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ABSTRACT

This report is the result of more than 2 years of extensive review of the education of Latino students in the New York City school system. The investigation found that Latino students, who numbered 355,000 during the 1992-93 school year, now account for 36 percent of the total student population. Over one quarter of these students have limited English proficiency, and these students are overrepresented in special-education classes. The current allocation formula that is used to distribute funds and is based on a district's average teacher salary gives a significantly greater share of tax dollars to affluent nonminority districts than it does to districts with far greater educational needs. Fifty-five percent of students in the 55 city schools cited as low-performance schools are Latinos. In addition, the study finds that Latino students are not being instructed adequately for college-preparatory courses. Recommendations are made for a comprehensive action agenda to address these failures. The recommendations center on better allocation of financial and educational resources and maximization of the use of available Latino-community resources. Information from various aspects of the study is presented in 32 tables. Contains a 60-item bibliography and the surveys used in a fact-finding survey of students. (SLD) (SLD)

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MAKING THE VISION A REALITY: A Latino Action Agenda for Educational Reform

Final Report of the Latino Commission on Educational Reform

Submitted to:

**New York City Board of Education &
Chancellor Ramon C. Cortines
March 23, 1994**

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LATINO COMMISSION ON EDUCATIONAL REFORM

Dr. Luis O. Reyes, Chair

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Over the last two years the Latino Commission has benefited from the knowledge, skills, moral and fiscal support of many people and agencies. Without their help and encouragements much of our work could not have been completed. This section acknowledges the individuals and agencies that made it possible for the Commission to address issues comprehensively.

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The following staff members of the Board of Education also assisted in the development of the ideas presented in this report: Lillian Hernandez, Carmen Varela Russo, Maria Santory Guasp, Robin Willner, Larry Edwards, Edna Suarez-Colomba, Alejandra Rojas, Doreen DiMartini, Flora Langer, Anne Wolf, and Robert Tobias. Our special thanks also go to former Chancellor Fernandez whose support and interest in the needs of Latino children made it possible for us to obtain much needed information from the Central Board and from outside sources. It is our hope that the commitment and interest which he initiated through his work with the Commission will be continued by Chancellor Cortines.

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LATINO COMMISSION ON EDUCATIONAL REFORM

Making the Vision a Reality: A Latino Action Agenda for Educational Reform

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LATINO COMMISSION ON EDUCATIONAL REFORM

Mr. Luis Garden Acosta, Chief Executive Officer, El Puente
Mr. Anthony Alvarado, Superintendent, Community School District #2
Mr. Arcilio Alvarado, Secretary, Dept. of Com. Affairs in the U.S., Commonwealth of P.R.
Ms. Carmen Alvarez, Vice President (at large) - Special Education, U.F.T.
Mr. Luis Belliard, Executive Director, Community Association of Progressive Dominicans (Deceased)
Ms. Nayibe Núñez Berger, Chair, Colómbian American National Coalition (N.Y.C. Chapter)
Mr. Alex Betancourt, Vice President, United Way of New York City
Ms. Diana Caballero, Director, Puerto Rican/Latino Education Roundtable
Ms. Marlene Cintrón, former Director, Mayor's Office for Latino Affairs
Ms. Sandra Del Valle, Puerto Rican Legal Defense & Education Fund, Inc.
Ms. Carmen Fernández, Puerto Rican/Latino Education Roundtable
Mr. Jack Ferrer, Student, Adlai Stevenson High School
Dr. Emma Gonzalez, Assistant Director, Educators for Social Responsibility
Ms. Claribel Lozada, Parent & Member, Community School Board #14
Mr. Luis Miranda, President, Hispanic Federation of N.Y.C.
Ms. Elba Montalvo, Executive Director, Committee for Hispanic Children & Families
Dr. Doris Cintron Nabi, City College, CUNY
Dr. Milga Morales Nadal, Brooklyn College, Board of ASPIRA
Dr. Josephine Nieves, former Commissioner, N.Y.C. Department of Employment
Mr. Joseph Pacheco, former Superintendent, Vice President of PREA
Mr. Moisés Pérez, Executive Director, Alianza Dominicana
Ms. Rosa Yolanda Pineda, Educator
Ms. Camille Rodríguez, Research Dir., Higher Ed. Task Force, Center for P.R. Studies, Hunter College
Mr. Carlos Ruiz, President, North Manhattan Health Advocacy Group
Dr. Silvio Torres Saillant, Dominican Studies at City College & Lehman College
Mr. George Sánchez, Program Director, Global Kids
Dr. Judith Stern Torres, Director, Institutional Research, Hostos Community College
Ms. Ruth Swinney, Director, Multilingual/Multicultural Programs, C.S.D. #3
Ms. Lorraine Cortés Vazquez, Executive Director, ASPIRA of New York
Ms. Marta Moreno Vega, President & Executive Director, Caribbean Cultural Center
Mr. Hector Velázquez, Executive Director, National Puerto Rican Forum
Ms. Maritza Villegas, Guidance Counselor & Parent, C.S.D. #4
Ms. Maria Campaña Pérez, Project Director, Latino Commission on Educational Reform
Mr. Edwin Rivera, Senior Research Assistant, Latino Commission on Educational Reform

LATINO COMMISSION ON EDUCATIONAL REFORM

EXECUTIVE SUMMARY

Latino children are among the most impoverished populations in New York City. Despite their pressing need for additional and more effective support services -- housing, health and income -- Latino children and their families have experienced a decline in services over the past two decades. Puerto Rican children and families, in particular, have suffered the greatest decline. Moreover, while the enrollment of Latino children in public schools continues to increase dramatically, their educational needs remain largely unmet because of the lack of a vision that promotes excellence in a multicultural society, the lack of policies that specifically address their uniqueness, including a consistent language policy based on bilingualism as desirable and enriching, and institutional obstacles that impede their dreams and aspirations. Latino children are often clustered in overcrowded schools characterized by deteriorated facilities, inexperienced and overburdened staff, and a poorly articulated curriculum.

The Latino Commission on Educational Reform was established by the New York City Board of Education in 1991 after the issuance of the 1991 Cohort Dropout Study which revealed that more than one in four Latino students who entered New York city schools were not graduating four years later.

Chaired by Board Member Dr. Luis O. Reyes, the Commission, composed of a total of 33 Puerto Rican/Latino leaders representing government, education, community organizations, corporations, parents and students, was charged with making recommendations to help the Board fulfill its commitment to the more than 355,000 Latino children attending the New York City schools.

The underlying principle was to develop a comprehensive agenda to address the failure of the school system to adequately educate Latino students and to offer strategies to ensure that Latino students receive appropriate, quality instruction and support services conducive to high educational achievement.

This agenda is guided by a vision for the education of Latino youth that seeks to develop a sense of cultural identity, affirms Latino diversity, develops and maintains bilingual literacy and biculturalism, provides a challenging curriculum, develops leadership skills, empowers students and parents, and builds a community of inquiry and mutual respect. Overall, the vision calls for ensuring that Latino children are visible and counted, and that the educational system is held accountable for their academic progress and educational success.

Since its inception the Latino Commission has formulated viable recommendations reflecting innovative initiatives and preventive measures for promoting Latino educational success. The recommendations not only suggest ways to improve the quality of education for Latino students but, even more importantly, they provide specific proposals for reconceptualizing the educational process for Latinos. The recommendations include:

making available to Latino children a rigorous curriculum that is attentive to their diversity, strengths and needs; improving bilingual instruction and counseling from elementary to high school; providing comprehensive school-based services; strengthening support services provided by community-based organizations; increasing parental participation and empowering Latino parents in school governance; and demanding fiscal and staffing equity.

Update - Status of the Interim Report Recommendations

Beginning in a spirit of reform and collaboration, five committees of the Commission examined the following areas:

- Causes and solutions to the Latino dropout crisis
- Curriculum and instruction
- Student counseling and support services
- Parent and community empowerment and
- Factors affecting Latino students' achievement

The results of its investigations culminated in the writing and publishing of the Interim Report: *Toward a Vision for the Education of Latino Students: Community Voices, Student Voices*, presented to the New York City Board of Education and former Chancellor Joseph Fernandez on May 10, 1992. The Report included new documentation to support the claims made by the Latino community for more than thirty years: that a historical continuum of educational neglect has progressively worsened the ability of Latino students to succeed in school. The Commission set out, not to rehash those policy and programmatic recommendations made in previous studies, but to present new initiatives for systemic changes whereby the Board of Education would be able to meet its responsibilities to Latinos and to society as a whole.

Within that framework, the five committees explored major school-level and system-wide policy issues, drew conclusions, and made recommendations for improvement. It included a volume summarizing the findings and recommendations of a research project that examined Latino high school students' perspectives on the Latino dropout problem, *Student Voices*.

While the original intent was to complete its work within six months, the Commission sought and received approval from the New York City Board of Education to extend its work for an additional year.

Within a maelstrom of controversy, leadership changes and socio-political events, the Commission continued to commit itself to the development of long-range, systemic goals and outcomes. During its second year, the Commission focused on prioritizing the recommendations from the Interim Report, identifying potential funding sources, and

advocating their implementation. A total of 24 recommendations were further refined in an effort to facilitate their implementation in the system.

Of the 99 recommendations proposed by the Commission's Interim Report, only four have moved from a concept to some level of implementation. These include the Leadership Secondary School, scheduled to open in September 1994, the submission of a proposal by the Division of Bilingual Education for the Bilingual/Multicultural Institute which is awaiting a grant letter from the NYSED, and the Family Migration Resource Center that will be implemented in September 1994. The last, the Student Survey, was piloted in 12 high schools last year and we cannot determine if the Board is planning to institutionalize an annual process of surveying students.

The majority of the recommendations still require action. The administration's attempt to address some of the recommendations by dissecting them into small manageable actions has rendered many of them invisible within the system. The lack of a systematic and comprehensive approach has made it difficult to determine the progress of their implementation and their potential impact on Latino students in the system.

Among the chief obstacles to implementation was the Board's decision not to renew Chancellor Fernandez's contract, and the subsequent focus on a national search process, which dominated the Board's time. Another factor was the asbestos crisis which practically paralyzed the school system for several months, diverting resources and attention to restoring normalcy to the system. In addition, the changes in administration in City Hall from Mayor David Dinkins (who supported the Commission's work) to Mayor Rudolph Giuliani and continuing cuts in the Board of Education's budget provided instability and uncertainty to a school system facing increased enrollments and underfunding.

OVERALL FINDINGS - Update

- **Latino students now account for 36% of the total public school enrollment.** For the school year 1992-1993, a total of 355,889 Latino students were enrolled in the New York City public schools; of these, 101,383 (28%) were identified as limited-English proficient (LEP) Latino students; the remaining 253,814 (72%) Latino students were not LEP.
- **Latino students are segregated in schools whose students come from minority and low-socioeconomic backgrounds.** About half of all Latino and African American students attend intensely segregated schools with 90-100% minority enrollment characterized by high levels of poverty.
- **Latino students are likely to attend underachieving schools** Latino students represent 36% of the total student population in NYC public schools, yet account for 55% of the students in low performing SURR schools.

- **Latino students continue to have dropout rates higher than that of the overall cohort dropout rate and graduation rates lower than that of the graduating class as a whole.** According to the OREA Cohort Report for the Class of 1992, the overall dropout rate was 1.0 percentage lower than for the Class of 1991. Latino students were overrepresented in the dropout rate -- 21.3 percent as compared to 16.2 percent overall, and underrepresented among graduates of 1992 -- 28.4 percent as compared to 38.7 percent overall.
- **Of the 119 public high schools in New York City in 1991-1992, 26 high schools -- which are more likely to be poor and overcrowded -- have a student enrollment with more than 50 percent Latino students.** For school year 1991-1992, 22 of these high schools had free-lunch eligibility rates higher than 35 percent. Fifteen (more than half) of these schools are overcrowded -- with building utilization rates in excess of 125%.
- **By the time they arrive in high school, Latino students are far behind others in terms of academic achievement.** District level statistics reveal a clear picture of the academic effects of the continued disadvantages suffered by Latino youth and the achievement gap that grows as Latino students move precariously from elementary to middle school to high school. Ten of the 12 predominately Latino community school districts tested below the citywide average on the 1993 CAT-5 Math Test. Of the 13 districts with the lowest percentage of students scoring at or above grade level in reading, eight are predominately Latino districts. (CSD 1, 6, 7, 8, 9, 10, 12, and 32). Fourteen of the 26 predominately Latino high schools had below 40 percent of their students reading at or above grade level.
- **Latino students are severely underrepresented in the four specialized academic high schools whose dropout rates are among the lowest citywide.** For school year 1991-1992, Latino student enrollment did not increase appreciably at Stuyvesant (4%), Bronx High School of Science (9.5%), Brooklyn Technical (14.3%), and LaGuardia High School (23.1%).
- **As a result of how teachers are distributed in the New York city schools based on seniority and credentials, resources in terms of personnel are sorely lacking in many predominately Latino districts.** The total number of guidance counselors at the community school district level fell from 1268.5 in school year '91-'92 to 1105 in school year '92-'93.

REPORTS OF THE WORK GROUPS

During the second year, the members of the Latino Commission developed recommendations to guide policies developed by the Board of Education to improve educational achievement and outcomes for Latino children in the areas of Special Education, the College Preparatory Initiative, Community Collaborations, and Fiscal and Staffing Equity. These recommendations call for procedural changes, program development and assistance, collaborations with other agencies, policy statements, and legislative and budgetary proposals. Also included are status reports on recommendations made in the Interim Report on the Bilingual Multicultural Institute, the Leadership Secondary School, and the Family Migration Resource Center.

Special Education

The Work Group on Special Education was charged with reviewing issues that are relevant to Latino students in Special Education. Pivotal in this discussion was the quality of instructional experiences of students, from pre-school to graduation or transition. Issues ranging from prevention to outcome measures, and systems that support the student's education from teachers training to data and information management, were analyzed. The recommendations made focused on identifying processes already in place that, with some fine tuning, could be made more effective for all students.

Findings

- Latinos are equally represented in general education and special education but are disproportionately represented in the most restrictive special education environments.
- In school year '92-'93, there were 5,128 Latino students were enrolled in District 75 schools (32.87%).
- In 1991-92, the special education BESIS identified 17,483 Limited English Proficient special education students. They represent 14% of the total special education population (Monitoring Services for Limited English Proficient Students, A Status Report)

Recommendations

The recommendations of the Latino Commission Work Group on Special Education are based on the following goals:

- reducing inappropriate referrals and placements of Latino and other non-English speaking students into special education;

- improving the quality of instruction and services for those in need of Special Education;
- documenting the outcomes of instructional services for those students; and
- using this data to improve the educational services provided to these students.

The underlying premises for these recommendations are that:

- services within general and bilingual education need to be upgraded and expanded;
- most of the educational and related needs of culturally and linguistically diverse students can and should be provided in the general/bilingual/ESL education program;
- general mainstream instructional and support personnel should be enabled to meet those needs; and
- the educational system should be organized to facilitate meeting those needs within general education.

Furthermore, the Work Group believes that:

- professional development is an indispensable pre-requisite;
- all changes must be carefully phased-in; and
- all initiatives must be evaluated carefully so as to provide reliable data on its quality and impact and ways in which they can improve, where it is necessary and desirable.

Fiscal and Staffing Equity

The main issue examined by the Equity Work Group was the inequitable underfunding of Latino and minority districts created by the present system of allocating instructional funds (Module 2a) to Community School Districts. Given that this funding source represents more than 90% of a school district's total tax levy budget, the impact of any inequity from this source severely impacts on the schools ability to provide a quality education to students.

Findings

- During the three school fiscal years from 1990-1993, the eleven majority Latino

community school districts were underfunded in Instructional Module 2 by more than \$31 million dollars. For the same time period nine of the eleven majority Latino community school districts were consistently underfunded.

- Three community school districts, 31, 25 and 26, had the highest average teacher salaries for fiscal years 1990-1993 and were overfunded by more than \$15 million during that same period. These three districts were also the three highest in student reading achievement.
- During the five year period 1988-1993, the city-wide percentage of Latino principals rose from 8.8 to 12.3, an increase of less than one percent a year; the city-wide percentage of assistant principals increased from 5.4 to 7.8, an increase of less than half a percent a year.
- During the five year period 1988-1993, the percentage of Latino principals in the High Schools increased from 4.9 to 7.4, an increase of half a percent a year; the percentage of assistant principals in the High Schools increased from 2.1 to 4.9, an increase of slightly more than half a percent a year.

Recommendations

- Districts should be allocated funds based on city-wide average teacher salary.
- Establish an Average Teacher Salary Equalization Fund to make up the difference in overfunding by allocating the difference to underfunded Boards. We recommend the creation of such a fund provided this money is used by school districts to compensate for the educational deficits produced by underfunding.
- Create a five year plan aimed at equalizing average teacher salary not only in school districts but in individual schools. The Board could begin by establishing its city-wide average teacher salary as the funding goal for each district and then assist the district in achieving its goal through assignment and replacement of personnel that would move the district closer to these goals. Where the goals are in conflict with present personnel practices and contractual agreements, the Board should seek to grant waivers or provide incentives. However, during this period, underfunded districts should be compensated for their deficits with equalization grants.
- Require the high schools and community school districts to improve percentage of Latin supervisors under a strict plan and timetable.
- Implement immediately a program to recruit and train future Latino supervisors.

- Consolidate junior high and high school licenses into a single license and tenure area (this would greatly facilitate movements by Latino supervisors from junior high to the high schools).

The College Preparatory Initiative

While it initially appeared that the collaboration between New York City's Board of Education and the City University (CUNY) would facilitate the process of admission and transition of students from high school to college, the reality is quite different for Latino students.. In fact, given the many areas of concern which this initiative fails to consider, the CPI Work Group assessed the impact which it will have on students wishing to go to college.

Findings

- Berne and Stiefel (1991) document the impact of the 1970s fiscal crisis on service delivery in the New York City public schools. The 1976 fiscal crisis marked the beginning of an overall decline in per pupil expenditures when compared to the rest of the state. The public schools lost 13,039 classroom teachers and 17,246 other support staff in the 1970s. In the 75-77 period alone, 763 guidance counselors, 818 science teachers, 763 math teachers, 419 foreign language, 601 art teachers and 563 music teachers. As of 1991, the school system had not been able to recover from these losses.
- CUNY's Chancellor's Advisory Committee on Academic Program Planning (1992) states that in the Fall of 1991 only 34 students in CUNY were majoring in mathematics education programs (7-12 grades), only 5 were majoring in physics (7-12 grades), only 5 in chemistry.
- Poor Latinos in New York City rose from 498,011 in 1979 to 826,201 in 1990 with a substantial proportion reported as having no public assistance in 1990-91. (Children's Defense Fund 1992, Community Service Society 1992).
- Latinos now represent more than a third of the public school population and approximately one fourth of the CUNY entering class. On all levels. Latinos experience a stubbornly high rate of attrition. (Latino Commission Interim Report, 1992; Pereira, Cobb and Makoulis 1993).
- Going to college is no longer an option but an imperative if one is to make a livable wage. This is especially true in an economy that depresses traditional labor and overwhelmingly favor the highly skilled with more certification. Just in the last twenty years, Murnane and Levy (1993) report that the median earning power of male high school drop-outs plunged from \$20,371 in 1973 to \$12,990 in 1987

and median earnings for high school graduates (24-34 years old) plummeted from \$24,482 in 1973 to \$18,366 in 1987. On the other hand, male college graduates experienced modest increases. In addition, it is well documented that the average earnings of African Americans and Latinos remain well below all other workers. (Rodriguez 1989; Hinojosa-Ojeda, Carnoy and Daley 1991; and Morales and Bonilla 1993).

Recommendations

- CPI phase-in must link student requirements with the minimum standards each intermediate and high school should meet in order to fulfill school responsibility to its students. In its current form, the College Preparatory Initiative puts too much emphasis on the responsibility of the student to meet minimum standards and too little emphasis on the responsibility of the schools.
- The CPI design remains essentially driven by traditional views of students, content areas, and tests. This, despite the overwhelming evidence that these models have failed and continue to fail generations of Latino students. The CPI design and collaborations are in need of alternative views and voices including those from the Latino community.
- The CPI design fails to adequately address the role of the City University of New York in preparing qualified teacher for our students in the intermediate and secondary schools. CPI implementation must be linked to CUNY's role in addressing the need for qualified teachers and counselors for students most at risk.
- Phase-in of the CPI cannot be completed until critical data are available for a timely review by the Latino community and others concerned with the impact of the policy on minority youth in New York City. The diversity of the Latin community makes it imperative that Latino sub-group data be generated to assess and target different needs and outcomes. In addition, data must address institutional readiness such as the availability of seats in academic courses in each content area in each high school; availability of qualified content area teachers and counselors, and availability of bilingual and ESL content classes in proportion to LEP students.

Community Collaborations

The focus of this Work Group was to determine, based on information provided by the Board of Education, the status of existing relationships between schools and community-based service organizations.

Findings

- As of February 1992, Latinos only made up 12% of New York City's government work force (Institute for Puerto Rican Policy).
- In fiscal year 1992, the City of New York awarded only 5% of its total contracts to nonprofit agencies to Latino community-based organizations (Institute for Puerto Rican Policy).
- The Board of Education has no mechanism in place which will require that collaborations between schools and community-based organizations be reported. Thus, amounts of contracts awarded, quality of services provided and outcomes achieved are not documented.

Recommendations

- Community collaboratives should be defined to mean the establishment of relationships between school, districts and the Central Board and a community-based organization (CBO).
- Require that all schools, districts, and the Central Board provide annual detailed information regarding service contracts which have been awarded to CBO's. In schools and districts where the Latino student population is 25% or more, a proportional amount of the total money for such collaborations should awarded to Latino CBO's.
- All CBO's interested in bidding for service contracts should be required, as part of the application process, to identify the strategies which will be used to reach parents and students. Specific attention should be given to identifying and reaching language minority and culturally different populations .
- The Board of Education should immediately issue a policy statement to encourage the establishment of community collaboratives and outline the responsibilities of the schools, districts, the Board and the CBO's. A uniform procedure for accessing contracted service information for school districts should be developed.
- Hold an open school week where representatives of CBO's can visit schools for the purpose of obtaining information regarding possible service contracts while at the same time making themselves known to the staff.
- Given the severe fiscal limitations for our schools and school districts, all superintendents should document fund raising efforts that are initiated at a local school or district level, that are intended to provide social or academic services to the students of that school or district. All funded program offices should be able

to demonstrate the efforts of the school/district to generate additional services and funds.

The Bilingual/Multicultural Institute

As New York City's public school population of foreign born recently migrated students continues to grow, it has become even more imperative that the curriculum and services which are provided to these students be culturally and linguistically appropriate. For these reasons, and given the institutional barriers which have made it difficult for the Board of Education to maintain and develop a pool of professionals who can teach in bilingual and multicultural settings, the focus of this Work Group was the development of the Bilingual/Multicultural Institute and a theoretical framework for a multicultural curriculum that addresses the diversity of Latinos. The proposal which emerged was submitted by the Board of Education's Division of Bilingual Education to the New York State Department of Education (NYSED) for funding in September 1993. The Division is awaiting a grant letter from NYSED in order to commence implementation.

Overview of the Institute

- The creation of a Bilingual/Multicultural Institute whose mission will be to respond effectively to the diverse bilingual and multicultural student population in New York Public Schools.
- The goals of the Institute will include:
 1. Establishing a consortium of university-based staff to serve as a resource and in an advisory capacity the Bilingual/Multicultural Institute.
 2. Forming a research component within the Bilingual/Multicultural Institute to compile and synthesize current data on school-based trends and practices in bilingual/multicultural education.
 3. Collaborating with community-based organizations and multicultural study centers to tap their knowledge on immigrant, ethnic language minority populations.
 4. Promoting knowledge, respect, and understanding of people of diverse ethnic backgrounds, racial origins, and linguistic competencies for the purpose of and implementing effective educational practices.
 5. Developing leadership skills and involving parents, along with teachers, in school-based planning and shared decision-making, as called for in A New Compact for Learning and mandated by the New York State Board of Regents in Section 100.11 of the Commissioner's Regulations.
 6. Assuming responsibility for coordinating all initiatives related to professional development, parent involvement, and student leadership.

- The Bilingual/Multicultural Institute will also assume responsibility for developing curriculum that will integrate, advocate and foster the teaching of diversity.
- In addition, the Bilingual/Multicultural Institute will develop activities aimed to address the importance of understanding and dealing with diversity within the Latino population. Three of the activities identified include the following:
 1. Sponsoring a two-day hands on interactive symposium dealing with the many aspects of Latino diversity. Educators would be targeted for participation in this symposium.
 2. Using a variety of resources, members of the Institute will compile and make available annotated reading materials and biographies inclusive of the diverse groups of Latinos.
 3. Developing and piloting a Latino Diversity Model that trains teachers on how to deal with the cross-cultural diversity of Latino students.

The Leadership Secondary School

The work of the Commission is guided by a vision for the education of Latino youth that provides the bilingual/bicultural learner a nurturing, innovative and empowering educational environment. In discussing aspects of curriculum and instruction, we realized that the ideal of such an environment that included all the components of that vision could only be realized by actually creating a school and working through to its implementation. That conceptual discussion led to the development of the Leadership Secondary School which is scheduled to open in September 1994.

The Leadership Secondary School will be a 7th through 12th grade environment, with a curriculum centered on:

- developing demonstrably high levels of Spanish-English bilingualism and biliteracy: using a dual language model.
- developing and enhancing skills in community leadership and community service with an emphasis on the "four A's" entailed in leadership for the 21st century -- Accessing, Assessing, Analyzing, and Acting on information and issues that involve social action.

Governance of the school will embody the principles of participatory democracy, collective problem-solving, cooperation and shared decision-making. This includes meaningful parental involvement and students in positions of leadership.

The Family Migration Resource Center

The Latino Commission had recommended the creation of the Migration Orientation Center, a school-based family support center with linkages to both city and private community organizations, providing information and referrals, and direct services to recent newcomer families, and to help them cope with the cultural and linguistic obstacles that accompany resettlement.

As envisioned by the Board of Education, a Migration Orientation Resource Center, scheduled to open in September 1994, will use the school as a focal point for accessing family-centered services. Plans for proposed services include:

- **Information and referral.** To be used by both school personnel and families, the center will identify available services provided by the Board of Education and community based organizations relevant to immigrant families.
- **Adult education services.** Plans call for the establishment of a comprehensive adult education program that will provide intake services, English as a second language instruction and job training.
- **Child-centered services.** The center will provide referrals to existing school-based programs and coordinate training for school personnel and for parents related to the needs of immigrant children.

CLOSING REMARKS

The final report of the Commission, *Making the Vision a Reality: A Latino Action for Educational Reform*, completes a process of review of the education of Latino students in the New York City school system. It embraces the current theories and research on the education of Latinos and other language minority students. These theories framed the recommendations that have been presented to the Board of Education for their review and adoption.

The charge to the Commission was a broad and difficult one because it attempted to address historical and institutionalized inequities. In its investigations the Commission found that the inequities were so entrenched that we were compelled to focus on those issues we felt could have a defined impact. We embarked on this effort with cautious optimism, mindful of the resistance and obstacles, yet confident that our work would be acknowledged for its scholarship and appreciated for its vision. We continued the work of the Commission in spite of the lack of attention and full support from the Board of Education. And we will continue because these are our children and our future.

We urge the Board to pay attention now. As both reports have indicated, the Latino population will continue to grow, and is projected to be the largest ethnic group in the school system by the year 2000. As past practices have demonstrated, our society can no longer ignore or explain away the problems that years of neglect have engendered. Outrage and concern must be felt by all those who care about the City's children. We believe that focusing on the education of Latino children will benefit all children.

LATINO COMMISSION ON EDUCATIONAL REFORM
DEVELOPING A VISION FOR THE EDUCATION OF LATINO CHILDREN/YOUTH

- Developing a sense of identity based on a study of our histories & cultures
- Acknowledging and affirming our diversity and shared values
- Developing and maintaining bilingual literacy and biculturalism
- Linking schools with the cultural/ethnic/social communities and making these schools sites of community activities (community schools/Beacons)
- Linking schools with growing sectors of the labor market and exposing our students to a wide variety of professional and higher education opportunities
- Ensuring students are exposed to challenging curricula that encourage them to move beyond memorization into formulating, testing, and exploring concepts, theories, and approaches to real-life problems
- Developing our youth into leaders through skills development, problem-solving, and community service
- Empowering students to have a conscience about who they are, how they are connected to other ethnic groups, and how they can become leaders in a multicultural society
- Eliminating school-funding inequities and ensuring that Latino students have access to high-quality resources and teachers
- Supporting and enabling students to deal with health risks and other social and economic pressures
- Creating personalized school environments and individualized educational planning
- Increasing parent literacy, educational attainment & participation in governance
- Building a community of inquiry committed to human rights and social justice
- Empowering students to live in a multicultural society
- Ensuring that Latino children are visible and counted, and that the educational system is held accountable for their academic progress and educational success.

INTRODUCTION

Background

The formation of the Latino Commission on Educational Reform in 1991 was partly in response to the release of the Board of Education's 1991 Cohort Dropout Study which showed that more than one in four Latino students who entered the New York City High Schools did not graduate four years later. The publication of this fact put into perspective the crisis of Latino academic achievement, raising concerns about the quality of education Latino students receive in the New York City public schools and the conditions that have fostered this underachievement. The information validated what we have known for a long time -- that Latino students do not receive an adequate education; that the instructional models used in the schools, with an emphasis on compensatory approaches, have continuously failed to adequately address issues unique to our children; and that systemic obstacles -- institutional racism, funding and staffing inequities, lack of policies responding to the needs of Latinos -- have deprived Latino students of needed resources to meet their full potential.

Consequently, the Commission was established in 1991 by the New York City Board of Education to ensure that the growing numbers of Latino students in New York City schools receive appropriate, quality instruction and support services conducive to high educational achievement. The charge was to make recommendations to the Board of Education to help it fulfill its commitment to Latino students who represent 36 percent of the students in the New York City public schools. The underlying principle was to develop a comprehensive agenda guided by a vision for the education of Latino youth that included developing a sense of cultural identity, affirming Latino diversity, developing and maintaining bilingual literacy and biculturalism, providing a challenging curriculum, developing leadership skills, empowering students and parents, building a community of inquiry and mutual respect. Overall, the vision calls for ensuring that Latino children are visible and counted, and that the educational system is held accountable for their academic progress and educational success.

Chaired by Board of Education member, Dr. Luis Reyes, the Commission was comprised of 35 Puerto Rican/Latino leaders representing community-based organizations, colleges and universities, government agencies, students, parents and teachers who were selected for their extensive knowledge and experience and deep commitment to improving the quality of life of Latinos in the City.

In its first six months, five committees of the Commission examined the following areas:

- Causes and solutions to the Latino dropout crisis
- Curriculum and instruction
- Student counseling and support services
- Parent and community empowerment and
- Factors affecting Latino students' achievement

The results of its investigations culminated in the writing and publishing of the Interim Report: Toward a Vision for the Education of Latino Students: Community Voices, Student Voices, presented to the New York City Board of Education and former Chancellor Joseph Fernandez on May 10, 1992. The Report included new documentation to support the claims made by the Latino community for more than thirty years: that a historical continuum of educational neglect has progressively worsened the ability of Latino students to succeed in the New York City public school system. The Interim Report noted that the failure to fully implement many of thoughtful recommendations made in previous studies and policy reports has been responsible in great measure for the educational crisis faced by Latino students. Given this historical perspective, the Commission set out, not to rehash those policy and programmatic recommendations, but to provide new initiatives and develop long-range, systemic goals and outcomes. Within that framework, the five committees of the Commission explored major school-level and system-side policy issues, drew conclusions, and made recommendations for improvement. It included a volume, Student Voices, summarizing the findings and recommendations of a research project that examined Latino high school students' perspectives on the Latino dropout problem.

The Commission proposed ninety-nine recommendations of initiatives, budget proposals, programs and services. Of these, only four have moved from a concept to some

level of implementation to the Commission's satisfaction. These include the Leadership Secondary School (*see Leadership School section*) which is scheduled to open in September 1994, the submission of a proposal by the Division of Bilingual Education for the Bilingual/Multicultural Institute (*see Bilingual/Multicultural Institute section*) which is awaiting a grant letter from the NYSED, the Family Migration Resource Center which will be implemented in September 1994, and the piloting of a Student Survey (*see Student Survey section*) to compare the Interim Report's results with a broader segment of the student population.

The majority of the recommendations still require action. The administration's attempt to address some of the recommendations by dissecting them into small manageable actions has rendered many of them invisible within the system. The lack of a systematic and comprehensive approach has made it difficult to determine the progress of their implementation and their potential impact on Latino students in the system.

Former Chancellor Fernandez demonstrated his support of the Commission work by including recommendations made in the Interim Report in his Budget request. He also undertook other educational initiatives which were consistent with the philosophy of the Commission. Specifically, the initiative for smaller schools to provide a better, more nurturing environment for a quality education, and his leadership in the creation of such schools under the New Visions Schools program, made it possible for the Leadership Secondary School to become a reality.

The Commission looks forward to continuing to work collaboratively with the administration of Chancellor Ramon C. Cortines to move provide guidance in the implementation of our new initiatives and proposals.

Structure and Scope of the Final Report

Making the Vision a Reality: A Latino Action Agenda for Educational Reform, is the final report of the Latino Commission on Educational Reform. It completes a process of review of the education of Latino students in the New York City school system. It embraces the current theories and research on the education of Latinos and other language minority students. These theories framed the recommendations that have been presented

to the Board of Education for their review and adoption.

It begins with a review of the status of the recommendations from the Interim Report and describes the implementation process and the efforts to generate support for the funding of several of the proposals.

Within a maelstrom of controversy, leadership changes and socio-political events, the Commission focused on prioritizing the recommendations from the Interim Report, identifying potential funding sources, and advocating their implementation. A total of twenty-four recommendations were further refined in an effort to facilitate their implementation in the system. These then became the focus of our lobbying efforts.

Of the original ninety-nine recommendations proposed by the Commission's Interim Report, only four have moved from a concept to some level of implementation. These include the Leadership Secondary School, scheduled to open in September 1994, the submission of a proposal by the Division of Bilingual Education for the Bilingual/Multicultural Institute which is awaiting a grant letter from the NYSED, and the Family Migration Resource Center that will be implemented in September 1994. The last, the Student Survey, was piloted in 12 high schools last year and we cannot determine if the Board is planning to institutionalize an annual process of surveying students.

Among the chief obstacles to implementation was the Board's decision not to renew Chancellor Fernandez's contract, and the subsequent focus on a national search process, which dominated the Board's time. Another factor was the asbestos crisis which practically paralyzed the school system for several months, diverting resources and attention to restoring normalcy to the system. In addition, the changes in administration in City Hall from Mayor David Dinkins (who supported the Commission's work) to Mayor Rudolph Giuliani and continuing cuts in the Board of Education's budget provided instability and uncertainty to a school system facing increased enrollments and underfunding. Notwithstanding these difficulties, several initiatives were implemented successfully including: three Beacon schools in Latino neighborhoods, support for the Leadership School and the El Puente School for Peace and Justice, the Bilingual/Multicultural Institute, and the Family Migration Resource Center.

The updated statistics portray a bleak picture for our students and their families.

While the need for effective support services has increased, these same services have declined precipitously in the past two decades. The overall findings indicate that Latino students continue to have the highest dropout rates and the lowest graduation rates; that Latino students are more likely to attend poor and overcrowded schools, and overall, are far behind other students in terms of academic achievement.

An update of the demographic information provided in this next section needs to be understood within the context of societal factors that have dramatically impacted on all of the lives of all the residents of the City.

The dramatic increase in immigrants entering the school system has engendered a need to provide educational services to meet both the linguistic and cultural needs of many of the bilingual/bicultural students in the system. In 1992, immigrant students comprised 14 percent of all public school students. Between 1989 and 1992, close to 120,000 foreign born students entered the school system, with the largest coming from the Dominican Republic. What this portends for the school system is the development of language policies that embrace cultural and linguistic diversity, the recruitment and training of bilingual professionals, and the implementation of culturally appropriate student support services.

A tremendous amount of attention has been paid lately to the growing plague of violence that is menacing much of the country and threatening our major cities. While the problem of school violence is significant across the country, it tends to disproportionately affect low-achieving schools and those with large minority populations. A survey conducted by New York State education and criminal justice agencies revealed that one in ten students and teachers said they did not feel safe in schools. Ten percent of the students questioned admitted having skipped school for security reasons. One in five students admitted bringing a weapon to school -- a gun or knife -- during the past year. At the same time, during the 1992-93 school year, a total of 87,995 criminal or disorderly incidents in the schools were reported. As the figures make abundantly clear, the main victim of this climate of violence in our schools are those students who make up the majority -- Latinos and African Americans. The increase of violence in the schools is a cause of concern to educators, parents and students, as well as public officials, all of whom acknowledge that it has become a serious public health issue. However, in some cases, the cause for alarm has led to a

knee-jerk response calling for expulsion, incarceration, placement in "boot camps" and having police patrols in the school. A more thoughtful approach is one that recognizes that much of the violence is symptomatic of a society that is troubled. In his testimony before the New York State Assembly hearings on violence, Commission member Luis Garden Acosta said,

"Often we analyze violence a solitary expression of a troubled individual . . . As a society, we do not know what the structural causes of much of our nation's violence. Former Attorney General Ramsey Clark makes clear the obvious connection between our environment and violence when he said, 'Most crime in American is born in environments saturated in poverty and its consequences: illness, ignorance, idleness, ugly surroundings, hopelessness. Crime incubates in places where thousands have no jobs, and those who do have the poorest jobs. . . probably four in five of all serious crimes flow from places of extreme poverty and most are inflicted on the people who live there.'"

The Board of Education is using several methods to combat violence in and around schools, including metal detectors and suspensions, as well as conflict resolution/peer mediation programs which are proving to be the most effective in long term reduction of violent behavior. Chancellor Cortines has stated, "The problems of crime and disorder plaguing neighborhoods continue to affect the schools profoundly. We at the Board of Education believe that a comprehensive approach to violence prevention -- including instilling values and a sense of responsibility, teaching skills for non-violent conflict resolution, and providing measures to enhance students' safety and security-- is necessary to effectively reduce the number of violent acts young people commit and to which they are exposed." However, this approach must be holistic and inclusive, providing alternative models of prevention and intervention, encouraging the participation of parents and students, and expanding on the effective work of community based organizations and agencies which provide support services to youth and their families.

Since the publication of the Interim Report, several reports were issued which corroborate many of the findings described by the Commission. Puerto Rican New Yorkers in 1990 published by the New York City Planning Commission provided a comprehensive demographic, social and economic analysis of Puerto Ricans living in New York City. It

found that despite gains in educational and employment, poverty among Puerto Rican New Yorkers persists. Former Deputy Mayor Cesar Perales said at the time, "This study of Puerto Rican New Yorkers . . . is a critically important work. While we have seen increases in educational attainment . . . we also must face the overwhelming fact that large portions of the Puerto Rican community have not made real economic strides against poverty. This we must combat today, tomorrow, and into the next century."

The second report, commissioned by the National Schools Board Association, entitled, The Growth of Segregation in American Schools: Changing Patterns of Separation and Poverty since 1968 looked at the disturbing trend toward increased school segregation. It found that segregation of Latino students has continued to increase; that in the Northeast, New York City included, about half of Latino and African American students attend intensely segregated schools with 90 - 100% minority students; and it showed that Latino and African American students are highly concentrated in poor schools. Against this backdrop, the Commission's recommendations have particular relevance as funding inequities and discrimination are factors affecting Latino educational attainment.

In February 1994, the New York State Board of Regents was presented with the report and recommendations of the Regents Subcommittee on Low-Performing Schools Advisory Council. The Council members, representing educational, health, social services, governmental, parent, professional unions, teacher preparation and community organizations throughout the State, formulated strategies to improve educational conditions and outcomes for students in Schools Under Registration Review (SURR). In 1992-93, 61 public schools - 55 schools in New York City and six elsewhere in the state - were under Registration Review. The Advisory Council concluded that students were being systematically denied educational opportunities year after year in schools that were acknowledged failures. The Council found that, among the major obstacles to the systemic improvement of low performing schools were the acceptance of student failure and the lack of accountability. The Council used its findings to generate a set of common understandings to guide in the development of its recommendations: significant overhaul is required for success; a system of resource distribution must be based on student need; differentiated support, assistance, and intervention based on school capacity and readiness; the State Education Commissioner

must have statutory power to intervene; and, standards of excellence must apply equally to all schools. The major objectives of the Council's recommendations focused on sufficient qualified staff; effective leadership; effective instructional programs, parental and community involvement; essential support services, necessary faculty, instructional materials, supplies and equipment; and, holding each level of governance accountable for outcomes. Of greatest concern to the Commission was the fact, that Latino students, while comprising 35.7% of the total New York City school population, accounted for 55.6% of the students in SURR schools. Yet the report makes only minor mention of the linguistic needs of LEP students, and fails to specify strategies for improving educational opportunities for this underserved bilingual/bicultural population. There must be a recognition and acknowledgement of, and accountability for the fact that a major obstacle to systemic improvement in low performing schools is the invisibility of and non-attention to bilingual/biliteracy issues affecting eligible and non-eligible LEP students. Common understandings to guide the development of recommendations must include an acknowledgement and commitment to addressing issues of linguistic and cultural identity, bilingual proficiency, and multicultural competency as goals for professional development, school renewal, student outcomes, and parental/community involvement. Support service models and family centers must meet the needs of immigrants and second generation language minority students and parents.

The Commission's Charge - Second Year

While the original intent of the Commission was to present its findings and final recommendations to the Board at the conclusion of its six month term, it became apparent that the Commission would not be able to explore all the topics and issues that would lead to a comprehensive document of policy and program recommendations. The Commission sought and received approval from the Board to extend its work through June 1993.

From June 1992 to July 1993, the work of the Commission was two-fold: (1) to focus on prioritizing the Interim Report recommendations, identifying potential funding sources, and advocating for their implementation; (2) and to investigate and formulate strategies in five new areas: Latino diversity, Equity, College Preparation Initiative,

Community Collaboration, and Special Education.

The reports of the Work Groups constitute the major portion of this report and include issues which the Commission could not address during our first year as well as updates on several initiatives established as a result of recommendations from the Interim Report. These reports, with their findings and recommendations represent extensive analysis of data, numerous discussions and meetings with teachers, administrators, practitioners, students, parents, and community leaders and workers. The underlying principle was to develop a comprehensive agenda to address the failure of the school system to adequately educate Latino students and to offer strategies to ensure that Latino students receive appropriate, quality instruction and support services conducive to high educational achievement. This agenda is guided by a vision for the education of Latino youth that seeks to develop a sense of cultural identity, affirms Latino diversity, develops and maintains bilingual literacy and biculturalism, provides a challenging curriculum, develops leadership skills, empowers students and parents, and builds a community of inquiry and mutual respect.

One of the issues which the Commission determined would require concentrated attention in its second year was the wide diversity within the Latino communities in terms of race, language, immigrant status, nationality, socioeconomic status, and generation in the United States. The Commission considered the implications of the growing numbers of immigrants from the Dominican Republic and Central and South America and the need for instructional models that foster academic success as well as promote cross-cultural understanding. This section consolidates the work of two groups to address this issue: the Bilingual/Multicultural Institute Work Group and the Diversity Work Group. The former was charged with developing a plan for an institute, the latter with reviewing issues of diversity among Latinos. The concept for the Bilingual/Multicultural Institute evolved from these discussions into a comprehensive proposal for a professional development training program for bilingual teachers, counselors and administrators. It also integrates a theoretical framework for a multicultural curriculum to ensure that knowledge and sensitivity toward Latino diversity is fostered throughout the school system. The proposal was submitted to the New York State Education Department in 1993 by the Board of

Education's Division of Bilingual Education and is awaiting an official grant letter from SED to operationalize implementation. Another concern which the Commission was unable to address in its interim report and which is discussed here pertains to fiscal equity. The main issue examined by the Fiscal Equity Work Group was the inequitable underfunding of Latino and minority districts created by the present system of allocating instructional funds to community school districts. The Work Group also examined equity issues in the high schools regarding teacher salary, Latino representation in supervisory positions, Latino students in specialized high schools and the correlation between school-wide reading achievement and percentage of Latino students.

The work of the Commission is guided by a vision for the education of Latino youth that provides the bilingual/bicultural learner a nurturing, innovative and empowering educational environment. In discussing aspects of curriculum and instruction, we realized that the ideal of such an environment that included all the components of that vision could only be realized by actually creating a school and working through to its implementation. That conceptual discussion led to the development of the Leadership Secondary School which is scheduled to open in September 1994. As described in this section, the creation and implementation process has been an educational experience for the Leadership School Collaborative as they considered all the problems and challenges of building a unique school that develops high levels of Spanish-English bilingualism and biliteracy and nurtures and enhances effective community leadership and service.

The announcement by City University of New York in April 1992 to propose a College Preparatory Initiative (CPI) as a means to strengthen the educational experience of students the CUNY system from the public schools, led to an intense, year-long debate on the impact this proposal would have on the growing number of minority students entering the City University. It was feared that this proposal would add to the already formidable array of obstacles minority students encounter in seeking a college degree. For the Latino Commission, there is a sense of urgency that any major educational reform must be examined and monitored in light of the distressing realities that Latinos experience. The Report of the CPI Work Group discusses the concerns about curriculum, assessment, counseling, data, and teacher education; and determines that meaningful reform requires

shared responsibilities from crucial sectors that include schools, universities, government, and business integrated with those of students, their families and communities.

The Latino Commission has expressed a strong belief that the connections between academic success, the diverse needs of students and families, the growth and development of nurturing communities, institutions and schools must be continually strengthened and reshaped to focus and promote the educational success of our youth. The focus of the Community Collaborative Work Group was to determine, based on information provided by the Board of Education, the status of existing relationships between schools and community based service organizations. The results of their efforts determine a need for giving these relationships a high priority in order for schools, students, families and communities to reap the benefits and advantages.

The report of the Special Education Work Group examines issues relevant to Latino students in special education, but particularly stresses the importance of the interconnection of various components to successfully produce improvement in the academic attainment of Latino and LEP Special Education students. Closing the gap between schools, home, community, and the world of work by building bridges can help the needs of students and facilitate their transition to adulthood.

In its Interim Report, the Commission conducted a student survey which examined Latino students' perceptions on the Latino drop out problem. In response to one of the Commission's recommendations for a system-wide annual survey of all high school students, the Board of Education administered a modified version of the survey used by the Commission to an ethnically/racially diverse group of students in eleven high schools during the spring 1993 term. The purpose of this survey was to replicate the Commission's research with another sample of high school students and to determine the extent of similarities and different in issues related to drop among student groups. The findings reported are in consonance with the Latino Commission's study and extends our understanding of the ways in which students' perceptions differ depending upon a variety of factors, i.e., the type of school attended, racial/ethnic group. Most notably the findings suggest that teachers and administrators should be aware of the significantly different opinions held by students of different racial/ethnic groups in their school. However, considering the valuable

information that was obtained from these surveys and their significance to the Board's policymakers, this kind of annualized student survey has yet to be institutionalized. The Commission restates its recommendations for an annual process of surveying students to elicit feedback and student input for planning, design, development and evaluation of school and dropout program initiatives as well as of general curricula.

The Commission had recommended the creation of the Migration Orientation Center, a school-based family support center with linkages to both city and private community organizations, providing information, referrals, and direct services to recent newcomer families, and to help them cope with the cultural and linguistic obstacles that accompany resettlement. In the Spring 1993, the Board of Education convened a planning committee for a Family Resource Migration Center to begin formulating recommendation for the establishment of a community based immigration/migration center. A proposal was submitted to the federal government for a Title VII grant by the Division of Funded and External Programs. As envisioned by the Board, a Migration Orientation Center, scheduled to open in September 1994, will use the school as the focal point for accessing family-centered services. Current plans include: (1) information and referral for available services provided by the Board of Education and community based organizations; (2) adult education services providing ESL and job training; and (3) child-centered services. An important area of concern that the Commission feels the center will have to address will be the facilitation of cultural integration and the mending of relationships -- among students, parents, teachers, counselors and other school staff -- as well as assist Latino migrants challenged by the balancing of transculturation and acculturation.

DEMOGRAPHIC UPDATE

Latino children are among the most impoverished populations in New York City. Despite their pressing need for additional and more effective support services -- housing, health and income -- Latino children and their families have experienced a decline in services over the past two decades. Puerto Rican children and families, in particular, have suffered the greatest decline. Moreover, while the enrollment of Latino children in public schools continues to increase dramatically, their educational needs remain largely unmet because of the lack of a vision that promotes excellence in a multicultural society, the lack of policies that specifically address their uniqueness, including a consistent language policy based on bilingualism as desirable and enriching, and institutional obstacles that impede their dreams and aspirations. Latino children are often clustered in overcrowded schools characterized by deteriorated facilities, inexperienced and overburdened staff, and a poorly articulated curriculum.

The following demographic highlights are offered not only as an update on the status of Latinos but also as framework for the issues which will be raised in this Report.

General Demographics of New York City Latinos

- Latinos represent 24% of New York City's total population. (1990 U.S. Census Bureau)
- Latinos had the highest population increase (26.8%) between 1980 and 1990. (1990 U.S. Census Bureau)
- Between 1980 and 1990 Puerto Ricans had a population increase of 5.2% while "Other" persons of Latino origin increased by 60.2%. (1990 U.S. Census Bureau)
- The Latino population in Staten Island increased by 56.2% with the Puerto Rican subgroup representing the highest increase at 54.2%. (Latino Demographic Report)
- The U.S labor force participation rate in 1991 was 65.0% for Latinos and 37.9% for Latinas. This constitutes a decrease from 1989 when 80% of Latinos and 2% of Latinas participated in the labor force. (Facing the Facts, ASPIRA)

- As of February 1992, Latinos only made up 12% of New York City's Government work force. (Institute for Puerto Rican Policy)
- In fiscal year 1992, the City of New York awarded only 5% of its total contracts to nonprofit agencies to Latino community-based organizations. (Institute for Puerto Rican Policy)
- In 1990, the Latino poverty rate in New York city was 43% compared to 33% for African Americans, and 12% for whites. (Institute for Puerto Rican Policy)
- Eighty-four percent of 1,022 Latinos believe that the quality life in New York City is inadequate. Two thirds believe that the quality of life is deteriorating. (Pinata, Hispanic Federation of New York City, 1993)
- Eighty-four percent of Latinos believe that race relations in the City are "not so good" or poor. Thirty seven percent of Latinos indicated that they believe race relations have gotten worse over the last year. (Pinata, Hispanic Federation of New York City)
- Eleven Community Boards have Latino populations of over 50%. These include CB 1, 2, 4, 5, 6, 7, and 9 in the Bronx, 4 and 7 in Brooklyn, and 11 and 2 Manhattan.
- All community planning districts except for 6, and 17 in Brooklyn, and 3, 4, and in Manhattan had increases in the Latino population.

**EDUCATIONAL DEMOGRAPHICS FOR LATINO STUDENTS
IN NEW YORK CITY'S PUBLIC SCHOOLS**

- Latinos make up 35% of the almost one million students enrolled in the New York City School System.
- Eleven Community School Districts have Latino populations of over 50%. These include CSD 7, 8, 9, 10, and 12 in the Bronx. CSD 14, 15 and 32 in Brooklyn and CSD 3, 4, and 6. (Latino Demographic Report)
- The dropout rate for Latinos in the class of 1992 was 21.3%, compared to 16.4% for Blacks and 11.9% for Whites. (The Cohort Report, Class of 1992)
- Latinos made up 31.1% of the class of 1992 yet 40.8% of those who dropped out compared to African Americans who made up 36.9% of the student population and 37.3% of the dropouts. (The Cohort Report, Class of 1992)
- With 972,000 students and an annual budget of close to \$7 billion, the New York City school system is the largest in the country. The system includes 638 elementary schools, 182 intermediate schools, and 126 high schools. (Keeping Track of New York City's Children, Citizens' Committee for Children)
- As outlined in The growth of Segregation in American Schools: Changing Patterns of Separation and Poverty Since 1968, segregation of Latino students continues to increase consistently since data was first collected in the 1960s.
- The segregation of Latinos, as outlined by this report, is most intense in Northeast cities such as New York City. The segregation faced by Latinos and African Americans is not only encountered in predominantly white schools but also in schools which are predominantly minority schools.
- According to the report, Latino and African American students are much more likely than white students to find themselves in schools of concentrated poverty.
- Only 47% of New York City's public school students read at or above grade level and 58% test at or above grade level in math. (Keeping Track of New York City's Children, Citizens' Committee on Children)
- About 39% of high school students graduate in four years. Another 20% will complete school over a seven year period. (Keeping Track of New York City's Children, Citizens' Committee on children)
- New York city receives about 33% of all state education aid although about 36% of all public school students attend school in New York City. (Keeping Track of New York City's Children, Citizens' Committee on Children)

- In 1990, more than a fifth of New York City's population over 5 years of age reported speaking Spanish at home. (Institute for Puerto Rican Policy)
- Between 1989 and 1992, close to 120,000 foreign born students entered the school system, with the largest group coming from the Dominican Republic. (Institute for Puerto Rican Policy)
- In 1992, immigrant students comprised 14% of all public school students, including 11% of elementary school students, 16% of middle school students, and 18% of high school students. (Keeping Track of New York City's Children, Citizens' Committee on Children)
- Fourteen percent of all public school students are considered to have limited English proficiency. Almost 25% of all children entering kindergarten, including some who were born in this country, are limited English proficient. (Keeping Track of New York City's Children, Citizen's Committee on Children)
- One hundred and fifty thousand students enrolled in the New York City school system are eligible for bilingual or ESL instruction. (Monitoring of Services for Limited English Proficient Students, A Status Report)
- Between 1987 and 1992 the number of Spanish-speaking LEP students increased by 36%. (Monitoring of Services for Limited English Proficient Students, A Status Report)
- Latinos represent 66% of the total general education LEP population. (Monitoring of Services for Limited English Proficient Students, A Status Report).
- Latinos are equally represented in general education and special education but are disproportionately represented in the most restrictive special education environments.
- In 1991-92, the Special Education BESIS identified 17,483 Limited English Proficient special education students. They represent 14% of the total special education population. (Monitoring of services for Limited English Proficient Students, A Status Report)
- Sixty two percent of the Latinos polled by the Hispanic Federation gave public education in New York City a failing grade. (Pinata, Hispanic Federation of New York)
- Seventy percent of the Latinos polled indicated that if given choice they would spend more money on New York City public schools rather than cops. (Pinata, Hispanic Federation of New York)

- The total number of guidance counselors at the community school district level fell from 1268.5 in school year '91-'92 to 1105 in school year '92-'93.
- The total number of guidance counselors at the high school level increased from 07.6 in school year '91-'92 to 863.6 in school year '92-'93.
- The overall number of bilingual guidance counselors at the community district level is 107.4 with 99.4 of them being Spanish speaking counselors.
- The overall Latino guidance counselor to Latino student ratio for the 12 community school districts with the largest numbers of Latino students is 1:2346. This increased from school year '91-'92 where the student to counselor ration was 1:2106.

UPDATE - STATUS OF THE INTERIM REPORT RECOMMENDATIONS

As all other groups who have come together for the purpose of analyzing and commenting on any given set of statistics and problems, the members of the Latino Commission on Educational Reform, were initially concerned by (1) that the Interim Report be given full consideration and not just sit on a shelf as part of a collection of numerous other research reports, and (2) that the appropriate steps be taken by the Board of Education to ensure that the recommendations be viewed critically for the purpose of implementing them as promptly as possible.

In an effort to ensure that the Interim Report garnered the attention which it merited and that the recommendations were seriously considered for implementation, the Commission dedicated considerable time during its second phase to reviewing the administration's responses to our recommendations. The first draft of the written responses was provided to the Commission two months after the Report was submitted to the New York City Board of Education and Chancellor Fernandez. Immediately, the Commission and the Board agreed on the course of action to take on some of the recommendations.

In response to the Commission's recommendation for a liaison program between universities and high schools to encourage Latino students to finish school and go to college, the Division of High Schools established the Latino Working Group (LWG) to review the status and progress of Latino students. The members of the LWG which included teachers, school administrators, parents, students and community leaders, were charged with reviewing the Commission's recommendations and formulating implementation strategies. The LWG focused on developing recommendations in four major areas: articulation, professional development, counseling, and support services (*see Appendix for Latino Working Group Update and recommendations*).

Because of the broad scope of the work undertaken by the Commission, the numerous recommendations made, and budgetary limitations, it quickly became apparent that in order to move the recommendations forward they would have to be prioritized and targeted to those who were in positions to take action.

Working collaboratively with the administration, the Commission developed a list of twenty-four priority recommendations which included both recommendations made in the Interim Report as well as budget requests made by the Chancellor (*see Appendix - Status of Interim Report Recommendations and Budget Priorities FY 1993*).

Former Chancellor Fernandez and his administrative staff met with members of the Commission to discuss additional plans of action. It was determined that since all of the priority items needed funding, the appropriate step would be to identify public officials, who in the midst of budget talks with Mayor David N. Dinkins, could include these items as educational priorities for New York City. Given the financial reality of the times, it was also decided that the twenty four items would have to be refined further. Accordingly, a list of fourteen budget priority items were presented to Mayor Dinkins and interested members of the New York City Council. They represented recommendations from the Interim Report and items from the Chancellor's Budget Request (*see Appendix - Status of Interim Report Prioritized Recommendations*) including: support for programs linking high schools and universities to facilitate enrollment, such as the Hispanic Success Program at Hostos Community College; earmarking summer jobs with Latino CBOs as site sponsors for economically disadvantaged Latino students; City Council discretionary funds for after-school activities for Latino students; the allocation of the National Service Program student slots to Latino students for community services opportunities; family migration orientation centers; parent leadership training contracts awarded to parent and/or CBOs; and identifying sites and Latino service providers for Beacon Schools in Latino neighborhoods.

In addition, the Latino Commission supported those budget requests made by the Chancellor which were consistent with the Commission's recommendations including: expansion of initiatives such as Project Achieve and Project Achieve Transitional Services (PATS), and the Peer Mentoring Program; additional allocations of City funds for ESL instruction in special education; creating a new Bilingual Supervisor position in the high schools and districts; allocation for the restoration of guidance counselors lost over the last few years; and, expansion of the Bilingual Pupil Paraprofessional Services Program.

As was previously indicated, these priority budget items of the Latino Commission were shared with Mayor David N. Dinkins, interested New York City Council members, and

other elected officials. As of the writing of this report, the following are initiatives resulting from our efforts: three Beacon schools in Latino neighborhoods have been linked to Latino CBOs; support was secured for the Leadership Secondary School and the El Puente School for Peace and Justice; the Bilingual/Multicultural Institute is pending a grant letter from the State Education Department; and the Family Migration Resource Center will be operational in September 1994.

Given the very serious cuts which were made at the state and local level to the educational budget, almost all of the remaining items were not funded. Therefore, it will continue to be the responsibility of community leaders, advocates, parents and students to lobby to ensure that in the near future these items are funded.

The majority of the recommendations still require action. The administration's attempt to address some of the recommendations by dissecting them into small manageable actions has rendered many of them invisible within the system. The lack of a systematic and comprehensive approach has made it difficult to determine the progress of their implementation and their potential impact on Latino students in the system.

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WORKING GROUPS**

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* Special Education Advisory Committee Members

SPECIAL EDUCATION

The Latino Commission's Work Group on Special Education was convened during the 1992-93 academic year and charged with examining issues relevant to Latino students in Special Education. Although the stated focus was Latino students, the Work Group members felt that its recommendations ought to be framed so as to go beyond the specific group to potentially impact on the area of special education as a whole. It was the Work Group members' hope that educators, parents, and policy makers concerned with Special Education for all children consider the recommendations contained herein worthy of consideration.

The quality of the instructional experiences of students, from pre-school to graduation or transition was of pivotal importance to the group. Issues ranging from prevention to outcome measures were identified and support systems for students, teacher training, and information and data collection were analyzed.

Instead of re-stating and substantiating problems that have already been identified in countless other studies and reports, the Work Group focused on recommending solutions and identifying ways of fine tuning processes already in place that could be made more effective for all students. The Work Group felt that many of the recommendations had been made before, but that its contributions was in stressing the inter-connectedness of the recommendations.

Stressing the inter-connectedness is critical because most educational problems are systemic. While addressing one problem at a time may be necessary, the results of a disjointed, unconnected approach has repeatedly been no improvement in the academic attainment of Latino and LEP Special Education students. Improvement of educational outcomes requires a commitment to address simultaneously or systematically the multiple parts that impact on the quality of instructional and support services provided to students. In other words, just as students must be viewed as a whole, the educational system must also be viewed as a whole. Improvement in the quality of schooling for Latino Special Education students requires modifications of other parts of the school system.

Philosophy

Educators are challenged to optimize the learning environment for the children in their care and to help them become productive members of society. Optimizing requires that educators be responsive to the needs and talents that children bring to the educational setting and to recognize and value the diversity of experiences they bring with them. Increasing educators' awareness, sensitivity, and understanding helps incorporate diversity in a positive manner, but they must go beyond this to build upon diversity as a resource and to ensure that they have equitable access to educational experiences and choices that will prepare children for their future.

Language is a dimensions of diversity. The Work Group urges a language policy that encourages the growth and development of the native language for all students, regardless of abilities or disabilities, that utilizes the native language as a medium of instruction, and that develops their second language.

The Work Group felt that the education of Latino and LEP Special Education students should be characterized by prevention, collaboration, and excellence. We believe that all children can learn, but we understand that teaching strategies and timeframes for learning may differ from general education. To ensure that children receive the appropriate instruction, teachers need training and resources and support ought to be in place.

Prevention is a major concern from assessment to treatment. Assessments must be made taking language and culture into account given that second language learning, a confounding variable for this population, is frequently omitted. Appropriate organization of instruction within the regular education or bilingual classroom that take into account the language, cultural, and experiential resources students bring with them would also prevent unnecessary referrals, misplacement, and inappropriate treatment. Furthermore, educating students needing Special Education should be part and parcel of the continuum of educational options available to all children in our schools. General education personnel have to also be enabled to provide such education appropriately.

School staff cannot do the job alone. We need collaboration between the school, the home and the community. The goal is to close the gap between schools, home, community and the world of work by building bridges that can help meet the needs of students and facilitate their transition to adulthood.

And, finally, the Work Group felt the need to stress excellence. The group felt educators and members of the community servicing the Special Education population must feel a passion for excellence in order to meet the challenge and overcome obstacles before them.

Organization of Recommendations

Goals: The recommendations of the Latino Commission Work Group on Special Education are based on the following goals:

- reducing inappropriate referrals and placements of Latino and other non-English speaking students into special education;
- improving the quality of instruction and services for those in need of Special Education;
- documenting the outcomes of instructional services for those students; and
- using this data to improve the educational services provided to these students.

Premises: The underlying premises for these recommendations are that:

- services within general and bilingual education need to be upgraded and expanded;
- most of the educational and related needs of culturally and linguistically diverse students can and should be provided in the general/bilingual/ESL education program;
- general mainstream instructional and support personnel should be enabled to meet those needs; and
- the educational system should be organized to facilitate meeting those needs within general education.

Furthermore, the Work Group believes that:

- professional development is an indispensable pre-requisite;
- all changes must be carefully phased-in; and
- all initiatives must be evaluated carefully so as to provide reliable data on its quality and impact and ways in which they can improve, where it is necessary and desirable.

Themes: The recommendations are organized into seven thematic sections:

- I. Improvement of Instruction
- II. Prevention of Inappropriate Referrals
- III. Assessment by Committees on Special Education/School Based Support Teams (CSE/SBST)
- IV. Training and Professional Development
- V. Organizational Chances;
- VI. Measurement of Outcomes; and
- VII. Issues Pending.

I. Improvement of Instruction

It is the responsibility of the entire system to improve the quality of instruction for all students, including Latinos and speakers of other-than-English languages. Specific to improving the quality of instruction of Latino students is the need to attend to LEP students, special education students, and students who are classified as both. According to NYC's school data and classification system, Latinos who do not possess proficiency in English number 101,383 (28% of the 355,889 Latinos and 67.3% of the 166,043 LEP students in the NYC school system). Of those who are classified as needing special education, 38.1% of are Latinos. Latino LEP students in special education account for 75% of the total LEP students in special education. While Latinos are slightly overrepresented in special education, the overrepresentation of Latino LEP students is greater.

The Work Group makes the following recommendations:

To reduce inappropriate referrals

1. Assure that all students receive a linguistically and culturally appropriate education, pursuant to Part 154 of the Regulations of the Commissioner of Education. This education must include, but is not limited to, providing:
 - instruction by trained and certified teachers;
 - sufficient quantity of quality instructional materials;

- Bilingual/ESL instruction for LEP; and
 - ESL support to former LEP students, that should include consultations with the monolingual English instruction teachers to ensure smooth transition.
2. Design, implement, evaluate, and improve instructional programs to assist newly arrived Latino and other LEP students, with varying school and literacy experiences, to adjust and adapt to schooling in the United States. Incorporate elements of the Migration Orientation Center.
 3. Reduce class size within general bilingual/ESL education and allocate time to permit teachers and other staff to consult and provide individualized instruction to needier students.
 4. Facilitate meaningful partnerships with language minority parents in the education of their children. Create a welcoming and respectful atmosphere where their concerns are heard. Provide training for parents to increase their participation and effectiveness in school decision-making and as advocates for their children.
 5. Utilize prevention strategies to ensure the successful maintenance of LEP students in general bilingual/ESL education (see Section II: Prevention of Inappropriate Referrals).
 6. Pilot "coordinated", in-classroom models for providing instruction and support services that team monolingual and bilingual professionals. Expand and facilitate the prevention/intervention model that uses of the consultant teacher model. Monitor and evaluate such efforts with the goal of replicating effective models.
 7. Train general education teachers to enable them to instruct learners of English-as-a-second language when they exit from bilingual education or if they receive ESL only. Provide bilingual and monolingual general education teachers, supervisors and administrators with training on special education/instruction strategies (see Section IV: Professional Development).
 8. Adopt methods that will allow the proper assessment of non-traditional, older, underschooled, and/or pre-literate students. Presently, referrals of Latino and LEP students for assessment by SBST may be triggered by comparing their academic performance against an age/grade standard. Therefore:
 - consider age/point of entry, previous schooling, educational and social experiences of students when assessing their learning and academic growth;
 - use parallel and alternate assessment strategies (i.e. authentic assessment, portfolio assessment, performance assessment, curriculum based assessment) to monitor and demonstrate the academic progress of ESL and immigrant students;
 - train and assist teachers in developing the skills to utilize these non-traditional instructional assessment methods.

For students in special education

The current placement process focuses on the management needs of the disabled student as the most important determinant for placement. Such a narrow focus is inadequate for the LEP student, leading to placements that do not account for the language skills of the student. Therefore, the Work Group recommended that the NYC Board of Education:

9. Provide LEP students in Special Education with linguistically and culturally appropriate instruction, pursuant to CR Part 154 regulations.
10. Prepare a developmental Bilingual/ESL curriculum that goes beyond what is currently available and that can be used to establish incremental goals and corresponding instructional activities for LEP students in Special Education.
11. Infuse modifications for bilingual Special Education students within the content area curriculum guides. Ensure that instruction follows C.R. 200.6 age/grade content, as appropriate, to facilitate mainstreaming and exiting from Special Education.
12. Improve individual education planning to more adequately prepare students to function in and transition into today's world.
13. Facilitate collaboration among bilingual, ESL, regular and Special Education teachers in designing and implementing I.E.P. goals (see Division of High Schools memo of May 5, 1993 and subsequent refinements).
14. Pilot coordinated models that team monolingual and bilingual professionals to provide instruction and related services.
15. Review, revise, and employ linguistically appropriate methods of measuring teaching/learning outcomes that serve to guide instruction.
16. Ensure that students are placed in the least restrictive environment, appropriate to their needs, considering cognitive, academic, social, emotional and linguistic factors. Seek ways to reduce isolation and separateness of LEP students in more restrictive placements. Identify and encourage activities that promote interaction with bilingual mainstream students and adults.
17. Establish transitional services, as described in the continuum of services, to facilitate the movement towards less restrictive environments.
18. Ensure that LEP and/or Latino Special Education students are not excluded from programs such as work-study, cooperative education, school choice, Vision schools,

special high schools, vocational programs, pilot district programs, etc. All programs should make provisions for the inclusion of Bilingual/ESL and Special Education students.

19. Facilitate communication and involvement of language minority parents, especially in the planning, articulation, and transitioning of students from one level to another, as well as changes in classification, degree of restrictiveness or placement recommendations.
20. Minimize "pull-outs" that reduce classroom instructional time. Examine if some related services can be provided within the general education classroom or before or after school hours, with parental consent. Board personnel should conduct these sessions to ensure congruence with the student's total program.
21. The Board of Education should request that the federal and state government fund special education at the 40 level promised at the initiation of P.L. 94-142.
22. The Board of Education should fund the Division of Bilingual Education to the level that would permit them to carry out the mandate to provide services to LEP/special education students.

II. Prevention of Inappropriate Referrals

Prevention of inappropriate referrals of Latino students to Special Education requires that culturally and linguistically appropriate instruction and services be provided within the general/bilingual/ESL education setting. The Work Group recognizes that having a culturally and linguistically appropriate education alone is insufficient to improve learning. Such instruction must be provided by appropriately trained and certified teachers and they must have sufficient quality instructional materials and resources. The diverse literacy experiences and range of ages of Latino and immigrant students requires flexibility of instruction that is inclusive of non-traditional, specialized native language and English-as-Second Language instruction.

Reducing class size and increasing funding are essential to help curtail the referral of LEP and Latino students to Special Education. Increasing funding for support services in general/bilingual/ESL education would improve the quality of education the students receive and decrease the number of referrals. Reduction of class size would also permit teachers to give more individualized instruction to needier students. And both would ensure that students are serviced without being labeled.

The following recommendations are made to facilitate the reduction of inappropriate referrals:

Personnel allocation

1. Current state and local funding formulas need revisions that encourage prevention strategies and the funding of staff for prevention measures. This should eliminate the need to refer and place students in Special Education in order for schools to have personnel to deliver services.
2. Assure that school districts that have used prevention strategies and succeeded in reducing referrals to Special Education are not penalized by removing staff and cutting the budget from the school as the number of Special Education students is reduced. This can be devastating to the prevention efforts of all school districts and, in particular, those that continue to need bilingual personnel.
3. Re-define the relationships between related services and support personnel so that general, bilingual and Special Education can coordinate the delivery of services in a cohesive, integrated way at the school building level that simultaneously safeguards services to Latino and LEP Special Education students. For example, the removal of "general" and "special education" personnel label would help integrate and blend the work of guidance counselors, school psychologists, social workers and the like to serve the child in a holistic fashion.

Support services

4. Develop prevention activities that strive to get the best pupil/classroom/instructional match. In addition to language needs, consideration should be given to the students' cognitive style and cultural knowledge. Consultation and placement options facilitate arriving at the best match.
5. Establish building-level teams modeled after the Pupil Personnel Committees (PPC) or the Shared Decision Making (SDM) teams and incorporate members of the School Based Support Team (SBST), in order that they participate in decisions about academic and other prevention activities for specific students.
6. Increase services "without labels" (i.e. counseling, speech, N.Y.C. teacher consultation, expanded resource room, ERSSA) within general education to reduce the need for Special Education referrals and labelling in order to receive services.
7. Increase the number of bilingual guidance counselors, social workers, psychologists and educational evaluators, in particular, but also of monolingual professionals. The level of increase should be sufficient to provide meaningful preventive services to all students and linguistically appropriate necessary evaluations, in both general/bilingual/ESL and Special Education.

8. Facilitate meaningful partnerships with language minority parents in the education of their children and the activities of the school. Provide training for parents to increase their effectiveness in assisting their children in learning, empowering them in the school's decision-making process, and enabling them to advocate on behalf of their children. Create a welcoming and respectful atmosphere. Collaborate with the Office Of Parent Involvement.
9. Promote and coordinate the use of Community Based Organizations for services such as college preparation, crisis intervention teams, drop out prevention, leadership training, etc., (see Community Collaborative chapter of this report). A school designated team (eg. SBST, PPC) would determine, on a case by case basis, and after examining availability of school staff, when to refer and utilize community based services. The coordination, management, and evaluation of quality and effectiveness of the service/outcome/agency must remain the responsibility of the school staff who are accountable to educational authorities.

Suspensions

As part and parcel of a prevention model, suspensions, the legal exclusion of a student from school, are of concern because they often lead to referral for Special Education or to a secondary classification.

12. Enforce suspension regulations to ensure an accurate count. There is no such thing as an "informal" suspension. Use of "pre-suspensions" and "informal" suspensions, which are not recorded and counted, are illegal.
13. Establish systems for meaningful in-school suspensions. Out-of-school suspensions are neither socially nor educationally beneficial. They cause parents to stay home and lose pay, or to leave the child unattended at home to wander the streets. Furthermore, students sometimes perceive such suspensions as rewards.
14. Suspensions should include detailed documentation of steps taken to address problems prior to suspension, as well as specification of services to be provided to address unmet needs of the student that may have contributed to the behavior for which s/he was suspended.
15. Explore greater collaboration with crisis intervention teams. Their current tasks preclude them from greater involvement with school-wide prevention activities.
16. Provide intensive in-service training for supervisors and teachers on policies, regulations and procedures in order to reduce the number of students who are on suspensions.
17. Make regulations and procedures for suspensions readily available to parents in their language.
18. Develop procedures so that issues regarding suspensions can be reported.

19. Currently, a Suspension Task Force is revising the regulations. Hopefully, these recommendations are encompassed in the revisions.

Referrals for special education assessment

20. Establish in all schools a prevention programs to address the needs of at-risk students. In addition, schools should ensure their programs address the specific needs of Latino and/or LEP students. The New York State Education Department's "Guidelines for Services to Students with Limited English Proficiency and Special Education Needs in New York State" II.2.a and b describes an array of preventive activities. These include:
- instruction in the native language for content area development;
 - extensive ESL instruction;
 - participation in a readiness program specifically designed for students with little or no formal schooling;
 - experiential based methodology;
 - enrichment activities;
 - community/school partnership;
 - native language development and enrichment;
 - instruction in literacy skills in the native language and English;
 - use of ESL methods across all curriculum areas;
 - reinforcement of self-identity and interpersonal skills;
 - development of proficiency in school, academic and social behaviors;
 - planned parental involvement;
 - educationally related support services provided by bilingual/bicultural personnel, as needed (Aid to localities, section 32).
 - speech and language improvement services in the language of the student, as needed (Aid to localities, section 912-b).
21. Designated school teams should review and evaluate effectiveness of intervention techniques and strategies to ensure that they are fluid and dynamic. Direct providers to make modifications and changes that will create a cycle of intervention and assessment which allows for student and system growth, as well as for student transition.
22. Document prevention activities, including:
- nature of intervention(s) made;
 - frequency and duration of activities;
 - personnel involved in the intervention;
 - outcomes of each intervention;
 - communication(s) with parents about and during intervention;
 - sessions conducted and actual attendance
 - teacher/pupil ratio.
23. Documentation should focus on quality of services and outcomes.

24. Support the staff on Committees on Special Education and School Based Support Teams in their efforts to conduct quality assessment that focuses on the wide array of the student's capacities, abilities, and weaknesses. Currently, the referral and assessment process places greater emphasis on documenting compliance with regulations than on the quality of the referral and assessment.
25. Provide support for the best professional practices and standards (eg. APA, TESOL, NASP, NASW, etc.). Enforce laws, regulations and guidelines to ensure the proper assessment of students who are culturally and linguistically diverse. This requires a system-wide shift from paper compliance to support by the administration of ethical and responsible practices.

III. Committee on Special Education/School Based Support Team (CSE/SBST)

Assessment

Language

A crucial part of the assessment process is obtaining informed parental consent. Informed consent means that the language the parent understands is used to inform them of the process. In the spirit of meaningful partnership with language minority parents, it is essential to ensure that parents are not only told their due process rights, but are also given all further information needed to enable them to give or withhold "informed consent." To ensure accountability, the consent form should also be signed by the professional obtaining the consent.

Therefore, The NYC Board of Education must:

1. Train professionals to use lay terms in the language spoken by the parent. This is essential for achieving "informed consent."
2. Use language appropriate materials which incorporate lay terms.

Standards

3. Expand and adapt clinical assessment process to meet the needs and realities of LEP students, including: alternative assessment; portfolios; observations in different linguistic environments; interpretation of tests that is sensitive to student's experiential and cultural differences.
4. Incorporate more information about pupil characteristics into records and data collected (i.e. language use patterns at home, community, school, instructional history etc.).

5. Make available to all personnel guidelines and procedures for testing LEP students. Similarly, they should have copies of and follow the guidelines for reporting test results of LEP students.
6. Promptly complete and disseminate revisions of the Bilingual Cascade and the Standard Operating Procedures Manual (SOPM). The report on the "use of translators in Special Education" and the "DSE Assessment Practices" report should also be disseminated.
7. Assist CSE/SBST assessment personnel in following established procedures and guidelines, particularly those pertaining to the bilingual cascade and the use of translators or interpreters. When the cascade is used, reports should:
 - explicitly state the step in the cascade;
 - document what efforts were made to perform evaluations at a lower step of the cascade;
 - describe the testing conditions;
 - describe the L1 and L2 language mix used when assessing;
 - specify the examiner's credentials;
 - specify the affiliation and/or credentials of the interpreter or translator.
8. Ensure that CSE/SBST assessment personnel, administrators and supervisors receive training on:
 - working with culturally and linguistically diverse learners;
 - the first and second language acquisition process;
 - capacity for learning vs. learning through a second language;
 - impact of culture and prior experience on academic performance;
 - distinction between differences and disability;
 - superficial similarities in profiles of second language learners and students with certain disabilities that can cause confusion;
 - the problems of translation and of simultaneous interpretation; and
 - procedures, caveats, and responsibilities of English dominant evaluators using translators or interpreters;
 - the impact of translators on validity.
 - optimal strategies for collaboration with other disciplines and professionals;
 - methods of sharing information from research, professional conferences, and successful practices from other school systems, etc.
 - facilitating parental involvement
 - seeking appropriate methods to collaborate on designing instructional interventions;
 - enabling instructional and clinical personnel to employ and improve professional practices that benefit students.
9. More language minority bilingual supervisors and administrators should be hired.

IV: Training and Professional Development

Training and development of professional staff should reflect the school population served. The reality is that the majority of the students are Latino, African American, and LEP. All training and staff development should reflect the diversity they represent and the issues of diversity they raise. It is critical that supervisory personnel (including principals and school board members) also receive training so that they can provide on-going support for appropriate and quality professional practice. Ancillary staff, particularly teaching assistants, translators, interpreters, and so forth, should also receive training.

Besides gaining knowledge (see "Section II: Prevention of Inappropriate Referrals"), one of the goals of the training is to shift perspectives so that "the problem" manifested by a student is not seen in isolation, but in context of his/her total school, home, and community experience. Recipients/participants in the training should be consulted and involved in the planning and delivery of the training. The ultimate goal is to enable school personnel to form alliances with the students, colleagues, parents, and community in order to:

- meet the varied instructional and social needs of students;
- optimize learning environments; and
- assist them in achieving academic and life success.

In-service training

1. Provide professional personnel with a range of training to broaden their knowledge, skills, and sensitivity to work more effectively with culturally and linguistically diverse students and their families.
2. Facilitate training activities that will enable all professional personnel to redefine their roles as educators of students with varied and diverse needs.
3. Coordinate training efforts among the divisions: professional development, bilingual education, Special Education, SETRC, etc., and incorporate "soft money" (non-tax levy) training resources.
4. Provide training to paraprofessionals, teaching assistants, interpreters and translators. It is crucial to stress the need for culturally authentic, faithful and semantically correct translations.
5. Content should include, but not be limited to:
 - basic knowledge on first and second language acquisition;

- cultural diversity and the process of adjustment faced by immigrants;
 - special knowledge needed to work with older, pre-literate students;
 - ESL strategies that can be used in the mainstream and special classes;
 - making instructional modifications to serve special educational needs in the regular classroom;
 - the impact of culture and prior experience on academic performance;
 - strategies for collaboration with parents and peers;
 - non-traditional assessment; etc.
6. Provide supervisory, administrative and assessment personnel with additional training specific to:
- distinguishing language/cultural difference from disability;
 - the various disabilities;
 - surface similarities in profiles of second language learners and students with certain disabilities.
 - facilitating consultation among teachers and parents;
 - designing prevention strategies;
 - accessing and collaborating with school staff and outside agencies;
 - communicating and transmitting information about professional activities.
7. Require and provide the opportunity for all teachers, and especially those in Special Education, to take at least 6 university credits in Bilingual/ESL methodology (at no cost) and at least one course on first and second language acquisition.
8. Encourage all monolingual teachers to become certified in ESL. Encourage all teacher training institutions to have their monolingual and bilingual teacher education students demonstrate an understanding and knowledge of second language acquisition, multicultural education, bilingual Special Education and the ability to work with immigrant children and Latino parents before receiving their credentials. Prospective bilingual teachers should demonstrate proficiency in Spanish and ESL techniques.
9. Encourage staff development sessions at each school on issues related to immigrant, Latino, ESL, and Special Education students.
10. Lobby and negotiate with the legislature and State Education Department to increase funds in the Intensive Teacher Institute program (ITI) to include Special Education and bilingual/ESL Special Education.
11. Seek funding to gather experts in the various areas to provide professional development and to produce training videos and manuals. This would then be the foundation of on-going staff development activities, wherein the critical, basic information would not be distorted in the retelling.

Pre-service training

12. Expand the Bilingual Pupil Services (BPS) teacher training model to incorporate the development or training of bilingual Special Education teachers; resources must be allocated for this expansion. This same recommendation was made in the 1988 report of the Bilingual Special Education Task Force in the Chancellor's 1991-92 LEP Monitoring Report and in the Latino Commission's 1993 Budget Priorities document.
13. Establish a standard of proficiency for languages other-than-English, comparable to the standard for English proficiency, for awarding bilingual licenses and certificates. Develop, in conjunction with the state certification unit, a mechanism for professionals (i.e. teachers, psychologists, administrators, supervisors, etc.) seeking a bilingual license, to meet that standard. Opportunities should be provided by the Board for staff at all levels to do this at no cost except expenditure of their time.
14. Establish a mechanism for verifying and certifying the qualifications of translators and interpreters.
15. Provide training in the semantic translation of "professional jargon" to all translators and interpreters, especially those in evaluation for instruction in Special Education.
16. Establish, in accordance with the Bilingual/Multicultural Institute, an advisory collaborative amongst Colleges, Universities and the Board of Education. Goals must include:
 - identifying gaps between what is taught in IHE's and the skills teachers need;
 - providing resources for training; and
 - channeling information, etc.

Parent training

"It is the school's responsibility to inform the parents of the school's program and provide all other school related information in a language they understand," as per as Guidelines for Programs under Part 154 of the New York State Education Commissioner's Regulations for Pupils with Limited English Proficiency. Therefore, the Work Group recommends that the NYC Board of Education:

17. Assure compliance with CR Part 154.
18. In a good faith effort to share decision-making and in compliance with Part 154 requirement of biannual meetings for parents, the Board should require, develop, and enable each school district to conduct a series of training sessions for parents. The training should emphasize shared decision making and compliance issues with CR. Sessions should also include information regarding:

- the boundaries, organization, and administration of schools, school districts, and the New York City Public School System;
 - characteristics of elementary, intermediate (middle and junior high) school models, and high schools;
 - rights and responsibilities of parents and children in the educational process;
 - general, bilingual, and ESL instructional programs;
 - state-wide and local testing requirements;
 - Special Education, specifically in terms of:
 - a) definition of special education;
 - b) organization and administration;
 - c) legal responsibilities of schools and staff;
 - d) identification of disabilities which may result in Special Education placement;
 - e) parent and student rights;
 - f) definition of the least restrictive environment (LRE);
 - g) training parents to assist students; and
 - h) program transition and completion.
19. Establish and/or provide information about district-wide and city-wide parent groups to all parents in their native language.
 20. Encourage schools to facilitate parental participation in the parent leadership training programs sponsored by the state.
 21. Develop and maintain an easily accessible parent-training program. Access is an issue since special education students are often placed in more distant locations, making on-site training difficult.
 22. Collaborate with the Office of Parent Involvement.
 23. Require principals' evaluations to regularly report parent training activities.
 24. Mandate schools to include in their comprehensive plan appropriate collaboration with CBOs for services that include educational support, such as the neighborhood based alliances funded by the New York State Department of Social Services.

V: Organizational Changes

Students are complex; they are individual and "whole" beings. Their needs do not neatly fall into discrete boxes, there is overlap, degrees of intensity, and continue to be considered. The current separation among general education, bilingual/ESL education and Special Education affects many children adversely. The organizational changes

recommended within aim approach their needs more comprehensively and in integrated ways; to remove that separation. The recommendations have ramifications on current lines of supervision and accountability and will require careful implementation.

1. Remove the separation between "general" and "Special" education personnel by integrating and blending the work of guidance counselors, school psychologists, social workers, etc., to serve the full spectrum of students in a building while safeguarding services to students. (This will have an impact on budget and personnel allocation formulas; monitoring of Special Education services).
2. Make a commitment to and facilitate collaboration between general and Special Education, ESL, monolingual or bilingual personnel.
3. Pilot "coordinated models" of instructional and service delivery, i.e. configurations that team monolingual and bilingual professionals (we currently use a bilingual paraprofessional "support" model and are recruiting for the "integrated" model--the bilingual Special Education teacher, bilingual psychologists, etc.).
4. Expand the ability of schools to provide non-academic educational support services by incorporating community resources into the service delivery models used by school personnel.
5. Reconvene the Chancellor's Bilingual Advisory Commission and include representation of bilingual Special Education. This body could, in conjunction with the Bilingual/Multicultural Institute, follow-up on implementation of recommendations.
6. Establish standards for instruction, related services, assessments, and evaluations to which all districts (community, high school, citywide) are accountable.
7. Currently, districts are monitored for violations and non-compliance, but little is done to assist them beforehand as a preventive measure. There is a need for a central unit with staff to coordinate services of SETRC, OBE, DOE, DIPD, OMSI, etc., and to:
 - be a resource to districts;
 - coordinate training and other activities;
 - improve services to bilingual Special Education youngsters; and
 - disseminate information and facilitate replication of effective models practices and within and outside of system.

Such a unit would report to the Deputy Chancellor for Instruction and each division would appoint a liaison.

VI: Measurement of Outcomes

Data collection systems are presently geared to compliance reporting. Data is not organized in ways that enable problem-identification and problem-solving with respect to Latino and/or LEP students within the continuum of instructional settings. We recommend that data reporting be scrutinized so that it can also be more useful in decision-making about pupil progress and program effectiveness.

1. Redesign the data system to facilitate decision-making, evaluation, research, as well as compliance. Do not simply add-on more data that has to be provided by teachers and staff.
2. Contact Bilingual Education Evaluation Assistance Center for support in designing a system that can answer questions about language minority students and their progress in and out of Special Education.
3. Data collected must indicate if a child has received bilingual and/or ESL services, when, for how long, and if s/he is still receiving such services.
4. Ensure that data collection enables answering questions about pupil progress and outcomes given variables of language, program, time in program, etc.
5. Collect data that includes outcome measures such as:
 - progress on IEP goals along the appropriate scope and sequence;
 - reduction in restrictiveness of placement or vice-versa;
 - progress and success in mainstreaming, as appropriate;
 - suspensions;
 - transitions to middle/junior high schools and high schools;
 - frequency of decertification;
 - reduction in "drop-outs";
 - numbers of completions/graduation rates; and
 - frequency of transitioning to VESID or work.
6. Data collection should facilitate decision-making about program effectiveness and variables requiring improvement.
7. Ensure that data systems do not "lose" students, or information about them, if they are no longer LEP or Special Education.

Issues Pending

There are three Special Education issues/concerns which warrant further study for their impact on Latino students and, indeed, all language minority students. They involve the entry and exit points to the public school experience and the education of severely impaired children. Specifically, the questions are:

1. Are pre-school services and pre-referral services for at-risk LEP students and their parents culturally and linguistically appropriate?
2. Are services available, utilized, and appropriate to the needs of culturally and linguistically diverse students who are exiting from the system, either by dropping out, graduating, or transitioning to VESID services (Vocational and Educational Services for Individuals with Disabilities).
3. Are culturally and linguistically diverse students in City-wide programs (District 75) appropriately placed in the least restrictive environment for their needs? How can such placements be less isolated from the mainstream?

FISCAL EQUITY WORK GROUP

As was the case with the Bilingual/Multicultural Institute and the Community Collaboratives Work Groups, the Fiscal Equity Work Group resulted from a recommendation made in the Commission's Interim Report. Moreover, like the other two Work Groups, the Fiscal Equity Work Group included representatives from the Commission and the Board's administrative staff.

The main issue examined by the Work Group on Fiscal Equity was the inequitable underfunding of Latino and minority districts created by the present system of allocating instructional funds (Module 2a) to Community School Districts. Since this funding source represents more than 90% of a school district's total tax levy budget, the impact of any inequity from this source will be most severe. The Work Group also examined equity issues in the high schools including average teacher salary, Latino representation in supervisory positions, percentage of Latino students in specialized high schools and the correlation between school-wide reading achievement and percentage of Latino students.

The following excerpts from a paper prepared by Joseph Pacheco, Chair of the Fiscal Equity Work Group, will provide sufficient background for an understanding of the instructional allocation equity issues:

"This current system of distribution gives a significantly greater share of the tax dollar to affluent non-minority districts than it does to minority districts with far greater educational needs. The three Community School Districts ranked highest in reading, CSDs 26, 31 and 25 are also the top three in average teacher salary and have been overfunded by more than 60 million dollars over the last three fiscal years. In contrast, in this fiscal year 1992-93 alone, the ten community school districts with the lowest average teacher salaries were underfunded by more than twenty-five million dollars; enough money to pay for five hundred more teachers or fifty teachers per district. Over the last ten years we estimate that several hundred million dollars have been inequitably distributed among school districts.

The main causes of the unequal distribution are two: inter-district variation of average teacher salaries and service cost allocation based on average teacher salaries. In using the service cost or service equity method, the Board first determines how many teachers a district will need (base number of teachers) and then agrees to pay for them regardless of cost (average teacher salary). When first implemented many years ago this was actually the fairest and most reasonable of methods, as it prevented any school district from being deprived of its legitimate number of teachers merely because their salaries were too high.

But this method of financing fails to compensate for the great variation in the pay of teachers among community school districts. In its January 1993 Mid-Year Allocation Adjustment, the Board of Education computes the highest average teacher salary of \$44,799 for CSD 31 (Staten Island) and the lowest average teacher salary of \$36,014 for CSD 5 (Harlem). To arrive at its base allocation for the instructional module, the Board's Budget Division multiplies the ATS (Average Teacher Salary) by the base number of pupils and calculates a base allocation of \$62,981,122 for CSD 31 and \$20,546,978 for CSD 5. What this means is that CSD 31 starts out receiving \$8,776 more for each teacher than does CSD 5.

To dramatize the impact of this initial inequity, let us see what would happen if average teacher salaries were reversed for the two CSDs: CSD 31 would receive \$50,643,295 or \$12,337,827 less and CSD 16 would receive \$25,552,454 or \$5,005,655 more, enough to hire 100 more teachers and increase its teaching staff by twenty percent!

However, we do not need to reverse average salaries for the highest and lowest districts to demonstrate dramatically and compellingly the grossly disparate distributions of funds caused by the current allocation methodology. We merely have to substitute a fairer and simpler formula for funding each district: city-wide average teacher salary. Our more equitable base allocation would then be calculated by multiplying the city-wide ATS by the base number of pupils. Using this equitable base allocation, CSDs 31, 26 and 25 would have received a base allocation of \$112,888,994 instead of \$127,153,301 - an overfunding difference of \$15,264,307.

But the overfunding merely begins with the base allocation. Living up to its name, the base allocation is used to calculate several other allocations, most important of which is the supporting percent allocation, an allocation used to provide additional teaching and supportive staff (some of the other allocations using the base are occasional absence, marginal breakage, LEP Part 154 Transfer). This allocation is computed by multiplying the base allocation by 10 percent. Each time it is used, this original inequitable base compounds and spreads inequality into other funding areas. Our three top districts now widen the funding gap by receiving another \$1,526,307 more over the city-wide average.

Meanwhile, our bottom ten districts, CSDs 16, 5, 32, 13, 23, 17, 9, 12, 6 and 4, which are all below the city-wide average in reading as well as in average teacher salary, are short-changed by \$17,700,437 in the base allocation alone. Multiply this deficit by ten percent and we arrive at a total of \$19,470,481 in underfunding of ten predominantly minority districts in the major allocation for instructional services.

Even worse, the inequitable base spreads itself beyond the body of instructional allocation to create even greater underfunding. Although not included in the allocations themselves, the Board must provide an additional 34 percent in

pension and fringe benefits for every teacher and that 34 percent is computed from the base allocation. If we add this huge amount to our overfunding and underfunding totals, we arrive at an overfunding of the three top districts, in these three categories alone, of \$21,980,602 in the school year 1992-93 and an underfunding of the bottom ten districts of \$26,090,445!

Applying the same analytical methodology to the preceding 1991-92 and 1990-91 school years yields an overfunding of \$37,122,809 for CSDs 31, 26 and 25 and an underfunding of \$52,870,592 for those same bottom ten districts -- CSDs 16, 5, 32, 13, 23, 17, 9, 12, 6, 4."

Puerto Rican/Latino District Underfunding

The Fiscal Equity Work Group then focused on the effect of this underfunding on Puerto Rican/Latino districts. We defined underfunding as the difference between what a community school district would receive if its instructional allocations were based on city-wide average teacher salary. Our calculations include the base and supporting allocations as well as fringe benefit costs that do not appear in the allocation tables.

As part of our study, we focused on districts with student populations that are more than 50 percent Puerto Rican/Latino (Board of Education profile education data). Seven of these eleven majority Puerto Rican/Latino districts have been consistently underfunded in the last three school fiscal years. In spite of the consistent overfunding of CSDs 15 and 1 and the return of CSDs 14 and 10 to the overfunding column, the net underfunding of Puerto Rican/Latino districts totalled more than 10 million this year. The three year total of underfunding is thirty one and a half million dollars.

PUERTO RICAN/LATINO DISTRICT UNDERFUNDING

<u>CSD</u>	<u>1991-92</u>	<u>1990-91</u>	<u>1992-93</u>	<u>TOTAL</u>
6	- 2,788,273	- 2,935,779	- 3,227,354	- 8,951,406
1	+ 1,119,262	+ 2,345,512	+ 808,952	+ 4,273,726
14	- 14,197	+ 156,431	+ 239,922	+ 382,156
7	- 1,382,568	- 869,447	- 1,280,661	- 3,532,676
12	- 2,131,377	- 1,434,262	- 2,571,113	- 6,136,752
32	- 2,500,851	- 2,717,142	- 2,086,886	- 7,304,879
10	- 642,457	- 141,828	+ 1,252,255	+ 467,970
15	+ 3,090,318	+ 1,753,201	+ 2,945,990	+ 5,008,229
4	- 1,763,708	- 1,390,878	- 1,880,390	- 5,034,976
8	- 934,356	- 248,154	- 308,456	- 1,267,666
9	- 3,934,634	- 4,037,789	- 4,060,842	- 12,033,265
	<u>- 11,883,054</u>	<u>- 9,491,741</u>	<u>- 10,168,583</u>	<u>- 31,543,378</u>

Work Group Recommendations on Fiscal Equity

- 1) The first and fairest recommendation is probably the least politically viable: districts should be allocated funds based on city-wide average teacher salary. If a district's teacher costs are too high, then it must either reduce the number of teachers or cut other parts of its budget. This simple remedy would be far too draconian.
- 2) Establish an Average Teacher Salary Equalization Fund to make up the difference in overfunding by allocating the difference to underfunded Boards. We recommend the creation of such a fund provided this money is used by school districts to compensate for the educational deficits produced by underfunding.
- 3) Create a five-year plan aimed at equalizing average teacher salary not only in school districts but in individual schools. The Board could begin by establishing its city-wide average teacher salary as the funding goal for each district and then assist the district in achieving its goal through assignment and replacement of personnel that would move the district closer to those goals. Where those goals are in conflict with present personnel practices and contractual agreements, the Board should seek to grant waivers or provide incentives. However, during this interim period, underfunded districts should be compensated for their deficits with equalization grants.
- 4) The individual school by school approach toward equity originally proposed in the Rodriguez Consent Decree Case¹ seems to lend itself to School Based Management techniques. We propose that 50 overfunded and 50 severely underfunded schools be selected to develop ways of adapting and moving toward funding equity.
- 5) Accept the suggestion made by Leonard Hellenbrand, Director of the Office of Budget Operations and Review, in his June 11, 1993 memo to the Chancellor that since the present system of "allocating funds for administrative costs based on district average teacher salary is inequitable," modifications to the present formula should be made. While not of great fiscal significance, substituting the current ten percent of base allocation formula with a more equitable formula based on the per capita would be an important step in the right direction.

¹Rodriguez Consent Decree: Rodriguez, et. al. v. Los Angeles Unified School District, et. al., 1992. Complaint alleging that the LA school district had engaged in discriminatory practices by disproportionately allocating educational resources among its elementary and secondary schools in violation of California constitution and laws. The goals of the Consent Decree are: (1) to equalize state and local funds allocated for school expenditures, teacher experience, and teacher training among schools operated by the District, (2) to provide students with maximum access to teachers with experience and training, and (3) to mitigate consequences of limited teacher training whenever equalization cannot be achieved.

The following statement is the conclusion of Joseph Pacheco's paper on fiscal inequities:

"The funding inequalities existing within the New York City school system are the result of twenty-five years of fiscal and management policies that are totally unrelated to the mission and needs of its schools and students. The system has little or no control over where its teachers will work every year (building tenure), it provides no rewards or recognition of superior teaching (no merit system), it awards no extra differential for more difficult teaching assignments (combat pay) and it encourages its most experienced teachers to transfer to the most affluent districts -leaving the poor districts strapped for replacements (transfer plan). Without a deliberate fiscal policy and plan aimed at delivering quality educational services to those who need them the most, the present educational inequality existing between the affluent and the poor of New York City will continue to grow."

Staffing Equity for Latino Supervisors

The work group examined the most recent report on the ethnic composition of principals and assistant principals and compared it with a similar report issued in 1988 and found the following:

	<u>1988-89</u>		
	White	Hispanic	Black
Principals	692 70.1	86 8.8	196 20.1
Assistant Principals	1884 81.1	127 5.4	289 12.8
	<u>1992-93</u>		
	White	Hispanic	Black
Principals	633 64.4	121 2.3	211 21.5
Assistant Principals	1640 74.9	171 7.8	366 16.7

The city-wide percentage of Hispanic principals rose from 8.8 to 12.3, an increase of less than one percent a year. The percentage of Hispanic assistant principals rose even less from 5.4 to 7.8. The picture worsens when we examine the numbers and percentages for high schools:

High Schools 1988-89

	White	Hispanic	Black
Principals	90	6	14
	82	4.9	11.5
Assistant Principals	905	23	86
	88.7	2.1	8.4

High Schools 1992-93

	White	Hispanic	Black
Principals	94	10	27
	69.6	7.4	20
Assistant Principals	792	46	99
	83.7	4.9	10.6

The High Schools, although totally under the jurisdiction of the Chancellor and the Central Board (who are the appointing authorities), have a less impressive record than the city-wide average. Were it not for a handful of Latino school boards, the city-wide percentage of Hispanic supervisors would be as low as the high schools. In five years, the percentage of principals has risen minimally from 4.9 to 7.4 and that of assistant principals even worse - 2.1 to 4.9.

Especially troubling is the fact that the percentage of high school assistant principals is significantly lower than the percentage of high school principals. Since high schools still

arbitrarily insist on prior high school assistant principal experience for principals (unlike other divisions and levels), this means that the pool of hispanic assistant principals from which principals will be chosen is actually narrower and more restrictive than the pool of principals. As a result, under the present rules and criteria, it will be almost impossible for significant progress to be made by the high schools in improving the number and percentage of Latino principals.

Recommendations for Achieving Greater Staffing Equity

- 1) Require the High Schools and Community School Districts to improve percentage of Latino supervisors under a strict plan and timetable.
- 2) Implement immediately a program to recruit and train future Latino supervisors.
- 3) Consolidate Junior High and High School licenses into a single license and tenure area (this would greatly facilitate movement by Latino supervisors from Junior High to the High Schools).
- 4) Forbid supervisory appointments in districts and divisions with unacceptably low percentages of Latino supervisors.
- 5) Overhaul completely the present selection procedures for supervisors.
- 6) Establish city-wide standards for supervisory selection criteria.

LATINOS AND THE COLLEGE PREPARATORY INITIATIVE

"Del dicho al hecho hay un gran trecho."

...refrán puertorriqueño

Introduction

On April 27th 1992, a College Preparatory Initiative (CPI) was announced by the City University of New York (CUNY) as a way to strengthen the educational experience of students entering the CUNY system from the New York City public schools. This declaration by CUNY's Board of Trustees culminated an intense year-long, university-wide debate by the CUNY Coalition of Concerned Faculty and Staff, 1991-1992 on the impact this proposal would have on the growing population of African Americans and Latinos entering the City University. Proponents of the CPI saw it as a solution to the distressing dropout rates of students in CUNY. Opponents feared that it would add to the already formidable array of obstacles students encounter in seeking a college degree. CUNY's CPI received the full endorsement of New York City's Schools Chancellor, Dr. Joseph A. Fernandez and New York State's Commissioner of Education, Dr. Thomas Sobol.

The College Preparatory Initiative (CPI) is defined as a long term collaboration between CUNY and New York City's public school system. Joint conferences between high school and college faculty began this past year to define competencies in six specific disciplines that would foster successful outcomes for students whether they entered the workforce or pursued their education. In addition, CUNY will require that entering students take courses (or their equivalent) that meet academic criteria not unlike those required for the New York State high school Regents diploma:

4	units of English
4	units of Social Studies
3	units of Math
2	units of Foreign Language
2	units of Lab Science
1	unit of Visual or Performing Arts

16	Total Academic Units

These requirements will be phased in between September 1993 and 2000.

CPI advocates point to research that shows that stronger high school preparation is associated with successful college outcomes. The intent is to send a clear message to students and their families as to what is needed for success in college. By doing so, advocates believe that the high school curriculum would be modified and strengthened. CUNY's College Preparatory Initiative, in fact, combines two of the most popular "reforms" of the past decade: increasing academic requirements and school/college collaboratives.

The Framework

On the surface, the Initiative appears to be a bold effort at addressing a national concern. Opinions from every part of the political spectrum have long recognized that most students are graduating with less than an optimum education for today's world. The CPI comes on the heels of a recurring national debate concerning the declining quality of education. "Raising standards" or "increasing expectations" is the solution most often proposed as a way to improve educational outcomes (Rudolph 1977). Approximately 45 states have adopted some version of adding specific course requirements for high school graduation, making this one of the most prevalent reforms of the 1980s. It is ironic that, as states were propelled to increase student requirements, governmental support of education deteriorated.

It should be noted that "raising standards" has meant different things to different groups and at different points in time. In some instances, "standards" referred to the need to improve the condition of the schools. This focus is on the availability of service -- the competence of teachers, a wide range of relevant academic and support programs, reduced class size, more appropriate space, and minimally sufficient equipment and supplies. This implies an investment of resources comparable to what occurred after World War II and during the Sputnik debates of the 1960s. In other instances, "raising standards" meant "upgrading" what a student needs to take. This vision suggests much less public investment by placing the onus of the change on the individual student. It is a popular reform during fiscally conservative periods. Indeed, "increased standards" as the responsibility of the student has been and remains the predominant thrust of the College Preparatory Initiative.

Dr. Robert A. Pickens, Chair of CUNY's University Faculty Senate and CPI supporter, summarized the CPI as a plan that "is about changing student behavior."

This focus on "student behavior" is an integral part of the prevailing view that, given chronic problems individuals should do more and government should do less. Policies of the last two decades remain indifferent to the legacy of inequality experienced by people because of their race, ethnicity or gender. (Romo 1990). These very same policies resulted in a widening gap between the haves and have-nots with major sectors of the Latino communities disproportionately affected (Children's Defense Fund 1990). The corollary is that too much government is a disincentive to individuals. Hence, the responsibility must be shifted to the individual to bring about reforms.

Education has been a primary target of this view. Axtell and Mickelson (1993) state that the business community has been a major proponent of this position. Criticism from the business sector point to an inefficient school system and the loss of "family values" as key factors in the educational crisis. The authors argue, however, that this view detracts from the fact that the business community played a major role in the educational crisis. It is their contention that the loss of entry level work for youth and increasing reliance on part-time/temporary work contributes to adverse educational outcomes.

The issue of educational standards and who has responsibility for meeting them is particularly important now, because the debate for standards is taking place in a far different context than that which existed in earlier decades.

- First, going to college is no longer an option but an imperative if one is to make a livable wage. This is especially true in an economy that depresses traditional labor and overwhelmingly favors the highly skilled with more certification. Just in the last twenty years, Murnane and Levy (1993) report that the median earning power of male high school drop-outs plunged from \$20,371 in 1973 to \$12,990 in 1987 and median earnings for high school graduates (24-34 years old) plummeted from \$24,482 in 1973 to \$18,366 in 1987. On the other hand, male college graduates experienced modest increases. In addition, it is well documented that the average earnings of African Americans and Latinos remain well below all other workers. For those condemned to the economic margins, education remains a crucial avenue for generating opportunities (Rodríguez 1989, Hinojosa-Ojeda, Carnoy and Daley 1991, and Morales and Bonilla 1993).

- In addition, it is now communities of color who stand at the gates of the academy. In a country with a legacy of slavery and territorial expansion, racial preference and chronic inequities endure. Any strategy proposed to reverse educational decline must confront institutional barriers as well as individual decisions. This is the case for the primary and secondary educational system as it is the case for the higher education system. (Anyon 1980, Oakes 1985, Lareau 1989, Meier, Steward and England 1989, Orfield 1988, Otheguy 1990). Individual choices are very often determined by the possibilities people see.
- Finally, public support for education has waned. The troubled economy is a contributing factor but not the sole one. A general belief in education has diminished as a part of an overall distrust of institutions. The challenges of emerging groups, the disillusionment of a middle America and the reassertions of an elite have contributed to a climate of no confidence (Tyack, Lowe and Hansot 1984, Bulkeley 1991). Comprehensive reforms that once produced educational gains for traditionally-excluded groups are now sacrificed or often reduced to simple, low cost solutions (Reynolds 1986).

Comparative studies of five states that implemented higher graduation requirements for students in the early 1980s suggest that we must examine proposed reforms within a broader context (Wilson and Rossman, 1993). While there were changes in the high school curriculum, the impact on high school dropout and tracking patterns was inconclusive and very much shaped by "...their interaction with other state policies..." We argue that other contextual factors may also affect students including erosion of the tax base for public education and inequities in funding. We are also extremely concerned with the dearth of teachers and support staff trained in science, math, bilingual education, counseling, and multicultural understanding.

* * * *

Let it be clear from the outset that we hold public educational institutions responsible for serving the needs of all of New York City's children. We doubt, however, that the system can carry out its mission effectively for a number of reasons. These include the fiscal problems of the city, the reported shortage of qualified school staff, the entrenched tracking systems, the absence of a student-centered curriculum, and uneven progress in integrating the diverse cultural experiences and perspectives of our communities into our schools. Given the limited scope of this chapter, not all of these topics can or need to be discussed here. The Commission's discussions of curriculum and tracking appear in the Interim Report (May 1992). A discussion of the issues related to fiscal inequities is included in another section of this report.

A Time for Concern

Some of the new CPI requirements are to take effect in September, 1993. Because this date is close at hand, it is especially urgent that concerned members of the community examine the potential impact of the CPI on the well-being of Latino and other minority students. We have already argued that much of the national debate centering on educational standards has placed the ultimate responsibility for increased educational achievement on students, who must meet "increased academic demands." We have insisted that a smaller voice in the national debate must also be heard: at the same time that students are to be held accountable, the schools must also meet higher standards for delivering effective services for all students. For example, the Interim Report of the New York State Curriculum and Assessment Council to the Commissioner and the Regents (October 1992) argues:

Standards for inputs and resources should assure that government agencies -- States and school districts -- provide the wherewithal for all schools, in rich and poor neighborhoods alike, to offer the curricular opportunities and programs required for the achievement of student performance standards (page 15).

Should the CPI be implemented as currently proposed? What is the capacity of the New York City schools and the City University to maximize academic success for all students? In the following sections, we examine the condition of the New York City public

schools and that of the City's Latino community.

The Declining Condition of the Schools:

A report prepared by Berne and Stiefel (1991) documents the impact of the 1970s fiscal crisis on service delivery in the New York City public schools. There are several points in this study that are of relevance for this discussion. First, the 1976 fiscal crisis marked the beginning of an overall decline in per pupil expenditures when compared to the rest of the state. The higher costs for goods and services in the City as well as the spiraling needs of the student population continues to place New York City's system at even greater disadvantage relative to the other school systems throughout the state. The greatest hit was in personnel with a total loss of 13,039 classroom teachers and 17,246 other support staff in the decade of the 70s. In the 1975-77 period alone, the public school system re-trenched 763 guidance counselors and 818 science, 763 math, 419 foreign language, 601 art, 563 music teachers. The impact of this erosion of services is rarely acknowledged but has undoubtedly contributed to the perceived decline of the quality of students entering CUNY from the public schools. The study reports that, as of 1991, the school system had not been able to recover from these losses. Furthermore, the study documents that the crisis produced shortened periods of instruction, interruptions in the delivery of services to students and postponements of building maintenance. Needless to say this precipitated a decline in morale for teachers in a system experiencing record enrollments of students of color and recent immigrants.

In the Interim Report, the Latino Commission described at length the types of instructional programs and supportive services which it believes hold the most promise for offering Latino (and other) youngsters effective and appropriate educational experiences. In this section of the final report, we argue that such programs and services are still not generally available to a large proportion of Latino and other minority students in New York City. We also insist that a very careful look must be taken at the capacity of the New York City public schools to offer Latino students the educational programs being required under the CPI before these students are subjected to a new set of standards for which they have not been prepared.

The Latino Instance

For the Commission, there is a sense of urgency that any major educational reform must be examined and monitored in light of the distressing realities that Latinos experience. Relative to other communities, our socio-economic losses are exceedingly high and the results are frightening and costly. A general profile of Latinos in the 1990s reveals "high rates of immigration and reproduction; low levels of education; high rates of urbanization, concentrated in the lowest paying jobs; and high levels of poverty" (Morales and Bonilla, 1993). Poor Latinos in New York City rose from 498,011 in 1979 to 826,201 in 1990 with a substantial proportion reported as having no public assistance in 1990-91 (Children's Defense Fund, 1992; Community Service Society, 1992). Clearly, the "Decade of the Hispanic" resulted in a significant proportion of Latino families struggling with higher costs, depressed wages and reduced social supports.

According to the census figures, Latinos in New York City increased from 20% of the population in 1980 to 24% in 1990. Latinos now represent more than a third of the public school population and continue to experience a stubbornly high rate of attrition. The situation in the City University is even more precarious. Recently a comparison of Latino sub-group data between 1980 and 1988 was carried out by Pereira, Cobb and Makoulis. Most of their findings are very troubling. It appears that the percentage of Latinos in the entering class remained largely unchanged (13.5%) during this eight year period. Within that, Puerto Ricans as entering freshman declined from 14.8% in 1980 to 11.5% in 1988. Furthermore, an examination of degree attainment after eight years reveals that only 6.7% of Puerto Ricans, 6.7% of Dominicans, and 10.4% of the other Latinos received a Bachelor of Arts degree or higher as compared with 25.9% of Asians, 22.2% of Whites, 13.4% of Black West Indians and 7% of African Americans. The study reports that Puerto Ricans, Dominicans and Colombians were the "least likely to enter the senior colleges as regular admits" and that Latinos were primarily clustered in the community colleges.

Although time limits our discussion to concerns about curriculum, assessment, counseling, data, and teacher education, meaningful reform requires shared responsibilities from crucial sectors that include schools, universities, government, business integrated with those of students, their families, and communities. A more comprehensive approach is critical.

Curriculum and Assessment

The members of the Latino Commission have serious concerns about the public schools' ability to provide Latino students with access to an appropriate, multifaceted, and challenging college-preparatory curriculum as well as to offer them adequate and appropriate advisement. Serious questions also remain about how educators, students and their families can know whether students graduating from New York City's high schools have been adequately prepared to deal successfully with college-level work.

If Latino students are to be successful in making the transition from high school to CUNY, the curriculum linking elementary, secondary, and higher education must be closely integrated -- "seamless," -- where the requirements for high school graduation form part of the expectations and standards for higher education admissions. The October 1992 Interim Report of the New York State Curriculum and Assessment Council to the Commissioner and the Regents: **Building a Learning-Centered Curriculum for Learner-Centered Schools** discusses an overall design for a challenging and articulated curriculum and assessment system. Through curriculum and assessment, mastery at the lower levels should be interconnected with expectations at the higher level, so that students can assess their academic progress as it relates to the functional demands of either higher education or employment. For this to happen, however, the expectations for high school graduation and college entrance must be explicitly articulated.

What should such an assessment program cover? Following the recommendations of the Curriculum and Assessment Council, it should include the full range of performances and abilities desired of students-- moving beyond recall of facts and simple analysis to critical analysis and reflection. It should include synthesis of information and integration of skills; problem structuring and problem solving; tasks involving production, imagination, and invention; and it should include different types of tests, tasks and documentation. In addition, we argue that Latino students should have the opportunity of acquiring these skills in **both** languages and with a curriculum infused with a diversity of voices from their own communities and the communities of others.

Following this line of argument, the curriculum and accompanying assessment program in the high schools must mesh with the actual functional performance expectations the City University has for entering students. A look at the testing programs now in place

suggests that the current examinations all too often do not reveal whether high school students can perform at a level which will predict academic success in college. Students now graduating high school can demonstrate subject area mastery at two levels: the minimum competency level, as demonstrated on the Regents Competency Tests (RCTs); and the college preparatory level, as measured by Regents examinations. The relationship between performance on these sets of examinations and the level of performance demanded by college-level work has never been determined, however.

Unanswered Questions

It may well be that the RCTs now measure a level which would fall below CUNY's functional performance criteria (if such criteria were developed). In fact, however, we do not know. Studies which determine the degree of curricular "match" between the mathematics RCT and the CUNY Math Test, and the writing RCT and the CUNY Writing Test should be helpful. The match between the Regents examinations and CUNY performance expectations may be better, but relatively small proportions of New York City's public school graduates now take the Regents, and no study is now being conducted to examine the relationship between Regents and CUNY skills test performance. Under current conditions, students, their families, and school personnel may find it difficult to judge to what degree students have actually been prepared for college success.

Especially problematic is the fact that, for New York City's ESL students, there is no measure of language proficiency currently in use which would predict college success. Incoming ESL students cannot demonstrate their proficiency in English on an appropriate assessment instrument or through any other type of demonstration. Those and other concerns have been voiced by the ESL Committee during the CUNY/NYC Public Schools Faculty Conference on School System Collaboration, as well as in other contexts.

In fact, there is no particularly good reason why the public school's RCTs and the CUNY Skills Assessment Tests (SKATs) should relate substantially to one another: they were developed for different purposes and to test performance at different academic levels with no particular view to a common, underlying set of curricular objectives. The CUNY SKATs were originally developed to measure mastery in key content areas at the end of the second year of college (Otheguy, 1990). Although now used as criteria for placement into

remedial courses, the SKATs were not designed to yield diagnostic or placement information, nor were they designed for LEP students. They also measure limited domains of knowledge in only two modalities, thus under-sampling students' actual abilities. The Latino Commission does not argue the utility of testing incoming students' skills and knowledge for placement purposes, but asserts that the CUNY skills tests do not do this effectively.

Counseling

National research indicates that schools serving minority students tend to offer fewer college preparatory courses, and that minority high school students across the United States are too frequently not advised to take the courses which will keep them on the "college track" (Orfield, 1988). Research indicates that many students do not know what courses they need to prepare for college, and may need encouragement to undertake a program they may feel is too demanding. The available evidence indicates that this may also be the case in many New York City public high schools. The Latino Commission's student survey (see "Student Voices" Volume II of the Interim Report) conducted in Spring 1992 offered ample evidence that academic advisement of Latino (and presumably many other) students was too often inadequate. This may be attributed in large part to a system-wide shortage of counselors (particularly bilingual counselors) in New York City high schools, an issue discussed at some length in the Commission's Interim Report. The City's ongoing fiscal difficulties will make the hiring of sufficient numbers of qualified bilingual and other counselors unlikely, raising the concern that Latino students will continue to lack sufficient supportive academic counseling in the high schools.

Without sensitive and sufficient outreach, advisement and counseling, Latino students may make course selections which will make the transition to college difficult. The recent multilingual CUNY publication on the CPI is a beginning. But it assumes a level of parental literacy and in and of itself, does not address the persistent difficulties educational systems have had in engaging the working poor (Lareau 1989). We question whether there has been or will be sufficient outreach into the Latino and other minority communities to ensure that students and their families will understand the importance of academic course selection. We fear that academic counseling and advisement will also not be sufficient, and that

students will suffer the consequence.

The Special Case of Limited English Proficient Students

Students who are taking English as a second language (ESL) classes in the high schools are likely to be particularly affected by the CPI. Although high schools grant English credit for ESL courses, the City University sees ESL courses as remedial, and does not grant CPI credit for them. Because of their limited English proficiency, many students in these high schools may find participation in "mainstream" content area courses difficult, and may postpone or avoid them out of frustration or fear of failure. Because of staffing limitations and other issues, the number and range of academic content courses offered bilingually or with an ESL approach is limited in many high schools. All this suggests that LEP students may find it particularly difficult to accumulate sufficient CPI credits.

The Board of Education's Division of High Schools is recommending that CUNY grant CPI English credit for transitional ESL courses, but this has yet to be decided. On the "other side," within CUNY, LEP students have very few opportunities to take bilingual or content courses taught with an ESL approach which would facilitate their progress through the University curriculum.

Participation in College Preparatory Math and Science Courses: What the Available Data Can Tell Us

We do not know whether sufficient seats are available in the academic course sequences across the public high schools but information has been provided to the Commission on the representation of students of varying ethnic backgrounds in advanced math and science courses ("Analysis of Students Registered in Mathematics and Science Classes in UAPC High Schools", Fall 1992). This evidence suggests that Latino students are underrepresented in sequential and advanced mathematics courses. For example, Latino students comprise 31.5% of all high school students but, they make up only 25.9% of the students in the sequential math courses, and 21.7% of the students in advanced math classes. In science, Latino students are proportionately represented in "physical science" courses and over-represented in "other science" courses. On the other hand, they are underrepresented in what appears to be the academic sequence of courses: biology, chemistry, earth science,

physics, and advanced placement science courses. They are most dramatically underrepresented in advanced placement science classes and physics, where they comprise only 7.9 and 14.8 percent respectively of the students on register. They are also substantially underrepresented in chemistry and earth science as well (they make up 21.8% and 21.6% respectively of registered students in these courses).

The available data also indicate that, at least in mathematics, overall participation rates in academic courses are a major issue. Most New York City high school students were enrolled in some kind of science course during the fall 1992 (219,512 out of 237,728 students in the academic and vocational high schools). At the same time, however, only 124,373 students were enrolled in an advanced or sequential math course. If we consider this as a proportion of only academic and vocational high school students, only slightly more than half of the students were enrolled in college preparatory mathematics courses in the fall of 1992. This by itself suggests that New York City high school students as a whole are still not enrolling in essential mathematics courses, and we can infer from the data that this situation is particularly acute for Latino students. The overall available data suggest, then, that Latinos are underrepresented in the college preparatory curriculum in math and science.

The Urgent Need for Better Data

We do not know if the students are not participating in the college preparatory courses because courses are not offered bilingually, or the courses are not offered in sufficient numbers for students who want them, or whether students are being steered away from these courses, or whether the cumulative effect of participating in a watered-down curriculum prohibits these students from taking anything other than "fundamental" or "business" mathematics courses. As yet, statistics have not been published as to the numbers of academic courses offered (or seats in those classes) relative to the number of students who might want to take them. The slow process of implementing consistent course codes across the high schools has added to the confusion. All these are important questions which must be addressed with concrete and specific analysis of the data to which the system already has access.

The Commission therefore recommends:

- Given the diversity of the Latino communities, it is critical that Latino subgroup data be generated to more accurately assess and target different needs and outcomes (Olivas 1992).
- Data should be generated on the availability of seats in academic courses in each content area in each high school.
- The number of seats offered in bilingual or ESL content classes should also be reported, in proportion to the numbers of students in each school of limited English proficiency.
- Review of the data should precede any further phase-in of the CPI in order to determine that student access to the college-preparatory curriculum is sufficient.
- The Board of Education should conduct an on-going review of the provision of academic counseling, particularly in languages other than English, to students in need. This includes publication of counselor-student ratios for LEP as well as for English-proficient students, by school.

Another major area of concern is the success of those Latino students who do take college preparatory courses. While this information is collected by UAPC (University Admissions Processing Center) in the form of student records, no analyses have been released to the educational community in New York City. If Latino students are not successfully mastering the college preparatory curriculum when they do have access to it, students will continue to struggle in college, or will be discouraged from attending. In all, concerns about access of Latino students to the college preparatory curriculum and success in these classes remain areas of concern.

- The Latino Commission recommends that phase-in of the CPI policy not be completed until these data are available and have been reviewed closely by the Latino community and others who are concerned with the impact of the policy on Latino and other minority youth in New York City.
- In addition, CPI phase-in should link student requirements with the minimum

standards each intermediate and high school will be expected to meet in order to fulfill their responsibility to students. Schools which do not meet these standards should receive special attention by joint committees of community, university and Board of Education personnel that include traditional programs, current interdisciplines (ethnic studies, bilingual education, women's studies, urban studies) and teacher education.

- To date, the CPI design and faculty participating in the collaborative discussions have focused on the traditional disciplines which have resulted in severe underrepresentation of Latino voices. The CPI design and collaborations must infuse the discussions with the expertise and experiences of Board of Education and CUNY faculty who are dedicated to the needs of Latino and other students of color. This includes programs in bilingual education, ESL, and ethnic studies. Community based organizations working on the grass roots level must also be engaged in working with parents and families. Finally, the CPI design should not lose sight of the significant correlation between art, music and physical education and mastery in the humanities, social and natural sciences.
- Too little attention has been paid to the important role that extra-curricular activities can play in reinforcing learning in the classroom. Students from low income families do not have access to the array of activities available to most middle class students and families. The few programs available can serve to augment the in-school experience only if done creatively and in a way that affirms and challenges our youth. Clearly, more such programs are needed.

There is a real need to monitor the progress of the schools in preparing students to meet the increased academic demands of the CPI. In addition to the indices of course availability already recommended, the Latino Commission suggests that several new tables be added to the High School Profiles, supplemented by a set of detailed citywide tables which would be made available upon request. These tables should include:

- The proportions of students of varying ethnic backgrounds enrolling in "CPI" courses at various grade levels.
- The proportions of students passing those courses at various grade levels by ethnicity.
- A profile of graduating students' credit distributions, indicating to what extent they met the requirements of the CPI.
- These tables should be made available on a city-wide basis, upon request, for Latino and other students by home language and ethnicity/country of origin.

Teacher Education and the CPI

While the College Preparatory Initiative forges ahead, it is not clear that the universities which prepare most of the New York City's teachers are adequately responding or prepared to respond, to the need for pre-service and in-service educational personnel for programs, models, and training addressing the complexity and diversity of the Latino, African American, and Asian populations in New York City public schools.

CUNY's Chancellor's Advisory Committee on Academic Program Planning (12/2/92) states that in Fall of 1991 only 34 students in CUNY were majoring in mathematics education programs (7-12 grades), only 5 were majoring in physics (7-12 grades), only 5 in chemistry. The report recommends that CUNY colleges strengthen their recruitment efforts in programs designed to prepare math and science teachers at both the primary and secondary levels. In addition, there is a need for bilingual teachers in these areas since close to half of the children in the schools have English-as-a-second language and/or are recent immigrants. Approximately, 133,000 students in New York City's public schools have been designated as limited English proficient and are therefore entitled to bilingual education/ESL. Moreover, the report from the Board of Education's Chancellor's Working Group on Science Education (1992) addresses the lack of role models for children of color. Only 10% of biology teachers, 7% of chemistry teachers and 5% of physics teachers in New York City's public schools are racial minorities. They go on to say that:

Viewing these statistics against projections that 85% of the net entering workforce by 2020 will be people of color, females and immigrants starkly points out the critical need for teachers who most closely represent the students they teach.

There have been conversations in this area and there are federal, state, and city sponsored scholarships and loans to support in-service and even some pre-service programs. However, the far-reaching national reforms in education and in teacher education specifically proposed over the last ten years have yet to have any real impact on the quality of educational outcomes in our most affected schools.

It is not the intent of this Commission to add to the laundry list of courses and requirements for all "mainstream" elementary and secondary school teachers. Rather we suggest that specific approaches, given the needs of Latino youth, must be evaluated and

implemented where found appropriate. Our concern with teacher education does not focus only on the bilingual and English as a second language teachers but on the education and development of all teachers in the New York City school system whose lives are intertwined with those of our children.

Education Reform: Who Benefits?

In excerpts from her study of national leaders' perceptions of major educational reform policies, the Director of the Institute of Curriculum, Students and Technology at George Washington University, Mary Futrell, states:

Although the national leaders believe that there may be more standardization of the curriculum and, perhaps, more centralization of the public education system, they do not necessarily believe the implementation of these reforms will dramatically improve the quality of education for all students, especially minority students and students in poor districts. The surveyed leaders agreed that board-certified teachers will teach at all academic abilities. However, they did not believe that these teachers will be employed in poor school districts. Nor did they believe that ethnic minority teachers and teachers from low-income districts would tend to be board certified. If these findings become reality, the instructional disparities within the educational system could widen.

All indications are that Latino students for the most part are not represented in large numbers in the specialized academic schools or in alternative programs experimenting with educational reform where faculty and students interact, sharing their research ideas as well as their concerns about their futures. For example, the Latino Commission on Educational Reform cites in its volume of "Student Voices" that Latino students make up only 4% of the enrollment at Stuyvesant High School and 9% at the Bronx High School of Science. At the same time, Latinos are seriously overrepresented in segregated, overcrowded schools and special education programs.

The Need for Information

Chancellor Reynolds has publicly stated that phase-in of the CPI will be based on implementation data from the high schools. New York's education community needs to know whether the public schools have developed the capacity to offer successful college

preparatory educational experiences for all its students. We need to know whether Latino--and other--high school students have access to required academic courses, i.e., that sufficient seats are available. We need to see if Latino students actually enroll in these courses, and if they do, whether they master the course content successfully. Unfortunately, although the school system collects raw information to address these questions, it is not routinely analyzed or reported.

What Is Needed

In light of the discussion of some extremely important topics, the Latino Commission recommends the following:

- The instructional program in high schools and entry-level programs in CUNY need to be articulated around a curriculum sequence which links the educational outcomes of instruction in the intermediate and high schools to the educational requirements of higher education. While the CPI design now has such a structure in place, it has not included the strengths, needs and visions of the Latino communities. Latino voices from the high schools and colleges are seriously underrepresented in the collaborative discussions.
- The testing program needs to be similarly articulated, and expanded to include other types of assessment of student abilities. The testing program must provide useful information about students' mastery of the range of skills necessary for college success. Without this information, neither colleges nor students have an accurate assessment of the knowledge and abilities which students bring with them.
- Until such a curriculum and assessment program is in place, assessment of incoming students for placement and granting of CPI credit should allow students to demonstrate competency in relevant areas through means other than the CUNY Skill Tests. Demonstrations, performances, and exhibits of work would be appropriate, and would be a much more valid assessment of the abilities of students.
- A key to successful school/college collaborations is public and private "third party support" (Hawthorne and Zusman 1992). This necessitates a commitment in action as well as words. The 1980s was distinguished by a substantial withdrawal of federal support for equity issues. In addition, states, by and large, have treated their urban (minority) public schools and universities less favorably than their suburban (largely white) counterparts. The fact that New York State has been unable to come to terms with

inequities in funding for its largest school district (New York City) and its City University system does not bode well. In addition, it is significant that CUNY's 93-94 request for an additional \$1 million for collaborative programs (which includes the CPI) was not supported by the Governor's 93-94 Executive Budget during the very fiscal year that the CPI begins implementation. Latinos must have improved articulation between the schools and universities to penetrate the global economy. State and federal policies must be redirected to facilitate this.

Summing Up

The CPI has been touted as expected to "positively affect the retention-to-graduation rates of undergraduate students" (The CPI: What It Is and What It Is Not, 1993) The University clearly feels that the more academic units students have achieved by the time they enter CUNY, the better they will perform on the Freshman Skills Assessment Tests (FSAT). The expectation is that as the results on the basic skills improve, "there will be fewer remedial courses needed".

There are certain assumptions implicit in these assurances, however, that may not be based on reality. Most significantly, CUNY states that with "early academic and resource planning and good student advisement...completion of CPI expectations should not delay the students' program in high school" (1993:31). Such planning and advisement, however, may be a luxury in many schools where guidance counselors are already overworked. While New York State recommends a ratio of one counselor for every 250 students, in 1992, the average New York City high school counselor was responsible for 355 students. (New York Times, October 20, 1992).

Further, while the University has stated that the limited resources of public high schools is an "acknowledged reality" that has been taken into consideration in the design of the CPI implementation timetable, there is still room for grave concern. For instance, non-lab sciences like General Science, one of the two science courses in which most Latinos are enrolled, will be considered appropriate for college credit for the first two years of the phase-in period. (1993:30) Afterward, however, there is an expectation that there will be enough laboratories available in our high schools for all students to enroll in a laboratory science course, an assumption for which we have yet to see a factual basis given the chronic

financial limitations faced by the New York City public school system.

The Commission acknowledges the efforts made to offer activities designed to develop increased intercultural sensitivity in counselors, as well as the Board of Education's dropout prevention programs -- Project Achieve and Project Achieve Transitional Services (PATS). The continuing shortage of available counselors and the sparse available data suggest, however, that access to the academic curriculum continues to be limited for Latino students, especially in the key area of mathematics. This again suggests that the impact of CPI requirements on Latino students is likely to be particularly severe.

*America
understand
once and for all*

*we are
the insides
of your body*

*our faces
reflect
your future*

*-Francisco Alarcón
Letter to America*

COMMUNITY COLLABORATIONS REPORT

It takes a whole village to raise a child--African proverb

Researchers, practitioners and policy makers agree that no one institution can address the myriad of problems faced by many of our Latino school children today.

The connections between academic success, the diverse needs of students and families, the growth and development of nurturing communities, institutions and schools must be continually strengthened and reshaped to focus and promote the educational success of our youth.

Accordingly, linkages between the New York City Board of Education and the vast network of community based organizations in New York City has gained importance and relevance in the development of successful school/community intervention.

All too often, these mutually beneficial relationships have been relegated to a low system priority and the advantages and benefits to school administrators, students, families and the community at large are not built upon.

The Latino Commission has expressed a strong belief that these types of relationships must continue to be forged, supported and where successful, expanded. Sixteen key recommendations regarding schools and community based organization collaborations were made in the interim report. In an effort to develop work plans for implementing the recommendations, former Chancellor Fernandez suggested that the Community Collaborative Work Group be established. The Work Group included members of the Latino Commission and Central Board administrative staff.

The focus of the Community Collaborative Work Group was to determine, based on information provided by the Board, the status of existing relationships between schools and community based service organizations. This process proved to be frustrating because of the limited information which the Board of Education collects for programs other than the Community Achievement Project in the schools. In fact, the Work Group was informed that many of the collaborations "may be initiated at the school, district or central level, they may or may not require a contractual relationship, they may or may not include a citywide umbrella agency, they may focus on specific/short-term activities or a long-term relationship,

they may develop from protocols for joint operations or they may be based on informal referrals." In other words, there are few definites when it comes to forming collaborations between schools and service providers. And there is even less definitive information about the collaborations which do exist. Therefore, the Work Group's evaluation of existing collaboratives was limited.

Also frustrating and disappointing was the fact that the nature of the services provided by the outside agency are neither documented nor evaluated for outcomes. This very important information, the Work Group was told, is kept by the local school and/or district staffs - if collected at all. While there are legitimate reasons for having local administrators assume responsibility for collecting their own data regarding the type of services sold to them and the outcomes attained through the services, the fact remains that too frequently the collection of the data is not done even at the local level. Thus, it becomes impossible to judge whether or not students' needs are met, whether service providers are adequately fulfilling their responsibilities, and whether the school or district is awarding contracts based on the proven qualifications of the service providers.

Additionally, as a result of the fact that such contractual relationships are not adequately documented, it is impossible to determine whether the bidding process fairly allows participation by all possible players. Specifically, we know that Latino-based organizations, which are more often than not better suited to providing services to the Latino students within their communities, have not been actively sought out for participation in the bidding process nor have they received a fair share of the service contracts awarded each year. This lack of inclusion is harmful not only to the Latino organizations but also to the students and parents who rely on these organizations for social service support. Moreover, participation by Latino CBOs should be encouraged for the following reasons:

- Given that most CBOs are primarily staffed by members of the communities which they serve, they possess a better understanding of the cultures and languages represented in those communities.
- CBOs have a vested interest in seeing that community residents effectively integrate themselves and actively participate in the education process.

- It is easier for CBOs to reach the targeted populations because they have roots in and relationships with members of the communities.
- The CBO personnel serve as positive role models for the students and their parents.
- Quality of the services provided will be monitored not only by the schools but also by the residents of the community given their relationship with the CBOs.
- As members of the same community, CBOs are also in a position to avail themselves of other ancillary services in kind, and make appropriate referrals to families in a sustained fashion.

The Work Group, furthermore, was not able to determine how much money is spent annually by schools through the process of contracting for outside services. The Board informed the Work Group that the financing of many of the existing contracts result from proposals written by the schools. Thus, they are not required to provide detailed information to the Central Board. The only time when schools are required to obtain approval from the Board for intended service contracts is when the contract exceeds \$15,000. Smaller contracts, therefore, become invisible. It should be noted, however, that the Board does have in place a system which allows schools to purchase services from community groups and not-for-profit agencies. This system, which is known as the Listing Application, allows any and all districts to buy services from the agencies under a "requirements contract". This contract simply means that districts can buy services for a specific unit cost and not have to go through the steps of setting up their own contracts.

Given the limited information which was obtained, it should also not be surprising to discover that it was impossible to determine whether or not the schools conducted resource inventories and needs assessments prior to entering into contracts. While it may seem logical to assume that most, if not all, service contracts are generated as a response to the schools' specific needs, it would be imprudent to arrive at such a conclusion without definite information. Moreover, without appropriate assessment of the resources available in the schools and the needs of the students, it is impossible to determine which service

provider is best suited to enter into contracts with the schools. Concurrently, if a needs assessment is not conducted, it is not possible to set desired goals and outcomes for the service providers.

Finally, the Work Group also determined that the flow of information from service providers and school administration to parents and students was inadequate. More specifically, since the schools are not required to document the nature of their contracts, for contracts under \$15,000, it is highly improbable that parents or students will know about the types of services available to them at the schools. This clearly has a negative impact on the entire process. The Board attempted to increase the accessibility of information to the parents and students by compiling a directory of community service providers. However, the following problems make this directory an inadequate solution:

- The directory is too broad in scope since it lists all of the service agencies citywide, in each of the five boroughs, and districts 1-32, without identifying those with existing relationships within a school.
- The directory did not list such information as contact person, hours of operation, and languages in which services are provided.
- Most importantly, the directory did not emphasize or concentrate on listing CBOs within each geographic community.

Additionally, the Board's Division of Strategic Planning initiated a data collection effort during the 1992-93 school year. The results of the survey were included as part of the School Profiles. While this effort is a good first step, there is still much more which must be addressed by the Board.

Recommendations

In light of the frustrating experiences encountered by the Work Group, and in order to encourage community collaboratives which are truly beneficial to all the key players, the following recommendations are made.

1. That "community collaboratives" be defined to mean the establishment of relationships between school, districts and the Central Board and a community based organization (CBO).

2. Require that all schools, districts, and the Central Board provide detailed information regarding service contracts which have been awarded to CBOs. The information should include:
- (a) The results of resource evaluations and needs assessments conducted by the school prior to initiating the bidding process for awarding contracts.
 - (b) Identification of the service provider/CBO to whom the contract has been awarded.
 - (c) Identification of the funding source and the amount of the service contract.
 - (d) A summary of the types of services which the CBO will provide.
 - (e) A summary of the expected outcomes.
 - (f) An explanation of the evaluation process which a CBO must undergo before a contract is reissued or extended.
 - (g) A summary of the process undertaken by the school to ensure that contracts are awarded to the most qualified CBO.

The objective of all of this is to ensure that services are being contracted based on need and that they result in positive outcomes.

3. In schools and districts where the Latino student population is 25% or more, a proportional amount of the total money for such collaboratives should be awarded to Latino CBOs.
4. In schools and districts where the Latino student population is 25% or more, information regarding collaboratives within the school should be made available to parents in Spanish.
5. All CBOs interested in bidding for contracts should be required, as part of their application process, to identify the outreach efforts which will be used to reach the parents and the students. Specific attention should be given to identifying and reaching language minority and culturally different populations.
6. As requested in the Interim Report, the Board should immediately issue a policy statement to encourage the establishment of community collaboratives and outline the responsibilities of the schools, districts, the Board and the CBOs. A uniform procedure for accessing contracted service information for school districts should be developed.
7. Have an open school week where representatives of CBOs can visit schools for the purpose of obtaining information regarding possible service contracts while at the same time making themselves known to school staff.

8. Require that all schools provide annual reports regarding request for use of facilities within the school. The report should include the name of the organizations making the request, the nature of the request, and the disposition of the request.
9. Given the severe fiscal limitations of our schools and school districts, all superintendents should document fund raising efforts that are initiated at a local school or district level, that are intended to provide social or academic services to the students of that school or district. All funded program offices should be able to demonstrate the efforts of the school/district to generate additional services and funds.

BILINGUAL/MULTICULTURAL INSTITUTE

In the Interim Report, the Latino Commission recommended establishing a Bilingual/Multicultural Institute (a Board of Education collaboration with universities in New York City) to focus on the professional development of bilingual teachers, counselors and administrators. In response to this, former Chancellor Fernandez suggested that a work group of Commission members and Board of Education staff join to develop the work plan for such an institute. This group of people formed the Bilingual/Multicultural Institute Work Group.

The focus of the group was to develop a plan, which would incorporate the various needed players, to provide pre-service and in-service training to bilingual educators at all levels. The Group designed activities and developed relationships leading to the creation of a training institute. The staff responsible for developing the Institute, once the Commission is gone, would be housed in the Board of Education's Division of Bilingual Education. The institute would receive advice, recommendations and guidance through a consortium of advisors from various universities in the City.

At the same time that the Bilingual Institute Work Group was considering the issues which had to be incorporated into the Institute, the Diversity Work Group of the Latino Commission was struggling with similar concerns. Specifically, the Diversity Work Group was charged, in the Interim Report, with reviewing issues of diversity amongst Latinos and developing a plan by which to ensure that knowledge and sensitivity toward Latino diversity is fostered throughout the school system.

Members of the Work Group believed that the most effective way to foster sensitivity and respect amongst children is by teaching them about themselves and others, and that the logical place to start with this training would be by educating their teachers. They also understood that a multicultural curriculum would be most effective if adopted system wide and developed by those who work closely with these issues. It was, therefore, decided to consolidate the Bilingual Institute and the Diversity Work Groups.

What follows, therefore, is the work of these combined groups. It should also be noted that this section of the report is different from the others since it includes:

1. The actual proposal which has been drafted for funding of the Institute and which has been submitted to the State Department of Education for possible funding. While the Group has attempted to include as much detail as possible, this proposal is presented as a work in progress. We expect the University Consortium and other players to add more components.
2. Section two represents a theoretical framework for the development of a multicultural curriculum.
3. The last section provides a list of activities and issues which the Institute will incorporate into the curriculum used for teaching and focusing on diversity.

We propose the creation of a Bilingual/ Multicultural Institute whose mission will be to respond effectively to the diverse bilingual and multicultural student population in the New York City Public Schools. The Institute will be administered under the auspices of the Board of Education's Division of Bilingual Education and will represent the collaborative efforts of this Division as well as the Office of Multicultural Education, the Division of Instruction and Professional Development and the Division of Funded and External Programs.

The Institute's mission is consistent with the New York State Education Department's A New Compact For Learning (March 1991) which recognizes that good education depends on active participation of parents, higher education, community educational and cultural institutions, the social-service and health communities, and the business community, as well as the students themselves. In line with A New Compact For Learning, the Institute will focus on results, promote local initiative, and empower people at all levels of the system.

GOALS

In accordance with the goals and principles set forth in A New Compact For

Learning, the goals of the Bilingual/Multicultural Institute are to:

- (1) Establish a consortium of university-based staff to serve as a resource and in an advisory capacity to the Bilingual/Multicultural Institute.
- (2) Form a research component within the Bilingual/Multicultural Institute to compile and synthesize current data on school-based trends and practices in bilingual/multicultural education.
- (3) Collaborate with community-based organizations and multicultural study centers to tap their knowledge on immigrant, ethnic, and language-minority populations.
- (4) Promote knowledge, respect, and understanding of people of diverse ethnic backgrounds, racial origins, and linguistic competencies for the purpose of developing and implementing effective educational practices.
- (5) Develop leadership skills and involve parents, along with teachers, in school-based planning and shared decision-making, as called for in A New Compact For Learning and mandated by the New York State Board of Regents in Section 100.11 of the Commissioner's Regulations.
- (6) Assume responsibility for coordinating all initiatives related to professional development, parent involvement, and student leadership.

ACTIVITIES

Funding will enable the Bilingual/Multicultural Institute to begin to address these goals by conducting the following activities:

- (1) The Institute's Director and members of the consortium of university-based staff, the Bilingual/Multicultural Institute's research component, and community-based organizations and multicultural study centers will develop and disseminate an annotated resource bibliography and compile resources and materials which depict populations in a non-oppressive fashion at every grade level and in all subject areas.
- (2) The Bilingual/Multicultural Institute will offer educators (e.g., administrators, teachers, paraprofessionals, guidance counselors) who work with Latino students a two-day symposium to increase their awareness and expand their knowledge of Latino diversity.

These symposia will serve as a model for developing professional development focusing on other cultural, ethnic, and linguistic groups.

- (3) The Institute will also pilot an educational program with trained teachers and students that emphasizes experiential learning and student's awareness of diversity within the Latino population.
- (4) The Institute will make available to parents ongoing leadership training, based on the New York State Education's LEP Parent Leadership Training Model to promote their participation in educational decision making, consistent with the Compact's emphasis on involving parents as real partners in their children's education.

A Curriculum for Diversity

Mindful of the many cultures that partake in the American experience, the Institute's academic activities and initiatives will be informed by a curriculum whose presupposition is to integrate, advocate, and foster the teaching and learning of diversity. The concept of diversity will become evident in the content of instruction covered, the pedagogical methodology employed, the training of teachers pursued, and the instructional resources utilized.

Diversity has been most visible in America at the racial or ethnic levels. Most students and teachers in the United States find it easy to distinguish a human group from another by means of such classifications as White, Black, Hispanic, Native-American, and Asian. But a truly committed attempt to acknowledge and respect ethnic difference will delve into the great variety of identities contained within each of those globalizing labels. Racially, the term Black describes equally a Panamanian of African descent whose parents came to the Canal Zone at the turn of the century, and English surnamed Dominicans of African descent whose parents migrated from St. Kitts to San Pedro de Macoris during the sugar boom of the Dominican Republic in the 1920s, and a resident of Louisiana whose ancestors came in a slave ship straight to a plantation at the beginning of the nineteenth century. But the term can hardly be deemed satisfactory as an equal signifier of the historical experience, the culture, and the legacy of the three black individuals in question.

Regarding Latinos specifically, efforts should be made to acknowledge the multiple identities that exist among the people whose cultural roots are in the countries of Latin America. The experience of a Cuban who may have come to the United States following the 1959 Revolution does not necessarily match that of a Puerto Rican whose entire nation received U.S. citizenship in 1917. The cultural heritages and the socio-historical dynamics that went into the formation of the Dominican people do not necessarily resemble those that formed the Argentinean or Bolivian people. Indigenous populations survived the European conquest in South America but not in the Spanish-speaking Caribbean. Conversely, the African presence, whose impact is less central in most South American countries, is dominant in the Caribbean. Also, to name just one more point of difference, there are

linguistic factors that clearly distinguish an Uruguayan from a Puerto Rican.

A clear understanding of racial and ethnic differences, however, should not obscure the crucial importance of class differences as a means to explain the varying strata occupied by people in society. Within each of our ethnic and racial groups there are people who occupy lower or higher social positions due to their lesser or greater control of economic means. The Institute's curriculum will seek to make students and teachers sensitive to the explanatory power of class structures to understand division and alliances among the various constituencies that we come into contact with. A class-conscious curriculum will make students and teachers aware, for instance, that ancient Egyptian history is biased and incomplete if it deals primarily with the pharaohs and the symbols of the ruling classes. One would need to find out about the popular classes whose work generally made the prosperity of the aristocracy possible but who left no legible document to fuel the pages of history as the upper classes did.

The Institute's curriculum will seek to make the teacher and the learner acutely aware of sex and gender issue and the intersectionalities with race and class as elements that largely regulate our place in society. The curriculum will seek to avoid inheriting the male-centered world view inherent in the very structure of many of our most important institutions. A close look at society from the point of view of a gender-conscious analysis will militate against the mindset that still causes many to think "he" in connection with the word "doctor" or "she" with the word "secretary" and "nurse." Equality can only occur when mutual respect between men and women has been achieved, and a curriculum that opens our eyes to gender issues has an important role to play in our reaching that goal.

The Institute's curriculum has to be one that advocates an empowering education. In that respect, what takes place in the classroom, what material is chosen for instruction, and what role students play in the learning experience are crucial. Students should be active agents in the pursuit of knowledge rather than passive recipients of information. The learning will be oriented toward the development and constant exercise of critical thinking. Thus, collaborative techniques will be endorsed and learners will be encouraged to engage themselves in their education. They should understand that their learning ultimately depends on them. In addition to collaborative techniques and other approaches aimed at

having students assume responsibility for what they learn, the materials covered should always seek to make their study relevant. Relevance means that what students learn should enhance the notion that they are bona fide historical agents and can make a difference in shaping events.

The focus, when dealing with such areas as social studies, should aim to acknowledge the central role played in history by ordinary people. Efforts will be made to avoid the temptation to concentrate exclusively on the actions of aristocratic families, enlightened individuals, and extraordinary talents. A history of the American Revolution, for instance, should not focus exclusively on the likes of Jefferson and Washington but should seek to explore the participation of the popular classes, including women, disinherited workers, and Native Americans as well as slaves and freed blacks. A study of the civil rights movement should show, for instance, that some of the social gains attained were not only due to the individual genius of Dr. King but also to the self-giving perseverance of nameless masses of people who bore the brunt of such actions as the famous boycott. The curriculum should acknowledge the importance of ordinary people in the making of history. In so doing, it will acknowledge the role of the ordinary people who populate most of our classrooms in the public schools.

Many of the students in the public school system, particularly the Latinos, need bilingual education. In most cases, bilingual instruction is seen as a step prior to "regular" education, which is English monolingual. The Institute's curriculum should seek to reconceptualize that approach so as to combat the perception that views bilingual education as a service station that will enable student to reach monolingual courses. Rather, bilingual education should attain ontological autonomy and be accepted as a legitimate way of learning about the world.

To implement the goals of the Institute it is necessary to look at teacher's training programs available in the school system with an eye on identifying ways in which the training can focus on the skills required by a curriculum of diversity as understood by the Institute.

The first step towards the realization of the goals of this curriculum includes an examination of which elements may already be available through the school system, how the teaching skills required by this curriculum compare with those required by the state for

licensing, and how the concerns of the curriculum of diversity can operate harmoniously with the demands of CUNY's College Preparatory Initiative. We need to identify those elements of former Chancellor Fernandez' proposed curriculum that addresses the concerns raised in the Institute's curriculum and we need to explore the extent to which these curricular concerns can be integrated in the statewide curriculum.

Diversity Activities

Latinos are a culturally diverse population² made up of people who historically have been part of the United States and others who have immigrated. Many of the people who have migrated/immigrated have been living in the United States for many generations while many others have arrived just recently. As shown in the "Latino Brainstorm Web", many differences exist among the various Latino groups. Given the statistical data that identifies Latinos as one of the fastest growing populations in the United States, it is imperative that we examine how we are dealing with the diversity among Latinos.

The issue of diversity among Latinos has not been addressed within our present educational system. Consequently, the needs that arise for this population are not being dealt with adequately.

The Bilingual/Multicultural Institute aims to create strategies to address the importance of understanding and dealing with diversity within the Latino population.

Three approaches have been identified by the Bilingual/Multicultural Institute to begin to address the needs of the Latino population. The first strategy will be to sponsor a two day "Hands On" Interactive Symposium/or Institute dealing with the many aspects Latino diversity. Such an activity would be geared towards "our own" Latino educators to develop and increase their knowledge and the information they have regarding their diversity. The second approach includes the assistance of Maria Guasp, Executive Director, Division of Instruction and Professional Development, New York City Board of Education, Silvio Torres-Saillant, Coordinator for the Dominican Studies Institute, City College, and

² Attached to this report is a "Latino Brainstorm Web" depicting the many components that contribute to the diversity of Latinos.

others to compile and make available annotated resources, reading and materials bibliography inclusive of the diverse groups of Latinos. The third approach is to develop and pilot a Latino Diversity Model that encompasses resources, material and lesson plans. This model would include pedagogy based, not on teaching facts and providing information in a traditional modality, but on critical thinking that incorporates "hands on" activities. The model will promote ways to "facilitate" rather than "teach".

The implications of such endeavors promise to be far reaching. The three approaches will provide needed information on how to work with Latino populations. Another notable result is that they will make available a beginning approach which can be applicable in other settings. Consequently, through assessment and replication, the strategies can be systematically instituted in the educational process.

Two Day Symposium on Latino Diversity for Latino Educators

Presently the Latino Symposium is targeted for Latino educators. The reasons for this decision are twofold. The Latino educators that attend the symposium can serve as resources to build on the knowledge base that already exists. These educators can also help to raise the awareness and increase the knowledge of many others who lack this perspective.

The objectives of the symposium are as follows:

- To explore Latino Diversity.
- To learn and expand on our knowledge of Latino diversity.
- To dialogue about the many perspectives (differences as well as similarities).

The symposium will include 2-3 hour workshops dealing with the various aspects of Latino Diversity. The use of materials/resources will be incorporated to make it more interactive through dialogue and experiential opportunities. The arts will play a major role in providing ways to learn about Latino Diversity and to explore the bias that exists with regards to different Latino groups. This can be done in a variety of ways. For instance:

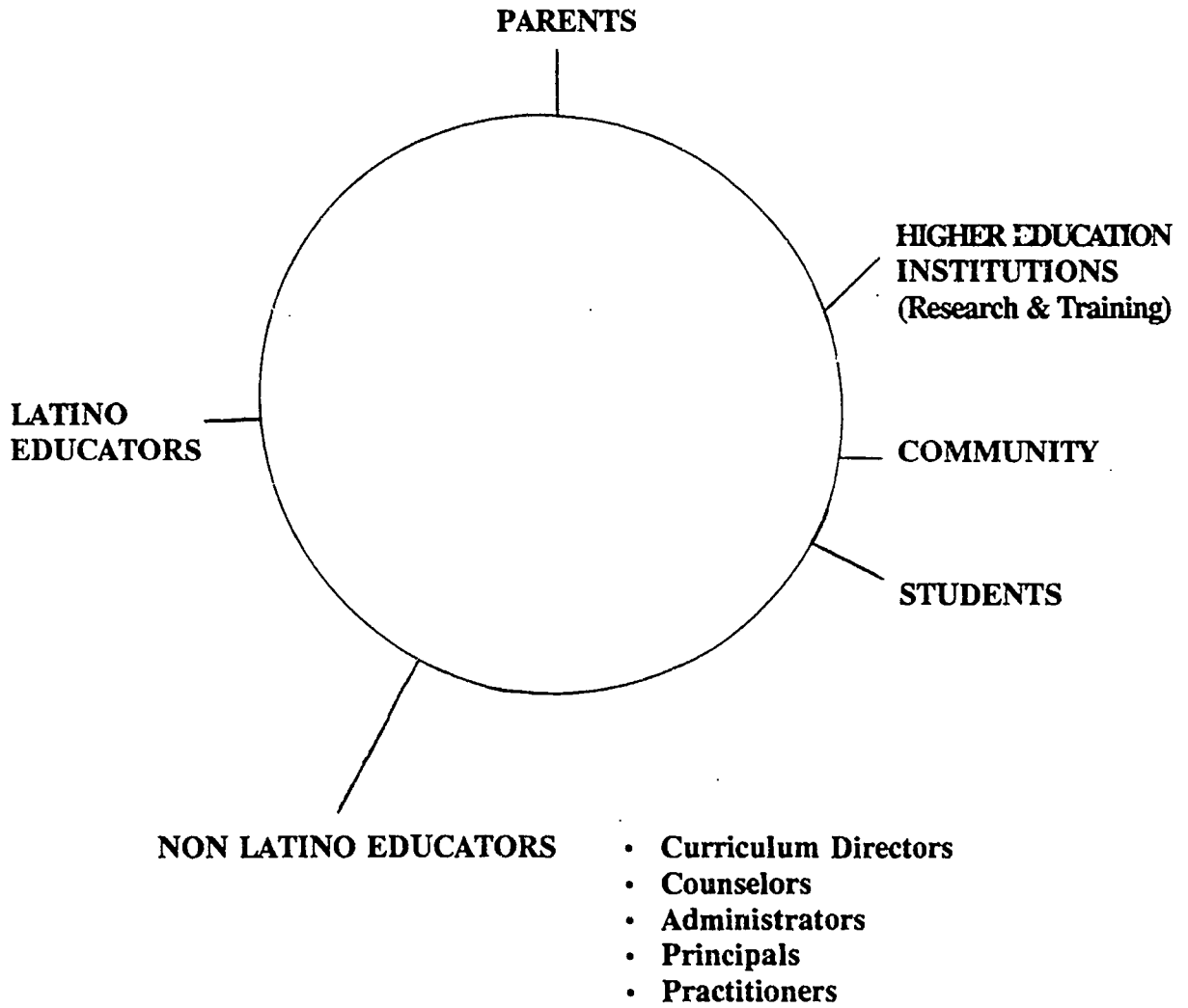
- A theater skit can depict certain beliefs, values or norms (past or present) of a particular group of Latinos that may not be very familiar to the participants.
- Issues of bias can be explored using role play.
- Dance can be used as a means of exploring many rituals and realities of different groups.
- Music can serve as a channel for exploring how we may appreciate listening or dancing to a particular tune while overlooking or denying the roots of our own heritage.
- The visual arts can be useful in exploring how certain groups are depicted and why, while still other groups are neglected or undermined.

The various aspects of Latino Diversity to be explored can include literature and history. The exploration, however, will be interactive rather than simply content oriented.

There will, therefore, be three levels to the symposium:

1. The content will be provided through information passed on verbally, through materials and by providing resources.
2. The symposium will render experiential opportunities and engage the participants in dialogue whereby sharing, discussion, exploration and lively interactions can occur.
3. Educators will have an opportunity to explore a pedagogy based on critical thinking and to discuss openly how this method may assist in the learning process.

While the conference is presently targeted to a specific group, the plan is eventually to reach the various groups impacted by these issues. These groups include:



The Development of an Annotated Resource Bibliography

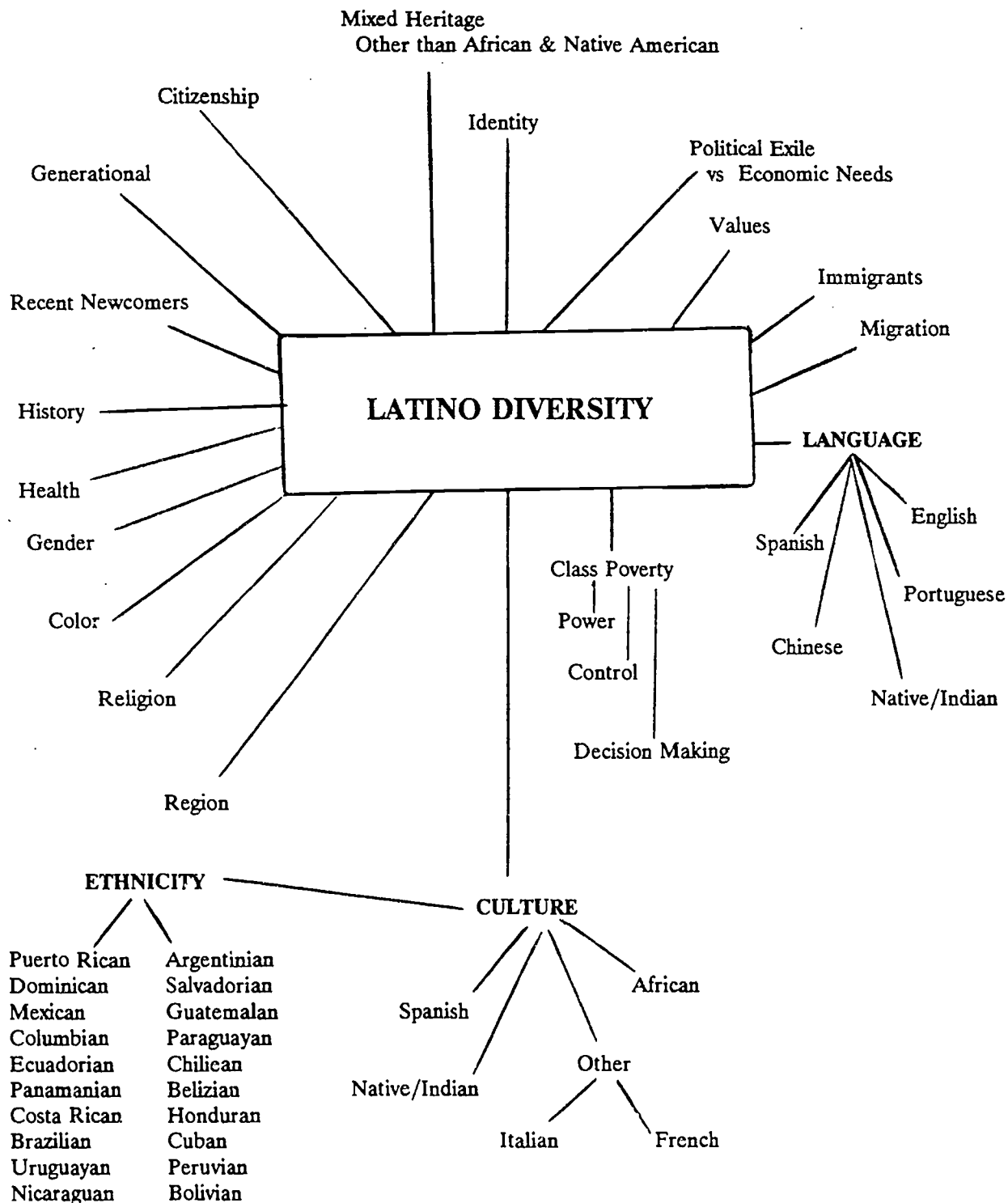
The annotated resource bibliography should be composed of readings in every subject area. The bibliography should also provide resources and materials which depict populations in a non-oppressive fashion. It would be helpful to provide this list by grade level, subject and according to the various groups. This project could be a collaborative one with the participation of the appropriate divisions and personnel at the Central Board of Education along with other scholars and institutions of higher education.

Development and Piloting of Cross-Cultural Latino Diversity Model(s) for Latino Students

Cross-cultural courses could bridge the gap between groups who are unaware of the diversity that exists within their own group and in relation to other groups. This is a point of particular relevance to Latino students regardless of the grade level they are at.

One of the goals is to develop a Latino Diversity Model which includes readings, activities and projects. A group of teachers could pilot it with a group of students. This could be a collaborative project including the Office for Professional Development, Office for Multicultural Education, The Division of Bilingual Education and others. Among these others, Educators for Social Responsibility can be especially helpful for the experiential, hands-on perspective. This experience could ultimately become a model used to train teachers on how to deal with the cross-cultural diversity of Latino students.

LATINO BRAINSTORM WEB



LEADERSHIP SECONDARY SCHOOL

"Our children enter school with the hope and enthusiasm for learning that are required to make our vision become a reality, but this hope starts to fade in the public schools." (Toward a Vision for the Education of Latino Students: Interim Report of the Latino Commission on Educational Reform, May, 1992, p. 6)

Toward a Vision for the Education of Latino Students: Community Voices, Student Voices explored major policy issues both at the school and system levels, formulated conclusions, and made recommendations for improving the public school education of Latino students. The result was a conceptual starting point that allowed members of the Leadership School Collaborative to develop a vision for the education of Latino youth. The plan for the Leadership School embraces that vision, expands on it, incorporates it within a multicultural framework, and begins to challenge what education should be about so that the hopes of children do not start to fade when they enter public schools.

On June 26, 1992, the Collaborative submitted a proposal to the Fund for New York City Public Education for consideration as a New Visions School. The New Visions Schools were initiated by the New York City Public Schools in collaboration with the Fund with grant support from the Aaron Diamond Foundation. The goal was to create small schools that are caring, innovative, creative and well-conceived educational environments in which students can succeed. Its aims reflect elements of the most current thinking among the educational community. Over 200 proposals were received by the Fund. This overwhelming response signaled an unprecedented public interest in overhauling New York City public schools. After an extensive interview with the Collaborative, the Leadership Secondary School was one of fourteen selected. Chancellor Fernandez was a major force in this endeavor.

From the Creation, to the Implementation of the Vision...

What makes this school so unique? Why is it so vital to the community and for New York City? What kind of students do we envision upon graduation? How do we tap into

the diversity of the student population? What is the importance of being literate in Spanish and English? How will we develop an integrative and thematically designed curriculum? How do we motivate students to participate in social change? Why should they become leaders? Will we find a Director and teachers that believe in and practice a pedagogy for change? How are we going to measure the success of the school? How will the role of parents be defined? Will the students be compelled to come to the school? How will we obtain other funding sources? What kinds of partnerships will we build? How best will we equip our students to meet the challenges of the future? These were the kinds of questions the Collaborative needed to reflect upon in order to conceptualize and develop a school that students will want to attend.

The Leadership Secondary School will open in September 1994 and will be a 7th - 12th grade environment with a projected student population of no more than 500. It will have at its core the concept of excellence and leadership in a multicultural society. The School will place at the center of its curriculum the goals of developing demonstrably high levels of Spanish-English bilingualism and biliteracy within a dual language model and nurturing and enhancing effective skills in community leadership and community service. The emphasis will be on the "the four A's" entailed in leadership for the 21st century: **Accessing, Assessing, Analyzing, and Acting** on information and issues that involve social action. The ASPIRA model of leadership training will be one model examined. It provides successful approaches to the preparation of young people for community action positions. Other culturally relevant and transformative approaches will also be reviewed.

The community service component will seek to develop a vision of social responsibility and will engage students in activities and actions that reflect a link between learning and doing. The goal is to provide opportunities for students to engage in policy issues and social action relevant to the community.

The admissions policy of the school is designed to create a student body that represents the linguistic diversity of the Latino community and of the New York City community as a whole. The School will serve Latino students at all different stages of bilingual fluency and literacy, from those who know only Spanish to those whose Spanish is weak and whose language is now primarily English. It will also serve students from other

language groups with little or no background in Spanish. In all, the School will strive to develop fluency and literacy in both English and Spanish.

Besides having an interest in developing literacy in Spanish and English, the students must also have a desire to enrich their knowledge of Latino culture and history. Whether in Spanish or English, each language will draw on the multicultural experiences of all the populations of the Americas and its links to Indigenous, European, African and Asian legacies.

This dual language model provides for a strict separation of languages by the teachers, with explicit understandings among faculty, students, and parents when instruction is to be in English and when it is to be in Spanish. The model also integrates in one classroom students with different degrees of fluency and literacy in the different languages (as well as with different degrees of personal or family connection with the languages). Thus the student who has strong command of both languages as well as the student who is still developing bilingualism and biliteracy will, irrespective of ethnic background, struggle together as they grow in the two languages and master the intricacies of subject matter.

The governance of the school will embody the principles of participatory democracy, collective problem-solving, cooperation and shared decision-making. While it is generally understood that the level of parent participation decreases in the middle and upper grades, the school's philosophy incorporates the concept of community as vital, and, therefore, will incorporate parent involvement as a critical component. Parents will be a major force in governing the school. Students will also assume positions of leadership that will prepare them for future decision-making roles.

There will be strong affiliation with one or more schools of education at major universities. Such institutions of higher education will assist the school by providing intensive staff development experiences: developing and disseminating curricular materials: becoming a clearinghouse for pertinent research and successful professional practices: creating collaborative teams between licensed teachers and student teachers: and documenting and evaluating the process of creating the School.

On March 17, 1993 the Board of Education voted unanimously to establish the School which will be affiliated with Community School District 1. After meeting with the District

1 Superintendent and staff, it became evident that they could provide the kind of support needed to make the school successful. Their willingness to accept this challenge with us and a unanimous vote from the Community School Board #1 to establish the school made it all the more favorable.

Unexpected personnel and logistical problems affected the September '93 opening. As a result, the Collaborative took the opportunity to spend this year preparing for the September 1994 opening by exploring alternative ways to link the School with existing school structures, with community and the university system. This next phase will give us the time necessary to solidify and amplify a number of the original central goals including intensive community outreach efforts, seminars for families of prospective students, and the development of a strong leadership curriculum. This time also provided the opportunity to seek and hire a Director and staff who share the vision and will accept the challenge. That challenge has been accepted by Nivia Alvarez who is presently with the Division of Bilingual Education.

Presently, the members of the Leadership School Collaborative are: Dr. Doris Cintrón-Nabi, City College of N.Y., who has served as Coordinator; Diana Caballero, Puerto Rican/Latino Education Roundtable; Ruth Swinney, Coordinator of Dual Language Programs, District 3; Camille Rodríguez, Centro de Estudios Puertorriqueños; Maritza Villegas, Guidance Counselor and parent, District #4; Lorraine Cortéz-Vázquez & Tony López, ASPIRA of N.Y.; Dr. Ricardo Otheguy, City College of N.Y.; and Paula Murphy, District 4. During the proposal writing stages, much support was provided by Dr. Milga Morales Nadal, Brooklyn College; Dr. Silvio Torres-Saillant, Dominican Studies Institute, City College of N.Y. The collaboration also involves Naomi Barber and Beth Leif, from the Fund for New York City Public Education; William Ubinas, Superintendent and Irma Zardoya, Deputy Superintendent from District #1; Pat Black, Superintendent of Manhattan High Schools and her staff; Lillian Hernandez, Division of Bilingual Education; and Board of Education Member, Dr. Luis Reyes and his staff.

Everyone involved has resolutely taken on the challenge of bringing this school into being in spite of the obstacles that have presented themselves and which we are likely to continue to encounter.

STUDENT VOICES SURVEY 1992-'93

BACKGROUND

As part of the Commission's Interim Report, a survey of Latino high school students was also conducted. The results of that survey were documented and discussed in the report entitled Student Voices: High School Students' Perspectives on the Latino Dropout Problem, Interim Report, Volume II. Because the survey provided valuable information regarding students' attitudes and evaluations of the schools and their roles in them, the Commission recommended to the Board of Education that annual surveys of students be conducted. The recommendation was adopted by the Board and the task of developing the survey was assigned to the Office of Research, Evaluation and Assessment (OREA).

Thus, OREA extended the important work begun by the Commission by administering a modified and expanded version of the survey used in the Commission's research project to a stratified sample of students from various ethnic/racial groups in eleven high schools during the spring 1993 term. The purpose of this study was to replicate the Latino Commission's survey with another sample of high school students, and to explore some of the issues raised during discussion sessions in the first study. The study also sought to determine the extent to which issues identified in the Student Voices report are similar to or different from issues related to dropouts among other student groups.

OREA modified the survey to include questions in areas that emerged as important in student discussion groups in the original study conducted by the Latino Commission. These areas include school safety and security as well as the role of school staff in sustaining students' motivation to stay in school and to continue their education.

EVALUATION METHODOLOGY

To insure the comparability of results, OREA adopted the methodology utilized in the original research project and selected a sample of 12 academic-comprehensive high schools in which to administer the survey. However, one of the schools did not administer

the survey. Sample schools varied in terms of the percentage of Latino students dropping out as well as the percentage of African American, Asian and white dropouts.

OREA used enrollment data from the fall 1992 School Profiles and dropout statistics by racial/ethnic groups from the 1991-92 school year to select a sample that included schools with sizable (at least 20 percent) populations of students from four racial/ethnic groups: Asian, African American, Latino, and white, and which also reported either high (between 20 and 30 percent) or low (less than 10 percent) dropout rates among students in particular racial/ethnic groups. One half of the sample schools were selected from schools which reported high dropout rates in specific racial/ethnic groups while the other half were chosen from schools which reported low dropout rates among students in these groups. Schools in all five boroughs were represented.

The major questions which the study addressed are as follows:

- To what extent are the survey findings reported in the original research project replicated in the present survey study?
- What additional information can be ascertained from expanding the survey to additional schools and to different racial/ethnic groups?
- Are there differences in the factors related to dropping out between and among different racial/ethnic groups?
- What are the schools' roles in encouraging or discouraging students to continue their education beyond secondary school?

A copy of the actual survey is included in this section.

SURVEY FINDINGS

A total of 1,458 students from 11 of the 12 sample schools completed and returned surveys (Lafayette High School was unable to administer the survey to its students). About two-fifths (42 percent) of the students who responded were enrolled in schools classified as high dropout schools: 58 percent attended schools categorized as low dropout schools.

Eighty-five percent of the students were ninth graders, 7 percent were in the tenth grade, 8 percent were eleventh graders while the remaining few students reported that they were in the twelfth grade. Forty-three percent of the sample were males, 57 percent were females.

The racial/ethnic breakdown of survey respondents is as follows: 40 percent of the sample classified themselves as Latino, 28 percent as African American, 17 percent as White, 10 percent as Asian, and 4 percent as American Indian/Alaskan Native. African American and Latino students are over represented in schools with high dropout rates while Asian and White students are underrepresented in schools with low dropout rates.

Nearly one-fourth of sample respondents reported that they had been enrolled in a New York City public school for less than five years. Asian students (31.3 percent) were most likely to say that they had been enrolled in the school system for less than five years followed by White (23.0 percent), African American (22.4 percent), and Latino (20.1 percent) students. American Indians/Alaskan Natives (13.0 percent) were least likely to report this to be the case. That almost one-fourth of the sample had attended a New York City school for less than five years is not surprising given the fact that students named over 57 different countries ranging from Ecuador to Scotland when asked to name the country in which they were born. Students also reported speaking 33 different languages at home as well.

Finally, students' perceptions of their high school averages varied by racial/ethnic group and type of high school. While about one-half (51.5 percent) of the sample students reported that they were A or B students overall, Asian (81.4 percent), White (61.6 percent),

and American Indian/Alaskan Native (58.5 percent) students were much more likely to report that they receive high grades than were African American (43.6 percent) or Latino (41.3 percent) students. In addition, higher percentages of students attending schools with low dropout rates (58.0 percent) reported receiving grades of A or B than did students enrolled in schools with high dropout rates (40.6 percent).

SCHOOL CHOICE AND EXPERIENCE

Nearly two-fifths (38.8 percent) of all students indicated that they did not rely on anyone other than themselves to choose their high school. Nearly one-third (32.1 percent) stated that their parents had big influence on their choice of schools as well. The responses of the students from schools with high and low dropout rates were not appreciably different from each other in terms of the factors influencing choice of school nor were there major differences in students' responses by racial/ethnic group.

About one-half of students' responses indicated that they selected their high school either because it offered a special program (24.6 percent) or because of its location (25.7 percent). However, another one-fifth (22 percent) of the responses suggested that students enrolled in their present high schools because they had no other choice. Significantly, the responses of African American (41.1 percent) and Latino (32.8 percent) students from schools with high dropout rates were much more likely than students from other racial/ethnic groups to indicate that they enrolled in their present high schools because they felt that they had no other choice. Interestingly, students' responses to a question about how much they like their school suggested that these somewhat negative feelings may have

dissipated once students began attending high school. About two-thirds (67.5 percent) of respondents from all racial/ethnic groups stated that they like school "fairly much".

Nearly two-thirds (65.1 percent) of students overall responded affirmatively when asked whether they were clear on what they had to do to graduate. When asked if there was anyone in school who inspired them to continue in school, students most frequently said that no one (36.8 percent) inspired them. About one-fourth (26.5 percent) said that they were inspired to remain in school by a friend. Teachers (16.1 percent) and counselors (6.3 percent) were mentioned as inspiration much less frequently.

POST HIGH SCHOOL PREPARATION AND PLANS

The vast majority of students (75.1 percent) reported that they were interested in attending college after they left high school. However, there were differences in post-secondary school expectations by high school dropout rate. About four-fifths (79.8 percent) of students currently attending high schools with low dropout rates expected to go on to college as compared with only 68.4 percent of students from schools with high dropout rates. By racial/ethnic group, Latino students from schools with low dropout rates (70.4 percent) were somewhat less likely than students from low dropout schools overall (79.8 percent) to expect to go on to college. There were no major differences in post-secondary school expectations by racial/ethnic group among students attending schools with high dropout rates.

In terms of jobs, about two-thirds (65.6 percent) of all respondents reported that they knew the kind of job they would like to have after high school. A little more than one-half

(51.4 percent) also believe that they know the kind of education or training they will need in order to get these jobs. Again, there were few differences in students' perceptions of future jobs by the dropout rate of the schools students were attending (high or low). However, the responses of African American students enrolled in schools with both high (79.8 percent) and low (72.5 percent) dropout rates suggest that they are more certain of the kind of job they would like in the future and are aware of the type of education or training they will need in order to get these jobs (high 62.3 percent, low 63.6 percent) than were students from other racial/ethnic groups.

When asked about the degree to which their high school was preparing them for what they wanted to do in the future, a little over one-tenth (11.5 percent) of respondents reported that they felt that they were not being prepared at all for their future jobs or careers. White students in schools with low dropout rates (11.1 percent), and African American (16.3 percent) and Latino (16.6 percent) students attending schools with high dropout rates were most likely to believe that their high schools were not at all preparing them for what they wanted to do in the future.

On the other hand, most students felt not only that their teachers and other school staff encouraged them to remain in school (68.4 percent), but that they advised them to continue their education after high school (87.3 percent) as well. Feelings that teachers encouraged them to continue in school were particularly strong among Asian (N=34 students (91.1 percent) and students of American Indian/Alaskan Native (N=45) heritage (93.8 percent). Students attending schools with low dropout rates were slightly less likely to state that they were encouraged to continue their education beyond high school (37.0

percent) than were students from schools with high dropout rates (41.4 percent).

STUDENT/STAFF RELATIONSHIPS

Interestingly, when students were asked whether they believed that the punishment for breaking school rules was the same "no matter who they are", white (13.1 percent) and Asian (11.8 percent) students were slightly more likely to disagree with this statement than were students overall (11.2 percent). In addition, there were noticeable differences in students' perceptions of whether most teachers treated them with respect by racial/ethnic group. The majority of American Indian/Alaskan Native (66.7 percent) and white (52.1 percent) students believed that most teachers treated them with respect whereas African American (33.4 percent) and Latino (44.0 percent) students were much less likely to agree. Also, African American (19.1 percent) and Latino (21.8 percent) students were not as likely as other students (Asian: 31.9 percent, American Indian/Alaskan Native: 43.8 percent, white: 29.9 percent) to feel that teachers in their schools almost always cared about students.

Describing their school experiences, about one-fifth (23.5 percent) of the students responding to the survey stated that their principal almost always gets out of the office and talks with students. Only Asian students (14.9 percent) were appreciably less likely than students from other racial/ethnic groups to believe this to be the case.

Close to two-thirds (64.3 percent) of all students stated that, at times, there was so much noise in classes that teachers could not teach. This sentiment held true regardless of whether students were attending schools with high (64.8 percent) or low (64.2 percent) dropout rates. As far as student interaction goes, most students (61.9 percent) --except

Asian students (45.6 percent) --reported that they often talk to students who are not in their classes.

GUIDANCE COUNSELING

About one-tenth (13.2 percent) of the students surveyed reported that they had seen a guidance counselor almost weekly during the 1992-93 school year. Students attending schools with high dropout rates (16.4 percent) reported having weekly guidance sessions more often than did students enrolled in high schools with low dropout rates (10.7 percent). Asian students from schools with both low (8.6 percent) and high (4.8 percent) dropout rates were significantly less likely to state that they had seen a guidance counselor on a weekly basis than were other students.

Regardless of how often students met with a counselor, the most frequent topic discussed at the sessions was the courses students needed to take in order to graduate from high school (75.3 percent). Much less frequently, students reported that they talked about the courses they needed to take to get into college (29.8 percent).

SCHOOL CLIMATE AND SAFETY

Over two-thirds of all respondents never worried about someone hurting or bothering them at school (44.4 percent) or when they were traveling to and from school (47.7 percent). This was true of students attending schools with both low and high dropout rates. However, there were some differences in students' perceptions of the likelihood of their being hurt in school by racial/ethnic group.

Over one-half of the African American and Latino students who responded stated that they never worried about being hurt at school (Black: 53.6 percent, Latino: 50.4 percent) or when traveling to and from school (Black: 50.8 percent, Latino: 54.7 percent) whereas fewer than one-half of the students from other racial/ethnic groups reported that they felt this confident about their safety.

Respondents were also asked to recount their experience with physical violence at school. Very few students (13.8 percent)-- whether from schools with high or low dropout rates -- said that they were unfamiliar with the sight of a student hitting or attacking another student in the school. However, many more stated that they had never seen a student physically threaten a teacher (45.1 percent) or and adult physically threaten a student (64.9 percent) at school.

Students' perceptions of the threat of physical violence seemed to be most pronounced in schools with high dropout rates. Only 36.3 percent of students from schools with high dropout rates said that they had never seen a student threaten a teacher; 57.8 percent had never seen an adult threaten a student at school either. The comparable percentages among students attending schools with low dropout rates were 51.3 and 69.9 percent respectively. Asian students were much more likely than students from other racial/ethnic groups to report that they had never seen a student attacked by another student at school (24.6 percent) or a student physically threaten a teacher (67.0 percent) or an adult physically threaten a student (75.9 percent).

Further examining student perceptions of school safety, nearly one-half of students attending schools with high (46.6 percent) or low (48.6 percent) dropout rates thought that

it was very likely that outsiders could get past security into the school. Not surprisingly, given this view, fewer than one-fourth (20.1 percent) of respondents reported feeling safe once they were inside the school building. Perceptions of safety further differed by dropout rate with students enrolled in schools with high dropout rates (14.1 percent) reporting that they were much less likely to feel safe in school than were students attending schools having low dropout rates (24.3 percent).

When responses were examined by racial/ethnic group, they revealed some interesting differences. About one-half of the White (55.5 percent), Latino (51.0 percent), and American Indian/Alaskan Native (45.5 percent) students attending schools with low dropout rates thought that it was very likely that outsiders could get past school security. Asian (39.1 percent) and black (38.8 percent) students from schools with low dropout rates were less likely to believe this to be the case. Students attending schools with high dropout rates were in greater agreement on this point. Only Asian (28.6 percent) students' perceptions of the likelihood of outsiders getting into schools varied significantly among students from high dropout schools.

RESPECT FOR DIFFERENCES

About one-third (34.4 percent) of students overall believed that different cultures were very much respected in their schools. Fewer students attending schools with high dropout rates (27.9 percent) agreed with this statement than did students in schools with low dropout rates (38.9 percent). White students (16.1 percent) enrolled in schools with high dropout rates were much less likely to believe that different cultures were very much

respected in their schools than were their Black (30.4 percent), Asian (28.6 percent), or Latino (27.1 percent) peers.

More than one-half (52.4 percent) of the students believed that the cultures of different groups in the school were discussed in their classrooms. Asian (64.8 percent), American Indian/Alaskan Native (57.5 percent), and White (55.2 percent) students were the students most likely to believe that different cultures were discussed in class.

RACIAL/ETHNIC CLIMATE

The survey also asked students to respond to several questions related to the racial/ethnic climate of their schools. More than one-fourth (30.4 percent) of the students said that they sometimes felt uncomfortable at school belonging to their particular racial/ethnic group. Asian (41.4 percent) and White (30.4 percent) students were most likely to report feeling uncomfortable about their race while at school. Respondents identified other students (32.4 percent) as the people who most frequently made them feel uncomfortable about the racial/ethnic group to which they belonged. As with reported feelings of discomfort, Asian (46.5 percent) and White (45.6 percent) students were considerably more likely than students from other racial/ethnic groups (American Indian/Alaskan Native: 39.6 percent, Latino: 27.0 percent, and African American: 24.5 percent) to state that other students in their schools made them feel uncomfortable about their racial/ethnic identities.

About the same percentage of students who reported feeling uncomfortable belonging to their racial/ethnic group in school also reported feeling uncomfortable about race outside

of school (29.4 percent). Nevertheless, the majority of students from all racial/ethnic groups (58.7 percent) believe that, most of the time, students of their race were treated fairly in their schools. The percentage of white students who agreed with this sentiment was between 12 and 18 points higher than the percentage who agreed from any other racial/ethnic group.

COURSES AND EXTRACURRICULAR ACTIVITIES

Finally, the survey requested information about students' courses and extracurricular activities. Most students (80.0 percent from low dropout schools and 64.0 percent from high dropout schools) reported that they had taken at least one class in a language other than English during the 1992-93 school year. Interestingly, and perhaps as a result of the way in which the question was worded so as to include the study of foreign languages, a higher percentage of White (81.0 percent) students said that they took courses in languages other than English than did students from other racial/ethnic groups (American Indian/Alaskan Native: 75.0 percent, Asian: 73.5 percent, African American: 71.4 percent, and Latino: 71.3 percent). However, about two-fifths (39.0 percent) of the students who took classes in a native language other than English during the 1992-93 school year rated their native language classes as harder than their English classes.

Further, one-fourth of the students believed that students in their schools were not treated fairly because they spoke another language besides English. Black (37.0 percent), White (28.5 percent), and American Indian/Alaskan Native (27.7 percent) students most likely to believe that students who spoke languages besides English were not treated fairly in school.

Survey questions also examined students' participation rates in math courses. Survey responses show that about two-thirds (69.4 percent) of the students who were enrolled in schools with low dropout rates had either taken or were taking Sequential Mathematics I. Close to two-fifths (38.3 percent) reported that they had also taken Sequential Mathematics II. These figures compare with about 53.7 percent taking Sequential Math I and 34.2 percent taking Sequential Math II in schools with high dropout rates.

Students of Latino origin were least likely to report that they had taken either Sequential Math I (61.2 percent) or II (34.0 percent) while White and Asian students were more likely to say that they had taken these courses (Sequential Math I: Asian: 75.0 percent, White: 72.8 percent; Sequential Math II: White: 49.2 percent, Asian: 39.6 percent).

Extracurricular activities seemed to be viewed similarly by all types of students. Overall, about one-fourth of the respondents reported that they were not involved in extracurricular activities in the school (26.2 percent) while close to one-half (45.5 percent) felt that these activities were personally important to them.

PARENTAL INVOLVEMENT

Close to three-fourths (70.2 percent) also reported that their parents (or guardians) kept close track of how well they were doing in school. Higher percentages of African American (78.1 percent), American Indian/Alaskan Native (75.0 percent), and White (74.7 percent) students as compared to Asian (61.4 percent) and Latino (66.5 percent) students reported that their parents or guardians kept track of their school work. Even so, only about one-fourth (26.9 percent) of the students stated that their parents (or guardians) came to school most of the time for conferences or other activities.

CONCLUSIONS

OREA undertook the present study to examine the extent to which findings originally reported in a study carried out by a committee of the Latino Commission could replicate and extend using a larger sample and students from a greater number of racial/ethnic groups. To this end, Asian, African American, White, American Indian/Alaskan Native, and Latino students enrolled in 11 schools--some with high dropout rates and some with low dropout rates--responded to the variety of questions about school life, security, and future plans. OREA solicited the opinions of students from several racial/ethnic groups in order to replicate the Latino Commission's survey with another sample of high school students, and explore some of the issues students raised during discussion sessions in the first study.

Overall, survey findings indicate that the perceptions of Latino students are generally similar to those of students from other racial/ethnic groups--with few notable exceptions related to college plans, high school preparation for future careers, the respect accorded to students by teachers, and school safety. In many instances, students perceptions differed more substantially as a result of the type of school attended (schools with high or low dropout rates) than according to the racial/ethnic group to which they belonged. In other cases, survey responses showed an interaction between the type of school students' attended and their racial/ethnic group.

Future Plans

For example, while most students reported that they wanted to attend college in the future, the percentage of students who expected to go on to college was lower in schools

with high dropout rates than it was in schools with low dropout rates. When the responses of students enrolled in schools with low dropout rates were examined further, it became apparent that Latino students were the least likely to report that they expected to attend college.

The tendency for responses to show differences by type of school as well as by racial/ethnic group was continued when students' were asked about the degree to which their high schools were preparing them for what they wanted to do in the future. Although, overall only one-tenth of respondents reported that they felt that they were not being prepared for their future jobs or careers at all, nearly one-sixth of African American and Latino students attending schools with high dropout rates believed that this was the case.

Interpersonal Relations

Because the Latino Commission's study had concluded that sensitivity to Latino culture had a major impact on at-risk Latino students, OREA's survey included several items related to the degree to which students felt encouraged and respected by their teachers and other school staff. According to students' responses, most students--from all racial/ethnic groups--believed that their teachers encourage them to remain in school and to continue their education after high school. While students perceived few differences in the degree to which they were encouraged by their teachers, differences emerged in how respected they felt by the adults in their schools. Fewer than one-half of African American and Latino students responding to the survey believed that most teachers treated them with respect or that their teachers almost always cared about them. These percentages are significantly lower than those reported for students of other racial/ethnic groups to the same questions.

School Climate and Safety Issues

School climate and safety were other areas identified as important by the Latino Commission that were focused in on the present study. Interestingly, over one-half of the African American and Latino students who responded to survey questions in these areas stated that they never worried about being hurt at school or when traveling to and from school whereas fewer than one-half of the students from other racial/ethnic groups reported that they felt this confident about their safety.

Students' perceptions of the threat of physical violence seemed to be most pronounced in schools with high dropout rates. Asian students were much more likely than students from other racial/ethnic groups to report that they had never seen students or adults threatened or be threatened with violence in school.

Further examination of student perceptions of school safety revealed that about one-half of the White, Latino and American Indian/Alaskan Native students attending schools with low dropout rates thought that it was very likely that outsiders could get past school security. Not surprisingly given this belief, fewer than one-fourth of all respondents reported feeling safe once they were inside the school building.

Respect for Different Cultures

Student's perceptions about the extent to which different cultures were respected in their schools tended to differ by type of school and racial/ethnic group as well. White students enrolled in schools with high dropout rates were much less likely to believe that different cultures were very much respected in their schools than were their African American, Asian, or Latino peers.

The survey also asked students to respond to several questions related to their schools' racial/ethnic climate. More than one-fourth of the students said that they sometimes felt uncomfortable at school belonging to their particular racial/ethnic group. About the same percentage of students also reported feeling uncomfortable about their race while at school. Nevertheless, the majority of students from all racial/ethnic groups believed that, most of the time, students of their race were treated fairly in their schools. These findings are important given the Latino Commission's conclusion that dropout rates are related to the extent to which students felt that racism exists in their schools.

Courses and Extracurricular Activities

A final area of interest which emerged from the Latino Commission's study that was examined in greater depth in the present study related to the type of courses taken by students and the extent of students' involvement in extracurricular activities. Survey responses show that Latino students were the least likely group to report that they had taken either Sequential Math I or II while White and Asian students were most likely to say that they had taken these courses.

Nearly three-fourths of respondents from all racial/ethnic groups also reported that they had taken courses in languages other than English during their high school careers. A sizable percentage of students who took classes in a native language other than English during the 1992-93 school year rated their native language classes as harder than the classes they took in English.

Finally, responses to questions about students' involvement in extracurricular activities suggest few differences by racial/ethnic group or type of school. Close to one-half

of all respondents felt that extracurricular activities were personally important to them. There were no appreciable differences by type of school.

SUMMARY

Clearly, the findings reported here replicate the findings of the Latino Commission's study and extend our understanding of the ways in which students' perceptions differ depending upon the type of school they attend and their racial/ethnic group. In many areas, most notably why students choose a particular high school, as well as the frequency of guidance sessions and guidance topics, students' opinions about their schools are similar, regardless of the racial/ethnic group to which they belong. In other areas, including perceptions of school climate and safety, survey findings suggest that teachers and administrators should be aware of the significantly different opinions held by students of different racial/ethnic groups in their schools.

RECOMMENDATIONS

Based on the findings from the survey, OREA made the following recommendations:

- Policy makers should examine the areas in which the perceptions of students from different racial/ethnic groups differ drastically in order to better understand the ramifications of these differences and their impact upon the at-risk student population in particular high schools.
- Because of the high college and career aspirations students reported in the present study, guidance counselors, particularly in schools with high dropout rates, should make sure that students understand the high school courses they must take (i.e. Sequential Mathematics I and II) may serve as prerequisites to their college plans.
- Guidance counselors should strive to provide information about high school courses, prerequisites, and college admission to students in their native languages.

- Intermediate school and high school staff should review their strategies for providing students with information and assistance on high school selection since many students reported that they ended up attending a particular high school because they felt they had no other choice.
- Policy makers should consider offering staff development in strategies of classroom management and respect and concern for different cultures as a way of responding to students' perceptions of noise and confusion in the classroom, and their feelings that their teachers do not respect students of different racial/ethnic groups.
- School staff should work with conflict resolution staff already trained in the high schools to try to foster intergroup relations among students of different racial/ethnic groups.
- School staff should continue to explore strategies for informing and involving parents in their children's education.

ANALYSIS

The work and enthusiasm demonstrated by the staff of the Central Board in adopting the survey, administering it annually, interpreting the results, and making recommendations, is to be commended. However, in its role as advocate for the Latino students and parents who attend New York City's public schools, the Commission has reviewed the results of the survey and offers additional comments where appropriate. Accordingly, the following represent areas of concern about the findings of the student survey as presented by OREA.

SCHOOL CHOICE AND EXPERIENCE

The fact that 32.8% of Latino students surveyed in schools with high dropout rates believe that they have no choice regarding the schools which they can attend, supports the finds of the Students Voices Report. This statistic also highlights the need to provide additional guidance to students and parents as children move from elementary, middle and high school. As was recommended in the first report of the Commission, it is imperative that students and parents are offered guidance in the areas of school choice and the necessary requirements for admission to schools chosen by the students.

POST HIGH SCHOOL PREPARATION AND PLANS

While a majority of students (75.1%) indicated that they are interested in attending college after high school, only 70.4% of the Latino students in schools with low dropout rates actually expect to go to college. This is a significantly lower number than the overall 79.8% of students from low dropout schools who also expect to go to college. Given the difference in the two statistics, the factors which influence a student's interest in attending college and his/her perception that he/she will, in fact, enroll in a college program should be studied.

Additionally, it is important that subsequent surveys question students as to why it is that they believe that their schools are not preparing them for their futures and how they would change the preparation which is offered to them in their high schools.

STUDENT/STAFF RELATIONSHIPS

The responses to these questions showed that 44% of the Latino students surveyed believe that they are not respected by teachers, and that 21.8% do not believe that their teachers care about them as students. It is particularly important to note that in comparison to other students surveyed, Latino students were the least likely to feel cared for and respected. This lack of respect and caring which was first documented in the Student Voices Report, must be addressed as part of the solutions considered. The recommendations in the Student Voices Report should be revised for this purpose.

GUIDANCE COUNSELORS

However positive it may be that 13.2% of students surveyed reported that they saw a guidance counselor on a weekly basis, the fact remains that no information was provided about the remaining 86.8% of the students. The concern raised about the overwhelming majority of students attending public school who never see a guidance counselor certainly appears to be further supported by this statistic. Thus, one area of improvement should be the availability of guidance counselors in the schools.

SCHOOL CLIMATE AND SAFETY

This part of the survey not only highlights the students' perceptions about their safety in the schools, but it also points out the areas which should be explored further. Specifically, given that 44.4% of students indicated that they do not worry about getting hurt or being bothered at school, and 47.7% also do not worry about being hurt when they travel to and from school, it is

important to determine what the remainder of the students believe about their safety. Moreover, since 46.6% and 48.6% of students believe that it would be very likely for outsiders to get past security, it is imperative to determine what these students believe could be done to strengthen security measures thus decreasing the likelihood of outsiders going into the schools.

RESPECT FOR DIFFERENCES

The information provided in this section of the survey documents only a small percentage of the respondents. Thus, while it is encouraging that 34.4% of all students surveyed indicated that they believe that different cultures were respected in their schools, the fact remains that over two-thirds of the participants (65.6%) did not respond in that manner. Moreover, given that only 27.1% of Latino students in schools with high dropout rates believe that their culture was respected, that means that 72.9% did not share in this perception. Subsequent surveys, therefore, need to question students about specific incidents within their schools.

RACIAL/ETHNIC CLIMATE

Given the increased incidence of racially motivated acts of aggression within the schools, this section of the survey should be expanded in the future. Questions regarding specific actions or events which lead to the students level of discomfort about belonging to their particular racial/ethnic group should be included. Students should also be asked to suggest ways in which the racial climate in their schools can be improved.

COURSES AND EXTRACURRICULAR ACTIVITIES

The concerns which were expressed in the Students Voices Report regarding the low participation of Latino students in Sequential Math I and II were confirmed in this survey. Specifically, while 61.2% of Latino students enroll in Sequential Math I, the participation rate decreases to 34% in Sequential Math II. These results reinforce the need to have additional guidance provided to Latino students to ensure that they not only understand the need to take math in order to graduate and qualify for acceptance to college, but also to insure that slots in these courses are made available to them.

Since the information provided by OREA regarding student participation in extracurricular activities was limited, it is impossible to comment on it other than to reiterate the need to provide extracurricular activities to all students.

PARENTAL INVOLVEMENT

One striking piece of information resulting from the questions regarding parent participation centers around the fact that while 70.2% of the students reported that their parents kept close track of how well they do in school, only 26.9% of the students indicated that their parents went to the school to participate in activities or attend conferences. This clearly demonstrates that while most parents are interested in their children's progress in school, there are barriers keeping them from physically going to the school. Here again, it would be important to expand the survey to try to determine what problems exist preventing parents from visiting the schools.

OVERALL COMMENTS

The Commission firmly believes that one of the most distinctive aspects of the first survey, and the reason why valuable information was obtained was because recently graduated students were responsible for administering the survey. This created a safe environment for the students completing the questionnaire and allowed for the free exchange of ideas and comments. Accordingly, it is recommended that future surveys follow this format.

Moreover, schools selected to participate in the survey should be required to do so. This year one of the schools did not complete the survey. If schools do not feel compelled to complete similar surveys, it will be a disservice to the students and parents within the school. The fact is that since much valuable information is obtained from these type of survey, there is no reason why schools should choose not to participate.

In addition to producing a report of the results, there should be a commitment by the Board of Education to create change. Without some expectation that their participation will result in action, students will eventually not want to participate in the surveys.

Finally, reports of the schools surveyed should be disseminated amongst parents of students in the schools, community based organizations in the neighborhoods in which the schools are located, and members of the Board of Education.

APPENDICES

Interim Report Recommendations

The following is a list of all the recommendations and the responses provided by the Board and the evaluation made of each by the Commission members. The recommendations, although initially listed under the different sections of the report, will now appear under the headings of **Recommendations Adopted**, **Minimal Responses**, and **No Action was Taken**.

Recommendations Adopted

1. **RECOMMENDATION** - Survey students annually to elicit feed back and student input regarding the curriculum, the planning, design, development and evaluation of school and dropout program initiatives.

RESPONSE - Review Commission survey and develop procedures and instruments.

The first annual Student Voices Survey was conducted by the Board of Education in June 1993. A more in depth analysis of the process and results is included in the following section.

2. **RECOMMENDATION** - The community school should perform the role of a support system with linkages to community organizations, churches, and other service providers.

RESPONSE - The City is funding 10 new Beacon schools. Funding issue for further expansion. The Privatization initiative for custodial work will provide more than 50 schools, without fee charges for keeping the schools open (dissemination of information through Commission members on available sites). Negotiate additional access in new contract with custodians.

Although New York City has approved the opening of additional Beacon Schools, priority should be given to identifying Latino schools and CBO's for new sites.

3. **RECOMMENDATION** - Require Community School Districts to generate and make available a current data bank of local agencies, CBOs, and local resources to parents and concerned community members. Mandate school to provide parents and the district with information on the organizations, institutions, and agencies with which they have working relationships. The data should include a list of all available services and activities.

RESPONSE - Establish a working group, including Latino Commission members, to review the results of the new citywide survey of School/Community Collaboratives and other clearinghouse information on children and family services. Develop protocols and guidelines to monitor collaborations, update data and provide information and referrals.

Detailed information regarding this process is outlined in the Community Collaborative Work Group Report.

4. **RECOMMENDATION** - Develop a Latino Leadership School for approximately 700 seventh to twelfth graders (based on the ASPIRA model in Chicago and Miami). This open enrollment dual language high school should serve as a model for the education of Latino and non-Latino students for community service leadership, and the effective implementation of curricula to facilitate multi-ethnic understanding.

RESPONSE - Provide support for New Vision School.

An update of the Leadership School is provided in the following section.

5. **RECOMMENDATION** - Establish a Bilingual-Multicultural Institute, a Board of Education - University collaborative to focus on the professional development of bilingual teachers, counselors and administrators.

RESPONSE - Develop a work plan with a working group from the Commission to pursue the possibility of organizing a Bilingual-Multicultural Institute in collaboration with IHE's and the (Multicultural Resource Center). Incorporate following activities:

Meet with Principal's Institute and the Leadership Institute at Bank Street College to expand and incorporate bilingual/multicultural strands with district Directors of Instruction and Professional Development (DIPD) and the office of Multicultural Education.

Conduct comprehensive teacher education/staff development activities: conferences, workshops and institutes.

Issue guidelines requiring ESL training for all elementary school monolingual teachers who have LEP students.

Continue workshops and technical assistance for district Directors of Instruction and Professional Development.

The Report of the Bilingual/Multicultural Institute will provide the workplan for this recommendation.

6. **RECOMMENDATION** - Design and implement a reporting system on the achievement of Latino-LEP students and continue to intensify monitoring to ensure that they are appropriately served.

RESPONSE - Data collection is complete and system is in place, beginning with analysis of spring 1992 student achievement data. Strategic plan requires reporting on these students.

A report of this data has been released by the Board.

7. **RECOMMENDATION** - Require state certification for Bilingual Supervisors, elevating it to cabinet status at the District level. Work with Institutions such as Bank Street, CUNY, and Teachers College to develop a degree program in bilingual supervision and administration, and offer fellowships as an incentive.

RESPONSE - Include within the mission of the Bilingual/Multicultural Institutes.

The Chancellor's 1994 Budget included a request for funding this recommendation. The City's budget cuts, however, may not allow for this to happen. The Institute is working on developing degree programs in bilingual administration.

Minimal Responses

1. **RECOMMENDATION** - Address the issues raised by students in the two high schools visited which have high Latino dropout rates: the lack of support and encouragement they perceive is given to Latino students to stay and do well in school.

RESPONSE - Review Report findings with principals, guidance staff and Project Achieve coordinators in boroughwide and citywide settings.

There was no description provided concerning the specific information which was shared with the principals, guidance counselors or anyone else. Also, no plan was recommended to increase support of the students.

2. **RECOMMENDATION** - Adopt as a premise for future policy that Latino students do not want to drop out, and investigate ways to reduce and prevent dropping out among Latino students. Acknowledge and eliminate obstacles to Latino students' success.

RESPONSE - All professional development activities will enforce this explicitly.

The response does not acknowledge that Latino students perceive inequities more acutely by virtue of feeling invisible. Moreover, there were no specifics provided which outline what programs within professional development will address this issue.

3. **RECOMMENDATION** - Conduct more research to ascertain better the impact of racial climates on the success and failure of Latinos in school.

RESPONSE - Disaggregate and review the student achievement data by race and ethnicity.

Although we have been assured that this information is in the process of being obtained, no additional details have been provided to the Commission.

4. **RECOMMENDATION** - Involve Latino students in the decision-making process involving curriculum, instruction, support services, development and enforcement of discipline codes, student government, school security, violence prevention and extra curricular activities. Improve monitoring of Latino student empowerment by looking at participation on SBM teams and student government, for example.

RESPONSE - Increase student participation in SBM/SDM teams. Expand consultation with Chancellor's Student Advisory Committee.

The Commission was not provided with information which would support the assertion that increased participation by Latino students was targeted or obtained.

5. **RECOMMENDATION** - Set up linkages between the New York City Board of Education and the school systems in Puerto Rico and the Dominican Republic.

RESPONSE - As a first step, review the experience with the Educational Passport Program for students transferring from schools in Puerto Rico; identify problems and design a more effective effort.

The Commission was not provided with an update concerning the educational Passport Program. Moreover, the Passport Program does not address the need for including diverse Latino groups.

6. **RECOMMENDATION** - Review procurement practices and develop specific targets for women/minority owned companies. It should include current utilization rates, access and outreach mechanisms, and technical assistance.

RESPONSE - Update Commission on new Bureau of Supplies program to increase use of minority and women owned businesses and legal requirements to establish official goals.

The new program does not allow for assessment of the current procedures and contracts, nor does it allow for revisions of existing situations.

7. **RECOMMENDATION** - Develop community service options and internships for students to provide them with new learning and future employment opportunities.

RESPONSE - Update Commission and incorporate their recommendations in new Community Service Initiative.

The Commission never received the report on the Community Service Initiative.

8. RECOMMENDATION - Work closely with Latino CBO's to coordinate and maximize voter education and training efforts.

RESPONSE - Include CBO's in the outreach effort.

The Board needs to assume responsibility for reaching out to Latino CBO's.

9. RECOMMENDATION - Provide assistance to economically disadvantaged students to prevent them from dropping out of high school, e.g. coop programs, job training and placement programs that supplement academic programs.

RESPONSE - As part of Workforce 2000 initiative, monitor work experience programs to insure inclusion of all students. Update Commission on summer jobs programs and new efforts with the School Construction Authority. However, due to funding issues, there will be little new expansion.

As documented by any number of sources, Latino families have fallen into some of the worse economic times this country has ever seen. This lack of economic security directly impacts on our students' ability to participate actively and fully in the educational system. Something more than summer jobs and tracking of training trends must be done to ensure that families are economically secure enough during the school year to enable children to attend school.

10. RECOMMENDATION - Create a representative Latino Bilingual Parents Commission to ensure that the parents of students in bilingual programs are provided with adequate information; assist in the planning of parent conferences and the development of information to parents about bilingual/multicultural education and special education.

RESPONSE - Provide technical assistance and collaboration with Office of Parent Involvement (OPI) and establish language-specific workshops (Spanish, Chinese, Haitian Creole, Russian) on appropriate occasions. Organize language specific workshops as part of Parent Institute at the State Association for Bilingual Education (SABE) conference. Develop and implement family literacy program in at least two districts.

Training and workshops, while important to all parents, do not replace the need to have a Latino Bilingual Parents' Commission to represent and voice the needs of Latino families.

11. **RECOMMENDATION** - Require the Office of Monitoring and School Improvement (OMSI) to ensure active Parents Associations by having schools provide to OMSI a copy of their up-to-date bylaws, current list of elected officers and mailing addresses, minutes, and evidence of translations. The Office of Community School District Affairs should be held accountable for enforcing the provisions in the revised Parents' Blue Book, "Parents Associations and the Schools."

RESPONSE - Develop monitoring plan as soon as Board adopts a new "Blue Book".

The delay in adopting a "Blue Book" made it difficult to evaluate this response.

12. **RECOMMENDATIONS** - Establish community school board elections unit, including Spanish-speaking staff to educate parents about the elections, train potential candidates, and monitor the conduct of the Board of Elections.

RESPONSE - Due to funding constraints, no new unit will be established. Identify core staff and develop comprehensive outreach, information and get-out-the-vote plan, including businesses, public agencies, parent groups, CBOs, etc. Meet with Working Group from Latino Commission to develop targeted efforts in Latino communities. Identify parallel efforts for other community and ethnic groups.

The responsibility for including Latino parents continues to be placed on the shoulders of outside entities such as CBOs. As a good faith effort and policy matter, this responsibility should be assumed by central Board offices. In the 1993 elections, materials translated into Spanish were not available until late March. It is this type of practice which makes it difficult for Latino parents to participate effectively in the election process.

13. **RECOMMENDATION** - Prepare and implement the proper procedures to ensure maximum parent voter registration.

RESPONSE - Same as above.

Same as above.

14. **RECOMMENDATION** - Develop liaison programs with universities to facilitate college enrollment, particularly schools with high dropout rates. Encourage Latinos to apply to public four-year colleges.

RESPONSE - Requires further discussion, explore link with CPI, existing collaboratives.

Review recommendations under College Preparatory Initiative Section.

15. **RECOMMENDATION** - Introduce cross-cultural courses as a requirement in all high schools to bridge the gap between the different ethnic and racial groups.

RESPONSE - Infuse cross-cultural perspective into high school curriculum as part of multi-cultural initiative. Issue of course requirements is a policy question for the Board.

No specific plan was provided by the Board. Because this is a policy question for the Board, the recommendation was presented to the Board.

16. **RECOMMENDATION** - Ascertain that all curriculum development, textbook and instructional materials selected by the Division of Bilingual Education meet the goals and objectives set by the Chancellor's Multicultural Action Plan.

RESPONSE - Update Commission on new curriculum review procedures which are currently in place.

Complete development of curriculum guides: Children of the Rainbow Grade 2 (Haitian, Chinese, and ESL) Chancellor's Learning Objectives for ESL and Foreign Languages.

Begin the development of Children of the Rainbow Grade 3 (Spanish, Chinese, ESL and Haitian Creole).

Identify appropriate native language instructional materials.

Schedule periodic meetings with the Office of Textbook Review including DBE staff textbook/material review teams; plan strategies to encourage publishers to produce adequate and appropriate instructional materials in languages other than English; to expedite processing of textbook/materials approval.

The Commission was not provided with specifics concerning the selection of materials and the development of curriculum.

17. **RECOMMENDATION** - Review mathematics testing for LEP students.

RESPONSE - Complete study that is underway.

Results of the study have been provided. However no recommendations for action have been made by the Board.

18. **RECOMMENDATION** - The "Math 24" games should include bilingual students and be taught as part of the native language mathematics components.

RESPONSE - Include in next year's guidelines.

Pending inclusion in the guidelines, and results of the implementation.

19. **RECOMMENDATION** - Provide early intervention strategies to create a more harmonious atmosphere. Expose students to conflict resolution strategies, crisis prevention and intervention.

RESPONSE - Update Commission on expansion of services through Safe Street/Safe City.

Specific plans for targeting of Latino students for participation in this process have not been provided.

20. **RECOMMENDATION** - Adopt "friendly formats" for budget allocations presentations.

RESPONSE - Meet with Commission to discuss format for Year 2 of the school based budgets.

The Commission did not received an update on this process.

21. **RECOMMENDATION** - Include cultural and linguistic diversity issues as well as child and adolescent development in training for school safety officers.

RESPONSE - Update Commission on new training initiatives, incorporating multicultural perspective into Academy for School Security Officers.

Need details about the sensitivity and multicultural training provided to the officers.

22. **RECOMMENDATION** - Ensure safety on school grounds and in the immediate vicinity. Assign security guards according to security needs and ensure that they are better trained. Also investigate how and why school climates have shifted from safe to ones of fear and violence.

RESPONSE - Provide update on expanded Safe Streets/Safe City Program.

The Board needs to conduct a study to understand why violence has increased.

23. **RECOMMENDATION** - Report annual data on adult education by ethnicity, program and borough. Integrate literacy into Adult Education curriculum with an inter-related agenda concerning the communities' needs.

RESPONSE - This is already done.

Details concerning data which has been collected was not provided to the Commission.

No Responses

1. **RECOMMENDATION** - Survey all students to assist in evaluating their needs; ensure that they are being adequately informed about programs such as-- HEOP, SEEK, as well as other educational opportunity programs--that they have been established in private and public four-year institutions for students who are economically or educationally disadvantaged.

RESPONSE - College and Career Information: Staff development for college advisers in 1992-93, in addition to the annual updating of information on college admissions and financial aid, will include training in the area of career guidance through the NYC Job and Career Center and training in improving skills in assisting students in the preparation of effective applications. Follow-up study.

The Board's assumption that providing training to the appropriate personnel will result in increased dissemination of the information to the students does not address the concern. Until people are made accountable for disseminating information, there will continue to be a problem.

2. **RECOMMENDATION** - Provide waivers or partial reduction of fingerprinting fees for CBOs.

RESPONSE - Funding Issue.

The Commission realized, in drafting the report, that this would require additional funding, since part of the problem is the expense incurred. However, in making such a recommendation the hope was that the Board would consider and offer alternative and innovative means of funding.

3. **RECOMMENDATION** - Make available current information on (funded program services) to school members, CBOs, and the general public. Aggressively market these services to the student population, school staff and parents prior to the implementation of any new service relationships with external organizations.

RESPONSE - Update Commission on efforts to increase competitive grants to districts.

This recommendation addresses the need to obtain information about existing contract situations within the schools. The response provided concerns the Board's

efforts to increase grants in the districts. While we encourage increasing grants to the districts, we reiterate the request for details about existing and pending funded programs.

4. RECOMMENDATION - Establish community based consortia with direct advisory capacity to district and high school superintendents.

RESPONSE - Requires additional information.

The Commission was not contacted to provide the additional information necessary to move this recommendation.

5. RECOMMENDATION Issue a policy statement to promote establishing community relationships and utilizing community resources as supports for students and their families.

RESPONSE - SAME AS ABOVE

The Commission believes that a policy statement should be issued immediately by the Board to encourage community collaboratives.

6. RECOMMENDATION - Declare an "open school" week during which time community representatives and organizations may visit schools and meet with teachers, administrators, and staff.

RESPONSE - NO RESPONSE

This should be implemented immediately.

7. RECOMMENDATION - Mandate schools to report on a semi-annual basis when and by whom the building was utilized for community related functions. Schools should also maintain lists of all parties who have requested the use of the school and the disposition of the request.

RESPONSE - NO RESPONSE

8. RECOMMENDATION - Require superintendents to report annually if the district sought federal or city funds to provide youth activities and to explain why if no proposals were developed, given the availability of the funds. If no funds were requested, each superintendent should state how the district plans to offer activities from other funds.

RESPONSE - NO RESPONSE

9. **RECOMMENDATION** - Forge links with companies which can support student learning: provide mentors and role models for students, speakers to demonstrate the school/work relationship; provide meaningful student internship opportunities in professional settings. Organize projects to learn and develop competencies in communications, the arts, business, school board elections, labor unions, etc.

RESPONSE - Funding issue prohibits major expansion. Assure that Latino students have access to all existing programs.

To allege that due to funding there can be no action taken to implement this recommendation is simply not acceptable. The fact is that most of the funding could foreseeably come from the corporations and companies participating in this initiative.

10. **RECOMMENDATION** - Locate schools on the premises of businesses or other institutions to provide students with opportunities to observe and work or without physically locating a school in a particular setting, pair it with city agencies or cultural institutions, including zoos, parks, historical, science and art museums.

RESPONSE - Funding issue prohibits major expansion. Assure that Latino students have access to all existing programs.

Innovative sources of funding should be considered.

11. **RECOMMENDATION** - Increase links with police, transit police, drug enforcement agencies, merchants, community agencies, school safety officers and the school community to help provide students in transit a safe passage.

RESPONSE - This is the responsibility of the police department.

While it is true that the police department continues to be accountable for providing security, there is nothing preventing the Board from requesting that adequate security be provided to students.

12. **RECOMMENDATION** - Develop more extra-curricular activities and ensure Latinos access to all school activities. Establish culture clubs in schools that do not have any in place.

RESPONSE - Funding issue.

Creative fund raising and linkages with CBOs may help to make up for limited funds. Extra-curricular activities can be added through United Way funding of after school activities: CBO's providing staffing in AIDP schools with privatized custodial contracts.

13. **RECOMMENDATION** - Direct borderline students toward resource centers where they can receive complementary assistance.

RESPONSE - Requires additional information from Commission members.

The Commission was not contacted for additional information.

14. **RECOMMENDATION** - Expand counselor services: extend family counseling time, personal and academic counseling, establish networks with schools in Puerto Rico and Latin America to help teachers plan and modify instruction, develop student support groups and networks for Latino and LEP students, improve linkages between students in special programs and general education to ease the transition for these students.

RESPONSE - Funding issue. Project Achieve is an effort to increase support services through House Plans within available resources to meet the students' instructional and support needs. Comprehensive support services conference scheduled for next school year. Latino Parents' Advisory Council will be established to represent the special needs of this population.

While we applaud the positive impact that Project Achieve has had in the schools, the recommendation called for more services with greater depth than what is presently in place. Moreover, it is not clear how the formation of the Latino Parents' Advisory Council would impact on these services.

15. **RECOMMENDATION** - Enhance the role of the Pupil Personnel Team--use the teams' expertise to improve the school climate, facilitate early identification, intervention and prevention of problems.

RESPONSE - Assign as priority to new executive Director of newly established Division of Support Services.

Whether or not this was assigned as a priority to the Executive Director of the Division of Support Services, the Commission has no indication that the recommendation has been implemented.

16. **RECOMMENDATION** - Hire additional guidance counselors to maintain level of student support services that were available two years ago, as well as bilingual counselors.

RESPONSE - Funding issue.

The Board has an obligation to provide the support services necessary for all students to complete school. In the case of Latino students, bilingual counselors are essential to their success.

17. **RECOMMENDATION** - Expand community service opportunities for students including opportunities to work as paid peer counselors.

RESPONSE - Update Commission on Community Service Initiative.

An update on the Community Service Initiative was not provided.

18. **RECOMMENDATION** - Provide GED students with job information and placement services, and develop mechanisms to ensure that they are not discriminated against.

RESPONSE - Update Commission on GED initiative with CUNY.

The update has not been provided to the Commission.

19. **RECOMMENDATION** - Create an outreach center at each community school district to serve as a clearinghouse for information about available job training programs, health, social services, and educational programs.

RESPONSE - NO RESPONSE

20. **RECOMMENDATION** - Schools should be responsive to the communities by offering expanded evening and weekend services to children and their families.

RESPONSE - NO RESPONSE

21. **RECOMMENDATION** - Make administrators aware of the resources available to them to better meet the needs of their students.

RESPONSE - NO RESPONSE

It is not understandable why, as a policy matter, this type of information is not readily available and promptly shared with administrators.

22. **RECOMMENDATION** - Aggressively recruit parents from the local community to work as school aides and in other positions in high schools.

RESPONSE - Funding issue--limits on number of paraprofessionals and school aide positions.

In addition to the fact that creative methods for funding new positions should be considered, a policy to actively recruit parents from within the community to replace those who leave the school should be adopted.

23. **RECOMMENDATION** - Survey parents to determine ways to bridge the gap between parents and schools, administration and staff.

RESPONSE - Include in standard operation of parent office, ongoing workshops and seminars. Schedule update for Commission.

It is particularly troublesome to the Commission that no policy has been adopted to ensure that Spanish translated materials and presentations are available to Latino parents.

24. **RECOMMENDATION** - Encourage parent involvement in school. Have day staff liaisons available so parents can discuss concerns about their children.

RESPONSE - Funding issue.

The Board should look into identifying new funding sources.

25. **RECOMMENDATION** - Develop an aggressive media/public relations campaign to articulate the Board's philosophy to its diverse audience; vigorously target the parents of language minority children. Direct it to Central Board staff and Community School Districts.

RESPONSE - Requires additional discussion with Commission members.

Members of the Commission have not been contacted for additional information.

26. **RECOMMENDATION** - Support legislation that proposes to maximize parent involvement in the elections process and facilitate candidacy of parents for community school boards and the provision of adequate stipends for board members.

RESPONSE - Continue to support legislation to eliminate proportional representation to establish wards.

The Board's response does not address the issues raised in the recommendation.

27. **RECOMMENDATION** - Mandate on-going Parent/School Relations training for superintendents, principals, teachers, and other school/district personnel on effective ways to work with Latino Parents.

RESPONSE - Complete, distribute and monitor Parent's Bill of Rights and Responsibilities, Chancellor's Memorandum on Guidelines for Parent Involvement. Conduct Parent Report Card of Schools. Seek funds to expand OPI series of workshops "Parents on Your Side." Include information on Pas in the Strategic Plan.

Again this response addresses general needs. However, it provides no detailed information on means which will be adopted to effectively select and establish on-going communication with Latino parents.

28. **RECOMMENDATION** - Mandate community school districts and school to report how they ensure maximum Latino parent participation: i.e. registration procedures, training, availability of school building for forums and parent association meetings, etc.

RESPONSE - SAME AS ABOVE

Same as above.

29. **RECOMMENDATION** - Make available to parents on-going leadership training which can be contracted out to parent and community-based organizations through RFP process.

RESPONSE - NO RESPONSE

30. **RECOMMENDATION** - Require an independent yearly evaluation report from the Chancellor on the state of Latino parent involvement in governance (i.e. parents' associations, Chapter 1, school-based management teams, Circular 30R Committees, Title VII Bilingual Parent Advisory Councils, community school boards) monitoring system to ensure compliance.

RESPONSE - Assign responsibility to assess participation of all parents as well as particular groups (Parent Report Card and evaluation of SBM/SDM, etc.).

The Commission does not know who is responsible for this task, what information has been obtained, or what steps will be taken to ensure compliance.

31. **RECOMMENDATION** - Reestablish the position of Bilingual Community Liaison in every school and district where Latino students account for more than 25 percent of enrollment. The responsibilities should be determined in each district through a joint collaborative process with parents and schools.

RESPONSE - The Chancellor has approved the hiring of 39 parent coordinators; funding issue will restrict this to a smaller pilot.

The hiring of 39 coordinators does not assure that those hired will be Latino, bilingual, interested or even aware of the needs of Latino families. Moreover, without knowing where these liaisons are assigned, there is no way of knowing that they are serving Latino parents and students.

32. **RECOMMENDATION** - Require superintendents to make Latino parent involvement a key criterion in the evaluation of principals in schools where the Latino student population is over 25 percent.

RESPONSE - Parent involvement is a key criterion in the evaluation of principals. The CSA contract requires that we develop a new evaluation procedure for supervisors.

We need to know specifically about Latino parent involvement.

33. **RECOMMENDATION** - Increase staff at the Office of Community District/Affairs (OCDA) to provide additional technical assistance to Pas.

RESPONSE - Funding issue.

34. **RECOMMENDATION** - Provide additional staff and funding to the Office of Parent Involvement to ensure that it effectively carries out its responsibilities to parents, and allocate funds to Pas so they can function effectively.

RESPONSE - Funding issue.

35. **RECOMMENDATION** - Require schools with Latino student populations of 25 percent or more to provide Spanish translations for routine school/parent communication and Parent Association meetings.

RESPONSE - Review available assistance and develop a procedure to provide translations at minimal cost. OPI currently provides several informational materials in both languages and other materials are being translated.

Our empirical experience shows that materials are not being translated for Latino parents, and technical assistance alone will not resolve this problem.

36. **RECOMMENDATION** - Require the Office of Parent Involvement to notify districts that it is available to meet with Latino parents from the Parents' Councils in each district to provide leadership training, technical assistance, and resources.

RESPONSE - Prepare a memorandum detailing available services, including presentations for Pas, Presidents' Councils and any specific group of parents. During

the 1991-92 school year, OPI staff made presentations to the Presidents' Council in 30 of the 32 CSD's, and all five HS parent federations.

There is no indication that Latino parents have been targeted.

37. **RECOMMENDATION** - Work with the English and Spanish-Language media to regularly disseminate information about the elections and related events.

RESPONSE - NO RESPONSE

38. **RECOMMENDATION** - School staff should be able to communicate with parents in their native language; multilingual informational materials should be available; develop two-way bilingual programs to link monolingual and bilingual teachers and students.

RESPONSE - Continue to provide technical assistance in the preparation of state and federal funding proposals to establish dual language bilingual program models. Encourage district/schools to establish dual language bilingual program models using tax levy funds. Conduct workshops on dual language and early childhood models and instructional strategies.

While the Board's response should be adopted as policy, it does not address the issues raised in the recommendation. The specific concern in the recommendation is the need to identify and create methods for developing communication with Latino parents and students. Adopting and funding a few dual language models, while being a good idea, will not make it easier for a Latino parent to communicate with staff members who do not speak their native language.

39. **RECOMMENDATION** - Affirm the school work connection so that parents can understand the benefit for students.

RESPONSE - NO RESPONSE

40. **RECOMMENDATION** - Include parents and teachers in school governance and management groups; ensure a climate of respect toward parents and students; enable parents to do needs assessment.

RESPONSE - Strategic plan establishes specific goals to increase the number of parents on SBM/SDM teams. Monitor compliance.

Increased parent participation does not necessarily mean increased Latino participation or respect for Latino issues.

41. **RECOMMENDATION** - Develop more Latino cultural awareness to reinforce the administration's recognition and commitment to Latino cultural differences.

RESPONSE - Funding has been doubled for the Office of Multicultural Education to expedite this process. Schedule update for Commission and develop mechanism to include members in advisory role.

Commission members have not been included in the role of advisors, and no specifics concerning the recognition of our cultural differences have been provided.

42. **RECOMMENDATION** - Implement a curriculum of inclusion that would require teachers, counselors and administrators to learn about Latino cultures in and outside of the U.S.

RESPONSE - Same as above.

No specifics on how this will be done have been provided.

43. **RECOMMENDATION** - Institute a system-wide curricular initiative to foster locally developed concepts of school restructuring.

RESPONSE - SBM/SDM will continue to provide school-based facilitators to SBM/SDM schools. Program will be expanded again in the fall. Update Commission on new high school initiatives.

No update has been provided particularly as it pertains to the inclusion of locally developed models.

44. **RECOMMENDATION** - Develop an educational plan to meet the needs of students, who are at or above the 40th percentile, and a student achievement monitoring system.

RESPONSE - Continue longitudinal research on LEP students and evaluation of programs for students scoring between 20th and 40th percentile. There is a broader policy issue regarding services for students above the 40th percentile who are mainstreamed.

Pursue development of more specific guidelines, consistent with Commissioner's Regulations/Part 154, concerning one year transitional services for former LEP students; emphasis will be placed on required instructional programs for former LEP students who are not meeting established standards for English proficient students in English, reading or mathematics.

The response provided fails to recognize the linguistic and cultural differences in our communities. Additionally, it does not address the fact that LEP students are not the only ones dropping out and failing in school. As we have documented, non-LEP students (not eligible for and not having received bilingual/ESL instruction) are doing worse in some areas when compared to LEP students. This disparity must be addressed.

45. **RECOMMENDATION** - Emphasize the importance of math for LEP and non-LEP Latino students in all BOE initiatives, including the Chancellor's Math Working Group, and incorporate the expertise of hired consultants and staff.

RESPONSE - Provide update on implementation of the Chancellor's Working Group on Math Education.

The Commission recommends that the members of the Board be regularly updated on the results of the initiative as plans are developed, implemented, and/or assessed.

46. **RECOMMENDATION** - Provide greater access and expose Latino students to math-focused schools such as Stuyvesant, Bronx Science, and Manhattan Center.

RESPONSE - Entrance to these special schools is dictated by state law, and based on an examination. Update Commission on programs to prepare Latino and African-American students for the exam.

An update on how Latinos have been targeted has not been provided.

47. **RECOMMENDATION** - Improve articulation between elementary, junior high, and high school math curricula.

RESPONSE - Plan and institute a District/HS Math Institute.

Detailed information as to how the institute will meet the recommendation has not been provided.

48. **RECOMMENDATION** - Include a Latino strand or focus in existing local initiatives (i.e. the NYC Mathematics Leadership Project in Community School District 19, which is 42% Latino).

RESPONSE - Require additional information.

The Commission has not been asked to provide additional information.

49. **RECOMMENDATION** - Assure that the Office of Multicultural Education is adequately funded and appropriately staffed.

RESPONSE - Requires additional information.

The Commission was not contacted to provide additional information.

50. **RECOMMENDATION** - Incorporate adult/work role-playing into instruction to teach students to be successful.

RESPONSE - Review implementation of recommendations of Working Group on Workforce 2000 report.

Due to lack of information, the Commission could not determine whether the recommendations made by the Working Group on Workforce 2000 address the concerns raised in the recommendation.

51. **RECOMMENDATION** - Help Latino students to develop higher-level skills in English and Spanish by adding activities which encourage oral presentations, computations, problem solving and collaboration.

RESPONSE - Priority for new Executive Director (DBE) to review professional development program.

This recommendation was not targeted at LEP students. But rather, it was targeted for non-LEP Latinos who need to develop their skills in these areas.

52. **RECOMMENDATION** - Provide learning materials in Spanish.

RESPONSE - Continue to translate all new curriculum and materials.

No indication was provided that the materials are actually being translated.

53. **RECOMMENDATION** - Seek new and creative funding sources in contract awards that target school retention and dropout prevention initiatives for Latino students.

RESPONSE - Identify new competitive grant opportunities.

Other than identifying new funding sources, the Board should also identify the steps that have been taken to ensure that funds are made available to schools. Equally important, steps taken to ensure that Latino students have been targeted should also be documented.

54. **RECOMMENDATION** - Combine schooling and paid work, either through work-study, cooperative education, paid internships, or job-placement relationships with employers.

RESPONSE - Funding issues prohibit major expansion. Assure that Latino students have access to all existing programs.

The Commission needs details on how Latino participation will be assured.

55. **RECOMMENDATION** - Better equip school staff to address concerns raised by students. Teachers should be made more sensitive to the situation and problems of their students.

RESPONSE - Monitor implementation of Director of Instruction and Professional Development for each superintendency and progress of new coordinated approach to staff training. Funding issue.

The Board has failed to outline how the training will accomplish this goal.

56. **RECOMMENDATION** - Emphasize in staff development the inter-relationship of language, gender, and socio-economic status as they affect mathematical proficiency. As part of their professional development, all instructional staff should explore pedagogical options designed to effectively teach mathematics to Latino students.

RESPONSE - NO RESPONSE

57. **RECOMMENDATION** - Institute joint teacher-administrator planning teams to develop plans for improving math achievement, particularly in schools with high Latino student populations.

RESPONSE - Under review.

Results of the review were not shared with the Commission.

58. **RECOMMENDATION** - Review and monitor bilingual recruitment procedures to ensure that bilingual teachers/applicants who meet the qualifications are placed expeditiously; ensure that the recruitment recommendations from the Latino Educational Opportunity work group are appropriately implemented; determine whether the Puerto Rico efforts have been successful.

RESPONSE - Conduct an evaluation of the Puerto Rico office.

The Commission needs details regarding the evaluation of the Puerto Rico office. Additionally, because of diversity concerns, the efforts should also include groups outside of Puerto Rico.

59. **RECOMMENDATION** - Require all teacher-training institutions (BA, MA) to require monolingual and bilingual teacher education students to demonstrate an understanding and knowledge of second language acquisition, multicultural education, bilingual special education and the ability to work with immigrant children and Latino parents before receiving their credentials. Prospective bilingual teachers should demonstrate proficiency in Spanish, English and ESL techniques.

RESPONSE - Continue and expand collaboration with colleges and universities on instructional strategies for LEPs. Licensure and degree requirements are not within the purview of the Board.

The Board needs to take leadership in articulating its need for properly trained personnel particularly with regard to bilingual areas.

60. **RECOMMENDATION** - Mandate all counselors to attend in-service workshops on career education and multicultural counseling, and offer the opportunity to attend a guidance and career education summer institute.

RESPONSE - Funding issue.

Given the importance of adequate counseling, the Board should give priority to identifying funds for this purpose.

61. **RECOMMENDATION** - Redefine counselor functions. They should: model how to evaluate other cultures and respect differences, develop leadership qualities of Latino and LEP students, advocate for Latino and LEP students and their families, mediate and facilitate communication between students, schools, parents, caregivers, home, community and CBOs; act as community liaisons, coordinate training in multicultural counseling and guidance techniques, perform consultative roles to school staff regarding assessment, placement, articulation and admission.

RESPONSE - A conference for Bilingual Counselors (K-12) was held on May 19, 1992. Over 100 counselors attended and their suggestions will be used as a guide in planning a four-session institute for 1992-93. The planning team will consist of the Division of Bilingual Education, Office of Student Guidance Services, Division of High Schools and Hunter's Multicultural Resource Center.

The response does not address the need to redefine the functions of the counselor to be more inclusive of and concerned with Latino issues.

62. **RECOMMENDATION** - Linkage with Universities--revise and upgrade counselor preparation; provide cultural competence and provide training in family counseling, referrals and linkages with CBO's, etc.

RESPONSE - Establish internships with counselors or trainees at selected CUNY colleges to work at piloted High Schools. Incorporate into mission of Bilingual/Multicultural Institute.

63. RECOMMENDATION - Give salary differential to faculty who have provided instruction in Spanish or ESL for bilingual teaching responsibilities.

RESPONSE - This is a contractual issue.

As the employer the Board is in a position to bring to the table the question of differential pay based on skills and training.

64. RECOMMENDATION - Develop a clear mission statement and define the roles for the Division of Bilingual Education in order to set the highest standards for bilingual education. Develop strategies for its short range and long range functioning.

RESPONSE - Assign to new Executive Director. Develop Comprehensive monitoring plan.

Perhaps the most important and neglected area of concern has been the failure of the Board to develop and adopt a consistent and comprehensive language policy to be implemented throughout the school system.

65. RECOMMENDATIONS - Launch an aggressive lobbying effort, public relations and media campaign in support of the reauthorization of Title VII.

RESPONSE - Due to funding issues, the Washington DC office has been closed. Support efforts of national coalition.

Efforts should not be left to the national coalition since our specific needs and plans may be different from those of other cities and states. Responsibility and action should be local to ensure that it is effective.

66. RECOMMENDATION - Reinstate the Chancellor's Bilingual Education Commission.

RESPONSE - Assign responsibility to new Executive Director.

It would appear that since this is the Chancellor's Bilingual Education Commission, responsibility for reinstating it lies in his office.

67. RECOMMENDATION - Regularly report measures of Latino students' success that are tied to issues of economic security and occupational opportunity. Also, set

specific goals that target performance outcomes for Latino students in the problem areas.

RESPONSE - Include in the strategic plan.

Given the change in Chancellors, this recommendation must be reviewed again.

68. **RECOMMENDATION - Strengthen the link between the School Safety Officers and school to which they are deployed. Principals should receive security management training.**

RESPONSE - NO RESPONSE

69. **RECOMMENDATION - Designate someone in the school to collect incident reports in the neighborhood and transmit them regularly to the police precinct.**

RESPONSE - NO RESPONSE

Status of Interim Report Prioritized Recommendations

The following is a list of the twenty-four priority items and the Chancellor's responses.

1. **RECOMMENDATION** - Develop liaison programs between universities and high schools with high Latino dropout rates to encourage students to finish school and go on to college.

RESPONSE - The Division of High Schools has created a comprehensive process to address the various issues raised by the Latino Commission's Interim Report. Rather than respond in a fragmented manner to the specific proposals, the Division established a system-wide Latino Working Group with six focus groups: Retention/Drop-out, Counseling and Support Services, Curriculum and Instruction, Parent/Student/Community Involvement, Access to College/Career/Internship/ Work, and Articulation. This Working Group will review the status and progress of the Latino students and every policy and program for high schools will recognize their special strengths and challenges.

The Division has conducted specific staff development workshops for College Advisors on issues facing Latino students and has stepped up outreach activities on scholarships focused specifically on Latino students. On April 17, 1993, the first Latino College Expo was conducted. In addition to the activities of the Working Group's subcommittee on Access to College, the Division will explore the specific college/HS program models identified by the Commission and follow-up through collaborations with CUNY on CPI.

2. **RECOMMENDATION** - Secure continued support for the Leadership Secondary School and El Puente School for Peace and Justice.

RESPONSE - We have done everything we can to secure these and other new schools. As part of our citywide initiative to open 50 new high schools, we have established the Leadership Secondary School, El Puente Academy plus 8 new collaboratives located in districts serving a majority of Latino students (collaborations with Community School Districts 1, 4, 9, 12, 15; Beginning with Children, South Bronx Academy for Community Leadership, Local 1199/School for Social Change). Also, of the four new Liberty High School sites, the sites in Northern Manhattan and the Bronx will serve primarily Latino immigrants from the Caribbean and Central America. We are also establishing 11 new sites in collaboration with the Coalition for Essential Schools, six in Manhattan for September 1993 and five more in the Bronx for September 1994, the majority of which will be in Latino communities.

3. **RECOMMENDATION** - Monitor the allocation of Chapter I and bilingual/ESL funding, and lobby the federal government for inclusion of LEP students to receive linguistically and culturally appropriate services using this money.

RESPONSE - Done.

4. **CHANCELLOR'S BUDGET** - Support the allocation of an additional \$2.8 million of City funds to establish ESL instruction in special education so that LEP students will receive ESL services by licensed ESL teachers as required by the Commissioner's Regulation Part 154/Section 154.2(4) (d) (1) and the Chancellor's Special Circular No. 42, June 28, 1989.
5. **RECOMMENDATION** - Establish a Bilingual/Multicultural Institute/University-School collaborative to focus on the professional development of bilingual teachers, counselors, clinicians, supervisors, and administrators.

RESPONSE - The Division of Bilingual Education has also begun aggressive outreach to institutes of higher education and will be convening a Consortium this spring to discuss teacher preparation and support programs as recommended. The Executive Director of the Division of Bilingual Education has personally worked with the Bilingual/Multicultural Institute Work Group to design the summer teacher training program. A specific focus for this summer will be conflict resolution. The Division is continuing to work with the Work Group members on plans to include additional institutes of higher education and to provide programs for supervisors and administrators on relevant issues. A definitive plan should be complete before the end of this school year and we will also explore funding options, although this is an issue for the entire Board if public funds are used.

In addition, the Divisions of Bilingual Education, Student Support Services and High Schools have all implemented specific staff development activities this year for teachers and counselors on special issues facing immigrant students, Latino youngsters and other bilingual/multicultural strategies.

6. **RECOMMENDATION** - Require state certification for Bilingual Supervisors, elevating it to cabinet status at the District level. Develop a degree program in bilingual supervision and offer fellowships as incentives.

RESPONSE - The Budget Request includes the funds to elevate the District Bilingual Coordinators to a full-time supervisory positions.

7. **CHANCELLOR'S BUDGET** - Support the allocation of an additional \$9 million to expand Project Achieve to 18 more high schools. Ten of the new project Achieve schools should be those with predominantly Latino student populations.
8. **RECOMMENDATION** - Provide assistance to economically disadvantaged students to prevent them from dropping out of high school.

RESPONSE - This year, we were able to negotiate an historic agreement with a number of the largest trade unions in the construction business based on their interest in work opportunities with the School Construction Authority. Already, there are 250 students in new apprenticeship programs, and 50% of them are Latino. The total number of participants is scheduled to double. We will also review plans for summer work experience programs to assure that they are equitably distributed and that all interested

students have an opportunity to participate. We will also reach out to the City Department of Employment to see if we can improve our collaborations on summer jobs.

9. **RECOMMENDATION** - Develop more extra-curricular activities and ensure that Latino students have access to all school activities.

RESPONSE - The Budget Request includes the expansion of Project Achieve to 18 more schools and that would lead to more CBO contracts and more extra-curricular activities. We have also encouraged schools to use Safe Streets/Safe City funds for after-school programs; but we are not scheduled for any increased funding this coming year.

10. **RECOMMENDATION** - Expand counselor services: extend family, personal and academic counseling; develop student support groups and networks for Latino and LEP students; improve linkages between students in special programs and general education to help ease the transition for these students.

RESPONSE - Again, if we are able to expand Project Achieve, this will be accomplished.

11. **RECOMMENDATION** - Hire additional guidance counselors, including bilingual counselors, to maintain level of support services that were available two years ago.

RESPONSE - Through active recruitment when vacancies are filled, there has been a 19.4% increase in the number of bilingual guidance counselors in the high schools this year (86 vs. 72). In addition, the Division of High Schools has mounted a comprehensive professional development program, specifically responding to the recommendations relating to support services.

12. **RECOMMENDATION** - Enhance the role of the Pupil Personnel Team for the purpose of using their expertise to improve school climate, facilitate early identification, intervention and prevention of problems.

RESPONSE - The Division of Student Support Services is structured on the Pupil Personnel Team model. Pupil Personnel Committees are mandated in AIDP schools. In addition, in order to replicate this successful model, the Division has provided technical assistance through a number of citywide professional development activities, including one next month. However, given the importance of school-based decision-making, we do not propose any further mandates.

13. **RECOMMENDATION** - Expand community service opportunities to students including opportunities to work as peer counselors.

RESPONSE - Virtually every one of the new secondary schools includes community service. In addition, we are currently surveying schools on their community service activities and developing a technical assistance program. We will share the results of the

survey with the Latino Commission. Further expansion is a question of new resources or re-allocating existing funds from other program offerings.

14. **RECOMMENDATION** - Schools should be responsive to the communities by offering expanded evening and weekend services to children and their families.

RESPONSE - Free community access to school buildings is one of the priority reforms for the custodial contract, along with performance-based evaluation and supervision by building principals. We have identified private maintenance contracts for 62 buildings so far and we will contract-out more than 100 buildings by the end of this year. Each private contractor must agree to provide free access to the building every evening and weekend for parent and community groups. At this point, we cannot actually target the private contracts since they can only be assigned when a custodial vacancy occurs or when we open a new school. However, 36 of the 100 schools identified for private contracts by the end of this year serve predominantly Latino students. Of the 11 contractors receiving awards thus far, six are minority and/or women-owned enterprises including three Latino owned firms.

There are 10 schools scheduled for private custodial contracts that receive AIDP funds and serve predominantly Latino students. Dr. Reyes has suggested that these are excellent sites to focus after school activities, perhaps place a Beacon program, etc. This is an excellent opportunity and I (Chancellor Fernandez) promise to explore it for all AIDP schools that have private contracts.

15. **RECOMMENDATION** - Develop the Migration Orientation Program/Center to provide comprehensive and culturally relevant services to students and parents to address the stress related to the acculturation and adjustment process. Teachers, counselors and CBO's will participate in this effort.

RESPONSE - We have been discussing this recommendation with the Commission Members to get clarity on the goals and intent. Larry Edwards will be preparing a specific proposal for family services in two neighborhoods with high Latino immigration, probably one in George Washington HS in northern Manhattan and one in another borough, as a pilot of this idea.

16. **RECOMMENDATION** - Seek new and creative funding in contract awards that target school retention and dropout prevention initiatives for Latino students.

RESPONSE - The Budget Request includes the expansion of Project Achieve, including new CBO services. The Division of Funded and External Programs has provided technical assistance and support to a number of Community School Districts that had not been successful in the past in winning competitive grants. As a result, Districts 6 and 9 obtained a total of \$700,000 last year and new proposals for \$1.4 million to support Title VII programs and activities in Latino communities have been submitted this year.

17. **CHANCELLOR'S BUDGET** - Support the Chancellor's request for \$317,000 to expand

the Division of Bilingual Education's Pupil Services Paraprofessional Development Program.

18. CHANCELLOR'S BUDGET - Support the Chancellor's request for additional funds to expand the PATS (Project Achieve Transitional Services) initiative which provides support services and programs for immigrants and students with limited proficiency in English.
19. CHANCELLOR'S BUDGET - Support the request for additional funding for the expansion of the Peer Mentoring Program which will allow current bilingual students in 20 high schools with large immigrant populations to mentor new immigrant students.
20. RECOMMENDATION - Recruit parents from the local community to work as school aides and in other positions in the high schools.

RESPONSE - We try to stay out of the politics of Community School Board hiring and school aide positions. The Budget Request includes funds to expand the Paraprofessional Career Ladder Program and to include bilingual paraprofessionals.

21. RECOMMENDATION - Survey parents to determine ways to bridge the gap between parents and schools, administration and staff.

RESPONSE - This May, to underscore the importance of parent involvement and to strengthen accountability, we will conduct a Family/School Survey to determine how well schools are implementing these guidelines. The results of this survey will be published and included in the school profiles.

We have instituted a program of Parent Liaisons in the districts. Two of the first eight are in districts that serve primarily a Latino population. The Chancellor's Budget Request for 1993-94 will include funding to expand this program citywide. The Division of Bilingual Education has also established a liaison for parent involvement and begun to organize a Bilingual Parents Committee. The Office of Parent Involvement has also developed every type of material and they are all being translated.

22. RECOMMENDATION - Make available to parents on-going leadership training to facilitate their participation in school governance and school based management teams, and enable them to do needs assessments. Training contracts should be awarded through the RFP process, to parent and/or community-based organizations. (See the section on Parent Leadership Training in this report.)

RESPONSE - We have established benchmarks for parent participation in School-Based Management/Shared Decision-Making and we will be conducting the third annual survey of team membership this month, including information on parent involvement, inclusion of bilingual staff and participation by Latino parents and staff. Askia Davis has also begun

planning for every school to have a school governance council as required by new state regulations -- we must have a citywide plan and policy in place by spring 1994.

23. **RECOMMENDATION** - Forge links with companies which will support student learning. Locate schools on the premises of businesses or other institutions to provide students with opportunities to observe the world of work, develop mentor relationships, and obtain first hand knowledge about career opportunities.

RESPONSE - We have greatly enhanced collaborations with businesses, e.g. Corporate Academy with Goldman Sachs and Morgan Guaranty's support of the Professional Development Lab School. In fact the next new school on the Board calendar will be the partnership with American Express. We don't have any specific Latino business collaborative that I know about.

Locating schools on the premises of businesses is a great idea and Dr. Reyes has suggested several models from other cities to explore. This is a complicated model to put together, but we should continue to explore through new school initiatives.

24. **RECOMMENDATION** - The Community school should perform the role as a support system with linkages to community organizations, churches and other service providers.

RESPONSE - We will support and lobby for the expansion of these programs and work to expand the number of schools with free access after 3:00 p.m. The Mayor has already announced plans to have a Beacon School in every District.

LATINO COMMISSION BUDGET PRIORTIES - FY 1993

1. Support and duplicate programs such as the Hispanic Success Program at Hostos Community College, linking high schools and universities to facilitate enrollment. \$500,000 seed money is needed to support pilot programs in four targeted schools and universities (such as Hostos Community College, Lehman College, Brooklyn College, and Boricua College).
2. Assistance to economically disadvantaged Latino students should be provided by earmarking money for summer jobs with Latino CBO's as site sponsors (such as National Puerto Rican Forum, ASPIRA, El Puente, Alianza Dominicana).
3. City Council members representing large Latino communities should provide discretionary funds for extra-curricular after-school activities for Latino students (Williamsburg, Sunset Park, Lower East Side, Washington Heights, Mott Haven and Kingsbridge).
4. In proportion to the Latino student enrollment (35 percent), allocate 35% of the National Service Program student slots to Latino students for community services opportunities working with Latino community service organizations (ASPIRA, El Puente, Alianza Dominicana) to earn scholarships to attend CUNY colleges.
5. In a joint effort with the Department of Mental Health, and with the support of City Council members, four Migration Orientation Program/Centers should be developed in areas with large immigrant populations to provide comprehensive and culturally relevant services to students and parents to address the stress related to the acculturation and adjustment process. Teachers, counselors and CBO's would participate in this effort (There are Latino immigrant concentrations in East Harlem, South Bronx, Jackson Heights, Elmhurst, Loisaida, Williamsburg, and Sunset Park which could be served using a scaled down model of Alianza Dominicana's Washington Heights program).
6. Make available to parents on-going leadership training to facilitate their participation in school governance and school based management teams, and enable them to do needs assessments. Training contracts should be awarded, through the RFP process, to parent and/or community-based organizations.
7. The Community school should be part of a support system linked to community organizations, churches and other service providers. Accordingly, when identifying sites and service providers priority should be given to selecting Beacon Schools in Latino neighborhoods linked to Latino CBO's.

The following items represent budget request items made by the Chancellor and supported by the Latino Commission:

1. Fund the expansion of Project Achieve to 8 more high schools (\$4 million). Four of the new Project Achieve schools should be in predominantly Latino high schools -- Park West, Columbus, Franklin K. Lane, Alfred E. Smith.
2. In order to comply with the Commissioner's Regulation Part 154/Section 154.2(4)(d)(1) and the Chancellor's Special Circular No. 42, June 28, 1989, support the allocation of an additional \$2.8 million of City funds to establish ESL instruction in special education so that LEP students will receive ESL services by licensed ESL teachers.
3. Allocate \$680,000 to be used to create 6 new Bilingual Supervisor positions in the High Schools (\$36,000 for each new Supervisor) and upgrade the current positions in the 32 school districts (\$10,000 per district) to Supervisors of Bilingual Education.
4. Allocate \$18.8 million for the restoration of the 330 guidance counselors which were lost over the last two years. Priority should be given to restoring and hiring bilingual counselors. The restoration can be done over a 5 year period, spending \$3.76 million per year.
5. Allocate \$317,000 to expand the Division of Bilingual Education's Pupil Services Paraprofessional Development Program to increase the pool of well trained bilingual paraprofessionals and teachers.
6. Allocate an additional \$506,853 to expand the Project Achieve Transitional Services (PATS) initiative which provides support services and programs for immigrants and late entry students with limited proficiency in English.
7. Allocate an additional \$328,200 to expand the Peer Mentoring Program which will allow current bilingual students in 20 high schools with large immigrant populations to mentor new immigrant students.

1994 Update on the Progress of the Division of High School (DHS)

Latino Working Group's (LWG) Recommendations

The following is a description/summary of the High School Division's Latino Working Group's recommendations, as well as a brief update on the implementation status.

The following represents a review and update of the LWG's four major recommendations which had been promulgated during the 1992-1993 school year. The LWG's report was presented to the High School Superintendents in November, 1993.

RECOMMENDATION

1. Establish K-14 Instructional Linkage Program which will embrace expansion of Articulation Initiatives and incorporates examining priority areas in an effort to reinforce the connective links which must be fashioned as part of the transitional process of moving from one level of schooling to another.
 - This initiative involves identifying strategies which facilitate curricular alignment in math/science across grades and levels as well as
 - Improving student preparation for participation in higher level courses in these disciplines across grades and levels

UPDATE

- A district-wide K-12 Articulation Conference focusing on expectations for all students was held in December, 1993 involving the following key groups:
 - Directors of Instruction
 - Bilingual/ESL Supervisors
 - Supervisors of Guidance
 - Supervisors of Special Education
- Emphasis was placed on issues related to post secondary planning and planning for high school. A follow-up conference is scheduled for May, 1994 involving Bilingual/ESL staff across levels and general and special education programs. The 7th grade document, Planning for High School, will be the staff development topic.
- The High School Division's Project WELCOME articulation model for middle school/high school transition is currently being adopted for use in a High School/CUNY collaborative initiative (CUNY WELCOME). High school students attending targeted (pilot) CUNY sites will participate in a special CUNY orientation and summer school program.

- Through a special grant from the State Education Department, math/science focus groups have been established in each of the high school superintendencies. Classroom issues related to the education of Language Minority Students are examined - new and refine strategies are piloted.
- K-12 Bilingual/ESL educators, participated in the Chancellor's Curriculum Frameworks subcommittees.

RECOMMENDATION

2. To continue providing enriched and comprehensive professional development programs and options for all constituencies in the school community by utilizing the services of CBO's and other educational entities so that all affected constituencies have input into the process, work collaboratively to impact positively upon outcomes.

UPDATE

- Year II of the K-12 Counselor Institute focusing on the development of culturally competent counselors, is underway. Experts and speakers, including field staff, who represent a variety of ethnolinguistic groups, have participated in this process.
- Project Achieve High Schools continue the division-wide effort to more effectively and creatively utilize the invaluable resources of Community Based Organizations (CBO's) in their schools.

RECOMMENDATION

3. To utilize a variety of college/career counseling models and students with background knowledge, insights and strategies necessary to make informed educational and career related decisions. The process examining the College Bound Model, augmenting the support network across constituencies and continue counseling through a transitional services model.

UPDATE

- For the first time, during the Spring, 1994 term TOEFL Prep classes will be given for students of limited English proficiency who require a TOEFL test score for admission to college. These Saturday prep sessions will be held in five sites throughout the city.
- An ESL guide on college/career preparation is being piloted in seven high schools during the Spring, 1994 term. This initiative involves a partnership with the New York State Department of Labor and International High School. A key component of this model is the team approach involving the College Advisor, Bilingual Guidance Counselor and the ESL teacher.

RECOMMENDATION

4. High School Completion Support Model which at its genesis would develop a student profile of each Latino long-time LEP using a Longitudinal Inventory of Predictive Models and concomitantly includes the services of social workers, from parents, peer tutors, mentors as well as providing access to work related experience.

UPDATE

- The data for this project was initially collected from one high school site. High school superintendents are reviewing the implications of the data as they apply to their populations.

Four-Year Latino Cohort Dropout Rates
for the Class of 1992

			<u>Four-Year Cohort Dropout Rates</u>		<u>1991-92 School Year</u>	
Sboro	BDS	School Name	Total Dropout Rate	Latino Dropout Rate	# Latino Students	% ALL Students Who are Latino
0	378565	H. S. OF REDIRECTION	46.2%	51.3%	34	6.8%
3	378435	THOMAS JEFFERSON	27.9%	47.1%	354	18.6%
3	378440	PROSPECT HEIGHTS	16.4%	44.6%	95	5.2%
0	378555	BROOKLYN COLLEGE ACADEMY	6.0%	40.0%	21	8.1%
1	178575	MANHATTAN COMP. NIGHT HS	35.4%	35.9%	183	42.7%
1	178480	JULIA RICHMAN	24.3%	32.3%	816	32.9%
5	378490	FORT HAMILTON	21.5%	32.0%	1,287	38.4%
5	378400	LAFAYETTE	15.8%	31.3%	470	18.6%
0	178505	WEST SIDE	28.1%	30.8%	289	44.8%
4	378420	FRANKLIN K. LANE	25.8%	30.5%	1,913	49.5%
2	278450	ADLAI E. STEVENSON	24.4%	29.8%	2,059	58.5%
1	178445	SEWARD PARK	20.9%	28.2%	1,239	44.2%
5	378610	AUTOMOTIVE	23.2%	25.8%	420	33.8%
0	178570	SATELLITE ACADEMY	24.2%	25.6%	347	45.0%
2	278650	JANE ADDAMS	21.5%	25.3%	566	42.8%
2	278405	HERBERT H. LEHMAN	16.6%	23.9%	832	34.6%
5	378455	BOYS AND GIRLS	19.0%	23.9%	295	7.2%
0	178515	LOWER EAST SIDE PREP	21.1%	23.7%	97	16.6%
1	178465	GEORGE WASHINGTON	24.2%	22.9%	3,292	89.4%
2	278470	SOUTH BRONX	22.7%	22.4%	811	91.6%
2	278425	EVANDER CHILDS	17.2%	22.2%	1,202	38.2%
5	378475	EASTERN DISTRICT	22.7%	21.9%	1,913	74.0%
3	378465	ERASMUS HALL	14.1%	21.8%	155	5.9%
3	378660	WILLIAM H. MAXWELL	13.6%	21.7%	342	28.8%
2	278430	WALTON	19.3%	21.6%	1,361	56.6%
2	278415	CHRISTOPHER COLUMBUS	20.2%	21.5%	1,183	41.0%
2	278420	JAMES MONROE	18.0%	21.4%	1,616	68.2%
3	378470	GEORGE W. WINGATE	11.4%	21.4%	145	5.9%
2	278660	GRACE H. DODGE	14.2%	21.2%	695	55.1%
4	478430	FRANCIS LEWIS	11.7%	20.8%	474	18.9%
1	178470	LOUIS D. BRANDEIS	21.3%	20.4%	1,399	56.0%
3	378625	PAUL ROBESON	7.5%	20.4%	48	4.4%
4	478465	FAR ROCKAWAY	16.1%	20.3%	439	27.4%
1	178625	GRAPHIC COMMUNICATION ART	17.6%	19.9%	473	34.6%
2	278400	MORRIS	16.4%	19.7%	930	57.9%
2	278410	WILLIAM H. TAFT	18.2%	19.6%	1,514	59.1%
5	578440	NEW DORP	13.3%	19.4%	210	11.3%
4	478490	ANDREW JACKSON	12.1%	19.2%	60	2.8%
4	478400	AUGUST MARTIN	11.9%	19.0%	246	13.2%
3	378480	BUSHWICK	18.6%	18.7%	1,322	70.4%
4	478460	FLUSHING	11.7%	18.0%	944	46.1%
1	178490	MARTIN LUTHER KING JR.	13.9%	17.8%	650	22.3%
4	478450	LONG ISLAND CITY	13.3%	17.6%	672	38.8%
4	478480	JOHN ADAMS	12.1%	17.5%	707	28.2%
0	178495	PARK EAST	16.4%	17.2%	299	74.6%
5	378655	SARAH J. HALE	11.5%	17.1%	270	17.7%
2	278440	DEWITT CLINTON	14.4%	17.0%	1,591	51.7%
1	178440	HUMANITIES	12.3%	16.9%	652	31.8%
1	178620	NORMAN THOMAS	13.8%	16.8%	1,449	53.9%
2	278455	HARRY S. TRUMAN	9.0%	16.7%	506	19.2%
5	378460	JOHN JAY	11.9%	16.7%	1,527	51.4%
0	578470	CONCORD	20.7%	16.7%	41	18.6%
5	378410	ABRAHAM LINCOLN	14.0%	16.2%	387	17.9%
1	178600	FASHION INDUSTRIES	13.3%	15.9%	996	51.3%
0	278480	BRONX REGIONAL	13.0%	15.8%	166	45.0%

Sboro: 1 = Manhattan; 2 = Bronx; 3 = Brooklyn; 4 = Queens; 5 = BASIS; 6 = Alternative High Schools

Four-Year Cohort Dropout Rates1991-92 School Year

Sboro	BDS	School Name	Total Dropout Rate	Latino Dropout Rate	# Latino Students	% ALL Students Who are Latino
4	478410	BEACH CHANNEL	14.4%	15.8%	552	27.5%
1	178535	PARK WEST	15.6%	15.7%	1,088	58.8%
0	378520	PACIFIC	12.9%	15.2%	74	18.1%
2	278475	JOHN F. KENNEDY	13.1%	15.0%	2,798	65.7%
1	178660	MABEL D. BACON	12.3%	14.6%	431	49.0%
5	578450	CURTIS	8.7%	14.6%	289	15.5%
5	578445	PORT RICHMOND	5.4%	14.5%	221	12.2%
3	378615	EAST NEW YORK	7.1%	14.3%	177	17.0%
4	478505	HILLCREST	10.0%	14.0%	797	25.3%
3	378445	NEW UTRECHT	11.0%	13.9%	375	14.8%
5	378640	HARRY VAN ARSDALE	14.9%	13.8%	701	49.2%
3	378495	SHEEPSHEAD BAY	11.6%	13.5%	262	9.9%
1	178460	WASHINGTON IRVING	18.6%	13.4%	730	40.0%
1	178615	CHELSEA	10.9%	13.4%	445	48.4%
2	278435	THEODORE ROOSEVELT	12.3%	13.4%	1,770	62.5%
5	578460	SUSAN E. WAGNER	7.9%	13.4%	166	7.6%
3	378515	SOUTH SHORE	8.0%	13.1%	209	7.0%
4	478600	QUEENS VOCATIONAL	12.8%	12.5%	519	51.0%
4	478425	JOHN BOWNE	7.5%	12.2%	1,193	42.4%
4	478455	NEWTOWN	10.2%	12.2%	2,228	56.7%
2	278600	ALFRED E. SMITH	12.8%	12.0%	838	55.4%
3	378500	CANARSIE	10.6%	11.8%	346	14.9%
0	478520	MIDDLE COLLEGE	12.6%	11.6%	245	46.5%
4	478445	WILLIAM C. BRYANT	7.0%	10.5%	1,027	35.6%
3	378505	FRANKLIN D. ROOSEVELT	9.7%	10.4%	889	27.0%
4	478440	FOREST HILLS	8.7%	10.1%	532	19.0%
0	278495	UNIVERSITY HEIGHTS	6.6%	10.0%	220	57.0%
3	378540	JOHN DEWEY	5.8%	9.9%	628	21.1%
3	378600	CLARA BARTON	6.5%	9.9%	300	13.1%
3	378405	MIDWOOD	4.1%	9.8%	269	9.7%
5	378620	WILLIAM GRADY	6.8%	9.8%	260	21.0%
4	478620	THOMAS A. EDISON	6.7%	9.6%	398	20.2%
4	478495	BAYSIDE	5.0%	9.4%	329	15.8%
5	378485	HS OF TELECOM. ART & TECH	6.8%	8.8%	426	46.7%
4	478470	JAMAICA	6.9%	8.4%	392	16.3%
4	478485	GROVER CLEVELAND	5.8%	8.1%	986	38.6%
1	178485	FIGRELLO H. LAGUARDIA	3.7%	7.6%	568	23.1%
4	478435	MARTIN VAN BUREN	5.6%	7.1%	403	17.5%
0	178560	CITY AS SCHOOL	7.9%	6.9%	324	37.9%
1	178630	H.S. ART AND DESIGN	4.0%	6.8%	750	41.7%
1	178520	MURRY BERGTRAUM	3.9%	6.7%	914	36.8%
4	478475	RICHMOND HILL	7.6%	6.4%	846	38.6%
1	178435	MANHATTAN CTR MATH & SCI	4.4%	6.3%	626	46.8%
4	478610	AVIATION	5.4%	6.3%	1,062	56.4%
3	378425	JAMES MADISON	5.8%	6.1%	307	11.4%
0	278500	HOSTOS-LINCOLN ACADEMY	8.7%	5.7%	235	74.6%
5	578455	TOTTENVILLE	6.3%	5.3%	172	5.0%
5	578600	RALPH MCKEE	5.5%	5.1%	108	15.1%
1	178580	R. GREEN HS OF TEACHING	4.9%	4.9%	164	35.1%
3	378415	SAMUEL J. TILDEN	11.6%	4.7%	98	4.0%
1	178540	A. PHILIP RANDOLPH	3.4%	4.5%	391	30.3%
4	478415	BENJAMIN CARDOZO	2.8%	4.5%	288	8.5%
5	378605	GEORGE WESTINGHOUSE	5.7%	4.2%	339	20.7%
3	378525	EDWARD R. MURROW	2.9%	3.9%	472	15.0%
2	278655	SAMUEL GOMPERS	4.2%	2.8%	496	47.4%

Sboro: 1 = Manhattan; 2 = Bronx; 3 = Brooklyn; 4 = Queens; 5 = BASIS; 6 = Alternative High Schools

Four-Year Cohort Dropout Rates1991-92 School Year

Sboro	BDS	School Name	Total Dropout Rate	Latino Dropout Rate	# Latino Students	% ALL Students Who are Latino
5	378430	BROOKLYN TECHNICAL	1.5%	1.7%	665	14.3%
0	478530	INT'L H. S. AT LA GUARDIA	3.4%	1.4%	190	42.3%
1	178475	STUYVESANT	0.1%	0.0%	116	4.4%
0	178555	CENTRAL PARK EAST	1.7%	0.0%	114	36.8%
2	278445	BRONX H. S. OF SCIENCE	0.4%	0.0%	261	9.5%
0	378575	STREET ACADEMY IN B'KLYN	22.2%	0.0%	16	5.1%
4	478420	SPRINGFIELD GARDENS	6.8%	0.0%	84	3.3%
4	478525	TOWNSEND HARRIS	0.5%	0.0%	102	11.2%
5	578605	STATEN ISLAND TECHNICAL	0.0%	0.0%	22	3.4%

Sboro: 1 = Manhattan; 2 = Bronx; 3 = Brooklyn; 4 = Queens; 5 = BASIS; 6 = Alternative High Schools

End of Report

NEW YORK CITY PUBLIC SCHOOLS
 DIVISION OF STRATEGIC PLANNING/OFFICE OF EDUCATIONAL DATA SERVICES
 TABLE 5
 ANNUAL PUPIL ETHNIC CENSUS - NUMBER AND PERCENT BY REGISTER
 SCHOOL YEARS 1969 - 1992 - ALL SCHOOLS

YEAR	AMERICAN INDIAN OR ALASKAN NATIVE		ASIAN OR PACIFIC ISLANDER		HISPANIC				OTHER SPANISH SURNAME AMERICAN		NOT OF HISPANIC ORIGIN		TOTAL REGISTER	
	ALASKAN NATIVE	AMERICAN INDIAN	ISLANDER	ASIAN OR PACIFIC	PUERTO RICAN		OTHER		BLACK	WHITE	TOTAL REGISTER	TOTAL REGISTER		
					NUMBER	PERCENT	NUMBER	PERCENT						
1969	289	0.0%*	16,094	1.4%	249,055	22.2%	33,574	3.0%	376,948	33.6%	447,205	39.8%	1,123,165	100.0%
1970	349	0.0%*	17,491	1.5%	260,040	22.8%	39,240	3.4%	392,714	34.4%	431,241	37.8%	1,141,075	100.0%
1971	363	0.0%*	18,931	1.7%	265,923	23.2%	42,093	3.7%	402,187	35.1%	416,963	36.4%	1,146,460	100.0%
1972	413	0.0%*	20,452	1.8%	259,849	23.0%	43,614	3.9%	406,974	36.0%	397,694	35.2%	1,126,996	100.0%
1973	463	0.0%*	22,067	2.0%	256,095	23.1%	43,199	3.9%	405,311	36.6%	379,726	34.3%	1,106,861	100.0%
1974	577	0.1%	23,252	2.1%	253,452	23.0%	54,392	4.9%	403,064	36.6%	365,487	33.2%	1,100,224	100.0%
1975	743	0.1%	24,277	2.2%	256,278	23.3%	54,270	4.9%	410,321	37.3%	353,115	32.1%	1,099,004	100.0%
1976	486	0.0%*	27,824	2.6%	254,002	23.6%	58,370	5.4%	408,444	37.9%	328,065	30.5%	1,077,191	100.0%
1977	496	0.0%*	30,408	2.9%	244,844	23.6%	59,483	5.7%	394,894	38.1%	306,118	29.5%	1,036,243	100.0%
1978	525	0.1%	32,377	3.2%	294,792	29.5%			384,735	38.5%	286,518	28.7%	998,947	100.0%
1979	446	0.0%*	36,339	3.8%	286,664	29.8%			371,556	38.6%	268,043	27.8%	963,048	100.0%
1980	476	0.1%	38,197	4.0%	287,494	30.5%			363,948	38.6%	253,690	26.9%	943,805	100.0%
1981	479	0.1%	40,626	4.4%	287,173	31.1%			356,441	38.6%	239,496	25.9%	924,215	100.0%
1982	377	0.0%*	44,614	4.9%	292,124	31.8%			353,238	38.5%	228,031	24.8%	918,384	100.0%
1983	509	0.1%	49,316	5.3%	300,926	32.5%			354,974	38.4%	219,117	23.7%	924,842	100.0%
1984	675	0.1%	54,287	5.8%	308,906	33.2%			355,763	38.2%	212,137	22.8%	931,768	100.0%
1985	586	0.1%	57,631	6.2%	314,748	33.6%			356,933	38.1%	206,333	22.0%	936,231	100.0%
1986	680	0.1%	61,688	6.6%	318,431	33.9%			358,254	38.1%	200,089	21.3%	939,142	100.0%
1987	823	0.1%	65,166	6.9%	319,216	34.0%			361,473	38.5%	193,255	20.6%	939,933	100.0%
1988	891	0.1%	68,441	7.3%	321,292	34.3%			359,363	38.4%	186,166	19.9%	936,153	100.0%
1989	666	0.1%	71,963	7.7%	324,491	34.6%			359,289	38.3%	182,236	19.4%	938,645	100.0%
1990	757	0.1%	75,635	7.9%	334,168	35.0%			363,057	38.0%	181,897	19.0%	955,514	100.0%
1991	1,688	0.2%	80,369	8.3%	343,297	35.3%			367,369	37.8%	179,423	18.5%	972,146	100.0%
1992	2,841	0.3%*	86,069	8.7%	355,889	35.8%			371,577	37.4%	178,155	17.9%	994,531	100.0%

NOTES:

*LESS THAN 1/10TH OF ONE PERCENT.

NEW YORK CITY PUBLIC SCHOOLS
 DIVISION OF STRATEGIC PLANNING/OFFICE OF EDUCATIONAL DATA SERVICES
 TABLE 1
 ANNUAL PUPIL ETHNIC CENSUS
 CITY - WIDE BY SCHOOL LEVEL
 OCTOBER 30, 1992

LEVEL	AMERICAN INDIAN OR ALASKAN NATIVE		ASIAN OR PACIFIC ISLANDER		HISPANIC		NOT OF HISPANIC ORIGIN		TOTAL			
	ALASKAN NATIVE	%	ASIAN OR PACIFIC ISLANDER	%	HISPANIC	%	BLACK	%	WHITE	%		
ELEMENTARY	1,493	0.3%	40,815	8.2%	183,117	36.9%	179,822	36.3%	90,701	18.3%	495,948	100.0%
JHS-INTER.	506	0.3%	17,124	8.8%	70,685	36.3%	71,310	36.7%	34,889	17.9%	194,514	100.0%
HIGH SCHOOLS	765	0.3%	27,745	9.6%	96,959	33.6%	112,549	39.0%	50,440	17.5%	288,458	100.0%
ACADEMIC	626	0.3%	24,843	10.8%	73,691	32.2%	84,778	37.0%	45,145	19.7%	229,083	100.0%
VOCATIONAL	76	0.3%	1,162	4.0%	11,855	40.4%	14,085	48.0%	2,184	7.4%	29,362	100.0%
ALTERNATIVE	61	0.2%	1,697	5.9%	10,839	38.0%	12,921	45.3%	3,013	10.6%	28,531 *	100.0%
GED PROGRAMS	2	0.1%	43	2.9%	574	38.7%	765	51.6%	98	6.6%	1,482	100.0%
SPEC ED SCHOOLS	77	0.5%	385	2.5%	5,128	32.8%	7,896	50.6%	2,125	13.6%	15,611	100.0%
TOTAL	2,841	0.3%	86,069	8.7%	355,889	35.8%	371,577	37.4%	178,155	17.9%	994,531	100.0%

OCTOBER 31, 1991

LEVEL	AMERICAN INDIAN OR ALASKAN NATIVE		ASIAN OR PACIFIC ISLANDER		HISPANIC		NOT OF HISPANIC ORIGIN		TOTAL			
	ALASKAN NATIVE	%	ASIAN OR PACIFIC ISLANDER	%	HISPANIC	%	BLACK	%	WHITE	%		
ELEMENTARY	844	0.2%	37,746	7.7%	180,658	36.8%	179,221	36.5%	92,177	18.8%	490,646	100.0%
JHS-INTER.	371	0.2%	15,587	8.1%	69,363	36.0%	71,522	37.1%	35,950	18.6%	192,793	100.0%
HIGH SCHOOLS	459	0.2%	26,636	9.7%	88,523	32.3%	108,954	39.8%	49,341	18.0%	273,913	100.0%
ACADEMIC	331	0.2%	23,814	10.9%	67,511	31.0%	81,847	37.6%	44,097	20.3%	217,600	100.0%
VOCATIONAL	56	0.2%	1,222	4.3%	11,068	39.3%	13,611	48.4%	2,192	7.8%	28,149	100.0%
ALTERNATIVE	64	0.2%	1,582	5.9%	9,520	35.3%	12,831	47.6%	2,963	11.0%	26,960 *	100.0%
GED PROGRAMS	8	0.7%	18	1.5%	424	35.2%	665	55.2%	89	7.4%	1,204	100.0%
SPEC ED SCHOOLS	14	0.1%	400	2.7%	4,753	32.1%	7,672	51.9%	1,955	13.2%	14,794	100.0%
TOTAL	1,688	0.2%	80,369	8.3%	343,297	35.3%	367,369	37.8%	179,423	18.5%	972,146	100.0%

*INCLUDES NIGHT HIGH SCHOOLS, OUTREACH, PREGNANT, AUXILIARY SERVICES, AND OFFSITE EDUCATIONAL PROGRAMS.

**Project Achieve Schools/ Latino Drop-Out Rate
Ranked by Concentration of Latino Students**

		<u>89-90</u>	<u>91-92</u>	<u>Point Change</u>	<u>%Change in Dropout Rate</u>
South Bronx	(91.6)	30.7	22.4	- 8.2	-26.7
George Washington	(89.4)	32.3	22.9	- 9.4	-29.1
Eastern District	(74.0)	27.8	21.9	- 5.9	-21.2
Bushwick	(70.4)	25.1	18.7	- 6.4	-25.5
James Monroe	(68.2)	23.9	21.4	- 2.5	-10.5
Theodore Roosevelt	(62.5)	25.5	13.4	-12.1	-47.5
William Taft	(59.1)	32.8	19.6	-13.2	-40.2
Adlai E. Stevenson	(58.5)	26.6	29.8	+ 3.2	+12.0
Morris	(57.9)	23.3	19.7	- 3.6	-15.5
Walton	(56.6)	33.0	21.6	-11.4	-34.6
Louis D. Brandeis	(56.0)	24.6	20.4	- 4.2	-17.1
DeWitt Clinton	(51.7)	28.5	17.0	-11.5	-40.4
John Jay	(51.4)	21.3	16.7	- 4.6	-21.6
Bronx Regional	(45.0)	17.1	15.8	- 1.3	- 7.6
Seward Park	(44.2)	36.8	28.2	- 8.6	-23.4
Jane Addams	(42.8)	20.9	25.3	+ 4.4	+21.1
Washington Irving	(40.0)	22.8	13.4	- 9.4	-41.2
Fort Hamilton	(38.4)	31.5	32.0	+ .5	+ 1.6
Evander Childs	(38.2)	24.6	22.2	- 2.4	- 9.7
Automotive	(33.8)	21.6	25.8	+ 4.2	+19.4
Far Rockaway	(27.4)	22.3	20.3	- 2.0	- 9.0
Martin Luther King	(22.3)	27.3	17.8	- 9.5	-34.8
William Grady	(21.0)	14.8	9.8	- 5.0	-39.2
Thomas Jefferson	(18.6)	29.8	47.1	+17.3	+58.1
Sarah J. Hale	(17.7)	28.5	17.1	-10.7	-37.6
Boys & Girls	(7.2)	39.0	23.9	-15.1	-38.7
George W. Wingate	(5.9)	17.3	21.4	+ 4.1	+23.7
Erasmus Hall	(5.9)	19.7	21.8	+ 2.1	+10.7
Prospect Heights	(5.2)	24.6	44.6	+20.0	+81.3
Andrew Jackson	(2.8)	2.7	19.2	+16.5	+611.0

**Change in Latino Dropout Rate
(1989-90 to 1991-92)**

Largest Proportional Reduction in Project Achieve High Schools

Theodore Roosevelt	-47.5%	25.5%	→	13.4%
Washington Irving	-41.2%	22.8%	→	13.4%
DeWitt Clinton	-40.4%	28.5%	→	17.0%
William Taft	-40.4%	32.8%	→	19.6%
William Grady	-39.2%	14.8%	→	9.8%
Boys & Girls	-38.7%	39.0%	→	23.9%
Sarah J. Hale	-37.6%	28.5%	→	17.1%
Martin Luther King	-34.8%	27.3%	→	17.8%
Walton	-34.6%	33.0%	→	21.6%
George Washington	-29.1%	32.3%	→	22.9%
South Bronx	-26.7%	30.7%	→	22.4%
Bushwick	-25.5%	25.1%	→	18.7%

**Largest Proportional Reduction in Latino Dropout Rate in
Non-Project Achieve High Schools
[with 37% or more Latino enrollment]**

Samuel Gompers	-29.0%	13.3%	→	2.8%
Park East	-51.4%	35.4%	→	17.2%
Murray Bergtraum	-47.7%	12.8%	→	6.7%
Mabel Dean Bacon	-43.4%	25.8%	→	14.6%
Alfred E. Smith	-42.9%	21.0%	→	12.0%
Satellite Academy	-37.0%	40.6%	→	25.6%
G. Cleveland	-29.0%	11.8%	→	8.1%
Grace H. Dodge	-28.5%	25.9%	→	21.1%
Fashion Industries	-28.4%	22.2%	→	15.9%
Telecommunications	-26.1%	11.9%	→	8.8%

Largest Proportional Increase in
Latino Dropout Rate in Project Achieve High Schools

Andrew Jackson	+611.0%	2.7% →	19.2%
Prospect Heights	+ 81.3%	24.6% →	44.6%
Thomas Jefferson	+ 58.1%	29.8% →	47.1%
George W. Wingate	+ 23.7%	17.3% →	21.4%
Jane Addams	+ 21.1%	20.9% →	25.3%
Automotive	+ 19.4%	21.6% →	25.8%

Largest Proportional Increase in Latino Dropout Rate
in Non-Project Achieve High Schools

Norman Thomas	+50.0%	11.2% →	16.8%
John Bowne	+29.8%	9.4% →	12.2%
Manhattan Center	+23.5%	5.1% →	6.3%
Chelsea	+21.8%	11.0% →	13.4%
Franklin K. Lane	+21.8%	25.2% →	30.5%

CITY-WIDE ACHIEVEMENT TESTS

MATH

The following statistical information is from the City-Wide Math Achievement Tests administered in English only to students in grades 2 to 8 in 1992. Included is information on the results of a new performance based test, California Achievement Test (CAT), piloted in 1993.

1993 CAT-5 Test

- Ten of the 12 predominantly Latino CSDs fall below the City-wide average of 49.2% of students performing at or above grade level in math.
- Only 2 of the 12 predominantly Latinos CSDs tested above the City-wide average. These are CSD 15 with 54% and CSD 24 with 52.2 of students testing at or above grade level.

1992 Estimated MAT-6 Test

- Ten of the twelve predominantly Latino CSDs fell below the estimate of 44.2 percent of students performing at or above grade level.
- Only two of the twelve predominantly Latino CSDs tested above the estimated City-wide average of 44.2% of students performing at or above grade level. These included CSD 15 with 48.9% and CSD 24 with 44.8%.

1992 Actual MAT -6 Test

- Ten of the 12 predominantly Latino CSDs fell below the City-wide average of 60.7% of students performing at or above grade level.
- Only two of the twelve predominantly Latino CSDs tested above the City-wide average of 60.2%. These were CSD 24 with 62.2% and CSD 15 with 65.3% of their students performing at or above grade level.
- Five of the ten lowest scoring CSDs on the 1993 CAT-5 test were predominantly Latino districts. The other five were predominantly African American districts.
- Grade 2 City-wide, 49.5% of students performed at or above grade level.

- Ten of the twelve predominantly Latino CSDs fell below the City-wide average of 49.5% of students performing at or above grade level in grade two. Only two, CSD 15 with 60.6% and CSD 24 with 56.7%, scored above the City-wide average.
- **Grade 8** City-wide, 41.7% performed at or above grade level.
- Ten of the twelve predominantly Latino CSDs performed below the City-wide average of 41.7%. Only two, CSD 6 with 42% and CSD 24 with 48.6%, scored above the City-wide average.
- At Grade 8, none of the predominantly Latino CSDs scored above the national average of 50%.

DEGREES OF READING POWER TEST (MAY 1993)

The following information represents results of the Degrees of Reading Power Test (D.R.P.) given to students in grades 2 - 10. The test was administered in May 1993 and the results represent the percentage of students scoring at or above the national median (i.e., 50th percentile of the most recent (1988) norming sample for their grade level.

- Of the thirteen districts with the lowest percentage of students scoring at or above grade level in reading, eight are predominantly Latino districts. These include districts 1, 6, 7, 8, 9, 10, 12, and 32.
- Of the ten districts which had a decrease in the percentage of students scoring at or above their grade level, five are predominantly Latino districts. These include districts 7, 8, 9, 12, and 15.

COMMUNITY SCHOOL DISTRICTS
RANKED BY CONCENTRATION
OF LATINO STUDENTS

1991-92

ELEMENTARY SCHOOLS

District	% Students Who Are Latino	Building Utilization	Attendance	Free Lunch Eligibility	% Reading At or Above Grade Level	1990	1991	1992
18	6.0	120.8	93.2	55.1	56.0	58.3	53.7	
26	7.8	86.7	94.5	12.5	78.9	83.2	78.8	
17	9.8	128.8	90.5	86.9	44.8	47.8	40.9	
31	10.3	96.8	92.6	32.6	64.7	66.9	63.7	
22	11.8	120.5	91.9	52.1	57.8	59.5	54.1	
16	12.0	76.9	87.4	87.0	46.4	47.0	40.5	
29	13.5	117.9	92.1	61.0	53.6	58.6	53.0	
23	17.2	89.3	86.2	91.9	34.7	38.5	30.6	
13	17.7	89.6	90.8	81.2	45.3	47.9	42.7	
21	20.0	89.7	90.3	70.4	54.0	59.8	51.1	
25	20.2	102.4	93.0	35.5	64.3	69.3	63.0	
28	21.0	115.4	90.8	63.0	54.1	59.2	52.2	
05	21.5	86.6	85.9	86.8	28.4	32.0	27.8	
02	21.9	87.9	91.8	53.9	57.4	61.0	57.1	
20	24.1	89.2	91.9	54.9	58.7	59.7	55.2	
27	24.1	109.9	90.9	62.5	48.1	49.1	43.8	
11	30.3	102.8	90.8	60.9	54.7	53.0	45.9	
03	38.2	86.2	89.5	72.8	36.2	38.8	35.8	
30	41.2	110.8	91.8	63.9	52.2	56.7	50.6	
19	42.0	99.7	89.8	83.0	38.1	39.5	32.5	
24	49.9	148.3	91.9	58.3	48.9	51.3	45.3	
15	55.2	96.1	91.4	73.4	47.8	51.1	47.1	
08	56.2	93.7	88.4	79.9	39.6	42.8	36.8	
09	58.3	105.8	86.7	91.0	29.8	33.6	26.4	
04	61.7	83.9	88.4	84.3	38.9	42.4	35.1	
10	63.7	138.4	88.4	81.8	34.8	37.1	30.7	
12	66.0	93.2	87.9	87.9	36.6	35.6	28.2	
07	67.4	74.6	88.2	91.4	33.5	35.0	27.5	
14	68.4	84.0	90.2	86.8	47.1	49.0	43.4	
32	71.1	100.8	89.0	89.9	29.6	33.2	28.4	
01	71.7	71.3	88.9	83.6	35.6	36.7	33.1	
06	87.0	153.3	89.5	86.7	35.1	36.5	32.7	

COMMUNITY SCHOOL DISTRICTS
RANKED BY CONCENTRATION
OF LATINO STUDENTS

District	1991-92 MIDDLE SCHOOLS					% Reading At or Above Grade Level		1992
	% Students Who Are Latino	Building Utilization	Attendance	Free Lunch Eligibility	1990	1991		
18	6.3	84.6	91.0	56.9	53.8	53.0	50.3	
17	7.8	88.4	85.8	71.9	37.4	36.3	35.7	
22	8.0	103.2	90.5	40.3	61.2	61.3	61.8	
26	8.8	81.5	93.7	16.6	79.3	79.5	79.9	
31	10.0	73.9	90.9	28.6	61.6	62.0	62.7	
29	10.6	99.1	88.4	55.5	48.6	49.9	47.4	
16	12.1	60.2	77.9	68.1	34.1	31.0	26.5	
13	13.3	63.4	85.9	67.6	48.3	46.8	45.7	
23	16.2	67.8	79.2	64.1	30.5	31.3	30.3	
21	17.3	79.6	85.6	57.6	56.7	61.3	61.4	
25	18.9	80.4	91.0	35.0	68.7	69.7	68.1	
28	21.9	72.5	86.0	46.6	57.1	62.2	56.9	
02	22.6	84.1	89.4	46.0	58.6	59.5	59.8	
27	24.9	91.7	85.0	48.2	45.4	46.2	47.7	
33	25.1	77.4	92.2	36.3	76.6	77.1	80.9	
05	29.0	63.4	81.5	68.6	29.7	28.6	31.3	
11	31.0	81.3	86.7	55.2	54.0	54.1	53.9	
20	31.5	103.6	88.8	63.3	48.8	50.4	48.7	
03	40.9	113.0	85.9	66.3	40.1	45.7	42.3	
19	41.0	72.6	84.5	71.0	43.3	42.2	42.4	
30	44.2	96.2	88.1	62.9	51.9	53.4	52.2	
24	46.9	122.2	89.4	59.3	47.4	47.5	47.2	
09	53.9	79.9	83.5	70.3	32.7	31.2	29.3	
04	56.4	104.8	82.8	79.1	42.3	44.2	43.1	
08	57.0	59.1	84.9	74.4	43.9	43.6	40.6	
15	57.8	69.9	86.3	64.0	44.8	46.6	44.0	
10	61.8	108.0	83.7	76.0	38.2	39.4	36.9	
32	63.7	81.8	84.2	71.1	44.1	45.5	44.3	
12	63.9	62.6	79.2	81.8	28.8	28.6	29.7	
07	65.9	49.6	86.3	72.1	32.7	34.4	30.8	
14	70.3	64.4	84.2	77.2	38.5	39.1	38.4	
01	71.4	59.6	86.0	82.1	34.6	36.3	34.1	
06	85.7	127.1	85.4	76.4	44.5	47.6	41.5	

**HIGH SCHOOLS
RANKED BY CONCENTRATION
OF LATINO STUDENTS**

1991-92

Name	% Students Who are Latino	Cohort	Hispanic Dropout Rate	Building Utilization	Attendance	Free Lunch Eligibility	% Reading At or Above Grade Level	1990	1991	1992
ANDREW JACKSON	2.8	12.1	19.2	89.0	84.5	18.9	31.8	44.2	37.0	
SPRINGFIELD GARDENS	3.3	6.8	0.0	111.0	85.9	12.3	41.1	47.8	40.2	
STATEN ISLAND TECHNICAL	3.4	0.0	0.0	55.0	94.7	6.5	97.9	98.5	98.8	
SAMUEL J. TILDEN	4.0	11.6	4.7	110.0	85.7	15.9	36.8	46.7	43.6	
STUYVESANT	4.4	0.1	0.0	127.0	93.5	15.8				
PAUL ROBESON	4.4	7.5	20.4	85.0	85.1	53.8	51.7	47.0	43.9	
TOTTENVILLE	5.0	6.3	5.3	97.0	89.7	4.9	69.7	73.8	70.9	
STREET ACADEMY IN B'KLYN	5.1	22.2	0.0	100.0	52.6	18.8	11.3	21.0	21.3	
PROSPECT HEIGHTS	5.2	16.4	44.6	94.0	82.6	16.7	24.4	38.8	29.8	
ERASMUS HALL	5.9	14.1	21.8	106.0	85.3	58.6	29.8	36.2	33.1	
GEORGE W. WINGATE	5.9	11.4	21.4	122.0	82.7	20.2	25.1	33.4	28.2	
H. S. OF REDIRECTION	6.8	46.2	51.3	108.0	63.7	80.4	16.8	24.5	25.9	
SOUTH SHORE	7.0	8.0	13.1	104.0	86.8	14.4	61.6	69.4	60.4	
BOYS AND GIRLS	7.2	19.0	23.9	119.0	78.2	29.9	31.8	45.5	43.4	
SUSAN E. WAGNER	7.6	7.9	13.4	82.0	89.0	14.6	57.3	64.0	60.3	
BROOKLYN COLLEGE ACADEMY	8.1	6.0	40.0	107.0	80.6	23.1	66.9	71.0	65.4	
BENJAMIN CARDOZO	8.5	2.8	4.5	144.0	90.1	9.7	84.5	86.7	88.0	
BRONX H. S. OF SCIENCE	9.5	0.4	0.0	116.0	94.0	9.9				
MIDWOOD	9.7	4.1	9.8	135.0	92.6	10.0	82.0	83.9	81.8	
SHEEPSHEAD BAY	9.9	11.6	13.5	109.0	86.0	17.6	60.7	69.6	65.8	
TOWNSEND HARRIS	11.2	0.5	0.0	169.0	95.9	9.6	98.1	100.0	100.0	
NEW DORP	11.3	13.3	19.4	67.0	85.6	16.4	46.3	51.1	46.3	
JAMES MADISON	11.4	5.8	6.1	118.0	89.5	19.2	66.5	71.8	67.2	
PORT RICHMOND	12.2	5.4	14.5	131.0	87.5	14.9	65.8	68.0	64.6	
CLARA BARTON	13.1	6.5	9.9	128.0	88.7	47.4	55.0	65.7	65.0	
AUGUST MARTIN	13.2	11.9	19.0	88.0	86.6	26.3	49.4	62.5	57.0	
BROOKLYN TECHNICAL	14.3	1.5	1.7	109.0	93.4	26.8				
NEW UTRERECHT	14.8	11.0	13.9	127.0	87.6	24.5	53.5	57.3	57.3	
CANARSIE	14.9	10.6	11.8	123.0	86.0	19.3	56.5	65.2	59.1	
EDWARD R. MURROW	15.0	2.9	3.9	114.0	89.1	19.9	74.2	82.7	75.0	
RALPH MCKEE	15.1	5.5	5.1	82.0	85.9	29.3	30.8	38.5	34.1	
CURTIS	15.5	8.7	14.6	119.0	85.4	27.3	59.0	66.7	61.0	
BAYSIDE	15.8	5.0	9.4	92.0	87.0	13.6	67.3	82.3	78.2	

Name	% Students Who are Latino	Cohort	Hispanic Dropout Rate	Building Utilization	Attendance	Free Lunch Eligibility	% Reading At or Above Grade Level 1990	% Reading At or Above Grade Level 1991	% Reading At or Above Grade Level 1992
JAMAICA	16.3	6.9	8.4	121.0	85.9	21.2	60.9	66.9	61.1
LOWER EAST SIDE PREP	16.6	21.1	23.7	123.0	83.3	83.4	14.9	29.4	30.3
EAST NEW YORK	17.0	7.1	14.3	109.0	87.6	59.0	49.6	67.5	57.5
MARTIN VAN BUREN	17.5	5.6	7.1	108.0	89.3	16.8	68.2	75.3	66.4
SARAH J. HALE	17.7	11.5	17.1	78.0	80.4	18.0	28.5	39.0	31.2
ABRAHAM LINCOLN	17.9	14.0	16.2	99.0	84.4	38.1	61.2	56.3	53.6
PACIFIC	18.1	12.9	15.2	121.0	65.8	71.9	37.2	43.2	41.0
LAFAYETTE	18.6	15.8	31.3	103.0	83.2	20.2	52.3	63.0	50.7
THOMAS JEFFERSON	18.6	27.9	47.1	98.0	75.1	27.0	25.1	35.7	31.4
CONCORD	18.6	20.7	16.7	103.0	71.1	37.8	35.5	51.3	28.3
FRANCIS LEWIS	18.9	11.7	20.8	152.0	90.2	16.8	67.2	73.6	76.9
FOREST HILLS	19.0	8.7	10.1	133.0	89.3	25.6	74.9	77.7	74.6
HARRY S. TRUMAN	19.2	9.0	16.7	87.0	86.9	13.5	53.2	58.8	54.6
THOMAS A. EDISON	20.2	6.7	9.6	141.0	88.7	24.5	64.2	73.4	68.8
GEORGE WESTINGHOUSE	20.7	5.7	4.2	96.0	85.6	35.3	51.1	59.9	49.4
WILLIAM GRADY	21.0	6.8	9.8	96.0	87.2	35.2	43.5	57.6	48.3
JOHN DEWEY	21.1	5.8	9.9	136.0	90.2	45.4	63.8	68.4	60.2
MARTIN LUTHER KING JR.	22.3	13.9	17.8	117.0	80.6	36.1	43.5	53.4	46.8
FIORIELLO H. LAGUARDIA	23.1	3.7	7.6	98.0	90.4	24.6	87.4	89.5	88.9
HILLCREST	25.3	10.0	14.0	135.0	85.6	25.6	57.8	70.3	60.4
FRANKLIN D. ROOSEVELT	27.0	9.7	10.4	136.0	87.6	39.7	49.0	58.3	55.1
FAR ROCKAWAY	27.4	16.1	20.3	89.0	85.6	32.3	28.6	36.6	29.1
BEACH CHANNEL	27.5	14.4	15.8	64.0	85.7	8.8	45.7	52.1	50.9
JOHN ADAMS	28.2	12.1	17.5	115.0	85.8	15.4	42.4	49.4	42.6
WILLIAM H. MAXWELL	28.8	13.6	21.7	137.0	84.0	38.1	28.9	35.8	31.8
A. PHILIP RANDOLPH	30.3	3.4	4.5	81.0	89.6	48.9	80.9	91.8	84.7
HUMANITIES	31.8	12.3	16.9	110.0	84.1	26.8	68.6	66.8	64.5
JULIA RICHMAN	32.9	24.3	32.3	106.0	78.1	50.8	37.3	43.6	38.0
AUTOMOTIVE	33.8	23.2	25.8	123.0	79.6	59.9	29.7	38.2	25.4
GRAPHIC COMMUNICATION ART	34.6	17.6	19.9	88.0	85.2	29.8	51.7	58.5	49.4
HERBERT H. LEHMAN	34.6	16.6	23.9	90.0	85.1	14.4	55.8	65.0	59.2
R. GREEN HS OF TEACHING	35.1	4.9	4.9	112.0	87.9	68.7	67.0	73.6	61.8
WILLIAM C. BRYANT	35.6	7.0	10.5	117.0	89.2	28.1	53.1	63.9	60.9



Name	% Students Who are Latino	Cohort	Hispanic Dropout Rate	Building Utilization	Attendance	Free Lunch Eligibility	% Reading At or Above Grade Level 1990	% Reading At or Above Grade Level 1991	1992
MURRY BERGTRAM	36.8	3.9	6.7	101.0	87.0	46.8	52.9	67.1	61.3
CENTRAL PARK EAST	36.8	1.7	0.0	117.0	90.4	30.0	57.7	71.6	73.3
CITY AS SCHOOL	37.9	7.9	6.9		86.1	82.9			
EVANDER CHILDS	38.2	17.2	22.2	121.0	79.6	53.3	34.9	40.2	35.5
FORT HAMILTON	38.4	21.5	32.0	169.0	86.2	45.7	48.5	58.7	55.1
RICHMOND HILL	38.6	7.6	6.4	139.0	86.4	34.3	49.5	54.6	49.1
GROVER CLEVELAND	38.6	5.8	8.1	104.0	89.4	19.8	49.9	59.1	55.0
LONG ISLAND CITY	38.8	13.3	17.6	122.0	85.9	31.6	53.9	54.2	46.1
WASHINGTON IRVING	40.0	18.6	13.4	76.0	81.4	31.5	37.2	46.0	35.4
CHRISTOPHER COLUMBUS	41.0	20.2	21.5	133.0	82.9	26.3	51.1	54.2	48.6
H.S. ART AND DESIGN	41.7	4.0	6.8	118.0	88.7	37.4	71.6	76.6	67.2
INT'L H. S. AT LA GUARDIA	42.3	3.4	1.4		94.3	75.5	5.0	11.0	7.2
JOHN BOWNE	42.4	7.5	12.2	113.0	87.9	32.4	53.0	57.8	50.6
MANHATTAN COMP. NIGHT HS	42.7	35.4	35.9		72.3	72.3		59.1	
JANE ADDAMS	42.8	21.5	25.3	134.0	83.0	75.7	32.7	39.6	31.5
SEWARD PARK	44.2	20.9	28.2	121.0	85.5	49.6	36.8	51.5	44.2
WEST SIDE	44.8	28.1	30.8	126.0	78.1	77.6	20.9	28.0	32.7
SATELLITE ACADEMY	45.0	24.2	25.6	111.0	73.4	53.4	36.1	38.1	39.1
BRONX REGIONAL	45.0	13.0	15.8	87.0	77.0	31.0	27.4	26.7	22.2
FLUSHING	46.1	11.7	18.0	114.0	87.1	26.8	53.8	56.4	52.5
MIDDLE COLLEGE	46.5	12.6	11.6	133.0	81.6	41.9	.0	50.0	40.4
HS OF TELECOM. ART & TECH	46.7	6.8	8.8	115.0	89.5	50.3	58.7	57.0	53.1
MANHATTAN CTR MATH & SCI	46.8	4.4	6.3	103.0	89.9	48.2	76.0	91.6	84.1
SAMUEL GOMPERS	47.4	4.2	2.8	92.0	77.9	31.9	44.4	56.5	40.4
CHELSEA	48.4	10.9	13.4	103.0	82.9	33.2	32.3	42.7	44.0
MABEL D. BACON	49.0	12.3	14.6	88.0	86.3	43.0	45.6	48.3	36.1
HARRY VAN ARSDALE	49.2	14.9	13.8	105.0	81.4	21.6	33.2	40.6	33.7
FRANKLIN K. LANE	49.5	25.8	30.5	114.0	80.8	18.1	35.6	37.7	39.5
QUEENS VOCATIONAL	51.0	12.8	12.5	152.0	86.1	37.9	44.1	44.5	39.6
FASHION INDUSTRIES	51.3	13.3	15.9	100.0	85.3	64.2	46.4	59.7	51.5
JOHN JAY	51.4	11.9	16.7	174.0	76.0	22.2	47.9	56.3	49.0
DEWITT CLINTON	51.7	14.4	17.0	107.0	82.5	60.6	50.8	54.3	50.1
NORMAN THOMAS	53.9	13.8	16.8	128.0	82.6	28.9	44.9	55.0	49.7

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Name	% Students Who are Latino	Cohort	Hispanic Dropout Rate	Building Utilization	Attendance	Free Lunch Eligibility	% Reading At or Above Grade Level 1990	% Reading At or Above Grade Level 1992
GRACE H. DODGE	55.1	14.2	21.2	113.0	82.7	74.1	42.3	53.1
ALFRED E. SMITH	55.4	12.8	12.0	99.0	79.5	43.0	42.6	50.1
LOUIS D. BRANDEIS	56.0	21.3	20.4	135.0	81.8	32.0	27.9	30.4
AVIATION	56.4	5.4	6.3	111.0	87.9	43.2	74.2	77.3
WALTON	56.6	19.3	21.6	112.0	80.8	56.5	27.3	34.6
NEWTOWN	56.7	10.2	12.2	147.0	91.9	41.9	54.9	59.0
UNIVERSITY HEIGHTS	57.0	6.6	10.0	151.0	77.9	75.4	49.3	61.9
MORRIS	57.9	16.4	19.7	147.0	72.4	47.1	24.8	35.7
ADLAI E. STEVENSON	58.5	24.4	29.8	122.0	83.7	34.2	45.4	52.0
PARK WEST	58.8	15.6	15.7	73.0	80.7	42.7	45.9	48.5
WILLIAM H. TAFT	59.1	18.2	19.6	101.0	76.2	66.5	23.1	26.9
THEODORE ROOSEVELT	62.5	12.3	13.4	127.0	81.1	62.1	25.0	35.0
JOHN F. KENNEDY	65.7	13.1	15.0	129.0	86.0	42.2	49.8	58.2
JAMES MONROE	68.2	18.0	21.4	132.0	74.9	46.3	24.3	37.1
BUSHWICK	70.4	18.6	18.7	157.0	81.5	55.0	23.3	29.0
EASTERN DISTRICT	74.0	22.7	21.9	93.0	76.0	41.4	24.0	33.9
PARK EAST	74.6	16.4	17.2	123.0	73.8	41.6	17.5	30.7
HOTOS-LINCOLN ACADEMY	74.6	8.7	5.7		91.5	59.4	45.6	54.3
GEORGE WASHINGTON	89.4	24.2	22.9	153.0	84.3	58.9	20.3	43.0
SOUTH BRONX	91.6	22.7	22.4	141.0	84.9	75.7	24.2	27.6

End of Report

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CHARTS C & D - UPDATED MAY 1993

SUMMARY OF GUIDANCE COUNSELOR DATA FOR THE HIGH SCHOOLS

	<u>91-92</u>	<u>92-93</u>
1. The total number of guidance counselors at the high school level is	807.6	863.6
2. The total number of special education guidance counselors is	131.5	169.2
3. The total number of general education guidance counselors is	676.1	694.4

The total overall number of guidance counselors in each superintendency is:

Borough	Total		General Education		Special Education	
	91-92	92-93	91-92	92-93	91-92	92-93
Manhattan	129	148.4	114.0	124.0	15.0	24.4
Bronx	170	181.8	142.6	148.0	28.0	33.8
Brooklyn	153	161.0	129.5	134.0	23.5	27.0
BASIS	135	149.0	107.0	109.0	28.0	40.0
Queens	158	155.6	129.0	121.0	29.0	34.6
Alternative	62	67.8	54.0	58.4	8.0	9.4

The guidance counselor to student ratio at the high school level by borough is:

Borough	General Education		Special Education	
	91-92	92-93	91-92	92-93
Manhattan	1:347.9	1:329	1:153.6	1:099.0
Bronx	1:288.1	1:298	1:135.1	1:119.8
Brooklyn	1:341.3	1:372	1:125.6	1:107.2
BASIS	1:387.5	1:409	1:96.4	1:072.8
Queens	1:445.9	1:483	1:114.1	1:100.4
Alternative	1:544.6	1:511	1:170.0	1:178.2

NOTE: Data reported in charts C & D include information on Board of Education licensed guidance counselors. This data does not include other mental health providers such as SAPIS, social workers, family assistants, etc.

GUIDANCE COUNSELOR DATA

SELECTED SCHOOLS

Twenty-three high schools were identified in school year 1991-92 as having more than 50 percent Latino student enrollment.

SUMMARY

GENERAL EDUCATION

	<u>10/31 REGISTER</u>	<u>NUMBER OF GUIDANCE COUNSELORS</u>	<u>CSLR: PUPIL RATIO</u>
1991-92	47,298	165	1:287
1992-93	49,682	192	1:260
		<u>Improvement 9%</u>	

STUDENTS WITH LIMITED ENGLISH PROFICIENCY

	<u>10/31 REGISTER</u>	<u>NUMBER OF GUIDANCE COUNSELORS</u>	<u>CSLR: PUPIL RATIO</u>
1991-92	10,420	27	1:386
1992-93	12,057	40	1:301
		<u>Improvement 22%</u>	

NS:hr

SCHOOL YEAR 1992-93

MANHATTAN

DIST.	PUPIL REGISTER ELEMENTARY SCHOOLS			PUPIL REGISTERS MIDDLE SCHOOLS			TOTAL REGISTERS BOTH LEVELS			NO. GUIDANCE COUNSELORS ELEMENTARY SCHOOL LEVEL				NO. GUIDANCE COUNSELORS MIDDLE SCHOOL LEVEL				Total No. of Counselor Positions- Both Levels	
	No. Reg. Ed.	No. Sp. Ed.	Overall Elem. Total	No. Gen. Ed.	No. Sp. Ed.	Overall JHS/IS total	No. Gen. Ed.	No. Sp. Ed.	Overall Total	No. Gen. Ed. Couns.	No. Ed. Bil. Couns.	No. Sp. Ed. Couns.	Total No. Elem. Couns.	No. Gen. Ed. Couns.	No. Ed. Bil. Couns.	No. Sp. Ed. Couns.	Total No. Middle School Couns.		
																			No. Gen. Ed.
1	6,262	562	6,824	2,781	301	3,082	9,043	863	9,906	12	2	1	0	15	6	1	0	7	22
2	14,599	439	15,038	4,797	247	5,044	19,396	696	20,082	11	4	0	0	15	13	2	0	15	30
3	10,351	483	10,834	2,980	433	3,413	13,331	916	14,247	18	4	0	0	22	7	0	0	7	29
4	9,545	772	10,317	3,553	302	3,855	13,098	1,074	14,172	3	1	4	0	8	2	0	3	6	14
5	10,391	665	11,056	2,888	331	3,219	13,279	996	14,275	15	1	0	0	16	5	0	0	5	21
6	18,747	609	19,356	4,476	472	4,948	23,223	1,081	24,304	11	3	3	0	17	6	4	3	13	30

BRONX

7	10,438	900	11,338	2,881	528	3,409	13,319	1,428	14,747	6	2	0	0	8	8	4	1	13	21
8	15,508	652	16,160	3,854	660	4,514	19,362	1,312	20,674	7	4	2	0	13	12	2	4	18	31
9	23,069	999	24,068	5,060	948	6,008	28,129	1,947	30,076	6	2	0	0	8	18	4	0	22	30
10	27,000	1,264	28,264	6,738	710	7,448	33,738	1,974	35,712	28	9	2	0	39	24	4	0	28	67
11	17,581	1,063	18,644	5,015	694	5,709	22,596	1,757	24,353	28	0	0	0	28	25	0	2	27	55
12	13,595	729	14,324	3,229	311	3,540	16,824	1,040	17,864	4	1	1	3	9	13	0	0	13	22

SOURCES: Pupil registers taken from New York City Board of Education UDPC/Student Information Services SIS 02/05.R01 - Report No. 54 01/20/93
Annual School Census - October 1992

Number of Guidance Counselors at Elementary Level, Middle School Level from New York City Public Schools - HKS AU HOC Report Unit
Report # 1173 HW (Modified) - Program SPT, SAS (All # Cat) 5/24/93

PREPARED BY: Division of Student Support Services
Office of Student Guidance Services
5/28/93

SCHOOL YEAR 1992-93

BROOKLYN

DIST.	PUPIL REGISTER ELEMENTARY SCHOOLS			PUPIL REGISTER MIDDLE SCHOOLS			TOTAL REGISTERS BOTH LEVELS			NO. GUIDANCE COUNSELORS ELEMENTARY SCHOOL LEVEL				NO. GUIDANCE COUNSELORS MIDDLE SCHOOL LEVEL				Total No. of Counselor Positions- Both Levels		
	No. Reg. Ed.	No. Sp. Ed.	Overall Elem. total	No. Gen. Ed.	No. Sp. Ed.	Overall JHS/IS total	No. Gen. Ed.	No. Sp. Ed.	Overall Total	No. Gen. Ed. Couns.	No. Sp. Ed. Bil. Couns.	No. Gen. Ed. Bil. Couns.	No. Sp. Ed. Couns.	Total No. Elem. Couns.	No. Gen. Ed. Couns.	No. Sp. Ed. Bil. Couns.	No. Gen. Ed. Bil. Couns.		No. Sp. Ed. Couns.	Total No. Middle School Couns.
13	12,315	647	12,962	2,956	333	3,289	15,271	980	16,251	17	1	0	0	18	9	0	0	0	9	27
14	13,016	716	13,732	3,847	496	4,343	16,863	1,212	18,075	2	0	1	3	10	2	1	0	0	13	16
15	15,782	611	16,393	3,454	397	3,851	19,236	1,008	20,244	24	4	1	29	15	1	0	1	17	46	
16	8,494	484	8,978	2,155	214	2,379	10,659	698	11,357	18	1	0	19	10	0	0	0	10	29	
17	20,230	707	20,937	5,601	594	6,195	25,831	1,301	27,132	22	1	0	23	20	1	0	0	21	44	
18	12,853	502	13,355	3,335	372	3,707	16,188	874	17,062	14	0	0	14	14	2	0	0	16	30	
19	17,657	1,124	18,781	4,372	465	4,837	22,029	1,589	23,618	30	3	1	34	18	3	0	0	21	55	
20	17,333	729	18,062	5,750	455	6,205	23,083	1,184	24,267	17	1	1	19	19	1	2	0	22	41	
21	14,973	607	15,580	4,626	491	5,117	19,599	1,098	20,697	7	0	2	9	14	0	2	0	16	25	
22	19,526	845	20,371	4,383	382	4,765	23,909	1,227	25,136	17	1	0	18	16	0	0	0	16	34	
23	9,876	536	10,412	2,730	345	3,075	12,606	881	13,487	9	0	1	10	14	0	0	0	14	24	
32	11,460	519	11,979	3,245	431	3,676	14,705	950	15,655	12	7	0	19	13	0	0	0	13	32	

SCHOOL YEAR 1992-93
QUEENS

DIST.	PUPIL REGISTERS ELEMENTARY SCHOOLS			PUPIL REGISTERS MIDDLE SCHOOLS			TOTAL REGISTERS BOTH LEVELS			NO. GUIDANCE COUNSELORS ELEMENTARY SCHOOL LEVEL					NO. GUIDANCE COUNSELORS MIDDLE SCHOOL LEVEL					Total No. of Counselor Positions- Both Levels
	No. Reg. Ed.	No. Sp. Ed.	Overall Elem. total	No. Gen. Ed.	No. Sp. Ed.	Overall JHS/IS total	No. Gen. Ed.	No. Sp. Ed.	Overall Gen. & Sp. Ed. total	No. Gen. Ed. Couns.	No. Sp. Ed. Couns.	No. Ed. Bil. Couns.	No. Sp. Ed. Couns.	Total Elem. G.C.	No. Gen. Ed. Couns.	No. Sp. Ed. Couns.	No. Ed. Bil. Couns.	No. Sp. Ed. Couns.	Total Middle School Couns.	
24	21,522	703	22,325	6,021	531	6,552	27,643	1,234	28,877	18	3	3	0	24	19	0	2	0	21	45
25	15,669	517	16,186	6,027	300	6,327	21,696	817	22,513	17	0	0	0	17	13	0	4	0	17	34
26	10,038	328	10,366	3,908	392	4,300	13,946	720	14,666	6	0	0	0	6	11	0	0	0	11	17
27	22,531	1,318	23,849	6,844	695	7,539	29,375	2,013	31,388	31	0	0	1	32	32	0	0	0	32	64
28	16,821	721	17,342	5,245	346	5,591	21,866	1,067	22,933	13.6	0.6	1	1	18.6	16	1.4	1	0	18.4	38
29	18,162	702	18,864	4,911	352	5,263	23,073	1,054	24,127	26	0	0	0	26	16	0	0	0	16	42
30	18,364	563	18,927	5,016	354	5,370	23,380	917	24,297	25	1	0	0	26	14	1	1	0	15	41
15 227-89	502	0	502	697	154	851	1,199	154	1,353	0	0	0	0	0	5	0	0	0	5	5
J1 S.1.	26,396	916	27,312	6,669	687	7,356	33,065	1,603	34,668	14	2	0	0	17	24	4	0	0	28	45
BOROUGH TOTALS																				
MANHATTAN	69,895	3,530	73,425	21,475	2,086	23,561	91,370	5,616	96,986	70	15	8	0	93	39	6	7	1	53	146
BRONX	107,191	5,607	112,798	26,777	3,851	30,628	133,968	9,458	143,426	79	18	5	3	105	100	7	14	0	121	226
BRUOKLYN	173,515	8,027	181,542	46,464	4,975	51,439	219,979	13,002	232,981	189	19	6	1	215	172	5	10	1	188	403
QUEENS	123,509	4,852	128,361	38,669	3,124	41,793	162,178	7,976	170,154	136.6	7.4	3.6	2	149.6	126	1.4	8	0	135.4	285
S. I.	26,496	916	27,312	6,669	687	7,356	33,065	1,603	34,668	14	1	2	0	17	24	4	0	0	28	45
CITY TOTALS	500,506	22,932	523,438	140,054	14,723	154,777	640,560	37,665	678,215	488.6	60.4	24.6	6	579.6	461	23.4	39	2	525.4	1,105 *

* In addition, there are twenty (20) guidance counselors assigned to Community School District offices: one in Districts 6, 7, 11, 13, 16, 19, 26, 28, and 31; two in Districts 8, 17, 18, and 23; and three in District 2.

COUNSELOR/STUDENT RATIOS

DISTRICT	RATIO ELEM. LEVEL GEN. ED. & SPEC. ED.	RATIO MIDDLE SCHOOL LEVEL GEN. ED. & SPEC. ED.	TOTAL DISTRICT COUNSELOR/ STUDENT RATIO
1	1:455	1:440	1:450
2	1:1003	1:336	1:669
3	1:492	1:488	1:491
4	1:1290	1:643	1:1012
5	1:691	1:644	1:680
6	1:1139	1:381	1:810
7	1:1417	1:262	1:702
8	1:1243	1:251	1:667
9	1:3009	1:273	1:1003
10	1:725	1:266	1:533
11	1:666	1:211	1:443
12	1:1592	1:272	1:812
13	1:720	1:365	1:602
14	1:4577	1:334	1:1130
15	1:565	1:227	1:440
16	1:473	1:238	1:392
17	1:910	1:295	1:617
18	1:954	1:232	1:569
19	1:552	1:230	1:429
20	1:951	1:282	1:592
21	1:1731	1:320	1:828
22	1:1132	1:298	1:739
23	1:1041	1:220	1:562
32	1:630	1:283	1:489

COUNSELOR/STUDENT RATIOS

DISTRICT	RATIO ELEM. LEVEL GEN. ED. & SPEC. ED.	RATIO MIDDLE SCHOOL LEVEL GEN. ED. & SPEC. ED.	TOTAL DISTRICT COUNSELOR/ STUDENT RATIO
24	1:930	1:312	1:642
25	1:952	1:372	1:662
26	1:1728	1:391	1:863
27	1:745	1:236	1:490
28	1:932	1:304	1:604
29	1:726	1:329	1:574
30	1:728	1:358	1:593
IS 227-89	0	1:263	1:770
S.I.	1:1607	1:263	1:770

BOROUGH	TOTALS		
MANHATTAN	1:790	1:445	1:664
BRONX	1:074	1:253	1:635
BROOKLYN	1:844	1:274	1:578
QUEENS	1:858	1:309	1:597
STATEN ISL.	1:1607	1:263	1:770
CITY TOTALS	1:903	1:295	1:614

SUMMARY OF GUIDANCE COUNSELOR DATA FOR THE COMMUNITY SCHOOL DISTRICTS

Data reported in charts A and B include information on Board of Education licensed guidance counselors. This data does not include other mental health providers such as SAPIS, social workers, family assistants, etc.

1. The total number of guidance counselors at the community district level is: 1105
2. The overall number of guidance counselors in each borough is:
 Man. 146 Bronx 226 Brooklyn 403 Queens 285 (including IS 2270)
 S.I. 45
3. The overall number of counselors at the elementary school level is 579.6
4. The overall number of counselors at the middle school level is 525.4
5. The overall citywide ratio of guidance counselor to students is 1:614
6. The overall counselor to student ratio at the elementary school level is 1:903
7. The overall counselor to student ratio at the middle school level is 1:295
8. The overall guidance counselor to student ratio for each borough is:

Mannattan	<u>1:664</u>	
Bronx	<u>1:635</u>	
Brooklyn	<u>1:578</u>	
Staten Island	<u>1:770</u>	
Queens	<u>1:597</u>	(Including I.S. 2270)

5/28/93

DIVISION OF STUDENT SUPPORT SERVICES
Office of Student Guidance Services
131 Livingston Street - Room 601
Brooklyn, NY 11201

SUMMARY OF GUIDANCE COUNSELOR DATA FOR DISTRICTS WITH LARGE NUMBERS OF LATINO STUDENTS

Dist.	# of Students		% of Latino Students	# of LEP Speaking General		Spanish * Student Spec. Ed. Elem. Mid.		Total # of Guidance Counselors	# of Latino Guidance Counselors	% of Non-Latino Guidance Counselors	% of Latino Guidance Counselors	Overall Counselor to Student Ratio	Latino Couns. to Latino Student Ratio Gen./Latino
	Gen./Latino			Elem.	Mid.	Elem.	Mid.						
1	10,314	7,207	69.9%	19.7	10.1	36.0	20.3	22	3	86.4	13.6	1:450	2,402
4	14,594	8,081	69.9%	12.5	8.0	23.1	19.6	14	3	78.6	21.4	1:1012	2,960
6	24,429	21,334	87.3%	50.4	33.9	49.1	49.3	30	7	76.7	23.3	1:810	3,048
7	15,123	10,210	67.5%	24.2	10.6	35.7	28.1	21	7	67.7	33.3	1:702	1,459
8	21,385	11,980	56.0%	15.4	7.3	26.4	21.5	31	6	80.6	19.4	1:667	1,997
9	30,506	17,557	57.6%	25.2	15.6	26.4	21.8	30	6	80.0	20.0	1:1003	2,926
10	35,834	23,107	64.5%	23.7	15.0	26.4	24.9	67	13	80.6	19.4	1:533	1,777
12	18,496	12,132	65.6%	21.8	13.1	32.3	26.6	22	4	81.8	18.2	1:812	3,033
14	18,855	12,809	67.9%	14.5	12.3	21.9	17.3	16	2	87.5	12.5	1:1130	6,405
15	21,052	11,321	53.8%	13.7	8.1	19.5	19.6	46	6	87.0	13.0	1:440	1,887
24	28,877	14,795	51.2%	19.6	13.3	28.6	24.5	45	5	88.9	11.1	1:642	2,959
32	15,904	10,844	68.2%	26.9	16.1	38.0	29.1	32	8	75.0	25.0	1:489	1,356
30	24,717	10,927	44.2%	13.1	10.4	25.0	17.0	41	2	95.1	4.9	1:593	5,464
19	23,965	9,892	41.3%	16.0	7.9	22.5	16.4	55	6	89.1	10.9	1:429	1,649

Data for LEP, Spanish speaking student population by general education and special education, was provided by the Office of Research and Evaluation.

**SUMMARY OF GUIDANCE COUNSELOR DATA FOR 14 DISTRICTS
WITH LARGE NUMBERS OF LATINO STUDENTS**

1. The overall number of bilingual guidance counselors at the community districts level is 66.4 elementary and 41 middle level.
2. The overall number of Spanish speaking bilingual guidance counselors at the community district level is 99 which is 9% of the total number of guidance counselors in the community districts.
3. The overall number of bilingual guidance counselors in each borough is:

	<u>Total Bilingual</u>	<u>Spanish Speaking</u>	<u>Other Languages</u>
Manhattan	<u>23</u>	<u>20</u>	3 Chinese
Bronx	<u>35</u>	<u>36</u>	---
Brooklyn	<u>31</u>	<u>28</u>	2 Haitian Creole, 1 Albanian
Staten Island	<u>1</u>	<u>1</u>	---
Queens	<u>17.4</u>	<u>14.4</u>	1 Korean, 1 Chinese
TOTAL	<u>107.4</u>	<u>99.4</u>	

4. The following fourteen (14) districts have the largest number of students who are Latino: Districts: 1, 4, 6, 7, 8, 9, 10, 12, 14, 15, 19, 24, 30, and 32.
5. The overall guidance counselor to student ratio for the 14 community school districts with the largest numbers of Latino students is 644.
6. The overall Latino guidance counselor to Latino student ratio for the 12 community school districts with the largest numbers of Latino students is 1:2346

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**SUMMARY OF CHANGES IN GUIDANCE COUNSELOR DATA FOR THE COMMUNITY
SCHOOL DISTRICTS FROM SCHOOL YEAR 1991-92 to 1992-93**

Data reported in charts A and B include information on Board of Education licensed guidance counselors. This data does not include other mental health providers such as SAPIS, social workers, family assistants, etc.

	<u>Change in SY 1992-931</u>																		
1. The total number of guidance counselors	-263.5																		
2. The overall number of guidance counselors in each borough:																			
Manhattan	- 37.5																		
Bronx	- 90																		
Brooklyn	- 50																		
Queens (including IS 227Q)	+ 16																		
S.I.	- 2																		
3. The overall number of counselors at the elementary school level	- 97.9																		
4. The overall number of counselors at the middle school level	- 66																		
5. The overall citywide ratio of guidance counselor to students went from 1:816 to 1:614																			
6. The overall counselor to student ratio at the elementary school level went from 1:1198 to 1:903																			
7. The overall counselor to student ratio at the middle school level went from 1:443 to 1:295																			
8. The overall guidance counselor to student ratio for each borough went from:																			
	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="text-align: center;"><u>1991-92</u></th> <th style="text-align: center;"><u>1992-93</u></th> </tr> </thead> <tbody> <tr> <td>Manhattan</td> <td style="text-align: center;">1:594</td> <td style="text-align: center;">1:664</td> </tr> <tr> <td>Bronx</td> <td style="text-align: center;">1:513</td> <td style="text-align: center;">1:635</td> </tr> <tr> <td>Brooklyn</td> <td style="text-align: center;">1:591</td> <td style="text-align: center;">1:578</td> </tr> <tr> <td>Staten Island</td> <td style="text-align: center;">1:726</td> <td style="text-align: center;">1:770</td> </tr> <tr> <td>Queens</td> <td style="text-align: center;">1:643</td> <td style="text-align: center;">1:597 (Including I.S. 227Q)</td> </tr> </tbody> </table>		<u>1991-92</u>	<u>1992-93</u>	Manhattan	1:594	1:664	Bronx	1:513	1:635	Brooklyn	1:591	1:578	Staten Island	1:726	1:770	Queens	1:643	1:597 (Including I.S. 227Q)
	<u>1991-92</u>	<u>1992-93</u>																	
Manhattan	1:594	1:664																	
Bronx	1:513	1:635																	
Brooklyn	1:591	1:578																	
Staten Island	1:726	1:770																	
Queens	1:643	1:597 (Including I.S. 227Q)																	

**Changes in Numbers of Guidance Counselors for Districts
with Large Latino Student Population
From School Year 1991-92 to 1992-93**

Change in
School Year 92-93

- | | | |
|----|--|-------|
| 1. | Overall number of bilingual guidance counselors | -30.7 |
| 2. | Overall number of Spanish speaking guidance counselors | - 30 |
| 3. | Percentage of Spanish Speaking Guidance Counseors | -1.1% |

Overall number of bilingual guidance counselors
by boroughs

Manhattan	-.9
Bronx	- 9
Brooklyn	- 5
Staten Island	- 0
Queens	- 6.6

Number of Spanish speaking guidance counselors
by boroughs

Manhattan	- 9
Bronx	-10
Brooklyn	- 3
Staten Island	- 0
Queens	- 7.6

Number of guidance counselors speaking other languages

Manhattan	- 3 Chinese	Same
Bronx	- 0	—
Brooklyn	- 2 Haitians, 1 Albanian	Same
Staten Island	- 0	—
Queens	- 1 Korean,	Same
		added 1 Chinese and lost Hebrew Counselor

- | | |
|----|---|
| 4. | Two additional districts were added in this year's report:

District 24 and District 30. |
| 5. | Overall guidance counselor to student ratio for the district with the largest numbers of Latino students went from 1:643 to 1:644 |
| 6. | Overall guidance counselor to student ratio went from 1:2,106 to 1:2,346 |

STUDENTS WITH LIMITED ENGLISH PROFICIENCY				
HIGH SCHOOLS	SCHOOL YEAR	OCT. 31 REGISTER	NO. OF G.C.	PUPIL RATIO
George Washington	1991-92	1990	2	995
	1992-93	2267	4	567
Louis Brandeis	1991-92	579	2	290
	1992-93	596	2	298
Norman Thomas	1991-92	198	1	198
	1992-93	210	2	105
Park West	1991-92	456	1	456
	1992-93	648	1	648
Adlai Stevenson	1991-92	224	1	224
	1992-93	348	1	348
Alfred E. Smith	1991-92	36	1	36
	1992-93	48	0	0
DeWitt Clinton	1991-92	305	1	305
	1992-93	321	1	321
Grace Dodge	1991-92	28	0	0
	1992-93	20	0	0
James Monroe	1991-92	442	1	442
	1992-93	526	2	263
John F. Kennedy	1991-92	781	4	195
	1992-93	942	4	236
Morris	1991-92	330	1	330
	1992-93	388	1	388
South Bronx	1991-92	535	2	268
	1992-93	496	2	248
Theodore Roosevelt	1991-92	970	3	323
	1992-93	955	5	191
Walton	1991-92	541	1	541
	1992-93	569	1	569
William H. Taft	1991-92	685	2	343
	1992-93	990	4	248
Aviation	1991-92	188	1	188
	1992-93	207	1	207
Newtown	1991-92	998	2	499
	1992-93	1037	4	253
Queens Vocational	1991-92	50	0	0
	1992-93	151	0	0

STUDENTS WITH LIMITED ENGLISH PROFICIENCY				
HIGH SCHOOLS	SCHOOL YEAR	OCT. 31 REGISTER	NO. OF G.C.	PUPIL RATIO
Eastern District	1991-92	609	1	609
	1992-93	743	3	248
Bushwick	1991-92	400	1	400
	1992-93	527	1	527
Hostos Lincoln	1991-92	20	0	0
	1992-93	24	0	0
Park East	1991-92	49	0	0
	1992-93	34	0	0
University Heights	1991-92	6	0	0
	1992-93	10	1	10
TOTAL	1991-92	10420	27	386
	1992-93	12057	40	301
	1991-92	IMPROVEMENT		22%
	1991-92			

DIVISION OF HIGH SCHOOLS
GUIDANCE COUNSELOR RATIOS

PAGE 1

HIGH SCHOOL	GENERAL EDUCATION			
	SCHOOL YEAR	OCT. 31 REGISTER	NO. OF G.C.	PUPIL RATIO
George Washington	1991-92	3630	8	454
	1992-93	3195	8	399
Louis Brandeis	1991-92	2337	7	334
	1992-93	2277	10	228
Norman Thomas	1991-92	2487	6	415
	1992-93	2320	7	331
Park West	1991-92	1809	6	302
	1992-93	2160	6	360
Adlai Stevenson	1991-92	3380	12	282
	1992-93	3545	14	253
Alfred E. Smith	1991-92	1529	4	382
	1992-93	1780	7	254
DeWitt Clinton	1991-92	2963	13	228
	1992-93	3017	15	201
Grace Dodge	1991-92	1245	4	311
	1992-93	1169	7	167
James Monroe	1991-92	2143	9	238
	1992-93	2247	11	204
John F. Kennedy	1991-92	4198	11	382
	1992-93	4640	9	516
Morris	1991-92	1400	7	200
	1992-93	1380	8	173
South Bronx	1991-92	987	6	165
	1992-93	876	6	146
Theodore Roosevelt	1991-92	2974	15	198
	1992-93	2997	16	187
Walton	1991-92	2240	8	280
	1992-93	2232	11	211
William H. Taft	1991-92	2259	10	226
	1992-93	2976	11	271
Aviation	1991-92	1914	3	638
	1992-93	1988	4	497
Newtown	1991-92	3568	8	446
	1992-93	4068	9	452
Queens Vocational	1991-92	1000	2	500
	1992-93	1063	2	532

DIVISION OF HIGH SCHOOLS
GUIDANCE COUNSELOR RATIOS

PAGE 2

GENERAL EDUCATION				
HIGH SCHOOL	SCHOOL YEAR	OCT. 31 REGISTER	NO. OF G.C.	PUPIL RATIO
Eastern District	1991-92	2325	12	194
	1992-93	2642	12	176
Bushwick	1991-92	1864	10	186
	1992-93	2060	12	172
Hostos Lincoln	1991-92	312	1	312
	1992-93	309	1	309
Park East	1991-92	376	2	188
	1992-93	341	2	170
University Heights	1991-92	358	1	358
	1992-93	400	1	400
TOTALS	1991-92	47298	165	287
	1992-93	49682	192	260
	1991-92			
	1992-93		Improvement	9%

FY 91-92 BOROUGH ENROLLMENT BY ETHNICITY

BOROUGH Programs	BLACK		ASIAN		HISPANIC		WHITE		NAT. AMER. INDIAN		TOTAL ENROLLMENT
	Enrl	PerCent	Enrl	PerCent	Enrl	PerCent	Enrl	PerCent	Enrl	PerCent	
BROOKLYN											
Basic Ed.	2665 *	(21.7%)#	655	(5.3%)	899	(7.3%)	194	(1.6%)	22	(0.2%)	4435
ESOL	1087	(8.8%)	420	(3.4%)	2343	(19.0%)	968	(7.9%)	10	(0.1%)	4828
HSE	881	(7.2%)	216	(1.8%)	729	(5.9%)	150	(1.2%)	11	(0.1%)	1987
AOTP/PreVoc	812	(6.6%)	33	(0.3%)	125	(1.0%)	64	(0.5%)	22	(0.2%)	1057
Brooklyn											
Borough Total	5446	(44.3%)	1324	(10.8%)	4096	(33.3%)	1376	(11.2%)	65	(0.5%)	12307
BRONX											
Basic Ed.	848	(15.2%)	45	(0.8%)	792	(14.2%)	38	(0.7%)	7	(0.1%)	1730
ESOL	242	(4.3%)	356	(6.4%)	1919	(34.4%)	42	(0.8%)	2	(0.0%)	2561
HSE	396	(7.1%)	16	(0.3%)	491	(8.8%)	26	(0.5%)	12	(0.2%)	941
AOTP/PreVoc	139	(2.5%)	12	(0.2%)	147	(2.6%)	30	(0.5%)	14	(0.3%)	342
Bronx											
Borough Total	1625	(13.2%)	429	(3.5%)	3349	(27.2%)	136	(1.1%)	35	(0.3%)	5574
MANHATTAN											
Basic Ed.	3197	(17.6%)	368	(2.0%)	1255	(6.9%)	384	(2.1%)	18	(0.1%)	5222
ESOL	810	(4.4%)	2334	(12.8%)	5506	(30.2%)	571	(3.1%)	9	(0.0%)	9230
HSE	1025	(5.6%)	75	(0.4%)	960	(5.3%)	171	(0.9%)	8	(0.0%)	2239
AOTP/PreVoc	835	(4.6%)	61	(0.3%)	394	(2.2%)	215	(1.2%)	17	(0.1%)	1522
Manhattan											
Borough Total	5867	(47.7%)	2838	(23.1%)	8115	(65.9%)	1341	(10.9%)	52	(0.4%)	18213

21 * NOTES: * The number of blacks attending Basic Education Programs in Brooklyn.

The ratio of blacks attending Basic Education Programs in Brooklyn to the total Brooklyn Population (i.e. 2665/12307 = 21.7%)

FY 91-92 BOROUGH ENROLLMENT BY ETHNICITY (Continue)

BOROUGH Programs	BLACK		ASIAN		HISPANIC		WHITE		NAT. AMER. INDIAN		TOTAL ENROLLMENT																																																																																																																																																																																																																								
	Enrl	PerCent	Enrl	PerCent	Enrl	PerCent	Enrl	PerCent	Enrl	PerCent																																																																																																																																																																																																																									
QUEENS												Basic Ed.	1667	(17.3%)	224	(2.3%)	664	(6.9%)	424	(4.4%)	20	(0.2%)	2999	ESOL	431	(4.5%)	442	(4.6%)	3188	(33.1%)	463	(4.8%)	4	(0.0%)	4528	HSE	546	(5.7%)	66	(0.7%)	671	(7.0%)	213	(2.2%)	10	(0.1%)	1506	AOTP/PreVoc	134	(1.4%)	44	(0.5%)	214	(2.2%)	201	(2.1%)	10	(0.1%)	603	Queens												Borough Total	2778	(22.6%)	776	(6.3%)	4737	(38.5%)	1301	(10.6%)	44	(0.4%)	9636	STATEN ISLAND												Basic Ed.	6	(0.9%)	0	(0.0%)	3	(0.5%)	11	(1.7%)			20	ESOL	30	(4.6%)	81	(12.4%)	246	(37.7%)	162	(24.8%)			519	AOTP/PreVoc	34	(5.2%)	7	(1.1%)	16	(2.5%)	54	(8.3%)	2	(0.3%)	113	Staten Island												Borough Total	70	(0.6%)	88	(0.7%)	265	(2.2%)	227	(1.8%)	2	(0.0%)	652	CITYWIDE TOTALS												Basic Ed.	8383	(18.1%)!	1292	(2.8%)	3613	(7.8%)	1051	(2.3%)	67	(0.1%)	14406	ESOL	2600	(5.6%)	3633	(7.8%)	13202	(28.5%)	2206	(4.8%)	25	(0.1%)	21666	HSE	2848	(6.1%)	373	(0.8%)	2851	(6.1%)	560	(1.2%)	41	(0.1%)	6673	AOTP/PreVoc	1955	(4.2%)	157	(0.3%)	896	(1.9%)	564	(1.2%)	65	(0.1%)	3637	GRANDTOTAL	15786	(34.0%)^	5455	(11.8%)	20562	(44.3%)	4381	(9.4%)	198	(0.4%)	46382
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NOTES: ! The ratio of the total number of blacks in Basic Education Programs to the total city wide enrollment (ie 8383/46,382 = 18.1%).

^ The ratio of the total number of blacks to the total city wide enrollment (i.e. 15,786/46,382 = 34.0%).



(Revised)

SAMPLE SCHOOLS FOR STUDENT VOICES SURVEY ADMINISTRATION

Schools	School Profiles				Superin- tendency	Type of School	Reason for Selection
	Size	Asian	Hispanic	Black			
F. K. Lane	3,862	11	50	21	19	Q	Academic-Comp High Hispanic dropout rate (>30%)
Manhattan Comp. Night H.S.	429	5	43	50	3	M	Academic-Comp High Hispanic dropout rate (>30%)
M. L. King	3,157	5	22	73	*	M	Academic-Comp Low Hispanic dropout rate (<15%)
Murry Bergtraum	2,646	8	50	36	6	M	Academic-Comp Low Hispanic dropout rate (<10%)
T. Jefferson	2,112	*	19	81	0	BN	Academic-Comp High Black dropout rate (>20%)
Eastern District	2,838	1	74	24	*	BASIS	Academic-Comp High Black dropout rate (>20%)
Curtis	2,005	5	16	27	52	BASIS	Academic-Comp Low Black dropout rate (<10%)
Long Island City	1,889	20	39	12	30	Q	Academic-Comp Low Asian dropout rate (<10%)
Lafayette	2,680	16	19	34	31	BASIS	Academic-Comp Low Asian dropout rate (<10%)
C. Columbus	3,180	10	41	23	26	BX	Academic-Comp High White dropout rate (>20%)
B. Cardozo	3,487	29	8	13	50	Q	Academic-Comp Low White dropout rate (<10%)
Lehman	2,571	6	35	17	42	BX	Academic-Comp Low White dropout rate (<17%)

Note. School profile information was obtained from OREA's Fall 1992 School Profiles. Racial/ethnic data represent the percentage of general education students in particular racial/ethnic groups as of the 1991-92 school year. Dropout rates by racial/ethnic group were also obtained from OREA. At least 20 percent of the population in schools selected because of high or low dropout rates in targeted racial/ethnic groups comprise that group with the exception of Lafayette which was chosen for its high Asian dropout rate among the 16 percent of its Asian population.

STUDENT VOICES SURVEY

This survey is part of an effort to understand how students feel about important issues related to their experience in high school. We need your honest answers to the questions on this survey. There are no right or wrong answers. THIS IS NOT A TEST.

Your help in this study is important to us. You do not have to answer any question you don't want to. YOUR ANSWERS TO THESE QUESTIONS ARE CONFIDENTIAL.

If you have any questions, please call Dr. Lori Mei at (718) 935-3772. Thank you for your help.

PLEASE PLACE A CHECKMARK NEXT TO THE ANSWER CHOICE THAT BEST DESCRIBES THE WAY YOU FEEL.

1. How much do you like this school? (7)

- a. Very much _____
- b. Fairly much _____
- c. Not at all _____

2. Which of the following had the largest influence on your choice of school? (8)

- | | |
|-------------------------------|-----------------------|
| a. My parents _____ | b. Friends _____ |
| c. A guidance counselor _____ | d. Someone else _____ |
| e. Teachers _____ | f. Myself _____ |
| g. Other _____ | |

3. Which of the following most influenced your choice of high school? (9)

- | | |
|--|--------------------------------|
| a. A special program _____ | b. Location _____ |
| c. Its good reputation _____ | d. I had no other choice _____ |
| e. Recommendation of someone in #2 above _____ | |
| f. Other _____ | |

4. What do you want to do most after you leave high school? (10)

- | | |
|--------------------------------|--------------------------------|
| a. Go to college _____ | b. Join the armed forces _____ |
| c. Go to business school _____ | d. Something else _____ |
| e. Go to trade school _____ | f. I don't know _____ |
| g. Get a job _____ | |

5. Do you know the kind of job you would like after you finish high school? (11)

- | | |
|---------------------|-------------|
| a. Yes _____ | b. No _____ |
| c. Don't know _____ | |

6. If yes, do you know the kind of education or training you will need to get that job? (12)
- a. I definitely know the kind of education I need ___
 b. I sort of know the kind of education I need ___
 c. I have no idea the kind of education I need ___
 d. Other _____
7. How much is school preparing you for what you want to do after high school? (13)
- a. Very much ___ b. Some ___
 c. A little ___ d. Not at all ___
 e. I don't know what I want to do after high school ___
8. How much encouragement do teachers and other school staff give you to stay in school? (14)
- a. A lot ___ b. Some ___
 c. A little ___ d. None at all ___
9. How much encouragement do teachers and other school staff give you to continue your education after high school? (15)
- a. A lot ___ b. Some ___
 b. A little ___ d. None at all ___
10. The punishment for breaking school rules is the same no matter who you are. (16)
- a. Almost always ___
 b. Sometimes ___
 c. Almost never ___
11. How many teachers here that you know treat students with respect? (17)
- a. All ___ b. Most ___
 c. Few ___ d. None ___
12. Teachers here care about the students. (18)
- a. Almost always ___
 b. Sometimes ___
 c. Almost never ___
13. The principal gets out of the office and talks with the students. (19)
- a. Almost always ___
 b. Sometimes ___
 c. Almost never ___

14. There is so much noise in classes that the teachers can't teach. (20)
- a. Almost always _____
 - b. Sometimes _____
 - c. Almost never _____
15. How often do you talk to students who are not in your classes? (21)
- a. Often _____
 - b. Sometimes _____
 - c. Almost never _____
16. How many times have you seen a counselor since last September? (22)
- a. Almost every week _____
 - b. About once a month _____
 - c. Once or twice _____
 - d. Never _____
17. What types of things do you talk about with the counselor? (YOU MAY CHECK MORE THAN ONE.)
- a. The courses that I need to take to graduate _____ 23
 - b. The courses that I need to take to get into college _____ 24
 - c. The type of college program that will prepare me for the job/career that I want _____ 25
 - d. What I need to do to join the military _____ 26
 - e. Personal problems _____ 27
 - f. Other _____ 28
-
18. How much of the time are you afraid that someone will hurt or bother you at school? (PLEASE MARK ONLY ONE ANSWER.) (29)
- a. Most of the time _____
 - b. Sometimes _____
 - c. Almost never _____
 - d. Never _____
19. How much of the time are you afraid that someone will hurt or bother you on the way to or from school? (PLEASE MARK ONLY ONE ANSWER.) (30)
- a. Most of the time _____
 - b. Sometimes _____
 - c. Almost never _____
 - d. Never _____
20. In this school, how many times have you seen a student hit or attack another student in the school? (31)
- a. Almost every week _____
 - b. About once a month _____
 - c. Once or twice _____
 - d. Never _____



21. In this school year, how many times have you seen a student physically threaten a teacher in the school? (32)
- a. Almost every week ___ b. About once a month ___
 c. Once or twice ___ d. Never ___
22. In this school year, how much of the time have you seen an adult physically threaten a student? (33)
- a. Almost every week ___ b. About once a month ___
 c. Once or twice ___ d. Never ___
23. How likely do you think it is that outsiders can get past security into the school? (34)
- a. Very likely ___ b. Somewhat likely ___
 c. Not very likely ___ d. Not at all likely ___
24. How safe do you feel once you are inside the school building? (35)
- a. Very safe ___ b. Somewhat safe ___
 c. Not very safe ___ d. Not at all safe ___
25. In this school, different cultures are celebrated and respected. (36)
- a. Very much ___ b. Some ___
 c. A little ___ d. Not at all ___
 e. Other _____
26. Is there someone in school who inspired you to continue in school? (37)
- a. My friends ___ b. My teacher ___
 c. The principal ___ d. My counselor ___
 e. No one ___
 f. Other _____
27. How much are the cultures of the different groups in this school discussed in the classroom? (38)
- a. Very much ___ b. Some ___
 c. A little ___ d. Not at all ___
 e. Other _____
28. Extracurricular activities in this school are: (39)
- a. Very important to me
 b. Pretty important to me ___
 c. Not too important to me ___
 d. Not at all important to me ___
 e. I am not involved in any extracurricular activities ___
 f. Other _____

29. During this school year, have you taken any classes in a language other than English? (40)
- a. Yes b. No
30. If you have taken classes in a native language other than English during this school year, how challenging are these classes? (41)
- a. Harder than the classes that I take in English
 b. About the same as the classes that I take in English
 c. Easier than the classes that I take in English
31. Students in the school are not treated fairly because they speak another language besides English. (42)
- a. Almost always b. Sometimes
 c. Almost never d. Not at all
 e. Other _____
32. Are you clear on what you have to do to graduate? (43)
- a. Yes b. Somewhat
 c. No
 d. Other _____
33. My parents (or guardians) keep close track of how well I am doing in school. (44)
- a. Most of the time b. Sometimes
 c. Almost never d. Never
34. My parents (or guardians) come to the school for conferences or other activities. (45)
- a. Most of the time b. Sometimes
 c. Almost never d. Never
35. Since you have been in high school, have you ever taken the following courses? (PLEASE PLACE A CHECKMARK NEXT TO ANY COURSES YOU HAVE TAKEN.)
- a. Sequential Math I (46)
 b. Sequential Math II (47)
36. How would you describe yourself? (IF MORE THAN ONE, PLEASE MARK "OTHER" AND SPECIFY IN THE SPACE PROVIDED.) (48)
- a. Black or African-American _____
 b. Hispanic or Spanish (Dominican, Cuban, Puerto Rican, or other Latin American) _____
 c. Asian-American or Pacific Islander (Chinese, Japanese, Hawaiian) _____
 d. Alaskan Native or Native American _____
 e. White _____
 f. Other _____

37. In school it is uncomfortable to be the race or ethnic group that I belong to. (49)
- a. Most of the time ___ b. Sometimes ___
 c. Almost never ___ d. Never ___
38. If so, who makes you feel uncomfortable? (CHECK AS MANY AS APPLY.) (50)
- a. Students ___ (51)
 c. Principal ___ (52)
 e. Others _____ (54)
- b. Teachers ___ (53)
 d. Counselors ___ (54)
39. Outside of school it is uncomfortable to be the race or ethnic group that I am. (55)
- a. Most of the time ___ b. Sometimes ___
 c. Almost never ___ d. Never ___
40. Students of my race or ethnic group are treated fairly in this school. (56)
- a. Most of the time ___ b. Sometimes ___
 c. Almost never ___ d. Never ___
41. What language do you speak at home most of the time? (57-58)
- a. _____
42. In what country were you born? (59-60)
- a. _____
43. Including this year, how many years have you been enrolled in a New York City public school? (61-62)
- a. ___ years
44. I am: (63)
- a. Male ___ b. Female ___
45. My high school average so far is: (64)
- a. A (99-90) ___ b. B (89-80) ___
 c. C (79-70) ___ d. D (69-65) ___
 e. F (64 and below) ___ f. I don't know ___
46. I am a: (65)
- a. 9th grader ___ b. 10th grader ___
 c. 11th grader ___ c. 12th grader ___

ENCUESTA SOBRE LAS OPINIONES DE LOS ESTUDIANTES

Esta encuesta es parte de un esfuerzo para comprender lo que los estudiantes sienten sobre importantes temas relacionados con su experiencia en la escuela secundaria. Necesitamos que repondan con sinceridad las preguntas de esta encuesta. No hay respuestas correctas o incorrectas. ESTA NO ES UNA PRUEBA.

Su ayuda en este estudio es muy importante para nosotros. No tiene que responder a las preguntas que no desee hacerlo. SUS RESPUESTAS A ESTAS PREGUNTAS SON CONFIDENCIALES.

Si tiene alguna pregunta, por favor llame a la Dr. Lori Mei al (718) 935-3772. Gracias por su ayuda.

POR FAVOR COLOQUE UNA (✓) JUNTO A LA RESPUESTA QUE MEJOR DESCRIBE LO QUE SIENTE.

1. ¿Le gusta esta escuela? (7)

- a. Mucho _____
- b. Un poco _____
- c. No me gusta _____

2. ¿Cuál de las siguientes personas tuvo la mayor influencia(8) en su selección de la escuela?

- | | |
|-----------------------|-----------------------|
| a. Mis padres _____ | b. Amigos _____ |
| c. Un consejero _____ | d. Otra persona _____ |
| e. Profesores _____ | f. Yo mismo _____ |
| g. Otro _____ | |

3. ¿Cuál de las siguientes tuvo más influencia en su seleccción de la escuela secundaria? (9)

- | | |
|--|------------------------------|
| a. Un programa especial _____ | b. Ubicación _____ |
| c. Su buena reputación _____ | d. No tuve otra opción _____ |
| e. Recomendación de alguien en la pregunta # 2 _____ | |
| f. Otro _____ | |

4. ¿Qué es lo que más desea hacer después de la escuela secundaria? (10)

- | | |
|--|---|
| a. Ir a la universidad _____ | b. Participar en las _____
fuerzas armadas |
| c. Ir a una escuela de _____
negocios | d. Otra cosa _____ |
| e. Ir a una escuela de _____
comercio | f. No se _____ |
| g. Conseguir un trabajo _____ | |

5. ¿Sabe qué clase de trabajo le gustaría después que finalice la escuela secundaria? (11)
- a. Si _____ b. No _____
 c. No se _____
6. Si respondió si, ¿tiene idea del tipo de educación o capacitación que necesitará para lograr ese trabajo? (12)
- a. Definitivamente conozco el tipo de educación que necesito _____
 b. En cierta forma conozco el tipo de educación que necesito _____
 c. No conozco en absoluto el tipo de educación que necesito _____
 d. Otro _____
7. ¿Le esta preparando la escuela para lo que usted quiere hacer después de la escuela secundaria? (13)
- a. Mucho _____ b. Un poco _____
 c. Un poquito _____ d. Nada _____
 e. No se que quiero hacer despues de la escuela secundaria _____
8. ¿Cuánto estímulo recibe de parte de los profesores y de otro personal de la escuela para que permanezca en la escuela? (14)
- a. Mucho _____ b. Un poco _____
 c. Un poquito _____ d. Nada _____
9. ¿Cuánto estímulo recibe de parte de los profesores y de otro personal de la escuela para que continúe su educación des es de la escuela secundaria? (15)
- a. Mucho _____ b. Un poco _____
 c. Un poquito _____ d. Nada _____
10. El castigo por romper las reglas de la escuela es igual, no importa quien sea. (16)
- a. Casi siempre _____
 b. A veces _____
 c. Casi nunca _____
11. ¿Cuántos profesores que usted conoce aqui tratan a los estudiantes con respeto? (17)
- a. Todos _____ b. La mayoría _____
 c. Pocos _____ d. Ninguno _____

12. Los profesores se preocupan de los estudiantes (18)
- a. Casi siempre ___
 b. A veces ___
 c. Casi nunca ___
13. El director sale de su oficina y habla con los estudiantes (19)
- a. Casi siempre ___
 b. A veces ___
 c. Casi nunca ___
14. Hay tanta bulla en clases que los profesores no pueden enseñar (20)
- a. Casi siempre ___
 b. A veces ___
 c. Casi nunca ___
15. ¿Con qué frecuencia conversa con estudiantes que no están en sus clases? (21)
- a. A menudo ___
 b. A veces ___
 c. Casi nunca ___
16. ¿Cuántas veces ha visto a un consejero desde el pasado septiembre? (22)
- a. Casi cada semana ___ b. Una vez al mes ___
 c. Una o dos veces ___ d. Nunca ___
17. ¿Qué asuntos conversa con el consejero? (PUEDE MARCAR MAS DE UNA RESPUESTA.)
- a. Los cursos que necesito tomar para graduarme ___ (23)
 b. Los cursos que necesito tomar par ingresar a la universidad ___ (24)
 c. El tipo de programa universitario que me preparará para el trabajo/carrera que deseo ___ (25)
 d. Lo que debo hacer para ingresar a los militares ___ (26)
 e. Problemas personales ___ (27)
 f. Otro _____ (28)
18. ¿Tiene miedo de que alguien lo lastime o lo moleste en la escuela? (POR FAVOR MARQUE SOLO UNA RESPUESTA.) (29)
- a. La mayoría de la veces ___ b. A veces ___
 c. Casi nunca ___ d. Nunca ___

19. ¿Tiene miedo de que alguien lo lastime o lo moleste en su ida o regreso de la escuela? (POR FAVOR MARQUE SOLO UNA RESPUESTA.) (30)
- a. La mayoría de las veces ___ b. A veces ___
 b. Casi nunca ___ d. Nunca ___
20. ¿Cuántas veces ha visto en esta escuela a un estudiante golpear o atacar a otro estudiante dentro de la escuela? (31)
- a. Casi todas las semanas ___ b. Una vez al mes ___
 c. Una o dos veces ___ d. Nunca ___
21. ¿Cuántas veces ha visto en este año escolar a un estudiante amenazar físicamente a un profesor dentro de la escuela? (32)
- a. Casi todas las semanas ___ b. Una vez la mes ___
 c. Una o dos veces ___ d. Nunca ___
22. ¿Ha visto en este año escolar a un adulto amenazar físicamente a un estudiante? (33)
- a. Casi todas las semanas ___ b. Una vez al mes ___
 c. Una o dos veces ___ d. Nunca ___
23. ¿Piensa usted que es posible que los intrusos puedan burlar el sistema de seguridad de la escuela? (34)
- a. Muy posible ___ b. Algo posible ___
 c. No muy posible ___ d. Imposible ___
24. ¿Se siente seguro una vez que está dentro del edificio de la escuela? (35)
- a. Muy seguro ___ b. Algo seguro ___
 c. No muy seguro ___ d. Para nada seguro ___
25. Las diferentes culturas son celebradas y respetadas en esta escuela (36)
- a. Mucho ___ b. Un poco ___
 c. Un poquito ___ d. Nada ___
 e. Otro _____
26. ¿Hay alguna persona en la escuela que le inspiró a continuar en ella? (37)
- a. Mis amigos ___ b. Mi profesor ___
 c. El director ___ d. Mi consejero ___
 e. Nadie ___
 f. Otro _____

27. ¿Cuánto se discute en clases sobre las culturas de los diferentes grupos en esta escuela? (38)
- a. Mucho _____ b. Un poco _____
 c. Un poquito _____ d. Nada _____
 e. Otro _____
28. Las actividades fuera de la escuela son: (39)
- a. Muy importantes para mi _____
 b. Más o menos importantes para mi _____
 c. No tan importantes para mi _____
 d. En absoluto importantes para mi _____
 e. No estoy envuelto en actividades fuera de la escuela _____
 f. Otro _____
29. ¿Ha tomado usted clases en otro idioma que no sea Inglés durante este año escolar? (40)
- a. Si _____ b. No _____
30. Si usted ha tomado clases en otro idioma que no sea Inglés, ¿cuán estimulantes son estas clases? (41)
- a. Más difíciles que las clases que tengo en Inglés _____
 b. Más o menos igual a las clases que tengo en Inglés _____
 c. Más fáciles que las clases que tengo en Inglés _____
31. Los estudiantes en esta escuela no son tratados con justicia porque hablan otro idioma además de Inglés (42)
- a. Casi siempre _____ b. A veces _____
 c. Casi nunca _____ d. Nunca _____
 e. Otro _____
32. ¿Tiene claro lo que tiene que hacer para graduarse? (43)
- a. Si _____ b. Más o menos _____
 c. No _____ d. Otro _____
33. Mis padres (o guardianes) están pendientes de mi rendimiento en la escuela (44)
- a. La mayoría de las veces _____ b. A veces _____
 c. Casi nunca _____ d. Nunca _____
34. Mis padres (o guardianes) vienen a las reuniones y otras actividades de la escuela (45)
- a. La mayoría de las veces _____ b. A veces _____
 c. Casi nunca _____ d. Nunca _____

35. Desde que asiste a la escuela secundaria, ¿ha tomado alguna vez los siguientes cursos? POR FAVOR PONGA () JUNTO A LOS CURSOS QUE HA TOMADO.)
- a. Matematicas Secuenciales I _____ (46)
 b. Matematicas Secuenciales II _____ (47)
36. Como se describiría usted? (SI SU RESPUESTA ES MAS DE UNA, POR FAVOR MARQUE "OTRO" Y ESPECIFIQUE EN EL ESPACIO CORRESPONDIENTE.) (48)
- a. Negro o Africano-Americano _____
 b. Hispano o Latino (Dominicano, Cubano, Puerto-
 rriqueno u otro Latino-Americano) _____
 c. Asiatico-Americano o de las Islas Pacificas _____
 (Chino, Japonés, Hawaiano) _____
 d. Nativo de Alaska o Nativo Americano _____
 e. Blanco _____
 f. Otro _____
37. En la escuela es incómodo ser de la raza o grupo étnico al que pertenezco (49)
- a. La mayoría de las veces _____ b. A veces _____
 c. Casi nunca _____ d. Nunca _____
38. Si es asi, ¿quién lo hace sentirse incómodo? (MARQUE TODAS LAS QUE CORRESPONDE.) (50)
- a. Los estudiantes _____ b. Los profesores _____ (51)
 c. El director _____ d. Los consejeros _____ (52)
 e. Otros _____ (53)
 _____ (54)
39. Fuera de la escuela es incómodo ser de la raza o grupo étnico del que formo parte (55)
- a. La mayoría de las veces _____ b. A veces _____
 c. Casi nunca _____ d. Nunca _____
40. Los estudiantes de mi raza o grupo étnico son tratados con justicia en esta escuela (56)
- a. La mayoría de las veces _____ b. A veces _____
 c. Casi nunca _____ d. Nunca _____
41. ¿Qué idioma habla en casa la mayor parte del tiempo?(57-58)
- a. _____
42. ¿En qué país nació? (59-60)
- a. _____

43. Incluido este año escolar, ¿cuántos años ha estado (61-62) matriculado en una escuela pública de la ciudad de Nueva York?
- a. ____ años
44. Yo soy (63)
- a. Hombre ____ b. Mujer ____
45. Mi promedio en la escuela secundaria hasta el momento (64) es:
- a. A (99-90) b. B (89-80)
c. C (79-70) d. D (69-65)
e. F (64 y menos) f. No se
46. Yo estoy en: (65)
- a. 9 grado b. 10 grado
c. 11 grado d. 12 grado

GLOSSARY

**GLOSSARY
AND N.Y.C. BOARD OF EDUCATION ACRONYMS**

Alternative High Schools - are smaller than most high schools and emphasize academic and personal support.

(AIDP) Attendance Improvement & Dropout Prevention - state funded program with the purpose of improving attendance for eligible students at risk of dropping out.

(APA) American Psychological Association

ASPIRA Consent Decree - An agreement reached in August 1974 between the Board of Education and ASPIRA of New York, Inc. which specifies a particular program for students "where English language deficiency prevents them from effectively participating in the learning process and who can more effectively participated in Spanish." It requires that bilingual/ESL services be provided to students who come from homes where Spanish is spoken and/or who are Spanish surnamed and/or identified as entitled to such services.

(BASIS) Brooklyn and Staten Island Schools

Beacon Schools - Community/public schools which are usually open to the students and community members from 8:00 a.m. - 9:00 a.m. These schools offer a variety of educational and social support services programs.

(BESIS) Bilingual Education Student Information Survey - A school system method of collecting citywide data on entitled LEP students, LAB eligible, and students not entitled, but participating in bilingual/ESL education programs. It includes biographical, linguistic and program participation information. The survey does not include special education students who participate in resource room and/or related service only programs.

Bilingual Resource Cascade - A cascade of assessment options for limited English proficient students referred for special education services. A cascade is a series of steps for the provision of bilingual translator services when bilingual Board of Education or contract agency assessment professionals are not available.

(CAT) California Achievement Test - is the official citywide math assessment instrument, administered to students in intermediate and junior high schools to determine proficiency benchmarks.

(CAPS) Community Achievement Project in the Schools - a collaborative between the Board of Education and United Way designed to reduce the school dropout rate among at risk students.

(CSAC) Chancellor's Student Advisory Committee

Chancellor's Special Circular No. 42, June 28, 1989 - Mandates the implementation of bilingual/ESL services for all general and special education LEP students in kindergarten through grade 12 who score at or below the 40th percentile on the English LAB beginning with the Spring 1989 testing period.

Chapter 1 - A Federal Compensatory Education Program - It supports programs that are designed to provide supplementary instructional services for educationally deprived students from low-income areas. The programs should help eligible students improve achievement in basic and advanced skills.

(CAP) Child Assistance Program - An automated, on-line tracking system which provides information on all students in the special education referral, assessment and placement process.

Children of the Rainbow - designed by the New York City Multicultural Curricula teacher guides and student workbooks developed by the NYC Board of Education.

(CUNY) City University of New York - is the third largest university in the nation. It includes seven community colleges, nine senior colleges, a technical college, a graduate school, a law school, a biomedical school and an affiliated medical school. CUNY's mission is to provide a quality higher education to the privileged many as opposed to the privileged few.

College Preparatory Initiative (CPI) - is a City University of New York (CUNY) program to increase academic requirements for students entering the CUNY system from the public schools on the grounds that such enhanced requirements will ensure greater student success in college. The New York City Board of Education has endorsed the program. The 1993-1994 year is the first full school year of implementation.

Commissioner's Regulations/Part 154 - Prescribes compliance standards for districts relative to the education of pupils with limited English proficiency and provides standards for the use of State funds for bilingual/ESL services.

Commissioner's Regulations/Part 200 - Governs the provision of referral, evaluation and placement services for students with handicapping conditions.

(CBO) Community Based Organization - is a non-profit service or project responding to local needs and usually providing one or more multiple of services: legal, medical, social, and education.

Community Service - is a concept of schools functioning as a comprehensive social, medical and education service delivery system for children and families.

Community School District - is a basic governmental unit empowered by state law through which the exercise of local control of schools is effected.

(CSE) Committee on Special Education - is a team composed of educational evaluators or psychologists and social workers to which function is to identify, refer, assess and place students when necessary in an appropriate special education program.

(DRP) Degrees of Reading Power - test is designed for NYC public English proficient school pupils in grades K-12 to assess their reading comprehensive skills.

(DOE) Department of Education - refers to the federal level administration and overseeing of public education - public and non-public in the United States.

(DBE) Division of Bilingual Education

(DIPD) Division of Instruction and Parental Development

(EPP) Division of Strategic Planning Educational Passport Program

(ESL) English as a Second Language - A systematic program of instruction in listening, speaking, reading and writing English designed for students whose first language is other than English. The delivery of ESL instruction must comply with local mandates (Consent Decree/Lau) and Part 154 of the Commissioner's Regulations.

(FSAT's) Freshman Skills Assessment Tests

(GED) General Equivalency Diploma - is an alternative educational option provided to out-of-school students of high school age, who may opt to show their proficiency in the major subject disciplines by taking the proficiency based series of exams which comprise the General Equivalency Exam. Successful scoring ensures the issuance of a General Equivalency High School Diploma.

(HEOP) Higher Education Financial Opportunity Program - is a federal aid program for college students.

House Plans - represent an initiative by the High School Division to create flexible educational options for students that will maximize success by reconfiguring the delivery of instructional services so that cohorts of students have a core of teachers who work collaboratively.

(IHE) Institute for Higher Education

Individualized Education Program (IEP) - A document that summarizes a special education student's current skills and abilities, establishes educational goals and objectives for the school year, describes programs designed to meet those goals and lists ways to periodically check the student's progress.

JOSE P. - A court decision originally rendered in 1979 and ensuing stipulations requiring the school system to comply with mandates that require the timely evaluation and placement of students referred for special education services.

(L-1) - the first or native language of an individual or community.

(L-2) - the second language learned by an individual or community.

Leadership Secondary School - This school concept originated out of the Latino Commission's October, 1991 Interim Report and was built on the ASPIRA Model. It is an open enrollment school with a dual language approach, emphasizing Latino language and culture and community leadership and responsibility.

Least Restrictive Environment - means the placement of an individual pupil with a handicapping condition: 1) provides the special education needed by the pupil; 2) provides for education of the pupil to the maximum extent appropriate with other pupils who do not have handicapping conditions; and 3) is determined following consideration of the proximity of the placement to the pupil's place of residence.

Limited English Proficient (LEP) Student - A student who, by reason of foreign birth or ancestry, speaks a language other than English and tests below the established cutoff score on an English-language assessment instrument. In New York City, limited English proficiency is determined by a score below the 40th percentile on the Language Assessment Battery (LAB). The 40th percentile was established as the cutoff score in school year 1989-90; prior to 1989-90, the cutoff score was the 21st percentile.

(MAT) Metropolitan Achievement Test - citywide math achievement test administered in grades 2-8.

"Math 24" Game - A new Math game introduced to N.Y.C. in 1990-1991 which has been found to stimulate student interest in Math, has motivated students to learn basis skills, has developed problem exploration and thinking and communication skills.

Module 2-A - instructional service which pays for basic classroom obligations (teacher, principals, guidance counselors, secretaries, aides, etc.) full day kindergarten, educed first, second and third grade classes.

(NASP) National Association of School Principals

(NASW) National Association for Social Workers

Native Language - The first language learned or the language commonly used by an individual. In the case of children, the language commonly used by their parents.

(NYSABE) New York State Association for Bilingual Education

(NYSED) New York State Education Department

(OPI) Office of Parental Involvement

(OREA) - Office of Research & Educational Assessment - Unit responsible for evaluations and administration of tests.

(OMSI) Office of Monitoring and School Improvement

Paraprofessional Career Ladder Program - Office within the Board of Education which pays six credits per semester at any CUNY college for any paraprofessional working for the Board of Education.

Peer Mentoring Program - This school program allows current students in twenty High Schools with large immigrant populations to serve as mentors to new immigrant students.

(PATS) Project Achieve Transition Services - is a program of the New York City Public Schools in collaboration with United Way of New York City that strives to enable late-entry, high-risk students to make a successful transition to their high school and to begin to earn credits toward high school completion.

(PPT) Pupil Personnel Team

(RCT) Regents Competency Tests - Assessment instruments developed by the New York State Education Department which require high school students to demonstrate competency in mathematics, science, reading, writing, global studies and United States history and government in order to obtain a high school diploma.

(SBM/SDM) School-Based Management & Shared Decision-Making - N.Y.C. Board of Education Model for school level decision-making.

(SBST) School Based Support Team

(SEEK) Search for Education, Elevation and Knowledge - college program for minority disadvantaged students.

(SETRC) Special Education Training Resource Center

(SKAT) Skills Assessment Tests - are a series of CUNY tests in reading, writing and mathematics used as a means for placement (in and out of remediation), admission (into freshman courses and professional programs), and certification (as able to take Junior and Senior level courses). Individual tests are known as MAT (mathematics), RAT (reading), and WAT (writing). FSAP is sometimes used interchangeably with SKATs when used to test freshmen (Freshman Skills Assessment Program)

(TESOL) Teachers of English and Speakers of Other Languages

TAB - procedure used in contract bidding up to \$15,000.00

Title VII of the Elementary and Secondary Education Act, 1968 - Provides federal funds for supportive services to limited English proficient students in the elementary and secondary public schools. Funds can be used for support staff such as bilingual resource teachers, teacher trainers, family assistants, etc. or to purchase instructional materials.

Two-Way Bilingual Education Program - Instructional programs that use both English and another language in the classroom and are comprised of students who are not speakers of each of those languages.

(UAPC) University Admissions Processing Center

(UFT) United Federation of Teachers

(VESID) Vocational and Educational Services for Individuals with Disabilities

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LUIS O. REYES
MEMBER

PRESS RELEASE

**LATINO COMMISSION ON EDUCATIONAL REFORM RELEASES FINAL REPORT -
"MAKING THE VISION A REALITY: A LATINO ACTION AGENDA FOR
EDUCATIONAL REFORM"**

Board of Education Member Dr. Luis Reyes today discussed the findings of the final report of the Latino Commission on Educational Reform. The report, Making the Vision a Reality: A Latino Action Agenda for Educational Reform, found that Latino students now account for 36% of the total student population; that Latino students who possess limited proficiency in English are overrepresented in special education; that the current allocation formula which distributes funds based on district average teacher salary gives a significantly greater share of tax dollars to affluent non-minority districts than it does to Latino and other minority districts with far greater educational needs; and that Latino students are not being adequately instructed to successfully master college preparatory courses.

The Commission, established by the New York City Board of Education has been chaired by Board Member Dr. Luis O. Reyes since its inception in 1991. It was composed of more than thirty Puerto Rican/Latino leaders (see attached list) representing government, education, community organizations, corporations, parents and students. They were charged with making recommendations to help the Board fulfill its commitment to the more than 355,000 Latino children attending the New York City schools.

Dr. Reyes stated, "The underlying principle was to develop a comprehensive agenda to address the failure of the school system to adequately educate Latino students and to offer strategies to ensure that Latino students receive appropriate, quality instruction and support services conducive to high educational achievement."

LATINO COMMISSION ON EDUCATIONAL REFORM
FINAL REPORT

The Commission's work groups formulated recommendations which call for procedural changes, program development and assistance, collaborations with other agencies, policy statements, and legislative and budgetary proposals in the areas of fiscal and staffing equity, special education, community collaborations, and college preparation.

These recommendations included:

- Initiatives to prevent and reduce inappropriate referrals and placements of Latino and other non-English speaking students in special education;
- Equalization of the present allocation formula to school districts;
- providing a comprehensive academic curriculum to prepare Latino students for college admission ;
- Encouraging the establishment of community collaboratives.

The report also includes an update on several initiatives proposed in the Commission's Interim Report which will be implemented this year. These are the Leadership Secondary School, scheduled to open in September 1994; the multi-year funding of the Bilingual/Multicultural Institute by the NYS Department of Education; and the scheduled opening of a Family Migration Resource Center for September 1994.

"These are our children and youth and they are stuck in schools that fail to educate them and prepare them for productive adult lives. We must press ahead at the city and state level to make our **shared vision a reality**. As past practices have demonstrated, our society can no longer ignore or **explain away** the problems that years of neglect have engendered. Outrage, vigilance and continued **advocacy** are not only called for, they are absolutely necessary to turn things around for our children, our parents and our diverse Latino community. We believe that focusing on the education of Latino children will benefit all children", concluded Dr. Reyes.

Highlights of the Latino Commission's findings & recommendations are attached.

HIGHLIGHTS OF FINDINGS

- There were 355,000 Latino students enrolled in the New York City public school system during school year 1992-1993 (36% of total) and over one quarter (28%) were limited in English proficiency.
- After four years of high school, Latino students had a 21.3% dropout rate and a 28.4% graduation rate (50% were still enrolled or had transferred)
- Many Latino students received a highly segregated education and attend schools marked by overcrowding, low performance on academic standards, underfunding, less qualified teachers and a lack of bilingual guidance counselors.
- Eight of the thirteen community school districts with the lowest reading scores have majority Latino student enrollments (over 50%).
- Ten of the twelve predominantly Latino school districts score below the city-wide average on math tests.
- Fifty-five percent of the students in the 55 New York City schools cited by the State Education Department as failing ("low performing") schools are Latinos. Latinos make up more than 50% of the student body in 31 of the 49 "low performing" district schools and 4 of the 6 "low performing" high schools.

HIGHLIGHTS OF RECOMMENDATIONS

- The Board of Education must: Develop a comprehensive action agenda to address the failure to educate Latino students adequately, including appropriate quality instruction, support services, development of bilingual literacy and collaborative linkages with community organizations.
- Reduce inappropriate referrals and placements of Latino students in special education and provide linguistically and culturally appropriate instructions and prevention services in general education (including bilingual/ESL) classes
- Allocate tax levy funds to community school districts based on a city-wide average teacher salary and compensate underfunded districts (heavily Latino) with equalization grants.
- Recruit and train Latino supervisors (especially high school principals and assistant principals) and consolidate junior high and senior high school supervisory licenses to facilitate movement and promotion.
- Link the implementation of CUNY's College Preparatory Initiative (higher academic standards for college placement and graduation) with CUNY's commitment to prepare an adequate pool of qualified teachers and counselors for Latino students in the intermediate and secondary schools.
- Require that schools, districts, high schools superintendencies and the Central administration increase the number of service contracts with Latino CBOs to maximize bilingual/bicultural human resources available to meet the educational, health, economic, and cultural needs of Latino students and parents.

LATINO COMMISSION ON EDUCATIONAL REFORM

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Mr. Arcilio Alvarado, Secretary, Dept. of Com. Affairs in the U.S., Commonwealth of P.R.
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Ms. Nayibe Núñez Berger, Chair, Colombian American National Coalition (N.Y.C. Chapter)
Mr. Alex Betancourt, Vice President, United Way of New York City
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Ms. Marlene Cintrón, former Director, Mayor's Office for Latino Affairs
Ms. Sandra Del Valle, Puerto Rican Legal Defense & Education Fund, Inc.
Ms. Carmen Fernández, Puerto Rican/Latino Education Roundtable
Mr. Jack Ferrer, Student, Adlai Stevenson High School
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Ms. Ruth Swinney, Director, Multilingual/Multicultural Programs, C.S.D. #3
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Ms. Maritza Villegas, Guidance Counselor & Parent, C.S.D. #4
Ms. Maria Campaña Pérez, Project Director, Latino Commission on Educational Reform
Mr. Edwin Rivera, Senior Research Assistant, Latino Commission on Educational Reform