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ABSTRACT

This report has a descriptive and evaluative delineation of those programs which have been (or are being) developed for Puerto Rican students in the public schools of Jersey City. The data of the report have been gathered in those schools with large Puerto Rican constituencies, and have been cast in the perspectives afforded by discussions with administrators, teachers, and students. What has evolved has been carefully measured in a multiplicity of dialogues with Puerto Rican parents whose aspirations for their children must remain the essential touchstone for all assessments, in the final analysis, in an area of such crucial concern. Some programs in operation in the Jersey City Public School for Spanish speaking pupils are as follows: teachers who specialize in "English as a Second Language Program" have been assigned to 16 elementary schools. One school has the "New Jersey Bilingual Education Program," funded under Title VII of the 1965 Elementary Secondary Education Act. It consists of four bilingual teachers, and "English as a Second Language" teacher, a "Spanish as a Second Language" teacher, and a community liaison officer. Another school has a Bilingual Program under Title I of the 1965 Elementary Secondary Education Act. Six bilingual teachers are assigned to the program. [Some pages of this document are marginally legible because of the poor quality of the original.] (Author/JM)

ED 055456

EDUCATION PROGRAMS FOR PUERTO RICAN STUDENTS

[Jersey City Public Schools]

Evaluation and Recommendations

U.S. DEPARTMENT OF HEALTH
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PREFACE

The Jersey City Public Schools are struggling with all of the problems which characterize contemporary American urban education. In the manifold efforts to meet the educational needs of its students, Jersey City teachers and administrators have not been without the awareness and sensitive response which commend their professional stature and commitment; but the difficulties at times appear insurmountable, and the enormity of the task is nowhere better revealed than in the school district's application under Title I funds for FY 1972:

"The educational situation in Jersey City resembles many of our urban core areas throughout the nation. There is an increase in school enrollment and our school buildings have aged. The burden on the classroom teacher has increased both in a non-instructional and instructional capacity. A great deal of this transition can be attributed to the lack of a continuing school construction program during the last thirty years; a growing elementary and secondary school age population; overcrowding; a deficiency in classroom space; a lack of facilities for non-classroom activities; and inadequate space for playgrounds and indoor recreation. The increasing polarization of our non-white population due to family size, personal income, racial structure, job skills and opportunities has not been a blessing to the classroom teacher. The beautiful model classroom situation has been ushered aside and replaced with bilingual problems, unbalanced age situation, high ratios of truancy, poor results on standardized and basic achievement tests, and a term problem of transfer and enrollments. The public schools in our Downtown and Bergen-Lafayette wards have a high percentage of Spanish speaking pupils, migrant blacks from the South, as well as a small percentage of pupils newly arrived from Greece and Poland. Many of these children speak only their native tongue and are far below the academic level in their

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comprehension of standard English, math and reading. Before these students can be successfully taught to read in English, they must learn the basic phonetic system and structure of the English language. Many of these children have a limited range of concepts and vocabulary usefulness in school. Some children have no understanding of common everyday words. Some children are learning English as a second language. They have had little or no practice with the sound system structure and vocabulary of the English language. Some children have limited experience with school-type materials, pictures, books, educational toys and games; therefore, they are insecure in handling and responding to them. Where deficiencies exist in reading and arithmetic and/or English usage, other areas show a marked decrease in achievement. These are science, language arts, social studies, and self-concept." Application for Grant for FY Ending June 30, 1972 to meet the Special Needs of Educationally Deprived Children (Title I, P.L. 89-10). [June 9, 1971]

In this graphic tableau of educational deprivation the plight of the Puerto Rican child is particularly poignant.

This report has undertaken a descriptive and evaluative delineation of those programs which have been (or are being) developed for Puerto Rican students in the public schools of Jersey City the data of the report have been gathered in those schools with large Puerto Rican constituencies, and have been cast in the perspectives afforded by discussions with administrators, teachers, and students: and what has evolved has been carefully measured in a multiplicity of dialogues with Puerto Rican parents whose aspirations for their children must remain the essential touchstone for all assessments, in the final analysis, in an area of such crucial concern. In this connection, we are deeply indebted to Rev. Hector A. Martinez Mena and Perfecto Oyala of P.A.C.O. [Puertorriquenos Asociados for Community Organization].

Every cooperation was extended to the evaluators by Dr. Robert A. Coyle, Superintendent of Schools, and his staff; and acknowledgements are due Assistant Superintendents Richard O'Brien, Frank McCarthy, Frank Williams, and Anne F.

Camp for their assistance; and to Principals James Boylan, Margaret G. Penney, Sarah S. Hallahan, Julia A. Barnes, and Margaret Mullin. To the task of liaison and coordination of visits, Assistant Superintendent Constance Nichols brought a graciousness and solicitous awareness of the needs of the non-English speaking child which made our task less formidable.

F. C.

E.B.

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I INTRODUCTION

Puerto Rican students are experiencing difficulties in many urban schools; more often than not, these difficulties derive from inadequate and ineffective school programs. Frequently, schools fail to motivate or interest Puerto Rican children in educational activities; little attention is given by many mainland urban school systems to the special cultural and language needs of Puerto Rican students. Consequently, the educational experience of most Puerto Rican students culminates in unsuccessful patterns of academic achievement; functional illiteracy in both Spanish and English; excessively high rates of dropouts from high school; and (for those Puerto Rican youngsters who graduate from high school) insufficient opportunities for further academic work at the college or university level; and, for most Puerto Rican youth, less than optimum employment opportunities because of educational inadequacy.

A general statement describing the alarming implications and consequences of pervasively inadequate educational programs for society in general and for the Puerto Rican Community in particular has been articulated elsewhere:

Puerto Rican students attempt to escape from the urban classroom through inattention, daydreaming, talking, playing in the classroom, and absenteeism, especially in the high school. Many Puerto Rican students become hostile and resistant to the unrealities in the urban schools and to the assaults made upon their personal and cultural identities by teachers and principals. When resistance and hostility are expressed in the classroom, the urban school teacher reprimands and punishes, often at

great length. In addition, certain moral connotations are added to the teacher's response to resistance and hostility, and Puerto Rican students learn, either overtly or subtly, that they are considered bad, immoral, disorderly, evil and unable to succeed in school. When the urban teacher does this, he is exhibiting, in a sociological sense, symbols of higher status, and he is requesting, at the same time, the prestige and deference he believes should be accorded to him by his students.

As the culture conflict in the schools becomes more pronounced, a complex arrangement of rhetoric, myth and reality emerges. The rhetoric describes the optimum program of education that is to be provided for Puerto Rican students. The rhetoric further describes the problems that exist in educating Puerto Rican students and the efforts that are being made to resolve those problems. The result, in fact, is widespread academic retardation among Puerto Rican students, failure of the schools to come to grips with the problems and conflicts in the education of Puerto Rican students, and, in general, a breakdown in education for Puerto Ricans. As rhetoric and reality confront one another, a dangerous myth emerges. This myth holds that education for Puerto Rican students is highly successful and that, while there are many problems and difficulties, these problems are the result of inadequate family experience, deprived home conditions and unsatisfactory and hostile attitudes of the students. The myth further states that education for Puerto Rican students is at least as good as, and generally much better than, the education offered to the immigrants who came from Europe decades ago.

What, then, is urban education accomplishing? Insofar as Puerto Rican students are concerned, it is excluding them from the academic channel that is essential if they are to compete with more privileged middle-class students. Urban education as currently constituted, holds Puerto Rican students at a lower class level and prevents upward social mobility that could improve their life chances. A concomitant of this

process is increasing social divisiveness and discontent, a result of the inequality in educational opportunity offered to Puerto Rican students.¹

The evaluation of special education programs for Puerto Rican students in the Jersey City Public Schools began with the resolution of the Board of Education on October 13, 1971:

BE IT RESOLVED, that the Board of Education of Jersey City does hereby authorize the President and acting Secretary to sign a contract with Dr. Francesco Cordasco, Educational Consultant to P. A. C. O. of Jersey City for an evaluation of the programs for Puerto Rican pupils now in the public schools and commentary on the Title I and Title VII funding operations, together with recommendations concerning these programs in the public schools.²

The resolution reflects the widespread concern within Puerto Rican community organizations and within the Puerto Rican community generally over the educational programs available to Puerto Rican students. The resolution further reflects the commitment of the Jersey City Board of Education and the commitment of school officials to examine and strengthen the education of Puerto Rican students.

In implementing the resolution of the Jersey City Board of Education, the evaluators visited schools, interviewed school officials, teachers

¹F. Cordasco and E. Bucchioni, Puerto Rican Children in Mainland Schools: A Sourcebook for Teachers (New York: Scarecrow-Grolier, 1968), pp. 15-16. See further, Hemos Trabajado Bien: A Report on the First National Conference of Puerto Ricans, Mexican-Americans, and Educators on the Special Educational Needs of Puerto Rican Youth (New York: Aspira, 1968); and Richard J. Margolis, The Losers: A Report on Puerto Ricans and the Public Schools (New York: Aspira, 1968) which is a report on sixteen schools in seven cities.

²Resolution, Board of Education (Jersey City, October 13, 1971).

principals, children and members of the Puerto Rican community and collected relevant documents. What follows, then, is a comprehensive description of special programs for Puerto Rican students in the Jersey City Public Schools; an evaluative statement concerning their scope, function and effectiveness; and a series of recommendations for the improvement of educational opportunities for Puerto Rican children.

II DISTRIBUTION AND SCHOOL ASSIGNMENT OF PUERTO RICAN STUDENTS

There are 38,441 students in the public elementary and secondary schools of Jersey City. School officials list 14,991 children as white; 16,978 as black; 5,516 as Puerto Rican; 299 as Cuban; and 604 as "other." Puerto Rican children are distributed throughout the Jersey City schools as indicated in the following distribution schema:³

Student Distribution Schema and Ethnic Census

SCHOOL	LOCATION	Puerto					Total
		White	Black	Rican	Cuban	Other	
DHS	2 Palisade Avenue	2608	204	114	36	49	3011
LHS	60 Crescent Avenue	289	1187	55	2	9	1542
FHS	35 Colgate Street	493	437	632	7	30	1599
SHS	239 Bergen Avenue	1354	1344	42	7	11	2758
AEHS	2 Palisade Avenue						
BSS	182 Mersoles Street	47	35	5			87
Total -- High School		4791	3207	848	52	99	8997

³The ethnic census data are for Fall 1970; data for Fall 1971 were not ready at the time this report was prepared. Distribution schema was provided by Mrs. Constance P. Nichols, Assistant Superintendent. Puerto Rican student enrollments have in 1971/72 remained constant or have slightly increased in some schools. Ethnic census data for Jersey City would have to include notice of a large non-public school population [predominantly Roman Catholic] whose participation in Title I programs is profiled in the district's FY 1972 application for Title I aid.

Student Distribution Schema and Ethnic Census (continued)

School No.	Location	White	Black	Puerto Rican			Other	Total
				Rican	Cuban			
2	64 Erie Street	16	36	363		4	419	
3	70 Bright Street	32	250	715	7	5	1009	
5	182 Marseles Street	200	74	323	1	1	599	
6	96 St. Paul's Avenue	899	47	84	18	50	1098	
8	96 Franklin Street	1137	9	82	60	76	1364	
9	222 Mercer Street	43	710	717			1470	
11	886 Bergen Avenue	371	469	179	4	38	1061	
12	91 Astor Place	22	518	28			568	
14	153 Union Street	1	1091				1092	
15	100 Dwight Street	20	1292	30	1		1343	
16	96 Sussex Street	26	112	283	1	14	421	
17	128 Duncan Avenue	481	108	46	6	57	698	
18	75 Storms Avenue	88	185	36	5	30	345	
20	160 Danforth Avenue	561	379	20	9	16	985	
22	264 Van Horne Street	27	1667	77			1771	
23	143 Romaine Avenue	308	414	195	19	105	1041	
24	220 Virginia Avenue	273	948	35	2	16	1274	
25	3385 Kennedy Boulevard	930	12	31	10	13	996	
27	201 North Street	832	5	17	40	9	903	
28	139 Hancock Avenue	831	1	19	32	1	884	
29	123 Claremont Avenue	13	951	14			978	
30	171 Seaview Avenue	499	376	25	5	6	911	
31	3055 Kennedy Boulevard	66	46	24	1		137	
32	123 Coles Street	121	223	89		5	438	
33	362 Union Street	327	70	17	4	4	422	
34	1830 Kennedy Boulevard	259	909	50		9	1227	
35	299 Sip Avenue	83	238	25		11	357	
37	158 Erie Street	86	232	856	1	5	1180	
38	339 Stegman Parkway	612	346	22	10	3	993	
39	214 Plainfield Avenue	216	576	224	7	4	1027	
40	88 Gates Avenue	755	285	36	2	21	1099	
41	209 Bergen Avenue	65	1191	21	3	2	1282	
Total -- Elementary		10200	13771	4668	247	505	29392	
Grand Totals		14991	16978	5516	299	604	38389	

III PROGRAMS FOR PUERTO RICAN CHILDREN IN THE ELEMENTARY SCHOOLS

Special educational programs for elementary school Puerto Rican children are officially described in the following memorandum:⁴

Programs for Spanish Speaking Pupils

The following programs are in operation in the Jersey City Public School for Spanish speaking pupils --

Elementary Schools*

1. Sixteen special teachers who specialize in "English as a Second Language Program" have been assigned to sixteen elementary schools. These teachers give special attention to needy pupils over and above the regular work to help them in English. The schools are Numbers 2, 3, 5, 6, 8, 9, 11, 16, 17, 18, 22, 23, 27, 37, 39 and 40.
2. School No. 16 has the "New Jersey Bilingual Education Program" under Title VII (Federal Funds). It consists of four bilingual teachers, an "English as a Second Language" teacher, a "Spanish as a Second Language" teacher, and a community liaison officer.
3. School No. 2 has a Bilingual Program under Title I (Federal Funds). Six bilingual teachers are assigned to the program. (Pending refunding for 1971/72).
4. A total of thirty-seven teachers are engaged in Spanish-English teaching.
5. Special books are on the Authorized Text Book List for English as a Second Language to be used in the schools where needed.
6. Nine native-tongue Spanish teachers (Educational Professional Development Agency), trained by Montclair State College to work with children who speak only Spanish, have been assigned to Schools

⁴The memorandum is dated September 13, 1971 and was furnished by Assistant Superintendent Nichols.

Nos. 2, 3, 5, 9, 11, 16, 23, 37, and 39.

7. A committee was formed during the 1970/71 school year to write a curriculum for studies and culture of Spanish speaking people and has been reactivated to continue its work during the 1971/72 school year.
8. Four bilingual aides are to be assigned under Title I (Federal Funds) to implement a bilingual program in Public School No. 3 (Pending funding for 1971/72).
9. A bilingual (Spanish-English) handbook for parents of Kindergarten pupils has been constructed and is presently in the process of being printed.
10. A bilingual (Spanish-English) monitor-evaluator has been reassigned to work on the evaluation task-force in the Title I (Federal Funds) K-4 Spectrum of Basic Education Programs (Pending refunding for 1971/72).

[Some Explanatory Comments on the Program Memorandum]

It should be indicated that #4 [A total of thirty-seven teachers are engaged in Spanish-English teaching"] includes the sixteen teachers participating in the English as a Second Language Program (Item #1); the four bilingual teachers and the English as a Second Language teacher (Item #2); and the nine "Native-Tongue Spanish teachers [Educational Professional Development Agency]" (Item #6). Most of the Spanish speaking teachers are not Puerto Rican. While it was not possible to secure from school records the precise number of Puerto Rican teachers, the evaluators encountered four or five Puerto Rican teachers at both the elementary and secondary levels and this would represent a fairly accurate estimate of the Puerto Rican presence in the Jersey City Schools. The overwhelming number of Spanish speaking teachers are Cuban, an arresting facet of the special educational programs for Spanish speaking children in

view of the presence of only some 300 Cuban children contrasted with over 5,000 Puerto Rican children present in the Jersey City Public Schools.

The four bilingual aides referred to in Item #8 are assigned to Public School No. 3 rather than to Public School No. 9. The bilingual monitor-evaluator indicated in Item #10 has not yet been assigned for the 1971/72 school year. Last year (1970/71), however, a bilingual monitor-evaluator was assigned to the evaluation task-force in the Title I programs. The evaluation team last year was coordinated by Assistant Superintendent Nichols and was composed of a retired principal, a retired teacher, a member of the "Hispanic community" (bilingual monitor-evaluator) and a professor from Jersey City State College.

A draft of the bilingual handbook for Kindergarten parents was requested (Item #9) but was not available at the time this report was written. The evaluators were informed, however, that the handbook would be available for distribution as soon as the printing was completed.

[The Hispanic Culture Committee (Item #7)]

In several interviews with appropriate school officials, the evaluators were informed that the curriculum committee referred to in Item #7 was formed in September of 1970 for the express purposes of developing and an "Hispanic Culture Curriculum." The Hispanic Curriculum Committee is composed of twelve members. It has had several meetings and the members of the committee have been charged with the writing of social

studies units which would deal with Hispanic culture and which would be appropriate to the needs and interests of elementary school children. It should be emphasized here that this committee is dealing with Hispanic culture in general (Mexico, Latin America, Central America, Cuba, Puerto Rico) and not specifically with Puerto Rican culture. However, the committee recognizes that the major Hispanic ethnic group in Jersey City is Puerto Rican. It should also be indicated that the Hispanic Curriculum Committee has no Puerto Rican member.

There is no input, it appears, concerning curriculum matters from the Puerto Rican community in general, or from Puerto Rican parents or Puerto Rican students. The Hispanic Culture Committee is chaired by Principal Julia A. Barnes who headed the Committee on Afro-American Studies which produced Suggested Activities and Resource Materials for Black Studies [Kindergarten through Grade 8] (January 1970).

The Programs in Public Schools No. 16 and No. 2

It would appear from the data gathered that the major concerted effort in providing special educational programs for Puerto Rican children in the Jersey City Public schools is centered in Public Schools Nos. 2 and 16.

School No. 16 has the "New Jersey Bilingual Education Program" under Title VII (Federal Funds). It consists of four bilingual teachers, an "English as a Second Language" teacher, a "Spanish as a Second Language" teacher, and a community liaison officer.

School No. 2 has a Bilingual Program under Title I (Federal Funds). Six bilingual teachers are assigned to the program.

Public Schools Nos. 3, 4, 5, 6, 8, 9, 11, 17, 18, 22, 23, 27, 27, 39, and 40 have teachers assigned who engage in the teaching of English as a Second Language.⁵

School No. 16

The special program for Puerto Rican children in Public School No. 16 is the result of a cooperative effort between Jersey City State College (under the leadership of Dr. Irving Bloom, Professor of Education) and the Jersey City Public Schools. The program model for Public School No. 16 is described in Bilingual Education Program, an unpublished report prepared by Dr. Bloom's staff.⁶ [It is important to note that the program at School No. 16 derives from the allocation of Title VII (Elementary and Secondary Education Act. 20 U.S.C., 880b, P.L. 90-247) monies to Jersey City State College and represents one of the college's efforts in a coordinated effort in bilingual education for New Jersey.]

The Title VII [Jersey City State College] Bilingual Education Model at School No. 16:

⁵ See Items 1, 2, 3, in Programs for Spanish Speaking Pupils [footnote #4].

⁶ Bilingual Education Program. Graphic and Tabular Results of Tests Administered During the 1970/71 School Year with Special Emphasis on Jersey City Program Materials and Evaluation. [unpaged].

⁷ Ibid.

Kindergarten

In this organization there will be one classroom in each of our project schools. In each classroom there will be two teachers: one native English speaking and one Spanish bilingual. The classes will be mixed with native English speaking children as well as native Spanish speaking children.

Kindergarten curriculum activities will be carried out in the vernacular as well as bilingually.

There will be constant mixing except for the few times that vernacular skills development will occur.

The second language development at the kindergarten level will be the responsibility of the ESL and SSL specialists. The team teachers will have a planning period during the second language development period.

The approach for bilingual teaching will be: Adapted Bilingual Team Teaching Approach.

First Grade

There will be two mixed classrooms with team teachers in each room. Each classroom will have one native English speaking teacher and one Spanish bilingual teacher.

During the morning session the following subjects will be taught in the vernacular: reading, language arts and arithmetic. This will be done by grouping within the classroom. Music, art and physical education will be done bilingually with the Fine Arts Team Teaching Approach.

The Afternoon session will be spent in learning the following content areas bilingually: social studies, science, cultural enrichment, arithmetic enrichment.

During the second language development period taught by the ESL and SSL specialists - the team teachers will have a planning period to prepare their teaching activities.

The approach for bilingual teaching will be: Adapted Bilingual Team Teaching Approach.

Second Grade

There will be two mixed classrooms with a team of teachers in each room. Each classroom therefore, will have one native English speaking teacher and one Spanish bilingual teacher.

Throughout the morning session the following content areas will be taught in the vernacular: reading and language arts. The morning session will also include a second language development period.

During the first half hour the ESL and SSL specialists will teach the class; one group in the classroom and the other specialist in a separate room if feasible. At this time the team teachers will have a planning period. During the second half hour the team teachers will teach reading readiness and reading in the second language.

The afternoon session will cover the content areas including: social studies, science, cultural enrichment, arithmetic as well as music and art -- all of which will be taught in the Adapted Bilingual Team Teaching Approach.

Third Grade

We will have two mixed classrooms with a team of two teachers in each room. Each classroom, therefore, will have one native English speaking teacher and one Spanish bilingual teacher.

Except for the content area of vernacular reading, all other curriculum instruction will be done with the Bilingual Team Teaching Approach.

During the second language development period taught by the ESL and SSL specialists, the team teachers will have a planning period.

Materials

Science: Naturaleza y Vida I and II, III

Language Arts: Imagenes y Palabras I and II, III

Nacho I and II, III

Art: Burbujas de Colores I and II, III

Spanish as a Second Language: Let's Speak Spanish McGraw Hill

Hablan los Niños National Textbook
Company (tapes
plus texts)

English Language Arts: (Audio-visual materials)

Famous Classics (records)	Bowmar Record Company
Fables (records)	Bowmar Record Company
Say-Along Stories	Bowmar Record Company
Tell-Again Story Cards	McGraw Hill

Materials Used for English and Spanish Teaching: (Audio-visual materials)

Scott Foreman Posters
Peabody Cards
Pedro y el Dentista; Pedro and the Dentist
(Films and Records)

Materials [continued]

Second Language Development: Games for Second Language Learning
(Dorry) McGraw Hill

H-200 Series -- Level I and II --
Learning English Early -- complete
series, 270 lessons, plus films,
records and filmstrips

Reading: (English--Spanish)

Miami Linguistic Series -- all levels K-3
Spanish Laidlaw Series -- all levels K-3

Social Science: (Spanish-- English)

Our Working World -- Records, Filmstrips,
Texts -- SRA

Commentary on the Public School No. 16 Model

Observations in Public School No. 16 and related interviews with children and staff members confirmed the structural implementation of the bilingual education model developed by Jersey City State College. There were, indeed, two teachers in each class in the Kindergarten, first, second and third grades. There were also in evidence the teaching of English as a second language and the teaching of Spanish as a second language. However, an arresting aspect of the program in Public School No. 16 was the evident difficulty in developing adequately the team teaching concept or to articulate functional bilingual education models.⁸ The basic pattern observed

⁸Adequate empirical criteria have been formulated for a typology of bilingual education models. In this connection, see Vera P. John and Vivian M. Horner, Early Childhood Bilingual Education (New York: Modern Language Association of America, 1971), particularly, "Models of Bilingual Education," pp. 178-187; and William F. Mackey, A Typology of Bilingual Education (Quebec: International Center for Research on Bilingualism, 1969).

(so far as the team teaching concept was concerned) was principally the giving of instruction in English by the English dominant teacher, immediately followed by an interpretation in Spanish given by the Spanish dominant teacher. In some cases, there was instruction in both English and Spanish given simultaneously, a practice resulting in some confusion in so far as the class was concerned as well as in the inaudibility and unintelligibility of the instruction given. Occasionally, Spanish dominant teachers met with small groups of children to assist them with their academic instruction in Spanish. These practices represent neither team teaching nor bilingual education, the appropriate design and program for which will be discussed below.

A significant factor in bilingual education is the grouping of children according to language dominance as well as according to other criteria employed in assigning children to specific classes. In Public School No. 16, it was observed that there was considerable inconsistency in grouping children according to dominance in either Spanish or English. Children dominant in Spanish, or dominant in English (or with considerable knowledge of both languages) were found in the same classrooms.⁹

⁹It would be invidious, if not presumptions, to suggest that Professor Bloom and his staff are unaware of these difficulties; the programmatic incongruities suggest, instead, the need for a clearly defined role, and a concomitantly expanded participation, in both curriculum planning and teacher training in the Jersey City public schools by Jersey City State College. Both the inadequacy of Title VII monies (some \$40,000) for the School No. 16 Program, and the college's limited district role (i.e., only in School No. 16) have vitiated the very strengths which Professor Bloom and his staff are able to provide.

School No. 2

The bilingual program and the English as a second language program in Public School No. 2 were similar in some respects to those at Public School No. 16. At School No. 2 there are six bilingual teachers assigned to the program and one teacher of English as a second language. A total of 174 children are participating in the bilingual program distributed in the following manner:

<u>Grade Level</u>	<u>Number of Children Participating</u>
Kindergarten	80
First	47
Second	30
Third	9
Fourth	8

In Public School No. 2 the bilingual teachers moved from class to class during the week assisting children knowing little or no English. The approach used by the assigned bilingual teachers was primarily that of interpretation. The English speaking teacher developed and presented to the class lessons in given curriculum areas. The bilingual teacher interpreted for Spanish-dominant children the lessons, often translating almost verbatim the English-speaking teacher's comments and sometimes interjecting additional explanatory comments. Occasionally, the bilingual teacher interpreted to small groups of children or to an individual child, and sometimes the Spanish interpretation occurred almost simultaneously with the English presentation. A valuable aspect of the bilingual program in Public School No. 2 involved the appointment of one bilingual teacher as the coordinator of the school's bilingual program. The coordinator helped

to plan, develop and carry out instructional and other activities in the bilingual program. There was some evidence of a reading testing program conducted in Spanish for the benefit of children who did not understand English well. There was no special bilingual curriculum in evidence, and no attention was given to Puerto Rican history, culture or other related studies important in educating Puerto Rican children. Furthermore, none of the teachers participating in the bilingual program in Public School No. 2 was Puerto Rican.

In observations conducted in classrooms and in other special instructional settings such as small rooms assigned for the teaching of English as a second language, it was clear that there was considerable confusion and inconsistency in the assignment of children with differential language proficiencies. The classes participating in the bilingual program could not really be defined as Spanish or English dominant since children from both classifications as well as children who were equally fluent in both Spanish and English were all in the same class. This pattern of assignment in Public School No. 2 was similar to that observed in Public School No. 16. In both Public Schools Nos. 2 and 16, no additional specially designed programs for Puerto Rican children were in evidence. The usual school services such as psychological, remedial reading, etc. available to all children were equally available to Puerto Rican children.

In observations conducted in the bilingual programs in Public Schools Nos. 2 and 16, special attention was given to the behavior patterns demonstrated by participating children. In general, children were quiet, very

orderly and attentive. There were no general classroom disruptions or other types of individual disruptive behavior in evidence. Occasionally, observers found individuals seated in the back of classrooms or otherwise isolated from the class for minor disciplinary infractions such as talking while a lesson was in progress or not following directions. It should also be emphasized that little enthusiasm was demonstrated by the children and there was very little active or spontaneous participation in evidence. It was difficult to ascertain the quality of the learning that was taking place or indeed to what extent learning was taking place. Some children were interviewed in both Spanish and English and they generally expressed satisfaction with their programs. Most of the children said that they were very glad to have Spanish used in school because it was the language used at home. Some of the children stated very emphatically that the use of Spanish was very helpful because they did not know sufficient English to understand classroom instruction when given solely in that language.

Standardized Testing in Schools Having Bilingual Programs

In both Public Schools Nos. 2 and 16, standardized test scores for the children participating in the bilingual programs were requested. It was hoped that it would have been possible to make a statement concerning patterns of achievement for children participating in the regular school program as compared to children participating in the bilingual programs. It was also anticipated that an evaluative statement would have been possible giving a picture of the achievement of Puerto Rican children compared

to children who are not Puerto Rican. Achievement test scores broken down in this manner were not available, however, and any conclusive statement concerning the achievement of children participating in the bilingual programs or of Puerto Rican children cannot be made at this time. Test results for both Public Schools Nos. 2 and 16 are included [pp. 20-21, infra] for informational purposes only.

Test Scores [pp. 20-21, infra]

1970-1971 TESTING PROGRAM

Name of Standardized Test	Grade Tested	No. of Children Tested	Grade Placement	Median Percentile Rank	I. Q.	Date Administered	By Whom Administered
Older Directed Ability A	2	27			82	10/27/70	A. Moses
	2	29			98	10/27/70	G. Forde
	2	29			92	10/27/70	R. Palma
	4	27			86	10/27/70	D. Beckett
California Arithmetic	3	26	4.0			4/27/71	J. Snarkey
	3	25	4.2			4/27/71	L. Melvin
	3	25	3.7			4/27/71	C. Nese
California Reading	1	24	1.3			4/27/71	B. Ingrortl
	1	23	1.8			4/27/71	C. Donohue
	1	25	2.0			4/27/71	E. Ely
	1	22	2.0			4/27/71	D. Green
Washington Lear. Readiness	Kdgn.	18		35		5/71	V. Dapuzzo
		20		38		5/71	
	Kdgn.	19		55		5/71	M. Dzlezanowski
		18		59		5/71	
		17		58		5/71	G. Mockert
		19		40		5/71	



Report from School No. 16
1970-1971 TESTING PROGRAM

Name of Standardized Test	Grade Tested	No. of Children Tested	Grade Placement	Median Percentile Rank	I.Q.	Date Administered	By Whom Administered
Metropolitan Reading Test	K	28		71 Average		5/71	T. O'Connor
Ohio Quick Scoring N.A. test	6	38			85	10/70	C. Smith
Ohio Quick Scoring N.A. test	4	39			83	10/70	C. Smith
Ohio Quick Scoring N.A. test	2	26			88	10/70	M. Mullin
Iowa Basic Skills	7	33	6.3			5/71	M. Mullin
Iowa Basic Skills	5	37	3.9			5/71	M. Mullin
Metropolitan Arith. Ach.	3	42	3.5			5/71	M. Mullin
Metropolitan Promise Test	7	37		21	83	2/71	M. Mullin

Note: Grade one not tested in Reading as they have participated in Gov. sponsored Bi-Lingual Program. The test was administered by the State College and it was not standard, but subjective.

Grade 2 Spanish section - not tested due to lack of I.Q. tests available in Spanish.

Grade 7 Is it necessary to administer a test of basic skills, as the A.P.T. test is now being administered in this grade?

IV PUERTO RICAN STUDENTS IN THE SECONDARY SCHOOLS OF JERSEY CITY

Puerto Rican students in the secondary schools of Jersey City are distributed as follows:¹⁰

<u>School</u>	<u>Total Students</u>	<u>Puerto Rican Students</u>
Dickinson High School	3011	114
Lincoln High School	1542	55
Ferris High School	1599	632
Snyder High School	2758	42

In view of the large number of Puerto Rican students in attendance at Ferris High School when compared with the numbers of Puerto Rican students attending other high schools in Jersey City, the evaluators decided to examine very carefully those special efforts which Ferris High School was making on behalf of Puerto Rican students.

Ferris High School

During the 1971/72 school year, Ferris High School enrolled 1,762 students, classified as 478 Black students; 723 Puerto Rican students; and 561 as "others." The distribution of Puerto Rican students through the grades at Ferris High School is subjoined:¹¹

<u>Grade</u>	<u>Puerto Rican Students</u>
9	292
10	207
11	116
12	108

¹⁰Drawn from ethnic census data for Fall 1970. See footnote #3, supra.

¹¹These data and other relevant data on Puerto Rican students at Ferris High School were furnished by Acting Principal James Boylan.

Puerto Rican students are found in the various courses of study in Ferris High School as follows:

Grade	College		Industrial	
	Preparatory	General	Arts	Business
9	47	141	42	65
10	32	118	17	35
11	25	76	15	32
12	17	56	4	22

In June 1971, nineteen Puerto Rican graduates of Ferris High School went on to colleges as compared with twenty-eight non-Puerto Rican graduates entering college. Puerto Rican graduates of the Ferris High School

June 1971 Class were in attendance at the following colleges:

St. Peter's	7	Students
Jersey City State College	6	"
Montclair State College	1	"
Miami Dade Jr. College	1	"
Ramapo College	1	"
Rutgers University [Newark]	1	"
Stevens Institute	1	"
Essex County College	1	"

Of the Puerto Rican students entering college in the Fall of 1971, eleven graduates of Ferris High School had completed the general course while eight graduates had completed the college preparatory course.

Fifteen Puerto Rican graduates in June 1971 secured employment compared with thirty-two non-Puerto Rican graduates who went on to employment.

There were sixty non-Puerto Rican graduates of Ferris High School in June, 1971 and thirty-four Puerto Rican graduates.

There are few specially prepared programs for Puerto Rican students at Ferris High School, and in the city at large there are no special programs for secondary school Puerto Rican youngsters.

The basic program for Puerto Rican students in Ferris High School is the teaching of English as a second language. This program is designed to assist Puerto Rican students whose command of English is not very good and who are in need of concentrated and intensive instruction in oral and written English. In addition to the English as a second language program, there is an ASPIRA club whose purpose is to motivate and orient Puerto Rican students academically for the purpose of increasing the number of Puerto Rican high school graduates who enter colleges.

The evaluators discerned an awareness in Ferris High School of the special educational needs of Puerto Rican students and, consequently, some additional efforts which were being made on behalf of Puerto Rican students. Notices to parents concerning meetings and other school activities are translated into Spanish. There is also available a secondary school handbook for parents in Spanish that describes the secondary school offerings and provides other related information on the high schools in Jersey City in general.¹² The distribution of this handbook is district-wide. Finally, a curriculum committee has been established on the secondary level, the purpose of which is the planning and development of a course of study for high school students dealing with Puerto Rican history and culture. The committee was established only recently, and

¹²Programa De Estudios Secundarios: Información para Padres y Estudiantes [Departamento De Education (1971)]. See also Appendix I, infra, for a perceptive commentary by Assistant Superintendent [Guidance] Anne F. Camp.

to date [November, 1971] there has been only one formal meeting.

Standardized examinations are given in Ferris High School, and they include the Academic Promise Test; the Nelson Denoy; and the Otis-Lennon Intelligence Test. The evaluators were told that there is no differentiation of scores for Puerto Rican students as compared with other students. In addition to the standardized examinations given by the school district, Puerto Rican students may voluntarily take other examinations such as the National Education Development Tests and the College Board Examinations.¹³

Apart from the programs referred to above, no special programs exist for Puerto Rican students in the four basic curriculum areas of college preparation, industrial arts, business and general studies. It would appear that greater effort is being made on the elementary school level to develop programs especially designed for Puerto Rican students.¹⁴

¹³Alexander Nissenbaum, Coordinator of Guidance at Ferris High School, is keenly aware of the special needs of Puerto Rican students; in the judgment of the evaluators, given expanded resources, Mr. Nissenbaum and his staff will respond to these needs. It is important to note that two Puerto Ricans have joined the guidance staff at Ferris High School (Louis Aponte and Carmen Martinez).

¹⁴Where programs are evolving to meet the special needs of Puerto Rican students, it is not unusual for the major effort to be made in the elementary schools. See Vera P. John and Vivian M. Horner, "Program Descriptions," op. cit., pp. 15-107. The Jersey City situation is not atypical.

V RECOMMENDATIONS

The school officials and the Board of Education of Jersey City are to be commended for the awareness they have expressed of the special educational needs of Puerto Rican students and for the programs they have initiated. While the official awareness of the educational needs of the Puerto Rican community and the special educational programs such as the teaching of English as a second language at both the elementary and secondary levels and the presence of some teachers who can speak Spanish (predominantly Cuban) have begun to affect the education of Puerto Rican children and adolescents, it is clear that the efforts for Puerto Rican children in the Jersey City Public Schools should be not only continued but expanded.

The programs already established in Jersey City are reaching only relatively small numbers of Puerto Rican students. In general, attention should be given to the need to re-allocate federal/local funds¹⁵ in order to make available additional resources that can be used to provide the children of the Puerto Rican community with the special education [described infra in Program Recommendations] programs

¹⁵A greater allocation of Title I monies should be made for programs specifically designed for Puerto Rican children; The Board of Education of Jersey City should adamantly address itself to the crucial needs implicit in adequately meeting the educational needs of Puerto Rican children and request realistic allocations from the New Jersey State Department of Education of Title VII and Title III funds; the Jersey City Board of Education must also clearly indicate to state officials that a specific and categorical allocation of funds, on a per capita basis, be made for each non-English speaking child. In essence, transitional bilingual education funds must be sought from state revenues (above and beyond present funding formulas) to make practicable educational programs for the non-English child; and this is not without precedent in other state jurisdictions. In the last analysis, the success of the recommendations made in this report depend on adequate fiscal resources.

so desperately needed. In addition, existing programs such as the bilingual program in the elementary schools and the teaching of English as a second language need to be tightened so that the desired objectives are achieved. What follows below, then, is a series of recommendations that represent specific ways of improving and expanding the educational offerings for Puerto Rican students of the Jersey City school system.

Program Recommendations

Elementary Level

1. The basic recommendation to be made for the elementary schools involves the establishment of functional bilingual programs wherever there are Puerto Rican students in attendance. The basic premise of bilingual education involves the use of Spanish to provide instruction in most curriculum areas when English is not the mother tongue of the children and when there is insufficient fluency in English to profit from school instruction in that language. Thus, for example, instruction in basic curriculum areas such as mathematics, social studies, etc. would be in Spanish. At the same time that instruction is given in the basic content areas in Spanish, an intensive program in the teaching of English as a second language must be conducted. As children develop greater fluency in English, additional instruction in the basic curriculum areas should be given in English. This approach would assist children in becoming equally fluent in both Spanish and

English, and at the same time it would also assist children to develop the appropriate knowledges and skills in curriculum areas other than Spanish and English. Bilingual education should also provide for the teaching of Spanish as a second language for those children who are dominant in English. Such programs should begin in September 1972.

At the present time in the bilingual classes in the Jersey City schools, this approach is not in widespread use. Teachers who speak Spanish are used for the most part to interpret what the English speaking teacher has said, and (as noted above) often at the same time, a practice resulting in considerable confusion. In addition, the practice of assigning two teachers to a room, one of whom functions as an interpreter, represents poor utilization of personnel, both educationally and financially.

2. The bilingual program recommended by the evaluators would also necessitate the regrouping of participating children more carefully. In addition to using the traditional criteria for grouping, in a bilingual education program it is necessary to develop parallel classes or sections of children who are dominant in either English or Spanish. In developing bilingual programs, however, it is essential that priority be given in class assignment to children who are dominant in Spanish, rather than to those dominant in English, because the greatest immediate need exists for children who are dominant in Spanish and who cannot derive as much educational value as possible

from school programs conducted solely in English.

3. It is recommended that two schools [perhaps, Public School No. 2 and Public School No. 16 in view of the very large number of Puerto Rican students in attendance] develop complete bilingual programs beginning with the kindergarten and including each grade in the school. In other schools, bilingual classes should be established as needed.

4. A committee on bilingual education at the elementary school level should be established immediately in order to plan for the development of bilingual programs in Public Schools Nos. 2 and 16; and in other schools of Jersey City where there are large Puerto Rican enrollments. The bilingual education committee will also give attention to the development of a bilingual curriculum encompassing the usual curriculum areas as well as the teaching of English as a second language, the teaching of Spanish as a second language, and the history and culture of Puerto Rico as an integral part of the elementary school curriculum. The present Hispanic Culture Committee is a beginning; but it must deal with a Puerto Rican studies curriculum and only ancillarily with Hispanic cultures in general. Membership on the committee should include parents, teachers, principals and should also make provision for student input.

5. A city wide Puerto Rican advisory council composed of parents, high school and college students and community leaders should be established. The advisory council can advise school officials on the needs, aspirations, sentiments and responses of the Puerto Rican community insofar as educational matters are concerned. The existence of a community advisory council will assist in making public schools with large numbers of Puerto Rican students "community schools," furnishing educational and other much needed services to the Puerto Rican community. Such an advisory council on a city wide basis [and articulated with local advisory councils for specific schools] will provide much needed community participation in education in Jersey City for the Puerto Rican community.

6. Parochial schools with large numbers of Puerto Rican students should also participate in special programs funded with federal monies.

7. All communications from school officials to parents should be available in both English and Spanish.

8. Additional Puerto Rican personnel should be recruited for positions at all levels in the public schools including teachers, principals, school secretaries, a curriculum specialist, teacher aides, etc. Special attention should be turned immediately to the employment of a curriculum specialist in bilingual education.

9. At the present time, no city wide coordinating effort involving existing bilingual programs is available in Jersey City. It is recommended, therefore, that a city wide office at the level of coordinator for bilingual education be established. This office will have jurisdiction over planning, developing, implementing, supervising and evaluating all bilingual education programs, programs in the teaching of English as a second language, and other special service programs for Puerto Rican elementary school children and high school students. The office would also provide liaison with the Puerto Rican community.

10. Bilingual classes as envisaged in recommendation #1 should also be made available in the summer of 1972. [The period January 1972 to June 1972 should be used as a planning period for the bilingual programs to be established in the Summer and Fall of 1972].

11. It is recommended that provision be made for the establishment of a continuing consultancy in the implementation of the recommendations contained in this report. Consultants would work with school officials and members of the Puerto Rican community in the implementation of the recommendations and would assist in the development of other programs and special services that may be needed by the children of the Puerto Rican community.

12. Parent education programs conducted in both Spanish and English should be developed for the Puerto Rican community.

13. An in-service program for teachers and other school personnel should be developed as soon as possible. Current and past efforts in Jersey City in the area of in-service courses include the offering of a course in "Teaching English as a Second Language" that was to be given in the 1970/71 school year, beginning in November, 1970 and a request to develop and finance an "In-service Course Involving Philosophy, Objectives, Approaches and Methodology of Bilingual Education," to be given during the 1971/72 school year. In-service efforts should be expanded, and should include both professionals participating directly in bilingual programs or English as a second language programs as well as other professionals in the Jersey City Public Schools who may not be participating in special programs for Puerto Rican children but who do work with Puerto Rican children in regular classes. Such an extensive in-service program might be developed and offered during the regular school year, or might be given as a special summer institute for participating personnel.¹⁶

14. Greater numbers of Puerto Rican student teachers should be recruited from Jersey City State College. An expanded student-teaching

¹⁶The evaluators have found the division of the elementary school structure into two administrative hegemonies (two Assistant Superintendents) somewhat incongruous; certainly, there seems no reason for a structural [grade] division, and concomitant discontinuities in the administrative governance.

practicum drawn from the cadres of Puerto Rican students at Jersey City State College represents an important source for recruiting larger numbers of Puerto Rican personnel for employment in the Jersey City Public Schools.

15. A continuing and expanded liaison between the Jersey City Public Schools and Jersey City State College is recommended. Here, an important beginning and model [Title VII, at School No. 16] has been provided by Professor Bloom and Jersey City State College personnel.¹⁷

Recommendations for Secondary Education

1. The city wide Community Advisory Council described in recommendations for elementary schools would also turn its attention

¹⁷The evaluators have found no discernible evidences of any measurable impact on the Jersey City school district of the heavily funded Title VII Bilingual Project and the Spanish Teacher Corps Project (Education Professions Development Act) administered at and directed from Montclair State College; if anything, the Montclair State Components have not been coordinated with the Jersey City State College efforts and the net result has been a failure to provide the Jersey City district with the supportive resources it has every right to expect to meet the educational needs of its large Puerto Rican student constituency. It is outside the scope of this report to comment on the charges within the Puerto Rican community that the Montclair State College Spanish Teacher Corps has served as a vehicle to refurbish Cuban professionals for service in the schools, and that, as a consequence, a Puerto Rican professional presence has been thwarted both in the Jersey City schools and other New Jersey school districts. "Most of the Cubans are an exiled professional middle class that came to the United States for political reasons. They are lauded and rewarded by the United States government for their rejection of communism and Fidel Castro. The Cubans lean toward the political right, are fearful of the involvement of masses of poor people. Being middle class they are familiar with 'the system' and operate successfully in this structure. They are competitive and upwardly mobile. They have little sympathy for the uneducated poor." Professor Hilda A. Hidalgo, The Puerto Ricans of Newark, New Jersey (Newark: Aspira, 1971), p. 14.

to secondary education and make recommendations relevant to the educational needs of Puerto Rican high school students in Jersey City.

2. A testing and identification program should be developed at the secondary level. Such a program would attempt to identify Puerto Rican students in need of intensive instruction in English as a second language or in other important school subjects such as reading.

3. A special committee to deal with secondary education for Puerto Rican students should be established, with the membership drawn from teachers, principals, guidance personnel and other school professionals; and including parents and students from the Puerto Rican community. The committee should give special attention to the current basic offerings: industrial arts, college preparatory, business and general studies. It should consider ways of increasing the holding power of the secondary schools so that greater numbers of Puerto Rican students remain in high school and graduate.

4. Special work study programs for Puerto Rican students might be developed in connection with the basic offerings now available. Such work study programs could become a very significant phase of the industrial arts and business education programs, and should, consequently, carry high school credit.

5. An immediate attempt should be made to increase the number of Puerto Rican students in the college preparatory program. This can

be done by teachers, guidance personnel and administrators. More information about current high school programs should be made available, and students should become familiar with the implications of selecting specific programs and the out-of-school consequences of enrollment in any given program. In addition, talent-search programs might be initiated to increase the number of Puerto Rican students entering college.

6. Secondary school teachers should participate in in-service programs dealing with the education of Puerto Rican students [see Appendix II].

7. It is recommended that high school students having little fluency in English be given basic instruction in Spanish in the various classes required in the four curricula. Instruction in Spanish would be in addition to intensive instruction in reading, writing and speaking English as a second language. When high school students have achieved a sufficient degree of fluency in English, they may then receive all or most of their instruction in English. Bilingual education at the high school level at the present time is essential, and it is especially important when large numbers of students are dominant in Spanish rather than in English. It should be remembered that it was not possible to secure from school officials data concerning the number of Puerto Rican high school students dominant primarily in Spanish.

8. At present, a secondary school curriculum committee is working on a course of study in Puerto Rican history. The work of this committee should be accelerated and a course of study in Puerto Rican history and culture should be developed as rapidly as possible. The committee might then turn its attention to the development of a course of study dealing with the Puerto Rican experience on the mainland. At present, there are no student members of this committee. Students should be a significant and contributing part of this committee. Indeed, greater participation by high school students in the decisions affecting their school careers is vital, and it becomes especially crucial when there are large numbers of students dropping out of high school programs as is true for many Puerto Rican students.

9. The high schools should make available to all high school students without cost all special examinations such as the National Education Development Tests or the College Boards. Such examinations now require the payment of fees by candidates taking them. There may be many Puerto Rican and other students unable to take the examinations which require the payment of fees because of inability to afford the funds required.

10. The continuing consultancy referred to in recommendations for elementary schools should encompass secondary education as well as elementary education.

11. It is recommended that an experimental program involving independent study be instituted for those students who are considering leaving high school before graduation. This program would provide the opportunity for independent study under supervision, for which credit leading to high school diploma would be given. Such a program would also provide for attendance in organized classes in the high schools, especially where remedial or advanced programs are required. Students would participate in developing their programs. Such supervised independent study programs could be related to jobs which students leaving high school before graduation may have secured.

12. It is recommended that additional Puerto Rican personnel be recruited for employment in Jersey City secondary schools. The two Puerto Rican guidance counselors at Ferris High School are an important beginning.

APPENDIX II: STAFF DEVELOPMENT INSTITUTE FOR
ELEMENTARY AND SECONDARY SCHOOL
TEACHERS OF PUERTO RICAN STUDENTS

Introduction

Elementary and secondary school Puerto Rican students are confronted by the usual array of educational difficulties and emotional and social problems related to poverty or low-income status. In addition, Puerto Rican students demonstrate the life-styles, values and normative understandings and responses characteristic of Puerto Rican culture. The lack of specially trained teachers prepared to work specifically with Puerto Rican students is a major factor affecting the quality of the educational program offered to Puerto Rican students. Furthermore, teachers who are not specially trained contribute significantly to conflict in schools with large Puerto Rican enrollments. The lack of professional skills in areas such as remedial reading for Puerto Rican students, conversational Spanish, the teaching of English as a foreign language, guidance of Puerto Rican students, and the general lack of knowledge of Puerto Rican culture and of the Puerto Rican experience on the mainland, are additional factors contributing to unsuccessful school achievement and widespread academic retardation common among Puerto Rican students.

The proposed "Staff Development Institute for Elementary and Secondary School Teachers of Puerto Rican Students" will be concerned

consequently with the following areas:

1. The development of knowledge of and insight into Puerto Rican culture and the Puerto Rican experience in the United States.
2. Specific professional skills such as remedial reading for Puerto Rican students, methods and materials for the teaching of English as a second language, and specific guidance procedures to be used with Puerto Rican students.
3. Conversational Spanish as spoken within the Puerto Rican community to enable teachers to relate to and communicate more effectively with both parents and children whose knowledge of English is very limited.
4. Bilingual Education: its philosophy, structure, objectives, curriculum, and methods and materials of instruction.

Structure and Organization of the Program

It is suggested that approximately sixty elementary and secondary school teachers participate in the program, and other school personnel forming teams of about four teachers from schools with high percentages of Puerto Rican students in attendance. The function of the team structure will be to provide a nucleus of individuals in selected schools so that a

a variety and diversification of professional skills will be available.

Each participant in the institute will take a seminar entitled, "Puerto Rican Students in American Schools" and "Aspects of Puerto Rican Culture and History." Each member of a school team will choose from the following offerings:

- [1] Bilingual Education. Philosophy,
Structure and Curriculum Methods
and Materials of Instruction in
Bilingual Education
- [2] Remedial Reading for Puerto Rican
Students
- [3] Teaching of English as a Second
Language
- [4] Conversational Spanish
- [5] Guidance of Puerto Rican Students

Finally, a synthesizing seminar will be offered to each participant on the basis of level of teaching: elementary teachers will take "Elementary Education for Puerto Rican Children," and high school teachers will be expected to complete "Secondary Education for Puerto Rican Students."

The Program in Summary

Required of all participants

1. Puerto Rican Students in American Schools

2. Aspects of Puerto Rican Culture and History
3. Elementary Education for Puerto Rican Children (Synthesizing Seminar) or Secondary Education for Puerto Rican Students (Synthesizing Seminar)

Participants will choose two of the following

1. Remedial Reading for Puerto Rican Students (both elementary and secondary levels will be set up)
2. Guidance of Puerto Rican students (elementary and secondary levels will be set up)
3. Conversational Spanish
4. Teaching of English as a Second Language
5. Bilingual Education: Philosophy, Structure and Curriculum
6. Methods and Materials of Instruction in Bilingual Education (elementary and secondary sections will be set up)

The institute will be implemented through lectures, discussions, films, readings, field trips and with extensive contact with members of

the Puerto Rican community. An important feature of the institute will be the inclusion of many Puerto Rican professionals and other members of the Puerto Rican community in the various offerings and activities of the program.

Suggested Criteria for the Selection of Participants

It is suggested that some attention be given to the selection of participants in terms of the following criteria:

1. Reasonable competency and satisfactory service in a school
2. General social and emotional maturity
3. A commitment to the education of Puerto Rican students and to teaching in the Puerto Rican community

Through interviews, letters of recommendation and examination of the professional history of the applicants, an attempt will be made to select only those teachers who have a firm commitment to the education of Puerto Rican students and who demonstrate the characteristics required for success in the institute and for implementation of learnings, skills, and knowledge derived from the institute in their respective schools. In addition, each participant selected should possess the leadership potential necessary for developing required changes as part of the team returning to each school. In