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ABSTRACT

This evaluation of the 1989-90 Career Awareness and Resource Education Program for Hispanic Bilingual High School Students (Project CARE) in New York City found that the program met most of its objectives, but recommended that the unrealistic staff development objective be revised. Project CARE, funded under Title VII of the Elementary and Secondary Education Act, provides the following services to at-risk Spanish-speaking limited-English-proficient (LEP) students: (1) English as a Second Language (ESL); (2) native language arts (NLA); (3) bilingual mathematics, science, and social studies; and (4) career counseling. The project also offered ESL instruction for parents and offered staff the opportunity to attend workshops and college courses. Evaluation information included student performance on the Language Assessment Battery (LAB) and attendance and dropout rates. The following conclusions are presented: (1) the project met its objectives in ESL, attendance, career advisement, guest speakers, curriculum development, and parental involvement; (2) the project partially met its dropout prevention objective; (3) the project did not meet its content area objective due to the participants' low native-language literacy; and (4) the project did not meet its unrealistically high objective for staff attendance at college courses. Statistical data are presented in three tables. (FMW)

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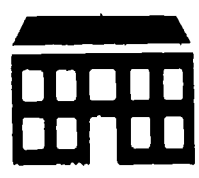
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OREA Report

CAREER AWARENESS AND RESOURCE EDUCATION
 PROGRAM FOR HISPANIC BILINGUAL
 HIGH SCHOOL STUDENTS
 (PROJECT CARE)
 Grant Number: T003A0307

1989-90

FINAL EVALUATION REPORT

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FINAL EVALUATION REPORT



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8/90

CAREER AWARENESS AND RESOURCE EDUCATION PROGRAM FOR HISPANIC
AND CHINESE BILINGUAL HIGH SCHOOL STUDENTS
(PROJECT CARE)
1989-90

SUMMARY

- Project CARE was fully implemented. During the 1989-90 school year, project students received instruction in English as a Second Language (E.S.L.), Native Language Arts (N.L.A.), and bilingual content areas. The project also offered career advisement and guest speakers, as well as staff development activities for parental involvement, and curriculum development.
- The project met its objectives for E.S.L., attendance, career advisement, guest speakers, curriculum development, and parental involvement. Project CARE did not meet its content area or dropout prevention objectives or one staff development objective. A lack of data made it impossible to assess and the N.L.A., and the student attitudes objectives.

The Career Awareness and Resource Education Program For Hispanic Bilingual High School Students (Project CARE) completed its second year of an Elementary and Secondary Education Act (E.S.E.A.) Title VII three-year funding cycle. The project offered instruction in E.S.L.; N.L.A.; and bilingual mathematics, science, and social studies. It also offered support services. Participating students were academically unsuccessful Spanish-speaking students of limited English proficiency (LEP), many of whom lacked native language literacy skills. The project operated at Flushing High School in Queens and Eastern District High School in Brooklyn.

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

- Revise the objective for number% of staff enrolling in university courses to a more reasonable percentage.

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I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of the Career Awareness and Resource Education Program for Hispanic Bilingual High School Students (Project CARE). The project completed its second year of a three-year funding cycle under Title VII of the Elementary and Secondary Education Act (E.S.E.A.).

Project CARE provided Hispanic students of limited English proficiency (LEP) with instruction in English as a Second Language (E.S.L.), Native Language Arts (N.L.A.), bilingual content area subjects, and business and vocational classes. The project operated at Flushing High School in Queens and Eastern District High School in Brooklyn.

PARTICIPATING STUDENTS

Project CARE served 591 Spanish-speaking students during the year. Of this number, 364 attended both semesters, 143 attended fall only, and 84 attended spring only. (Total fall attendance was 507; total spring attendance was 448.) All participants had been designated as academically unsuccessful after failing two or more courses in a semester or having other difficulties with schoolwork. Approximately 20 percent of Project CARE's students scored below the 55th percentile on the Spanish Language Assessment Battery (LAB), indicating that they lacked literacy skills in their native language.

All project students were eligible for the free breakfast and lunch programs, an indication that family income was at or near the poverty level.

STAFF

Title VII funded the director, two resource teachers, and two paraprofessionals. A resource teacher and paraprofessional worked at each school. The project director and the resource teacher at Eastern District High School had master's degrees; the resource teacher at Flushing High School had a B.A. The two paraprofessionals were taking classes towards bachelor's degrees. All project staff were fluent in English and Spanish.

II. IMPLEMENTATION

Students were eligible for Project CARE if they scored at or below the 40th percentile on the English version of the LAB. Other criteria were: limited education in the native language (demonstrated by scoring below the 55th percentile on the Spanish LAB), lack of academic success, and recommendations by a teacher or counselor.

Participating students received instruction in E.S.L. and N.L.A. At both schools the project offered five levels of E.S.L., including a pre-literate level. The pre-literate and beginning students at each site were block-programmed for three periods of E.S.L. daily. Students on the intermediate level received two daily periods of E.S.L., and advanced students attended one E.S.L. class and a mainstream English class daily. The most advanced students had two daily periods of English in English department mainstream classes.

N.L.A. classes ranged from the literacy level to Advanced Placement Spanish. The literacy level students received two

periods of N.L.A. daily, while all other project students received one.

Project students enrolled in bilingual classes in mathematics, social studies, and science. Those at Flushing High School could also receive instruction in health, keyboarding, and selected content area courses taught with an E.S.L. approach. Project students at Eastern District High School had the option of enrolling in vocational courses in the school's bilingual business institute.

The project offered career advisement, brought in speakers on careers, infused career units into the curricula, and sponsored career-oriented field trips to introduce students to the world of work. The staff organized field trips to museums, landmarks, and other places of interest around the city.

Staff were given the opportunity to take relevant college courses and attend developmental workshops. The project offered parents of project students weekly E.S.L. lessons

III. OUTCOMES

INSTRUCTIONAL

English as a Second Language

- Seventy percent of program students will demonstrate an appropriate increase in English language proficiency, as measured by the Language Assessment Battery.

Matching LAB data were available for 349 students. The mean gain was 2.7 Normal Curve Equivalents (N.C.E.s) (s.d.=9.8),

and analysis indicated that the gain was significant ($p < .05$).

Project CARE met its E.S.L. objective.

Native Language Arts

- Seventy-five percent of the students will demonstrate a significant increase in Spanish language achievement, as measured by the Spanish LAB.

Pending the centralized collection and reporting of scores on the reading subtest of the Spanish version of the LAB, data were not collected for OREA to evaluate the N.L.A. objective.

Content Area Subjects

- At least 70 percent of all students will score at or above the passing criterion of 65.

In both semesters, less than 61 percent of the students in the content area classes of mathematics, science, and social studies achieved a passing grade of at least 65. (See Table 1.) Project CARE failed to meet its content area objective. However, it should be recognized that the project focused on students who lacked native language literacy skills and were academically unsuccessful.

TABLE 1

Student Achievement in Content Area Courses

Subject	<u>Fall Semester</u>		<u>Spring Semester</u>	
	Number of Students	Percent Passing	Number of Students	Percent Passing
Mathematics	298	46.6	294	34.4
Science	187	50.3	140	41.4
Social Studies	307	59.6	328	56.4
Career Education	123	59.3	171	61.4

- In no course and in no semester did 70 percent of the students earn a grade of at least 65.

NONINSTRUCTIONAL

Attendance

- Program students' attendance will be significantly higher than that of mainstream students.

The program students' attendance rate was significantly higher ($p < .05$) than that of mainstream students of both sites (see Table 2). The project met its attendance objective.

TABLE 2

Attendance Rates of Program and Mainstream Students by School

High School	Program		Mainstream
	Number of Students	Percent Attendance	Percent Attendance
Eastern District	130	91.9	69.9
Flushing	279	91.2	85.8

- The attendance rates of program students were significantly higher than those of mainstream students.

Dropout Prevention

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

Only at Eastern District High School did participating students achieve a significantly lower dropout rate than did mainstream students. (See Table 3.)

Project CARE partially met its objective for dropout prevention.

TABLE 3

Dropout Rates of Program and Mainstream Students by School

High School	Program		Mainstream
	Fall Semester Dropout Rate	Spring Semester Dropout Rate	Overall Dropout Rate
Eastern District	6.1	4.9	10.0
Flushing	6.1	11.1	5.8

- The dropout rate of program students in Eastern District High School was lower than the dropout rate of mainstream students both semesters.

Student Attitudes

- Seventy-five percent of all students will demonstrate an improvement in attitude towards school.
- Seventy-five percent of all students will demonstrate an improvement in attitude towards one's heritage.

OREA was unable to evaluate either objective for student attitude because of lack of data. The project director had been unable to locate appropriate tests to measure attitudes.

Career Advisement

- All graduating students will meet with the bilingual career specialists for advisement at least three times during the school year.

The bilingual career specialists at both sites were responsible for advising the graduating students on career topics. The two career specialists met with each graduating student (26 at Eastern District High School and 14 at Flushing High School) at least three times during the school year.

The resource specialist at Eastern District High School helped students complete college applications, talked with them about careers, and arranged for interested students to take part in an internship program at a local hospital. The resource teacher at Flushing High School met with students to talk about careers, took students to the New York City Job and Career Center, the Hispanic Career Fair at York College, and on a career field trip to the Morgan Guaranty Trust Company.

The project met its objective for career advisement.

Guest Speakers

- The program will organize at least one conference for the students in which representatives of business and industry will present information on career options and skill requirements.

Three New York City police officers spoke in both Spanish and English to a number of classes about careers with the Police Department. A representative from the N.Y.C. Department of Sanitation gave four in-class presentations on departmental entry requirements and job opportunities.

The project held a special assembly on careers in the legal profession at which lawyers, a paralegal, a librarian, and a bilingual legal secretary from Brooklyn Legal Services spoke. On another occasion, a Con Edison employee spoke in Spanish to several classes on how to get a job with the company.

The project met its objective for guest speakers.

Staff Development

- Eighty percent of the staff will demonstrate an increase in awareness of pupil needs and pupil problems.
- Ninety percent of program staff will enroll in at least one university course.

Project CARE staff participated in staff development activities, attended conferences, and enrolled in university courses. At both sites, staff attended weekly Title VII staff meetings, monthly departmental meetings, occasional schoolwide faculty conferences, and semiannual staff development days.

Off-site workshops for resource teachers addressed the topics of "whole text teaching" and the teaching of literacy. The resource teacher at Eastern District High School organized a workshop on the use of photography in E.S.L./N.L.A. classes and attended a workshop on teaching language arts skills through career-related materials. The project director attended numerous relevant workshops and took classes in administration at Queens College.

The project staff was clearly committed to staff development, but no data specifically indicated increased awareness of pupil needs and problems. OREA, therefore, could not determine whether Project CARE met its first objective for staff development.

The project failed to meet its second objective for staff development, as the project director and one paraprofessional were the only Title VII staff enrolled in college courses.

Curriculum Development

- Curriculum specialists will have developed or translated one subject matter-oriented instructional unit for teaching E.S.L., mathematics, science, and social studies.

The resource specialist developed three curriculum guides for Eastern District High School and two for Flushing High School. Project CARE met its objective for curriculum development.

Parental Involvement

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

Both schools held Open School Day/Evenings each semester. No attendance data were available for the fall Open School Day/Evening, but the project director did report figures for the spring. Twenty-eight project parents (22 percent) and 347 mainstream parents (21 percent) attended the spring Open School Day/Evening at Flushing High School. At Eastern District High School, 25 percent of the project parents and 14 percent of the mainstream parents attended the spring Open School Day/Evening.

Project CARE met its objective for parental involvement.

FOLLOW-UP OF PROGRAM PARTICIPANTS

Twenty-two students graduated, and 13 passed the high school equivalency (G.E.D.) exam. Nine students were fully mainstreamed. Nineteen students left the United States, 46 transferred to another program or school, and 97 dropped out.

IV. CONCLUSIONS AND RECOMMENDATION

Project CARE completed its second year of E.S.E.A. Title VII funding. The project was designed to provide Spanish-speaking LEP students with instruction in E.S.L., N.L.A., bilingual content area subjects, and business and vocational classes. The project also offered career advisement and guest speakers, as well as staff development, parental involvement, and curriculum development. Project CARE operated at Flushing High School in Queens and Eastern District High School in Brooklyn.

The project was successful in meeting its objectives in E.S.L., attendance, career advisement, guest speakers, curriculum development, and parental involvement. It partially met its dropout prevention objective. Although the project did not meet its content area objective, its target population was composed of students who lacked literacy skills in their native language and were otherwise academically unsuccessful. While Project CARE did not meet one staff development objective, it is possible that the criterion for attainment was unreasonably high. A lack of data made it impossible to assess the N.L.A. objective, one staff development objective, and the student attitudes objective. After discussing instruments for measurement of the latter with OREA, the project director located appropriate instruments and will administer them during the 1990-91 school year. Collection of the data necessary for evaluating N.L.A. was also projected for the 1990-91 school year. Reading subtest data from the Spanish LAB were not collected because responsibility for

collecting and reporting data was in transition in the year under review from the project to a central office.

There were two areas in which Project CARE was particularly strong: 1) its targeting of students who otherwise might have had an unsuccessful academic experience, and 2) its use of field trips and career activities to expose these students to mainstream society.

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

- Revise the objective for numbers of staff enrolling in university courses to a more reasonable percentage.