



SAN DIEGO CITY SCHOOLS

EDUCATION CENTER • 4100 Normal St., San Diego, CA 92103-2682 • (619) 293-8016

EDUCATIONAL SERVICES DIVISION

Social Studies

February 7, 1989

Mr. Allan S. Kullen
Project Director
"Immigrants All...Americans All"
6011 Blair Road N.W.
Washington, D.C. 20011

Dear Mr. Kullen:

This letter is written to confirm the interest of the San Diego Unified School District to participate in a pilot of materials from your "Immigrants All...Americans All" program. We would like to pilot elements of the program at grades 3, 5, 8 and 11, using approximately ten classrooms and approximately five schools at each level for a total of forty classrooms and twenty schools.

San Diego Unified School District (SDUSD) is a large urban school district. The population of the city is 1,002,900 and the school district has 116,000 students, making it the eighth largest school district in the United States. It would provide an excellent opportunity for piloting the program because of the cultural diversity contained in the district. The demographic breakdown of the student population is 42% White, 22% Hispanic, 18% Asian, 16% Black and 2% other, such as native American Indian, Pacific Islanders, etc.

SDUSD has a long history as a pioneer in both multicultural education and race/human relations instruction. Many elements of both go back over twenty years. In the early seventies the district, in cooperation with Madison, Wisconsin schools and McGraw-Hill Publishers, developed an extensive "Me to We" program which was used nationally as a multicultural education program. SDUSD is sensitive to the need for objective programs on key subjects as illustrated by our Nuclear Age Education Program, race/human relations program, and our program on the Holocaust. We have added programs on minority contributions, human rights and genocide, and dropout prevention.

In addition to the above programs and having a climate which would readily accept good programs, our history/social science program is undergoing revision to conform to a newly-adopted California State Framework in History/Social Science. Our multicultural education and race/human relations programs for students is already incorporated into the social studies program, so the trial use of the "Immigrants All...Americans All" materials would be a natural preparation for implementing the new framework.

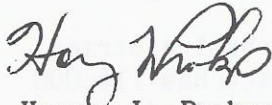
Mr. Allen Kullen
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February 7, 1989

The time is right for the proposed piloting. SDUSD is ready for changes in this area and our leadership, including the Board of Education, has long demonstrated support for such education. The social studies staff is highly enthusiastic about the planned pilot and feels that many teachers, parents, students and schools will react positively to it.

If the pilot can be arranged, the district will be able to give some material support in terms of both direct funding and services in kind. A summary of the minimum resources we can make available is listed on the attached sheet.

It is our hope that additional support can be found so that we may pilot these materials in preparation for full implementation of some or all parts of the program with the full change to the new state framework in 1992. We immodestly believe that our district would be one of the very best possible locations for an extensive piloting because of our willingness and enthusiasm, our "track record" with such sensitive programs, the cultural diversity of our community and students, the availability of resources to help, and the support of district leadership and social studies staff. We urge that you give us a chance to help you in testing this excellent and obviously valuable program.

Sincerely,



Harvey L. Prokop
Social Studies Program Manager

HLP:bb

Encls.



CALIFORNIA ASSOCIATION OF STUDENT COUNCILS

313 WEST WINTON AVENUE

HAYWARD, CALIFORNIA 94544-1198

(415) 785-5583

June 14, 1989

Allen Kullen, President
Immigrants All Americans All Program
6011 Blair Road, NW
Washington, D.C. 20011

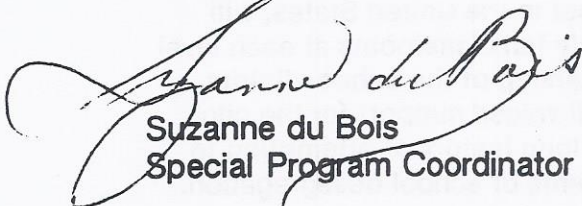
Dear Mr. Kullen:

The California Association of Student Councils has embarked on a program to increase the participation of under-represented students into our leadership programs. For example we have received funding from The James Irvine Foundation and the San Francisco Foundation to implement various minority recruitment programs. Specifically we will have 50 East Oakland Black and Latino high school and junior high school students participating in our summer leadership camps as well as a follow up school year program.

After reviewing the philosophy and materials of the 'Immigrants All Americans All Program' we look forward to exploring a partnership with the program where we might implement another pilot program in another part of the state.

I look forward to discussing this with you in the near future.

Sincerely,


Suzanne du Bois
Special Program Coordinator



FOR IMMEDIATE RELEASE

**FOR MORE INFORMATION CONTACT:
Parker/Vogelsinger & Associates
(for The Hitachi Foundation)
202/347-2666**

JAPANESE FOUNDATION AWARDS GRANT FOR PILOT PROGRAM TO PROMOTE RACIAL AND ETHNIC UNDERSTANDING IN SAN DIEGO

Washington D.C., August 1, 1989—The Board of Directors of The Hitachi Foundation has awarded a two-year, \$120,000 grant to The Coordinating Committee for Ellis Island Inc., for a new pilot program to help school children better understand America's increasingly diversifying student population.

The Foundation's grant will fund the "Immigrants All...Americans All" pilot program in San Diego. The program is designed to provide opportunities for teachers and students to build appreciation for self and others who may have different racial, ethnic and cultural backgrounds. As well, "Immigrants All...Americans All" is designed to improve basic skills in related subject areas such as history, geography and civics.

San Diego was chosen as one of the three sites for a pilot program because of the area's multi-ethnic community which has been bolstered by a recent influx of immigrant families and school children. Chicago and an east coast city are slated as the two other pilot program sites.

"The Hitachi Foundation is very interested in supporting projects that improve global studies, cognitive skills, and cross-cultural understanding of American students," said Dr. Delwim Roy, President of The Hitachi Foundation. "Immigrants All...Americans All" brings together resources of the educational system, the general community and the volunteer sector to address a significant educational and societal concern."

The San Diego Unified School District (SDUSD), eighth largest in the United States, will pilot the program in grades 3, 5, 8 and 11 using approximately ten classrooms at each level for a total of forty classrooms and twenty schools. The leadership of the school district, the Board of Education, teachers and administrators have all voiced support for the pilot project which is expected to begin in the fall. SDUSD has a long history of attempting to deal with not only demographic changes, but also the problems of school desegregation.

"Immigrants All...Americans All" consists of a teacher-to-teacher/peer training program, new and revised curricular materials, parent and community training as well as a national newsletter and a special television series.

SAN DIEGO CITY SCHOOLS
Educational Services Division
Social Studies Unit

PROPOSED PILOT PROGRAM: "IMMIGRANTS ALL...AMERICANS ALL"

October 10, 1989

ISSUE/CONCERN

The changing demographics of today's school population creates a need to prepare students to function in a multiethnic and multilingual society and work environment. An ignorance of one's identity, poor self image, geographic illiteracy, and the need for all students to improve their analytical and critical thinking skills are additional major challenges which the schools must address.

BACKGROUND

Over the past several years our district has attempted to come to grips with a large number of challenges which seem to characterize large urban school districts as we move from the 80's to the last decade of the century. Some of these challenges include:

1. Teachers and administrators need help in working with the changing demographics of today's school population. Not only are these districts acquiring a larger percentage of students who are other than white, but they are also characterized by more children of poverty, teenage mothers, and an increasing number of immigrants.
2. Teachers need help to prepare students to function in a multiethnic, multilingual and multicultural society and work environment. All students, regardless of their ethnic origins, will live with and work beside many persons of diverse ethnic backgrounds. To succeed, all students need to develop sensitivity to ethnic diversity as well as a better understanding of their own ethnic and cultural origins.
3. Students need to be more aware of the historical significance and current impact of immigration and migration upon the history of the United States. Most texts and other materials give all too little attention to this important story which is often one of triumph over disadvantage and hardship. Many high-risk students might gain increased motivation to succeed if they were more knowledgeable about how immigrants, including many of their own forbearers, worked towards self-sufficiency and career success.
4. All students need to improve their critical thinking and analytical skills. There is a need to provide teachers with the latest information on how thinking abilities are learned and developed in addition to demonstrating techniques that enhance students' critical and analytical abilities.

5. Many students who enter school today are not prepared to begin the standard curriculum. If dealt with in traditional ways and programs, they will simply add to the already too large group of dropouts. Training and programs must be provided to assist teachers to understand the needs of these students, foster high levels of esteem, promote achievement and encourage parental involvement.

6. Public/private educational partnerships must be developed to help overcome budget deficits, decreased federal spending on education, and as a means to develop public and community "ownership" of school programs.

Although most professionals in the San Diego Unified School District are aware of the challenges stated above and the need to deal with them, the writer must confess that he was not looking for answers to most of these problems when he responded to an initial contact made with the district concerning a program which was being developed by the Coordinating Committee for Ellis Island. He expected to see a program where some of the research done for the centennial of the Statue of Liberty had produced resources, visual and otherwise, which might add to an understanding of the importance of immigration in American history. This initial impression was fortified by materials mailed to the district which included a picture collection, cassette tapes of music, and other materials with a visual base focusing on the appearance of a wide variety of persons who had come through Ellis Island. As Program Manager for Social Studies, the writer felt that there was enough to justify further exploration for possible addition to our American history program.

What began as a review of a program of value, but with rather limited significance, quickly changed as our awareness level of what had been done and was intended in the future became clearer. What had initially appeared to be a program which would supply visual support for a more intense look at immigration became on closer examination, a significant effort to deal with all of the major challenges cited in the earlier part of this report.

The program appeared so promising that the following initial steps were taken by the Social Studies Unit during the spring and early summer of 1989.

1. Two meetings were held with representatives of the program "Immigrants All...Americans All." As a result of the meetings, funds were allocated in the 1989-90 Social Studies Unit's baseline budget to allow teachers and principals to meet to find out more about the program, and to meet further for communication and in-service training if the program were approved for implementation.

2. A letter was prepared by the Basic Education Program Manager for Social Studies in support of the program and to assist the project staff in obtaining funding for use of San Diego as a demonstration site for the program. The letter also contained a commitment of funds and possible contributions "in kind" by the participating schools.

3. On July 17, 1989, a meeting was held in San Diego involving staff from "Immigrants All...Americans All," district social studies staff, principals, vice principals and/or teachers from a large number of interested schools. Every school contacted had enough interest to send a representative and all schools present decided to participate if the program were approved.

4. As a result of our interest, the viability of San Diego as a pilot location and the favorable impression which we made upon the project staff, the decision was made to make San Diego one of the three major sites at which the program would be piloted and the initial program completed. (The other two sites will be Chicago, Illinois, and an East Coast city.) Funding was obtained by the project from Hitachi, Holiday Inn, the MacArthur Foundation and other sponsoring agencies to fund the three sites for two years.

5. On September 12, 1989, a meeting was held between the staffs of the project and the district's Social Studies Unit to finalize plans for this board report and for planning the initial implementation steps in late October 1989 if the pilot is approved. Arrangements were made for key project staff to return in mid-October to get ready for these first steps.

6. After consultation with the project staff, the initial volunteer schools were designated to supply at least three third grade classes, three fifth grade classes, five eighth grade classes and two eleventh grade classes. At least two additional third grade classes, two fifth grade classes and three eleventh grade classes will be added by either obtaining more volunteer schools and/or obtaining more classes from the schools already designated. It was also mutually agreed that additional schools, if added, would be selected to further enhance the balance geographically and ethnically of the schools in the sample.

DISCUSSION

Program Description

The "Immigrants All...Americans All" pilot program is a program with four major components. These are:

1. Curriculum materials and teaching tools.
2. A teacher-to-teacher peer-training and support program.
3. A community outreach and parental involvement program which includes a television, media and public relations strategy.
4. A newsletter that links participating schools and communities.

Since the initial planning of the program components as described, additional materials have been developed for the program. These include additional research treatments of Pacific immigration through Angel Island in San Francisco, materials on Hispanic and African immigration, and additional materials on Asian immigration, including a heavy emphasis on Filipino immigration.

Planned Outcomes of the Program

The overall goals of the program are to enhance student performance and to strengthen local schools by providing opportunities for teachers, students and parents to participate in unique experiences designed to build capacities in three basic areas:

- A. Appreciation for self and others with a different cultural background
- B. Basic skills in related subject areas: history, geography and civics.
- C. Critical and creative thinking skills.

The context of the immigration/migration experience of families in America offers an ideal window for teaching these skills that help students and their families to function better in America's multiethnic and multilingual society and work environments.

Why San Diego?

The program chose San Diego as one of its three demonstration sites because of the stated desire to test their delivery plan in varied demographic areas. As stated in their request for approval of funding from their advisory board and from supporting foundations, the program directors recommended San Diego because: "San Diego is a multiethnic community facing the challenge of a large influx of recent immigrant families and school children. The ethnic profile in this school population represents ethnic diversity at its best..." The Chicago school system was chosen because it faces the challenge of a student population in which more than 65 percent of the students are from low income families and have a great 'risk' of school failure." The East Coast school system will provide a sharp contrast to these two urban areas in that it will have a small minority population.

RECOMMENDATIONS/CONCLUSIONS

This program would seem to have the potential to address the six major concerns cited in the background section of this report. Even if the program made progress in only some of these areas it would seem to justify the size of pilot and the limited expenditure required. The open-ended nature of much of the program development and implementation would also give the district an opportunity to tailor the program even more directly to our stated needs.

The program is approved for pilot in the thirteen schools listed and in a maximum of twelve more schools which must represent a reasonable ethnic and geographic representation of the entire district. All funding for the program will be provided by the sponsoring project, the baseline budget of the Social Studies Unit in Basic Education, and the participating schools.

The sponsoring project will organize and fund a formal evaluation of the pilot during both years of its San Diego trial. The evaluation will be conducted by professional evaluators from universities and/or educational laboratories.



SAN DIEGO CITY SCHOOLS

EDUCATION CENTER • 4100 Normal St., San Diego, CA 92103-2682 • (619) 293-8016

EDUCATIONAL SERVICES DIVISION
Social Studies

November 30, 1989

Mr. Allan Kullen
Program Director
Immigrants All...Americans All
6011 Blair Road N.W.
Washington, D.C. 20011

Dear Allan:

I would like to express my thanks for the exceptional job done by the "Immigrants All...Americans All" staff in general and Gail Christopher in particular in presenting the first two training sessions for our teacher-participants on November 28 and 29, 1989.

I have always been very confident of the quality of materials related to the project. I had seen many of the initial efforts, and from those, plus the quality of staff and the models to be followed, I was sure that the materials would be of high quality and appropriately sensitive to the complex issues addressed. I was not initially so sure about the staff development/training phase because I had not had the opportunity to observe that nor was I as familiar with the credentials of the staff who were to present it.

It took about five minutes into the first day of the training for me to rid myself of any possible reservations or doubts. The teachers (not always easy to please) took immediate ownership of the program and the training activities, and from that point on, the sessions reached increasingly greater heights of acceptance and quality.

In talking with teacher participants, including my own K-6 resource teacher who participated in all of the program, they emphasized two things from among many which made the presentations so successful:

1. The provision of a vast amount of high quality and interesting materials (with the statement that more was to come) from which they were free to select to make the type of presentation they wished to tailor for their and their classes' needs.
2. The instructional strategies emphasized both in the use of the materials and in other activities a "hands-on", learn by doing approach that had a heavy affective emphasis.

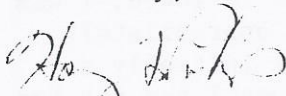
Mr. Allan Kullen
Page 2
November 30, 1989

The ultimate criteria for success will of course be how well the participants put what they learned to use. However, a good preliminary set of standards involve the ability to keep a group of teachers actively involved for two full days and have them even more enthusiastic at the end than at the beginning. That was certainly true of the job done by Gail Christopher and her staff.

Other factors which undoubtedly contributed to a successful program included the local resources book which one of the staff was preparing, the opportunity to prepare and present lessons using the project materials and have them critiqued by peers in a non-threatening situation. Gail and the staff from the very beginning established a warm, supportive environment where teachers were encouraged to take risks in order to get the kind of involvement needed. This was not only good for the participants but also served as a good model for the kind of environment the teachers should seek to establish in their own classrooms.

I am looking forward to the additional materials and to the training of the rest of the teachers in January. We should have our advisory committee in place by December 15, 1989. Thank you again for your leadership and support in making this exceptional program and fine training available to us. The students and teachers of our district will be infinitely richer for it.

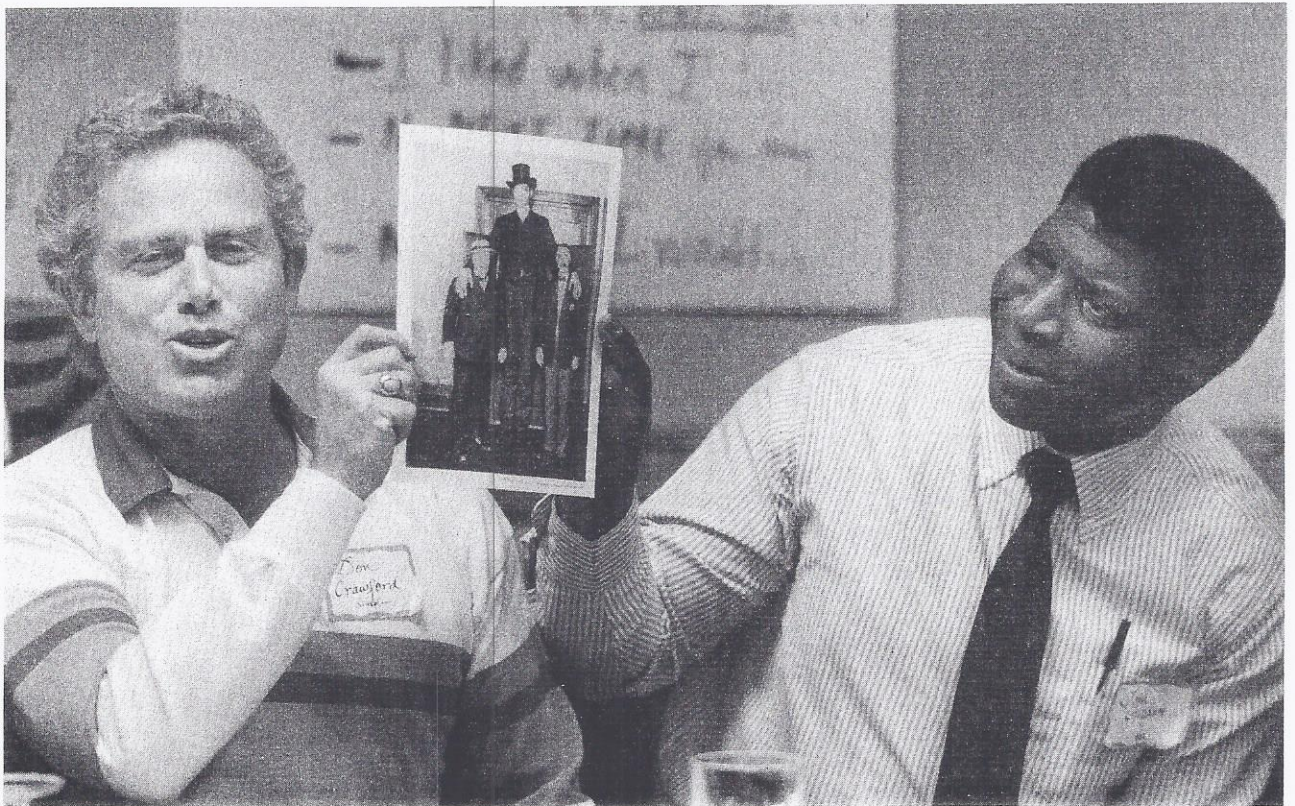
Sincerely,



Harvey L. Prokop
Social Studies Program Manager

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Fristrom



The San Diego Union

Teachers Don Crawford, left, and Tom Graham conduct class on the history of America's immigration.

1/2

Immigrants' faces tell their stories

School program on ethnic heritage tested in San Diego

Eight Russian children, orphaned by street battles in their homeland, arranged themselves according to height and stood patiently for a group photograph, apparently unaware of the immigration officer standing directly behind them.

The three brothers and five sisters, ranging in age from 5 to 17, were formally dressed in dark winter coats, their hair tucked snugly under matching berets.

The place was Ellis Island. The year was 1903.

Today, the faces of those children are part of a collection of more than 270 photographs depicting immigration in U.S. history, including the forced immigration of blacks and the exile of Native Americans.

The collection spans more than 100 years and is a key component in a new educational program being tested in San Diego schools to prepare students for life in the 21st century.

"Immigrants All ... Americans All" is designed to engender an appreciation of the contributions made by various ethnic groups to society as a whole. It examines historical patterns of immigration to the United States through photographs, firsthand accounts, documents and reading materials. Students also study recent immigration and its impact on society.

The pilot program will be presented next week in 26 San Diego city schools. San Diego is one of two national test sites for the program, which will be implemented in the Chicago public school system in early February.

"Our hope is that students who go through this program will grow up with an appreciation of people who come from different backgrounds and cultures, and that they'll have a sense of self-esteem with regard to their own heritage — their own contribution," said Gail Christopher, national director of training for the project.

"They'll enjoy learning, because they'll feel a close tie to what's being taught," Christopher said. "When that happens, they'll be better thinkers, and better people."

Christopher was in San Diego this week to help coordinate a two-day training workshop to familiarize teachers with the materials included in the Immigrants All program, which is being provided free to the school district.

Jim Richards, history teacher and track coach at Lincoln High School in Southeast San Diego, was one of about 60 teachers who took part in the training sessions.

"I think this program is going to do a lot to help students understand what immigrants go through in reaching this country," Richards said.

"Most students know very little about people who come from different backgrounds. And that's especially unfortunate on a campus like ours, where you have kids from vastly different cultures trying to get along," he said.

There are about 900 students at Lincoln. The enrollment is 65 percent black, 18 percent Hispanic and 11 percent Laotian. Pacific Islanders, Native Americans and white students account for 6 percent of the student population at the school.

"Immigrants are viewed negatively by most of society," Richards said. "But when young people have information about who these people are and where they came from, we may be able to change all that."

"It's not just the reading material," he said. "The photographs are very powerful. I plan to ask my students to take a good look at the faces in those pictures and ask themselves how those people must have felt. I want them to get a sense of the emotion — the anger, and frustration, and the hunger."

The photographs in the Immigrants All collection have been likened to a time-lapse snapshot of a nation: young black Louisiana slaves strike a stiff pose for a portrait taken in 1865. A delegation of Sioux Indian leaders arrives for peace talks at the U.S. Treasury in

"They'll enjoy learning, because they'll feel a close tie to what's being taught. When that happens, they'll be better thinkers, and better people."

Gail Christopher, Project official

Washington, D.C., in 1875. A Romanian family arrives in New York in 1908, part of a wave of immigration that would bring more than 10 million Europeans to the United States in the decade prior to World War I.

In other photographs, Asian immigrants seek admission to the United States at Angel Island in San Francisco Bay. Laborers from Mexico pick oranges in the fields of Southern California. A boatload of Haitian migrants attempts to enter the United States along the Florida coast in 1987.

"Immigration is a central theme in the American heritage, but traditional history courses tend to gloss over the immigration experience," said Allan Kullen, program director for Immigrants All.

The program emphasizes the positive aspects of immigration — the strengths of the country's newcomers, and the contributions made by various ethnic and cultural groups over the decades. But it does not overlook the darker chapters of U.S. history, such as the forced immigration and enslavement of early black Americans, and the Indian Removal Act of 1830, which made exiles of entire tribes and led to the historic Trail of Tears.

"The intent isn't to arouse anger, but to stress the fact that these groups were able to overcome such harsh circumstances," Christopher said.

"Immigrants All ... Americans All" was developed by the Coordinating Committee for Ellis Island and is sponsored by the Hitachi Foundation and the John D. and Catherine T. MacArthur Foundation.

The program uses materials prepared for the 1986 centennial celebration of the Statue of Liberty.

Proponents say the program will counter poor self-esteem among minority students while enhancing all students' understanding of diverse cultural groups.

Program directors chose San Diego as a demonstration site for the project because the city "is a multi-ethnic community facing the challenge of a large influx of recent immigrant families and schoolchildren," according to Harvey Prokop, head of the district's social studies program.

In August 1989, the board of directors of the Hitachi Foundation awarded a two-year, \$120,000 grant to fund the pilot program here.

The San Diego Unified School District serves 119,300 students, making it the eighth largest district in the country. The student population is 42 percent white, 22 percent Hispanic, 18 percent Asian and 16 percent black.

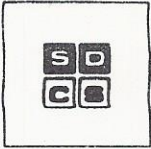
In September of last year, the MacArthur Foundation approved a grant of \$65,000 to fund the Chicago-based pilot test of "Immigrants All ... Americans All."

The pilot program will get under way this week in San Diego at 17 elementary schools, four junior high schools and five high schools.

The following elementary schools will participate in the pilot program: Balboa, Bethune, Birney, Boone, Central, Emerson, Fremont, Hamilton, Hancock, Hearst, Jera-bek, Lafayette, Oak Park, Paradise Hills, Ross, Valencia Park and Wegeforth.

Kroc Middle School, Muirlands Junior High School, Pacific Beach Middle School and Wilson Middle School also will take part in the project.

In addition, the pilot will be tested at Clairemont, Lincoln, Madison, Mira Mesa and San Diego high schools.



SAN DIEGO CITY SCHOOLS

EDUCATION CENTER • 4100 Normal Street, Room 2019, San Diego, CA 92103-2682 • (619) 293-8016

EDUCATIONAL SERVICES DIVISION
Social Studies

July 25, 1990

Mr. Allan Kullen
Program Director
Americans All
6011 Blair Road N.W.
Washington, D.C. 20011

Dear Allan:

It was just a little over a year ago that I first met you and Gail Christopher and we reached tentative agreement to collaborate in a field test of the Americans All program in the San Diego City Schools. I must tell you that this was a most fortuitous meeting for both me personally and for the students and teachers of the district.

In this relatively brief period our collaborative efforts have resulted in the following:

1. Forty-nine teachers in 26 schools participated in the program during the 1989-90 school year.
2. A report was made to the Board of Education describing the field test and the program prior to its initiation in the schools.
3. Two day workshops were conducted by your staff in late November and early January which trained all of the teacher-participants.
4. All 49 teachers began the program in their schools and all completed major portions of it.
5. An oversight committee was established with representatives from major community groups; the committee has met regularly, and has given input about needed revisions/additions to the materials, and continues as a strong support for the program.
6. A local coordinator was appointed by you. The coordinator, Melanie LoCoco, organized a community advisory committee which also has provided strong support, and has initiated several projects to enrich and support the program.
7. A community resources book has been prepared and distributed by the program.
8. Numerous site and community programs have been presented.
9. Numerous positive media exposures have occurred on everything from the initiation of the program, the training, school activities, and major community activities.
10. A major problem related to the initial title of the program was resolved with concerned community members thanks to the leadership and support of Gail Christopher.

Kullen
July 25, 1990
Page 2

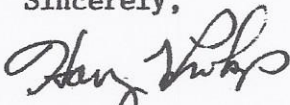
11. A work location, telephone, etc. was provided at the district office for the local coordinator.
12. Both the formal evaluation conducted by the project and the less formal evaluation coming from teachers, principals, and community universally concurred that the program was of the highest quality, that it was worthy of continuation and expansion, and that it served many desirable purposes, including all for which it was originally intended.
13. A plan of operation for the second year along with appropriate budget is in place.

As I said in my report to our Board of Education, I did not originally expect the large number of benefits from this program to accrue to the district and its students. I hoped for a program which addressed immigration to enrich our overall social studies program. What we got was an exceptional program addressing the changing demographics of the school district; preparation for students to live and work in an increasingly multiethnic society; information about the impact of the peopling of America; higher order and critical thinking skills development; addressing of varied learning styles; and partnership development within the school communities and between the school communities and society in general.

Finally, what adds to the success of the program has been the willingness of teachers to "buy into" the program and to do what is necessary to help it succeed. It is very significant that as of this time, a year after the inception of the program, not one solitary teacher has asked to withdraw from the program, and we have an unsolicited waiting list which will fill any possible second year gaps many times over.

Thank you for making it possible for us to participate in this valuable program. The students, teachers, and parents of San Diego will be forever grateful for this major asset in their attempts to build an education for today.

Sincerely,



Harvey L. Prokop
Social Studies Program Manager

HLP:bb



SAN DIEGO CITY SCHOOLS

EDUCATION CENTER • 4100 Normal Street, Room 2009, San Diego, CA 92103-2682 (619) 293-8016

HUMANITIES DEPARTMENT
Social Studies Unit

October 14, 1992

Mr. Allan Kullen
Americans All
One East Wacker Drive, Suite 2400
Chicago, IL 60601

Dear Allan:

It was a pleasure to see you once again in San Diego on October 2. I was pleased to receive some of the new materials that Americans All has produced. I am particularly impressed with the Americans All Inservice Video. What an excellent way to explain the program in a succinct and enjoyable manner. Of course, Gail had much to do with the production of the video and, as always, does an outstanding job. San Diego City School teachers also shine in the video. I hope to use the video with schools and social studies departments.

Because San Diego is such a large district, and you are aware of the difficulty we have in transmitting information to our schools, I would recommend a mass mailing to school principals as appropriate at this time. Our district was a major player in the development of the materials and my hope would be that schools will continue to inquire about the Americans All program.

Allan, please inform me of your thoughts about the mailing recommendation. Good luck nationwide with the Americans All program.

Sincerely,

A handwritten signature in cursive script that reads "Mark Wolfe".

Mark Wolfe
Social Studies Specialist

MW:lb
c: Browne

6295 Meadow Crest Drive
La Mesa, CA 91942

September 5, 1995

Mr. Allan S. Kullen
National Co-director
The Americans All Program
5760 Sunnyside Avenue
Beltsville, MD 20705

Dear Allan:

It will have been six years next month since the San Diego Unified School District Board of Education approved the participation by the District and its teachers in a field study of your "Americans All" program. It was felt that we should summarize for you and your directors the results on the conduct of the study. This letter will: provide a brief recap of the study in our school district; reflect the results as shared by our teachers, principals and curriculum workers; and communicate to you the lessons we feel we have learned from our conduct of the field study.

You may recall, as the Basic Education Program Manager in Social Studies for the San Diego Unified School District, one of my assignments was to examine all available programs that could help improve the quality of our Social Studies education. Because of the increase in the diversity of our students, we were also vitally interested in the impact of immigration on the United States. Upon initial review, we could not find one program that was comparable to Americans All and I initially contacted you in early 1989 to obtain further information about this program, which had been developed by the Coordinating Committee for Ellis Island. As a result of that contact, I wrote you a letter (February 7, 1989) expressing an official interest in participation in a planned field study. Included in the letter was a brief summary of why San Diego would be a good place for the study and, pending Board of Education approval, the commitment of some funds from the baseline budget of the District's Social Studies Unit. This was followed in late summer by a meeting between you, your staff and San Diego Unified personnel, including representatives who had indicated an interest in contacts made in late spring. As stated in a report I made later to our Board of Education (October 10, 1989), a representative came from every school that was invited (even though it was in the middle of the summer break) and every school present agreed to participate in the program if the Board approved.

A meeting then followed between you, your staff and the District Social Studies staff to plan the Board Report and also to plan the initial implementation steps if the report were to be approved.

The initial implementation plan was based on training representative teachers in a cross section of schools of all levels where both one or more teachers and the principal agreed to participate. The teachers would receive at least two training sessions in the program and the use of the materials, and would implement the program in their respective classrooms during the

1989-90 school year. Some would implement as they were being trained and others would wait until later in the year.

On October 10, 1989, the request for approval of participation was presented to the San Diego Board of Education and approved at its following meeting on October 17, 1989. The approval of the project included permission for the Social Studies Unit to use baseline budget funds (primarily to pay for substitutes so that participating teachers could attend the training sessions) and to provide office space for a local coordinator to be hired by Americans All.

The request for Board approval included the following list of challenges facing large urban school districts as they moved from the late 1980s into the last decade of the century. San Diego city schools, as a large urban school district, face some of these challenges. The request stated that:

"1. Teachers and administrators need help in working with the changing demographics of today's school population. Not only are these districts acquiring a larger percentage of students who are of various ethnic groups, but they are also characterized by more children of poverty, teenage mothers and an increasing number of immigrants;

"2. Teachers need help in preparing students to function in a multiethnic, multilingual and multicultural society and work environment. All students, regardless of their ethnic origins, will live and work beside many persons of diverse ethnic backgrounds. To succeed, all students need to develop sensitivity to ethnic diversity as well as a better understanding of their own ethnic and cultural origins;

"3. Students need to be more aware of the historical significance and current impact of immigration and naturalization upon the history of the United States. Most texts and other materials give all too little attention to this important story that is often one of triumph over disadvantage and hardship. Many high-risk students will gain increased motivation to succeed if they are more knowledgeable about how immigrants, including many of their own ancestors, worked towards self-sufficiency and career success;

"4. All students need guidance and assistance in improving their critical thinking and analytical skills. There is a need to provide teachers with the latest information on how thinking abilities are learned and developed in addition to demonstrating techniques that enhance students' critical and analytical abilities;

"5. Many students who enter school today are not prepared to begin the standard curriculum. If dealt with in traditional ways and programs, they will simply add to the already-too-large group of dropouts. Training and programs must be provided to assist teachers to understand the needs of these students, foster high levels of esteem, to promote achievement and to encourage parental involvement; and

"6. Public/private education partnerships must be developed to help overcome budget deficits, decrease federal spending on education and to develop public and community 'ownership' of school programs."

On closer examination, what began as a review of a program that took a more intense look at immigration actually became a significant effort to deal with all of the major challenges cited above.

Following the approval of the Board of Education, we worked to establish the first two training sessions (at the Harbor Holiday Inn) on November 28 and 29, 1989. My office coordinated with the participating schools by providing substitutes to cover the classes of the 49 teachers to be trained for both the immediate and/or fall semester implementation. (The rest were to be trained at a workshop the following January.)

After the first two-day session I sent you a letter (November 30, 1989) expressing my pleasure at the quality of the presentation, and was especially supportive of the work of your co-director, Gail Christopher, and her staff. Let me quote from several paragraphs from that letter:

"I have always been very confident of the quality of materials ... and ... appropriately sensitive to the complex issues addressed. I was not initially so sure about the staff development/training phase ...

"It took about five minutes into the first day ... for me to rid myself of any ... reservations or doubts. The teachers (not always easy to please) took immediate ownership of the program and ... activities, and from that point, on the sessions reached increasingly greater heights of acceptance and quality.

"... teacher participants ... emphasized the provision of a vast amount of high quality and interesting materials ... from which they were free to select ... to tailor for their and their classes' needs [and] ... strategies emphasized a ... hands-on, learn by doing approach that had a heavily affective emphasis.

"The ultimate criteria for success will be ... how well the participants put what they learned to use ... good preliminary standards involve the ability to keep a group of teachers actively involved for two full days and have them be even more enthusiastic at the end than at the beginning.

"Gail and the staff ... established a warm, supportive environment in which teachers were encouraged to take risks in order to get the kind of involvement needed ... and also served as a good model for the kind of environment the teachers should seek to establish in their own classrooms."

The January sessions followed the same pattern and completed the training of the remaining teachers. Teachers trained in the November sessions began implementation of the program and the others began their implementation following the January meeting.

Your staff recruited a local coordinator and she was situated in our office and provided with telephone, secretarial services, etc. She met regularly with the local social studies staff to coordinate activities. She established a coordinating committee of community people who focused on public relations activities; our office organized another focusing on meeting diverse ethnic and cultural needs.

In addition, we worked with you in recruiting reviewers and in establishing an evaluation model that was then used to implement an evaluation plan. After the first year I wrote to you to summarize the first year's progress (July 25, 1990). The following list of first-year results was included in my letter:

- "1. Forty-nine teachers in 26 schools participated in the program during the 1989-90 school year.
- "2. Two-day workshops were conducted by your staff in late November and early January which trained all of the teacher participants.
- "3. All 49 teachers began the program in their schools and completed major portions of it.
- "4. A report was made to the Board of Education describing the field test and the program prior to its initiation in the schools.
- "5. An oversight committee was established with representatives from major community groups. The committee has met regularly and has provided input about needed revisions and additions to the materials, and continues as a strong support for the program.
- "6. A local coordinator, Melanie LoCoco, was appointed by you, Melanie organized a community advisory committee which has also provided strong support, and has initiated several projects to enrich and support the program.
- "7. A work location with telephone, etc., was provided at the district office for your local coordinator.
- "8. A community resource book has been prepared for this community and distributed by the program.
- "9. Numerous site and community programs have been presented.

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"10. Numerous positive media exposures have occurred publicizing everything including the initiation of the program, the training, school activities and major community activities.

"11. A major problem related to the initial title of the program was resolved with concerned community members, thanks to the leadership and support of Gail Christopher.

"12. Both the formal evaluation conducted by the project and the less formal evaluation coming from teachers, principals and community concurred that the program was of the highest quality, that it was worthy of continuation and expansion and that it served many desired purposes, including all those for which it was originally intended.

"13. A plan of operation for the second year along with the appropriate budget is in place."

I concluded the letter with the following two summary paragraphs:

"Finally, what adds to the success of the program has been the willingness of teachers to 'buy into' the program and to do what was necessary to help it succeed. It is very significant that, as of this time, a year after the inception of the program, not one solitary teacher has asked to withdraw from the program, and we have an unsolicited waiting list which will fill any possible second-year gaps many times over.

"Thank you for making it possible for us to participate in this valuable program. The students, teachers and parents of San Diego will be forever grateful for this major asset in their attempts to build an education for today."

The second year of the program, school year 1990-91, continued as planned and initiated during the first year. Although I retired in January of 1991, the remaining staff continued the program without "missing a beat." Unfortunately, several teachers were forced to end participation through changes in assignment or school. Replacements were immediately taken from the waiting list, given some staff development and then proceeded to join those other teachers continuing the implementation of the program.

The second year of the program was also enriched by the addition of expected materials for teacher and student use. Plans were made to continue for a third year.

However, as the planning continued, it became obvious that 1991-92 and beyond was not going to be "business as usual." In late spring of 1991, the district encouraged experienced (and highly paid) staff members from 55 to 64 years of age to accept an early retirement through the use of the so-called "golden handshake" (extra compensation for taking early retirement). This resulted in the loss of several key teachers and principals who had been leaders in the initiation of the program. This was then followed by a reorganization and "downsizing" of the support units in the district such as the Social Studies Department that had collaborated with the project and

provided staff and financial support for the field testing. For the 1991-92 school year, this department was downgraded to a unit within a Humanities Department, lost staff, and no longer retained a baseline budget that would enable it to support extensive teacher release for staff development.

Under its new specialist, Mark Wolfe (who had been a member of the staff during initial implementation), and with the support of K-6 Resource Teacher, Barbara Boone (who had attended all of the 1989-90 and 1990-91 training sessions), the new unit gave all the support that it could; but with its personnel reduced and finances crippled, its support was at a much lower level than previously.

These challenges to effective implementation were heightened by the need to implement the new K-12 California Social Studies Framework and the trial use of materials proposed for state adoption. It was here that a major obstacle arose because of the nature of the new framework which, content-wise, did not offer material at the same grade levels as did most states. Since the Americans All program and materials were based on the most common state models, the material no longer carried the same degree of applicability. As additional effort by the Social Studies unit and by social studies teachers generally had to be developed to try out and then implement a new framework, much less effort and attention could be devoted to continued implementation of the Americans All program and materials.

This entire problem was somewhat ironic in that the overall approach of the Americans All program and materials was very much in keeping with the approach of the framework, including the multiethnic emphasis, etc. It was unfortunate that there was not a better match with grade-level content.

In the following years, many teachers continued to use the program and materials. Many other initial users retired, changed assignments or schools, or found themselves unable to find time to implement the program, which, fine as it was, might not match up with the content to be taught. The contact between the program and the district continued. A staff development videotape was prepared using many San Diego program participants as models. The district and teacher participants continued to receive new materials as developed by Americans All. Finally, an attempt was made in 1995 to survey the participants as a means of a more effective evaluation. Unfortunately, by this time, many participants had retired, left the district or otherwise lost interest in a program they were no longer using. Thus, there was limited response from many of the initial and later participants.

I am attempting to follow up on the non-responding participants, regardless of their current location. I should have this completed by mid-October 1995, and this may generate additional data that will be of use to later developments.

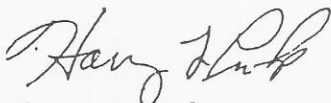
For now, as of September 1995, I would like to share the following conclusions about the program in addition to those previously quoted in this letter:

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1. As long as there was a subject-matter match and some resources to support the teachers, they universally supported and carried out the program in an exceptionally eager way.
2. The initial recruitment of both teachers and principals in support of initiating the program was a good model to get a full acceptance of the program in an area or school site.
3. The model assumed continued existence of a district support staff to service current staff members and to introduce the program to new participants. (Crucial with the turnover and changes that occurred.) It might have been better also to have trained a cadre of trainers among the teacher participants so they could have assisted and even assumed the staff development role or support by an intensive project videotape or other materials.
4. The program plan to develop a model curriculum for each state that matches the needs and overall curriculum of that state would certainly overcome the problem produced here when the new framework in Social Studies made a curriculum match with a single set of materials very difficult to deal with.
5. The program and its supporting materials comprise a rich base for the implementation of a wide variety of program approaches. If adaptations are made for each state, each teacher will have a resource collection to support a variety of possible program approaches.
6. In a state such as California many of the resource materials meet the identified need for resources dealing with a wide variety of ethnic, cultural and religious groups, which no single textbook series could possibly cover.
7. I continue in my very early conclusion, made more than five years ago, that this program with its wealth of materials meets a wide variety of schools' needs and can be used by any student of any ethnicity at any grade level in any state to meet a wide variety of both intellectual and affective needs.

Thank you for giving me a chance to play a part in developing this program and the opportunity to continue my interest in a post-retirement mode.

Sincerely,



Harvey L. Prokop
Retired Social Studies Program Manager
San Diego Unified School District