

Proposal for
English Learner Programs Comprehensive Audit
for
Mount Diablo Unified School District
School Year 2010-11

Tuesday, November 23, 2010



SYSTEMS CONSULTING FOR EDUCATION
language • learning • equity

Sacramento, CA 95819 • www.normgoldassociates.com
norm@normgoldassociates.com • (916) 731-4734 • (916) 731-4562 fax

2010-11
Memorandum of Understanding
Mt. Diablo Unified School District (district)
and
Norm Gold Associates (consultant)
EL Programs Comprehensive Audit

Proposal

This proposal is for a project with the Mt Diablo Unified School District to improve services for English Learners (ELs). During December 2010 through June of 2011 we will conduct a comprehensive audit of the school site and system-wide implementation of English Learner programs. The audit will examine district guidance on EL programs, stakeholder understanding of that guidance, systems for implementation, and the extent to which these programs are implemented effectively.

This audit will not result in a program impact evaluation or comparison of program types or schools. We will, however review district data on the progress made by English Learners in the mastery of English and in academic content, and will seek to put this information in perspective, so that the district and community can judge the extent to which Mt. Diablo programs for ELs are performing as well or better than programs in similar districts and throughout the state.

As part of this project, the consultant will develop a detailed plan for engagement of staff, administrators, parents and community stakeholders that will result in the preparation of a comprehensive, up-to-date EL Master Plan for the district.

Purpose

The overall aim of the proposed program audit is to help the district operate programs for English learners (ELs) that provide for their optimal development of academic competence as well as optimal language and cultural proficiencies.

Specific Goals of the Audit. This assessment of English learner programs is intended to result in:

1. Better understanding of the strengths and weaknesses of the current programs for English learners, and,
2. Recommendations for improvements in the major elements of structure and instruction for English learner programs, leading to,
3. Improvements in academic, language and cultural proficiencies for all English learners.

The audit will be conducted in close collaboration with district and site personnel. The design will employ standard education evaluation techniques, and will include an examination of the consistency of implementation of the essential components of high quality EL programs,¹ and the development of recommendations for improvement, including ways the district could better align resources (staff, guidance documents, instructional materials, etc.) and practices for the most effective implementation of these programs.

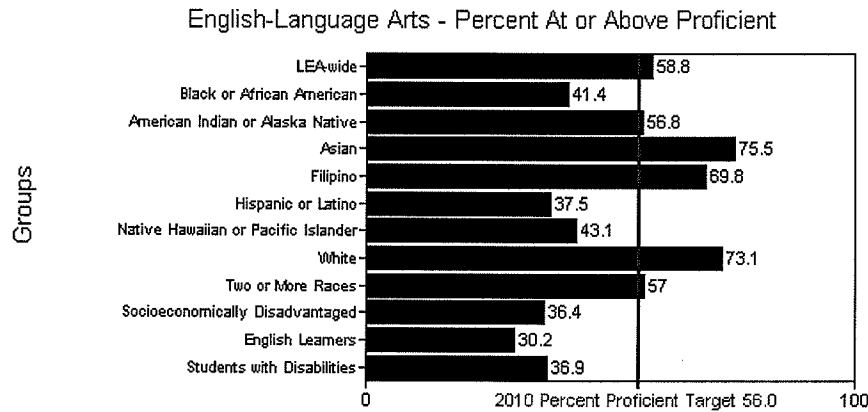
¹ See CDE, 2010. Note that essential components of successful programs for ELs are derived from research as well as from state and federal law and guidelines such as the Academic Program Survey (APS). See also: Gold, Successful Bilingual Schools, 2006, pp. 10-11, and Goldenberg and Coleman, 2010.

Background

In 2009-10, the district enrolled over 6,800 English Learners, almost 20 percent of 35,000 total enrollment. Most of these students speak Spanish (over 82 percent). Another 5,700 students (16 percent) were reported as FEP. Thus, language minority students are well over one-third of all students enrolled in the district.

English Learners are among the most at-risk students in the district (For the most recent achievement in English Language Arts, see Fig. 1). English learners score 25.8 points below the state proficiency targets, and over 42 points below the percent at or above proficient level reached by White, non-Hispanic students in the district.

Figure 1. 2010 English Language Arts - AYP for Specific Sub-Groups



The district manages over 56 school sites and programs, including six comprehensive high schools and several smaller alternative and continuation sites. There are ten middle schools (grades 6-8), 29 elementary schools (K-5), two special education schools and two adult education centers.

Fifteen (15) schools (Nine elementary, four middle and two high schools) are among the lowest performing in the state (Statewide API ranks of 1, 2 or 3). Ten schools (Seven elementary and three middle schools) have Program Improvement status, and four schools are participating in School Improvement Grant activities.

The district’s most recent master plan for serving ELs is considered out-of-date, and overall policies and procedures are in need of updates to conform to current research and state and federal law.

Most English learners (almost 60 percent) are reported as receiving “Structured English Immersion”, and a total of about 5,700 (a total of 83 percent) receive some amounts of English Language Development (ELD) instruction, coupled with Specially Designed Academic Instruction in English (SDAIE). About 500 ELs are enrolled in some form of bilingual instruction at three elementary schools, and another 400 receive some primary language support.

Staff and Procedures

We will conduct an assessment of the current district and site systems in place for serving ELs. Project activities will be directed by **Norm Gold**, Owner/ Consultant, with the assistance of **Lauri Burnham-Massey**, Consultant. Other associates may be added, as needed. Throughout the project, we will be in the district every month, and will be available throughout the project via telephone and email on an as-needed basis. We will respond to requests the same day or next business day.

Advisory Group. We recommend that the district form an advisory group for this project, to include a total of six to ten representatives drawn from the board, teachers, parents, and principals as well as district staff.² This group would meet early in the project (January) to review the overall audit design and questions and to reflect on the proposed data collection procedures (interviews, site visits). This group would then reconvene after a substantial portion of the data collection is completed to reflect on selected preliminary findings. A third meeting would be scheduled in June to assist district leadership to reflect on the final report and recommendations.

Project Phases and Major Tasks`

This project consists of three major phases. We understand that the district may wish to pursue several follow-up projects. Upon request we will present separate proposals for those: 1) Development of an EL Master Plan, 2) Formatting the EL Master Plan for publication, including print and website design, 3) Printing of the EL Master Plan, and, 4) Design and launch of professional development to ensure full implementation of the district's programs for English Learners.

Phase 1. Preparation/ Planning. (December - January)

Preliminary review of ELSSA and other district data to determine sample of sites, plan interviews and data collection. Inform stakeholders of project, determine audit advisory group membership and meet with advisory group, collect documents. Confirm and pilot interview formats, observation protocols, and content analysis tools for document reviews.

Phase 2. Data Collection. (January - March)

Three main approaches will be used for data collection: review of documentation, site visits, and interviews.

a. **Review of documentation.** In the first two weeks of the project we will assemble all relevant district documentation and recent district assessments³ and plans for English Learner Programs. We will ask for district assistance to ensure that we have compiled a comprehensive collection of materials. Additional materials may be requested from the district and sites, as the audit proceeds. Whenever possible, we prefer receiving documents in electronic (PDF or MSWord) formats.

b. **Site visits.** We propose visits to approximately 15 sites (See Table 1, below). This sample should allow us to examine EL program implementation in 28 percent of the elementary schools, 30 percent of middle schools and one-half of the high schools as well as in one of the smaller sites. During those visits we will interview principals and other key staff, conduct systematic classroom observations, and collect selected documents. The final selection of sites will be made in consultation with district leadership.

² It may be possible to make use of an existing group used by the district as an advisory group for development of the Title III improvement plan.

³ This will include any district summaries of EL data, the recently-completed English Learner Subgroup Self Assessment (ELSSA), and related materials.

Every effort will be made to visit a wide range of sites to make it possible to assess the understandings of the EL programs and level of implementation at sites that differ as to numbers and proportion of ELs, socio-economic status of the general school population, numbers of languages represented among the ELs, length of experience with English Learners, and other relevant factors.

Table 1 . District K-12 Sites and Proposed Visits

School Type	District Totals	Proposed EL Site Visits
Elementary Schools	29	8
Middle Schools	10	3
High Schools	6	3
Others		
Continuation/ Alternative & Necessary Small HS	7	1
Special Education	2	0
Totals	54	15

c. Interviews / Staff and Community Perspective

We will conduct interviews with key stakeholders. These will include approximately 25 individual, confidential interviews with district administrators, teachers, counselors, board members, parents and community leaders who are likely to have a perspective on how the district currently identifies and serves English learners. These interviews will make use of a standard protocol, and will be one source of information regarding the school and community understanding of key features of programs for English learners.

In addition, the interviews will help identify additional materials and relative strengths and weaknesses in the district's implementation of EL programs. The final list of interviewees will be determined in consultation with the Assistant Superintendent for Student Achievement and School Support, or her designee. In addition, the project may make use of surveys or focus groups of teachers, parents and community members.

Phase 3. Data Analysis and Reporting. We will review all materials collected, and summarize information garnered from interviews and observations. We will then provide a written report and briefings to district leadership and the local governing board, and the local community with recommendations for improvements in structure and instruction for ELs. The audit report will summarize data to the district level, and will not identify any individual teacher or school site. Prior to finalizing the report we will meet with the audit advisory group to reflect on preliminary findings. The final report and presentations will be done in both English and Spanish. We have a

long-standing corporate commitment to presenting our reports in both English and the language(s) of the majority of the English learners in the district. Should the district not be equipped to translate the report and PowerPoint materials, we will present a separate proposal to cover translation costs.

Proposed Calendar

Work to be conducted under the proposed contract will take place between December 2010 and June 30, 2011. A detailed calendar of activities will be developed at our first meeting after approval of a contract. The approved calendar of activities will form an addendum to this contract.

December 2010 – January 2011

Develop detailed calendar for the project, identify milestones and deliverables. Select sites and individuals for visits and interviews, identify key stakeholders for interviews, develop calendar of meetings, develop and disseminate announcement to administrators, teachers, parents and others covering the purpose and procedures of the audit. Begin to conduct interviews and observations.

January - March 2011

Meet with audit advisory group. Conduct the most of the interviews and site observations and any focus groups or surveys. Begin compilation of data.

April – May 2011

Complete all interviews and site visits. Compile data. Second meeting with audit advisory group. Prepare preliminary report.

May 2011

Review preliminary findings and recommendations with advisory group and district leadership. Prepare final analysis and report. Prepare translations, presentation materials, etc.

Early June 2011

Present final report to superintendent, cabinet, local governing board, parents and community.

Table 2. Project Tasks and Cost Proposal

Project Phases	Description	Costs
1	Planning phase. Preliminary review of ELSSA and other district data to determine sample of sites, plan interviews and data collection. Inform stakeholders of project, determine audit advisory group membership and meet with advisory group, collect documents. Confirm and pilot interview formats, observation protocols, and content analysis tools for document reviews.	\$ 8,760
2	Data Collection Phase. 15 Conduct approximately 30 interviews, 20 site observations, and review of all district documents related to EL programs and services. Meet with advisory group.	\$ 57,400
3	Data Analysis and Reporting Analyze data from interviews, site observations and document reviews. Prepare draft report, confer with leadership and advisory group. Prepare final report and briefing materials. Submit final report and conduct briefings for administrators, the local governing board, and parent and community groups. Final meeting with advisory group to reflect on findings and recommendations and facilitate plan for responses.	\$ 25,900
Total		\$92,060.00

Contract Specifications

Translation into Spanish of the final report and PowerPoint briefing materials will be a district responsibility. Should the district wish, consultants can provide this translation at an additional cost. We will provide a bid for this work, if informed by March 1, 2010.

1. Timeline:

Work to be conducted under the proposed contract will take place between December 2010 and June 30, 2011.

2. Fees:

This is a contract for an amount not to exceed \$ 92,060.00. The contract price covers the consultants' necessary travel and reasonable materials and logistics costs (telephone, fax, etc.).

3. Invoices:

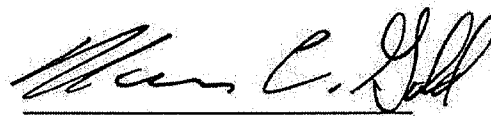
The consultant will invoice the district as work is completed, based on the following schedule:

Table 3. Invoice/ Payment Schedule

Milestones	Detail of Tasks to be Completed	Cost
1. Completion of Planning Phase and beginning of interviews.	Develop sample of sites, confirm interviews and data collection, set calendar for site visits, complete at least 10 interviews and any focus groups.	15,000
2. Complete most interviews and one-half of site visits	Conduct 20 individual interviews; visit 8 school sites.	25,000
3. Complete all site visits and interviews.	Conduct remaining interviews; complete site visits, and any stakeholder input focus groups.	25,000
4. Draft report and preliminary briefing to district leadership.	Review preliminary findings with audit advisory group.	15,000
5. Delivery of report and briefing of board and community. Project close-out.	Submit final report (PDFs and 30 copies in both English and Spanish) . Complete all project activities.	12,060
Total		92,060

4. Payments will be made within 30 days of receipt of an invoice.

_____ for
Mt. Diablo Unified School District



Norman C. Gold, Owner,
Norm Gold Associates

_____ Date

12-04-10
Date

Corporate Capability

Norm Gold Associates is an educational consulting firm, located in Sacramento, California. Since its formation in 2000, the firm has provided technical assistance and evaluation services to over 25 elementary, unified and high school districts. We have also provided technical assistance to the Arizona Department of Education and the Utah State Office of Education, as well as to the state education authority in Oaxaca, México.

Our services include delivery of professional development to hundreds of education leaders on keys to managing successful English Learner and migrant education programs, and on the complex details of developing or revising a master plan for English learners. Our work has resulted in the publishing and implementation of a number of exemplary master plans for English Learners. We have supported collaborative stakeholder work to develop master plan content, and in several cases also handled the graphic design of print and web-site publishing. Some examples are EL master plans in:

Fontana USD (2008), www.FontanaEL.org

Hayward USD (2006) www.HaywardELL.org

Oxnard SD (2008) www.OxnardEL.org

Woodland USD (2010) www.WoodlandEL.org

We have also supported development of EL master plans in Desert Sands USD (June 2003, Rev. 2007 & 2009), Newport-Mesa USD (July 2002, Rev. 2003 & 2008), Oxnard UnHSD (2009), and Ventura USD (2007), and others.

Project Management and Staff

Norm Gold specializes in systems development for education, with an emphasis on language, learning, and equity. His experience in the field of English learner schooling spans over 30 years, 21 of those with the California Department of Education (CDE). While at CDE, Norm managed the teams that monitored EL compliance throughout the state, directed the work of the categorical programs complaints unit, and served as acting director of the School and District Accountability Division.

His background includes: graduate education in language, linguistics, curriculum and evaluation (Masters and EdD from the University of Massachusetts, Amherst), extensive on-site monitoring and coaching for schools and school districts, and several years of work and study outside the U.S. (Central America, Mexico, and Europe). He is an avid cyclist.

Norm has published numerous articles in the U.S., and abroad, and is a frequent presenter at state and national conferences on topics related to program management, EL accountability systems, language proficiency, instructional program design and evaluation. For further details, see: www.normgoldassociates.com

Lauri Burnham –Massey has been an educator, education administrator, and provider of technical assistance for programs for English Learners since 1973. Before joining the California Department of Education in 1995, she served for 27 years in the Baldwin Park USD as teacher, resource teacher, and administrator. At CDE Lauri was responsible for monitoring and technical assistance provided by the *Comité de Padres* review process to scores of school districts, and, from 2000 to 2006, she managed the English Learner Accountability Unit (ELAU), the office responsible for monitoring K-12 English Learner programs in public schools throughout California. She retired from state service in June, 2006, and was one of two lead coordinators for the project that resulted in the recent publication of Improving Education for English Learners: Research-Based Approaches (CDE, 2010). Since leaving CDE, she has been a consultant to several school districts, and she continues her interest in English Learner education and public service by serving on the board of directors of the California Association for Bilingual Education, and contributing her insights into public policy discussions at the state level. She is an avid runner.

References

California Department of Education (2010). Improving Education for English Learners: Research-Based Approaches. Sacramento: author.

_____ (2009). *English Learner Subgroup Self Assessment (ELSSA)*. Sacramento: author.
Downloaded 11-11-10 from: <http://www.cde.ca.gov/sp/el/t3/documents/t3elssa2010.xls>

Gold, Norm (2006). *Successful Bilingual Schools: Six effective Programs in California*. San Diego: San Diego County Office of Education. Downloaded 11-14-10 from:
http://www.sdcoe.net/lret2/els/pdf/SBS_Report_FINAL.pdf

Goldenberg, Claude and Rhoda Coleman (2010). Promoting Academic Achievement Among English Learners: A guide to the Research. Thousand Oaks, CA: Corwin.



Norm Gold ASSOCIATES

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Professional Services

We are most interested in work with school district leadership that helps build long-term institutional commitment and an increased capacity to serve **English learners**. Such consultation typically includes one or more of the following areas:

1. Planning and Program Design

- ▶ Assist with the development, design or review of the district's **Master Plan for English Learners**. As needed, we recommend refinements or improvements in the plan. This usually includes work with a district focus group or task force.

2. Systems Development

- ▶ Assist district leadership in the refinement of a work-plan and the development of systems that will ensure effective implementation, monitoring and improvement of programs for English learners.

3. Implementation

- ▶ Audit the capability of the district and its schools to implement services for English learners, and recommend any necessary modifications or restructuring.

4. Professional Development

- ▶ Assist in the planning of a long-term series of

professional development activities for administrators, teachers, para-professionals and others, directed at implementation of the Master Plan.

5. Staffing

- Assist in the development of a plan for effective recruitment, hiring and retention of qualified bilingual and English language development teachers and administrators.

6. Accountability

- Assist in the development or refinement of an evaluation and accountability system for English learners.
- Assist in the preparation for state or federal compliance reviews, and in the development of responses to findings of such reviews.

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NORMAN C. GOLD

624 San Antonio Way
Sacramento, CA 95819

Tel: 916 - 731- 4734

FAX: 916 - 731- 4562

e-mail: norm@normgoldassociates.com

EDUCATION

EdD	Univ. of Massachusetts Amherst, 1981	Major:	Bilingual Bicultural Education, Evaluation and Curriculum
MA	Univ. of Massachusetts Amherst, 1976	Major:	Bilingual Bicultural Studies (Hispanic languages and linguistics)
BA	UCLA, 1967	Major:	Political Science

POSITIONS HELD

2000 - present	Owner and education consultant, Norm Gold Associates
1998 - 2000	Manager, Language Proficiency and Academic Accountability Unit, California Department of Education
1999	Acting Director, School and District Accountability Division California Department of Education
1992 - 1998	Manager, Complaints Management and Bilingual Compliance Unit, California Department of Education
1979 - 1992	Bilingual Education Consultant, Bilingual Education Office (1979-87), Consolidated Programs Management Unit (1987-91), Information Management and Bilingual Compliance Unit (1991-1992), California Department of Education
1977 - 1978	Research consultant, Office for Civil Rights, DHEW, Washington, DC and NY (intermittent)
1976	Teacher, Massachusetts Migrant Education Program (summer)
1971 - 1973	Assistant Treasurer, Kodály Musical Training Institute, Wellesley, Massachusetts
1969 - 1970	Adult Educator/Trainer, Peace Corps Training Center, <i>Universidad Católica de Puerto Rico</i> , Ponce, Puerto Rico
1967 - 1969	Peace Corps Volunteer, Bagaces de Guanacaste, Costa Rica

PROFESSIONAL ACCOMPLISHMENTS

- Provided technical assistance to schools, school districts and state education agencies (see client list)
- Managed a division with a staff of 60, annual budget of \$5 million.
- Managed program unit with a staff of ten, annual budget of over \$1 million.
- Recruited, hired and trained talented and competent multi-cultural staff.
- Developed and implemented statewide monitoring of local school districts' plans to remedy the shortages of bilingual and English language development teachers.
- Developed and delivered training on California's compliance requirements for English learners.
- Designed and developed a statewide bilingual education information system.
- Reviewed and provided technical assistance to programs in bilingual bicultural education.
- Was a member of the editorial team of Beyond Language: Social and Cultural Factors in Schooling Language Minority Students. (1986)
- Designed and implemented research in bilingual bicultural education and in social services for persons of Hispanic origin.
- Taught college level courses in bilingual bicultural education, provided job, cross-cultural and language training for Peace Corps Volunteers; taught at elementary level.
- Administered budgets, payroll, personnel, production of publications, building and grounds and fund-raising for a private teacher-training institution.

PROFESSIONAL INVOLVEMENT

Papers and presentations:

New York State ESOL/BEA Annual Meeting (1976); Massachusetts Association of Bilingual Educators (1977)

National Association for Bilingual Education (1977, 1979, 1980, 1985, 1990, 1999, 2006)

Second International Conference on Frontiers in Language Proficiency and Dominance Testing (1978)

California Association for Bilingual Education (Annual Conference presentations each year, but two, from 1979 through 2006)

California Department of Education, Accountability Institute for English Learners and Immigrant Students, (2000, 2002, 2003, 2004, 2005, 2006)

American Educational Research Association, (1987, 1989, and 1992).

Third National Research Symposium on LEP Student's Issues, US Department of Education, August 1992

IV Congreso Internacional de la Sociedad Española de Didáctica de la Lengua y la Literatura, Universitat de Barcelona, Spain, 1996 (invited presenter).

Member of National Board, National Association for Bilingual Education (1985-86).

Technical Advisory Committee on Demographics, California Post-Secondary Education Commission (1984-85).

Reviewer for manuscripts, NABE Journal (1986-88) and AERA's Review of Educational Research (1991).
Invited participant, *Seminario Internacional Sobre Educación Bilingüe*, Oaxtepec, México, 1986.

AWARDS, GRANTS AND FELLOWSHIPS

- 1994: California Department of Education,
Unit Award for teamwork and for far exceeding normal work standards.
1990: California Department of Education, Sustained Superior Accomplishment Award.
1989: Los Angeles County Bilingual Directors' Association, Bilingual Education Honoree of the Year.
1988: U.S.-Spanish Joint Committee for Cultural and Educational Cooperation, Research Fellowship and Travel Grant: Barcelona, Spain (July 1988 - January 1989).
1987 and 1997: California Association of Administrators of State and Federal Educational Programs,
Leadership Award, (1987), Distinguished Service Award (1997).
1977-79: Title VII Bilingual Education Doctoral Fellowship.
1974: Calouste Gulbenkian Summer Study Grant (Universidade de Coimbra, Portugal).

AFFILIATIONS

AERA, CABA, NABE, Phi Delta Kappa

LANGUAGES

Spanish (FSI 4+), Portuguese (FSI 2),
and reading comprehension of Catalan and German.

PAPERS AND PUBLICATIONS

- 2006b *Successful Bilingual Schools*. San Diego: San Diego County Office of Education.
http://www.sdcoe.net/lret2/els/pdf/SBS_Report_FINAL.pdf
- 2006a *The High Schools English Learners Need*, policy paper for UC Linguistic Minority Research Institute.
http://www.lmri.ucsb.edu/publications/06_gold.pdf
- 2005c *The High Schools We Need for English Learners*, paper for UC LMRI and Hewlett Foundation
Symposium on Secondary Schools for English Learners.
- 2005b *Evidence Mounts Against Prop. 227*. Language Magazine, April 2005.
http://www.languagemagazine.com/internetedition/langmag_pages/Evidence_vs_Prop227_LangMag.pdf
- 2005a *California Districts That Kept Bilingual Education Turn in Strong Performance on English
Achievement Measures*. NABE NEWS, March/April 2005.
http://www.nabe.org/publications/magazine/NABENews_Mar05_FINAL.pdf
- 2004 *El censo de lenguas en las escuelas primarias de Oaxaca [comentario]*, in Meyer, L, B. Maldonado, R.
Ortiz Ortega, V Garcia (2004), Entre La Normatividad Y La Comunalidad, Experiencias Educativas
Innovadoras del Oaxaca Indígena Actual. Oaxaca: IEEPO.
See: <http://www.oaxaca.gob.mx/ieepo/fondo/2c2a1.htm>

- 2000b *Bilingual schools make exceptional gains on the state s Academic Performance Index.* Oakland, CA: Californians Together. www.californiatomorrow.org
- 2000a *Schools with large enrollments of English learners and substantial bilingual instruction are effective in teaching English.* Oakland, CA: Californians Together. www.californiatomorrow.org
- 1996 *De California a Catalunya: política lingüística y su influencia sobre la preparación del personal docente.* Paper presented at the IV Congreso Internacional de la Sociedad Española de Didáctica de la Lengua y la Literatura, Universitat de Barcelona, Spain (invited presenter).
- 1992b *Solving the shortage of bilingual teachers: Policy implications of California's staffing initiative for LEP students,* paper presented at the Third National Research Symposium on Limited English Proficient Student Issues. Washington, DC, August, 1992.
- 1992a *Building bilingual instruction: Putting the pieces together.* *BEO Outreach*, 3 (1), California Department of Education, February 1992.
- 1989b *Technical Assistance Manual: Local designation of qualified teachers (LEP Staffing Option 3).* Sacramento: California Department of Education, co-authored with A.M. Vásquez.
- 1989a *The purposes of bilingual education in Catalonia,* paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- 1987 *A state partnership with schools to improve bilingual education,* paper presented at the annual meeting of the American Educational Research Association, Washington, D.C., co-authored with F.W. Tempes.
- 1986 *Bilingual education in California's future.* *California School Boards Journal*, 44 (7), Winter Issue.
- 1985b *The Class of 1999: A briefing on the California Population, School Enrollments, and Language Minority Students,* Sacramento: State Board of Education.
- 1985a *Competency testing for limited-English proficient students,* in *Issues in English Language Development.* Rosslyn, VA: National Clearinghouse for Bilingual Education.
- 1984b *The Rhode Island plan for strengthening student competencies and the English Language Proficiency Act: An opportunity for improvement.* *Issue Brief* prepared for the Rhode Island Department of Education and the National Association of State School Boards. Alexandria, VA: NASSB.
- 1984a *SB 813: Review of language reclassification; An advisory committee report to Superintendent Honig and the State Board of Education.* Sacramento, CA: California State Department of Education.
- 1982 *Assessment of oral English proficiency: A status report.* Co-author with D. Ramirez, B. Merino, & T. Bye. Paper presented at the Fifth International Symposium of Educational Testing, University of Stirling, Scotland.

- 1980 *Meta-evaluation of selected bilingual education projects*. Unpublished doctoral dissertation, School of Education, University of Massachusetts, Amherst.
- 1979 *Improving evaluations of bilingual education projects*, paper presented at the Annual International Bilingual/Bicultural Education Conference (8th), Seattle, Washington.
- 1978d *Description and analysis of selected Title VII, ESEA, Bilingual education projects in California -- 1975-1978*. Paper prepared for Office of Program Evaluation and Research and Bilingual Bicultural Education Section. Sacramento: California State Department of Education.
- 1978c Access of non and limited English speaking persons of Hispanic origin to the NYCDSS (New York City Welfare Department). Study conducted for the Office for Civil Rights, Department of Health, Education, and Welfare. (Cited as Mendoza Study, New York: OCR/DHEW, 1978), with G. Guevara and J. Rosario.
- 1978b *Utilizing applied linguistics in a civil rights case: The development of a measure of adult oral proficiency in English*, co-author with G. Guevara, and J. Rosario. Presented at Second International Conference on Frontiers in Language Proficiency and Dominance Testing, Carbondale, IL: SIU.
- 1978a *Evaluation of community involvement in curriculum development in bilingual schools*. IN R.L. Light and A.H. Osman, Eds., Collected papers in Teaching English as a second language and bilingual education: Themes, practices, viewpoints. New York: NYS ESOL BEA/Teachers College, Columbia University. (Also in ERIC: ED 135 238).
- 1977 *A model for parent participation in curriculum development in bilingual schools*, presented at the Annual International Bilingual/Bicultural Education Conference (6th), New Orleans.

CONSULTANCIES AND UNIVERSITY TEACHING

2001-2006

Bakersfield City SD, Compton USD, Desert Sands USD, Greenfield SD, Hayward USD, Live Oak USD, Monterey County Office of Education, Newport-Mesa USD, Pajaro Valley USD, Parlier USD, Riverbank USD, Sacramento City USD, San Francisco USD, Santa Ana USD, San Mateo County Office of Education, Santa Clara County Office of Education, Stockton USD, Temecula Valley USD, Utah State Office of Education, Ventura USD, West Contra Costa USD.

2000 Arizona Department of Education, Sacramento City USD, Tulsa (OK) Public Schools.

Instituto Estatal de Educación Pública de Oaxaca (México). Consultation with the state of Oaxaca education department on language assessment approaches and on information systems for speakers of Spanish as a second language. Supported by the Academic Specialist program, Cultural Affairs Section, U.S. Embassy, México. Also consultation in Mexico City with the *Instituto Nacional para la Educación de Adultos* (INEA) and the *Dirección General de Educación Indígena*. July 2000.

Albuquerque, New Mexico Public Schools: Expert witness in civil rights case regarding services for LEP students. *Carvajal et al. v. APS*, 1998.

US Information Agency, United States Embassy, Madrid, Spain. Invited speaker for symposia with national press and university audiences regarding services for English learners in the U.S. and California. October 1998.

- California State University - Sacramento. Department of Teacher Education: Instructor for graduate course EDTE 264.6, Language Assessment and Testing, Fall 1990. Department of Educational Administration and Policy Studies: Bilingual Program Management and Design, graduate course EDEA 208.2, Spring 1992.
- Guam Department of Education, and Commonwealth of Northern Mariana Islands Department of Education. Technical assistance for SEA/LEA administrators on identification and instructional systems for LEP students and federal legal requirements. (1987)
- Arizona Department of Education, Phoenix, AZ; Review of oral English proficiency tests for state designation. (1985, 1986, 1991)
- Liberty School, Tucson, Arizona. Technical assistance on LEP student identification, grouping and instructional strategies. (1986)
- SRA Technologies, Inc., Alexandria, VA; External reader of Report to U.S. Department of Education *The Evaluation of Bilingual Education Programs for Language-Minority, Limited-English-Proficient Students: A Status Report with Recommendations for Future Development*. (December 1985)
- National Association of State School Boards, Alexandria, Virginia, and the Rhode Island Department of Education. Technical assistance on student competency programs and services for language minority students. (1984)
- U.S. Department of Justice, Community Relations Service, Denver, Colorado. Technical assistance on school-level action plans for the Center (Colorado) Consolidated Schools. (1983)
- National Center for Bilingual Research, SWRL, Los Alamitos, California. Technical assistance on data collection for the "meta-analysis" study: *Synthesis of reported evaluation and research evidence on the effectiveness of bilingual education basic projects*. (1982).
- National Institute of Education, Washington, D.C. Reader for research proposals and narrative reports on bilingual education programs (1981, 1982).
- InterAmerica Research Associates, Inc., Rosslyn, Virginia. Technical assistance on study design of the *Project for developing program evaluation and data gathering models*, (1980), and Technical Advisory Panel for the same project (1981, 1982).



Partial Client List

EXTENDED CONSULTATION:

- Arizona Department of Education
- Bakersfield City School District
- Desert Sands USD*
- Greenfield School District
- Hayward USD*
- Newport-Mesa USD*
- Pajaro Valley USD
- Parlier USD*
- Pittsburg USD
- Riverbank USD
- Sacramento City USD
- San Francisco USD
- Santa Ana USD
- Temecula Valley USD
- Utah State Office of Education
- Ventura USD*
- West Contra Costa USD*

* EL master plan development

SEMINARS AND PROFESSIONAL DEVELOPMENT:

- Fresno, Monterey, San Mateo and Santa Clara County Offices of Education
- Compton USD, Live Oak USD, Stockton USD, Tulsa (Oklahoma) USD,
- California State University, Bakersfield

INTERNATIONAL:

- Instituto Estatal De Educación Pública De Oaxaca
(State Institute of Public Education of Oaxaca, Mexico)