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ABSTRACT

The Asian and Arabic Mediated Enrichment Resource and Instructional Career Awareness (Project AMERICA) program for New York City bilingual high school students was a federally-funded program of instructional and support services. During the first year, the program targeted 369 limited-English-proficient Chinese and Arabic students, with limited native-language literacy, at two Brooklyn high schools. Project AMERICA provided instruction in English as a Second Language (ESL) to all students, and native language instruction and bilingual content instruction in mathematics, science, and social studies to Chinese-speaking students. The program also provided extracurricular activities, staff development activities, and opportunities for parent participation. Student achievement objectives were met in ESL, mathematics, and social studies. Noninstructional objectives were met in attendance and extracurricular activities. The project partially achieved its objectives for staff development, student counseling, and career advisement. Objectives for parental participation and cultural heritage could not be assessed. It is concluded that the program was well integrated with existing bilingual education programs in the schools, with adequate intersite coordination. Recommendations for improvement include offering native language instruction and extracurricular activities to Arabic-speaking students and encouraging parent participation in trips and other cultural activities. (MSE)

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OREA Report

EVALUATION SECTION REPORT

PROJECT AMERICA
1987-88

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EVALUATION SECTION
John Schoener, Chief Administrator
June 1989

EVALUATION SECTION REPORT

PROJECT AMERICA
1987-88

Prepared by
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5/22/89

PROJECT AMERICA*

1987-88

SUMMARY

- Project AMERICA was fully implemented except for the provision of Native Language Arts (N.L.A.) classes for participating Arabic-speaking students. During the 1987-88 school year students received instruction in English as a Second Language (E.S.L.), N.L.A. classes in Chinese, bilingual content area classes, and counseling and career advisement. The program also provided extracurricular activities, staff development, and opportunities for parental participation.
- The program met its student achievement objectives for E.S.L., mathematics, and social studies, and its noninstructional objectives in attendance and extracurricular activities. The project partially achieved its objectives for staff development, student counseling, and career advisement. The objectives for parental participation and cultural heritage could not be assessed.

The Asian and Arabic Mediated Enrichment Resource and Instructional Career Awareness (Project AMERICA) Program for New York City Bilingual High School Students was a Title VII-funded program of instructional and support services. In its first year of a three-year funding cycle, the project targeted 369 limited English proficient (LEP) Chinese and Arabic students at Fort Hamilton and Lafayette High Schools in Brooklyn. AMERICA's objective was to provide these students, who were also limited in their ability to read and write in their native languages, with basic skills instruction and preoccupational training and career development.

Participating students were selected on the basis of their home language, junior high school applications, Pupils with Compensatory Educational Needs (P.C.E.N.) eligibility status, and scores below the twenty-first percentile on the Language Assessment Battery (LAB) test. The project provided E.S.L. instruction to all students, and N.L.A. and bilingual content area instruction to Chinese students. Project staff also provided counseling and career advisement.

The Office of Research, Evaluation, and Assessment (OREA) examined students' LAB scores, passing rates in E.S.L. and

*This summary is based on the final evaluation of the "Project AMERICA 1987-88" prepared by the OREA Bilingual Education Evaluation Unit.

N.L.A. courses, and attendance data, and conducted interviews with program and school personnel and observed classes to evaluate the program.

The project met its E.S.L. objective: students made a statistically significant gain of 3.2 Normal Curve Equivalent (N.C.E.) scores on the LAB. The project did not provide data which could be used to determine whether students made statistically significant gains on tests of native language achievement; however, Chinese-speaking students achieved an 80 percent passing rate in their N.L.A. courses. The program met its objective for content area achievement, with more than 70 percent of targeted students scoring at or above the 65 percent passing criterion in mathematics and social studies both semesters but the program did not reach the same high percentages in science in the fall.

AMERICA's noninstructional component attempted to improve students' attitudes toward school and their cultural heritage, increase their attendance rates, train staff, and involve more parents in their children's education. The program partially achieved its noninstructional objectives. The attendance rate of program students was significantly higher than that of mainstream students; several staff members attended college courses; two field trips were organized at each site to places of historic or cultural interest; and students met with career advisors at least once during the academic year and participated in a citywide career day for Asian students. The noninstructional objectives of improving students' attitudes toward school and their cultural heritage, and increasing staff awareness of students' needs, could not be assessed because the program did not develop the proposed instruments pertaining to these objectives. The objective of equal or greater participation of program students' parents could not be assessed because of the lack of comparable data on mainstream students' parents.

The project was well integrated with existing bilingual educational programs in the schools. There was adequate intersite coordination. N.L.A. classes included a cultural heritage curriculum that was relevant to the project's attitudinal objectives.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Offer N.L.A. instruction and extracurricular activities for Arabic-speaking students.
- Encourage parental participation in trips and other cultural activities.

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I. INTRODUCTION

PHILOSOPHY

The Asian and Arabic Mediated Enrichment Resource and Instructional Career Awareness Program for Bilingual High School Students (Project AMERICA) was in its first year of a three-year Title VII funding cycle at Lafayette and Fort Hamilton high schools in Brooklyn. Its main thrust was to provide supportive services to Limited English Proficient (LEP) students who were also limited in their ability to read and write in their native language. The project focused on basic skills, career development, and preoccupational training. Project AMERICA's target population was 119 Chinese-speaking (Cantonese and Mandarin) LEP students at Lafayette, and 177 Chinese-speaking (Mandarin and Cantonese) and 57 Arabic-speaking students at Fort Hamilton.

Students took intensive English as a Second Language (E.S.L.) and Native Language Arts (N.L.A.) courses. Project AMERICA sought to instill pride and respect both for American traditions and for the students' primary ethnic heritages. In addition, AMERICA had two career aspects: a systematic exploration of bilingual professions under the guidance of people with successful careers, who acted as volunteer mentors; and encouraging students to acquire practical skills, to graduate, and to pursue a college education.

SCHOOL AND COMMUNITY CONTEXT

Lafayette High School is located in a mainly residential, predominantly Italian working-to-middle class community in southwestern Brooklyn. The area around the school is in an ethnic transition because of a marked influx of Chinese families into the neighborhood in the last five years. Fort Hamilton High School is located in one of Brooklyn's affluent residential areas, with a high portion of one-family dwellings. The immediate neighborhood has a fairly stable population, with few recent-immigrant families. The school serves low-income neighborhoods at the edge of Bay Ridge and in Sunset Park, an area still characterized by its deteriorating housing. Sunset Park is predominantly Hispanic, although there has been a significant influx of Chinese and Arabic families into this and other neighborhoods served by Fort Hamilton.

The two schools were selected for project participation because of their large and dramatically increasing numbers of Chinese LEP students. In addition, at Fort Hamilton, there is a significant cluster of newly arrived, Arabic-speaking LEP students from different Middle Eastern countries. Prior to Project AMERICA, neither group had been served by Title VII.

II. PROGRAM DESCRIPTION

ORGANIZATIONAL STRUCTURE

The overall operation and coordination of Project AMERICA was the responsibility of the project director. In addition, the project had a coordinator who was of Chinese ethnicity and spoke four Chinese dialects. The Assistant Principal (A.P.) of Foreign Languages at each site supervised the Title VII staff, but these A.P.s looked to the project coordinator for guidance and resources. The A.P. for each subject supervised the subject area staff.

Project AMERICA shared its resource center at Lafayette with another Title VII project. The center was located in a large, partitioned section of the school library and had a full stock of resource and reference materials that the projects had created. Project AMERICA's resource teacher had decorated the resource center with cultural, educational, and career-oriented materials relevant to the project. When observed by a field consultant, the resource room was always occupied by project students.

The area allocated to the project at Fort Hamilton was less spacious. There was very little space where the resource specialist could meet with project students.

STAFF

Project AMERICA's on-site Title VII staff at each school included one resource/career specialist and one educational assistant. Lafayette's bilingual, native Chinese resource

specialist spent a large portion of her time advising Chinese project students and intervening in the academic and personal problems of those Chinese students who had been referred to her by the dean and other school staff. She also identified educational and career resource material for the project's Cantonese- and Mandarin-speaking LEP population, tutored students in English and social studies, and advised students about colleges and obtaining health services. She also played an instrumental role in the production of a foreign language/E.S.L publication that involved project and other LEP students. As a result of their participation in the journal, some project students became interested in pursuing a career in publishing.

Lafayette's resource specialist worked closely with a native Chinese educational assistant who had earned a B.A. in Taiwan. The educational assistant assumed an active role in classroom instruction for five periods a day. She devoted two periods a day to the project's administrative tasks and to tutoring individual students in English or social studies.

The resource specialist at Fort Hamilton was born in Mainland China and grew up in Hong Kong. She speaks Mandarin and Cantonese and has a master's degree in education. Thirteen of her 17 years of professional educational experiences have been spent in bilingual programs. Because she was also a grade advisor for bilingual students, the resource specialist devoted more of her time to academic advising and testing than to direct tutoring. She guided students on program choices and changes,

evaluated official transcripts, and recommended the appropriate placement and programming of Chinese LEP students. She also instructed parents in the project's E.S.L. classes for adults.

Project AMERICA's educational assistant at Ft. Hamilton was born in the Middle East and later emigrated to Chile. She is fluent in Arabic and Spanish. She began work on the project in January; her responsibilities included assisting the resource teacher in interviews with Arabic-speaking students, telephoning and meeting with their parents, and working in the three classes (mathematics, social studies, and American civics) with a large number of Arabic LEP students. She translated and explained instructional material while the monolingual teacher addressed the class.

STUDENT PLACEMENT, PROGRAMMING, AND MAINSTREAMING

Participating LEP students were selected based on their home language, junior high school application, Pupils with Compensatory Educational Needs (P.C.E.N.) remediation eligibility status, and having received a score below the twentieth percentile on the Language Assessment Battery (LAB).⁷ Another criterion used was a deficiency in their native language reading and writing skills as determined by teacher-made tests. However,

⁷The Language Assessment Battery (LAB) was developed by the Board of Education of the City of New York to measure the English-language proficiency of nonnative speakers of English in order to determine if their level of English proficiency is sufficient to enable them to participate effectively in classes taught in English. Students scoring below the twenty-first percentile on the LAB are entitled to bilingual and E.S.L. services.

these factors were only used for the Chinese students as there was no way to test Arabic-speaking students because of the lack of qualified Arabic-speaking personnel.

Mainstreaming was gradual at both schools and was determined on the basis of the students' scores on the LAB. Those students who scored above the twentieth percentile received transitional or mainstream English instruction. Since this exam did not always reflect the students' proficiency, the staff also took teachers' recommendations into consideration. Some students entered the mainstream within two years, while some opted to remain in transitional English classes. Some were mainstreamed into subject area courses because of a lack of bilingual teachers.

Fort Hamilton did not provide any data regarding mainstreamed students. Lafayette indicated that 33 project students were mainstreamed during the 1987-88 academic year. The students' rank was only available for 12 mainstreamed students, most of whom ranked above the ninety-fifth percentile.

III. STUDENT CHARACTERISTICS

Lafayette and Fort. Hamilton's Chinese LEP students were mostly from Mainland China, although a significant number came from Hong Kong. (See Table 1.) They spoke Cantonese and Mandarin, with Cantonese being the more widely used language. According to the school staff, educators have unrealistic expectations of Chinese students' strengths in mathematics and science, which cause them to overlook the academic needs and deficiencies of many individual students. In addition, many students of Chinese background face a conflict. Chinese culture tends to stress discipline and deference to authority; as students begin to respond to peer and media pressures, they begin to challenge their parents' and older relatives' authority. This often creates intense intergenerational conflicts.

About 13 percent of the students were from Hong Kong and had some exposure to English. Students from Mainland China, especially those from rural areas, often began school later, had less educational preparation, and tended to be chronologically older than their peers from Hong Kong and Taiwan.

The Arabic-speaking students frequently had limited reading and writing skills and a deficient general academic preparation. In addition, female students experienced conflicting role expectations because of the divergence between what they had been taught at home and what the American schools and the media espouse.

Project AMERICA served 369 students in grades nine through

twelve. Eighty percent of them considered Chinese (Cantonese, Mandarin or other) their native language; 15 percent mentioned Arabic while the rest selected English, Khmer, Korean, Vietnamese, or other languages as their native language. The project provided no information for students leaving the project during the year.

Project AMERICA provided complete age and grade data for 358 students. They were fairly evenly divided among the grades with the tenth grade having the largest proportion (35 percent). Sixty-seven percent of the students were overage for their grade placement. Overall the percentage of overage students was very similar for all grades.

TABLE 1

Number and Percent of Program Students by Country of Birth

Country of Birth	Number	Percent
People's Republic of China	238	65.4
Hong Kong	48	13.2
Yemen	19	5.2
Egypt	9	2.5
Israel	8	2.2
Vietnam	8	2.2
Lebanon	7	1.9
U.S.A.	6	1.6
Venezuela	5	1.4
other Middle Eastern	5	1.4
Cambodia	3	.8
Taiwan	3	.8
Syria	2	.5
Yugoslavia	1	.3
Philippines	1	.3
other Asian	1	.3
TOTAL	364*	100.0

*Data were missing for five students.

- More than one half of the students came from the People's Republic of China.
- Thirteen percent of the students were born in Hong Kong.

TABLE 2
Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
12	1				1
14	6				6
15	24	7			31
16	32	36	8		76
17	18	40	14	5	77
18	11	26	21	19	77
19	5	9	12	32	58
20	1	7	7	13	28
21			1	3	4
TOTAL	98	125	63	72	358*

Overage Students

Lafayette High School

Number	7	31	16	11	65
Percent ^b	46.7	59.6	61.5	55.0	57.5

Overage Students

Fort Hamilton High School

Number	60	51	25	37	173
Percent ^b	72.3	69.9	67.6	71.2	70.6

Total

Number	67	82	41	48	238
Percent	68.4	65.6	65.1	66.7	66.5

Note. Shaded boxes indicate expected age range for grade.

- * Data were missing for eleven students.
- ^b Refers to the total number of students in each grade by school.
- More students were in tenth than in any other grade.
- Two thirds of program students are overage for their grade.

IV. EVALUATION FINDINGS: INSTRUCTIONAL ACTIVITIES

ENGLISH LANGUAGE ARTS

- As a result of participating in the program, students will make statistically significant gains in English-language proficiency.

Implementation

Both schools offered E.S.L. classes on the beginning, intermediate, advanced, and transitional levels. Students at the beginning levels had three periods a day of E.S.L., while students at other levels had two periods a day.

Lafayette High School offered both tax-levy and Chapter 1 E.S.L. classes. Chapter 1 classes, which were smaller than tax-levy classes, emphasized oral/aural proficiency and tax-levy classes stressed reading and writing skills.

At Fort Hamilton High School, there were tax-levy and P.C.E.N. E.S.L. classes. The P.C.E.N. classes concentrated more on grammar and on developing oral/aural and writing skills. The transitional classes were taught in the English department, and concentrated on developing reading and writing skills and preparing students for R.C.T.s (Regents Competency Tests). Educational assistants worked in P.C.E.N. classes.

An OREA field consultant observed a beginning-level P.C.E.N.-funded E.S.L. class at Ft. Hamilton. Fourteen students were present. The teacher utilized different audiovisual aids to discuss the aim of the lesson, "How's the Weather?" She began the lesson by holding up a sketch depicting different weather conditions and asking the students to describe each scene. After

repeating the exercise for ten minutes, she asked the students to spell the phrases they had just used while she wrote them on the blackboard. The teacher then referred the class to the section of their text pertaining to weather and climate. She asked a series of questions on the subject in order to reinforce the students' understanding of the vocabulary and phrases.

The teacher then discussed long-distance telephone calls, using wall maps to indicate the location of places all over the world.

During the last ten minutes of the class, students read aloud from their texts. Before concluding the lesson, the teacher distributed homework sheets that required students to fill in the blanks on weather conditions in different cities throughout the world.

Outcomes

To assess students' achievement in E.S.L., the data analyst computed a correlated t -test and effect sizes* on students' LAB N.C.E. scores.** The t -test determines whether the difference

*The effect size, developed by Jacob Cohen, is a ratio of the mean gain to the standard deviation of the gain. This ratio provides an index of improvement in standard deviation units irrespective of the size of the sample. Effect size (E.S.) is interpreted to indicate educational meaningfulness, and an E.S. of .80 is thought to be highly meaningful, while one of .20 is considered to be only slightly so.

**Raw scores were converted to Normal Curve Equivalent (N.C.E.) scores, which are normalized standard scores. They have the advantage of forming an equal interval scale so that scores and gains can be averaged. For the norming population, N.C.E.s have a mean of 50, a standard deviation of approximately 20, and a range from 1 to 99. Thus, scores can be compared to the

between pretest and posttest mean scores is significantly greater than would be expected from chance variation alone.

Complete LAB pretest and posttest N.C.E. scores were available for 193 students. There was an overall gain of 3.2 N.C.E. (see Table 3). Effect sizes ranged from .26 to .47, for small educational meaningfulness. Statistically, however, all gains were significant ($p < .05$), which means that with 95 percent confidence these results did not occur by chance. Thus, Project AMERICA achieved its proposed objective.

population.

TABLE 3

Pretest/Posttest N.C.E. Differences on Language Assessment Battery by Grade.

Grade	Number of Students	Pretest		Posttest		Difference		t-value	Effect size
		Mean	S.D.	Mean	S.D.	Mean	S.D.		
9	49	9.9	8.4	14.5	10.3	4.6	9.9	3.28*	.47
10	66	14.9	10.1	17.1	11.0	2.2	8.4	2.14*	.26
11	43	17.8	7.6	21.7	11.8	3.9	9.1	2.81*	.43
12	35	18.3	8.1	20.8	12.9	2.5	9.0	1.65*	.28
TOTAL	193	14.9	9.3	18.2	11.6	3.3	9.0	5.00*	.37
<u>School</u>									
Lafayette	54	18.6	10.8	21.8	12.5	3.2	8.4	2.82*	.38
Fort Hamilton	139	13.5	8.3	16.7	11.0	3.2	9.3	4.14*	.34
TOTAL	193	14.9	9.3	18.2	11.6	3.3	9.0	5.00*	.37

* $p < .05$

- Students in all grades and at both schools showed significant pretest/posttest N.C.E. differences.

CHINESE NATIVE LANGUAGE ARTS

- Seventy-five percent of the Chinese-dominant participants will demonstrate a significant increase in Chinese-language achievement as indicated by a significant improvement at the .05 level of statistical significance when results on a teacher-made instrument are analyzed using a correlated t-test.

Implementation

Both Lafayette and Fort Hamilton offered N.L.A. classes in Mandarin and Cantonese. Lafayette offered six levels; Fort Hamilton offered eight.

An OREA field consultant observed a Chinese N.L.A. class at Lafayette. Eighty percent of the students spoke Cantonese but understood the teacher's Mandarin. The class consisted of two levels of E.S.L.; 70 percent of the students were at the advanced level. The teacher first conducted a drill, geared toward the 30 percent of the class at the more elementary level, in which she read sentences aloud. She posed questions about the material and asked the students to translate each sentence into English. The teacher then assigned reading and written work to the lower level group and led a discussion on traditional Chinese customs with the advanced group. She then gave written work to the advanced group, while posing questions to elicit answers from the elementary group about their previous reading assignment. Finally the teacher assigned a short composition to both groups and gave individuals help.

Outcomes

More than 80 percent of students taking Mandarin or

Cantonese passed their N.L.A. courses both semesters in both schools. However, since the project did not provide data on student performance on teacher-made instruments, OREA could not determine whether it had met its Chinese N.L.A. objective.

ARABIC NATIVE LANGUAGE ARTS

- Seventy-five percent of the Arabic-dominant participants will demonstrate a significant increase in Arabic language achievement as indicated by improvement at the .05 level of statistical significance when results on a teacher-made instrument are analyzed using a correlated t-test.

Fort Hamilton did not offer N.L.A. classes in Arabic. Until Project AMERICA, there had been very few Arabic-speaking students. Project AMERICA could not meet its Arabic N.L.A. objective.

CONTENT AREA SUBJECTS

- At least 70 percent of all targeted students will score at or above the 75 percent passing criterion in the content area subjects--social studies, mathematics, and science.

Implementation

Lafayette High School offered bilingual biology and chemistry classes in Chinese. Program students could also take global history classes taught with an E.S.L. approach. A bilingual Chinese-speaking, educational assistant worked with these classes.

At Fort Hamilton, students could take bilingual classes in Cantonese or Mandarin in mathematics, general science, biology, global history, American history, economics, and American

government. An educational assistant was assigned to a mathematics and the American history classes.

Fort Hamilton did not provide content area instructional services for native Arabic-speaking LEP students. However, the educational assistant translated and explained concepts and vocabulary in Arabic and ensured that Arabic-speaking students correctly copied the lessons into their notebooks.

A field consultant observed a world history class, taught with an E.S.L. approach at Lafayette. The topic of the lesson was "How did the British rise to rule in India?" The teacher introduced the lesson by setting up a hypothetical situation of a fictitious event. She posed a series of questions that evoked many responses. The teacher next spoke about the situation in India at the time it became a colony of Great Britain. After discussing the structural, political, cultural, and religious factors leading to India's colonization, including India's internal divisions, the teacher spoke about the meaning of the "conflict" and provided several examples to illustrate the concept.

During the lesson, the bilingual educational assistant wrote Chinese characters on the board and continually translated key points into Mandarin.

Outcomes

Overall, more than 74 percent of the students achieved a passing grade of 65 percent or more in mathematics and social studies in both terms, and in science in the spring.

(See Table 4.) Project AMERICA met its proposed objective in the content area subjects of mathematics and social studies. It did not meet its objective in science.

TABLE 4

Students' Passing Rates in Content Area Courses

School	Course	Fall		Spring		TOTAL	
		Number of Students	Percent Passing	Number of Students	Percent Passing	Number of Students	Percent Passing
Lafayette	Mathematics	124	79.8	110	86.4	234	82.9
	Science	96	57.3	81	67.9	177	62.2
	Social Studies	115	74.8	94	68.1	209	71.8
Fort Hamilton	Mathematics	184	70.7	181	65.2	365	67.9
	Science	104	62.5	125	78.4	229	71.2
	Social Studies	182	80.2	207	78.3	389	79.2
TOTAL	Mathematics	308	74.4	291	76.6	599	75.5
	Science	200	60.0	206	74.3	406	67.2
	Social Studies	297	78.1	301	76.4	598	77.3

V. EVALUATION FINDINGS: NONINSTRUCTIONAL ACTIVITIES

ATTITUDES TOWARDS SCHOOL

- Seventy-five percent of all target students will demonstrate an improvement in attitude toward school, as indicated by results on a 5-point scale inventory to measure interest in continuing education beyond their present grade, tabulating growth from pre- to post-testing and ascertaining the percentage of students gaining one scale point or more.

The program did not develop the instrument pertaining to this objective; therefore OREA could not assess accomplishment of the objective.

ATTENDANCE

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

Since the school's attendance rate included the attendance of program students, the data analyst tested the statistical significance between program and school attendance through the application of a z -test 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 rate of program students at Lafayette was 88 percent, 12 percentage points higher than the schoolwide rate of 76 percent. At Fort Hamilton, the attendance rate for program

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

students was 90 percent, 15 percentage points higher than the schoolwide rate of 75 percent. The z-test results ($z=2.9$ and 5.3 respectively) indicated that the differences in attendance rates were statistically significant ($p<.05$). Thus, the program clearly met its attendance objective.

CULTURAL ENRICHMENT ACTIVITIES

- The program will organize at least two field trips for the targeted students at the two school sites to historical museums and the United Nations, White House, etc. to increase their familiarity with American culture and citizenship.

Project AMERICA sponsored two field trips at Lafayette, wherein 45 students each went to the Museum of the City of New York and to AT&T. One hundred Fort Hamilton students went to the Franklin Institute in Philadelphia, 80 visited the New York Aquarium, and 100 attended a cultural affairs event at Madison Square Garden. Project AMERICA met its cultural enrichment objective.

COUNSELING AND CAREER ADVISEMENT

- All graduating students will meet with the bilingual career specialists for advisement at least three times during the school year.
- The program will organize at least one conference for students in which representatives of business and industry will present information on career options and skills requirements.

The resource specialists at both high schools interviewed all project students at least once during the academic year and many students more than once. They provided academic counseling and guidance on personal problems at these meetings. The project

did not meet the first counseling and career objective.

Project AMERICA students participated in a citywide career day for Asian students at Long Island University. Guest speakers introduced career and academic options to students. The program did not provide attendance records for the number of project students who attended the career day. The project met its second counseling and career objective.

CULTURAL HERITAGE

- Seventy-five percent of all target students will demonstrate an improvement in attitude toward one's heritage as indicated by results on an appropriate Language Cultural Heritage Attitude Scale, tabulating growth from pre- to posttesting and ascertaining the percentage of students gaining one scale point or more on a five-point scale.

Project AMERICA had not developed the Language Cultural Heritage Attitude Scale during the 1987-88 academic year. Thus, OREA could not measure the achievement of the cultural heritage objective.

STAFF DEVELOPMENT

- Eighty percent of the staff in the program will demonstrate an increase in awareness of pupil needs and pupil problems as indicated by a five-point scale of problems and needs inventory, tabulating and ascertaining percentage of change.
- Ninety percent of program staff members will enroll in at least one university course each semester.

The project director developed the five-point scale during the last month of the school year and therefore could not provide the necessary data. However, both the program and the schools conducted staff workshops and department meetings at both

Lafayette and Fort Hamilton for program and tax-levy staff. They covered: supplementary services for E.S.L./bilingual students, human relations, program development, and racial relations.

The program coordinator completed 12 academic credits at Fordham University. A bilingual science teacher at Lafayette took a one-credit biology course at City College. The educational assistant at Lafayette attended Brooklyn College to pursue an M.A. in education. The educational assistant at Ft. Hamilton was enrolled in college courses in the spring term. Thus, the program met one staff development objective and OREA could not determine whether it met the other.

PARENTAL INVOLVEMENT

- The proportion of program students' parents who participate in Open School/Day Evening will be equal to or greater than the proportion of mainstream students' parents who participate in this activity.

Each school had one Open School Day/Night each semester. An average of 17 parents of program students came to each of the four events. The program did not provide data on the attendance of mainstream students' parents at these functions. Therefore, OREA could not assess the accomplishment of this objective.

Apart from school-sponsored events such as Open School Day/Night, the project sponsored activities for parents. Both Lafayette and Ft. Hamilton high schools held meetings of the Parents' Advisory Council at which project staff spoke about the goals of Project AMERICA. Parents participated in afternoon E.S.L. classes that met twice a week. The program's resource

specialist at Ft. Hamilton and two project teachers at Lafayette taught the classes where parents learned English and how to adapt to life in the United States. The project provided child care.

VI. CONCLUSIONS AND RECOMMENDATIONS

Project AMERICA completed its first year of operation at Lafayette and Ft. Hamilton high schools and implemented many of the activities considered necessary to achieving its objectives.

The project was successful in accomplishing its objectives in E.S.L., the content area subjects of mathematics and social studies, attendance, one staff development objective in college courses, cultural awareness, and one counseling and career advisement objective. Because of lack of data, OREA could not determine whether it had met its objectives in Chinese N.L.A., attitudes towards school, one staff development objective, parental involvement, and cultural heritage.

Project AMERICA was unable to achieve its objectives in Arabic N.L.A., the content area subject of science, and one counseling and career advisement objective.

In some instances, the project fulfilled the intent of the objective but not the objective itself. It may have begun to make attempts to carry out certain activities but had never carried out those activities to the extent proposed.

The project was fairly well integrated within the schools' overall bilingual educational programs. It provided supplementary resources and complemented instructional and other support services. It promoted a degree of articulation between sites.

A major discrepancy between the project's intent and its implementation was the lack of bilingual and N.L.A. instructional

offerings for the Arabic-speaking LEP students. The hiring of a bilingual Arabic-speaking paraprofessional by Project AMERICA has been an important contribution and is a positive first step toward fulfilling some needs of these students. At Fort Hamilton the paraprofessional served an especially acute need since no other staff member spoke Arabic, the native language of the project's second target group at that school.

Each school site organized at least two field trips for the targeted students, thus fulfilling the specific and realizable cultural enrichment/extracurricular activity objective. Some parents accompanied the students and this was a highly appropriate means of involving parents and expanding their cultural horizons, orienting them to available cultural resources and facilities, enabling them to share an activity with their children, and acquainting them with project staff and other parents with similar experiences and problems.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Offer N.L.A. instruction and activities for Arabic-speaking students.
- Encourage parental participation in trips and other cultural activities.