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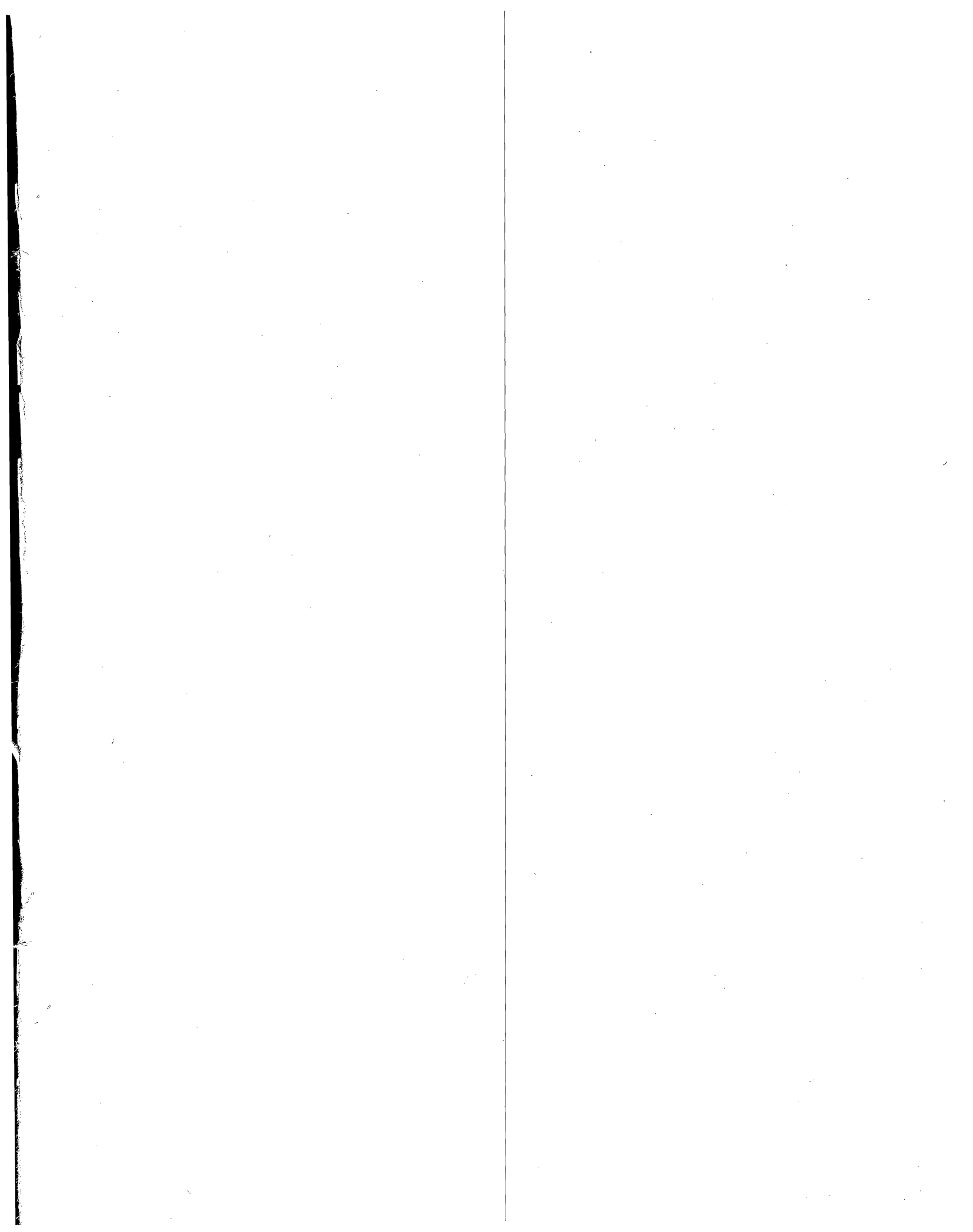
REPORT OF THE TASK FORCE TO STUDY THE PROBLEMS OF LIMITED ACCESS AND PROGRAM QUALITY IN VOCATIONAL-TECHNICAL EDUCATION AS RELATED TO LIMITED ENGLISH PROFICIENT PERSONS

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REPORT OF THE TASK FORCE TO STUDY THE PROBLEMS OF
LIMITED ACCESS AND PROGRAM QUALITY IN VOCATIONAL-TECHNICAL EDUCATION
AS RELATED TO LIMITED ENGLISH PROFICIENT PERSONS

Saul Cooperman
Commissioner of Education

Prepared under the direction of the
Bureau of Special Programs
Division of Vocational Education and Career Preparation

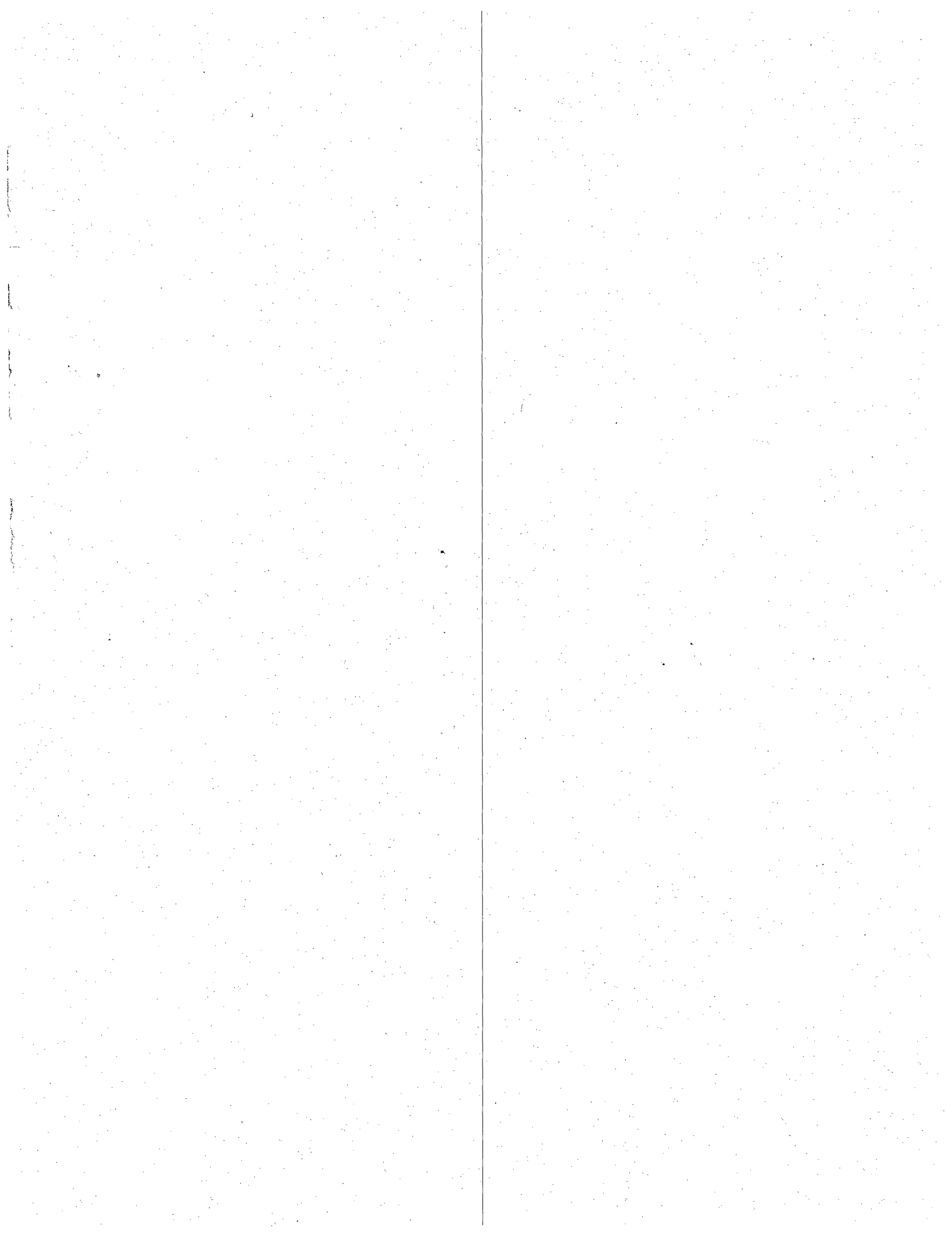
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New Jersey State Department of Education
225 West State Street
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August, 1982

PTM No. 300.18



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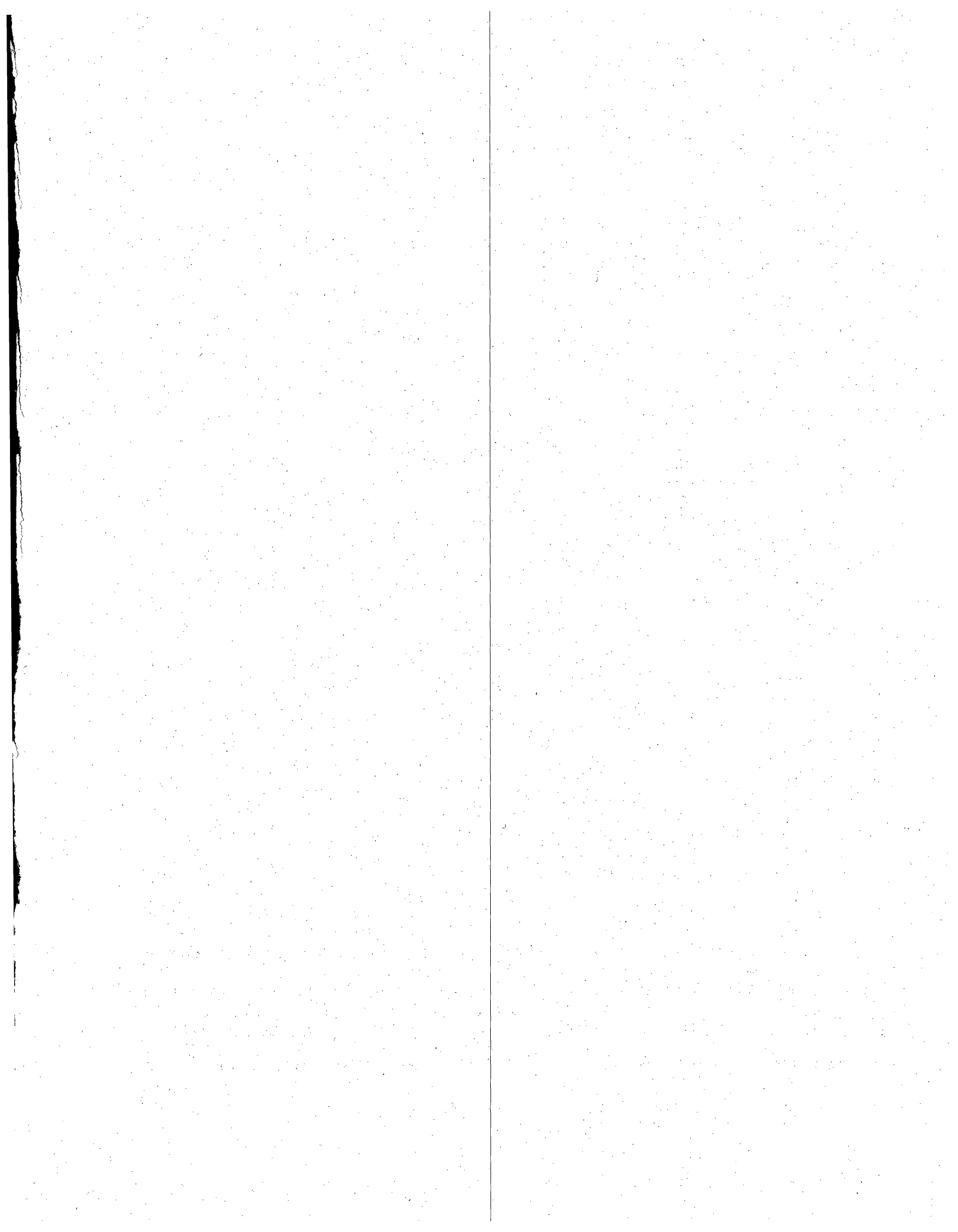
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ACKNOWLEDGEMENTS

As co-chairpersons, we would like to acknowledge the time and expertise contributed by many agencies and individuals to the activities of the task force over a period of nearly 17 months. We believe that the listing on the next page is complete but apologize in advance for any inadvertent omission that might have occurred.

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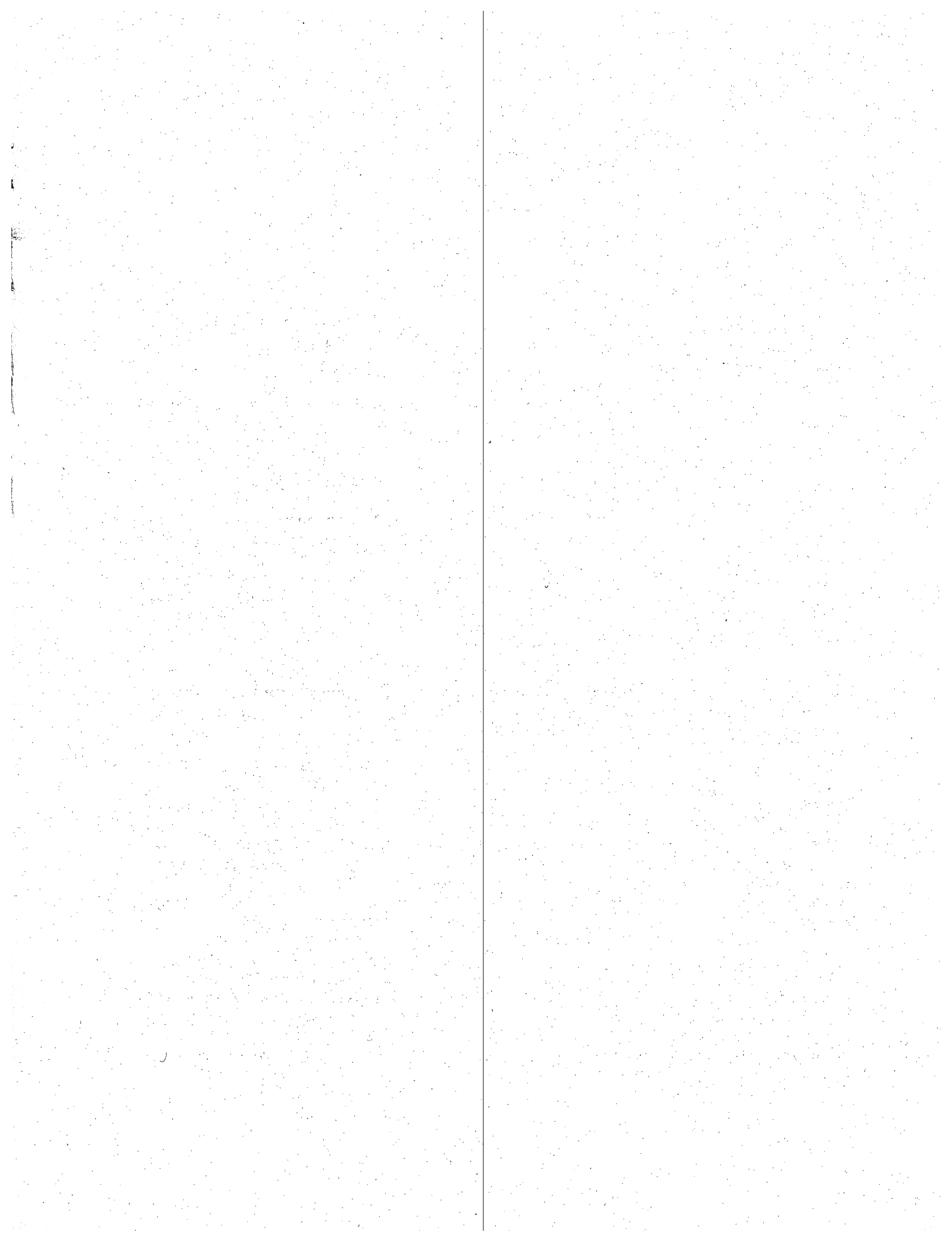
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INTRODUCTION

In February 1981, a task force was formed to recommend ways to improve limited English proficient (LEP) students' access to vocational-technical programs and their performance in these programs. An LEP student is one whose native language is other than English, and/or who comes from environments where a language other than English is dominant and therefore has difficulty speaking and/or understanding instruction in English.

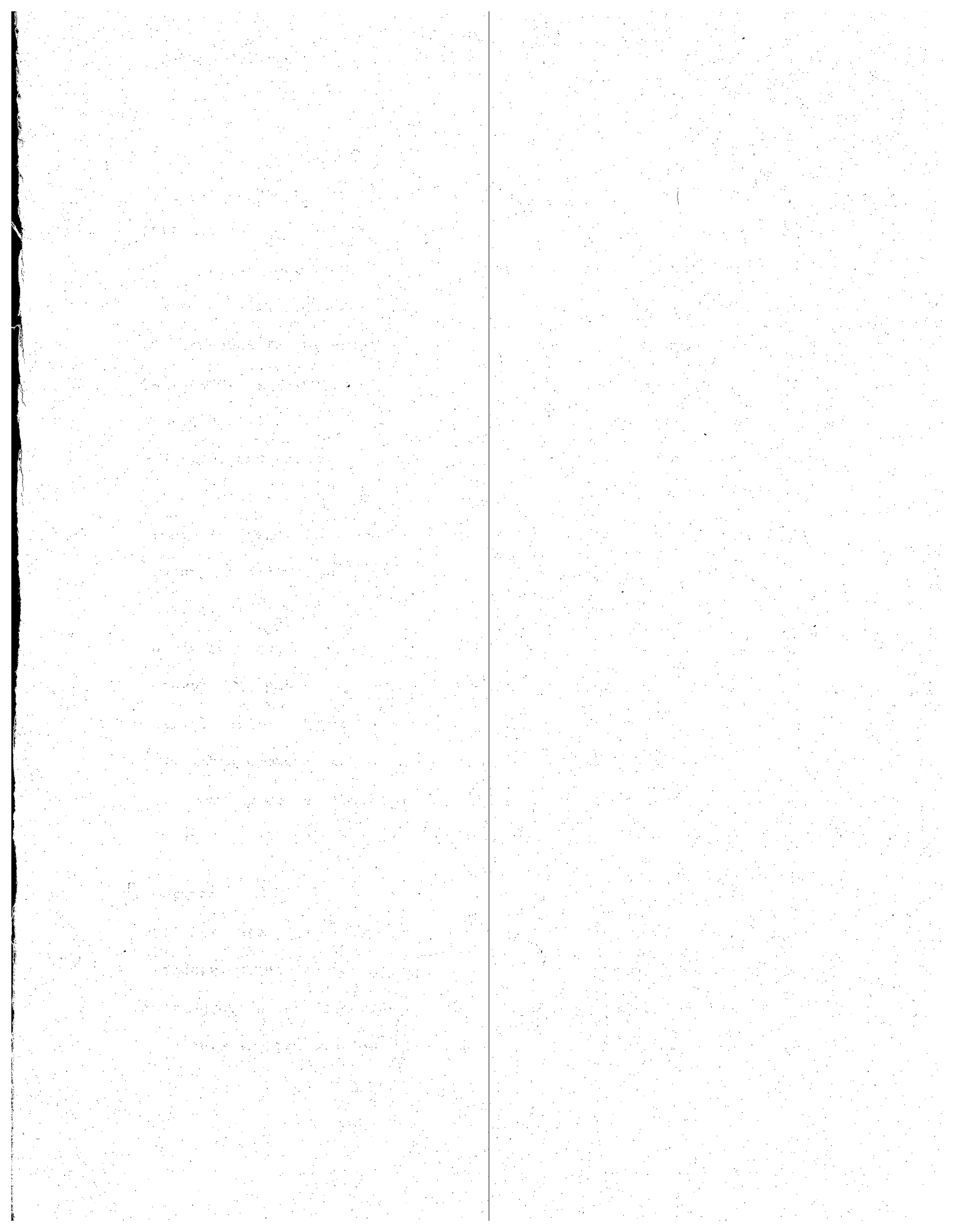
The task force included representatives from the New Jersey Department of Education, the New Jersey Department of Higher Education, community-based organizations, Local Education Agencies (LEAs), and a research agency. Twenty-seven people attended at least one of nine meetings. Participants were given background documents to read in preparation for the next meeting. Preparation of these documents and other supportive activity that occurred between meetings (e.g., literature reviews, interviews in the field) usually was completed by staff of the Division of Vocational Education and Career Preparation (DVECP) and Research for Better Schools, Inc. (RBS).

The task force reviewed research findings, considered practices identified as exemplary from across the nation, and discussed experiences with parents and practitioners in school districts. In May 1982, the task force met for the last time to finish its recommendations.

This report describes the work of the task force and the products of this effort. The report is organized into four main sections. The first considers major population shifts and their results in relation to vocational education. Key information is presented about students, whose native language is other than English and/or who come from environments where a language other than English is dominant, but who may not have difficulty speaking and/or understanding instructions in English.

The second section includes information about factors that limit the LEP student from taking full advantage of vocational-technical programs. The third section identifies practices that schools and other agencies in the United States use to overcome these factors. The last section provides the task force recommendations.

Appendices are provided. The first appendix provides the bibliography used to prepare various task force products; the second lists additional recommendations provided by task force members; and the third includes a brief history of the task force.



MAJOR POPULATION SHIFTS AND THEIR RESULTS
IN RELATION TO VOCATIONAL EDUCATION

This section provides with a discussion of local and national statistics which suggest that there is a large number of language minority students who are not receiving adequate education and preparation for work. With this statistical base as background, some issues and concerns are outlined.

Local and National Statistics

English is not the principal language spoken in many New Jersey homes. In a large number, the dominant language is Spanish and, in others, the most frequently spoken language is Portuguese, Japanese, Vietnamese, or Korean. The September 6, 1981 edition of the New York Times reported 1980 Census data which show that nearly 500,000 of New Jersey's 7.4 million residents are "Hispanic." Another 300,000 people are classified either as "Asian" (e.g., Japanese, Chinese, Korean, Vietnamese) or "Other" (e.g., Cambodian, Pakistani). In combination, these groups made up about 10 percent of the state population in April 1980.

Many students with limited English language proficiency are enrolled in the public schools. The Office of Bilingual Education in the New Jersey Department of Education reported in early 1981 that there are about 35,000 LEP students in the state. Most of these students are enrolled in 26 school districts, many of which form the urban band adjacent to New York City. Major concentrations of LEP students were in Newark (6,870), Paterson (3,730), Jersey City (2,680), Union City (2,170), and Elizabeth (2,050). A number of other districts in this urban band (Perth Amboy, West

New York, Hoboken) also have large numbers of LEP students. Smaller concentrations of LEP students were in districts in other parts of the state. These districts are Camden City (1,270), Trenton (720), Vineland City (670), New Brunswick (570), Dover (320), Long Branch (240), Atlantic City (190), and Lakewood Township (170).

National and local data provide useful insights about the LEP rate of dropout from school and their employment status. In an analysis of the educational characteristics of youth, Raymond Sanchez Mayers cites data from a 1973 study conducted by Brandeis University which indicate that 14 and 15 year old Hispanics are as likely to be in school as are youth of other groups. However, by ages 16 and 17, a cumulative total of more than 15 percent of the Hispanic student group has dropped out. This figure is substantially greater than the 8.6 percent average for all youth (Mayers, 1979).

The overall state dropout rate for this school year was 1.64 percent which was higher than the rates for Asian (.04 percent) and Other (1.0 percent) according to the Office of Management Information. However, the rate for Hispanic youth was 2.69 percent for the school year (New Jersey Department of Education, 1982).

Another national level analysis of education and Hispanic youth indicated that those who were foreign born drop out of school at a much greater rate (35.7 percent) than those who were born in the United States (19.5 percent).

The foreign born represent a little over a fourth of Hispanic youth but two-fifths of Hispanic dropouts. On the other hand, more than half of the foreign born who have graduated from high school are in college compared to less than two-fifths among U.S. born.

There are differences in the types of secondary education provided to or selected by Hispanic youth. Both males and females are less likely than white or black youth to be in college preparatory or vocational programs in high school.
(Barbara Gomez-Day, 1980)

Similar figures were not available for New Jersey youth.

In an analysis of work opportunities and conditions, Dunn states:

Measures of employment status -- employment rates, employment/population ratios and labor force participation rates -- are useful indicators, but simply scratch the surface of the many faceted youth employment problems and the real experiences of Hispanic youth at the career threshold. It is equally important to assess the types of jobs held by Hispanic youth and the potentialities for career development and personal fulfillment.

(Barbara Dunn, 1980)

Dunn continues by considering high and low status occupational categories, each of which includes blue and white collar jobs. High status occupations, according to her analysis, offer better career possibilities because they present people with greater opportunities for skill acquisition, vertical movement, and responsibility. They also are associated with greater career mobility and higher earnings.* She reports that 40 percent of Hispanic male youth and 15 percent Hispanic female youth have high status occupations, as compared with 64 percent of white male youth and

* High status white collar occupations include professional, technical and managerial, and administrative jobs. High status blue collar occupations include skilled labor positions such as operative and craft jobs. Low status white collar occupations include clerical and sales jobs. Low status blue collar occupations include unskilled labor, farmer/farm laborer, and private household jobs.

about 20 percent white female youth. The comparable figures for blacks are 49 and 22 percent. She also indicates, as might be expected, that Hispanic school dropouts are overrepresented among service workers and underrepresented among craft workers.

The Assistant Commissioner of Vocational Education and Career Preparation in the New Jersey Department of Education indicates that about 22,000 students are enrolled in 20 county vocational-technical school districts and approximately 158,000 in vocational programs in nearly 260 high schools. He adds that the LEP student not only is underrepresented in these programs but very often does not appear to see the value of such an education.

Issues and Concerns

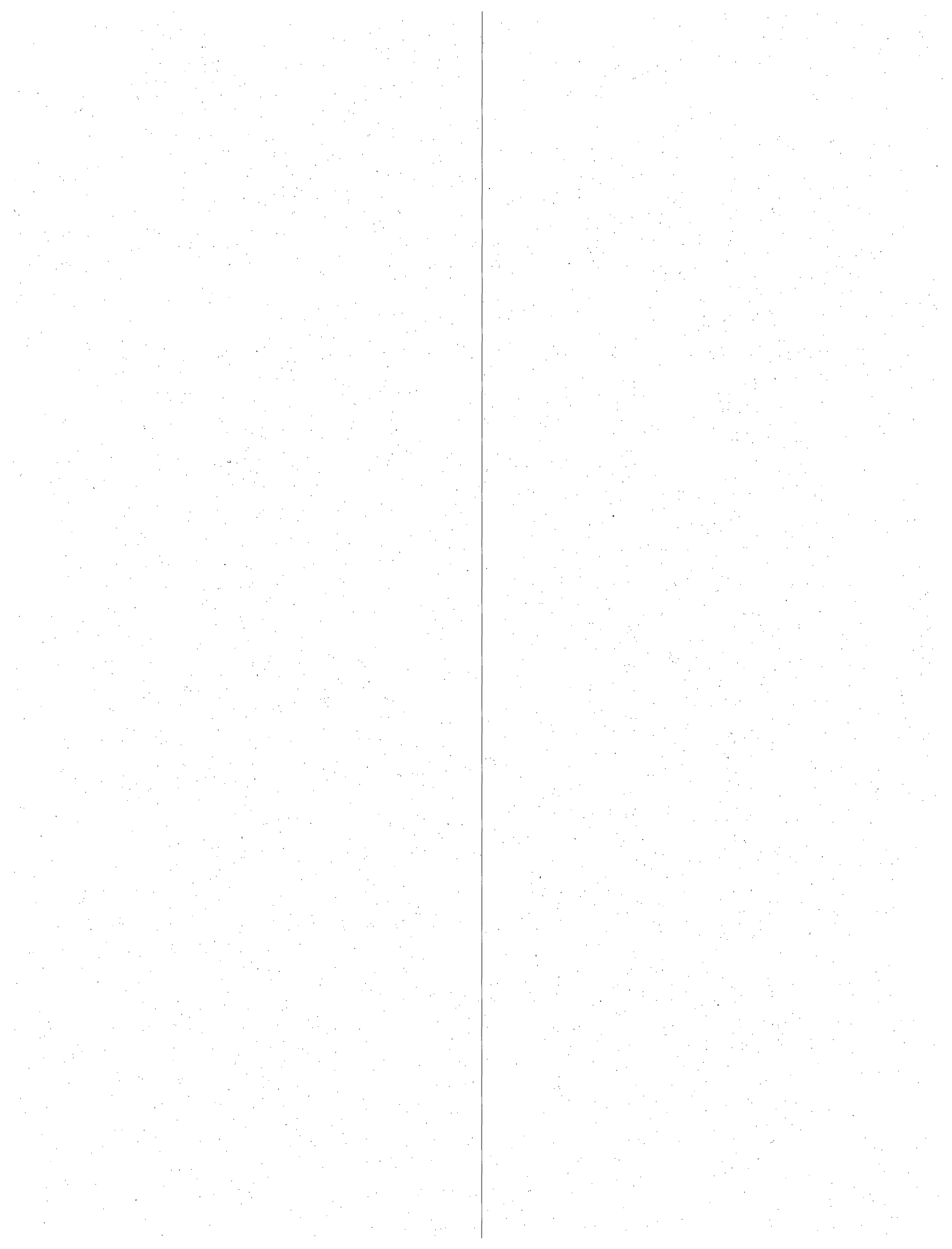
The LEP task force first met early in 1981. However, units within the two state education agencies already had been meeting to identify reasons why LEP students were underrepresented in vocational education programs.

The issues and concerns identified in those meetings are listed below:

- Parents of many LEP students have very definite beliefs about what are and are not appropriate careers and work roles for their children. Many parents also do not see vocational education as worthwhile for their children.
- Many parents are misinformed about what vocational education is and what it can and cannot do.
- In most schools, staff are not as knowledgeable as they should be about the abilities, cultures, and educational needs of LEP students.
- In many schools, information about the career interests and aptitudes of LEP students is not collected. Even when this kind of information is collected, it is very limited in value because of the tests and procedures used.

- In many schools the guidance and counseling services provided to LEP students are insufficient to overcome cultural and language differences. Moreover, these services often are offered too late to be of real assistance to the student in his/her career planning.
- In many schools the procedures used to assess whether or not LEP students should be admitted into vocational programs are insufficient to determine if a suitable match between the student and program really exists.

The task force reviewed these issues and concerns, accepting them as indicative of the conditions faced by vocational educators and the LEP community. The task force decided to examine factors contributing to these conditions and to identify practical approaches for improving them. The next section of this report considers these factors.



PROGRAM ACCESS AND QUALITY FOR LIMITED
ENGLISH PROFICIENT PERSONS

This section is divided into two parts. The first describes the overall framework used to identify and organize factors that limit LEP access to vocational-technical education. The second part discusses conclusions which were reached in applying the framework to conditions in New Jersey.

Identifying Key Factors of the Educationally Disadvantaged

In an effort to identify and gain improved understanding of factors that limit LEP student access to vocational-technical programs, the task force conducted different kinds of activities. One activity focused attention on lessons that could be drawn from literature. In this regard, computer searches of the Educational Resources Information Center (ERIC) literature base were conducted, and publication lists from the National Clearinghouse for Bilingual Education and the National Center for Research in Vocational Education were reviewed to identify pertinent articles and research studies. In addition, several national experts were asked to identify studies that might be worthwhile for the task force to consider.

Many studies and reports contributed to our understanding of the educational process and the role of vocational education in that process. Included among the more useful resources were statistical and sociological analyses, studies of access to vocational education by disadvantaged

students, and descriptions of educational and employment-related problems faced by Hispanic youth and adults.*

Another type of activity focused attention on the realities and concerns of practitioners and parents. In this regard, ASPIRA of New Jersey was assisted in an informal study of practices (e.g., career counseling, inservice training, cooperative activities conducted with local business organizations) in five high schools in Newark. In addition, discussions were held with Bilingual Parent Advisory Council members in the Newark and Union City school districts and with the Director of Bilingual Education in the Trenton School District. In each task force meeting, time was devoted to a discussion of the progress and problems experienced by the various pilot projects being funded by Division of Vocational Education and Career Preparation (DVECP), and the Offices of Bilingual Programs and Community Colleges in the New Jersey Department of Higher Education.

In order to look at the full range of factors which confronts students, parents, and educators, an overall framework was developed. It takes eight types of factors into account: language, cultural, economic, employment, educational, knowledge, skill, and attitudinal. This provides a way of summarizing the large number of factors suggested by the literature reviews, discussions with practitioners, and discussions about progress and problems experienced by the pilot projects.

*More than 50 studies and reports were judged to have sufficient relevance to be reviewed. These are included as an annotated bibliography in Appendix A in this report.

The framework is shown in chart form on the next two pages. The rows of the chart organize the factors into eight categories or groupings (e.g., cultural, attitudinal) and the columns identify the contexts in which various factors might be observed (e.g., the school).^{*} Thus, for example, the box located at the intersection of the first row and first column of the chart lists knowledge characteristics of individual LEP students which tend to limit them from participating in vocational programs. These include the observations that LEP students tend to lack: awareness of opportunities in vocational education programs, information about how to take advantage of those opportunities, knowledge of the range of career options that might make sense for them to pursue, and first-hand exposure to adult role models who have been successful in these pursuits.

Many factors associated with relationships between the LEP student, the home, the school, and the society were identified. The task of relating the more important of these factors to conditions and realities in New Jersey schools is considered next.

A Model for the Vocational Preparation of the Educationally Disadvantaged

The task force did not have to look very far to find a way to create a connection between these factors and the educational process in schools. The mechanism selected to highlight these relationships is a model for the vocational preparation of the educationally disadvantaged (New Jersey Department of Education, 1978).

^{*}The reader should note that the task force does not intend to suggest in any way that each of these factors would be observed for each individual, family, school, part of the state, etc.

FACTORS THAT LIMIT LEP PARTICIPATION IN VOCATIONAL EDUCATION

| Context Factors Grouping | Individual | Family |
|-----------------------------|--|---|
| Knowledge Factors | <p>LEP students often:</p> <ul style="list-style-type: none"> • lack awareness of vocational educational opportunities • lack information on how to participate • lack knowledge of career options • lack knowledge of successful role models | <p>LEP families often:</p> <ul style="list-style-type: none"> • unaware of programs, services available to youth • lack experiential knowledge of school, social system • unaware of problems encountered by youth, especially in school |
| Skill Factors | <p>LEP students often:</p> <ul style="list-style-type: none"> • lack basic communication and computation skills • lack decision-making and career planning skills • lack job-seeking and job-holding skills | <p>LEP families often:</p> <ul style="list-style-type: none"> • unable to communicate needs and feelings in an assertive and effective manner • lack functional skills that can be passed on to youth |
| Attitudinal Factors | <p>LEP students often:</p> <ul style="list-style-type: none"> • experience negative feelings toward school environment • respond to negative learning conditions with inattention, impatience | <p>LEP families often:</p> <ul style="list-style-type: none"> • experience feelings of guilt and frustration • experience self-consciousness • hold fatalistic view of life • are more contemplative than action oriented |
| Educational Factors | <p>LEP students tend to:</p> <ul style="list-style-type: none"> • function below grade level • drop out of school before reaching high school • experience academic failure | <p>LEP families (on average) have experienced pattern of early school leaving.</p> |
| Language Factors | <p>The LEP student's inability to function well in the dominant language of U.S. society often results in:</p> <ul style="list-style-type: none"> • social isolation • limited access to major sources of information about education and jobs <p>Many students are not able to read and write in any language.</p> | <p>Families of LEP students often:</p> <ul style="list-style-type: none"> • use only native language in the home • limit contacts with English-speaking community • have strong desire to preserve native language and ethnic culture |
| Cultural Factors | <p>Many LEP students experience conflict between their native culture and North American culture in the following areas:</p> <ul style="list-style-type: none"> • shifts from family status to individual status based on productivity • North American stress on self-determination and self-assertion • breakdown of traditional sex roles. | <p>Traditional values and expectations of LEP families differ from dominant U.S. culture in these ways:</p> <ul style="list-style-type: none"> • father is strong, authoritarian figure • male-female roles are strictly prescribed • status derives from family rather than individual effort |
| Economic Factors | <p>Low income individuals are:</p> <ul style="list-style-type: none"> • not able to purchase remediation/support services needed to overcome barriers • often unable to travel to employment or OJT sites • often dependent on income of school age children | <p>LEP families experience:</p> <ul style="list-style-type: none"> • low income • inability to purchase needed services • lack of mobility |
| Employment Factors | <p>Employment opportunities for LEP students are limited to low-paying, entry-level jobs in high turnover occupations.</p> <p>LEP students often live in declining cities with high unemployment rates.</p> | <p>LEP families often have narrow labor market experience, limited to unskilled and clerical occupations.</p> |

| | Society | School |
|----------------------------|--|--|
| Knowledge Factors | <p>U.S. native born residents generally:</p> <ul style="list-style-type: none"> • lack awareness of needs and problems of LEP youth • hold stereotypic views of limited English speaking • lack understanding of actual and potential competencies of LEP youth | <p>School personnel:</p> <ul style="list-style-type: none"> • lack awareness of needs of minority groups • lack up-to-date information about job market |
| Skill Factors | <p>As society becomes more complex, the skills required to function effectively become/are of higher order. People who lack high level social technical and coping skills will fall farther behind and experience increased frustration.</p> | <p>Schools lack personnel with:</p> <ul style="list-style-type: none"> • expertise in bilingual/bicultural education • ability to work cooperatively with business, industry and labor organizations. |
| Attitudinal Factors | <ul style="list-style-type: none"> • majority group members are often suspicious of individuals who do not conform to group norms • established groups tend to view recent immigrants as a threat to economic well-being | <ul style="list-style-type: none"> • schools are not included to be flexible, instead all students are expected to "fit into" somewhat rigid structures • selection process for vocational education tends to exclude rather than "take a chance" on students with special needs |
| Educational Factors | <ul style="list-style-type: none"> • social status is often associated with educational attainment • vocational education not as highly regarded as academic programs • artificial educational requirements often applied to job qualifications | <ul style="list-style-type: none"> • not enough pre-vocational education offered offered prior to skills training • course work is too narrowly focused on specific job skills, neglecting social skills development • not enough adequate guidance and exploratory activities • traditional lecture methods handicap LEP students |
| Language Factors | <p>Since the U.S. is essentially a monolingual society, teachers, shop keepers, employers, etc. are unable to communicate with individuals who do not speak English.</p> | <p>School culture is monilingual. Students who lack proficiency in English cannot keep pace.</p> |
| Cultural Factors | <p>U.S. society generally:</p> <ul style="list-style-type: none"> • values individualism and competition over cooperation and community • lacks understanding and appreciation of cultural differences | <p>School culture reflects broader society in stressing competition. Those who lack skills to compete are hurt by competitive environment.</p> |
| Economic Factors | <p>Stagnant economy has led to:</p> <ul style="list-style-type: none"> • increased competition for scarce jobs and public funds • lack of jobs -- especially in cities where Hispanics are concentrated | <p>Cutbacks in already tight education budgets may result in less funding for special needs students.</p> <p>Lack of financial resources to provide enough vocational education opportunities to meet demands.</p> |
| Employment Factors | <p>Employers are reluctant to "take a chance" on those who are "different."</p> <p>Employers tend to practice career stereotyping with regard to ethnic and nationality groups.</p> <p>High technology economy requires specialized technical skills.</p> | <ul style="list-style-type: none"> • school schedules may not accommodate job schedules • schools may be preparing students for jobs that do not exist |

The rationale statement for the model states:

Many people have experienced poverty, neglect, cultural isolation, and delinquency. However, such conditions do not necessarily produce educational disadvantage. The educationally disadvantaged student, although not physically or mentally handicapped, is not able to succeed in a regular vocational class without special assistance.

In New Jersey, educationally disadvantaged students are identified by the following criteria:

- Potential dropouts (including those with chronic unexcused absences and/or tardiness).
- Two years below proper grade for age.
- Insufficient communicative and/or computational skills for regular vocational programs.
- Inability to form responsible relations with the school and/or community environment.
- Other evidence of failure or factors that prevent pupils from succeeding in regular vocational programs.

This rationale was judged to be compatible with the circumstances and conditions of the LEP student. The model includes ten school program components which are listed below.

1. Identification of the educationally disadvantaged.
2. Assessment of student interests, aptitudes, and abilities.
3. Individualized course of study.
4. Adequate guidance and counseling.
5. A continuum of vocational education offerings.
6. Modified vocational programs.
7. Qualified teachers.
8. Community involvement.
9. Evaluation of student progress and program effectiveness.
10. Educational team work in the school.

Observations and conclusions related to each school program component of the model are provided in the text that follows.

1. Identification of the Educationally Disadvantaged

The Bureau of Bilingual Education in the New Jersey Department of Education is responsible for seeing that school districts comply with various laws and regulations which require that they identify LEP students. According to the Director of the Bureau, this does occur in all schools across the state.

2. Assessment of Student Interests, Aptitudes, and Abilities

Schools use paper-and-pencil tests (e.g., Differential Aptitude Test (DAT), Kuder Preference Test, Strong Vocational Interest Battery) to gather information from students about their interests, aptitudes, and abilities. Some conclusions about this practice are warranted. First, these tests are written in English and present serious language and cultural difficulties to nearly all LEP students. As a result, the quality of information provided by the student to the school is most often very low. Second, the information from these tests is used almost exclusively by many schools to make a gross "tracking" decision (i.e., assign the student to an academic, vocational, or general education tract) rather than to make decisions about how to adapt the school program to the interests, aptitudes, and abilities of the student (e.g., when a composition is assigned, include in the topics from which the student can choose one that fits his/her interests or one that will assist in developing his or her aptitudes). Moreover, few teachers either are provided with or are encouraged to seek out such information for use in curriculum planning. As a result, student motivation and work effort is ordinarily somewhat less than it might otherwise be.

3. Individualized Course of Study

LEP students have the same kinds of needs as most other students (e.g., develop self-confidence, learn how to get along with others, become motivated to participate in tasks suggested by society as important, find ways to pursue interests important to them). They also have needs that occur because they must reconcile the sometimes contradictory demands of more than one culture (e.g., speak English even when they can communicate more effectively in another language, develop career aspirations that can be supported by key persons in both cultures). However, few school staff are knowledgeable enough to take the leadership in assisting LEP students to plan meaningful courses of study. Moreover, no one person in the school is responsible for seeing that an adequate course of study is planned for each LEP student. As a result, LEP students tend to be steered along the same tracks and paths traveled by the masses of other students.

4. Adequate Guidance and Counseling

Nearly all school guidance staff report that they have responsibilities that preclude their taking on additional work. While this is often true, it is also true that school guidance staff tend to be relatively insensitive to LEP student needs and lack experience in methods for meeting those needs. In many instances, school staff, who might offer guidance and counseling assistance to supplement that provided by guidance staff, see LEP students as just "marking time" before they eventually drop out. This sort of belief inhibits school staff from finding ways to build positive expectations and learning

experiences for these students. Finally, many LEP students drop out of school before the guidance function is able to help them become aware of career options, including among others, vocational-technical programs.

5. A Continuum of Vocational Education Offerings

Once an LEP student decides to seek entry into a vocational-technical program, he/she must compete at a disadvantage with other students for placement in a limited number of openings. Moreover, the LEP student tends to select or be placed in a restricted range of course options (e.g., hospital aide, auto body repair mechanic, auto mechanic, beautician), rather than being considered for placement in the full range of options (e.g., registered nurse, electronic technician, draftsman, advanced business machine operator).

6. Modified Vocational Programs

The DVECP model indicates that the following adaptations in the vocational program can be made for the disadvantaged student.

Modifications in the regular curriculum must be made for the individual student based on an assessment of interests, aptitudes and abilities. Based on the individual's needs, such specific modifications as the following can be used:

- Community-based learning experiences to bridge the gap between academic and practical application.
- A coordinated team approach involving teachers and guidance counselors qualified in the vocational area and with an understanding of the methods and techniques successfully used with the educationally disadvantaged student.
- Individualized instruction, small-group instruction and/or class size below that of a regular class.

- Goals that are realistic in light of a student's interests, aptitudes, and abilities.
- Integration of basic skills (communication and/or computation).
- Students progress at their own rate with the opportunity for reinforcement of learning.
- Mainstreaming of students based on the continual assessment of programs and evaluation of the individual student's progress.
- Skills in job acquisition and job retention.
- Equipment, instructional supplies, and audio-visual materials appropriate for the students enrolled in the program.
- An educational climate that is conducive to positive learning.
- Emphasis on attitudes regarding safe practices.
- Orientation to employee rights and responsibilities.
- Student follow-up and additional program modifications based on the follow-up.

(New Jersey Department of
Education, 1978)

Were LEP students to be encouraged to opt for the full range of vocational-technical courses, the school would find it necessary to make the kinds of modifications listed above as well as others (e.g., use of bilingual materials). These modifications have not generally occurred in vocational-technical programs in New Jersey.

7. Qualified Teachers

Vocational-technical schools tend to lack teachers and aides with bilingual and English as a second language (ESL) teaching skills, and bicultural knowledge. Moreover, when teachers and aides are recruited, little attention is given to identifying people with this type of background.

8. Community Involvement

In general, schools have not found ways to involve community resources in the education of LEP students. Because of this parents tend to be unaware of various career options and thus are unable to offer sound educational guidance to their children. Businesses tend to become frustrated in trying to develop programs which satisfy their needs and objectives and those of the school.* Finally, schools have tended to all but ignore the capabilities of community-based organizations which often have considerable experience in working with LEP students and adults.

9. Evaluation of Student Progress and Program Effectiveness

No one person in the school monitors how well the needs of individual and groups of LEP students are met. In part, this is because vocational-technical education tends to focus on labor market needs in the community rather than on individual needs of students. Student-centered evaluation procedures would require schools to make a number of adjustments (e.g., define interim student outcomes, measure attainment of these outcomes).

10. Educational Team Work in the School

Inadequate coordination among vocational programs, bilingual and ESL courses, and traditional courses and programs limits LEP student success. The basis for coordination is stated in the DVECP model as:

- Vocational education programs devote a reasonable amount of time to related learning, which is academically oriented. "Regular" students are

*Notable exceptions are found in cooperative education, school to work linkage programs and apprenticeship activities.

expected to have mastered the basics in communicative and computation skills which are necessary for them to function in related vocational classes.

- Normally, educationally disadvantaged students are deficient in at least one of these academic areas. Therefore, special emphasis must be given to improvement in academic areas at every opportunity if these students are expected to succeed vocationally.
- Ideally, such academic improvement can be accomplished with a coordinated effort by specialists in related disciplines. This team approach, using the student's vocational interest as its base, helps to develop the educationally disadvantaged in a suitable climate.
- No matter what approach is taken, it must not be construed that the vocational education program is a replacement for basic academics. Vocational education programs are generally so challenging to educationally disadvantaged students that they are motivated to appreciate the need to succeed in academic classes.

(New Jersey Department of
Education, 1978)

The next section of this report illustrates the range of programs and practices that might be useful in considering changes in New Jersey schools.

PROGRAMS AND PRACTICES IN THE UNITED STATES WHICH
ASSIST LIMITED ENGLISH PROFICIENT STUDENTS TO BE SUCCESSFUL
IN EDUCATION

Perhaps as many as 100 documents and reports accumulated as the task force tried to find relevant statistics, answer questions, and identify and consider factors important to LEP student success. Many of these resources included descriptions of programs conducted through the efforts of colleges, school districts, community-based organizations, and businesses. The task force reviewed these resources to learn about various programs and the kinds of practices they employ in assisting LEP students and adults.

The chart displayed on the next four pages provides information about programs which were selected because:

1. published information about them was available.
2. they have distinctive characteristics.
3. their strengths and weaknesses were discussed.

The chart gives a summary of the overall approach, purposes, and distinctive practices for each of eight programs.* While these programs are not representative of all such programs in the same way as a statistically sound sample is representative of the population from which it is drawn, they suggest:

- a great deal of variability exists from program to program in terms of means and ends
- relationships that occur between schools and community organizations or schools and colleges probably occur through idiosyncratic and personal interactions rather than through any systematic planning or matching

*This information was taken from a variety of secondary sources, some of which are three to five years old. As a result, some information may not be as current or as accurate as would be desirable.

SELECTED PROGRAMS AND PRACTICES

Program

Barrio Youth Project
Phoenix, Arizona

Overall Approach

Youth club operated out-of-school by a non-profit community organization offers total person oriented (recreational, cultural, work experience, counseling) training, and placement in unsubsidized, part-time jobs in the private sector.

Serves: 14-21 year old Hispanics

Purposes/Objectives

- Help youth acquire job-seeking skills, positive self-concept, positive work habits, ability to cope with cultural differences, and entry level job skills.
- Provide an environment that supports the needs of the total individual.

Distinctive Practices

- Peer recruiting used to attract new participants
- Community survey used to assess needs and identify ways to provide services to meet needs.
- Special counseling for teenage unwed mothers.
- Action plan developed for each participant.
- Participants given work experience in non-profit organizations for three to six month periods.
- Extensive referral system with other service agencies.
- Participants may remain in club after being placed in private jobs

Hispanic World of Work
Program
Boston, Massachusetts

Boys' Clubs organization operates after school program to recruit and personalize preparation for job placement in unsubsidized, part-time jobs in the private sector.

Serves: 16-19 year old English speaking Hispanics, many of whom have involvement with the court system.

- Help youth acquire job-seeking skills, work ethic, and positive self-image.

- Recruit through mailings, telephone, media, and home visits.
- Applicants must survive a screening interview and English language reading test to enter program.
- Bilingual/bicultural instruction conducted in discussion/dialogue style.
- Applies hard and fast rules regarding attendance and discipline to youth in the program.
- Quality control session which serves as a final examination serves as a means either to have participant go for a job interview or to obtain remedial assistance.

Program

Hispanic Vocational Exploration Project
New London, Connecticut

Overall Approach

Community agency offers a career and vocational exploration program to students on an after-school basis at a regional vocational-technical school.

Serves: Hispanic youth, ages 13-21. Program experience suggests that eighth grade students should be able to benefit.

Purposes/Objectives

- Help participants learn about different vocational possibilities prior to making firm decisions about careers.
- Help participants to engage in self-examination.
- Help participants understand the importance of sex equity.

Distinctive Practices

- Recruitment conducted by means of special assemblies in the school and radio and newspaper announcements.
- Represents collaboration among the junior/high school, the regional vocational-technical school, and the community organization.
- Students driven to and from the vocational school.
- Students participate in hands-on experiences in different four-week shop courses.
- Shops include visits to actual worksites in, for example, a boat-yard or construction site.
- Student participates in career education forums with Hispanic role models related to his/her education and employment experiences.

Hispanic Vocational Education
Mercer County, New Jersey

The Mercer County Vocational-Technical Schools, Mercer County Community College and Puerto Rican Congress of New Jersey collaborate to offer vocational training.

Serves: Spanish speaking out-of-school adults.

- Help students to learn basic skills (reading, writing, computation).
- Help students adjust to the dominant culture.
- Help students consider alternative job and career options.
- Train and place students.

- Provide bilingual vocational education through a division of labor where the community college teaches basic skills, the community agency provides guidance, and the vocational school trains.
- Provide career and personal counseling that emphasizes adaptation to the dominant culture.
- Provide shop options in welding, clerical/office skills, electronics servicing, and machine shop.
- Provide basic skills instruction through individualized instructional materials.
- Allow students to take shop courses available in other agencies.

Program

Radio Cadena
Granger, Washington

Overall Approach

Non-profit organization offers illiterate unemployed migrant farm youth training for full-time jobs in a non-traditional field.

Serves: 16-19 year old Chicano migrant farmworkers, most of whom are married with children, have criminal records, and are high school dropouts. Some neither read nor write in English or Spanish.

Housing Program
Los Angeles, California

Non-profit organization offers women classroom training and work experience to enter into full-time jobs in a non-traditional field.

Serves: 16-21 year old Mexican-American women, many of whom are school dropouts and unemployed.

Purposes/Objectives

- Provide training and work experience leading to job placement in radio stations.
- Help youth to retain Spanish language and become involved in Chicano issues and organizations.
- Help youth to build self-esteem and sense of personal agency (i.e., they can learn difficult things and affect what happens to them in positive ways).
- Provide training and work experience leading to job placement in the housing industry.
- Focus on one industry facilitates learning of terminology related to many jobs in real estate, banking, housing inspection, etc.
- Help youth to learn self-worth and confidence.
- Help youth to be more assertive.

Distinctive Practices

- Focus participants on Spanish language news and Chicano community involvement.
- Offer day care services.
- Offer academic credit to encourage participants to return to school.
- Flexible schedules and curriculum.
- Participants attend 40 hours of classroom training each week for six weeks.
- Classroom training is followed by four months of work experience in housing-related public sector jobs.
- Intensive and continuous counseling provided for personal, emotional, and social problems.
- Strict rules and regulations enforced for participants.

Program

Multi-Cultural Ethnic Total
Person Development for the
Limited English Proficient
Newark, New Jersey

Parents Can Be Tutors
Miami, Florida

Overall Approach

Non-profit organization offers a wide range of courses leading to the GED and a number of vocational occupations.

Serves: In school (middle and high school) and out-of-school Hispanic LEP youth and adults (ages 12 to 58).

Florida International University offers a program to assist parents to tutor their children in the basic skills. Program is conducted through cooperation with the public schools.

Serves: Parents of Hispanic students (grades 3, 5, 8, and 11) who perform poorly on state assessment tests in the basic skills.

Purposes/Objectives

- Multi-purpose program helps participants to obtain English language skills, social and moral values, Spanish as a second language, and vocational skills.
- Help participants to value vocational-technical training.
- Help participants to make psychological adjustments to the community.
- Train parents to provide academic tutoring to their children in mathematics, reading, and writing.
- Help parents to understand and better relate to the educational system in the United States.
- Encourage parents to become more actively involved in the entire educational process.

Distinctive Practices

- Place participants in further training and/or academic education.
- Offer courses leading to GED.
- Emphasize the value of hands-on experiences in vocational training.
- Emphasize learning a trade and learning English simultaneously.
- Use an English/Spanish student career interest profile.
- Collaborate with schools to identify students who performed poorly on state sponsored basic skills tests.
- Send letters to parents. Letters are signed by principal and university-based project director.
- Use university students to work with parents in the use of methods and materials.
- Provide parents with bilingual materials that are used to tutor children in the home.

- parents and businesses are underused resources.
- community organizations are a potentially useful resource.

The next section presents task force recommendations.

RECOMMENDATIONS FOR IMPROVING VOCATIONAL EDUCATION
FOR LIMITED ENGLISH PROFICIENT

Previous sections of this report considered factors that limit the limited English proficient student in pursuing a vocational-technical education and practices that might be used to overcome such limitations. The task force's analysis of these factors and practices suggested recommendations for improving vocational education programs for limited English proficient students. General and specific recommendations are provided in this section. Other recommendations considered by the task force as having a somewhat less priority are listed in Appendix B.

General Recommendations (G.1 - G.4)

G.1 Early Attention to the Limited English Proficient Student

Far too many limited English proficient students are alienated from their high school. One indication of this is the number of students who attend school and are unable to benefit from the available educational programs and services. Another indication is the number of students who have "dropped out."

The factors that give rise to these conditions, however, do not ordinarily originate in the high school. They begin, for many students, in the early grades when major educational needs emerge and are unmet. Such influencing factors are magnified and reinforced as the student continues in school.

The task force believes it crucial that the identification of learning needs, interests, and abilities and the development of responsive programming occur early in the educational experiences of the limited English proficient student.

G.2 Vocational Education and Long-Term Business Needs

The State of New Jersey should bring the vocational education delivery system into closer alignment with long-term labor market needs. This process should be built upon analysis of labor market needs and assessments of job potential. It is possible that such analysis might suggest that high technology is an area of labor market need which appears to have viability for business organizations. Another might be in service occupations. Still another might be in companies that use segmented-marketing strategies to reach different language/culture groups.

The task force believes that vocational education could help many limited English proficient students become productive workers in these and other areas in the mainstream of economic development in New Jersey.

G.3 Commitment to Staff Development

During the past ten to fifteen years, the number of limited English proficient students entering the schools has increased markedly. There also has been an increased diversity among the ethnic groups to which these students belong.

The schools have attempted to respond to demographic realities, but have underinvested in allocating staff time and funds to: preparing/adapting classroom materials; counseling and guidance of students; and developing the knowledge, skills and sensitivities of teachers, guidance staff, and administrators. As a result, school programs are far less effective than they should be.

The task force believes that the cornerstone for real improvement in the schools is local investment in the development of staff perspectives, skills, and practices that support the education of the limited English proficient student.

G.4 Resource Use in a Period of Resource Decline

In a time when the level of resources available to each community is decreasing, schools cannot afford to be isolated from the community-at-large. It makes educational and economic sense for each local community to discover ways to coordinate and adapt the use of its own resources.

Such a belief can be translated into action by the local community in a number of ways. For example, schools can meet with businesses and community-based organizations to identify and pursue goals of mutual interest. Comprehensive high schools, vocational schools, and community-based organizations can meet to identify ways to coordinate the use of resources in relation to the needs of the "whole student."

Specific Recommendations (S.1 - S.8)

The first group of recommendations focuses on career counseling/guidance on a K-12 basis. The second group considers the school program K-12. The third group considers vocational school programs and operations. The fourth group of recommendations relates to the need for the State of New Jersey to provide statewide leadership.

Career Counseling and Guidance (K-12)

- S.1 The number of people who have both career counseling/guidance skills and adequate understanding of the educational needs of limited English proficient students and the cultural strengths and values of different ethnic communities should be increased.

This may be accomplished in different ways. For example, in some communities, people with requisite skills and understanding may be recruited to work with one or more schools on a full or part-time basis. In other communities, people with only some of the requisites may be recruited and

subsequently educated/trained to work in the school. The education/training function may involve four-year colleges, community colleges, community-based organizations, and the school district.

S.2 An adult mentor with requisite and understanding should be assigned to work as an educational advocate with each limited English proficient student.

The mentor would be a volunteer who would begin work with the parents of one or more students in the elementary school. If the relationship proved rewarding, it would continue until student graduation from high school. The mentor would see that the school provides up-to-date assessments of the student's interests, aptitudes, and school performance and that these assessments were taken into account by the school program. A major part of the mentor job would be to strengthen the parent role by: (1) providing parents with tools and insights and (2) reinforcing the notion that it is the parental responsibility to guide the development of the child.

Any number of different kinds of people might perform the mentor role. For example, mentors might be teachers, parents, community college students, high school students, members of community-based organizations, or employees of business firms or government agencies.

High Standards and Educational Programs (K-12)

S.3 The educational program should emphasize the standards of academic quality appropriate for all students and the needs and interests of the limited English proficient student.

Both purposes can be met by including the mentor, student, and parents in preparing an educational plan for the student. The plan would be a guide, not a formal document. It would include short and long-term objectives and specific means to attain those objectives.

- S.4 The educational program for each limited English proficient student should take full advantage of alternative learning settings and learning resources.

The school should take advantage of the fact that student learning takes place in many different settings. For one student, these settings might include school and neighborhood clubs. For another, they might be the Girl Scouts and a little league softball team. Thus, the school can encourage teachers to plan student activities that relate and reinforce school and out-of-school learning experiences.

The school also should take advantage of a broader range of learning resources for the limited English proficient student. These resources might include peer and adult tutors, English vocabulary development materials, and bilingual curriculum materials.

Vocational School Operations and Programs

- S.5 The vocational school should conduct an active marketing-out-reach program to attract limited English proficient students.

This program should be targeted to students when they are of junior high/middle school and early high school ages. The vocational school should make it clear to students and parents that it wants limited English proficient students to enter and succeed.

- S.6 The vocational school should use traditional and non-traditional assessment procedures to determine the suitability of the limited English proficient student for entry into its vocational programs.

These non-traditional assessment procedures might include native language performance tests, evaluation of the student work samples, and observation of student hands-on performance tasks. The mentor could help the school to create a suitable adaptation of the assessment process.

S.7 The vocational school should conduct periodic discussions with the comprehensive high school, community-based organizations, community colleges, and employers.

These dialogues should result in a better understanding of the needs and problems of other organizations and, in some instances, the mutual definition of goals and courses of action (e.g., collaboration in developing staff sensitivities and skills, identifying suitable learning materials for use in the classroom, sharing bilingual guidance staff).

State Leadership

S.8 The State of New Jersey should provide leadership in seeing that task force recommendations are achieved.

This leadership might be exercised in several ways. For example, the state might involve educators, ethnic minority leaders, business executives, and state and local political leaders in devising strategies to achieve the recommendations. These efforts might, for example, focus on ways to recruit and develop mentors. Solutions would give attention to such factors as the education, training, and incentives for people to perform such a role.

The state also might prepare a plan which integrates and coordinates efforts to train and educate mentors with those designed to train and educate school teachers and administrators. The state might also provide funds for the development of college courses, inservice courses, special curriculum materials, and research. Finally, the state should prepare and disseminate information to improve understanding in language minority communities about what can and cannot be expected from vocational education.

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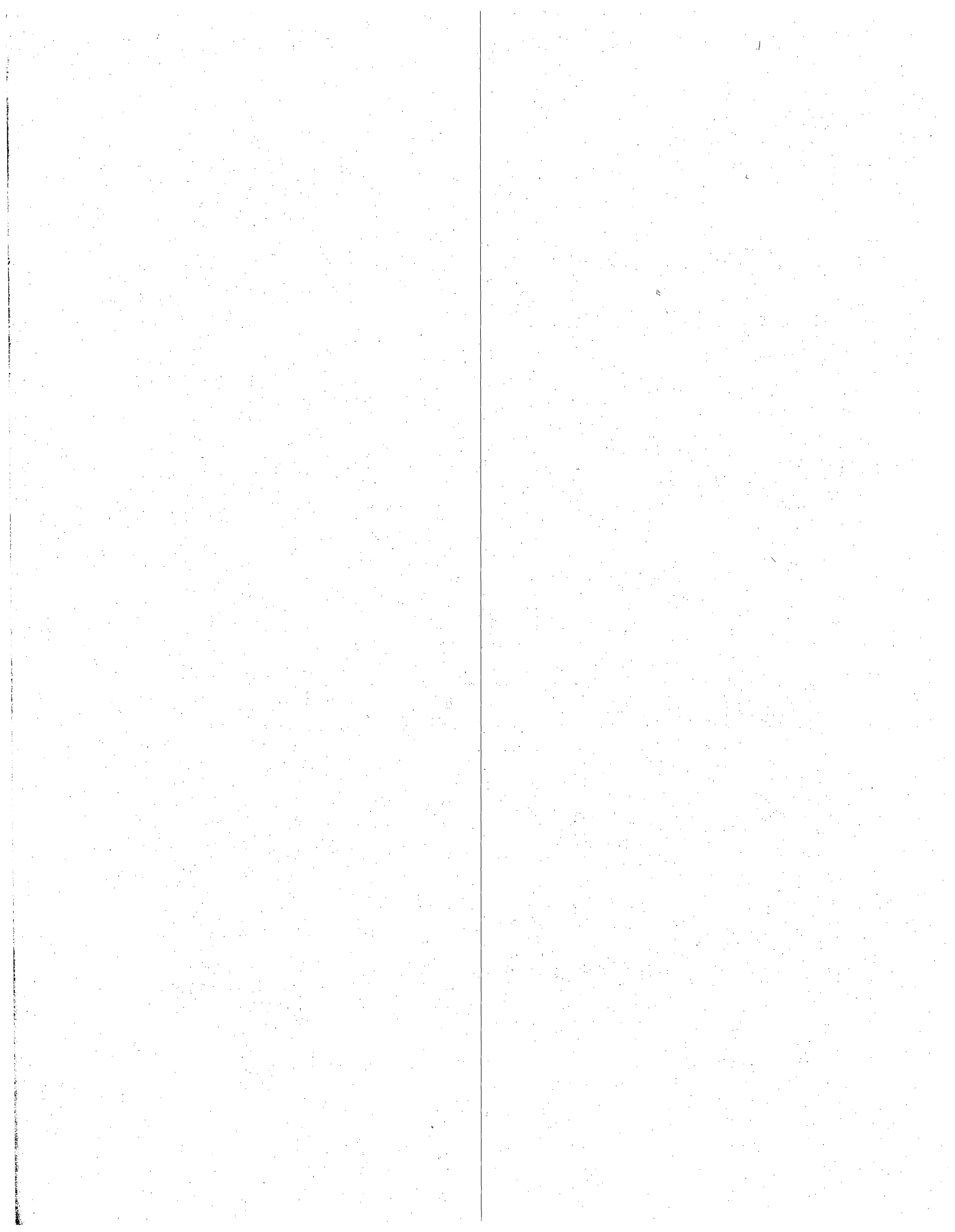
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- Mayers, R. S. Characteristics of Hispanic youth. Hispanic youth employment: Establishing a Knowledge Base. Washington, D.C.: Office of Youth Programs, U.S. Department of Labor, October 1979.
- New Jersey Department of Education. Helping educationally disadvantaged students through vocational education. Trenton, N.J.: Author, 1978.
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- The New York Times. The new population mix. New York: Author, September 6, 1981.



APPENDIX A

**Improving LEP Access to Vocational and Career
Education: An Annotated Bibliography of Selected Literature**



Improving LEP Access to Vocational and Career
Education: An Annotated Bibliography of Selected Literature

Adams, S. B., & Taylor, S. P. A project to provide teacher training and resources for vocational educators of limited English-speaking students: An assessment of needs, programs and instructional resources. Final report. Bowling Green, Ky,: Center for Career and Vocational Teacher Education, Western Kentucky University, 1979. (ERIC Document Reproduction Service No. ED 181 283)

This project was devised to (1) inform Kentucky educators of the need for an English as a second language programs and bilingual vocational programs, (2) provide training for teachers, and (3) establish information and resource centers. To carry out these goals, five regional workshops were held, four newsletters were sent, a resource and technical assistance center was established, and a bibliography was put together. Two teacher training models were also developed.

ASPIRA, Inc. Trends in segregation of Hispanic students in major school districts having large Hispanic enrollment: Analytic report, Volume III-A. Final report. New York, N.Y.: Author, 1979. (ERIC Document Reproduction Service No. ED 190 272)

Analysis of data for 1968-76 from the Office of Civil Rights indicated a high degree of Hispanic segregation. In 1976, nearly 80% of all Hispanics enrolled in U.S. schools were in less than 5% of the nation's school districts, a level of segregation nearly twice that of blacks for the same year.

ASPIRA, Inc. Trends in segregation of Hispanic students in major school districts having large Hispanic enrollment: Appendices to analytic report, Volume III-B. Final report. New York, N.Y.: Author, 1979. (ERIC Document Reproduction Service No. ED 190 273)

This volume contains material pertinent to the conclusions of the study.

ASPIRA, Inc. Trends in segregation of Hispanic students in major school districts having large Hispanic enrollment: Bibliography: General and legal, Volume V. Final report. New York, N.Y.: Author, 1979. (ERIC Document Reproduction Service No. ED 190 275)

This is a bibliography listing resource materials used in the five volume study. Most references are of 1970's vintage, but a few are as early as 1952.

ASPIRA, Inc. Trends in segregation of Hispanic students in major school districts having large Hispanic enrollment: Desegregation and the Hispanic in America: An overview, Volume I. Final report. New York, N.Y.: Author, 1980. (ERIC Document Reproduction Service No. ED 190 270)

This volume of a five-part study reviews relevant litigation and legislation since the 1850's and notes a negligible effect on Hispanic desegregation. It describes desegregation effects in areas such as: achievement, ability grouping, dropouts, and bilingual services.

ASPIRA, Inc. Trends in segregation of Hispanic students in major school districts having large Hispanic enrollment: Ethnographic case studies, Volume II. Final report. New York, N.Y.: Author, 1979. (ERIC Document Reproduction Service No. ED 190 271)

This volume of a five-part study shows that school desegregation has not led to a greater understanding of Hispanics. After desegregation, Hispanics are less likely to find themselves in supportive educational environments. Court ordered plans sometimes terminated bilingual programs.

ASPIRA, Inc. Trends in segregation of Hispanic students in major school districts having large Hispanic enrollment: Sample III, Volume IV. Final report. New York, N.Y.: Author, 1979. (ERIC Document Reproduction Service No. ED 190 274)

This volume analyzes 20 school districts in 10 states to determine patterns of change in the segregation of blacks and Hispanics between 1963 and 1976. Black segregation was found to be higher than Hispanic segregation; but, black segregation decreased significantly more than Hispanic segregation.

Brown, G. H., Rosen, N. L., Hill, S. T., & Olivas, M. A. The condition of education for Hispanic Americans. Washington, D.C.: National Center for Education Statistics, 1980. (ERIC Document Reproduction Service No. ED 188 853)

This report is a compilation of data on the educational participation and achievement of Hispanic Americans. Information is provided about the employment characteristics of Hispanic Americans and how these characteristics relate to level of education. The report is organized into four chapters; the fourth focuses on the employment and unemployment of Hispanic teenagers and adults.

Cardenas, J. A. Keynote address: National Conference on the Education of Hispanics. San Antonio, Tex.,: 1978. (ERIC Document Reproduction Document Service No. ED 182 066)

Cardenas feels that although initiatives on all governmental levels have been directed toward improving Hispanic children's education, little impact has been made. He calls for leadership and coalition.

Coleman, D. D. (Ed.). Experiential education in the workplace: An annotated bibliography. Columbus, Ohio: National Center for Research in Vocational Education, 1979. (ERIC Document Reproduction Service No. ED 171 989)

This compendium of references from many areas relates work experience to education. It includes the reports of programs which have linked education and work.

Coleman, D. D., & Beckman, C. A. The ecology of youth participation in work settings: Implications for linking home, school and work for facilitating communication between youth and adults. Columbus, Ohio: National Center for Research in Vocational Education, 1979. (ERIC Document Reproduction Service No. ED 198 291)

This study tests three hypotheses regarding how youth participation in the settings of home, school, school activities, community activities, work experience programs, and work may account for variations in scores on two scales measuring youth's perceptions of their communication with adults.

Condon, E. C. Special education and the Hispanic child: Cultural perspectives. Washington, D.C.: Office of Education, 1979. (ERIC Document Reproduction Service No. ED 192 506)

This report addresses issues specifically related to special education and Hispanics, including: inappropriate placement, intelligence testing and language bias, cultural factors, national and state legislation, and the current status of special education for Hispanics.

Crowe, M. R., & Harvey, R. J. Learning and retention of basic skills through work: Preliminary investigation of the learning and retention of selected reading and mathematical concepts resulting from student enrollment in a traditional learning environment and in a learning-in-work environment. (ERIC Document Reproduction Service No. ED 198 293)

This is a digest of an effort to investigate the patterns of learning and retention of math and reading comprehension skills through learning in-work and traditional learning environments. The report discusses research methodology, results, interpretation of the results, and recommendations for continued inquiry.

Development Associates, Inc. Monograph for bilingual training. Arlington, Va.: Author, 1979. (ERIC Document Reproduction Service No. ED 181 990)

This monograph is intended to help administrators, program planners and others responsible for providing a program for adults and youth who are unemployed or underemployed, and who have limited English proficiency. Chapter One deals with organizing a bilingual vocational training program; Chapter Two focuses on adapting English for reader instruction, and Chapter Three is designed to help develop evaluations of such programs.

Drewes, D. W. The context of vocational education -- CETA coordination: A state of the art report, Volume III, Interim report. Raleigh, N.C.: Conserva, 1980. (ERIC Document Reproduction Service No. ED 185 379)

This report examines the history and difficulties of CETA and vocational education cooperation. It describes career education models. CETA and youth legislation are discussed. Recommendations are made in the hope of increasing coordination between vocational education and CETA.

Grassmuck, J., & Greene, J. Youth employment and education: Possible federal approaches. Washington, D.C.: Congressional Budget Office, U.S. Congress, 1980. (ERIC Document Reproduction Service No. 198 344)

This is the budget issue paper for fiscal year 1981. This Carter Administration document describes current and proposed federal programs for youth education and employment.

Greenberg, J., Mazzocco, A., & Sauve, D. (Comps.). Guide to current research. Rosslyn, Va.: National Clearinghouse for Bilingual Education, 1980.

This guide gives an overview of current research projects in bilingual education. A list of grantee institutions and sponsors is included.

Hanell, A. W., & Wintz, P. W. Social and educational antecedents to youth unemployment. Washington, D.C.: George Washington University, 1979.

This study looks at the employment and unemployment of members of the class of 1972 who did not continue education beyond high school during the period 1972-1976. The effects of family background, personal attributes, educational experiences, and the influences of other persons on blacks and Hispanics, and on male and female subgroups of the population are examined.

Harrington, T. F. The applicability of the Willard Model of vocational development with Spanish speaking clients. Unpublished manuscript, Northwestern University, 1979. (ERIC Document Reproduction Service No. ED 189 482)

This study involved the translation into Spanish and application of the Harrington/O'Shea system for career decision-making. Subjects

were Mexican-Americans, Puerto Ricans, Cubans, and South Americans. The model suggests that a single approach to the examination of careers, applicable to all people, is less likely to result in discriminatory practices.

Hurwitz, A. Bilingual vocational instructor training. Information series No. 201. Columbus, Ohio: National Center for Research in Vocational Education, 1980. (ERIC Document Reproduction Service No. ED 186 607)

This report discusses the background, needs, and major issues in preparing bilingual vocational instructors. It examines the bilingual, vocational, and instructional aspects of the role; provides an overview of eight significant training programs; and discusses issues involved in designing training programs.

Kean College of New Jersey. National workshop to increase Spanish-speaking American participation in vocational education at all levels. Final report. Union, N.J.: Author, 1976. (ERIC Document Reproduction Service No. ED 146 440)

This project was established to determine the needs of Spanish-speaking students with limited English proficiency who are enrolled in vocational education. Findings from three regional workshops were used to formulate 31 recommendations dealing with recruitment, program development, and personnel development.

Lloyd, S., Tholen, S., & Todd, R. D. Bilingual vocational education curriculum development. New York, N.Y.: Department of Technology and Industrial Education, New York University, 1979. (ERIC Document Reproduction Service No. ED 192 039)

This handbook describes the process of developing curriculum materials for students that have limited English proficiency. The seven modules of the book include: an introduction to bilingual education in the United States and the role of the teacher of bilingual students, general curriculum development principles for vocational education, procedures for writing materials in simplified English, the translation of materials, considerations for testing minority students and constructing linguistically fair tests, and resources for bilingual education.

Lopez, V. Bilingual vocational program, part J. Final report. Crystal City, Tex.: Crystal City Independent School District, 1978. (ERIC Document Reproduction Service No. ED 167 726)

The project discussed in this report was designed to develop competence in business, printing education, auto mechanics, and industrial construction in interested trainees. The target population was underemployed or unemployed adults. Seventy-five percent of the trainees achieved the program's overall objectives including a demonstration of communication skills in English and Spanish.

Macbeth, R. B. (Comp.). The challenge of the eighties: Southwest conference on the education of Hispanics. Conference report. Atlanta, Ga.: Department of Education, Region 4, 1980. (ERIC Document Reproduction Service No. ED 192 968)

This report outlines the proceedings of the conference, identifies critical issues related to Hispanic education, and lists recommendations presented to the United States Secretary of Education. Also included are suggestions for parental involvement in education.

Mertens, D. M., McElwain, D., Garcia, G., & Whitmore, M. The effects of participating in vocational education: Summary of studies reported since 1968. Columbus, Ohio: National Center for Research in Vocational Education, 1980. (ERIC Document Reproduction Service No. ED 199 435)

This report identifies and summarizes vocational education studies from 1968 to 1979. It deals with the following areas on vocational education graduates: employment and education, and three ancillary affects - plans for college, feeling good about themselves, and civic activity.

Miguel, R. J. Youth in the workplace: The dynamics of learner needs and work roles. Summary. Columbus, Ohio: National Center for Research in Vocational Education, 1980. (ERIC Document Reproduction Service No. ED 198 290)

This report summarizes a study in which the objective was to develop an instrument to classify experiential education programs according to the relationship existing between workplace role expectations and learner needs.

Miguel, R. J., & Jipp, L. F. Youth in the workplace: The dynamics of learner needs and work roles. Technical report. Columbus, Ohio: National Center for Research in Vocational Education, 1980.

The goal of this study was to develop an instrument to classify experiential education programs. Thirty-one programs in six schools were selected for the final pilot testing of the instrument. The report implies the need for further research.

Montiel, M. (Ed.). Hispanic families: Critical issues for policy and programs in human services. Washington, D.C.: National Coalition of Hispanic Mental Health and Human Service Organizations, 1978. (ERIC Document Reproduction Service No. ED 182 098)

The eight papers presented in this collection look at various aspects of the role of the family in Hispanic communities. Nearly all of the authors are Hispanic, and various Hispanic populations are discussed.

National Clearinghouse for Bilingual Education. English as a second language. Bibliography: Adults. Rosslyn, Va.: Author, 1978.

This bibliography focuses on materials for teaching limited English students of high school age and over. It is divided into six parts: general text, vocational materials, employment and survival skills, pronunciation materials, tests, and teacher's aides.

National Clearinghouse for Bilingual Education. Working with the bilingual community. Rosslyn, Va.: Author, 1979.

This book contains five papers dealing with parental/community involvement in bilingual education. They include: (1) a discussion of parental involvement in the light of legislative and judicial issues, (2) a description of a program designed to train Hispanic parents as leaders, (3) a description of parental contributions to a successful bilingual program, (4) a summary of recent research identifying the roles and functions of parental advisory councils, and (5) an examination of the need for parental participation and strategies for such involvement.

National Commission for Employment Policy. Increasing the earnings of disadvantaged women. Washington, D.C.: Author, 1981.

This document investigates the difficulties of white, black, and Hispanic women in gaining entrance into the job market. In its recommendations, the report focuses on the government's participation in vocational education, and employment and training programs.

National Council of LaRaza. Hispanic youth employment: Establishing a knowledge base. Knowledge development report 10.1. Washington, D.C.: U. S. Department of Labor, 1979.

This study analyzes data, discusses characteristics of Hispanic youth, and reviews the literature on the barriers to employment for Hispanic youth. It recommends a comprehensive study on the current market situation.

National Institute of Education. Conference on the education and occupational needs of Hispanic women: June 29-30, 1976, December 10-12, 1976. Washington, D.C.: Author, 1980.

This volume includes the papers presented at the National Institute of Education (NIE) conference on the careers of Hispanic-American women. They discuss policy, research, and social concerns. Career and vocational education are suggested as answers for meeting the needs of Hispanic-American women.

New Jersey State Advisory Committee, U.S. Commission on Civil Rights.
Hispanic participation in manpower programs in Newark, New Jersey.
Washington, D.C.: Commission on Civil Rights, 1976.

This review focuses on the participation of Newark's Hispanics as clients, advisors, employees, administrators, and policy makers in city CETA funded manpower programs. Hispanics, according to the study, continue to be inadequately represented. Recommendations to increase their participation rate in manpower programs are included.

New Jersey State Department of Education. The impact of bilingual education on English acquisition in New Jersey. Trenton, N.J.: Author, 1981.

This statewide study indicates significant achievement in English language acquisition. In all grade levels tested, results showed that third year bilingual students made significant gains. Evidence shows that bilingual programs enhance English skill development.

New York University, Department of Technology and Industrial Education.
Vocational and bilingual curriculum development: A cooperative effort. Final report. New York, N.Y.: Author, n.d. (ERIC Document Reproduction Service No. ED 177 292)

This project modified and translated vocational education curricula for bilingual students and limited English speaking students. It also documented the process of material modification and translation. The search for suitable curricula materials led to the identification of materials in a number of different areas.

Nuestra Casa, Inc. Hispanic vocational exploration project: Final report. New London, Conn.: Author, 1979. (ERIC Document Reproduction Service No. ED 195 669)

This project involved the enrollment of 20 Hispanic youth aged 13-21 in an after school exploratory vocational program. Students were exposed to four-week shops with hands-on experiences. The participants were assigned bilingual counselors, and supervisors.

Office of Youth Programs. A profile of Hispanic youth: Youth knowledge development report 10.2. Washington, D.C.: Author, 1980.

This report notes that the statistical data available on Hispanics is very limited because the population is ethnically diverse and geographically dispersed. An attempt was made to find the most significant data as rapidly as possible. The report is an attempt to learn from the available data and to begin a more sophisticated analysis and study.

Passmore, D. L. Characteristics of unemployed youth. University Park, Pa.: Division of Occupational and Vocational Studies, Pennsylvania State University, 1980. (ERIC Document Reproduction Service No. ED 190 858)

This report examines the characteristics of jobless youth in the United States. The scope and definition of the problem is described. Recommendations for "next steps" are made.

Rios, E. T., & Hansen, W. E. Career and vocational development of bilingual students. Austin, Tex.: National Educational Laboratory, 1978. (ERIC Document Reproduction Service No. ED 162 940)

This is a review of research in career education concepts as they apply to bilingual populations. Some agencies which produce literature on the topic were also examined. The review notes that limited research materials are available and points to a need for expanded work in the field.

Roan, Z. R. Multi-cultural ethnic total person development for the limited English proficient, 1979-1980: Final report, July 1, 1979 through January 30, 1980. Newark, N.J.: Center for Occupational Education Experimentation and Demonstration, 1980. (ERIC Document Reproduction Service No. ED 192 022)

This program combined vocational, communication, living and leadership skills for persons of limited English proficiency. Over 400 persons, ages 12-58, participated. Results showed that the learning of a trade can be tied to the teaching of English.

Rose, M. (Comp.). But for me it wouldn't work: Implications of experiential education policy guidelines. Columbus, Ohio: National Center for Research in Vocational Education, 1979. (ERIC Document Reproduction Service No. ED 186 715)

This document contains the proceedings of the invitational conference in November 1978 which reviewed guidelines for experiential education. The texts of presentations and discussions are included.

Sandhu, H. K., & Wang, S. (Comps.). Guide to human resource files. Rosslyn, Va.: National Clearinghouse for Bilingual Education, 1980. (ERIC Document Reproduction Service No. ED 191 285)

The guide lists 40 human resource files in bilingual education currently funded by publicly supported agencies. They are listed by state, city, and institutional name. Geographical service area and information about consultants are also noted.

Simcoe, A. L. Vocational equal access research project: Final report. New Brunswick, N.J.: New Brunswick Department of Vocational Technical Education, 1979. Rutgers, The State University. (ERIC Document Reproduction Service No. ED 170 592)

In a study conducted to identify barriers which have prevented a large number of disadvantaged youth from attaining access to vocational education and to identify specific program recruitment elements, two modes of data collection were used. A survey was mailed to a national sample of 80 vocational state officials, teachers, etc., and a personal interview was held with a sample of 21 New Jersey vocational program administrators and counselors. Responses to the mailed survey indicated two main obstacles to equal access: inadequate guidance and inadequate financial resources. Responses to personal interviews suggested that educators regarded disadvantaged students as "high risks."

Summer, G., & Zellman, G. Federal programs supporting educational change, Volume VI: Implementing and sustaining Title VII bilingual projects. Santa Monica, Cal.: Rand Corporation, 1977.

This report discusses the process of establishing bilingual programs in local school districts. Special attention is given to the aspects of the Title VII program and to political influences that affect local implementation. Specific reasons for difficulty in implementing bilingual programs are explained and implications for federal policy are given.

System Sciences, Inc. Needs, barriers and evaluation of secondary migrant vocational education: An assessment in the Southeastern United States. Final technical report. Chapel Hill, N.C.: Author, 1979. (ERIC Document Reproduction Service No. ED 176 108)

This study indicated that there were few secondary level vocational programs serving migrant students in the region. Major conclusions led to suggestions for future action in four areas: a need to develop a comprehensive program to serve all migrant children, a clear national and interstate policy for migrant students' education, an increased effort to develop data about the target population, and an effort to increase coordination between various LEAs.

Szapocznik, J., Kutines, W. M., & Fernandes, T. Bicultural involvement and adjustment in Hispanic American youth. Coral Gables, Fla.: Miami University, 1979. (ERIC Document Reproduction Service No. ED 193 374)

This Dade County study is based on the premise that biculturalism in a bicultural setting leads to adjustment while monoculturalism leads

to maladjustment. A questionnaire and a scale relating to cultural involvement to behavioral adjustment in the classroom were developed. The questionnaire was administered to Cuban and non-Cuban Hispanic high school students.

Torres - Reilly, M., Smolin, J.R., & Orndoff, C. Guide to professional organizations. Rosslyn, Va.: National Clearinghouse for Bilingual Education, 1979.

This document lists organizations which can offer resources to educators of minority language students.

Troike, R.C. Research evidence for the effectiveness of bilingual education. Rosslyn, Va.: National Clearinghouse for Bilingual Education, 1978. (ERIC Document Reproduction Service No. ED 159 900)

This is a study of 12 programs attesting to the effectiveness of bilingual education. It concludes that a quality program can be effective for minority language children.

Twarog, K.J., & Crow, M.R., with Rose, M. Learning and work programs: Transitional educative cultures. Columbus, Ohio: National Center for Research in Vocational Education, 1979. (ERIC Document Reproduction Service No. ED 1985 325)

This is a comparative case study of four education and work programs in three geographic areas. An anthropological framework was used. The study examines the relationship of the education and work programs as they relate to transitional educative cultures and work institutions.

U.S. Department of Labor, Employment and Training Administration. Employment and training report of the President. Washington, D.C.: U.S. Government Printing Office, 1980.

This report summarizes President Carter's policy and reports on programs for the year 1979, and project proposals for the 1980's. The document describes research, evaluation, and demonstration projects completed between October 1, 1979 and January 30, 1980. It also includes statutory reports and statistics.

U.S. Department of Labor, Employment and Training Administration. Research and development projects. Washington, D.C.: U.S. Government Printing Office, 1980.

This volume summarizes projects funded by the Office of Research and Development. It includes all projects active on September 30, 1980 and all those completed between October 1, 1979 and September 30, 1980.

Among those of particular interests are: Demonstration Program on the Career Information System, Job Search Training and its Impact on Youth Jobseekers, Labor Market Information and Job Search Skills Program, Project STEP: Development of Testing of an In-School Preparation and Information Program Model for Hispanic Youth, Demonstration on Efficiency of Alternative Youth Program Approaches, Issues on Minority and Youth Unemployed: Programs for Persons of Limited English-Speaking Ability.

Wall, J. E. (Ed.). Vocational education for special groups. Washington, D.C.: American Vocational Association, 1976.

This volume deals with the impact of vocational education programs designed for special groups. It is divided into three sections: an overview, specific groups, and delivery strategies.

Wasson, L. E. with Miguel, R. J., & Jipp, L. F. Collaboration in experiential education: A profile of participant expectations. Columbus, Ohio: National Center for Research in Vocational Education, 1979. (ERIC Document Reproduction Service No. ED 185 826)

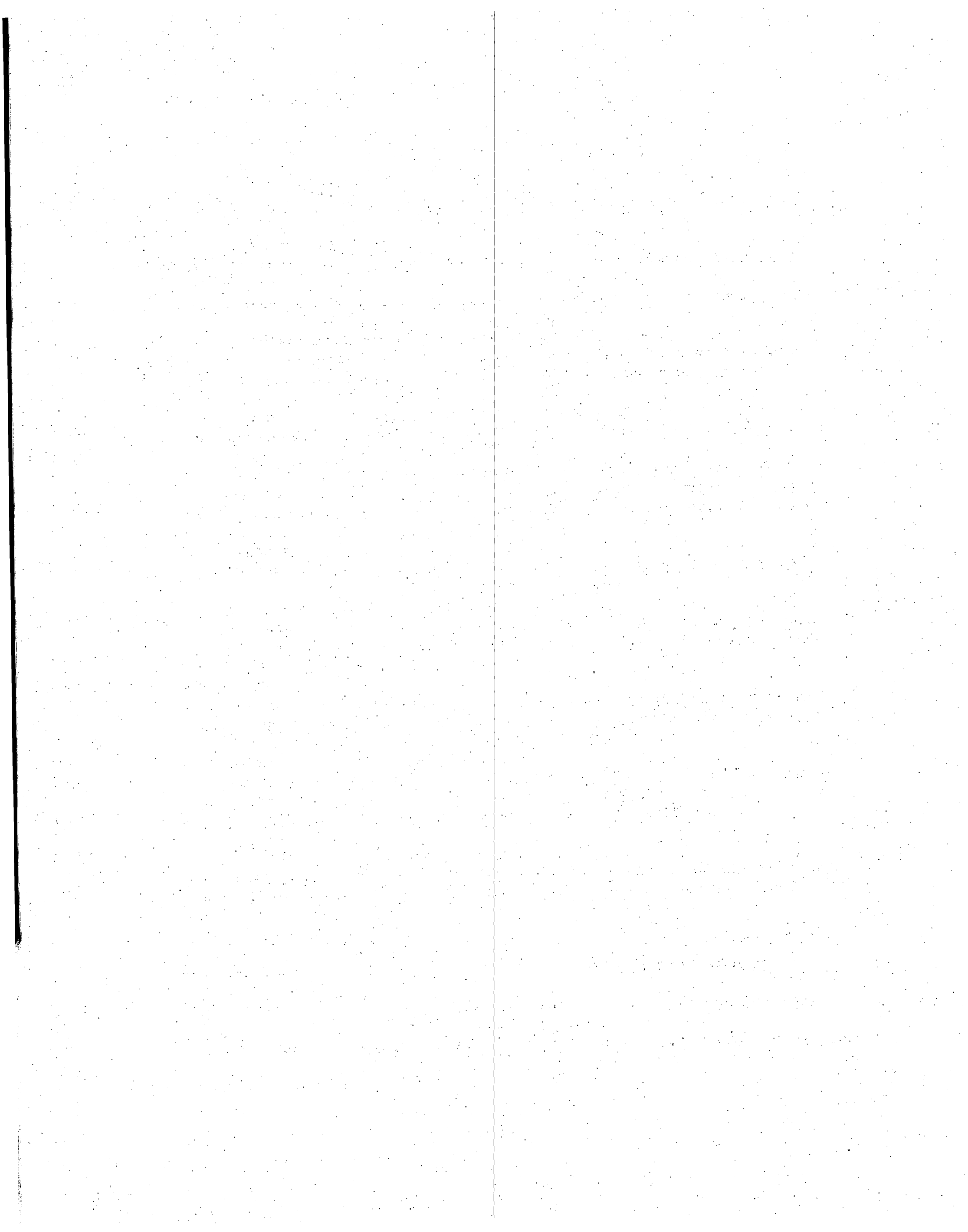
This study identifies motivations and expectations of experiential education program participants: parents, students, employers, and school administrators. Participants were involved in 10 programs in four states. Most expressed enthusiasm for such programs.

Winkfield, P. W., Stock-Whitson, K., & Ripple, G. Bridges to employment: Recruitment and counseling practices for disadvantaged, unemployed out-of-school youth in vocational programs. Book one. Columbus, Ohio: National Center for Research in Vocational Education, 1980, (ERIC Document Reproduction Service No. ED 187 925)

This manual is aimed at administrators, teachers, counselors, and others who work with disadvantaged youth. It highlights recruiting and counseling practices as they apply to the target population. It also gives specific recommendations in those areas as well as "benchmarks" to measure success.

APPENDIX B

Additional Recommendations



Additional Recommendations

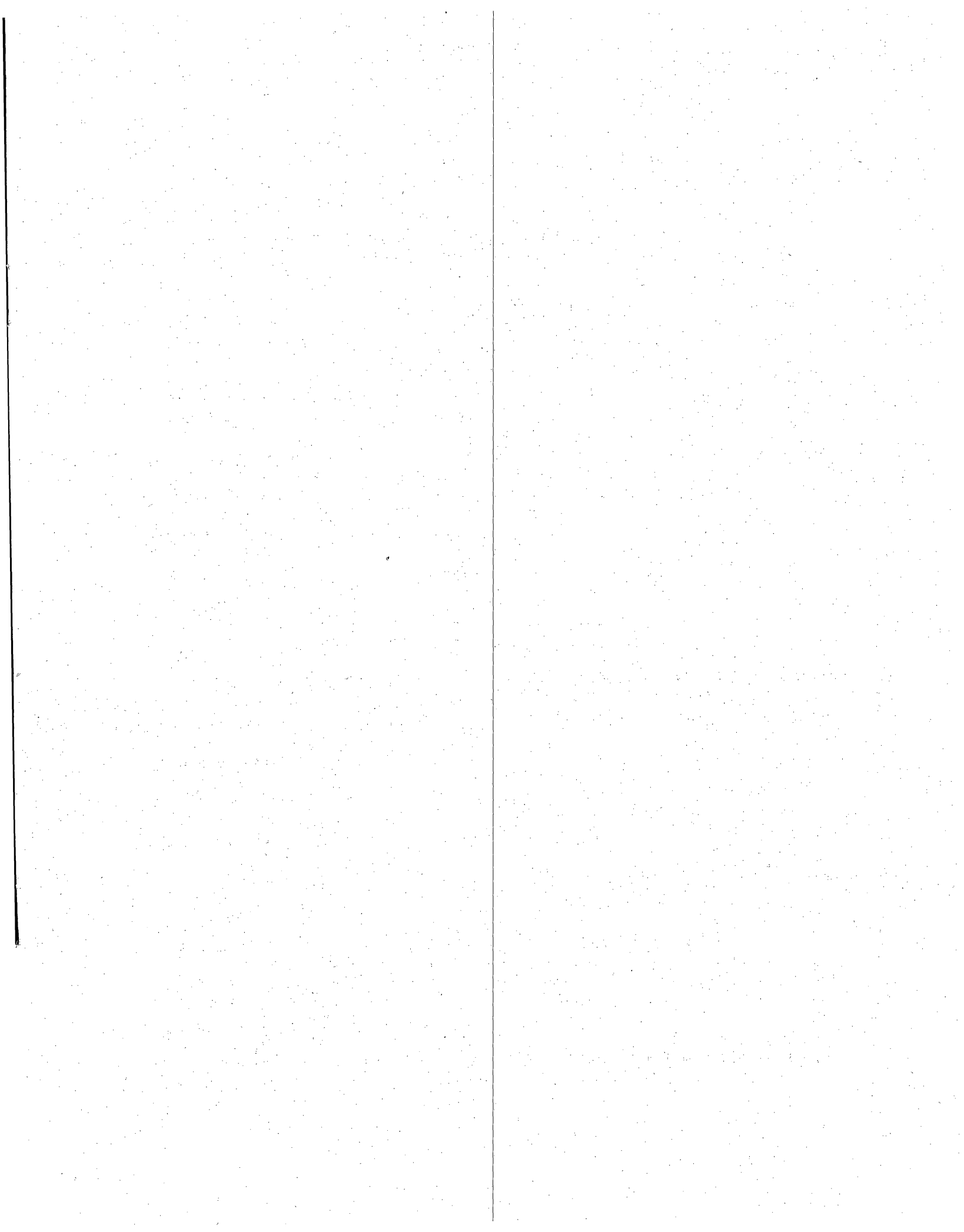
Members of the task force suggested more courses of action than those reported earlier in this report as recommendations. These suggestions also merit the attention of the reader. They are listed below in no particular sequence.

- Use successful peers to recruit and guide students and young adults into goal-oriented success-experiences which are necessary for entry into vocational-technical programs.
- Develop in-service on-site courses and workshops for school district staff. Have institutions of higher education and such agencies as educational improvement centers (EICs) deliver these services.
- Identify instruments that provide useful measures of interests, aptitudes and abilities for students of each language minority group.
- Show schools how to use methods in place of paper-and-pencil tests for providing information about student qualifications for entry into vocational schools.
- Encourage schools to engage in active outreach activities with parents of LEP students.
- Improve the image of vocational education by conducting statewide and local campaigns aimed at image-building. Vocational schools must be sold as being just as good as the academic schools.
- Encourage county vocational-technical schools to make unfilled spaces available to LEP students who live in other counties.
- Encourage teachers to see out-of-classroom settings as places where learning occurs and to consider how to take advantage of those settings when planning lessons.
- Use radio and television to reach language minority families.
- Find ways to help the LEP community to become more aware of the consequences of sex role stereotyping.
- Find ways to have LEP students and role models interact.

- Instead of new legislation which require schools to take a more genuine interest in the LEP student, use a research-based appeal that says: we have evidence that if someone works with the individual child, the child is more likely to graduate and become employed.
- Find ways to achieve closer contact between the guidance people and parents, and between the guidance people and industrial organizations.
- Provide funds to schools to support activities for LEP students in the same way as funds are given for services to special education students.
- Provide parent effectiveness training to parents of LEP students.

APPENDIX C

A Brief History of the LEP Task Force



A BRIEF HISTORY OF THE LEP TASK FORCE

Although the LEP task force held its initial meeting early in 1981, its antecedents began nearly a year earlier. In the spring of 1980 the Assistant Commissioner of the Division of Vocational Education and Career Preparation (DVECP), several of his staff, and staff from Research for Better Schools, Inc. (RBS), a private, non-profit regional educational research and development (R&D) company, met to discuss ways that R&D might contribute to the solution of problems in providing effective transitions for youth from school to work. The Assistant Commissioner indicated that although there was a greater demand for vocational programs in New Jersey than the schools could meet, very few Hispanic students were enrolled in those programs. He believed it important to find out why this was true and to identify ways not only to improve the access of these students to vocational programs, but to improve the quantity and quality of vocational education services available to them. He discussed projects that his staff already had initiated across the state to help LEP students gain access to vocational services and indicated that these projects had not had the impact envisioned for them. RBS staff agreed to commit their time and knowledge to bring R&D knowhow to bear on this problem.*

Much of the rest of 1980 was spent by the staff of the DVECP and RBS trying to better understand the problems of Hispanic and other limited

* RBS' participation was to be included as part of its New Jersey career preparation workscope which was supported by funds from the National Institute of Education, United States Department of Health, Education and Welfare.

English proficient youth and to identify possible solutions to those problems. To these ends, the Assistant Commissioner hosted several meetings which included leadership of the Puerto Rican Congress and representatives from the New Jersey Department of Labor and Industry, the New Jersey Department of Higher Education, Mercer County Vocational-Technical School District, Mercer County Community College, DVECP and RBS. In addition, staff from the DVECP and RBS visited several county vocational-technical schools and comprehensive high schools to learn about current school practices. RBS staff identified and reviewed a national base of literature bearing on many problems and the interplay of factors which contribute to those problems. Some of the factors identified during 1980 activities were:

- Parents of many LEP students have very definite beliefs about what are and are not appropriate careers and work roles for their children. Many parents do not see vocational education as worthwhile for their children.
- Many parents are misinformed about what vocational education is and what it can and cannot do.
- In most schools, staff are not as knowledgeable as they should be about the abilities, cultures, and educational needs of LEP students.
- In many schools, information about the career interests and aptitudes of LEP students is not collected. Even when this kind of information is collected, it is very limited in value because of the tests and procedures used.
- In many schools, the guidance and counseling services provided to LEP students are insufficient to overcome cultural and language differences. These services often are offered too late to be of real assistance to the student in his/her career planning.
- In many schools the procedures used to assess whether or not LEP students should be admitted into vocational programs are insufficient to determine if a suitable match between the student and program really exists.

Two very general conclusions emerged from the 1980 experience. One was that the problems confronting the LEP student were much more complex than we imagined just a few months earlier. The second conclusion was that two different strategies for confronting problems and developing solutions were needed. The first strategy would have the state provide funding to school districts, community colleges, and community-based organizations to plan and implement a variety of pilot projects. It was hoped that pilot projects might produce workable models and practices which could be adopted/adapted in other settings. The second strategy would have the state initiate activities to understand the lessons and experiences of researchers and practitioners in New Jersey and elsewhere. The results of these activities could be used to develop strategies that might be undertaken by the state to support local efforts to improve vocational-technical education for the LEP student.

In December 1980, the DVECP hired an LEP Coordinator within the Bureau of Special Projects. She worked with the director of that bureau to plan, fund and monitor several pilot projects* and to form a task force to prepare actionable recommendations. The task force membership was recruited by the LEP Coordinator who contacted agencies and departments that had demonstrated concern for and expertise in working with the LEP student.

The first LEP task force meeting was held in February 1981. At this meeting, the task force adopted a problem statement and asked the LEP

*Two organizational units in the New Jersey Department Higher of Education (Office of Bilingual Programs, Office of Community Colleges) also initiated pilot projects, some of which were planned and funded in collaboration with the DVECP.

Coordinator and a staff member from RBS to serve as co-chairpersons for the task force. The problem statement adopted by the group is given below.

The New Jersey Department of Education wants to build assurances that all students receive appropriate career and vocational education services. There is evidence which suggests that students with limited English proficiency (LEP) are not taking advantage of these services as much as they might. The New Jersey Department of Education wants to develop a strategy for improving this situation on a statewide basis.

The problem: The delivery of career and vocational services to LEP students in New Jersey needs to be strengthened. These services include the ways students become aware of the kinds of education available to them and how they access and use this education.

Task force meetings typically included two kinds of reports. The first kind of report considered progress and problems experienced by the pilot projects. Discussion of these experiences provided opportunities for task force members to learn about practical dimensions of providing vocational-technical education to LEP students and adults in New Jersey schools and community settings. The second kind of report included analyses of problems and solutions drawn from a national base of research and LEP program experience. Discussion of these reports provided opportunities for task force members to conceptualize and compare different bases of experience.

