

TRANSITIONAL ENGLISH PROGRAMS  
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**Community Heritage Languages Program**  
(Saturday School Classes for Ukrainian, Russian, and Armenian)

Semi-annual Progress Report  
February 2003–August 2003

**1. Major activities and accomplishments during this period.**

What interventions (activities) are proposed to meet the scholastic needs of the refugee students (as identified in A2 above)? What material resources are available to support implementation? What material resources will be acquired and/or developed as part of the program?

Grant activities, Progress Report, August 2003

Need	Activity	Material resources to be developed/refined	Progress, Feb.-June 30, 03
Increase mother tongue literacy.	32 3.5-hour Saturday School classes per year for 350 Ukrainian, 200 Russian, and 200 Armenian refugee children 6-16 years old.	1.32 lesson guides for 8 levels and 3 languages. 2. Assessments for 8 levels, 3 languages. 3. Instructional materials for 8 levels, 3 languages.	All students successfully completed 02-03 school year. No one was retained or left behind. Ukrainian: 338; Russian: 124; Armenian: 76. Expansion of Russian and Armenian will be done in the 2003-04 year.
Increase students' understanding of high frequency words in English.	Same.	4. Incorporate materials that use Ukrainian, Russian, and Armenian words that are equivalent to high frequency words in English.	Curriculum and lesson plans for all levels were improved, and new levels were developed for Russian and Armenian. Teachers used materials in the native language that taught the equivalents for English high frequency vocabulary at the corresponding academic level in regular school.
Increase students' understanding of key science and social science words contained in the state-adopted standards.	Same.	5. Incorporate materials that use Ukrainian, Russian, and Armenian words that are equivalent to key vocabulary used in the Science and Social Studies standards (example: latitude, atom).	Studying science in the native language was improved in 2002-03, and this helped the students better understand and succeed during their regular English classes (according to teachers).
Increase students' understanding of key English Language Arts vocabulary	Same.	6. Incorporate materials that use Ukrainian, Russian, and Armenian words that are equivalent to the key vocabulary used in the English Language Arts	Glossaries at the end of the literature materials show use of concepts in Ukrainian and equivalent English terms that are necessary for success in English language arts standards.

contained in the state-adopted standards.		standards (example: personification, voice).	
Increase students' skills in writing structures defined in the state-adopted English Language Arts standards.		7. Incorporate English writing structures into lessons designed to improve mother tongue literacy skills.	Beginning from the 2 <sup>nd</sup> level, when grammar starts to be taught in community schools, all lesson plans for grammar were revised.
Increase refugee parents' understanding of American schooling and home activities related to texts.	32 1-hour classes for 30 parents in 3 languages.	8. Develop 32 lesson guides that cover parents' rights and responsibilities, behavior code and consequences, state intervention when abuse/neglect is suspected, at-home activities recommended by Scott-Foresman math, and by the reading program that will be adopted by the district in March 2003. To the extent possible, acquire and adapt available instructional materials for immigrant parents. Develop authoritative responses to parents' questions about schooling.	Parents got hand outs about parents' rights and responsibilities, behavior code and consequences in their native languages. During two school assemblies parents had opportunity to hear about it, and also to ask questions.  The materials for the 32 1-hour classes were developed and translated, but plans for the 1-hour classes have been put on hiatus, due to decreased grant levels. The materials will be used in other ways.
Increase refugee parents' English proficiency.	32 1-hour classes for 90 parents.	9. Through the district's Adult Ed department, offer 3 ESL classes on Saturdays.  10. Continue opportunities for 30 parents to use ELLIS software.	Parents continue to use ELLIS software. (There is a log for sign-in and sign-out at each school site for the parents)  Plans for the 1-hr ESL classes during Saturday school were scrapped, due to decreased funding levels. Most district parents attend adult ESL or Los Rios ESL classes.
Increase the number of refugee teachers credentialed to teach in California's schools.	4 slots for 5 classes towards completion of American BA, and 4 slots for 5 classes towards completion of credential program at National University (limited to Saturday School teachers who began the career ladder under the previous	11. Develop procedure for Title-I compliant internship program (e.g., Project Pipeline) to bring candidates with BA plus CBEST into the classroom in Folsom Cordova USD.	4 teachers completed their BA degrees, and one is in her final year of teacher preparation. She has already started her student teaching at Williamson Elementary.

	grant).		
Provide students with opportunity to earn university credits through language proficiency examination.	Organize and proctor group testing for proficiency following completion of Level 8 (New York University Extension).		11 students who took the Ukrainian proficiency exam (New York University), completed it successfully, earning 12 university credits. The grant did not pay the \$250 per student for testing, so the participation rate was about 40% of the prior year.
Translation for parents at 3 sites	3 19 hr/wk translators to develop school/district translations and to provide clerical support to the Saturday School program (in-kind).	12. Various district forms produced in pdf format and posted on the district's website.	Translated forms on a district website are widely used by all schools and district staff (as well as those outside the district). It helped to save time and be fully cooperative with the parents. The Ukrainian magazine is available on the school's website ( <a href="http://www.ukrherschool.org">www.ukrherschool.org</a> )
Program coordination	40-hr/wk program coordinator (in-kind); 0.2 FTE program administrator; evaluation and data management (in-kind).	13. Project database collection forms, periodic reports, cross-match with district SASI files, annual power point reports, project student and parent forms and handouts, periodic magazine, teacher training, student assessment tracking, library materials checkout forms, and so on.	All 3 schools ran very well, according to regular principals. All wanted to continue their participation, and two additional principals volunteered their schools for the Spanish program. The high quality of the program has attracted parents and students from other school districts, sometimes from 100 miles away. Some families moved to the FCUSD area because of Saturday schools. As a shortage of spots for new registration occurred, school secretaries made waiting lists.

### **Products developed/revised during this period:**

#### **Ukrainian curriculum**

- Level 1: 32 lesson plans, assessment, revised homework assessment packet, revised student materials (reading/science).
- Level 2: 32 lesson plans, assessment, revised homework assessment packet, developed additional reading materials.
- Level 3: 32 lesson plans, assessment, revised homework assessment packet, revised reading materials to add science terminology.
- Level 4: 32 lesson plans, assessment, revised homework assessment packet, developed student reading lessons book (science infusion).
- Level 5: 32 lesson plans, assessment, revised homework assessment packet, revised student materials.
- Level 6: 32 lesson plans, assessment, revised homework assessment packet, revised student materials.
- Level 7: 32 lesson plans, assessment, revised homework assessment packet, developed student reading book (history/literature integration).
- Level 8: 32 lesson plans, assessment, revised homework assessment packet, developed student reading book (history/literature integration).

**Ukrainian Magazine No. 4: contains at-home activities.**

**Russian curriculum:**

- Level 1: 32 lesson plans, assessment, revised homework assessment packet, revised student materials (reading/writing).
- Level 2: 32 lesson plans, assessment, revised homework assessment packet, revised student materials.
- Level 3: 32 lesson plans, assessment, revised homework assessment packet, revised student materials.
- Level 4: 32 lesson plans, assessment, revised homework assessment packet, revised student materials
- Level 5: 32 lesson plans, assessment, revised homework assessment packet, developed new student materials.
- Level 6: developed program of 32 lesson plans, assessment, homework assessment packet, student materials for grammar/literature.
- Level 7: developed program of 32 lesson plans, assessment, homework assessment packet, student materials for grammar/literature.

**Armenian curriculum:**

- Level 1: 32 lesson plans, assessment, revised homework assessment packet, revised student materials (reading/writing).
- Level 2: 32 lesson plans, assessment, revised homework assessment packet, revised student materials.
- Level 3: 32 lesson plans, assessment, revised homework assessment packet, revised student materials.
- Level 4: 32 lesson plans, assessment, revised homework assessment packet, revised student materials
- Level 5: 32 lesson plans, assessment, revised homework assessment packet, revised student materials.
- Level 6/7: developed program of 32 lesson plans, assessment, homework assessment packet, student materials f grammar/literature.

**Videotaped graduation at Ukrainian school, shown on cable access TV.**

**Calendar for students/parents, showing pictures, events, parent information.**

**“School Smart” lessons (Ukrainian, Russian, Armenian)**

- Summer school
- Report cards
- How to handle your child’s misbehavior
- Regional Opportunity Program (ROP)
- Individual Education Program (IEP)
- Family life/health education at high school
- Family life/health education at middle school
- Helping children with problem-solving
- Compulsory attendance
- Where and how to get medical service in your community
- District specialists
- English Language Development (ELD) standards
- Children’s registration for school
- How to help children to write
- Helping your children with reading
- How to help your child with math
- American cultural expectation from personal hygiene
- Saturday school, suspension, and expulsion at middle and high schools
- Absences
- How to get a high school diploma
- California English Language Development Test (CELDT)
- Retention
- Health issues (when to stay home)

- Transportation
- STAR (Standardized Testing and Reporting) program
- Parents' rights and responsibilities
- Driver education

## 2. **Significant findings or events.**

- General Counsel of Ukraine (Embassy, San Francisco), Valentin Nalvaychenko, visited Williamson March 15, 2003. Also: Yuriy Olinyk, Head of Ukrainian Heritage Club of Northern California, and Counsel of Ukraine (S Francisco Embassy), Konstantin Kudrik.
- Peter Kovalchuk, church administrator, Philadelphia, visited school, and obtained curriculum for levels 1-4 to start a program in Philadelphia.
- Eleven students earned 6-12 New York University extension credits; they completed level 8 (Ukrainian), about 900 hours of instruction).
- Parents provided \$26,000 in student fees (out-of-district families).
- Program model has been expanded to Spanish, funded from Title 3 Immigrant funds, at a 4<sup>th</sup> school site (70 students in 3 levels currently).
- Principals are recognizing the academic different and engagement of students who do and do not attend Saturday School programs, and are committed to continued use of their facilities on Saturdays.

## 3. **Dissemination activities.**

- *Requests for Ukrainian curriculum.* Philadelphia (one community) and Washington (2 communities) have obtained the Ukrainian curriculum for up to 8 levels to begin classes in their communities.
- The *Sacramento Bee* ran an article (“An Ethnic Refuge: Children of Ukrainian Immigrants Learn their Native Language and Culture,” Walter Yost, January 25, 2003.
- The Ukrainian Heritage website has posted photos and information about the Saturday School program ([www.ukrherschool.org](http://www.ukrherschool.org)), and requests for information and contacts with others from Ukraine, other parts of the U.S., and Canada have followed. Visitors from Canada attended the winter assembly and visited the program.

## 4. **Other Activities (see website [www.ukrherschool.org/Events2003.html](http://www.ukrherschool.org/Events2003.html))**

- Celebration in Honor of the Great Ukrainian Poet Taras Shevchenko, March 15, 2003, 7:00 pm.
- Bandura and choir performance at Slavic Community Summer Festival, July 12, 2003, Sacramento.
- Bandura performance at Golden Gate Ukrainian Festival, August 24, 2003, San Francisco.
- Bandura performance at World Language Day, CSUS (Kathy Moore), May 10, 2003.
- Ukrainian, Russian, Armenian graduation ceremonies, May 10, 2003. Ukrainian ceremony was videotaped for parents to buy, and was broadcast on cable access tv.

## **5. Activities planned for next year**

- Continue with implementation of grant activities.
- Find reasonable ways to share curriculum with others (cost of reproduction).
- Expand openings for Russian students (waiting list, currently).
- Identify reasons for drop-off in Armenian attendance (target was 125, actual was 76). Adjust number of classes offered.
- Provide additional coordinator oversight through a stipended administrative intern.
- Analyze test results of participants, once there is a conversion factor between SAT-9 and CAT-6. Begin to collect information on California Standards Test and CELDT performance of non-district participants.