

Uopnear

Educ - ~~2/07/00~~

Bilingual office

Comprehension School Program - largest program
~~improves entire system~~

\$170 million

(1) System-wide program

(2) Program Development - grant program 3 yr. No real program. Start up grants = \$15 million

Provider services to students, teacher training, staffing, parent

Professional Development \$70 million
Grant

Immigrant Education - competitor = emergency fund - formula \$150 million

State formula - students apply schools - 3 part criteria under
Need 3% or 500 of newly arrived money ~~in~~ 3 yrs
3-20 age

If quality, states get services -
instruction services, technology development, training, etc
85% instruction services = teachers, materials, special training

~~Emergency fund = formula~~

State Education Agency = provide TA to the states, data collection, minimum \$100K or 5% of entire Title VII funding.

Foreign Language Assistants Programs \$2.2 million program - special, fresh \$6 million

(2)

Professional grants - university to train teacher.

* Example of professional development program.

- Training for all teachers vs. Training only for certain teachers.
new program but lots of interest.
54% had LEP students

(*) Parallel instruction - after school classes for parents - ESL, parenting classes, how to help kids, All programs require parent program

needed for
to sample

Need

- School to meaningful instruction - culturally sensitive
- Literacy program (no formal instruction or from work home activities), need to work w/ families
- Bilingual support -
- Sound assessment process

Older kids - LEP - very few programs.

Newcomer Center = community center - learn English + adjust

Challenge of ~~new~~ ^{old} classes w/ many ~~LEP~~ ^{LEP} students.
reduce class size.

Use ESL model not bilingual model. ^{(*) transitional model - most popular model}

2 way bilingual classes - teach English + Spanish at the same time - very popular

Bilingual instruction works but depends on assessment

Contribution
program

Teacher Recruitment - get professionals in other areas to work

(3)

Certification scares many people, ~~don't~~
But parents want the certified teacher
Kids are not ~~teaching~~ teaching
2005 - short 2 million teachers

R&D = \$10 million - online teaching to teach English

Computers in poor schools

15% are Latino

25% are not & need help.

When states

- SERT

- Indirect - promising practices

- Implementation grants to get ~~needed~~ infrastructure in place

National Clearinghouse of LEP - GW

↑ state application particularly in new states.

Standards
& Assessment

- Nat'l standards & aligning w/ state standards but unclear LEP should be included. Varies state by state.

• NO ~~consensus~~ consensus on how to assess ~~LEP kids~~ LEP kids & level of needs

• Title I Testing Guidance ~~for~~ for LEP students

Report
to Congress
Collaborative

w/ Mkt Ed, Adult Educ.

Clinton Presidential Records Digital Records Marker

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Program Development and Enhancement Grants - grants designed to assist LEAs develop and implement new and comprehensive bilingual education programs or to expand or refine existing bilingual education programs for linguistically and culturally diverse students.

Comprehensive School Grants - grants designed to assist LEAs in reforming, restructuring, and upgrading all elements of an individual school's program and operations to serve linguistically and culturally diverse students.

Systemwide Improvement Grants - grants designed to assist LEAs in improving, reforming, and upgrading all relevant programs and operations that serve linguistically and culturally diverse students on a districtwide basis.

Improves local program evaluations and promotes the use of appropriate assessments linked to instructional practices that build upon the strengths of linguistically and culturally diverse students to help them achieve to high academic standards. The act supports field-initiated research, enhanced national dissemination efforts.

Strengthens the state role by requiring SEAs to review Title VII applications within the context of their state reform plans. Title VII promotes partnerships between SEAs, LEAs and other entities for purposes of improving program design and assessment of student performance aligned with the state curriculum and assessment.

Strengthens professional development programs to promote integration into broader school curricula and reforms to improve the knowledge base and practices of educational personnel serving linguistically and culturally diverse students. Four types of grants are authorized:

Training for All Teachers Grants - grants designed to foster the incorporation of courses and curricula on appropriate and effective instructional and assessment methodologies, strategies and resources specific to the education of language-minority and LEP students into mainstream preparation programs for all education personnel, including inservice programs.

Bilingual Education Teachers and Personnel Grants - grants designed to support preservice and inservice professional development of bilingual education teachers, administrators, counselors, and other education personnel; and national professional development institutes for institutions of higher education.

Bilingual Education Career Ladder Programs Grants - grants designed to upgrade the qualifications and skills of existing educational personnel to meet high professional standards including certification and licensure as bilingual education teachers and other educational personnel serving LEP students.

Graduate Fellowships in Bilingual Education - Fellowship awards for doctoral study related to the instruction of children and youth of limited English proficiency, as well as for the support of dissertation research related to such study.

Provides support for foreign language instruction through the Foreign Language Assistance Program to help local education agencies establish and improve foreign language instruction in elementary and secondary schools.

Supports immigrant students through the Emergency Immigrant Education Act to provide funds to state education agencies for support to local school districts that experience large increases in their student enrollment due to immigration.

TECHNICAL ASSISTANCE

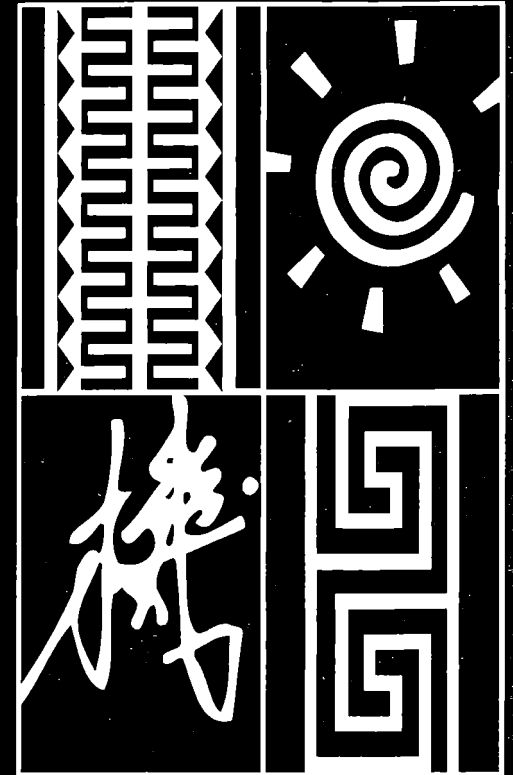
State Education Agencies are in 56 states and territories, which receive funding from OBEMLA to collect data on LEP students and to provide technical assistance to school districts serving LEP students.

The National Clearinghouse on Bilingual Education is funded by OBEMLA to serve as a one-stop resource for information on educating LEP students.

For more information, please visit
<http://www.ed.gov/offices/OBEMLA/>

or write to:
United States Department of Education
Office of Bilingual Education and
Minority Languages Affairs
400 Maryland Avenue, S.W.
Washington, DC 20202

Educating Linguistically and Culturally Diverse Students



U.S. Department of Education

Office of Bilingual Education
and Minority Languages Affairs



DEPARTMENT OF EDUCATION

The mission of the U.S. Department of Education is to ensure equal access to education and to promote educational excellence throughout the nation.

In the United States, states and local governments have the primary responsibility for the education of learners of all ages. The U.S. Department of Education supports these efforts through effective partnerships with other levels of government, teachers, parents, business, and the general public.

OFFICE OF BILINGUAL EDUCATION AND MINORITY LANGUAGES AFFAIRS

Congress passed the Bilingual Education Act in 1968 in recognition of the growing number of linguistically and culturally diverse children enrolled in schools who, because of their limited English proficiency, were not receiving an education equal to their English proficient peers. The purpose of this act was, and continues to be, aligned with Title VI of the Civil Rights Act of 1964, which the Department interprets as follows:

Where inability, to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the lan-

guage deficit, in order to open its instructional programs to these students.

Established in 1974 by Congress, the Office of Bilingual Education and Minority Languages Affairs helps school districts meet their responsibility to provide equal education opportunity to limited English proficient (LEP) children.

TODAY'S STUDENTS

In this last decade of the 20th century, public school enrollments have been transformed by an increase in the number of students who bring the richness of linguistic and cultural diversity with them to our schools. There are 3.4 million LEP students nationwide. Between 1993 and 1997 there was a 34% increase in the number of LEP students. LEP student growth is expected to continue. In our schools today, more than 150 different languages are spoken by students who are eagerly trying to learn English to enjoy the opportunities our public schools and society have to offer.

WHAT IS THE ROLE OF BILINGUAL EDUCATION?

Bilingual education is a *means* for linguistically diverse children to achieve to the same challenging academic standards required of *all* children enrolled in America's schools.

Well-designed, well implemented programs have been shown to be highly ef-

fective in promoting both English proficiency and subject area competence. In such programs, the use of native language varies with student requirements and are based on locally defined goals and commitment of resources.. Bilingual education programs aim to:

- *help limited English proficient students master English and*
- *help limited English proficient students master challenging content in all areas of the curriculum.*

The role of bilingual education is grounded in two knowledge-based principles:

All children are capable of engaging in complex thinking tasks. Most cognitive science researchers believe the potential to achieve to higher levels of cognitive functioning is accessible to all children, provided they receive high quality instruction and follow a challenging curriculum.

Developing and maintaining the native language in no way interferes with English language acquisition. On the contrary, research over the last decade in successful classrooms for limited English proficient students indicates that academic language proficiency in the primary language enhances the acquisition of academic proficiency in English.

TITLE VII - Bilingual Education, Language Enhancement, and Language Acquisition Programs

Title VII provides educators with the flexibility to implement and expand programs that build upon the strengths of linguistically and culturally diverse students. The goal is to help LEP students learn English while achieving to high academic standards. In addition, Title VII provides funds for native English speaking students to develop proficiency in more than one language. Title VII makes funding available for purposes of increasing the capacity of Local Education Agencies (LEAs) and State Education Agencies (SEAs) to meet the educational needs of linguistically and culturally diverse students.

Title VII strengthens the comprehensive approach of funded programs; enhances programmatic flexibility; strengthens the state administrative role; improves research and evaluation; and emphasizes professional development. Specifically, Title VII:

Establishes functional discretionary grant categories aligned with the Department's comprehensive educational reform efforts:

Educating Linguistically and Culturally Diverse Students



**U.S. Department of Education
Office of Bilingual Education
and Minority Languages Affairs**

Harpreet Sandhu
Education Program Specialist

**330 C Street SW,
Room 5617
Washington, D.C. 20202**

**Phone: (202) 205-9808
Fax: (202) 401-6168**

E-mail: Harpreet_Sandhu@ed.gov

Bilingual Education: Training for All Teachers Program

Purpose: To incorporate courses and curricula on instructional methodologies, strategies and resources specific to the needs of limited English proficient students into preservice and inservice professional development programs.

Focus: The Training for All Teachers Program focuses on professional development for teachers who provide instruction to LEP students, but who do not expect to become bilingual education or ESL specialists.

Eligible Applicants:

- ◆ IHEs; LEAs; SEAs
- ◆ NPOs in consortia with an IHE, LEA or SEA

Grant Period: 3 years

Expected Level of Funding: \$150,000-250,000

Examples of Allowable Activities:

- ◆ Intensive professional development for veteran teachers that emphasizes academic content, involves active learning and encourages teachers from the same grade levels, departments, and schools to work in teams;
- ◆ Development and implementation of formal induction programs for new teachers that include activities such as mentoring, team teaching with experienced teachers, and observation of and consultation with experienced teachers;
- ◆ Improvement of preservice teacher preparation programs in institutions of higher education including professional development for higher education faculty.

Invitational Priority: Projects that incorporate training in family involvement into formal induction programs for beginning secondary teachers or ongoing professional development programs for currently practicing secondary teachers.

Contacts: Petraine_Johnson@ed.gov; or Cynthia Ryan (202) 205-8842

OBEMLA PD website: <http://www.ed.gov/offices/OBEMLA/fy2000.html>

Applications are available from the web. Closing date: March 8

Bilingual Education: Teachers and Personnel Grants

Purpose: Preservice and inservice professional development for bilingual education teachers and other educational personnel

Eligibility:

IHEs which apply in consortia with LEAs or SEAs (preservice training or inservice training)
LEAs or SEAs (inservice training)

Focus: Preparation of bilingual education and ESL specialists

Program Priority:

IHEs offering degree programs to prepare new bilingual teachers

Requirements: Coursework leading to State and local certification. Biennial evaluation must include data on placement of participants, graduates, effectiveness of the training in the instructional setting.

Allowable activities: Applicants have flexibility in designing Teachers and Personnel grants. Examples of some allowable activities include:

- ◆ Linking expert bilingual teachers with teachers in-training through mentoring programs, professional development schools or other field-based programs.
- ◆ Developing new bilingual teacher preparation programs.
- ◆ Distance learning programs which provide coursework leading to certification for currently practicing teachers.

Grant Period: 5 years

Expected level of Funding: \$150,000-250-000 (per year)

Invitational priorities: programs which incorporate school-based professional development through mentorship, professional development schools or teacher learning communities; programs proposing partnerships which link institutions of higher education experienced in preparing new bilingual teachers with institutions of higher education proposing to develop new bilingual education/ESL education teacher training programs.

Contacts: Sue_Kenworthy@ed.gov or Franklin_Reid@ed.gov

Bilingual Education: Career Ladder Program

Purpose: Upgrading the skills and qualifications of noncertified educational personnel, especially paraprofessionals; recruiting and training secondary students for careers as bilingual teachers or other educational personnel.

Eligibility:

IHEs in consortia arrangement with LEAs or SEAs.

IHEs are fiscal agents and are lead applicants for consortia.

Program Priorities:

- ◆ Completion of degree and certification requirements.
- ◆ Development of proficiency in English and a second language
- ◆ Coordination with other Federal programs which support recruitment of bilingual students preparing to become bilingual teachers.
- ◆ Contribution to additional student financial aid.

Requirements: Coursework leading to State and local certification. Biennial evaluation must include data on placement of participants, graduates, effectiveness of the training in the instructional setting.

Allowable activities: Applicants have flexibility in designing Career Ladder Programs. Examples of some allowable activities include:

- ◆ Providing special tutoring, coursework and academic support and mentoring for paraprofessionals to increase the number of paraprofessionals accepted into teacher preparation programs.
- ◆ Summer institutes which introduce high achieving bilingual high school students to teaching careers.
- ◆ Internship, mentoring programs to support bilingual teachers with emergency credentials

Grant Period: 5 years

Expected level of Funding: \$150,000-250-000 (per year)

Invitational priority: Applicants which propose to collaborate with 2-year institutions of higher education to develop or improve teacher preparation programs for bilingual paraprofessionals.

Contacts: [Carol Manitaras@ed.gov](mailto:Carol_Manitaras@ed.gov); (202-2059729) or [Darlene Miles@ed.gov](mailto:Darlene_Miles@ed.gov); (202-205-8259)

Bilingual Education Professional Development

Title of Project

Urban Multicultural Action Research Project

Program Type:

Bilingual Education: Teachers and Personnel

Context

The project is designed to increase the number of ESL specialists in Dade County and to improve the skills of all teachers related to the needs of LEP students. Participants are teachers of LEP students working toward masters degrees and certification in ESL. The project is a partnership between Dade County Public Schools, Florida International University and the Dade County Teachers Union.

Project Description

Based on the "professional development schools model," the project links higher education faculty, teacher-learners and experienced teachers of LEP students through a combination of university-based coursework and onsite instruction. Coursework reflects content in second language acquisition theory, methods of instruction, linguistics. The program emphasizes linking theory and practice through classroom action research. In the schools, participants and faculty engage in action research--identifying problems in real classroom settings and arriving at solutions. Expanded field practice includes a 2-semester internship at selected schools guided by master bilingual teachers.

Outcomes

- 0% attrition rate
- Significant improvement in teacher classroom behaviors
- 14% of graduates have obtained National Board Certification
- Improved collaboration between the school and university

Name of Grantee

Florida International University

Project Contact Information

Delia Garcia
Florida International University
University Park
Miami, FL 33199

Bilingual Education Professional Development

Title of Project

Interact

Program Type

Bilingual Education Teachers and Personnel

Context

Due to the great diversity of language groups, dramatic increases in the LEP population, and the shortage of qualified bilingual education teachers, many school districts in Missouri choose ESL programs for multilingual schools. Project Interact was designed to provide ESL training and certification to public school teachers and other educators who work in districts with significant numbers of LEP students.

Project Description

Interact emphasizes developing an integrated philosophy of ESL that reflects theory, research and professional experience. All course syllabi achieve a balance between the study of theories and principles of language acquisition and instructional strategies. Participants complete all courses required for TESOL certification. A semester long practicum includes on-site coaching by an expert instructor. Each participant develops a portfolio of professional products. Peer coaching and evaluative feedback are provided by peers, school supervisors and higher education faculty.

The program is largely distance-delivered, reaching teachers throughout the State who would otherwise drive long distances to attend classes. Classes are offered at regional locations. Course sequence and content are tailored to specific needs of local groups.

Outcomes

- Improved assessment and retention policies in targeted schools
- Development of a Statewide network for teachers of LEP students
- Collaboration with the University of Missouri-Kansas City led to development of a new TESOL program at that institution
- Teachers report the program was highly effective in improving their understanding of effective instructional practices for LEP students

Grantee

Southeast Missouri State University

Project Contact Information

Adelaide Parsons

(573)651-2000

Bilingual Education Professional Development

Title of Project:

Project Futuro

Program Type:

Bilingual Education Teachers and Personnel

Context

Project Futuro is designed to respond to the increased need for bilingual education teachers in Chicago public schools. The project was developed collaboratively by university faculty and public school personnel as a comprehensive, long-term professional development plan based on best research and practices in teaching and learning.

Project Description

Project Futuro uses a field-based model in which higher education faculty, teacher-mentors, administrators and practicing teachers work together to develop enriching learning and teaching environments for preservice teachers. Preservice teachers are working toward initial teaching credentials and bilingual certification. The program incorporates expanded field practice at InterAmerican Magnet School, a dual-language model school, where participants are mentored by expert bilingual teachers and participate in reflective seminars with practicing teachers. Field-based methods courses are team taught by university faculty and classroom teachers.

Outcomes:

- Improved collaboration between university and school staff
- 100% graduation rate
- 100% placement rate
- Program graduates have received excellent to superior ratings from supervisors
- Improved reading and math scores of InterAmerican Magnet school students

Name of Grantee

Chicago State University

Project Contact Information

Maria Teresa Garreton
(773)995-3932

Bilingual Education Professional Development

Title of Project

Language Minority Teacher Project.

Type of Program

Bilingual Education: Career Ladder Program

Context

South Central Los Angeles has the highest concentration of limited English proficient students in the US. In response to an increasing shortage of teachers prepared to teach limited English proficient students in the South Central and other parts of Los Angeles, the project taps into area's paraprofessional workforce as a recruitment source for bilingual teachers by creating a career track for Latino bilingual paraeducators. Participants work toward initial teaching credentials with certification in bilingual education.

Consortia members include: University of Southern California, Dominguez Hills and California State University at Los Angeles, Loyola Marymount University, Los Angeles Unified school District and other area school districts, and includes representative of the local unions representing teachers and paraeducators.

Program Description

Participants are selected based upon academic records and recommendations from principals. All participants are enrolled in teacher preparation programs which address State certification requirements. The focus of (LTP) however, is the special support provided to applicants to increase their ability to complete training and meet high standards of professional competency.

The project builds social and team-building skills by organizing participant cohorts to encourage participants to work and learn together. In addition project-sponsored family gatherings provide necessary support for participants--many of whom are the first in their families to attend college. Academic support workshops assist participants to prepare for benchmark tests and with individualized tutoring needs. Participant progress is regularly monitored and students still in community college are carefully advised to be sure they are progress and take appropriate courses for transfer to the University. Finally the project creates a network of professional support and professional modeling through the use of teacher mentors. Each participant is assigned a mentor. Project Mentors are carefully screened and highly qualified, experienced bilingual teachers. Participants, mentors and often the participants' school principals meet regularly for professional development meetings, conferences or seminars, in which participants are encouraged to make presentations, network with other professionals.

The project emphasizes the selection of project schools that support the professional development of paraeducators into bilingual classroom teachers. These project schools in turn identify, assess and recommend bilingual paraeducators for membership in the Language Minority Teacher Project.

Outcomes:

- 100% Placement Rate
- Low participant attrition rate (2.7%)
- 97% completion rate over a six year period
- Working as paraeducators enhanced participant's persistence in completing program.
- Development of a Language Minority Beginning Teacher Support and Assessment Program for new bilingual teachers as an extension of the paraeducator model
- 25% complete advanced graduate degrees within five years of graduation.

Grantee:

The university of Southern California

Project Contact Information

Dr. Reynaldo Baca
University of Southern California
University Park
Los Angeles, CA 90089
(213)740-2360

Bilingual Education Professional Development

Title of Project

United Program for Bilingual Educators as Teachers and Trainers (UpBEATT)

ProgramType

Bilingual Education Program: Teachers and Personnel

Context

In response to local needs for new bilingual teachers and bilingual teacher trainers in the Houston area, Project UpBeatt trains (a) preservice teachers to become elementary bilingual education teachers and (2) inservice teachers to become trainers in the areas of curriculum, administration, technology, reading, or special education. The program is administered by a partnership between Sam Houston State University and school districts in the Houston and Conroe, Texas areas.

Project Description

Project UpBEATT's design intertwines three theoretically based components: academic coursework, field-based experiences, and professional development to build capacity within the critical shortage teaching area, bilingual education.

The first component, *academic course work*, incorporates into a bachelor's degree program educational pedagogy, general academic core, interdisciplinary major of Spanish/bilingual education. The second component, *field-based experiences*, provides an instructional opportunity for preservice teachers to be (1) an instructional tutor for 10 hours a week or (2) an instructional assistant for 20 hours a week with release time to attend school full-time. Unique combinations of local and state funds supplement federal monies for tuition/fees, salary, travel, and textbooks, especially for paraprofessionals. Field-based practices are reinforced by select placement with a 'master' bilingual education teacher who mentors the preservice teachers through informal and formal observations and conferences. Field-based experiences blend course work assignments, site visitation reflections, community involvement, parent programs, and international exchanges. *Professional development*, strengthens the academic course work and field-based experiences by providing preservice teachers and inservice teachers a forum to dialogue on their experiences. Professional development opportunities include monthly three-hour seminars, attendance and participation at a regional, state and/or national conference, and participation in student or professional leadership organizations. Current issues and relevant materials are presented by practicing educators – administrators, teachers, counselors, instructional specialist, and graduate students - from partnership and area schools.

Outcomes

- Reduction in the attrition rate of preservice teachers with the assignment of a mentor in the same field at a partnership site and with the inclusion of consistent, regular mentoring process;
- Establishment of pre-preparatory programs at the secondary high schools toward the field of education;
- Improved perception of teaching as a profession
- Above average academic achievement of cohort participants
- An improved understanding of effective program design and instructional practices for LEP students.

Name of Grantee

Sam Houston State University

Project Contact Information

Dr. Michele Hewlett-Gómez
College of Education and Applied Science
Box 2119
Huntsville, Texas 77341-2119
(409) 294-1138 or edu_mrh@shsu.edu

Title VII Professional Development Programs

Abstracts on Effective Features

Program Type

Bilingual Education: Academic Excellence

Context

The International High School is a multicultural alternative educational environment for recent arrivals, serving students with varying degrees of limited English proficiency. A collaborative project between the New York City Board of Education and La Guardia Community College, this school offers a high school/college curriculum combining substantive study of all subject matter with intensive study and reinforcement of English. The school's mission is to enable each of the students to develop the linguistic, cognitive, and cultural skills necessary for success in high school, college and beyond.

Professional development is built into everything the school does. The school's comprehensive plan specifies that for effective professional development, three elements are indispensable: shared leadership, diversity of philosophy and teaching styles, and consensus. 50% of the school's discretionary budget is allocated to professional development.

Project Description

The professional development program is organized around a long-term goal: to enable students to graduate with a portfolio of best work that meets or exceeds the work produced in Regents-level classes, and that demonstrates mastery comparable to passing scores on the Regents exams. The curriculum and assessment committee, which includes student representatives and teachers from every instructional team, leads the development of assessment standards and rubrics for assessing student performance, organizing teacher meetings to test the rubrics on actual student work, supporting team efforts to revise curriculum to ensure that every student has adequate learning opportunities to put together a satisfactory senior portfolio, and preparing guides and protocols for faculty mentoring seniors and chairing graduation portfolio panels.

Monthly faculty staff development meetings are devoted to working back from exit criteria to evaluate and improve instruction. Faculty systemically compare school curricula and student work against state content standards and performance standards contained in the New Standards Project. The interdisciplinary instructional teams carry the greatest responsibility. At their regularly scheduled weekly meetings, team members revise student assignments to better prepare all students for their senior portfolio and employ a case management approach to adapt those assignments to the needs of specific students.

Effective Features

- Professional development is built seamlessly, into the governance and instructional organization of the school.
- It gives teachers the necessary time and decisionmaking authority to support each other's professional development on and across teams.
- It supports individual professional growth and the sharing of best practices through peer coaching and evaluation by other team members, regularly scheduled teacher portfolio presentations, and team-teaching opportunities for new faculty members.
- It provides regular opportunities for collegial collaboration and sharing of successful practices.

- It allows for regular, systemic interaction with the college and with CBOs.
- It shares best practices with the larger educational community through hosting a constant flow of International visitors, collaboration with outside researchers, membership in national networks, and faculty participation as instructors in various university teacher education programs.
- Its content is determined collaboratively by representative bodies on the basis of the school community's ongoing assessment of the instructional program.
- It promotes a climate of inquiry and continuous improvement, as evidenced by a series of performance-driven organizational reforms implemented over the past 14 years.
- It is driven by a coherent long-term strategy, working backward from graduation requirements, to ensure that all students have the necessary support to meet rigorous graduation criteria.

Outcomes

International High School assesses students using multiple objective measures, judging itself in relation too previous years, as well as compared to other students in the district. Drop-out rates are well-below those for New York City. (1.7% compared to 16.4%) 92-95% of the school's limited English proficient students apply, and are accepted to college. Two-thirds attend 4-year colleges, and one third attend 2-year colleges.

Name of Grantee:

International High School, New York City Public Schools

Project Contact Information

Aaron Listhaus

Chair of Coordinating Council

The International High School at LaGuardia

Community College

2-10 Thomson Ave

Long Island City, NY 1101

(718) 482-5482

[Return to FY 2000 Index](#)



Last update February 10, 2000 ([kdj](#))