

TRANSCRIPT
Project LUCHA™ Webinar
March 2, 2011

Slide 1

- Good morning! Thank you for joining the Project LUCHA™ webinar!
- This webinar is intended to have one-way audio only. Please turn off any built-in or peripheral microphones, so as to avoid any feedback.
- This webinar is intended for campuses that received the LEP SSI Cycle 5 grant. Thanks to LUCHA™'s grant award, we will be able to offer free LUCHA™ services to the campus grantees.
- My name is Julie McDevitt. I am a field trainer for our program.
- From 9:30 – 10:00 I will present a brief program overview.
- Throughout the presentation, please feel free to post any questions that may come up for you in the Chat Pod that is located in the bottom left of the meeting space. From 10:00 to 10:30 I will respond to posted questions.
- At the end of our presentation, you will see a slide that lists our contact information.
- TRANSITION: Let's get started! (Team members)

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- Also in the room with me this morning are Dr. Amy Pro, our program administrator, Mr. Ramon Talavera, the program coordinator and Mexico liaison, and Dr. Beatriz Gutierrez, field trainer.
- We, along with the other staff listed, work together as a team to provide the LUCHA™ services to school districts.
- TRANSITION: LUCHA™ is a service from the K-16 Education Center at the University of Texas at Austin. (Where we are located in UT)

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- The K-16 Center is part of the large Division of Continuing and Innovative Education at the university.
- The K-16 Center offers several services to the education community in addition to LUCHA™.
- Some of your districts may already use our Credit by Exams or Exams for Acceleration
- Our UT high school has an enrollment of approximately 300 students and uses our online courses in English as its curriculum.

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- Our high school courses are also available for independent student enrollments, such as students in a school district that need an alternative to the regular classroom setting, home school students or international students.
- Our award-winning Migrant program has been around for over 20 years. They have a wonderful student recognition ceremony coming up on April 11th.
- The newest addition to our services is the SAT Test Prep Program.
- We also house a Testing Center and a Scoring Center here at K-16.
- Among other things, the scoring center scores all GED exams for Texas, Arkansas and the state of Washington.
- Information on each of these programs can be found on our center's Web site.
- TRANSITION: So now you have a better feel for where we are located in this large university, let's continue with LUCHA™.

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- LUCHA™ is an acronym that stands for...LANGUAGE LEARNERS AT THE UT CENTER FOR HISPANIC ACHIEVEMENT, referring to our K-16 Center.
- We chose this word for our program because of its meaning in Spanish. If you are a Spanish-speaker, you know that LUCHA™ means "fight" or "struggle," which, as you know firsthand, is a fitting description for the experience of our Spanish-speaking immigrant students as they enter into our Texas schools.
- TRANSITION: LUCHA™ was conceived in 2005.

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- The program came out of an observed need for services to assist school districts with their Spanish-speaking immigrant population.
- The program's initiators looked at the reasons this population was dropping out:
 - Many are over-age for their grade because they are
 - Placed in the wrong grade level and in the wrong courses. The coursework completed in their home country is inaccurately assessed for credits or is overlooked all together.
 - There is no accurate way to diagnose academic need in the native language, and therefore formulate appropriate instructional supports, and

- The course content is not always comprehensible, so these students often fail their classes.
- Ultimately, the students get frustrated. They are unable to graduate on time, or even in 4 years.
- TRANSITION: We also consulted the research.

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- ...namely that of: Collier, Cummins, Krashen, and Larsen-Freeman & Long. On this slide, you see some paraphrases of the listed research.
- The dropout rate is abysmal for this population of students;
- Acquiring L2 at the high school level is tremendously difficult;
- The best way to learn the language is through the content areas; and
- If a student knows the content in her L1, making the transition into L2 is much easier.
- TRANSITION: LUCHA™ established program goals and objectives that were in line with the research and addressed the needs of schools.

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- Our primary goal is to improve the graduation rate for our Spanish-speaking ELL students.
- To do this, we attempt to assist school districts in 1. placing students more appropriately, and 2. easing the student's transition into our schools without losing time and credits.
- TRANSITION: Since the majority of our Spanish-speaking immigrant students in TX arrive from Mexico, our program initiators determined we needed cooperation from our neighbors.

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- On May 19th, 2006 the University of Texas at Austin signed an educational compact with Mexico.
- Here is a picture of the signing of the educational compact.
- You'll see then-U.S. Ambassador to Mexico, Antonio Garza, our university president, Dr. William Powers, and 3 representatives from Mexican educational organizations.
- The university and Mexico agreed to cooperate "to help Spanish-speaking English language learners in grades 9 through 12 transition to Texas schools as they become proficient in English, to improve academic achievement and to reduce the state's K-12 dropout rate for this population."
- TRANSITION: So, here is a brief timeline of LUCHA™'s history.

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- In school year 2006-07 we piloted our services in 3 districts in the Rio Grande Valley: Donna, Edcouch-Elsa and Pharr-San Juan-Alamo (PSJA)
- For the next 3 school years we continued improving our offerings and building relationships with more district partners
- Our most recent achievement has been the receipt of the LEP SSI Cycle 5 funding.
- TRANSITION: Without Mexico as a collaborative partner...

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- ...LUCHA™ could not exist. We need their support and goodwill to ensure that we are able to get curriculum and transcripts from schools in Mexico.
- It has taken a significant amount of relationship building with these organizations, as well as the education officials in each of Mexico's 32 states.
- Our program coordinator, Mr. Talavera, makes regular trips to Mexico to negotiate and to educate about LUCHA™ and the services we offer.
- We also have a Mexican LUCHA™ staff member who lives in Mexico and does a lot of the legwork of contacting individual schools, obtaining curriculum and finding student transcripts.
- The Ministry of Foreign Affairs has even provided our districts with grant money to offer LUCHA™ services.
- TRANSITION: And of course without the commitment and work of the school districts in Texas with whom we've worked, our students would not benefit.

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- Over the last 5 years, LUCHA™ has provided services to nearly 4000 Spanish-speaking ELL high school students thanks to the work of our partner districts.
- Brownsville, Donna and Pasadena continue to shine as our model partners. They have spent time, money and effort implementing the services. And they continue to share best practices with us and with districts that are interested in initiating LUCHA™.
- TRANSITION: We are so fortunate to have the opportunity now with the grant funding ...

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- to offer the LUCHA™ services to many more districts, free of charge.
- We hope that through this LUCHA™ overview of our services, you will discover something that can assist your students.
- TRANSITION: The Project LUCHA™ grant...(goals)

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- ...has a primary goal of providing transcript services and online content courses in English and Spanish to the secondary schools that also received LEP SSI grant funds.
- Project LUCHA™ will also assist schools in reaching out to the parents and teachers of these students by providing online resources in both English and Spanish.
- TRANSITION: So now on to the specifics of our services.

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- Project LUCHA™ offers 4 services:
- Transcript obtainment and analysis for students from Mexico
- Online content courses in Spanish
- Content courses in English; and
- Materials and Online Resources for Parents & Teachers in Spanish & English
- TRANSITION: I'll now speak more in depth about each service.

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- The LUCHA™ transcript services are for students from Mexico only.
- We are able to obtain transcripts for students who do not bring them; and
- We analyze the student's coursework to determine TX equivalencies.
- We make credit recommendations to districts based on our analysis.
- (TRANSITION to map of obtainment.)

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- As of February 1st, 2011, we have obtained 431 transcripts from 24 of Mexico's 32 states.
- Our students are coming from all areas of the country, except Baja California and the Yucatan peninsula.
- TRANSITION: Once we have the transcripts, we analyze them to determine TX equivalencies.

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- To do this, we have the actual curriculum that the student studied sent to our office.
- This is a necessity because of the sheer number of different curricula in Mexico...well over 350.
- TRANSITION: We complete a much deeper analysis than a simple translation of titles.

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- From our experience, we have come to understand that, for example, "Matematicas 1" could mean something different, depending on what curriculum a student studied.
- In school #1, Mate 1 could be Pre-Algebra content.
- In school #2, Mate 1 could be Algebra content.
- In school #3, Mate 1 could be Algebra 1A content.
- Typically, school districts in TX often recognize mate 1 as Algebra. But if a student enters our school having studied Mate #1 in School #1, and we always equate Mate #1 with Algebra, when we place that student in Geometry, they are not ready for the content. They have not studied the Algebra content.
- A simple translation of course titles does not yield accurate results in terms of course equivalency.
- TRANSITION: Enter LUCHA™.

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- The results of our transcript analysis are reported to schools through our Graduation Credit Analysis, or GCA.
- The form clearly outlines LUCHA™'s credit recommendations. This form has developed over time. We've had input from Counselors and Registrars from around the state. For example, you'll see the PEIMS numbers for the TX courses and the year that the student studied each course.

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- It reports every course listed on student transcripts, even those that do not have a TX equivalency, or those that the student failed. We also include LUCHA™ course recommendations, based on what the student has already accomplished.
- This service relieves the counselor, administrator, ESL teacher, registrar or bilingual clerk, of the pressure of determining credits and courses from transcripts in Spanish.
- LUCHA™ also helps establish consistency across the district in the manner in which credits are recommended. We have worked with districts where depending on which high school a student enrolls in, the number of credits granted varies.
- This service saves the district the expense of placing a student in a course that he or she has already completed; and it gives the student the opportunity to be placed in courses that he needs for graduation.
- As of February 1st, LUCHA™ has completed 2,062 transcript analyses.
- TRANSITION: (student eligibility)

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- Students that have completed prior high-school level studies in Mexico are eligible for transcript services.
- That is to say, you would want LUCHA™ to obtain and/or analyze transcripts for any student from Mexico that has completed grade 8 and beyond.
- Our analysis is a comprehensive assessment of any and all coursework for which the student may earn high school credit.
- TRANSITION: And now moving on to our 2nd service

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- The LUCHA™ online courses in Spanish come from Colegio de Bachilleres, an online course provider in Mexico City.
- The courses are written and maintained by Bachilleres. And Bachilleres' intended audience is high school age students and adults that are coming back to finish their high school education.
- The courses are rigorous. They are all in Spanish. They are all online, allowing for anytime, anywhere access, as long as you have a computer with an Internet connection.
- They allow students access to rigorous content, while they are making the transition into English.
- Because the courses are in Spanish, the content is comprehensible.

- **TRANSITION:** We did a deep analysis of the content of each course to determine the percentage to which it aligned with its Texas equivalent.

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- We contracted with bilingual certified teachers from Texas and Mexico who went lesson by lesson through each course, determining which TEKS were addressed.
- We created a detailed database of the alignment information.
- Every course we offer for credit aligns with the TEKS at 70% or more.
- We are able to provide teachers with a listing of the TEKS that are not addressed.
- **TRANSITION:** We primarily offer math and science courses.

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- Algebra, Geometry and Algebra 2
- Biology, Chemistry and Physics.
- We also found an Economics course that aligned.
- **TRANSITION:** And we offer Sociology.

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- In addition to the courses that aligned with the TEKS, we offer a few courses for which we found no TX equivalency: Pre-Calc, and ESL 1, 2, and 3.
- These courses could be offered as a support to the regular curriculum.
- **TRANSITION:** Here is a screen shot of the home page of the Algebra 1A course.

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- All of the courses follow this screen format with the left-hand navigation links to the content.
- The courses are divided into units, or Fasciculos.
- The course offers online unit exams and a final exam.
- We have created a few ancillary documents for the courses that we've compiled into a Teacher's Manual.

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- If you are interested in previewing the courses in Spanish, the LUCHA™ field trainer assigned to your educational region can set you up with access. We will provide field trainer contact information at the end of this presentation.
- Over the last 5 years, 3,552 students have enrolled in 6,880 online courses in Spanish.
- TRANSITION: 3 primary implementation models have emerged from districts using the online courses.

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- The LUCHA™ Computer Lab –
 - in which the campus dedicates a lab that is open every period of the day. Students are scheduled into the lab for one or more periods and take a LUCHA™ course based on their credit needs – either for making up credits or advancing credits.
 - The student works at her own pace and is able to move on to the proceeding course, upon successful completion.
 - There is a bilingual teacher or aide in the lab who monitors and assists the students with the course content.
 - if that teacher is not a content specialist, he or she consults with a designated campus content teacher who shares information or actually meets with the student.
- Whole Class Instruction –
 - in which a bilingual teacher, certified in the content area, teaches in Spanish and uses the course as the text.
 - I've seen this model work very well.
 - It is especially powerful when an ESL teacher is scheduled into the class to aid with L2 transition in the content area.
- And Support for the Regular Curriculum –
 - in which students are concurrently enrolled in the regular Algebra course, for example, in English, and in the LUCHA™ Algebra course in Spanish, which they access at a designated time.
 - the student studies the concept in English and then re-visits the concept in Spanish, for clarification and reinforcement.
 - In each of these designs, the most challenging part for the campus is determining a teacher or teacher's aide who is bilingual and has content knowledge to assist students with the concepts.

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- Although there are students who can make their way thru the online content on their own, the majority of students need a teacher to guide them and help them with understanding and mastering the concepts.
- Again, Pasadena, Brownsville and Donna have developed working models over the last few years. All 3 of these districts are open for visiting about their programs. Your LUCHA™ field trainer can assist you with contact information.
- TRANSITION: One best practice that has become very apparent with the online courses in Spanish is the need to grant students credit for the work they complete.

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- Be it stand alone course credit for successfully completing the course and its assessments, or
- Homework grades taken from work completed in the LUCHA™ course taken for credit in another content course, or perhaps an ESL course.
- Students are not motivated, if they are not given credit for their work.
- TRANSITION: The online courses in Spanish can be offered...(student eligibility)

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- to any Spanish-speaking student, not just students from Mexico, that are prepared for high school-level coursework
- that could be incoming freshman, or older students.
- TRANSITION: The 3rd service available thru Project LUCHA™ is our content courses in English.

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- We primarily promote our online math and science courses for ELL students, which are listed here.
- A complete listing of the K-16 center's course offerings can be found on our web site.
- The online ASKME math and science courses are our most specialized.
- We received a grant from TEA several years ago to develop them more fully.
- They do not require a textbook, and the new material is presented in animated video vignettes, in which the characters speak and the student also sees the dialogue below each frame.

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- Because of the audio and visual aspects of these course, we have come to see them as helpful for ELL students.
- Also, students are able to work at their own pace and can watch the videos over and over until they understand what is being said and explained.
- The online format allows any time, anywhere access.
- TRANSITION: Unlike the LUCHA™ courses, these courses belong to the K-16 Education Center.

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- We contract with certified content teachers to write and review the courses; and we maintain them in-house.
- Our K-16 courses include a virtual teacher that grades student assignments and provides assistance thru the course platform.
- The courses address the TEKS and the TAKS objectives....we are in the process of determining a course of action in preparation for the new EOC exams.
- One model that Brownsville and Donna are piloting is concurrently enrolling students in the LUCHA™ course in Spanish and the corresponding ASKME course in English.
- They are aligning the ASKME and LUCHA™ lessons.
- The scope and sequence of the LUCHA™ courses is different from a typical district's scope and sequence, so some preliminary alignment is required.
- TRANSITION: Just like the LUCHA™ courses in Spanish, the UT courses all follow a similar screen set-up.

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- They are all very similar in their navigation, with the left-hand menu being the means of accessing the content.
- If you are interested in previewing the UT courses, the LUCHA™ field trainer assigned to your educational region can set-up access for you.
- TRANSITION: The UT courses in English could be offered to...(student eligibility)

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- to any ELL student that is prepared for high school-level coursework
- TRANSITION: And finally, our 4th Project LUCHA™ service, resources for parents and teachers.

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- Project LUCHA™ is currently developing a new collection of materials that will support parents and teachers.
- The materials will be in Spanish and English and will be available online.
- We are creating short video vignettes that will cover topics from high school readiness, the organization of our TX school system, to college access, which schools can use to educate Spanish-speaking parents and students.
- We will also include video how-tos for educators on implementing the various LUCHA™ services.
- This is a new component to our program, and we will be developing the content over the next few years.
- You'll be able to find information on our Project LUCHA™ web page.

TRANSITION: Now that you've heard about all of the LUCHA™ services, let's talk about the steps to take to implement.

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- It is fairly simple to get started using the services, but it requires time on the district's part, to plan for a successful implementation.
- First, we suggest meeting with the LUCHA™ field trainer assigned to your educational region to discuss the campus or district needs and resources and to determine the best implementation plan. The field trainer contact information and regional assignments will be available at the end of this presentation; it is also available on our Web site.
- Next, the school does some planning on its own: for example, determining personnel, roles and responsibilities, any resources – for example, computers, if the courses will be used.
- And the school also begins identifying students.
- The LUCHA™ field trainer would provide training to the staff depending on the services to be implemented.
- And the school begins using the services.
- The LUCHA™ field trainer would be the primary contact for trouble shooting via phone, e-mail and on-site visits.

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- The first step, though, is to speak with the LUCHA™ field trainer assigned to your region. This contact information will be available at the end of the presentation.
- TRANSITION: And finally, to wrap up, I'd like to look at a case study.

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- Lorena Isabela Mora Casas is 16 and she just arrived today at your campus from Mexico.
- It's March 2nd.
- Lorena finished her first semester of preparatoria (or her first semester of 10th grade), which means she also finished secundaria (grades 7 – 9).
- However, she was unable to bring any transcripts AND she speaks no English.
- TRANSITION: This is how Project LUCHA™ services could help Lorena.

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- We could obtain Lorena's secundaria and preparatoria transcripts and analyze them to recommend high school credits. This might free up time in Lorena's schedule for extra support in English or TAKS prep, for example.
- Lorena could take a content course or courses in Spanish, so she does not fall behind in her content and she can immediately start working toward graduation, while she is learning English in her ESOL language and reading support courses.
- And if she needs a course and it's not offered in Spanish, Lorena could take an online course in English from LUCHA™, so she could learn the concepts in English at her own pace, with individualized assistance.
- Lorena's parents could log into a computer terminal on campus and view a video vignette in Spanish introducing them to TX schools and how they're organized.
- TRANSITION: LUCHA™ helps the school tackle the causes that could lead Lorena to leave school.

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- The transcript services address the issues associated with credits and placement.
- And the courses in English and Spanish address mastery of content and credit accrual, so students stay on track for graduation.
- And thru Project LUCHA™, parents of Spanish-speaking immigrant students can be better informed, empowering them to be involved with supporting their student.

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- TRANSITION: I hope you have enjoyed learning about our LUCHA™ program this morning. (field trainer contact info)

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- You are now seeing a slide of my contact information and Beatriz's contact information.
- We are the field trainers for the program and we have divided the educational regions between us.
- Please take a minute to write down our information. It can also be found on our web site.
- After this webinar, if you are interested in discussing the LUCHA™ services further to determine if they might be needed at your school, please contact either myself or Beatriz.
- This overview presentation will also be available on our Web site either this afternoon or tomorrow, so you can download it and share it with others on your campus or at your district.
- Remember that you, as campus recipients of the LEP SSI Cycle 5 grant, can receive our services free of charge on a first-come, first-served basis.
- TRANSITION: We will now move on to questions. Thank you for posting in the Chat Pod.

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- (read the slide)
- TRANSITION: Well, it is 10:30, the end of our time together.

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- Thank you again for joining this informational Webinar on Project LUCHA™.
- We look forward to hearing from you!