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ABSTRACT

The Bilingual Academic and Technical Education for Youth (BATEY) Program completed its third and final year of funding at Adlai E. Stevenson High School, Bronx, New York. In 1982-83, the program offered bilingual instruction and support services to approximately 300 Hispanic students of limited English proficiency in grades 9-12. Although the program emphasized vocational skills training, its ultimate goal was to develop proficiency in English and to prepare students to meet graduation requirements. The program developed and adapted curriculum materials in mechanical drawing, automotive machine shop, home maintenance and repair, bookkeeping and record keeping, American history, and consumer economics. Support services for program students consisted of guidance and career counseling. Staff development activities included monthly department meetings and workshops. Program parents were members of the advisory committee. Quantitative analysis of student achievement showed significant gains in English and Spanish reading and industrial arts. Passing rates in mathematics, science and social studies ranged from 49 to 99 percent. The attendance rate of program students was greater than that of the general school population. It was concluded that the program's success was due to the competence and dedication of the program staff, the acquisition and development of curriculum materials, and the support of the school administration. (GC)

O.E.E. Evaluation Report

March, 1984

Grant Number: G00-800-6765

ADLAI E. STEVENSON HIGH SCHOOL

BILINGUAL ACADEMIC AND TECHNICAL

EDUCATION FOR YOUTH PROGRAM

1982-1983

Principal:
Ms. Myrna F. Wohlberg

Project Director:
Alfred Riccardi

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A SUMMARY OF THE EVALUATION
FOR THE BATEY PROGRAM
ADLAI E. STEVENSON HIGH SCHOOL
1982-1983

The Bilingual Academic and Technical Education for Youth (BATEY) Program completed its third and final year of funding. In 1982-83, the program offered bilingual instruction and support services to approximately 300 Hispanic students of limited English proficiency in grades nine through twelve. The target population represented over 15 Spanish-language countries: 42 percent were born in Puerto Rico and 26 percent were born in the Dominican Republic. All program students spoke Spanish at home. The students varied in native-language ability, in English-language proficiency, and in overall educational experience.

Although the program emphasized vocational skills training, its ultimate goal was to develop students' proficiency in English and to prepare them to meet the requirements for high school graduation. The instructional approach was based on English-language proficiency: those students who were less proficient in English were taught primarily in Spanish; those students who were more proficient in English were taught primarily in English.

Title VII funds were provided for administrative and support services staff. Instructional positions were funded by Chapter I, P.S.E.N., and tax-levy dollars. In addition to obtaining commercially-produced materials, the program developed and adapted curriculum materials in mechanical drawing, automotive machine shop, home maintenance and repair, bookkeeping and record keeping, American history, and consumer economics. Support services for program students consisted of guidance and career counseling. Staff development activities included monthly department meetings and workshops. Program parents were members of the advisory committee.

Program students were assessed in English-language development (Criterion Referenced English Syntax Test), native-language development (Interamerican Series, La Prueba de Lectura), content-area subjects (teacher-made tests), and attendance (school and program records). Quantitative analysis of student achievement indicates that:

--Program students mastered an average of 1.79 CREST objectives per month in the fall and 1.09 CREST objectives per month in the spring.

--Gains in Spanish language achievement for grades nine, ten, and eleven were both statistically and educationally significant.

--Overall passing rates in business and industrial arts courses were 85 percent in the fall and 88.1 percent in the spring.

--Overall passing rates in mathematics, science, and social studies, ranged from 49 percent (spring mathematics) to 99 percent (spring science).

--The attendance rate of program students was significantly greater than the attendance of the general school population.

The success of the program was due to the competence and dedication of the program staff, the acquisition and development of curriculum materials, and the support of the school administration.

The following recommendations are aimed at increasing the overall effectiveness of the program:

--Implementing the testing program as proposed;

--Addressing the needs of students with low skills in mathematics;

--Organizing a tutorial component to assist students in content-area subjects;

--Assigning an assistant principal to coordinate development activities and meetings for staff members who continue to serve bilingual students in the classroom.

ACKNOWLEDGEMENTS

The production of this report, as of all O.E.E. Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. In addition to those whose names appear on the cover, Margaret Scorza has reviewed and corrected reports, coordinated the editing and production process, and contributed to the quality of the work in innumerable ways. Karen Chasin has spent many hours creating, correcting, and maintaining data files. Joseph Rivera has worked intensely to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation the unit could not have handled such a large volume of work and still produced quality evaluation reports.

TABLE OF CONTENTS

LIST OF FIGURES AND TABLES

Bilingual Academic and Technical Education for Youth Program (BATEY)
AdTai E. Stevenson High School

Location:	1980 Lafayette Avenue Bronx, New York 10472
Year of Operation:	1982-83, third and final year of funding
Target Language:	Spanish
Number of Students:	Approximately 300 (fall), 280 (spring)
Principal:	Myrna F. Wohlberg
Project Director:	Alfred Riccardi

INTRODUCTION

Bilingual Academic and Technical Education for Youth (BATEY), a bilingual secondary education program, completed its third and final year of Title VII funding. In 1982-83, the program offered bilingual instruction and support services to approximately 300 Hispanic students of limited English proficiency (LEP) in grades nine through twelve. Staff development activities included training workshops and department conferences. Parents participated in the project's advisory council. Although the death of the project director during the school year was deeply felt by the staff, the program continued to carry on its activities.

The purposes of this report are to describe the project's context, components, participants, and activities, and to make recommendations for future programs serving a similar population. Data were gathered from interviews with school and program administrators, teachers, family assistants, and student participants; classroom observations; and a review of relevant program records. A questionnaire was also completed by the acting project director.

I. DEMOGRAPHIC CONTEXT

Adlai E. Stevenson High School is located on Lafayette Avenue near White Plains Road midway between the Soundview and Castle Hill sections of the Bronx. The area consists of well-kept, privately-owned one- and two-family houses. The school faces several high-rise cooperative apartment buildings and there is also a shopping plaza nearby. Adlai Stevenson is within Community School District (C.S.D.) 8 and draws from its five junior high and intermediate schools. The school also receives students from I.S. 174 and I.S. 74 in C.S.D. 12. Project BATEY established a liaison with these two feeder schools to coordinate a sequential curriculum and to obtain information on potential problem students. This liaison effort was based on a recommendation in last year's evaluation report.

The school building was built in 1970 and is airy and well-kept. The BATEY office is near the bilingual social studies and mathematics classrooms and next to the New York State Employment Services office. Consisting of a relatively large area divided into five smaller offices and a large open meeting area and work space, the project office is a focal point for program participants. Administrative personnel, program staff, and guidance counselor are located in the offices. Security problems noted in a previous report have been resolved.

II. STUDENT CHARACTERISTICS

Project BATEY served approximately 300 students in 1982-83. Of this number, about 10 percent were born in the United States to Hispanic parents. The remaining students were foreign born and immigrated from Spanish-speaking countries. Table 1 lists the number and percent of program students by country of origin and Table 2 presents these students by sex and grade.

TABLE 1

Number and Percent of Program Students by Country of Birth

Country of Birth	Number	Percent
Puerto Rico	106	37
Dominican Republic	65	23
Haiti	1	less than 1
Cuba	3	1
Mexico	5	2
Honduras	3	1
Costa Rica	5	2
El Salvador	7	2
Panama	1	less than 1
Colombia	35	12
Ecuador	7	2
Central and South America (country unspecified)	14	5
U.S.	32	11
TOTAL	284	100

- Thirty-seven percent of the program students were born in Puerto Rico.
- The second largest group came from the Dominican Republic.

TABLE 2

Number and Percent of Program Students by Sex and Grade

Grade	Number Male Students	Percent Of Grade	Number Female Students	Percent of Grade	Total Number	Percent of All Students
9	50	51	48	49	98	33.9
10	30	64	44	36	74	25.6
11	37	45	46	55	83	28.7
12	14	41	20	59	34	11.8
TOTAL	131	45[a]	158	55[a]	289	100

[a]Percent of program students.

- Fifty-five percent of the program students were female.
- Most students were in the ninth grade.

The students' range of literacy in Spanish varied from functional illiteracy (5 percent) to grade level performance (81 percent) to advanced levels (14 percent). In English, the range varied from no English proficiency (5 percent), to an intermediate level of proficiency (81 percent), to a level at which students could participate in instruction provided in English (14 percent).

Students spoke Spanish among themselves. English was used in mainstream classes and to communicate with English-dominant teachers and peers. However, the opportunity to practice English usually ended when

the school day was over. Student participants could function in their communities without English because all daily social and business activities could be carried out in the native language. Parents of program students reportedly wanted their children to learn English, but few had the time or motivation to learn English themselves. Students had an opportunity to speak English when they traveled outside their communities, and when acting as translators for their parents.

BATEY students had a wide range of education histories. Many had their schooling interrupted while others had attended school fewer years than would be expected for their age. A few participants were attending school for the first time. Table 3 represents the number of program students by age and grade as of the end of the school year. Table 4 presents the number of years students spent in the program as of June, 1983.

TABLE 3

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	11	0	0	0	11
15	29	13	0	0	42
16	22	25	12	0	59
17	23	21	22	11	77
18	9	13	26	14	62
19	2	2	13	7	24
20	1	0	10	2	13
TOTAL	97	74	83	34	288

Overage Students					
Number	57	36	49	9	151
Percent	59	50	60	30	52

Note. Shaded boxes indicate expected age range for grade.

- Fifty-two percent of the students were overage for their grade.
- Students ranged from 14 to 20 years of age.

TABLE 4

Time Spent in the Bilingual Program[a]

(As of June, 1983)

Time Spent in Bilingual Program	Number of Students				
	Grade 9	Grade 10	Grade 11	Grade 12	Totals
<1 Academic Year	1	2	1	0	4
1 Academic Year	66	29	30	4	129
2 Academic Years	22	32	26	8	88
3 Academic Years	9	8	20	12	49
4 Academic Years[b]	0	1	5	9	15
5 Academic Years[b]	0	0	1	1	2
TOTAL	98	72	83	34	289

[a]Rounded to the nearest year.

[b]Reflects participation in previous bilingual program.

- Seventeen percent of the students had been in the program for three years.
- Forty-six percent of the students had completed one year or less in the program; four of these students arrived during the academic year.

III. PROGRAM DESCRIPTION

PHILOSOPHY

Project BATEY was designed to develop students' English language proficiency. Its objective was to prepare students to participate fully in the mainstream English curriculum and to meet the requirements necessary for high school graduation. The program's ultimate goal was to provide students with the life skills necessary for successful entry into the job market. The instructional approach assumed that English proficiency might be attained through English as a second language (E.S.L.) instruction coupled with a gradual increase in English usage in content-area instruction. The mastery of content-area material was brought about by instruction in the native language. Students' programs were geared to their level of English language proficiency, and they were mainstreamed within two years.

This philosophy and approach was in keeping with that of Adlai Stevenson which offered students the option of taking academic subjects in both English and Spanish. There was a school-wide consensus that bilingual education was the most effective mode of instruction for LEP students provided it included a gradual transition into English language usage. This consensus acknowledged the importance of native language development.

PROGRAM OBJECTIVES

The program's specific instructional and non-instructional objectives were as follows:

1. As a result of program participation, students would master an average of five objectives per semester of treatment on the Criterion Referenced English Syntax Test (CREST).

2. Program participants would increase their English language reading ability as indicated by a statistically significant difference between pre- and post-test scores on the New York City Reading Test (P.S.E.N.).

3. Students participating in the program would increase reading achievement in Spanish as measured by a statistically significant difference between pre- and post-test scores on the Interamerican Series, La Prueba de Lectura.

4. As a result of program participation, the percentage of students passing bilingual industrial arts and business education classes would be equal to the percentage of non-program students passing regular industrial arts and business education classes.

5. As a result of program participation, students' attendance rates would parallel that of the general school population as indicated by the rates of school (non-program) and program attendance.

6. There would be a significant relationship between attendance and improvement in English proficiency.

7. As a result of program participation, the percentage of program students who were suspended would be significantly lower than the percentage of non-program students who were suspended.

8. E.S.L. curriculum would be developed for typing; bilingual curriculum would be developed for record keeping, mechanical drawing, and wood-working. Bilingual curricula would emphasize improvement of English language skills.

9. Fifty percent of the program students would participate in group counseling sessions and would visit business offices and industrial plants.

10. All program students would meet with the guidance counselor for career and psychological counseling, and with the assistant project director in order to plan their school programs.

11. Workshops for parents on career orientation would be held.

12. Sixty percent of parents who participate in program activities would meet individually with project staff in order to discuss students' adjustment.

13. Program staff would take fifty university credits in bilingual education and in courses which would lead to certification in their subject areas and would attend curriculum development training workshops.

PROJECT FUNDING

Funding for the project came from a variety of sources including Title VII, R.S.E.N., and Chapter 720. Chapter I provided funds for teacher trainers. Table 5 details the funding sources for project administration and Table 6 represents the funding sources for the instructional component.

TABLE 5

Funding of Non-Instructional Program Components

	Funding Source	Personnel: Number and Title
Administration & Supervision	Title VII	1 Project Director
Curriculum Development	Title VII	.8 Curriculum Developer (Business Education)
Supportive Services	Title VII	1 Counselor .6 Grade Advisor
Secretarial & Clerical Services	Title VII	1 Secretary

STAFF CHARACTERISTICS

Appendix A lists staff members by function and information relating to their education, credentials, and experience. Most staff members had extensive experience in education. All but one were working in their area of specialization.

PROGRAM ORGANIZATION

Figure 1 illustrates the organizational structure of the program within Adlai Stevenson. The assistant principal (A.P.) for foreign

language was responsible for overseeing program operation. The relations between this A.P. and the project director were said to be both favorable and effective. When the project director fell ill, the assistant coordinator assumed responsibility for administrative and fiscal matters, and for coordinating the activities of the program with those of the school. The assistant principals for subject areas supervised content-area and E.S.L. teachers.

TABLE 6

Funding of the Instructional Component[a]

Component	Funding Source(s)	Number Teachers/Classes	Number Paraprofessionals/ Classes
English as a Second Language	Chapter 1 P.S.E.N.	1/5 2/5 each	1/5 2/5 each
E.S.L. Reading	Chapter 268 Module 5B	1/2 1/3	
Native Language	Title VII	1/2 (pullout)	
Mathematics	Tax Levy Title VII	2/2,5	1[c]
Science	Tax Levy Title VII	1/5	1[c]
Social Studies	Tax Levy Module 5B Title VII	1/2 1/5 1/1 (pullout)	
Vocational Subjects[b]	Tax Levy Title VII	1/5 each	1[c]

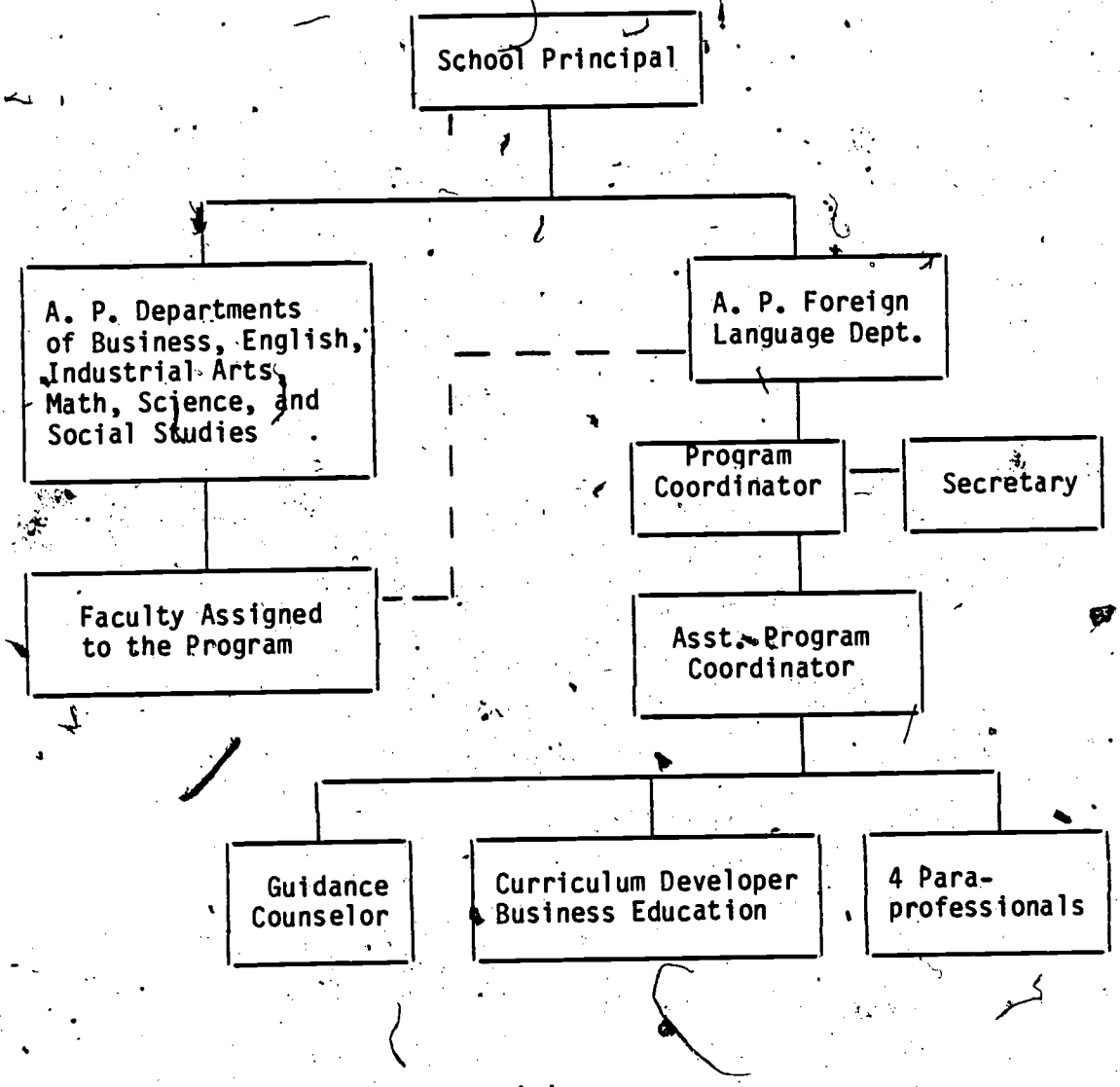
[a]Source. High School Personnel Inventory for Bilingual E.S.L. Programs, April 25, 1983, Division of High Schools, New York City Public Schools.

[b]Vocational offerings included typing, home repairs, auto maintenance, home economics, and graphic arts.

[c]Title VII paraprofessional was available in these classes for educational assistance.

FIGURE 1

Organization of the BATEY Program



IV. INSTRUCTIONAL COMPONENT

STUDENT PLACEMENT, PROGRAMMING, AND MAINSTREAMING

Spanish-speaking students who scored below the fifteenth percentile on the English version of the Language Assessment Battery (LAB) were admitted into the program. In addition, students took placement tests in each language, and were interviewed by program staff who evaluated their linguistic and academic needs. Parental consent was also obtained for prospective program students. Truant consent-decree students were not admitted.

Placement for program students followed grade level and age requirements of the New York City Public Schools. Since the program did not use an English diagnostic placement test, E.S.L. placement for incoming students was based on information received from the feeder school (in the case of students already in the New York City public schools), recommendations based on student interviews, and the results of the LAB. In the interview, each student was asked to read and converse in English.

Students coming from feeder schools or from Puerto Rico were placed in native language studies classes based on information in students' records. Students coming from other countries were given informal interviews, and were asked to read a Spanish selection.

Individual academic programs were based on the advice of the guidance counselor. Students' language proficiency, their interests

and career goals, their performance in content areas, and graduation requirements were taken into consideration.

Exit criteria were established at the twenty-first percentile on the LAB and/or an English reading score of 8.0 on the New York City Reading Test. Exited students could be fully or partially mainstreamed. Cues indicating readiness for mainstreaming included: achieving a grade score at or above 8.0 on the New York City Mathematics Test; successful performance in a mainstream course; and/or recommendation for partial mainstreaming from a business or industrial arts teacher.

Partial mainstreaming occurred first in math, then in science, and finally in social studies courses. The program had built-in partial mainstreaming devices. Industrial arts and business courses were taught in English with bilingual paraprofessionals in the classroom. Students with high levels of English proficiency were encouraged to use more English in these classes. Students also participated in mainstream gym, art, and music classes. In addition, the school's Training in Occupation and Languages for Limited English Proficiency Students (TOLLEPS) program was open to all BATEY students.

A student was fully mainstreamed at his/her own or parental request after reaching the exit criteria, or after being in the program for two years with passing grades in most of the E.S.L. courses. Fully mainstreamed students continued to participate in the project's extra-curricular and cultural activities. They also continued to receive guidance supportive services if referred by the guidance department

and/or if they personally requested assistance in career counseling, academic, or vocational guidance.

INSTRUCTIONAL OFFERINGS

Overview

The BATEY curriculum offered two instructional tracks: a content-area/E.S.L. track and a business/industrial arts track. Spanish language studies courses were not part of the program, but rather were offered through the foreign language department. Program instructional offerings paralleled mainstream curriculum both in content and in grade level, but placed a special emphasis on Hispanic culture, especially in the social studies curriculum.

The curriculum for industrial arts and business education courses was developed in consultation with Stevenson's department of business and industrial arts. For the most part, this curriculum paralleled its mainstream counterparts with two exceptions: the auto care course met for only one period, while the mainstream course met for a double period; and the home maintenance and repair course had no parallel in the mainstream. The TOLLEPS Program provided curriculum materials and equipment for this course offering.

E.S.L., Native Language, and Content Areas

Table 7 details the instruction in E.S.L. and English reading offered by the program. These classes were exclusively for program students and placed special emphasis on American society and culture.

TABLE 7

Instruction in English as a Second Language and English Reading

Course Title and Level	Number of Classes Fall	Spring	Average Class Reg. Fall	Spring	Class Pds. Per Week	Description	Curriculum or Material in Use
FEQA-Beginning	2	2	24	21	10	Beginning Level	LADO 1
FEQB-Beginning	2	2	21	43	10	Beginning Level	LADO 2
FEQC-Intermediate	2	2	16	35	10	Intermediate	LADO 3
QD-Intermediate	1	1	30	34	5	Intermediate	LADO 3
E-Advanced	1	1	22	19	5	Advanced	LADO 4
QF-Advanced	1	1	29	23	5	Advanced	LADO 4
FE1/2	2	3	22		5	Beginning Reading	Standard
FE3/4	2	2	23		5	Intermediate Reading	Standard

Table 8 details the native language studies instruction offered by the foreign languages department to program students. Program and mainstream students were integrated in these courses which were available to the entire school although attended mainly by program students. Advanced literature courses included Caribbean studies, Spanish civilization, Puerto Rican literature, and creative writing. All native language studies courses were taught in Spanish and met five periods each week.

Table 9 details the bilingual content-area and vocational instruction offered to program students. All courses were exclusively for program students, were taught in Spanish, and were offered five periods each week. (In the fall, home repair was offered ten periods each week.)

Because of a lack of funds, certain bilingual instructional needs such as E.S.L. reading for illiterate students and mathematics for students with low math skills could not be met by the program.

Vocational Instruction

Vocational instruction provided program students with the skills necessary to enter low-level jobs in business. Since they were taught in English, they were also used to develop English-language skills. Bilingual paraprofessionals were present in these classes to assist on an as-needed basis.

Vocational and business courses included record keeping, bookkeeping, typing, home repair and maintenance, auto care, and sewing. Program students could also attend the school's TOLLEPS program two afternoons a week, which offered courses on office practice, computers,

TABLE 8

Instruction in the Native Language

Course Title and Level	Number of Classes Fall	Number of Classes Spring	Average Class Reg. Fall	Average Class Reg. Spring	Description	Material in Use
Spanish 1	3	1	30	42	Grammar, reading & writing for native speakers	Standard texts
Spanish 2	3	3	30	32		
Spanish 3	4	2	30	30		
Spanish 4	1	3	28	34		
Spanish 5	3	2	35	23		
Spanish 6	2	3	35	31		
Carib. Studies[a]	2		27		Advanced Literature	
South American Studies		1		29		
Span. Civilization	1		23			
Span. Literature		1		34		
P.R. Literature	1	1	31	35		
Creative Writing 1/2	1	1	27	31		

[a]met for six periods per week.

TABLE 9

Bilingual Instruction in Subject Areas (Fall)

Course Title	Number of Classes	Average Register	Language(s) of Instruction	Criteria for Selection of Students	Paraprof. Assistance? (Y/N)	Percent of Materials in Native Language
Global History 1 (Gen.)	2	34	100% Spanish	Teacher Rec.	N	100
Global History 3 (Gen.)	2	27	" "	" "	N	"
American Stud. 2 (Gen.)	1	33	" "	" "	N	"
Fund. Math 1 - 3 (Gen.)	6	25	" "	" "	Y	"
Algebra 1 (Acad.)	1	16	" "	" "	N	"
Intro. Phys. Sci. 2 (Gen.)	2	25	" "	" "	Y	"
Bio. 2 (Gen.)	2	30	" "	" "	Y	"
Home Repair	2	16	80% English	Elective	Y	0
Auto Care	1	20	" "	"	Y	0
Bookkeeping 1	1	16	90% English	"	N	0
Sewing 1	1	16	" "	"	Y	0
Recordkeeping 1	1	23	" "	"	N	0
Typing	1	23	" "	"	N	0
Economics General	2	30	100% Spanish	Teacher Rec.	N	100

TABLE 9

Bilingual Instruction in Subject Areas (Spring)

Course Title	Number of Classes	Average Register	Language(s) of Instruction	Criteria for Selection of Students	Paraprof. Assistance? (Y/N)	Percent of Materials in Native Language
Global History 1 (Gen.)	2	20	100% Spanish	Teacher Rec.	N	100
Global History 2 (Gen.)	2	22	" "	" "	N	100
American Stud. 1 (Gen.)	1	39	" "	" "	N	100
American Stud. 2 (Gen.)	1	11	" "	" "	N	100
Fund. Math - 3 (Gen.)	5	24	" "	" "	Y	100
Algebra 2 (Acad.)	1	8	" "	" "	N	100
Math Skills Rem.	1	26	" "	" "	Y	100
Intro. Phys. Sci. 2 (Gen.)	2	16	" "	" "	N	100
Bio. 2 (Gen.)	2	21	" "	" "	N	100
Home Rep. Build & Maint.	1	11	80% English	Elective	Y	0
Auto Care	1	26	" "	"	Y	0
Sewing 1	1	21	90% English	"	N	0
Typing 2	1	21	" "	"	N	0
Bil. Hygiene	1	30	100% Spanish	Teacher Rec.	N	100
Economics	2	25	" "	" "	N	100

and mechanical drawing for one elective credit per course. Approximately 55 program students were enrolled in the IOLLEPS program.

CLASSROOM OBSERVATIONS

Five program classes were observed. Two were academic subjects (biology and Spanish), and two were vocational (sewing and auto care). The fifth was a course in remediation to prepare students for the Regents examinations.

There were 17 tenth and eleventh graders in the general biology 2 class. The teacher had assigned eight students to give oral reports on the functions of the leaf, flower, and root in plants. Following these reports, there was a summary review in which charts were used to illustrate certain points. The teacher lectured and asked questions. Students were attentive, orderly, and responded to the questions. Communication between the teacher and students was entirely in Spanish.

In the Spanish class, the teacher distributed a handout, written in English, about a French tapestry. Various students read the selection aloud as one student wrote the sentences on the board. After these paragraphs were translated, the class copied the translation into their notebooks. The English vocabulary appeared to be too difficult for this group and, as a result, the teacher did most of the translation. The teacher lectured in Spanish but used English when reading from the handout and when focusing class attention. Students were noisy but attentive. This was due, in part, to students' working together as a whole group.

Fifteen ninth and tenth graders were present in the elective sewing class. The teacher was reviewing three types of tests done on fabrics prior to use. The handouts and lecture were in English. Spanish was used to clarify concepts. Students responded to questions in the language in which they felt most comfortable. Students spoke to one another entirely in Spanish. The class was well-behaved and paid close attention to the teacher's review lesson.

An auto care class was observed. Seventeen ninth, tenth, and eleventh graders were present, although 24 had elected to take the course. The instructor was assisted by a paraprofessional. The classroom was spacious, well-lit, and divided into four service areas with a center area for whole-group instruction. The service areas contained car engines, tools, two car lifts, and a mini-diagnostic center with auto repair books and instruments for testing engines.

When class began, students went to their respective places within the four service areas. No group instruction occurred at this point. Students worked in small groups or individually. As problems arose, students requested and received assistance from the teacher or paraprofessional. Both English and Spanish were used in these exchanges. After the initial work period, the class moved to the central area where the teacher lectured on how to calibrate a torque wrench. The lecture was in English, but the paraprofessional translated for those students who were having difficulties understanding the instruction. After the demonstration ended, students resumed their work until class ended. Students spoke Spanish among themselves.

Mathematics fundamentals III is a Regents preparation course focusing on tenth-grade mathematics. Twenty-one ninth, tenth, and eleventh graders were in attendance on the day of the observation. Twenty-five program participants were placed in the class on the basis of math ability. The teacher was discussing linear graphs and had written some notes on the board to demonstrate the concept. Handouts were given to students. The teacher lectured and then asked questions. Students were well-behaved, attentive, and responded to the questions. A paraprofessional assisted the teacher. All communication was in Spanish.

V. NON-INSTRUCTIONAL COMPONENT

CURRICULUM DEVELOPMENT

The program proposed that an E.S.L. curriculum would be developed for typing, in addition to bilingual curriculum for record keeping, mechanical drawing, and woodworking. The Title VII curriculum developer was responsible for adapting English language curriculum materials for use in the Spanish language curriculum. For the most part, this involved translating materials used in mainstream classes into Spanish. This has been done for vocational classes, such as mechanical drawing, automotive machine shop, home maintenance and repair, bookkeeping I and II, and record keeping. Materials for the home maintenance and repair course include developing skills in woodworking, plumbing, electrical work, masonry, house painting, and other construction skills. An E.S.L. curriculum was developed for use in typing classes. Translations were also completed for American history and consumer economics. Thus the program objective in this area was achieved.

SUPPORTIVE SERVICES

Both personal and vocational counseling was provided by the program's guidance counselor. During the past two years, there was an emphasis on group career counseling, but this emphasis shifted toward individualized career guidance and the JOB-O series to determine career goals.

Group counseling sessions were offered on a regular basis. Discussions were geared toward involving students in problem solving.

Students' concerns and difficulties were discussed openly. In this way, students began to realize that everyone has problems which they try to solve in various ways. From this point, students began to develop techniques for solving their own academic and employment problems.

Individual counseling was done on a referral basis. Any of the school personnel could refer a program student to the guidance counselor. Additionally, a self-referral could be initiated. Typically, during these sessions, information from the student's folder was discussed including information from the JOB-O series, from individual career goal interviews, and from career inventories.

Group career counseling sessions were also held, and filmstrips on various professions were shown. Trips were taken to the career section of the school library, and various career-related booklets and manuals were made available to program students. Some of the booklets were written in Spanish.

Contacts were made with students' homes by telephone and mail. The project's guidance counselor kept track of students' attendance and contacted the home when absences were excessive.

Program students continued to have access to on-going school-wide career and academic counseling activities as well as to those offered by the program. One program student participated in the city-wide Executive Internship Program and interned at the Fashion Institute of Technology. Other program students participated in Tip Talent Search (T.T.S.), a federally-funded project in which a bilingual counselor assisted students with college and financial aid applications, and prep-

aration for the Scholastic Aptitude Test. An ASPIRA counselor also assisted in the T.T.S. program effort. Appendix B details the supportive services offered to program students.

STAFF DEVELOPMENT

Program staff participated in ten monthly meetings which centered on project policies and problems. In addition, the business education curriculum developer, a social studies teacher, and an E.S.L. teacher attended a series of curriculum development workshops on a per session basis (for a total of 100 hours) under the direction of the project director to develop materials for program use.

PARENTAL INVOLVEMENT

Parents participated on the BATEY Advisory Committee. Two parents from the committee were interviewed during this evaluation. They were impressed with the program's bilingual approach to both academic subjects and career guidance. Both parents thought that their children's self-image and self-confidence had increased as a result of program participation.

AFFECTIVE DOMAIN

Beyond test data, observations, and interviews, were student honors and scholarships, and the recognition that comes from participating in a program that builds self-confidence and instills a sense of self-worth. As a result of program participation, three students were among the top ten of this year's graduating class at Stevenson; three students won U.F.T. scholarships; four students won Regents' Scholarships; one

student won second place in the Pan American Society essay contest, and 59 students applied to college.

Seventy-four students left the program during the 1982-83 school year. Twelve left for other alternative programs; 31 students graduated; 29 left school; one student returned to his native country, and one student transferred to another school.

CAPACITY BUILDING

The services provided by Project BATEY have increased the school's capacity to serve its bilingual and LEP populations. For the general student population, the program has developed a curriculum in business and industrial arts, and in home repair and maintenance.

The graphic arts course, which students took in combination with the creative writing native language course, developed a student magazine entitled, Creacion Juvenil (Teen Agers' Creation). The magazine published selections written by bilingual and mainstream students. A similar approach is being planned for the mainstream curriculum next year.

As a result of the program, the school administration and faculty are more sensitive to the characteristics and needs of LEP bilingual students. This has been especially so for the industrial arts faculty. The introduction of the JOB-O series to the guidance department has been of special significance. The battery is being considered for implementation in the entire school next year.

PLANS FOR FUTURE

This was the last year of program operation. In order to continue offering program coordination and support services, a new proposal has been submitted for Title VII funds. The proposed program expands existing career and vocational services with a transdisciplinary integration of academic subjects and E.S.L.

VI. FINDINGS: STUDENT ACHIEVEMENT AND ATTENDANCE

The following section presents the assessment instruments and procedures used in evaluating the attainment of program objectives for instructional areas and attendance.

ACQUISITION OF ENGLISH SYNTAX

The instrument utilized for measuring achievement in this area ws the Criterion Referenced English Syntax Test (CREST). The CREST was developed by the New York City Public Schools to measure mastery of instructional objectives of the E.S.L. curricula at the high school level. There are four items for each objective, and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25, while the maximum score on Level III is 15.

Mean differences between pre-test and post-test are calculated to represent the gain score, and an index which represents the number of objectives mastered per month is computed. However, since the levels are not equated vertically, it is impossible to measure gains for students who change levels. Extensive information on CREST objectives and psychometric properties appears in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.*

*Board of Education of the City of New York, Division of High Schools, 1978.

The CREST was administered at the beginning and end of both the fall and spring semesters. Table 10 presents the test results for students who were pre- and post-tested with the same test level during each semester. Data were missing or incomplete for 195 students in the fall semester and for 234 students in the spring semester.

Overall, fall E.S.L. program participants met the criteria established in the evaluation plan (mastery of five CREST objectives per semester). However, spring E.S.L. program participants appeared to fall slightly below this goal (mastery of approximately four CREST objectives per semester).

In order to present a more meaningful discussion, the criteria proposed in terms of number of objectives mastered per semester was converted to more convenient form -- number of objectives mastered per month. This is particularly useful because it takes into consideration the length of exposure to the treatment (the time between pre- and post-test sessions). Thus, an average of five CREST objectives per semester can be directly transformed into an average mastery of one CREST objective per month.

Examination of Table 10 reveals that in the fall, an average of approximately 2.10 CREST objectives per month were mastered by students tested on Levels I and II. The rate of mastery for students tested on Level III was approximately 0.88 CREST objectives per month. In the spring, students who were tested on Levels I and II mastered an average of 1.34 CREST objectives per month, while students tested on CREST Level III mastered 0.89 objectives per month.

Fall CREST Level III pre-test scores ranged from 4 to 15 with a median of 11 and a mode of 12. These students had mastered 73 percent of the objectives at pre-test time. Since students scoring high on the pre-test have little or no room to score higher on the post test, their gain scores will necessarily be low. This "ceiling effect" can be seen in the CREST Level III post-test distribution, where scores ranged from eight to 15 with a median of 13 (86.7 percent mastery of objectives) and a mode of 15 (25 percent of the students had scores of 15, the highest score obtainable on the CREST). This effect was diminished for CREST Level III distributions in the spring. Pre-test scores ranged from 8 to 15 with a median of 11 (73.3 percent of objectives) and a mode of 11, while post-test scores ranged from 11 to 15 with a median of 13 (86.7 percent mastery of objectives) and a mode of 13. For both the fall and the spring Level III CREST students, the observed mastery rate probably underestimates the true mastery rate due to the observed "ceiling effect." Inspection of the CREST Level I and II score distributions reveals no such effects.

Using the revised criteria, students tested on the CREST in the fall averaged a mastery of 1.79 objectives per month. For the spring, the average number of CREST objectives mastered per month was 1.09. Thus, in both the fall and spring, E.S.L. program participants met the proposed objective.

Another instrument used to measure gains in reading and writing in English was the New York City Reading Tests, actually two standardized tests which have been renormed with students from the New York City public schools.

However, evaluation of English language reading and comprehension skills with this instrument is not presented due to an insufficient number of valid cases to allow a meaningful discussion of the objective.

TABLE 10

Results of the Criterion Referenced English Syntax Test

Program Students, Pre- and Post-Tested on Same Test Level

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	35	5.29	12.29	7.50	2.84	2.47
II	36	12.64	17.44	4.81	2.81	1.72
III	23	10.13	12.57	2.43	2.81	0.88
TOTAL	94	9.29	14.33	5.04	2.82	1.79
			Spring			
I	17	9.29	14.41	5.12	3.76	1.41
II	24	13.58	18.33	4.75	3.72	1.27
III	14	11.64	13.14	1.50	3.81	0.39
TOTAL	55	11.76	15.80	4.04	3.76	1.09

*Post-test minus pre-test.

NATIVE LANGUAGE READING AND COMPREHENSION

The assessment instrument used to measure gains in reading and writing in Spanish was the Prueba de Lectura, Level 3, Forms C and D. The Prueba de Lectura is part of the Interamerican Series of Tests published by Guidance Testing Associates. The purpose of the series is to evaluate achievement in English and in Spanish for Spanish-speaking students from the Western hemisphere. Test items were selected for cultural relevance to both Anglo and Hispanic cultures.

The levels of the Prueba de Lectura correspond to the following grades:

Level	Grades
1	1-2
2	2-3
3	4-6
4	7-9
5	10-12

However, the publishers recommend that local norms be developed for the tests. Information on psychometric properties may be found in Guidance Testing Associates Examiner's Manual, Prueba de Lectura, St. Mary's University, One Camino Santa Maria, San Antonio, Texas 78284.

The Prueba de Lectura was administered in the fall and again in the spring. The pre-test and post-test raw score means and standard deviations are presented in Table 11. The program objective regarding evaluation of the Prueba de Lectura stated that program students would

show a gain in Spanish language achievement that does not differ significantly from the gain of similar non-program students. Since information for non-program students was not provided by the project, this objective was not measurable. However, in an effort to provide pertinent feedback concerning advances in reading and writing in Spanish among program students, an evaluation of each grade is provided. Pre- and post-test data were available for 143 program students (49.48 percent of the total). Statistical significance was determined through the application of the correlated t-test model to demonstrate whether the difference between pre-test and post-test mean scores is larger than would be expected by chance variation alone.

Another index of improvement, the effect size (E.S.) was computed by dividing the mean differences by the standard deviation of the differences between pre-test and post-test scores. This provides an index of improvement in standard deviation units regardless of the sample size, and a change of 0.5 standard deviations or higher is generally considered to be a meaningful change.

Gains in Spanish language achievement for grades nine, ten, and eleven were both statistically and educationally significant. Grade twelve, however, demonstrated small gains which were found to have no statistical significance and only marginal educational significance. However, the sample size for grade twelve was small (n=14) and consequently, the results should be interpreted with caution.

TABLE 11

Native Language Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores of Students with Full Instructional Treatment on the Prueba de Lectura, Level 3 by Grade

Grade	N	Pre-Test Mean	Pre-Test Standard Deviation	Post-Test Mean	Post-Test Standard Deviation	Mean Difference	Corr. Pre/post	T-test	Level of Significance	Educational Significance
9	41	38.90	13.51	47.10	12.03	8.20	.55	4.28	.001	.67
10	25	48.76	12.53	56.60	12.93	7.84	.68	3.87	.001	.77
11	37	55.08	13.69	61.89	15.68	6.81	.77	4.07	.001	.67
12	14	72.36	10.77	74.79	10.61	2.43	.73	1.15	.272	.31
TOTAL	143	51.46	16.76	54.19	16.93	2.73	.67	2.38	.018	.20

STUDENT ACHIEVEMENT IN BUSINESS/VOCATIONAL COURSES AND OTHER CONTENT AREAS

The program proposed that as a result of program participation, the percentage of students passing bilingual business education and industrial arts classes would equal statistically the percentage of students passing corresponding mainstream business education and industrial arts classes. Data concerning students enrolled in mainstream (non-bilingual) courses were not provided by the program, preventing analyses of this sort. However, information was provided for program students enrolled in business/vocational courses (record keeping, typing, auto mechanics, and "other courses"). Overall, the passing rates in business/vocational courses were 85 percent in the fall and 88.1 percent in the spring. Table 12 presents the fall and spring passing rates for these courses by grade level.

Although not requested in the evaluation plan, Table 12 also gives the passing rates for program students enrolled in the content-areas of mathematics, science, and social studies by grade for the fall and spring.

The overall passing rates of students who were reported as enrolled in mathematics classes were 73.5 percent in the fall and 48.5 percent in the spring. The overall passing rates in science courses were 82.2 percent in the fall and 98.9 percent in the spring. The overall passing rates in social studies courses were 83.2 percent in the fall and 77.6 percent in the spring.

TABLE 12

Number of Spanish-Speaking Students Attending Courses and Percent Passing Teacher-Made Examination in Content-Area Subjects[a]

Content Area	Grade 9 N	Grade 9 Percent Passing	Grade 10 N	Grade 10 Percent Passing	Grade 11 N	Grade 11 Percent Passing	Grade 12 N	Grade 12 Percent Passing	Total N	Total Percent Passing
				Fall						
Mathematics	71	70.4	48	66.7	37	83.8	6	100.0	162	73.5
Science	26	73.1	35	85.7	35	82.9	5	100.0	101	82.2
Social Studies	49	76.9	43	74.4	61	86.9	26	96.2	179	83.2
Business/Vocational	49	81.6	28	89.3	27	81.5	9	100.0	113	85.0
				Spring						
Mathematics	60	38.3	23	69.6	20	55.0	0	0.0	103	48.5
Science	14	100.0	31	100.0	38	97.4	11	100.0	94	98.9
Social Studies	50	76.0	41	80.5	48	72.9	8	100.0	147	77.6
Business/Vocational	31	83.9	13	100.0	17	82.4	6	100.0	67	88.1

[a] Mathematics courses include general math and algebra. Science courses include general science, biology, and hygiene. Social studies courses include American and world history, and economics. Business/vocational courses include record keeping, typing, auto mechanics, and "other."

STUDENT ATTENDANCE

The relationship between the number of objectives mastered for each CREST level and attendance was examined in order to satisfy the proposed objective that there would be a significant relationship between attendance and improvement in English proficiency. The objectives mastered during the fall were found to be statistically significant for all three CREST levels ($p \leq .03$). However, during the spring, only Level III showed a statistically significant relationship ($p \leq .007$). On the whole, program students met the proposed objective.

The average total attendance rate of program students (n=239) is presented and compared with the school-wide attendance rate (n=3,240) in Table 13. Since the attendance rate for program students was included in the school-wide attendance rate, a special procedure was used in computing the usual statistical test for a significant difference between two proportions. In the z-test formula below, p is the attendance rate for program students and P is the expected proportion (the school's attendance rate).

$$z = \frac{p - P}{\sqrt{\frac{PQ}{N}}}$$

The average attendance rate for program students as seen in Table 13 is 13.77 percentage points higher than the average school-wide attendance rate. In contrast to the proposed objective that as a result of program participation the attendance rate of program students would not differ significantly from that of the school as a whole, this higher attendance rate for program students is statistically significant at the .001 level as measured by a one-tailed z-test.

TABLE 13

Significance of the Difference Between the Attendance Percentage of Program Students and the Attendance Percentage of the School

Grade	Number of Students	Mean Percentage	Standard Deviation
9	83	84.14	23.87
10	57	89.00	14.52
11	71	90.21	11.25
12	28	92.36	9.11
TOTAL	239	88.07	17.37

Average School-Wide Attendance Percentage: 74.36

Percentage Difference = 13.71 z = 4.86 p = .001

VII. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

The program students were from one of the most impoverished, mobile immigrant areas of the country, the South Bronx. This has led the program to adopt one of the lowest entry criteria in the city. Nevertheless, students excelled: they achieved good rates of progress in learning English, significant growth in Spanish, generally high passing rates in subject areas, and high attendance.

The prolonged illness and ultimate death of the program coordinator curtailed some program activities this year. Staff development was limited and extracurricular activities, especially trips, were reduced. The community and parental involvement component was suspended. Yet, academic and vocational instruction, curriculum development activities, and the supportive component continued to be effective.

Interviews with project personnel revealed a staff proud of the individualized attention given to students in the areas of programming, instruction, and counseling, and the number of business and vocational courses offered by the program. Staff members perceived program weaknesses to include the lack of a family assistant to make home visits; the inability to teach students according to proficiency levels in the areas of science and social studies; and the lack of a centralized bilingual department to facilitate staff meetings and resolution of program needs and problems. Overall, it appeared that with few exceptions, teaching and learning was effective. Program objectives were met. Over

the years, the program has been able to fulfill its objectives, sensitize the school to the needs of its bilingual population, and develop instruments which will benefit the school as a whole.

RECOMMENDATIONS

The following recommendations are presented to improve future programs serving similar populations:

1. In order to better document student achievement, the project is urged to make every effort to implement the testing program as proposed and to assure that student data are reported accurately. In addition, if program students' achievement is to be compared to that of mainstream students, these data should be provided as proposed.

2. Although program staff recognized the need for certain bilingual instructional offerings such as mathematics for students with low math skills, a lack of funds prevented these courses from being offered this year. Student achievement in mathematics courses, particularly in the spring (see Table 12) reflects this need for additional support. The school administration might consider re-allocating resources and faculty to address this issue. If such instruction cannot be provided, staff might alternatively consider organizing an after-school tutorial component to assist students in this and other content-area subjects.

3. In the absence of continued Title VII funding, the school administration might consider assigning an assistant principal to coordinate development activities and meetings for content-area staff members who continue to serve bilingual students in the classroom in an effort to assure that the needs of the target population are being met.

VIII. APPENDICES

APPENDIX A

Staff Characteristics: Professional and Paraprofessional Staffs

Function	Percent Time Spent in Each Function	Rate of Appt. to Each Function	Education (Degrees)	Certification	License(s)	Total Yrs. Experience Education	Years Experience Bilingual	Years Experience E.S.L.	Years Other Relevant Experience
Coordinator	100	9/75	B.A. English Working to M.A. Admin.	NYC	Eng. DHS, ESL DHS Span. DHS	11	7	2	
Asst. Prog. Coord. Spanish	60 40	10/80 9/80	B.A. Spanish M.A. Counseling	NYC	Spanish DHS E.S.L. DHS	4	none	6 as para.	
Counselor	100	9/75	M.S. E.S.L. M.A. Counseling	NYC NYS	E.S.L. DHS	11	7	4	Family Counseling Alfred Adler Inc.
Bil. Bus. Ed. Curric. Developer	20 80	9/80	B.S. Polit. Science M.B.A.	NYC	Bil. S.S. DHS	7 1/2	7 1/2	none	M.B.A.
Bil. Soc. Studies	100	9/81	B.S. Pol. Sci., Soc. Sci. M.A. Education M.A. Admin. + 60 cr.	NYC	Bil. S.S. DHS	6	6	none	
Math Social Studies	60 40	2/80 9/82	B.A. Bil. Ed. Com. Br. M.A. Bil. Ed.	NYC NYS	TPDC Spanish	2		none	
Hygiene Science	20 80	2/82	B.A. Sci. Ed.	NYC	TPDC Gen. Sci.	12 in Puerto Rico	1	none	
E.S.L.	100	2/82	B.A. French M.A. TESOL	NYC NYS	E.S.L. French	7	1	6	

APPENDIX A (cont.)

Staff Characteristics: Professional and Paraprofessional Staffs

Function	Percent Time Spent in Each Function	Date of Appt. to Each Function	Education (Degrees)	Certification	License(s)	Total Yrs. Experience Education	Years Experience Bilingual	Years Experience E.S.L.	Years Other Relevant Experience
E.S.L.	100	9/82	B.A. Spanish M.A. Bil. Education	NYC	Bil. C.B. TESL (CR;DHS)	3	1	2	
E.S.L.	100	2/83	B.A. - E.S.L. M.A. - E.S.L.	NYC	E.S.L.; DHS Bil. CB, Bil. School Community Relations	18	8	9	
Bil. Ind. Arts	40	2/81	16 credits undergrad.	NYC	I.A.	2 1/2	1		
Bil. Bus. Ed.	100	9/75	B.A. - B.A. M.A. - Ed., M.A. - E.S.L.	NYC	DE, DHS E.S.L., DHS	18	2		
Paraprofessional	100	2/82	12 credits undergraduate	-	none	8	HS-8,Elem-6	1 1/2	
Paraprofessional	100	3/83	64 credits	-	none	2 mos.	none	none	
Paraprofessional	100	9/75	48 credits undergraduate	-	none	9	9	none	
Paraprofessional	100	9/79	17 credits undergraduate	-	none	11	3	none	
Bil. Ind. APts	20	4/80	B.S. - Home Economics	NYC	Home Eco. DHS	2 1/2	1	none	Bil. tutoring at Hostos College, NY

APPENDIX B

Support Services Offered to Program Students (Fall and Spring)[a]

Type of Service	Description	Staff Person(s) Responsible	Frequency of Service Offered
• Academic	Program selection; diploma requirements	DeJesus; Yaslowitz	Every student interviewed twice a year
• Personal	Crisis and short-term counseling on self, teacher or parent referral.	Yaslowitz	As needed
• Career Orientation	Vocational Interest Survey, filmstrips, personal questionnaires.	Yaslowitz	After-school programs and groups
• College Advisement	Orientation assembly for bilingual students; college and financial aid help; SAT prep.	Yaslowitz; Ramirez	Assembly for juniors
• Individual	Interview behavioral referrals and possible special educational referrals.	Yaslowitz;	As needed
• Group	Class meetings with E.S.L. students; personal, academic and career orientation	Yaslowitz	Weekly
Referrals			
• In-School	Employment counselor, supportive services, S.B.S.T.	Yaslowitz	As needed
• Out-Of-School	G.E.D. Program; health clinic; mental health center; TIP Talent Search; armed forces	Yaslowitz	As needed

[a]All services are offered in Spanish and English.

APPENDIX B (cont.)

Support Services Offered to Program Students (Fall and Spring)[a]

Type of Service	Description	Staff Person(s) Responsible	Frequency of Service Offered
Family Contacts			
• Home Visits	None		
• Telephone	Truants, discipline, incoming calls in response to cut cards, absenses.	Yaslowitz	Truants, monthly; others as needed.
• Mail	Truants, discipline, absence, cut cards, programs and grades sent by school.	Yaslowitz	On regular basis.
• Program Activities	Annual trip, theater, alumni speakers.	Staff	Yearly
• School Activities	Career Day		
Parent Education and Training			
• Classes	None		
• Workshops	Orientation to school	Bilingual staff	Yearly

[a]All services are offered in Spanish and English.