



**DISTRICT OF COLUMBIA PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT**

PRESIDENTIAL BUILDING
415 12TH STREET, N.W.
WASHINGTON, D.C. 20004

SUPERINTENDENT

(202) 724-4222

May 21, 1990

Mr. Allen Kullen, Program Director
Immigrants All...Americans All
6011 Blair Road, N.W.
Washington, D.C. 20011

Dear Mr. Kullen:

I wish to thank you for your invitation to participate in the piloting of "Immigrants All...Americans All: A National Multicultural Education Program." I wholeheartedly accept your offer.

This opportunity is offered at an especially meaningful time for us. Modern means of transportation and communication have transformed the world into a "global village." With an enrollment of students representing scores of countries and nationalities, religious and ethnic groups, the District of Columbia Public Schools is a microcosm of this global village. Of the 1989-90 pre-kindergarten through twelfth grade enrollment, ninety-six percent are "minorities;" of this group, 91.7 percent are African Americans. The language minority student enrollment in the school system is 6,234, a significant increase since 1980. Recently, a substantial number of students from Central and South America, Asia, North Africa and the Caribbean Islands have moved into the District of Columbia. The largest concentration, Hispanic, represents every Spanish-speaking country in the world, with a great number of students from El Salvador, Guatemala, Nicaragua, the Dominican Republic and Mexico.

Providing our students with an education that reflects in a positive way the contributions of America's diverse population is a great contemporary challenge. In an effort to meet this challenge, we have recently embarked upon an important examination of the multicultural content of our existing curriculum. We find that, while our students are able to observe a wide range of cultural traditions and hear individuals converse in a multitude of languages, our curriculum has not kept pace with the ethnic and cultural changes represented by our enrollment.

Our goal is to promote an appreciation of the ethnic, cultural, racial and linguistic diversity among our students and the community and thereby promote the enhancement of self-esteem among students with regard to their own heritage. With this goal in mind, we have been seeking methods of providing our students with instructional experiences that incorporate the multi-ethnic and multi-cultural perspectives of the larger American society and the world and help students appreciate the role and contribution of immigrants to our country.

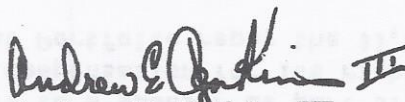
"Immigrants All...Americans All," a program designed to engender an appreciation of the contributions made by various ethnic groups to society as a whole by examining historical patterns of immigration to the United States through photographs, firsthand accounts, documents and reading materials, can help us reach our goal. Using materials originally prepared for the centennial of the Statue of Liberty, the program looks at immigration for a variety of groups at a variety of times, places and circumstances, including the forced immigration as slaves of most African Americans.

In addition to a large number of high quality and interesting curricular materials, the project offers an intensive teacher-training and support program that helps teachers cope with the stress associated with changing school populations and enhances their cross-cultural communication skills; an in-school program for students that includes state of the art, multi-media resource materials; a parent training and support program that includes community outreach activities; a volunteer training and mobilization project that delivers trained personnel to assist schools and communities with the project; and a series of media components that help link participating schools, communities and ethnic groups, including a newsletter and a television series that focuses on recent immigration issues.

It is my understanding that our participation in this project for a period of two years is possible with a minimum of cost to the school system consisting mainly of indirect and in-kind support. It is my sincere hope that you are able to obtain the necessary funding so that we may participate in the project. Once funding has been identified, I recommend that you contact Dr. Frances J. Powell, curriculum director for social studies in the Division of Curriculum and Educational Technology, who will serve as our contact person for this project.

Again, thank you for your efforts on behalf of the teachers and students of the District of Columbia Public Schools. I wish you much success in this endeavor.

Sincerely,


Andrew E. Jenkins III
Superintendent of Schools
Chief State School Officer