

## DOCUMENT RESUME

ED 320 430

FL 018 590

AUTHOR Berney, Tomi D.; Hriskos, Constantine  
 TITLE Asian and Arabic Mediated Enrichment Resource and Instructional Career Awareness. Project Amreica 1988-89. OREA Evaluation Section Report.  
 INSTITUTION New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.  
 SPONS AGENCY Department of Education, Washington, DC.  
 PUB DATE Apr 90  
 GRANT G008710397  
 NOTE 30p.  
 PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.  
 DESCRIPTORS Arabic; Arabs; \*Bilingual Education Programs; Chinese; Chinese Americans; Cultural Background; \*English (Second Language); Evaluation Methods; Federal Programs; High Schools; Inservice Teacher Education; \*Limited English Speaking; Native Language Instruction; Parent Participation; Program Descriptions; Program Evaluation; Second Language Instruction; Second Language Learning; Uncommonly Taught Languages

IDENTIFIERS Content Area Teaching; \*Project America NY

## ABSTRACT

Project America provided supplemental instruction in English as a Second Language (ESL); Native Language Arts (NLA); and bilingual instruction in the subjects of mathematics, science, and social studies. The project also provided support services to encourage pride in, and respect for, both ethnic heritage and the American culture. The project served a total of 412 Chinese- and Arabic-speaking students at two high schools in Brooklyn, New York City. Evaluation results show the project failed to provide NLA for Arabic-speakers and failed to meet its NLA objectives for the Arabic-English bilingual courses. It was decided to drop the Arabic-speaking component for the 1989-90 program cycle. Project America met the career development objective of providing a career conference. Data was not provided for evaluation on the staff development objective concerning awareness of pupils' needs and problems, and on the career development objective that students would meet with a bilingual career specialist at least three times. Project America did not meet its objective concerning staff enrollment in university courses. Data was not provided to assess attendance or parental involvement. (GLR)

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

ED320430



# OREA Report

## EVALUATION SECTION REPORT

ASIAN AND ARABIC MEDIATED ENRICHMENT RESOURCE  
AND INSTRUCTIONAL CAREER AWARENESS  
PROJECT AMERICA  
Grant Number G008710397

1988-89

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

This document has been reproduced as  
received from the person or organization  
originating it.

Minor changes have been made to improve  
reproduction quality.

• Points of view or opinions stated in this docu-  
ment do not necessarily represent official  
OERI position or policy.

"PERMISSION TO REPRODUCE THIS  
MATERIAL HAS BEEN GRANTED BY

R. Tobias

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)."

EVALUATION SECTION  
John E. Schoener, Chief Administrator  
April 1990

EVALUATION SECTION REPORT

ASIAN AND ARABIC MEDIATED ENRICHMENT RESOURCE  
AND INSTRUCTIONAL CAREER AWARENESS  
PROJECT AMERICA  
Grant Number G008710397

1988-89

Prepared by  
The Multicultural/Bilingual Education Evaluation Unit  
Tomi Deutsch Berney, Evaluation Manager  
Constantine Hriskos, Evaluation Consultant

New York City Public Schools  
Office of Research, Evaluation, and Assessment  
Robert Tobias, Director



## NEW YORK CITY BOARD OF EDUCATION

Robert F. Wagner, Jr.  
President

Irene H. Impellizzeri  
Vice President

Gwendolyn C. Baker  
Amalia V. Betanzos  
Stephen R. Franse  
James F. Regan  
Edward L. Sadowsky  
Members

Joseph A. Fernandez  
Chancellor

---

It is the policy of the New York City Board of Education not to discriminate on the basis of race, color, creed, religion, national origin, age, handicapping condition, marital status, sexual orientation, or sex in its educational programs, activities, and employment policies, as required by law. Any person who believes he or she has been discriminated against should contact his or her local Equal Opportunity Coordinator. Inquiries regarding compliance with appropriate laws may also be directed to Mercedes A. Nestler, Director, Office of Equal Opportunity, 710 Livingston Street, Room 601, Brooklyn, New York 11201, or to the Director Office for Civil Rights, United States Department of Education, 26 Federal Plaza, Room 33-130, New York, New York 10275.

---

1/1/90

12

ASIAN AND ARABIC MEDIATED ENRICHMENT RESOURCE  
AND INSTRUCTIONAL CAREER AWARENESS  
PROJECT AMERICA  
1988-89

SUMMARY

- Project AMERICA was partially implemented. Participating students received instruction in English as a Second Language, Chinese Native Language Arts (N.L.A), and content area subjects taught bilingually (Chinese/English) or with an E.S.L. methodology. However, Project AMERICA failed to provide either Arabic N.L.A. or Arabic-English bilingual courses. The project offered career development, an introduction to American culture, staff development, and parental involvement activities.
- The project met its objectives in E.S.L., the content areas, career development, American culture, as well as in dropout and attendance rates. It failed to provide data for career development and staff development objectives, and both parental involvement objectives. Project AMERICA failed to meet its N.L.A. objectives and another staff development objective.

Asian and Arabic Mediated Enrichment Resource and Instructional Career Awareness (Project AMERICA) completed the second year of a three-year Elementary and Secondary Education Act (E.S.E.A.) Title VII funding cycle. The project provided students with support services to encourage pride in and respect for both ethnic heritage and the American culture. Students were of limited English proficiency (LEP students) and also limited in their ability to read and write in their native language. Project AMERICA served a total of 412 (366 Chinese- and 46 Arabic-speaking) students at Fort Hamilton and Lafayette High Schools in Brooklyn.

Project AMERICA provided supplemental instruction in English as a Second Language (E.S.L.); Native Language Arts (N.L.A.); and bilingual instruction in the content area subjects of mathematics, science, and social studies. It also engaged in staff development and parental involvement activities. It organized career workshops and provided other career development activities and offered field trips to introduce students to American culture.

Since Project AMERICA did not provide N.L.A. for Arabic-speakers, it failed to meet its N.L.A. objectives for the Arabic-dominant. Project AMERICA met the career development objective that it would provide a career conference. It did not provide data on another career development objective--that students would meet with a bilingual career specialist at least three times. It met the American culture objective that it would organize at

least two field trips to historic sites. The project did not provide data on the staff development objective concerning awareness of pupils' needs and problems; it failed to meet the objective concerning staff enrollment in university courses. Project AMERICA did not provide attendance data for OREA to assess the parental involvement objective.

As in the previous year, the weakest part of the program was its lack of services for Arabic-speaking students. Last year's report recommended that greater efforts should be made in this area. Apparently, however, it was difficult to attract Arabic-speaking personnel, and the Arabic student population was declining. The project has decided to drop the Arabic-speaking component in the 1989-90 program cycle.

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

- The project should provide the necessary data for OREA to evaluate its program more comprehensively.

## TABLE OF CONTENTS

	<u>PAGE</u>
I. INTRODUCTION .....	1
History of the Program .....	1
Setting .....	1
Participating Students .....	2
Staff .....	2
Delivery of Services .....	3
Report Format .....	3
II. EVALUATION METHODOLOGY .....	5
Evaluation Questions .....	5
Process/Implementation .....	5
Outcome .....	5
Evaluation Procedures .....	6
Sample .....	6
Instruments .....	6
Data Collection .....	6
Data Analysis .....	6
Limitations .....	7
III. EVALUATION FINDINGS: IMPLEMENTATION .....	8
Student Placement and Programming .....	8
Instructional Activities .....	9
English as a Second Language .....	9
Native Language Arts .....	9
Content Area Subjects .....	10
Noninstructional Activities .....	11
Career Development .....	11
American Culture .....	12
Staff Development .....	12
Parental Involvement .....	13
IV. EVALUATION FINDINGS: OUTCOMES .....	14
Instructional Activities .....	14
English as a Second Language .....	14
Native Language Arts .....	14
Content Area Subjects .....	16
Noninstructional Activities .....	16
Attendance Rate .....	16
Dropout Rate .....	18
Student Attitudes Toward Cultural Heritage and School .....	19
V. CONCLUSIONS and RECOMMENDATION .....	20

LIST OF TABLES

	<u>PAGE</u>
TABLE 1: Pretest/Posttest N.C.E. Gains on the Language Assessment Battery, by Grade and Site .....	15
TABLE 2: Passing Rates in Content Area Subjects .....	17



## I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of the second year of a three-year Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded program, Asian and Arabic Mediated Enrichment Resource and Instructional Career Awareness (Project AMERICA). Project AMERICA provided instructional and support services to 412 students of limited English proficiency (LEP students) at Fort Hamilton and Lafayette High Schools in Brooklyn. Project AMERICA attempted to improve these students' English language ability, develop their academic skills, and improve attitudes toward their native and American cultures as well as towards school.

### HISTORY OF THE PROGRAM

A detailed description of the history of the project and its activities and their outcomes are in the final evaluation report of 1987-88.

### SETTING

The community surrounding Fort Hamilton High School had many Spanish-, Chinese-, and Arabic-speaking immigrants among its student population of 2,010. Lafayette High School had a growing population of immigrants from Southeast Asia. The total student population at this school was 2,676 in 1988-89.

Project facilities at both sites were ample. Materials in target languages were made available to students at the project offices.

## PARTICIPATING STUDENTS

Project AMERICA served 266 students at Fort Hamilton High School, 220 Chinese speakers and 46 Arabic speakers. Lafayette High School served 146 Chinese-speaking students. Almost all of the students in the program were from low-income families and were eligible for the school's free lunch program. Many of these students were recent immigrants from the People's Republic of China, Taiwan, and Hong Kong, as well as Saudi Arabia and other Middle Eastern countries. Fewer than two percent were functionally illiterate in their native language. English language ability ranged from none to adequate for mainstreaming.

Many of the student's parents had jobs that did not require English language competency. Some worked long hours and could not spend much time with their children. They were rarely able to attend Parent Teacher Association (P.T.A.) meetings and often did not respond to letters sent by the school.

## STAFF

Title VII staff consisted of a project director, two resource teachers, two paraprofessionals, and a secretary/clerical worker. The project director held master's degrees and was fluent in several dialects of Chinese. The resource teachers held master's degrees and were fluent in Chinese. One paraprofessional was working toward her B.A. and was fluent in Arabic; the other paraprofessional held a B.A. and was fluent in Chinese. The secretary/clerical worker had a high school diploma.

The project director was responsible for the overall administration and supervision of the program and was deeply involved with the guidance/advising aspect of the project. The resource teachers provided tutoring, student advisement, and counseling; organized professional development, curriculum development, and parental involvement activities, including English as a Second Language (E.S.L.) instruction for parents. The paraprofessionals tutored students and assisted in the classroom.

#### DELIVERY OF SERVICES

Project AMERICA offered basic skills, career education/counseling, and preoccupational training. Students received instruction in E.S.L.; N.L.A. where available; and bilingual (Chinese) mathematics, science, and social studies. Courses in preoccupational training (business, law, and/or health careers) were available in the native language.

Support services included guidance, counseling and career training, tutoring, and family activities--including E.S.L. and high school equivalency classes for parents and siblings--and parent contacts. The project provided career seminars and extracurricular activities for students and engaged in staff development activities.

#### REPORT FORMAT

This report is organized as follows: Chapter II gives the evaluation methodology; Chapter III describes the implementation

of the project and assesses the accomplishment of implementation objectives; Chapter IV presents an analysis of the student outcome data; 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

- How did the project select students for participation?
- Did the project implement instruction for developing English language proficiency as proposed?
- Did the project implement instruction for developing native language skills as proposed?
- Did the project implement bilingual instruction in the content areas of mathematics, science, and social studies?
- Did the project conduct staff development activities?
- Did the program organize and encourage parental involvement?

#### Outcome

- What was the average Normal Curve Equivalent (N.C.E.) gain on the Language Assessment Battery?
- What percentage of students showed a significant increase in native language achievement?
- What percentage of students passed their courses in mathematics, science, and social studies?
- How did the attendance rate of program students compare with that of mainstream students?
- How did the dropout rate of program students compare with that of mainstream students?

## EVALUATION PROCEDURES

### Sample

An OREA field consultant visited both program sites, observed four classes, interviewed the project director, two resource teachers, and the principal or assistant principal of each school. OREA provided a student data form for each student. The project returned 397 completed data forms in the fall and 385 in the spring.

### Instruments

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

### Data Collection

The field consultant interviewed school and project staff and observed classes during a four-month period from February to May 1989. OREA gave the questionnaire and student data forms to the project director in January and April and collected them at the end of February and June.

### Data Analysis

OREA used the Language Assessment Battery (LAB) to assess improvement in English proficiency. Project AMERICA 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 assess the significance of students' achievement in English, OREA computed a correlated  $t$ -test on LAB N.C.E. scores. The  $t$ -test determined whether the difference between the pre- and posttest scores was significantly greater than would be expected by chance variation alone.

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.

### 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

Project AMERICA provided 412 LEP students with intensive instruction in E.S.L.; N.L.A.; bilingual or E.S.L. mathematics, science, and social studies; and preoccupational training in business, law, or health careers. The project also provided guidance, career counseling, and various extracurricular activities for students, as well as staff and curriculum development and parental involvement activities.

#### STUDENT PLACEMENT AND PROGRAMMING

The project targeted Chinese- and Arabic-speaking LEP students who had scored below the twenty-first percentile on the English version of the Language Assessment Battery (LAB)\*. The project also selected students on the basis of recommendations from teachers and personal interviews. Students lacking skills in their native language took a sequence of N.L.A. courses. As students scored above the twenty-first percentile on the LAB they were mainstreamed; recommendations by teachers and requests from parents also initiated mainstreaming. The transition to the mainstream was accomplished gradually. According to the

---

\*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.



director, project students generally did very well after being mainstreamed, and most of them went on to college.

### INSTRUCTIONAL ACTIVITIES

The project implemented instructional activities in E.S.L., N.L.A., and the content area subjects.

#### English as a Second Language

Both schools offered four levels of E.S.L. courses: elementary, intermediate, advanced, and transitional.

At Lafayette High School, the OREA field consultant observed a class on adjective clauses. The teacher distributed an exercise, from which he wrote a sentence on the board. He read similar sentences to the class, each of which contained a question. Students supplied answers using the correct adjective clause. The teacher then assigned a written exercise requiring students to form sentences with the nouns listed, then turn the sentences into questions, and answer them with sentences containing adjective clauses.

#### Native Language Arts

Fort Hamilton High School offered courses in Chinese at the elementary and intermediate levels for speakers of Mandarin and Cantonese. Lafayette High School offered beginning, intermediate, and advanced levels of Chinese. Neither school offered Arabic N.L.A.; finding Arabic-speaking staff was apparently a problem.

Last year's report documented the need to provide more N.L.A. and bilingual counseling for the Arabic-speakers in the program. A decline in the enrollment of Arabic-speaking students became apparent, however. On the recommendation of the project director, Project AMERICA will discontinue the Arabic component next year.

### Content Area Subjects

Fort Hamilton High School offered Chinese-English content area classes in mathematics, science, and social studies. It offered a global history class using E.S.L. methodology.

Lafayette High School offered Chinese-English bilingual content area classes in science and social studies. It also offered a number of social studies and science courses taught with E.S.L. methodology. Neither school offered any courses in Arabic.

Biology. At Fort Hamilton High School, the field consultant observed a biology class in Chinese on heredity in plants and animals. A student wrote the vocabulary for the day's lesson on the board in Chinese and English. Individual students read and spelled out the words in English; the class then read the words in unison. The teacher showed a genetics chart that depicted the differences between wild and cultivated species, and asked the class what kinds of traits people select when crossbreeding certain kinds of plants. The paraprofessional occasionally moved from desk to desk, checking students' notes and answering their questions. At the end of the class, the teacher assigned a translation exercise for homework.

Global History. The OREA consultant observed a global history class at Fort Hamilton High School. There was a map of the People's Republic of China on the wall and a list of geographic terms on the board. Referring to the map, the teacher explained the terms. He asked the class to identify the two largest islands off the mainland (Taiwan and Hainan). The class then discussed countries that bordered China as well as the mainland's exports and imports, natural resources, rivers, and population. Written work and discussion were both in English. The class ended by discussing why China, the most prosperous and scientifically advanced country in the Middle Ages, fell behind other countries in achievement in the modern period.

Engineering Science. At Lafayette High School, the OREA field consultant observed a class in engineering science for students who were going on to college. The class discussed questions written on the board. The teacher wrote Chinese equivalents for English terms.

#### NONINSTRUCTIONAL ACTIVITIES

The project proposed non-instructional objectives in career counseling, extracurricular activities, staff development, and parental involvement.

#### Career Development

The program objectives for career development were:

- 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.

Project AMERICA did not provide the data necessary for OREA to assess the first career development objective.

Over 400 students participated in "Asian Bilingual Career Day," a day-long career fair at which representatives of business and industry presented information on career options and skill requirements. The project met its second career development objective.

#### American Culture

- The program will organize at least two field trips for the targeted students to museums and historic sites to increase their familiarity with American culture.

Project AMERICA organized a number of field trips to historic sites along the east coast. The project met its American culture objective.

#### Staff Development

The program objectives for staff development were:

- Eighty percent of the staff in the program will demonstrate an increased awareness of pupil needs and pupil problems as indicated by a 5-point scale.
- Ninety percent of program staff will enroll in at least one university course each semester.

Project AMERICA did not provide the data necessary for OREA to evaluate the first staff development objective.

The project reported that the director completed university level courses. Since this constituted considerably less than 90

percent of project staff, Project AMERICA failed to meet the second staff development objective.

Parental Involvement

The program objective for parental involvement was:

- 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.

Project AMERICA provided no data for either project parent or mainstream parent attendance. Therefore, OREA was unable to determine whether it met the parental involvement objective.

#### IV. EVALUATION FINDINGS: OUTCOMES

##### INSTRUCTIONAL ACTIVITIES

The project proposed instructional objectives in E.S.L., N.L.A., and content area subjects.

##### English as a Second Language

The evaluation objective for English language development was:

- Seventy percent of the target students will demonstrate an appropriate increase in English language proficiency as indicated by mastery of one English syntax objective per twenty days of instruction as demonstrated on the appropriate level of the LAB.

It was impossible to evaluate the E.S.L. objective as stated. Instead, OREA measured the difference between pre- and posttest LAB scores. Overall, project students made significant increases on the LAB, indicating significant improvement in English language proficiency. (See Table 1.) Project AMERICA can be said to have met its E.S.L. objective.

##### Native Language Arts

The evaluation objectives for native language development were:

- Seventy-five percent of the Chinese-dominant participants will demonstrate a significant increase in Chinese language achievement as indicated by a significant improvement when results on a teacher-made instrument are analyzed.
- Seventy-five percent of the Arabic-dominant participants will demonstrate a significant increase in Arabic language achievement as indicated by significant improvement when results on a teacher-made instrument are analyzed.

TABLE 1

Pretest/Posttest N.C.E. Gains on  
the Language Assessment Battery, by Grade and Site

Grade	Number of Students	Pretest		Posttest		Difference		t value
		Mean	S.D.	Mean	S.D.	Mean	S.D.	
9	54	10.7	11.3	16.9	12.3	6.2	8.5	5.3*
10	68	12.0	9.1	17.3	9.7	5.3	7.1	6.2*
11	67	16.1	9.4	18.4	10.2	2.2	11.0	1.7
12	37	17.6	8.6	19.8	11.9	2.1	9.7	1.3
<u>High School</u>								
Fort Hamilton	162	13.8	9.8	17.0	10.9	3.3	9.7	4.3*
Lafayette	64	15.1	13.9	20.2	10.5	5.1	12.6	3.3*
TOTAL	226	13.8	10.0	18.0	10.9	4.1	9.3	6.6*

\*p&lt;.05

- Ninth and tenth graders made significant gains on the LAB. Gains made by project students overall were also significant.
- Students at both schools made significant gains on the LAB.

Project AMERICA did not meet the N.L.A. objective for Chinese-dominant students, as only 31.3 percent of these students at Lafayette High School, and 29.5 at Fort Hamilton High School, showed a significant improvement from pretest to posttest.

The project failed to implement N.L.A. instruction for Arabic-speaking students. OREA was therefore unable to evaluate the second N.L.A. objective.

### Content Area Subjects

The evaluation objective for content area subjects was:

- At least 70 percent of all targeted students will score at or above the passing criterion of 65 in the content subject areas of mathematics, science, and social studies.

More than 70 percent of the project students passed in every content area course, except at Lafayette High School during the spring semester when 69.8 percent passed. (See Table 2.) For all practical purposes, Project AMERICA met its content area objective.

### NONINSTRUCTIONAL ACTIVITIES

The project proposed non-instructional objectives in attendance rate, dropout rate, and student cultural and career awareness.

### Attendance Rate

The evaluation objective for attendance was:

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



TABLE 2

## Passing Rates in Content Area Subjects

High School	Content Area	Fall		Spring	
		Number of Students	Percent Passing	Number of Students	Percent Passing
Fort Hamilton	Mathematics	137	75.2	117	79.5
	Science	225	83.6	184	84.2
	Social Studies	168	72.0	180	70.0
Lafayette	Mathematics	174	72.4	139	69.8
	Science	122	81.1	120	80.8
	Social Studies	138	76.1	132	76.5
TOTAL	Mathematics	311	73.6	256	74.2
	Science	122	81.1	304	82.9
	Social Studies	138	76.1	312	72.8

- At least 70 percent of program students passed their content area courses at both sites and in both semesters.

Project students had an attendance rate of 92.9 percent at Fort Hamilton High School, and at Lafayette High School the rate was 92.3 percent. Mainstream students at the two schools had attendance rates of 82.4 and 80.1 percent respectively.

OREA performed a  $z$ -test ( $p < .05$ ) on the program and mainstream rates at each school to determine if the difference between them was significant. The results showed that project students attended class significantly more than their mainstream counterparts at Fort Hamilton High School ( $z = 4.5$ ), and at Lafayette High School ( $z = 3.7$ ). Therefore, Project AMERICA met its attendance rate objective.

#### Dropout Rate

The evaluation objective for dropout rate was:

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

In the fall, a total of five project students (1.2 percent) dropped out; in the spring, no project students dropped out.

Mainstream dropout rates were not available for the 1988-89 school year. However, during the 1987-88 year, mainstream students at the two schools had an average dropout rate of 14.0 percent. The difference between the project's dropout rate and the previous year's mainstream dropout rate was  $z = -7.8$ , significant at the .05 level. Assuming there was no radical change in the mainstream dropout rate during the 1988-89 school-year, it seems likely that the project met its dropout objective.

## Student Attitudes Toward Cultural Heritage and School

The evaluation objectives for student attitude were:

- Seventy-five percent of all target students will demonstrate an improvement in attitude toward their 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 5-point scale.
- 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 posttesting and ascertaining the percentage of students gaining one scale point or more.

The project did not provide data covering attitudes towards school or cultural heritage. OREA, therefore, was unable to evaluate either of these objectives.

## V. CONCLUSIONS AND RECOMMENDATION

Project AMERICA completed its second year of a three-year funding cycle. The project provided participating students with instruction in E.S.L., N.L.A., and content area subjects. It also provided career development, exposure to American culture, staff development, and activities for parental involvement.

It was impossible to evaluate the E.S.L. objective as stated. However, a significant gain from pretest to posttest on the LAB supports the contention that Project AMERICA met its E.S.L. objective. The project failed to implement either N.L.A. or bilingual content area classes for Arabic-speaking students. It could not, therefore, meet its N.L.A. objective for Arabic-dominant students. Project AMERICA failed to meet the N.L.A. objective for Chinese-dominant students. The project did, however, meet its objectives for all content area subjects, American culture, attendance, and dropout rates. The project also met objectives for awareness of cultural heritage and attitudes toward school.

The project did not provide data for a number of objectives: career development, increased staff awareness of pupil needs and problems, student attitudes toward cultural heritage and school, and parental involvement.

The previous year's report had documented the need to provide more N.L.A. and bilingual counseling for the Arabic-speakers in the program, and this continued to be a need in the year under review. Finding Arabic-speaking staff was a great

problem. A decline in the enrollment of Arabic-speaking students has become apparent, however, and on the recommendation of the project director, Project AMERICA will discontinue the Arabic component next year.

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

- The project should provide the necessary data for OREA to evaluate its program more comprehensively.