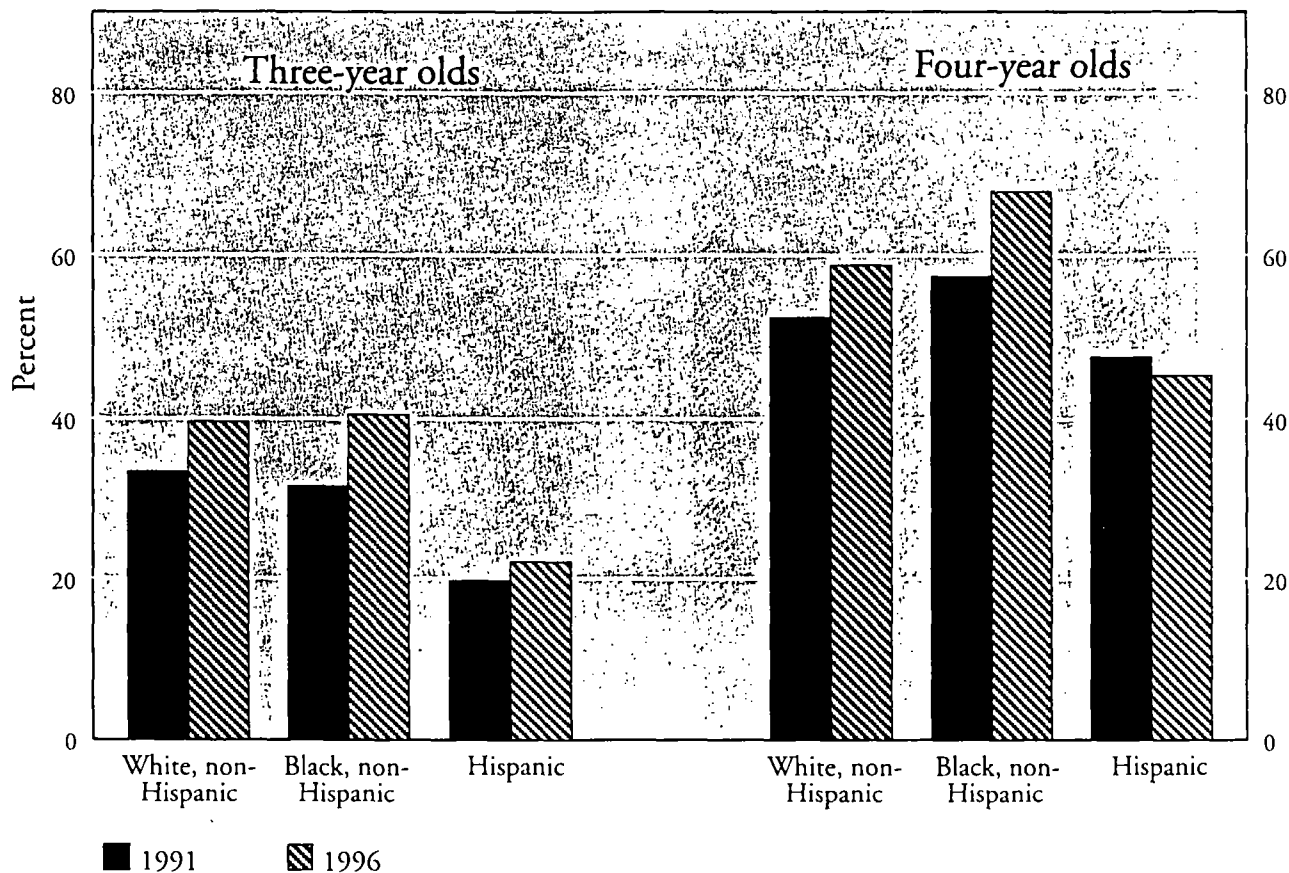


Hispanic Youth
Conferencing

2. Children Aged Three to Four Enrolled in Center-Based Programs or Kindergarten

Source: National Center for Education Statistics

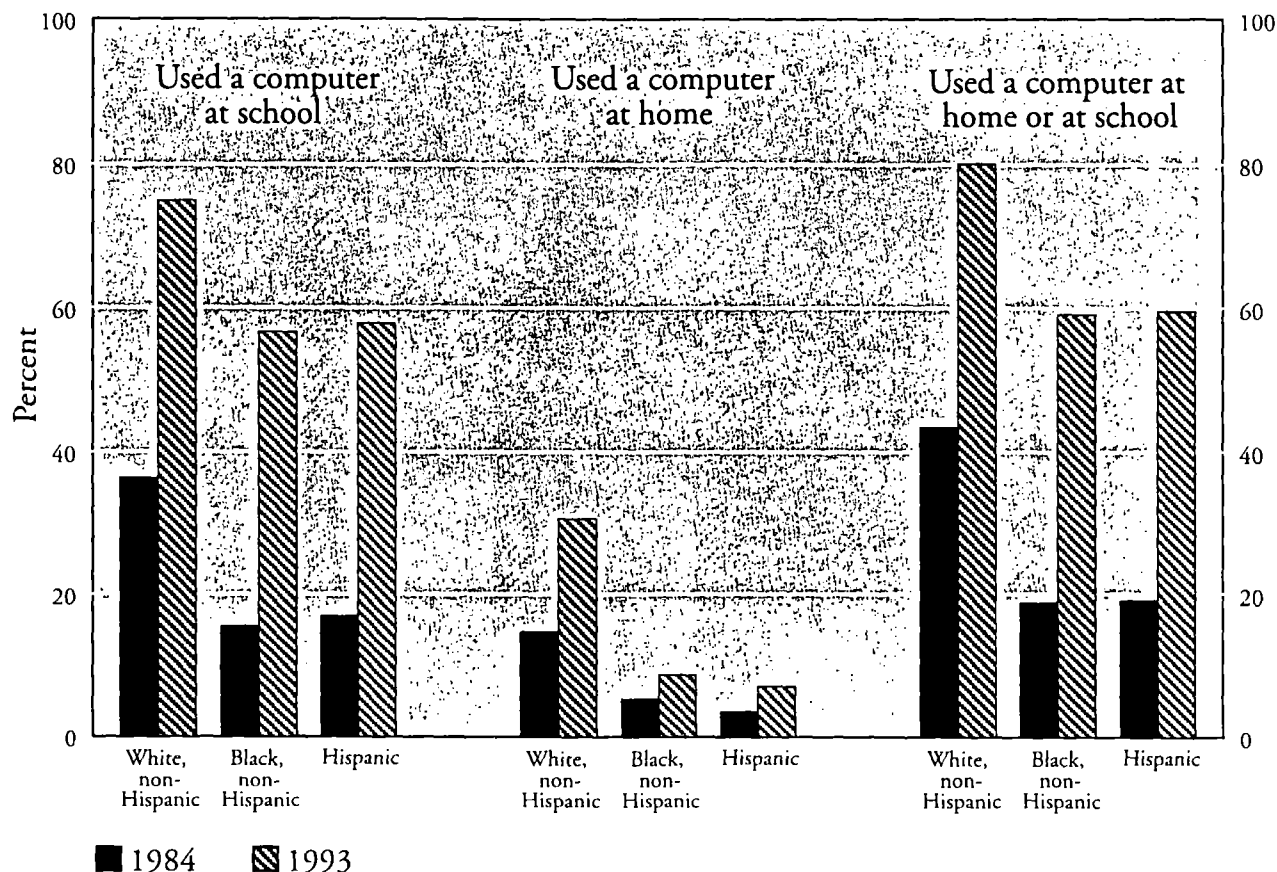


- Enrollment in prekindergarten programs and kindergarten is generally correlated with greater progress in the early years of elementary school.
- In 1996, non-Hispanic black children aged three and four were more likely than non-Hispanic white children to be enrolled in center-based learning programs or kindergarten. Hispanic children were less likely than non-Hispanic blacks or non-Hispanic whites to be enrolled.
- Enrollment in these programs increased for nearly all groups between 1991 and 1996.

Note: Center-based programs are nursery schools, prekindergarten, and Head Start.

3. Computer Use by Children in First through Sixth Grade

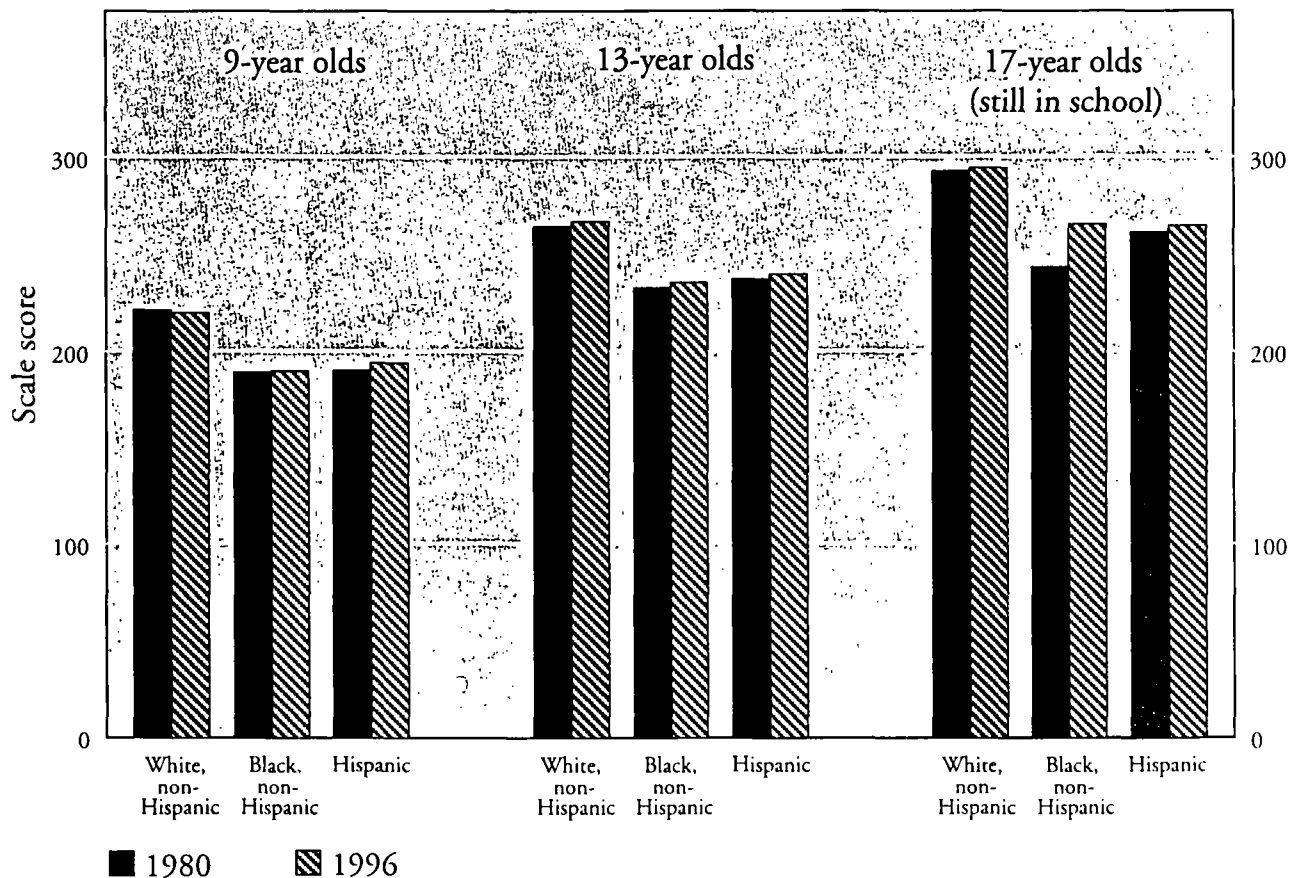
Sources: Bureau of the Census and National Center for Education Statistics



- Familiarity with computers is increasingly important at school and at work.
- Computer use increased markedly from 1984 to 1993 for all groups. In both years, non-Hispanic whites were more likely than non-Hispanic blacks or Hispanics to have used a computer both at home and at school.
- Relatively few non-Hispanic black and Hispanic children used a computer at home in 1993. However, over 55 percent of non-Hispanic blacks and Hispanics and about 75 percent of non-Hispanic whites used a computer at school.
- Lower levels of computer usage at home among non-Hispanic black and Hispanic children are probably related to lower income levels among these groups. In general, children from higher income families are more likely to have used a computer at home or at school than children from families with lower incomes.

4. Average Reading Proficiency Scores

Source: National Center for Education Statistics

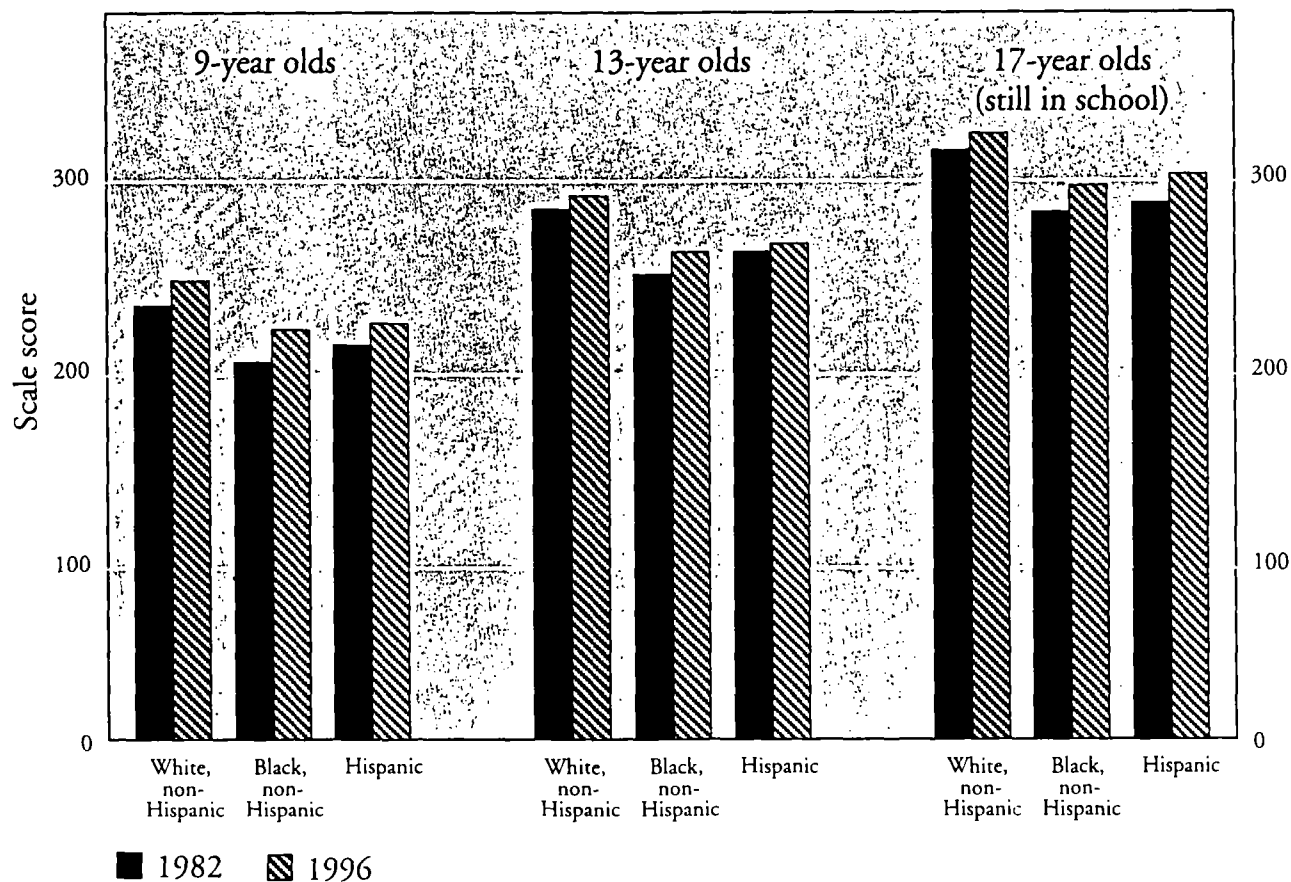


- This chart presents data on reading proficiency scores from the National Assessment of Educational Progress. This survey is designed to monitor the knowledge, skills, and performance of the nation's children and youth.
- On average, non-Hispanic white children score higher than non-Hispanic black or Hispanic children in reading proficiency at each age.
- Non-Hispanic black 17-year olds made substantial progress in reading proficiency between 1980 and 1996. Reading proficiency changed little among other groups and ages from 1980 to 1996.

Note: A reading score of 300 means the student can understand complicated information. A score of 250 means the student can interrelate ideas and make generalizations. A score of 200 means the student has partially developed skills and understanding.

5. Average Mathematics Proficiency Scores

Source: National Center for Education Statistics

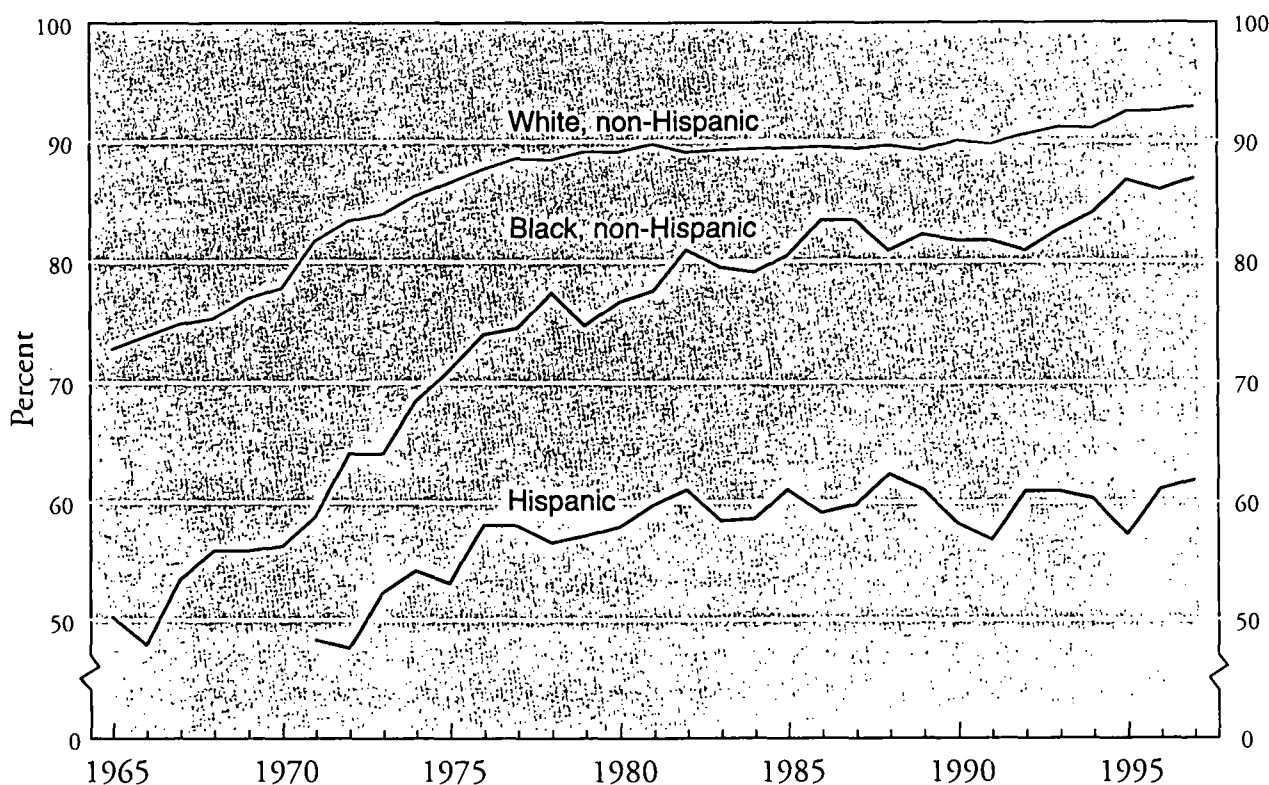


- This chart shows mathematics proficiency scores from the National Assessment of Educational Progress.
- On average, non-Hispanic whites tend to score higher on tests of mathematics proficiency than non-Hispanic blacks or Hispanics at each age.
- Mathematics proficiency scores generally increased between 1982 and 1996 at all ages among all groups shown above.

Note: A mathematics score of 300 means a student can do moderately complex procedures and reasoning. A score of 250 indicates a student can do basic operations and beginning problem solving. A score of 200 demonstrates a student's beginning skills and understanding of math.

7. Persons Aged 25 to 29 with a High School Degree or Equivalent

Sources: Bureau of the Census and National Center for Education Statistics

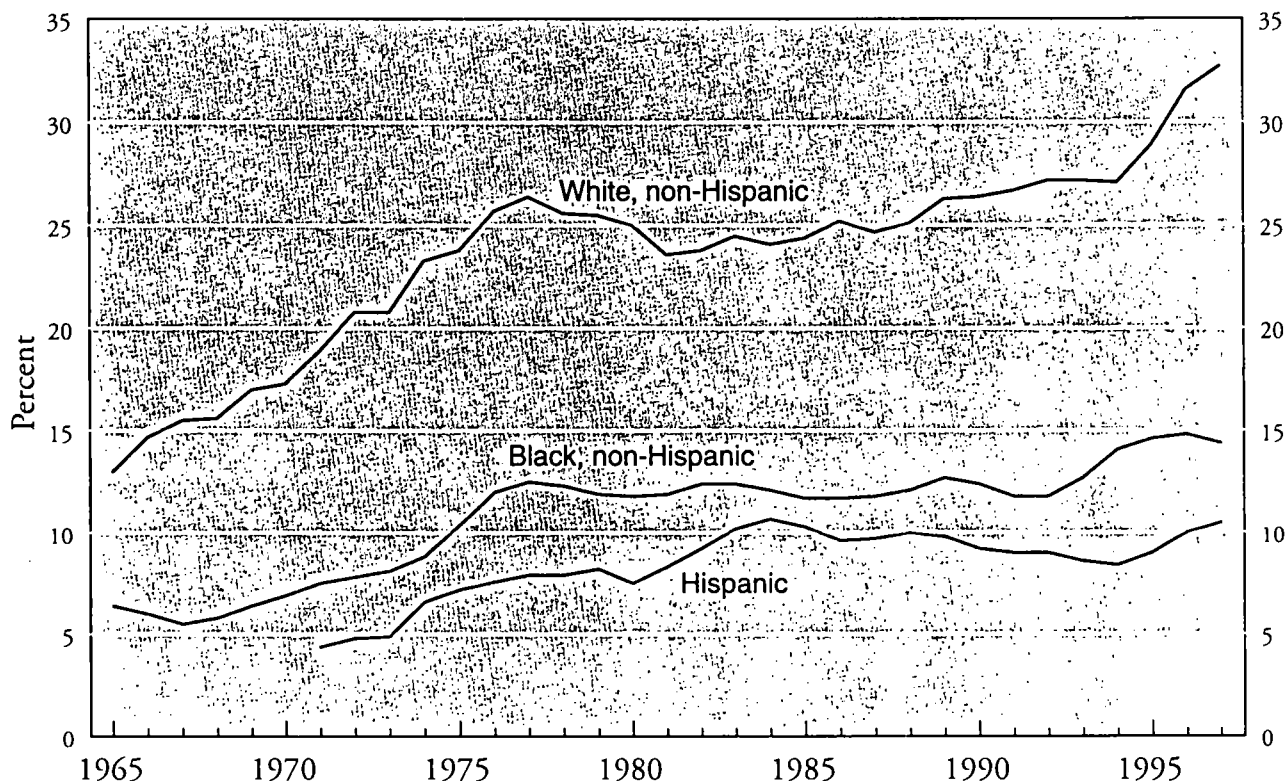


- High school completion rates for 25- to 29-year olds provide a sense of change in educational attainment over time, since education is usually completed at younger ages.
- High school completion rates have increased for 25- to 29-year olds in all groups over the past 30 years. However, rates for Hispanics have grown little since the early 1980s.
- The percentage of non-Hispanic blacks aged 25 to 29 who have completed high school (87 percent) is nearly as high as that of non-Hispanic whites (93 percent). Hispanic 25- to 29-year olds continue to have considerably lower rates of high school completion (62 percent), however. The lower rates among Hispanics primarily reflect the lower average levels of education among Hispanic immigrants; completion rates of native-born Hispanics (not shown separately in chart) are comparable to those of non-Hispanic blacks.

Note: Prior to 1971, data for whites include Hispanic whites, and data for blacks include Hispanic blacks. Prior to 1992, data are for persons having completed four or more years of high school; data for 1992 and beyond include persons with a GED or equivalent.

8. Persons Aged 25 to 29 with a Four-Year College Degree or Higher

Sources: Bureau of the Census and National Center for Education Statistics



- Completion of a four-year college degree has become increasingly associated with economic status and success in the labor market.
- The percentage of 25- to 29-year olds who have completed college increased sharply in the 1960s and early 1970s for non-Hispanic whites and non-Hispanic blacks. Between the mid-1970s and the early 1990s, college completion rose more slowly for all groups shown above. College completion appears to have picked up again in the mid-1990s.
- Non-Hispanic whites are more than twice as likely as non-Hispanic blacks and Hispanics to have completed a four-year college degree. Nearly 33 percent of non-Hispanic whites had completed a four-year college degree in 1997, compared with only about 14 percent of non-Hispanic blacks and 11 percent of Hispanics.

Note: Prior to 1971, data for whites include Hispanic whites, and data for blacks include Hispanic blacks. Data for non-Hispanic blacks and Hispanics are three-year centered averages. Prior to 1992, data are for persons having completed four or more years of college.

POSSIBLE COMMITMENTS TO ANNOUNCE AT HISPANIC CONVENING

These are some of the possible commitments that we at the Campaign have discussed with our media partners:

1. Special series of talk shows, news shows, or cultural shows devoted to exploring various aspects of teen pregnancy prevention -- from "town hall meetings" to "day in the life" specials.
2. Joint polling/surveys with the Campaign and a newspaper, TV network or magazine to explore a particular aspect of teen pregnancy and barriers to -- or promising ideas for -- prevention. The polling could also be a series of investigations among various groups (e.g. teens, parents, etc.)
3. Editorial coverage for the issue -- profiling programs, people, new data, etc. -- in magazines and newspapers over time.
4. Print and broadcast Public Service Advertising space donated to the Campaign -- some aimed at teens, some for parents and other adults. We are especially in need of radio PSA space.
5. Media celebrity donating their time or image for PSAs or interviews on this topic.
6. Jointly sponsored contests for teens to create their own advertising, slogans, etc. on teen pregnancy prevention. A magazine, newspaper, marketing firm or TV network could co-sponsor a variety of contest ideas.
7. Campaign briefings for writers, producers and executives of TV shows and magazines to get the facts straight, spark story ideas, and develop partnerships over time.



From: "MNightin@urban.org" <MNightin@ui.urban.org>
Organization: The Urban Institute
To: rshamir@who.eop.gov
Date sent: Mon, 26 Apr 1999 17:40:55 -0500
Subject: more media partners
Send reply to: MNIGHTIN@ui.urban.org
Copies to: bdavidso
Priority: normal

Hi Ruby --

As we discussed by phone, I have relationships with the following media "decision-makers" and I would be happy to call on them to make some commitments for our May 10 event. Most of them are members of the Campaign's Media Task Force. Let me know if they are the kinds of people you are interested in.

Let's see how the discussion goes tomorrow, and how you feel about them. These are not reporters -- they're industry leaders who can get their companies behind ideas like PSAs, special editorial sections, special shows, etc. These are in addition to the Hispanic Media Leaders list that Lisa Quiroz from People En Espanol submitted:

1. ABC Television:

Pat Fili-Krushel, President of ABC TV Network

(Note: Pat was the co-host of the December 1 luncheon in NYC where the First Lady was our speaker).

2. The WB Network: (also - WB For Kids)

Susanne Daniels, President of Entertainment

3. MTV:

Todd Cunningham, VP of Research & Planning, and
Steve Friedman, VP of Public Affairs

4. LIFETIME TELEVISION:

Meredith Wagner, Senior VP of Public Affairs

5. CHANNEL ONE: (reaches 8 million school students/day)

Andy Hill, President of Programming

6. NICKELODEON:

Herb Scannel, President

I look forward to seeing you tomorrow.

Marisa

Marisa Nightingale

National Campaign to Prevent Teen Pregnancy

Ph: (202) 261-5703

Fx: (202) 331-7735

**THE
NATIONAL
CAMPAIGN
TO
PREVENT TEEN PREGNANCY**

2100 M STREET NW SUITE 300
WASHINGTON DC 20037

PHONE: 202.261.5655

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Co-Chairs

Sheila Johnson
Executive Vice President of
Corporate Affairs
Black Entertainment Television, Inc.

Jody Greenstone Miller
Former Acting President and
Chief Operating Officer
Americast

Members

Jane Brown
Professor
Journalism and Mass Communications
University of North Carolina at Chapel Hill

Billy Campbell
President
Miramax Television

* Susanne Daniels
President of Entertainment
The WB Network

Anne Cohn Donnelly
Senior Visiting Scholar in Non Profit Studies
Northwestern University

Hal Donofrio
Executive Director
Campaign for Our Children

* Pat Fili-Krushel
President
ABC Television Network

Brad Greenberg
Professor
Department of Telecommunication
Michigan State University

David Mechlin
Senior Partner
World Client Service Director
Ogilvy and Mather Worldwide

Ann S. Moore
President
People Magazine

Sally Quinn
Author, Journalist

Bruce Rosenblum
Senior Vice President Television
Business Management
Warner Brothers

Nancy Rubin
Former Official
Corporation for National Service

Lesley Seymour
Editor-in-Chief
Redbook Magazine

Jay A. Winsten
Associate Dean and Frank Stanton Director
Center for Health Communication
Harvard School of Public Health

Ruth Wooden
President
The Advertising Council

Ex Officio
Annette Cumming
Co-Chair
State and Local Action Task Force

William Galston
Chair
Religion and Public Values Task Force

Leslie Kantor
Co-Chair
State and Local Action Task Force

Doug Kirby
Chair
Effective Programs and Research Task Force

April 5, 1999



**WHITE HOUSE INITIATIVE ON
EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS**

PHONE: 202-401-7479

FAX: 202-401-8377

E-MAIL: DEBORAH_SANTIAGO@ED.GOV

400 MARYLAND AVE, S.W.
WASHINGTON, DC 20202-3601

FAX COVER SHEET

Number of pages (including cover): **3**

To: *Neera Tanden*
Office of the First Lady

Fax Number: () **456-2878**

From: Deborah A. Santiago
Deputy Director

Date: **4/16/99**

Subject: *Listing of some promising practices*

The following are the titles of promising practices we've received to date. I will summarize their work and send that when completed.

First Lady Convening on Hispanic Youth

4/16/99

The Hispanic Program for Educational Advancement & the Learning to Lead Program

Western Illinois University

The National Latino Children's Institute

Austin, Texas

Sociedad Latina

Boston, Massachusetts

Community Outreach Program with National Puerto Rican Women's Organization

University of Maryland at College Park

First Lady Convening on Hispanic Youth

4/16/99

Programs with evaluations

Upward Bound Program

National programs

HOSTS (Help One Student to Succeed)

National program

Just-Us

National program

Strive

National program

Avance Parent Child Education Program

Texas

AVID

San Diego, California

Other programs recommended

Project Talk

Colorado

MANA's Hermanitas program

9 projects around the country

Mary's Center for Maternal and Child Care

Washington, DC

MACSA (Mexican American Community Services Agency, Inc.)

San Jose, California

Entre Nosotros Promotoras, Planned Parenthood Association of Hidalgo County, Inc.

McAllen, Texas

Habla Con Tu Hermana, Planned Parenthood of San Antonio and South Central Texas

San Antonio, Texas

The Male Involvement Program (MIP)

California

ASPIRA Association, Inc.

National & Bridgeport, CT

First Lady's Convening on Hispanic Youth Promising Practices

NATIONAL
HISPANA
LEADERSHIP
INSTITUTE

FAX TRANSMISSION

Date: 3/30/99
Number of pages (including cover sheet): _____
To: Neera Tanden
Company: White House
FAX: (202) 456-6275
From: Marisa Rivera-Albert, President NHLI

MESSAGE:

Enclosed, please find information on some programs we would like to recommend for the First Lady's Convening on Hispanic Youth Promising Practices. If you have any questions, please give me a call. It was a pleasure meeting you and the rest of the group.

Gracias,

Marisa Rivera-Albert

"Latinas as Ethical World Leaders"



If there are any problems with this transmission please call
1901 N. Moore Street, Suite 206
Arlington, VA 22209
(703) 527-6007 (703) 527-6009 fax

Page 2

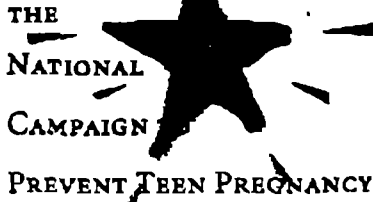
groups and public forums to gather information concerning policies and programs affecting Latino children. Every other year, NLCI selects outstanding community based programs through "La Promesa de un Futuro Brillante" as exemplary models of "what works" in the Latino community. Seventy-eight (78) organizations have been selected for this distinction and are promoted as experts. These programs, through their culturally rich methods have been able to reduce teen pregnancy, increase educational attainment, promote higher education, and improve parenting skills. Their focus ranges from early childhood to juvenile justice, to cultural and artistic expression. The Institute is responsible for incorporating "El Dia de Los Niños- Celebrating Young Americans"- This traditional Latin American holiday will be observe annually beginning April 30, 1999. It is a day for parents, families and communities to value and uplift Latino children and all other children in the United States.

Contact Person: Rebeca María Barrera, President
National Children's Institute
Austin, TX 78703
(512) 472-9971
(512) 472-5845 Fax

III. Sociedad Latina: Founded in 1968, Sociedad Latina is dedicated to helping Latino Youth discover the positive within themselves and their community. Their programs, which are principally led by teen peer leaders, help young people gain a sense of pride and personal responsibility, recognize their inner strengths and strive for success within a context that celebrates their rich cultural heritage. Their programs include: Education on HIV/AIDS, substance abuse and teen pregnancy prevention, and smoking cessation, Computer training and job placement, social service referral and one-on-one counseling to young people and families in severe distress, mentoring, self-esteem, and cultural pride programs, community service and after school programs. Sociedad Latina is the only organization dedicated exclusively to serving Latino Youth in Greater Boston area. The program has helped hundreds of Latino Youth stay off the streets and turn their lives around.

Contact Person: Julia M. Ojeda, Executive Director
Sociedad Latina
Boston, MA
(617) 442-4299
(617) 442-4087 Fax

Submitted by : Marisa Rivera-Albert
National Hispana Leadership Institute
1901 N. Moore Street, Suite 206
Arlington, VA 22209
(703) 527-6007
(703) 527-6009 Fax



2100 M STREET NW SUITE 300
WASHINGTON DC 20037

PHONE: 202.261.5655

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WEB: WWW.TEENPREGNANCY.ORG

FAX TRANSMISSION

TO: Neera Tanden

DATE: 4/14/99

FAX NUMBER: 456-9412

FROM: Beth Davidson

SENDER'S PHONE: 261-9705

SENDER'S FAX: 202-331-7735

NUMBER OF PAGES INCLUDING COVER:

MESSAGE:

Neera -
Attached pls find a factsheet we're
doing on upcoming events - if you
have any changes pls call me by
COB tomorrow.

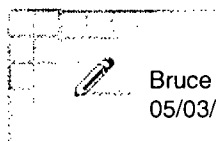
Thanks!

Beth

Stay Tuned for these Upcoming Media Events

- **May 8, 1999: Black Entertainment Television's *Teen Summit***
"Boys to Men: Sex, love and responsibility."
Live, 12 noon to 1:30 pm on BET nationwide. This "Teen Summit" show will feature special guests, regulars, and audience members tackling the topic of boys, men and taking responsibility -- in relationships, and for sexual decisions and preventing pregnancy. The show will offer a lively range of views and attitudes that boys and men have about sex and relationships -- who are their role models, where do they seek information, how do they define responsibility, and what can encourage (or discourage) acting responsibly. The show will also feature the results of a BET/National Campaign Internet survey of teen boys on attitudes about sex, contraception, and relationships and responsibility.
- **May 10, 1999: White House Meeting on Hispanic Health**
First Lady Hillary Rodham Clinton will convene a meeting to discuss the challenges facing Hispanic youth and families, and to generate ideas to better support them. Special attention will be paid to teen pregnancy, education, and health care. The panels and audience will include members of Congress, media leaders, community leaders, and Latino teens. The program will highlight strong commitments made by those various leaders to work on behalf of Hispanic youth and families. This meeting is open to the press.
- **Mid-May: HEART AND SOUL MAGAZINE, June Issue**
The June issue of "Heart & Soul" will have a feature on raising boys into responsible men, especially as they face relationships, dating and sex. Readers will learn about the positive role that mothers and fathers can play in helping their sons prevent teen pregnancy.

For more information on any of these activities, contact Beth Davidson at the National Campaign to Prevent Teen Pregnancy, at 202.261.5705.

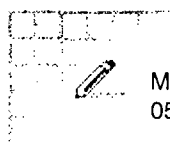


Bruce N. Reed
05/03/99 05:56:34 PM

Record Type: Record

To: Neera Tanden/WHO/EOP@EOP, Jose Cerda III/OPD/EOP@EOP, Elena Kagan/OPD/EOP@EOP
cc:
Subject: fyi - in case you hadn't seen

----- Forwarded by Bruce N. Reed/OPD/EOP on 05/03/99 05:58 PM -----



Michael Waldman
05/03/99 01:27:52 PM

Record Type: Record

To: Jeffrey A. Shesol/WHO/EOP, Bruce N. Reed/OPD/EOP
cc:
Subject: fyi - in case you hadn't seen

Families of school shooting
victims begin anti-gun
campaign

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By ANDREA ORR

DENVER (May 1, 1999 8:06 p.m. EDT
<http://www.nandotimes.com>) - Amid the tolling of bells,
families of shooting victims launched a campaign
Saturday, saying they hoped the Columbine High
School killings would help spur parents to seek a ban
on assault weapons.

The group, called the Bell Campaign, is aiming to
generate support for more restrictive gun policies in
the same way that MADD (Mothers Against Drunk
Drivers) has successfully raised awareness about the
dangers of drinking while driving.

Members of the Bell Campaign held a vigil here for
the victims of the Columbine shooting and rang a bell

15 times. The two teenage gunmen killed 13 people in the school in the Denver suburb of Littleton and then apparently themselves.

The Bell Campaign is calling for a ban on assault weapons and the mandatory licensing of all gun owners and registering of all guns.

The vigil came as thousands of anti-gun demonstrators marched in Denver to protest the annual meeting being held here by the nation's largest gun owners group, the National Rifle Association. At the meeting a defiant NRA President Charlton Heston told cheering supporters that anti-gun advocates were wrongly blaming gun owners for others' crimes.

Among the Bell Campaign's founding members are Charles and MaryLee Blek, whose oldest son was shot to death five years ago while visiting New York City.

Although the weapon was never located, the Bleks say results of ballistics tests showed it was the sort of cheap handgun that has turned up repeatedly in shooting deaths around the country.

"Enough is enough," said MaryLee Blek. "When you sanction that (kind of weapon), all you're doing is sanctioning the hunting of other human beings."

Although most of the members of The Bell Campaign have lost family members to guns, the group says it believed it has the support of a broader population.

"We think the majority of Americans think the way we do," said Kae McGuire, another founder. "The victims who are leading this effort believe they can reach America and America will respond."

The Bell Campaign members were joined Saturday by one concerned parent, Britt Bourque, who said she drove from New Mexico in her 20-year old recreational vehicle just to protest the meeting of the National Rifle Association.

In an open letter to Heston, Bourque alluded to the former actor's most famous role as Moses in "The Ten Commandments" to urge him to take on a new leadership role.

"Moses, there is a plague in our land and we are dying," Bourque said in her letter. "The plague is guns.... Moses, we need you to help lead us out of

this perilous land."

CHISPAS ... A COMMUNITY SERVICE PROGRAM

The Hermanitas® Project...



Ellas Son El Futuro!

Hermanitas means little sister in Spanish but to MANA Members "*Hermanitas®*" has a much more profound meaning. *Hermanitas* is giving back to the community, it is developing future leaders, it is partnering with parents and schools to create the optimum environment for the success of young Latinas.

This successful stay-in-school project is the mainstay of the Chispas (sparks) Program and addresses the Hispanic high school dropout rate which, in some urban areas of the country, has reached as high as 50%. Currently there are over 200 *Hermanitas*, ages 11-19, in 13 local Initiatives.

MANA's approach to leadership development begins with the *Hermanitas*. The short term goal is for each girl to increase her grades and to graduate from high school. The long term goals include leadership development, delaying sexual behavior and continuing on to a post high school educational opportunity. In San Diego, for example *Hermanitas* have graduated from high school and continued on to Stanford, Berkeley and other California State Universities.

While *Hermanitas* move through high school they receive strong encouragement from their MANA mentors to explore their unlimited potential and to

Hermanitas Projects

*are hosted by MANA Chapters
in the following cities:*

Albuquerque, NM
Imperial Valley, CA
Kansas City, MO
Falls Church, VA
New York, NY
Santa Fe, NM
Orange, CA
Salinas, CA
San Diego, CA
San Francisco, CA
Sonoma, CA
Washington, DC
Yuma, AZ

examine educational opportunities. Education is the key that opens the doors to the choices that will determine the future of Latinas as productive contributors to a civil society.

Hermanitas was created in 1986, by the Northern Virginia Chapter, to nurture future leadership, build positive self-esteem, while keeping Latinas in school through graduation. The *Hermanitas* projects play a critical role in the lives of teenaged Latinas and their impact on society as a whole.

MANA Mentors set high expectations, and help empower the young *Hermanitas* to become their own best advocates. For MANA mentors, *Hermanitas* is a labor of love, but they also know that it is in the best interest of the Latino community and this country to invest in the leadership of tomorrow. *Hermanitas* is the proof that MANA women are making a difference.

Thanks to grants from the U.S. Department of Health & Human Services' Office of Minority Health, Office of Family Planning, National Institutes of Health's Office of Women's Health, and the National Institute of Allergy & Infectious Diseases, the 1998 *Hermanitas* Summer Institute is a reality.

About Just-Us

1. Needs/Problems Addressed by Just-Us

The programs Just-Us operates are designed to address the following needs: 1. less than 50 percent of the city's elementary school children are performing reading and math at grade level; 2. the high school drop-out rate among NYC youth is nearly 20 percent; 3. the teenage and young adult unemployment rate in NYC is far greater than that for the state as a whole; 4. An ever-increasing percentage of the city's adult population is in need of Adult Basic Education, English as a Second Language (ESL) and GED services.

2. Current Programs and Achievements

Just-Us operates three major programs, all of which are designed to assist youth and young adults who are at risk. Following is a description of each initiative and the standards it attained in the most recently completed program year:

ACHIEVE

This program, which Just-Us has conducted for 16 years, includes GED instruction, job placement and counseling for out-of-school youth and young adults. Just-Us ACHIEVE is certified by the NYC Board of Education as an official Offsite Educational Services (OES) program; and by the NYC Human Resources Administration as an authorized Workfare training program. For the program year Sept. 1997-August 1998, Just-Us ACHIEVE, as delineated immediately below, attained exemplary standards in each of six evaluation criteria established by the New York State Department of Labor, which funds this program.

- . Gains in Reading Proficiency
- . Gains in Math Proficiency
- . No. of Participants Who Obtained GED Diploma or Returned to School
- . No. of Participants Who Exhibited Work Maturity Skills
- . No. of Participants Who Entered Vocational Training
- . No. of Participants Who Obtained Employment.

Community Achievement Project in the Schools (CAPS)

Just-Us has for eight years conducted a CAPS program at P.S. 7 on East 120th Street. Here, the agency provides individual and group counseling to 75 children who have been designated as being at risk due to excessive absenteeism; literary education for 60 students who are underperforming in reading; individual counseling for parents in order to assist them with their own problems and concerns; and attendance outreach via home visits, telephone calls and mailings to parents whose children are not attending school on a regular basis.

For the program year Sept. 1997-June, 1998, the 87 students enrolled in this program's counseling component achieved a congregate attendance rate of 90 percent. Of the 213 students enrolled in the program's after-school literary education classes, 140 (i.e., 66%) improved in their reading proficiency by 10 or more percentile points. An additional 32 students (i.e., 15%) improved in reading by at least one percentile point. Thus, 81% of the students (i.e., 172 out of 213) improved their reading proficiency.

Community Youth Program

This program, now in its 17th year, has two components: 1. after-school tutoring in reading and math at JHS 117 on East 109th St. for 50 children aged 7-11 who are performing below grade level; 2. a Hospital Careers initiative, which offers part-time employment through internships at the Mt. Sinai and Metropolitan Hospitals for in-school youngsters aged 16-18. The latter group also participates in weekly seminars—led by experts in their respective fields—concerning issues which are of particular relevance to them (e.g., educational and career guidance, human intimacy, HIV prevention).

For the program year Jan.-Dec., 1998, the Community Youth Program achieved the following outcomes:

- . 42 out of 50 children (i.e., 84%) improved in reading by at least .50 of one grade level;
- . 36 out of 50 children (i.e., 72%) improved in math by at least .50 of one grade level;
- . 26 out of 26 youth aged 16-18 successfully completed their internships at the Mt. Sinai and Metropolitan Hospitals.

3. Population Served

The programs operated by Just-Us are designed to assist the young people (i.e., ages 7-21) of New York City.

A large percentage of the participants in the Just-Us programs—particularly those young people receiving literacy education services—are recent immigrants from Mexico, South and Central America, and the Caribbean Islands. (Note: All Just-Us staff are bilingual.)

4. Staff

Just-Us has six full-time staff, including: executive director/ACHIEVE Program director, fiscal officer/bookkeeper, Community Youth Program director, ACHIEVE Program counselor/job developer, Community Achievement Project in the Schools (CAPS) personal development counselor and attendance outreach coordinator. At present, the agency utilizes the services of 12 consultants (i.e., six each for the CAPS and Community Youth Programs). In addition, under the agency's formal linkage with the NYC Bd. Of Education, a certified GED instructor and assistant to the instructor are assigned on a daily basis (i.e., six hours per day) to the ACHIEVE Program.

5. Organizational History, Accomplishments

Currently in its 21st year of operations, Just-Us has perennially been committed to providing educational, counseling and employment services to youth who are at risk. In its first decade, the agency conducted a series of employment training programs for youth and young adults under the federal Comprehensive Employment Training Act (CETA) and the New York State Occupational Retraining and Rehabilitation Act (ORRA). These initiatives included classes in Adult Basic Education, English as a Second Language (ESL) and GED preparation. In its participant recruitment procedures, Just-Us has traditionally placed special emphasis on the "hard-to-serve" youth population, most specifically low-income youth who are underperforming academically, who have dropped out of school, are unemployed, or who have gone through the criminal justice system. The principal objective of Just-Us is to provide such youth with concrete supportive services which will enable them to turn their lives around, enter the social mainstream, and ultimately lead meaningful, productive lives.

In recent years, by way of responding to the needs of the city's steadily increasing Spanish-speaking immigrant population, the agency's two literacy education components have enrolled a large number of children with limited proficiency in English.

Just-Us consistently strives to not only meet but exceed the established outcome objectives relative to each program, thereby ensuring that the participants receive the best services possible and that each of the agency's "performance-based" contracts is renewed on an annual basis. The Just-Us Community Youth, ACHIEVE and CAPS Programs have run for 17, 16 and eight years, respectively.

In recognition of our agency's extensive experience and effectiveness in the provision of youth-oriented services, United Way of New York City selected Just-Us to operate a Summit Schools Initiative in the summer of 1997, wherein Just-Us provided literacy education services to several hundred elementary school children. For its efforts in this regard, Just-Us was presented with a Community Services Award from United Way.

Appendix F

Programs Reviewed in the Hispanic Dropout Project's Commissioned Papers

**Contacts for Information on Elementary Academic Achievement Programs Reviewed by
Olatokunbo S. Fashola, Robert E. Slavin, Margarita Calderón and Richard Durán (1996)**

Accelerated Schools
Claudette Spriggs
National Center for the Accelerated Schools Project
Stanford University
CERAS 109
Stanford, CA 94305-3084
415-725-7158 or 415-725-1676

Bilingual Cooperative Integrated Reading and Composition (BCIRC)
Margarita Calderón
3001 Cabot Place
El Paso, TX 79935
915-595-5971

Cognitively Guided Instruction (CGI)
Elizabeth Fennema or Thomas Carpenter
University of Wisconsin Madison
Wisconsin Center for Education Research
1025 West Johnson Street
Madison, WI 53706
608-263-4265

Complex Instruction/Finding Out/Descubrimiento
Elizabeth G. Cohen
Stanford University, School of Education
Stanford, CA 94305
415-723-4661

Comprehensive School Mathematics Program (CSMP)
Clare Heidema, Director, CSMP
2550 South Parker Road, Suite 500
Aurora, CO 80014
303-337-0990 Voice mail 303-743-5520
FAX 303-337-3005

Consistency Management and Cooperative Discipline (CMCD)
H. Jerome Freiberg
University of Houston
College of Education
Houston, TX 77204-5872
713-743-8663

Direct Instruction/DISTAR/Reading Mastery
Association for Direct Instruction
805 Lincoln
Eugene, OR 97401
541-485-1293

Early Intervention for School Success
Dean Hiser
200 Calmus Drive
P.O. Box 9050
Costa Mesa, CA 92628-9050
714-900-4125

Exemplary Center for Reading Instruction (ECRI)
Ethna R. Reid
Reid Foundation
3310 South 2700 East
Salt Lake City, UT 84109
801-486-5083 or 801-278-2334
FAX 801-485-0561

Goldenberg and Sullivan
Claude Goldenberg
Department of Teacher Education
California State University, Long Beach
1250 Bellflower Boulevard
Long Beach, CA 90840
310-985-5733
FAX 310-985-1543

Group Investigation
Mark Brubacher
416-394-3402
Kemp Rickett
416-393-9565

Helping One Student to Succeed (HOSTS)
William E. Gibbons, Chairman
8000 N.E. Parkway Drive, Suite 201
Vancouver, WA 98662-6459
206-260-1995 or 800-833-4678
FAX 206-260-1783

Jigsaw
Spencer Kagan
Resources for Teachers
27134 A Paseo Espada #202
San Juan Capistrano, CA 92675
1-800-WEE-COOP

Learning Together
Roger T. Johnson and David W. Johnson
The Cooperative Learning Center
60 Peik Hall
University of Minnesota
Minneapolis, MN 55455
612-624-7031

Maneuvers With Mathematics (MWM)
David A. Page or Kathryn B. Chval
The University of Illinois at Chicago
851 Morgan Street
(m/c 249) SEO 1309
Chicago, IL 60607-7045
312-996-8708

Multi-Cultural Reading and Thinking (McRAT)
Janita Hoskyn, National Consultant, McRAT Program
1019 Ronwood Drive
Little Rock, AR 72227
501-225-5809
FAX 501-455-4137

Profile Approach to Writing
Jane B. Hughey, Dixie Copeland
1701 Southwest Parkway, Suite 102
College Station, TX 77840
Phone or FAX 409-764-9765

Project ACHIEVE
Mary Fritz
Urbana School District 116
1108 West Fairview
Urbana, IL 61801
800-ESL-PROG (375-7746)
FAX 217-344-5160

Project ALASKA (Alaska Writing Program)
Nikin McCurry
Yukon Koyukuk School District
Box 80210
Fairbanks, AK 99708
800-348-1335
FAX 907-474-0657

Project BICOMP
The Bilingual Integrated Curriculum Project
Lorie Hammond
Washington Unified School District
930 West Acres Road
West Sacramento, CA 95691
916-257-2237 or 916-371-7720
FAX 916-371-8319

Project CELL
Computer Education for Language Learning
Celia Edmundson
Irvine Unified School District
5050 Barranca Parkway
Irvine, CA 92714
800-237-CELL or 714-733-9391
FAX 714-733-9391

Project CEMI
Computer Education for Multilingual Instruction
Iris N. Dias
Turbano University-Department of Education
Box 3030, University Station
Guarbo, PR 00778
809-734-7979, Ext 4940
FAX 809-743-7979, Ext 4944

Project GLAD
Guided Language Acquisition Design
Marcia Bretchel
17210 Oak Street
Fountain Valley, CA 92708
714-843-3230
FAX 714-843-3265

Project GOTCHA
Galaxies of Thinking and Creative Heights of Achievement
Nilda M. Aquirre
K.C. Wright Administration Building
ESE Department -9th Floor
600 S.E. 3rd Avenue
Fort Lauderdale, FL 33301
305-767-8519
FAX 305-765-6017

Project MORE
Model Organization Results of Eastman
Diana Hernandez
Los Angeles Unified School District
Language Acquisition and Bilingual Development Branch
1320 West Third Street, Room 131
Los Angeles, CA 90017

Project PIAGET
Promoting Intellectual Adaptation Given Experiential Transforming
Kriste Falla-Serfass
The Bethlehem Area School District
1400 Lebanon Street
Bethlehem, PA 18017
610-865-7880
FAX 610-861-8107

Project PIAGET
Thomas D. Yawkey
The Pennsylvania State University
165 Chambers Building
University Park, PA 16802
814-863-2937
FAX 814-863-7602

Project PUENTE Outreach: A Bridge Between Communities
Debbie Clarke
Healdsburg Union School District
925 University Street
Healdsburg, CA 95448
707-431-3480
FAX 707-433-8403

Project SEED (Berkeley, California)
Helen Smiler, National Projects Coordinator
2530 San Pablo Avenue, Suite K
Berkeley, CA 94702
510-644-3422
FAX 510-644-0566

Project SEED (Dallas, Texas)
Hamid Ebrahimi, National Director
3414 Oak Grove Avenue
Dallas, TX 75204
214-954-4432

Project SLICE
Systematic Linking and Integrating of Curricula for Excellence
Beverly R. Taub
Freemont Unified School District
Office of Federal and State Projects
4210 Technology Drive
Freemont, CA 94538
510-629-2580
FAX 510-659-2532

Project TALK
Tutors Assisting with Language and Knowledge
John Golden
Aurora Public Schools
Bilingual Education Center
15701 East First Avenue, Suite 115
Aurora, CO 80011
303-340-0764
FAX 303-340-0868

Project TWO-WAY
TWO-WAY Bilingual Immersion
Rosa Molina
San Jose Unified School District
River Glen Elementary School
1610 Bird Avenue
San Jose, CA 95125
408-998-6420
FAX 408-298-8377

Reading Recovery/Descubriendo La Lectura
Carol A. Lyons, Gay Su Pinnell, or Diane E. DeFord
Reading Recovery Program
The Ohio State University
200 Ramseier Hall
29 West Woodruff Avenue
Columbus, OH 42310
614-292-7807
FAX 614-688-3646

Reciprocal Teaching
Anne Marie Palincsar
University of Michigan
4204c School of Education Building
610 East University
Ann Arbor, MI 48109

School Development Program (SDP)
Ed Joyner
Child Study Center
School Development Program
230 South Frontage Road
P.O. Box 20790
New Haven, CT 06520-7900
203-785-2548
FAX 203-785-3359

Sheltered English Approach (SEA)
Alice Petrossian
Glendale Unified School District
Special Projects
223 North Jackson Street
Glendale, CA 91206
818-241-3111 Ext 301
FAX 818-246-3715

Skills Reinforcement Project (SRP)
Elizabeth Jones Stork, Director, IAAY Western Region, and Deputy Director, CAA
Johns Hopkins University, Western Regional Office
206 North Jackson Street, Suite 304
Glendale, CA 91206
818-500-9034
FAX 818-500-9058



**WHITE HOUSE INITIATIVE ON
EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS**

PHONE: 202-401-7479

FAX: 202-401-8377

E-MAIL: DEBORAH_SANTIAGO@ED.GOV

400 MARYLAND AVE, S.W.
WASHINGTON, DC 20202-3601

FAX COVER SHEET

Number of pages (including cover): *8*

To: *Neera Tanden*
First Lady's Office

Fax Number: () *456-2878*
9412

From: Deborah A. Santiago
Deputy Director

Date: *5/24/99*

Subject: *Info on Excelencia en Educacion conference in NY June 4-5.*

I've also faxed this to Noah Myer. Hope this is helpful.

- ① 1 page draft "script"*
- ② fact sheet about conference*
- ③ draft agenda*

Excelencia en Educación: The Role of Parents in the Education of Their Children
Conference, New York City, New York

Let me begin by thanking all you for making time to participate in this conference, *Excelencia en Educación: The Role of Parents in the Education of Their Children* hosted by our White House Initiative on Educational Excellence for Hispanic Americans. This is the third conference in a national series focusing on supporting Latino parents' active and direct involvement in their children education.

I was here at City College only two days ago to participate in commencement. Were I there with you today I know I would meet hundreds of parents, teachers, business and community leaders who believe as I do, that the most important investment we make in the country's future is made by investing in our young people by providing them with a quality education. And that parents are the most important people in a young person's life. The first session of this conference says it all--, "Parents as First Teachers".

This Administration is deeply committed to improving the educational opportunities and preparation of all children. This conference is a powerful vehicle to get important information and resources directly to the Latino community. Working together, we can facilitate interactions between the federal government, community-based organizations, schools and other educational stakeholders to focus on powerful strategies to reach out to parents and more fully engage them in their children's education. The conference series is a one piece of a much broader strategy to address the educational needs of the country's fastest growing community—Hispanic Americans.

Later this summer I will convene a White House meeting on Latino youth. My staff is working with the White House Initiative and the Congressional Hispanic Caucus to focus broader attention on issues affecting Latino youth and their importance to the future of our nation. At this meeting, participants will discuss the pathways to achievement for Latino youth, including the networks of support that promote that achievement. And most important in providing support are loving engaged parents.

In closing I again thank you for making time to commit to the future of our children. What we do with the information shared here and the partnerships fostered at these events can make a meaningful difference in the lives of our children and our nation.



**WHITE HOUSE
INITIATIVE
ON
EDUCATIONAL
EXCELLENCE
FOR
HISPANIC
AMERICANS**

400 Maryland Ave. S.W.
Washington, D.C. 20002
(202) 401-1411

Executive Director
Sandra L. Brown

President's Advisory
Commission

Andrés Bello
Chair

Guillermo Rosado
Vice Chair

Executive Panel
On the Education
of Hispanic Americans

Chairman
Richard D. Kohn

Members
John H. Garvey
John J. Gatto
John J. Gatto
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Excelencia en Educación

THE Role of Parents IN THE Education of Their Children

The White House Initiative on Educational Excellence for Hispanic Americans is restaging the conference, *Excelencia en Educación: The Role of Parents in the Education of Their Children*, in New York City, New York, June 4-5, 1999 at CUNY-City College. This conference advances a national dialogue on the essential role parents play in supporting the education of their children and builds upon two similar conferences held in San Antonio, Texas, and Los Angeles, California. Partnering in the New York City event is the Hispanic Federation, Community Association of Progressive Dominicans (ACDP), United Way of New York City, New York Board of Education, CUNY-City College, and ASPIRA of New Jersey.

This conference reflects a shared commitment to improve educational opportunities for all children, and most particularly for Latinos. We will discuss how schools, teachers, civic leaders, community-based organizations, business and federal agencies can reach out to parents and more fully engage them in their children's education.

The conference will be held at CUNY-City College, located at Convent and Amsterdam Avenues between 138th and 140th Street in Manhattan. The conference is organized as a series of plenary sessions in the Great Hall of the Shepard Hall building of the campus. The conference will begin each day with conference registration at 8:00a.m. and conclude by 5:00p.m. Spanish translation and babysitting for children over 5 will be available. Plenary sessions will address the following:

- **Parents as First Teachers** will focus on early childhood development, with attention to the learning process and parents' role in nurturing their children's development.
- **Excelencia Para Todos: A Quality Education for All** will address what parents can do to support their children's acquisition of strong English language skills and academic content.
- **A Quality Learning Environment for All** will focus on the kinds of activities and resources all schools should provide so that all children experience a quality learning environment.
- **High Academic Achievement for Latino students** will examine the ways teachers, parents, and children will work together to meet New York's academic standards, so that all students can achieve a quality education.
- **Heading Toward College** will explore the decisions that lead students and their parents towards college such as which high school courses to take, sources of college financial aid and how to select which college or university to attend.
- **Making It Happen in Your Community** will discuss programs and activities in the community that serve to improve educational excellence for students and how parents can get more involved.

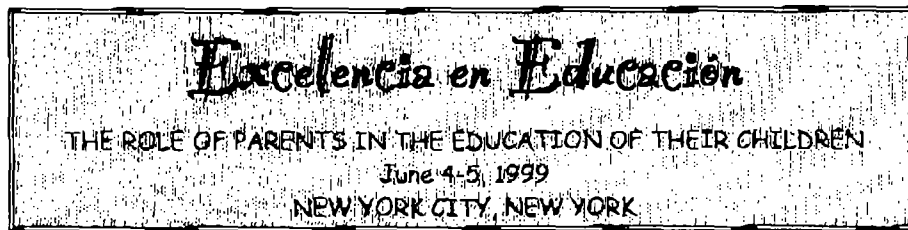
Crucial to the success of the conference is participant involvement. We anticipate over 1,000 participants in this invitational conference composed of parents, civic and business leaders, members of community-based organizations, teachers, school administrators and representatives from federal agencies. We invite you to be with us June 4-5 in New York City for *Excelencia en Educacion*.

For more information, please contact ACDP at (212) 781-5500 or the White House Initiative at (202) 401-1411.

**New York City
New York**



WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS



It is essential to understand that each step in the education system is a building block... Research shows that children succeed when schools recognize and support parents as the child's primary teacher; when parents are welcomed and involved in all aspects of school life... These conditions routinely exist in middle-class, white schools... Such routine conditions often do not exist in low-income and Latino schools.

Our Nation on the Fault Line: Hispanic American Education

President's Advisory Commission

On Educational Excellence for Hispanic Americans

Excelencia en Educación: The Role of Parents in the Education of Their Children, will be held in New York City, New York, June 4-5, 1999 at CUNY-City College. This event, sponsored by the White House Initiative on Educational Excellence for Hispanic Americans, advances a national dialogue on the essential role parents play in supporting the education of their children and builds upon a similar conference held in San Antonio, Texas, October 1998 and Los Angeles, California, March 1999. Partnering in the New York City event is the Hispanic Federation, Community Association of Progressive Dominicans (ACDP) and ASPIRA of New Jersey.

This conference reflects a shared commitment to improve educational opportunities for all children, and most particularly for Latinos. As the fastest growing community in the country, Latinos still have lower educational achievement rates than other groups--a cause for great national concern. Our nation needs the talents of all its citizens to face the challenges of the 21st century. We must continually focus on ways to strengthen our nation's educational system to reach this goal.

The academic emphasis of the conference is mathematics, reading and college readiness. The focus is on powerful strategies for parents to more fully engage in supporting their children's education. We will discuss how schools, teachers, civic leaders, community-based organizations, business and federal agencies can reach out to parents and more fully engage them in their children's education. By sharing "promising practices" and educational information, all of those attending the conference should leave armed with even better ideas for brightening the future of young Hispanics and prepared to serve as catalysts for enhancing parental involvement throughout the nation.

The White House Initiative and the President's Advisory Commission on Educational Excellence for Hispanic Americans have chosen to facilitate interactions among the federal government, Latino advocacy organizations, parents, teachers and other educational stakeholders. In developing a workplan for 1998-2000, Commissioners Gloria Rodriguez and Guillermo Linares encouraged a focus on *nuestros padres*, our parents--a strength within the Latino community. *Excelencia en Educación* is the resulting series of conferences; and planning is underway in Chicago, and Miami to stage similar conferences in 1999. The conferences are part of the national effort to support Latino parents as they pursue *excelencia en educación* for their children.

For more information, please contact the White House Initiative at (202) 401-1411.

Excelencia en Educación

THE ROLE *of* PARENTS IN THE EDUCATION *of* THEIR CHILDREN

JUNE 4-5, 1999 CUNY-City College of New York

DRAFT, 5/21/99

June 4, 1999

8:00 a.m. Conference registration and Information Fair begins

8:45 a.m. *(Cultural presentation)*

9:00 a.m. ***Bienvenidos-Welcome***

Sarita Brown, Executive Director, White House Initiative on Educational Excellence,
for Hispanic Americans

Guillermo Linares, Vice-Chair, President's Advisory Commission on Educational
Excellence for Hispanic Americans and City Council Member, New York

Gloria Rodriguez, President's Advisory Commission on Educational Excellence
for Hispanic Americans and founder and CEO, AVANCE

Greetings and introduction of speaker
Yolanda Moses, President, CUNY-City College

"Educational Excellence for All"

Richard Riley, Secretary of Education, U.S. Department of Education

Greetings from Congressional Hispanic Caucus members (video)

Congressman Jose Serrano, New York

Congresswoman Nydia Velazquez, New York

Congressman Robert Menendez, New Jersey

Parent's Perspective: *To be Determined*

10:00 a.m. **Parents as First Teachers**

Panel session addressing early childhood development, with attention to the learning
process and parents' role in nurturing their children's development.

Moderator: *Luz Towns-Miranda*, President, Association of Hispanic
Mental Health Professionals

Parent's Perspective: *Sonia Toledo*

Judith Heumann, Assistant Secretary, Office of Special Education and
Rehabilitative Services, U.S. Department of Education

Patricia Montoya, Commissioner, Administration on Children and Families,
Department of Health and Human Services (HHS)

11:15 a.m. ***Excelencia Para Todos: A Quality Education for All***

Panel session addressing what parents can do to support their children's acquisition of strong
English language skills and academic content. The session will include perspectives on how
the learning needs of Spanish speaking children are met by the school system.

Moderator: *Herminio Martinez*, Professor of Education and Director,
Bronx Institute, CUNY Lehman College

Parent's Perspective: *Soledad Hiciano*,

Delia Pompa, Director, Office of Bilingual Education and Minority Language Affairs, (OBEMLA) U.S. Department of Education

Nancy Cloud, Ph.D., Professor, School of Education, Department of Curriculum and Teaching, Hofstra University

Irma Zardoya, Superintendent, Community School District #10

12:30 p.m. Greetings: *Judith Rizzo*, Deputy Chancellor, New York City Board of Education

Strong Communities Help Build Strong Schools
Administration Representative

1:00pm Luncheon Program: Message from Vice President Al Gore (video)

2:00 p.m. **A Quality Learning Environment for All**
This panel will focus on the kinds of activities and resources schools should have to provide a quality education for all children.

Moderator: *Alex Betancourt*, United Way of New York City

Parent's Perspective: *To be determined*

Michael A. Rebell, Esq., Director, Campaign for Fiscal Equity

Jorge Izquierdo, Principal, P.S. 163M

Bill Valdez, Office of Science, U.S. Department of Energy

3:30p.m. **Workshop Sessions**

Adjacent Sites

- A. Resources for Families of Children and Youth with Disabilities
Mirta Cuadra-Lash, Synergia
Beatriz de Obdalia Mitchell, Special Assistant to the Assistant Secretary, Office of Special Education and Rehabilitative Services (OSERS) U.S. Department of Education
- B. How to Evaluate Your School
Julia Kamin, Senior Advocate, Advocates for Children
- C. Preparing Your Child for College
Lidice Rivas, U.S. Department of Education, *Think College Early*
Diana Philips, U.S. Department of Education, *Think College Early*
- D. Educating and Protecting Our Children From Pesticides
Delta Valente, Program Manager, Farm Workers' Protection Health, Environmental Protection Agency
- E. Maternal and Child Health Programs-Healthy and Ready to Learn
Michelle Cravetz, New York State Department of Health
Maggie Nieves, Parent of two children with special healthcare needs
Mary Huber, Public Health Administrator, New York State Department of Health
- F. America's Largest Classroom -- A Look Inside [Department of Interior]

Chris Raabe, Educational Consultant, New Jersey Field Office, U.S. Fish and Wildlife Service
Susan Robinson, Computer Specialist, New Jersey Field Office, U.S. Fish and Wildlife Service
Sylvia Jones, Acting Director, Office of Educational Partnerships, U.S. Department of Interior

G. Integrating Hispanic Children with the Technology of Tomorrow

Jeffrey Vargas, Hispanic Employment Program Manager, U.S. Department of Energy
Ivette Montalvo, Program Manager, U.S. Department of Energy

H. Fathers Making a Difference in Children's Education: An Interactive Workshop

Patricia Montoya, Commissioner, Administration on Children and Families, Department of Health and Human Services (tentative)

I. Rights and Responsibilities in Helping Children Achieve

Hilda Crespo, Vice President, Public Policy & Federal Relations, ASPIRA Association Inc.

4:45pm Cultural presentation

5:00 p.m. **Univision's Commitment to Education**
 Message from Henry Cisneros, President, Univision (video)
Ivelisse Estrada, Vice President, Corporate and Community Relations, Univision

5:30 p.m. ***Una Celebración de Excelencia***
 Corporate allies will host an evening reception for conference participants
 Message from corporate allies: AT&T, State Farm, Chase Manhattan Bank, Univision

Keynote speaker: *Gliselle Blondet*, co-host, *Despierta America* (invited)

Saturday, June 5, 1999

8:00 a.m. Conference registration and Information Fair continues

9:00 a.m. Cultural presentation

9:15 a.m. Recognition of President's Advisory Commission on Educational Excellence for Hispanic Americans

9:30 a.m. Introduction of speaker: *Guillermo Linares*, Vice-Chair, President's Advisory Commission, and New York City Councilmember

***Richard T. Mills*, Commissioner, New York State Education Department (invited)**

10:00 a.m. **High Academic Achievement for Latino students**
 Panel session addressing New York's academic standards and the ways teachers, parents, and children will work together to achieve a quality education

Moderator: *Lorraine Cortes-Vazquez*, President, Hispanic Federation

Parent's Perspective: To be determined

Ricardo E. Oquendo, Member, New York State Board of Regents

Eugene Cota-Robles, Co-Chair, College Board National Task Force on Minority High Achievement

*Laura Rodriguez, Administrative Assistant Superintendent,
New York City Board of Education*

11:15 a.m. **Heading Toward College**
Panel discussion about college preparation, including curriculum, career planning, and financial aid.

Moderator: *William Colon*, Executive Director, ASPIRA of New Jersey

Parent's Perspective: Parent of Student in College, to be determined

Jaqueline King, American Council on Education, *College is Possible*

Margarita Benitez, Special Assistant to the Deputy Secretary, Higher Education Programs, U.S. Department of Education

Randi Weingarten, United Federation for Teachers

12:30 p.m. **Luncheon Program**
(Cultural Presentation)

Introduction of speaker: Victor Morisete, ACDP
PENDING

2:00 p.m. **Making It Happen in Your Community**

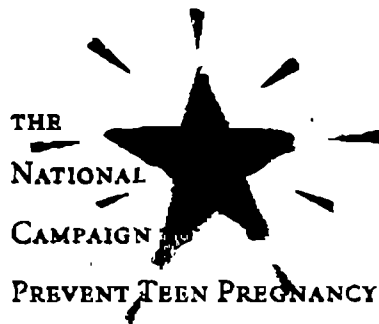
Moderator: *Cristina Saralegui*, host, *Cristina*, Univision (invited)

Representatives from CAPS, Beacon Schools, New Visions, Parent's Council,
and United Parents Association

3:30 p.m. Cultural presentation

4:00 p.m. **Adios y Adelante**
Guillermo Linares, Gloria Rodriguez, Sarita E. Brown

4:30 p.m. Conference de-brief for organizers



2100 M STREET NW SUITE 300
WASHINGTON DC 20037

PHONE: 202.261.5653

FAX: 202.331.7735

E-MAIL: CAMPAIGN@TEENPREGNANCY.ORG

WEB: WWW.TEENPREGNANCY.ORG

FAX TRANSMISSION

TO: Neera Tanden
FAX NUMBER: 456-9412
FROM: Beth Davidson
SENDER'S PHONE: 261-5705
SENDER'S FAX: 202-331-7735

DATE:

NUMBER OF PAGES INCLUDING COVER:

6

MESSAGE:

Neera: Attached pls find the list of researchers we promised, along with a list of our Research Task Force members.

Question: By what date do you need materials from us for the packets to hand out?

-Also, could you email me the commitments template?

THANKS + regards,

Beth



Sarita_Brown @ ed.gov
04/15/99 08:58:00 PM

Record Type: Record

To: Neera Tanden

cc:

Subject: Leo Estrada

MIME-Version: 1.0

Content-type: text/plain; charset = windows-1252

Content-transfer-encoding: 7BIT

Neera,

Here's the contact info for Prof. Leo Estrada, Professor of Sociology, UCLA.

Phone 31-0825-6574

e-mail: leobard@ucla.edu

talk with you tomorrow.

Sarita

Student Teams-Achievement Divisions and Teams-Games-Tournaments

Anna Marie Farnish
Center for Social Organization of Schools
The Johns Hopkins University
3505 North Charles Street
Baltimore, MD 21218
410-516-8857
FAX 410-516-8890

Success for All/Lee Connigo
Robert E. Slavin
Johns Hopkins University
Center for Social Organization of Schools
3505 North Charles Street
Baltimore, MD 21218
800-548-4998
FAX 410-516-8890

**Contacts for Information on Secondary Dropout-Prevention Programs Reviewed by
Olatokunbo S. Fashola and Robert E. Slavin (1997)**

ALAS
Katherine A. Larson & Russel W. Rumberger
University of California
Graduate School of Education
Phelps Hall
Santa Barbara, CA 93106

AVID
Mary Catherine Swanson
Director, AVID program
San Diego County Office of Education
6401 Linda Vista Road
San Diego, CA 92111-7399
619-292-3500

California Post Secondary Education Commission
Third Floor
1020 Twelfth Street
Sacramento, CA 95814-3985

Coca Cola Valued Youth Project
Linda Cantu, Project Director
Intercultural Development Research Association
Coca-Cola Valued Youth Program
5835 Callaghan, Suite 350
San Antonio, TX 78228-1190
210-684-8180
210-684-5389

GRAD
J.L. Ketelsen
P.O. Box 2511
Houston, TX 77001
713-757-3563

SCORE
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**NATIONAL
ASSOCIATION**
— for —
**BILINGUAL
EDUCATION**

April 2, 1999

Deborah Santiago, Deputy Director
White House Initiative on Educational Excellence for Hispanic Americans
400 Maryland Avenue
Washington, DC 20202

Re: Latino Youth Event with the First Lady

Dear Deborah:

On behalf of the National Association for Bilingual Education (NABE), I am responding to your request for assistance in identifying promising practices and innovative programs for Latino youth. I am recommending for your consideration four programs as follows:

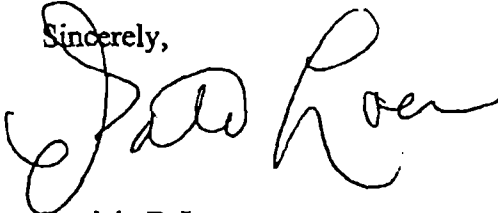
- **Día de los libros/Día de los Niños- *Opening the World of Books to ALL Children***
NABE, in conjunction with MANA: A National Latina Organization, and REFORMA (librarians serving Spanish-speaking populations), has begun work on the national observance of April 30th as Día de los Niños/Día de los Libros. The goal of this joint effort is to promote literacy for all children — regardless of their linguistic and cultural background, and celebrate books as an important part of our lives. Numerous events are planned throughout the country to promote literacy for Latino children. For further information, please refer to the attached press release or contact Jaime Zapata, Associate Director for Media and Public Affairs, (202) 898-1829.
- **Bilingual Education: Portraits of Success Project** is an effort to acquire both achievement data and anecdotal information about successful bilingual programs, as well as outstanding personnel, students and graduates. The project will disseminate information about current students and graduates of identified bilingual programs to highlight success stories. For further information, please contact Dr. Nancy Zelasko, Deputy Director of NABE at (202) 898-1829.
- **HerManitas Program:** For over a decade MANA chapters have developed local Hermanitas initiatives—a youth leadership development and mentoring effort whose primary audience is in-school teenage Latina girls, aged 11 to 17. The objectives of this effort are to keep teenage girls in school through high school graduation, encourage them to pursue higher education, and develop these young teens into community leaders.

MANA has expanded its HerManitas program by working with other youth serving organizations. For further information, please contact Elisa Sanchez, President of MANA by phone at (202) 833-0060.

- **Washington State Minority PreLaw Conference:** For the past 10 years, the Washington State Bar Association-Young Lawyers Division has sponsored a prelaw conference for minority high school students. The purpose of the conference is to encourage minority students to consider a legal career. A conference is planned every year in Yakima, Washington aimed at serving Mexican American high school students. The all day event is held on a Saturday and parents are required to participate. Hispanic lawyers and judges from across the state present educational workshops. The conference also includes a mock jury trial and appellate argument. For further information, contact Lisa Castilleja, President-Elect for the Washington Young Lawyers Division at (206) 464-7470.

There are other worthy programs sponsored by countless local community organizations. As we obtain the necessary information, I will forward it directly to you. Once again, thank you for your work and efforts to improve educational opportunities for Latino youth.

Sincerely,

A handwritten signature in black ink, appearing to read "Patricia E. Loera". The signature is fluid and cursive, with the first name "Patricia" being more prominent and the last name "Loera" following in a similar style.

Patricia E. Loera
Associate Director for Legislation
NABE

First Lady Convening on Hispanic Youth

4/16/99

Programs with evaluations

Upward Bound Program

National programs

HOSTS (Help One Student to Succeed)

National program

Just-Us

National program

Strive

National program

Avance Parent Child Education Program

Texas

AVID

San Diego, California

Other programs recommended

Project Talk

Colorado

MANA's Hermanitas program

9 projects around the country

Mary's Center for Maternal and Child Care

Washington, DC

MACSA (Mexican American Community Services Agency, Inc.)

San Jose, California

Entre Nosotros Promotoras, Planned Parenthood Association of Hidalgo County, Inc.

McAllen, Texas

Habla Con Tu Hermana, Planned Parenthood of San Antonio and South Central Texas

San Antonio, Texas

The Male Involvement Program (MIP)

California

ASPIRA Association, Inc.

National & Bridgeport, CT

First Lady Convening on Hispanic Youth

4/16/99

The Hispanic Program for Educational Advancement & the Learning to Lead Program

Western Illinois University

The National Latino Children's Institute

Austin, Texas

Sociedad Latina

Boston, Massachusetts

Community Outreach Program with National Puerto Rican Women's Organization

University of Maryland at College Park

experimenter-made tests closely aligned with program curricula than on more general standardized tests (Rosenshine & Meister, 1994). However, effect sizes do provide a useful indication of programs' effects on student achievement that can be compared (with caution) across studies and programs.

Schoolwide Reform Programs

Some of the most promising programs for Latino students are programs designed to reform the entire school, touching on everything from curriculum and instruction to school organization and assessment. Most of these are adaptations or applications of national programs not originally designed for Latino or LEP students but modified or redesigned for this purpose in schools with many such children.

Success for All/*Lee Conmigo*

The schoolwide reform program that has been most extensively evaluated in schools serving many Latino students is Success for All, a comprehensive reform program for elementary schools serving many children placed at risk (Slavin, Madden, Dolan, & Wasik, 1996a). Success for All provides schools with innovative curricula and instructional methods in reading, writing, and language arts from kindergarten to grade six, with extensive professional development. The curriculum emphasizes a balance between phonics and meaning in beginning reading and extensive use of cooperative learning throughout the grades. Recently, programs in mathematics, social studies, and science have been added to Success for All, making up a program called Roots and Wings (Slavin, Madden, Dolan, & Wasik, 1996a).

One-to-one tutoring, usually from certified teachers, is provided to children who are having difficulties in learning to read, with an emphasis on first graders. Family support services provided in each school build positive home-school relations and solve problems such as truancy, behavior problems, or needs for eyeglasses or health services. A program facilitator works with all teachers on continuing professional development and coaching, manages an assessment program to keep track of student progress, and ensures close coordination among all program components.

In schools with Spanish bilingual programs, Success for All uses a beginning reading curriculum called *Lee Conmigo*, which applies instructional strategies similar to those used in the English program (Reading Roots), but uses a curriculum sequence and materials appropriate to Spanish language and Latino culture. Beginning in late first grade, students use

an adaptation of Bilingual Cooperative Integrated Reading and Composition (BCIRC), described later in this report. BCIRC uses Spanish novels or basals in a comprehensive cooperative learning approach to reading, writing, and language arts. BCIRC also uses cooperative learning activities to help students transition from Spanish to English reading at the point of transition mandated by district policies.

A different adaptation of Success for All is made in schools with many limited English proficient students but no native-language instruction. In these schools, the English curriculum is used, but there is a close coordination between ESL and classroom reading programs to infuse effective ESL strategies into the reading approach. ESL teachers usually provide classroom reading instruction and, often, tutoring to LEP children.

Research on the Success for All program in general has taken place in 23 schools in nine districts throughout the United States. In each case Success for All schools were matched with similar comparison schools. Students were pretested to establish comparability and then individually posttested each year on scales from the Woodcock Reading Mastery Test and the Durrell Oral Reading Test. Results show consistent, substantial positive effects of the program, averaging an effect size of about +.50 at each grade level. For the most at-risk students, those in the lowest 25% of their grades, effect sizes have averaged more than a full standard deviation ($ES=+1.00$ or more). In grade equivalent terms, differences between Success for All and control students have averaged three months in the first grade, increasing to more than a full grade equivalent by fifth grade (Slavin, Madden, Dolan, & Wasik, 1996b). Follow-up studies have found that this difference maintains into sixth and seventh grades, after students have left the program schools.

For Latino students, the effects of Success for All have been particularly positive (Slavin & Madden, 1995). Bilingual schools using *Lee Conmigo* in Philadelphia found substantial differences between Success for All and control schools on scales from the Spanish Woodcock, with an effect size at the end of second grade of +1.81 (almost a full grade equivalent different). A study in two California bilingual schools (Dianda & Flaherty, 1995) also found very positive effects of Success for All/*Lee Conmigo*. At the end of first grade, Success for All students exceeded control students by an effect size of +1.03, or about five months. Dianda and Flaherty (1995) also reported an effect size of +1.02 for Spanish-dominant LEP students in a sheltered English adaptation of Success for All in a third California school. Incidentally, a five-year study of the ESL adaptation of Success for All to limited English proficient Cambodian students in Philadelphia also found extremely positive outcomes, averaging an effect size of +1.44 and a grade equivalent difference of almost three years by the end of fifth grade (Slavin & Madden, 1995).

As of Fall 1996, Success for All is in use in more than 450 schools in the United States, of which more than 150 have significant numbers of Latino students. In Houston, Success for All is being implemented in 70 schools, and English and Spanish outcomes will be assessed in comparison to control schools in 35 bilingual schools. A training staff in Baltimore, with regional training programs focusing on bilingual and ESL issues in California, Texas, Arizona, Florida, and New York, disseminates the program nationally.

Accelerated Schools

Accelerated Schools (Levin, 1987; Hopfenberg & Levin, 1993) is an approach to school reform built around three central principles. One is *unity of purpose*, a common vision of what the school should become, agreed to and worked toward by all school staff, parents, students, and community. A second is *empowerment coupled with responsibility*, which means that staff, parents, and students find their own way to transform themselves, with freedom to experiment but also a responsibility to carry out their decisions. *Building on strengths* means identifying the strengths of students, of staff, and of the school as an organization, and then using these as a basis for reform. One of the key ideas behind Accelerated Schools is that rather than remediating students' deficits, students who are placed at risk of school failure must be accelerated, given the kind of high-expectations curriculum typical of programs for gifted and talented students.

The school implements these principles by establishing a set of "cadres" which include a steering committee and work groups focused on particular areas of reform. The program has no specific instructional approaches and provides no curriculum material; instead, school staff are encouraged to search for methods that help them realize their vision. However, there is an emphasis both on reducing all uses of remedial activities and on adopting constructivist, engaging teaching strategies (such as project-based learning).

Accelerated Schools began in schools near its home at Stanford University, and from the outset has been used in many schools serving Latino students.

The evaluation evidence on Accelerated Schools is quite limited and largely anecdotal. The program's developers state that the program takes five years to fully implement and that it is unfair to evaluate program outcomes until that much time has passed. No evaluation evidence has yet been reported from schools in the program this long. However, data from a few individual schools earlier in their implementations have been reported.

There have been three evaluations of individual Accelerated Schools, all including significant numbers of Latino students (but none separately reporting results for these

students). McCarthy and Still (1993) reported on one Texas school with a large Latino majority that showed gains over time in its fifth-grade standardized test scores (other grades were not mentioned). A similar comparison school showed losses over the same period.

Another Texas evaluation of Accelerated Schools was reported by Knight and Stallings (1995). This study compared a school with a 25% Latino population to a matched comparison school over a two-year period. On standardized tests in reading the Accelerated School students gained more than the comparison students in grades 1-3, but not 4-5. In language, the Accelerated School scored better in grades 1-2, but the control schools did as well or better in 3-5. On a statewide accountability test, Accelerated School students passed at a higher rate than comparison students on math and reading tests in grade 3, but the opposite was true in grade 5. On a writing measure students in the Accelerated School performed slightly higher at both grade levels.

In a Sacramento school with students speaking 13 languages, Chasin and Levin (1995) reported gains on standardized tests for sixth graders but did not mention changes in other grades. These gains are difficult to attribute to the program, as the school's population also increased substantially over the same period.

More than 700 schools in 37 states are currently involved in the Accelerated Schools network, and there are four regional training sites for the program in addition to the original training site at Stanford.

School Development Program

The School Development Program (SDP) (Comer, 1980, 1988) is a comprehensive approach to school reform in elementary and middle schools. The program's focus is on building a sense of common purpose among school staff, parents, and community, and engaging school staff and others in a planning process intended to change school practices to improve student outcomes.

Each SDP school creates three teams that take particular responsibility for moving the reform agenda forward. A School Planning and Management Team, made up of representatives of teachers, parents, and administration, develops and monitors implementation of a comprehensive school improvement plan. A Mental Health Team, principally composed of school staff concerned with mental health such as school psychologists, social workers, counselors, and selected teachers, plans programs focusing on prevention, building positive child development, positive interpersonal relations, and so on.

The third major component of the SDP is a Parent Program, designed to build a sense of community among school staff, parents, and students. The Parent Program incorporates existing parent participation activities (such as the PTA) and implements further activities to draw parents into the school, to increase opportunities for parents to provide volunteer services, and to design ways for the school to respect and celebrate the ethnic backgrounds of its students.

The three teams in SDP schools work together to create comprehensive plans for school reform. The main focus is on mental health and parent involvement, but schools are also encouraged to examine their instructional programs and to look for ways to serve children's academic needs more effectively.

The SDP was originally designed especially to meet the needs of African American children and families, but large numbers of Latino students also attend SDP schools, especially in California and Texas.

Evaluations of the effects of SDP have taken place in a number of locations. The first was a longitudinal evaluation of the first two SDP schools in New Haven, Connecticut, which showed marked improvements in student performance on standardized tests over a 14-year period (Comer, 1988). A recent independent evaluation following first graders in two SDP schools also showed positive effects (Stringfield & Herman, 1995). Other evaluations comparing SDP to matched control schools have found mixed, inconsistent effects, with substantial site-to-site variation. Outcomes emphasized by the program, such as self-concept and school climate, have been more consistently associated with the program than have achievement gains (Becker & Hedges, 1992; Haynes, 1991, 1994). Formal research on the SDP has not taken place in districts with significant Latino populations, but documentation of achievement gains over time is being gathered in San Diego, California, Dallas, Texas, and Dade County, Florida schools that serve many Latino students.

The SDP is currently involved with more than 565 schools, mostly elementary and middle, in 22 states. It has regional training programs in several states.

Consistency Management & Cooperative Discipline/ Disciplina Consistente y Cooperativa

Consistency Management & Cooperative Discipline (CMCD) (Freiberg, Prokosch, & Treister, 1990) is a schoolwide reform program designed to improve discipline in inner-city schools at grade levels K-6, to provide an appropriate environment for learning and improve academic achievement. CMCD emphasizes shared responsibility for classroom discipline

between students and teachers, turning classrooms into communities of ownership, where the teachers and students together make the rules for classroom management. The idea is that if students have a hand in creating and enforcing the rules, then acting-up to defy the teacher would not work anymore, "because (students) would also be breaking their own laws" (Freiberg, Prokosch, & Treister, 1990).

CMCD exists as a stand-alone program, or can be used along with other innovative programs directed at improving curriculum and instruction. Teachers initially assess the needs of their classrooms in the spring. During the summer, they attend various workshops on CMCD, and also work with facilitators from their own schools. During the school year, teachers return for workshops and follow-up sessions.

CMCD provides a framework of regulations, which schools adapt to fit their needs. The main components or themes of CMCD that exist at every school are prevention, caring, cooperation, organization, and community. At the initial implementation stages of CMCD, the teachers engage in a series of interviews and assessment sessions, whose goals are to evaluate the school's strengths and weaknesses and adapt the program to fit their school.

Although CMCD was not originally specifically designed for Latino children, it has primarily been evaluated in inner-city schools in Houston that serve Latino students and have many bilingual classes (Freiberg, Stein, & Huang, 1995). Other participants were predominantly African American. The main evaluation of CMCD followed five CMCD and five matched control schools in Houston over a period of five years. Two of the CMCD schools and three control schools had significant proportions of Latino students. Eighty-three percent qualified for reduced lunches. Discipline problems and mobility rates were high.

The first study (Freiberg, Prokosch, & Treister, 1990) was an evaluation of the five schools after the first two years of implementation. This study showed that the students of teachers from the five program schools who had attended at least seven sessions of CMCD outperformed students in the comparison schools, with minimal effect sizes ranging from +.09 to +.29 on the Metropolitan Achievement Test (MAT-6).

The second evaluation involved the comparison of one of the CMCD schools with its control school (Freiberg, Stein, & Huang, 1995). Although both schools had equal scores on the ITBS composite pretest, the experimental group outperformed the control group on the composite MAT-6 for the next three years, with effect sizes ranging from +.44 to +.95. The treatment group outscored the comparison group in math ($ES=+.15$), reading ($ES=+.52$), and writing ($ES=+.84$). CMCD students also exceeded control students on the Texas Educational Assessment of Minimal Skills (TEAMS), with effect sizes ranging from +.40 to +1.24 in math,

from +.13 to +.40 in reading, and from +.14 to +.45 in writing. Measures of motivation, self-concept, and other measurements of positive attitudes toward school and learning also favored the CMCD school.

Freiberg & Huang (1994) followed an initial cohort of students who entered before the first year the program was implemented (1985-86) and stayed in their respective schools until they reached the sixth grade (1991-92). Students who later attended the school, students of teachers who were trained at times other than the initial year of implementation, students who did not have scores from all tests (TEAMS and MAT-6) for all five years, and students who were retained at least a year were not included. Because of these restrictions and the high mobility rates, the final number of students who were followed for all six years was very small; 27 for the control school and 27 for the experimental school.

Students who had remained in the CMCD program for six years showed significantly higher test scores on TEAMS. Adjusting for pretest differences, effect sizes for the differences between the two groups ranged from +.08 to +.99. The students in the program schools also scored consistently higher than the students in the comparison schools on the MAT-6. Students involved in CDMC scored above the 50th percentile on the MAT-6 during all of the years they were assessed, while the scores of students in the comparison group dropped. Adjusting for pretest differences, effect sizes ranged from +1.13 to +1.23 in reading, +1.44 to +1.51 in math, and +.99 to +1.71 in writing.

The most recent study of CMCD (Freiberg, 1996) compared the performances of students in schools implementing a mathematics program with those in schools implementing a combination of CMCD and the mathematics program. All of the schools involved in this study were majority Latino. The students in the combined program outperformed students involved in the mathematics only program, with an effect size of +.33.

CMCD currently exists in over twenty-five schools in three Texas districts, as well as abroad. A Spanish component of CMCD called *Disciplina Consistente y Cooperativa* (DC) has been added that is designed specifically for Spanish-speaking English language learners and their families.

Goldenberg & Sullivan

The goal of Goldenberg and Sullivan's (1995) program is to prepare teachers and principals for school reform by making them active participants in reform efforts before and after the reform movement has begun in the school. Goldenberg and Sullivan (1995) state that unless teachers feel as though they are a part of the reform planning process, they are likely to

Cooperative learning methods are widely used throughout the United States and other countries with all kinds of schools and children, and the research on these methods has equally involved a broad diversity of schools and students. There are two cooperative methods, however, that were specifically designed for use in Spanish bilingual programs, and many more, even though not specifically intended for this purpose, have been researched and used in schools serving many Latino students (Calderón, 1991, 1994; McGroarty, 1993; Slavin, 1990). These are described in the following sections.

Bilingual Cooperative Integrated Reading and Composition

Bilingual Cooperative Integrated Reading and Composition, or BCIRC (Calderón, Hertz-Lazarowitz, Ivory, & Slavin, 1996; Calderón, 1994; Calderón, Tinajero, & Hertz-Lazarowitz, 1992) is an adaptation of Cooperative Integrated Reading and Composition (CIRC) (Stevens, Madden, Slavin, & Farnish, 1987) for application in bilingual classrooms. The original CIRC model, used in grades 2-8, involves a series of activities derived from research on reading comprehension and writing strategies (Stevens, Madden, Slavin, & Farnish, 1987). Students work in four-member heterogeneous learning teams. After the teacher introduces a story from a basal text or trade book, students work in their teams on a prescribed series of activities relating to the story. These include partner reading, where students take turns reading to each other in pairs; "treasure hunt" activities, in which students work together to identify characters, settings, problems, and problem solutions in narratives; and summarization activities. Students write "meaningful sentences" to show the meaning of new vocabulary words, and write compositions that relate to their reading. The program includes a curriculum for teaching main idea, figurative language, and other comprehension skills, and includes a home reading and book report component. The writing/language arts component of CIRC uses a cooperative writing process approach in which students work together to plan, draft, revise, edit, and publish compositions in a variety of genres. Students master language mechanics skills in their teams, and these are then added to editing checklists to ensure their application in students' own writing. Teams earn recognition based on the performance of their members on quizzes, compositions, book reports, and other products (Madden, Slavin, Farnish, Livingston, Calderón, & Stevens, 1996).

BCIRC adds to the CIRC structure several adaptations to make it appropriate to bilingual settings. It is built around Spanish reading materials in the younger grades and then uses transitional reading materials as students begin to transition from Spanish to English. The age of transition depends on district policies; materials to accompany Spanish basals and novels have been developed through the sixth grade, but most such materials are used in

transitional bilingual education programs only through the third or fourth grades. In addition, effective ESL strategies designed to engage students in negotiating meaning in two languages and increase authentic oral communication are built into the training program.

The original CIRC program has been evaluated in three studies in elementary schools (Stevens et al., 1987; Stevens & Slavin, 1995) and one study in two middle schools (Stevens & Durkin, 1992). In each case, CIRC students made significantly greater gains than control students on standardized tests of reading achievement. Two studies in Israel, one in Hebrew and one in Arabic, also found positive effects of CIRC compared to traditional methods (Hertz-Lazarowitz et al., in press; Schaedel et al., in press).

A four-year study of BCIRC was conducted in 24 grade 2-4 bilingual classes in El Paso, Texas (Calderón, 1994; Hertz-Lazarowitz, Ivory, & Calderón, 1993). Experimental and control classes were carefully matched. Students transitioned from mostly-Spanish instruction in second grade to mostly-English instruction in fourth grade. At the end of second grade, BCIRC students scored significantly better than control on the Spanish TAAS (Texas Assessment of Academic Skills) in both reading ($ES=+.43$) and writing ($ES=+.47$). In third grade, students were tested on the English Norm-referenced Assessment Program for Texas (NAPT), and again BCIRC students outperformed controls in reading ($ES=+.59$) and language ($ES=+.29$). Finally, fourth graders in BCIRC scored higher than controls in NAPT reading ($ES=+.19$), but not language. However, these differences were depressed by the transfer of students out of the bilingual classes into English-only classes, which happened with four times as many BCIRC as control students. Students who were moved out of the bilingual classes early tended to be the highest achievers, so deleting them from the sample reduced the apparent experimental-control differences.

CIRC is used in several hundred schools nationally, and BCIRC is used in more than a hundred, including Success for All programs with bilingual programs which use an adaptation of BCIRC. Training programs for CIRC and BCIRC exist at Johns Hopkins University in Baltimore and El Paso, and additional trainers in both models are located in many parts of the United States.

Complex Instruction/Finding Out/Descubrimiento

Complex Instruction is the name given to a set of cooperative learning approaches developed and researched by Elizabeth Cohen (1994a) and her associates at Stanford University. From its inception, the program has focused on Spanish bilingual classes. It was first built around a discovery-oriented science and mathematics program called Finding

Out/Descubrimiento, developed by DeAvila and Duncan (1980). Finding Out/Descubrimiento provides students with a series of activity cards in English and Spanish which direct them to do experiments, take measurements, solve problems, and so on. Students work in small, heterogeneous groups to do experiments and answer questions intended to evoke high level thinking. As it relates to bilingual education, a major focus of the program is to get students to use complex, sophisticated language to express, debate, and defend their ideas, thereby building language fluency first in their home language and then in English. Whenever possible, each group contains monolingual Spanish, monolingual English, and bilingual children, who freely translate ideas for each other. Complex Instruction adds to Finding Out/Descubrimiento a group structure, in which students take on specified roles (e.g., facilitator, checker, reporter) and learn group process skills, such as active listening, maintaining a positive group atmosphere, and ensuring equal participation. The program also emphasizes building positive expectations for all students; for example, by giving low status children opportunities to be the group expert and constantly reinforcing the idea that all children have different abilities, each of which is worthy of respect (Cohen, 1994a).

The evaluations of Complex Instruction/Finding Out/Descubrimiento have not generally met the standards established in this review. Most have reported positive correlations between the frequency of students' talking and working together and gains in student achievement (Cohen & Intili, 1981; Cohen, Lotan, & Leechor, 1989; Cohen, 1994b; Stevenson, 1982). This could be taken as an indication that better implementers of the program get better results, but it does not indicate that the children are performing better than they would have without the program. Similarly, reports of NCE gains in the program classes (Cohen, 1994b) are inadequate indicators of program impacts. Still, the accumulation of imperfect but supportive evidence and the clear focus on improving the higher-order thinking of students in bilingual programs makes this program appealing.

The Complex Instruction program at Stanford provides materials and professional development to support program adoption in elementary and middle schools, and it is used in many schools, particularly in California.

Student Teams-Achievement Divisions and Teams-Games-Tournament

Two related cooperative learning programs developed at Johns Hopkins University are among the most thoroughly evaluated of all cooperative methods, and have been extensively disseminated in schools with Latino children. These are Students Teams-Achievement Divisions (STAD) and Teams-Games-Tournament (TGT) (Slavin, 1994, 1995). In STAD, students work in four-member, heterogeneous learning teams. First the teacher provides the

lesson content through direct instruction. Then students work in their teams to help each other master the content, using study guides, worksheets, or other material as a basis for discussion, tutoring, and assessment among students. Following this, students take brief quizzes, on which they cannot help each other. Teams can earn recognition or privileges based on the improvement made by each team member over his or her own past record. TGT is the same as STAD except that students play academic games with members of the other teams to add points to an overall team score. Both programs emphasize the use of group goals (in this case, recognition) in which teams can only achieve success if each team member can perform well on an independent assessment. This motivates team members to do a good job of teaching and assessing each other.

Both STAD and TGT have been extensively evaluated in comparison to control groups in a wide variety of subjects. Across 26 such studies of at least four weeks duration, there was a median effect size of $+0.32$ for STAD; in 7 studies of TGT, the median effect size was $+0.38$ (Slavin, 1995). One study in Riverside, California (Kagan, Zahn, Widaman, Schwarzwald, & Tyrell, 1985), evaluated STAD and TGT with Latino students, and this study found no experimental-control differences in spelling for this group. However, two studies with significant numbers of Latino students did find positive effects of STAD, though they did not separately analyze results for Latino students. These were a study in Harrisburg, Pennsylvania (Stevens, Slavin, & Farnish, 1991) in which elementary students were taught to find the main ideas of paragraphs, and a study of spelling in San Diego, California (Tomblin & Davis 1985), which found nonsignificant positive effects of the program.

STAD and TGT are used in thousands of classrooms nationwide. A training program at Johns Hopkins University and certified trainers throughout the United States provide professional development in these methods.

Jigsaw

Jigsaw (Aronson et al., 1978) is a cooperative learning technique in which students work in small groups to study text, usually social studies or science. In this method, each group member is assigned to become an “expert” on some aspect of a unit of study. After reading about their area of expertise, the experts from different groups meet to discuss their topic, and then return to their groups and take turns teaching their topics to their groupmates. In a variation of Jigsaw called Jigsaw II (Slavin, 1994), students are given topics in a common reading, such as a text chapter, biography, or short book. After they have read the material, discussed it with their counterparts in other groups, and shared their topics with their own group, they take a quiz on all topics, as in STAD.

Jigsaw was first used with Latino students, and much of the research on this topic has involved schools in the Southwest serving many Latino students. The first brief Jigsaw evaluation (Lucker, Rosenfield, Sikes, & Aronson, 1976) found positive effects of the program for "minority students" (Latino and African American students analyzed together), but not for Anglos. A study in bilingual classes (Gonzales, 1981) and one in majority-Latino schools (Tomblin & Davis, 1985) found no achievement benefits. Outcomes for Jigsaw II have been more positive (Mattingly & VanSickle, 1991; Ziegler, 1981), but these studies have involved few Latinos.

Jigsaw is widely used nationwide. Training in numerous Jigsaw variations is provided by Spencer Kagan and his colleagues (Kagan, 1995) among others.

Learning Together

David and Roger Johnson's (1994) Learning Together models of cooperative learning are among the most widely used of all cooperative learning models. In these methods, students work in small groups on common assignments, typically creating a single group product. All group members are evaluated based on this product. In some applications of this method, groups may earn recognition or grades based on either overall group performance or on the sum of individual performances.

Many evaluations of Learning Together models have been very brief and artificial, but among those of at least four weeks' duration, evidence supports the achievement effects of forms of the Learning Together model that incorporate group goals and individual accountability (i.e., group success depends on the sum of individual performances). One year-long study of Learning Together took place in bilingual classes in Southern California, and this study found positive program effects on a standardized test of language but not on tests of reading, spelling, or math (Martinez, 1990).

The Johnsons' methods are widely used throughout the world. Trainers in these methods are located at the University of Minnesota and in many other parts of the United States.

Group Investigation

Group Investigation is a form of project-based learning developed by Shlomo and Yael Sharan (1992) and their colleagues in Israel. In this method, students form their own 2-6 member groups. The groups choose topics from a unit being studied by the entire class, break

Instruction students were retained compared to 33% of the control students. The Direct Instruction students had a lower dropout rate (28%) than the control group (46%) over the three cohorts. More of the Direct Instruction (34%) group students applied to college than the control group (22%), and more of the Direct Instruction group students were accepted for admission to college over the three cohorts (34%) than were the control group students (17%).

The follow-up evaluation also compared ninth-grade mean reading and math scores in grade equivalents. Overall, students in the Direct Instruction cohort outperformed students in the control group in reading ($ES=+.41$) and in math ($ES=+.29$).

Exemplary Center for Reading Instruction

The goal of the Exemplary Center for Reading Instruction (ECRI) (Reid, 1989) is to improve elementary students' reading ability. This program emphasizes such reading-related skills as word recognition, study skills, spelling, penmanship, proofing, and writing skills, leading to improvement in decoding, comprehension, and vocabulary.

ECRI teachers expect all students to excel. The lessons for ECRI are scripted, and incorporate multi-sensory and sequential methods and strategies of teaching. In a typical lesson, teachers introduce new concepts in lessons using at least seven methods of instruction, teaching at least one comprehension skill, one study skill, and a grammar/creative writing skill. Initially, students are prompted for answers by teachers. As the students begin to master the information presented, fewer and fewer prompts are provided until students can perform independently. ECRI was not originally developed for Latino students, but it has been used among Spanish-speaking and bilingual students. Evaluations of ECRI have included a variety of students, but its effectiveness has also been measured specifically among Latino students.

In one evaluation of ECRI (Reid, 1989), researchers investigated the effects of ECRI on students in grades 2-7 in Morgan County, Tennessee, and compared them to students in a control group who were using a commercial reading program. Both schools were tested using Stanford Achievement Test reading comprehension and vocabulary subtests. ECRI students outperformed those in the control group, with effect sizes ranging from $+.48$ to $+.90$ in reading comprehension, and from $+.31$ to $+1.40$ in vocabulary. In an evaluation of the effectiveness of ECRI on Latino bilingual students in Oceanside, California, Killeen, Texas, and Calexico, California (Reid, 1989) showed NCE gains that ranged from $+6.4$ to $+25.7$. ECRI is used in hundreds of schools nationwide including many serving Latino students.

were lower in studies in which implementations were rated as low in quality, but there were few differences between the outcomes of high and medium quality implementations.

Reciprocal Teaching has not been studied in schools serving many Latino students, but it has been widely disseminated in schools including such students.

Profile Approach to Writing

The Profile Approach to Writing (PAW, 1995; Hughey & Hartfiel, 1979; Jacobs, Zinkgraf, Wormuth, Hartfiel, & Hughey, 1981; Hughey, Wormuth, Hartfiel & Jacobs, 1983; Hartfiel, Hughey, Wormuth, & Jacobs, 1985) is a program that provides professional development in creative writing to students in grades 3-12. The program emphasizes a process of drafting and revision of compositions, and makes use of a writing profile to assess and guide student writing performance. The profile is a holistic/analytic scale that assesses content, organization, vocabulary use, language use, and mechanics in students' compositions. PAW was not specifically developed for use with Latino students, but has been extensively used and evaluated in schools with many Latino students.

Several evaluations of the Profile Approach to Writing have been carried out by the program developers (Profile Approach to Writing, 1995). One of these compared students in a predominately (55%) Latino middle school in Texas to a control group. Students in the experimental and control group were pre- and posttested on the project's own Composition Profile, the 100-point holistic/analytic scale used in the instructional program. Experimental and control students were similar in scores at pretest. Students in the PAW school gained significantly more than those in the control group ($ES=+.69$) in a year-long comparison. Other less well-controlled evaluations on district-administered tests also found positive effects of PAW in middle and high schools not serving significant numbers of Latino students.

A methodological limitation of the main experimental-control comparison is the fact that it used the project's own evaluation instrument, which teachers and students had been using all year. However, holistic/analytic writing comparisons of this kind are common in many writing performance measures and are widely accepted by writing curriculum experts. The replicability of PAW has been amply demonstrated. The program is in use in more than 1000 schools and has certified trainers in seven states.

All students were given the Iowa Test of Basic Skills (ITBS) level 6 as a pretest in September, and the computation subtest of the ITBS level 7 was used as the written posttest of computation in April-May. Interviews were also conducted with the students.

Student achievement results showed that CGI students outscored their control group counterparts in computations (specifically in number facts) and in problems that involved complex addition/subtraction. Interviews also found that treatment students also had better attitudes toward math and felt more confident that they could perform complex mathematics.

A second study of CGI evaluated the effectiveness of the program among low-income minority students (Villasenor & Kepner, 1993). Twelve experimental and twelve control teachers were randomly assigned to CGI and control classes in Milwaukee. Minority populations ranged from 57% to 99%, primarily Latino or African American. A 14-item arithmetic word-problem test focusing on higher level cognitive processes (Carpenter, Fennema, Peterson, Chiang, & Loef, 1989), developed by the creators of CGI, was administered as a pretest in early October, and again as a posttest in late February and early March.

On the pretest, students in the experimental group had a slightly higher mean score than did students in the control group. Controlling for these differences, the experimental students still outscored their control-group counterparts.

CGI is currently being implemented in several states, and training programs for the model have been established in Wisconsin, North Carolina, and Ohio.

Project SEED

Project SEED (Johntz, 1966; 1975; Phillips & Ebrahimi, 1993; Hollins, Smiler, & Spencer, 1994; Project SEED, 1995) is an enrichment mathematics program designed to teach elementary school students, particularly low-income and minority students, to develop confidence in their ability to be successful in all academic work. Project SEED prepares students to be successful in their academic careers, and gives them the grounding to help them face challenging academic situations by using advanced mathematics as a tool. Students participating in Project SEED are taught to improve their mathematics achievement skills and to continue to take classes in abstract and advanced mathematics at a rate that is higher than those of students not involved in the program.

Project SEED hires and trains mathematicians, scientists, and engineers to teach students in the targeted population. Project SEED mathematics specialists then go into the

classroom and introduce abstract mathematical concepts using a discovery method based on Socratic questioning, and always making students active participants in the lessons. The Project SEED curriculum does not take the place of the regular mathematics curriculum, but is a supplement to it. When the Project SEED mathematics specialists teach the students, the regular classroom teachers remain in the classroom and observe and participate in what is being taught. Students involved in the program are expected to learn using dialogue, choral responses, discussion, and debates. In addition to teaching the students, the Project SEED mathematics specialists conduct workshops with the regular classroom teachers. Part of ongoing staff development includes Project SEED math specialists observing and critiquing each other in the classroom at work and attending internal workshops. Project SEED was not specifically designed to benefit Latino students, but its use among Latino students has been evaluated in various states that have high populations of Latino students.

A study that evaluated the effects of one semester of Project SEED in Detroit (Webster & Chadbourn, 1992) compared the California Achievement Test (CAT) scores of 244 fourth grade students in SEED classrooms to those of 244 fourth grade students in SEED schools, but not in SEED classrooms (non-SEED), and to those of 244 fourth grade students neither in SEED schools nor in SEED classrooms (comparison group) during the 1991-92 academic year. Students in all three groups were matched based on gender, ethnicity, free or reduced lunch status, and third grade CAT scores.

The SEED students outscored comparison group students in total math scores ($ES=+.37$), math computation ($ES=+.38$), and math concepts ($ES=+.32$). The non-SEED students in SEED schools also outscored the comparison students in all three areas with effect sizes of $+.17$, $+.23$, and $+.13$ respectively. When the SEED and non-SEED students were compared, students in the SEED group also outperformed students in the non-SEED groups on math total ($ES=+.19$), math computation ($ES=+.16$), and math concepts ($ES=+.19$).

The effect of one semester of SEED was also evaluated in Dallas in a Project SEED longitudinal evaluation study (Webster & Chadbourn, 1992). The Dallas evaluation consisted of eleven elementary Learning Centers (South Dallas Learning Centers and West Dallas Learning Centers). Students in the South Dallas Learning Centers were 80% African American, and students in the West Dallas Learning Centers were mostly Latino. There was a total of 10,890 Project SEED and matched comparison students. The treatment students were those who had been involved in Project SEED for at least one semester between 1982 and 1991. Students were administered either the Iowa Tests of Basic Skills (ITBS) or the Norm-referenced Achievement Program for Texas (NAPT). The test scores between the control and experimental groups were equivalent at the beginning of the experiment. Students were tested

on three ITBS scales: concepts and problem solving, computation, and mathematics total. As with the Detroit study, SEED students significantly outscored the non-SEED students on all scales.

The cumulative effects of Project SEED on students after one, two, and three semesters of involvement were also investigated (Webster & Chadbourn, 1992). A total of 3,092 students in five different settings were matched with control students on the basis of grade level, total mathematics achievement score, gender, ethnicity, and socioeconomic status, as determined by free lunch program participation. Beginning in the fourth grade, students in the treatment group received either one, two, or three semesters of Project SEED. Students were matched with students in other schools who did not receive SEED instruction, but may have received other types of intervention. Students were pretested on the ITBS, and after 1991, the Norm-referenced Achievement Program for Texas (NAPT). In every case except one out of thirty comparisons, the Project SEED students significantly outperformed the students in the control groups on the posttests for both the NAPT and the ITBS, and the more semesters that a student had been involved in Project SEED (up to the maximum of three semesters), the greater the cumulative effect of Project SEED.

A follow-up study (Webster & Chadbourn, 1992) sought to evaluate the retention of mathematics skills after students had left Project SEED. This study included a total of 1,215 matched students from the previous study. Students who had been involved in the project for only one semester were followed for five years after their involvement, and students who had received three semesters of Project SEED in grades 4-6 were followed through the 1991-1992 school year. Overall, Project SEED students, regardless of how long they had been in the program, still outscored the non-SEED students on the ITBS/NAPT up to two years after Project SEED exposure ended. More specifically, students who had been involved in Project SEED for one semester retained their mathematics skills for at least two years after they had left the program, and students who had been involved in the program for three semesters still retained their skills when tested between two and five years after they had left the program.

In the final Dallas longitudinal follow-up study of Project SEED (Webster & Chadbourn, 1992), results showed that students who had been involved in Project SEED were more likely to enroll in advanced mathematics classes in the 9th, 10th, 11th, and 12th grades than were students who had not been involved in Project SEED.

Project SEED is currently being used in Texas, Michigan, Indiana, Pennsylvania, and California, and is validated by the National Diffusion Network.

Skills Reinforcement Project

The Skills Reinforcement Project (SRP, 1984; Mills, 1992; SRP, 1992; SRP, 1995) was developed by the Johns Hopkins University Center for Talented Youth (CTY). CTY began as a program for gifted or "highly able" students, but it later added SRP, which is specifically designed for use with minority or low socioeconomic students who are likely to be underrepresented in advanced mathematics. The program was written to prepare fifth through eighth grade students to succeed in advanced level mathematics, with hopes that they would eventually become involved in mathematics and science careers. The program was not specifically designed for Latino students, but many of the students involved in the research have been Latino.

Staff in schools that adopt SRP attend training sessions before the implementation and during the year. SRP schools have a coordinator, who oversees the general management of the program at the school, and also oversees teacher training, curriculum development, and program evaluation. In addition to this, SRP schools involve a site director who acts as a facilitator for the program.

Students involved in the SRP program are volunteers. They attend Saturday school during the school year, and then they participate in a two-week summer residential program. Students are initially assessed and then teaching is based on the results of this testing. The SRP program provides a balance of individualized instruction and cooperative learning. The content of the SDP curriculum ranges from arithmetic concepts and skills to more advanced areas of study such as algebra, geometry, and statistics.

Research on SRP has been done at two sites in California, at schools with populations of 40% African American, 40% Latino, and 20% other, with a majority of the minority students qualifying for free lunches. The research design for all of the evaluations consisted of pre-post experimental/control comparisons. Student participants in both the control and treatment groups were volunteered by parents, and had to score between the 80th and 95th percentiles on the California Achievement Test. Students who met the criteria were randomly assigned to the SRP and control conditions, where the experimental students received substantial additional mathematics instruction, and the control group students received no extra mathematics instruction. The students were also equivalent on the basis of gender, ethnicity, income level, and mean pretest scores.

In addition to the CAT, the Sequential Tests of Educational Progress II (STEP) were used as a pre- and posttest. The School and College Ability Test (SCAT) was used to assess mathematical reasoning ability.

The first evaluation was done in Pasadena, California (Lynch & Mills, 1990). In this study, 32 SRP and 32 control sixth graders were administered the CAT and the STEP while they were in the sixth grade, and again nine months later in the fall, when they were in the seventh grade. Adjusting for pretest differences, SRP students outperformed their control group counterparts ($ES=+.41$).

A replication study was also done in Pasadena (SRP, 1992). This study involved 38 students; 19 in the control group, and 19 in the experimental group. In this study also, SRP students outscored the control group on both the SCAT ($ES=+.72$) and on the CAT/STEP tests ($ES=+.73$).

The third evaluation was done in Los Angeles (Mills, Stork, & Krug, 1992). This study involved 54 students; 28 SRP students and 26 students in the control group. Once again, SRP students outscored the students in the control group on the SCAT ($ES=+.55$) and on the CAT/STEP ($ES=+1.35$).

It is important to note that the evaluation of SRP does not compare one instructional method to another, but instead compares additional mathematics instruction to no extra instruction. SRP is currently being used in three California school districts.

Maneuvers With Mathematics

Maneuvers With Mathematics (MWM) was founded at the University of Illinois at Chicago (Page, 1989; Long, 1993; MWM, 1995). This program was designed to teach students in grades 5-8 advanced mathematics problem solving. The goal of MWM is to motivate students to use mathematics in a creative manner, while still learning basic arithmetic skills. MWM trainers attend training sessions in summer institutes.

An emphasis of MWM is on training both the teachers and students to use calculators to solve both simple arithmetic and complex geometry and advanced mathematics problems. Students are shown how math is used every day — for example, in cooking, traveling, building houses, and using money. They use specific books created by MWM which stress problem solving, rechecking answers, and using mathematics in real-life situations. Teacher guides provide alternative ways of presenting topics and concepts to the students. This program was not originally developed for Latino students, but has been used with this population.

The main evaluation of this program was done in 1991. This evaluation involved 617 MWM students matched with 223 control students (MWM, 1991). The students in both groups exceeded the state norms in mobility and in the number of low income, limited English

Early Intervention for School Success

Project Early Intervention for School Success (EISS, 1986; Rogers, 1993) is an early intervention program developed under special funding from the California Legislature to provide low-income children with early education opportunities to help them become successful learners and thinkers. The legislative intent of this program was threefold: First, to establish a system to identify pupils at the ages of 4 to 7 who may be at-risk; second, to implement appropriate instructional programs to reduce the frequency and severity of learning disability for these pupils in later years, and third, to reduce the likelihood that these pupils will be placed in remedial programs with higher costs. Specific learning areas that this program strives to improve include receptive language, visual motor skills, and academic achievement.

EISS works with early childhood providers in California to teach them effective ways to educate children by training them to use developmentally appropriate curricula. Specifically, the teachers are trained in organization and planning, assessment, strategies, and curriculum. The EISS program does not have its own curriculum, but rather it trains teachers to adjust their own curricula so that the children are being taught content that will benefit them academically, linguistically, culturally, and ethnically. EISS facilitators also train the teachers to be sensitive to the cultural and economic backgrounds of the students. Academic goals of the program include improving the children's receptive language and their visual motor skills.

Although the program was not designed to benefit Latino students only, they represent a substantial portion of the population that has used this program over the years. Spanish-dominant LEP students involved in EISS were analyzed as a subgroup beginning in the 1987-1988 academic year.

To date, two studies have evaluated the effectiveness of EISS. In the first study, which compared control and experimental groups, the effects of EISS on receptive language and visual motor skills were evaluated. The students in the treatment group received the EISS curriculum for a period of 7.2 months between pre- and posttesting. EISS students outperformed the control group on the Peabody Picture Vocabulary Test (PPVT), with effect sizes of $+0.31$ in 1989-1990, and $+0.29$ in 1990-91. Visual motor skills, which were measured using the Visual Motor Integrated test (VMI), produced similar outcomes in favor of EISS students, with an effect size of $+0.50$ in 1990-91.

To evaluate the long-term academic achievement effects of EISS on both English- and Spanish-speaking children, a number of different tests were used. The Comprehensive Test of Basic Skills (CTBS-4) and the Stanford Achievement Test (SAT-8) were used for the English speaking children, and the Aprenda was used for the Spanish-speaking children who had

received EISS in kindergarten during the 1989-1990 academic year. When compared to a matched non-EISS group, students maintained large gains ($ES=+1.09$) the first year after the program, and medium gains ($ES=+.65$) after being out of the program for two years.

EISS also performed a longitudinal study (EISS, 1995) to investigate the long-term effects of the program on achievement, the number of special education placements, and grade retention. This study included 5,095 students in EISS and 6,333 matched students in control schools. Students in the control groups showed a decrease in retention, but not to the same extent as the EISS group, compared to the two years before EISS implementation. Observations in the long-term study show that EISS students were retained at a lower rate than the comparison students, the lower rates were sustained through third grade, and significantly fewer students were placed in special education classes by the third or fourth grade.

EISS was recognized as an exemplary program by the National Diffusion Network in 1994, and has served approximately 270,000 students in over 500 schools in California.

Tutoring Programs

Reading Recovery/*Descubriendo La Lectura*

Reading Recovery (RR) was developed in the mid 1970s by New Zealand educator and psychologist Marie M. Clay (1985), who conducted observational research in the mid 1960s that enabled her to design techniques for detecting and intervening with early reading difficulties of children. During the 1988-1989 academic year, Reading Recovery was introduced to the United States by researchers at Ohio State University, who had previously received training in New Zealand (Pinnell, DeFord, & Lyons, 1988).

Reading Recovery is an early intervention tutoring program for young readers who are experiencing difficulty in their first year of reading instruction. RR serves the lowest achieving readers (lowest 20%) in first-grade classes by providing the children with supplemental tutoring in addition to their regular reading classes. Children participating in RR receive daily one-to-one 30-minute lessons for 12-20 weeks with a teacher trained in the RR method. The lessons consist of a variety of experiences designed to help children develop effective strategies for reading and writing. When the student reaches a stage at which he or she is able to read at or above the average class level and can continue to read without later remedial help, the student is discontinued from the program. Students who are not discontinued are excluded

from the program after 60 lessons and may be placed either in special education classes or in some other form of remedial education.

RR tutors are certified teachers, who receive an additional year's training in Reading Recovery tutoring. The tutoring model emphasizes "learning to read by reading" (Pinnell, 1989; Pinnell, DeFord, & Lyons, 1988). The lessons are one-to-one tutorial sessions that include reading known stories, reading a story that was read once the day before, writing a story, working with a cut-up sentence, and reading a new book. RR does not have a prescribed set of books that each child must read; teachers involved in the program use a variety of readily available books that the children select as they work on the various components of RR. For the first few tutoring sessions, the teacher and student "roam around the known," reading and writing together in an unstructured, supportive fashion, to build a positive relationship and to give the teacher a broader knowledge of the child and his or her reading skills. After this, the teachers begin to use a structured sequence of activities which include rereading familiar books, analysis of student progress, reading and writing of short messages, and reading new books.

Although RR was not originally created for Latino or LEP students, the program is frequently used with such students either in Spanish or English depending on the language of instruction in the students' regular reading classes. RR is currently used in states that have high Latino populations, such as Arizona, California, and Texas, and has been evaluated with Latino students.

Descubriendo La Lectura (DLL) is a Spanish adaptation of Reading Recovery (RR), developed and studied in Tucson, Arizona. It is equivalent in all major program aspects to the original program. Students in Spanish bilingual classes whose reading scores fall at the bottom 20% in the first grade are placed in DLL.

The Ohio State group has conducted three longitudinal studies comparing English Reading Recovery to traditional Title I pull-out or in-class methods. The first (pilot) study (Huck & Pinnell, 1986; Pinnell, 1988) of RR involved first grade students from six inner-city Columbus, Ohio schools and six matched comparison classes. The lowest 20% of students in each class served as the experimental and control group, respectively. The second longitudinal study (Pinnell, Short, Lyons, & Young, 1986; DeFord, Pinnell, Lyons, & Young, 1988) involved 32 teachers in 12 schools in Columbus. Again, students in the lowest 20% of their classes were randomly assigned to Reading Recovery or control conditions. Results showed that Reading Recovery students substantially outperformed control students on almost all measures in a series of assessments developed by the program except tests of letter

identification and word recognition, both of which had ceiling effects. With the exception of these, the effects ranged from +.57 to +.72.

An oral reading measure called Text Reading Level was given at the end of first, second, and third grades. On this test, students were asked to read books that got progressively more difficult. The results of this study for Text Reading Level at the end of first grade showed substantial positive effects for both the pilot cohort and the second cohort ($ES=+.72$ and $+.78$ respectively). On a follow-up assessment at the end of second grade, the effects diminished ($ES=+.29$ and $+.46$ respectively). At the end of third grade, the effect sizes had diminished even further ($ES=+.14$ and $+.25$, respectively). The raw experimental-control differences remained about the same over the three-year period, but due to the increasing standard deviations the effect sizes diminished (Wasik & Slavin, 1993).

A third study of Reading Recovery involved schools in ten districts throughout the state of Ohio (Pinnell, Lyons, DeFord, Bryk, & Seltzer, 1994). This study compared Reading Recovery to three program variations and a control group. On mid-year assessments, Reading Recovery students scored better than control students and better than an RR variation that involved a shorter training period, a group (not one-to-one) version of RR, and an alternative tutoring model. A Gates-McGinitie given in May of first grade showed small and nonsignificant effects, but the following fall RR students scored significantly higher than controls on both Text Reading Level and a dictation test. None of the RR variations were significantly higher than control groups on these measures.

Studies of Reading Recovery conducted by researchers who are not associated with the program find patterns of results similar to those found by the Ohio State researchers. Tests given immediately after the Reading Recovery intervention show substantial positive effects of the program. These effects diminish in size in years after first grade, although some difference is usually still detectable in third grade (Baenen, Bernholc, Dulaney, Banks, & Willoughby, 1995; Center, Wheldall, Freeman, Outhred, & McNaught, 1995; Shanahan & Barr, 1995).

An evaluation of *Descubriendo La Lectura* (DLL) was conducted by Escamilla (1994) in Tucson. The experiment compared 23 DLL students to 23 matched comparison students in a school that did not have DLL. In both cases, students were identified as being in the lowest 20% of their classes based on individually administered tests and teacher judgment.

The outcomes of DLL on Spanish reading measures given at the end of first grade were extremely positive. On six scales of a Spanish Observation Survey adapted from the measures used in evaluations of the English Reading Recovery program, DLL students started out below

controls and ended the year substantially ahead of them, with effect sizes (adjusted for pretest differences) ranging from +.97 to +1.71. These scores were also compared to those of a random sample of all students, most of whom were not having reading difficulties, and the DLL students performed above the level of the classes as a whole on all scales. Students were also pre- and posttested on a standardized test, the Aprenda Spanish Achievement Test. On a total reading score, DLL students increased from the 28th to the 41st percentile. Control students increased from the 26th to the 28th percentile, while classes as a whole decreased from the 35th to the 31st percentile.

A much larger study of DLL was carried out in California by Kelly, Gomez-Valdez, Klein, and Neal (1995). This study did not have a low-achieving control group, but did show both that "discontinuation rates" (an indicator of successful program completion) were similar in DLL and in English Reading Recovery, and that end-of-first-grade reading performance of children who participated in DLL was not far below the level of children in general in their schools (most of whom were not at risk for reading failure).

Reading Recovery is very widely used, and has regional training centers in 18 states, mostly at universities. The training or residency period for RR lasts one academic year. Teachers then return to their individual sites to implement the program, staying in contact with the RR network through conferences, newsletters, and other network activities. An estimated 80,000 children in 48 states are being served in the 1994-1995 academic year by Reading Recovery educators.

Helping One Student To Succeed

Helping One Student To Succeed (HOSTS) (HOSTS Corporation, 1994; Gallegos, 1995) is a model that helps schools create tutoring programs for at-risk students using a mentoring approach. HOSTS schools provide one-to-one, usually after-school tutorial services to Title I students in elementary through high school who are performing below the 30th percentile. This includes LEP students and those who have been retained or are in special education. HOSTS trains community volunteers from businesses and the community, as well as peers and cross-age mentors, to serve as tutors. HOSTS was not created specifically to serve Latino students, but some of the school districts where HOSTS has been most successful have large numbers of Latino students, such as Pasadena, California and Houston, Texas.

HOSTS helps school staffs choose curriculum materials that are especially tailored to the individual needs of the child receiving services and aligned with what is being taught in the regular classroom. Schools involved in HOSTS have access to thousands of learning materials

that have been designed to help the targeted population. The mentor/tutor follows a carefully designed lesson plan generated by the Title I teacher from a comprehensive database that aligns the curriculum of the schools to local objectives or state frameworks.

HOSTS evaluations have not included pre-post, experimental/control group studies. They have measured their student participants' success by looking at NCE scores, NCE gains, and the number of students who pass at grade level.

In a multi-state study of HOSTS done for Title I national validation (HOSTS, 1994), the students in grades one, two, and three made substantial NCE spring to spring gains (15, 25, and 25 respectively), while the students in other grades also made significant NCE gains. In a spring to spring California evaluation that had a 95% population of Hispanic students, students in second, third, and fifth grades had NCE gains of 11.4, 9.5, and 9.9 respectively. These NCE gains exceeded those of the school and the state.

Since its inception in Vancouver, Washington, in 1972, HOSTS has involved over 150,000 students and 100,000 mentors in more than 400 programs nationwide.

Title VII Academic Excellence Award Winning Programs

In this section, we briefly describe of the Title VII Academic Excellence Award winning programs for the year 1995. These programs do not meet our evaluation criteria because of lack of control groups, but they show promise and are worth mentioning as alternatives for schools serving many English language learners. All of them have staff development programs capable of working with schools nationally or in their regions. Some of the programs exist as either bilingual or ESL programs, depending on the needs of the district.

Project ACHIEVE (1994) is an elementary school (grades 1-6) ESL program developed in Urbana, Illinois that provides instruction for students in science, language arts, social studies, and reading. Students entering the district with very little or no English language skills are identified, tested, and assigned to daily two-hour classes where English is taught using a whole language approach. Students in the first, second, and third grades receive reading instruction in an ESL room when the mainstream teacher is working with reading groups. The fourth, fifth, and sixth grade ESL students receive science and social studies instruction in the ESL room while their peers receive science and social studies instruction in the regular



MISSION
STATEMENT

AVANCE

FAMILY SUPPORT AND EDUCATION PROGRAM

Mission Statement

By providing support and education services to low-income families, Avance strives to strengthen the family unit; to enhance parenting skills which nurture the optimal development of children; to promote educational success, and to foster the personal and economic success of parents. The focus of Avance is community-based intervention that is family-centered, preventive, comprehensive and continuous through integration and collaboration of services.

The purpose of Avance is to:

- Provide direct services whereby: parents and children can realize their fullest potential; families are strengthened; child abuse and neglect, and educational problems in young children are prevented; and the economic conditions of the family are stabilized.
- Conduct research on the conditions and factors associated with poverty and other social/economic problems in high-risk communities. Conduct evaluation on the effectiveness of the delivery of services.
- Operate a national training center to share and disseminate information, material and curriculum to service providers and policy makers interested in supporting high-risk Hispanic families.

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AVANCE

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PROGRAM
BIOGRAPHY

AVANCE

FAMILY SUPPORT AND EDUCATION PROGRAM

AVANCE



- * Reaching out to create strong families
- * Who are Avance parents?
- * Growing up hispanic policy center
- * Demonstrated results
- * National Presence
- * Bringing Avance to your community

The AVANCE Family Support and Education Program is a private, non-profit organization whose main purpose is to strengthen and support families. "AVANCE" is a Spanish word meaning "to advance" or "to progress." Established in 1973, it is one of the first family support and education programs in the United States and one of the first comprehensive, community-based, family support programs to target at-risk and Hispanic populations. Originally conceptualized at Cornell University by graduate students of Dr. Urie Bronfenbrenner, the first AVANCE Mother-Infant Program was begun in Dallas in 1972. In 1973, Gloria G. Rodriguez began the AVANCE services in San Antonio with funding from the Zale Foundation. Today, there are also AVANCE Chapters in Houston, the Rio Grande Valley, Corpus Christi, and Dallas, El Paso, Laredo, and Kansas City, Kansas. Currently, the AVANCE National Office is supported by a Funding Consortium consisting of The Carnegie Corporation of New York, the Ford Foundation, the Conrad N. Hilton Foundation, the Rockefeller Foundation, the Mott Foundation, the Hasbro Children's Foundation, the Meadows Foundation, the Kraft Foundation, and the W.K. Kellogg Foundation.

Located in San Antonio, Texas, the National Office conducts:

- Research and Evaluation
- Public Policy Activities
- Dissemination of Program Information
- Training and Technical Assistance
- Curriculum and Program Development
- Program Replication and Expansion

To date, AVANCE information has been disseminated in over 40 states and in different parts of the world, curriculum has been sold in 15 states, and training has reached individuals from 24 states.

REACHING OUT TO CREATE STRONG FAMILIES

The AVANCE Model begins with parents and their infants and young children. It reaches out to create strong families by offering parent education, social support, adult basic and higher education, early childhood education, youth

programs, personal development, and community empowerment. Services are inter-related, family-centered and preventive in nature. The AVANCE model is integrated into all aspects of home, school, and community life. AVANCE services are offered in family resource centers and host sites. In 1995-96, over 7,000 adults and children received AVANCE services.

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WHO ARE AVANCE PARENTS?

AVANCE works in both urban and rural communities predominantly composed of low-income Mexican American families and targets families with children under age four in its core program. AVANCE serves a population characterized by:

- Several generations of living in poverty
- An 80 percent high school drop-out rate among parents
- A high degree of stress and isolation
- Lack of knowledge of child growth and development
- Lack of saleable job skills

AVANCE serves single and two-parent families and voluntary and court-mandated participants. Potential participants are introduced to the program by word-of-mouth and a semiannual door-to-door neighborhood outreach campaign. AVANCE is community-based and open to all families residing within the designated boundary lines.

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GROWING UP HISPANIC POLICY CENTER

AVANCE established a public policy center in 1995 to address policy issues of concern to Hispanic families. The Growing Up Hispanic Policy Center monitors policy activities pertinent to Hispanic children and families, conducts policy research, disseminates research and policy information, and involves families in the policy making process. The Policy Center provides information on the health and economic welfare of Hispanic children, youth and families to members of the community, agencies serving the Hispanic population, elected officials and community leaders across Texas. Issues of concern include family support and education efforts, welfare and immigration reform, violence prevention, and family literacy. In addition, the Center will work with AVANCE's service Chapters to increase participation among Hispanic families and individuals in the policy making process. Many of the decisions made regarding social service delivery systems in federal, state and local legislative bodies affect Hispanic communities, however for a variety of reasons, Hispanic families and individuals largely have been estranged from the policy making process, especially low-income Hispanic families. The Growing Up Hispanic Policy Center will work to make their voices heard and provide statistics to support these voices.

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DEMONSTRATED RESULTS

A four-year, scientific program evaluation funded by the Carnegie Corporation of New York provided strong evidence supporting the effectiveness of the AVANCE Parent Child Education Program. After completing the program, AVANCE participants were compared to control group that did not receive any services. It was demonstrated that the program had a strong positive impact on parental knowledge, attitudes and behavior. These results indicate that when they enter school, children of AVANCE participants will be better prepared to succeed.

The Department of Research and Evaluation conducts program evaluation and scientific research studies in the communities that AVANCE serves to provide information that will be useful for the enhancement of current service programs and the development of new service programs and that will contribute to the field of family support and education.

AVANCE's general program evaluation strategy is based on the premise that once the effectiveness of a program model has been demonstrated through a scientific evaluation, on-going evaluation efforts should focus on both maintaining the quality of the model's implementation and continuing to assess the program's impact with the

collection of data that complement the results of the scientific evaluation. Additionally as new program components are developed and implemented, appropriate evaluation plans should also be included to facilitate the staff's understanding of the implementation process, the participation levels and rhythms and the program's impact.

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NATIONAL PRESENCE

The AVANCE-Hasbro National Family Resource Center provides training and technical assistance to external groups interested in knowing about and learning from AVANCE primarily through Training Institutes of two to three days in San Antonio and on-site throughout the country upon request. The Resource Center outreaches to select national markets by exhibiting at major conferences held throughout the country focusing on services for children and Hispanics.

The Resource Center also monitors program quality and consistency through required uniform staff training, annual reviews of the service delivery functions through site visits, and by serving as a point of reference for the Chapter's Executive Directors. New curriculum strands and program service models are developed for the AVANCE Chapters in response to the needs of the parents and children.

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BRINGING AVANCE TO YOUR COMMUNITY

Planned growth and expansion to serve families in high-risk communities is being supported by a legislative appropriation through the Texas Education Agency and grants from the Ford Foundation and the Meadows

Foundation. Interest is generated in the community through a local steering committee that hires the Executive Director and establishes the local Board of Directors. The standards and requirements for becoming an AVANCE chapter are outlined in a formal Affiliation Agreement that is agreed to and signed by the local Board of Directors. Staff and Board receive extensive training from the National Office before they begin offering services to the community. AVANCE will cultivate communities in Texas and will respond to interests from outside the state.

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■■■■■■■■■■■■■■■■■■■■ AVANCE ■■■■■■■■■■■■■■■■■■■■

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HOSTS (Help One Student To Succeed)

- ◆ **HOSTS Structured Mentoring** is a personalized program for grades preK-12.
- ◆ **HOSTS** offers four programs:
 - 1) Readiness and Spanish Readiness
 - 2) Language Arts
 - 3) Spanish Language Arts (*La Fiesta de la Lectura*)
 - 4) Math
- ◆ **HOSTS** assigns one mentor per child, allowing for comprehensive instruction through one-on-one attention.
- ◆ **HOSTS** has demonstrated consistent success rates among students for more than 20 years. Program results show that the overall reading gain for a student enrolled in **HOSTS** Language Arts is two grade levels—double the expected gain for the instructional time spent in the program.
- ◆ Research demonstrates that mentoring offers great potential for creating positive behavioral change—fewer teen pregnancies, less alcohol and drug use, decreased gang participation, and lower dropout rates. **HOSTS** recruits and retains volunteers through exceptional training, meaningful student-mentor interactions, and easy-to-follow volunteer instructions. More than 90,000 mentors are involved in **HOSTS** each year.
- ◆ **HOSTS** has been helping students for 28 years. More than 1 million students have benefited from **HOSTS** Structured Mentoring. There are currently 1,100 **HOSTS** programs operating in 39 states, the District of Columbia, Puerto Rico, and the country of El Salvador.
- ◆ **Acclaim for HOSTS:**
 - 1) Nationally validated Title I program and member of the National Diffusion Network (U.S. Department of Education)
 - 2) Effective program for Latino students in elementary and middle schools (Johns Hopkins University and the University of California at Santa Barbara)
 - 3) National mentoring model for dropout prevention (National Center for Dropout Prevention, Clemson University)
 - 4) An exemplary, nationally proven practice recognized to have evidence of accelerating student achievement (Education Commission of the States)
 - 5) A model program and strategy for creating safe schools (U.S. Department of Justice)

HOSTS Program Effectiveness

HOSTS has been the subject of a number of research studies and its effectiveness has been noted in education journals and other publications. These studies have included:

- a 1996 study at the University of California at Santa Barbara and Johns Hopkins University to examine the effectiveness of programs for Latino students in elementary and middle schools⁽¹⁾
- a study investigating changes in reading and non-academic student performance in HOSTS Nationally Recognized Exemplary Language Arts schools in Texas, Michigan, and Delaware for the 1995-96 school year⁽²⁾ and a follow-up study for the 1996-97 school year⁽³⁾
- a study of changes in mathematics and non-academic student performance in nine HOSTS Nationally Recognized Exemplary Program schools in Oklahoma and Texas in the 1996-97 school year⁽⁴⁾
- a study reviewing the current state of knowledge about the effects on achievement of various tutoring programs that use adult volunteers⁽⁵⁾
- a 1996 study on the characteristics of high-quality intervention and tutoring efforts⁽⁶⁾
- a 1997 review of effective, research-based reading programs⁽⁷⁾

Two of the large scale studies noted above reported substantial gains for students participating in the HOSTS Language Arts Program. In the 1982 study, 3,742 HOSTS students in grades 1-9 from schools around the nation took either the Comprehensive Test of Basic Skills (CTBS) or the California Achievement Test (CAT) in the fall and again in the spring. Results show that HOSTS students on average gained anywhere from seven NCE points in grade six to 16 NCE points in grade two. A gain of seven NCE points is equivalent to approximately two grade levels of progress.⁽⁵⁾

The 1998 study involved over 6,600 students at 136 schools in Delaware, Michigan, and Texas, with the largest concentration of students in grades two through four. The study reported average reading gains of 2.0 grade levels for the 1995-96 school year—double the expected gain—as measured by pre- and post-test scores on the Informal Reading Inventory.⁽¹⁾ A follow-up study for the 1996-97 school year yielded similar results.⁽²⁾

A report of changes in performance by students in the HOSTS Supplemental Math Program was compiled for HOSTS Nationally Recognized Exemplary Program schools in the 1996-97 school year.⁽⁴⁾ This report involved nine schools districts, nine campuses (one high school and eight elementary schools), and 499 students in Oklahoma (McAlester) and Texas (Amarillo, Eagle Pass, Fort Stockton, Houston, McWhirter, Mission, Port Arthur, Webster, and Wichita Falls). The schools involved in this report were a diverse group of urban, suburban, and rural schools. Several standardized measures were used by the schools to measure changes in student performance. Reported data indicates that students in these schools demonstrated substantial gains in scores on the HOSTS Math Placement Inventory or the Texas Assessment of Academic Skills.

Each school reported positive changes in student attitude, attendance, discipline referrals, and self-esteem. Parents, mentors, and teachers reported positive results from their participation in the program.

Data from users of the HOSTS Spanish Language Arts program is now being analyzed and charted. Preliminary program impact reports indicate that a strong first language base is established, dual language occurs mid-way through the levels' work, and skills with second language acquisition develop at a faster pace.

Research References

- (1) Slavin, Robert E., Olatokunbo S. Fashola, Margarita Calderón & Richard Durán. *Effective Programs for Latino Students in Elementary and Middle Schools*. A joint study conducted at Johns Hopkins University and the University of California at Santa Barbara for the Hispanic Dropout Project. May 1996.
- (2) Holden, Orbry D., Charles W. Simmons & Jean Holden. *HOSTS: Help One Student to Succeed: A Study of Changes in Reading and Non-Academic Student Performance in Schools Recognized as HOSTS National Exemplary Language Arts Programs in Delaware, Michigan and Texas 1995-96*. Austin, TX: Educational Performance Management. 1998.
- (3) Holden, Orbry D., Charles W. Simmons & Jean Holden. *Structured Mentoring: Its Impact on Reading Gains for Students*. Austin, TX: Insight 12(2). Summer 1998.
- (4) *Champions for Children: 1996-97 School Profiles of HOSTS Exemplary Program*. Vancouver, WA: HOSTS Corporation. 1998.
- (5) Wasik, Barbara A. *Volunteer Tutoring Programs: Do We Know What Works?* Phi Delta Kappan (79) (4), 282-287. December 1997.
- (6) *The ABC's of Investing in Student Performance*. Denver, CO: Education Commission for the States. November 1996.
- (7) Clark, Catherine & Kerri L. Briggs. *Reading Programs for Students in the Lower Elementary Grades: What Does the Research Say?* Austin, TX: Texas Center for Educational Research. August 1997.

First Lady's Convening on Hispanic Youth Spring 1999

Your ideas and suggestions are very important to us. This form was created to facilitate your sharing your experience and knowledge about the current condition of Latino youth in the United States and promising strategies that can improve their lives and futures.

Please consider the different categories listed below and share with us your suggestions so that we may include this information in our plans for the First Lady's Convening on Hispanic Youth later this Spring, as well as the on-going work of the Administration.

So that we may follow up with you, please provide the following information:

Your Name: Marisa Rivera-Albert
Organization: National Hispana Leadership Institute
Phone: (703) 527-6007 FAX: (703) 527-6009
E-Mail Address: NHLI@aol.com

Please return this form as soon as possible to:

White House Initiative on Educational Excellence for Hispanic Americans
FAX 202-401-8377

Promising Practices

Please list below the promising educational and youth development practices you think merit a discussion about how to "take them to scale". We are particularly interested in practices that address: Early Childhood, Parental Involvement, Meeting the needs of English Language Learners, After-school Programs, Combating the Drop Out Problem, Improving Academic Achievement, Avoiding Teen Pregnancy, and Supporting Latino Youth in Crisis.

Please include name of program, administrative contact, where it is offered, and how long it has operated. You may attach a separate sheet if necessary.

First Lady's Convening on Hispanic Youth Promising Practices

I would like to suggest three different Latino initiatives throughout the country, that I personally think are extremely effective in addressing the Latino Youth needs in our communities and have experienced great successes.

I. The Hispanic Program for Educational Advancement and the Learning to Lead Program - Western Illinois University

Western Illinois University implemented an academic support Hispanic Program eight years ago with the purpose of increasing the number and the academic success of Hispanic students in post-secondary education. The program is a multi-faceted, multi-partnership educational program. Its primary purpose is to generate the necessary skills and motivation to help prospective and current Hispanic students gain access to institutions of higher education. The success of this program has been due to the collaboration strategy between area high schools, community colleges and institutions of higher education. They have also made the links with area elementary and Jr. High schools in order to promote the idea of higher education at an early age. The program has increased enrollment of Hispanic high school graduates at institutions of higher education. The program has provided access and educational opportunities to the young Hispanic population in Illinois, it has promoted parental and community involvement throughout several communities that they serve. Some of the services they provide include; prescriptive academic advising, peer and professional tutoring, an early warning system, bilingual financial aid counseling to parents and students, career counseling, presenting workshops to faculty, students and general public, conducting educational workshops for elementary, junior high, and high school students, and participating in various community outreach activities. Significant improvements have been documented in the rates of Hispanic undergraduate student enrollment, low rates in student attrition, and increases in graduation. The Learning to Lead Program, was developed to increase the leadership development of Hispanic students. It has been identified as a national model program for Leadership development of young Americans. Since the implementation, the Hispanic Program and the Learning to Lead Program has received several local, state, and national awards and has been the subject of several articles in various publications.

Contact Person: Carol Fimmen - Director
Western Illinois University
Macomb, IL 61455
(309) 298-2924
(309) 298- 2226 Fax

II. The National Latino Children's Institute, It is the only Latino organization that focuses exclusively on Latino children. NLCI is the voice of young Latinos, its headquarters are in Austin, TX and it's mission is to promote and implement the National Latino Children's Agenda. The Agenda was developed following the creation of NAFTA, and seeing the lack of child-centered input, they created the Latino Children's Institute to represent Latino Children's interests. They do bilingual public education campaigns that create awareness of the needs and potential of Latino children, they provide leadership development by providing training and technical assistance on programs and policies that value young Latinos and help build healthy communities. Community work groups receive tools and support to assess their community's capacity to promote healthy development of children. They conduct focus

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groups and public forums to gather information concerning policies and programs affecting Latino children. Every other year, NLCI selects outstanding community based programs through "La Promesa de un Futuro Brillante" as exemplary models of "what works" in the Latino community. Seventy-eight (78) organizations have been selected for this distinction and are promoted as experts. These programs, through their culturally rich methods have been able to reduce teen pregnancy, increase educational attainment, promote higher education, and improve parenting skills. Their focus ranges from early childhood to juvenile justice, to cultural and artistic expression. The Institute is responsible for incorporating "El Dia de Los Niños- Celebrating Young Americans"- This traditional Latin American holiday will be observe annually beginning April 30, 1999. It is a day for parents, families and communities to value and uplift Latino children and all other children in the United States.

Contact Person: Rebeca María Barrera, President
National Children's Institute
Austin, TX 78703
(512) 472-9971
(512) 472-5845 Fax

III. Sociedad Latina: Founded in 1968, Sociedad Latina is dedicated to helping Latino Youth discover the positive within themselves and their community. Their programs, which are principally led by teen peer leaders, help young people gain a sense of pride and personal responsibility, recognize their inner strengths and strive for success within a context that celebrates their rich cultural heritage. Their programs include: Education on HIV/AIDS, substance abuse and teen pregnancy prevention, and smoking cessation, Computer training and job placement, social service referral and one-on-one counseling to young people and families in severe distress, mentoring, self-esteem, and cultural pride programs, community service and after school programs. Sociedad Latina is the only organization dedicated exclusively to serving Latino Youth in Greater Boston area. The program has helped hundreds of Latino Youth stay off the streets and turn their lives around.

Contact Person: Julia M. Ojeda, Executive Director
Sociedad Latina
Boston, MA
(617) 442-4299
(617) 442-4087 Fax

Submitted by : Marisa Rivera-Albert
National Hispana Leadership Institute
1901 N. Moore Street, Suite 206
Arlington, VA 22209
(703) 527-6007
(703) 527-6009 Fax

INTRODUCTION

The Upward Bound program is intended to fill an important need: helping disadvantaged high school students realize the dream of a college education. An ongoing evaluation of the Upward Bound program, the largest of the federally funded TRIO programs, is yielding important new information about the program's effectiveness, showing that it affects students early on, and in positive ways.

The federal government spent \$172 million on Upward Bound in 1996. Most students enter Upward Bound when they are in the ninth or tenth grade of high school. Once enrolled, students participate in a multiyear program of weekly activities during the school year and an intensive summer program that simulates college. In 1996, 45,000 students across the nation participated in the program, through projects offered by 601 grantees. The average federal cost per student was \$3,800.

The U.S. Department of Education asked Mathematica Policy Research to evaluate Upward Bound's effectiveness. Mathematica was assisted by its subcontractors, Educational Testing Service, Westat, and Decision Information Resources. This publication summarizes Mathematica's findings on the program's short-term impacts on students and the academic content of its services. All impacts reported are statistically significant. In October 1997, information about longer term impacts on students will be available.

FINDINGS IN BRIEF

- Two impacts emerge early on from Upward Bound. First, students who participate in the program expect to complete more schooling than similar students who do not. Second, the program has a positive impact on the number of academic courses participants take during high school.
- The students who benefit most initially are those with lower academic expectations.
- When impacts are examined by racial/ethnic groups, Hispanic students are found to benefit the most from Upward Bound.
- The program shows no impact in the first year on participants' high school grades.
- Many students leave the program in the first year.
- Most Upward Bound projects focus on providing a rich and challenging program.

Course taking for the three largest racial/ethnic groups in Upward Bound follows a consistent pattern: Hispanic students routinely experience larger gains from participation than either African American or white students.

- Hispanic students gained more than two credits; African American and white students gained less than .5 credits.
- Larger gains for Hispanics are apparent in several subjects: math, English, foreign languages, social studies, and vocational education.

First-Year Program Dropouts

Although Upward Bound has a substantial effect on educational expectations and course taking, the effect could be even larger if more students stayed in the program. Even in the first year, participants who leave Upward Bound early, for example, do not earn as many credits in high school as those who remain. Despite the value that comes from staying, many students do choose to leave Upward Bound in the first year. Furthermore, attrition from Upward Bound may be quite substantial by the time a group of entering students finishes high school.

- About 32 percent of those who entered Upward Bound before summer 1993 left by the end of the 1993-1994 academic year.
- Projections based on the experience of all students in the study suggest that 37 percent of those who participate will leave within the first 12 months.
- The program's dropout rate is very likely to increase at the end of the junior year, when project staff have reported that students are most likely to leave Upward Bound for summer and after-school jobs.

The Academic Challenge of Upward Bound

Most Upward Bound projects offer programs that emphasize academic preparation for college. Although an evaluation conducted in the 1970s by Research Triangle Institute prompted concern that Upward Bound projects did not devote enough time to academic instruction, recent evidence counters this view. The academic intensity of projects is evident from three perspectives.

- ***Number of Courses Offered.*** Fifty percent of the Upward Bound projects offer more than 17 academic courses in the summer and more than 10 academic courses during the regular school year. These courses are in addition to the tutoring, academic counseling, study skills, and SAT/ACT test preparation courses that almost all projects provide.



UNIVERSITY OF MARYLAND AT COLLEGE PARK

LATIN AMERICAN STUDIES PROGRAM • COLLEGE OF ARTS AND HUMANITIES

April 6, 1999

The White House
1600 Pennsylvania Avenue
Washington, D.C.

Attn: Initiative on Educational Excellence for Hispanic Americans

Re: Promising Practices for Improving Academic Achievement and Increasing Parental Involvement

To Whom It May Concern:

It is with great pleasure that I submit for your approval the program that the University of Maryland's Community Outreach Program in conjunction with the National Puerto Rican Women's Organization has been doing with Latinos and their parents during this past year.

In a series of lectures once a month for eight months we have organized activities about problem solving, time management, money management and computer literacy for both youth and parents. The incorporation of the parents into these workshops was an integral part for developing involvement in schools. Many of the Hispanics coming to this country are not familiar with the American educational system therefore it is important that they are given an orientation as to the way it works and what is required to succeed. It is also necessary that this information be disseminated by a native speaker of Spanish.

If I may be of further service in informing you about the Community Outreach Program and its activities, please do not hesitate to call me at (301) 405-6453.

Thank you for your kind attention in this matter,

Sincerely,

A handwritten signature in cursive script that reads "Carmen I. Román".

Carmen I. Román
Director
Community Outreach

04/07/99 10:21 FAX 202 496 0000 MANA NAL LATINA ORG 2002/000

MANA

A National Latina Organization

April 7, 1999

TO: Debra Santiago
FROM: Elisa Sanchez, President and CEO
RE: MANA's National HERMANITAS® Project

HERMANITAS is MANA response to the alarming dropout rate facing Latino students. We currently have 9 projects around the country. In California; Sonoma county, Sacramento, San Francisco, Salinas, and San Diego. Other projects include Albuquerque, Santa Fe, Kansas City and metro DC area.

The mission of the project is to empower Latina youth through education, leadership development, cultural enrichment and community action.

The program goals are to; (1) promote educational achievement and personal enrichment, (2) develop leadership qualities and skills, (3) promote cultural identity, respect, pride and multicultural awareness, and (4) promote community involvement.

This summer we will host about 70 young girls in a Second HERMANITAS Summer Institute here in DC on July 2-5, 1999. The project activities are carried out through volunteer coordinators and mentors at the local level. We are now searching for a national HERMANITAS coordinator.

I am attaching information that we have produced on the project over the years. Although the project is 10 years old it is only recently that we have received support, from the Girl Scouts, to revisit and strength the organizational and programmatic elements. Consequently we don't have quantitative data to prove that we are succeeding. But anecdotal data shows that the girls turn around almost overnight. A counselor at Falls Church High School noted that one day after the girls participated in a HERMANITAS event they their dress and manner of being had changed.

The project also focuses on working with the parents and the mentors. In some cases parents have returned to school "in order to be an example to their children." One of my Hermanitas in San Diego is graduating from the University of San Diego this year.

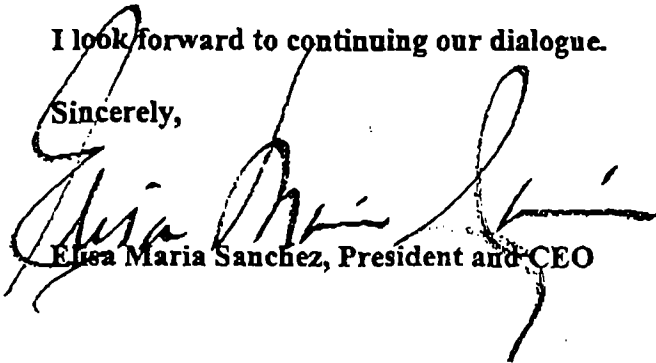
Founded by Mexican American Women in 1974

1725 K Street, N.W., Suite 501 • Washington, D.C. 20006 • (202) 833-0060 • Fax (202) 496-0588 • Email: HerMANA2@aol.com

I believe that our project is especially important to the future of families and communities....educate a woman and you educate a family.

I look forward to continuing our dialogue.

Sincerely,

A handwritten signature in black ink, appearing to read 'Elisa Maria Sanchez', written over the printed name.

Elisa Maria Sanchez, President and CEO

MANA's *Hermanitas:* They Are the future



"Becoming an Hermanita in the seventh grade was one of the best things that I chose to do, because it gave me a chance to get to know more about myself and become aware of the opportunities surrounding me."

— San Diego Hermanita

The *Hermanitas* (Little Sisters) program is where MANA's leadership development efforts begin.

It is the starting point in the organization's 20-year efforts to empower Latinas to become their own best advocates.

"Our approach is to start with teenage girls. If through our programs we can reach them and keep them in school through high school graduation, we've taken a major step in creating a far better future for Latinas and their families," explains MANA President Elvira Valenzuela Crocker.

"Education is the key to all the challenges our population faces," she adds. "It determines how well we'll do in the labor market and impacts our economic well being. It makes the difference in whether we're a healthy population and full participating citizens. Ultimately, it makes a major difference in whether we control our own destiny as a population — or not."

While they move through high school, the *Hermanitas* get strong encouragement from their MANA mentors to explore careers and to examine educational opportunities, she says. "In a sense, *Hermanitas* is the eye opener to the bigger world out there and the choices available to a female in our society."

Hermanitas programs across the country are nurturing leadership and building positive self-esteem, while keeping Latinas in school through graduation.

Created in 1986 by the Northern Virginia (NOVA) Chapter, the program has since been adopted by other MANA chapters across the country. The program is a partnership forged by MANA with students, parents, teachers, and school administrators at the local level.

With Hispanic dropout rates reaching as high as 50 percent in some urban areas, programs like the *Hermanitas* initiative play critical roles in the lives of teenage Latinas.

The program takes many forms. In the NOVA program today, the focus is on a high school club that provides an opportunity for Latina teens, many of them new to this country, to come together and learn about the educational opportunities available beyond high school, explains their faculty sponsor Teresa Capin.

"We make sure they get counseled on what they need to do to qualify for college admission and how they might obtain financial aid."

MANA de San Diego County *Hermanitas* is a mentorship effort with members of the chapter teaming with Latina teenagers. Launched in 1988, the program



exposes participants to a variety of career options through career day events, field trips, and cultural and self-improvement activities.

But a critical piece of the program is the relationship developed between the student and adult. The mentor plays the "big sister" role for the student, and becomes advocate, counselor, and cheerleader for the student. MANA members believe that success breeds success. If the teenagers can experience success in a relationship or friendship with an adult, it can fuel other successful experiences — such as school.

Moreover, MANA members also know that expectations are key to the development of any girl — or any child. "Many MANA members attended schools where the expectations for them were low or nonexistent. They see potential in their *Hermanitas* and set high expectations and that's translated to the teenagers in the care and advice they get from their mentors," says Valenzuela Crocker.

The San Diego chapter now has the benefit of anecdotal evidence proving its success. Many of its *Hermanitas* have become leaders in their schools, running for office with encouragement of their mentors. The chapter's first class of *Hermanitas* graduated from high school in 1994. All played leadership roles in their schools. Academically, they all did well.

Of the nine, seven graduated from high school and all of them are college bound. One will major in psychology, get her Ph.D., and go into private practice. Another will major in mechanical engineering. Still another will major

in journalism. Talk to any of the mentors, and you'll learn about "our *Hermanitas*" and how proud they are of their academic successes and future plans.

The *Hermanitas* are their proof that they are making a difference in their community.

Over the years, Orange County *Hermanitas* have participated in a youth leadership conference with certificates of achievement going to outstanding students. MANA del Norte members have spent time at Los Alamos High School on a weekly basis to do workshops and "rap" with *Hermanitas*. In Kansas City, activities have included a three-workshop dance series by the Alvin Ailey Dance Company for the *Hermanitas*.

In MANA's newest chapter, Imperial Valley, the focus is not just on high school girls — it's extended to boys. Six high schools, with coordinators at each site, are part of the program geared to help students achieve academic success. And Metro MANA, the recently restructured Washington, D.C., Maryland, and Virginia chapter, has launched its efforts to work with area youth. Other chapter *Hermanitas* programs have evolved in different formats.

Parental involvement is a critical aspect of the *Hermanitas* programs, so parents are included and encouraged to get involved in various activities. The

"Every teenager whom a MANA mentor encourages through school to graduation enhances their future and that of the Latino community."

— Elvira Valenzuela Crocker,
MANA President

program has had some positive ripple effects. Some parents, encouraged by what they see happening to their daughters, have headed back to school to enhance their own education.

Says Valenzuela Crocker, "We need *Hermanitas* programs in every community. Every teenager whom a MANA mentor encourages through school to graduation enhances their future and that of the Latino community."

Someone once said that "Education is a gift to be repaid in kind," adds Valenzuela Crocker. "MANA members live those words with each teenager they help." ■