

Checklist for Engaging Families and Community Resources

Have we satisfied Title I and Title VII provisions for:

- ✓ Written parental involvement policy and annual evaluation process that includes parents?
- ✓ School-parent compacts?
- ✓ Full parent participation in all school activities?
- ✓ Advocacy and outreach for migrant children and families?

Have we engaged parents in Title VII programming through:

- ✓ Needs assessment?
- ✓ Planning?
- ✓ Implementation?
- ✓ Evaluation?

Do we provide bilingual staff to serve as:

- ✓ Parent liaisons?
- ✓ Instructional assistants?
- ✓ Counselors?
- ✓ Parent volunteers?
- ✓ Leaders of workshops and training for families?

Have we bridged the cultural and/or linguistic divide:

- ✓ Between school staff and families?
- ✓ Between students of different cultures?

Have we provided partnership training for families and staff through:

- ✓ Workshops?
- ✓ Informative newsletters?
- ✓ Handbooks?
- ✓ Home visits?

Have we involved the larger school community by:

- ✓ Partnering with community-based organizations or recreation centers?
- ✓ Using school and community space for activities?

BUILDING STURDY FOUNDATIONS FOR POSTSECONDARY OPTIONS

Some Hispanic students, especially younger ones, have naïve or unrealistic expectations about work in general, requirements for entering careers, and the courses they need to keep open their options for postsecondary education. The results of one survey showed that nearly half the students enrolled in general education courses (rather than college preparatory courses) aspired to careers that require a college degree (Carnegie Council on Adolescent Development, 1995). However, from 1982 to 1998, about 20 percent of Hispanic high school graduates completed the minimum courses recommended for college entrance, compared with 30 percent of white students, 28 percent of *African American* students, and 39 percent of Asian students (NCES, 2000).

The problem is not low aspirations. It is mismatches among students' visions of their future, the courses they take in school, and the information they and their families receive about how to prepare for higher education and employment (Carnevale, 1999). To help Hispanic students keep all their options open, schools can:

- Counsel students and their families to ensure that they understand the requirements for all their postsecondary education options
- Provide students with the challenging courses they need to succeed
- Integrate academic and career preparation to help students see the connections between school and work
- Implement programs to make sure Hispanic students stay in school

Moving Upward with TRIO

To motivate and support disadvantaged students from middle school through doctoral studies, the federal TRIO programs, since 1964, have provided funds for programs that help low-income students access and succeed in college. Two-thirds of the students served by TRIO programs must come from families with incomes under \$26,000 (for a family of four) where neither parent received a bachelor's degree. About 64 percent of TRIO students are members of racial and ethnic minority groups; about 19 percent of all TRIO students are Hispanic.

TRIO includes eight federal programs, six of which help students gain the skills needed to prepare for, enter, and complete college through the doctoral level: Talent Search (in which ASPIRA participates), Upward Bound, Upward Bound Math and Science, Educational Opportunity Centers, Student Support Services, and Ronald E. McNair Postbaccalaureate Achievement programs. These programs provide competitive grant opportunities to institutions of higher education, public and private agencies, community-based organizations, and secondary schools. TRIO also funds professional development opportunities for TRIO projects to share their best practices with other institutions and agencies that are serving low-income students but that do not have TRIO grants. About 2,300 TRIO programs currently serve approximately 720,000 students. In FY 1999, TRIO received \$600 million in federal funds.

Findings from a recent national evaluation of Upward Bound, the longest running TRIO program, show that students participating in the program expect to complete more schooling, take 17 percent more academic coursework, and are more likely to be enrolled in a strong academic curriculum than comparable nonparticipants. Data also show that Hispanic students benefit significantly from participating in the Upward Bound program. When compared with similar students in a control group, Hispanic students who participated in Upward Bound earned more high school credits, were less likely to drop out of high schools, and attended four-year colleges at a higher rate.

Students Receive Counseling to Understand and Prepare for Education Options

Counseling is a critical mechanism for preparing Hispanic students for college and good careers. It helps Hispanic students and others who come from low-income backgrounds enroll in appropriate classes and obtain the other services that they may need. This counseling must begin no later than middle school. To help parents guide their children's education, for example, Lennox Middle School's family support coordinator provides parents with strategies to help their children move from middle to high school and from high school on to college.

Counselors are able to give students and their parents information and advice about how to prepare for college, including accumulating the right course credits; maintaining high grades; engaging in cocurricular activities; and mapping a plan to select a college, gain admission, and finance a college education. Students may also need other counseling, such as academic, career, personal, family, substance abuse, or mental health services in order to succeed.

Part of a counselor's role is to involve parents in the education process. Research shows that parents with more money and education are more likely to be involved in selecting their children's courses, and that Hispanic parents are less likely to fall into this group. Students whose parents intervene in the decisionmaking process are also more likely to be enrolled in college preparatory classes (Oakes & Guiton, 1995; Yonezawa & Oakes, 1999). While Hispanic parents set high expectations and goals for their children, many need more knowledge about options to guide their children in the direction of promising postsecondary education and careers (Cooper, Denner, & Lopez, 1999).

Helping Students Choose the Right Path

Funded by Title VII, Calexico's School-to-Career plan is supported by the use of CareerWare, a multimedia commercial system that takes a personal inventory of a child's likes and dislikes, classroom curriculum, possible career futures, and other defining career characteristics. The CareerWare program provides parents with an analysis of their child's answers so that parents and children can work together to put the student on the right career path. This program also makes parents aware of the classes their child should take in junior high school, high school, and through continuing education to work toward making that career a reality.

Students Take the Challenging Courses They Need to Succeed

Access to higher education, especially for low-income students, depends on the courses students have taken. Many Hispanic students do not select college-track courses, often because they do not realize how important such classes are for college admissions (Reyes et al., 1999). For example, white students are significantly more likely to participate in Advanced Placement courses than are Hispanic students (NCES, 1998). Educators can ensure that Hispanic students, especially those learning English, take the classes they need to prepare for college.

Because algebra is a key to success in the higher mathematics courses that colleges look for on students' transcripts, most Hispanic students should take algebra by the eighth grade. Success in mathematics is the single best predictor of whether a student will continue on to college. However, although rigorous mathematics classes, such as algebra and geometry, serve as gatekeepers for higher-level mathematics courses in high school and for college, many eighth-grade Hispanic students do not enroll in such college preparatory mathematics classes (Reyes et al., 1999). In fact, more than 80 percent of Hispanic and other at-risk students do not take gatekeeper courses by the eighth grade (NCES, 1997).

Supporting Advancement via Individual Determination

AVID (Advancement Via Individual Determination), a college preparatory program for students performing below their potential, serves about 45,000 students worldwide in 900 middle and high schools. AVID targets students who come from low-income families, will be the first in the family to attend college, face special obstacles to achievement, and are often of an ethnicity traditionally underrepresented in four-year colleges. About 43 percent of students in the program are Hispanic. In the United States, AVID operates in 13 states, including Texas and California, states with high percentages of Hispanic students.

The program features a college-preparatory elective course, a rigorous curriculum, and site teams composed of an AVID coordinator, subject area teachers, parents, and trained college tutors. Essential components of the AVID program include: attendance at AVID Summer Institutes; proper selection of students and staff; training for tutors; use of the AVID curriculum components of writing, inquiry, and collaboration (WIC); and monitoring students' progress through systematic data collection. Students are expected to make at least a three-year commitment to the program in senior high school.

AVID divides participants into classes of about 30 students. Typically, each school has four or five AVID classes. At both middle- and high-school levels, AVID classes typically include students from all grade levels that the school serves. AVID functions as a regularly scheduled elective class that meets for one period a day, five days a week. For the rest of the school day, students attend their other classes, many of which are honors or advanced placement classes.

AVID teachers, assisted by trained college tutors, provide students with a strong writing curriculum and use many inquiry-based learning strategies. Students often collaborate to draw inferences, analyze events, and evaluate facts. They practice these skills by writing essays and other papers. Students are also expected to take extensive notes in each class to improve their note-taking skills. At the end of each week, they turn in their notebooks for review and critique. Students also learn test taking and time management skills, how to prepare for college entrance-placement exams, skills for effective textbook reading, and library research skills.

AVID students participate in small-group tutorial sessions during two weekly tutoring sessions in AVID classes. Students receive extra help in specific subjects based on questions generated from their classroom notes, as well as coaching in study skills (time management, assignment and grade recording, binder organization), note taking, and library use. Tutors provide the bridge between students' knowledge and learning experiences and the expectations of the AVID coordinator.

The AVID coordinator helps school guidance counselors schedule students in college preparatory courses and sees that students complete financial aid applications. According to one AVID coordinator, "High school counselors may not encourage these students to enroll in advanced classes...given their prior academic profiles. Because of many students' own low expectations for themselves, it would never occur to them to self-enroll in these classes."

Once students are enrolled in advanced classes, the AVID coordinator continues to provide support. For example, if an AVID student is performing poorly in a particular class, the coordinator may talk with the teacher to pinpoint the problem. If several AVID students are having difficulty, the coordinator may send an AVID tutor to sit in on the class and learn which areas are causing the most confusion.

Teachers, counselors, and administrators from AVID schools participate in ongoing professional development to implement the program. During the AVID Summer Institute, AVID's national leaders work with school teams on daily curriculum planning. This implementation strand includes discussion of how to help teachers align curriculum to state standards.

AVID has a successful record for not only keeping underachievers in high school but also getting them to go on to college—at rates double and triple that of the general school population. An external evaluation showed a positive, direct correlation between AVID students' higher grades and their length of stay in the program. The average AVID student graduates from high school with a 3.2 GPA. Data collection by the AVID Center indicates that more than 90 percent of AVID graduates enroll in college, with 60 percent attending four-year institutions.

Implementing a Minds-On Mathematics and Science Program

"STEM is a rebuttal to the idea that minority students can only succeed in 'hands-on' rather than 'minds-on' programs."

*Charles Vela
STEM Executive Director*

The STEM Institute is an intensive, five-week summer program for Hispanic and other under-represented minority and economically disadvantaged students whose grades and attendance records indicate the potential for academic success. Public and private schools nominate most program participants, who are then invited to complete the application process. Students' transcripts, school attendance records, and letters of recommendation are reviewed, and approximately 25 students at each grade level are accepted. Talented students from low-income families have an advantage in the selection process.

Latino university professors, professional scientists, and engineers who are members of the Center for the Advancement of Hispanics in Science and Engineering Education (CAHSEE) develop the STEM curriculum. CAHSEE members have identified key mathematical and scientific topics, skills, and capabilities that students at each grade level need to master in order to facilitate future success in a career in science, mathematics, or engineering. In addition, because of its emphasis on high standards and expectations, the STEM curriculum, along with some of the tests that are administered, reflects the content that is currently being taught at leading universities. For example, last summer, STEM students who studied probability and statistics took the same final exam as students at a university.

In summer 2000, students will take the following courses:

Seventh graders:	mathematical topology and algebra
Eighth graders:	descriptive geometry and mathematical logic
Ninth graders:	physics for engineers and scientists and chemistry for scientists and engineers
Tenth graders:	probability and statistics for engineers and scientists and vector mechanics
Eleventh graders:	C-programming and algorithms; theoretical calculus and atomic physics

Plans are currently underway to extend the program to students in the twelfth grade by offering them opportunities to conduct creative research in private and governmental labs during the summer.

Students attend the program from 8 a.m. to 5 p.m. daily. They spend approximately six hours in classroom instruction, with two hours reserved for individualized tutoring, and an hour for lunch. Students enroll in two classes for the summer (except eleventh-graders, who enroll in three).

Graduate and senior-level undergraduate students from universities nationwide instruct students in the summer program. All training and oversight are provided by CAHSEE members who are university faculty members, or who have particular training and expertise in teaching or otherwise working with high school- and college-age students.

Career Preparation Helps Students See the Connection between School and Work

The connection between school and careers is clear. Hispanic students, however, frequently experience greater economic pressure than other students to drop out of school to help support their families (Krashen, 1998). Schools can help students understand the distinct advantage in completing their education and pursuing a challenging, satisfying career that is also economically rewarding.

Mapping the Future for Migrant Students in Miami-Dade County

Miami-Dade County Public Schools' Migrant Academic Planning and Awareness program, MAPA ("roadmap" in Spanish) uses Title I funds to serve middle school and high school students in five schools. MAPA teachers and counselors help students figure out their "roadmap of life." MAPA is designed to help migrant students develop an awareness of the importance of education and the skills needed to navigate the educational system.

Students work with teachers individually or in small groups to develop a personalized education blueprint in accord with their interests and goals (for instance, students are often advised to take certain college-track classes). Students also use the Internet and various software programs to begin selecting a career. Students look at career options regularly and focus on achieving short- and long-term goals set in "goal setting sessions."

MAPA also offers students tutorials in language arts, reading, and mathematics (both in school and after) as well as peer counseling and conflict resolution workshops. Additionally, the MAPA program offers tutorials for the High School Competency Test, which Florida requires for graduation. The tutorials also help students learn test-taking strategies for the SAT and ACT. Motivational seminars about developing a positive attitude about education and the importance of finishing school help reduce migrant students' dropout rate.

Personalized Programs Keep Hispanic Students in School

The dropout rate among Hispanic students in 1997 was 25 percent, compared with 8 percent for white students and 13 percent for black students (NCES, 1999). The odds that Hispanic students—like other students—will successfully complete their education increase with higher family income and parent education levels. Nonetheless, the education gaps between Hispanic and non-Hispanic students persist even after controlling for students' socioeconomic status, English-language proficiency, and immigrant status (Krashen, 1998; NCES, 1996; Reyes et al., 1999). In 1997, the overall percentage of Hispanics ages 25-to-29 who had earned a high school diploma or equivalency certificate was 62 percent, compared with 93 percent of their white peers (NCES, 1998). Involving parents, personalizing education, and providing support to students who are making transitions or who are at risk of failing can help Hispanic students complete their education.

Getting “Up-Front and Personal”

At Moreno Middle School in Calexico, California, students are not allowed to slip through the cracks. Students with two or more F's have individual conferences with an administrator, all their teachers, and a parent. Through this intervention method, parents, teachers, and administrators get “up front and personal with the students who need the most help. These are the students who need to be tracked most closely,” according to one staff member. By including parents in these meetings, the school helps them to help their children achieve. Parents are also informed, both at these meetings and in parent orientation, of the school requirement that each child carry a student agenda. This notebook serves as an organizer for daily assignments, due-dates for projects, and other homework notices. Parents can check agendas daily to ensure their child is completing all homework assignments.

Counseling Newcomers

To prepare students for their next schools, Liberty High School's guidance counselors meet three times a semester with each student. Students get a chance to visit other schools, sit in on their classes, and shadow students. Counselors from other high schools also meet with LHS students.

Hispanic students who stay in school often point to someone in the school community who took a personal interest in them and supported their efforts to stay and excel in school (Secada et al., 1998). Mentoring is one way to help students form such relationships. In the Lennox Unified School District, staff in the Adopt-A-Student program build personal ties with students. The program is open to all categories of staff and requires them to meet with students at least once a week. The program provides structured lunches for participants once every two months. Mentors give the student an adult figure to talk to; in many cases the teacher or staff member may be the only such individual in the child's life. Between 50 and 100 adults are paired with students, and adults can mentor more than one student. The program is funded by the U.S. Department of Housing and Urban Development and is run through the Los Angeles County Board of Supervisors. The program requires extensive amounts of staff time, but mentors consider it well worth the effort.

Creating an Environment Where Learning Is More Than Opening a Book

Mentors in the Puente Project create what Director of Mentor Training Luis Chavez calls, "an environment where learning is more than opening a book." Each school has a community mentor liaison (CML), who trains the mentors.

Mentors' responsibilities include:

- Meeting with students at the mentor's worksite
- Sharing with students their academic, career, and personal experiences
- Introducing students to professional and community organizations
- Providing resources for student reading and writing assignments

More than 4,000 professionals, primarily from the Mexican American/Latino community, have served as mentors. In some sites that also implement the Peer Partner Program, eleventh-graders who were in the Puente Project are trained to mentor ninth-graders to keep them on track for college. Topics focus heavily on how to be a good role model, leadership skills, and college admission information.

Mirroring Success at Lennox Middle School

El Espejo ("The Mirror"), a tutorial program, pairs Loyola Marymount University students and the most academically at-risk Lennox Middle School students. The Loyola tutors participate in training to use the Lennox School District standards in their tutoring, and a program liaison strengthens the lines of communication between tutors and teachers. About 150 students participate in this program, meeting three times a week for academic help and social activities. All El Espejo participants are Hispanic. The college mentors have backgrounds similar to those of Lennox students and can thus personally relate to the children. Many mentors maintain strong relationships with the Lennox students through high school and even into college. Tutors also participate in social activities with students, going to lunch, the movies, or the beach. Lennox Middle School provides organized social activities once a month for mentors, students, and parents.

Helping Students Climb to the Summit

Since 1993, College Summit, a nonprofit organization, has helped low-income students enroll in college. The privately funded program's planning and mentor training programs for schools and youth agencies and workshops for students have improved students' success in getting accepted to college, understanding their own potential, and seeking the support they need to guide them through their senior year in high school. College Summit staff show schools and agencies how to use existing staff and resources to more effectively help students who show academic promise but who face daunting challenges in moving on to college. The organization brings students nominated by their teachers to college campuses for an intensive, four-day, residential workshop that compresses most of the college application processes into this single event. Students leave with examples of completed applications for admissions and financial aid, written personal statements that portray their strengths accurately and persuasively, lists of recommended colleges, and plans for following through. To help the students finish up their senior year productively and persist through the application and transition activities, College Summit trains school and agency staff and corporate volunteers in the program's mentor curriculum to work weekly with students throughout the remainder of their senior-year application process.

Since 1993, College Summit has served more than 1,000 students in Colorado, Illinois, Florida, New York, and Washington, DC. In 1999, College Summit served about 380. Ninety-five percent of these students were minorities; about 35 percent were Hispanic students. Of the 1,000 students served since 1993, 80 percent gained acceptance to a postsecondary school and 79 percent enrolled—more than twice the national average of 34 percent for high school graduates at the same income level. Their retention rate is 80 percent. College Summit participants attend a variety of schools that match their academic and financial needs, including Brown University, Florida A & M University, Illinois State University, Santa Fe Community College, University of Colorado, and Stanford University.

Smaller schools also personalize Hispanic students' experiences. Some schools, especially high schools, form "schools within schools" so that students form closer relationships with each other, faculty, and staff, increasing the likelihood students will graduate.

Bringing a Large School Down to Scale

Thurgood Marshall Middle School, a Chicago Title I schoolwide program, creates a more personalized learning environment by forming teams of teachers and students. The school has six interdisciplinary teams. Each team has its own wing at the school, and students attend all of their core classes in their team. Marshall serves about 680 students in grades 7 and 8. About 70 percent of students are Hispanic, 17 percent are white, and 4 percent are African American. Twenty-four percent of Marshall students are ELLs, mostly Spanish-speakers. Ninety percent of students receive free or reduced-price lunches.

Teachers "loop," following their students from the seventh to the eighth grade to maintain continuity in instruction. Curricular and instructional matters are generally addressed at the house level. For example, one team combines language arts and social studies into a single humanities block, and math and science into another block. Each week, teachers have four individual prep times and two team preps.

Students' daily schedule consists of a 10-minute homeroom meeting, five periods of core instruction (reading, language arts, social studies, math, and science), one or two exploratory classes (music, art, gym, library, computers), a Drop Everything And Read time, and a 25-minute advisory period that many teachers use to get to know their students better through discussions of personal and social issues.

From 1995 to 1999, the percentage of Marshall eighth-graders scoring above the national norm on the Iowa Test of Basic Skills (ITBS) increased from 26 percent to 48 percent in reading and from 18 percent to 54 percent in mathematics.

Checklist for Building Sturdy Foundations for Postsecondary Options

Does our counseling for students and their families:

- ✓ Begin in middle school?
- ✓ Encourage them to choose an academic pathway that prepares them for postsecondary education and good careers?
- ✓ Teach them how to prepare for college through:
 - Accumulating the right course credits?
 - Maintaining high grades?
 - Engaging in cocurricular activities?
 - Mapping a plan to select a college, gain admission, and finance a college education
 - Providing information about other potentially important counseling services, such as academic, career, personal, family, substance abuse, or mental health?

Have we provided students with the challenging courses they need to succeed, including:

- ✓ Courses needed to prepare for required graduation tests
- ✓ Algebra by the eighth grade
- ✓ Other rigorous mathematics classes
- ✓ Standards that match the higher education admissions requirements

Have we integrated academic and career preparation to help students see the connections between school and work by:

- ✓ Clarifying the advantages of completing their education and pursuing a challenging and satisfying career that is also economically rewarding?
- ✓ Helping students cope with economic and social pressure to drop out of school?

Have we implemented programs to make sure Hispanic students stay in school by:

- ✓ Involving parents and the community
- ✓ Providing support to transitioning and failing students
- ✓ Encouraging mentoring
- ✓ Creating smaller learning communities to ensure that students form closer relationships with each other, faculty, and staff

LESSONS FROM EXPERIENCE

Helping Hispanic Students to Reach High Standards

Schools that help Hispanic students achieve high standards invest energy in solving problems. They view students' success as a shared responsibility, and everyone—teachers, administrators, support staff, parents, community leaders, and students—plays a role in students' learning. They use Title I and Title VII funds strategically to implement programs that are most appropriate for their students.

Successful approaches to promoting high educational achievement among Hispanic students vary according to local interests, needs, resources, and how long the group has lived in the district, yet experience in schools and districts points to some common characteristics for effectively engaging Hispanic students:

- **Successful programs for Hispanic students implement curriculum based on high standards and aligned with assessments.** Literacy-focused curriculum is essential because literacy forms the basis for all other instruction. Paying careful attention to students' cultural and language resources and to the challenges to continuity in their opportunities to learn ensures that teachers provide appropriate instruction and enrichment.
- **Successful programs build teachers' and organizations' capacity to serve Hispanic students.** High-quality, in-depth professional development is a key component in supporting Hispanic students' academic growth. Preservice education, with a focus on attracting qualified candidates from the Hispanic community, is the first step in producing well-prepared teachers. Inservice education that is collaborative, continuous, and schoolwide and that enhances teachers' capacity to accommodate a diverse student population sustains program effectiveness. Well-structured, organizational arrangements provide the time, materials, and incentives for teachers to grow.
- **Successful programs engage families and the community in Hispanic students' education.** Hispanic students achieve more when families and communities participate in partnerships with the school to bridge cultural and language differences. Training parents and staff on how to create such partnerships makes a powerful beginning.
- **Successful programs build strong foundations for Hispanic students' postsecondary options.** Schools counsel students early and often to make sure that they take the courses and fulfill the requirements that they need to achieve their postsecondary goals. Personalized education that integrates career and academic preparation can help students see the value of ongoing education.

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APPENDIX A

APPENDIX A

Overview of Profiled Programs

Program Name	Demographics	Federal Funding	Key Features	Evidence of Success
<i>Advancement Via Individual Determination (AVID)</i> 5353 Mission Center Rd. Suite 222 San Diego, CA 92108 P: (619) 682-5050 ext. 103 F: (619) 682-5060 Email: avidinfo@avidcenter.org Web: www.avidcenter.org Contact: Communications Manager Grades served: 6-12	In 1999-2000: - Number of students served: 45,000 worldwide - States served: 13 - Racial/ethnic breakdown nationwide: 43 percent Hispanic, 23 percent white, 21 percent African American, 8 percent Asian, 5 percent other	Many AVID schools serve high-poverty populations.	- AVID targets low-income students, most of whom will be the first in their families to attend college. - The program features a college-preparatory elective course, a rigorous curriculum, and site teams composed of an AVID coordinator, subject-area teachers, parents, and trained college tutors. - Participants are divided into classes of about 30 students, typically from all grade levels the school serves. - AVID students take two hours of electives taught by the AVID Coordinator, two hours of small-group tutoring led by college tutors, and one hour of motivational activities, in addition to college preparatory classes. - AVID staff maintain close contact with parents through visits, telephone calls, and monthly workshops.	Data collected in 1999 revealed that: - The average AVID student graduated high school with a 3.2 grade point average (GPA). - More than 90 percent of AVID graduates enroll in college, with 60 percent attending four-year institutions.

Program Name	Demographics	Federal Funding	Key Features	Evidence of Success
<i>Albuquerque Career Development Program, Albuquerque Public Schools (APS)</i> University of New Mexico (UNM) Partnerships Program 106 Hokona Hall Albuquerque, NM 87131 P: (505) 277-6114 F: (505) 277-2269 Email: solguin@unm.edu Web: www.teachered.unm.edu/Affiliated/apsunm.htm Contact: Sharon Olguin, Director	In 1999-2000: • APS employs 1,800 educational assistants. • Racial/ethnic breakdown: More than 50 percent of participants in the Career Development Program are Hispanic.	• Educational assistants in APS are funded by Title I, Title VII, Special Education, and Indian Education programs.	• The Career Development Program offers one-semester UNM scholarships to 10 teacher aides who have worked in APS for at least three years and who aspire to become teachers. • The program gives scholarship recipients leave time, financial assistance, and other support as they become full-time students. • APS, UNM, and the local paraprofessional affiliate of the American Federation of Teachers collaborate on this program. • The Career Development Program also funds a licensure program for mid-career adults with degrees in other fields who decide to become teachers.	• Since its inception in 1991, 61 teacher aides have earned degrees in education along with their teaching licenses. • In 1995, the Career Development Program won the Association of Teacher Educators' Distinguished Teacher Education Program Award.

Program Name	Demographics	Federal Funding	Key Features	Evidence of Success
<i>The Alliance Schools Initiative</i> 1106 Clayton Lane #120 West Austin, TX 78723 P: (512) 459-6551 F: (512) 459-6558 Contact: Ernesto Cortes, Director Grades served: preK-12	In 1997-98, in Texas: • Number of students served: 80,307 • Number of schools served: 118 • Many students served are members of minority groups, including a large percentage of Hispanic students. • Free/Reduced-Price Lunch: 83 percent	• The Alliance Schools initiative operates in high-poverty schools, many of which receive Title I funds.	• The Alliance is a partnership among the Interfaith Education Fund (IEF), the Southwest Industrial Areas Foundation (SIAF) Network, state education agencies, and school districts. • Schools focus on restructuring stakeholder relationships to increase student performance. • State education agencies provide some flexibility, such as waivers from state guidelines, as well as supplemental funding to schools willing to redesign and reform their entire educational programs.	• Between 1997 and 1998, 87 percent of all Texas Alliance schools increased their percentage of students passing all sections of TAAS. Economically disadvantaged students showed more improvement than their wealthier peers.

Program Name	Demographics	Federal Funding	Key Features	Evidence of Success
<i>The ASPIRA Association, Inc.</i> National Office 1444 I St. NW, 8th Fl. Washington, DC 20005 P: (202) 835-3600 F: (202) 835-3613 Email: <i>Aspiral@aol.com</i> Web: <i>www.aspira.org</i> Contact: Hilda Crespo, Vice President for Public Policy and Federal Relations Grades served: K-12	- Number of students served by ASPIRA: 25,000 each year At Luis Munoz Marin Elementary School in 1998-1999: - Number of students served: 225 - Racial/ethnic breakdown: 76 percent Hispanic, 20 percent African American, 2 percent Asian, 2 percent white - English Language Learners: 26 percent - Free/Reduced-Price Lunch: 99 percent - Children of migrants: 9 percent	- Many ASPIRA programs are supported by Title I and/or Title VII funds. - ASPIRA receives funding from the U.S. Department of Education's TRIO program (Title IV of the Higher Education Act of 1965) for Talent Search programs. - ASPIRA also receives funding from the U.S. Department of Health and Human Services and the Centers for Disease Control. - Marin is a Title I schoolwide program.	- Nationally, ASPIRA supports school-based clubs, summer activities, and after-school programs that emphasize academic achievement, promote cultural heritage, and foster leadership skills. - Nationally, ASPIRA is funding an initiative to build community centers that offer computers, Internet access, and educational software in Latino neighborhoods. - Marin's after-school program serves students five days a week, providing academic and enrichment activities with a focus on Latino culture.	- ASPIRA's community computer initiative has been heralded by Secretary of Education, Richard Riley. - The number of eighth-grade Marin students enrolled in a high-school-level mathematics course exceeds the state average by 20 percent.
Luis Munoz Marin Elementary School 479 Helen Street Bridgeport, CT P: (203) 576-8354 Contact: Lydia Villanueva, ASPIRA Site Coordinator Grades served: preK-8				

Program Name	Demographics	Federal Funding	Key Features	Evidence of Success
<i>Bridging Cultures Project</i> WestEd 500 12th St., Suite 340 Oakland, CA 94607 P: (510) 302-4264 F: (510) 302-4269 Email: etrumbhu@wested.org Web: www.wested.org/lcd/bridging.htm Contact: Elise Trumbull, Senior Research Associate Grades served: K-5	In 1999-2000: Six southern California public schools with large Hispanic populations participate.	The U.S. Department of Education's Office for Educational Research and Improvement (OERI) funds the Bridging Cultures Project.	- The Bridging Cultures Project helps elementary teachers to become more culturally competent in serving Hispanic students and families. - This professional development program focuses on the difference between individualism, often found in the American public education system, and the collectivist beliefs of many immigrant cultures.	- Teachers have passed on cultural lessons and insights to other teachers both inside and outside their schools through workshops, conference presentations, and courses for intern teachers. - Professional development materials include success stories and strategies from teachers who work with Hispanic students. - In Bridging Cultures classrooms, parent participation has increased, as has students' rate of homework completion.

Program Name	Demographics	Federal Funding	Key Features	Evidence of Success
<i>Calexico Unified School District</i> 901 Andrade Ave. Calexico, CA 92231 P: (760) 768-3888 ext. 3012 F: (760) 357-0842 Email: epalacio@calexico.k12.ca.us Web: www.calexico.k12.ca.us Contact: Emily Palacio, Deputy Superintendent of Instructional Services Grades served: K-12	In 1999-2000: - Number of students served: 7,4000 - Racial/ethnic breakdown: 98 percent Hispanic, 2 percent other - English Language Learners: 80 percent - Free/Reduced-Price Lunch: 100 percent - Children of migrants: 30 percent	- All schools in Calexico Unified School District receive Title I funding. The two junior high schools receive Title VII funding. - Calexico uses Title I funding to coordinate staff development in mathematics and reading. Title I also helps purchase commercial software packages focusing on literacy and mathematics.	- The district requires each student to complete two years of Spanish and hold a GPA of at least 2.0 to graduate from high school. - The district created a series of quarterly district-level tests to use as benchmarks for student progress on the SAT-9. - Calexico requires parents of children in kindergarten and grades 6 and 9 to attend parent training workshops. - The district requires students most at risk of retention to attend summer school. - Calexico uses a multimedia computer program to help parents and students work together to prepare for children's higher education and careers.	- Between 1998 and 1999, the number of students scoring above the 50th percentile on the SAT-9 increased or remained consistent for grades 2, 3, 6, and 9 in all subjects tested. Score increases ranged from 1 to 19 percentage points. - In 1999, on the SAT-9, more Calexico Unified School District ELLs scored above the 50th percentile than did students statewide in reading (grades 9, 10, and 11), language (grades 2 and 9), mathematics (grade 9), science (grade 9), and spelling (grades 6 and 8). - In 1997, 69 percent of Calexico students went on to four-year schools and community colleges.

Program Name	Demographics	Federal Funding	Key Features	Evidence of Success
<i>College Summit</i> P.O. Box 9966 Washington, DC 20016 P: (202) 265-7707 F: (202) 265-7525 Email: jbschramm@collegesummit.org Web: www.collegesummit.org Contact: Jacob Schramm, Executive Director	In 1999: • Number of students served: 380 in six states • Racial/ethnic breakdown: Approximately 48 percent African American, 35 percent Hispanic, 10 percent Native American, 5 percent white, and 2 percent Asian • All participants are from low-income families.	• College Summit works with students who attend low-income schools, many of which receive federal funds.	• Students develop the skills they need to gain admission to colleges. • Students attend intensive workshops on college campuses, leaving with sample college and financial aid applications, personal statements, lists of recommended colleges, and plans to follow through on applying to college. • Trained school, agency, and corporate volunteers mentor participants weekly to help them complete the college application process.	Of the 1,000 students served since 1993: • Eighty percent gained acceptance to a postsecondary school and 79 percent enrolled. • Students' retention rate in college is 80 percent.
<i>Computerized Adaptive Testing (CAT) Project/Integrating Technology into Migrant Education (InTIME) Project</i> 15115 SW Sequoia Pkwy. Suite 200 Portland, OR 97224 P: (503) 624-1951 F: (503) 639-7873 Email: holly@nwae.org Web: www.intime.k12.or.us Contact: Holly Rasche, CAT Client Services Grades served: 3-10	In 1999-2000: • Number of students served: 1,000 • Racial/ethnic breakdown: The vast majority are Hispanic. • English Language Learners: A large majority, all of whom speak Spanish as their primary language. • Focus on children of migrants	• The project is supported by \$3 million in Title I Part C funding from 1997 to 2002.	• The project is a collaborative effort of the Oregon Department of Education and IHEs, school districts, the media, and education research groups. • The InTIME project develops pre- and post-assessments to help place migrant students. The CAT project matches the student to the assessment by calibrating the assessments' difficulty level to the student's achievement levels.	• The InTIME assessment is currently being field-tested.

Program Name	Demographics	Federal Funding	Key Features	Evidence of Success
<i>Coral Way Elementary School</i> 1950 Southwest 13th Ave. Miami, FL 33145 P: (305) 854-0515 F: (305) 285-9632 Email: mvega@cwes.dade.k12.fl.us Web: www.dcps.dade.k12.fl.us/coralway Contact: Migdania Vega, Principal Grades served: preK-5	In 1998-1999: • Number of students served: 1,375 • Racial/ethnic breakdown: 89 percent Hispanic, 8 percent white, 3 percent other • English Language Learners: 25 percent, of whom 99 percent speak Spanish • Free/Reduced-Price Lunch: 71 percent	• Coral Way is a Title I schoolwide program. • Title I supports small-group instruction and low student-teacher ratios as well as a parent coordinator.	• This dual-immersion elementary school works "to help students become bilingual, biliterate, and bicultural." All students receive 60 percent of instruction in English and 40 percent of instruction in Spanish. ELLs receive additional support for learning in English. • The school implements E.D. Hirsch's CORE knowledge curriculum in both English and Spanish. • Coral Way's curriculum aligns with district and state standards.	In 1998-1999: • At Coral Way, 95 percent of students read at grade level by second grade. In 1999: • On the Florida Comprehensive Assessment Test, students scored six points above the state average in fifth-grade mathematics and four points above the state average on the fourth-grade reading. Students also scored above the county average on the fourth-grade Florida Writes assessment.

Program Name	Demographics	Federal Funding	Key Features	Evidence of Success
<i>Corpus Christi Independent School District (CCISD)</i> P.O. Box 110 Corpus Christi, TX 78043 P: (361) 886-9023 F: (361) 886-9013 Email: ARGarza@corpus-christi.k12.tx.us Contact: Rosaena Garza, Director for Academics Grades served: preK-12	In 1998-1999: - Number of students served: 39,844 - Racial/ethnic breakdown: 69 percent Hispanic, 24 percent white, 6 percent African American, 1 percent other - English Language Learners: 10 percent - Free/Reduced-Price Lunch: 53 percent	Title I funding supports Corpus Christi's standards-based reforms. Title I funds extensive professional development on standards and accountability, an extended-day program, a summer school program, and a Saturday language arts enrichment program.	- The district sponsors two intensive summer school programs for students who have failed to meet the standards for promotion to the next grade. - Students work on the specific objectives they have not achieved; upon achieving the standards, students earn promotion and may stop attending the summer sessions. - Corpus Christi ISD has developed the New World Standards, aligned with Texas state standards and assessments. All curriculum and instruction are based on these standards.	From 1994 to 1999: - CCISD students' passing rates on TAAS increased by 25 percent. - Hispanic students' passing rates on TAAS increased by 28 percent, while the passing rate for economically disadvantaged students increased by 30 percent.
<i>Dysart Unified School District Migrant Preschool Program</i> Dysart Unified School District Academic Support Services 11405 N. Dysart Rd. El Mirage, AZ 85335 P: (623) 876-7012 F: (623) 876-7019 Contact: Yolanda Yolibarria, Coordinator of the Migrant Program Grades served: preK and K	In 1999-2000: - Number of students served: 80 - Children of migrants: 100 percent	Title I Migrant Education funds support the program.	Through training programs and educational opportunities that focus on child development and parenting skills offered by the Dysart district, migrant parents become peer mentors, kindergarten paraprofessionals, and parent trainers.	- Anecdotal evidence indicates that students who participate in the preschool program enter first grade far better prepared than their peers who have not participated in the program. - More than 60 parents have attended classes at a local community college. - Ten participants have obtained Child Development Associate certification.

Program Name	Demographics	Federal Funding	Key Features	Evidence of Success
<i>The El Paso Collaborative for Academic Excellence</i> UTEP Education #413 500 West University El Paso, TX 79968-0683 P: (915) 747-5778 F: (915) 747-5144 Web: www.epcae.org Contact: Joanne Bogart, Dissemination and Policy Director	In 1997: • Number of students served: 134,000 • Racial/ethnic breakdown: 82 percent of students in the three largest districts were Hispanic. Other districts in El Paso served populations that were more than 95 percent Hispanic. • About 43 percent of children in El Paso lived in poverty.	• The Collaborative is funded in part by the U.S. Department of Education. • The Collaborative administers the National Science Foundation's Urban Systemic Program grant to El Paso. • Other Collaborative funding comes from private foundations as well as local K-12 and higher education.	• The Collaborative, based at the University of Texas at El Paso (UTEP), works with civic, education (both K-12 and higher education), and business leaders to improve the city's educational system. • The Collaborative's three major goals include: (1) promoting students' K-16 academic success; (2) ensuring that all students who graduate from area high schools are prepared for college; and (3) narrowing the achievement gap. • All of the Collaborative's efforts are based on a citywide set of academic standards that encompass state and national standards. • The Collaborative helps schools and systems to improve student achievement, in part, by collecting and using data appropriately.	In 1998-99: • 82 percent of El Paso Hispanic students passed the TAAS mathematics test, and 84 percent passed the reading test. • The number of all students passing all portions of the TAAS mathematics test in grades 3 to 8 and 10 doubled since 1993. • The percentage of ninth-graders enrolled in Algebra I rose to 100 percent, compared with only 62 percent in 1993. • The number of freshmen entering UTEP who test into remedial mathematics classes decreased by 25 percent since 1993. • The Collaborative has developed a CSRD-approved reading and writing model, Literacy in Action.

Program Name	Demographics	Federal Funding	Key Features	Evidence of Success
<i>El Puente Arts and Cultural Center</i> El Puente Academy for Peace and Justice 211 S. 4th Street Brooklyn, NY 11211 P: (718) 387-0404 F: (718) 387-6816 Contact: Sonia Bu, Deputy Director for El Puente Programs Ages served: 12 -21	In 1999-2000: • Number of students served: 230 • The program largely serves high-poverty youth.	• The program operates at a Title I-funded high school.	• Through the afterschool program, students receive academic tutoring and participate in a wide range of Latino-oriented art and literature courses. • Regular-school-day teachers and afterschool staff collaborate to ensure student success.	In 1998-99: • 100 percent of El Puente Academy graduates were accepted into colleges. • All Academy students who took the New York Regents examinations in English and mathematics passed the exams.

Program Name	Demographics	Federal Funding	Key Features	Evidence of Success
<i>ESTRELLA (Encouraging Students Through Technology to Reach High Expectations in Learning, Lifeskills, and Achievement)</i> 28 E. Jackson Blvd. Suite 1600 Chicago, IL 60604 P: (312) 663-1522 ext. 233 F: (312) 663-1994 Email: brenda_pessin@msn.com Web: www.estrella.org Contact: Brenda Pessin, Project Director-Illinois Migrant Council Grades served: 8-12	In 1999-2000: - Number of students served: about 50 - Racial/ethnic breakdown nationwide: 100 percent Hispanic - Many students are ELLs, but all have at least a functional understanding of English. - Free/Reduced-Price Lunch: 85 percent	The Migrant Education Program (MEP) funds ESTRELLA at \$400,000 per year from 1997 to 2002.	- ESTRELLA is a collaborative effort among Illinois, Montana, New York, and Texas educators. - Participants use laptop computers to complete coursework toward graduation requirements. Classes are provided through NovaNET, an online academic network. Students also receive online and face-to-face academic support. - ESTRELLA uses New Generation System technology to identify students who migrate among participating communities. - The program develops a student profile of demographic and academic information for each participant. Guidance counselors use the profile to recommend coursework supports for students.	In 1998: - ESTRELLA students completed 41 percent of their courses through the project. - One student passed TAAS tests in reading, writing, and mathematics.

Program Name	Demographics	Federal Funding	Key Features	Evidence of Success
<i>Florida's Online Curriculum Planning Tool (CPT)</i> 444 FEC Department of Education Tallahassee, FL 32399 P: (850) 488-1701 F: (850) 922-0028 Email: currvcs@mail.doe.state.fl.us Web: www.firn.edu/doe/curric/prek12/ecpt.htm Contact: Martha Green, Program Director of Curriculum and Development Grades served: K-12	In 1999-2000: - Number of students served: about 2.4 million statewide - Racial/ethnic breakdown statewide: 53 percent white, 25 percent African American, 19 percent Hispanic, 2 percent Asian/Pacific Islander, 1 percent American Indian or multiethnic - English Language Learners: 7 percent - Free/Reduced-Price Lunch: 43 percent	Goals 2000 funding supports the CPT.	- The CPT enables teachers to access and share classroom activities that are aligned with the Sunshine State Standards and Florida's Comprehensive Achievement Test (FCAT). - Each activity in the CPT consists of a lesson plan and classroom assessment that are identified by benchmarks derived directly from the state standards.	Teacher development centers report numerous requests for inservice training on the curriculum planning tool.

Program Name	Demographics	Federal Funding	Key Features	Evidence of Success
<i>H.D. Hilley Elementary School</i> 693 North Rio Vista Rd. El Paso, TX 79927 P: (915) 860-3770 F: (915) 860-3778 Email: Magaguilar@socorro.k12.tx.us Web: www.sisd.net/schools/hdhilley/index.html Contact: Magdalena Aguilar, Principal Grades served: preK-5	In 1999-2000: - Number of students served: 766 - Racial/ethnic breakdown: 99 percent Hispanic, 1 percent other - English Language Learners: 24 percent, of whom 100 percent are Spanish-speakers (1997-1998) - Free/Reduced-Price Lunch: 90 percent	- Hilley is a Title I schoolwide program. - Title I funds support a literacy specialist, a literacy lab, a literature-based, reading-mentoring program, and a fine arts program.	- To keep standards high for all students, teachers at H.D. Hilley Elementary School use the same curriculum for both ELLs and students who are fluent in English. - Teachers meet by subject area (vertical teams) and by grade level (horizontal teams) to align curriculum within the school and with state standards. - Results on statewide tests and practice tests guide better instructional strategies, identify at-risk students, and set the school's yearly standards-based goals. - Hilley encourages teachers whose students excel on TAAS to share their teaching strategies with teachers of lower-performing students.	- For the consecutive school years 1995-1998, Hilley was awarded Recognized status by the Texas Education Agency based on its TAAS scores and its attendance record. - Between 1995 and 1998, students' scores on the reading section of the TAAS increased by 30 percentage points. - Between 1995 and 1997, students' scores on the mathematics section of TAAS increased by 18 percentage points.

Program Name	Demographics	Federal Funding	Key Features	Evidence of Success
<i>Hueco Elementary School</i> 300 Old Hueco Tanks Rd. El Paso, TX 79927 P: (915) 872-2850 F: (915) 860-1125 Web: www.socorro.k12.tx.us Contact: Isela Espino, Volunteer Coordinator Grades served: preK-5	In 1999-2000: • Number of students served: 620 • Racial/ethnic breakdown: 99 percent Hispanic, 1 percent other • English Language Learners: 68 percent • Free/Reduced-Price Lunch: 85 percent	• Hueco Elementary receives both Title I and Title VII funding. • Title I and Title VII funds are used to support parent involvement.	• Hueco implements Success For All. • Hueco teachers receive release time to visit their students' families. • Hueco offers bilingual parent workshops, parenting classes, ESL classes, and a computer course. • Hueco families participate in the Super Readers program, which provides incentives for parents to read regularly to their children.	• Between 1996 and 1999, the student-passing rate on TAAS increased from 60 percent to 81 percent. • In 1998-1999, the student attendance rate was 96 percent.

Program Name	Demographics	Federal Funding	Key Features	Evidence of Success
<i>Francis Scott Key Elementary School</i> 2300 Key Blvd. Arlington, VA 22201 P: (703) 228-4210 F: (703) 524-2236 Email: mlmyers@Arlington.k12.va.us Web: www.arlington.k12.va.us/schools/key Contact: Marjorie Myers, Principal Grades served: K-5	In 1998-1999: - Number of students served: 575 - Racial/ethnic breakdown: 59 percent Hispanic, 33 percent white, 7 percent African American, less than 1 percent Asian American - English Language Learners: 46 percent, most of whom speak Spanish - Free/Reduced-Price Lunch: 50 percent	Title I supports the salaries of 1.5 Key School teachers.	- Through the school's Spanish partial immersion program, English- and Spanish-speaking children learn a second language through content instruction and everyday communication. Students learn social studies and language arts in English, and mathematics and science in Spanish. Students are also taught art, music, and physical education in English. - The school's curriculum is aligned in both Spanish and English with Virginia's Standards of Learning (SOLs).	In 1998-1999: - The Key School met state expectations for student performance on Virginia's SOL test, a distinction earned by only 7 percent of schools statewide. Among Key's Hispanic fifth-graders: - Ninety-five percent who had been in ESL classes passed the state's tests in writing and science. - One hundred percent passed the state's test in technology. - Seventy-seven percent passed the state test in mathematics, and 67 percent passed it in English and history. Among Key third-graders: - Seventy-five percent passed all the state's tests in English, mathematics, and history.

Program Name	Demographics	Federal Funding	Key Features	Evidence of Success
<i>Latino and Language Minority Teacher Project (LLMTP)</i> University of Southern California Rossier School of Education WPH, Rm. 402 Los Angeles, CA 90089-0031 P: (213) 740-2360 F: (213) 740-3671 Email: rbaca@rcf.usc.edu Web: www.rcf.usc.edu/~CMMR/LTP.html Contacts: Reynaldo R. Baca, Director Carolina Castillo, Administrative Coordinator	Participants in the LLMTP serve schools in five districts with high concentrations of Latino ELL students.	The four universities participating in the LLMTP—the University of Southern California (USC), California State University (CSU) at Dominguez Hills, CSU at Los Angeles, and Loyola Marymount University—use Title VII funds to support the LLMTP. In addition, LLMTP participants at the CSU campuses are encouraged to apply for individual Title VII grants.	- The LLMTP recruits and trains paraeducators in increasing ELL student achievement. - The LLMTP offers a career ladder for bilingual Latino paraeducators currently in bilingual teacher preparation programs. - The LLMTP board includes representatives from the Los Angeles County Office of Education, participating school districts, USC, the two CSU campuses, Loyola Marymount University, and the local teacher aides' union (SEIU). - The program offers a financial stipend, supports participant cohorts and social gatherings for families, leads test preparation workshops, and creates a network of professional support.	From 1993-2000: - More than 40 percent of participants have earned teaching certificates. - Virtually all participants progressed as expected toward certificate goals. - Nearly all participants enrolled in community college classes matriculated to four-year colleges or universities.

Program Name	Demographics	Federal Funding	Key Features	Evidence of Success
<i>Lennox Middle School</i> 11033 Buford Ave. Lennox, CA 90304 P: (310) 330-4910 F: (310) 677-4635 Email: darian_gotti@lennox.k12.ca.us Web: www.lennox.k12.ca.us Contact: Darian Gotti, Assistant Principal Grades served: 6-8	In 1999-2000: • Number of students served: 1,912 • Racial/ethnic breakdown: 94 percent Hispanic, 4 percent African American, 2 percent other • English Language Learners: 68 percent, almost all of whom speak Spanish • Free/Reduced-Price Lunch: 96 percent	• Lennox is a Title I schoolwide program. • Title I funding supports guidance counselors and resource teachers. • Title I supports staff development tied to district standards.	• Teams of three to five teachers work with groups of 90-130 students to integrate curriculum across subject areas. Curriculum emphasizes reading, focusing on motivational literature for Hispanic students. • Each team consists of a math/science teacher, a language arts teacher, a physical education teacher, an exploratory teacher, and occasionally a special education teacher. Weekly department meetings allow teachers to plan curriculum and look over any recent state or district assessment data. • Curriculum is aligned to state standards. The district also created aligned language arts/writing and mathematics standards and assessments. • El Espejo, an afterschool program, links college students with the most academically at-risk students. Participants have backgrounds similar to their college mentors.	Between 1998 and 1999: • On average, all Lennox students' scores on the reading, language, mathematics, and spelling SAT-9 tests increased or remained constant. • English-language learners in grades 6, 7, and 8 increased or maintained their SAT-9 reading scores. • The number of students scoring at or above the 50th percentile on the SAT-9 reading, mathematics, language, and spelling tests either stayed the same or increased for all grades.

Program Name	Demographics	Federal Funding	Key Features	Evidence of Success
<i>Liberty High School</i> 250 W. 18th St. New York, NY 10011 P: (212) 691-0934 F: (212) 727-1369 Email: <i>bmrj123@aol.com</i> Contact: Bruce Schnur, Principal Ages served: 15-20	In 1999-2000: • Number of students served: 525 • Racial/ethnic breakdown: 41 percent Asian/Middle Eastern, 31 percent Hispanic, 14 percent Polish, 11 percent African American/French • English Language Learners: 100 percent, 33 percent of whom are Spanish-speakers • Free/Reduced-Price Lunch: 100 percent	• Liberty High School, a Title I schoolwide program, received a five-year Title VII grant in 1995.	• Liberty High School, a newcomer school, focuses on teaching new immigrants English and other skills they need to succeed in American schools and society. • Through the school's transitional bilingual education programs, Hispanic ELL students receive lessons in English and Spanish and/or through sheltered instruction. • The school's ESL curriculum is aligned with New York State's and New York City's content standards. • Results from teacher-developed assessments, which are aligned with state and local standards, help place students and gauge their success. • Liberty's guidance counselors meet three times a semester with each student.	In 1998-1999: • Students at all levels showed significant and sizeable gains, as measured on pre- and post-tests in ESL and mathematics knowledge each semester. • Ninety percent of the students taking New York's Regents examinations in mathematics passed.

Program Name	Demographics	Federal Funding	Key Features	Evidence of Success
<i>Los Angeles Unified School District (LAUSD)/Local 99 Paraprofessional Career Ladder</i> SEIU Local 99 2724 W. 8th St. Los Angeles, CA 90005 P: (213) 387-8393 F: (213) 388-4707 Email: local99@slash.net Web: www.seiulocal99.org Contacts: Tom Newberry, Chief of Local Operations, Local 99 Steve Brandick Program Director, LAUSD (213) 625-4571	Since the program's inception in 1994: • Number of paraeducators served: more than 5,000 annually • Racial/ethnic breakdown: Almost 85 percent of participants who completed the certification process are minorities. • Sixty-five percent of participants who complete the certification process are bilingual.	• Paraeducators who earn their certification continue on to teach in LAUSD schools, many of which are high-poverty and receive Title I and/or Title VII funding.	• The LAUSD collaborates with the local teachers' union and local campuses of California State University. • Candidates complete a five-stage certification process. Each stage is aligned with California standards for the teaching profession. • Participants may enroll in any accredited college or university in the Los Angeles area and take classes that qualify them to teach in elementary or secondary schools. • The program is available to all Los Angeles paraeducators. • Participants also receive educational counseling and training in test-taking skills, and can qualify for partial tuition reimbursement through the Career Ladder program.	• In total, 1,400 paraeducators have completed this program to become LAUSD classroom teachers. • Ninety-five percent of Career Ladder participants hired as teachers are still teaching in the LAUSD.

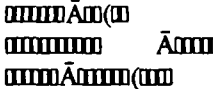
Program Name	Demographics	Federal Funding	Key Features	Evidence of Success
<i>Thurgood Marshall Middle School</i> 3900 North Lawndale Ave. Chicago, IL 60618 P: (773) 534-5200 F: (773) 534-5292 Web: www.webdata.cps.k12.il.us Contact: Jose Barillas, Principal Grades served: 7-8	In 1997-1998: • Number of students served: 680 • Racial/ethnic breakdown: 70 percent Hispanic, 17 percent white, 4 percent African American, 7 percent Asian American, and 2 percent Native American • English Language Learners: 24 percent • Free/Reduced-Price Lunch: 90 percent	• Marshall is a Title I schoolwide program.	• An annual faculty survey helps determine priorities for professional development activities throughout the school year. • In 1998-1999, Marshall focused its professional development efforts on incorporating an inclusion model, teaching students with diverse ability levels, and integrating technology into the curriculum. • The principal requires every teacher to attend at least one middle-school conference per year. • Marshall provides a half-day for professional development each month for planning, department meetings, workshops, and developing the school improvement plan. • The school breaks grade levels into teams, and teachers follow students from grade to grade to create a more personalized learning environment.	From 1995 to 1999: • The percentage of Marshall eighth-graders scoring above the national norm in reading on the Iowa Tests of Basic Skills increased from 26 percent to 48 percent. • The percentage of eighth-graders scoring above the national norm in mathematics on the Iowa Test of Basic Skills increased from 18 percent to 54 percent.

Program Name	Demographics	Federal Funding	Key Features	Evidence of Success
<i>Miami-Dade County Migrant Education Program (MEP)</i> Miami-Dade County Public Schools 311 N.E. 8th St. Suite 106 Homestead, FL 33030 P: (305) 248-1650 F: (305) 248-7115 Contact: Cipriano Garza, Director Grades served: preK-16	In 1999-2000: • Number of students served: approximately 3,500 • Racial/ethnic breakdown: almost 100 percent Hispanic • Free/Reduced-Price Lunch: 100 percent	• The Title I Migrant Education program supports the administration and implementation of the Migrant Achievement Resource program for elementary school students (MAR), the Migrant Academic Planning and Awareness program for middle and high school students (MAPA), a mini-corps program for grades 6-12 and postsecondary students, parent meetings and workshops, summer programs, and staff development opportunities.	• Through MAR and MAPA, MEP staff tutor migrant students on reading and writing objectives aligned with district and state standards. • Through the Migrant Education Consortium for Higher Achievement (MECHA), migrant students are provided with WebTV so they can continue their education online under the guidance of a teacher. • An extended-time summer program offers migrant students the opportunity to work on reaching standards in reading and mathematics and to earn course credits.	• Since the start of the Miami-Dade County MEP in 1962, the dropout rate for migrant students in the district has decreased from 90 percent to less than 5 percent in 1999. • Eighty-one percent of K-5 students who received at least 40 hours of supplemental instruction in 1997-98 through MEP mastered 80 percent or more of the language arts/reading objectives assigned by their classroom teachers and 90 percent mastered at least 80 percent of their mathematics objectives.

Program Name	Demographics	Federal Funding	Key Features	Evidence of Success
<i>Montview Elementary School</i> 2055 Moline St. Aurora, CO 80010 P: (303) 364-8549 F: (303) 326-1232 Email: <i>Debbieb@Montview.aps.k12.co.us</i> Contact: Debbie Backus, Principal Grades served: K-5	In 1998-1999: • Number of students served: 730 • Racial/ethnic breakdown: 60 percent Hispanic, 22 percent African American, 18 percent white • English Language Learners: 50 percent, most of whom speak Spanish • Free/Reduced-Price Lunch: 87 percent	• Montview Elementary is a Title I schoolwide program.	• Through the administration of state and district standardized tests, school-developed mathematics and writing assessments, and teacher-designed formative assessment, administrators and teachers assess and plan for students' academic needs. • Teachers discuss results from ongoing assessments and use the data to inform instruction. • Master teachers coach all staff to increase their instructional expertise.	• Between 1998 and 1999, the percent of Hispanic students scoring "partially proficient" on the Colorado Student Assessment Program (CSAP) rose 10 or more percentage points. In 1999: • Twenty-one percent of Montview students scored "proficient" or above on the fourth-grade reading CSAP, and 34 percent scored in this category on the third-grade reading CSAP. • Eighty percent of students advanced a year or more in achievement in reading, writing, and mathematics, as measured by the district's Bodies of Evidence assessment.

Program Name	Demographics	Federal Funding	Key Features	Evidence of Success
<i>Project IGNITE (Identifying Gifted LEP Students In and Through ESOL)</i> East Baton Rouge Parish Schools 6550 Seven Oaks Dr. Baton Rouge, LA 70806 P: 1-88-TO-GIFTED F: (225) 201-1607 Email: nilda@kreative-kids.com Contact: Nilda Aguirre, Director	In 1999-2000: • Number of students served: 67 • Racial/ethnic breakdown: 55 percent Southeast Asian, 16 percent Asian, 15 percent Hispanic, 8 percent Eastern European, and 2 percent African • English Language Learners: 100 percent • Free/Reduced-Price Lunch: 100 percent	• Project IGNITE received a Title VII grant of \$279,000 for 1999-2001.	• Project IGNITE offers ELLs a “pregifted program” as a stepping stone to the district’s gifted and talented education. • Students are identified through multiple measures, including some that are not language dependent. • Identified students participate in three hours of Project Ignite each week during the regular school day for up to two years. • Curriculum, based on the successful Project GOTCHA, is aligned with Louisiana standards and TESOL standards. It uses a multicultural, thematic approach that meshes language objectives and ELL teaching strategies with authentic, content-based critical thinking tasks. • Project IGNITE teachers receive special training, as do all teachers in the school.	• In 1999-2000, the first year of Project IGNITE in Louisiana, of the 67 students served in East Baton Rouge, five have so far entered the regular district gifted program, and many more are expected to follow next year. • 1997-1999 data from Project GLITTER (a similar, longer-running program) indicate that participating students increased their scores on the SAT-9 by nearly 5 percent, while scores of nonparticipating students in a comparison group decreased by nearly 3 percent. • Project IGNITE is modeled on the former Project GOTCHA, a long-running Title VII program identified as an Academic Excellence Program by the U.S. Department of Education’s Office of Bilingual Education and Minority Language Affairs (OBEMLA). • Three districts in Florida have also received Title VII grants to implement Project GOTCHA-based programs.

Program Name	Demographics	Federal Funding	Key Features	Evidence of Success
<i>The Puente Project</i> University of California 300 Lakeside Dr., 7th Fl. Oakland, CA 94612 P: (510) 987-9548 F: (510) 834-0737 Email: patricia.mcgrath@ucop.edu OR felix.galaviz@ucop.edu Web: www.puente.net Contact: Patricia McGrath and Felix Galaviz, Co-Directors Grades served: 9-12	In 1999-2000: • Number of students served: 2,610 in 32 high schools • Racial/ethnic breakdown: approximately 95 percent Hispanic • Free/Reduced-Price Lunch: In 1997-1998, more than 50 percent of students in about one-third of Puente schools received free or reduced-priced lunches.		• The Puente Project increases the number of Hispanic students who attend four-year colleges, earn degrees, and return to the community as leaders. • The three major program components are English, counseling, and mentoring. • Puente teachers are selected from a school's current English teachers and teach a core class of Puente students in the ninth and tenth grades. • Puente selects guidance counselors at the school to meet with Puente students throughout high school. • All students participate in Puente's statewide writing portfolio assessment. • Students are paired with a mentor in ninth and tenth grade. • Community mentor liaisons, Puente teachers, and counselors undergo extensive training at the Puente Summer Institute and throughout the year.	In 1998: • Puente students attended four-year colleges at almost twice the rate of comparable non-Puente students: 43 percent vs. 24 percent. An additional 41 percent of Puente students attend the California community colleges. • Puente students took the SAT at a higher rate than non-Puente students: 68 percent vs. 54 percent. • Puente students took the ACT at almost three times the rate of non-Puente students: 32 percent vs. 13 percent.

Program Name	Demographics	Federal Funding	Key Features	Evidence of Success
<i>Rio Grande High School</i> 2300 Arenal Rd. SW Albuquerque, NM 87105 P: (505) 873-0220 ext. 223 F: (505) 873-8523 Email: rghsravens@yahoo.com Web: www.rghs.aps.edu Contact: Carlos Chavez, Bilingual Program Director Grades served: 9-12	In 1998-1999: - Number of students served: 2,177 - Racial/ethnic breakdown: 85 percent Hispanic, 9 percent white, 4 percent American Indian, 2 percent other - English Language Learners: 69 percent, almost all of whom speak Spanish - Free/Reduced-Price Lunch: 54 percent	Title VII funds support the salary of the Home-School Liaison and the bilingual seal program.	- Rio Grande High School offers four levels of content-based ESL classes. - The school offers classes to improve students' Spanish literacy skills. - Language Assessment Scales, a commercial English-language test, identifies when students are ready to advance to another level. - The Home-School Liaison  - Seal text: "Bilingual Seal" (top), "Seal" (middle), "Bilingual Seal" (bottom) - Rio Grande is one of two high schools in the country that offers the bilingual seal. The seal demonstrates that students have mastered advanced high school requirements in both English and Spanish.	- In 1999, 40 students graduated from the bilingual program, 10 more than the year before. - In 1998-1999, 60 percent of Rio Grande graduates enrolled in two- or four-year colleges immediately after graduation. - Based on ELL's scores on the Gates-MacGintie Reading Test, between 1995 and 1998, students' reading skills improved as they moved through grades 9-12. - An external evaluation found that Rio Grande's Title VII program contributes to systemic education improvement schoolwide. - In 1999, 40 students received the bilingual seal on their diplomas. - In 1997, 30 students received the seal; the same number received it in 1998.

Program Name	Demographics	Federal Funding	Key Feature	Evidence of Success
<i>Roan Elementary School</i> Dalton Public Schools P.O. Box 1408 Dalton, GA 30722-1408 P: (706) 271-2621 F: (706) 226-4583 Email: <i>Sevans@www.dalton.k12.ga.us</i> Web: <i>www.dalton.k12.ga.us</i> Contact: Sheila Evans, Assistant Superintendent for Curriculum and Instruction Grades served: preK-2	In 1998-99: - Number of students served: 743 - Racial/ethnic breakdown: 74 percent Hispanic, 10 percent white, 13 percent African American, and 3 percent multiracial - English Language Learners: 25 percent - Free/Reduced-Price Lunch: 81 percent	- Roan Elementary School is a Title I schoolwide program. - Dalton Public Schools received a systemwide Title VII grant.	- Roan students receive at least three hours per day of reading instruction. - Roan uses Direct Instruction, a highly structured, phonics-based program that emphasizes decoding skills and mastery of material, as well as language development and comprehension skills. - Teachers assess students continuously and students proceed at their own pace. - ELLs participate in Roan's regular reading program and, based on their individual needs, also receive assistance from the school's ESL teachers. - Dalton has implemented a systemwide elementary Spanish foreign-language program for all students. - Roan has actively recruited bilingual personnel who are certified teachers.	- In May 2000, 87 percent of Roan first-graders read at or above grade level in English. - Of the 61 kindergartners who attended Roan's preK program and participated in Direct Instruction, 85 percent are reading at or above grade level.

Program Name	Demographics	Federal Funding	Key Feature	Evidence of Success
<i>School District of Philadelphia</i> Board of Education 21st Street S. and the Pkwy. Philadelphia, PA 19103 P: (215) 299-7791 F: (215) 299-7792 Email: mramirez@phila.k12.pa.us Web: www.phila.k12.pa.us Contact: Mary Ramirez, Director of the Office of Language Equity Issues Grades served: K-12	In 1999-2000: - Number of students served: 215,000 - Racial/ethnic breakdown: 63 percent African American, 20 percent white, 12 percent Hispanic, 5 percent Asian - English Language Learners: 10 percent - Free/Reduced-Price Lunch: 81 percent	The district uses Title I and Title VII funds to support professional development activities, including bilingual curriculum frameworks training, literacy workshops, and assessment training. Funds also support bilingual technical assistance and central office staff.	- The School District of Philadelphia has adopted a new standards-based program that emphasizes students' higher-order thinking skills. - ELL students are provided with testing accommodations to ensure that their performance reflects their knowledge of content areas rather than their knowledge of English. - The district assesses Spanish-speakers with <i>Apranda</i>, the Spanish-language version of the SAT-9.	- In 1999, testing accommodations made it possible for 82 percent of ELL students to take the district's assessment, compared with 56 percent in 1996. - The number of ELL students scoring at or above the basic proficiency level on the <i>Apranda</i> increased from 19 percent in 1996 to 34 percent in 1999.

Program Name	Demographics	Federal Funding	Key Features	Evidence of Success
<i>Science, Technology, Engineering, and Mathematics Institute (STEM)</i> George Washington University 707 22nd St. NW, Rm. 105 Washington, DC 20052 P: (202) 994-6529 F: (202) 994-2459 Email: cahsee@seas.gwu.edu Web: www.cahsee.org Contact: Charles Vela, Executive Director Grades served: 7-11	In 1998-1999: • Number of students served: 250 • Racial/ethnic breakdown: 67 percent Hispanic, 26 percent African American, 6 percent Asian, 1 percent other	• Many STEM students attend high-poverty schools that receive federal program funds. • STEM receives funding from NASA and various foundations.	• STEM works to increase the number of Hispanic high school students pursuing engineering and mathematics in college and for a career. • Students attend an intensive five-week summer instructional program. • Classes focus on mathematics and science instruction, emphasizing leadership skills and civic involvement. • Students receive individualized tutoring in addition to six hours of classroom instruction. • George Washington University donates office and classroom space to STEM.	• All eligible STEM participants have graduated from high school and have achieved, on average, a GPA of 3.4 on a 4.0 scale. • Forty-five percent of STEM students score over 1200 on the SATs. • Seventy percent of STEM students major in science or engineering in college—and 70 percent of these students enroll in a graduate school program within two years of finishing college.

Program Name	Demographics	Federal Funding	Key Features	Evidence of Success
<i>Success for All (SFA)/CIRC/BCIRC</i> <i>El Paso Independent School District</i> <i>(EPISD)</i> 11437 Gene Sarazen El Paso, TX 79936 P: (915) 595-5971 F: (915) 595-6747 Email: mecalde@aol.com Web: www.successforall.net Contact: Margarita Calderón, Project Director	In the EPISD's four SFA schools, in 1998-1999: - Racial/ethnic breakdown: 79 percent Hispanic - Free/Reduced-Price Lunch: 70 percent	The five elementary schools that participate in SFA are Title I schoolwide programs (four of these are EPISD; one is in the neighboring Socorro Independent School District).	- SFA improves students' reading and writing skills. - BCIRC is a Spanish bilingual adaptation of the program's Cooperative Integrated Reading and Composition (CIRC) curriculum. BCIRC focuses on Spanish-reading skills in making the transition to reading in English. - CIRC and BCIRC curricula include direct instruction in reading comprehension questions and integrated language arts and writing. - In El Paso, CIRC, BCIRC and SFA are aligned to the Texas state standards. - Schools assess students every eight weeks using tests linked to TAAS essential skills.	In 1998, a study of SFA in the nearby Yselta School District concluded: - CIRC students scored significantly higher on the TAAS writing scale than nonparticipants. - Four times as many BCIRC students met the district's third-grade exit criterion in reading in English as comparison students. Twice as many students met this criterion on the district's language exam.

Program Name	Demographics	Federal Funding	Key Features	Evidence of Success
TRIO Higher Education Programs U.S. Department of Education 1990 K St. NW, 7th Floor Washington, DC 20006-8510 P: (202) 502-7600 Email: OPE_TRIO@ed.gov Web: www.ed.gov	- Two-thirds of the students served by TRIO programs must come from families with incomes under \$26,000 (family of four), where neither parent has a bachelor's degree. - About 64 percent of TRIO students are members of minority ethnic groups; about 19 percent of all TRIO students are Hispanic. - About 2,300 TRIO programs serve 720,000 students between the ages of 11 and 27.	In FY 1999, TRIO received \$600 million in federal funds under Title IV of the Higher Education Act of 1965.	- Since 1964, TRIO has helped low-income students in middle school through postbaccalaureate programs enter and succeed in college. - TRIO includes eight federal programs, six of which provide competitive grant opportunities: Student Support Services, Upward Bound, Upward Bound Math/Science, Talent Search, Educational Opportunities Centers, and Ronald E. McNair Postbaccalaureate programs. - TRIO funds professional development through a training program and dissemination partnership activities.	Findings from a recent national evaluation of Upward Bound (the longest running TRIO program), one of the TRIO programs, show that students participating in the program: - Expect to complete more schooling - Take 17 percent more academic coursework Compared with a control group, Hispanic TRIO students: - Earned more high school credits - Were less likely to drop out of high school - Attended four-year colleges at higher rates

APPENDIX B

Appendix B

Resources for Serving Hispanic Students and Their Families

Research Organizations

The following organizations have studied and reported on some of the best practices in Hispanic education. Please contact the organization for more information.

Center for Applied Linguistics (CAL)

4646 40th Street, NW
Washington, DC 20016
telephone: (202) 362-0700
fax: (202) 362-3740
Internet: <http://www.cal.org>

Center for Research on Education, Diversity, and Excellence (CREDE)

University of California, Santa Cruz
1156 High Street
Santa Cruz, CA 95064
telephone: (831) 459-3500
fax: (831) 459-3502
Internet: <http://www.crede.ucsc.edu/>

Center for Research on the Education of Students Placed at Risk (CRESPAR)

Center for Social Organization of Schools
Johns Hopkins University
3003 North Charles Street, Suite 200
Baltimore MD 21218
telephone: (410) 516-8800
fax: (410) 516-8890
Internet: <http://scov.csos.jhu.edu/crespar/CRESPAR.html>

Center for the Study of Books in Spanish for Children and Adolescents

California State University, San Marcos
San Marcos, CA 92096-0001
telephone: (760) 750-4070
fax: (760) 750-4073
Internet: http://www.csusm.edu/campus_centers/csb/

Council of Chief State School Officers

1 Massachusetts Avenue NW, Suite 700
Washington, DC 20001-1431
telephone: (202) 408-5505
fax: (202) 408-8072
Internet: <http://www.ccsso.org>

The Education Trust
1725 K Street NW, Suite 200
Washington, DC 20006
telephone: (202) 293-1217
fax: (202) 293-2605
Internet: <http://www.edtrust.org>

Inter-University Program for Latino Research
University of Notre Dame
230 McKenna Hall
Notre Dame, IN 46556
telephone: (219) 631-9781
fax: (219) 631-3522
Internet: <http://www.nd.edu/~imp/r/>

National Clearinghouse for Bilingual Education
The George Washington University
Center for the Study of Language & Education
2011 Eye Street NW, Suite 200
Washington, DC 20006
telephone: (202) 467-0867
fax: (800) 531-9347, (202) 467-4283
E-mail: askncbe@ncbe.gwu.edu
Internet: <http://www.ncbe.gwu.edu>

National Latino Research Center
California State at San Marcos
5500 Campanile Drive
San Marcos, CA 92096-0001
telephone: (760) 750-3500
fax: (760) 750-3510
Internet: <http://www.csusm.edu/nlrc>

National Research Center on English Learning and Achievement
39 University at Albany
1400 Washington Avenue
Albany, NY 12222
telephone: (518) 442-5026
fax: (518) 442-5933
E-mail: cela@csc.albany.edu
Internet: <http://cela.albany.edu>

The Tomás Rivera Policy Center
1050 North Mills
Scott Hall, Room 130
Claremont, CA 91711
telephone: (909) 621-8897
fax: (909) 621-8898
Internet: <http://www.trpi.org>

USC Center for Multilingual, Multicultural Research
University of Southern California
Rossier School of Education
Waite Phillips Hall, Suite 402
Los Angeles, CA 90089-0031
telephone: (213) 740-2360
fax: (213) 740-7101
E-mail: cmmr@usc.edu
Internet: <http://www.usc.edu/dept/education/CMMR/>
Internet resource page: <http://www.usc.edu/~cmmr/BEResources.html>

Federal Government Resources

The federal government offers an array of information and technical assistance services for enhancing the education of Hispanic students.

Office of Bilingual Education and Minority Languages Affairs (OBEMLA)
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-6510
telephone: (202) 205-5463
Internet: <http://www.ed.gov/offices/OBEMLA>

Office of Migrant Education
U.S. Department of Education
400 Maryland Avenue, SW, Room 3E317
Washington, DC 20202-6135
telephone: (202) 260-1164
Internet: <http://www.ed.gov/offices/OESE/MEP>

White House Initiative on Educational Excellence for Hispanic Americans
400 Maryland Avenue, SW, Room 5E110
Washington, DC 20202
telephone: (202) 401-1411
fax: (202) 401-8377
Internet: <http://www.ed.gov/offices/OIIA/Hispanic>

Comprehensive Centers

Funded under the Improving America's Schools Act (IASA) of 1994, 15 Comprehensive Centers help recipients of IASA funds improve teaching and learning for all students by encouraging high standards, quality professional development, and the use of effective practices based on the latest research. Hispanic students benefit from the Centers' work with states, local education agencies, tribes, schools, and other recipients of IASA funds. Comprehensive Centers give priority to high-poverty schools and districts and IASA schools implementing schoolwide improvement programs.

Comprehensive Regional Assistance Centers
U.S. Department of Education
Office of Elementary and Secondary Education
400 Maryland Avenue, SW, Suite 3W242
Washington, DC 20202-6140
telephone: (202) 260-1816
Internet: <http://www.ed.gov/EdRes/EdFed/EdTechCtrs.html>

Region I

Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

New England Comprehensive Assistance Center (NECAC)
Region I Comprehensive Center
Education Development Center, Inc.
55 Chapel Street
Newton, MA 02458
telephone: (800) 332-0226 and (617) 618-2533
fax: (617) 965-6325
Internet: <http://www.edc.org/NECAC/>

Region II

New York State

New York Technical Assistance Center (NYTAC)
Region II Comprehensive Center
The Metropolitan Center for Urban Education
New York University
82 Washington Square East, Suite 72
New York, NY 10003
telephone: (800) 469-8224 or (212) 998-5100
fax: (212) 995-4199
Internet: <http://www.nyu.edu/education/metrocenter/>

Region III

Delaware, District of Columbia, Maryland, New Jersey, Ohio, Pennsylvania

Region III Comprehensive Center
The George Washington University
Center for Equity and Excellence in Education
1730 North Lynn Street, Suite 401
Arlington, VA 22209
telephone: (703) 528-3588 and (800) 925-3223
fax: (703) 528-5973
Internet: <http://ceee.gwu.edu/>

Region IV

Kentucky, North Carolina, South Carolina, Tennessee, Virginia, West Virginia

Region IV Comprehensive Center
Appalachia Educational Laboratory (AEL) - Arlington
1700 N. Moore Street, Suite 1275
Arlington, VA 22209
telephone: (800) 624-9120 or (304) 347-0400
fax: (304) 276-0266
Internet: <http://www.ael.org/>

Region V

Alabama, Arkansas, Georgia, Louisiana, Mississippi

Southeast Comprehensive Assistance Center (SECAC)
Southwest Educational Development Laboratory
3330 N. Causeway Boulevard, Suite 430
Metairie, LA 70002-3573
telephone: (504) 838-6861 or (800) 644-8671
fax: (504) 831-5242
Internet: <http://www.sedl.org/secac/>

Region VI

Iowa, Michigan, Minnesota, North Dakota, South Dakota, Wisconsin

Region VI Comprehensive Center
Wisconsin Center for Education Research
University of Wisconsin-Madison
1025 West Johnson Street
Madison, WI 53706
telephone: (608) 263-4220 or (888) 862-7763
fax: (608) 263-3733
Internet: <http://www.wcer.wisc.edu/ccvi/>

Region VII

Illinois, Indiana, Kansas, Missouri, Nebraska, Oklahoma

Region VII Comprehensive Center
University of Oklahoma
555 E. Constitution Street
Norman, OK 73072-7820
telephone: (405) 325-1729 or (800) 228-1766
fax: (405) 325-1824
Internet: <http://region7.ou.edu>

Region VIII

Texas

STAR Center (Support for Texas Academic Renewal),
Intercultural Development Research Association (IDRA)
5835 Callaghan Road, Suite 350
San Antonio, TX 78228-1190
telephone: (210) 444-1710 or (888) 394-7827
fax: (210) 444-1719
Internet: <http://www.starcenter.org/>

Region IX

Arizona, Colorado, Nevada, New Mexico, Utah

Southwest Comprehensive Regional Assistance Center
New Mexico Highlands University
1700 Grande Court, Suite 101
Rio Rancho, NM 87124
telephone: (800) 247-4269 or (505) 891-6111
fax: (505) 891-5744
Internet: <http://www.cesdp.nmhu.edu/>

Region X

Idaho, Montana, Oregon, Washington, Wyoming

Northwest Regional Education Laboratory
Comprehensive Center
101 Southwest Main Street, Suite 500
Portland, OR 97204
telephone: (503) 275-9587 or (800) 547-6339 ext. 653
fax: (503) 275-9625
Internet: <http://www.nwrac.org/>

Region XI
Northern California

Comprehensive Assistance Center
WestEd
300 Lakeside Drive
Oakland, CA 94612-3534
telephone: (510) 302-4263 or (800) 645-3276
fax: (510) 302-4242
Internet: <http://www.wested.org/cc/>

Region XII
Southern California

Southern California Comprehensive Assistance Center,
Los Angeles County Office of Education
9300 Imperial Highway
Downey, CA 90242-2890
telephone: (562) 922-6343
fax: (562) 940-1798
Internet: <http://SCCAC.lacoe.edu/>

Region XIII
Alaska

Alaska Comprehensive Regional Assistance Center (AKRAC)
South East Regional Resource Center
210 Ferry Way
Juneau, AK 99801
telephone: (907) 586-6806
fax: (907) 463-3811
Internet: <http://akrac.k12.ak.us>

Region XIV
Florida, Puerto Rico, and the Virgin Islands

Region XIV Comprehensive Assistance Center at Educational Testing Service (ETS)
1000 North Ashley Drive, Suite 312
Tampa, FL 33602
telephone: (800) 241-3865
fax: (813) 228-0632
Internet: <http://www.ets.org/ccxiv/>

Region XV

Hawaii, American Samoa, Commonwealth of the Northern Mariana Islands,
Federated States of Micronesia, Guam, Republic of the Marshall Islands, Republic of Palau

Pacific Resources for Education and Learning (PREL)

Alii Place, 1099 Alakea Street, 25th Floor

Honolulu, HI 96813

telephone: (808) 441-1300

fax: (808) 441-1385

Internet: <http://www.prel.org>

Parent Information and Resource Centers

The Goals 2000: Educate America Act of 1994 authorized state-level parent information and resource centers to aid in strengthening partnerships between parents and professionals in meeting the educational needs of children.

Special Education Action Committee, Inc.

600 Bel Air Boulevard, Suite 210

Mobile, AL 36606-3501

telephone: (334) 478-1208

fax: (334) 473-7877

Internet: <http://www.hsv.tis.net/~seachsv>

<http://home.hiway.net/~seachsv>

Fairbanks Native Association

Alaska Family Partnership

201 First Avenue, Suite 200

Fairbanks, AK 99701-4848

telephone: (907) 451-4323

fax: (907) 451-4331

Internet: www.alaskafamily.org

Chandler Education Foundation, Inc.

1525 W. Frye Road

Chandler, AZ 85224-2066

telephone: (480) 812-7632

fax: (480) 812-7015

Center for Effective Parenting

Department of Pediatrics

800 Marshall Street

Little Rock, AR 72202

telephone: (501) 320-4605

fax: (501) 320-1588

Internet: www.parenting-ed.org

San Diego State University Foundation in behalf of the
June Burnett Institute
California Parent Center
6310 Alvarado Court
San Diego, CA 92120
telephone: (877) 9PARENT (CA only)
(619) 594-3333
fax: (619) 287-6756

Native American Parental Assistance Program
Project NAPAP
Ahmium Education, Inc.
P.O. Box 366
San Jacinto, CA 92383
telephone: (909) 654-2781
fax: (909) 654-3089
Internet: <http://www.ahmium.com>

Colorado Parent Information and Resource Center
Clayton Foundation
1445 Market Street, #350
Denver, CO 80202
telephone: (303) 820-5634
fax: (303) 820-5656
Internet: <http://www.cpric.org>

CT Parents Plus
United Way of Connecticut
1344 Silas Deane Highway
Rocky Hill, CT 06067
telephone: (860) 571-7500
fax: (860) 571-6530
Internet: www.ctparentsplus.org

Delaware Parent Education Resource Center
Child, Inc.
507 Philadelphia Pike
Wilmington, DE 19809-2177
telephone: (302) 762-8989
fax: (302) 762-8983

Greater Washington Urban League
3501 14th Street, NW
Washington, DC 20010
telephone: (202) 291-1230
fax: (202) 291-8200
Internet: <http://www.gwul.org>

Family Network on Disabilities of Florida, Inc.
2735 Whitney Road
Clearwater, FL 33760-1610
telephone: (727) 523-1130
fax: (727) 523-8687

Florida Center for Parent Involvement
Center of Excellence
7406 Dixon Avenue
Tampa, FL 33604
telephone: (813) 238-5873
fax: (813) 237-3729

Communities in Schools of Georgia
615 Peachtree Street, Suite 500
Atlanta, GA 30308
telephone: (404) 897-2396
(404) 897-2392
fax: (404) 888-5789

Parental Training Resource Assistance Center
Albany/Dougherty Community Partnership for Education
P.O. Box 1726
Albany, GA 31702-1726
telephone: (912) 888-0999
fax: (912) 888-2664
Internet: <http://www.adpartnership.org>

Hawaii Parental Information and Resource Center Project
Parents and Children Together
145 Linapuni Street
Honolulu, HI 96819
telephone: (808) 841-6177
fax: (808) 841-1485/1779
Internet: <http://www.pirc-hi.org>

Pacific Resources for Education and Learning (PREL)
1099 Alakea Street, 25th Floor
Honolulu, HI 96813-4500
telephone: (808) 441-1300 Main Line
fax: (808) 441-1385
Internet: www.prel.hawaii.edu

Family Advocate Program
3010 W. State Street
P.O. Box 8808
Boise, ID 83707-2808
telephone: (208) 345-3344
fax: (208) 345-3700

Illinois Family Education Center
Academic Development Institute
121 North Kickapoo Street
Lincoln, IL 62656
telephone: (217) 732-6462
fax: (217) 732-3696
Internet: www.adi.org

Indiana Center for Family, School & Community Partnerships
4755 Kingsway Drive, Suite 105
Indianapolis, IN 46205
telephone: (317) 205-2595
fax: (317) 251-7488
Internet: www.partners-in-learning.org

Iowa Parent Resource Center
The Higher Plain, Inc.
1025 Penkridge Drive
Iowa City, IA 52246
telephone: (319) 354-5606
fax: (319) 354-5345

Keys for Networking, Inc.
117 SW 6th Avenue
Topeka, KS 66603
telephone: (785) 233-8732
fax: (785) 235-6659
Internet: www.keys.org

Parental Assistance Program
Licking Valley Community Action Program
203 High Street
Flemingsburg, KY 41041
telephone: (606) 845-0081
fax: (606) 845-0418
Internet: <http://www.kyparentinfo.org>

YWCA/Louisiana Family
Assistance Network
3180 Convention Street
East Baton Rouge, LA 70806
telephone: (225) 388-0026
fax: (225) 336-0701
Internet: www.la-fan.org

Family Resource Project
Maine Parent Federation, Inc.
P.O. Box 2067
Augusta, ME 04338-2067
telephone: (207) 582-3638
fax: (207) 582-3638

The Family Works
Child Care Connection, Inc.
8300 Colesville Road
Silver Spring, MD 20910
telephone: (301) 608-8173
fax: (301) 608-8174
Internet: www.familyworks.org

Parent's Place-Parents Learning About Children's Education
1135 Tremont Street, Suite 420
Boston, MA 02120
telephone: (617) 236-7210
fax: (617) 572-2094

Families United for Success
Life Services System of Ottawa County, Inc.
160 South Waverly Road
Holland, MI 49423
telephone: (616) 396-7566
fax: (616) 396-6893
Internet: <http://www.iserv.net/~lsf-cis>

Minnesota Parents Center
Connecting Families with Their Children's School
4826 Chicago Avenue
Minneapolis, MN 55417-1098
telephone: (612) 827-2966
fax: (612) 827-3065
Internet: <http://www.pacer.org>

Mississippi Forum on Children & Families
737 North President Street
Jackson, MS 39202
telephone: (601) 355-4911
fax: (601) 355-4813

Literacy Investment for Tomorrow-Missouri (LIFT)
500 Northwest Plaza, Suite 601
St. Ann, MO 63074-2221
telephone: (800) 729-4443
fax: (314) 291-7385
Internet: www.literacy.kent.edu/~missouri

Women's Opportunity and Resource Department (WORD)
127 N. Higgins
Missoula, MT 59802
telephone: (406) 543-3550
fax: (406) 721-4584

Nebraska SPRING Network
Family Resource Center Coalition of Nebraska, Inc.
6949 S. 110 Street
Omaha, NE 68128
telephone: (402) 597-4839
fax: (402) 597-4828

Blue Valley Community Action, Inc.
P.O. Box 273
Fairbury, NE 68352
telephone: (888) 550-3722

Sunrise Children's Hospital Foundation
3196 South Maryland Parkway, #307
Las Vegas, NV 89109
telephone: (702) 731-8373
fax: (702) 731-8372
Internet: <http://www.sunrise.org>

Building Family Strengths
Parent Information Center
P.O. Box 2405
Concord, NH 03302-2405
telephone: (603) 224-7005
(800) 947-7005 (NH only)
fax: (603) 224-4365
Internet: <http://www.taalliance.org/ptis/nhpic>

Prevent Child Abuse
New Jersey Chapter, Inc.
35 Halsey Street, Suite 300
Newark, NJ 07102-3031
telephone: (973) 643-3710
fax: (973) 643-9222
Internet: <http://www.preventchildabuse.org>

Prevent Child Abuse Headquarters
103 Church Street, Suite 210
New Brunswick, NJ 08901
telephone: (732) 246-8060
fax: (732) 246-1776

Parents Reaching Out to Help (PRO)
1000-A Main Street
Los Lunas, NM 87031
telephone: (505) 865-3700
fax: (505) 865-3737

State University of New York at Geneseo
One College Circle
Geneseo, NY 14454
telephone: (716) 245-5681/5211
fax: (716) 245-5680
Internet: <http://www.geneseo.edu>

Parent Partners
Exceptional Children's Assistance Center
P.O. Box 16
Davidson, NC 28036
telephone: (704) 892-1321
fax: (704) 892-5028
Internet: <http://www.ecac-parentcenter.org>

Pathfinder Service of North Dakota
1600 Second Avenue, SW
Minot, ND 58701
telephone: (888) 7ND-PASS
fax: (701) 837-7548
Internet: www.pathfinder.minot.com

Ohio Parent Information and Resource Center
Lighthouse Youth Services, Inc.
5812 Madison Road, #3
Cincinnati, OH 45227
telephone: (513) 272-0273
(800) 686-1738
fax: (513) 272-0284
(513) 272-2485
Internet: <http://www.lys.org/ohiopirc>

Parents as Partners in Education
Eagle Ridge Institute
601 N.E. 63rd Street
Oklahoma City, OK 73105
telephone: (405) 840-1359
fax: (405) 840-5086

Oregon Parent Information and Resource Center
3417 NE 7th Street
Portland, OR 97212
telephone: (503) 282-1975
fax: (503) 282-1986
Internet: www.nwrel.org/pirc/index.html

Southwestern Pennsylvania Parental Assistance Center Project
Community Action Southwest
22 West High Street
Waynesburg, PA 15370
telephone: (412) 852-2893
fax: (412) 627-7713

Rhode Island Parent Information Network, Inc.
Parental Assistance Center
175 Main Street
Pawtucket, RI 02860
telephone: (401) 727-4144
(800) 464-3399 (RI only)
fax: (401) 727-4040
Internet: www.ripin.org

South Carolina Parent Assistance Project
1338 Maine Street, Suite 602
P.O. Box 11644
Columbia, SC 29211
telephone: (803) 256-4670
fax: (803) 256-8093

Black Hills Parent Resource Network
Black Hills Special Services Foundation
P.O. Box 218
Sturgis, SD 57785
telephone: (605) 347-4467
(800) 219-6247
fax: (605) 347-5223
Internet: <http://www.ty.net/prn>

Parents First
NashvilleREAD, Inc.
1701 Westend Avenue, Suite 100
Nashville, TN 37203
telephone: (615) 255-4982
fax: (615) 255-4783
Internet: <http://www.nashvilleread@aol.com>

Mental Health Association in Texas
8401 Shoal Creek Boulevard
Austin, TX 78757
telephone: (512) 454-3706
fax: (512) 454-3725
Internet: <http://www.mhatexas.org>

PTA
Utah Center for Families in Education
1037 East South Temple
Salt Lake City, UT 84102
telephone: (801) 359-3875
fax: (801) 537-7827
Internet: www.utahfamilycenter.org

Vermont Family Resource Partnership
Addison County Parent Child Center
P.O. Box 646
Middlebury, VT 05753
telephone: (802) 388-3171
fax: (802) 388-1590
Internet: <http://www.sover.net/acpcc>

Monroe Elementary School
520 W. 29th Street
Norfolk, VA 23508
telephone: (757) 441-2045
fax: (757) 441-2031

Children's Home Society of Washington
201 South 34th Street
Tacoma, WA 98408
telephone: (253) 472-3355
fax: (253) 475-8377

Family Connection
1837 Listraria Avenue or
P.O. Box 3248
Morgantown, WV 26503-3248
or:
1000 Elmer Prince Drive
Morgantown, WV 26505
telephone: (800) 814-5534
fax: (304) 296-2291

Parents Plus
United Health Group of Wisconsin
P.O. Box 452
Menasha, WI 54952-0452
telephone: (414) 729-1787
fax: (414) 751-5038

Parent Education Network (PEN)
5 N. Lobban Street
Buffalo, WY 82834
telephone: (877) 900-9736
fax: (307) 684-5314

Regional Educational Laboratories

These laboratories, administered by the U.S. Department of Education's Office of Educational Research and Improvement, work with state and local educators to design research and development-based training programs, processes, and products for educators and policymakers.

Northeast and Islands Region

Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont, Puerto Rico, Virgin Islands

Northeast and Islands Regional Educational Laboratory at Brown University
222 Richmond Street, Suite 300
Providence, RI 02903-4226
telephone: (401) 274-9548 or
(800) 521-9550
fax: (401) 421-7650
Internet: <http://www.lab.brown.edu>

Southeastern Region

Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina

The Regional Educational Laboratory at SERVE

1100 W. Market Street, Suite 300

Greensboro, NC 27403

telephone: (336) 334-3211

(800) 755-3277

fax: (336) 334-3268

E-mail: info@serve.org

Internet: <http://www.serve.org>

Midwestern Region

Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, Wisconsin

North Central Regional Educational Laboratory

1900 Spring Road, Suite 300

Oak Brook, IL 60523-1480

telephone: (630) 571-4700

fax: (630) 571-4716

E-mail: info@ncrel.org

Internet: <http://www.ncrel.org>

Pacific Region

Hawaii, American Samoa, Commonwealth of the Northern Mariana Islands,
Federated States of Micronesia, Guam, Republic of the Marshall Islands, Republic of Palau

Pacific Resources for Education and Learning (PREL)

1099 Alakea Street, 25th Floor

Honolulu, HI 96813-4500

telephone: (808) 441-1300

fax: (808) 441-1441

Internet: <http://www.prel.hawaii.edu>

Southwestern Region

Arkansas, Louisiana, New Mexico, Oklahoma, Texas

Southwest Educational Development Laboratory

211 East 7th Street

Austin, TX 78701-3281

telephone: (512) 476-6861

(800) 476-6861

fax: (512) 476-2286

E-mail: info@sedl.org

Internet: <http://www.sedl.org>

Central Region

Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, Wyoming

Mid-Continent Research for Education and Learning
2550 South Parker Road, Suite 500
Aurora, CO 80014-1678
telephone: (303) 337-0990
fax: (303) 337-3005
E-mail: info@mcrel.org
Internet: <http://www.mcrel.org>

Appalachia Region

Kentucky, Tennessee, Virginia, West Virginia

Appalachia Educational Laboratory, Inc. (AEL)
1031 Quarrier Street
Charleston, WV 25301
telephone: (304) 347-0400
(800) 624-9120
fax: (304) 347-0487
E-mail: eidell@ael.org
Internet: <http://www.ael.org>

Western Region

Arizona, California, Nevada, Utah

WestEd
730 Harrison Street
San Francisco, CA 94107
telephone: (415) 565-3000
fax: (415) 512-2024
Internet: <http://www.wested.org>

Northwestern Region

Alaska, Idaho, Montana, Oregon, Washington

Northwest Regional Educational Laboratory (NWREL)
101 SW Main Street, Suite 500
Portland, OR 97204
telephone: (503) 275-9500
(800) 547-6339
fax: (503) 275-0452
E-mail: info@nwrel.org
Internet: <http://www.nwrel.org>

Mid-Atlantic Region
Delaware, District of Columbia, Maryland, New Jersey, Pennsylvania

Mid-Atlantic Laboratory for Student Success (LSS)
933 Ritter Annex
1301 Cecil B. Moore Avenue
Philadelphia, PA 19122
telephone: (215) 204-3000
fax: (215) 204-5130
E-mail: lss@vm.temple.edu
Internet: <http://www.temple.edu/departments/lss>

Other Organizations

The following lists subject-specific organizations that are open to teachers and other educators. All have developed and disseminated standards for their academic fields as they relate to Hispanic education. Some have state affiliates or chapters. Please contact them directly for further information.

The Association for Supervision and Curriculum Development
1703 North Beauregard Street
Alexandria, VA 22311-1714
telephone: (703) 578-9600
(800) 933-ASCD
fax: (703) 575-5400
Internet: <http://www.ascd.org>

Hispanic Association of Colleges and Universities
8415 Datapoint Drive, Suite 400
San Antonio, TX 78229
telephone: (210) 692-3805
fax: (210) 692-0823
E-mail: HACU@HACU.net
Internet: <http://www.hacu.net>

Hispanic Scholarship Fund
1 Sansome Street, Suite 1000
San Francisco, CA 94104
telephone: (877) HSF-INFO
E-mail: info@hsf.net
Internet: <http://www.hsf.net>

League of United Latin American Citizens (LULAC)
2000 L Street, NW, Suite 610
Washington, DC 20036
telephone: (202) 833-6130
Internet: <http://www.lulac.org>

Mexican American Legal Defense and Education Fund (MALDEF)
Parent Leadership Program
National Headquarters
Los Angeles Regional Office
634 South Spring Street, 11th Floor
Los Angeles, CA 90014
telephone: (213) 629-2512
fax: (213) 629-0266
Internet: <http://www.maldef.org>

National Association for Bilingual Education
1220 L Street, NW, Suite 605
Washington, DC 20005-4018
telephone: (202) 898-1829
fax: (202) 789-2866
E-mail: NABE@nabe.org
Internet: <http://www.nabe.org>

National Council of La Raza
1111 19th Street NW, Suite 1000
Washington, DC 20036
telephone: (202) 785-1670
fax: (202) 776-1792
Internet: <http://www.nclr.org>

Teachers of English to Speakers of Other Languages, Inc.
700 S. Washington Street, Suite 200
Alexandria, VA 22314
telephone: (703) 836-0774
fax: (703) 836-7864
Internet: <http://www.tesol.edu>

APPENDIX C

Appendix C

Additional Resources: Publications and U.S. Department of Education Idea Books

Publications

The following publications contain information to help educators create quality educational programs that help Hispanic students to reach high standards.

August, D., Hakuta, K., Olguin, F., & Pompa, D. (1995). *LEP students and Title I: A guidebook for educators*. Washington, DC: National Clearinghouse for Bilingual Education.

Crawford, J. (1997). *Best evidence: Research foundations of the Bilingual Education Act*. Washington, DC: National Clearinghouse for Bilingual Education.

~~Fisher~~, M., Perez, S.M., Gonzalez, B., Njus, J., & Kamasaki, C. (1998). *Latino education status and prospects: State of Hispanic America 1998*. Washington, DC: National Council of La Raza.

Funkhouser, J., Stief, E., & Allen, S. (1998). *Title I school-parent compacts: Supporting partnerships to improve learning, final report*. Washington, DC: U.S. Department of Education.

Garcia, E. (no date). *Education of linguistically and culturally diverse students: Effective instructional practices* (Educational practice report 1). Santa Cruz, CA: The National Center for Research in Cultural Diversity and Second Language Learning.

McCollum, H., & Russo A.W.W. (1993). *Model strategies in bilingual education: Family literacy and parent involvement*. Washington, DC: U.S. Department of Education.

McLeod, B. (1996). *School reform and student diversity: Exemplary schooling for language minority students*. Washington, DC: National Clearinghouse for Bilingual Education.

Office of Bilingual Education and Minority Language Affairs. (1995). *How Title I and Title VII can work together to improve the performance of limited English proficient students*. Washington, DC: U.S. Department of Education.

Office for Civil Rights. (1999). *Programs for English language learners*. Washington, DC: U.S. Department of Education.

President's Advisory Council Commission on Educational Excellence for Hispanic Americans. (1996). *Our nation on the fault line: Hispanic American education*. Washington, DC: Author.

- Rivera, R., & Nieto, S. (Eds.). (1993). *The education of Latino students in Massachusetts: Issues, research, and policy implications*. Boston: The University of Massachusetts Press.
- Teachers of English to Speakers of Other Languages. (1996). *Promising futures: ESL standards for pre-K-12 students*. Alexandria, VA: Author.
- Thomas, W.P., & Collier, V. (1997). *School effectiveness for language minority students*. Washington, DC: National Clearinghouse for Bilingual Education.
- The Tomas Rivera Center. (1993). *Resolving a crisis in education: Latino teachers for tomorrow's classrooms*. Claremont, CA: Author.
- U.S. Department of Education. (1998). *Improving opportunities: Strategies from the Secretary of Education for Hispanic and limited English proficient students*. Washington, DC: Author.
- White House Initiative on Educational Excellence for Hispanic Americans. (no date). *What works for Latino youth* (Preliminary draft). Washington, DC: Author.

U.S. Department of Education Idea Books

These U.S. Department of Education Idea Books provide information on improving important program components in schools and districts that serve Hispanic students. Many of these publications are available on the Department's website, www.ed.gov.

- U.S. Department of Education. (1995). *Extending learning time for disadvantaged students*. Washington, DC: Author.
- U.S. Department of Education. (1995). *Raising the achievement of secondary school students*. Washington, DC: Author.
- U.S. Department of Education. (1997). *Family involvement in children's education: Successful local approaches*. Washington, DC: Author.
- U.S. Department of Education. (1997). *Roles for education paraprofessionals in effective schools*. Washington, DC: Author.
- U.S. Department of Education. (1998). *Even Start programs serving mobile and migrant populations*. Washington, DC: Author.
- U.S. Department of Education. (1998). *An Idea Book on planning, volumes 1 and 2*. Washington, DC: Author.