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California LEP Enrollment Growth Rate in Falls

For the first time in years, the enrollment growth of Limited English Proficient (LEP) students fell below total enrollment growth last year. According to figures from the Spring 1988 Language Census Survey, conducted annually by the California State Department of Education, 1,406,166 LEP students were enrolled in California's public schools as of March 1, 1998 (Table 1), an increase of 1.8 percent over the previous year. In contrast, 5,727,303 students were enrolled in California's public schools in 1997-98 was, an increase of 2.2 percent.

Table 1—Enrollment in California Public Schools, 1997-98

	Number	Percent
Total Enrollment	5,727,303	100.0
Limited English Proficient (LEP)	1,406,166	24.6
Fluent English Proficient (FEP)	720,479	12.6

As a result, the percentage of language minority students in the California who need to learn English has mushroomed to 1,406,166 or 25 percent of the total student population. But the annual growth rate of LEP students has slowed dramatically in recent years and last year, for the first time, fell below the overall enrollment growth rate. While annual growth rates in LEP students have slowed dramatically, annual growth rates in number of Fluent English Proficient (FEP) students has grown. In 1998, there were 720,479 FEP students in California's public schools, an increase of 5.6 percent over the previous year. In the late 1980s and early 1990s, when LEP enrollment was surging, FEP enrollment was hardly changing and actually declined in two different years. But beginning in 1996, FEP enrollment growth has risen and in 1997, increased faster than LEP enrollment.

Figure 1- Annual Percentage Change in LEP, FEP, and Total Enrollment, 1988-1998

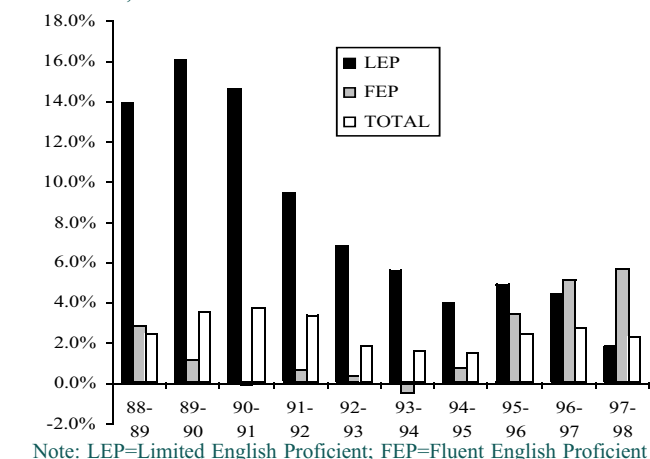
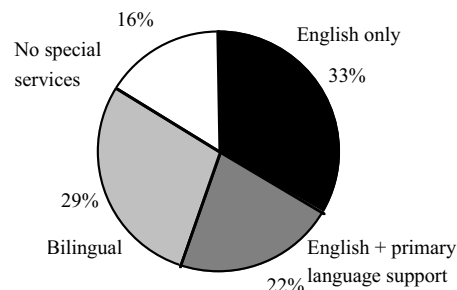


Figure 2- Instructional Services Provided to LEP Students, 1997-1998



Note: English only includes Language Development (ELD) and Specially Designated Academic Instruction in English (SDAIE); Bilingual included ELD and primary language instruction.

Trends in enrollment growth over the last ten years are shown in Figure 1. LEP enrollment increased at double-digit rates in the late 1980s and early 1990s, reaching a peak of 16 percent per year between 1989 and 1990. These high growth rates greatly outdistanced the growth in total enrollment, which was increasing about 3 to 4 percent each year.

The Language Census Survey also asks schools to report what types of services are provided to LEP students and the number and training of teachers providing those services. As shown in Figure 2, in 1998, 33 percent of LEP students were receiving English-only instructional services, either English Language Development (ELD) or Specially Designated Academic Instruction in English (SDAIE); another 22 percent were receiving both ELD and SDAIE together with primary language

support (but not instruction) provided through bilingual paraprofessionals; 29 percent were receiving bilingual education that included ELD together with at least some academic subjects taught through primary language instruction; and 16 percent were not receiving any special services. The percentage of LEP students receiving bilingual educational services decreased from 45 percent in 1990 to 29 percent in 1998. With the passage of Proposition 227 in June 1998, which prohibits bilingual instruction without parental written consent, the percentage could decline considerably. Finally, figures from the language census reveal that less than half of all LEP students were being taught by fully certified teachers in 1988 (Table 2). The most underserved group were students receiving bilingual education: there were only 15,783 teachers serving 409,874 students, a ratio of 26 students for every certified teacher. In contrast, there were 42,654 teachers serving 772,557 students in English-only programs, a ratio of 18 students for every certified teacher.

Table 2—Instructional Staff for LEP Students, 1997-98

	Number	Percent
Teachers providing primary language instruction	15,783	11.6
Teachers providing ELD or SDAIE	42,654	31.4
Teachers in training	45,333	33.5
Paraprofessionals	31,862	23.5
Total	135,632	100.0

—Russell W. Rumberger

1999 UC LMRI Annual Conference

“Schooling of English Language Learners in the Post-227 Era”

Co-sponsored by the California Policy Research Center

May 13-14, 1999
 Doubletree Hotel
 Sacramento, California

For Information:
 Phone: 805-893-2250
 Web: lmrinet.ucsb.edu/confs/lmri99.htm

UC LMRI People in the News

Kris Gutiérrez, Associate Professor of Education at UCLA and a member of the UC LMRI Faculty Steering Committee, was featured in The Merrow Report, “Lost in Translation: Latinos, Schools, and Society,” PBS’ award-winning documentary series about children and education. The program, which aired on Friday, October 2, 1998 at 10pm, examines the future of Latino youth in our country. Information about the program, including both English and Spanish transcripts, can be found at the PBS website: <http://www.pbs.org/merrow/>.

Patricia Gándara, Associate Professor Education at UC Davis and Director of the UC LMRI Education Policy Center, was a featured speaker at the third annual Latino Legislative Caucus Conference, “Health Care and California’s Children,” held at UCLA on November 9, 1998. The conference, which was jointly sponsored by the California Policy Seminar, UCLA, and the UC LMRI, is an annual one-day meeting that brings together University of California faculty to review university research that can help to inform policymakers with respect to the current legislative agenda. Professor Gándara’s presentation was on the K-12 contribution to cognitive development and focused on the acquisition of literacy skills.

Reynaldo Mácias, former Director of UC LMRI and faculty member at UC Santa Barbara, has accepted a new faculty appointment as Professor and Chair of the César Chavez Instructional Center for Interdisciplinary Chicana/o Studies at UCLA beginning January 1998.

Giorgio Perissinotto, Professor of Spanish and Portuguese at UC Santa Barbara and a member of the UC LMRI Faculty Steering Committee, and **Reynaldo Mácias**, Professor and Chair of the César Chavez Instructional Center for Interdisciplinary Chicana/o Studies at UCLA and former Director of UC LMRI, participated in the conference, *Décima Jornada Pedagógica Internacional para la Educación Bilingüe: “Un Futuro Sin Fronteras,”* which was held on November 14, 1998 at Loyola Marymount University, Los Angeles. The conference, which is conducted entirely in Spanish, brings together educators and researchers from Spain, Mexico, and the United States for a series of professional development activities and workshops.

Robin Scarcella, Associate Professor of Humanities at UC Irvine and a member of the UC LMRI Faculty Steering Committee, was a featured speaker at the symposium “Teacher Preparation K-12” put on by the Institute for Educational Reform at California State University, Sacramento on November 16, 1998. The Director of the Institute is **Gary Hart**, who has recently been appointed as Secretary of Education, for incoming **Governor Gray Davis**. Professor Scarcella’s presentation was entitled, “Effective Instruction of English Language Learners.”

UC LMRI Awards 1998 Grants

The UC LMRI Faculty Steering Committee awarded 4 Small Research Grants and 3 Dissertation Research Grants from the annual research grants competition totaling \$79,000. The grant awards are for one year beginning July 1, 1998. Descriptions of the grants are listed below.

Dissertation Grants awarded:

Second Language Acquisition and Institutional Discourses: Language, Learning, Identity, and School Restructuring
 by Meg Gebhard, UC Berkeley

Hearing families with deaf children: Linguistic and social aspects of American Sign Language development
 by Reyna B. Lindert, UC Berkeley

Constructing Possibilities for Success: The Development of Biliteracy in a First Grade Whole Language Classroom.
 by Corinne Martinez

Small Grants awarded:

How Do Preservice Teachers Appropriate Views and Practices About Language and Disability? Mapping a Sociocultural Theory of Teacher Learning About Difference
 by Prof. Alfredo J. Artiles, UCLA

As we witness the irrational polarization of our society around issues of diversity (e.g., the passage of Proposition 209 in California, the Unz Initiative), we must enhance our understanding of teacher learning about student diversity. The lives of generations of culturally diverse students—the future of California and nation—are at stake.

Consistent with LMRI's funding priorities, this project aims to strengthen the theoretical basis of the research on preservice teacher learning about student diversity. This proposal is based on the premise that most teacher education programs have used a transmission model to educate teachers about student diversity. The fact of the matter is, however, that we do not possess a theory of teacher learning about student diversity. The theoretical poverty of this research has potentially devastating consequences, for it can limit the replicability of studies and it can hinder our understanding of the implementation of pedagogical practices and their repercussions. Thus, we intend to extend sociocultural theory to the study of teacher preparation for student diversity. This theoretical framework will assist us to examine a neglected aspect of teacher education for diversity, namely how preservice teachers appropriate views and practices about the influence of language factors (English proficiency) and disability in the educational performance of Latino students. We will work with preservice teachers at the UCLA teacher education program to examine whether teacher learning processes vary by field of specialization (bilingual vs. general education) or program context (courses vs. field assignments). This study will contribute to our understanding about how teachers cope with variability in Latino student performance in urban schools. Ultimately, we expect this effort will contribute to the development of a sociocultural theory of teacher learning about student diversity.

Differences in Cultural Affiliations Within Families, Children's and Parent's Experiences of Stress, and Children's School Performance

by Merith A. Cosden, UCSB

Latino children in the U.S. school continue to evidence a wide array of school-based difficulties. One factor that has been implicated in the development of these problems is increased family stress. Latino families may be at risk for increased family stress because of the difficulties inherent in adapting to a new culture. In this process, parents and children may differ in ways in which they negotiate new values, customs, and behaviors. This difference in acculturation may account for increased conflict. The purpose of this study is to replicate previous findings that indicate that differences in cultural affiliations are related to increased family stress and to extend these findings to investigate more specifically the cultural constructs that differ, and how these affect the family. In addition, this study will examine the impact of family stress on the performance of youth in school. It is hypothesized that: 1) families in which youth and parents differ in terms of their cultural affiliation will experience increased stress for both parents and youth; and 2) both the existence of discrepancies in parent and child cultural affiliations, and of stress reported by parents and children, will be related to school performance. Correlational and multiple regression analyses will be used to assess the interrelationships among school performance of children undergoing the process of acculturation and ethnic identity formation.

Korean Language Development and Academic Achievement of Korean-Americans in the Los Angeles Unified School District

by Sung-Ock Sohn, UCLA

There are approximately 4,000 ethnic Korean Americans within the Los Angeles Unified School District. Korean Americans represent the third largest ethnic minority and language group in LAUSD. Although the primary language of these students is Korean, informal studies and assessments of Korean language proficiency indicate that Korean language development beyond a first or second grade level is unusual.

Efforts to curb the effect of subtractive bilingualism include the creation of the Korean/English Dual Language Program in the Los Angeles Unified School District. This program creates an environment in which Korean-Americans can develop both their Korean and English language skills.

The success of students in the Korean/English Dual Language Program appears to follow the pattern generally described in Collier's study (1997) of bilingual education programs in the United States.

In an effort to more fully understand the success of the Korean/English Dual Language Program, the proposed research project will collect, analyze, and compare student achievement data of the 1997/1998 4th grade Korean-speaking students who have had program and treatment consistency in grades K through 4 in one of three programs in the Los Angeles Unified School District.

Data collected will be used to: compare Korean language proficiencies; analyze extent to which Korean language proficiencies are developed by students in each of the programs; compare English language proficiencies of students in all three programs; draw a correlation between the development of primary language and English academic skills; and determine the influence of other related factors such as after-school programs, Saturday Korean schools, private tutors, parent education, etc.

An in depth linguistic analysis will compare the performance of Korean-American children under the dual program and those in the non-dual programs for their social-pragmatic competence. Topics include: the acquisition of socio-linguistic rules among different groups of learners; Development of literacy skills; and, Cross-linguistic analysis and intercultural communication.

Information regarding specifics of Korean language development will enable educators to refine Korean language instruction to meet the needs of Korean LEP students.

Reaction Time Studies of Lexical Processing in Young Second-Language Learners

by Arturo Hernandez, UCSB

Our overall objective is to explore the effects of second language exposure across age, differing levels of specific language proficiency, and disparate levels of language competency in Spanish-English bilinguals. We propose a series of on-line studies designed to look at young second language learners lexical-semantic abilities as a function of language and context. Our intent is to profile the normal development and use of vocabulary skills in L2 (English) and the impact this has on L1 (Spanish) in children who are developing language normally. This information will then be used for cross-group comparisons of lexical-semantic performance in bilingual children with language impairment. Single language (Spanish or English only) and competing language (alternating Spanish and English) contexts are used to explore the effects of cognitive resource control on specific aspects of linguistic performance. Differential performance across groups as a function of the increasing processing demands in the competing language condition is anticipated.

We have outlined three general phases for the completion of this project. In Phase I we will focus on the development of additional experimental techniques which can be used effectively across diverse ages and language levels, incorporation our general single vs. competing language paradigm. In Phase II we will profile normal bilingual processing behavior at several different stages of second language development (i.e., at 3,5,8, and 10 years after beginning formal instruction of English as a second language) in a cross-sectional study. This will be continuation and expansion of our current study funded by the UC Linguistic Minority Research Institute (refer to Preliminary Studies section). After we have obtained baseline measures of on-line lexical-semantic performance in sequential bilinguals who are developing language normally, we will move into Phase III. In this final phase of the proposed study we will compare cognitive-linguistic processing at the lexical-semantic level in children with specific language impairment (SLI) to that of their peers who are developing language normally. The proposed study is intended as a first step in informing both theory and practice applying psycholinguistic methods to the joint study of SLI and second language acquisition in children.

Three UC Campuses Receive Bilingual Fellowships

Three UC Campuses—Davis, Los Angeles, and Santa Barbara—were awarded a total of 21 Bilingual Education Graduate Fellowships beginning in Fall 1988. The fellowships were awarded by the Office of Bilingual Education and Minority Language Affairs (OBEMLA), U.S. Department of Education and authorized under Section 7145 of the Bilingual Education Act of 1994. The fellowships, which provide three years of support, were awarded to graduate students with research interests that concern language minority students. Three UC LMRI affiliated faculty are the principal investigators of the fellowships: **Patricia Gándara**, Associate Professor of Education at UC Davis and Director of the UC LMRI Education Policy Center; **Concepción Valadez**, Associate Professor of Education at UCLA and former UC LMRI grantee; and **Reynaldo Macías**, Professor of Education at UC Santa Barbara (now at UCLA) and former Director of the UC LMRI. Below are profiles of the fellowship recipients.

UCLA:

Anastasia Aimee Amabisca

From early on in her academic and professional career, Anastasia Aimee Amabisca's interests and work have focused primarily around issues of the education of ethnic, language minority, and immigrant populations. She received a Bachelor of Arts in Education from Arizona State University, specializing in secondary education/English with an emphasis on linguistics and ESL methodology. In 1994, she earned a Masters of Arts in Education from Stanford University, focusing on issues of Latino immigrant experiences and language policy. Currently, she is a research associate at the Center for Language Minority Education and Research (CLMER) at CSU Long Beach working on a national research project investigating the education of middle and high school immigrant youth. She has presented at various national and state conferences, including American Educational Research Association, California Association for Bilingual Education, and Arizona Association for Bilingual Education. She is an active member of the Hispanic Women's Corporation and has served as chair of the conference evaluation committee for the past four years.



George Sanchez Garcia

I have a special affinity for second language learners because I was one myself. My family immigrated from Mexico to the United States when I was a child. Until I attended high school my family was classified as "migrant workers," a label that at times preordained academic remediation rather than academic acceleration. More than any other experience, becoming a teacher helped me understand my lived experience and that of other minorities. I saw how the educational institution, and the players within the system, have reproduced a socioeconomic system that advantages one group at the expense of others. My work as a researcher and educator is to counter the negative elements of socioeconomic reproduction. My work is towards one purpose -- to help students acquire the intellectual and personal skills necessary to make their dreams a reality.



Cheong Rhie Huh

As a member of the first generation of Korean-American community, Cheong Rhie Huh's interests have focused on primary language loss among minority children. She has already examined this issue in her masters thesis titled "Socio-cultural factors in primary language loss: The case of Korean-American children" at California State University at San Bernardino. During her doctoral program, she is furthering this investigation in depth. Before she came to the Ph.D. program, she taught Korean language at University of California, Riverside for four years while serving as a bilingual tutor/as-



essor of Korean American students for the Riverside city school district. Last year she was involved in the Korean bilingual teacher training program at University of California, Los Angeles.

As an education researcher from the minority community, she hopes her research contributes to maintenance of minority children's primary languages and to greater positive self-esteem and a clearer self-identity. Furthermore, she hopes her research can bring greater awareness that languages of the minority children are important assets for their own benefits as well as for the society as a whole.

Carl Alexander Lager

I am Carl A. Lager, a second-year Ph.D. candidate in the UCLA Graduate School of Education, specializing in Educational Policy within the cohort of Urban Schooling.

After earning my B.S. in Applied Mathematics here in 1992, I began teaching mathematics in the Los Angeles Unified School District while completing my M.Ed., also at UCLA, and my Bilingual Cross Cultural Language Acquisition and Development credential (BCLAD). Teaching recent immigrant limited-English-proficient (LEP) students in both Spanish and English, I have served on the Bilingual Advisory Council and studied Spanish language and Mexican culture at the Cemanahuac Educational Community School in México. Now a University Fellow and Title VII Fellow, and team leader at UCLA's Center X-Teacher Education Program, I mentor first-year secondary mathematics teachers pursuing their BCLADs. My current research interests include identifying key linguistic factors that hinder/forward cognitive learning processes for at-risk, secondary Latino LEP students who are not achieving their mathematics potential



David Moguel

Moguel is currently a third year doctoral student in the Urban Schooling Division of the UCLA Graduate School of Education and Information Science. His research interests lie in the improvement of teachers' skills as leaders and facilitators of classroom discussions. He currently serves as a Team Leader in UCLA's Teacher Education Program (TEP). Moguel works with a group of 15 student teachers by co-teaching a course in which issues related to LEP students are part of the agenda, including bilingual education and sheltered English strategies. He is also responsible for regularly observing the teachers in actual classrooms and providing necessary out-of-classroom support as needed. He works with several teachers as they struggle to learn how to teach various populations of students, including LEP students, in various subject matters, and using both English and students' native languages. Moguel was born in South Central Los Angeles to Mexican immigrant parents and grew up in East Los Angeles.



Anita Tijerina Revilla

Anita Tijerina Revilla, M.A., is a first year doctoral student at the University of California, Los Angeles. She is studying in the department of Social Sciences and Comparative Education with a specialization in race and ethnic studies. Her educational interests include race, class, gender, and language. She is currently involved in a research project which is studying the effects of Proposition 227 on students, parents, and teachers in Los Angeles schools. Previously she worked as an education assistant at the Intercultural Development Research Association in San Antonio, Texas. She worked with collaborative teams of educators and social scientists to develop and provide educational programs which ensure quality education for all students. Her work was specifically geared toward improving the educational opportunities of poor and minority children. Revilla did both qualitative and quantitative educational research and was a sexual harassment trainer for the Desegregation Assistance Center – South Central Collaborative for Equity. Revilla holds a bachelor of arts degree in religion, Latin American studies, African American studies, and American studies from Princeton University, and a master of arts degree in anthropology and education from Columbia University, Teacher's College.



Kathryn Perry Olson

Kathryn Perry Olson grew up in Los Angeles, California. She graduated with a BA in Spanish literature from The College of William and Mary in Virginia in 1992. While an undergraduate, Kathryn lived and studied in Guadalajara, Mexico and Madrid, Spain. In 1993, Kathryn attended the TEP program at UCLA and earned her BCLAD multiple subject credential as well as her M.Ed. After graduating, Kathryn worked in the Lennox School District where she taught first through third grades. In the district, she was a language arts mentor teacher, was a member of the curriculum committee, helped to create the district's language arts standards and assessments, and facilitated the Hughes/UCLA/Lennox science dialogues. In addition, Kathryn presented at the South Bay Reading Conference (SBARC), was a UCLA mentor teacher for TEP, and a "teacher representative" on the gender equity committee at UCLA. Currently, Kathryn has returned to UCLA to begin her doctoral studies in Urban Schooling.



Mira Pak

Born in S. Korea, Mira Pak came to the United States when she was a year old. Having been raised in Santa Monica, CA, Mira feels like a native Californian. While she is fluent in Korean (albeit with an American accent), Mira feels her stronger language is English. She attended the Santa Monica-Malibu school system, graduated from Santa Monica High School (Samohi) in 1988, attended UCLA and graduated in 1993 with a B.A. in English and in history. Mira then went on to a masters and credentialing program at Harvard University. Of course, that was the year Boston, MA had about a hundred inches of snow. After graduation, Mira returned to teach at her alma mater, Samohi. After four years of ignoring her former teachers' pleas to address them by their first names, Mira reluctantly requested a leave of absence from her teaching duties to attend the UCLA Graduate School of Education's Urban Schooling Ph.D. program. Currently in her first year, even though she is stressed beyond endurance, Mira is glad her interests in teacher education issues brought her to UCLA.



Hector H. Alvarez

Hector H. Alvarez is lead research assistant and UC Links/Las Redes project coordinator at UCLA and a doctoral student and teaching assistant in the Division of Urban Schooling at UCLA's Graduate School of Education and Information Studies. Born of Mejicano parents who instilled in him the notion that an education, informal or formal, means a responsibility to give back and work with communities, Alvarez has been involved with educational outreach/mentor programs, and community activist groups since an undergraduate. For the last twelve years he has been extensively involved in these areas. In addition, Hector has taught course in Chicana/o and Ethnic Studies, Math, and Science at the high school and college level. Hector's ethnographic research examines the relationship between language, culture, and literacy learning. In particular, Alvarez focuses on the representation of difference and the relationship between ethnic/racialized identity(ies) and academic engagement, examining the role that schools and after school programs play in shaping that relationship.



Lucilia Del Carmen Ek

My research and career aspirations have their roots in my personal background and experiences. I was born in Yucatan, Mexico and grew up in Los Angeles. My formal schooling before college took place in Los Angeles public schools. After graduating from Stanford, I returned to my old elementary school where I taught for five years. My experiences there motivated me to pursue a graduate degree and to become a part of the research community. Currently, I am a second year doctoral student at UCLA in the division of Urban Schooling. I am interested in issues of language and literacy, especially as they apply to Latino students. After receiving my degree, I hope to teach and continue doing research at a research university.



UC Davis

Carmina Brittain

I am a doctorate student in the Socio-Cultural Studies program. Before coming to UC Davis, I was a bilingual teacher in Phoenix, Arizona. Currently, I am a member of a Harvard University research team conducting a longitudinal adaptation study of Mexican and Central American immigrant students. I received a Research Mentorship Fellowship with UC Davis to conduct a curriculum intervention in an ESL classroom aimed to help language minority students in accomplishing their academic goals. I graduated from Arizona State University in 1989 with two degrees, Economics and Marketing. I received a Master of Education from Arizona State University in 1996. I would like to become a university professor in the area of sociocultural issues in education and school reform.



Dianna Gutierrez

Hi! I'm Dianna Gutierrez. I was born and raised in the small community of Hollister, CA. Hollister is located about 40 miles south of San Jose and is primarily a working-class community. I am part of a working class immigrant family where both English and Spanish are spoken. I completed my undergraduate degree at the University of California, Davis in Psychology and Spanish. As an undergraduate, I was fortunate to participate in several research projects. I soon became interested in the peer influence of peers on academic aspirations. I then conducted my own personal field research as a foreign exchange student in Mexico where I decided to observe the peer influences of adolescents in a public federal rural junior high school. Upon returning from Mexico, I continued to work with the Puente evaluation project. During this time, I also tutored migrant students (grades k-6) in Santa Clara County. During my last year as an undergraduate I became involved in a study conducted by UC Berkeley, Pace, and WEST Ed. The study evaluated the initial effects of the class size reduction initiative on the Limited English Proficiency students in California. As an M.A. student, my work revolved around a CREDE peer influence project I was involved in at two local high schools (one rural and the other urban). Currently, as a doctoral student, I am coordinating the CREDE project. My primary focus is the dynamics of peer influences on academic aspirations in the Chicano/Latino adolescent.

Emilio Soltero

I am a graduate student at UC Davis in the Division of Education. My focus of study is in Language and Literacy. I am interested in the learning and teaching of reading, writing, and art, individually and in combination. I also have a BCLAD teaching credential.

Julie Maxwell-Jolly

Someone recently referred to me as a "veteran" in bilingual education, which is, I think, an apt description. I began teaching in a bilingual classroom in 1979 in the Los Angeles school system and worked there as a teacher and bilingual coordinator. I left teaching after moving to Sacramento, and earned a Master's degree in Bilingual Bicultural Education. After completing my Master's degree, I spent several years working with legal advocacy organizations on a variety of bilingual research, training, and advocacy projects. I also worked for CSUS as a college liaison and teacher for the HEP program, one of only a few bilingual high school equivalency programs in the country for migrant families, and as a bilingual teacher intern supervisor. I plan to use what I am learning through the Ph.D. at UCD to continue working toward improving education outcomes for the state's English language learners.

Michele Flores

Ann Go

UC Santa Barbara

Grace Ellen Santarelli

Grace Ellen Santarelli (Special Education, UCSB) is a third year doctoral student. She received her Master's Degree in Educational Psychology and her Bachelor's Degree in Psychology from UCSB. She is currently taking courses towards her Severely Handicapped Teaching and School Psychology Credentials.

Grace's Master's Thesis examined cultural sensitivity issues in a neonatal intensive care unit, where she has co-facilitated a bilingual parent education group for 2 years. Her dissertation research examines bilingual special education in full inclusion settings. Grace is a clinician in the UCSB Autism Research and Training Center and a researcher with the Gevirtz Research Center at UCSB. Prior to entering graduate school, Grace worked as a Counselor with Tri-Counties Regional Center for the Developmentally Disabled, where she also coordinated the Latino Services Program. She was involved with the Santa Barbara Rape Crisis Center for many years, working as a Bilingual Crisis Intervention Training Coordinator and Counselor.

Grace is an Officer on the Board of Directors of the Tri-Counties Association for the Developmentally Disabled and was a founding Board member of De Mano a Mano, a Spanish hotline. She has trained with the Santa Barbara Mediation Center, volunteered for the Aids Project Central Coast and the Fund for Santa Barbara, a progressive social change foundation.



Jill Leafstedt

Jill received her BA and teaching credentials from UCSB. Presently, she is pursuing a masters and doctorate in Special Education, Disabilities and Risk. She is interested in issues that overlap between Special Education and Bilingual Education. Jill worked for 3 years as a Special Education teacher in Southern California teaching students from diverse backgrounds. After this she spent a year teaching first grade in Guatemala, Central America where her interests in bilingual education increased greatly. She also developed a curiosity for international issues in education. Jill is presently working at a Santa Barbara School as a reading intervention consultant for first grade.

During the next few years Jill will be studying the effects of proposition 227 on schools in California and learning more about cultural perspectives in Special Education, specifically looking at teacher's perceptions of abilities.



Ted Polanco

As a young bilingual Latino raised in East Los Angeles, I have first hand experience with those things (e.g., home, peers, the classroom, schools, authoritative figures) that affect individual and group development and, more importantly, the learning experience. Today, as a first year doctoral student in the Graduate School of Education, with emphasis in Developmental Studies, and a Bilingual fellow, I find myself in an academic environment that is at the forefront of research in educational psychology. My interest is in human development across the life-span, in partivual language acquisition (first and second language), cognitive development, and achievement motivation. And all the while understanding the importance of being sensitive to the context in which development occurs and, more specifically, how development in context effects the learning experience.

Marisol Rodarte-Venegas

I was born to Mexican Spanish-speaking parents and raised in Glendale, California for the first seven years of my life, and then for the rest of my years in Central California--the San Joaquin Valley, in a small farm labor town, where I entered school for the first time as a second grader. Spanish is my first language, and English has become my second language. I was inspired by the harsh work-likes of my *campesino* parents to attend the University of California in Santa Barbara. I am currently a graduate

student at UCSB where I pursue an M.A./Ph.D. in Education, Educational Psychology: Language, Culture, and Literacy. My husband Juan S. Venegas and I recently celebrated a fifth year wedding anniversary.

Nereyda Hurtado

I am a first generation college student and the oldest daughter of Mexican immigrants. I was born in Los Angeles California, but raised in Zacatecas, Mexico until the age of fourteen. In 1996, I received a B.A. from UCSB in Psychology and Cultural Anthropology. As an undergraduate, I conducted ethnographic research in an indigenous community in Quertaro, Mexico and, together with a research team who worked under the guidance of Prof. Manuel L. Carlos, assisted in the design and creation of three simulated ethnographic field work teaching modules. This is my third year in the M.A.-Ph.D. program in Educational Psychology at UCSB. During my second year, I worked as the Graduate Student Coordinator for the Latino Parents Night project, a UCSB funded parent education and empowerment project. As part of this project, I worked closely with the UCSB Community Services Liaison and two Bilingual Teachers from Isla Vista School to develop and implement an agenda for monthly meetings to provide Spanish speaking parents with school news, community information, and literacy activities. I am currently working to collect ethnographic data in the form of field notes and videotapes of peer interactions in math and science activities in Bilingual and non-bilingual classrooms. As a bilingual person and a product of bilingual education myself, I am concerned with identifying the factors responsible for the success and failure of bilingual students.

Ralph Cordova

Publications

NCBE Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services 1996-97

by Reynaldo F. Macías, Shnichi Nishikawa, and Juan Venegas.

This report summarizes information on the number of limited English proficient (LEP) students in the various states and outlying territories and jurisdictions and the educational services provided or available to them. The report is available from the National Clearinghouse for Bilingual Education, George Washington University, Graduate School of Education and Human Development, 2011 Eye St, NW, Washington D.C. 20006 or by phone (800) 449-7343 and email at askncbe@ncbe.gwu.edu.

The Hazards of Changing Schools for California Latino Adolescent

by Russell W. Rumberger, Katherine A. Larson, Gregory J. Palardy, Robert K. Ream, and Nina C. Schleicher.

This report examines the incidence, causes, and consequences of student mobility among California Latino adolescents. The report is available from the Chicano/Latino Policy Project, Institute for the Study of Social Change, University of California, Berkeley 2420 Bowditch Street, #5670 Berkeley, CA 94720-5670, phone (510) 642-6903.

Bilingual Education: How Do Local Interests and Resources Shape Pedagogical Practices

by Kimberly Cardinale, Martin Carnoy, and Sandra Stein.

This report, based on case studies of four California school districts, argues that the implementation of bilingual education programs at the district level depends on how four specific issues are resolved: 1) the recruitment of certified bilingual teachers, 2) the "ghettoization" and politicization of bilingual education, 3) race relations in the district, and 4) a community consensus on bilingual education as a pedagogical strategy across lan-

guage needs. The report is available from Policy Analysis for California Education (PACE), 3653 Tolman Hall, Berkeley, CA 94720-1670, phone (510) 642-7223.

The Fickle Finger of Lady Death and Other Plays

is translated works of contemporary Mexican stage productions and plays by Carlos Morton. To order a copy, contact Peter Lang Publishing at 275 Seventh Avenue, 28th Floor, New York, NY 1001 or call at 1-800-770-LANG.

Grant Announcements

UC LMRI 1999 Annual Call for Proposals

Small Research Grant Proposals (\$5,000 to \$15,000 for one year) & Dissertation Research Grant Proposals (\$7,500 Maximum for one year)

– **Due January 20, 1999**

Applications available on line at <http://lmrinet.ucsb.edu> or contact LMRI office at (805) 893-2250 or lmri@lmrinet.ucsb.edu.

UC MEXUS 1999 Call for Proposals

- < Small Grants for UC Principal Investigators
 - **Due February 5, June 4, October 1, 1999**; \$1,000 Maximum, for One Year (Three competitions each year)
- < Grants
 - **Due March 1, 1999**; \$15,000 Maximum for One Year
- < CONACYT Grants for Collaborative Projects
 - **Due March 1, 1999**; \$25,000 Maximum of One Year
- < Dissertation Research Grants
 - **Due April 2, 1999**; \$7,000 Maximum for Two Years

Applications are available on line at
<http://www.ucr.edu/ucmexux/mexushom.htm>.

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Conferences

January 26-30, 1999

National Association for Bilingual Education

NABE Annual Conference
Convention Center, Denver
Phone: (202) 898-1829; Fax: (202) 789-2866
Web: <http://www.nabe.org/>

February 17-20, 1999

California Association for Bilingual Education

24th Annual Conference
Los Angeles
Phone: (213) 532-3850; Fax: (213) 532-3860
Web: <http://www.bilingualeducation.org/>

February 18-21, 1999

California Association of Teachers of English

40th Annual Convention
Hilton Hotel, Burbank
Phone: (800) 303-CATE
Web: <http://www.cateweb.org>

February 26-28, 1999

Sociology of Education Association

1999 Conference
Asilomar Conference Center, Monterey, California
Contact: Professor Jean Stockard, jeans@oregan.uoregan.edu
Phone: (541) 346-5001; Fax: (541) 346-5026
Web: <http://www.lmrinet.ucsb.edu/sociology/sea.html>

March 2-3, 1999

California Department of Education

Sixth Annual Family Literacy Conference
Double Tree Hotel, Costa Mesa
Phone: (916) 657-2916; Fax (916): 653-3987
Web: <http://www.cde.ca.gov/>

April 19-23, 1999

American Education Research Association

Annual Conference
Montreal, Canada
Phone: (202) 223-9485; Fax: (202) 775-1824
Web: <http://aera.net/>

June 27 – July 11, 1999

The 5th Annual Seminar on Transformative Literacy

Co-sponsored by California State University, Stanislaus & The Mexican Secretary of Public Education (IEEPO, Oaxaca, Mexico)
Teotitlán del Valle, Oaxaca, Mexico
Contact: Jean Smith, njsmith@toto.csustan.edu
Phone: (209) 467-5337

UC LMRI Begins 15th Year with New Funding, Director, Facilities, and Staff

UC LMRI began its 15th year of operation having undergone a series of major changes over the past year.

First, as a result of a series of discussions with the UC LMRI Director and Faculty Steering Committee last year, the UC Office of the President has made a commitment to double its financial support for UC LMRI over the next four years, from 1998-99 to 2001-02.

Second, upon a recommendation of the UC LMRI Faculty Steering Committee last year, the UC Office of the President issued a Request for Proposals to all the UC campuses to host the headquarters of the UC LMRI beginning in 1998-99. Two campuses responded to the request, UC Davis and UC Santa Barbara. Both proposals included increases in matching funds from the host campuses and well as a proposed new Director for the Institute. The proposals were reviewed by the UC LMRI Faculty Steering Committee and three outside reviewers, and a recommendation forwarded to Vice Provost for Research, Robert Shelton. In July 1998 Vice Provost Shelton selected UC Santa Barbara to continue to host the systemwide headquarters. The UC LMRI Education Policy Center will continue to be hosted at UC Davis with increased support from the Office of the President.

Third, as a result of the UCSB's winning bid to retain the headquarters of the UC LMRI, **Russell W. Rumberger**, Professor of Education at UC Santa Barbara, became Director on October 1, 1998. Rumberger has been a UCSB faculty member since 1987 and has published widely in several areas of education, including education and work, the education of disadvantaged students, and education policy. His research on disadvantaged students has concentrated on causes and consequences of dropping out of school and, more recently, student mobility. He is currently working on a book about school dropouts. His earlier books include *Overeducation in the U.S. Labor Market*, *A New Social Contract: The Economy and Government After Reagan* and *The Future Impact of Technology on Work and Education*.

Fourth, the Institute has moved into new facilities and hired several new staff. Our new facilities are in South Hall in the center of the UCSB campus and near the Center for Chicano Studies, the Center for Black Studies, and several humanities departments. We have a new part-time computer network manager, **Jesse Aukeman**, who is a computer science major at UCSB and a new office assistant, **Juan Hernandez**, who graduated from UCSB in June 1998 with a Bachelor's Degree in Sociology. **Valery Rivera** will continue as the management services officer. **Ruth Aiken**, who has served as a student assistant since 1996, will be leaving UC LMRI in December in order to participate in the Education Abroad Program at Monash University, Melbourne, Australia.

-Russell W. Rumberger

1998-99 UC LMRI Faculty Steering Committee Appointments

UC Vice Provost for Research, **Robert N. Shelton**, made several new appointments or re-appointments to the UC LMRI Faculty Steering Committee for 1998-99. Steering Committee appointments are typically for three-year terms and normally three appointments expire each year. This year the terms ended for three SC members: **Patricia Gándara** (Davis), **Russell Rumberger** (Santa Barbara), and **David Sánchez** (San Francisco). Vice-Provost Shelton made the following appointments for those three positions: **Barbara Merino** (Davis), **Giorgio Perissinotto** (Santa Barbara), and **David Sánchez** (San Francisco).

Barbara Merino, Professor of Education at UC Davis, is a new appointment of the Faculty Steering Committee although not new to the UC LMRI. Professor Merino is a former LMRI grantee and a member of the Five Year Review Committee of that reviewed the UC LMRI in 1996-97. **Giorgio Perissinotto**, Professor and Department Chair of Spanish and Portuguese at UC Santa Barbara, served as Director of the UC LMRI from January to September 1998. **David Sánchez** (San Francisco), a member of the committee since 1984, was re-appointed to another three year term. In addition, **Patricia Gándara**, Associate Professor of Education at UC Davis, who serves as the Director of the UC LMRI Education Policy Center at UC Davis, will remain on the Faculty Steering Committee as an ex-officio member. **Russell Rumberger**, who became Director of the UC LMRI on October 1, 1998, will also remain on the Faculty Steering Committee as an ex-officio member.

UC LMRI News Staff

Russell W. Rumberger.....Editor

UC LMRI Faculty Steering Committee

Adalberto Aguirre Jr.....UC Riverside
 Margarita Azmítia.....UC Santa Cruz
 Lily Wong-Fillmore.....UC Berkeley
 Kris Gutiérrez.....UC Los Angeles
 Hugh B. Mehan.....UC San Diego
 Barbara Merino.....UC Davis
 Giorgio Perissinotto.....UC Santa Barbara
 David J. Sánchez.....UC San Francisco
 Robin Scarcella.....UC Irvine

* * *

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 Patricia Gándara (UC LMRI Education Policy Center).....UC Davis
 Dante Noto.....UC Office of the President
 Roland Tharp.....CREDE

UC LMRI Staff

Russell W. Rumberger.....Director
 Valery Rivera.....MSO
 Juan J. Hernandez.....Office Coordinator
 Jesse Aukeman.....Undergraduate Asst.
 Ruth Aiken.....Undergraduate Asst.

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Address correction requested

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