

UC LMRI Bilingual Education Fellows: 1993-2001

Four University of California campuses were funded by the U.S. Office for Bilingual Education and Minority Language Affairs in support of doctoral fellowships in bilingual education and related areas (UC Davis, UC Santa Cruz, UC Santa Barbara, and UC Los Angeles).

These fellowship programs nearly doubled the number of such programs in California since 1993. Each program was funded for three years, and then was eligible to be competitively renewed by the federal government.

1993-94

There were five doctoral programs in California in 1993-94 with federally funded bilingual education fellowship programs. These doctorates were all awarded by private and independent colleges (Stanford, USC, University of San Francisco, University of the Pacific, and the Claremont Graduate School in conjunction with San Diego State University).

No University of California campus had a federally funded bilingual education fellowship program, so UC LMRI took the initiative to work with voluntarily selected UC campuses to solicit fellowship program funds. UCSB and UCSC were successful in securing ten and six bilingual education fellowships, respectively, from the U.S. Office of Bilingual Education and Minority Language Affairs (OBEMLA).

The Institute will continue that initiative with other UC campuses to increase the number of bilingual education fellowships at CA public universities.

UC Santa Barbara

Adelina Alegría (Special Education/UCSB) was born and raised in Mexico City where she lived until the age of fourteen. She is the second of four children and the only one to finish college. She has studied at UCLA and CSU Domínguez Hills. In 1982, she received a bilingual secondary teaching credential from UCLA and began her teaching career with the LAUSD.

Adelina was a bilingual teacher for 10 years and had numerous accomplishments. She currently works for the Multifunctional Resource Center at the California Polytechnic University, Pomona. Adelina credits Dr. Deanne Sobul for the mentorship, guidance, and encouragement she has received to pursue a doctoral program in Education at UCSB.

Francisca Escobar (Language Literacy and Culture/UCSB) was raised in Earlimart, CA and Graduated from Delano Joint Union High School. She received her B.A. in Spanish and Portuguese Literature, her Multiple Subject Teaching Credential in Bilingual Education, Single Subject Teaching Credential in Spanish, and M.A. in Education, all from UCSB.

She has taught for six years in the Goleta Union School District. She integrates teaching and research through her involvement with an ongoing research project that involves examining the use of cooperative learning within a language arts curriculum for language minority students. Her interests are in effective program implementation and the professional development of teachers. She is a member of several organizations, including, Delta Kappa Gamma and the American Anthropological Association and is also the recipient of several awards, including the Hispanic National Fellowship Award (1991) and the Graduate Opportunity Fellowship (1990).

Stephen Flores (Special Education/UCSB) is the site administrator at the Brandon Early Childhood Education Center (ECEC) in the Goleta Union School District. His responsibilities at the ECEC include administration of the district's Preschool Program, the district's Open Alternative Program, and Isla Vista

School's kindergarten program. Other responsibilities include the coordination of the Bilingual Education Program for the district, liaison for Migrant Education, Program Coordinator for the Speech and Language Therapists and Language/ESL Instructors for the district.

Stephen also works as a lecturer at UCSB. He was a bilingual classroom teacher and a bilingual special educator for the Ventura Unified School District. He has been involved in staff development inservices for school districts on various topics, including: Bilingual Education Theoretical Frameworks, Bilingual Special Education, Whole Language Instruction, and Assessment of Limited English Proficient students.

Lidia García (Educational Leadership & Organization/UCSB) is a graduate of UCSB where she received her B.A. in Spanish History and M.A. in Bilingual Education. She is currently the director of Title VII programs for the Santa Barbara School District.

Shirley Herrera-Pérez (Educational Leadership & Organization/UCSB) is the Director of Bilingual Teacher Training and a faculty member of the School of Education at the California Lutheran University in Thousand Oaks, CA. She was born in Anapra, New Mexico but was raised in Santa Barbara, CA where her parents still reside.

Shirley served on the state Board of Directors for the California Association for Bilingual Education (CABE) representing Region Five. She has been a classroom teacher, a resource specialist with a bilingual emphasis, an elementary school principal and a county coordinator for bilingual programs and special projects. She is actively involved in assuring that linguistic minority students' concerns are addressed by participating in local organizations like the Oxnard Chapter of the Association of Mexican American Educators (AMAE).

Vishna A. Herrity (Educational Leadership & Organization/ UCSB) was born in Zagreb, Croatia. At the age of seven her family escaped from Communist Yugoslavia and lived in Italian immigration camps until they immigrated to the United States in 1959. Vishna attended the University of Dayton and Cleveland State University, where she obtained her B.S. in Elementary Education and Spanish. She earned her M.A. in Reading as a Reading Specialist at Kutztown State Teachers' College in PA.

In 1978, she moved to Canoga Park, CA. Her ability to speak three languages enabled her to get a teaching position with the LAUSD. In 1987, Vishna was hired by the Moorpark USD where she worked as a principal for five years. Currently, she serves as the District Coordinator of Bilingual, Title VII, and Preschool Programs. Her goal is to provide quality bilingual education from preschool to adulthood in the community of Moorpark.

Ann Lippincott (Educational Psychology/UCSB) is the Coordinator of Bilingual Teacher Education in the Graduate School of Education at UCSB. She supervises student teachers in the Multiple Subjects Teaching Credential Program and is an instructor for the TESL Certificate Program with the UCSB Extension Program. She has designed, coordinated and implemented staff development inservice training for school districts and county offices of education throughout CA.

Ann has earned an international reputation for her work with teachers in Micronesia, Argentina, Chile, Perú, and Uruguay. In 1988, she spent a summer in South America as a Fulbright Scholar where she worked with teachers of English in the Southern Cone countries. She spent the summer of 1993 in Uruguay to continue this work with the Consejo Secundaria under a Fulbright grant.

Marta Serna (Educational Psychology/UCSB) was born in Santa Monica and raised in Venice, CA. A graduate from Venice High School she attended Santa Monica City College and later transferred to UCSB where she received her B.A. in Spanish. Currently, she is the Coordinator of Bilingual Education and Special Projects for the Santa Barbara County Office of Education which serves 23 school districts. Her responsibilities are to create, develop and implement curriculum programs and related staff development under federal and state guidelines for programs serving linguistic minority students.

Marta received her teaching credential from UCSB. Her Preliminary Administrative Service Credential was awarded at California Lutheran University. She has been actively involved in bilingual education for 20 years.

Alexandra Tashma (Educational Psychology/UCSB) begins a Ph.D. program this fall at UCSB where she earned a B.A. and an elementary teaching credential. She currently teaches kindergarten, first and second grade monolingual Spanish classes in Carpinteria, CA.

Alexandra is part of a team which has led staff development workshops with developmentally appropriate methodology. As a South Coast Writing Project Consultant, she has presented writing inservices which focused on the needs of language minority students. She was recently awarded a CA Educational Initiative Grant to implement a literacy project for Latino parents and their children.

Alexandra's hobbies and interests include running, skiing, cycling, visual arts, foreign language and Latin American literature. She and her husband, Stephane Rapp make their home in Santa Barbara, CA.

Sabrina Tuyay (Language, Culture and Literacy/UCSB) is a third grade bilingual teacher in the Santa Barbara School District. She holds a B.A. degree in Developmental Psychology and a M.A. degree in Reading, both from UCSB.

Sabrina has served as a member of the District Bilingual Committee, Curriculum Council and GATE Committee. She has been a leader in restructuring efforts, a member of the Student Study Team, a UCSB Cooperating Teacher and Teacher-In-Charge. During the 1992-93 school year, she was selected by her peers to participate in the Santa Barbara Classroom Discourse Group (a research project affiliated with the UCSB Graduate School of Education and the South Coast Writing Project).

Sabrina also works as an educational consultant conducting workshops in Second Language Acquisition, ESL, Sheltered Instruction, Integrating the Curriculum, Cooperative Learning and Language Arts. During 1993-94 she will be on leave from her teaching position to pursue her doctoral degree and supervise the Reading Clinic at the Graduate School of Education at UCSB.

UC Santa Cruz

Harley E. Baker (Developmental Psychology/UCSC) begins his third year in the Ph.D. program. He received his B.A. in Psychology and Sociology from CSU Stanislaus and his M.A. in Psychology from San José State University. He has taught at the junior high, high school, and the community college level in both Psychology and Computer Science. His research has been primarily in higher education as Senior Analyst in the Office of Institutional Research in Palo Alto.

Currently, his research interests and energies focus on the changes made by immigrants of Chinese and Vietnamese descent. His work focuses on the key role played by the differential use of language among family members in the acculturation experiences of adolescents. He plans to continue his work in this area after completing his degree.

Roberto R. Heredia (Experimental Psychology/UCSC) was born and raised in Michoacán, México. Roberto received his B.A. in Psychology and Spanish from UCD and his M.S. in Psychology from UCSC. He is entering his fourth year of doctoral studies.

Roberto is the editor of the Bilingual Research Group Newsletter which is affiliated with the National Center for Research on Cultural Diversity and Second Language Learning, headquartered at UCSC. His main interests are in bilingual memory organization, memory representations, and semantic activation network models. He has co-authored three articles that address bilingual memory, second language acquisition, and cross linguistic speech perception. At present, he is working on his dissertation proposal, and plans to become a university professor. In his spare time, he reads and writes poetry.

Sybil Kline (Developmental Psychology/UCSC) is entering the fourth year of the Ph.D. program. She received her B.A. and M.A. in Psychology from Humbolt State University. She also graduated from the School of Psychology Program at San Francisco State University and is a Licensed Educational Psychologist with a private practice.

She has worked as a Bilingual School Psychologist for the past 12 years in Santa Cruz, San José and Monterey as well as a private consultant on educational matters concerning culturally and linguistically diverse students. At UCSC she has worked as a Teaching Assistant and a Coordinator of the Practitioner-Researcher Connection Project with the National Center for Research on Cultural Diversity and Second Language Learning.

Sybil's research interests are related to sociocultural theory and cognitive development. Among other achievements, Sybil was named the California Association of School Psychologist (CASP) Outstanding School Psychologist of the Year in 1986 and will be featured in the upcoming edition of Who's Who in American Education.

Deanne R. Pérez (Developmental Psychology/ UCSC) is in her third year of the Ph.D program. She received her B.A. in Psychology-Health and Development from Stanford University and her M.S. in Psychology from UCSC. Deanne is affiliated with the Bilingual Research Group and the National Center for Research on Cultural Diversity and Second Language Learning at UCSC. She has recently completed her masters thesis entitled "Young Children, Their Mothers and Older Siblings: Family Influences in Young Children's Semantic Development."

Currently, she is beginning to develop her dissertation research. Upon completion of her doctoral degree, she plans to continue her research, to teach at the university level, and to mentor students from all racial, ethnic and language backgrounds.

Janice A. Rosaire (Developmental Psychology/UCSC) begins her fourth year in the Ph.D. program. Her research interests focus on factors motivating the career aspirations and success of women. Janice has recently completed a pilot study for her doctoral dissertation work which addresses educational aspirations of women of Mexican descent.

Janice received her B.S. with honors, from the California Polytechnic State University, San Luis Obispo. She has worked as a Residential Treatment Counselor with children and adolescents suffering from physical and sexual abuse as well as severe behavioral disorders.

In 1990, she received a Regent's Fellowship, an award given by the University of California. Once she completes her graduate studies, she plans on continuing her research and teaching at a university.

Daniel G. Youpa (Developmental Psychology/UCSC) is a graduate student working on a Ph.D. program. He is currently conducting research on North American Indian education and development in New Mexico. He is evaluating innovative teacher training and service-learning programs serving diverse populations in Santa Cruz County. He is co-author of four research articles, one book chapter, and two conference papers.

He received his M.A. from UCSC, and his B.A. from CSU Fullerton. Before attending UCSC, he worked as a Research Assistant and Behavior Modification Specialist at UC Irvine, Department of Pediatrics, Child Development Center and the State Developmental Research Institutes in Costa Mesa.

1994-95

UCLA was granted an award for a Title 7 (Bilingual Education Act) Doctoral Bilingual Education Fellowship Program. The campus program, under the direction of Professor Concepción Valadez (Education, UCLA), has announced the winners of these fellowships. We are happy to publically welcome and introduce them to our readers and the field.

UC Davis receives bilingual education doctoral fellowship program

Davis, CA--The U.S. Education Dept. has awarded UC Davis a bilingual education doctoral fellowship program beginning fall 1994 for three years. Under the directorship of Professors Patricia Gándara and Barbara Merino, (Education, UC Davis), the 10 fellowships were awarded, and we are happy to introduce them. There are now four UC campuses amongst the 10 programs in California, and 30 fellows within the UC system.

UCLA

Ramona Maile Barreto is originally from Highland Park, California and was raised in Ojai, California. As a first generation college student she studied in México and received her Bachelor's degree in English from UCLA. Barreto taught high school and worked in community education as a tutor and health educator in the tradition of popular education. Working as a museum educator, she developed a curriculum on Chicano Art and traveled nationally to train teachers and docents working with the exhibition Chicano Art: Resistance and Affirmation, 1965-1985.

Barreto is currently working on her Ph.D. in Curriculum Studies. As a woman of mixed ethnicity herself, she is concerned with issues of biculturalism and bilingualism as they effect classroom learning. Her research focuses on the interaction between non-native Spanish speaking teachers and native Spanish speaking students in bilingual classrooms. Barreto hopes to collaborate with classroom teachers, community members, and researchers to facilitate an educational process which incorporates the students' home language and culture into the classroom.

Dolores Bernal is from the Midwest. She is a first generation college student, and received her BS degree from Kansas State University and her Masters of Public Administration from the University of Missouri, Kansas City.

Bernal has been in the field of bilingual education 7 years. She was first involved as a community educator and organizer at one of the nation's oldest Latino community organizations, Guadalupe Center, Inc. She held a variety of education-related positions including the director of a Title 7 bilingual preschool, coordinator of a parent education and empowerment program, coordinator of an innovative adolescent literacy project, and assistant to an after-school academic enrichment program for elementary school students. She moved to Los Angeles in 1989 to join the education staff of the National Council of La Raza, working with a national innovative research project which seeks to improve Latino educational opportunities and attainment. In 1991, she left NCLR to teach elementary school in the Pasadena Unified School District, and then worked in UCLA's Teacher Education Laboratory.

Bernal is in Curriculum Studies. She is interested in conducting research which identifies the most socio-culturally and linguistically meaningful contexts for Latino students. Her research this past year focused on bicultural teachers and students in the context of alternative schooling.

Kathleen Contreras was a bilingual teacher for 7 years. She has also taught at the college level and worked as a private consultant in staff development. She returns to her alma mater to pursue a Ph.D. in Curriculum and Teaching Studies with a bilingual emphasis.

Contreras was Coordinator/Director of the Title 7 Bilingual Teacher Training Program at California Lutheran University, teaching courses in bilingual methodology, supervision of bilingual student teachers, as well as developing federal grant proposals. She has also taught courses on bilingual methodology in the UCLA Teacher Education Laboratory and in the Elementary Education Department at California State University, Northridge. As a consultant, Contreras specializes in Specially Designed Academic Instruction for LEP students and staff development in the Language Development Specialist and CLAD/BCLAD (Bilingual, Cross-cultural, Language and Academic Development) teacher training.

Contreras is a member of CAFE (California Association of Bilingual Education), the UCLA Latino Alumni Association, and PDK(Phi Delta Kappa) (her local chapter cited her as "Teacher of the Year"). She has a BA and 2 teaching credentials from UCLA and a Master's degree in Bilingual Education from UCSB. She recently published a children's literature book in Spanish titled Pan Dulce with Scholastic, Inc.

Corinne Martínez is the daughter of Mexican immigrants and was born and raised in East Los Angeles, California. Growing up in a small working class community, she knows all too well the challenges in achieving academic success. However, her parents have always been extremely supportive of her studies and continue to offer their support, assistance and encouragement. As a product of a Mexican immigrant family she has always been concerned with identifying the factors responsible for the success and failure of bilingual/bicultural communities. Her interest in contributing to the public discourse on educational policy and effective classroom practices developed as a result of her own experiences and opportunities for academic success as well as the limited access, and, often, failure of those around her. She enters UCLA's Doctoral program this Fall.

UC Davis

Esther L. Delgado-Larocco (Instructional Studies, UC Davis) was born in La Habana, Cuba, and immigrated to the US with a younger brother in 1961. When her parents and two siblings arrived 5 years later, the family settled in New Jersey. Esther received her BA from Montclair State College, NJ. She attended CSU Chico, to earn her multiple subjects credential. Both Esther and her husband, Terry, started teaching at Hilmar Unified School District. In 1980, they moved to Chico, where Esther became the first bilingual teacher for Chico Unified School District. Later she pursued an MA in Bilingual/Crosscultural Studies at CSU Chico. She has 4 children and has been a part-time lecturer in CSUC's Bilingual Teacher Preparation Program since 1985. Her research interest lies in the implementation of portfolios as vehicles for student reflection and goal setting. She plans to finish coursework by spring 1995, and to take the qualifying exams next summer.

Adriana X. Echandía (Psychological Studies, UC Davis) was born in Colombia, South America and raised for the most part in Los Angeles. She received her BA in Psychology from UCLA and her Master's degree in School Psychology from UC Davis. Adriana worked as a bilingual school psychologist for 5 years in districts composed primarily of minority pupils. She has made various presentations on assessment for LEP students and conducted parent education workshops for Spanish speaking families.

Adriana is currently working as the Interim Director of the Optimal Learning Environment (OLE) Research and Dissemination Project coordinated by Professor Richard Figueroa (Education, UC Davis). Her current research interests are alternative assessment, reform and bilingual, bicultural issues in special education.

Lorie Hammond (Sociocultural Studies, UC Davis) begins her second year in the PhD program. She received her BA from UC Davis in American Culture and an MA in bilingual education. Lorie has been a classroom teacher, ESL and bilingual specialist for more than 20 years, teaching at all levels and providing staff development. In 1991, she received the Region III award for Middle School Teacher of the Year from the California League of Middle Schools for her work with newcomer students. She is presently the dissemination trainer for BICOMP, a Title 7 Academic Excellence Project which combines effective science and language teaching for bilingual students using a thematic, sheltered, constructivist approach.

Lorie credits her mentor and colleague, Professor Barbara Merino (Education, UC Davis), for inspiring her to pursue a doctoral degree. Her present research interests are staff development for school change; the processes through which English learners explore science and other content; and, the creation of school programs which empower language minority families through home language and culture.

Robert D. Manheimer (Language & Literacy, UC Davis) was born and raised in Berkeley, California. He has also lived in Barcelona, San Diego and Hawaii, where he confronted problems associated with bilingualism and language planning. Rob received his BA in Spanish Literature and Political Science from UC San Diego in 1985, and his MA in ESL from the University of Hawaii in 1992. He has taught ESL in

California and Hawaii, EFL in Barcelona, and Spanish in California and Hawaii. Most of his teaching has been with adult language learners.

Rob's research interests include task and content based language learning, native-speaker's reactions to different types of learners' errors, teacher training, and second language reading. He started his PhD program in the fall. Currently Rob is teaching ESL at UC Berkeley and plans an upcoming cycling trip.

María G. Mejorado (Language & Literacy, UC Davis) born and raised in Sanger, California, begins her third year in the PhD program. She received her BA in English Literature from St. Mary's College in Moraga and her MA in Administration, Planning and Social Policy from Harvard University's School of Education. Over the last 16 years, María has held various administrative positions in higher education. She started her career in 1978, as the first coordinator in the Fresno satellite office of the Early Outreach Program, UC Santa Cruz. Later she taught English in Puerto Rico and recruited minority students to CSU Chico.

In 1985, she represented the American College Testing Program (ACT) promoting testing and career assessment tools and conducting training for high school and college counselors. Since 1990, she served as the Director of the Cooperative Education Program in the School of Engineering and Computer Science. María's primary research interest is in the writing process of the Chicano student. Her current work as a Research Assistant for Professor Patricia Gándara (Education, UC Davis) includes the evaluation of the high school Puente Project which includes the writing process as a critical component.

Miguel P. Molina (Education, UC Davis) was raised in Santa Barbara, California and comes from a family of fourteen. He earned a BA in English and an MS in Counselor Education at CSU Sacramento. For the past 10 years Miguel has worked at CSU Sacramento as an admissions counselor. In this capacity he was responsible for recruiting, admitting and advising predominantly under-represented students. As part of his recruitment efforts he made numerous bilingual (Spanish/English) presentations specifically for Latino migrant students and their parents. He also worked cooperatively with the Educational Opportunity Program (EOP), the College Assistance Migrant Program (CAMP), the Minority Engineering Program (MEP), and the Migrant Education Program.

Miguel will complement his doctoral studies by working as a Research Assistant evaluating high school Puente programs. He would like to teach at the college level in either bilingual or counselor education. His doctoral research will focus on the sociocultural and language factors which influence high school students' decision to attend college.

David A. Quijada (Sociocultural Studies, UC Davis) was born in Inglewood and raised in San Marcos, California. He received his BS from UCLA in Applied Mathematics with a specialization in Computer Programming. Upon graduating he attended UC San Diego and earned a Single Subject Bilingual Credential. He has taught junior high and high school and for the Upward Bound Program in San Diego. He has volunteered as a tutor and mentor with the Prisoner Coalition Program, Amigos del Barrio Project and Migrant Education's Adopt-a-Family Program.

Currently he is working with Life Line Community Services as a Parent Coordinator and Bilingual Family Counselor. The project involves designing and implementing alternative services such as curriculum for the Elementary Gang Alternative Project within the Oceanside Unified School District. He also co-facilitates the AWARE Group (A World Acting with Respect and Equality). This multi-family group focuses on providing multicultural education and awareness to teenage youth and their families who have been arrested for participating in a hate crime.

Katherine Richardson Bruna (Sociocultural Studies, UC Davis) originally from Portland, Oregon, received her BA in Hispanic Studies from Vassar College. After working at Columbia University's Center for the Study of Human Rights, Katherine moved to Sacramento where she worked as a bilingual second grade classroom aide. There she developed an interest in language acquisition and so began graduate study in Linguistics. She received her MA from UC Davis in 1994, where she has taught both Spanish and ESL courses.

For her doctoral work, Katherine plans to focus on issues related to language use in immigrant families. Particularly interested in native language loss and its effect on intergenerational relationships, she will examine the effectiveness of bilingual education programs in encouraging the child, family and community to develop both English and native proficiencies. In addition to her training in the U.S., Katherine has studied abroad in San José, Costa Rica and Madrid, Spain.

Victor Romauldi (Education, UC Davis) is a third year student. He received his BA in Psychology from CSU Chico and his MA in Education with a School Psychology Credential from UC Davis. He speaks Spanish and his native language is Italian. He has been a practicing School Psychologist since 1990, and has worked extensively with bilingual students, especially with a Latino background.

Victor has conducted research in Guatemala as part of a longitudinal study on the effects of malnutrition on educational outcomes. More recently he has worked for the Healthy Start Technical Field Office at UC Davis. His current research interests include cultural factors related to the placement of bilingual students in special education and the development of school-based collaborative partnerships to provide a range of family-oriented services among language minority students.

Michele Sánchez-Boyce (Language & Literacy, UC Davis), is a native Californian who claims Merced as home. Michele was raised in a multicultural household with an English-Irish mother and Mexican-American father. As a military dependent, she spent half of her K-12 school years overseas, graduating from an international school in La Paz, Bolivia.

Michele received her BA and MA in speech pathology from CSU Sacramento. She has been a school bilingual speech/language therapist for the past 15 years and maintained a private practice. Michele spent 2 intensive summers focusing on bilingual special education in México and returned for a third summer to teach courses on this topic at the Universidad Autónoma de Guadalajara, México.

Michele also worked as a staff trainer for the Bilingual Unit of the Special Education Resource Network (SERN). She was selected as a visiting educator for the Division of Special Education at the California Department of Education. She is interested in staff development for teachers and bilingual paraprofessionals, assessment, instructional practices and the use of interpreters in bilingual and special education.

1995-96

UC Davis

Bernadette Musetti (Language & Literacy, UC Davis) received her BA in Intellectual History from Mills College and her MA in TESOL from the Monterey Institute of International Studies where she taught for 5 years. She holds a CA secondary school credential in Social Science/ESL from Chapman University and a CA Community College Credential in Education. She is currently the Director of the Contract English Language Program of the International Training and Education Center at UC Davis Extension.

She has taught ESL for 10 years in a variety of settings and at all proficiency levels. She has taught many teacher training courses for ESL and EFL in language acquisition methodology, materials development, and language and literacy. Her particular expertise is content area teaching and curriculum design as well as program development. She has designed and taught several English for Specific Purposes Programs including Legal Professionals, Environmental Studies and Community Based ESL. Her research interests include cross-age tutors and literacy in early immersion education.

UCLA

Laurette Cano (Educational Psychology, UCLA) is beginning her third year as a doctoral student. She received her Master's Degree in Reading and Language Acquisition from the Harvard Graduate School of

Education. Prior to entering graduate school, she was employed as a bilingual teacher in the Los Angeles Unified School District for 7 years.

Laurette's main research project is working as a member of a research group, headed by Professors Ron Gallimore (Education, UCLA), Claude Goldenberg (Education, CSU Long Beach), and Bill Saunders, concerned with improving student achievement of language minority children at low SES levels. As part of the project this past year, Laurette observed in a bilingual first grade classroom. The study examined how an urban elementary school teacher could be assisted in understanding (1) how to assess her students language proficiency; (2) how the students were using language; and (3) the instructional implications for linking student language and literacy acquisition.

For the past 2 years, Laurette has designed and taught a summer literacy program at the University Elementary School at UCLA, where she also serves as a member of the Bilingual Implementation Group that is designing and overseeing the implementation of a Spanish/English bilingual reading program. Laurette is a native Californian and a fourth generation resident of Los Angeles.

Zenaida Aguirre-Muñoz (Educational Psychology, UCLA) was born in México and raised in San Diego, CA. She is a first generation college student and received her BA from UC Santa Barbara in Psychology and Spanish.

During her five year tenure at UCSB, Zenaida worked as a bilingual instructional aide and coordinated various after school academic programs designed to keep immigrant students from dropping out of school. She is specializing in learning and instruction at UCLA. She has coordinated bilingual programs and workshops that directly address the needs of LEP students and has provided individualized counseling for non-English speaking college students at West Los Angeles Community College. Her research in the past year focused on the effects of students' language backgrounds on teachers' attribution of failure. Zenaida hopes to extend her research to the interplay of language background and student performance on alternative assessments heavily dependent on English reading and writing and its overall effect on student motivation.

Renee McDonough (Educational Psychology, UCLA) is a California native who spent her preschool years in Japan and went to elementary school in Spain, as her family traveled with her military father. A first generation college student, she earned a BA at Loyola Marymount University in Liberal Studies with minors in Spanish and Chicano Studies. She also earned 3 credentials (Bilingual Multi-subject, Learning Handicapped Specialist, and Resource Specialist) along with a Masters Degree in Educational Psychology. Renee taught for 7 years in bilingual classrooms, the last 5 as a bilingual special educator.

Renee has finished her courses for her Ph.D. and is currently preparing for her qualifying exam, and has been teaching graduate courses in instructional methodology and assessment of culturally diverse and exceptional students. She visits classrooms from preschool to junior college as she supervises student teachers for the learning handicapped. Renee also is involved in research with teachers on instructional strategies for linguistic minorities in special education, and studying the interactions of teachers and at-risk children in a bilingual preschool setting.

Claudia Ramírez-Wiedeman (Soc. Sci. & Comp. Ed., UCLA) was born in Guadalajara, México and raised in Los Angeles. She is a first generation college student and received her BA in Spanish/Portuguese. During that time, she worked with the Affirmative Action Program where issues of education and students of color became important to her. She has worked as a research and teaching assistant, and in teacher education at UCLA.

She has conducted qualitative research in a Spanish immersion elementary school. Claudia's research focuses on the process by which young children work in peer-groups and use language to reach their goals, within a framework that includes issues of language, power and culture.

UCSB

For more than 20 years, **Teri L. Foster** (Educational Psychology, UCSB) has worked in the field of bilingual education. She has served English language learners in many capacities starting with her first position as a bilingual elementary teacher. She was awarded three district mentorships, one of which was to create Spanish curriculum units. She collaborated with the USC Mini Corps to establish a bilingual educational program in the Moorpark Unified School District, and has worked in staff development in the areas of bilingual instruction and cooperative learning. Teri has also worked as a Title VII Resource Teacher. Teri has advocated for English language learners as a program coordinator and as a school principal. Currently she enjoys teaching and supervising preservice bilingual teachers and consulting with Title VII Bilingual schools. Active in professional organizations, she has presented at the California Association for Bilingual Education (CABE). She has studied Spanish, both in the U.S. and in México.

Teri has a Master's Degree (1984) in Elementary Education, bilingual emphasis, from CSU Northridge and a second Master's in Educational Administration/Bilingual Education from Cal Lutheran University. Her doctoral research focus is in the area of bilingual education and cooperative learning.

Candace Kelly (Educational Leadership & Organization, UCSB) has been a bilingual teacher, bilingual resource teacher and coordinator in California. Prior to entering the doctoral program at UCSB, Candace has been a bilingual resource teacher in Thermalito, CA where she gained considerable experience in program design and implementation for parents and for Hmong and Mien students, K-8. She has had opportunities to co-design district-wide grant programs in biliteracy, parent involvement, and integration of technology in the classroom. She has also taught adult special education and early childhood education in Maui, HI, and adult ESL in Santa Barbara.

Candace has been a research assistant at the UC LMRI, edited the LMRI News, and is the project coordinator for a bilingual teacher education training grant at UCSB and the Santa Barbara High School District this academic year.

Attending CSU Chico from 1987-90, Candace received an MA in Education and the California Specialist Cross-Cultural Instructional Credential in Spanish and has a BA (1975) in Spanish-Linguistics from CSU Sonoma. Her dissertation interests involve ethnography, schooling, and language issues.

UC Santa Cruz

Ben F. García (Social Psychology, UCSC) did his undergraduate work at Pomona College, CA and has done additional studies at the Harvard and Claremont Graduate Schools of Education. Last year Ben began his doctoral studies at UCSC and worked on the UC Latino Eligibility Study as a research assistant for Professor Aida Hurtado (Social Psychology, UCSC), LES Research Director. Ben's research interests center on bilingualism/biculturalism and inter-ethnic relations, identity and gender. His work in the field currently includes data analysis and evaluations concerning programs in Spanish for native Spanish speaking students, as well as analysis of Latino college students' expectations, aspirations and perceived barriers to graduate school. Ben's research experience began at Pomona College, where he assisted in investigations of control strategies used by HIV-positive subjects. He also was involved in a longitudinal comparative study of academic expectations of Latino, Vietnamese and African-American adolescents and parents; dynamics of interracial couples, religiosity and social change of Latinos, as well as demographic forecast analysis of the aging in California.

Humberto Antonio Gutiérrez-Rivas (Experimental Psychology, UCSC) earned a BA in history and Geography from the Universidad Católica de Valparaíso in Chile, 1991. Before coming to Santa Cruz, he worked at Stanford University in the Linguistics and Spanish & Portuguese Depts.

He is in his second year doctoral studies and has been doing research work under the direction of Professor Barry McLaughlin (Psychology, UCSC), since the fall of 1994, looking at factors that may affect the

reading comprehension performance of competent bilinguals. This research arose because a number of bilingual college level students who took the California Basic Education Skills Test (CBEST) failed to pass it the first, second, or even the third time. In his first year graduate research project, he is exploring, through an experimental design, the effects of time constraints (limited or unlimited time) and type of reading material (narrative or expository) on the reading performance of monolingual and bilingual speakers of English.

Linda St. John (Developmental Psychology, UCSC) is working on her dissertation (The Social Construction of Motivation: Small Group Interactions among Latino and Anglo Eighth-grade Mathematics Students), extending the application of sociocultural theory into the area of academic motivation. Using videotapes of students working together on class assignments, the project links student interactions with their participation, effort and interest. In conjunction with her dissertation, Linda works with Professors Ronald Henderson and Edward Landesman, on longitudinal mathematics curricula. One project assessed the impact of thematic curricula on Hispanic students' attitudes and self-perceptions about mathematics and their achievement in mathematics. The current project extends thematic curricula based on a local manufacturing business. The majority of the students in both projects, fund-ed by the National Center for Research on Cultural Diversity and Second Language Learning and The California Academic Partnership Program respectively, are of Mexican decent with Spanish as the primary language spoken in the home. Linda presented a paper entitled Perspectives on the Contextualization of Instruction: Theory and Reality in Instructional Change at the American Educational Research Association.

Linda R. Tropp (Social Psychology, UCSC) begins her bilingual fellowship as a second year doctoral student. She has a BA in Psychology and Spanish (1992) from Wellesley College, MA, where her many academic distinctions included Departmental Honors in Psychology. Linda continues to build language competence in Spanish and Hebrew through study programs at the Universidad de Córdoba and in Manta, Ecuador.

Linda's work experience over the last 4 years has been especially productive in the areas of data collection, adaption, translation, and editing of measurement instruments. In her data analysis work, she has revised and adapted the Collective Identity Scale of the Aspects of Identity Questionnaire (AID-III). She has co-authored papers regarding the instrument's development and use. Linda also has other research experience, including interviewing participants for a longitudinal study on socio-emotional development (1994); creating and supervising the coding and sampling procedures of survey data for a study on sexual harassment in schools(1992); and analyzing data on a study investigating occupational roles, life satisfaction and psychological distress. Linda also works as a Teaching Assistant for the course, Introductory Psychology of Women at Santa Cruz.

1998-99

Three UC Campuses Receive Bilingual Fellowships

Three UC Campuses-Davis, Los Angeles, and Santa Barbara-were awarded a total of 22 Bilingual Education Graduate Fellowships beginning in Fall 1998. 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 sessor 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 Mejjicano 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. program at UCD to continue to work toward improving education outcomes for the state's English language learners.

UCSB

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 neo-natal 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 CA. 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 particular 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-ethic 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.