Project Yes

ABSTRACT

Rec'd from Senour at meeting of 9/4/75

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Title of Component: 1.0 COMMUNITY SUPPORT PROGRAM FOR LEA DESEGREGATION PLAN
Target Population: STUDENTS, THEIR PARENTS, LEA PERSONNEL, AND THE COMMUNITY

PROGRAM DESCRIPTION AND OBJECTIVES:

This program component of Project YES is designed to support and complement the LEA's Desegregation Plan. Through the efforts of a corps of field representatives, Project YES will interface the community agency resources with the needs of the LEA Plan. Thirty-seven of the eighty-four schools involved in the LEA Desegregation Plan will receive direct aid from this community program. Refer to the next page for a listing of these thirty-seven schools.

1.1 To support and facilitate the Ethnic Transfer Program identified in the 1966 LEA Desegregation Plan.

Project YES will conduct orientation programs; support and counsel with transferred students, their parents, and school personnel during this time of transition; and inform students in the sending schools, their parents, and school personnel of cross-cultural variables and cultural pluralism.

1.2 To support and complement the efforts of the Human Relations Program of the LEA Desegregation Plan.

Project YES will provide community resources to the LEA program and conduct Human Relations workshops that complement the LEA efforts.

1.3 To assist those schools interested in initiating multi-cultural programs.

Project YES will give financial, technical, and human support to those schools interested in exploring cross-cultural differences.

1.4 To provide career and leadership counseling and guidance to students remaining at the sending high schools and their parents.

Project YES will conduct a pilot project at three target schools where it will disseminate information, provide tutoring, conduct leadership workshops and provide career guidance and counseling.

ABSTRACT

Title of Component: Community Resource Services Component 2.0
Target Population: Total Community: emphasis being placed on the participating schools

San Diego is a very heterogeneous community. There are Black, Chicano, American Indian, Japanese, Chinese, Pilipino, Guamanian and Samoan cultures which add color, excitement and diversity to the city. In addition, there are many European ethnic groups, such as the Portuguese, Italians, Greeks, and Germans, which also seek to perpetuate and enjoy their traditions.

There is not only a need to develop greater awareness of these many cultures in order to improve understanding and better relations, but such increased awareness can be an enriching experience for the whole community.

These needs were recognized in the school-community goal setting effort in April-May 1973. In that effort, over 4,000 citizens--parents, teachers, administrators and students--worked together to establish goals for the schools. Among those goals given high priority were: increased use of cultural field trips at all grade levels; factual presentation of cultural and national heritage, including customs and heritage of ethnic groups within our society; emphasized cultural awareness and appreciation through the development of multi-ethnic studies; appreciation of different life styles.

Further, San Diego is blessed with rich cultural resources which can be used in implementing a program of increased cultural awareness. These include numerous museums and exhibits in centrally located Balboa Park, resources of many kinds found in the five universities and colleges in the city, in the community colleges and schools and, perhaps most significantly, the many varied resources within the ethnic communities themselves.

In summary, San Diego is a multi-cultural city with numerous and diverse cultural resources. Events over the last few years demonstrate the need for greater understanding of these many cultures. This need was confirmed in the school-community goals set last Spring. Fortunately, San Diego also has the ready resources with which to implement such a program.

San Diego is a city of many cultures. The first culture was that of the Native Americans. The first Europeans to come were the Portuguese. The area was then ruled by Spain, then Mexico, and finally the United States. Each left its impact. There are regular weekly radio programs in Greek and German languages featuring the music of those cultures and addressing the members of those ethnic groups. The city's proximity to Mexico brings the Mexican culture to this community in many ways. In addition to the Black and Chicano communities, with their distinctive cultures and heritages, there are significant Japanese, Chinese, Pilipino and Samoan communities which actively practice their own unique cultural dances and ceremonies.

At this time there is no organization or effort to bring these many cultures to the attention of the community in a coordinated way that will increase the awareness of the total community of this rich resource and help the total community to participate in this diverse environment and enjoy it.

Continued

ABSTRACT

Title of Component:
Target Population:

It is the purpose of Project YES to facilitate this cooperative endeavor in order to increase both understanding and enjoyment of the various groups. This program is designed to bridge the information gap between schools and communities with regards to multi-cultural resources:

2.1 Expand a multi-cultural resource center of books, journals and other audio visual materials directed toward providing positive images of various ethnic groups, including Black, Chicano, Pan Asian Americans, American Indian, for use by community agencies, parents, teachers, and students of target populations:

A. Create a mobile library staffed by a Project YES resource librarian that will bring materials from the Project multi-cultural library to target schools and the project community. The mobile library will share multi-cultural materials with area residents and introduce alternative instructional aids that are interesting and stress student involvement.

2.2 Provide cultural and recreational activities to facilitate teacher, parent student interattion and develop appreciation for different ethnic groups.

2.3 Design a program, of teacher in-service training for paraprofessionals about the concepts of cultural pluralism. Utilize these trained multi-cultural specialists in working with school and community groups.

2.4 Work with the San Diego Unified School District to develop community involvement in a plan for desegregating the schools. Research ways to accomplish integration and work to develop a broad base of support.

Title of Component: Public Information 3.0
Target Population: Community, School Personnel, and School District Administrators

Program Description and Objectives:

This component of Project YES is designed to bring school and community leaders to a better understanding of the human relations aspects of desegregation. Through the Action Line, Project YES will relay information about school district policies and procedures to students and adults who may need such information. Through the Speakers' Bureau, Project YES will identify people who can lecture on minority related topics and in so doing will provide students with positive minority role models. An expanded program of public information, will seek to improve communication between the schools and community. Project YES will coordinate a community/school conference involving students, teachers, parents, and school district administrators.

3.1 Continue Action Line which functions as a means of relaying information on the district's policies and procedures to the target community, as well as relaying information from students and parents to schools and district administrators.

3.2 Provide lecturers on minority related topics through the Speakers' Bureau and also provide students with positive images of minority people since speakers will often be minority community members with expertise in a particular field.

3.3 Expand the Public Information Service which functions in cooperation with the School District Information Office to reach the target community through the local news media. Expand the program to include personal contact with members of the community as well as placing project related individuals on local public affairs television and radio programs.

3.4 Promote flow of information between target community, school personnel, and school district administrators through community/school conference.

ABSTRACT

Title of Component: 4.0 LIMITED ENGLISH SPEAKING STUDENT PROGRAM
Target Population: LIMITED ENGLISH SPEAKING COMMUNITY

PROGRAM DESCRIPTION AND OBJECTIVES:

A recent U.S. Supreme Court ruling in the case of Lau v. Nichols indicated that it is imperative that solutions be found for the education of limited English speakers that relate to their language and their culture. In a recent report, the bilingual specialist for the San Diego Unified School District revealed that there are 12,000 children in the district whose primary language is other than English. In a Title VII application proposal for 1975-76, it was pointed out that the principal languages of the limited English speaker in the district included Spanish and Tagalog. The proposal also indicated a need for relevant programs. The Association of Mexican-American Educators has stated that for the Spanish-speaking youngster, there exists an insufficient number of administrators, teachers and support personnel. This obviously also applies to the Tagalog speaking children.

Thus, the areas of greatest need in the district revolve around the lack of personnel that can relate to the limited English speaker as well as programs to meet these needs.

Project YES hopes to partially fill this need by concentrating on services that will provide tutoring and counseling. This in an academic environment that is presently void of personnel that can communicate or equate with the limited English speaker for help and, most important of all, understanding of their culture. Also of vital importance are limited English speaking children who, according to the district, live in areas where their meager numbers do not justif the expenditure of funds for programs to meet their needs.

Project YES is thus proposing innovative programs that will complement the distri offering in meeting the needs of the Spanish and Tagalog speaking children.

4.1 To improve communications between the LES Community and the LEA

4.2 To support and complement LEA's bilingual programs

4.3 To provide opportunities for LES students to increase pride in their cultural heritage