that Los Angeles County will need 50% of the total statewide projected need for bilingual teachers.

When educational course work is completed and credentials earned, the participants of the Future Teachers Institute’s BEST program will make ideal bilingual teachers based on their cultural heritage and skills. Having acquired exemplary teaching skills through observation of modeled strategies during their coursework in the BEST program, through methods courses taken at the university and through the immediate application of learned strategies in their jobs as teacher assistants, the participants of BEST are well prepared if fill the positions that will be needed for bilingual teachers.
4. Objectives

OBJECTIVES

1. To select and hire project staff.

A Project Director, Lead Instructor, clerical support, speakers, instructional aides and tutors will be hired to plan and implement the pilot portion of the project.

2. To establish a Bilingual Education for Successful Teaching BEST "Design Team" composed of key representatives from all participating institutions.

The design team composed of selected faculty, counselors, articulation officers and administrators from Los Angeles Mission College, Los Angeles Unified School District and California State University Northridge will meet collaboratively; thereby, furthering the likelihood for success for the underrepresented student. Because of the inroads that are made by the collaborative efforts of major institutions jointly identifying the needs of underrepresented students of the Future Teachers Institute the outcomes of the BEST program may influence the support services for underrepresented students at the university level. (See Appendix #4 for letters of support).

Understanding of each other's program reduces frustration and allows for an appreciation of each institutions role in the educative process.

3. To develop a BEST non-traditional delivery system that will lead to a liberal studies teacher waiver program.

Using a bilingual model of instruction coupled with courses offered at convenient times and locations will maximize the retention of underrepresented students. Twelve units per semester of college coursework will be completed instead of the usual six unit load that most teacher assistants take. The uniqueness of BEST is based on its non-traditional delivery system. In addition to attending class one night per week, participants will be required to watch instructional television 2 hours per week, and attend selected Saturday conferences. The non-traditional delivery system will provide an opportunity for students to successfully complete four courses a semester by only attending twice a week. The participants can transfer to the State University System as a Liberal Studies upper division student equipped to enter the Liberal Studies Major-Plan E (credential option-Multiple Subjects Waiver program) at CSUN.
4. To establish Advisory Committee

The advisory committee will meet and review the progress of the BEST program. The diverse composition of the committee will include representatives from Los Angeles Unified School District (Regions 4 and 6), California State University Northridge, local elementary junior and senior high schools, students, faculty and college staff and community members and para-professional and professional teacher organizations. The Advisory Committee will offer a variety of perspectives that help identify the needs of underrepresented students. Long-range plans will be developed from the recommendations of the advisory.

5. To recruit twenty underrepresented students from Los Angeles Unified School District (LAUSD) and other areas who are not already participants of the Future Teachers Institute cohort groups.

There are 11,126 teacher assistants employed in the Los Angeles Unified School District, and of that number 9,169 are ethnic minorities of which 64.25% are Hispanic. There are 107 teacher assistants currently enrolled in the Future Teachers Institute, which is less than 1% of the teacher assistants employed in the Los Angeles Unified School District. Therefore, by promoting the BEST program, Los Angeles Mission College should be able to increase enrollment in the Future Teachers Institute by 20% the first year, 50% by the second year and 75% the third year of the program. The long-range outcome would be to serve all interested underrepresented teacher assistants in the San Fernando Valley and to provide a model that can be easily replicated by any community college.

6. To identify BEST Faculty and CSUN upper division Teacher Assistants who will instruct and assist participate in the project.

A pilot program will be developed and tested by observing the on-going working relationship that evolves between the instructor and the hand-picked bilingual tutor or assistant chosen from the Operation Chicano Teacher at Northridge. If a teacher assistant is paired with an instructor who is modeling exemplary teaching methods the teacher assistant gains invaluable experience. The instructor gains insights into the value of the bilingual mode. A mentor/mentee coalition is formed, whereby each takes their turn at being mentor to the other.

Circular effect...participants in BEST program observe the bilingual tutors or the Operation Chicano teacher, they in turn can become tutors, this practical experience enhances their teacher abilities by having observed exemplary teachers.

They become teachers.

7. To provide bilingual teachers and/or upper division teacher assistants to assist in the bilingual delivery mode used in college classes for the underrepresented students.
Instruction in a bilingual delivery system has been a proven success in the Calexico K-12 School District. By offering instruction of core subjects in a bilingual mode at the community college level, the same successful retention rates should be achieved. The Calexico School District has been recognized by State Superintendent of Public Instruction, Bill Honig, because it not only lower the dropout rates for minority students, but two-thirds of the 1990 Calexico High School graduates went on to either a community college or a four year university. Much of the success is given to the district's extensive bilingual program, built around the premise that students learn best in their native tongue. Even after the students become fluent in English, they still receive instruction in Spanish 15% to 20% of the day. 25% to 30% of Calexico High School graduates have gone on to earn bachelor's degrees. By using a bilingual delivery mode and other factors the BEST program expects to achieve high retention of underrepresented students in our program.

8. To provide support services to participants.

The additional support services of bilingual tutors, study groups, cohort groups will be added to the Los Angeles Mission College's existing support services of counseling, Financial Assistance, E.P.O.S., College Work Study which are already available to the students. By familiarizing the participants with the services, the use of the services should increase, thereby contributing to the participants' retention and success.

9. To identify tutoring needs and a delivery system that promotes retention of students in the BEST program.

By offering tutoring services and study groups the participants grade point average should remain high. These study services will eliminate students being dropped from the college due to unacceptable grade point averages.

10. To provide test preparation services.

The test taking strategies learned will help the participants achieve higher scores and reduce the stress associated with mandated tests. Success on these mandated tests will not only meet the standards for employment, but positive test results will build self esteem and reduce the mental barriers associated with test taking.

11. To define details of a mentor program.

The support offered through the mentor program will offer the nurturing atmosphere that will help the underrepresented student visualize themselves in the mentor's position. This process is necessary for successful completion of an educational program leading to a teaching credential for underrepresented students.

12. To provide workshops and in-service to the BEST teaching staff in order to disseminate model teaching strategies to teacher assistants.
What better way for students to learn how to become superior teachers than from observing and experiencing exemplary teaching methods throughout their educational experience. By updating faculty on the most effective and current methods of reaching underrepresented students, their teaching styles will be self-assessed for areas of improvement.

13. To attend conferences, meetings or other events pertaining to the development of the BEST program of the Future Teachers Institute

The project director and the lead instructor will participate in meetings and conferences with other institutions of higher learning to gather information on innovative teaching and learning strategies. This information will be used to develop the BEST program of the Future Teachers Institute

14. To prepare a flier/brochure that outlines the details and benefits of the BEST program describing successful teaching and learning strategies that help the retention of underrepresented students.

Through the dissemination of the flier/brochure enrollment in the BEST program will increase due to exposure and added publicity of the program.

15. To provide a conference to disseminate the project’s findings for institutions desiring information about BEST’s non-traditional delivery system to serve underrepresented students.

A conference is the initial stage of the net-working process which will enable successful dissemination and continued evaluation of the BEST program.

16. To manage the overall budget for the project.

Proper management of the budget will allow Los Angeles Mission College to complete all stated project objectives.

17. To evaluate the project.

The teaching strategies and the delivery system should prove to be highly successful. The evaluation plan will help to identify weaknesses that need to be remedied before the program is replicated by others. The project design will be evaluated to gain insights into the practicality of each element.
5. Workplan Narrative

[NO “WORKPLAN” ACCOMPANIES THIS DOCUMENT.]
6. Expected Outcomes

Impact of the Project

There is a critical need for teachers in the Los Angeles area, particularly ESL, bilingual and special education. This project will help retain the future teachers by offering them support services in their classes such as mentors, tutors and special teaching strategies. In so doing, this project will contribute to the existing efforts to resolve teacher shortages, diversify the teaching profession, and offer new career opportunities to the underrepresented students. Jobs will not only be available for teachers of diverse ethnic heritage, but will be in the greatest demand; thereby virtually guaranteeing employment upon completion of the teacher credential process. According to the California Department of Education the need for Bilingual teachers in the next 10 years will range from 13,000 to 18,000 positions. It is estimated that Los Angeles County will need 50% of the total statewide projected need for bilingual teachers.

c. Potential for Continued Support

Los Angeles Mission College is committed to the BEST program and its idea of a non-traditional delivery system to serve the needs of the underrepresented students. Upon successful completion and evaluation of the BEST pilot program, Los Angeles Mission College plans to institutionalize the program; therefore, continued local support after the expiration of the project is projected.

d. Potential for Adaptation by other Institutions or Programs

The BEST block program which is a non-traditional delivery system, could be easily adapted by community colleges and other institutions. It will be a generic program that can be easily tailored to suit the individual and unique requirements of each institution by using a bilingual mode in the language indigenous to the community. The teaching strategies which have been carefully identified in the BEST program will be disseminated and easily adaptable.
7. Evaluation Plan

Evaluation

Participants' progress will be tracked by the BEST faculty and staff. The tracking plan will include the number of participants, the number that complete their Associate of Arts Degree, the number that transfer to the university. In addition, the participants of the program will evaluate the non-traditional delivery system by completing an evaluation form which will be developed during the project. Questionnaires will be tallied to determine the effectiveness of the bilingual tutors, and study groups.

An interview form/survey will be developed to identify the successful teaching strategies used in the BEST program with underrepresented students, and the data collected will be used in the evaluation of effective teaching/learning strategies.

All data will be collected and analyzed and presented to the advisory committee, which will meet and offer its recommendations and its evaluation of the program. The coursework design will be reviewed and any needed revisions will be made before dissemination of findings.
8. Dissemination Plan

Dissemination

This project was developed so that it could be easily replicated by other colleges throughout the state. Even though the target group of our project were underrepresented students in a teacher career tract, these strategies can be applied to any educational objective. A flier/brochure outlining the details of the BEST project will be produced for distribution to interested individuals or institutions. The non-traditional delivery system will be available upon request to all who are interested. A conference to explain the steps taken and the outcomes of the BEST project will be organized by the project director. A panel which includes representatives from the Los Angeles Unified School District, the California State College System, and the Community College district and advisory committee will be on the agenda for the seminar. The flier/brochure and invitation to the conference will be sent to all community college districts in the state.
9. Budget Narrative

Terms of Budget

Because of monies set aside for tutors salaries and bilingual support for faculty, enrollment and retention of underrepresented students will be increased. The budget reflects funds set aside to plan and disseminate teaching and learning strategies that will later be shared at a conference provided by this grant. This conference approach is a cost effective measure used to inspire other institutions to examine the possibilities of adapting the strategies into their existing programs.