

DOCUMENT RESUME

ED 300 703

CG 021 198

AUTHOR Mei, Dolores M.; And Others
TITLE Institute for Career Exploration (ICE) Program. Summer, 1987, End-Of-Year-Report. OEA Evaluation Report.
INSTITUTION New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE Feb 88
NOTE 39p.; Prepared by the High School Evaluation Unit.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Career Exploration; Grade 9; Grade 10; *High Schools; Limited English Speaking; *School Orientation; Special Education; *Staff Development; Student Adjustment; Writing Improvement
IDENTIFIERS Education Consolidation Improvement Act Chapter 1

ABSTRACT

The summer 1987 high school Institute for Career Exploration (ICE) Program was a theme-based instructional program for incoming 9th and 10th grade students who were eligible for services provided by chapter 1 of the Education Consolidation and Improvement Act, students with limited English proficiency, and special education students who recently entered high school. The ICE program primarily emphasized improving students' writing skills and exploring career possibilities, as well as helping students prepare for high school. During the 1987 program, 7,256 students attended classes at 35 sites. Eighty-four percent of the general education students for whom complete data were available improved from the pretest to the posttest, indicating that the program met one of its evaluation objectives. The other evaluation objective related to staff development training. Teachers were positive about on-site and centralized staff development activities, and over 80% believed that the sessions provided skill enhancement that would be transferable to instruction during the regular school year. This document presents an evaluation of the ICE program. Included in chapter I are discussions of the program background and structure, evaluation objectives, program evaluation, and the scope of this report. Chapter II discusses program implementation, focusing on staffing, site themes, student characteristics, staff development, and educational excursions. Student enrollment, attendance, and achievement are presented in chapter III and conclusions and recommendations are given in chapter IV. Program sites are listed in the appendix.
 (NB)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

Evaluation Section Report
Robert Tobias, Administrator
John E. Schoener, Senior Manager

February, 1988

INSTITUTE FOR CAREER EXPLORATION
(ICE) PROGRAM

Summer, 1987
END-OF-YEAR-REPORT

Prepared by the O.E.A.
High School Evaluation Unit

Dolores M. Mei,
Evaluation Manager

Phillip Herr,
Evaluation Associate

Jan Rosenblum,
Evaluation Associate

New York City Public Schools
Office of Educational Assessment
Richard Guttenberg, Director

BEST COPY AVAILABLE

It is the policy of the Board of Education not to discriminate on the basis of race, creed, national origin, age, handicapping condition, sexual orientation, or sex, in its educational programs, activities, and employment policies, as required by law. Any person who believes he or she has been discriminated against should contact: Carole Guerra, Local Equal Opportunity Coordinator, Office of Educational Assessment, 110 Livingston Street, Room 743, Brooklyn, New York 11201. Inquiries regarding compliance with appropriate laws may also be directed to: Mercedes A. Nesfield, Director, Office of Equal Opportunity, 110 Livingston Street, Room 601, Brooklyn, New York; or the Director, Office of Civil Rights, U.S. Department of Education, 26 Federal Plaza, Room 33-130, New York, New York 10278.

SUMMARY

The summer 1987 high school Institute for Career Exploration (ICE) program was a theme-based instructional program for incoming ninth- and tenth-grade students who were Chapter 1-eligible. ICE was also open to students with limited English proficiency and special education students who recently entered high school. During the 1987 program, 7,256 students attended classes at 35 sites. Eighty-four percent of the general education students for whom complete data were available improved from the pretest to the posttest, indicating that the program met one of its evaluation objectives. The other evaluation objective related to staff development training. Teachers were positive about on-site and centralized staff development activities, and over 80 percent believed the sessions provided skill enhancement that will be transferable to instruction during the regular school year.

PROGRAM DESCRIPTION

The ICE program primarily emphasized improving students' writing skills and exploring career possibilities, as well as helping students prepare for high school. Classes consisted of two 90-minute periods that met four mornings a week. One morning each week, students and staff went on excursions that were designed to expose students to cultural events and different work environments. Additional activities included staff development sessions designed to enhance the skills of ICE staff. Central conferences for staff and mentors were held before program classes began, and weekly sessions at sites provided ongoing support. Two new components, a paid job program under the auspices of the Summer Youth Employment Program and a five-day residential environmental program for 200 students, were funded from tax-levy monies and are not formally evaluated in this report.

PROGRAM GOALS

The program's main goals were to improve students' writing skills through the integration of writing activities and career exploration, and to provide staff development to enhance the skills of ICE staff. The program's stated objectives were that 70 percent of the participants would improve in writing as measured by holistically scored pretest and posttest writing samples, and that on-site and centralized staff development activities would be provided prior to and during the ICE program.

CONCLUSIONS AND RECOMMENDATIONS

While the program achieved its specific evaluation objectives, ICE staff members did report several issues that interfered with effective implementation. Specifically, teachers

and trainers alike noted that time management in the two 90-minute lab classes held each morning was often problematic, especially at sites without air conditioning. Staff development specialists (S.D.S.s) pointed out that they were hired too late to have input at the mandatory staff development conference. Consequently, their first meetings with teachers often occurred after classes began; by then, teachers had prepared lesson plans without the benefit of S.D.S. input.

Among the recommendations included in the report are the following:

- o Include staff development specialists in training sessions held prior to the summer program so as to provide greater continuity for those efforts.
- o Continue to emphasize the writing and career focus in order to enhance student job-readiness.
- o Consider returning to one-hour classes instead of scheduling two 90-minute sessions.

TABLE OF CONTENTS

	<u>Page</u>
I. Introduction	1
Program Background and Structure	1
Evaluation Objectives	2
Program Evaluation	3
Scope of this Report	3
II. Program Implementation	4
Student Recruitment and Characteristics	4
Central Staff Development Training	5
Program Sites and Staff	10
Program Themes	18
Classroom Activities	19
Educational Excursions	21
III. Program Findings	24
Number of Program Participants	24
Enrollment and Attendance	24
Writing Improvement	25
Staff Development	26
IV. Conclusions and Recommendations	28
Appendix: Summer 1987 High School ICE Program cluster Site Guide	30

LIST OF TABLES

<u>Table</u>		<u>Page</u>
1	Summer 1987 ICE Program Participants' Grade by Student Type	6
2	Summer 1987 ICE Program Participants' Age by Student Type	7

I. INTRODUCTION

PROGRAM BACKGROUND AND STRUCTURE

The summer high school Institute for Career Exploration (ICE) program is a theme-based instructional program for incoming ninth- and tenth-grade students who are Chapter I-eligible.* The program, previously called Preparation for Raising Educational Performance (PREP), was first implemented in summer 1982 with the goal of easing junior high and intermediate school students' transition to high school. The 1987 ICE program primarily emphasized improving students' writing skills, exploring career possibilities, and helping students prepare for high school. As in prior years, ICE was also open to limited English proficient (LEP)** and special education students who had recently entered high school. Classes for LEP pupils were funded by the Emergency Immigrant Education Assistance Program.***

The summer 1987 ICE program operated at 35 sites from July 2 to July 31. A total of 7,256 students attended two 90-minute classes four mornings a week, a change from 1986 when three one-

* Eligible pupils are incoming ninth and tenth graders who score below the 35th percentile on the Degrees of Reading Power (D.R.P.) test administered each spring.

** A student is classified as LEP if he or she scored below the 21st percentile on the English section of the Language Assessment Battery (LAB). The LAB is a norm-referenced test used to measure the basic language skills of students whose native language is not English.

*** A complete evaluation of the LEP component is available from the Office of Educational Assessment's (O.E.A.) Bilingual Evaluation Unit.

hour classes were held. One period was a language arts class that focused on writing. It utilized a variety of classroom strategies centered around verbal expression. The other period reflected the site theme as well as student needs and interests at individual schools. One morning each week, students and staff went on excursions in the city that were designed to expose students to cultural events and different work environments. The 1987 ICE program also included two new components funded from tax-levy sources: a paid job program under the auspices of the Summer Youth Employment Program and a five-day residential environmental program for 200 students. Because these components were funded from tax-levy monies, they are not evaluated here.

EVALUATION OBJECTIVES

The main goals of the summer 1987 ICE program were to improve students' writing skills through the integration of writing activities and career exploration, and to provide staff development to enhance the skills of professional and paraprofessional ICE staff. The program's designated objectives were as follows:

- o Seventy percent of the participants would improve in writing as measured by holistically scored pre- and post-test writing samples.
- o On-site and centralized staff development activities would be provided to teachers by staff development specialists prior to and during the ICE program.

PROGRAM EVALUATION

O.E.A. staff used both qualitative and quantitative methods to evaluate the summer 1987 ICE program. The quantitative aspect of the evaluation focused on attendance for all students and general education students' scores on pretest and posttest writing samples.

Qualitative data regarding program implementation were obtained from a variety of sources. Each ICE teacher was asked to complete a questionnaire concerning a variety of program-related topics. Also O.E.A. evaluators interviewed site supervisors and guidance counselors at 15 program sites. Nine writing staff development specialists and two E.S.L. staff development specialists were also interviewed. Evaluators attended the central staff training session on June 13 as well as the session held on June 25 for student mentors. In addition, they visited classes and staff development training sessions. O.E.A. also formally surveyed 135 ICE student mentors.

SCOPE OF THIS REPORT

Chapter II of this report discusses program implementation, focusing on staffing, site themes, student characteristics, staff development, and educational excursions. Student enrollment, attendance, and achievement are presented in Chapter III, and conclusions and recommendations are contained in Chapter IV. Program sites are listed in the Appendix.

II. PROGRAM IMPLEMENTATION

STUDENT RECRUITMENT AND CHARACTERISTICS

Program guidelines stipulated that the 1987 summer ICE program was open to incoming ninth- and tenth-grade students identified as Chapter I-eligible on the basis of Degrees of Reading Power (D.R.P.) test scores. Students were selected if their D.R.P. reading scores were below the 35th percentile. LEP students were either incoming ninth and tenth graders from public and non-public schools or current high school students who would benefit from the program. Special education students were targeted on the basis of Chapter I criteria.

Recruitment was the responsibility of site supervisors and guidance counselors. Supervisors and counselors interviewed at sample sites used several strategies to inform students about the program. The one most frequently mentioned was mailing letters to incoming students' homes; that was followed by contacting principals and guidance counselors at feeder schools, making presentations at feeder schools, and telephoning eligible students. Site supervisors indicated that these recruitment methods did not differ from those used in previous years. Therefore, it was not surprising that similar problems were encountered. Staff reported that there was not sufficient time to conduct recruiting activities and that more centralized publicity was needed in order to inform a wider range of students

about the program. An additional constraint is that the program competes with the regular summer school program, which, unlike this one, is credit-bearing.

According to program records, a total of 7,256 students participated in the summer 1987 ICE program. Seventy-two percent were classified as general education students and 27 percent were LEP students. (Separate figures for the number of special education students were not collected because they were considered part of the LEP or general student populations.) As seen in Table 1, nearly three-quarters of general education and just under one-half of LEP students were incoming ninth graders. The majority of the other students were going to be tenth-graders during the 1987-88 school year.

As shown in Table 2, the majority of students were clustered in the 15 to 16 age range. A higher proportion of LEP students were at least 17 years of age than among the general education student population. This difference is probably because E.S.L. students were recent arrivals in the country who needed to improve their English language skills in order to enter mainstream classes.

CENTRAL STAF DEVELOPMENT TRAINING
Summer Ice Training Session

Central staff conducted a mandatory training session for summer ICE teachers, guidance counselors, and staff development specialists on June 13, 1987. This session took the form of a conference where staff were given the option of attending

TABLE 1
 Summer 1987 ICE Program Participants'
 Grade by Student Type

Previous Grade ^a	Student Type					
	General Education		E.S.L./ Bilingual		Total	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Seventh	60	1	62	4	122	2
Eighth	3,583	73	853	49	4,436	66
Ninth	1,244	25	659	38	1,903	29
Tenth	45	*	137	8	182	3
Eleventh	8	*	31	2	39	*
Twelfth	3	*	3	*	6	*
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	4,943	99 ^b	1,745	101 ^b	6,688	100

* An asterisk indicates that the percentage was less than one.

^a Data were not available for eight percent (568) of the students.

^b The percentages do not equal 100 due to rounding.

^c Nearly three-fourths of general education and just under one-half of E.S.L./bilingual students were incoming ninth graders. The majority of the other students were going to be tenth-graders during the 1987-88 school year.

Table 2
 Summer 1987 ICE Participants' Age by
 Student Type

Age Range ^a	<u>Student Type</u>					
	<u>General Education</u>		<u>E.S.L./ Bilingual</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
13-14	1,870	38	419	23	2,289	34
15-16	2,825	57	920	51	3,745	55
17-18	279	6	371	21	650	10
19-20	7	*	103	6	110	2
	-----	-----	-----	-----	-----	-----
	4,981	101 ^b	1,813	101 ^b	6,794	101 ^b

* An asterisk indicates that the percentage attendance was less than one.

^a Age information was missing for approximately one percent (247) of the general education students, eight percent (168) of the E.S.L./bilingual students, and for approximately one percent of the students for whom no program information was available.

^b The percentage do not equal 100 due to rounding.

o A higher proportion of E.S.L./bilingual students were at least 17 years of age than general education students.

workshops on language arts, mathematics/career exploration, English as a Second Language, occupational/career education, and the role of student mentors in the classroom.

The workshops that focused on mathematics/career exploration and occupation/career education were both attended by one-third (69) of the 210 teachers who responded to the O.E.A. survey about the training session. Twenty-five percent (53) attended a language arts workshop, 21 percent (44) attended a session on teaching E.S.L., and 68 percent (143) attended a session that discussed working with student mentors in the classroom.

About 85 percent of the teachers who attended the language arts workshops believed that they dealt well with the following topics: presenting cooperative learning techniques, generating student writing, and relating career education and language arts. Teachers evaluated other workshops on E.S.L. and occupations/career education in much the same manner. However, only 26 percent of the teachers believed the sessions on using student mentors in the classroom were handled well or very well.

At least 50 percent of the teachers indicated that the workshops they attended provided useful information that they could apply in the summer program, and that they believed would be helpful during the regular school year. Of all the workshops, teachers believed those devoted to writing would be most helpful during the regular school year.

Student Mentor Workshops

The Division of High Schools also sponsored a training conference on June 22 for students who would be acting as mentors during the summer 1987 ICE program. The conference consisted of brief opening remarks by program coordinators, an hour-long performance by Family Life Theater about encounters between peer counselors and students presented to the entire conference audience, and two 45-minute workshops--one on peer counseling and one on peer tutoring--for which student mentors were divided into smaller groups.

The evaluator who observed one of the peer counseling workshops noted that mentors responded well and grasped what role they might have in the program regarding listening to fellow students' problems in a nonjudgmental way. The session on peer tutoring stressed the role of mentors as a link between teachers and students, primarily as a connection between the students' lives and what was being taught in the classroom. While mentors were receptive to presentations about the roles they could potentially have in the ICE program, one student voiced skepticism based on his prior experience as a mentor. He noted that the previous summer he had not had significant classroom responsibilities.

About three-fifths (100) of the 167 mentors surveyed by O.E.A attended the training session. About 70 percent of those attended believed that the conference was useful in preparing them to help students with personal problems, and to act as peer

tutors and role models.

PROGRAM SITES AND STAFF

The summer 1987 ICE program was implemented at 35 high schools throughout New York City's five boroughs. Most sites were paired with at least one nearby school in order to attract students from the surrounding area. These sites and the feeder schools are listed in the Appendix to this report. Supervisors observed that although students from several schools were clustered together, those who enrolled generally expected to attend classes at the summer site in the fall. Supervisors attributed this to two factors, namely recruiting practices and students' interest in learning more about the school they would attend in the fall.

Central Program Administration

The central program offices were located at the School for Cooperative Technical Education on 96th Street in Manhattan, as they were in 1986. One central program coordinator, two assistant coordinators, and nine itinerant supervisors oversaw the program; the itinerant supervisors were principals during the regular school year. They worked with three or four sites, overseeing program implementation and related administrative matters. Many of these people had previously worked with the program, thus providing the 1987 summer program with a high degree of continuity.

Site Supervisors

Each ICE site was overseen by a site supervisor who was an appointed acting assistant principal; they were assisted by a school secretary. Five of the 15 supervisors interviewed worked an average of five years with previous summer programs. Site supervisors recruited students, hired teachers and student mentors, observed classes, oversaw data collection, distributed materials, and managed daily program operations.

Guidance Counselors

Guidance counselors were responsible for providing support services for students enrolled in the ICE program. As in 1986, the student/counselor ratio was 150:1. Nine of the 13 guidance counselors interviewed at sample sites worked at the same school during the regular school year, and as a group had an average of nearly 10 years counseling experience; just over half had worked in the 1986 PREP program. Counselors' main responsibilities were to conduct individual and group sessions that focused on students' educational and career goals.

They reported holding an average of six group counseling sessions each week, and the three topics most frequently discussed in those sessions were high school graduation requirements, careers, and acceptable school conduct. Students were also counseled individually, often about the same topics and, when necessary, regarding disciplinary problems.

Counselors were responsible for reviewing student records to

ensure that eligibility and immunization data were complete. Only one counselor reported having complete student records, and at six of the 15 sites visited no records were available. One counselor explained that students came from a variety of prior schools and that at his school records were inaccessible during the summer.

Counselors were also responsible for training student mentors in peer guidance techniques and other areas necessary for them to adapt to their roles vis-a-vis their peers and the teachers they assisted.

Staff Development Specialists

Central program coordinators hired nine writing staff development specialists (S.D.S.s), eight E.S.L. S.D.S.s, and two math S.D.S.s. Each S.D.S. was assigned to four sites, each of which was in the same region of the city.

S.D.S.s brought a variety of experience to the 1987 ICE program. Eighty-two percent of the S.D.S.s had previously trained teachers for an average of 6.5 years; slightly over half had also taken courses or workshops in teacher training techniques, and all had taught either writing or math to high school students.

In addition to the central staff development conference held for teachers, weekly sessions were held at each ICE site during the four-week program. These sessions took place one afternoon each week. The primary focus of the sessions was writing

activities, namely revision, journals, "point of view," and using the Daily News as a classroom resource. S.D.S.s estimated that they spent 30 percent of their time demonstrating and discussing teaching techniques, another 30 percent examining classroom problems/practices, 25 percent doing role playing or discussing hypothetical situations, and 10 percent facilitating structured presentations by teachers.

S.D.S.s said that the content of the training sessions was determined at weekly sessions conducted at the ICE headquarters. However, S.D.S.s also reported that the content of sessions changed in response to feedback from site supervisors and teachers, or because of classroom observations at different sites. For example, at several sites trainers noted that teachers had not been commenting on students' writing. Therefore, they reminded teachers that this should be done on a regular basis.

One problem spotted by teachers and trainers alike was time management in the 90-minute lab classes. Consequently, S.D.S.s made suggestions regarding time management techniques. A popular feature of these sessions was distributing handouts containing materials that teachers could readily adapt for classroom use. Two-thirds of the teachers believed that the weekly staff training sessions presented innovative techniques for teaching writing and planning appropriate lessons well or very well. O.E.A. evaluators also attended weekly staff development sessions at the sample schools. At Herbert H. Lehman High School

in the Bronx, the S.D.S. introduced short poems called cinquain (five line poems) as a way of encouraging creative writing. To demonstrate this exercise, the S.D.S. asked staff to write a cinquain and then read it aloud as a way of understanding how students perceive such exercises. In addition, she distributed several pages of handouts that dealt with a variety of topics, including AIDS, peer relationships, individual writing topics, and a general description of the writing process. This particular session was informative, to the point, and well-received by staff and mentors. Not all sessions that were observed were as dynamic. At one Manhattan site, the S.D.S. simply had teachers read sections of handouts aloud, an exercise that did little to generate responses from teachers.

S.D.S.s reported that they were generally satisfied with their roles in the program. Nevertheless, nearly all of them noted that they were hired too late to have input at the mandatory conference for staff that was held in June. Therefore, their first meetings with teachers often took place after classes started; by then, teachers had prepared lesson plans and had established their basic classroom strategies without the benefit of S.D.S. input.

Teachers

Site supervisors and cluster school principals hired interested and qualified staff for the summer program. Teachers who had worked satisfactorily for two consecutive summers in the

Chapter I PREP program and who met eligibility and selection criteria had retention rights. Consequently, they were given first consideration for positions. Supervisors at the 15 sample schools hired an average of nine mainstream teachers; the fewest hired at a site was three and the most hired was 22. An average of one E.S.L. teacher was hired at sample schools. Consistent with program guidelines, the student/teacher ratio was 20:1.

Approximately 60 percent (200) of the teachers responded to the O.E.A.-prepared questionnaire. Of this number, nearly two-thirds (N=134) had previously taught in the Summer Prep Program. They had taught for an average of three years. These teachers brought a variety of prior relevant experience with them; nearly two-thirds had taught writing; just over 50 percent had taught career or occupational education; and just over 50 percent had taught math. About 45 percent were teaching writing, 32 percent were teaching math and career exploration, 22 percent E.S.L., six percent worked with the resource room for special education students, and 19 percent taught other classes during the summer 1987 ICE program.

Eighty-five percent of the teachers said that the teaching skills they used in the summer ICE program were similar to the skills they used during the regular school year. However, the length of the two classes meant that teachers had to devise creative classroom methods to maintain students' interest levels. Staff working at schools without air conditioning noted that this was occasionally problematic.

Student Mentors

Student mentors were assigned to sites to assist staff in a variety of tasks. Eleven percent (N=17) of the 135 mentors who completed surveys during O.E.A. site visits reported that they had previously been mentors in the PREP program. Nearly three-fourths of the mentors worked primarily with teachers, six percent worked mainly with counselors, just over 20 percent worked with both teachers and counselors, and two percent with other ICE staff.

The 15 sample sites O.E.A. evaluators visited had an average of nine mentors; however, several sites had only one mentor while others had as many as 20. Nearly two-thirds of the mentors at the sample schools were female. Forty-two percent were going to be juniors during the coming school year, 40 percent were going to be seniors, 14 percent were going to be sophomores, and five percent were going to college. Ninety percent of the mentors were between 15 and 17 years of age. Eighty-two percent reported that they had a grade point average of 80 or above during the spring term, and 97 percent said they were planning to enroll in college once they completed high school.

Student mentors had a highly visible role in the summer 1987 ICE program. Nearly 90 percent of the teachers who responded to the O.E.A. survey reported that a student mentor assisted them in the classroom. Mentors frequently assisted teachers with administrative matters, provided academic assistance to students,

and helped counselors with administrative tasks. Thirty percent of the mentors, but nearly two-thirds of the teachers, reported that mentors frequently acted as peer counselors. Teachers reported that mentors most often assisted them by distributing materials (86 percent) and tutoring students (81 percent). Slightly more than one-third of the teachers often used mentors for large-group instruction.

More detailed questions regarding mentors' specific tasks revealed that they also imparted information about what to expect in high school (64 percent), directed students to people who could answer their questions (60 percent), and related their own experience in high school (64 percent). Thus, they served as intermediaries between the school as represented by teachers, rules, and the curriculum, and younger students.

Mentors also participated in weekly training sessions with the site's guidance counselor. Mentor interviews revealed several salient points that related to mentors' roles in the 1987 ICE program. For instance, at one site a mentor noted that she was assigned few significant tasks in the classroom and that the teacher she worked with treated her more as a student than as an assistant. The counselor at the same site acknowledged this problem, and noted that it was hard to avoid given that some teachers were reluctant to give mentors much latitude in the classroom.

Mentors indicated that their experiences served to increase their knowledge of the subjects they tutored. Forty-six percent

reported learning a lot and another 47 percent said they learned at least something about the subject areas they taught.

PROGRAM THEMES

An ongoing component of the Chapter I summer program has been the use of one or more themes to provide a focus for classroom activities and stimulate student interest. The summer 1987 ICE program used themes to focus on career-related topics that reflected a school's particular strength. Eleven of the sites focused entirely or in part on business; four sites focused on communications; five sites focused on health; three on transportation; and two on fashion. Other themes included law, pre-teaching, humanities, engineering, and performing arts.

Teachers reported that the thematic approach was a useful way of focusing classroom instruction. Almost 90 percent believed that it was effective in motivating students and introducing them to high school requirements. During site visits evaluators noted several ways that themes were integrated into classroom activities. At Paul Robeson, which had business as its theme, students completed "personal fact sheets" that could serve as the basis to prepare a resume; this activity also reflected the program's overall theme of career exploration. At Herbert H. Lehman, teachers introduced the career focus from another perspective by videotaping students as they conducted mock interviews with each other; the interviews were then played back and class members critiqued and commented on their peers'

performance.

Teachers were also positive about other aspects of the thematic focus. Nearly two-thirds stated that it was a very effective way to improve students' basic skills while 85 percent believed that it provided a meaningful focus for student writing.

CLASSROOM ACTIVITIES

Program guidelines directed that classroom activities consist of two 90-minute lab classes, emphasizing student writing and career exploration incorporating math skills. Hands-on activities to develop problem-solving skills were stressed as were educational excursions, scheduled one morning weekly. These trips, selected by each ICE site, were designed to enhance the instructional program and included visits to cultural and occupational points of interest in the city. Student mentors, who served as classroom peer tutors and peer facilitators, assisted in the classroom and in the program's guidance component.

Evaluators visited sample sites to gather qualitative data on classroom activities. In most cases, students in language arts classes were working on assignments that had a direct link to the program's general focus. For example, at Prospect Heights, which had Health as its theme, students were engaged in writing a letter dealing with substance abuse. The evaluator noted that this topic spurred students to voice their opinions in class and then integrate them into the body of their letters.

Teachers and mentors regularly assisted smaller groups of students as they worked on assignments. The primary focus of these activities was on the writing process, e.g., editing and rewriting.

Students' written assignments were kept in a folder that contained language arts assignments, pretest writing samples, and related materials. Teachers were expected to maintain these folders in order to document individual student's progress or lack thereof. In many of the classrooms, teachers had also posted examples of students' work, particularly essays that described excursions.

One major change in the 1987 summer program was in the way classroom activities were structured, i.e., the use of two 90-minute classes. The length of these classes posed problems for some teachers, mainly because they are accustomed to shorter periods. Staff at Art and Design, a site without central air conditioning, noted that the length of classes, the high level of noise that resulted from construction in the area, and the hot and humid weather combined to make it difficult for students to concentrate on lessons. Therefore, teachers attempted to vary activities in order to alleviate those problems and maintain students' interest. In a writing class at Edward R. Murrow, students were involved in role playing, collaborated in small groups on a play, and discussed their work with the teacher. The evaluator noted that students responded positively to this instructional technique as evidenced by their active

participation in these activities.

EDUCATIONAL EXCURSIONS

As in previous summer programs, educational excursions were scheduled one morning each week. While individual sites had a certain amount of discretion in scheduling trips, certain events were planned centrally to facilitate procuring tickets, arranging for transportation, and so forth.

The evaluators asked site supervisors to list and rate educational excursions. Although a wide variety of trips were taken, the most popular ones at sample schools were Lincoln Center, the Hayden Planetarium, and the Botanical Gardens. Other trips were made to museums (Museum of the City of New York, the Metropolitan Museum of Art, and the Brooklyn Museum), Wall Street, and the New York City Career Center. Broadway plays were also frequent destinations: A Chorus Line, Big River, Cats, Starlight Express, Big River, Beehive, and The Little Shop of Horrors. With few exceptions, site supervisors believed these activities were useful in generating classroom activities. Nearly three-fourths of the teachers also reported that excursions often resulted in writing activities.

Ironically, two site supervisors noted that attendance declined on days of educational excursions; one guidance counselor attributed this to some students' reluctance to leave their neighborhoods. An S.D.S. mentioned that some students had previously visited these attractions and thus were not inclined

to participate in similar activities again. Regardless of the reasons this occurred, the same observation was made about the 1985-87 summer PREP program.

Paid Job Program/Residential Environmental Program

During the course of the evaluation, ICE staff members also mentioned the paid job and residential environmental programs, two new components of the summer 1987 program. While these components were not formally evaluated by O.E.A., the circumstances surrounding them had a bearing on the overall program.

The environmental education program was limited to 200 ICE participants and was scheduled from August 24 to August 28. Students were to be selected on the basis of their ICE attendance record, teacher recommendation, and parental support and consent. The goal of this component was to discuss academic subjects in the context of being exposed to environmental concerns.

The paid job program was scheduled to provide certain students with part-time jobs from June 29 to July 31, and then full-time jobs from August 3 to August 14. In order to qualify for the jobs program, students had to reside in New York City, be 14 years of age or older, be economically disadvantaged (Summer Youth Employment Program guidelines stipulated that students from a family of four could not have a gross annual income over \$15,000), have a social security number, and have working papers. Participating students at most sites received letters saying that

jobs would be available. However, most students were not aware of the requirements cited above.

There were problems surrounding how the job program was implemented that engendered negative feelings on the part of some ICE staff members. Specifically, ICE staff at six sites mentioned problems with this component, most of which revolved around students not being placed in jobs. One site supervisor commented that the problems with the job component "overshadowed everything else" about the program. He believed it was manipulative to "promise" students jobs and then tell them "you can have them only if you meet certain requirements." The supervisor said 10 out of 90 students interested in jobs at his site were placed. (More detailed estimates for the program as a whole were unavailable.)

The counselors at two other sites mentioned that given the length of the program, the job component required excessive paperwork on their part. The supervisor at another site mentioned that IEP students had difficulty completing the forms. Moreover, their parents did not have some of the necessary papers due to their recent arrival in the country.

III. PROGRAM FINDINGS

NUMBER OF PROGRAM PARTICIPANTS

As noted previously, 7,256 students were reported to have participated in the summer ICE program; this figure was 1,420 less than the number enrolled in the summer 1986 PREP program. Program administrators linked this decline to the expansion of the regular summer school, which is credit-bearing. Seventy-two percent were classified as general education students and 27 percent were E.S.L./bilingual students. Unlike prior years, separate figures were not kept for special education students. The proportion of general education and LEP students was roughly the same as in 1986.

ENROLLMENT AND ATTENDANCE

The summer 1987 ICE program commenced on July 2 and ended on July 31; there were 21 instructional days. Of the students for whom information was available on the date they entered the program, 70 percent (4,619) enrolled on July 2, and another 27 percent matriculated by July 10, the end of the first full week of classes.

Valid attendance data were available for 97 percent (7,040) of the students who participated in the program. Of these students, 12 percent attended every day and approximately 50

percent attended 14 or more days. The average number of days attended was 14.4 days (S.D. = 6.2), or 67 percent.

A further analysis of attendance revealed that general education and E.S.L./bilingual students had different attendance patterns. E.S.L./bilingual students' average attendance was 16.3 days (S.D. = 5.2), and general education students' average attendance was 13.7 days (S.D. = 6.4). Eighteen percent (353) of the E.S.L./bilingual students had perfect attendance as opposed to 10 percent (494) of general education students for whom complete data were available.

WRITING IMPROVEMENT

One of the summer 1987 ICE programs main emphases was improving general education students' writing using an integrated language arts curriculum. Improvement was measured by a holistic evaluation of student expository essays written at the beginning and end of the program. Teachers rated these samples using a scale of one (lowest) to four (highest). However, students' essays could have received the same holistic rating on both samples and still be judged to have improved.

Data were available for 64 percent (3,372) of general education students. Of these students, 84 percent (2,819) were evaluated by teachers as having improved from the pretest to the posttest. According to these findings, the program's evaluation objective of 70 percent of the students improving, was met and surpassed by 14 percent.

Student improvement was clearly related to attendance. Ninety-two percent of the students who attended 20 or 21 days improved their writing as did 86 percent of those who attended 14 to 19 days. Improvement rates were also high for students who had attended six to 13 days, averaging 79 percent. Forty-seven percent of the students who attended five or fewer days also were judged to have improved their writing skills.

STAFF DEVELOPMENT

The program's other evaluation objective was to provide on-site and centralized staff development to teachers by teacher trainers prior to and during the ICE program. The June 13, 1987 central training session held at Park West High School combined with weekly staff development sessions held at individual schools to meet this objective.

O.E.A. evaluators observed weekly staff development sessions at sample sites. The evaluators noted that the topics S.D.S.s covered in the sessions were relevant of program teachers' needs and that teachers actively participated in them, albeit with some exceptions. S.D.S.s appeared well-prepared and responsive to teachers' requests for additional information and materials.

Two-thirds of the teachers who responded to the O.E.A. questionnaire believed that the weekly staff training sessions presented innovative techniques for teaching writing and planning appropriate lessons. Eighty-two percent of teachers also

indicated that the sessions provided skill enhancement that will be transferable to instruction during the regular school year.

IV. CONCLUSIONS AND RECOMMENDATIONS

The summer 1987 ICE program met its evaluation objectives. Eighty-four percent of the students improved their writing skills during the program. Student improvement was, as might be expected, related to attendance: 92 percent of those who attended 20 or 21 days improved from the pretest to the posttest, as did 86 percent of those who attended from 14 to 19 days. These results are similar to those of the summer 1986 PREP program.

The objective of providing staff development sessions to teachers was met by S.D.S.s who conducted weekly training sessions at schools, and by a central conference held before classes commenced. O.E.A. site visits indicated that the weekly sessions were relevant to teachers' concerns; analyses of teachers' responses to an O.E.A.-constructed questionnaire indicated that these sessions provided skill enhancement that was useful in the ICE program and, moreover, will be transferable to instruction during the regular school year. Nevertheless, S.D.S.s noted that they should have been included in the central conference held before the program began.

The total number of students enrolled in the Chapter I summer program declined from 8,676 in 1986 to 7,256 in 1987, or 16 percent. Program administrators linked this to the expansion of the regular summer school program, which is credit-bearing.

Nonetheless, attendance was generally good and E.S.L./bilingual students had higher average attendance than general education students.

Student mentors continued to have an important role in the summer program. Mentors were under the aegis of guidance counselors, and they participated in weekly sessions designed to discuss their roles in the program. This was important in light of the fact that mentors were given a variety of tasks, including peer counseling, assisting teachers, and helping students with in-class assignments. Mentors believed that the central training session held prior to the ICE program was useful in helping them prepare for their tasks.

Guidance counselors provided information that would be useful to students in high school, i.e., graduation requirements, acceptable school conduct, and related issues. In keeping with the programs's overall focus, they also spent time conducting group counseling sessions on career choices and options.

Based on the findings of the evaluation, the following specific recommendations are made:

- o Include staff development specialists in training sessions held prior to the summer program so as to provide greater continuity for those efforts.
- o Examine how mentors are used by the program, especially in regard to their classroom roles.
- o Continue to emphasize the writing and career focus in order to enhance student job readiness.
- o Consider returning to one-hour classes, instead of scheduling two 90-minute sessions.

APPENDIX
SUMMER 1987 HIGH SCHOOL ICE PROGRAM

CLUSTER SITE GUIDE

PROGRAM SITE

FEEDER SCHOOLS

Manhattan

Art & Design*

J. Richman, Park East
Manhattan Center
Chelsea, Humanities
A.P. Randolph
LaGuardia, Park West
M.L. King, West Side

Fashion Industries

G. Washington

Graphic Comm.

L.D. Brandeis

M. Bergtraum*

N. Thomas*

Seward Park

M.D. Bacon, W. Irving
Lower East Side Prep

Bronx

Evander Childs

J. Addams

J.F. Kennedy

Lehman*

Stevenson*

T. Roosevelt

Morris

Walton

Truman

Gompers, S. Bx, Smith

Columbus

Monroe

G. Dodge

Taft

Clinton

Brooklyn

Automotive*

Prospect Heights*

E. District

J. Dewey*

Whitney, Westinghouse

C. Barton

Bushwick

Grady, Lincoln

Sheepshead Bay

Lafayette

Murrow*

New Utrecht

Canarsie, Madison,

Midwood, S. Shore

P. Robeson*

Boys & Girls, Maxwell,

Jefferson

S.J. Hale

John Jay

Ft. Hamilton*

Telecommunications, F.D.R.

Wingate

Erasmus, Tilden

Queen

A. Martin*
Aviation*
F.K. Lane*
Far Rockaway*
Hillcrest

John Adams
W. Bryant
Newtown

Staten Island

Curtis

*Sample Site

Jackson, Springfield
Qns Vocational
E.N.Y., G. Cleveland
Beach Channel
Bowne, Edison
F. Hills, Jamaica,
Van Buren
Richmond Hill
L.I.C., International
F. Lewis, Flushing

All S.I. schools