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ABSTRACT

Project CALA was a special alternative program at the International High School in Queens (New York City). In its first year, the project provided instructional and support services, emphasizing career education, to 171 high school students of limited English proficiency (LEP) who had lived in the United States for less than 4 years. The project provided instruction in English reading, content area subjects, and career education. Students participated in job internships and, if eligible, took community college courses. Staff development, curriculum development, and parent involvement activities were also provided. The project met its objectives in the content areas, career education internships, staff and curriculum development, attendance rate, dropout rate, and college application rate. Objectives in career education and in parent involvement could not be assessed. The parent involvement component could not be implemented as intended, and the English language acquisition objective was not met. Recommendations for program improvement include strengthening efforts to develop English language skills by offering additional hours of instruction and providing the data needed for full evaluation. (Author/MSE)

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OREA Report

EVALUATION SECTION REPORT

THE COGNITIVE ACADEMIC LEARNING
APPROACHES THROUGH E.S.L. CONTENT AREAS
WITH CAREER EXPLORATION STRATEGIES PROGRAM
FOR BILINGUAL HIGH SCHOOL
STUDENTS IN NEW YORK CITY
PROJECT CALA
Grant Number T003E80042

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FINAL EVALUATION REPORT
John E. Schoener, Administrator
April 1990

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1988-89

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THE COGNITIVE ACADEMIC LEARNING APPROACH THROUGH E.S.L.
CONTENT AREAS WITH CAREER EXPLORATION STRATEGIES PROGRAM
FOR BILINGUAL HIGH SCHOOL STUDENTS IN NEW YORK CITY
(PROJECT CALA)
1988-89

SUMMARY

- Project CALA was fully implemented. During the 1988-89 school year, participating students received instruction in English reading, content area courses using English as a Second Language methodology, and career education. The project also provided staff and curriculum development, and activities for parental involvement.
- The project met its content area, career education internship, attendance rate, dropout rate, college application rate, staff development, and curriculum development objectives. It did not provide information for OREA to evaluate the career education courses, career education conferences, or parent involvement objectives. The project failed to meet the English language acquisition objective.

The Cognitive Academic Learning Approaches through E.S.L. Content Areas with Career Exploration Strategies Program for Bilingual High School Students in New York City (Project CALA) was a special alternative program at the International High School in Queens. Project CALA completed its first year of a four-year Elementary and Secondary Education Act (E.S.E.A.) Title VII funding cycle. The program provided instructional and support services to 171 students of limited English proficiency (LEP) who had lived in the United States for fewer than four years. The project's overall goal was to provide instructional and support services while emphasizing career education.

Project CALA provided instructional services in English reading, content area subjects, and career education. Program students participated in job internships and, if eligible, took college courses at LaGuardia Community College. The project offered staff development, curriculum development, and activities for parental involvement.

The Office of Research, Evaluation, and Assessment (OREA) interviewed project personnel, observed classroom activities, and analyzed project and school data to evaluate Project CALA. The project met its objectives in the content areas, career education internships, staff and curriculum development, attendance rate, dropout rate, and college application rate. Project CALA offered a number of career education courses, but did not provide information to evaluate the objective in this area. Nor did the project provide the data necessary for OREA to evaluate the

career education conference and the parental involvement objectives. The project director indicated that the parent involvement component could not be implemented as intended. As only 58 percent of the students demonstrated an increase of one normal curve equivalent (N.C.E.) on the Language Assessment Battery (LAB), the project did not meet the English language acquisition objective.

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

- Strengthen efforts to develop skills in the English language by offering additional hours of instruction.
- Provide OREA with the data needed to fully evaluate the project.

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I. INTRODUCTION

This report documents the Office of Research, Evaluation and Assessment's (OREA's) evaluation of the Cognitive Academic Learning Approaches Through E.S.L. Content Areas With Career Exploration Strategies Program For Bilingual High School Students in New York City (Project CALA). Project CALA was a special alternative program which completed the first of a four-year Elementary and Secondary Education Act (E.S.E.A.) Title VII funding cycle. The project operated at the International High School, which was housed at LaGuardia Community College in Long Island City, and provided services to 171 recently immigrated students of limited English proficiency (LEP). The project offered participating students the linguistic, cognitive, and cultural skills necessary for academic and vocational success.

HISTORY OF THE PROGRAM

Statistics indicate that high school dropout rates are significantly higher among language minority students. The State Education Department reported that 36 percent of New York City students between the ages of five and 17 were language minorities and that these students represented a high-risk population for dropping out of high school.

In 1985, the International High School was created as an offshoot of the Middle College High School, a school designed specifically for students thought to be especially at risk of dropping out. Project CALA hoped to emulate their success in

retaining potential dropouts and in attracting them to higher education.

SETTING

Project CALA operated at LaGuardia Community College in Long Island City. The multicultural and multilingual student population was representative of the surrounding community. School facilities were available for student use into the evening hours. Many students had few if any family members at home and often stayed at the school to study, use the gym, or socialize.

PARTICIPATING STUDENTS

Project CALA students had immigrated to the United States mainland within the last four years. They represented a variety of national and language groups. (See Tables 1 and 2.) The largest number of students were speakers of Spanish (39.8 percent), Cantonese (14 percent), and Korean (10 percent).

Since most Project CALA students were immigrants whose studies had been interrupted, 53 percent were over-age for their grade. (See Table 3.) Their exposure to English prior to their participation in the program varied from none to those who came from American junior high schools where their instruction had been entirely in English. The mean number of years of education in the United States was 2.6.

Negative conditions affecting participating students included poverty, student pregnancy, separation from families, poor native language skills, and culture shock. Some students

TABLE 1

Countries of Origin and Native Languages
of Participating Students

COUNTRIES		LANGUAGES
Afghanistan	Japan	Arabic
Argentina	Korea	Armenian
Bangladesh	Malaysia	Bengali
Bolivia	Mexico	Burmese
Brazil	Nicaragua	Cantonese
Burma	Pakistan	Farsi
Cambosia	Peru	French
Chile	Philippines	Fukienese
China	Poland	German
Colombia	Puerto Rico	Greek
Cuba	Romania	Haitian Creole
Cyprus	Russia	Hakka
Dominican Republic	San Salvador	Italian
Ecuador	Somalia	Japanese
Egypt	Syria	Khmer
El Salvador	Taiwan	Korean
Greece	Thailand	Mandarin
Guatemala	Turkey	Malayalam
Haiti	Venezuela	Polish
Honduras	Vietnam	Portuguese
Hong Kong	Yemen	Pushtu
Iran	Yugoslavia	Rumanian
Italy		Russian
		Serbo-Croatian
		Shanghinese
		Somali
		Spanish
		Tagalog
		Taisunese
		Taiwanese
		Thai
		Turkish
		Urdu
		Vietnamese

Participating students came from 45 countries and spoke 34 different native languages.

TABLE 2

Distribution of Students by Native Language

Native Language ^a	Number	Percent
Spanish	68	40.0
Chinese-Cantonese	24	14.1
Korean	17	10.0
Chinese-Mandarin	10	5.9
Arabic	7	4.1
Polish	7	4.1
Haitian Creole	3	1.8
Vietnamese	2	1.2
Other	32	18.8
TOTAL	170 ^b	100.0

^aNative languages having more than one speaker were listed.

^bNative language information was missing for one student.

- Forty percent of the participating students were native speakers of Spanish.
- Twenty percent of the participating students were native speakers of Chinese.

TABLE 3

Number of Program Students by Age and Grade^a

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	12	0	0	0	12
15	17	1	0	0	18
16	5	10	5	0	20
17	10	11	20	8	49
18	4	8	7	4	23
19	6	5	3	3	17
20	0	2	6	6	14
21	1	2	1	2	6
22	0	0	1	2	3
TOTAL	55	39	43	25	162^b

Over-Age Students

Number	26	28	18	13	85
Percent	47.3	71.8	41.9	52.0	52.5

Note. Framed boxes indicate expected age range for grade.

^aAs of June 1989.

^bData were missing for nine students.

- About half of the participating students were over-age for their grade.
- Over 70 percent of tenth graders were over-age for their grade.

came from countries at war, others were resentful about leaving their homelands. Native customs sometimes interfered with school attendance, particularly for girls who were expected to care for their families rather than obtain an education.

STAFF

Title VII funded the project director on a part time basis. Her responsibilities included coordinating the career education program, placing interns, developing new internship sites, and engaging in staff and curriculum development.

DELIVERY OF SERVICES

Project CALA provided services to foster English language acquisition and provided career education. The project developed the Integrated Learning Center to augment English content area instruction and language acquisition, assist cultural assimilation, and provide practical career skills training. The content area subjects mathematics, science, and social studies were taught with an English as a Second Language (E.S.L.) methodology. The project offered a comprehensive career education program of courses and internship seminars. It also engaged in staff and curriculum development and parental involvement activities.

REPORT FORMAT

This report is organized as follows: Chapter II gives the evaluation methodology; Chapter III describes program activities and presents an analysis of the implementation objectives;

Chapter IV assesses the student outcome data; and Chapter V offers conclusions and recommendations based upon the results of the evaluation.

II. EVALUATION METHODOLOGY

EVALUATION QUESTIONS

The evaluation assessed two major areas: program implementation and outcome. Evaluation questions included the following:

Process/Implementation

- Did the program select students for program participation according to the specific criteria proposed?
- Did the project develop instructional materials in mathematics, science, social studies, and career education?
- Did the project implement activities for improving instructor performance?
- Did the project implement activities to increase parental involvement?
- Did the project develop career apprenticeships and organize career conferences for participating students?

Outcome

- What percentage of program students demonstrated a gain of at least one Normal Curve Equivalent (N.C.E.) in English LAB scores?
- What percentage of program students passed their courses in mathematics, science, social studies, and career education?
- How did the attendance rates of program students compare with that of students citywide?
- What percentage of graduating program students submitted college applications?

EVALUATION PROCEDURES

Sample

An OREA field consultant observed four classes. He interviewed the project director, assistant principal of the high school, and a guidance counselor. OREA provided student data forms for all participating students; the project returned 171 of these forms.

Instruments

OREA developed interview and observation schedules for the use of the field consultant and a questionnaire for the project director. Project personnel used OREA-developed data retrieval forms to report student demographic, attendance, and achievement data.

Data Collection

Interviews of school and program staff and classroom observations took place during the spring semester. Project personnel returned the questionnaire and student data retrieval forms in June.

Data Analysis

OREA used the Language Assessment Battery (LAB)⁴ to assess improvement in English proficiency. Project students were tested at grade level each spring. Students' raw scores were converted to Normal Curve Equivalent (N.C.E.) scores, which have multiple advantages over other scoring methods. They are standard, normalized, and form an equal interval scale. ("Standard" indicates that the unit of measurement is a fraction of the standard deviation of the original distribution of raw scores; "normalized" refers to the fact that the scale is adjusted for the norm group so that its distribution has the shape of a normal distribution; and "equal interval scales" allow for legitimate aggregation or averaging of scores.) Project students' N.C.E.s indicated their standing in relation to the national average of 50.

To insure representative achievement data, OREA included only those students who had been in the program for at least five months and had attended classes for at least 100 school days. OREA extrapolated to estimate full-year scores of late-arriving and early-exiting students.

*The Language Assessment Battery (LAB) was developed by the Board of Education of the City of New York to measure the English-language proficiency of non-native speakers of English in order to determine whether they can 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.

Limitations

Since all LEP students are entitled to receive bilingual and E.S.L. services, OREA was unable to select an equivalent control group. However, the use of two sets of data, as outlined above, served in lieu of a control group.

III. EVALUATION FINDINGS: IMPLEMENTATION

STUDENT PLACEMENT AND PROGRAMMING

Project CALA required that students be designated as LEP and have resided in the United States for less than four years. In addition, either a guidance counselor or the New York City Board of Education's Office of High School Admissions had to classify students as requiring an alternative educational environment to reach their full potential.

INSTRUCTIONAL ACTIVITIES

Project CALA operated on a trimester basis so that its courses would coincide with the calendar of LaGuardia Community College. Students who had completed at least 22 credits were eligible to enroll in courses at the college for credits toward high school graduation as well as advanced placement (A.P.) college credit.

Students received instruction in all traditional areas of study: English (four years), mathematics (two years), social studies (four years), science (two years), foreign language (one year), art, music, physical education, and a guidance course. Project CALA was characterized by three integral instructional components: 1) The project's fundamental assumption was that English acquisition was fostered in a variety of environments, therefore all courses were taught using E.S.L. methodology. 2) Project students were never fully mainstreamed in the traditional way, since all courses used only E.S.L. instruction. 3) The

project provided an expansive career educational component that incorporated classroom seminars and student internships.

English Language Acquisition

No course entitled "E.S.L." existed. Instead all courses incorporated an E.S.L. methodology to foster English acquisition. Students received instruction in English reading, including courses in American and other world literature, teenage books, poetry, and drama. Students might also take courses at the Integrated Learning Center to foster English language acquisition. These courses were: Orientation to School and Society, in which students learned about each other and their respective cultures, the neighborhood, and living in New York; Immigration, in which students studied and shared their experiences as immigrants; Research, a required course for juniors, in which students researched careers and colleges in order to plan their futures; Structural English, in which students learned the grammar of the American language; Communicating Across Cultures, about the American language and culture; and Advanced Language Skills in which students prepared for the Regents Competency Tests (R.C.T.s) in reading and writing. In these courses, students engaged in small group interdisciplinary learning activities. Paraprofessionals who spoke Chinese, French, Spanish, Pashto, Russian, Japanese, and Haitian Creole were present to assist in the Integrated Learning Center.

Content Area Subjects

All of the content area courses used E.S.L. methodology. Students were not grouped by grade level--different grade levels participated in the same classes. Paraprofessionals who spoke Chinese, French, Spanish, Pashto, Russian, Japanese, and Haitian Creole assisted in the mathematics classes.

NONINSTRUCTIONAL ACTIVITIES

Project CALA proposed noninstructional objectives for career education, staff and curriculum development, and parental involvement. It did not pose objectives for, but implemented, a wide variety of support services.

Career Education

Program noninstructional objectives for career education were:

- The career resource specialist will have developed student apprenticeships/internships at 15 or more sites.
- The program will organize at least one career conference with representatives from eight major career clusters.

A number of career education options were available to program students. Courses provided theoretical information concerning the sociological and economical underpinnings of the American culture as well as practical information to help students secure employment.

Students had to take three job internships. The program arranged these. Students worked for three-and-a-half hours, four

days per week, as interns with local community organizations. Students also had to attend seminars once a week, where they discussed what they learned at work, shared experiences with classmates, and learned and practiced additional job skills. Since Project CALA developed internship opportunities at 15 sites, it achieved this first career education objective.

Project CALA did not provide the information necessary for OREA to evaluate the second career education objective, for organizing a career conference.

Staff Development

The program objective for staff development was:

- By the end of the first project year 85 percent of program staff members will participate in 90 percent of teacher training workshops and conferences.

Project CALA provided a large number of staff development meetings and peer evaluation opportunities. A professional development committee, comprised of faculty members, set standards for this unique staff development activity. The committee called for untenured teachers and counselors to be observed at least twice each year by a supervisor and twice by colleagues, and to submit at least two self-evaluation reports. For tenured faculty, the minimum requirement was one supervisory, one peer, and one self-evaluation report.

Since the school's assistant principal, administrative assistants, teachers, and paraprofessionals attended the various staff development activities, Project CALA met the staff development objective.

Curriculum Development

The program objectives for curriculum development were:

- By the end of the first project year the project will have developed four instructional units in each of the following: mathematics, science, and social studies.
- By the end of the first project year the project staff will have produced an E.S.L.-based curriculum guide in at least one career education course.

The program created syllabi for E.S.L. mathematics courses in fundamentals of mathematics, sequential mathematics 1 and 2, and computer science. Project CALA developed syllabi for science courses in physics 1 and 2, human development, human anatomy and physiology, biology, zoology, and chemistry. It completed syllabi for the following social studies courses: four levels of global studies, two levels of American studies, participation in government, and economics. Project CALA met the first curriculum development objective.

Project staff developed a curriculum guide for two levels of the career education course entitled Personal and Career Development, and site supervisor manuals for three levels of internship seminars. The project met the second curriculum development objective.

Parental Involvement

The program objective for parental involvement was:

- Parents of students who participate in the project will show an attendance rate at Open School Day/Evening equal to or greater than that of students citywide.

Project CALA was able to implement a number of parent activities, including E.S.L. classes in English conversation, committee meetings on schoolwide planning, Parents Advisory Committee (PAC) meetings, and an international food fair. For the new students' orientation, the program served dinner to parents in three different rooms, according to language group. Staff members at the dinner discussed Project CALA, and parents had an opportunity to socialize with each other and the staff. A large number of parents attended.

Although the project provided parent involvement activities, it did not provide the necessary attendance information for OREA to assess the objective as stated. The project director reported that the project could not attain the proposed parental involvement objective. Many students had come to the United States without their parents. Those parents who were in the United States frequently worked very long and often nontraditional hours. Language barriers were also a problem.

Support Services

Project Cala provided individual and group counseling services to deal with the problems of LEP students. The project also provided a structure for faculty to involve itself with students--each faculty member was responsible for a small group of students during the entire school day. The guidance counselors also led a support group of teachers and discussed issues of case management.

The program required students to take a guidance course in group dynamics. The course covered coping with the difficulties in a new environment, appreciating their own and other cultures, improving communication skills with parents and friends, coping with school pressure, making friends, dancing, drugs, alcohol, and sexuality.

IV. EVALUATION FINDINGS: OUTCOMES

INSTRUCTIONAL ACTIVITIES

Project CALA proposed instructional outcome objectives for English language acquisition, content area subjects, and career education courses.

English Language Acquisition

The evaluation objective for English language acquisition was:

- As a result of participating in the program 70 percent of targeted students will demonstrate an increase in English proficiency as measured by a gain of one N.C.E. on the LAB.

The program provided LAB pre- and posttest N.C.E. data for 104 students. As only 58 percent of the students for whom there were pre- and posttest data achieved a gain of at least of one N.C.E., the program failed to meet the objective for English language acquisition.

Content Area Subjects

The evaluation objective for content area subjects was:

- At least 70 percent of students enrolled in E.S.L. content-based classes (science, mathematics, social studies) will score at or above the passing criterion of 65.

The project provided passing rates for content area courses at the high school and college levels for the spring semester. (See Table 4.) At least 94 percent of participating students passed their courses in each of the three areas. Project CALA met the content area objective.

TABLE 4

Passing Rates in Content Area Subjects

Courses	Number of Students ^a	Percent
High School Courses		
Mathematics	102	100
Science	74	100
Social Studies	136	94
College Courses		
Mathematics	9	100
Science	2	100
Social Studies	6	100

^aFor the spring semester only.

- At least 94 percent of program students passed their content area courses.

Career Education Courses

The evaluation objective for career education courses was:

- As a result of participating in the program, 75 percent of the students enrolled in career education courses will score at or above the passing criterion of 65.

The project did not provide the data necessary for OREA to evaluate the career education courses objective.

NONINSTRUCTIONAL ACTIVITIES

Project CALA posed noninstructional objectives for attendance, dropout, and college application rates.

Attendance Rate

The program objective for attendance rate was:

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

Attendance information was available for 171 project students. Their mean attendance rate was 92.8 percent, as compared to 84.3 percent citywide. The program attendance rate was significantly higher than the attendance rate citywide ($p < .05$). Project CALA met the attendance objective.

Dropout Rate

The program objective for dropout rate was:

- Program students will have a significantly lower dropout rate than similar students citywide.

Project records indicated that no students dropped out during the 1988-89 academic year. Although the citywide dropout rate was not available, it was known to be significantly higher

than zero. Therefore, OREA inferred that Project CALA met the objective for drop-out rate.

College Application Rate

The program objective for college application rate was:

- Eighty percent of program students who are graduating will have submitted college applications.

The program required all students to complete and submit college applications in their last year at the high school. All students were also required to complete the research course at the Integrated Learning Center that prepared students to select and apply to college. The Integrated Learning Center also offered College Prep 1 and 2, which prepared students to apply to colleges and fostered academic skills to enhance their success. All students were guaranteed admission into LaGuardia Community College. Project CALA achieved the objective for college application rate.

V. CONCLUSIONS AND RECOMMENDATIONS

Project CALA served 171 LEP students who had immigrated to the American mainland in the previous four years. The project functioned at the International High School at LaGuardia Community College in Queens. In its first year of implementation, the project's goal was to provide instructional and support services while emphasizing career education.

Participating students received instruction in English reading, content area subjects taught using E.S.L. methodology, and career education. The project provided support services, staff and curriculum development, and parent involvement activities.

The project failed to meet the objective for English language acquisition, as only 58 percent of program students demonstrated an increase of at least one N.C.E. on the LAB. It met the content area subjects objective--at least 94 percent of participating students passed their courses on both the high school and college level. Although Project CALA staff provided a number of career education courses, it did not provide information to enable OREA to assess achievement of the career education courses objective.

Since the career resource specialist developed internships at a minimum of 15 sites, the project met the career education internship objective. Project CALA did not provide data for OREA to evaluate the career education conference objective.

The project met the attendance objective--attendance rate of participating students was 92.8 percent while the citywide attendance rate was 84.3. Although there was no citywide dropout rate provided, it was known to be significantly higher than zero, the program's dropout rate. Therefore, CALA met the dropout rate objective. All participating students were required to apply to college; the project therefore met the college application rate objective.

All program staff participated in the staff development activities. A unique program of peer review fostered professional growth by exposing staff to different methods and techniques, providing insight into effective teaching and counseling methods, permitting staff to share ideas, and encouraging self-evaluation. Project CALA met the staff development objective.

Project staff developed the required number of instructional units in mathematics, science, and social studies, as well as an E.S.L.-based curriculum guide in three career education courses. The project achieved both curriculum development objectives.

Although project staff offered a number of activities for parental involvement, it did not provide the attendance data necessary for the evaluation of the parental involvement objective. The project director suggested that it was difficult to achieve the objective because of work schedules and language factors, among other reasons.

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

- Strengthen efforts to develop skills in the English language by offering additional hours of instruction.
- Provide OREA with the data needed to fully evaluate the project.