

DevTech Systems, Inc., September 1996

Final Report

**A DESCRIPTIVE STUDY OF THE
ESEA TITLE VII EDUCATIONAL SERVICES
PROVIDED FOR SECONDARY SCHOOL
LIMITED ENGLISH PROFICIENT STUDENTS**

Summary of Key Elements of the Case Studies

Background

To gain understanding of strategies that are effective in meeting the needs of secondary students with limited English proficiency, five Title VII projects were selected for close examination. These projects were selected from a pool of Title VII projects that were identified by State and Federal representatives (State directors of bilingual education, Multifunctional Resource Center directors, etc.) as being unusually successful in meeting the needs of secondary students. In selecting projects for study, we considered many factors: the nature of the population being served, type of services delivered, and district size and configuration (e.g., rural consortium versus large urban), as well as the type of Title VII grant (e.g., Program Enhancement versus Academic Excellence). In this manner, a broad spectrum of contexts could be captured to profile different ways secondary school-age LEP students benefit from Title VII.

It is important to note that our sample is limited to only five projects and, therefore, is not statistically representative of the many Title VII projects in operation. Each represents a unique approach to language development but is not necessarily the only approach that is effective in supporting LEP students at the secondary level. Moreover, we did not measure the extent of impact each project had on student achievement, but rather used existing evaluation information provided by the project to illustrate effectiveness.

Our approach was to document the components of each project and gain understanding of how Title VII-funded services were structured to build the capacity of schools to meet the various needs of the secondary school LEP student. We interviewed district administrators (e.g., superintendents, Title VII directors, etc.) who offered insight into the district context and their priorities for LEP secondary school students. School administrators and teachers provided details on the needs of the students, the components of the program, and the strategies that appeared effective. Classroom observations and discussions with students were also conducted to give further insight into project characteristics and impact. Additionally, Title VII grant applications and progress reports, along with district reports, were reviewed to capture changes that emerged between planning and implementation.

In addition to the individual case study profiles for each of the five projects, we conducted cross-site analyses to ascertain similarities and differences. The following synthesizes our findings.

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Site Characteristics

The five Title VII projects in our sample range from the largest districts in the United States to some of the smallest and thus include both urban and rural contexts. As noted below, two sites are located in California, one in New York, one in Maryland, and one in Texas.

Table 5
Study Sample

Project Name	State	District	Targeted Schools
Pathways to Excellence	CA	Los Angeles Unified School District	Bell High School
Project "Write"	CA	San Dieguito Union High School District	Currently operating in one high and two middle schools but is expanding to other schools in the district as well as to other districts
Mid-Shore ESOL Program	MD	Eastern Shore of Maryland Educational Consortium	High Schools in Caroline, Dorchester, Kent, Talbot, and Queen Anne counties
Project PRISM	NY	New York City Schools	International High School at LaGuardia Community College, the Manhattan International High School, and the Brooklyn International High School
Español Aumentativo!	TX	Spring Branch Independent School District	All middle and high schools in the district

The sites also reflect different types of Title VII-funded grants. Two of the sites were recipients of Program Enhancement grants, two were Academic Excellence grants, and one was a Transitional Bilingual Education grant. Also, four out of the five sites received these grants under the current authorization (Improving America's Schools Act), while one started its grant cycle under the previous Title VII legislation. Interestingly, four of the five projects had also received previous Title VII grants, which enabled each to develop instructional interventions that are now fully adopted by the district. Current Title VII funding now permits these four sites to enhance existing programs (Mid-Shore ESOL Program and Español Aumentativo!) and to disseminate their strategies (Project "Write" and Project PRISM) to other schools both within and outside their districts.

Table 6
Current and Former Title VII Funding in Study Sample

	Current Title VII	Former Title VII
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Project Name	State	Funding	Project
Pathways to Excellence	CA	Transitional Bilingual Program Grant	Not Applicable
Project "Write"	CA	Academic Excellence Grant	Special Alternative Instructional Program
Mid-Shore ESOL Program	MD	Program Enhancement Grant	Special Alternative Instructional Program
Project PRISM	NY	Academic Excellence Grant	Academic Excellence Program & Special Alternative Instructional Program
Español Aumentativo!	TX	Program Enhancement Grant	Transitional Bilingual Program

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Title VII Targeted Students

Secondary school students with limited English proficiency served by the five sites were quite similar in that large numbers were immigrants. Though each district, in its regular bilingual program, served more than one language group, Title VII was targeted to those greatest in need. In San Dieguito (California), Project Write was initially developed for Spanish-speaking students, many of whom were children of migrant farmworkers who were immigrants. Under the current Academic Excellence grant, the project has now been expanded to address LEP students who speak other languages. At LaGuardia International High School (New York) and in the Eastern Shore (Maryland) Consortium, Title VII-funded services were for immigrant children from a variety of countries who spoke many different languages. At Bell High School (California) and in Spring Branch Independent School District (Texas), students served by Title VII were Spanish-speaking, with most being immigrants from Central and South America. Thus, all five of our case study sites were serving large numbers of immigrant students at the secondary school level, with three out of the five serving mostly Spanish-speaking students.

Research on LEP Secondary Students

From our review of the research on LEP students, it is clear that both student needs and school organization pose many instructional challenges at the secondary school level. Specifically, a large percentage, but not all LEP students, enter secondary schools "at risk" of academic failure. According to the literature, many adolescent immigrants come from impoverished backgrounds, lack literacy in their own language, are unfamiliar with typical American school requirements such as credit accrual, and often experience conflicts between family culture (e.g., expectations to work or marry) and school culture (e.g., expectations to complete high school). Moreover, many have come from countries where their education has been interrupted for long periods of time prior to entering the United States. Yet, if they are to succeed, these students, like their American counterparts, must meet challenging academic standards in a relatively short period of time.

Secondary schools, particularly grades 9 through 12, are organized around academic disciplines so that

students can acquire high levels of knowledge and skills in specific content areas. Unlike elementary school settings, where students receive instruction usually from one teacher in one class setting, secondary schools provide instruction through many teachers. Different levels of course difficulty are offered so that graduates are able to enter the workforce or post-secondary institutions (e.g., college) with the requisite skills and knowledge to be successful. In recent years, the global market, coupled with the need for a highly skilled technical workforce, has led many States to increase academic and performance standards for graduation. Most have instituted more rigorous tests to ensure that high school graduates are skilled. Thus, secondary schools face the task of implementing more challenging instructional programs at the same time that their student populations are becoming more diverse, with increasing numbers of students who are limited in English proficiency.

The projects selected for case study examination represent various approaches to addressing these challenges. Each has designed Title VII projects that supplement district- and State-funded programs in ways that augment existing services to students, enhance staff capacity to meet student needs, involve parents, and extend existing resources available for LEP secondary school students.

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Instructional Support and Staff Development

We found in each of the five sites that providing support to enable students to succeed in academic courses was a primary goal.

- In Spring Branch Independent School District, the Program Enhancement grant is enabling each of the schools to plan staff development for content teachers so that they may become familiar with the LEP students' culture and needs and learn instructional strategies that work with LEP secondary school-age students. The Title VII resource teacher assists each school to assess needs and to plan and provide training to content teachers. Additionally, two Title VII-funded bilingual paraprofessionals provide tutoring for LEP students in academically challenging courses such as science and world geography. Individual as well as group tutoring is provided. Thus, Español Aumentativo! is trying to assist students directly and indirectly by training teachers.
- At Bell High School in Los Angeles, Title VII enables a cadre of LEP students (ESL levels I and II) to receive supplementary services so that they can broaden their backgrounds as well as utilize different media (e.g., drama, video, music, computer technology) to develop English language skills. Prior to this, many LEP students were not able to take challenging academic courses in math and science. Now, through Title VII, content teachers are learning sheltered English instructional strategies, and after-school tutoring is provided to support student achievement in academic courses. Also, research books and materials in Spanish are being acquired for the library so that students can fulfill content course research requirements as they master English. Thus, Pathways to Excellence is providing resources for Title VII students to achieve in their content courses, and training of teachers so that instruction can be augmented to facilitate learning.
- Through Project PRISM at LaGuardia International School in Queens, New York, ESL and content teachers work together to develop curricula and provide instruction. For each course students receive both a regular academic textbook (in English) and an ESL textbook. Instruction is project-based, with students working individually or with other students and the teacher serving as the facilitator. Students master the subject at the same time they learn English. The current Title VII grant allows staff to work with other schools in adopting these techniques as well as refining their current instructional strategies.

- Through the Mid-Shore ESOL Program at the Eastern Shore of Maryland Educational Consortium, ESL teachers provide academic support to small numbers of students across five counties and customize services based upon the needs of the students and the context of the school. Staff training and an ESL resource center are provided so that content teachers can learn instructional strategies and obtain materials that enable academic coursework to be provided in ways that enhance the ability of LEP students to master content. Tutors who speak the students' home language are used to assist students in academic courses. Mentors who are former LEP students are also used to provide assistance to students in learning subject matter.
- Through Project "Write" at San Dieguito Union High School in Encinitas, California, ESL courses provide the same curriculum as that offered in the regular English classes, but different instructional strategies and literature materials are used to enable LEP students to learn. Portfolio assessments are used by both students and teachers to monitor student progress. Since the scoring rubric is comparable to that used with English speakers, progress can be assessed on an ongoing basis.

In a sense, staff development and direct instructional support to students were the primary ways Title VII funds were being used to assist students and build the instructional capacity of content teachers so that students could be successful in their academic courses.

The following instructional interventions were found in operation in the five sites captured in the case studies. These interventions were funded by different sources -- Federal, State, and local funds. In many settings, interventions that had originally been developed with Title VII resources were now institutionalized and supported by local funds.

Table 7
Instructional Interventions Used by Case Study Projects

Instructional Interventions	Project PRISM	Mid-Shore ESOL Program	Español Aumentativo!	Pathways to Excellence	Project "Write"
ESL	.	+	+	+	+
ESL embedded in content	+
Sheltered science	.	.	+	+	+
Sheltered math	.	.	+	+	+
Sheltered social studies	.	.	+		+
Tutoring	+	+	+	+	.
Mentoring	+	+	.	.	.
Enrichment	+	+	.	+	.
Use of technology such as computers	+	+	+	+	.

Performance assessment	+	+	+	.	+
Portfolio assessment	+	.	+	.	+
Functional Spanish (instruction in native language)	+	+	+	+	+

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Parental Involvement

Parental involvement was a key component in all five sites; however, one site (Bell High School) was still struggling with how to involve parents who work two and three jobs. In the other four sites, different approaches were being used.

- As part of Español Aumentativo!, the Spring Branch Independent School District hired a case worker (originally funded through Title VII but now on district funds) who conducted various forms of outreach to parents. Every parent was visited to inform them of their student's progress, of school offerings for themselves as well as their children, and of the social services available in the community. A special parent forum, "Padres Con Poder," was instituted so that parents could explore problems in their community such as drugs, gangs, etc., and receive support where needed. These activities were so successful that the local cable company is now televising meetings so that other segments of the parent community are embraced.
- Through Project "Write" in the San Dieguito Union High School District, parents are informed of the academic opportunities available to their children. Since many of the parents are migrant farmworkers and poorly educated, they did not view post-secondary education as an option for their children. Now parents are taken to colleges and provided information on scholarships. Through this process, many learn of opportunities that they never thought would be available for their children. As a result, more of the LEP students are now completing high school and attaining scholarships to college.
- In Project PRISM at LaGuardia International High School, parents are key in supporting education. Parent Fairs are hosted so that parents learn of community and health services and bridges between the school and ethnic community are forged. This has resulted in ethnic groups supporting the school by providing translations of school documents and announcements, particularly for languages where the school does not have expertise.
- In the Mid-Shore ESOL Program in the Eastern Shore of Maryland Educational Consortium, each community differs and many of the minority groups feel isolated due to their small numbers and geographic dispersment. As a result, the ESL paraprofessionals bridge communication between the school and the students' families and/or legal guardians. When attendance at meetings is needed, the school accommodates parents by scheduling meetings when parents are not working. Buses to transport parents are also made available since many parents do not have cars and there is little public transportation. This process has been successful and more parents now feel part of the school. Some parents have even done workshops on their customs, culture, and education system. As a result, parents are embraced in

the educational process of their child.

Overall, across our sites, Title VII projects were reaching out to parents so that they could have greater understanding of the demands of the American school system and the progress their children were making. In several sites, this outreach was interactive in that school personnel were also learning more about the ethnic culture, community, and background of their children as a result of reaching out to parents. The biggest stumbling block for many projects was the work schedule of the parents. Since many worked long hours and often two or three jobs, it was critical that the school accommodate their work schedules in addition to their lack of English language. In all of our sites, schools were translating materials and information so that communication could be enhanced between parents and the school.

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Coordination With Other Programs

The Improving America's Schools Act calls for greater integration across Federal programs, and many of our sites were working in conjunction with other programs. Bell High School, Spring Branch schools, and the Eastern Shore of Maryland Educational Consortium also have Title I resources so that considerable collaboration across these two programs was occurring. For example, at Spring Branch, the "Ropes" program, designed to build self-esteem in Title I students, was also being used with Title VII students and parents. Publications describing parent rights and responsibilities were shared frequently across programs. Since many parents had children in Title VII as well as Title I, parent advisory committees often shared activities and meeting times.

In Project PRISM, funds from many sources were used to strengthen the school. Since LaGuardia International High School was an alternative high school, resources from multiple sources were put together to strengthen the entire school rather than just one program or group of students. With less distinction between funding sources, teachers and administrators worked more closely together to offer one program designed to meet the needs of all students. Furthermore, by using multiple sources of funds, all staff, rather than just those funded by a particular program, could receive the same training. Thus, staff capacity was enhanced where multiple sources of dollars were in use.

Coordination of curriculum was also seen in several of our programs (Project "Write," Español Aumentativo!, and Project PRISM). In Project "Write" in the San Dieguito Union High School District, teachers of ESL are also teachers of English. Thus, they are responsible for teaching the same courses to both English-speaking and limited-English-speaking students. According to staff, by using the same English teachers, the same curriculum is offered to all students and the ESL program is part of the regular English department and not a supplementary or tangential program. This permits staff to work closely with their colleagues to facilitate transition of LEP students into regular courses, access school services such as counselling, and ensure that the LEP teachers are part of the regular faculty.

In Spring Branch, Español Aumentativo! teachers are also teachers in the foreign language department. As in San Dieguito, by using teachers who are part of the regular faculty, the needs of LEP students are coordinated with the overall school's program, ensuring that their needs are part of the school's total planning process.

In Project PRISM at LaGuardia International High School, the ESL teachers work closely with the

content teachers. Since the entire school is targeted to serving students who have immigrated within the past 4 years, there is no distinction made between students. All programs and services are designed for all students, regardless of their level of English proficiency.

Finally, coordination was also seen in the way administrators functioned. At both Spring Branch and San Dieguito, the Title VII coordinator was also responsible for other curricular areas. Having responsibilities for many programs ensured that programs and services for LEP students were integrated and coordinated with regular programs in the district.

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Lessons Learned

Many of the staff we interviewed had extensive experience working with LEP secondary school students as well as in Title VII projects. Across several sites, particular themes surfaced as lessons they had learned in working with Title VII specifically and LEP secondary school students in general. First, staff at all of our five sites suggested that meeting the needs of LEP secondary students necessitated challenging curricula and materials that were aligned and comparable to that provided to English-dominant students. Though many of the LEP students had little or no English skills when entering the school, with many having gaps in the schooling received in their native countries, many staff members indicated that for these students to meet the graduation requirements of the State, course-level proficiencies, and State or local standards, students could not be given "watered down" courses or instructional materials designed for younger children. More important, these students were "at risk" of academic failure and dropping out. Use of materials that were designed for younger students and approaches that were not challenging signalled to the students that they were different, not capable of learning, and not like their peers. In each setting, staff were designing programs that would enable LEP secondary students to acquire English at the same time they mastered content; they were made to feel part of the school.

Administrators frequently mentioned that instructional staff needed to feel a part of the programs that they designed. This was particularly critical for instructional interventions for LEP secondary school students, since the needs of the students were so variable. Several administrators noted that teachers needed flexibility to design interventions and the resources to support these interventions so that viable programs could be implemented. For many, Title VII was this type of program, because it enabled staff to experiment with new ideas and develop them in ways that eventually led to new programs and services adopted by the district. Without this "seed" money, it was not clear whether many of the current programs for LEP secondary school students would have ever been adopted or that staff would have developed the capacity to meet the varying needs of different types of LEP students.

Additionally, staff at several of the sites suggested that in planning a Title VII project specifically, staff needed to first have a strategic plan and seek funds that meet their needs rather than to apply for funds that happened to be available. Too often schools are in need of resources and are tempted to apply for grants that are not always in line with their specific needs. Then, administrators are faced with implementing programs that are not targeted to the population in greatest need of the particular services. Thus, several people interviewed noted that schools should plan and design programs based upon student needs and then seek funding that addresses these needs. Within the same context, two of

our sites suggested that in applying for Title VII schools should keep the focus narrow and not try to do everything with one grant. At two sites, administrators had to modify their grants after funding since they realized that it was not possible to accomplish all that had originally been proposed.

Finally, the composition of LEP secondary school students varies in terms of the numbers of students, the variety of languages, their educational background, and the economic levels of the population. Schools found that as soon as LEP secondary students started to enroll, the schools needed to respond quickly because, often, after a few entered, many more followed. In two of our five sites, staff felt they had waited too long and were forced to play catch-up in terms of staff training, resources, and programs. Thus, administrators and staff suggested that once a trend in the demographics of their students started to change, it was critical that staff begin to plan and execute programs so that the school had the capacity to meet the needs of LEP students, regardless of their language, level of English proficiency, or economic and social background.

Findings and Recommendations

Using the review of literature, analysis of 100 Title VII grants, and the five case studies, we found that Title VII projects are designing strategies to meet the wide range of language and academic needs of their diverse secondary school LEP students. While it was difficult to ascertain the characteristics of students in the projects from the written grant applications because of wide variations in the way grants were written, it was clear that many secondary school Title VII projects were designed to address diverse language groups, ethnic backgrounds, and socioeconomic levels.

Within this context, Title VII projects were targeting their limited resources to those greatest in need. For many sites, this translated into providing interventions to large numbers of immigrant students, many of whom were highly mobile, illiterate in their native language, poor, and frequently in need of social and health services. Many sites were also racing against the clock to address the needs of diverse cultures and new language groups that were part of their emerging secondary school LEP population. Thus, we found the Title VII projects were targeted toward secondary school LEP students that reflected populations discussed in the literature.

Grants were focusing on building staff capacity to address student needs. Extensive training was being provided to both language and content teachers so that staff would have the skills to modify instruction in ways that enable students to achieve in their academic subjects. Efforts to involve parents were also emphasized, as was the coordination of school services with other agencies so that a comprehensive program was available to address the academic, social, and health needs of the secondary LEP student. As found in our literature review, Title VII projects were taking comprehensive approaches to address emerging needs and not just relying on singular approaches such as offering ESL to meet the needs of secondary LEP students.

While our review of the 100 Title VII grants was curtailed due to limited available fiscal resources for appropriately sampling the universe of grants addressing secondary students, we found the variation in the Title VII proposals submitted by grantees also limiting. Differences in the level and breadth of detail captured in the grant descriptions frequently made it difficult to isolate specific facts about the characteristics of students, instructional interventions used, and supplementary services provided. More important, information regarding the needs of students was sprinkled throughout the grant description. This posed difficulties in categorizing information in terms of areas of interest to

OBEMLA. Although the description of students and programs frequently reflected the literature on secondary school LEP students, it was not in a format that permitted easy categorization or even interpretation with any degree of confidence. Thus, the grant format, organization, and level of detail limited our ability to compile consistent information across projects in ways that would permit profiles of the 100 sites to be generated or statistical data to be calculated.

Among the projects we visited, we found concrete examples of the many trends noted in the literature. For instance, in each of the projects, staff were struggling with designing strategies that would enhance the secondary school LEP student's ability not only to learn English but also to achieve academic success in school. Each of our sites approached instructional interventions differently because of their context (e.g., small numbers of language groups across large rural areas), and available local and State resources. In each of the five sites a large percentage of the Title VII participants were immigrants and many were illiterate in their native languages, highly mobile, and at risk of dropping out. Thus, our sites were serving the secondary school LEP population frequently cited in the literature.

To address these needs, Title VII grants were utilizing instructional strategies that blended English acquisition with content course mastery. For example, at LaGuardia International High School (New York), content teachers and ESL teachers were working in team situations using active learning strategies to engage immigrant students. The Spring Branch Independent School District (Houston, Texas), the Eastern Shore of Maryland Educational Consortium, and Bell High School (Los Angeles, California), were offering different forms of staff development so that teachers were enlightened about the culture and educational needs of secondary school LEP students and provided the instructional strategies such as sheltered English to meet those needs. In San Dieguito (California), English teachers became teachers of ESL and were using the same curriculum but different instructional approaches to ensure LEP secondary school-age students received comparable skills to those given their peers.

All five sites were expanding resources to support LEP secondary school students' achievement in content courses. At Bell High School, nonfictional materials for the library were being acquired in Spanish so that LEP secondary school students could conduct research. Also at Bell, as well as in the Spring Branch Independent School District, technology was being used so that students could employ different media for acquiring English proficiency.

At Bell High School and the Eastern Shore of Maryland Educational Consortium, tutors were used to support content course mastery. At LaGuardia International High School, students were receiving both regular textbooks as well as ESL materials so that they could acquire language within the context of their course content. Also, at LaGuardia, Spring Branch, and Bell High School, cooperative learning strategies were a frequently used instructional method to enable students to work together to build peer support and cooperation for learning.

Involving parents was also a priority at our sites. In San Dieguito, migrant parents were learning about higher educational opportunities for their children and strategies to support learning at home. The parents at LaGuardia International High School and the Eastern Shore of Maryland Consortium were helping staff to learn about different cultures, build connections with ethnic communities, and provide translations where school resources were lacking. Thus, we found that across our five sites, each was using different strategies frequently mentioned in the literature as being effective, although not every

site was using the same strategy since their context, resources, and student needs differed.

We found that our five sites had clearly embraced the Improving America's Schools Act. In each of the five locations, cooperation and collaboration with other programs was evident. Multiple sources of funds were frequently used to support instruction. Title I was frequently mentioned as a major resource to the school, which suggests that funds previously given to elementary students were now being targeted to secondary school programs. At Spring Branch, programs originally designed for Title I students were now being used with Title VII students. Meetings and training for parents were jointly held with more frequency across Title I and Title VII programs (Spring Branch, Bell High School). In fact, materials designed to explain rights and responsibilities to Title I parents were now being translated for Title VII parents (Spring Branch).

Schools were also becoming more strategic in seeking resources that addressed schoolwide needs rather than separate programs. At LaGuardia High School, funds from multiple resources were combined to ensure comprehensive services to students and training of all staff. In Spring Branch, Title VII resource teachers were helping schools assess staff needs and plan appropriate training since their student populations were increasingly LEP. At San Dieguito, the Title VII project director was also the director of curriculum, ensuring that all programs were coordinated and focused to meet the needs of students; while in Los Angeles, the district Title VII project director was conducting training at different schools on strategic planning and how to find grants for schoolwide needs. Thus, there was clear evidence that staff across our sites were taking steps to build school and staff capacity to address the needs of all children, particularly the LEP student.

Based upon the literature review, the examination of 100 Title VII grants, and the five case studies, there are several areas in which improvements and refinements are suggested to enhance the capacity of schools to meet the needs of the secondary school LEP population. These areas are not listed in order of priority or in terms of importance.

- The research on secondary school LEP students is just emerging. Information needs to be disseminated in ways that enable secondary schools to understand the diversity of students who are approaching their doors, the range as well as the severity of the secondary school-age LEP students' needs in language, educational background, etc., and the instructional strategies that can be successful. Thus, OBEMLA is encouraged to find ways to disseminate research on the secondary school LEP students to all high schools across the Nation who now or in the near future will need to serve LEP students. In addition to printed materials, at the local level staff need strategies, dialogue with educators who have been successful in working with students, and opportunities to learn approaches that have been unusually successful. Therefore, the dissemination approach needs to be systemic so that all schools, whether located in the smallest isolated rural settings or in the largest districts in the country, will have the opportunity to acquire this information. Rural and urban schools, which will more frequently have the largest influx of secondary school LEP students, frequently have the least resources to acquire information in a timely fashion.
- While Title VII secondary school projects need flexibility to address the divergent needs of the LEP population entering secondary schools, greater understanding of who is served and what is provided by Title VII needs to be captured. We believe that Title VII grants (applications reports, etc.) contain a wealth of information on secondary school-age LEP students and the services being provided to them. OBEMLA should consider how the organization of the grant

materials and the extraction of information could become more of an action research base. While this form of action research has tremendous possibilities for understanding the types of students served and the strategies used to meet their needs, greater uniformity in grant materials will need to be instituted if printed materials from grantees are a key element in keeping abreast of secondary school LEP students and services.

- o Issues surrounding secondary school LEP students need to become a priority or at least reach a level of importance that attracts research, contracted studies, etc. We found that very little attention has been given the secondary school LEP student even though this grade level presents the greatest challenges. Secondary school LEP students may be greatest at risk in not meeting new educational standards. In an effort to ensure that *all* students have access to resources and instruction to meet standards, it is important that the secondary school LEP student be given attention.

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Under the previous contract design, DevTech developed a coding form and a draft survey form which were to be used for a survey. These documents were the basis for a data collection form developed by DevTech. This modified monitoring instrument may be used by OBEMLA program officers to assist them in developing their in-house database on LEP secondary school projects. The form is designed to collect descriptive data that supplements the existing data gathered through the current monitoring process. Data extracted from the form can then be entered into the database program designed for OBEMLA by DevTech under this task. This will enable OBEMLA to become self-sufficient and have instant access to information about current or past grantees that serve secondary school students.

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