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ABSTRACT

In 1986-87, the Multilingual Survival Skills Program provided, with the support of Title VII funding, instructional and support services to 360 limited-English-speaking Haitian and Hispanic students at a Brooklyn high school. The program's major goals were to develop English and native language proficiency through simultaneous, intensive study of both languages to develop content-area mastery in bilingual classes until mainstreaming was possible, and to increase awareness of students' cultural heritages and of American culture, democratic values, and institutions. A project director, Haitian Creole/French resource specialist, Spanish resource specialist, Spanish educational assistant, and Haitian Creole educational assistant provided support and instructional services to bilingual content-area teachers, English as a second language (ESL) teachers, and school guidance staff. Program objectives were met or surpassed in native language arts, mathematics, science, social studies, attendance, parental involvement, staff development, and curriculum development, and not met in English language development. Recommendations for program improvement are given. (Author/MSE)

GEORGE W. WINGATE HIGH SCHOOL

MULTILINGUAL SURVIVAL SKILLS PROGRAM

1986-1987

O.E.A. Evaluation Section Report

Robert Tobias, Administrator
Judith S. Torres, Senior Manager

Grant Number: GOO-830-2796

GEORGE W. WINGATE HIGH SCHOOL

MULTILINGUAL SURVIVAL SKILLS PROGRAM

1986-1987

Prepared by the O.E.A.
Bilingual Education
Evaluation Unit

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A SUMMARY OF THE REPORT

In its first year of a two-year Title VII renewal grant, the Multilingual Survival Skills Program provided instructional and support services to 360 Haitian and Hispanic students of limited English proficiency (LEP) at George W. Wingate High School in Brooklyn. The program's major goals were:

1. to develop proficiency in both English and the native language through the simultaneous, intensive study of both;

2. to develop mastery of content-area subjects through bilingual classes, as far as possible and necessary, until students learned enough English to be mainstreamed; and

3. to increase students' awareness of and pride in their own cultural heritages, while at the same time developing their understanding of America's cultural heritage and its democratic values and institutions.

The Title VII-funded staff consisted of a project director, a Haitian Creole/French resource specialist, a Spanish resource specialist, and a Spanish educational assistant. A municipal tax levy-funded Haitian Creole educational assistant, who last year had been funded by Title VII, also served program students. All five provided a variety of support services to bilingual content-area teachers, English as a second language (E.S.L.) teachers, and members of the school's guidance staff. In addition, the project director taught one class per day, the resource specialists taught two classes per day, and the teaching assistants served in the classroom five or six periods per day.

Program achievement was measured in English language development (Criterion Referenced English Syntax Test [CREST]); native language arts (teacher-made examinations); mathematics, science, and social studies (teacher-made examinations); and attendance (school and program records). Quantitative analysis of student achievement data indicates that:

- Fifty-nine percent of the program students in the fall and 60 percent in the spring mastered one CREST skill per month. The proposed objective (that 65 percent of the students would master an average of one skill per month) was, therefore, not met.

- Students enrolled in native language arts courses achieved an average passing rate of 74 percent, exceeding the proposed objective by four percentage points.

- With average passing rates of 68 percent in math and science and 77 percent in social studies, program

students surpassed the proposed objective of a 65 percent passing rate in all three subject areas.

- The attendance rate of program students was 93.2 percent, approximately 15 percentage points higher than the schoolwide rate. The proposed objective (that program students' attendance rate would exceed that of mainstream students by a statistically significant margin) was, therefore, met.

The program also met its parental involvement, staff development, and curriculum development objectives.

The following recommendations are offered to improve the program:

- To ensure that all LEP students are appropriately served and to resolve problems stemming from the bilingual program's decentralized administrative structure, more consultation and cooperative planning among the Title VII project director, departmental chairpersons, and school administrators is needed.

- Important staff development sessions might be videotaped for the benefit of staff members unable to attend them in person.

- To stimulate greater parental involvement, the possibility of providing E.S.L., high school equivalency, and/or vocational courses should be explored.

- Efforts to recruit additional bilingual teachers should continue, and consideration should be given to hiring a bilingual family/office assistant.

- If the new two-track policy (i.e., one track using Creole for native languge arts bilingual content-area instruction and another using French) for Haitian students is to be implemented successfully, efforts should be made to fund the Creole resource specialist position from non-Title VII sources.

ACKNOWLEDGEMENTS

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GEORGE W. WINGATE HIGH SCHOOL

MULTILINGUAL SURVIVAL SKILLS PROGRAM

1986-1987

Location:	600 Kingston Avenue Brooklyn, New York 11203
Target Languages:	French, Haitian Creole, and Spanish
Year of Operation:	1986-87: First year of a two-year renewal of the original three-year Title VII grant
Number of Participants:	360 students of limited English proficiency
Principal:	Dr. Robert Schain
Project Director:	Ms. Gloria Lemme

I. INTRODUCTION

SCHOOL AND COMMUNITY CONTEXT

George W. Wingate High School is a 33-year-old academic-comprehensive high school serving a predominantly low-income, minority population in the Crown Heights section of central Brooklyn. The school administration's success in establishing and maintaining an atmosphere of tranquility and discipline after considerable racial turmoil during the early seventies, and its success in providing a diversified, high-quality learning environment have been the subject of articles in the New York Times, New York magazine, the Executive Educator, and other publications.

To a visitor, the school's orderly atmosphere is first evident in the scrupulousness with which front-door security guards check the I.D.s of each entering student, making sure

that those lacking an I.D. or entering late are sent to the appropriate dean's office. In addition, the halls are well patrolled by security personnel, teachers, and paraprofessionals, who make sure that no students are absent from class without a pass. The cleanliness of all sections of the large, banjo-shaped building adds to the atmosphere of order and tranquility.

Wingate offers its students a wide array of remedial, vocational, and academic-enrichment programs, as well as an extensive program of clubs and other extracurricular activities. During the year under review, to comply with city and state policy mandates, special efforts were made, via translations of informational materials and counseling by program staff members, to inform bilingual program students and graduates about these activities and to encourage their participation.

Of Wingate's 2,654 students, 2,443 (92 percent) were black; 195 (7.3 percent) were Hispanic; 13 (0.5 percent) were Asian; and 3 (0.1 percent) were white. Twenty-seven percent of the school's students were eligible for the federally funded free-lunch program.

Seven hundred and seventeen students (27 percent) spoke a language other than English at home. Of this number, 419 (16 percent) spoke Haitian Creole (of whom 271 were of limited English proficiency [LEP]); 291 (11 percent) spoke Spanish (of whom 67 were LEP); and 7 (less than one percent) spoke Korean, Vietnamese, Chinese, or Pushtu (of whom 5 were LEP).

HISTORICAL BACKGROUND

Bilingual education at Wingate dates back to 1975, when, under Title VII, Haitian students were served by the Integrated Career Education Program. Currently, Wingate's bilingual program is funded by a combination of tax-levy, Chapter I, P.C.E.N., Module 5B, and Title VII funds. Wingate's first Title VII program, the Integrated Career Education Program, ran from 1975 to 1980, and was targeted at Haitian students. From 1981 to 1983, another Title VII program, the Bilingual College Preparation Program, served Spanish-speaking students. During that same period, Wingate's Haitian LEP students were served by Project L'Ouverture, a three-site umbrella project supervised by the Board of Education's Division of High Schools.

NEEDS ASSESSMENT

The Multilingual Survival Skills Program was designed to serve the special educational needs of the growing numbers of Haitian and Hispanic students entering Wingate with little, if any, formal education. Before the program began in 1983, such students were placed on the basis of age rather than academic performance.

It was also found that increasing numbers of the Haitian students entering Wingate in the late 1970s and early 1980s were having difficulty participating in English-French bilingual classes because they spoke Creole rather than French. And whereas most Hispanic students who had entered Wingate during the

sixties and early seventies were from Panama, knew some English, and were at or near grade level, many members of the latest wave of Hispanic students, who come from several Central American and Caribbean countries as well as Puerto Rico, tend to be overage and most know no English. Although academically better prepared than most new Haitian students, large numbers of them cannot write Spanish correctly and are unprepared for high-school level work.

II. PROGRAM DESCRIPTION

PHILOSOPHY, GOALS, AND IMPLEMENTATION

The Multilingual Survival Skills Program follows a transitional approach, whose main goals are to:

1. Enable students to fulfill high school graduation requirements in a timely fashion and successfully enter college, technical school, or the job market. The program seeks to do this by: (a) developing proficiency in both English and the native language via the simultaneous, intensive study of each; (b) developing mastery of content-area subjects via bilingual classes as far as possible and necessary, while students at the same time learn enough English to be mainstreamed; and (c) preparing students to pass mandated examinations in language arts and the content areas.

2. Increase awareness of and pride in the students' own cultural heritages, while at the same time developing knowledge of and respect for America's cultural heritage and its democratic values and institutions.

3. Develop knowledge of and respect for behavioral standards that meet the requirements of good citizenship in school and the community at large.

During the year under review, program students received instruction in English as a second language (E.S.L.), English, native language arts (N.L.A.) (Creole, French, or Spanish), and bilingual instruction in math, science, and social studies. Program students were integrated with mainstream (English-

dominant) students in physical education, music, art, and career-education classes (several of which were served by bilingual educational assistants), as well as in extracurricular activities. In keeping with schoolwide policy, bilingual program students were given daily homework in all subjects.

All courses offered to program students carried the credits needed for graduation, except the funded E.S.L. classes, which carried one half-credit each (i.e., for each period of a double period) of miscellaneous credit. In addition, the students received one credit per semester for tax-levy English.

The amount of English used in bilingual content-area courses was to have been increased by 25 percent per term so that 100 percent English use could be achieved at the end of two years. However, staff members were virtually unanimous in pointing out that the continual stream of new LEP admissions and the educational deficits of many program students had made rigid adherence to this desideratum impossible. To compound the problem, the shortage of qualified bilingual teachers -- a citywide problem -- meant that LEP students who completed the available bilingual content-area courses had to be programmed for mainstream ones. This problem was especially severe for Spanish-speaking students, for whom no bilingual science teacher was available.

The original project proposal also contained a provision for a literacy program to accommodate the large number of program students who were illiterate or semiliterate in their native

languages, both Spanish and Haitian Creole, but especially Haitian Creole. (According to the project director, 30-40 percent of the program's entering Haitian students were illiterate or semiliterate.) This program was to have consisted of a special resource room in which students could acquire basic literacy and numeracy skills from specially trained teachers using program-developed curricular materials and the mastery-learning pedagogical technique. The students were to have been scheduled for three consecutive periods of literacy program per day.

But, according to the project director, the literacy program could not be implemented because, with most new students arriving continuously from September through November (with smaller numbers entering thereafter), literacy program classes would have had to remain under-sized for several months until the stream of new admissions crested -- something the school administration was unwilling or unable to do. Instead, entering students were assigned to those entry-level classes whose enrollments were below the school's optimal class size of 30-34. Because of the extreme heterogeneity created by this policy, by the spring each entry-level class had to be split due to the large number of failures among ill-prepared, late-entering students, and many more learning levels existed per course than could be accommodated in separate sections. Since, even with a paraprofessional's assistance, students could not get all the remedial help they needed, large numbers fell further and

further behind.

As the next-best alternative, an attempt was made to accommodate the needs of illiterate and semiliterate students through lunch-time and after-school peer tutoring. In addition, program students who were unable to graduate by age 21 were referred to Auxiliary Services for High Schools (A.S.H.S.), a Board of Education Program that provides high school equivalency training to students who need an alternative to the regular high school environment. Two of the A.S.H.S. centers provide training to overage Creole-speaking LEP students so that they may take the general equivalency diploma (G.E.D.) examination.

Despite these ad hoc attempts by the Multilingual Survival Skills Program to provide remediation, the project director and several teachers and educational assistants acknowledged that the needs of students who were both illiterate or semiliterate in their native language were not being fully met. They observed that the financial and staffing limitations of the school had combined with the eagerness of many students and their parents for mainstreaming to produce a situation in which students who were LEP and deficient in native-language skills were mainstreamed and then graduated. According to the project director, this state of affairs, which is by no means limited to Haitian and Hispanic students at Wingate, is probably the major reason why bilingual program graduates who go on to college often must spend considerable time and a considerable portion of their limited financial aid taking remedial courses, while many of

those entering the job market often find their job opportunities severely circumscribed because of deficient English-language and content-area skills.

LANGUAGE POLICY

Since the home language of the overwhelming majority of Haitian students entering Wingate is Creole rather than French, in 1983 the Multilingual Survival Skills Program applied for and received permission from the Board of Education's Office of Bilingual Education to use Creole as the native language in bilingual content-area and N.L.A. classes. But when this policy was implemented, in the spring of 1984, it was strongly opposed by many students and parents, as well as by some faculty members. They felt that Creole, the language of the Haitian poor, was a vulgar tongue whose use was inappropriate for formal educational purposes. When they learned, a third of the way through the term, that other district schools with large Haitian populations were using French in N.L.A. and content-area classes, parents and students staged a demonstration in front of the school, followed by a walk-out from Creole classes.

Behind their opposition to Creole lay over two centuries of Haitian history, in which a small French-speaking elite has dominated the rest of the population. Throughout this period, French has been the language of government, politics, and culture, and a highly developed knowledge of French has been a prerequisite for university admission. Consequently, French has been the official language of instruction in primary and

secondary schools, and for generations poor Haitian parents have believed that French is the key to upward mobility for their children.

Creole has begun to come into its own as a literary language with a standardized grammar and orthography only during the past decade. The approval, in April 1987, of a new Haitian constitution granting Creole coequal status with French as an official language has greatly strengthened Creole's claim to cultural legitimacy. But in the opinion of Haitian-born faculty members at Wingate and other schools, it will take several years, at the least, for changed attitudes in Haiti to influence how Haitian immigrants feel about using Creole in bilingual education.

Creole's educational legitimacy has been damaged by the facts that Creole N.L.A. bears no Regents credit and neither New York City nor New York State grant licenses in Creole N.L.A. The director of the Multilingual Survival Skills Program was acutely aware of these problems, and she tried unsuccessfully to change city and state policies in these areas. She did succeed in having Creole included as one of the languages in which the Native Language Writing Test is offered. (This is an alternative test required for graduation from students from non-English-speaking countries who begin study in an English-language school system after the eighth grade.) The mathematics Regents Competency Test (R.C.T.) was also offered in Creole. However, these two changes were minor matters compared to the lack of

Regents credit and teachers' licensing in Creole.

Because she knew it would be impossible and undesirable to ignore the deeply rooted issues of class and culture that had surfaced as a result of the program's attempt to implement a Creole-only policy, the project director proposed a compromise solution: a nine-period school day, which would have allowed students to study French as a foreign language while they studied Creole as the native language and used it as the second language in bilingual content-area classes. Unfortunately, the principal could not implement this proposal because of financial constraints and staffing shortages.

Consequently, a second-best solution was adopted: parents and children were permitted to choose between Creole and French for N.L.A. classes, while bilingual content-area teachers could use Creole and/or French as the spoken and/or written language(s). Although the overwhelming majority of students were illiterate in French, and many were illiterate or semiliterate in Creole, with the approval of their parents, and at the urging of many of their teachers, the overwhelming majority opted for French to fulfill their native language requirement. (During the year under review, only five students had enrolled in Creole N.L.A. in the fall, and only nine had enrolled in the spring.) Most of the bilingual content-area teachers used French as the written classroom language, and they lectured and asked questions in a combination of Creole and French. At the same time, since they anticipated that in the future more students would

acknowledge Creole as their native language, the bilingual teachers met in the winter of 1986 and agreed to develop curricular materials in Creole. Unfortunately, according to the project director, this effort was progressing slowly because there were many more pressing on the teachers' time.

But this compromise solution did not permanently resolve the language issue. A spring 1987 New York State Education Department evaluation report -- part of the review procedure for Wingate's application for Chapter I aid -- noted that although most students selected French for N.L.A. classes, Creole generally was the spoken native language in bilingual content-area classes. The report then pointed out that state law requires the use of the same language in both N.L.A. and content-area classes.

Consequently, at the principal's request the bilingual content-area teachers met in late June 1987 to hammer out a consistent language policy. Since most entering students were semiliterate or illiterate in Creole and illiterate in French, but a minority did possess at least rudimentary French literacy, the bilingual faculty opted for a two-track approach. Starting in September 1987, newly admitted students were to be divided into: (1) a Creole-dominant group -- which constitutes the majority of new admissions, has severe academic deficits, and badly needs an integrated remedial educational program to bring them up to grade level -- would study Creole N.L.A. and the content areas via Creole; and (2) a smaller group of students who

have had at least a few years of schooling in Haiti and are minimally literate in French would take French N.L.A. and the content areas via French.

It should be pointed out that the teachers committed themselves to this two-track policy despite the fact that -- especially with the elimination in 1987-88 of the Title VII-funded Creole resource specialist -- a great deal of extra preparation would be required of them. Furthermore, several said they were willing to take courses in remedial education techniques to improve their ability to serve students whose skills are extremely weak.

At the same time, the project director continued to press for city and state licensing of Creole teachers and for a Creole Regents exam. (It should be mentioned that the project director was unsure of the implications of the two-track policy for the new R.C.T.s in science and social studies.)

ENVIRONMENT AND ORGANIZATIONAL STRUCTURE

Although the principal and some non-project staff members were ideologically opposed to bilingual education, they were nevertheless described by the project director as being "generally aware of the project's goals and very cooperative." The project's high level of acceptance in the school was symbolized by the project director's nomination by the Assistant Principal (A.P.)-Administration to membership in Wingate's of the Comprehensive School Improvement Program, a committee of administrators and teachers formed in accordance with Board of

Education mandates to outline priorities for schoolwide administrative and programmatic reforms.

The administration of the Multilingual Survival Skills Program was decentralized. That is, the project director was responsible for the program's day-to-day operation, including supervising the Title VII-funded staff and non-Title VII-funded paraprofessionals working with program students. Her own work was supervised by the A.P. for foreign languages, who also supervised both N.L.A. and E.S.L. teachers. The bilingual content-area teachers were supervised by their respective content-area A.P.s. The project director had relationships of collaboration and consultation with the grade advisors and the content-area chairpersons. (See Figure 1.)

According to the project director, the strength of this arrangement is that bilingual content-area teachers are "licensed and anchored to the departments of their respective disciplines." But she also pointed to a weakness in this arrangement: although the departmental chairpersons supervising bilingual content-area teachers are expert in their disciplines, they tend to be uninformed about bilingual educational theory and practice and have little time or incentive to learn more about these topics. For the bilingual teachers, this creates a certain tension between meeting project students' real linguistic needs and satisfying guidelines in the content areas.

The project office was housed in a small room containing desks for the project director and two resource specialists, as

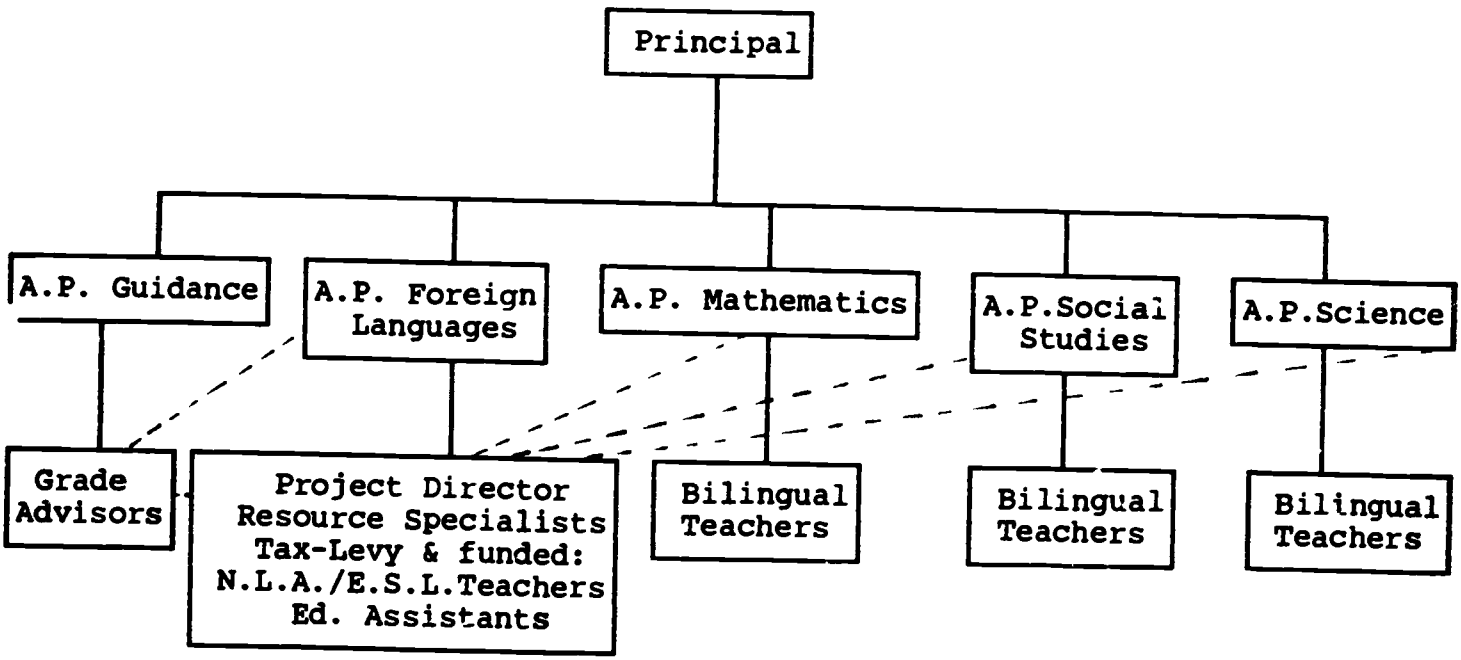
well as a large table that was used by teachers, educational assistants, and students. Bookshelves, cabinets, and a single closet all were badly overcrowded. The lack of space meant that curriculum-development work had to take place amidst a continual din of phone calls and visiting students.

During its first year of operation, a Title VII educational assistant had worked in the program's office full-time, performing routine clerical work, processing the continual flow of over-the-counter admissions, and assisting students who visited the office with academic, behavioral, or other problems. In 1984, in response to the recommendation of an O.E.A. evaluator, who had pointed out that the propos . called for Title VII educational assistants to spend most of their time in the classroom, the Title VII-funded educational assistant served in the classroom all day, save for one period when there were no bilingual classes for Spanish-speaking students had been scheduled. She spent this period helping out with administrative tasks in the program office.

This meant that most office work had to be performed by the director and the resource specialists, who already were overburdened by their own professional duties, and that during lunch period, when students most frequently came to the office with special problems (and occasionally at other times), the office had to be closed because no staff members were available.

FIGURE 1

Organization of the Multilingual Survival Skills Program



_____Direct Supervision

----------Collaboration and Communication

FUNDING

Because the money allocated for the year under review was less than requested, the project director's and the Spanish resource specialist's positions had been cut to 80 percent and 60 percent, respectively. In addition, the materials and travel portion of the budget was, in the words of the project director, cut to the bone. Because of these cutbacks, staff members had less time to accomplish their responsibilities. This was reflected in the frantic pace at which the project director worked and the reduced number of program-developed curricular materials compared with the previous year.

It should be pointed out that program staff members minimized project-related travel expenses by doubling up in hotel rooms; they used the money they saved to help pay for student trips to sites of cultural interest. For example, the N.L.A. Spanish class and the bilingual Spanish social studies class visited the Metropolitan Museum of Art to study Spanish Renaissance art, and an E.S.L. class saw Mama, I Want to Sing, a musical dealing with the Afro-American experience.

STAFFING

The Title-VII staff consisted of a project director, a Haitian Creole/French-language resource specialist, a Spanish-language resource specialist, and a Spanish-language educational assistant; in addition, the program was served by a Haitian Creole-speaking educational assistant who previously had been funded by Title VII but was funded by municipal tax-levy

money during the year under review.

The project director had a master's degree in bilingual education and 27 years of teaching experience, nine years of bilingual teaching experience, and six years of experience as a director of bilingual programs. She was licensed in social studies teaching and in bilingual French and Spanish social studies teaching. Much of her time was spent negotiating with administrative and supervisory staff in a continual attempt to ensure complete compliance with Board of Education bilingual-education mandates and program goals. For example, when she discovered that a number of LEP students had not been receiving N.L.A. and E.S.L. instruction, she notified the A.P.-Guidance and suggested a remedy. Similarly, upon the request of a program student she phoned and wrote letters to the New York State Education Department requesting that Regents credit be given for Creole. She also was trying to get city and state approval for a Creole teaching license.

The Multilingual Survival Skills Program had a continual stream of over-the-counter admissions, and the director spent a great deal of time evaluating, counseling, and programming them. She also counseled students who came to the bilingual office with academic or personal problems, or who were referred by teachers for minor disciplinary infractions. (Major infractions were dealt with by the deans.) Her time also was spent meeting with teachers, organizing staff development and parental involvement activities, and filling out data collection and budgetary

documents. In addition to these duties, the project director taught one bilingual Spanish social studies class.

The Creole resource specialist had a master's degree, was licensed, and had two years of relevant experience. The bulk of her time was spent translating curricular materials and schoolwide informaticnal documents. She also helped out with informal counseling, admissions, and administrative work. In addition, she taught a Creole N.L.A. class.

The Spanish resource specialist had a master's degree in foreign language education, was a licensed teacher of Spanish, and had six years of relevant experience. Her duties were the same as those of her Creole counterpart. In addition, she taught two Spanish N.L.A. classes.

The E.S.L., native language arts, and content-area teachers who served project students generally appeared to be highly motivated. Most were licensed in their subject, and many had master's degrees. However, the citywide shortage of licensed E.S.L. personnel meant that recently hired E.S.L. teachers tended to have English rather than E.S.L. licenses. For similar reasons, although all the content-area teachers were licensed for their subject, not all had bilingual licenses. However, in both E.S.L. and the content areas, there was a nucleus of teachers who were tenured and had several years of experience at Wingate.

Most of the E.S.L. teachers were conversant with at least one of the target languages of program students. Although all of Wingate's Haitian teachers spoke Creole, only three wrote it

correctly. The others did not write Creole and tended to resist its use in written form. All had good skills in French and English.

Because there were many more Creole-speaking students than could be taught by the program's single Creole-speaking social studies teacher, the school had tried to recruit an additional one, but without success. As a result, many students had been mainstreamed prematurely in social studies. This was less of a problem in mathematics, in which there were two teachers and fewer terms of required study, and in science, in which enrollments had been small, particularly during the spring term. But with the planned inauguration of a nine-period day in the fall of 1987, the lack of a second science teacher may become a serious problem. Hispanic students were served on a part-time basis by bilingual math and social studies teachers, but there was no Spanish-speaking science teacher.

The bilingual program was served on a full-time basis by six and on a part-time basis by four educational assistants. One full-time Spanish-speaking educational assistant was funded by Title VII. She worked in bilingual content-area and N.L.A. classes and helped out with administrative tasks and new admissions when she was not in the classroom. The tax levy-funded Haitian Creole-speaking educational assistant worked in bilingual content-area classes. The other educational assistants served in E.S.L. and vocational classes. All the educational assistants had at least one year of experience. Their principal

duty was to provide supplementary instruction to students who had learning problems due to prior educational deficits and/or late entry into the program. When teachers divided classes into small groups, the educational assistants taught a group. At other times, they went from desk to desk explaining items of difficulty, seeing to it that notes were being taken, and checking in-class assignments and homework.

The Haitian students were served by a full-time French/Creole-speaking grade advisor. Although her caseload was approximately equal to that of mainstream guidance counselors, she was extremely overburdened because the needs of Haitian students in every aspect of student life were far greater than those of mainstream students. The project's Hispanic students were served by a part-time Spanish-speaking grade advisor.

Although there had been a family assistant in the previous Title VII project at Wingate, none was requested for the Multilingual Survival Skills Program. According to the project director, this was an unfortunate oversight because many Haitian and Hispanic students had family obligations and problems that hurt their school attendance and performance, which a family assistant might have been able to address.

STUDENT PLACEMENT, PROGRAMMING, AND MAINSTREAMING

Placement in the program was formally based on a percentile score of 20 or below on the Language Assessment Battery (LAB); new admissions who arrived after the fall LAB had been

administered were placed via interviews and program-developed tests. All new admissions had to be accompanied by a parent, and during their meeting with program staff members, both parent(s) and child were informed about graduation requirements, mandated and optional programs, the right to withdraw rrom the bilingual program but not from E.S.L., and the American high school environment in general and Wingate in particular. There have been no changes in selection criteria since the program's inception, except that during the year under review entering students over 18 years of age who did not have enough credits to graduate before age 21 were immediately referred to A.S.H.S.'s bilingual G.E.D. program.

Since most new admissions were ninth graders who required entry-level courses and two or more sections existed for most of these courses, students did not have to be block programmed. There were no changes in programming criteria since the program's inception, except that the increased requirement in E.S.L. necessitated lengthening the school day for LEP students from eight to nine periods -- a change that was to be inaugurated in September 1987.

Entering students took physical education with mainstream students. As they progressed through the grades, opportunities for taking classes with mainstream students increased to encompass all career areas, art, music, and, eventually, the content areas. However, as previously noted, mainstreaming in the content areas too often took place by default. That is,

students were mainstreamed in some content-area courses because they had taken all the bilingual courses that were available, not because they had achieved the twenty-first percentile on the LAB.

Mainstreaming decisions were made by the grade advisors in consultation with the A.P.-Guidance. In deciding which students were ready for the mainstream, both LAB and reading scores were taken into account. Haitian students tended to remain in the bilingual program until the twelfth grade; Hispanic students, who often had greater contact with English prior to entering Wingate, tended to be mainstreamed by the eleventh or twelfth grade.

Although students could elect to remain in the bilingual program even after they were eligible for mainstreaming, the fact that Regents exams were given in English combined with the students' own eagerness for mainstreaming to discourage them from this option. However, a fairly substantial number of former LEP students did choose to remain with their bilingual grade adviser in order to maintain continuity of services. Such students remained in bilingual official classes and tended to be considered part of the program even though they no longer received bilingual instruction. Also, because they continued to rely on program staff members for advice and counseling on an informal basis, many former program students considered themselves part of the bilingual program.

III. STUDENT CHARACTERISTICS

The Multilingual Survival Skills Program served a total of 360 students during the year under review, 296 (82 percent) of whom were present in the fall and 343 (95 percent) in the spring. In other words, 279 (77 percent) students were enrolled both semesters; 17 (5 percent) were enrolled in the fall only; and 64 (18 percent) were enrolled in the spring only. Data were also received for 33 students who had been enrolled in the program during the previcus year but left prior to September 1986: 6 graduated; 5 transferred to another school; 1 left for employment; 1 was mainstreamed; and 20 left for unspecified reasons. Sixty students who were served throughout the academic year left the program for reasons such as graduation, transfer, and mainstreaming. (See Table 1.)

TABLE 1

Number of Students Leaving the Program

Reason For Leaving	Left By January 1987	Left By June 1987	Percent of Total
Mainstreamed	4	5	15.0
Transferred	8	28	60.0
Graduated	3	1	6.7
Family Problem	0	1	1.7
Other Reasons	2	8	6.7
TOTAL	17	43	100.0

• Sixty percent of the students who left the program transferred to another school.

Of the students present in the spring, 58 percent had been in the program for one year or less; 21 percent had been in the program for two years; and 21 percent had been enrolled for three years.

Table 2 and Figure 2 present the distribution of program students by country of birth and native language, respectively. Two hundred and eighty-two (80 percent) of the students were native speakers of Haitian Creole, and 68 (19 percent) spoke Spanish. Most of the Hispanic students were born in Panama and the Dominican Republic. Overall, the student population was more or less evenly divided by gender (49 percent female, 51 percent male).

Table 3 presents the students by age and grade, respectively. Of 321 students, 195 (61 percent) were in the ninth grade; 53 (17 percent) were in the tenth grade; 40 (12 percent) were in the eleventh grade; and 33 (10 percent) were in the twelfth grade. Many program students tended to be overage for their placement, largely because of limited educational opportunities in the rural areas from which most came. As seen in Table 3, 244 (76 percent) of the program students were overage for their grade placement. The largest number of overage students -- 47 -- was in grade ten. (This comprised 87 percent of the overaged students.)

Because government supervision of private schools in Haiti has tended to be lax, many entering students who claimed to have had many years of schooling were found at placement to be

TABLE 2

Number and Percent of Program Students by Country of Birth

Region	Country of Birth	Number	Percent
Caribbean	Haiti	282	79.7
	Dominican Republic	21	5.9
	Puerto Rico	6	1.7
Central America	Panama	24	6.8
	Honduras	8	2.3
	El Salvador	3	*
	Nicaragua	3	*
	Costa Rica	1	*
	Mexico	1	*
South America	Peru	1	*
Asia	Afghanistan	1	*
	Korea	2	*
	Vietnam	1	*
TOTAL		354*	100.0

* Less than one percent.
** Data were invalid or missing for six program students.

• Eighty percent of program students were born in Haiti.

FIGURE 2

WINGATE HIGH SCHOOL

DISTRIBUTION BY NATIVE LANGUAGE

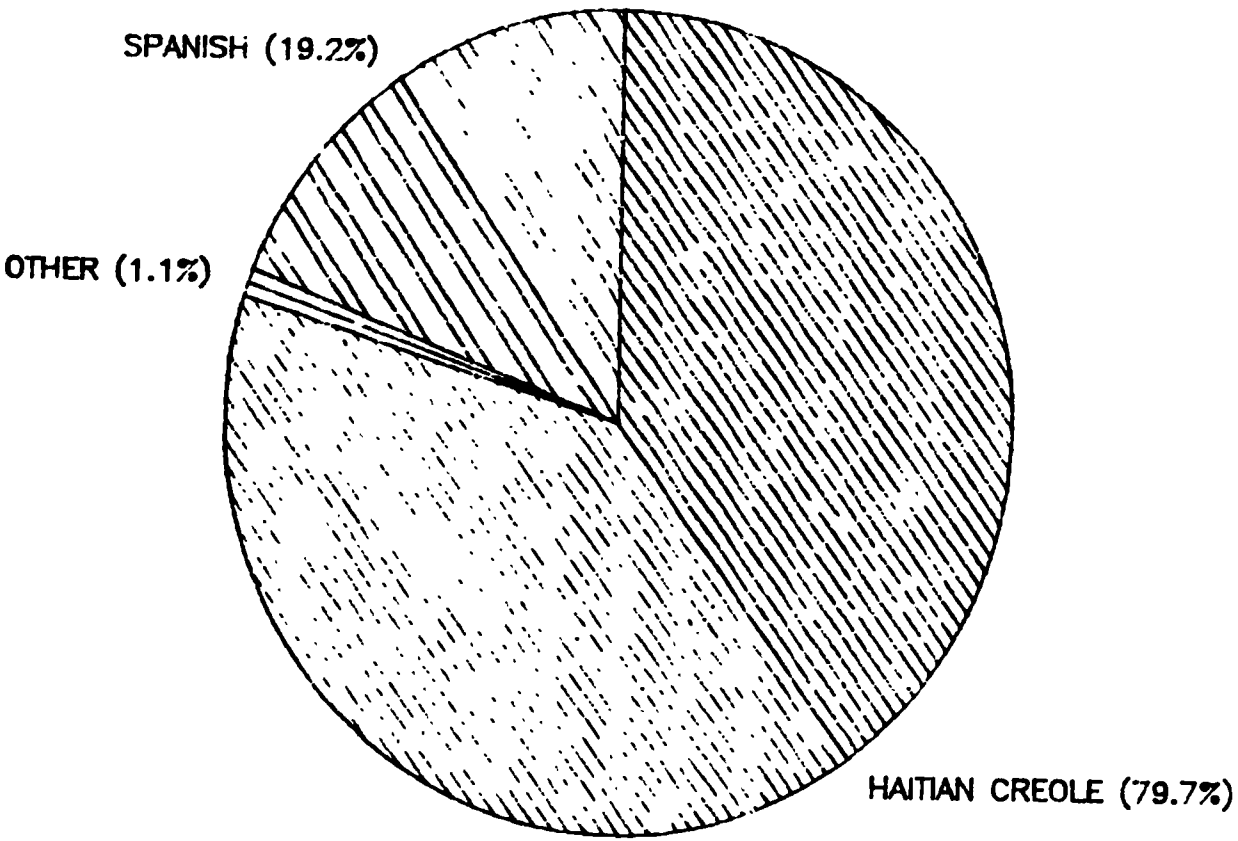


TABLE 3

Number of Program Students by Age* and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	14	0	0	0	14
15	36	0	0	0	36
16	47	7	3	0	57
17	40	14	9	2	65
18	32	13	9	6	60
19	17	8	4	8	37
20	7	10	13	9	39
21	2	1	2	8	13
TOTAL	195	53	40	33	321**
Overage Students					
Number	145	46	28	25	244
Percent	74.4	86.8	70.0	75.8	76.0

Note. Numbers in bold area reflect expected age range for grade.

*Age on June 30, 1987.
**Data were incomplete or missing for 39 students.

- Seventy-six percent of the students in the program were overage for their grade placement.
- Grade ten had the highest percentage of overage students (87 percent), and grade eleven had the lowest (70 percent).

semiliterate and seminumerate, at best. Thus, the great majority of entering students had to be placed in preliminary math 1, which means they had not yet learned simple fractions. Elaborating upon this fact, the project director said that most entering students "do not know number theory, let alone basic operations."

Similarly, during the year under review, a large number of entering Haitian students had to be placed in entry-level French classes. Since French was until very recently the official language of instruction in Haiti, this can be a taken as an indication of a very low level of literacy. The high level of inter-school mobility among Haitian students, both prior to and after enrolling in Wingate, has added to the difficulty of trying to bring these students up to grade level. The situation among the bilingual program's Hispanic students regarding literacy and numeracy skills was, again according to the project director, scarcely any better.

Because the parents of program students themselves generally had very little schooling, it was difficult for them to understand their children's difficulties at school and impossible for them to act as tutors. Some parents worked nights or had sleep-out jobs (e.g., as cab drivers or maids), and so had little contact with their children except on weekends. Economic necessity also forced many program students to work at after-school jobs. All these factors, plus the crime- and drug-ridden neighborhoods in which most program students lived, negatively impinged upon their ability to adjust to and learn

successfully in the high school environment.

IV. FINDINGS

Evaluation findings for the Multilingual Survival Skills Program are based on the results of standardized tests; analyses of program documents, materials, and records; interviews with staff members and students; and classroom observations. This section is presented according to the evaluation objectives for the program's instructional and non-instructional components.

INSTRUCTIONAL COMPONENT

English as a Second Language

- As a result of participating in the program, 65 percent of students will master an average of one English syntax objective per 20 days of instruction.

Five levels of E.S.L. were offered during the year under review. Since February 1987, in response to Board of Education directives, three periods per day were provided for the first four levels of E.S.L. For the fifth level, as had been the case for all five levels in the past, two periods per day were offered.

During the fall term (the only one for which complete information was provided) E.S.L. was offered on four levels, as follows: E.S.L. 1, twelve classes; E.S.L. 2, six classes; E.S.L. 3, four classes; and E.S.L. 4, four classes.

Two E.S.L. classes were observed by a member of the evaluation team during the spring semester: E.S.L. 3 and E.S.L. 5. Fifteen students out of an enrollment of 17 attended the E.S.L. 3 class. Approximately two-thirds of the students were Haitians; the rest were Hispanics or East Asians. The lesson dealt with the parts of the telephone and the television and

their use. Discussion was based on a mimeographed handout containing 16 drawings of the main parts of the two devices, with space provided to write the correct name beneath the drawing of each part. In addition to asking students to name each part, the teacher asked them to describe its use. Whenever students could not answer one of his questions, the teacher asked several more related questions before finally supplying the correct answer himself.

Although anywhere from one-third to one-half of the students regularly volunteered to answer most of his questions, the teacher continually attempted to draw out students who had not been raising their hands. The teacher also wrote the name of each telephone and television part on the board and went from desk to desk to make sure that students had written it in the appropriate space on the handout.

The teacher, a licensed E.S.L. teacher with an M.A. and nine years' experience, very skillfully balanced his presentation of the parts of the telephone and television with a discussion of how to use of these devices, and he always made sure to write down and review important grammatical and stylistic points. He spoke in a clear, resonant voice, and he made sure that the class as a whole or individual students always repeated difficult-to-pronounce words. The class was well-behaved and enthusiastic. In addition to supplementary materials, such as were used on the day the class was observed, a text, Access to English, was used regularly.

The advanced E.S.L. class had an attendance of 19 out of an

enrollment of 20. The aim of the class was to define "generalization" and to learn to use deductive and inductive logic to establish the validity of generalizations. The "Do Now," which was written on the board, defined "deductive organization" as "a generalization leading to supporting specifics" and "inductive organization" as "specifics leading to a concluding generalization." On this basis, students were asked to define "generalization" and to state which items from the supplementary text were examples of induction and which were examples of deduction. The class was well behaved, enthusiastic, and appeared to grasp the linguistic aspects of the lesson. However, despite the best efforts of the teacher (a licensed E.S.L. teacher with seven years of experience), the logical distinction seemed to escape them, probably because the textbook's exposition was unclear. The text was Writing Workshop, which the teacher said she regularly supplemented with a variety of other materials.

Student Achievement in E.S.L.

The assessment instrument used to evaluate the objective in this area was the Criterion Referenced English Syntax Test* (CREST). The CREST was developed by the New York City Public Schools to measure mastery of the syntactic skills presented in the E.S.L. curriculum. The CREST uses four items to measure each skill, and mastery is achieved when three of the four items are answered correctly. The test has three levels: beginning (1), intermediate (2), and advanced (3). Levels 1 and 2 each measure mastery of 25 skills, while level 3 measures mastery of 15 skills.

The CREST was administered at the beginning and the end of each semester. A mastery score to indicate gains was computed for each student by calculating the difference between pretest and posttest. The number of months of instruction between testings was computed for each student by multiplying the number of months between testings by the student's attendance rate. The number of skills mastered per month was calculated by dividing

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*The Criterion Referenced English Syntax Test (CREST) was developed by the Board of Education of the City of New York to measure mastery of instructional objectives of the E.S.L. curricula, and thus was constructed to maximize content validity. The test contains four items per curricular objective, and mastery of an objective is achieved when three of these items are answered correctly. The test measures mastery of 25 objectives at Levels 1 and 2, and 15 objectives at Level 3. The Kuder-Richardson Reliability Estimates for pretest and posttest administrations of the three levels of the CREST are:

Level 1 -- pretest (.91)/posttest (.96)
Level 2 -- pretest (.94)/posttest (.95)
Level 3 -- pretest (.91)/posttest (.91).

the mean mastery by the mean number of months of instruction between testings.

One hundred and sixty-three (55 percent) of the program students in the fall and 206 (60 percent) in the spring mastered one CREST skill per 20 days of instruction. Thus, the proposed objective that 65 percent of the students would master one CREST skill per month was not met.

Table 4 presents the test results for students who were pretested and posttested with the same level. Of the students who were reported to be taking E.S.L. classes (levels 1, 2, and 3), complete data (levels, pretest score, and posttest score) were available for 85 percent in the fall and 89 percent in the spring.

In the fall, students mastered an average of 1.3 skills per month of instruction; in the spring, students mastered 1.4 CREST objectives per month.

TABLE 4

Results of the Criterion Referenced English Syntax Test

Test Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY* Mean	MASTERY* S.D.	Mean Mastery Per Month
				FALL				
1	105	10.3	6.4	14.9	6.6	4.6	3.0	1.5
2	68	17.1	6.0	21.1	4.3	4.0	3.9	1.4
3	53	12.1	2.6	14.0	1.4	1.9	2.3	0.6
TOTAL	226	12.8	5.3	16.6	5.9	3.8	3.4	1.3
				SPRING				
1	117	11.4	6.3	16.5	6.4	5.1	3.4	1.8
2	76	16.8	5.9	21.9	3.4	5.1	4.2	1.7
3	65	12.2	3.3	13.5	2.9	1.3	1.6	0.4
TOTAL	258	13.2	6.0	17.3	5.9	4.1	4.0	1.4

* Posttest minus pretest.

• Overall, students mastered 1.3 CREST objective per month of instruction in the fall, and 1.4 CREST skills per month of instruction in the spring.

Native Language Arts

- As a result of participating in the program, 70 percent of the students will score at or above the 65 percent passing criterion in native language instruction.

Creole, French, and Spanish were offered both semesters. During the fall term, the only one for which detailed information was provided, the following courses were offered: Creole 1, one class; French 1, four classes; French 2, one class; French 5, one class; French 7, one class; Spanish 1, two classes; Spanish 2, three classes; Spanish 3, two classes; Spanish 5, one class; and Spanish 6, one class.

During the spring semester, a Creole-speaking member of the evaluation team visited the Creole native language arts class. Eight students of an enrollment of eight attended. The teacher wrote the aim of the class on the board in Creole: "Korijedevwa ye a epi repase pou egzamen demen an." The students then were asked to take out their homework, which consisted of the answers to questions about a story they had read in their text, Konprann sa nou li: Lekti 3eme ane, Jeneralizasyon, published by the Haitian National Pedagogic Institute. Four students were selected to write their answers on the board, and the teacher reviewed their answers, paying special attention to the spelling rules for nasalized vowels.

Student Achievement in Native Language Arts

Table 5 presents the passing rates of Hispanic and Haitian students in N.L.A courses and the percent passing. Examination of Table 5 reveals that overall, the program objective was

surpassed: 73 percent of the students passed their N.L.A. courses. In the fall, 71 percent of the students reached the passing criterion. In the spring, the passing criterion was achieved by 75 percent of the students.

TABLE 5

Passing Rates in Native Language Arts Courses

	FALL		SPRING		TOTAL
COURSE	Numbers of Students	Percent Passing	Numbers of Students	Percent Passing	Overall Passing Rate
French	128	72.7	165	75.8	74.4
Spanish	45	64.4	36	83.3	72.8
TOTAL		70.5		77.1	74.1

*Grades were available for four of the five students who took Creole in the fall: all four passed. The spring Creole class, which had an enrollment of nine, was discontinued when the instructor fell ill.

- The proposed objective was surpassed: overall, 73 percent of the students passed their N.L.A. courses.

Content-Area Subjects

- As a result of participating in the program, 65 percent of the students will score at or above the 65 percent passing criterion in mathematics, science, and social studies.

To the extent possible, instructional services in the bilingual program paralleled those for mainstream students. However, for a variety of reasons -- the shortage of bilingual teachers, the small numbers of students involved at any given time, programming conflicts -- LEP students ready for

advanced-level content-area courses often had to be mainstreamed prematurely. The program sought to help these students by providing remediation via lunchtime and after-school small-group tutorials and one-on-one tutoring.

Bilingual content-area courses for the program's Haitian students included (in the fall): basic math, five classes; computer math, one class; sequential math, two classes; general science, eight classes; biology, three classes; and global studies, three classes. One bilingual global studies class and one general science class were available for the program's Hispanic students. The program's educational assistants worked in the general science, biology, global history, and basic math classes, as well as in several vocational courses that were taught monolingually.

Members of the evaluation team observed the bilingual global history class for Hispanic students and bilingual sequential math, general science, and global history for Haitian students.

The bilingual global history class for Hispanic students that was observed by a member of the evaluation team had 21 students attending, out of an enrollment of 25. The subject of the lesson was the economic, political, and social causes of the breakdown of democracy in Athens and Rome. After the teacher called the class to order, the educational assistant went from desk to desk distributing mimeographed program-developed translations of lessons from the English-language global history text, making sure students copied the day's homework assignment, and helping students who had difficulty reading the translations.

After the students had finished reading these materials, the teacher asked them to try to define "political," "economic," and "social" in their own words. Although several students attempted to do so, their answers consisted almost entirely of examples, rather than a definition in abstract terms; consequently, the teacher asked students to read aloud the definitions that had been supplied to them on one of the mimeo sheets. After fully defining these three basic terms, the teacher went on to discuss and develop a list of political, economic, and social causes for the breakdown of democracy in ancient Athens. Students then were asked to write these causes down in the spaces provided on one of the mimeographed handouts while the teacher and the educational assistant went from desk to desk helping students. Afterwards, the teacher wrote the correct answers on the blackboard. A similar procedure was followed regarding the breakdown of democracy in Rome. The lesson was conducted entirely in Spanish.

During an after-class interview, the teacher pointed out that her goal was to develop the capacity to think analytically about society among a group of students who were unaccustomed to thinking abstractly because of prior educational deficits. One of the ways she did this was by using the students' own experiences as "raw material" for the development of social-scientific abstractions. With the same end in mind, the teacher translated lessons from the required text into Spanish, and developed supplementary materials that employed language and concepts that took account of the students' educational deficits.

A global history class for Haitian students was also

observed. Twenty-two students were present. The day's lesson was devoted to preparing for an upcoming examination. The teacher spoke almost exclusively in Creole, but wrote in both Creole and French. Students were asked to define such concepts as "history," "prehistory," "geography," "anthropology," "cultural anthropology," "physical anthropology," with the teacher asking questions and making critical remarks designed to elicit sharper definitions of each term. At the conclusion of the discussion of each item the teacher wrote down a brief definition in both French and Creole. A lively discussion of creationism and evolutionism and a geography exercise in which students were asked to point out various land masses and bodies of water on a large wall map were additional components of the class. Throughout the lesson a paraprofessional unobtrusively walked from desk to desk monitoring students' note-taking and providing individualized assistance to students who appeared not to grasp the concepts under discussion.

Interviewed after class, the teacher explained that he needed to use Creole as well as French because no more than half the students understood French. He said he had developed materials in both languages with the help of the Title VII resource specialist. These materials were largely based on a standard English-language text, Exploring Afro-Asian Cultures. (He also mentioned that he tested the students in all three languages.) According to the teacher and the teaching assistant, in addition to speaking different languages, the students' academic preparation varied widely, with some having had no or

little schooling before coming to this country. According to the teaching assistant, whose job involved working in several different content-area classes, students with little prior schooling were not able to keep up with their coursework.

Student Achievement in Content-Area Subjects

Table 6 presents the passing rates for program students in mathematics, science, and social studies courses each semester. A weighted average for the year was also computed.

Examination of Table 6 reveals that the program objective was met: over 65 percent of the students surpassed the 65 percent passing criterion in mathematics, science, and social studies both semesters. Achievement was highest in social studies (81.5 percent) in the spring semester, and lowest in mathematics (65.7 percent) during the spring.

TABLE 6

Passing Rates in Content-Area Courses

COURSES	FALL Number of Students	FALL Percent Passing	SPRING Number of Students	SPRING Percent Passing	TOTAL Overall Passing Rate
Math	233	70.0	254	65.7	67.8
Science	233	66.5	107	71.0	67.9
Social Studies	233	72.1	270	81.5	77.1

- The program objective was met: overall over 65 percent of the students scored above the 65 percent passing criterion in mathematics, science, and social studies both semesters.

Career-Oriented Classes

Although the program had no evaluation objective in this area, it is worthwhile to note that bilingual students were offered classes in typing, technical drawing, and fashion. In all three courses, an English-speaking teacher who was licensed in her/his subject area taught bilingual students with the aid of a Haitian Creole/French-speaking paraprofessional.

NON-INSTRUCTIONAL COMPONENT

Staff Development

- Ten program staff members will enroll in at least one teacher education course each year.
- Seven program staff members will participate in professional workshops, conferences, or symposia held outside of school each year.
- Title VII staff will meet as needed, usually weekly.
- Six meetings of program staff will be held at school each year.

Twelve staff members enrolled in courses in such subjects as E.S.L. pedagogy, guidance, school administration, school finance, bilingual educational theory and methods, French language, French translating, Francophone cultures, and the teaching of writing. The institutions in which they enrolled included Adelphi University, The College of New Rochelle, Teachers College, Long Island University, The New School, and SUNY New Paltz. Thus, the first objective in this area was surpassed.

Bilingual program staff members, including the project director, the Creole and Spanish resource specialists, and four content-area teachers attended a total of nine workshops,

conferences, and training programs. The project director attended a two-day OBEMLA-sponsored regional conference for project directors, a New York State Education Department-sponsored project directors' conference, the New York State Association for Bilingual Educators (SABE) conference, and a conference on "The Ethnic Mosaic" at Pace College. Together with the LEP coordinator and four content-area teachers, the project director attended a curriculum conference sponsored by the Bilingual/E.S.L. Unit of the High Schools Division of the Board of Education. She also attended, along with four program staff members, a conference entitled "The International Approach: Learning English Through Content-Area Study" sponsored by the International High School at LaGuardia Community College. Together with the Spanish resource specialist, the project director attended a Board of Education-sponsored foreign language conference. The Spanish resource specialist also attended a Board-sponsored conference on the use of the computer in language teaching.

The Haitian Creole resource specialist was named a participant in the Spring 1987 session of the New York Multifunctional Resource Center Language Academy. Thus, the project met its proposed objective in the area of extramural staff development activities.

Since the Title VII staff numbered only four members and all shared the same office, formal and informal meetings were a regular occurrence. Therefore, the third staff development objective was met.

Ten bilingual program teachers, paraprofessionals, and supervisors attended two three-hour after-school Title VII workshops on needs assessment held at Wingate by a pair of staff development specialists from the New York Multifunctional Resource Center (N.Y.M.R.C.). Sixteen teachers and paraprofessionals attended a two-hour after-school Title VII workshop on heterogeneous groups conducted by another N.Y.M.R.C. staff development specialist. Seven teachers and paraprofessionals attended a two-hour after-school N.Y.M.R.C. Title VII workshop on E.S.L. teaching methodologies and team building. Finally, 15 teachers and paraprofessionals attended a four-hour after-school Title VII session on ethnicity, also conducted by the N.Y.M.R.C. In addition, the bilingual program held meetings for the entire program staff at the beginning and the end of each semester. Thus, the final staff development objective in this area was met.

According to the project director, the bilingual program staff would have benefited from more staff development activities attended by the entire bilingual program staff, but it would have been difficult to schedule them because: (1) no common meeting time was available during the school day; (2) with attendance at after-school meetings on a voluntary basis, not all staff members felt compelled to attend; and (3) bilingual content-area teachers had a heavy schedule of staff development activities in their respective departments.

In the spring of 1987, all the French/Creole bilingual content-area teachers had the same period free, making it

possible to hold regular meetings to discuss how the program could better meet the needs of Haitian students. Unfortunately, few educational assistants were free at this time. Since the educational assistants worked in several different content areas, they had in-depth knowledge about the overall performance of individual students which would have proven useful in these discussions. Their participation in these meetings also would have provided a good opportunity to plan how to better coordinate the activities of teachers and educational assistants.

Curriculum Development

- By the end of the project, the resource specialists will have developed curricular materials in Haitian Creole and Spanish for each of the following areas: (a) native language arts; (b) mathematics 1; (c) general science 1 and 2; (d) social studies 1 and 2.

In order to bring the program into compliance with new Board of Education directives to provide bilingual students equal access to career-oriented special interest programs, during the year under review the Title VII resource specialists spent a good deal of time translating recruitment material for Wingate's numerous career institutes (e.g., business, computing, criminology, education, aviation, medical science). Since their Title VII-funded work time had been cut back to 60 percent (the other 40 percent was spent in classroom teaching) for budgetary reasons, these additional translating tasks sharply curtailed the time available for curriculum development work. At the same time, repeated changes in city- and state-mandated English-language curricula necessitated making corresponding

changes in bilingual curricula, which placed an additional burden on the resource specialists. Clearly, not enough time was available to do all the curriculum development that was desirable. In addition, the Haitian Creole resource specialist fell ill in April and was unable to return to work, leaving the development of Haitian Creole resource materials at a standstill.

By April, the French/Haitian Creole resource specialist had adapted and translated the following materials: a student's vocational-assessment questionnaire (Creole); a parent's guide to the bilingual program (Creole); a statement describing, explaining and listing the requirements for graduation (French); a variety of schoolwide letters and circulars (Creole and French); mathematics examinations (Creole); parts of chapters of a social studies text (Creole); and a science text (Creole). She also developed materials for the Creole native language arts course.

The Spanish resource specialist adapted and translated chapters from textbooks on general science, biology, native language arts, social studies. In addition, both resource specialists translated a wide variety of exams, information about the bilingual program, and schoolwide informational documents.

Based upon analysis of previous years' evaluation reports and of information supplied for the year under review, the project met its curriculum development objectives. Nevertheless, events such as the proposal of a two-track program for entering Haitian students and revisions in the mainstream curriculum created a continuing need for the services of both Spanish and

French/Creole curriculum development specialists. In addition, there appears to have been a need to develop more materials in mathematics.

Parental Involvement

- The program will hold at least four meetings of parents each semester, in which project staff and guest speakers will present information on issues of importance to parents. The program will also translate the parent guide, prepared under prior funding.

The first step in the process of involving parents in school and program activities took place during the student's admission interview. At this time, students were placed and students and their parents were given basic information about the school, including a Parent's Guide, copies of which were available in English, Creole, and Spanish.

All parents were invited to all parent meetings, which took place monthly -- thus surpassing the objective. However, average attendance usually was small -- 8 to 12. In response to parental requests, one meeting was held on a Sunday afternoon. Although only eight parents attended, in response to continual requests, efforts were being made to schedule additional Sunday meetings. According to the project director, despite her continual encouragement, parents rarely took the initiative to conduct their own meetings. Consequently, meetings tended to focus on providing updated information about diploma requirements and school services. Recently, though, in response to parental requests, presentations on improving parent-child communication, birth control techniques, and adult-education opportunities had

been on the agenda at several parent advisory council meetings.

Student Satisfaction

- As a result of participating in the program, students' attendance will be significantly higher than the attendance of mainstream students.

Since Title VII staff members spoke the students' native languages, shared or were familiar with their cultural backgrounds, and were the first adults they interacted with at Wingate, a lasting bond was formed between students and staff members, with the latter acting as informal counselors, tutors, and all-around trouble-shooters. According to the project director, "It is this closeness which makes the students feel welcomed and valued, not anonymous, as they easily might in such a large school." To support this statement, she cited the large numbers of alumni who visited the school. Indeed, during the visits of a member of the evaluation team several alumni did visit the project office, and a strong sense of caring and concern could be observed in the interaction between project staff members and the students who visited the project office for one or another reason.

Attendance Outcomes. Since the school's attendance rate includes the attendance of program students, statistical significance of the difference between program and school attendance was determined through the application of a z- est for

the significance of a proportion*. This procedure tests whether the difference between one proportion the (program's attendance) and a standard proportion (the school's attendance) is greater than what can be expected by chance variation.

The attendance for program students was 93.2 percent, approximately 15 percentage points above the schoolwide attendance rate (78.0 percent). The z-test results (z=6.73) indicate that the difference in attendance rates is statistically significant ($p<.05$). Thus, the program objective was met.

LONG-RANGE OBJECTIVE

- As a result of participating in the program, 70 percent of former project students will receive passing grades of 65 percent or more in mainstream classes.

Thirty-one former program students in the fall and 32 in the spring attended mainstream classes during the year under review. Table 7 presents the number of program alumni enrolled in English, math, social studies, science, N.L.A. and vocational classes and their passing rates. Fall passing rates ranged from 74 percent in vocational classes to 88 percent in science. Spring passing rates ranged from 70 percent in native language arts to 90 percent in vocational classes. Program alumni achieved passing rates above 80 percent in English both semesters. Therefore, the program met its long-range objective.

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*J.L. Bruning and B.L. Kintz, Computational Handbook of Statistics, (Glenview, Illinois: Scott, Foresman and Company, 1968).

TABLE 7

Passing Rates for Mainstreamed Students by Subject Area

Subject	FALL		SPRING	
	Number of Students	Percent Pasing	Number of Students	Percent Passing
English	31	83.9	23	82.6
Math	25	84.0	22	77.3
Social Studies	31	77.4	24	91.7
Science	25	88.0	19	63.2
Native Language Arts	11	81.8	10	70.0
Vocational Courses	23	73.9	20	90.0

- In the fall, passing rates for mainstreamed students ranged from 74 percent in vocational classes to 88 percent in science. In the spring, passing rates ranged from 70 percent in native language arts to 90 percent in vocational classes.

V. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

The task confronting the Multilingual Survival Skills Program was daunting: to bring 360 LEP students, an estimated 30-40 percent of whom had little or no prior schooling and were illiterate or semiliterate in their native languages, into the English-language mainstream by the end of four years of high school. Adding to the intrinsic difficulty of this task were staffing shortages, problems of coordination deriving from the program's decentralized organizational structure, disagreements over an appropriate language policy for the program's Haitian majority, and the adverse educational impact of economic deprivation on the majority of the target population. Within the limits imposed by these very real constraints, the Multilingual Survival Skills Program appeared to be functioning well. The project director and the other members of the Title VII staff were dedicated and hardworking and demonstrated great concern for the academic progress and general welfare of program students. The students' affection for and reliance on program staffers was evident to members of the evaluation team during four visits to Wingate. In addition, the bilingual content-area teachers, the E.S.L. teachers, and the educational assistants who were observed and/or interviewed appeared to be dedicated and enthusiastic, as well as highly qualified.

Perhaps the most important development during the year under review was the decisi[illegible] n June 1987, to implement a two-track

policy for Haitian students. To be inaugurated in September 1987, the new policy will offer, for the first time since the program's inception, the remedial bilingual educational classes needed by the program's large numbers of educationally deprived Haitian Creole-speaking students without holding back more educationally advanced French-literate students. Hopefully, this decision marks the permanent resolution of a dispute that has adversely affected the program since its inception.

For the most part, the program met its objectives in native language arts, mathematics, science, social studies, and attendance. Students did not meet the E.S.L. instructional objective.

In the area of staff development, the program met or surpassed all of its objectives. A dozen staff members enrolled in a wide variety of program-relevant courses. Over seven staff members attended a total of nine workshops, conferences, and training programs. The four-member Title VII staff met at least once a week throughout the school year. Nine meetings were held for all bilingual program staff members. However, the project director pointed out that a variety of scheduling problems had limited the attendance of bilingual program staff -- both paraprofessionals and teachers -- at several of these meetings.

Despite the twin constraints of a cutback in the time they could spend as resource specialists (from 80 percent last year to 60 percent during the year under review) and the need to devote a good deal of time translating documents, the Haitian Creole and Spanish resource specialists managed to develop a wide range of

badly needed materials in native language arts, science, and social studies during the year under review. These were in addition to the substantial amount of materials that had been developed during the program's previous three years of operation. Although, except for exams, no materials were developed in mathematics during the year under review, sufficient materials had been developed in previous years to enable the program to fully meet its curriculum development objective. Nevertheless, the development of a two-track language policy for Haitian students, the need to keep up with continual changes in mainstream curricula, and the steady stream of schoolwide documents requiring translation created a continuing need for resource specialists in both Spanish and French/Creole.

In the area of parental involvement, the Parent's Guide, prepared under prior funding, was translated into Creole and Spanish, thus meeting one of the parental involvement objectives. Eight meetings of the parents' advisory council were held, thus meeting the other parental involvement objective. However, attendance at these meetings was usually small -- eight to ten -- and until the latter part of the school year, because of a lack of parental initiative, the agenda for these meetings was selected by program staff members and limited to school-related topics.

RECOMMENDATIONS

- Because the new two-track policy for Haitian students will require the development of special Creole curricular

materials, efforts should be made to fund the Creole resource specialist using non-Title VII funds.

• Efforts to recruit additional bilingual teachers -- particularly an additional Creole-speaking social studies teacher and a Spanish-speaking science teacher -- should continue.

• In view of the very heavy workloads of the bilingual counselors and the Title VII staff, a bilingual family-assistant should be recruited. Working out of the bilingual office but coordinating her/his efforts with the counselors, such a staff member would help reduce the counselors workload, while at the same time enabling the bilingual program office to function more smoothly.

• Because it is virtually impossible to find a time for bilingual staff development sessions when all members can attend, these meetings might be videotaped so that staffers can view these meetings whenever they have free time.

• To encourage greater parental involvement, the possibility of providing E.S.L.. G.E.D., and/or vocational courses on evenings and/or weekends should be explored.

• A number of the bilingual program's problems (supervision of bilingual content-area teachers by content-area A.P.s only, non-provision of mandated services to some LEP students, premature mainstreaming of some LEP students, continuing disagreements over language policy) stemmed in whole or in part from its decentralized administrative structure. These problems might be alleviated by more consultation and cooperative planning among the Title VII project director, departmental chairpersons,

and school administrators.