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ABSTRACT

The Alternative Basic Comprehension Program (Project A.B.C.) for bilingual high school students was a special alternative instructional program funded by Title VII for the third year at two high schools in the Bronx. In the year under review, Project A.B.C. served 260 students of limited English proficiency (LEP). Participating students received instruction in English as a Second Language (ESL) and the content area subjects of mathematics, science, and social studies. Teachers attended periodic staff meetings and were reimbursed for college level courses. The project had an active parental component that included ESL and educational trips. As in the previous year, the project met its ESL, staff development, occupational aspiration, attendance, dropout prevention, and parental involvement objectives. Curriculum development objectives were partially met, but the objective for student internships was not completed. Some specific suggestions are presented for program improvement. Six tables present evaluation findings. Appendixes list instructional materials, provide a schedule, and contain the student attitude questionnaire. (SLD)

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# OREA Report

Alternative Basic Comprehensive Program  
(Project A.B.C.)  
Special Alternative Instructional Program  
Grant T003E00074  
FINAL EVALUATION REPORT  
1992-93

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Alternative Basic Comprehensive Program  
(Project A.B.C.)  
Special Alternative Instructional Program  
Grant T003E00074  
FINAL EVALUATION REPORT  
1992-93

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## EXECUTIVE SUMMARY

The Alternative Basic Comprehension Program (Project A.B.C.) for bilingual high school students was a special alternative instructional program funded by Title VII for the third year at Christopher Columbus High School and Walton High School in the Bronx. In the year under review, Project A.B.C. served a total of 260 students of limited English proficiency (LEP). Participating students received instruction in English as a Second Language (E.S.L.) and the content area subjects of mathematics, science, and social studies. Since the project was a special alternative instructional program, it did not offer Native Language Arts (NLA) instruction.

Teachers of participating students had the opportunity to attend periodic staff meetings. The project also reimbursed tuition fees for staff members taking courses on the college level.

Project A.B.C. had an active parental component, which included E.S.L. classes and educational trips.

As in the previous year, the project met its objectives for E.S.L., staff development, career development, occupational aspiration, attendance, dropout prevention, parental involvement, and for the development of an E.S.L.-based curriculum guide in one career cluster. The project partially met the curriculum development objective for twelve instructional units in the content areas and the student objective for passing content area subjects. The project failed to meet its objective for student internships because of lack of apprenticeship opportunities in the community.

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

- Explore reasons why students at Walton High School failed to meet the content area objective fully.
- Provide alternate internship/apprenticeship programs which relieve agencies of the responsibility for utilizing staff to supervise apprentices.
- Develop the instructional units for the content areas as proposed.

## ACKNOWLEDGMENTS

This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Research, Evaluation, and Assessment.

Thanks are due to Mr. Marc A. Augustin for collecting the data and writing the report.

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## I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of the Elementary and Secondary Education Act (E.S.E.A.) Title VII project, Alternative Basic Comprehension Program (Project A.B.C.).

### PROJECT CONTEXT

The program operated at Christopher Columbus High School and at Walton High School, both in the Bronx.

Columbus High School is located in a residential neighborhood of the Bronx. During the 1992-93 school year, the surrounding community was predominantly European-American with a mixture of African-Americans, Latinos, and Asian-Americans. Many of the project students traveled to the schools from adjacent low-income areas. The school population was roughly 40 percent Latino, 25 percent African-American, 23 percent European-American, and 12 percent Asian-American and Native American. Of the 3,180 students at Christopher Columbus High School, 11 percent (363) were of limited English proficiency (LEP), and 12 percent (373) were immigrants from a total of 52 different countries. Twenty-eight percent (774) of the students were eligible for the free-lunch program, an indication of low income.

Walton High School is situated in a working class neighborhood of the Bronx with a large Latino population mixed with African-Americans and Asian-Americans. The population of students at the school was similar to that of the surrounding community: 57 percent Latino, 36 percent African-American, 6 percent Asian-American, and 1 percent European-American. Of the 2,663 students at Walton High School, 21 percent (553) were LEP. Sixteen percent (411) of the students were

immigrants from 33 different countries, and 57 percent were eligible for the free-lunch program.

Classrooms at both sites were well-lit, spacious, and nicely decorated. Bulletin boards in the walls were colorful, and student work was displayed in classrooms. Computers for student use were in evidence at both sites.

### STUDENTS' CHARACTERISTICS

Project A.B.C. served 260 LEP students in ninth through twelfth grade. (See Table 1.) Scores at or below the 40th percentile on the Language Assessment Battery (LAB) determined LEP status. Other student characteristics considered by the project were low native language literacy and willingness to participate as determined by interviews with the guidance counselor and the written permission of parents. Participants were immigrants from a large number of countries. (See Table 2.) Most (95 percent) came from low-income families and were eligible for the free-lunch program.

#### Needs Assessment

Before initiating this program, the project director carried out a needs assessment of targeted LEP students, their families, and the staff who were to serve them. The resulting data showed three basic needs: (1) to provide students with instruction in English as a Second Language; (2) to offer E.S.L.-based content area classes; and (3) to develop student and parent career awareness.

TABLE 1

Number of Students in Project A.B.C.  
by Site and Grade

Site	9	10	11	12	Total
Christopher Columbus High School	43	58	43	56	200
Walton High School	15	24	10	11	60

TABLE 2

Students' Country of Origin

Countries of Origin	Number of Students
Vietnam	48
Russia	31
Yugoslavia	27
Korea	26
China	22
Cambodia	10
Hong Kong	6
India	5
Haiti	3
Yemen	2
Other	6
Unreported	74
Total	260

## PROJECT OBJECTIVES

### Student Objectives

- By June 1993, participating students will demonstrate significant English language gains in listening, speaking, reading, and writing, as shown by increased scores on the Language Assessment Battery.
- At least 70 percent of the students enrolled in E.S.L. content-based classes (science, social studies, mathematics) will score at or above the passing criterion of 65.
- Seventy-five percent of the students will show a significant improvement in occupational aspiration.
- Program students' attendance will be significantly higher than that of mainstream students.
- Program students will have a significantly lower dropout rate than similar non-program students.
- The program will organize at least one career conference with representatives from eight major career clusters.
- The career resource specialist will have developed student apprenticeships/internships at 15 or more sites.

### Staff Development

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

### Curriculum Development

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

## Parental Involvement

- Parents of students who participate in the project will demonstrate an attendance rate at open school days/evenings equal to or greater than that of mainstream parents.

## PROJECT IMPLEMENTATION

During the 1992-93 school year, Project A.B.C. offered instructional and support services to 260 students and their families. The project's primary goals were to promote acquisition of English and content area skills and to develop students' career awareness.

Project A.B.C. infused a strong multicultural component into the curriculum in order to promote knowledge of and appreciation for the many different cultures represented by participants. It also provided students with academic and personal counseling, tutoring, career and college advisement, and cultural and career-oriented trips. The project offered parental involvement and in-service staff development activities, including reimbursement to staff for college credits.

### Materials, Methods, and Techniques

Project A.B.C. offered E.S.L. on beginning, intermediate, advanced, and transitional levels. Teachers used a bilingual instructional methodology, i.e., subject material was presented first in the native language and then repeated in English, which enabled students to gain concepts more readily while they exercised their emerging skills in English. Subsequently, the transition was made to greater use of English taught with an E.S.L. methodology. Teachers used a wide array of strategies, including cooperative learning, informal peer tutoring, formal individual tutoring by

staff members, student-produced newsletters, and reading groups. Computers supplemented classroom instruction.

Project A.B.C. staff developed a newsletter describing the design and goals of the program, and students contributed to the publication. The project distributed the newsletter to parents, school staff, and interested persons and groups.

For a list of instructional materials used in the project, please see Appendix A.

#### Capacity Building.

Both schools planned to use tax-levy monies to fund the project as Title VII funding decreased. The schools also intended to seek assistance from private/volunteer educational foundations, agencies, and other interested organizations.

#### Staff Qualifications

Title VII staff. The project's Title VII staff included the project director, a resource teacher at each of the two sites, and one paraprofessional who worked at Christopher Columbus High School. See Table 3 for a description of degrees held, certification, and language proficiencies (teaching or communicative).\*

The project director's responsibilities included the administration and coordination of the project's activities, staff selection and training, and the coordination of the project's evaluation. The director had more than ten years' experience in the field of teaching LEP students.

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\*Teaching proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects. Communicative proficiency (CP) is defined as a non-native speaker's basic ability to communicate and interact with students in their native language.

The resource specialists' responsibilities were to aid classroom teachers in the development and implementation of instructional activities, provide in-service training to teachers, help plan activities for parents of participating students, and select instructional material. Both specialists had ongoing contact with teachers as a way of keeping in touch with students' needs and progress, and they consulted with students who were having difficulties. They also maintained contact with project students' parents as a way of stimulating parental involvement.

TABLE 3

Project Staff Qualifications

Position Title	Degree(s)	Certificate(s)/ License(s)	Language Proficiency
Project Director	M.A.	E.S.L.	Spanish TP
Resource Specialist	M.D.	Science	Vietnamese TP
Resource Specialist	M.S.	Mathematics	Vietnamese TP
Paraprofessional	H.S. Diploma	N.A.	Vietnamese CP

Other staff. Tax-levy funds paid the salaries of the 53 classroom teachers, six paraprofessionals, and seven guidance counselors who provided services to project students. See Table 4 for language proficiencies, degrees, and certifications.

TABLE 4

Qualifications of Other Staff  
Working With Project Students

Position Title	Degree(s)	Certificate(s)/ License(s)	Language Proficiency
53 Classroom Teachers 7 Guidance Counselors 6 Paraprofessionals	42 Masters 9 Bachelors 4 Ph. D.s	All staff held high school certification in subject area they taught except one teacher certified in French who taught Russian	18 Spanish TP 2 Vietnamese TP 4 French TP 1 Russian TP

Staff development. Four staff members received tuition assistance toward college courses in E.S.L. or bilingual education. Teachers of participating students were offered periodic staff development activities, including workshops. These focused on E.S.L., language activities, child abuse, domestic violence, and multicultural issues.

Instructional Time Spent on Particular Tasks

See Appendix B for examples of class schedules.

Length of Time Participants Received Instruction

Students had a mean of 7.5 years (s.d.=2.3) of education in their native country and 2.7 years (s.d.=2.1) of education in an English-speaking school system. The median time students participated in Project A.B.C. was 20 months.

Activities to Improve Pre-Referral Evaluation for Exceptional Children

Teachers referred those students thought to be in need of special education to the School-Based Support Team (S.B.S.T.) for evaluation. Neither of the two schools



had S.B.S.T. members who were proficient in the students' native languages, and other staff translated as necessary.

Gifted and talented students were identified by grades and teacher judgment.

#### Instructional Services for Students with Special Needs

The project provided individual tutoring and computer-assisted instruction during school hours to students having difficulty in classes. Gifted and talented students had access to advanced placement courses and honor classes.

#### PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

Project A.B.C. supported a variety of parental involvement activities, such as E.S.L. classes, training sessions which integrated acculturation and job development, and field trips.

## II. EVALUATION METHODOLOGY

### EVALUATION DESIGN

#### Comparison of Project Group's Educational Progress with Appropriate Non-Project Group

OREA used a gap reduction design to evaluate the effect of bilingual language instruction on project students' performance on the standardized tests. Because of the difficulty of finding a valid comparison group, OREA used instead the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group had a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains could be attributed to project services.

#### Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students for whom there were pre- and posttest scores. (There were no posttest data on students who entered the program late; therefore, posttest data for them will serve as pretest data for the following year.) Instruments used to measure educational progress were appropriate for the students involved. The LAB is used throughout New York City to assess growth in English skills among students similar to those served by Project A.B.C

## INSTRUMENTS OF MEASUREMENT

OREA compared pre- and posttest scores on the LAB to assess the E.S.L. objective. All students were tested at the level appropriate for their grade placement.

According to the publisher's test manual, the LAB is valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is obtained by an item-objective match and includes grade-by-grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To demonstrate reliability, KR20 coefficients and standard errors of measurement are reported by grade and form for each subtest and total test. Grade reliability coefficients based on LEP students performance on the English version ranged from .88 to .96 for individual subtests and from .95 to .98 for the total test.

OREA used final course grades in mathematics, science, and social studies to measure growth in content area subjects, as specified by the content area objective.

To assess improvement in occupational aspiration, OREA developed a Likert-type questionnaire which project personnel administered to all participating students. (See Appendix C.)

## DATA COLLECTION

To gather qualitative data, an OREA evaluation consultant visited Christopher Columbus and Walton High Schools. The consultant observed two classes at each of the two schools and interviewed the project director twice. OREA collected the data and prepared the final evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format.

Proper administration of instruments. Qualified personnel received training in testing procedures and administered the tests. Testers followed guidelines in the administration manuals accompanying standardized tests. Time limits for students were adhered to; directions were given exactly as presented in the manuals.

Testing at 12-month intervals. The LAB was administered at 12-month intervals, following the published norming dates.

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were accomplished electronically by the New York City Public Schools Scan Center. Data provided by the Scan Center were analyzed in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OREA. Data collectors, processors, and analysts were unbiased, with no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data. To assess the significance of students' achievement in English, OREA computed a correlated *t*-test on LAB and 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.

The only possible threat to validity of any of the above instruments might be that LAB norms were based on the performance of English proficient (EP) rather than LEP students. Since OREA was examining gains, however, this threat was inconsequential-the norming group would not have affected the existence of gains, although they would appear smaller than if LEP norms had been used.

### III. FINDINGS

#### PARTICIPANTS' EDUCATIONAL PROGRESS

Project A.B.C. carried out all activities specified in its original design.

#### Participant's Progress in English

Throughout the school year, students had ample opportunity to develop their English skills.

An OREA evaluation consultant observed an intermediate level E.S.L. class at Columbus High School. Fifteen students were present for a lesson on the use of words indicating frequency (e.g. often, rarely, never, always). The teacher constructed a series of questions and called for volunteers to answer them. Almost all students participated.

The lesson was primarily teacher-directed, but students were encouraged to ask questions and to work together as necessary. The students were given the opportunity to utilize their listening, speaking, and writing skills. There was no paraprofessional in the classroom.

The evaluation objective for English as a second language was:

- By June 1993, participating students will demonstrate significant English language gains in listening, speaking, reading, and writing, as shown by increased scores on the Language Assessment Battery.

There were complete pre- and posttest scores on the LAB for 154 students from grades nine through twelve. (See Table 4.) Mean gains for these students were 12.51 N.C.E.s (s.d. = 16.4), which was statistically significant ( $p < .05$ ).

The project met its objective for E.S.L., as it had in the previous year.

TABLE 5

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

Site	Total number of project students	Number of students for whom data were available	Pretest		Posttest		Difference		t value
			Mean	S.D.	Mean	S.D.	Mean	S.D.	
Christopher Columbus High School	200	117	13.7	12.2	28.9	20.2	15.2	17.4	9.46*
Walton High School	60	37	13.9	12.3	18.0	15.2	4.1	8.7	2.87*
Totals	260	154	13.7	12.2	26.3	19.6	12.5	16.4	9.48*

14 \* $p < .05$

● Score increases at both sites were significant.

### Participants' Progress in Native Language Arts

The project was a special alternatives instructional program and did not posit any specific N.L.A. objectives. The schools provided books for the project resource room in the various native languages represented by the student body, including dictionaries in English/Vietnamese, English/Chinese, English/Korean, English/Khmer, English/Russian, and English/Bengali.

The possibility of creating a literacy program in Russian for new admits with limited native language skills was under consideration.

### LEP Participants' Academic Achievement

Teachers taught social studies, science, and mathematics in English with an E.S.L. technique. A mathematics and a science class were taught in English supplemented by Vietnamese at Christopher Columbus High School.

Teachers used E.S.L. methodology to review general science topics and prepare students for the Regents Competency Test (R.C.T) at Walton High School.

The project's resource specialists and paraprofessionals taught students how to use computer software in mathematics and how to review for the R.C.T.s in social studies, biology, physics, and chemistry.

An OREA evaluation consultant observed an intermediate global studies class at Walton High School. Twenty-two students were present for a lesson on world population growth. The teacher began the class by passing out a cartoon about the problem of population expansion and called on volunteers to interpret the cartoon. Together with the class, he reviewed the probable consequences of a world

population explosion. The teacher then asked the students to write an essay on the lesson. The students were enthusiastic, and almost all participated.

The content area objective 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 objective was met in all subject areas and on all grade levels at Christopher Columbus High School. At Walton High School, the objective was met for social studies both semesters, for mathematics in the spring but not the fall, and for science in the fall but not the spring. (See Table 5.)

Project A.B.C. partially met its content area objective, as was also true in the previous year.

## OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

### Educational Field Trips

Project A.B.C. provided a number of field trips for participants and their parents to acquaint them with various aspects of life in the United States. These trips included visits to Dorney Park in Pennsylvania, the American Museum of Natural History, and to the Broadway musical *Miss Saigon*.



TABLE 6

Passing Grades in Content Area Courses

Site	Subject	Fall 1992		Spring 1993	
		Number of students for whom data were reported	Percent Passing	Number of students for whom data were reported	Percent Passing
Christopher Columbus High School	Mathematics	148	81.1	149	81.2
	Science	113	79.6	132	85.6
	Social Studies	143	81.8	143	90.2
Walton High School	Mathematics	48	62.5	51	80.4
	Science	43	74.4	41	56.1
	Social Studies	51	76.5	53	90.6

### Grade Retention

Project A.B.C. did not propose any objectives for grade retention. Forty-six participating students (17.7 percent) were retained in grade. In the previous year, 15.9 percent of the students were retained in grade.

### Career Development

The resource specialist used an occupational outlook handbook and college bulletins to survey college admission and career requirements with project students and gave advice on how to interview successfully.

The project proposed one objective to promote career awareness:

- The program will organize at least one career conference with representatives from eight major career clusters.

All program students participated in a Career Day conference in the spring. Representatives from the field of computer science, physical therapy, medicine, hotel management, and at least five other career fields offered workshops.

Project met its career development objective, as it had in the previous year.

### Student Internships

The project proposed one objective for student internships:

- The career resource specialist will have developed student apprenticeships/internships at 15 or more sites.

Community representatives gave students information about job possibilities, but no placements were made. A severely limited job market made it virtually impossible to offer even apprenticeship positions, since most agencies had reduced staff and could not provide personnel to supervise apprentices.

Project A.B.C. did not meet the student apprenticeship/internships objective. Project A.B.C. had also failed to meet this objective in the previous year.

### Occupational Aspirations

Resource teachers used the occupational outlook handbook to give students and their parents information about careers. Students and teachers exchanged ideas during question-and-answer periods. The project helped seniors get information from colleges and assisted them in contacting admissions offices and completing college applications and financial aid papers. E.S.L. teachers discussed careers with students and explained to juniors and seniors and their parents how to select a college.

The project proposed one objective for increased interest in occupational aspiration:

- As a result of participating in the program, 75 percent of students will show a significant improvement in occupational aspiration.

Of the 100 students surveyed, 93 percent indicated that they had learned about jobs and careers; 81 percent indicated that the courses made them think a lot about selecting a career; and 78 percent felt that the courses increased their enthusiasm for the career they had already planned to enter.

Project A.B.C. met its objective for occupational aspiration, as it did in the previous year.

### Dropout Prevention

The school contacted the parents of potential dropouts. The resource specialist and the social worker counseled the students and provided them with a list

of General Equivalency Diploma (G.E.D.) training schools along with letters of recommendation, if it appeared that they might not return to school.

Project A.B.C. proposed the following dropout prevention objective:

- Program students will have a lower dropout rate than non-program students at the same school.

The dropout rate for project students at Christopher Columbus High School was 1.0 percent, down from the previous year's rate of 1.9 percent. The schoolwide dropout rate was 4.6 percent.

Project students at Walton High School had no dropouts (in contrast to the previous year's 2.0 percent), while the school's rate was 3.0 percent.

Project A.B.C. met its objective for dropout prevention, as it had in the previous year.

#### Attendance

The resource specialists checked the absentee list daily and called students' parents as needed. In addition, the school sent postcards to the parents of absent students weekly.

The project had one attendance objective:

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

The **attendance** rate for project students was 91.4 percent at the Columbus High School site, based on data submitted for 164 students. The schoolwide attendance rate for Columbus High School was 82.9 percent. Project students' attendance was 8.5 percent higher and significantly better ( $p < .05$ ) than that of mainstream students, although it was lower than the previous year's 94.3 percent.

At Walton High School, project students had an attendance rate of 96.2, based on 52 students. The schoolwide attendance rate was 80 percent. Project students' attendance was significantly higher than that of mainstream students and also rose 3.7 percent from the 92.5 percent of the previous year.

Project A.B.C. met its attendance objective, as it had in the previous year.

#### Placement in Gifted and Talented Programs

No students were placed in a program for the gifted and talented. Students showing ability in mathematics and science were eligible to take advanced courses and tutored other students. Enrichment activities that allowed students to progress at their own pace were offered in all courses.

#### Enrollment in Post-secondary Education Institutions

Project A.B.C. did not report data on enrollment in post-secondary educational institutions upon graduation. The project director, however, indicated that over 50 percent of the graduating students did plan to attend college.

#### Mainstreaming

Twenty-two students were mainstreamed at the end of the year under review, eighteen at Christopher Columbus High School and four at Walton High School.

#### FORMER PARTICIPANTS' ACADEMIC PROGRESS IN ENGLISH LANGUAGE CLASSROOMS

Nine students were mainstreamed at the end of the school year previous to the one under review. Project A.B.C. did not monitor the subsequent performance of these students.

## CASE HISTORY

A.Z. had emigrated to the U.S. from Bangladesh in the spring of 1991. She had studied English for two years in Bangladesh. She came to the project resource room during her lunch period for help in improving her English, using computer programs such as *Grammar Mastery* and *Word Attack*. She also received help from the resource specialist, paraprofessional, and other students. After two years of participating in Project A.B.C., she improved her English so much that she moved out of LEP status in her senior year. A.Z. graduated in June 1993 and was to start Lehman College in the fall.

## STAFF DEVELOPMENT OUTCOMES

The project proposed one staff development objective:

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

The staff were offered workshops on such topics as child abuse, the infusion of career education in the curriculum, school security, and domestic violence. There were monthly department and faculty meetings. Project staff participated in almost all (over 90 percent) of teacher training conferences and workshops.

The project met its staff development objective, as in the previous year.

## PARENTAL INVOLVEMENT OUTCOMES

Project A.B.C. proposed one parental involvement objective:

- Parents of students who participate in the project will demonstrate an attendance rate at open school days/evenings equal to or greater than that of mainstream parents.

The school sent letters of invitation to parents in English, Vietnamese, Chinese, or Khmer a few days before open school day/evening. In addition, the staff reminded parents of these days/evenings by calling them at home.

At Christopher Columbus High School, the rate of attendance of project parents at open school day/evening was 30 percent, while the rate for the school as a whole was 20 percent.

At Walton High School, 35 percent of project students' parents and an equal percentage of mainstream parents participated in open school day/evening.

The project met its parental involvement objective, as it had in the previous year.

### CURRICULUM DEVELOPMENT

The project proposed two curriculum development objectives:

- By the end of the third project year, curriculum specialists will have developed at least four instructional units in each of the following: mathematics, science, and social studies.

During the 1992-93 school year, Project A.B.C. developed two instructional units for mathematics and a teacher's guide for the R.C.T. in science.

Project A.B.C. partially met the curriculum development objective, as it had last year.

- By the end of the third project year, the curriculum specialist will have developed an E.S.L.-based curriculum guide in at least one career cluster.

Project A.B.C. developed an E.S.L.-based curriculum guide in medical technical careers.

The project met its E.S.L.-based curriculum guide objective, as it had last year



## IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

### ACHIEVEMENT OF OBJECTIVES

The project met its objectives for E.S.L., attendance, occupational aspiration, dropout prevention, career development, parental involvement, staff development, and E.S.L. curriculum development. The curriculum development objective for content area subjects was partially met, as was the student objective for passing content area subjects. The project did not meet its objective for student internships.

Project services not only benefited the students academically but also increased their awareness of the importance of education: the attendance rate of participating students was significantly higher and the dropout rate lower than that of the mainstream population at both sites.

Teachers attended graduate courses to increase their knowledge of bilingual education. In-service workshops proved useful to teachers and project staff in their project-related responsibilities.

### MOST AND LEAST EFFECTIVE COMPONENTS

Highly effective components of Project A.B.C. were staff development, career development, dropout prevention, and parental involvement. Quantitative data, reports of observers, and feedback from those administering the program attested to the strength shown in these areas.

The least effective component of the project was its inability to implement the proposed apprenticeship program.

## RECOMMENDATIONS TO ENHANCE PROJECT EFFECTIVENESS

The conclusion, based on the findings of the evaluation, lead to the following recommendations to the project:

- Explore reasons why students at Walton High School failed to meet the content area objective fully.
- Provide alternate internship/apprenticeship programs which relieve agencies of the responsibility for utilizing staff to supervise apprentices.
- Develop the instructional units for the content areas as proposed.

## APPENDIX A

E.S.L.  
Instructional Materials

Grade	Title	Author	Publisher	Date of Publication
9-11	English for A Changing World	Caroline Banks & Jann Huizenga	Scott, Foresman	1984
9	Line By Line	Steven Molinsky	Prentice Hall	1983
9	Side By Side	Steven Molinsky	Prentice Hall	1983
9-10	Beyond The Beginning	K. Harrison Hyzer	Prentice Hall	1991
10	Great American Stories	C. G. Draper	Prentice Hall	1992
11	Beyond Time and Space	Robert R. Putter	Global Book Co.	1985
9	The Angry Sea	Dale & Sheeler	Prentice Hall	1985
9	Teen Scene	Koch, Mrowicki, & Ruttenberg	Linmore Publishing Inc.	1993
*	Skits in English	Murry E. Hines	Regents Publishing Co.	1980
*	Lado E. Series	R. Lado	Regent Publishing Co.	1980
*	Grammar Work	P. Breyer	Regents Publishing Co.	1982
*	Fundamental of English Grammar	B. Matthew	Prentice Hall Regents	1985
*	Understanding & Using English Grammar	B. Schraffer	Prentice Hall Regents	1989
*	Turning Points 1,2,3,4. & Work Books	G. Iantorno & M. Popa	Addison Wesley	1989
*	Scope E. Anthology	K. Robinson	Scholastic Inc.	1988
*	Reflections	G. Suzan	Newbury House	1979
*	The Contender	R. Lipsyte	Harper Keypoint	1987
*	Elementary Composition	L. Blanton	Newbury House	1979
*	Elementary Reader In English	R. Dixon	Regents Publishing Co.	1983
*	A New Beginning	Mary M. Church	Prentice Hall	1988

\*Information not submitted.

Science  
Instructional Materials

Grade	Title	Author	Publisher	Date of Publication
9	Physics Workshop 1,2,3.	S. Rosen	Global Book Co.	1988
*	Biology & Human Progress	C. Tanzer	Prentice Hall	1986
*	Chemistry, the Study of Matter	H. Dorin	Cebco Standard	1982
*	Review of Chemistry	R. Capie	United	1981
*	Physics its Methods	A. Traffel	Allyn & Bacon	1981
*	Review of Physics	H. Gottfield	United	1991
*	Earth Science	S. Namowitz	D. Van Nostrand	
*	Heath Activity Masters	K. Bridge	Houghton Mifflin Co.	1989

Mathematics  
Instructional Materials

Grade	Title	Author	Publisher	Date of Publication
*	Pre-algebra	S. Hoffman & M Edwards	Holt, Rinehart & Winston Publishing Co.	1986
9-12	Integrated Mathematics Course I,II,III	Dressler & Keenan	AMSCO	1982
*	Reviewing Integrated Mathematics Course I	M. Occhiogrosso	AMSCO	1990
*	Advanced Mathematics Concepts	Yucker & Elswick	Merril, Bell & Howell	1986
*	Calculus with Analytic Geometry	M. Protter & C B Morrey	Addison Wesley	1967
9-10	RCT Mathematics	John Allasio	Westsea Public Company Inc.	1986

\*Information not submitted.

Social Studies  
Instructional Materials

Grade	Title	Author	Publisher	Date of Publication
*	Family Life in U.S.	Alesi/Pantell	*	*
*	Americana	P. Mcpartland	*	*
*	People Places & Change	L. Berry & R. Ford	Holt, Rinehart & Winston	1981
9	Global Studies	Rosenfel	AMSCO Inc.	1988
*	USA: The Unfolding Story of America	P. Groisser & S. Levin	AMSCO Inc.	1987
*	It's Yours: Bill of Rights	S. Brandy	Constitutional Right Found. Chi.	1991
*	Economics for Everybody	G. Antell & W. Harris	AMSCO Inc.	1982
10	Exploring World History	S. Holt & J. O'Connor	Globe Book Co.	1983
11	Exploring American History	M. Schwartz & J. O'Connor	Globe Book Co.	1981
12	Exploring American Citizenship	*	Globe Book Co.	*

\*Information not submitted.

APPENDIX B

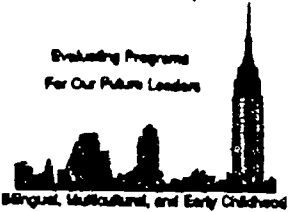
Schedules of Instruction

10th Grade

Days	Period	Subject
M-F	8:10 - 8:55	Biology 2 E.S.L.
M-F	8:55 - 9:40	Music
M-F	9:40 - 10:35	Official Class
M-F	10:35 - 11:20	Sequential Mathematics 2
M-F	11:20 - 12:05	U.S. History 2 E.S.L.
M-F	12:05 - 12:50	Physical Education
L U N C H		
M-F	1:30 - 2:10	E.S.L. 4
M-F	2:10 - 2:50	Reading and Speech 4

12th Grade

Days	Period	Subject
M-F	8:10 - 8:55	Chemistry E.S.L. & Lab
M-F	8:55 - 9:40	Physical Education
M-F	9:40 - 10:35	Chemistry 2 E.S.L.
M-F	10:35 - 11:20	Keyboard 2 E.S.L.
M-F	11:20 - 12:05	E.S.L. 5
M-F	12:05 - 12:50	Reading & Speech 5
M-F	12:50 - 1:30	Sequential Mathematics 4
L U N C H		
M-F	2:10 - 2:50	Part Government, Economy E.S.L.



## APPENDIX C

### Likert Scales

# STUDENT ATTITUDE QUESTIONNAIRE

(Vocational Aspirations)

Program: Project ABC

1	7
1	2

Date: \_\_\_\_\_

MONTH		DAY	
3	4	5	6

What grade are you in? \_\_\_\_\_

7	8

**Directions:** Please write the numbers that show how you feel in the boxes on the right.

1. In Project ABC, how much did you learn about jobs and careers?

I didn't learn anything	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I learned a lot	<input type="checkbox"/>
	1	2	3	4	5			9

2. Has Project ABC made you think about trying a career that you weren't thinking about before?

No, it has not made me think about a different career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes, it has made me think a lot about a different career	<input type="checkbox"/>
	1	2	3	4	5		10

3. Has participating in Project ABC made you enthusiastic about the career you plan to enter?

It hasn't made me enthusiastic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	It has made me very enthusiastic	<input type="checkbox"/>
	1	2	3	4	5		11

Thank you for completing this form.