

## DOCUMENT RESUME

ED 316 099

HE 023 212

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**TITLE** Bilingual/Multicultural Education and Counseling Program.

**INSTITUTION** American Association of State Colleges and Universities, Washington, D.C.; Eastern New Mexico Univ., Portales.

**SPONS AGENCY** Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

**PUB DATE** 89

**GRANT** G008635281

**NOTE** 36p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 199-261.

**PUB TYPE** Reports - Descriptive (141)

**EDRS PRICE** MF01/PC02 Plus Postage.

**DESCRIPTORS** \*Bilingual Education; \*Counselor Training; Elementary Secondary Education; \*English (Second Language); Graduate Study; Higher Education; Limited English Speaking; Models; \*Multicultural Education; Preservice Teacher Education; Program Descriptions; Second Language Instruction; \*Spanish; State Universities; Teacher Supply and Demand

**IDENTIFIERS** \*AASCU ERIC Model Programs Inventory Project; Bilingual Multicultural Educ Counseling Program; \*Eastern New Mexico University

**ABSTRACT**

Eastern New Mexico University's Bilingual/Multicultural Education and Counseling Program was established to train bilingual teachers for the underserved limited-English-speaking, Hispanic population of the area through undergraduate bilingual teacher training and graduate bilingual counseling and guidance training. Its primary objectives are to (1) provide financial resources to support student participation; (2) improve existing program offerings; (3) promote staff development, emphasizing advancement opportunities; (4) establish a close working relationship with the community; (5) include appropriate clinical experiences for student teachers; (6) involve parents in the educational process; and (7) meet licensure and other institutional and state requirements. Undergraduate instruction is in methodology for instruction of English as a Second Language, use of Spanish for instruction when necessary, linguistic competency in both English and Spanish, evaluation and assessment, culture, history and literature, and state-required core teacher competencies. The graduate component emphasizes development of counseling and guidance skills and working with parents to foster successful partnership with schools. The program has been successful and met its goals as of the second year of operation. (MSE)

ED316099

EASTERN NEW MEXICO UNIVERSITY  
TITLE VII  
BILINGUAL/MULTICULTURAL EDUCATION AND COUNSELING PROGRAM  
003 R EDUCATIONAL PERSONNEL TRAINING PROGRAM

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1987-1989  
PROJECT #003SH70024  
GRANT #G008635281

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## **AASCU/ERIC Model Programs Inventory Project**

**The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.**

**The four objectives of the project are:**

- o To increase the information on model programs available to all institutions through the ERIC system**
- o To encourage the use of the ERIC system by AASCU institutions**
- o To improve AASCU's ability to know about, and share information on, activities at member institutions, and**
- o To test a model for collaboration with ERIC that other national organizations might adopt.**

**The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.**

### ABSTRACT

The program described herein was funded through the Training and Technical Assistance - Part C - of the Bilingual Education Act as amended by P.L. 100-297. The program was funded for a period of three years. Its purpose is to prepare individuals for work with limited English proficiency (LEP) students within Eastern New Mexico University service area. It consists of two components:

1. Undergraduate Bilingual Teacher Training
2. Graduate Bilingual Counseling and Guidance

The population of Southwestern New Mexico and West Texas served by public schools and by Eastern New Mexico University is approximately 37 percent Hispanic minority language. This ethnic group performs educationally below national and Anglo American norms. There is only minimal representation of Hispanic educators in this area. The project described in this report is intended to ameliorate the scarcity of teachers available to the community schools and to provide students and parents with support services through counseling and guidance.

To accomplish these goals, the program's primary objectives are:

- To provide financial resources to support student participation.
- To improve existing training program offerings.
- To emphasize staff development, promoting advancement opportunities.
- To establish a close working relationship with the community.
- To include appropriate clinical experiences for student trainees.
- To involve parents in the educational process.
- To provide training which will result in meeting licensure and other institutional and state requirements.

## INTRODUCTION

The project is completing its third year of operation under current funding. It has an enrollment of 21 undergraduate and 2 graduate students. This report will include information about the socioeducational background of the student population of the area, principally the demographics of districts surrounding Portales, the Eastern New Mexico University Campus. Another topic will be the program training focus, scope, its goals and operation structure.

The program interim evaluation for the year 1988 - second year of current funding - is the basis for an analysis of program effectiveness.

Finally, information about the overall population and outcome of the program through out its existence from 1982 to 1985 and from 1986 to 1988 is provided as an appendix. Currently the project is negotiating funding for another three year period, from 1989 to 1992.

Information from the interim evaluation report is also used to derive conclusions and recommendations.

## BACKGROUND

The need for bilingual education in the southeastern part of New Mexico has long been neglected. The concentration of minority language groups in isolated pockets throughout the State has made it very difficult for all to receive services from universities which are normally located in large metropolitan areas. One of these vast isolated areas is southeastern New Mexico. The overall minority language student population in the schools is 33 percent. Within this 33 percent the largest minority language group is Hispanic.

Table 1 depicts the student population of 17 of the school districts within Eastern New Mexico University's (ENMU) service area as reported in a document entitled New Mexico School District Profile: 1985-86 School Year published by the New Mexico Department of Education Evaluation, Assessment and Testing Unit.

Additional data gathered from the Portales School District on May 16, 1986 show that although the overall school enrollment decreased this year by almost two percent, the minority language student enrollment increased by one per cent while the non-Hispanic population decreased by one percent. Table 2 shows additional information gathered December 15, 1981 where the increase in Hispanic population from 1979-80 to 1980-81 was 10 percent. It is interesting to note that while other school districts within the area are reporting that their overall student population is not increasing or decreasing dramatically, their minority language population increases yearly by at least three to five percent. The Clovis Municipal Schools report an increase of four percent for the 1985-86 school year. The Roswell Schools report a three percent increase in minority language students for this year.

TABLE 1

Percentage of Hispanic and Non-Hispanic Students  
in 17 Southeastern N.M. School Districts

District	% Hispanic	% Non-Hispanic
Alamogordo	24	76
Artesia	40	60
Carlsbad	37	63
Clovis	21	79
Dora	20	80
Eunice	17	83
Fort Sumner	47	53
Hobbs	26	74
Jal	14	86
Lake Arthur	44	56
Loving	88	12
Lovington	34	66
Portales	42	58
Roswell	34	66
Ruidoso	18	82
Tatum	14	86
Tucumcari	49	51

TABLE 2

Number and Percentage of Student  
Enrollment Increase from 1979-80 to 1984-85

Year	% Hispanic	% Non-Hispanic
1979-80	25 (640)	75 (1918)
1980-81	35 (913)	65 (1674)
1983-84	40 (978)	60 (1491)
1984-85	41 (1027)	59 (1484)
1985-86	42 (1055)	58 (1456)

(Source: Portales Public Schools 12/15/81 and 5/16/86)

Considering the Hispanic student population in southeastern New Mexico and west Texas, and considering the number of prospective clients coming each year, the school districts in this area are faced with a pressing need for qualified bilingual teachers to serve limited English proficient (LEP) students. This is a farming area which attracts many migrant workers which harvest the cotton, sweet potato and peanut fields. They come to the schools with little or no functionality in English.

#### Low Achievement Level

Historically minority language students in these districts have scored from one to two years below grade level. Figures 1, 2 and 3 depict data from the Clovis Municipal Schools which demonstrate the historical trend of low achievement of minority students.

The historical trend of underachievement of minority language students needs to be emphasized since it was in Portales, New Mexico where the *Serna v. Portales Municipal Schools* court case originated. Since 1974, when the decision was filed in favor of the plaintiffs, there is undeniable evidence of the lack of equal educational opportunity for students in this area. Excerpts from the brief attest to this inequality:

"Undisputed evidence shows that minority surnamed students do not reach the achievement levels attained by their Anglo counterparts. For example, achievement tests, which are given totally in the English Language, disclose that students are almost a full grade behind children attending other schools in reading, language mechanics and language expression. Intelligence quotient tests show that students fall further behind as they move from the first to the fifth grade. As the disparity in achievement levels increases between minority surnamed and Anglo students, so does the disparity in attendance and school drop-out rates."

The school district was ordered to take steps to ameliorate the situation:

"After hearing all evidence, the trial court found that in the Portales schools minority surnamed children do not have equal educational opportunity and thus a violation of their constitutional right to equal protection exists. The Portales School District was ordered to:



FIGURE 1  
 ACHIEVEMENT COMPARISON CHART  
 CTBS, Grade 5.7  
 Comparison  
 Clovis School District 1985-86

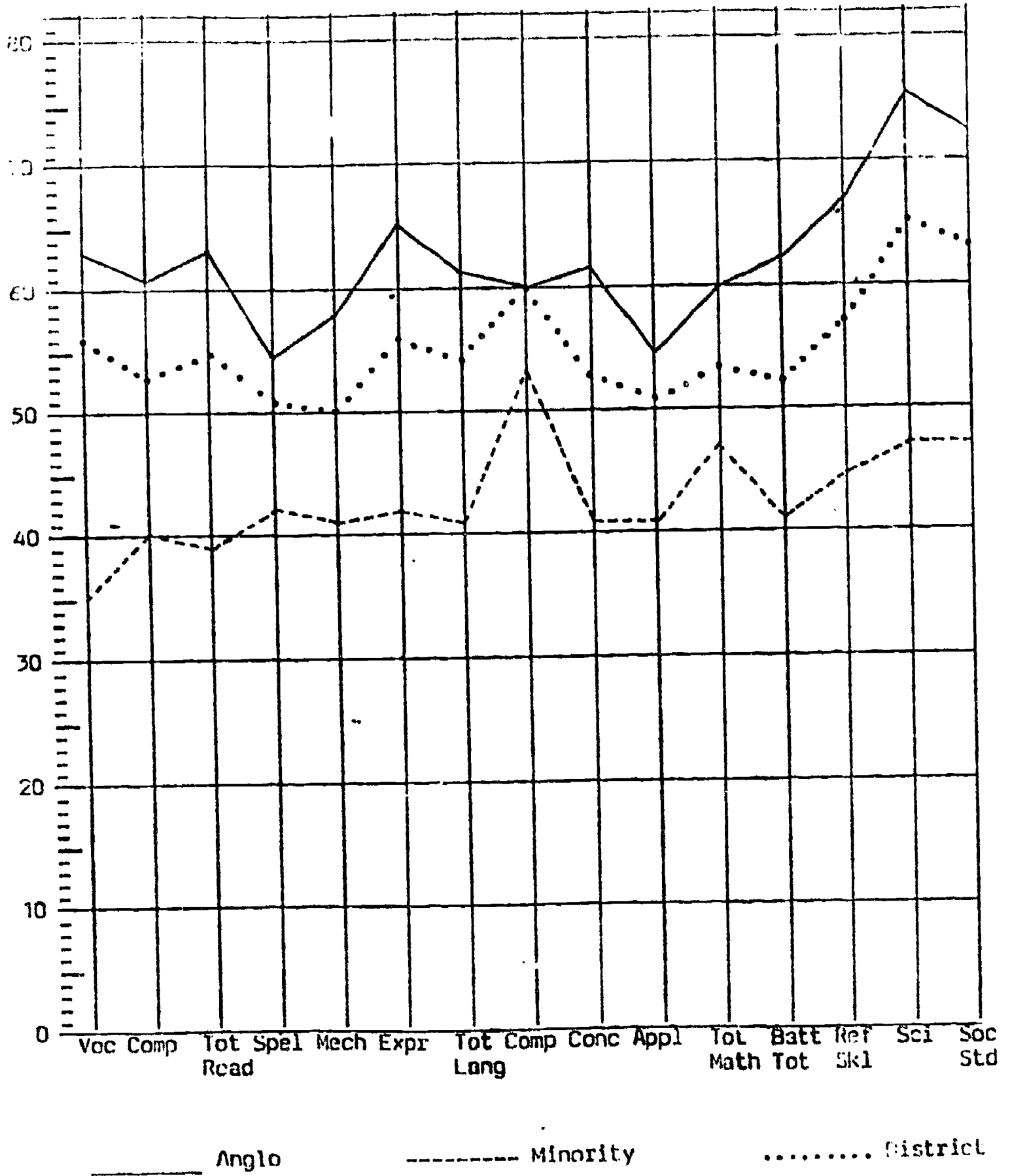


FIGURE 2  
 ACHIEVEMENT COMPARISON CHART  
 CHS Grade 8.7  
 Comparison  
 Clovis School District 1985-86

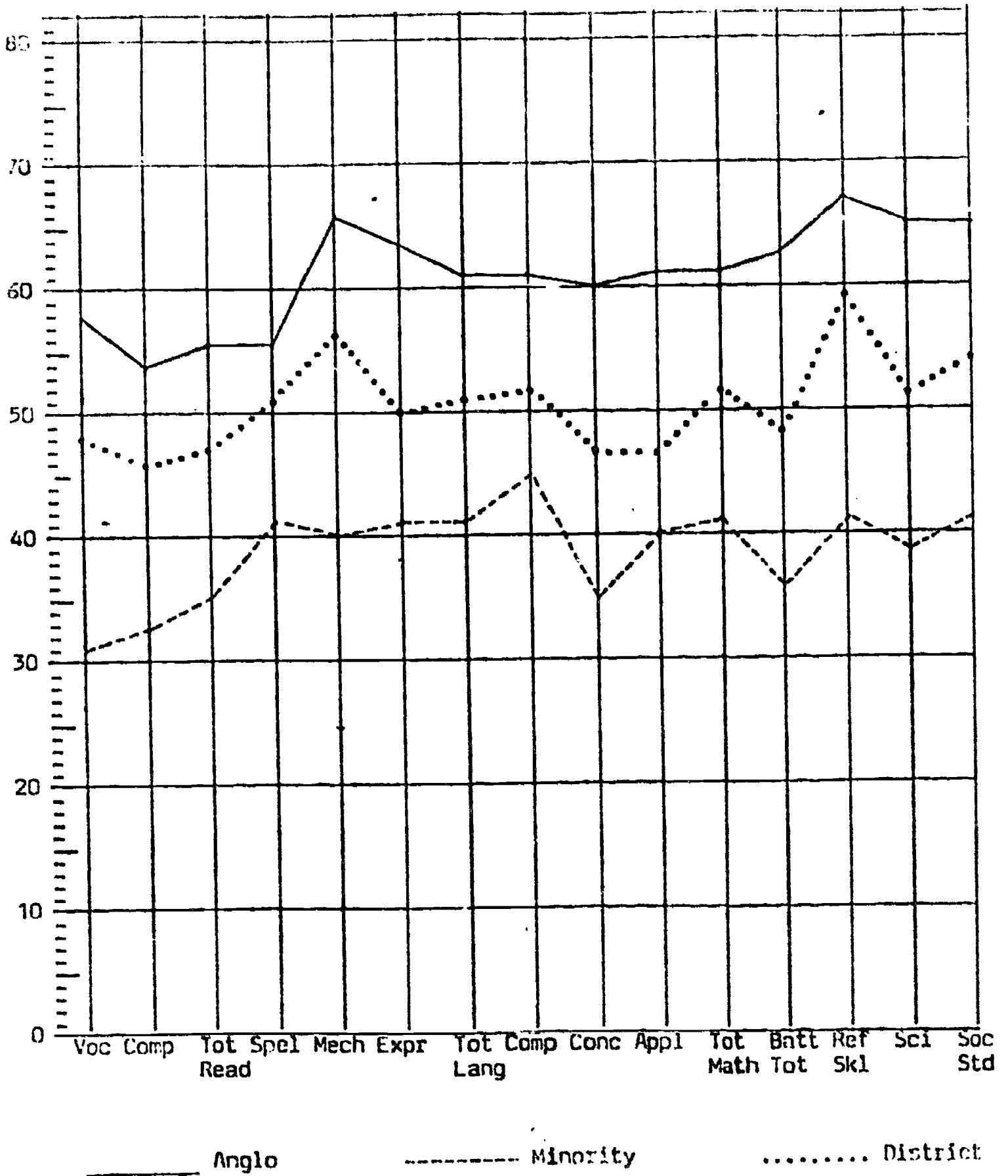
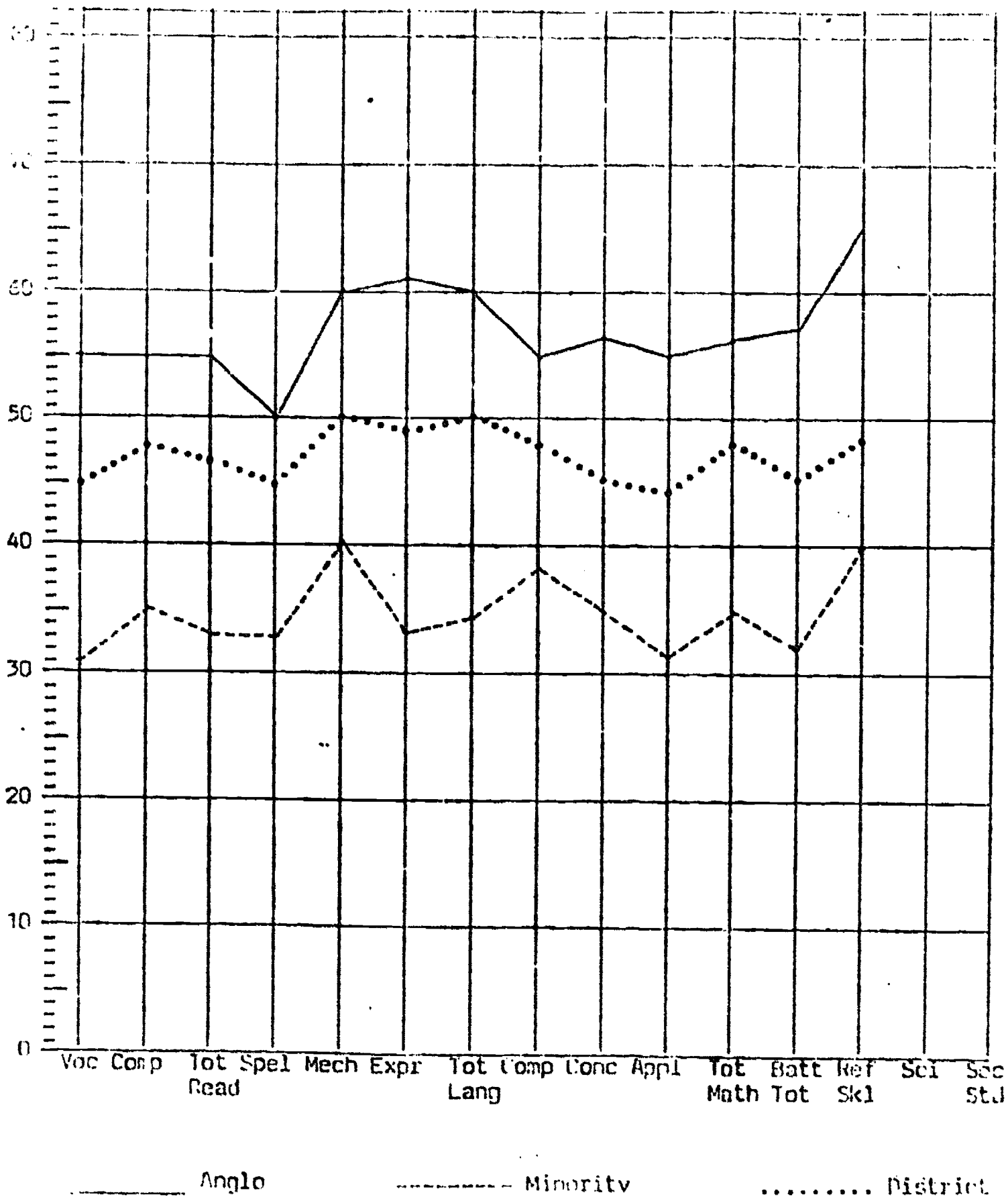


Figure 3  
 RACE AND CULTURE COMPARISON TESTS  
 CIB, Grade 11.7  
 Comparison  
 Clovis School District 1985-86



Reassess and enlarge its program directed to the specialized needs of its minority surnamed students at Lindsey and also to establish and operate in adequate manner programs at the other elementary schools where no bilingual-cultural program now exists.

.....

Defendant school district is directed to investigate and utilize, whenever possible the sources of available funds to provide equality of educational opportunity for its minority surnamed students.

.....

It is incumbent upon the school district to increase its recruiting efforts and, if those recruiting efforts are unsuccessful, to obtain sufficient certification of minority teachers to allow them to teach in the district."

(Serna v. Portales, 1974)

The conditions above apply to each district enumerated on page 5. Even in districts such as Roswell where there is a bilingual education program, not all LEP students are receiving the necessary services. The Roswell School District reports a student population at three elementary level of 4,974. Of these 4,974 students, 35 percent or 1,740 are LEP students; yet the bilingual program presently serves 450 students which is only 25 percent of the total LEP population.

Pupil/Teacher Ratio in Terms of Needed Bilingual Teachers

It is interesting to note that as of this writing there are no certified bilingual education teachers working in the Portales school system. The other two closest and largest school districts to ENMU, Clovis and Roswell, report having a minimal number of certified bilingual education teachers. Clovis, on one hand, has 6 teachers who are certified bilingual teachers to serve a population of 2,325 LEP students. This results in a ratio of 387.5 LEP students to one bilingual teacher. On the other hand, the Roswell School District has 4 certified bilingual education teachers serving a population of 1,740 LEP students.

Additional comparisons are included in Table 3 which depict the overall district pupil/teacher ratio reported by 17 school districts in the area as compared to the actual pupil/teacher ratio of LEP students and minority language teachers.

The need for certified and fully functional bilingual education teachers in this area is overwhelming. Specific information presented on Table 3 reflects the availability of minority language teachers vs LEP students of school districts in the state of New Mexico served by ENMU. There are many other isolated districts in the neighboring state of Texas which reflect a large number of LEP students who are recent arrivals and their need for certified bilingual education teachers is comparable to those in the state of New Mexico and who are served by ENMU.

A report prepared for the President of ENMU on the status of bilingual education in this area submitted January 1985 includes information regarding the projected number of bilingual certified teachers which several districts envision needing to serve LEP students within the next five years. Following are excerpts from the report:

Response from School Districts

"We will continue to employ well qualified teachers, including certified bilingual teachers, as the need arises. My guess is that we will continue to need about 10-15 bilingual teachers for our system for the next years." (Artesia)

"Our projected needs over the next five (5) years for teachers endorsed in bilingual education will be as follows:

Six (6) - Elementary Education

Three (3) - Secondary that can teach both English and Bilingual."  
(Tucumcari)

"In response to your letter of November 20, 1984, below are the projected needs for our school district by 1989: (Certified Bilingual Teachers):

Steiner 2

TABLE 3

Comparison of Districtwide Ratios Pupil/Teacher vs.  
LEP Student/Minority Language Teacher for 17  
Districts in Southeastern New Mexico

School District	Overall Ratio Pupil/Teacher	LEP Students/Minority Language Teacher Ratio
Alamogordo	19.2	67
Artesia	18.6	130
Carlsbad	20.4	68
Clovis	19.6	103
Dora	10.9	44:0
Eunice	10.9	128
Fort Sumner	15.2	74
Hobbs	20.4	44
Jal	17.1	100
Lake Arthur	11.1	41
Loving	14.1	36
Lovington	20.4	142
Portales	18.7	38
Roswell	20.3	85
Ruidoso	20.7	62
Tatum	11.6	55:0
Tucumcari	18.9	63

(Source: New Mexico School District Profile: 1985-86 School Year)

Brown 1  
James 1  
(Portales)

"In response to your request, our personnel department projects approximately twenty-five teachers over the next five years." (Clovis)

"To meet minimum district needs, based upon our ESAA Program and LAU Program requirements, I estimate we will need a minimum of thirty-eight (38) bilingual teachers in the next five-year period. This need is based on Ten (10) in ESAA and LAU for 1986-87, seven (7) in 1987-88, seven (7) in 1988-89, seven (7) in 1989-90, and seven (7) in 1991-92. I suggest this is a minimum number because we recognize the advantages of bilingual instructors in many regular classrooms." (Carlsbad)

#### Drop-out Rate

The lack of certified bilingual education teachers is also reflected by the high drop-out rate of minority students. The Clovis Public Schools report a 30 percent drop-out rate for minority students within the last 5 years; and the rise of juvenile delinquency to be 31 percent for students between the ages of 11 and 18. Of those minority students who graduate, less than 5 percent have gone on to receive post-secondary training.

These figures and general information should not be surprising by themselves since they do reflect the national trend reported by the U.S. Bureau of the Census (1983) indicating that the drop-out rate for the minority origin population age 18-19 was 36.4 percent as compared to 19.3 percent for the same black population and 15.5 percent for the white population.

As can be seen by the percentages shown on Table 4, the drop-out rates of the minority origin population increase dramatically as the population gets older and reaches a high of 47.1 percent by the ages of 30.34.

Data on Table 5 further demonstrates that the trend of increase in the numbers of minority school age children will not change in the near future, as can be seen, both birth rates and fertility rates for minorities especially Mexican Americans are high.

The minority population will continue to increase and the drop-out rate

TABLE 4

School Enrollment and Dropout Rates for the Population  
16 to 34 Years of Age by Race and Spanish Origin: 1981

Age	All Races		White		Black		Spanish Origin	
	Enrollment Rates (%)	Not Enrolled and Not HS Graduate (%)	Enrollment Rates (%)	Not Enrolled and Not HS Graduate (%)	Enrollment Rates (%)	Not Enrolled and Not HS Graduate (%)	Enrollment Rates (%)	Not Enrolled and Not HS Graduate (%)
Total 16-34	48.9	12.8	48.9	12.3	52.5	16	49.0	28.6
16-17	90.6	7.8	90.4	7.8	91.3	8.0	82.8	15.8
18-19	49.0	16.0	48.5	15.5	48.2	19.3	37.8	36.4
20-21	31.6	15.8	32.6	14.6	23.4	23.3	20.6	36.2
22-24	16.5	15.2	16.2	14.2	14.7	22.4	12.3	42.1
25-29	9.0	13.8	8.5	12.9	9.9	20.5	8.3	41.7
30-34	6.9	13.9	6.7	13.0	7.2	21.2	5.0	47.1

Source: U.S. Bureau of the Census, 1983. School Enrollment - Social and Economic Characteristics of Students, October 1981. Current Population Reports, Series P-20, No. 373, pp. 8-9. Washington, D.C.: USGPO.



TABLE 5

## Birth Rates and Fertility Rates: 22 Reporting States, 1980

Ethnic Group	Births per 1,000 population	Births per 1,000 women aged 15-44
All origins	16.4	70.2
White	14.2	62.4
Black	22.9	90.7
All Hispanic	23.9	95.4
Mexican American	26.6	111.3
Puerto Rican	20.3	77.0
Cuban	9.6	41.9
Other Hispanic	20.0	75.3

(Source: Stephanie J. Ventura, "Births of Hispanic Parentage, 1980." Monthly Vital Statistics Report, Vol. 32, No. 6, Supplement, Washington, D.C.: National Center for Health Statistics, U.S. Department of Health and Human Services, September 1983).

will continue to rise. The need to provide alternative education programs for ethnic minority students will continue to exist and will also increase.

### Counseling and Guidance

Because of the drop-out rate, rate of absenteeism, and low post-secondary education follow-up of LEP students, the need for certified bilingual counselors is pressing. Three of the largest school districts report having only one certified bilingual counselor to serve the entire LEP student population. Students need role models and they need to be counseled by persons who are familiar with their language and culture.

Another factor which lends support to the identified need for additional certified bilingual counselors is the identification of students who are to be placed in special education classes. Personnel within school districts are needed so that a careful distinction is made between bilingual students with no physical, intellectual, or emotional handicaps and those with accompanying handicaps. Special education "candidates" who are LEP students are being evaluated in English by personnel who do not recognize linguistic and cultural differences. Invariably special education classes are overwhelmingly filled with minority language students.

### Financial Needs

The Bilingual/Multicultural Education and Counseling Program evaluated the academic status of each of the trainees at the beginning of the 1984-85 academic year. Of the 22 students on board at the beginning of the year, four were found to be ready to graduate at the end of the year. Of the remaining 18, 12 needed at least one more year to finish while six needed at least two more years to complete their degree.

Title VII personnel took the evaluations a step further and individually counseled students as to their financial capabilities when Title VII funds

would no longer be available. Seventy-five percent of the students reported that they would not be able to continue in the program without financial assistance.

This information is not surprising since at the national level several reports have been published which also provide us with the same type of statistics. One of the reports titled Signs of Trouble and Erosion: A report on Graduate Education in America (June 1984) submitted by the National Commission on Student Financial Assistance states that some of the barriers for the limited participation by minority students in graduate study is the high cost of graduate school and the more limited financial resources of minority families. Data on Table 6 shows that between the years 1972 and 1982 the median minority family income fluctuated from, a high of 71 percent to a low today of 66 percent of that of white families. Therefore, it is not that ethnic minority families are less interested in furthering the education of their children but rather a matter of economics.

#### Certification Needs

The New Mexico State Board of Education issued a set of certification requirements for bilingual education teachers in 1976. Within these guidelines a deadline was set for all teachers within the state of New Mexico of July, 1982. In 1981, ENMU took the leadership in this area to provide certified bilingual teachers in order for LEP students to be adequately serviced. Districts without properly trained bilingual teachers or without teachers enrolled are denied state approval and state or federal funds for programs.

There are currently about 1,093 certified bilingual education teachers operating in New Mexico and several times that number are needed. The booklet published by the Department of Health, Education and Welfare, Competence for

TABLE 6

## Median Income of Minority and White Families: 1972-1982

Year	Median Family Income (in constant 1982 dollars)		Minority Family Income as Percent of White Income
	Minority	White	
1972	\$17,790	\$25,107	71
1973	17,836	25,777	69
1974	17,594	24,110	71
1975	16,140	24,110	67
1976	16,390	24,823	66
1977	17,141	25,124	68
1978	17,518	25,606	68
1979	18,255	24,689	71
1980	16,262	24,176	67
1981	16,401	23,517	70
1982	16,227	24,603	66

(Source: U.S. Bureau of the Census. "Money Income and Poverty Status of Families and Persons in the United States: 1981" (Advance Data from the March 1982 Current Population Survey), Current Population Reports, Series P-60, No. 134, July 1982, Table 3. U.S. Bureau of the Census. "Money Income and Poverty Status of Families and Persons in the United States: 1982," Current Population Reports, Series P-60, No. 140, 1983, Table 2.

University Programs, states that it is estimated that approximately 3.5 million school-age children in the United States have a non-English background and that approximately 129,000 to 200,000 bilingual teachers are needed.

IT IS IMPERATIVE THAT THIS UNIVERSITY CONTINUE TO PREPARE BILINGUAL TEACHERS TO SERVE MINORITY STUDENTS BASED ON ALL THE AFOREMENTIONED NEEDS.

## DESCRIPTION

### BACKGROUND

Eastern New Mexico University's program consists of two components:

- 1) Undergraduate Bilingual Teacher Training and
- 2) Graduate Bilingual Counseling and Guidance.

The bilingual teacher training component provides students with a comprehensive plan of studies and structured experiences that enable them to become competent teachers of limited English proficient school children.

The focus of the training is on methodology for instruction of English as a second language, use of Spanish for instruction when necessary, linguistic competency in both English and Spanish, evaluation and assessment, culture, history and literature, besides the core competencies determined by New Mexico State for teacher certification. Counseling and guidance and working with parents to foster their successful partnership with schools is the focus for the graduate component.

The goals of Eastern New Mexico University's program are:

1. To recruit minorities and then provide them support through counseling, tutoring and special instruction when needed.
2. To provide the necessary financial resources for the program trainees.
3. To train the perspective classroom teachers and school counselors to successfully implement instructional programs for limited English proficient students and to provide counseling and guidance, as needed, to students and/or parents.
4. The program will provide course-work and clinical experiences in teaching English as a second language, use of Spanish for instructional purposes, linguistics, evaluation and assessment,

theory of culture and parental involvement in the educational process.

5. The bilingual/multicultural program at Eastern New Mexico University will emphasize opportunities for career development, advancement and lateral mobility.
6. The established program will continue to work with the community and establish an advisory committee composed of personnel in local educational agencies and representatives of the State educational agency.

To meet these goals, the following objectives are formulated:

#### OBJECTIVES

- 1.1 ENMU's established Bilingual/Multicultural Education and Counseling Program (B/MECP) will be able to continue to provide the necessary financial support which will enable students to enroll in an institution of higher education.
- 1.2 ENMU's established B/MECP will be able to continue operating under optimum conditions that provide the necessary support system which enables students to succeed in their careers.
- 2.1 ENMU's established B/MECP will be able to produce elementary and secondary teachers qualified in the areas of language, methodology, culture, teaching English as a second language, use of a non-English language for instructional purposes and linguistics to teach in New Mexico bilingual classrooms.
- 2.2 B.A. Degree - The bilingual teacher trainees will follow the prescribed curriculum from Eastern New Mexico University to obtain a B.A. degree in either elementary or secondary education
- 2.3 Licensure - The bilingual teacher trainees will become fully

licensed as either elementary or secondary teachers with an endorsement in bilingual education as specified by the New Mexico State Board of Education.

- 3.1 Career Development - Project personnel will infuse career awareness information into the bilingual education and counseling courses for the participants who will in turn use this information in the teaching of LEP students in the public schools.
- 3.2 Project personnel will schedule special speakers and role model panels to present information on opportunities for non-traditional careers and upward mobility.
- 3.3 The teacher candidates and counselors will receive instruction for the development of materials relative to career awareness and non-traditional careers.
- 4.1 Culture - The bilingual teacher trainees will demonstrate knowledge of the historical and contemporary forces which have brought about the educational, sociocultural, and sociolinguistic situation in the Southwest today.
- 4.2. The bilingual teacher trainees will demonstrate knowledge of the folklore and classical elements of the Hispanic culture and its relevance to the bilingual classroom.
- 4.3 The bilingual education counselor trainees will demonstrate knowledge of the historical and contemporary forces which have brought about the educational, sociocultural, and sociolinguistic situation in the Southwest today.
- 5.1 To produce elementary and secondary bilingual counselors qualified in the areas of counseling, guidance, language, culture, evaluation and assessment and parental involvement to work with minority



language students in New Mexico schools.

- 5.2 M.Ed. Degree - The bilingual education counselor trainees will follow the prescribed curriculum from ENMU to obtain an M.Ed. degree in either elementary or secondary counseling and guidance.
- 5.3 Licensure - The bilingual education counselor trainees will become fully licensed as either elementary or secondary counselors as specified by the New Mexico State Board of Education.
- 6.1 Project personnel and students will maintain consultation and work closely with members of the community.
- 6.2 Students will be able to work closely with members of the community.
- 6.3 Project personnel and students will be able to maintain a close relationship with public school personnel and students in the area through workshops, practicums, student teaching, and inservice training.
- 7.1 Methodology - The bilingual teacher trainees will demonstrate expertise in the methodologies applicable to a bilingual classroom to include: a) techniques in teaching English as a second language; b) use of a non-English language (Spanish) for instruction; and c) linguistics.
- 7.2 Practice Teaching and Clinical Experience - The bilingual teacher trainees will be involved in clinical experiences which include: classroom observations, teacher aiding, field trips, microteaching, videotaping sample lessons, and assessment of teaching. Students will be required to do their practice teaching within a bilingual program and supervised by bilingual teachers as per New Mexico State Department of Education licensure guidelines.
- 7.3 Methods and Techniques - The bilingual education counselor trainees

will demonstrate expertise in the methodologies and techniques necessary to function effectively as counselors of LEP students, including: a) evaluation and assessment of LEP students and b) counseling of parents of bilingual children.

7.4 Practica - The bilingual education counselor trainees will be involved in clinical experiences which will include observations, practica and visitations at sites which will be identified as model counseling programs within the public schools and communities throughout the State of New Mexico.

8.1 Language Proficiency - The bilingual teacher trainees will be able to pass a language proficiency test in English and a second language.

8.2. Language Proficiency - The bilingual education counselors will pass a language proficiency test. (It is assumed students will have proficiency in the English language since they will have already acquired their B.S. in Education and are practicing teachers).

NOTE: THESE OBJECTIVES ARE FOR A PERIOD OF 3 YEARS AND ARE THEREFORE ONGOING.

The Bilingual/Multicultural Education and Counseling Program at ENMU will provide the necessary experiences for students both at the undergraduate and graduate levels.

At the undergraduate level, students will be fluent and literate in the Spanish and English languages. Through the use of a screening instrument and interviews, students' linguistic needs will be evaluated and a planned program will be delineated. The coursework will be of an interdisciplinary nature in order to provide students with a maximum exposure to all aspects of language and culture. University professors proficient in both languages will form an

integral part of the program. Disciplines of study for the participants include: Sociology, History, Anthropology, Modern Languages, Fine Arts, and Education. The latter will satisfy all pedagogical preparations.

Program coursework at the undergraduate level will consist of a 24 hour bilingual core concentration and the prescribed courses for a Bachelor of Arts degree at ENMU.

At the graduate level, for the counselor component, the trainees for the project will be screened based on the following criteria: 1) They will be licensed elementary or secondary teachers with three years of teaching experience as required by the State of New Mexico. 2) They will be proficient in English and a second language as determined by a screening instrument and interview. These students will follow the prescribed plan of studies at ENMU for a master's degree in counseling and guidance. In addition, they will be required to take 12 credit hours under the bilingual component. Prescribed courses in this area will include such disciplines as Psychology, Sociology, Anthropology, Intensive Language, Culture and Pedagogy. Intensive training in student assessment will be included under Psychology and parental involvement will be included under Sociology.

Students at both the graduate and undergraduate levels will be required to participate in yearly on-site practicums and field experiences as follows:

1. Participate in on-site visitation and observations of model bilingual classrooms in rural areas and in programs located in urban centers. This experience to be under class supervision by faculty and will follow a specific structure to maximize learning for participants.
2. Observe and evaluate classrooms with a large number of LEP students who are participating in a bilingual education program. This experience will be under close supervision by the Coordinator and will follow a specific

format to maximize learning for participants.

3. Evaluate existing materials used in actual classroom situations where there is a concentration of LEP students. Develop additional materials where there is an evident need.
4. Participate in quarterly microteaching activities with LEP students in the area school districts.
5. Conduct an in-depth linguistic analysis using ethnographic techniques of the use of phonological, morphological, syntactic, and semantic cues by LEP students.
6. Analyze and evaluate videotaped microteaching events using a diagnostic prescriptive approach and a predetermined format developed for this purpose.
7. Student teach in a bilingual classroom under the auspices of a university supervisor and a bilingual teacher in which actual teaching using the non-English language is required.
8. Participate in field trips to areas in New Mexico where there is both a high concentration of LEP students and a strong cultural and linguistic precedent among the Native Americans and Hispanics of the area and the impact this has had on the life patterns, learning styles, attitudes and beliefs of the people and the institutions which serve them. Students will be required to develop and present an instructional unit based on the information gathered.
9. Participate in intensive sessions on literacy in the non-English language (Spanish).

These objectives are formulated in accordance with the New Mexico State Board of Education Competencies for Teachers of Bilingual Education. This fact establishes the ENMU's Program as realistically addressing the needs

of its service areas.

#### USE OF RESOURCES AND PERSONNEL

The funds of this Title VII B/MEC program are entirely allocated to the implementation of the aforementioned goals and objectives. In addition, the resources are used to:

1. Recruit and retain minority language students at ENMU.
2. Identify and purchase materials to be housed in the library/media center.
3. Hire a competent Coordinator/Professor to conduct activities related to recruitment, retainment, research and counseling.
4. Allow the Director time to devote to activities related to managerial aspects of the program in addition to teacher training activities related to Bilingual Licensure Standards.
5. Develop guidelines to be used in the establishment of practica and field experiences for the Bilingual/Multicultural Education and Counseling Program.

The Director of the program is currently employed as Associate Professor of Bilingual Education. In order to insure continued commitment and to demonstrate capacity building, ENMU provides 100 percent of the Project Director's salary. The Director has a 1/4 time release from her duties to implement the project. The Director is in charge of revising, developing and implementing all coursework leading to the 24 hour credit bilingual endorsement. The emphasis is placed in the development of ESL additional related courses. The Director is also responsible for the development and implementation of the components of the academic program, coordination with local, state and federal programs and agencies, institutionalization and for the continued development and expansion of program activities.

The Coordinator/Professor devotes 100 percent time to the project.

As another indication of ENMU's commitment and capacity building the School of Education pays 25% of the Coordinator's salary the first year, 50% the second year, and 75% the third year. In this manner, the Coordinator/Professor's position is institutionalized by the end of the funding cycle.

The Coordinator/Professor is in charge of the recruitment of students to insure adequate representation of minority language students at ENMU. Once the students are at the University, the Coordinator insures that a support system is developed to help retain these students until they exit the program. During the academic year, the Coordinator teaches a maximum of one course. The main responsibility of the Coordinator is the efficient operation of practica, lab experiences, field experiences and student teaching. The Coordinator also is in charge of the identification, evaluation and collection of materials for the library/media center. The Coordinator/Professor is a key person in the implementation of the proposed program. The specific duties of the Coordinator are:

1. To travel and actively recruit students into the program.
2. To prepare brochures, press releases and any other public relations activities.
3. To make arrangements with surrounding school districts so that students may do their practica.
4. To identify LEP students to be brought to the University for demonstration classes four times a year for microteaching and videotaping sessions.
5. To identify successful bilingual programs to be visited and evaluated by students.
6. To identify materials related to bilingual education, select, order and

catalog such materials.

7. To provide follow-up assistance to students in counseling.

The Bilingual/Multicultural Education and Counseling Program is housed in the School of Education. In all academic matters, the Bilingual/Multicultural Program follows the policies and procedures of the School of Education. Like any other academic department, this department is responsible to the Dean of the College of Education and Technology.

The Bilingual/Multicultural Education and Counseling Program has at present 23 students, 21 undergraduates and two graduate. The cost per student per year is as follows:

Student cost per year

Undergraduate

Stipend @ \$250.00 per month	\$3,000.00
Tuition 2 semesters and summer	1,720.00
Travel	150.00
Admission	15.00
Books	250.00
Three workshops @ \$66.00	183.00
4 Skills Exam	30.00
Total	\$5,348.00

Graduate

Stipend @ \$325.00 per month	\$3,900.00
Tuition 2 semesters and summer	2,070.00
Travel	225.00
Admission	15.00
Books	250.00
Three workshops @ \$66.00	198.00
4 Skills Exam	30.00
Total	\$6,688.00

## RESULTS

Interim findings of the B/MEC program indicate that given the rate of increase of the bilingual student population in the ENMU school district service area (see Table 7), the graduating bilingual teachers and counselors have a good prognosis for successful employment within their residence boundaries.

Requests for information and applications for admission to the program are always more numerous than the actual vacancies generated by graduating students. If the University successfully institutionalizes the B/MEC program a greater number of students might be admitted to the program than at the present time, when budget limitations are those of the Title VII funds obtained up to now. If the funds were increased there would be an increased number of teacher/counselor trainees for the service area. The fact that the program rationale and structure is within state requirements for professional certification and that it taps the regional needs demonstrated by censuses and available statistics, is a persuasive argument for the program success.

The viability of replication by other higher education institutions is based on the previously mentioned conditions, since the project is solidly established in natural projections of sociocultural and political realities.

One strength worth mentioning specifically is that the recruitment effort through press releases, staff travel and media announcements is followed up by a support system typified by the Bilingual Student Organization (BESO) which helps maintain emotional and social links among Spanish-English bilingual students at the University.

Another strength of the program is that all the monies accrued from the grant are invested directly in student related expenses.

Still another strength is that of the positive relationship between



Table 7 \*

Percentage of Hispanic and Non-Hispanic Students in  
21 New Mexico School Districts within ENMU's Service Area

District	% Hispanic	% Non-Hispanic
Alamogordo	21.5	68.6
Artesia	39.2	59.7
Carlsbad	37.6	60.3
Clovis	25.9	61.6
Dexter	56.3	43.7
Dora	27.1	72.9
Elida	28.6	71.4
Eunice	24.8	77.2
Floyd	12.9	83.9
Ft. Sumner	36.8	63.2
Hobbs	26.9	63.7
Loving	87.5	21.9
Lovington	37.7	59.5
Portales	38.3	59.6
Roswell	15.4	71.4
San Jon	37.5	62.5
Santa Rosa	88.3	9.1
Tatum	33.6	64.3
Texico	23.7	70.2
Tucumcari	44.1	57.8
Tularosa	39.9	23.1

(Source: New Mexico School Districts Profile: 1986-1987  
School Year)

- \* Additional data gathered from the Portales School District for 1986-87 show that although the overall school enrollment increased this year by seven tenths of one percent, the minority language student enrollment increased by 4.8 percent while the non-Hispanic population decreased by 5.4 percent. It is interesting to note that while other school districts within the area are reporting that their overall student population is not increasing or decreasing dramatically, their minority language population increases yearly by at least three to five percent. The Roswell Independent School District reports an increase of 2.1 percent for the 1986-87 school year.

admissions to the program and completion (graduations), as demonstrated by the following figures:

Applicant Breakdown

Applicants	159
Inquiries	20
Candidates not accepted	67
Currently in program	22
Terminated	5
Withdrew	18
Completed (graduated)	27

## CONCLUSIONS

The evaluation interim report (1988) states that the program is working satisfactorily and progressing along its goals and objectives. These relate to student identification, recruitment, and their receiving services according to the proposed plan of studies and financial aid.

The course work is supported by appropriate clinical experiences and trips to various exemplary programs at state school districts. Attendance to conferences and workshops has been carefully planned and carried out, with expert academic input from faculty and researchers in the fields of education and bilingualism. These activities provided students with valuable opportunities to learn about innovations in the field and allowed them to meet with the leadership of bilingual education across the nation and the state.

The staff and students have established affiliations with the community by participating for two years in a row in Parent Training Institutes in which the students had a significant supporting role. They contributed efforts toward fund raising for the BESO (Bilingual Education Student Organization) sponsored scholarships benefitting non-project students planning to attend ENMU. Within the BESO scope of activities they awarded recognition to graduating program trainees, faculty, community and university members. They sponsored a short lived publication in Spanish, the BESO periodical, aimed at schools and homes in the community and neighboring school districts.

The totality of students were interviewed in an evaluative survey at the beginning (1987) and 19 students in 1988, at the end of almost two years of program services. Of these students 16 had participated for at least one full academic year in the project. The students perceptions were in accord with the goals stated in the proposal document, positive in regards to gaining skills necessary for teaching minority students and understanding of these

students needs and for making the trainees competent for obtaining a teaching job.

They felt the program provided them with the essential knowledge and tools for efficiently conducting and developing bilingual education programs. They also felt that they had experienced support services as very accessible, in the form of counseling, financial aid, affiliation with BESO as provider of group identity, staff positive and strong backing, tutoring, etc.

Although some students experienced one or two professors as either intimidating or insensitive, the majority of the faculty was described as open, helpful and non-discriminatory towards the Spanish speaking students. The Portales community is perceived by the majority of program students as less positive than the ENMU atmosphere tends to be.

#### RECOMMENDATIONS

One issue has surfaced among students surveyed by the independent evaluator of the program and the follow-up questionnaire returned by graduates: the need for more intensive course work in Spanish language before taking the Four Skills examination in linguistic proficiency. Students have reported insufficient literacy competencies which tend to undermine their exam. To remediate these deficits students will be screened during the Spring semester with appropriate instruments to determine their level of Spanish literacy and then assigned the corresponding course for remediation.