

DOCUMENT RESUME

ED 034 804

UD 003 299

AUTHOR Bondarin, Arley
TITLE "Assimilation Thru Cultural Understanding", Hoboken, New Jersey. A Report.
INSTITUTION Center for Urban Education, New York, N.Y. Program Reference Service.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Div. of Information, Technology, and Dissemination.
REPORT NO PRS-004
PUB DATE Aug 69
NOTE 64p.

EDRS PRICE MF-\$0.50 HC-\$3.30
DESCRIPTORS *Bilingual Teacher Aides, *Curriculum Development, *Elementary School Students, Federal Aid, Learning Disabilities, Non English Speaking, Puerto Rican Culture, Puerto Ricans, School Orientation, *Spanish Speaking, Teacher Exchange Programs
IDENTIFIERS *Elementary Secondary Education Act Title III, ESEA Title III Programs, Hoboken, New Jersey

ABSTRACT

This Elementary and Secondary Education Act Title III project aimed at assimilating foreign born and Puerto-Rican children in the Hoboken, New Jersey public school system. Eight programs are described: two-week staff visits to Puerto-Rican schools, teacher exchanges between Hoboken and Puerto Rican school systems, inservice course for teaching students with English handicaps, development of suitable instructional materials, human resource center, daily orientation programs, experimental bilingual classes, and a bilingual student aide program. (KG)

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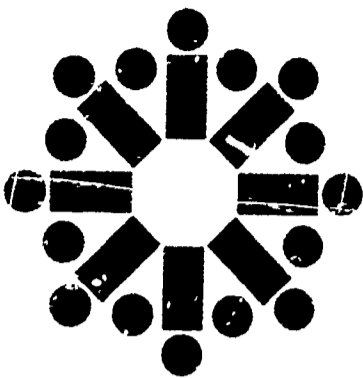
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“Assimilation Thru Cultural Understanding”

Hoboken, New Jersey

A Report by the Program Reference Service



003299

A Publication of the Center for Urban Education

CENTER FOR URBAN EDUCATION

105 Madison Avenue
New York City, 10016

Robert A. Dentier Director
James W. Elsbery Assistant Director (Communication Resources Committee)

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Joseph Pincus Project Director

Arley Bondarin Program Analyst

Juanita Chaudhry Program Analyst

Faye Boyd Program Analyst

Valerie Greer Editor

Richard Thompson Secretary

The development of the Program Reference Service has been made possible by a grant to the Center from the Division of Information Technology and Dissemination, Bureau of Research, U.S. Office of Education.

PRS 004

“Assimilation Thru Cultural Understanding”

Hoboken, New Jersey

A Report by the Program
Reference Service
Program Analyst, Arley Bondarin

Foreword

Assimilation Thru Cultural Understanding, funded in 1967 with an ESEA Title III grant, brings together and expands on a number of programs instituted by the Hoboken school system over the past 15 years in an effort to serve a large enrollment of Puerto Rican and foreign-born children. Involving no technological innovations, hardly any increase in staff, and no additional physical facilities, the programs appear at first glance to be rather modest in scope. In sum, however, they constitute a wide-ranging approach to the education of children with English-language handicaps and have made notable changes in Hoboken's schools.*

There are eight programs in all: Three programs are aimed at the instructional staff, in order to promote both the development of positive attitudes toward non-English-language subcultures, particularly Spanish, and appropriate skills for work with children from these backgrounds; other programs provide supplementary services designed to help such children adjust to their new setting and progress academically in classrooms in which only English is spoken; and one program -- in some ways the most significant -- entails the use of a bilingual curriculum in the early grades.

The programs have been established with minimal funds. Even with the Title III grant, Hoboken's average per pupil expenditure is below that of New Jersey as a whole and as little as one-third of the amount spent by more affluent communities in the greater New York area. To an observer, Hoboken's sustained efforts to marshal the full resources of its school system and to draw selectively on the expertise of relevant outside agencies seem particularly impressive. We believe that Hoboken offers a valuable model for almost any community that chooses to make its schools more receptive to non-English-speaking students.

JP 8/69

*The term 'English-language handicaps' is used throughout this report simply as a means of indicating a child's unfamiliarity with the instructional language of most continental U.S. schools. We wish to make it clear that we are in no way implying developmental deficits or a lack of school readiness on the part of Puerto Rican or foreign-born children. Indeed, it might be said that many school systems are deficient for not building on the language skills such children have when they are enrolled.

Acknowledgements

The Program Reference Service is indebted to the Hoboken school administrators, teachers, and project consultants who were contacted by the program analyst in the preparation of this report. Their cooperation during the observations, interviews, and many telephone inquiries facilitated the completion of a complex assignment. Particular thanks are due Superintendent Thomas McFeely, Mr. Peter Vecchio, Mr. Harry Galinsky, Mr. John Sepp, Mr. August Busso, and consultants Dr. Nancy Modiano and Dr. Irving Bloom. We wish to thank Dr. Vivian Horner, Codirector of Yeshiva University's Early Childhood Bilingual Education Project, whose recommendation prompted our investigation of Assimilation Thru Cultural Understanding and whose critical reading of a draft of this report led to important refinements in the form and content of the final version.

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I. THE CITY AND THE SCHOOL SYSTEM

Located ten minutes by public transportation from the center of Manhattan, the industrial port of Hoboken has within its mile square area about 50,000 people, most of whom reside in multiple-dwelling units. The older population, largely of Irish and Italian background, has been characterized by school officials as "largely working and lower middle class" employed mainly in small manufacturing and trucking firms, on Hoboken's docks, and in a large coffee processing plant; in addition, this group fills most of the administrative and supervisory positions in the school system and other municipal agencies. About 6 percent of the city's population are Negro.

According to a 1965 Community Action Program Survey, approximately 25 percent of Hoboken's 15,500 households include families from Puerto Rico, about half of which have annual incomes below \$4,000. Attracted by the city's comparatively cheaper rentals, the availability of unskilled job positions (a major employer during the 1950's was a candy factory which has since relocated), and a "small city atmosphere," many Puerto Ricans migrated to Hoboken from rural areas on the island during the fifties and early sixties. Some of the recent influx has been an overflow of New York City residents.

Between 1953 and 1969, the proportion of Spanish-speaking children, foreign-born as well as Puerto Rican, in the Hoboken school system increased from 3 percent to over 40 percent. At present, these children and those from other non-English-language backgrounds, particularly Italy and Yugoslavia, account for almost one-half of an elementary enrollment of 4600. The most recent figures for the entire system, issued in March 1969, indicate that, of a total enrollment of 7638, 37 percent are Puerto Rican, 5 percent are from other Spanish-speaking areas, and 6 percent are from other non-English-speaking countries. The majority of these children have been defined by the school system as "culturally unassimilated and linguistically handicapped." (RI, Hoboken, Abstract)

As shown in Table I, the public school system includes six elementary schools with enrollments ranging from about 500 to 1000, each with sizable proportions of Puerto Rican and foreign-born children (including those from Spanish-language countries).

The newest elementary building, Brandt School erected in 1921, also houses one of the city's two junior high schools. The one senior high school is in a new building opened in 1962, and the system intends by 1970-1971 to replace Wallace, the oldest and most

*Setting and
population*

*Puerto Rican
migration*

*School
enrollment*

Facilities

crowded elementary school which dates from the late 19th century. The schools visited by the analyst, despite age and maximum utilization, appear well maintained and have library and combined gymnasium-auditorium facilities. Given the small size of the city, all elementary children are able to walk home for lunch; consequently, the schools have no provision for lunch service.

Table 1

Elementary Schools - Percentage of Puerto Rican and Foreign Born Pupils

(Approximate)

	<u>%</u>	<u>Total Enrollment</u>
Rue Elementary School	55	872
Brandt	24	684
Kealey	36	638
Wallace	54	1014
Leinkauf	45	482
Connors	50	771
(Special' Classes)	(36)	(168)
Total	45%	4629

*Elementary
teaching staff*

Certification by the New Jersey State Department of Education is required for appointment to fill teaching vacancies opened -- at a low annual turnover rate of 1 to 2 percent -- mainly through retirement and maternity leaves. School administrators estimate that Hoboken's teacher/pupil ratio at the elementary level is about 1/30 with

some classes in one school ranging as high as 45 children. Enlargement of the present elementary teaching staff of approximately 180 is checked by limits in the school budget.

However, the school system is beginning a major move toward the employment of 'paraprofessionals'. In cooperation with the New Jersey Department of Labor's Concentrated Employment Program of retraining for "new careers," the Hoboken Board of Education contracted in 1969 to employ, during the first year, 15 to 20 teacher aides (most with Spanish-language backgrounds) as the first rung in a "ladder" to eventual teacher certification. The aides, after a full day in the schools, attend late afternoon high school equivalency classes for a period of nine months to a year, during which time the CEP pays their salaries of \$1.85 per hour. After gaining the equivalency certificate, the participants are moved to instructional, orientation, or remedial reading assistant positions while they continue their preparation in the evenings at the local college. At a point during this process they will be reclassified as "associate teachers," and after fulfilling State Department of Education requirements will be certified as regular teachers. (A comparable "Library Aide Ladder" has also been planned.) At present, 16 teacher aides have been enrolled in the program and assigned to elementary classrooms.

Overseeing the public schools is a nine-member Board of Education appointed for overlapping three-year terms by the Mayor with the approval of the City Council. All school appointments, special programs, and policies are subject to approval by the board, although the present superintendent, having filled his position for 25 years, appears to have a marked degree of influence in initiating and implementing policy.

II. PROJECT BACKGROUND

In 1967 with support from ESEA Title III funds, the Hoboken school system began a wide-ranging project to mesh the experience of more than a decade of disparate programs with innovative efforts to cope with the increased proportion of children with non-English-language backgrounds. The major components of the current project are:

Staff

- a. Teacher Exchange Program - Annual exchange with Puerto Rican Department of Instruction for full school year; began Fall 1955.
- b. "Fly-in" Visits to Puerto Rico - Semiannual programmed experiences for two weeks in island communities and schools; began Fall 1967.
- c. Biweekly Seminars - Inservice series keyed to instructional problems posed by English-language handicapped children; began Fall 1967.

Classroom

- d. Orientation Program - Daily sessions for children with severe English-language handicaps; began Fall 1955.
- e. Human Resource Center - Short-term intensive orientation and educational diagnosis for recent arrivals to the United States before their placement in regular classes; began Fall 1968.
- f. Experimental Bilingual Classes - Formal academic instruction in the native language for Spanish-speaking children in grades one through three; began Fall 1967.
- g. Bilingual Student Aide Program - Employment of selected foreign and English-language speaking junior and senior high school students as paid teacher aides in elementary classrooms; began Fall 1968.

*Prior efforts*Materials

- h. Curriculum Materials Committee - Group of staff members formed to survey and develop instructional materials for use in special programs and regular classrooms with large proportions of Spanish-speaking pupils; began Fall 1968.

Most of the programs predating Title III support were aimed at assisting the staff through inservice experiences, and some of these -- a teacher exchange program with Puerto Rico, a "fly-in" visit to Puerto Rico, regular inservice seminars -- have been modified under the rubric of "Assimilation Thru Cultural Understanding." New components, such as the Human Resource Center, experimental classes with instruction in Spanish, and the employment of bilingual student aides, expand the direct classroom intervention begun in 1955 through "orientation" programs for children with English-language handicaps. The remainder of this section of our report outlines these prior efforts and continuing programs as well as the development and administration of the current project.

A. Staff Training

1. Seminars and Workshops

Hoboken's first efforts date from 1953 when the New York State Education Department alerted a number of its area's school districts, including Hoboken, to the likelihood of their experiencing a large influx of Spanish-speaking families. Acting on this information, the Hoboken superintendent conducted his first survey of the language backgrounds of the school enrollment. Although the survey revealed that only about 3 percent of the students were Spanish-speaking, the following year Hoboken teachers requested that "inservice 'conversational' Spanish sessions" be arranged to aid them in relating more effectively to their Spanish-speaking pupils. The school board approved a noncredit course on condition that at least 18 teachers participate; 63 volunteered for the program which continued for five years by which time most of the staff whose assignments warranted involvement had been enrolled. Thereafter, until 1967 when the program ended, the sessions were formalized for new teachers who received two undergraduate credits toward higher salary differentials.

During the 1950s, school administrators began to draw upon a number of outside agencies for assistance in staff and program adjustments. For example, the New York City office of the Commonwealth of Puerto Rico was repeatedly consulted for general information,

Seminars and workshops

for suggestions regarding instructional materials, and for help in arranging special seminars for teachers on Puerto Rican life and culture. In addition, selected Hoboken teachers were sent to New York University for a series of workshops on the instructional problems posed by children with English-language handicaps.

2. Teacher Exchange Program

In the years immediately following the initial survey, the school administration had established continuing contact with the Puerto Rican Department of Instruction, and reciprocal visits were made. While in Puerto Rico in 1955, the Hoboken superintendent arranged an annual Teacher Exchange Program with the Department.

Currently involving three teachers from Hoboken and two from Puerto Rico, the exchange brings to Hoboken bilingual Puerto Ricans who are utilized as curriculum consultants, orientation teachers, additional Human Resource Center personnel, and especially, upon request by classroom teachers, as liaisons with Puerto Rican parents in the community. This latter function, according to the superintendent, is particularly valuable in providing an avenue for Puerto Rican parents to what might otherwise be a formidable public institution. In his view, the cultural differences between Puerto Rico and other Spanish-speaking areas represented in Hoboken, notably Cuba, underscore the value of Puerto Rican personnel acting as representatives of the local school system in which by far the greatest number of Spanish-speaking children are from the Commonwealth.

In this connection, it should be noted that, despite the desirability of employing bilingual teachers from the island, the superintendent's policy is not to recruit teachers who have contractual obligations in other school systems. At present, less than 5 percent of Hoboken's approximately 375 regular teachers are fluent in Spanish and English.

The superintendent, with board approval, selects English-speaking teachers who will spend the year in Puerto Rican schools from those responding to a formal notice circulated throughout the schools. While in the Commonwealth, the Hoboken teachers are assigned by the Department of Instruction mainly as English-language instructors. Upon their return to Hoboken, reassignment is geared to the system's enrollment pattern with some teachers being placed as orientation teachers, others in classrooms with large Spanish-speaking enrollments and, most recently, one in the newly established Human Resource Center.

*Preservice training,
Pilot Student Teaching
Program*

3. Preservice Training

In the early 1960s, federal assistance enabled the school system to intensify its regular reading program and to establish a summer Headstart project in which the majority of preschool age children were Spanish-speaking. In 1965, ESEA Title I funds made it possible for the school system, in cooperation with Jersey City State College, to arrange a one-year "Pilot Student Teaching Program." During 1965-1966, 30 senior education students, with emergency certification from the state, were taken into the Hoboken system as replacements for teachers who were temporarily assigned to new roles in guidance, orientation, and other special services. During the term of their employment, the new teachers met three times a week after school with three members of the college's Department of Education for inservice training keyed to children with English-language handicaps.

Fears expressed by other districts that Hoboken would be in a position to hire the best of the potential teachers from the college were somewhat allayed by the system's informal agreement not to offer contracts to the "pilot" teachers until the completion of their formal college training. About five remained to take regular positions in the Hoboken system, with the experienced teachers whom the "pilot" teachers had temporarily replaced returning to classroom assignments. However, the reorientation of teacher training and the strong ties with Jersey City State College triggered by the program have been maintained, one of the most recent developments being the 'Special Student Teaching Program in Puerto Rico."

*Special Student Teaching Program
in Puerto Rico*

Initiated in 1968-1969, this ancillary program entails the assignment of student teachers from Jersey City State College for one month in special "disadvantaged" area schools in Puerto Rico prior to the completion of their student teaching requirement in those Hoboken classrooms with large proportions of Spanish-speaking children. Plans for the year called for the placement of ten student teachers selected by a special committee of the college's Department of Education. (R8, Jersey City)

The first group of four returned from Puerto Rico in December 1968, and completed their student teaching in Hoboken. In Puerto Rico, the students were placed in an "experimental center" of the island's Guide District Program in San Juan, which is emphasizing "non-graded primary units, teaching English as a second language, and new science materials." Classification as "interns" enabled the students to receive monthly stipends from the Commonwealth's Department of Education to balance the transportation costs assumed by the college. The students' responsibilities included the teaching of English,

and serving as resource persons in language, art, and music. The Commonwealth Department's Coordinator of Teacher Exchange, through whom Hoboken's regular Teacher Exchange Program is channeled, is responsible for coordinating the student teachers' assignments in the Puerto Rican schools.

4. Voluntary "Fly-in"

The basis for one of the components of the present project was a voluntary "fly-in" to Puerto Rico for five days in November 1966 by almost 100 schoolmen and municipal officials from Hoboken and other New Jersey communities. The superintendent stated that the stimulus for the fly-in came from Hoboken teachers prompted by an idea which had been developing over the preceding two or three years. Hoboken school officials, at some point during their contacts with Puerto Rican educators, had touched on the possibility of organizing a programmed visit to the Commonwealth, and out of these discussions the plans for the fly-in evolved.

With little difficulty 25 participants from Hoboken were enlisted (a number which qualified them for group rate air fares), and upon recommendation of the superintendent the local school board agreed to close the schools for a day beyond the usual Thanksgiving recess. Other New Jersey communities experiencing similar increases in their Spanish-speaking enrollments expressed interest in the projected trip with the result that their representatives, as well as those from the State Department of Education and Jersey City State College, accompanied those from Hoboken. Orientation sessions led by Puerto Rican educators, visits to island schools, and excursions to cultural centers were planned for the mainland visitors, and the experience encouraged the Hoboken school administrators to incorporate a similar program into their Title III proposal.

B. Classroom Adjustment - Orientation Program

Since 1955 "orientation" sessions for children with the most severe English-language difficulties have been part of the regular school program. Begun with two classes conducted by high school foreign language teachers, the orientation program has been somewhat handicapped by an insufficient number of adequately equipped instructors. Currently, each school has at least one orientation teacher; most, but not all, are fluent in Spanish and English. In the elementary schools, the two exchange teachers from Puerto Rico serve as orientation teachers, one half-time in two schools; in two other schools orientation is directed by Hoboken teachers who have spent an exchange

*Voluntary
"fly-in"*

*Orientation program
for pupils
with English-
language diffi-
culties*

year in Puerto Rico.

Children are selected by the orientation instructors in consultation with classroom teachers and meet in groups ("beginning, intermediate, and advanced") of about 15 for one or two periods a day during the school year. In 1968-1969 approximately 215 elementary school children were recommended and assigned to orientation classes; this is about 10 percent of the system's Puerto Rican and foreign-born elementary enrollment.

The orientation teachers are responsible to the Title III project director but no strict program uniformity is imposed. They are free to structure their activities and organize materials within whatever guidelines individual school principals may establish for the intensive English-language approach.

Thus far, no formal assessment of the effectiveness of the orientation program has been attempted, although obviously implied in the system's undertaking of the present comprehensive project is a recognition of the limitations of the orientation effort in the face of the needs of the school enrollment. The establishment of the Human Resource Center is one device for attempting to take account of the "difference among the schools depending on the quality and availability of resource personnel in a particular building." (R2, Hoboken, p.2)

C. Development and Administration of an Overall Program

The various program adjustments of the decade following the first school enrollment survey began to coalesce during 1964. At this time the superintendent organized a series of staff conferences around the theme of Hoboken's "culturally unassimilated and linguistically handicapped" children, for administrative and supervisory personnel with system-wide responsibilities. One example of their agenda was five meetings with selected high school youngsters who had been through the orientation program, to elicit their reactions and recommendations regarding the system's approach to students with English-language problems. A strong complaint voiced by the students was that upon their arrival they had been too rigidly "segregated" through placement in the orientation classes; they suggested providing at least one period a day of "informal" mixing and conversation with their native-born peers. This recommendation was formally implemented in the junior and senior high schools through 1967, and continues at present on an informal basis in the senior high.

*Administrative
review of prior
efforts*

Apparently on the strength of their efforts during the preceding decade, capped by the voluntary fly-in, Hoboken officials were approached after their return from the island in November 1966 by representatives of the New Jersey State Department of Education regarding the possibility of the system developing a "model program in bilingual education" in order to take advantage of the pending availability of ESEA Title III funds.

A proposal for a three-year project was drafted and submitted to Washington by the superintendent and his aides at the beginning of 1967. Funds for the first year were granted in June 1967. The proposal outlined the following objectives of the multifaceted program:

1. Develop for staff an improved understanding of the culture, background and lives of the Puerto Rican and Foreign Born students, and the roles the staff must assume in the assimilation process.
2. Identify, assess and further develop the human potential of our culturally unassimilated and linguistically handicapped children.
3. Develop a classroom and community rapport to permit the cultures of all groups to stimulate and enrich the total culture of this community.
4. Develop an effective curriculum with specific instructional materials and techniques...
5. Prepare and train present staff and prospective teachers to adequately meet the needs of classes composed of high percentages of linguistically handicapped children.
6. Utilize all resources available to the community...which will enable the Puerto Rican and Foreign Born population to effectively take their place as full participating and contributing members of our community.
7. Serve as a demonstration arena for the development of new practices and procedures in this area and further serve other communities in the State and Nation who have similar needs and problems. (R1, Hoboken, p.10-11)

The original proposal called for a series of "Fly-in Seminars" to Puerto Rico; use of fly-in participants as resource people at biweekly inservice seminars in Hoboken;

expansion of the teacher exchange program with Puerto Rico; development of a Resource Center for assessment and intensive short term orientation of children with the most severe English-language handicaps; establishment of an Educational Task Force "to visit, gather, evaluate all research and promising practices"; and, more generally, involvement of "all forces needed to speed up and effectuate the assimilation process in the initial and adaptive phases of the project." (R1, Hoboken, p.13-15)

According to school officials, a primary aim during the first year of the project -- intertwined with program implementation -- was the development of a positive "climate of opinion" within the larger Hoboken community as a basis for permanent absorption of the innovative components into the school framework. Because of the delay between the request and the granting of funds, certain exploratory summer programs -- such as inservice training for staff, curriculum review, and pilot classes in bilingual instruction -- could not be undertaken.

1. Administrative Task Force

However, with grant approval the superintendent and his staff began a summer of administrative preparation for the project's implementation. An Administrative Task Force was set up, the core of which consists of the superintendent, his administrative assistant for federally supported programs, and the newly appointed director of the Title III project. During the summer the Task Force visited Dade County, Florida and Puerto Rico to review the work of other bilingual programs and to refine plans for the first formal fly-in to the Commonwealth. Also, meetings were held with educators at Jersey City State College and other potential consultants regarding the nature of their involvement in the project.

In addition to overseeing the planning and implementation of the various components (and the writing of progress reports and renewal proposals), Task Force members are responsible for interpreting the project to the larger community through speaking engagements before public gatherings in "cooperating districts" as well as in Hoboken. Growing interest in the project has required the Task Force members to devote much time to information dissemination. According to the most recent progress report, Hoboken has received more than 350 written requests for information and approximately 250 visitors have come to observe the various project components. (R7, Hoboken, p.10)

In this connection, in cooperation with Jersey City State College, two films have been made of the experimental bilingual classes, which the Task Force intends to use for public viewings as well as for teacher training.

2. Advisory Committee and Consultants

Another group associated with the project is a special Advisory Committee formed during the summer of 1967 through invitations to superintendents and administrators in other New Jersey communities, State Department of Education representatives, university based consultants, local community agency directors, and the Hoboken Mayor and Board of Education president. Three to four meetings a year are scheduled to discuss common problems, coordinate efforts, and exchange information. The committee has no formal powers and is primarily a means of initiating ideas for more detailed followup by members of the Administrative Task Force.

The two university-based consultants currently sitting on the Committee have been called upon regularly to assist in the implementation of the project components. The involvement of the consultant from the Department of Education at Jersey City State College stems from his coordination of the Pilot Teacher Training Program in 1965-1966; at present, his services relate to those programs bearing on teacher preparation. The consultant from New York University, who has an extensive research background in bilingual instruction, was engaged to aid in the structuring of the experimental bilingual classes.

3. Staff Resource Committee and Curriculum Materials Committee

During the summer of 1967, the personnel and resources of the local school system were surveyed to facilitate the housing and staffing of the project components and to pinpoint whatever expertise might be available within the system. A Staff Resource Committee was formed which included orientation teachers, supervisory personnel, Hoboken and Puerto Rican exchange teachers, and the Spanish-speaking members of the regular staff. Meeting regularly through the first months of the fall term, the Committee was called upon for advice and recommendations on the structure and content of the project's classroom components.

When the work of the Staff Resource Committee was completed, many of its members were included in the newly formed Curriculum Materials Committee. Composed of kindergarten through ninth grade teachers (including orientation and bilingual class teachers), high

Advisory Committee and consultants

Staff Resource Committee

Curriculum Materials Committee

*Results of the
curriculum
survey*

school language instructors, and coordinated by the system's audiovisual supervisor, the Committee has been organized into three grade cluster teams. During the spring of 1968, the Committee met about ten times to assess materials available from commercial and other sources with publishers' representatives invited to present examples of their products.

According to the committee's coordinator, the survey indicated that although some commercial materials could be used in a supplementary fashion, with adaptations recommended for the individual teacher, there clearly was no single "package" suitable for use in either the special programs or the regular classrooms with large percentages of children with English-language handicaps.

In the face of the "scarcity or complete lack of curriculum materials needed to work effectively with children who are not able to function effectively in the English-language," the school system has taken on "the additional burden...to develop specific instructional materials and produce them in needed quantities." (R7, Hoboken, p.7)

The Committee reconvened for 20 sessions after the 1969 Easter recess to begin developing special materials for the experimental bilingual classes and the Human Resource Center. With the assistance of Puerto Rican exchange teachers and the New York University consultant, the Committee has outlined a "course of study" for grades one through three in the experimental bilingual program. Drawing from the experience of the bilingual class teachers, the Committee has recommended materials and teaching strategies in the various curriculum areas.

*Development of
special
materials*

The Committee has started three projects in connection with the Human Resource Center. The first, developed in consultation with the present Center teacher, is a "curriculum guide" specifying content and detailing a sequence of activities for children assigned to the Center, with recommendations for materials and the structuring of lessons. The second is a book of about 50 photographs of important sites in Hoboken, each prominently identified, and the third is an extensive "directory" of community agencies and services.

The directory will include a history of Hoboken highlighting the shifts in the ethnic makeup of its population and the development of business and industry; an account of the school system, including a map locating the various schools, and a description of the services available in each; and a descriptive listing of available community services such as hospitals, health clinics, recreational facilities, and municipal

agencies. The first edition of the directory, available in September 1969, will be in English, with Spanish and Italian versions to follow. Later editions may be enlarged to include information on county and state services.

The picture book and directory will be produced professionally, and, in addition to being utilized in the Center, will be distributed to parents of newly arrived families as well as offered to the general public. When completed, examples of all locally developed materials will be available, upon request, to educators planning programs for non-English-speaking children.

In the meantime, the project director maintains contact with other bilingual programs in the country and with the Puerto Rican Department of Education in an effort to supplement the stock of available resources through reciprocal exchange of specially developed materials. However, the issue of whether materials developed, for example, for Mexican-American children in the southwest are appropriate for Puerto Rican children in Hoboken classrooms appears to be unresolved. Consequently, reliance upon teacher-made and teacher-adapted materials is heavily emphasized at this stage of the Hoboken project.

The relationships between the components of "Assimilation Thru Cultural Understanding" and their impact on the regular classes, are diagrammed on pages 36 and 37. In addition to integrating previous efforts into an overall design, the implementation of "Assimilation Thru Cultural Understanding" in September 1967 marked the beginning of a three-year exploration of innovative strategies, some of which, if proven workable, will be permanently incorporated into the regular school program. With official approval of the Hoboken Board of Education, these components, described in the following sections of the report, were initiated in order to effect the objectives outlined earlier.

III. INSERVICE TRAINING: FLY-IN VISITS TO PUERTO RICO AND BIWEEKLY SEMINARS

In its Title III proposal, Hoboken suggested that an incongruity between the "middle-class values and attitudes, dearly held by school staff and the power structure of the community" and the values of Puerto Rican and foreign-born families was "inhibiting [the] assimilation process" and, by inference, the academic achievement of their children. (R1, Hoboken, p.3) To harmonize these segments of the community and enhance the effectiveness of the schools, it was necessary, in Hoboken's view, that "the teachers and educational staff fully understand the problems and their roles." (R1, Hoboken, p.6) Two interrelated components, fly-ins and biweekly seminars, supported by the Title III grant, have been developed from previous efforts as means of modifying the attitudes and refining the skills of the teaching and supervisory staff.

A. Fly-in Visits to Puerto Rico

1. Participants

Thus far there have been four two-week visits to the island, two of which have included separate "teams" composed mainly of personnel from other New Jersey school districts. Approximately ten members of the Hoboken professional staff are included in each visitation team; consequently, with three visits planned for the third year of the project (1969-1970), between 15 and 20 percent will have participated by the time this component is phased out.

The Hoboken participants are selected by the superintendent and his staff on the basis of expressed interest, placement in the system with reference to English-language handicapped children, and seniority (a minimum of three years experience in the system).* A condition for inclusion is agreement by the participant to attend the biweekly seminars

*A university observer of the Hoboken project has suggested that an unanticipated consequence of the seniority criterion was the exposure of older, presumably more rigidly negative, staff members to the possible benefits of the fly-ins. A Hoboken administrator indicated to her that the fly-in experience had turned "the old timers...into models

Inservice training: general objectives

Fly-in visits to Puerto Rico: participants

upon his return from Puerto Rico. Table 2 indicates the range of personnel from Hoboken included in the first four fly-ins. (Most of those in the first fly-in were staff members who had assumed special roles during the "Pilot Student Teaching Program" in 1965-1966.) Per diem substitute teachers are hired to cover the classes of the regular teachers selected for the fly-ins.

Regular participants in each of the fly-ins were the members of the Administrative Task Force. The project's consultant on teacher training (Jersey City State College) and a representative of the State Department of Education have each attended three fly-ins. The consultant on the experimental bilingual classes (New York University) attended the fly-in in October 1968, and various members of the Advisory Committee have also been included in the fly-in teams.

2. Description of Activities

The experience of the voluntary weekend fly-in of November 1966 encouraged the superintendent and his staff to incorporate a similar mechanism into the Title III project. The provision for participants to live in Puerto Rican homes in the various island districts to which they would be assigned was a key factor in persuading federal and Puerto Rican officials that the projected fly-ins would have a positive impact on teacher effectiveness.

Arranged and planned by the Hoboken Administrative Task Force and representatives of the Puerto Rican Department of Instruction, the semiannual fly-ins aim "to provide for Hoboken teachers, administrators and community members an in-depth experience in understanding the culture of Puerto Ricans by an on-site observation at the primary source" in order to "produce the needed changes in attitudes, curriculum and approaches...." (R3, Hoboken, #5, p.1)

Approximately a week before embarking for Puerto Rico, participants gather for preliminary review of the program and fly-in arrangements; the meeting is scheduled as a biweekly seminar session which previous fly-in participants attend.

of a more appropriate attitude for new teachers to emulate. It seems that the newer teachers in the system no longer develop the negative attitudes which characterized their predecessors." (Letter to the Analyst, 6/24/69)

Fly-ins: description of activities

Table 2

Hoboken Participants in Fly-in Visits to Puerto Rico

<u>Position</u>	<u>11/67</u>	<u>2/68</u>	<u>11/68</u>	<u>3/69</u>	<u>Total</u>
Elementary					
Classroom Teachers	6	1	5	3	15
Specialists; e.g. guidance, reading	1	2	2		5
Principals and Vice Principals	1	2	1		4
Junior High					
Classroom Teachers			5	2	7
Specialists; e.g. orientation, guidance, library	1	1	1	1	4
Senior High					
Classroom Teachers		3	1		4
Specialists; guidance, orientation			1	1	2
System-Wide					
Adult education, audiovisual, psychologist, psychometrician	1	1	1	1	4
Board of Education					
President, business manager, members	1	3			4

The group is preceded to Puerto Rico by the Administrative Task Force which meets for three or four days with members of the Commonwealth's Department of Instruction to confirm details of housing, travel, observation assignments, and formal programs. This interval also provides an opportunity for the superintendent and his aides to discuss with the Puerto Rican educators issues and problems relating to the Hoboken project. The meetings have helped to broaden the Hoboken project as well as to refine its existing

*Fly-ins: typi-
cal schedule*

components. For example, meetings during the first fly-in in November 1967 between the Task Force, consultants, and University of Puerto Rico officials have resulted in two ancillary programs: "Student Teaching in Puerto Rico" experiment, and an EPDA Summer Institute in English as a Second Language. (The Institute is scheduled for six weeks during the summer of 1969 on the Rio Piedras campus of the University of Puerto Rico, and the associate director of the Institute, the Jersey City State College consultant, anticipates significant participation by Hoboken teachers.)

Upon arrival in San Juan the main contingent of participants is informally briefed by Task Force members prior to dispersing to the assigned districts. The program of the second fly-in is given here to indicate the scope of activities: (R5, Hoboken)

Day 1
Morning meeting at Department of Instruction, Hato Rey, for general introductions and orientation. Small group meetings to outline assignments, living arrangements, and transportation for first week's program. Participants are provided with "log books" in which to record their observations. Afternoon sessions at the University of Puerto Rico with island educators to discuss teacher training, instructional materials and methods in Puerto Rico.

Days 2 - 4
Assigned in small groups of three or four for "live-in" and "work-in" experiences in various island districts. Having noted regions from which the larger clusters of Puerto Ricans in Hoboken have migrated, the planners attempt to assign participants to those, mostly rural, areas. The visitors are housed by members of the local school systems, which are responsible for developing the on-site observations and participation in school and community affairs.

Day 5
Return to central point for evening seminar to evaluate the first week's experience. Task Force members and consultants chair small group sessions, followed by group reports to general meeting with open discussion.

Days 6 - 7
Participants free to tour (at their own expense) while Task Force and consultants review tapes of previous meetings in order to structure final evaluation session.

Days 8 - 11
Return to assigned districts for continuing on-site experiences with more intensive involvement in school activities.

Day 12
Return to central point for final evaluation seminar attended by Puerto Rican Department of Instruction officials. Agenda:

- a. Similarities and differences in Puerto Rican culture as compared to Hoboken. (Discussion led by fly-in participants)
- b. Priorities for visitations by continental visitors. (Led by Puerto Rican educators)
- c. Implementation of new understanding gained; the schools and methods observed. (Fly-in participants)
- d. Cultural values to be translated into continental curriculum, pupil-teacher relationships, community understanding. (Puerto Rican educators)

Days 13 - 14
Participants free to tour prior to return to the mainland.

A sampling from a teacher's log of one day's activity during the first fly-in provides some indication of the type of experience arranged for the participants in the early stage of implementation. (R3, Hoboken, #10)

Morning -
Conference with district superintendent
After ride to mountain region an interview with area superintendent
Meeting with a school principal
Observation visit to an "ungraded" class
Lunch in the school with informal conversation with high school principal

Afternoon -
Visits to two rural schools for observations

*Fly-ins: use of
exchange teachers
in Puerto Rico*

According to Hoboken officials they have extended the range of experiences beyond observations by providing opportunities for the teachers to participate more actively in the classrooms. Paired with selected Puerto Rican teachers, Hoboken visitors now focus on fewer schools and engage more directly in instructional activities, particularly during the second week.

Hoboken exchange teachers in Puerto Rico for the year are systematically utilized. In addition to serving as guides and resource persons for their Hoboken colleagues, the exchange teachers offer demonstration lessons and teaching opportunities in their classrooms. In both settings, as well as in the more formal group programs with Puerto Rican educators, the fly-in participants are able to survey and collect instructional materials for review by the Curriculum Materials Committee and possible use in their home classrooms.

The impact of the fly-in experience upon classroom practice cannot be firmly calculated, although the reported reactions of participants and observers have been uniformly favorable with an emphasis upon taking a "fresh look" at the system's Spanish-speaking children. As one participant commented:

In summation I feel our trip was a prologue. The success of the visit should not be measured by the reaction to it, but rather the actions that result from it. A true assessment cannot be made until this personally enlightening experience has been transformed to the greater growth of our community in general and our school children in particular.
(R5, Hoboken, #2, p.3)

B. Biweekly Seminars

Planned by the superintendent, his staff, and the Jersey City State College consultant, the biweekly seminars are offered as a formal inservice course for two undergraduate credits towards higher equivalency level.

In preceding years the Hoboken school board had authorized a variety of teacher seminars aimed at influencing attitudes and modifying instructional approaches. The 1968-1969 series attempts to build upon and widen the influence of the fly-ins, by utilizing the participants as resource persons for the seminars. In an introductory memorandum

*Biweekly
seminars*

to public and parochial school personnel, the superintendent stated that the series would "deal primarily with the problems of working effectively with Puerto Rican and foreign-born children and adults. The experiences of the first group who just returned from Puerto Rico will form a significant section of the program." Also, he noted that the seminars would provide an opportunity "to evaluate the first visitation to Puerto Rico and restructure the additional visitations into the most meaningful experiences possible" (R3, Hoboken, #14)

Topics for the first two series of seminars are as follows:

1967-1968

1. Our Children from Puerto Rico
(With representative of Puerto Rican Department of Instruction; consultant from Jersey City State College; participants in first fly-in)
2. Portrait of an Inner City School:
A Place to Learn
3. Experiment in Bilingual Instruction
4. English as a Second Language;
Primary and Secondary Grades
5. "Puerto Rico - Here I Come"
(Orientation for participants in second fly-in)
6. The Community and the School:
How Can We Work Together Successfully?
7. So You Would Like to Have a Teacher Aide

1968-1969

1. Language, Culture and Poverty:
Educational Implications
2. English as a Second Language
Institute for Teachers of Grades K-3
3. English as a Second Language
Institute for Teachers of Grades K-3
4. Orientation Session for Team
Visitation to Puerto Rico
5. Effective Use of Teacher and
Student Aides
6. English as a Second Language
Institute for Teachers of Grades 4-6
7. English as a Second Language
Institute for Teachers of Grades 4-6
8. Highlights in the History and
Culture of Puerto Rico

*Seminars:
topics*

- | | |
|--|--|
| 8. Curriculum Material for the Inner City | 9. Observation and Visitation to Selected Urban Communities in New Jersey |
| 9. Effective Discipline for the Inner City Child | 10. English as a Second Language Institute for Teachers of Grades 7-12 |
| 10. Evaluation - Where Do We Go From Here? | 11. English as a Second Language Institute for Teachers of Grades 7-12 |
| | 12. A Report and Discussion of the Progress of Bilingual Instruction in Hoboken |
| | 13. New Instructional Approaches: Microteaching, Dial Access, I.P.I., Educational T.V. |
| | 14. Summary and Evaluation by Visitation Groups and Workshop Participants |

Seminars are held in the local high school. As the titles indicate, some sessions are aimed at specific groups while others are of more general interest. The latter meetings provide a formal channel for disseminating information regarding the various project components and, using the fly-ins as a touchstone, for recommending more effective teaching approaches to English-language handicapped children.

*Seminars:
attendance*

The project director estimates that attendance for the general sessions during the first series averaged about 90 staff members. The Jersey City State College consultant, who helps plan the seminars and is responsible for evaluating changes in teacher attitudes, estimates for the current series an average attendance of 30 "regulars", most of whom had not been enrolled during the first year. A rough calculation is that perhaps one-fourth of the Hoboken staff, other than fly-in participants, have thus far attended the seminars.

About 30 people were present at the session on the experimental bilingual classes observed by the analyst. These included public and parochial school teachers, student teachers, project administrators, the superintendent, and the university consultants who conducted the meeting, which centered on a film of the first experimental class taken during its second month.

The discussion following the film spotlighted one of the major problems which Hoboken schoolmen are attempting to counter through the fly-ins and seminars. Despite extended explanations (and reassurances) by the consultants and the superintendent regarding the potential educational benefits of native language instruction, a number of those attending could not be persuaded that the approach was a viable alternative to a deep immersion of Spanish-speaking children in English-language programs. The arguments raised implied a degree of insularity which the school administration has recognized, and against which it has mounted much of the project resources.

C. Evaluation

A Teacher Attitude Survey (R6, Hoboken, #5.) was conducted in order to pinpoint areas needing emphasis in future teacher orientation programs as well as to gauge the effects, thus far, of the fly-ins to Puerto Rico. Designed by the consultant to Hoboken from Jersey City State College, a questionnaire composed of 55 statements calling for responses ranging from "strongly agree" to "strongly disagree" was administered to the Hoboken school staff in October 1967 (N=383) and May 1968 (N=338). A comparable instrument has been used with participants in the four fly-ins to this date; the results for this group have not yet been released.

The items in the questionnaire answered by the entire staff attempt to reveal perceptions and attitudes regarding Puerto Rico and its inhabitants, Puerto Ricans in Hoboken, school practices, and the social role of the school.

Representative statements include:

- Puerto Rico is a fine country with a mild, sunny climate.
- A majority of Puerto Rican migrants seek economic and social improvement.
- It is a common practice for them to come to the mainland for welfare purposes.
- Puerto Rican children want to learn English and to achieve well in school.

- School personnel may benefit greatly from a study of basic Spanish and Puerto Rican customs.
- The school should be a center that provides clothing, glasses, health and welfare facilities for needy families.

The presentation of the results, calculated by an outside agency, is limited to a comparative inspection of percentages between the October and May responses. No breakdowns by grade level, length of teaching experience, sex, or residency are given although this information was called for on the questionnaire face sheet. There is no indication that the design of the instrument entailed a categorical clustering of items. Further, the interval between October 1967 and May 1968 bracketed only two fly-ins, about 20 participants, with little likelihood of a significant radiating impact on the staff as a whole. As the report notes, "one cannot experience vicariously the kinds of relationships, understanding and skills developed as one lives through the on-site visitation to Puerto Rico;" consequently, "there were no great surprises in the May responses of the Hoboken Control Group." (R6, Hoboken, #5, p.1)

In the absence of data from the questionnaires administered to the fly-in participants, the results of the survey of the "control" group serve mainly to confirm the validity of the system's concern for the attitudes of its teachers.

A marked shift in agreement or disagreement between October and May appears for very few items. Where such shifts do occur it is difficult to interpret their significance due either to the ambiguity of the statement or a conflict with the responses on related items. Generally, it appears that a sizable proportion of the staff manifest some degree of resistance to the possible influences of Puerto Rican culture and style. On the other hand, the staff "appear to be questioning grade level placement of students from the island, the curriculum, and...are asking for help, for books, for specific suggestions," while rejecting the notion of the school as "an agency of social change ..." (R6, Hoboken, #5, p.2)

An interesting aspect of the survey results is the apparently increasing uncertainty of a large number of teachers regarding their posture in relation to the large Puerto Rican influx into the city and the school system. On three-fourths of the items, the "undecided" group ranged from 15 percent to as much as 50 percent of the total number of respondents. In May, the proportion of "undecided" responses increased on 47 of the 55 items, and in 32 the increase was 5 percent or more of the total number of respondents.

Inasmuch as there is a tendency, in surveys of this kind, for the "undecided" responses to decrease, the Hoboken results suggest that the system's efforts may be loosening some of the deeply rooted negative attitudes of staff. The results further suggest that the project planners should exercise some care in attempting to capitalize on this possibility in order not to reinforce negative attitudes through, for example, misplaced emphasis in the content of inservice seminars.

**Hoboken, New Jersey
Board of Education**

Administrative Task Force

The Administrative Task Force is composed of the Superintendent of Schools, the Title III Project Director, the Administrative Assistant for federally supported programs, and, for specific purposes, may include various consultants to the Hoboken school system.

The Task Force is responsible for the planning and implementation of the project's components; consultation with community agencies, cooperating districts in New Jersey, and other bilingual programs; and dissemination of information to the Hoboken community and interested schoolmen confronting similar situations in other areas of the country.

Advisory Committee

The Advisory Committee includes Hoboken municipal, community, and school board representatives; superintendents of the 12 cooperating districts in New Jersey; State Department of Education officials; and consultants to the Hoboken project.

The Committee has no formal powers but meets to exchange information and discuss problems common to the cooperating districts. Detailed followup is handled by the Task Force.

Fly-ins to Puerto Rico

Two-week programmed visits to Puerto Rican schools to modify attitudes and refine skills of Hoboken staff

Curriculum Materials Committee

Staff group to survey, adapt, and develop instructional materials for use with non-English-speaking pupils

Experimental Bilingual Classes

Formal academic instruction in Spanish for selected classes of Puerto Rican children in grades one through three

Orientation Program

Daily sessions in schools for 10% of those children most in need of intensive English-language instruction

Human Resource Center

Special setting for two to three week intensive orientation and educational diagnosis of recent arrivals

Regular Classes

Elementary enrollment includes 40% with Spanish-language

Instructional materials gathered in Puerto Rico by fly-in participants are reviewed by the Curriculum Materials Committee for possible use in Hoboken classrooms

Observations in Puerto Rican schools and consultations with Puerto Rican educators during the fly-ins have helped model the framework of the experimental bilingual classes

Fly-in participants include orientation teachers and supportive personnel whose experiences in Puerto Rico provide the basis for a more positive approach to their work with Puerto Rican children

Instructional techniques and behavioral styles observed in Puerto Rican classrooms during the fly-ins have influenced the approach adopted in the Human Resource Center

Regular teachers are given "work-in" and "live-in" assignments in Puerto Rican schools and communities in the effort to reorient the approach to

Materials for the experimental bilingual classes are being developed by the Curriculum Materials Committee; teachers of the experimental classes are members of the Committee

Instructional materials for the orientation program are being developed by the Curriculum Materials Committee; orientation teachers serve on the Committee

Instructional materials for use in the Human Resource Center are being developed by the Curriculum Materials Committee

The Curriculum Materials Committee has outlined adaptations of available material for children with English-language

Selection of children for the experimental bilingual classes is guided by the coordinator of the Human Resource Center using techniques and instruments tested in the Center

In the fourth grade, children from the experimental bilingual classes will be absorbed into the regular classes with provision for one subject to be

After their stay in the Human Resource Center, recently arrived children are assigned to a school where their schedules include placement in the daily orientation program

Children with severe English-language handicaps from regular classes are recommended by their teachers and placed in schools' orientation pro-

Instructional diagnosis and recommendations and intensive orientation in Human Resource Center aid in preparing non-English-speaking children for

"Assimilation Thru Cultural Understanding"

<p>Ancillary Programs Related efforts, in cooperation with other institutions, bearing on Hoboken's Instructional program</p>	<p>Headstart A summer program in six centers presenting approximately 200 children, 70% of whom are Spanish-speaking</p>	<p>CEP "New Careers" A retraining program in cooperation with the State Department of Labor entailing the employment of Spanish-speaking classroom aides as first step toward a regular teaching career</p>	<p>EPDA Summer Institute A six-week course in English as a Second Language given in Puerto Rico in 1969 by Jersey City State College and the College of Education of the University of Puerto Rico</p>	<p>Student Teaching in Puerto Rico A preservice program in which Jersey City State College seniors work one month in Puerto Rican schools prior to completing their student teaching requirement in the Hoboken system</p>
<p>Teacher Exchange Program Annual exchange of three teachers between Hoboken system and Puerto Rican Department of Instruction</p>	<p>Puerto Rican and Hoboken exchange teachers who are responsible for orientation classes supervise bilingual student aides assigned to the program</p>	<p>Puerto Rican exchange teachers are called upon to serve as resource persons at the bi-weekly seminar sessions</p>	<p>Hoboken exchange teachers in Puerto Rico are utilized as guides, resource persons, and demonstration instructors for the fly-in participants</p>	<p>Puerto Rican exchange teachers advise the Curriculum Materials Committee on materials in Spanish; Hoboken exchange teachers test Hoboken materials in Puerto Rico's classrooms</p>
<p>Bilingual Student Aide Program Employment of bilingual secondary students as paid aides in special and regular elementary classes</p>	<p>One biweekly seminar session is devoted to discussion and orientation of the bilingual student aides and their cooperating classroom teachers</p>	<p>An account of Hoboken's bilingual student aide program to Puerto Rican educators during a fly-in led to modification of Puerto Rico's work-study program for secondary level students</p>	<p>Bilingual student aides have assisted the teachers of the experimental bilingual classes</p>	<p>In the elementary schools, bilingual student aides help orientation teachers with their instructional activities and clerical work</p>
<p>Biweekly Seminars Formal inservice course for all staff on the teaching of children with English-language handicaps</p>	<p>Participants in the fly-ins serve as resource persons for the bi-weekly seminars in an effort to extend the influence of the experiences in Puerto Rico</p>	<p>Recommendations of the Curriculum Materials Committee regarding the adaptation and use of available materials are disseminated to the general staff at the seminar sessions</p>	<p>A number of seminar sessions are devoted to explanations and discussions of the experimental bilingual classes, particularly their emphasis upon instruction in the native language</p>	<p>The biweekly seminars provide a channel for communicating the experiences and general instructional recommendations of orientation teachers to the regular staff</p>
<p>Information and insights gained through the Human Resource Center regarding recently arrived children are shared with the regular staff through the biweekly seminars</p>	<p>Specific seminars are devoted to methods of teaching English as a second language, while others serve to inform the regular teachers of the work of the various project components</p>			

Project components
Scan vertically and horizontally for description of:

Interaction between any two components

Impact of project components on regular classes

Ancillary programs

40% with Spanish-language Center aid in preparing non-English-speaking children for in schools' orientation program for one subject to be reoriented the approach to English-speaking children.

IV. EXPERIMENTAL BILINGUAL CLASSES

The approach in the experimental classes is not, strictly speaking, fully bilingual but rests on the premise, supported by some research, that:

....children who do not speak the national language, in our case, English, learn all their subject matter (including reading comprehension in the national language) best when they first learn to read and are introduced to all other subjects in their mother tongue; at the same time they receive oral instruction in the national language. (R6, Hoboken, #6, p.1)

In summarizing the reasons for this approach, the consultant to the program has written:

1. Teachers can communicate with their beginning students only through the mother tongue.
2. All subjects, including the techniques of reading, are learned most easily and effectively in a language in which the student is fluent.
3. A second language is best learned orally at first, especially by young children and non-literate peoples with vocabulary and grammar proceeding from the most basic to the more exotic.

Therefore, when subject matter is taught in a new language both the mastery of the subject matter and the mastery of the new language tend to suffer. Because of their inferiority in both the new language and in all school subjects many of the linguistic minorities come to view themselves as inferior, as incapable in school.

4. Children taught in their mother tongue tend to have stronger self images and to be more open to learning than those taught in a second language.
5. There is increased communication and cooperation between students' families and the schools when instruction is offered in their language. (R6, Hoboken, #6, p.1-2)

*Bilingual
classes;
facilities*

A. Facilities and Student Population

Currently, in the second year of the program, there are two first-grade classes, one in Connors School and one in Wallace School, and one class of second graders in its second year of bilingual instruction at Connors. The pupils meet in regular classrooms furnished with standard movable worktables and chairs; no physical modifications have been necessary to implement the program.

*Student
population*

Average enrollment in each class is 30 pupils. The children are selected at random from regular classroom rolls, with screening now supervised by the system's psychometician, who also oversees the operation of the Human Resource Center. The single formal criterion for inclusion is little or no knowledge of English; consequently, the bilingual classes are heterogeneous. Most of the children have had no kindergarten experience, and about half of those now included were born in Puerto Rico. Between first and second grade, about ten children from the pilot class moved from the Connors attendance zone; they have been replaced by children, with one exception from Cuba, who have come directly from Puerto Rico with at least some reading facility in Spanish. The average age of the children in the three classes is comparable to that of their peers in the regular classes.

Parent consent

Parent consent is required for placement in the bilingual classes. Explanatory sessions for parents of potential enrollees are held with Spanish-speaking teachers present to translate and interpret the aims of the program. According to the project director, some concern was expressed by parents prior to the beginning of the program regarding the apparent deemphasis of English-language training in the approach; however, there was only one strong objection -- on the basis of the "segregation" of Spanish-speaking children -- which withstood the explanations of school personnel. "Now the program is warmly received and appreciated." (Letter to the analyst from the N.Y.U. consultant, 6/23/69)

B. Personnel

Although the recent Puerto Rican settlement in Hoboken has not yet had major impact on the staffing of the schools, the system has been able to place teachers from its regular corps in the experimental classes. (As noted earlier, the Superintendent does not recruit teachers under contract in Puerto Rico or other school systems.) The three teachers are regularly licensed and have some experience in the local system as well as

Personnel

in their native areas. For example, the first-grade teacher at Connors has two years experience in the program and formerly taught high school and special classes of mute children in Cuba. The two other teachers are originally from Puerto Rico, one having come initially as an exchange teacher. Each of the three teachers is bilingual in Spanish and English.

To date, no formal preservice or inservice orientation or training has been built into the program, although consultation with the university-based project advisors takes place intermittently during the school year.

Handicapped by a paucity of appropriate curriculum materials in Spanish, the teachers devote much time, probably in excess of normal classroom demands, to the search for and preparation of their own instructional materials. In addition, two of the teachers are members of the system's Curriculum Materials Committee.

The use of regular assistants in each of the experimental classes has recently been stabilized by the placement of adults recruited through the CEP retraining plan. Last year a Puerto Rican parent was employed at the middle of the year at the request of the teacher of the one first-grade class which had, at that time, a register of 34 pupils. This aide worked through the fall of this term while the two new teachers were each assigned a bilingual student aide. At present, CEP trainees assist in the three classes, and the student aides have been reassigned to regular classrooms.

C. Description of Activities

In an effort to provide a solid grounding for conceptual development and basic language skills, instruction in the standard curriculum areas is wholly in Spanish with regular periods set aside each day for exercises in oral English. According to the design for the program, a gradual shift -- keyed to the readiness of the children -- from Spanish to English instruction begins in the first grade and accelerates as they move through the second and third grades.

Within this framework there is a relatively orthodox approach to learning activities, all of which are organized within the self-contained classroom. For example, the usual schedule in the Connors first grade opens with an oral exchange of the children's "news" with the remainder of the morning given over to reading and language arts instruction -- in Spanish -- broken by informal song and story sessions. The afternoons are devoted to arithmetic and writing exercises in Spanish, oral English language activities, with

*Bilingual de-
classes: de-
scription of
activities*

intervals during the week set aside for art, penmanship, and "health."

Although a fairly strict separation of English from Spanish in the formal instruction has been recommended by the consultant, at this stage there is some variation among the three teachers in adhering to this guideline. However, according to the consultant, as the teachers gain experience and confidence they are becoming increasingly flexible in effecting a transition from Spanish to English. Thus, for example, in a second-grade arithmetic lesson observed by the analyst, the teacher's intermixing of Spanish and English was fluid and, according to the consultant, attuned to the particular child's level of competence.

One theme sounded by almost everyone involved in the project is the inadequacy of Spanish-language instructional materials, particularly for the early grades. The teachers of the experimental classes have been given a good deal of freedom in selecting the materials they use in their classrooms. The consultant indicated that, in light of the limitations stemming from Hoboken's decision to rely largely on its own personnel and resources in implementing the program, the potential success of the approach depends to a significant degree on the teachers functioning in their own styles and with familiar materials.

Thus, for example, the two teachers originally from Puerto Rico have requested, received, and use as their basic reading text a basal series published in the Commonwealth by Laidlaw Brothers. The Connors first-grade teacher, whose training and experience was in Cuba, used mathematics and reading materials purchased at her request from Spain. Two hundred dollars worth of Spanish-language Golden Books were purchased in Mexico by the consultant and distributed among the three classes, where they are used in differing degrees as supplementary reading material.

D. Evaluation

At present, with the two first-grade classes not yet having completed their first year of formal instruction in Spanish, there is little objective evidence through which to gauge the effectiveness of the approach. In June 1968 some preliminary testing was done with the pilot class of first graders (this year's Connors second grade) in order to try out testing procedures and those instruments which were available in Spanish. A brief report has been issued on the results of the Science Research Associates Short Test of Educational Ability, Levels 1 and 2, the Spanish version of which was administered to the experimental class by the teacher, while the school's other first grades

*Bilingual
classes:
materials*

*Preliminary
evaluation*

were tested in English by the system's psychometrician. The data are not very revealing.

In the analysis, the scores of 27 Puerto Rican children, tested in English, were taken at random from those of the regular first grades to form one control group, while the "English Control" was one "normal" first grade with the fewest children (3) with Puerto Rican backgrounds. To equate more closely the mean chronological ages of the three groups, the scores of three children over 8.6 years were extracted from the experimental group. The data are summarized in Table 3.

Table 3 (R6, Hoboken, #6, p.3-5)

First Grade - S. R. A. Short Test of Educational Ability		June 1968	
	Experimental Class (N=24)	Regular Puerto Rican (N=27)	Regular English (N=27)
Mean Chronological Age	7.2	7.3	7.4
Mean I.Q. Score	95.8	92.4	94.1
Range of Scores	69 - 133	66 - 119	66 - 121
% Above Group Mean	46%	63%	37%
% Below Score of 90	37%	33%	33%

Hoboken school officials recognize that little weight can be given these sketchy results. A more thorough evaluation is now underway based upon a design recommended by the consultant for use as the experimental classes move through the third grade (Table 4).

*Bilingual
classes: pro-
posed testing
design*

Table 4 (Memo to Project Director, 7/21/68)

Proposed Testing Design for Experimental Bilingual Program	
	<u>Control Classes (Others on the grade)</u>
	<u>Experimental Classes</u>
<u>First Grade</u>	Draw-a-Man Test
Pretest	*Cooperative Inter-American Test of General Ability, Level 1 - Primary, Form CE (Spanish)
Posttest	Cooperative Inter-American Test of Reading, Primary Level, Form AS (Spanish)
<u>Second Grade</u>	Draw-a-Man Test
Pretest	Cooperative Inter-American Test of General Ability, Level 1 - Primary, Form CE (Spanish)
Posttest	Cooperative Inter-American Test of Reading, Primary Level, Form BS (Spanish)
<u>Third Grade</u>	Regular Achievement Battery Administered to all 3rd Grade Classes (Fall) and, in addition: Draw-a-Man Test
Pretest	Cooperative Inter-American Test of General Ability, Primary Level (not the same as Level 1 - Primary above) Form CE (Spanish)
Posttest	Regular Achievement Battery Administered to all 3rd Grade Classes (Spring)

*Guidance Testing Associates; 6516 Shirley Avenue; Austin, Texas 78752

Draw-a-Man Test
Cooperative Inter-American Test of General Ability, Level 1 - Primary, Form CE (English)

Cooperative Inter-American Test of Reading, Primary Level, Form AE (English)

Draw-a-Man Test
Cooperative Inter-American Test of General Ability, Level 1 - Primary, Form CE (English)

Cooperative Inter-American Test of Reading, Primary Level, Form BE (English)

Draw-a-Man Test
Cooperative Inter-American Test of General Ability, Primary Level (not the same as Level 1 - Primary above) Form CE (English)

Regular Achievement Battery Administered to all 3rd Grade Classes (Spring)

The consultant has urged that analysis of covariance be used in the statistical treatment of the test results. "In this way, covarying the reading scores against both the Draw-a-Man and the Test of General Ability, the experimental and control groups can best be equated." (Memo to Project Director, 7/21/68)

In the absence of solid data, one may note the impressions of project staff, consultants, and outside observers -- that the children in the experimental classes manifest a markedly higher level of interest and participation in learning activities than Spanish-speaking children who are assigned to the regular classes.

E. Implementation and Modifications

The superintendent's decision to undertake the experiment in Spanish-language instruction was made after the hurried drafting of the Title III proposal at the beginning of 1967. Stimulated by a review of the research literature, particularly the work of the present consultant to the program, his move was strongly encouraged by the Puerto Rican Department of Instruction.

Inasmuch as the experiment was to be a radical departure from orthodox Hoboken practice, the decision to begin with only one class was a strategic response to the prospect of having to generate acceptance from the school staff, the board, and the larger community, as well as an accommodation to limited school resources. By selecting the first teacher and the two additions for the current year from the regular staff, and paying their salaries from local funds, the project planners have anchored the experiment more solidly in the overall school program than might have been the case had additional support been sought from outside sources.

As the delay in Title III grant approval undercut plans for a summer of curriculum review, inservice training, and a preliminary trial of the bilingual approach, the administration chose to proceed pragmatically foregoing provisions for staff orientation, an evaluation design, or a full stock of materials in Spanish. The beginning of the first class was delayed until October 1967 because of unresolved administrative details. Pupils from the regular class rolls had to be selected and screened, and explanatory meetings with parents had to be arranged prior to their granting permission for the inclusion of their children in the program.

The uneven beginning led the superintendent to call in the present consultant in November. In the ensuing year, she was instrumental in helping the teacher to structure her

*Bilingual
classes: plan-
ning and
inception*

*Role of con-
sultant*

program along the lines indicated by the research, particularly the emphasis upon conducting all formal instruction in Spanish. To cope with the handicap of insufficient materials, the consultant recommended adapting the key vocabulary method popularized by Sylvia Ashton-Warner. She taught demonstration lessons using this approach also to emphasize gearing instruction to the needs and styles of individual children.

*Bilingual
classes:
future plans*

In the fall of 1968 as the first group passed into second grade, two new first-grade classes were organized. Current expectations, taking into account the span of the Title III project, call for the addition of two first-grade classes in 1969-1970, staffed by newly hired teachers to be paid from the third year's federal grant.

In one of the first-grade classes next year, the project planners are considering a variation in approach: half-day instruction in English and half in Spanish. The school under consideration serves not only a large Puerto Rican population but also children of the staff of nearby Stevens Institute of Technology. Anticipating positive interest in the program, the project planners would open the class to voluntary enrollment of children with English as their native language.

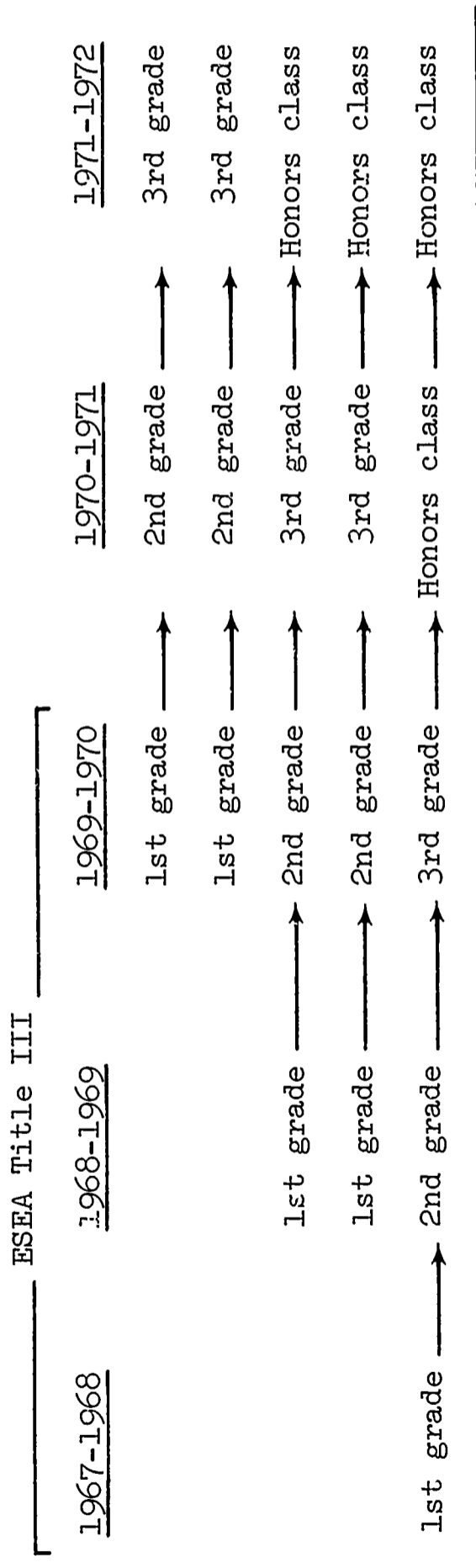
"Honors" classes

Approximately 150 Spanish-speaking children will have been involved in the experimental phase of instruction in the native language. As children from the experimental classes move beyond the third grade, they will be absorbed into the regular classes for the remainder of their elementary schooling. However, as indicated in Figure 1, the school administration expects to provide an opportunity for the children to maintain full bilingualism through continuing study of the native language and culture in special "honors" classes.

Plans under consideration entail offering one period a day, beginning in the fourth grade, in Spanish literature and grammar, for the children from the experimental classes and others whose native language is Spanish. A second honors "track" would be arranged in "conversational Spanish" for children whose native language is English. Exchange teachers from Puerto Rico would probably be used to staff the honors classes. Currently, the administration is weighing different scheduling patterns so that the movement of children into the honors periods will not conflict with the instructional routines in their regular classes.

Figure 1

Five-Year Schedule of the Experimental Bilingual Program



V. HUMAN RESOURCE CENTER

The Human Resource Center is an attempt to provide an alternative to the usual process of educational diagnosis and grade placement which, for recent arrivals with little or no knowledge of English, has often resulted in little diagnosis, inappropriate placement, and poor academic performance. The inadequacy of school resources, insufficient information about the child, and the routine demands on teachers' time has led to a child spending "weeks and sometimes months in a class completely new and strange to him." (R6, Hoboken, #10, p.1) By quickly bringing children together for an intensive introduction to the environment, school routines, and a basic vocabulary for communicating immediate needs, as well as for educational diagnosis, Hoboken hopes to "eliminate this waste and also ease the burden of all incoming Puerto Rican and foreign-born students." (R6, Hoboken, #10, p.1)

i. Facilities and Student Population

Currently situated in a regular classroom in one of the Hoboken elementary schools, the Human Resource Center had touched almost 200 children between September 1968 and February 1969. A preliminary report issued in early December presented the information in Table 5 on the 117 children who had been assigned to the Center during the first three months of the school year.

Upon arrival in Hoboken, children are registered for school in the usual fashion and assigned by the principals to regular classrooms on the basis of age and information from school records, when these are available. Children most in need of the Center's services are identified by their teachers and recommended by the principals of the schools for assignment. Other children with English-language difficulties who are not at least meeting with a school's orientation teacher may be referred to the Center, but priority is given to the most recent arrivals with the most severe English-language handicaps.

Parent permission is required for assignment to the Center, and explanatory letters and permission slips are printed in Spanish and Italian as well as in English. It is estimated that between 5 percent and 10 percent of the parents refuse permission; most are parents of younger children and are concerned about the walking distance between their homes and the Center.

*Human Resource
Center: general
objectives*

*Facilities and
student popu-
lation*

Parent consent

Table 5 (R6, Hoboken, #10, p.2)

Characteristics of Children in the Human Resource Center

(N = 117)

<u>Birthplace</u>		<u>Age</u>		<u>Sex</u>
Puerto Rico	69	7 - 9	40	Male
Cuba	23	10 - 11	30	Female
Italy	11	12 - 14	36	
Yugoslavia	5	15 - 17	11	
Dominican Republic	4			
United States	4			
Mexico	1			

B. Personnel

*Human Resource
Center: personnel*

The Center is regularly staffed by one licensed teacher; all administrative details are handled by the system's psychometrician. No definite requirements have been set for appointment as the Center's teacher, although language facility is obviously a central consideration. The present teacher, a Hoboken native with a year's experience in Puerto Rican schools as an exchange teacher, speaks fluent Spanish, and has a sufficient command of Italian to relate satisfactorily to children with that language background. As with all special assignments, his appointment was approved by the Board of Education.

The teacher is fully responsible, under the project director, for planning and implementing the Center's program. In consultation with the psychometrician, he administers a variety of tests which serve as a guide for part of a diagnostic profile of each child. Using the system's regular guidance form, a profile includes the Center teacher's assessment of the child's physical, emotional, social, and academic behavior, as well as his recommendations for grade placement and instructional approach. The test results are not entered in the child's cumulative record file. Insofar as possible, the

teacher attempts to phrase the profile in positive terms, stressing the strengths he observed during the child's stay in the Center.

A bilingual student aide is assigned to the Center for each of the half-day sessions. The aide assists in many of the oral exercises planned by the teacher and may direct an activity, such as a review drill, while the teacher is engaged in individual testing.

During the first weeks of the fall semester, one additional morning and afternoon class were organized in order to handle the larger number of children assigned to the Center. These were directed by an exchange teacher from Puerto Rico.

In his connection with the Center, the system's psychometrician is responsible for all administrative matters pertaining to its operation -- receiving and processing referrals, handling contacts with parents, coordinating such ancillary services as guidance and health, and maintaining liaison with school principals. In addition to coordinating the system's general testing program, the psychometrician is responsible for supervising whatever special testing is required by the project components. Since he is not fluent in Spanish, the teachers of the special classes administer tests to their Spanish-speaking children.

In the search for appropriate Spanish-language testing materials and the effort to obtain adequate school records for recent arrivals from Puerto Rico, the psychometrician has been in frequent contact with Commonwealth education officials. He was a member of the most recent fly-in group to Puerto Rico where he met with local educators to try to resolve these problems.

Recently, the Center staff has been supplemented by the part-time employment of an adult to supervise the movement of children between the schools and the Resource Center.

C. Description of Activities

At the Center, children meet in groups of about 15 each day, for a period of between two and three weeks, in either the morning or afternoon. The rest of the day is spent in the home school, where the schedule includes daily sessions with the orientation teacher.

Although an effort is made to minimize the age range within the groups, demands for placement have usually resulted in children from age seven to fourteen meeting together.

*Human Resource
Center: de-
scription of
activities*

(Recently, the Center has experimented with afternoon sessions at the high school for the older children.) For a similar reason, children with a variety of language backgrounds have been placed in the same group. In a session observed by the analyst, children from Puerto Rico, Italy, Cuba, Yugoslavia, and Colombia were present. Five additions from Puerto Rico entered for the first time during the morning; obviously, the overlapping flow of children hinders the teacher's efforts at sequential planning.

Within the available time, the teacher's primary aim is to provide the child with a basic working vocabulary pertinent to the school situation, to himself and the expression of his immediate needs. Planning for 15 sessions in which to cover fully ten lessons and the individual testing, the teacher seeks to capitalize as much as possible on the classroom setting. Although he draws some suggestions from Teaching English to Puerto Rican Pupils, Grades 5-6, a curriculum bulletin of the New York City school system, the teacher relies little on commercially prepared materials. He stresses game activities, role playing, mime, and review drills, always with a flexible interplay between English and the native language.

One observed session began with review drills of elements of the previous day's lesson -- English names of numbers, the alphabet, and the parts of the classroom which are all labeled -- with different children taking the teacher role. This was followed by a flash card game reviewing names of the days and months with a child orally identifying in his native tongue the English word; the 'rules' were then varied to saying the name in English, and the lesson was concluded with a full class review drill led by the teacher. A similar activity involving a review of telling time preceded the introduction of new material -- names of the parts of the body -- which entailed the use of appropriate pronouns and words for expressing pleasure or discomfort.

Other areas the teacher tries to cover include identifying school personnel, and relevant community agencies and their representatives. In fair weather, walking tours of the neighborhood are conducted, and visits are arranged to centers of community activity, such as the public library and the business district.

Extensive testing is done while the children are at the Center in order to assist the teacher in drawing up his recommendations to the home school. The tests used in the Center have been chosen because of their adaptability to the native language or their not requiring reading facility. Some of the tests administered to the children during this first year have been:

*Human Resource
Center:
example of
typical lesson*

*Diagnostic
testing*

1. Science Research Associates Short Test of Educational Ability, Spanish Form. Also used during the first year of the experimental bilingual program, this test is being replaced by the Cooperative Inter-American Test of General Ability.
2. Peabody Picture Vocabulary Test. Spanish and Italian translations of the word lists have been made by members of the school staff.
3. Draw-a-Man Test. Administered by the teacher, the test is scored by the psychometrician.
4. Prueba Colectiva Puertorriqueno de Capacidad Mental. A nonverbal test of "mental ability" obtained through the Puerto Rican Department of Instruction.
5. Wechsler Intelligence Scale for Children. Selected nonverbal parts are administered and scored by the psychometrician.

Other tests which have been tried in the effort to find those most appropriate for use in the Center have been the Otis Quick-Scoring Mental Abilities Test (Spanish Edition), the Pinter-Cunningham Primary Test of General Ability, and the Leiter International Performance Scale.

D. Evaluation

No formal evaluation procedures for assessing the effectiveness of the Center were designed prior to its opening. Project administrators are planning to construct a questionnaire to be administered to teachers in the home schools; their reactions and recommendations would be considered in modifying the Center's program and procedures.

In general, Hoboken reports that "school principals as well as classroom teachers have indicated that the approach used to process...incoming Puerto Rican and foreign born students through this center has been a significant improvement from previous approaches." (R4, Hoboken, p.3)

E. Implementation and Modifications

Although the first Title III proposal submitted to Washington in January 1967 specified the establishment of a "School Resource Center which would utilize a School-Community

*Human Resource
Center:
evaluation*

*Implementation
problems*

*Human Resource
Center:
operational
difficulties*

Assessment team" (R1, Hoboken, p.14), a number of administrative problems delayed the implementation of this component until September 1968. Since the grant request was not approved until June 1967, school system administrators did not begin a thorough review of possibilities for staff and facilities until that summer.

After his selection, the appointment of the Resource Center teacher could not be approved until the Board of Education met in the fall, and the designation of the system's psychometrician to coordinate the Resource Center's program was not formally confirmed until March 1968. Further, space for the Center was available in only one school, and the working out of acceptable arrangements with the administration of that school added to the delay. Consequently, the 1967-1968 school year was limited to refining these arrangements, planning for implementation, and program design.

Since the opening of the Center in September 1968, a range of operational difficulties have emerged, most of which stem from inadequate resources. Lack of clerical assistance has burdened the teacher and the psychometrician with routine administrative tasks, diverting time and energy which could be better spent in the intensive orientation process. Ways of including the family unit in the Center's orientation program, although touched upon during the planning phase, were not extensively explored mainly because additional staffing was not possible.

The formal necessity for registering children in a regular class prior to referral to the Center was cited as an impediment to the efficiency of the program. Although an administrative adjustment whereby new children could report directly to the Center might be desirable -- assuming additional clerical as well as professional staff was available -- school administrators point out that settlers in Hoboken are usually directed by their neighbors to the nearest school for registration. This practice does lend assurance that new children will be accounted for and enrolled.

Followup on the children returned to regular classes is limited. Coordinated strategies for assuring proper placement and continuing exposure to the orientation program in the schools is handicapped by the heavy administrative demands on the Center staff. Further, although all children from the Center are included in the school orientation program, techniques for meshing the Center's program with that of the school are not yet refined. The Center staff has indicated that as the heavy flow of new arrivals lessens during the course of the year, they will recall the "hard core" English-language handicapped children for further intensive work.

Since the children meet for only half a day at the Center, assuring their attendance in the home school for the rest of the school day was a problem during the first months of the school year. In part this may have stemmed from misunderstanding by parents; some were contacted in order to clarify the requirement that children in the Center are to spend the other part of the day in the home school. Also, the recent hiring of the part-time assistant to supervise the children after they leave the Center has helped to minimize the problem.

VI. BILINGUAL STUDENT AIDE PROGRAM

Until its recent involvement in the CEP retraining for "new careers" which has placed some adult bilingual assistants in the classroom, the school system had not been able to meet the need of children with English-language difficulties for "additional help and attention from someone who can communicate effectively with them." Citing evidence "that children of all ages tend to learn best from each other," the project planners proposed utilizing the resources available within the secondary school population. (R6, Hoboken, #11, p.1)

A formal work study option for secondary students is a part of Hoboken's regular program. From this, school administrators developed the bilingual student aide component for Phase II of the Title III grant. However, unlike the regular work-study program in which demonstrated academic excellence is a criterion for selection, inclusion in the bilingual student aide program rests on an estimated "potential for performance" of those students who might usually be considered as "high risk" possibilities.

In addition to assisting classroom teachers and providing support for English-language handicapped children, school officials hope that, properly structured, the experience in "leadership and status roles" of students usually characterized as "disadvantaged" or "potential dropouts" will "instill the 'Upward Bound' concept" whereby they may be motivated to continue their education and, potentially of long range benefit to the school system, to pursue teaching careers in Hoboken. (R6, Hoboken #11)

A. Population

The utilization of student aides began in October 1968 with 46 ninth (junior high seniors), eleventh, and twelfth-grade youngsters fluent in English and their native languages. One hundred and eighty bilingual students were identified in the junior and senior high schools and, from these, 96 possibilities were considered after screening by guidance, teaching, and administrative personnel. Through personal interviews and a survey of the language needs in the elementary schools, 38 Puerto Rican, 4 Italian, and 4 Yugoslavian youngsters were chosen for inclusion in the program. A few have since been dropped from the program because of schedule conflicts, scholastic problems, or

*Bilingual
student aides:
description of
activities*

inadequate performance; currently, 41 students are participating -- 21 ninth graders, 12 eleventh graders, and 8 from the twelfth grade.

B. Description of Activities

Student aides are released from their home schools for two hours a day for assignment to the six public and three parochial elementary schools. At present, one aide serves in the Human Resource Center, five are working with orientation teachers, and one had been placed in each of the experimental bilingual classes. The remainder work in regular classrooms with, of course, the junior high students being placed in the early grades.

Through arrangement with the State Department of Education, the aides receive compensatory academic credit for the released time and are paid \$1.50 an hour from funds provided through the Title III grant.

Aside from their key role as intermediaries between the school and the non-English-speaking children and parents, the aides may be assigned a variety of clerical tasks as well as given the opportunity to work with individual pupils or small groups as directed by the teacher. The aide observed by the analyst in the Human Resource Center was fully integrated into the learning activities and, according to the teacher, directs class drills and reviews while he is involved in individual testing. At this point the styles of individual teachers determine in large degree the manner in which the aides are used.

During the spring the aides visited Jersey City State College where, with senior student teachers as guides, they were introduced to the various facets of college study. During this first visit, the aides met with the college admissions officer and observed classes in the Department of Education.

C. Evaluation

A two-pronged indicator of the effectiveness of the bilingual student aide program was formulated prior to its implementation: (1) academic and social growth of the aides; (2) academic and social growth of the children in the receiving classes.

*Evaluation
design*

The project planners proposed to evaluate the aides through comparing pre-post measurements of "academic potential" through standardized intelligence and aptitude tests, teacher evaluations, and school records. Extent of school participation in extracurricular activities and ratings by teachers will be used in measuring social growth. Additionally, "interest inventories" will be administered to the aides.

Evaluation of children in the receiving classes will entail comparing results of standardized achievement tests administered in the fall and spring semesters. Scores for these children will be compared with those of "control" groups, that is, with those classes on the grade without aides. The receiving and control classes have similar percentages of Puerto Rican and foreign students as a result of the school system's policy of heterogeneously grouping children with regard to ethnic background.

Social growth or "acceleration of the assimilation process" of the children in the receiving classes will be judged through sociograms "to determine at appropriate times whether or not the presence of a 'Bilingual Student-Teacher Aide'" might account for differences between these children and the control groups. (Hoboken, R7, p.17)

D. Implementation and Modifications

Initially, in order to facilitate evaluation of the component the aides were to be placed in the third and sixth grades, which are the target grades for the semiannual systemwide standardized testing program. School principals' arguments that placement should be determined by their assessments of the needs within their schools resulted in assignments in line with principals' recommendations. Accordingly, the project planners have indicated their intention to undertake supplementary testing in those grades, other than the third and sixth, in which the aides are working.

Apparently because of time pressures, preliminary orientation of aides and receiving teachers was minimal. The tasks of screening, schedule arrangements, and the adjustments in assignments required by principals' objections to the original design did not permit the planned two-week orientation period for the aides. Consequently, only one session with the project director and the coordinator of the student aide program (an elementary school vice-principal) was held for the aides prior to their placement around October 1, 1968. However, during the school term the coordinator periodically visits the classrooms in which the aides are working and, once a month, meets with them to discuss their complaints, problems, and recommendations.

*Bilingual
student aides:
grade assign-
ments*

*Orientation and
supervision*

As a result of this first year's experience, the coordinator has begun identifying prospective aides for 1969-1970. Thus far, a nucleus of 40 candidates has been identified; student aide assignments will be specified in the regular academic schedules of those chosen, prior to fall registration. It is hoped that a faculty member from Jersey City State College will conduct a full two-week orientation for the aides and receiving teachers before the opening of school. Last fall one workshop for participating teachers and student aides was conducted by the Jersey City State College consultant after the program was instituted. Scheduling the workshop after school hours was noted as a probable factor in the relatively low teacher attendance of about 30 percent.

The informal school visits and monthly meetings with the aides by the program coordinator have emphasized the need for a more thorough definition of their role. For example, on the basis of his observations the coordinator foresees a firm guideline that the work of the aide be limited to the class and teacher to which he is assigned rather than his being called upon to supervise small groups of pupils taken out of other classes on the grade.

*Bilingual
student aides:
seminars at
Jersey City
State College*

In connection with the effort to stimulate the aides' interest in college study discussions aimed at structuring a series of regular on-campus seminars for the aides are now underway with the Department of Education of Jersey City State College. The college has agreed to permit the aides to "participate as observers in courses with the senior students. The purpose here is to encourage a buddy system and to involve the senior student in developing positive relationships with future aides." (R6, Hoboken, #11, p.2) Also, fuller involvement of the college is planned for the summer. Aides will visit the campus to prepare for work in Hoboken's summer Headstart program in which 60 to 70 percent of the children enrolled are Puerto Rican.

Despite the problems of implementing the student aide program, school administrators are enthusiastic about its potential benefits to those secondary and elementary pupils who are or will be involved. During a fly-in seminar, the program was outlined to Puerto Rican educators who, according to Hoboken officials, are planning to emphasize motivation for higher education more strongly in their own work-study programs.

*Cost per pupil*VII. BUDGET AND PERSONNEL

The latest available figure for Hoboken's average per pupil expenditure is \$654.28 (1966-1967), which according to school officials indicates that, in light of its tax rate, the city "is exerting a financial effort to a far greater proportion than any other community in our State with a similar problem." (R1, Hoboken, p.12)

The following figures have been taken from budget requests submitted to the Title III office. Hoboken administrators indicated that these figures closely approximate actual expenditures.

A. Phase I - 6/1/67 to 3/14/68

The first phase was to run from 4/3/67 to 12/31/67 with the two subsequent requests to encompass full calendar years; however, inasmuch as the funds for the first phase were not granted until June 1967, the dates for the second and third phases have been adjusted accordingly. This first phase, which was largely given over to planning and administrative preparation, included two fly-ins to Puerto Rico and the first series of biweekly seminars. The first experimental bilingual class, not outlined in the first proposal, was staffed by a regular teacher paid from local funds; consequently, this component did not draw support from Title III.

The total requested for Phase I was \$74,779; \$68,377 was granted.

The major areas of expenditure were as follows:

1. Administration

Personnel

Project Director

\$12,600

Selected from the ranks of the local staff, the Director has a masters degree as recommended by the State Department of Education. With background in the elementary and secondary schools the Director has experience in the development and implementation of curriculum programs

*Phase I: June
1967 to mid-March
1968*

Administration

in the junior high schools. Although Spanish-language background would have been preferred, the Director has a knowledge of Italian and thorough familiarity with the community.

Other members of Administrative Task Force (2), 10 percent time 2,900

The Superintendent and an Administrative Assistant, responsible for federally supported programs.

Project Secretary 3,240

Required to be fully fluent in Spanish and English.

Supplies and Equipment 1,000

Travel 6,020

Expenses for Administrative Task Force site visits to cooperating New Jersey cities, other programs in the U.S., and to Puerto Rico for "planning and evaluation."

2. Instruction

a. Fly-in Seminars to Puerto Rico (3)

Travel 16,500

Three visitations, \$5,500 each, for teams of ten participants. Includes air fares and \$25 per day expenses for each participant.

Personnel 7,500

10 substitute teachers to cover for each team of fly-in participants. 300 days @ \$25 per day.

Honoraria for followup seminars in Puerto Rico to fly-in seminars. 2,700

30 participants for 9 sessions.

b. Other Expenses

Consultant fees. Total of 90 days @ \$75 per day. 6,750

Phase I:
instruction

2,250

7,700

Advisory Committee meetings. 3 @ \$750 each

Personnel for summer planning and pilot programs
(Because of delay in funding these programs were not carried out;
the unexpended funds were absorbed into the budget for Phase II.)

B. Phase II - 3/15/68 to 6/30/69

As a result of the adjustment necessary because of the delay in the funding for Phase I, the period for Phase II spans 15 months. The total amount granted for Phase II was \$179,415.

The major areas of expenditure are as follows (for 15 months):

Administration

1. Administration

Personnel

19,000

Project Director

1,800

Administrative Assistant, 10 percent time

5,800

Project Secretary

500

Supplies

5,800

Travel

Administrative Task Force

Puerto Rico - \$3,000

Mainland site visits - \$2,800

2. Instruction

Instruction

9,000

a. Consultants - 120 days @ \$75 per day

*Phase II: mid-
March 1968
through June
1969*

b. Fly-in Seminars to Puerto Rico

Personnel

Ten substitute teachers to cover for each team of fly-in participants.
300 days @ \$20 per day. 6,000

Honoraria for follow-up seminars 4,800

Travel

Three visitations for teams of ten participants. 30 @ \$540 includes
air fare and \$25 per day expenses for each participant. 16,200

Materials

Film and tapes of on-site visits and seminars for dissemination and
teacher orientation in Hoboken and cooperating districts. (Amount
also includes curriculum materials from Puerto Rico, Mexico and other
sources.) 4,700

c. Human Resources Center

15,000

Psychometrician

In addition to supervising the Human Resource Center, the psychome-
trician is responsible for all regular and special testing for the
school system. He works closely with the Project Director in the
coordination of the project components.

(The Resource Center teacher, selected from the regular staff, is paid
from local funds.)

Adult aide, part-time for 6 months 2,400

d. Orientation Program

Teachers (2), full-time (Provision for 4 teachers in the original
budget; two were hired). \$7,000 each for 10 months. 14,000

e. Teacher-Exchange Program

Hoboken teachers in Puerto Rico - (3), full-time
Subsidy of \$1,500 each, with salaries paid from regular local funds

4,500

(Puerto Rican teachers in Hoboken are paid by the Commonwealth's
Department of Instruction.)

f. Bilingual Student Aide Program

Student Aides (44), 10 hours a week/42 weeks/@ \$1.50 per hour
(budgeted for period including the summer).

27,720

Coordinator, 10 percent time
(Elementary School vice-principal.)

1,000

g. Curriculum Materials Committee

Honoraria for summer curriculum development for approximately 20
committee members

3,500

c. Phase III - 7/1/69 to 6/30/70

The total amount requested is \$178,827. No major budget shifts from Phase II are anticipated with the exception of the hiring of two teachers to staff the two additional bilingual classes.

*Phase III: July
1969 through
June 1970*

VIII. REFERENCES

Proposals and Progress Reports

1. Hoboken, New Jersey. Board of Education. Assimilation Thru Cultural Understanding. Undated. 18p. (ERIC / ED 024 713, mf \$0.25, hc \$1.30)

This first proposal was submitted to the Title III office about January 1, 1967. Available in original form as ERIC / ES 001 455, mf \$0.25, hc \$2.15.

2. Project I. September 19, 1967. 5p.
Progress Report of Title III -

This brief progress report, submitted by the Superintendent of Schools, outlines the planning activities undertaken during the summer of 1967.

3. E.S.E.A. - Title III. Undated.
Individually paged.

This report compiled in late 1967, deals mainly with the first fly-in to Puerto Rico and contains the following items: 1. Advisory Committee (list of members); 2. Panel of Consultants; 3. Staff Resource Committee (list of members); 4. Puerto Rico Resource Personnel; 5. Superintendent's Progress Report #3; 6. To Help Foreign Born Pupils (newspaper clipping); 7. On-Site Visitation - Team 1-A (list of fly-in participants); 8. Seminar Questions - November 10, 1967 and November 17, 1967 (first fly-in); 9. Team 1-A Itinerary; 10. Team 1-A Sample Daily Assignment; 11. Consultant's Reports: (a) Dr. Irving Bloom, Professor of Education, Jersey City State College; (b) Mr. Russell Layden, Administration Office, Special Education, New Jersey; 12. Districts and Schools Visited; 13. List of Cooperating Puerto Rican Staff; 14. Follow-up Workshop (Superintendent's memo to school principals); 15. Hoboken Teacher Attitude Survey (not included in copy given to analyst); 16. Publicity Releases; and 17. Map of Puerto Rico.

4. Title III - E.S.E.A. Phase II.
Undated. Unpaged. (ERIC / ED 024 712, n.f. \$0.25, hc \$1.05)
- This application for a continuation grant for the second year of Assimilation Thru Cultural Understanding was submitted in early 1968.
5. Operation Assimilation Thru Cultural Understanding, E.S.E.A. - Title III, Progress Report #4. Undated.
Individually paged.
- The activities of the second fly-in to Puerto Rico, January 31 through February 18, 1968, are described in this report which contains: 1. Profile of Teams 1B-1C Visitation; 2. Map of Puerto Rico showing assignments of participants; 3. List of Participants; 4. Teams 1B-1C Visitation to Puerto Rico (program of activities); 5. Program of Activities, Hoboken Educational Seminar, February 5-16, 1968 (includes reports of discussion groups); 6. Consultant Analysis and Recommendations for Hoboken Title III Project (from Dr. Irving Bloom, educational consultant, to the Superintendent of Schools); 7. Concerning Hoboken Title III Project Visitation to the Commonwealth (from Russell G. Layden, educational consultant, to the Superintendent of Schools); 8. Advisory Committee (list of members); 9. Panel of Available Consultants; 10. Staff Resource Committee (list of members); and 11. Curriculum Materials Committee (list of members and schedule of meetings).
6. Assimilation Thru Cultural Understanding, Progress Report #5. Undated. Individually paged.
- This report, compiled in late 1968, contains the following items: 1. Progress Tree (diagram of project); 2. Seminar Visit to Puerto Rico: (a) Purpose of Visit, (b) Profile of Teams 2A and 2B, (c) Map of Puerto Rico, (d) Program of Activities 2A-2B; 3. Advisory Committee (list of members); 4. Directory of Resource Personnel in Puerto Rico; 5. Final Comparative Study - Hoboken Teacher Attitude Survey (report from Dr. Irving Bloom, May 27, 1968, which includes results for the "control" group); 6. Bilingual Education (progress report submitted by Dr. Nancy Modiano, consultant, in

January 1968); 7. Teaching of Reading in the National Language (Summary of research paper prepared by Dr. Nancy Modiano of study undertaken in Mexico in 1964-1965); 8. Psychometric Evaluation of the Bilingual Class (brief report of test results for pilot first grade in experimental bilingual program); 9. Curriculum Materials, Methods, and Techniques (report prepared by the teacher of the pilot first grade in experimental bilingual program); 10. Human Resource Center (brief report); and 11. Bilingual Student Teacher Aide Program (brief report).

7.

Undated. Individually paged. (ERIC / in process) Title III - E.S.E.A. Phase III.

The analyst's copy of this application for a continuation grant for the third year, prepared in the spring of 1969, includes: Part II - Narrative Report; Attachments (items 6, 8, 5, 11, and 10 in R6); and Part III - Projected Activities.

8.

Jersey City, New Jersey. Jersey City State College. Final Report on the Special Student Teaching Program in Puerto Rico, November 20, 1968 - December 20, 1968. January 1969. 4p.

This short memorandum was submitted by Dr. Irving Bloom, Professor of Education, to Dr. James Mullen and the San Jose Guide District Program.

Citations followed by ERIC accession numbers refer to documents available in microfiche or hard copy from the Educational Resources Information Center. Documents should be ordered by their ED or ES numbers from the ERIC Document Reproduction Service, National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014.

IX. INFORMATION CONTACT

Mr. Peter Vecchio
Director, Title III
Board of Education
524 Park Avenue
Hoboken, New Jersey 07030
Telephone: (201) 659-1966