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ABSTRACT

A study was done to evaluate Partners for Valued Youth (PVY), an instructional cross-age tutoring program in San Antonio (Texas) designed to reduce dropout rates among Hispanic limited-English proficient (LEP) middle-school children, who are at risk of leaving school. The program has these students tutor younger, elementary school students. The evaluation used psychometric measures and surveys of the 74 tutors who participated in the PVY for 2 years as seventh and eighth graders, respectively, and 92 middle school students who served as a comparison control group. The impact of PVY on the dropout rate was positive, with only one percent of tutors dropping out and 12 percent from the control group dropping out. Teachers also observed tutors developing career goals with only 10 percent not knowing what they wanted for a future career. Data on tutees show higher test scores in all areas and decreased disciplinary referrals. After participation in PVY, tutors had significantly higher reading grades than the comparison group. At the end of 2 years of program participation, there were no significant differences between the tutors and the comparison group in any of the six achievement test areas. Included are 26 tables and 70 figures. Appendices list procedures for identification, assessment, and placement of LEP students; means for tutors and controls; student comments from the study survey; parent comments; teacher comments; site evaluation figures; the study questionnaire; focus group comments; tutors' journal comments; and a glossary. (75 references) (JB)

Partners for Valued Youth

Dropout Prevention Strategies for At-Risk Language Minority Students

Final Technical Report

for the US Department of Education
Office of Bilingual Education
and Minority Language Affairs

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Partners for Valued Youth

Dropout Prevention Strategies for At-Risk Language Minority Students

A Technical Report from the Innovative Approaches Research Project

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Final Technical Report
Partners for Valued Youth: Dropout Prevention Strategies for At-Risk language Minority Students

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EXECUTIVE SUMMARY

The Intercultural Development Research Association (IDRA), in collaboration with school district personnel, has developed an instructional program designed to reduce dropout rates among Hispanic middle-school children who are limited-English proficient (LEP) and who are at risk of leaving school. The Partners for Valued Youth (PVY) program is modeled after a cross-age tutoring program designed by IDRA in 1984 and successfully implemented between 1984-88 in collaboration with five school districts in San Antonio, Texas. In June 1990, The Coca-Cola Foundation announced a five-year grant in support of expanding the program into five areas of the country: San Antonio and McAllen, Texas; Southern California, New York and Florida.

Partners for Valued Youth (PVY) is a cross-age tutoring program: at-risk middle school students tutor younger, elementary school students. Key powerful benefits accrue for both the tutors and the students being tutored. Tutors sharpen their basic academic and social skills, increase their self-pride, develop a better attitude toward school and teachers, and are motivated to stay in school. Youngsters who are tutored experience learning in a comfortable and non-threatening climate, often developing powerful bonds with their tutors.

PVY is based on this proven teaching-learning process. In addition, PVY includes a key feature: tutors are limited-English-proficient students who are at risk of dropping out of school. When placed in a responsible tutoring role and supported in their efforts, tutors gain important social and academic benefits. Simply stated, "He who teaches, learns."

PVY OBJECTIVES AND RESEARCH QUESTIONS

The PVY program has the following critical objectives: (a) reduce dropout rates, (b) enhance students' basic academic skills, (c) strengthen students' perception of self and school, (d) decrease student truancy, (e) reduce student disciplinary referrals, and (f) form school-home-community partnerships to increase the level of support available to students. By addressing these objectives, the PVY program is designed to keep students in school and help students set goals that make continued attendance meaningful. In order to examine the effect of the program, seven questions guided the research:

(1) How is the cross-age tutoring program actually implemented at each site?

(2) Does the cross-age tutoring program have an effect on the dropout rate of the tutors when compared to the dropout rate of the comparison group?

(3) Does the cross-age tutoring program have an effect on the tutee's academic achievement, language proficiency, self-concept, attitude toward school, attendance and disciplinary record?

(4) Does the cross-age tutoring program have an effect on the tutor's academic achievement, language proficiency, self-concept, attitude toward school, attendance and disciplinary record?

(5) Do the effects of the cross-age tutoring program on academic achievement, language proficiency, self-concept, attitude toward school, attendance and disciplinary record vary by type/quality of class attended, number/quality of tutoring sessions, number/quality of field trips, number/quality of role models and number/quality of parent involvement sessions?

(6) In what school context (e.g., school climate, school leadership, per pupil expenditures, and mobility and transfer rates) is the cross-age tutoring program implemented at each site?

(7) How do school context variables affect the implementation of the cross-age tutoring program?

The Partners for Valued Youth program had a positive effect on the lives of most of the participants. The psychometric measures and the surveys of the participants are positive. Tutors have a better self-concept, have more positive perceptions of school quality, are receiving better reading grades, and, have a greater sense of responsibility. Tutor wages and the attendant recognition of their work appears to be a critical component, especially in light of most of the tutors' financial constraints. It appears also that tutors' realization that they have made a positive impact on another person has tremendous drawing and staying power.

PVY IMPLEMENTATION

The PVY model was implemented in two public school districts in San Antonio, Texas having low property wealth and large concentrations of Hispanic and limited-English-proficient students. A total of 101 high risk middle school students tutored 485 elementary school tutees.

Each tutor was assigned tutees who were selected by their elementary school teachers as needing help with their basic skills. In addition, a comparison group of students was randomly selected in order to examine the impact of the program on at-risk students. Both tutors and

comparison group students were selected on the basis of two criteria: (1) limited-English-proficiency (LEP) as defined by the State of Texas guidelines, and (2) reading below grade level.

THE PVY MODEL

The PVY model has three levels that incorporate all the major features: the philosophical base, the instructional strategy, and the support strategy. Visually, the model has three cylindrical layers, with the philosophical underpinnings providing a wide base for the instructional and support strategy.

Philosophical Base

The following philosophical tenets are basic to PVY:

1. All students can learn.
2. All students are valued by the school.
3. All students can actively contribute to their own education and that of others.
4. All students, parents and teachers have a right to participate fully in creating and maintaining excellent schools.
5. Excellence in schools contributes to individual and collective economic growth, stability and advancement.
6. Commitment to educational excellence is created by including students, parents and teachers in setting goals, making decisions, monitoring progress and evaluating outcomes.
7. Students, parents and teachers must be provided extensive, consistent support in ways that allow students to learn, teachers to teach and parents to be involved.

Instructional Strategy

The instructional strategy incorporates five major components: (1) **classes for student tutors**, (2) **tutoring sessions**, (3) **field trips**, (4) **role modeling** and (5) **student recognition**.

Component I: Classes for Student Tutors

Classes are planned and taught by the teacher coordinator once a week in order to develop and enhance the students' tutoring skills. Through this course it is expected that tutors will:

1. develop tutoring skills enabling them to become successful student tutors;
2. improve reading, writing and other subject matter skills enabling them to teach these skills to elementary school students; and
3. develop self-awareness and pride.

Component 2: Tutoring Sessions

After an initial observation period in the elementary classroom during which students make note of discipline techniques, classroom management systems and materials use, the tutors begin tutoring a minimum of four hours per week.

The student tutors, who usually receive the federal minimum wage for their efforts, are expected to adhere to the employee guidelines of their host school. Their primary responsibility is to work in a one to three ratio with tutees. Each tutor is treated as an adult, with adult responsibilities, but is also provided teacher supervision and support.

This component has two underlying assumptions: (1) both the elementary- and secondary-age students need to improve their basic skills; and (2) the principals of both campuses agree to operate and support the cross-age tutoring program.

Component 3: Field Trips

Field trips are designed to expose students to economic and cultural opportunities in the broader community. Through at least two planned field trips throughout the year, students expand their horizons beyond the classroom and recognize the interrelationship between schooling and the wider community.

Component 4: Role Models

An important component of the program involves the identification of adults who are considered successful in their fields and who represent students' ethnic background(s). One powerful kind of modeling can be provided by a person who overcame serious barriers to survival and success. Role modeling happens through invited speakers, teachers and other personnel involved in the program, and any other person that spends a significant amount of time with the students.

Component 5: Student Recognition

Students are acknowledged for their efforts and contributions made while fulfilling their responsibilities as tutors. Throughout the year, students receive t-shirts, caps, certificates of merit and appreciation; are invited on field trips with their tutees; receive media attention; and are honored at a luncheon or supper. Students experience, through these events, the importance of their tutoring to the school and the district.

A yearly awards ceremony brings together students, school personnel, parents and community leaders with students receiving special recognition for their responsibilities as tutors.

Support Strategy

The five major components of the instructional strategy require a parallel set of activities and functions in support of the program. These are **curriculum, coordination, staff enrichment, parental involvement, and evaluation.**

Component 1: Curriculum

The primary goal of the base curriculum is meeting the needs of the tutors. Its objectives are improving the students' self-concept, tutoring skills and literacy skills. The curriculum offers an opportunity for praxis -- an ongoing interplay between the action (tutoring) and reflection.

Component 2: Coordination

Coordination provides a planned and structured design and is crucial to establishing and continuing educational as well as program goals, objectives, and activities. A PVY implementation team with clear definition of roles is imperative to the success of the program.

Component 3: Staff Enrichment

The goal of staff enrichment is to create a cohesive group that is dedicated and committed to success, and that has high expectations for the students and their peers.

Component 4: Involvement

Empowering minority and disadvantaged students requires involving parents in meaningful school activities. Activities with parents include a meeting to enlist their understanding of and support for the program's goals. A vigorous and personal outreach plan is also needed in which

a bilingual outreach person who is culturally sensitive, visits parents' homes, especially those without a phone or who have not participated in parent activities.

Component 5: Evaluation

Program evaluation serves (1) to monitor PVY operations and develop on-course corrective action as needed, and (2) to document the results of PVY implementation. Both quantitative and qualitative measures are used to gauge student progress.

PVY IMPACT

Effect on Dropout Rate

Dropout rates among tutors and comparison group students differed markedly: one percent (N=1) among tutors versus 12% (N=11) among comparison group students.

Teacher coordinators rated their tutors' desire to graduate at 58% before tutoring began; 62%, after Year 1; 72%, after Year 2. After Year 1 ninety-eight percent of tutors' parents thought it was very important that their child graduate from high school.

During the course of the program, teachers observed tutors developing career goals. After two years in PVY, one out of five tutors want to be teachers; one out of ten want to be doctors; the rest want to be in law enforcement, lawyers, coaches, architects, detectives or designers. Only 10% did not know what they wanted for their future career.

Effect on Tutees'

Because PVY primary objectives focus on tutors rather than on tutees, the research effort did not include a comparison tutee group. The effects of PVY on tutees can be generally assessed if interpretations of available data are made with caution.

Tutees who participated in the program during the 1988-1989 school year had higher posttest scores for the state mandated writing test, and the science and social studies achievement tests. Language proficiency scores in English were higher after tutoring.

Tutees who participated in the PVY during the 1989-1990 school year, increased in every posttest score. Mathematics, reading and English average grades were higher after tutoring. Achievement test scores in language, mathematics and the composite score were significantly higher after tutoring. The average number of absences decreased significantly after tutoring in

Year 2 of PVY. No disciplinary records were available in Year 1. In Year 2, disciplinary action referrals were significantly lower after tutoring.

Effect on Tutors

After participation in PVY (Years 1 and 2), tutors had significantly higher reading grades than the comparison group. Year 1 tutors also had higher grade averages in mathematics and English than the comparison group students.

In Year 1, the comparison group scored higher than the tutors in all three subtests of the Texas Educational Assessment of Minimal Skills (TEAMS); reading, mathematics and writing. Posttest scores were significantly higher in mathematics and writing. No TEAMS tests were available in Year 2.

At the end of Year 1 and 2, there were no significant differences between the tutors and the comparison group in any of the six achievement test areas -- mathematics, reading, language, science, social studies and the composite score. However, in both years, tutors had higher normal curve equivalent (NCE)* means than the comparison group for mathematics, language, and the composite score. Also, reading achievement test scores were higher for the tutor group during the second year of the project. Significant differences were also evident among campuses.

There were no significant differences in absenteeism between tutors and comparison students for Years 1 and 2. At Baseline, tutors had a higher mean absentee rate than the comparison group. At the end of Year 1, tutors lowered their mean absentee rate while the comparison group raised theirs. Year 2 tutors raised their mean absentee rate while the comparison group lowered theirs.

No disciplinary records were available for Year 1. However, from Year 1 to Year 2, tutors lowered their mean disciplinary action referral rate while the comparison group raised theirs.

At Baseline, tutors had higher total self-concept and quality of school life scores than the comparison group. After Year 1, tutors had significantly higher total self-concept and quality of school life scores than the comparison group. No significant differences were found in Year 2.

I should be noted that self-concept was measured with the Piers-Harris children's Self-Concept Scale. The Quality of School Life Scale measured children's attitudes toward school. (See Appendix J for further details.)

* Normal cure equivalents are based on an equal-internal scale allowing for a meaningful comparison between different achievement tests. The normal curve is represented on a scale of 1 to 99 with a mean of 50 and a standard deviation of 21.

In the area of language proficiency, tutors increased their perceived understanding, reading, writing and speaking Spanish for both program years. Tutors decreased their perceived understanding, reading, writing and speaking English for both years. When interpreted in tandem with the tutors' higher reading grades, it is likely that this finding of lower perceived abilities in English is due to the tutors' increased awareness of a gap in their knowledge of English. In other words, tutors realized through the tutoring sessions that they were not as proficient in English as they previously thought.

Participant perceptions of the PVY program were very positive with tutors reporting that higher grades were the greatest benefit. After program participation teacher coordinator ratings of tutors were significantly higher in the following areas; interest in academics, interest in class and school, ability to socialize with environment, desire to graduate and relationship with teachers.

PROGRAM VARIATIONS AND THEIR EFFECTS

As with all educational programs, implementation of PVY varied from campus to campus and from classroom to classroom. These variations can be seen as natural variations reflecting the realities of schooling in particular contexts. Variations occurred in tutoring sessions, classes, field trips, role models, and parent involvement.

Elementary classes varied in tutor preparation, tutoring techniques, elementary school teacher support in the classroom and the number of tutees assigned to a tutor.

Schedules also varied. Two of the four campuses had rotating schedules; tutors changed classrooms every six weeks in one campus; every day in the other. When an experienced teacher replaced an inexperienced one as teacher coordinator at one campus, tutor behavior and performance improved as a result.

Elementary school teachers were more receptive to the program and the tutors during the second year. Reasons include more realistic expectations, clearly defined roles and responsibilities of all participants and increased communication between the middle and elementary school campuses. Administrative support of the program also had an effect on the program's success.

PVY AND SCHOOL CONTEXT

The two participating districts were of predominantly Hispanic enrollment and low in tax property wealth. The four participating campuses and their receiving schools varied in their

dropout rates, percentage of LEP students, attendance rates, disciplinary action referrals, enrollment, per pupil expenditures, student and intercampus mobility, and teachers' years of experience. There was also some variation in school climate.

The PVY program was successful in each campus in spite of these variations. While the degree of success may vary from campus to campus, the program has positive effects on the tutors and the school itself.

Critical elements of PVY have been identified and include weekly classes for tutors with a minimum of 30 sessions per school year, a minimum age and grade difference of three years between the tutor and tutee, provision of a stipend, a flexible curriculum based on student's tutoring and academic needs, and a project staff dedicated and committed to the PVY.

I. OVERVIEW

The Intercultural Development Research Association (IDRA), in collaboration with school district personnel, has developed an instructional program designed to reduce dropout rates among Hispanic middle-school children who are limited-English proficient (LEP) and who are at risk of leaving school. For purposes of this study the "dropout" definition developed by the Texas Education Agency will be used:

> *"A student ... [who] is absent for a period of 30 or more consecutive school days without approved excuse or documented transfer from the public secondary school (grades 7-12) in which he or she enrolled; or if the student fails to reenroll during the first 30 consecutive school days in the following semester or school year without completion of a high school program. Documentation for approved excuses or transfers will be under standards set by the [Texas] commissioner of education." (Kirby, 1988)*

Partners for Valued Youth (PVY) is a cross-age tutoring program in which at-risk middle school students tutor younger, elementary school students. This dropout prevention program is based on current research findings and is designed to meet the following critical objectives: (a) reduce dropout rates, (b) enhance students' basic academic skills, (c) strengthen students' perception of self and school, (d) decrease student truancy, (e) reduce student disciplinary referrals, and (f) form school-home-community partnerships to increase the level of support available to students. By addressing these objectives, the program helps keep students in school and helps students set goals that make continued attendance meaningful. This instructional intervention program is designed to be implemented within existing schools and with school personnel currently employed by the school districts. This paper presents the PVY program rationale and development, and the research design, including the setting, sample, and instrumentation. First and second year results are also included. A handbook describing PVY methods and approaches is available as a separate document so that interested educators may implement the program in their individual school districts.

II BACKGROUND

The Problem

School dropout rates have drawn the attention of parents, educators, and policy makers alike. The problem of students dropping out of school prior to graduation is persistent and shows no sign of diminishing in the near future (Natrieilo, Pallas, and McDill, 1986; Cárdenas, 1989). LeCompte (1987) notes that dropout rates for all students have not fallen below 25% since the 1960's. Most major metropolitan areas report cumulative dropout rates exceeding 40%. The dropout problem is not limited to any particular geographical region, social class or ethnic group; however, there are significant differences in dropout rates across ethnic groups (Cárdenas, Robledo, and Waggoner, 1988).

Dropout rates are higher among Hispanics than any other ethnic group. Steinberg, Blinde, and Chan (1984), in comparing dropout rates among Whites, Blacks and Hispanics, report that the dropout rate of Whites and Blacks is slightly less than 25%. However, the dropout rate among Hispanics has risen steadily from approximately 30% in 1974 to 48% in 1989 (Cárdenas, 1990). Hispanic organizations such as the National Council of La Raza have estimated that in some cities this rate is as high as 75% (Orum, 1985).

The National Center for Education Statistics (1989) reported the following dropout rates for youth aged 16 to 24:

Whites (non-Hispanics)	12.7%
Blacks	14.9%
Hispanics	35.8%
American Indians	35.0%
Asians	8.0%

In the State of Texas, attrition rates for Hispanics average 40%, indicating that almost one of every two Hispanic students will drop out of high school before completing his or her senior year; corresponding attrition rates for White and Black students in the State are 24% and 39%, respectively (Cárdenas, 1989). Research shows that Hispanic students not only leave school at higher rates, they also drop out of school at earlier levels. Over 50% of Hispanic students who drop out of school do so before reaching the ninth grade (Robledo et al., 1986).

Since 1986, the Intercultural Development Research Association (IDRA) has collected annual attrition data for each school district in the State of Texas. Through the collection and

analysis of this information, IDRA has been able to identify trends in the attrition data. In general, attrition rates have decreased in the State of Texas from a 33% loss to a 31% loss -- a 6% improvement. However, desegregated analyses indicate that the improvement has been concentrated in the White, non-Hispanic population. Whereas White, non-Hispanics have improved their rates by 26% since 1986, attrition rates for Blacks and Hispanics have increased; rates for Blacks have increased by 9% and for Hispanics by 7% (Cárdenas, 1990).

Characteristics Of At-Risk Students

Many reports and articles focusing on the characteristics of at-risk youth have surfaced recently. For the most part, these reports list general student characteristics, enumerate student achievement and behavior patterns at school, and describe their home conditions. Ekstrom, Goetz, Pollack, and Ruck (1986) examined a national high school survey to determine who drops out. They discovered that the two background characteristics most strongly related to dropping out were socioeconomic status and race/ethnicity. Dropping out occurred more often for students from lower socioeconomic classes and Hispanics. Furthermore, these students reported having less study aids and fewer opportunities than their classmates for learning outside of school; their grades and test scores were lower; and they read less and completed less homework. They also found that students who eventually dropped out had more disciplinary problems in school, were less popular, were not involved in extracurricular activities, and felt alienated. In addition, the students from low-income homes often came from single-parent homes; many had mothers who worked outside the home and had not completed high school. Several researchers report a combination of the above characteristics with few variations (Bickel, Bond and LeMahieu, 1986; Hirano and Diaz, 1982; Kyle, 1981). For example, O'Conner (1985) includes peer influence, and IDRA (Robledo, Cortez, and Penny-Velazquez, 1989) cites grade retention, negative peer influence, lower levels of participation in school/community activities, high absentee rates, and "feeling out of place" as characteristics of dropping out. Researchers also cite the following as the main factors associated with dropping out: grade retention, low academic achievement, poor attendance, and disciplinary actions (Institute for Responsive Education, 1986; Pallas, 1986; Wehlage and Rutter, 1986; Robledo et al., 1986; Robledo et al., 1989).

In their comparative study of high school graduates and non-graduates, Barrington and Hendricks (1989) found that dropouts were experiencing academic problems by the third grade. Attendance rates and academic achievement continually decreased until the middle school years

for non-graduates. By the seventh grade failing grades were present for non-graduates.

IDRA (Cárdenas, Robledo, and Waggoner, 1988) examined the undereducation rates of majority and minority youth (ages 16 to 24) in the United States and examined potential risk factors such as language background, gender and poverty status. Results of the analyses revealed that youth from non-English language backgrounds were 1.5 times more likely to have left school before high school graduation than were those from English language backgrounds. Additionally, analyses showed that among Hispanics born in the United States, a non-English language background increased their chances of leaving school before completing twelve years of education.Analyses also indicated that the majority of undereducated young people came from families with above the poverty level. However, young people with incomes below the poverty level are twice as likely to be undereducated as those from more advantaged backgrounds.

Review Of The Literature

Introduction

This section presents a review of the literature related to characteristics of programs designed to help at-risk youth stay in and complete high school. The review synthesizes current knowledge in order to build conceptual tools which inform and guide actions. Informed and guided actions, in turn, allow researchers to repeat the successes and avoid the mistakes of others (Lieberman and Miller, 1984).

Two critical elements emerged from the review: (1) instructional strategies and (2) support strategies. The remainder of this section will focus on and discuss the various components of each of these two elements and the basic assumptions which form the philosophical base of this programmatic effort.

Basic Underlying Assumptions

When one begins to contemplate an innovation in education, it is important to develop and establish a philosophical base or basic assumptions in order to guide any action to be taken. According to Ernest R. House (1981), fundamental perspectives, the underlying beliefs and assumptions, suggest what is considered relevant and what factors determine events. These assumptions "provide answers to the question of What happened? Why did it happen? What will happen?" (p.38). Establishing underlying assumptions, therefore, provides an overall structure for the model, facilitates implementation of the model, and aides in the interpretation of the

results. The program's basic underlying assumption is that "expectations and success in school are directly related; when students are expected to succeed, they are more likely to do so" (IDRA, 1989, p. 5). According to Gollub and Sloan (1978) and other researchers, the meager and pessimistic expectations educators hold for economically disadvantaged students are important reasons why schools in the United States are not making progress with students, independent of their background and general social context. Campus-wide assessment procedures should identify what is positive, unique, and good in each student, teacher, and other school personnel. Management plans should be developed from these identified strengths and goals based on the assumption that everyone can succeed (IDRA,1989). Any programmatic effort should include an environment where staff holds positive assumptions and perceptions of the student (Robledo, Cortez, and Penny-Velazquez, 1989).

Program Criteria

In reviewing the research literature on effective programs for at-risk students, IDRA identified the following major categories as critical elements of an effective program:

(1) Provide appropriate bilingual instruction for limited English proficient students (Cordasco, 1976; Hakuta, 1986), develop students higher-order thinking skills (Brandt, 1988; Pogrow, 1988; Rose, 1987) and provide accelerated learning for disadvantaged students (Levin, 1987).

(2) Incorporate a cross-age tutoring component which places the at-risk student as tutor ("Big Kids", 1987; Hedin, 1987; Robledo et at, 1989).

(3) Provide programmatic activities designed to enrich, expand, extend, and apply the content and skills learned in the classroom (IDRA, 1989).

(4) Establish or encourage school-business partnerships that provide both financial resources or job opportunities and human resources as role models (Hispanic Policy Development Project, 1984).

(5) Increase student recognition of their accomplishments and talents (Canfield and Wells, 1980; Ochoa, Hurtado, Espinosa and Zachman, 1987), and encourage student leadership and participation (Moody, 1987).

(6) Involve parents in school activities that are meaningful and contribute to their empowerment (Cummins, 1986).

(7) Conduct and utilize evaluation of student learning for modification and improvement purposes (Coleman, 1982; Lowcks and Zacchie, 1983; Madaus and Pullin, 1987).

(8) Plan for staff development in a cooperative manner (Crandall, 1983; Lowcks-Horsley and Hergert, 1985), and design campus activities with the curriculum and student needs in mind (Dorman, 1984; Levin, 1987; Raffini, 1986).

(9) Exhibit strong leadership that supports success (Lezotte and Bancrot, 1985), collaborates and establishes educational goals (Landon and Shirer, 1986; Sparks, 1983).

(10) Create a curriculum that incorporates self-paced and individualized instruction (Bickel et al, 1986; National Foundation for the Improvement of Education [NFIE], 1986), uses cooperative learning and whole language approaches.

These program criteria served to develop PVY strategies.

Instructional Strategies

Instructional strategies are at the heart of the Partners for Valued Youth Model. These strategies or components form the inner core of the model and are the most salient features of the program. These components include:

(1) tutoring sessions;
(2) classes for tutors;
(3) field trips;
(4) role models; and
(5) student recognition.

Tutoring Sessions. In their review of instructional strategies which help at-risk students, Slavin and Madden (1989) cite cross-age tutoring as an effective strategy. Slavin and Madden (1989) describe a program in Miami, Florida which paired elementary students as tutees and middle school students as tutors. The tutoring which focused on reading and math resulted in academic gains for both tutors and tutees in reading and math.

Research on peer and cross-age tutoring has described the general positive effects of such tutoring on tutors and tutees (Fresko and Chen, 1989; Labbo and Teale, 1990 Valued Youth Partnerships, 1986). Some of these effects include (1) improved academic, communication, and social skills; (2) positive self-esteem; and (3) increased motivation to learn (August, 1987; Cortez and Penny-Velazquez, 1986; Labbo and Teale, 1990; Topping, 1989). According to Charles Maher ("Big Kids", 1987) results of an experimental tutoring program indicated dramatic gains in school performance for the elementary school tutees: number of absences and disciplinary referrals decreased whereas test and quiz averages, and homework completion rates increased.

Aside from academic gains, tutors also gain "social maturity" through the assuming of responsibility and concern for others (Jenkins and Jenkins, 1987).

Brigham Young University researchers, in their evaluation of a Utah cross-age tutoring program found that "tutors learn as much as the children they teach and tutors who are far behind academically gain even more ("Big Kids", 1987, p.2). Parents also reported that their tutoring youngsters displayed a more positive attitude toward school, reading, and themselves ("Big Kids", 1987).

Results of the Valued Youth Partnership Program, a youth-tutoring-youth program implemented by IDRA in cooperation with The Coca-Cola Company, also revealed positive effects. Evaluation data revealed lower absentee rates, fewer withdrawals from school, and improved attitudes toward home, work, and self (Cortez and Penny-Velazquez, 1986).

Classes for Tutors. Researchers have identified the important ingredients for an effective cross-age tutoring program. Tutors who receive some form of training/guidance are more effective than tutors who do not receive training/guidance (Fresko and Chen, 1989; Jenkins and Jenkins, 1987; Labbo and Teale, 1990). A good tutoring program needs to recognize that young tutors bring not only strengths such as better estimation of the level of tutee understanding but also weaknesses such as lack of interpersonal skills. These weaknesses can be remediated through appropriate training and support ("Big Kids", 1987). Labbo and Teale describe a four phase process which helps prepare fifth grade tutors to work with kindergarten students in a cross-age reading program. The process involves (1) preparation for the tutoring "performance" ; (2) pre-performance collaboration with the group teacher and students i.e., spend 10-15 minutes in a positive, supportive, workshop type environment; (3) actual tutoring with the tutees; and (4) post-performance collaboration i.e., second workshop type meeting which allows for reflection and feedback.

Field Trips. Field trips can be a powerful aid to learning if they are well-planned, coordinated activity relevant to the core curriculum (IDRA, 1989). Field trips can also serve to enrich, expand, extend, and apply the content and skills learned in the classroom.

Role Models. An important component of at-risk programs is that of providing role models for youth. A role model, a person with whom students are able to identify and imagine themselves doing the same things as that person, gives students the chance to evaluate their attitudes and

behavior (Flaxman, Ascher, and Harrington, 1988). Having such a person(s) in their life helps students to believe in their own potential for success. Role models provide sources of support and open doors to new worlds which can help students become more competent (Flaxman, Ascher, and Harrington, 1988).

Student Recognition. School must increase the ways and the reasons for which they recognize student accomplishments and talents in both academic and non-academic areas (IDRA, 1989). Student recognition should go beyond traditional reasons such as academic attainment and include reasons like marked improvement, perseverance, spirit of collaboration with peers, and self-initiated special projects (Canfield and Wells, 1980).

Support Strategies.

According to Bempechat and Ginsburg (1989), "there has been a growing realization that the problems associated with at-risk behavior cannot be addressed solely by improving instruction within existing schools and classrooms" (p. 30). Researchers are finding that school reform programs must also include support components such as extensive parental involvement. Cárdenas (1987) describes the key to successful education of atypical populations in American schools with three letters --- VSP. V is for the valuing of the student, his/her language, his/her heritage, and his/her family. S is the support mechanisms which meet the special needs of at-risk students. Finally, P is parents and their involvement which must be addressed and supported by any successful school program.

Included in the PVY project are several support components:

(1) parental involvement;
(2) evaluation;
(3) staff enrichment;
(4) coordination; and
(5) curriculum.

Parental Involvement. A child's success in school can be greatly enhanced through parent encouragement and involvement. Research (Robledo, Cortez, and Penny-Velazquez, 1989) has shown that there are no differences in aspirations and expectations between parents of school leavers and schools attenders; that is, all parents want the best for their children. In order to establish and maximize parental involvement, schools must offer a variety of individual support services for students and families. To increase effectiveness, services must be provided in an

interrelated, complimentary, and coordinated context (IDRA, 1989).

Evaluation. Evaluation of program activities and outcomes should be conducted ongoingly in order to make the necessary program modifications and maximize program effectiveness. Innovative practices need frequent evaluation to understand the learning process(es) that may or may not result and to determine the value of the program outcomes. Student success depends on constant evaluation and monitoring of classroom processes and the institutionalization of effective practices (IDRA, 1989).

Staff Enrichment. Program strategies should include a plan for staff development and enrichment. Staff development should be directly related to the curriculum, the instructional program, and the needs of the teachers. The plan should also incorporate cooperative decision making and allow for teacher input when planning all activities (IDRA, 1989).

Coordination. Coordination and collaboration are essential to changing schools. Research (e.g. Lowcks-Horsley and Hergert, 1985) has shown that programmatic efforts should include a process for coordination and be evidenced in a multi constituent school improvement team. The process includes formulating and integrating goals, objectives, and activities, which reflect the differing perspectives of team members, into the school curricular plan.

Curriculum. In order to meet the needs of students, curricular approaches must be integrated yet varied and flexible. The instructional pace should be suited to student interests and abilities, and allow for consistent progress towards mastery of the curriculum (Rosenshine, 1986). The curriculum should also incorporate instructional approaches such as cooperative learning and whole language.

Cooperative learning methods have been shown to increase basic academic achievement considerably more than traditional methods (Jacob and Mattson, 1987; Calderon, 1989). Cooperative learning has also been found to promote higher self-esteem and greater motivation to learn; students develop a new appreciation of themselves, their classmates, and the contributions they make (Slavin, 1987; Calderon, 1989; Augustine, Bruber, and Hanson, 1990). Additionally, cooperative learning provides limited English proficient (LEP) students with opportunities to refine their language skills and master effective learning strategies (Calderon, 1989).

Whole language applies the natural process for acquiring spoken language to the learning of other language skills such as reading and writing (Thelen, 1989; French et al, 1990) and empowers students to become responsible for their learning process (Fountar and Hannigan, 1989). Whole language also integrates the four language arts--reading, writing, speaking, and listening (Alterwerger, Edelsky, and Flores, 1987; French et al, 1990; Spiegel, 1989).

Program Precursors

In small-scale experiments conducted by IDRA in the early 1970s, youth-tutoring-youth strategies proved very successful in helping Hispanic youth stay in school. In 1984, at the request of Coca-Cola USA, the Coca-Cola Bottling Company of the Southwest, the Cultural Communications Group and the Congressional Hispanic Caucus, IDRA designed a comprehensive cross-age-tutoring model built on three concurrent strategies: (a) cross-age-tutoring strategies originally developed by the National Commission on Resources for Youth, (b) structured learning experiences via small group coursework, and (c) tutor involvement with adult minority male and female success role models. The model - the Valued Youth Partnership (VYP) program - was implemented in collaboration with five school districts in San Antonio, Texas. Between 1984-1988, 525 tutors participated in the VYP program. Tutors were middle and high school, low-income Hispanic students who were at high risk of dropping out of school. During this same time period, approximately 1,575 elementary students were tutored by VYP tutors (Valued Youth Partnerships, 1986; Sosa et al., 1988).

Evaluation results of this cross-age tutoring dropout prevention program included a notable decline in the rate of absenteeism, a decrease in disciplinary action referrals, and improved self-concept. In school districts with dropout rates exceeding 40%, the highest-risk students averaged dropout rates of 6%, 6%, 2% and 0.5% for each of the school years -- a four-year average of 2.5%. As reported by the VYP students themselves, their program participation resulted in an improved self-concept; and improved attitude toward life, self, children, work and school; enhanced socialization and communication skills; a greater willingness to learn and remain in school; and heightened awareness and concern for the future (Sosa et al., 1988).

The VYP program was not only been very successful in reducing the dropout rate of at-risk Hispanic students, but was also recognized as a model program of how schools and businesses work together to address an educational problem in the local Hispanic community (Lewis, 1988). The VYP program forms the basis for the present **Partners For Valued Youth** cross-age tutoring program.

III. RESEARCH DESIGN

A quasi-experimental research design was used to examine the impact of the PVY model on at-risk limited-English proficient middle school students. The research design is diagrammed below (Cook and Campbell, 1979, notation).

O_1	X	O_2	X	O_3
O_1		O_2		O_3

Pre-test data were collected for treatment and comparison students prior to PVY implementation (1988) and again in 1989 and 1990, providing two posttest time points. The specific research questions guiding the design of the Partners for Valued Youth program are presented next followed by a description of the setting and sample, implementation and instrumentation.

Research Questions

Seven questions guide this research and demonstration project:

(1) How is the cross-age tutoring program actually implemented at each site?

(2) Does the cross-age tutoring program have an effect on the dropout rate of the tutors when compared to the dropout rate of the comparison group?

(3) Does the cross-age tutoring program have an effect on the tutee's academic achievement, language proficiency, self-concept, attitude toward school, attendance and disciplinary record?

(4) Does the cross-age tutoring program have an effect on the tutor's academic achievement, language proficiency, self-concept, attitude toward school, attendance and disciplinary record?

(5) Do the effects of the cross-age tutoring program on academic achievement, language proficiency, self-concept, attitude toward school, attendance and disciplinary record vary by type/quality of class attended, number/quality of tutoring sessions, number/quality of field trips, number/quality of role models and number/quality of parent involvement sessions?

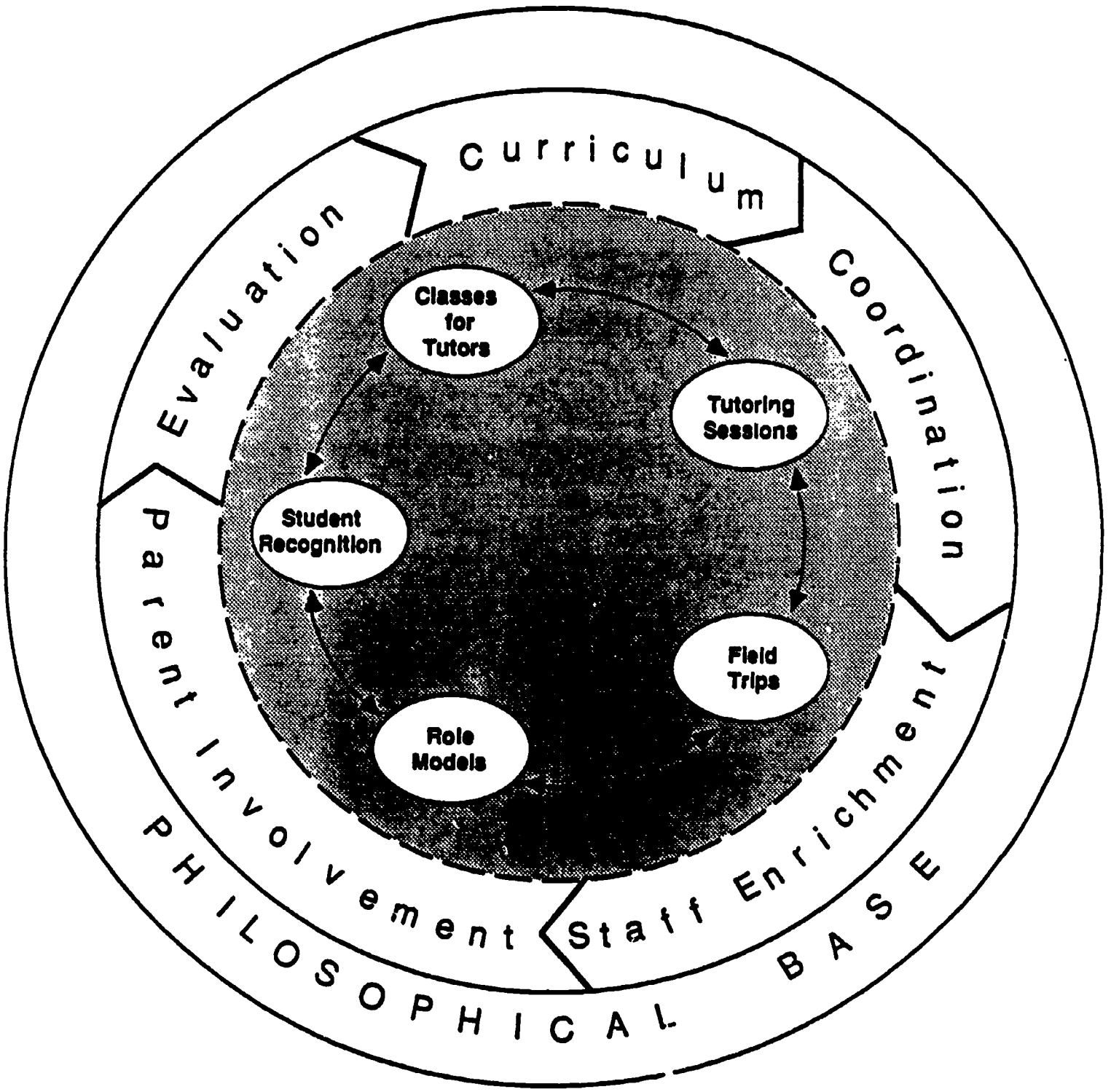
(6) In what school context (e.g., school climate, school leadership, per pupil expenditures, and mobility and transfer rates) is the cross-age tutoring program implemented at each site?

(7) How do school context variables affect the implementation of the cross-age tutoring program?

Research Question 7 is not addressed in this report due to insufficient data.

Figure 1

Partners for Valued Youth Intervention Model



Setting and Sample

Setting: The PVY instructional intervention model was implemented in four campus of two public school districts in San Antonio, Texas having low property wealth and large concentrations of Hispanic and limited-English-proficient students. The first school year of implementation was completed in May 1989; the second, in May 1990.

Sample: A total of 93 seventh-grade tutors participated in PVY the first year. Ninety-one eighth grade tutors participated the second year. Seventy-four tutors participated in the program for two years, as seventh and eighth graders. Each was assigned elementary school tutees who were selected by their elementary school teachers. In addition, 92 middle school students were randomly selected as a comparison group in order to examine the impact of the program on at-risk students. It is important to emphasize that the comparison group was randomly selected for the purpose of minimizing differences between the tutor and comparison group, thus decreasing the number of confounding variables in posttest comparisons. Both tutor and comparison groups were selected on the basis of two criteria: (1) limited English proficiency (LEP) as defined by State of Texas guidelines, and (2) reading below grade level.

Implementation

The PVY model has three levels that incorporate a philosophical base, an instructional strategy and a support strategy. Visually, the model has three cylindrical layers, with the philosophical underpinnings providing a wide base for the instructional and the support strategies (see Figure 1). Research Question 1 addresses the implementation of the model at each site.

Instrumentation

Quantitative and qualitative data were collected on participants before tutoring began (Baseline), during implementation, and at the end of the first and second program years (Year 1 and Year 2, respectively).

Program surveys and forms used to answer each research question included:

Tutors, Comparison Group, and Tutees

(1) disciplinary action referrals -- number of actions against the student that are disciplinary in nature (as defined by each district)

(2) grades -- class grades given by teachers in particular subjects (range; 0-100).

(3) minimum competency tests -- Texas Educational Assessment of Minimum Skills (TEAMS) -- measures student competency in mathematics, reading, writing at grades 1,3,5,7 and 9 and in mathematics and English language arts at grade 11/12; (Possible Ranges 0-999).

(4) Language Assessment Scales (LAS) -- five subscales--minimal pairs, lexicon, phonemes, sentence comprehension,and oral production--designed to predict the probability of success in an all-English speaking classroom; (Possible Range 0-100).

(5) achievement test scores -- standardized achievement scores as normal curve equivalents; (Possible Range 1-99). Normal curve equivalents are based on an equal internal scale. The normal curve is represented on a scale of 1 to 99 with a mean of 50 and a standard deviation of 21.

(6) absentee rates -- number of days absent from school as defined and recorded by each district.

Tutors and Comparison Group

(7) Piers-Harris Children's Self-Concept Scale--an 80-item, self-administered questionnaire designed to assess how children and adolescents feel about themselves; (Possible Range 0-80).

(8) Quality of School Life Scale-- a self-administered 27-item questionnaire which measures student reactions to school, their classwork and their teachers; (Possible Range 0-27).

Tutors

(1) Student Tutor Survey -- self-administered survey which measures perceived language proficiency on pre-posttest basis.

(2) Teacher/Coordinator-Tutor Survey --Teacher Coordinators' evaluation of tutors' self-concept, discipline, attendance, relationships with peers, parents and school personnel, goals, and interest in class and school.

(3) Tutor's Monthly Journal - Tutors' monthly evaluation of program and performance.

(4) Tutor's Last Journal - Tutor's final evaluation of program.

Table 1 lists all surveys and forms by research question. Protocols and instruments are included as a separate document.

TABLE 1
PARTNERS FOR VALUED YOUTH, INSTRUMENTS LISTS BY RESEARCH QUESTION, SEPTEMBER 1988 - MAY 1990.

Research Question 1: How is the cross-age tutoring program (including the ten components--classes for tutors, tutoring sessions, field trips, role modeling, student recognition, curriculum, coordination, staff enrichment, parental involvement, and evaluation) actually implemented at each site?

Respondent(s)	Survey/Form	Purpose*	Date of Administration
Tutors' Parents	Letter to Parents	Informational Letter Sent to Parents of Prospective Tutors. (Teacher/Coordinator)	Sept. 88, 90
	Parental Consent Form	Consent Form Sent to Parents of Prospective Tutors. (Teacher/Coordinator)	Sept. 88, 90
	Tutors' Parents' Survey	Demographic Survey Given to Tutors Parents During First Parent Training Session. (IDRA)	Feb. 89
	Parent Survey	Tutors' Parents' Survey on Effects of Tutoring on Child. Administered During Last Parent Training Session. (IDRA)	May 89
	Parent Follow-up Mail Survey	Mail Survey Given to Tutors' Parents Unavailable for In-Person Survey. (IDRA)	June 89
	Parent Follow-up Telephone Survey	Telephone Survey Given to Parent Who Did Not Respond to Mail Survey. (IDRA)	June 89
	Parent Training Evaluation	Parent's Evaluation of Training Session. (IDRA)	Sept. 88 - May 90
Tutors	Field Trip Evaluation	Tutor's Evaluation of Field Trips. (Teacher/Coordinator)	Sept. 88 - May 90
	Guest Speaker Evaluation	Tutor's Evaluation of Field Trips. (Teacher/Coordinator)	Sept. 88 - May 90
Teacher/ Coordinator	Guest Speaker Log	Used by Teacher/Coordinator to Document Information on Guest Speakers. (Teacher/Coordinator)	Sept. 88 - May 90
	Field Trip Log	Used by Teacher/Coordinator to Document Information on Field Trips. (Teacher/Coordinator)	Sept. 88 - May 90
	Documentation of Tutoring Sessions	Used by Teacher/Coordinator to Document Details (e.g., hours tutored, no. of tutees, assigned changes) of Tutoring Sessions. (Teacher/Coordinator)	Sept. 88 - May 90
IDRA Staff	Site Evaluation	Used by IDRA Staff Members During Site Visits to Evaluate the Tutoring Process (tutor's performance, tutor-tutee relationship, host teachers' receptivity.) (IDRA)	Sept. 88 - May 90

* Person(s) responsible for administration of the survey's and forms are indicated in parentheses

TABLE 1 (Continued)

PARTNERS FOR VALUED YOUTH, INSTRUMENTS LISTS BY RESEARCH QUESTION, SEPTEMBER 1988 - MAY 1990.

Research Question 2: Does the cross-age tutoring program have an effect on the dropout rate of the tutors when compared to the dropout rate of the comparison group of the campus and district?

Respondent(s)	Survey/Form	Purpose*	Date of Administration
Tutors' & Controls' School Records	Archival Data Collection Form	School Record Data Collected for Tutor, and Control Group Selection and Comparison. (IDRA)	June 88,89,90
Dropouts from Tutoring Program	Tutor Dropout Interview	Survey of Tutors Who Dropped Out of Tutoring Program. (IDRA)	Sept. 88 - May 90
Dropouts from Tutoring Program & School	Dropout Interview	Interview of Students in Tutoring Program Who Dropped Out of School. (IDRA)	Sept. 88- May 90

TABLE 1 (Continued)

PARTNERS FOR VALUED YOUTH, INSTRUMENTS LISTS BY RESEARCH QUESTION, SEPTEMBER 1988 - MAY 1990.

Research Question 3: Does the cross-age tutoring program have an effect on the tutee's academic achievement, language proficiency, self-concept, attitude toward school, attendance and disciplinary record?

Respondent(s)	Survey/Form	Purpose*	Date of Administration
Tutees' School Records	Archival Data Collection Form	School Record Data Collected for Tutor, Pre- and Posttest Comparison. (IDRA)	June 88,89,90
Elementary School Teachers	Elementary School Teacher's Survey	Survey given to Elementary School Teachers for Evaluating Tutors. Parallel Survey to Site Evaluation. (IDRA)	May 89, 90
	Student Tutee Profile	Survey given to Elementary School Teachers for Tutee Selection. (Elementary School Teachers)	Sept. 88, 90
IDRA Staff	Site Evaluation	Used by IDRA Staff Members During Site Visits to Evaluate the Tutoring Process (tutor's performance, tutor-tutee relationship, host teachers' receptivity.) (IDRA)	Sept. 88-May 90

TABLE 1 (Continued)

PARTNERS FOR VALUED YOUTH, INSTRUMENTS LISTS BY RESEARCH QUESTION, SEPTEMBER 1988 - MAY 1990.

Research Question 4: Does the cross-age tutoring program have an effect on the tutor's academic achievement, language proficiency, self-concept, attitude toward school, attendance and disciplinary record?

Respondent(s)	Survey/Form	Purpose*	Date of Administration
Tutors', & Controls' School Records	Archival Data Collection Form	School Record Data Collected for Tutor and Control Group Selection and Comparison. (IDRA)	June 88,89,90
Tutors' Parents	Letter to Parents	Informational Letter Sent to Parents of Prospective Tutors. (Teacher/Coordinator)	Sept. 88, 90
	Parental Consent Form	Consent Form Sent to Parents of Prospective Tutors. (Teacher/Coordinator)	Sept. 88, 90
	Tutors' Parents' Survey	Demographic Survey Given to Tutors' Parents During First Parent Training Session. (IDRA)	Feb. 89
	Parent Survey	Tutors' Parents' Survey on Effects of Tutoring on Child. Administered During Last Parent Training Session. (IDRA)	May 89
	Parent Follow-up Mail Survey	Mail Survey Given to Tutors' Parents Unavailable for In-Person Survey. (IDRA)	June 89
	Parent Follow-up Telephone Survey	Telephone Survey Given to Parent Who Did Not Respond to Mail Survey. (IDRA)	June 89
	Parent Training Evaluation	Parent's Evaluation of Training Session. (IDRA)	Sept. 88 - May 90

TABLE 1 (Continued)

PARTNERS FOR VALUED YOUTH, INSTRUMENTS LISTS BY RESEARCH QUESTION, SEPTEMBER 1988 - MAY 1990.

Research Question 4: Does the cross-age tutoring program have an effect on the tutor's academic achievement, language proficiency, self-concept, attitude toward school, attendance and disciplinary record?

Respondent(s)	Survey/Form	Purpose*	Date of Administration
Tutors	Student Tutor Survey- (Pre-and Posttest)	Given to Tutors for Pre-Posttest Comparison. (Counselors)	Sept. 88, May 89 & 90
	Piers-Harris Children's Self-Concept Scale (Pre- and Posttest)	Pre-Posttest Measure on Tutors' and Controls' Self-Concept. (Counselors)	Sept. 88, May 89 & 90
	Quality of School Life Scale (Pre- & Posttest)	Pre-Posttest Measure on Tutors' and Controls' Attitudes Toward School. (Counselors)	Sept. 88, May 89 & 90
	Field Trip Evaluation	Tutor's Evaluation of Field Trips. (Teacher/Coordinator)	Sept. 88 - May 90
	Guest Speaker Evaluation	Tutor's Evaluation of Guest Speakers (Teacher/Coordinator)	April 91, 92, 93
	Tutor's Monthly Journal	Tutor's Monthly Evaluation of Program and Performance. (Teacher/Coordinator)	Sept 90 - April 90 Sept 91 - April 92 Sept 92 - April 93
	Case Study Interview	Used by IDRA staff to interview case studies.	May 90

TABLE 1 (Continued)

PARTNERS FOR VALUED YOUTH, INSTRUMENTS LISTS BY RESEARCH QUESTION, SEPTEMBER 1988 - MAY 1990.

Research Question 4: Does the cross-age tutoring program have an effect on the tutor's academic achievement, language proficiency, self-concept, attitude toward school, attendance and disciplinary record?

Respondent(s)	Survey/Form	Purpose*	Date of Administration
Teacher/Coordinators	Teacher/Coordinator Tutor Survey- (Pre- and Posttests)	Given to Teachers/Coordinators for Tutor Evaluation. (IDRA)	Sept. 88 - May 90
	Guest Speaker Log	Used by Teacher/Coordinator to Document Information on Guest Speakers. (Teacher/Coordinator)	Sept. 88 - May 90
	Field Trip Log	Used by Teacher/Coordinator to Document Information on Field Trips. (Teacher/Coordinator)	Sept. 88 - May 90
IDRA Staff	Site Evaluation	Used by IDRA Staff Members During Site Visits to Evaluate the Tutoring Process (tutor's performance, tutor-tutee relationship, host teachers' receptivity.) (IDRA)	Sept. 88- May 90
	Documentation Form Parent Survey	Used by IDRA Staff to Document Contacts (mail and telephone) Made with Parents for Survey Administration. (IDRA)	May 89

TABLE 1 (Continued)

PARTNERS FOR VALUED YOUTH, INSTRUMENTS LISTS BY RESEARCH QUESTION, SEPTEMBER 1988 - MAY 1990.

Research Question 5: Do the effects of the cross-age tutoring program on academic achievement, language proficiency, self-concept, attitude toward school, attendance and disciplinary record vary by type/quality of class attended, number/quality of tutoring sessions, number/quality of field trips, number/quality of role models and number/quality of parent involvement sessions?

Respondent(s)	Survey/Form	Purpose	Date of Administration
Elementary School Teachers	Elementary School Teacher's Survey	Survey given to Elementary School Teachers for Evaluating Tutors. Parallel Survey to Site Evaluation. (IDRA)	May 89,90
IDRA Staff	Site Evaluation	Used by IDRA Staff Members During Site Visits to Evaluate the Tutoring Process (tutor's performance, tutor-tutee relationship, host teachers' receptivity.) (IDRA)	Sept. 88 - May 90
	Documentation Form Parent Survey	Used by IDRA Staff to Document Contacts (mail and telephone) Made with Parents for Survey Administration. (IDRA)	Sept. 88 - May 90

TABLE 1 (Continued)

PARTNERS FOR VALUED YOUTH, INSTRUMENTS LISTS BY RESEARCH QUESTION, SEPTEMBER 1988 - MAY 1990.

Research Question 6: In what school context (e.g., school climate, school leadership, per pupil expenditures, and mobility and transfer rates) is the cross-age tutoring program implemented at each site?

Respondent(s)	Survey/Form	Purpose	Date of Administration
Teacher/Coordinators	Questionnaire for Assessing School and Classroom Effectiveness	Used by Teacher/Coordinator to Evaluate Campus.	May 90
IDRA Staff	Site Evaluation	Used by IDRA Staff Members During Site Visits to Evaluate the Tutoring Process (Tutor's performance, tutor-tutee relationship, host teachers' receptivity.) IDRA	Sept. 88- May 90
	Documentation form Parent Survey	Used by IDRA Staff to Document Contacts (mail and telephone) Made with Parents for Survey Administration. (IDRA)	May 89
	Counselors	Questionnaire for Assessing School and Classroom Effectiveness	May 90
	Middle School Principles	Questionnaire for Assessing School and Classroom Effectiveness	May 90

In addition to these measures, focus group interviews were conducted with teacher coordinators and counselors from each of the four participating campuses at the end of the first and second years of implementation (May, 1989 and May, 1990). Elementary school representatives also participated in the interviews in May 1990. These interviews generated important information on the roles and responsibilities of participants and the strengths and weaknesses of the program. With this formative information, refinements to the program were made the second year.

IV. RESEARCH FINDINGS

Quantitative and qualitative data were used to answer each research question. This was done in order to increase the integrity and validity of the results through triangulation. Where more than one method produced the same result, then greater confidence was placed on that result. Different methods were also used as a means of gaining a clearer sense of the program's impact on the tutor and everyone associated with him/her.

Several analytical procedures were used. Pre- to posttest archival data (frequencies) addressed the program's effect on the dropout rate of the tutors and the comparison group. Qualitative data from tutor journals, parent surveys and teacher coordinator ratings offered insight into the reason for the different rates.

T-tests were used to examine differences of pre- to posttest scores (academic achievement, attendance and disciplinary rates) for tutees at the end of Years 1 and 2.

Analyses of covariance (ANCOVAS) were used for comparing tutor and comparison group data (achievement tests, self-concept and quality of school life measures, attendance and disciplinary rates) across time. A Friedman test was used to compare teacher coordinators' ratings of their tutors across time.

Frequencies from survey data were used to generate tutor profiles (e.g., demographics, schooling history, etc.) and language status (usage, perceived proficiency, first language and language learning). Frequencies from parent survey data were used to generate tutors' parents profiles. Case studies were used to gain a better understanding of the program's dynamics and effects on the individual tutor.

Frequency data from surveys and qualitative information were used to determine whether the effects of the program varied by the type/quality of tutoring sessions, classes attended and number/quality of field trips, role models parent involvement sessions.

Frequencies on school characteristics were used to describe the school contexts in which the program was implemented. Qualitative data from focus group interviews added to the resulting school profiles.

Research Question 1: How is the cross-age tutoring program actually implemented at each site?

At the outset of the program, the cross-age tutoring program consisted of six components: classes for tutors, tutoring sessions, field trips, role modeling, student recognition and parent involvement. Through the course of the year, a more refined PVY model emerged with a support strategy and its components (curriculum, coordination, staff enrichment, parent involvement and evaluation) and an instructional strategy (classes for tutors, tutoring sessions, field trips, role modeling, and student recognition), and a clearly defined philosophical base.

It is this model and its implementation which are discussed in this section.

PHILOSOPHICAL BASE

The following philosophical tenets are basic to PVY:

1. All students can learn.
2. All students are valued by the school.
3. All students can actively contribute to their own education and that of others.
4. All students, parents and teachers have a right to participate fully in creating and maintaining excellent schools.
5. Excellence in schools contributes to individual and collective economic growth, stability and advancement.
6. Commitment to educational excellence is created by including students, parents and teachers in setting goals, making decisions, monitoring progress and evaluating outcomes.
7. Students, parents and teachers must be provided extensive, consistent support in ways that allow students to learn, teachers to teach and parents to be involved.

Instructional Strategy

The instructional strategy incorporates five major components: (1) classes for student tutors, (2) tutoring sessions, (3) field trips, (4) role modeling and (5) student recognition.

Component I: Classes for Student Tutors

Once a week, participating tutors attend in a credit course designed:

1. to develop tutoring skills enabling them to become successful student tutors;

2. to improve reading, writing and other subject matter skills enabling them to teach these skills to elementary school students; and
3. to develop self-awareness and pride.

Component 2: Tutoring Sessions

After an initial observation period in the elementary classroom during which students make note of discipline techniques classroom management systems and materials use, the tutors begin tutoring a minimum of four hours per week.

The student tutors, who receive the federal minimum wage for their efforts, are expected to adhere to the employee guidelines of their host school. Tutors work in a one to three ratio with tutees.

Student tutors are given adequate space for tutoring ideally within the host classroom itself. Each tutor is treated as an adult, with adult responsibilities, but is also provided teacher supervision and support.

Component 3: Field Trips

Field trips are designed to expose students to economic and cultural opportunities in the broader community. Through at least two planned field trips throughout the year, students expand their horizons beyond the classroom and recognize the interrelationship between schooling and the wider community.

Component 4: Role Models

Hispanic adults who are successful in their field serve as role models and speak to the tutors on various topics related to counseling and career development. People who overcame serious barriers to survival and success can provide a powerful model for tutors.

Component 5: Student Recognition

Students are acknowledged for their efforts and contributions made while fulfilling their responsibilities as tutors. Throughout the year, students receive t-shirts, caps and certificates of merit and appreciation.

A yearly awards ceremony brings together students, school personnel, parents and community leaders with students receiving special recognition for their responsibilities as tutors.

Support Strategy

A. Curriculum

The primary goal of the base curriculum is meeting the needs of the tutors. Its objectives are improving the students' self-concept, their tutoring skills and literacy skills. The curriculum offers an opportunity for praxis - an ongoing interplay between the action (tutoring) and reflection.

B. Coordination

Coordination provides a planned and structured design and is crucial to establishing and continuing educational as well as program goals, objectives, and activities. A PVY implementation team with clear definition of roles is imperative to the success of the program.

C. Staff Enrichment

The goal of staff enrichment is to create a cohesive group that is dedicated and committed to success, and that has high expectations for the students and their peers.

D. Parental Involvement

Empowering minority and disadvantaged students requires involving parents in meaningful school activities. Activities with parents include a meeting to enlist their understanding and support for the program's goals and for their specific assistance and support in encouraging their child to remain in school. A vigorous and personal outreach plan is also needed in which a bilingual outreach person who is culturally sensitive to the family's values visits parents' homes, especially those without a phone or who have not participated in parent activities.

E. Evaluation

Program evaluation serves to monitor PVY operations and develop on-course corrective action as needed and documents the results of PVY implementation. Both quantitative and qualitative measures are used to gauge student progress.

More information on the program's implementation is available in the PVY Handbook.

Research Question 2: **Does the cross-age tutoring program have an effect on the dropout rate of the tutors when compared to the dropout rate of the comparison group?**

Using the Texas Education Agency's definition of "dropout," one tutor out of 101 (1%) dropped out of school towards the end of the two-year PVY program. Three students from the comparison group (3.3%) also dropped out in 1990 (Tables 2-3).

The comparison group also had an additional eight dropouts: there were two "no shows," one "no record on file," and five withdrawals with no further information (i.e., no requests for transfer on file). Using the Texas Education Agency's definition of "dropout", it is possible that the comparison group had eleven, (12%) not three, dropouts.

Tutors' desire to graduate from school changed significantly as the program progressed. Teacher coordinators rated their tutors' desire to graduate at 58% before tutoring began; 62% after Year 1; 72% after Year 2 (Figures 2-5). After Year 1, ninety-eight percent of all tutors' parents responding to a survey thought it was very important that their child graduate from high school.

After Year 2, one out of five tutors wanted to be teachers; one out of 10 wanted to be doctors; the rest wanted to be lawyers, coaches, architects, detectives, designers, or work in law enforcement.

Setting goals and believing they are attainable appears to be one of the program results, as reported by teacher/coordinators.

TABLE 2
Partners For Valued Youth: Tracking Tutors 1987-1990

1988 - 1989	
Beginning of the Year	93
During the Year	-
End of the Year	93
1989 - 1990	
Beginning of the Year	91
. Re-entered PVY	83
. Did not re-enter	10
-Special Education	1
-No PVY	2
-Transferred to another ISD	7
. New Tutors	8
During the Year	
. Out PVY	2
. Guidance Center	1
. Transferred to another ISD	6
. Alternative Center	2
. Dropout	1
End of the Year	79
TOTAL TUTORS (1988-1990)	101 (93 + 8)

TABLE 3
Partners for Valued Youth: Tracking the Comparison Group 1987-1990

1988 - 1989	
Beginning of the Year	92
During the Year	
. Withdrew (no other information)	3
End of the Year	89
1989-1990	
Beginning of the Year	
. Re-entered school	82
. Did not re-enter	7
- No show	2
- Moved up a grade	2
- Transferred to another ISD	3
. New Student	1
During the Year	
. Transferred to another ISD	1
. No Record found	1
. Withdrew (no other information)	2
. Dropout	3
End of the Year	76
TOTAL COMPARISON GROUP (1988-1990)	93 (92 + 1)

Research Question 3: **Does the cross-age tutoring program have an effect on the tutee's academic achievement, language proficiency, self-concept, attitude toward school, attendance and disciplinary record?**

INTRODUCTION

In Year 1, a total of 251 elementary school children in kindergarten through fifth grade were tutored by seventh graders in the PVY program. In Year 2, student tutors, now in the eighth grade, tutored 224 elementary school children in kindergarten through fourth grade. Fifth graders were generally not assigned in Year 2, because tutors worked better with younger children than those closer to their ages. It should also be noted that almost all of the tutees in Year 1 were different from the tutees in Year 2; very few tutees (less than 10) were tutored both years. Tables 4-5 present the percentage of matched cases for each year. Only tutees who had data at pre- and posttest were included in the analyses.

The small sample size for some variables (e.g., TEAMS scores) should be taken into account when interpreting the results. Caution should also be used when interpreting the results for Year 1 due to the high degree of variability in the elementary school classrooms. Classrooms varied in the number of tutees assigned to one tutor (ranging from one tutee to the entire class), as well as the number of times elementary school teachers changed the tutees assigned to one tutor. Teachers would frequently change tutees assigned to a tutor if they believed that a particular tutee had mastered the tutored subject.

While site observers were aware of this situation, constant and consistent monitoring and accurate documentation was difficult due to limited resources. Consequently, the first year's data may be confounded by the quality and type of tutee-tutor interaction. Some of the tutees included in the first year's analysis may have indeed been tutored the entire year by one tutor while others may have only been tutored for two weeks.

Steps were taken the second year of program implementation to correct for this confounding variable. Program modifications included a more intensive orientation with the elementary school teachers which provided them with their specific roles and responsibilities, one of which was to leave the tutor-tutee(s) assignment intact, if at all possible. Teacher/coordinators also monitored the classroom situation more closely than in the first year and maintained communication with the elementary school teachers throughout the year, thus making them aware of any tutor-tutee mismatches or assignment changes.

TABLE 4

Number and Percent of Pretest, Posttest and matched Cases for Project Variables: Year 1

	Tutees (N=251)					
	Pretest 1987-1988		Posttest 1988-1989		Matched Cases 1987-1989	
Variable	n	% of Total N	n	% of Total N	n	% of Total N
Math	128	51%	184	73%	95	38%
Reading	62	25%	96	38%	55	22%
English	121	48%	182	73%	94	38%
TEAMS Reading	89	36%	26	10%	11	4%
TEAMS Math	85	34%	27	11%	11	4%
TEAMS Writing	86	34%	25	10%	10	4%
Language Proficiency: English	42	17%	22	9%	12	5%
Reading NCE*	121	48%	96	38%	83	33%
Language NCE*	122	49%	98	39%	86	34%
Math NCE*	122	49%	96	38%	84	33%
Science NCE*	96	38%	97	39%	67	27%
Social Studies NCE*	96	38%	96	38%	68	27%
Composite NCE*	118	47%	96	38%	81	32%
Absenteeism	178	71%	178	71%	132	53%
Quality of School Life	61	24%	61	24%	31	12%
Piers-Harris Self-Concept	58	23%	60	24%	30	20%
Disciplinary Action**	--	--	--	--	--	--

* Normal Curve Equivalent for standardized achievement tests
** Data unavailable

TABLE 5

Number and Percent of Pretest, Posttest and matched Cases for Project Variables: Year 2

	Tutees (N=224)					
	Pretest 1988-1989		Posttest 1989-1990		Matched Cases 1988-1990	
Variable	n	% of Total N	n	% of Total N	n	% of Total N
Math	166	74%	187	83%	116	52%
Reading	79	35%	103	46%	68	30%
English	165	74%	165	74%	110	50%
TEAMS Reading**	--	--	--	--	--	--
TEAMS Math**	--	--	--	--	--	--
TEAMS Writing**	--	--	--	--	--	--
Language Proficiency: English	15	7%	0	0%	0	0%
Reading NCE*	146	66%	172	77%	44	20%
Language NCE*	147	66%	174	78%	46	21%
Math NCE*	144	64%	172	77%	44	20%
Science NCE*	113	50%	158	71%	46	21%
Social Studies NCE*	111	50%	158	71%	45	20%
Composite NCE*	141	63%	170	30%	43	19%
Absenteeism	175	78%	184	33%	124	55%
Quality of School Life**	--	--	--	--	--	--
Piers-Harris Self-Concept	--	--	--	--	--	--
Disciplinary Action	8	4%	80	38%	6	3%

* Normal Curve Equivalent for standardized achievement tests
** Tests were not administered in Year 2

A conservative interpretation of results for both years should also be used because of the lack of comparison data for tutees. Without these data, interpretations of the results and their implications should be made cautiously. School level comparison data were collected in an effort to better interpret the results.

RESULTS

Academic Achievement

In Year 1, pre- to posttest scores were significantly lower for the mathematics (-4.37), reading (-4.00) and language (-4.89) achievement tests. Tutees increased their pre- to posttest scores for the TEAMS writing test (+7.50), the science (+.12) and social studies (+.22) achievement tests.

In Year 2, tutees increased every pre- to posttest score. Significant pre- to posttest increases occurred for the average grades in mathematics (+9.55), reading (+8.92), and English (+11.60). Significantly higher posttest scores were attained by tutees for achievement tests in language (+4.47), and mathematics (+4.91). Although not statistically significant, higher pre- to posttest scores were evident for reading (+2.64), science (+4.65), social studies (+1.75), and composite scores (+3.86).

Language Proficiency

Language proficiency scores in English were higher after tutoring in Year 1 (+7.25). No Year 2 data were available. Changes in average grades and achievement test scores have already been discussed.

Self-Concept

In Year 1, the Piers-Harris Self-Concept Scale was administered to all tutees above the third grade. This group numbered 109 and represented 43% of all tutees. Of these, 51 (47%) were administered both the pre- and posttest. After tutoring, the total score was not significantly different from the pretest.

The Piers-Harris Children's Self-Concept Scale was not administered to tutees in Year 2 because of the absence of comparison data. Without such data, interpretation of the results is difficult.

Quality of School Life Scale

Like the Piers-Harris measure, the Quality of School Life Scale (QSL) was administered in Year 1 to tutees above the third grade. Of these 109 tutees, 54 (50%) were administered the test before and after tutoring. The mean scale score was somewhat higher (+1.12), but not significantly so.

The QSL was not administered to tutees in Year 2 because of the lack of comparison data and the subsequent difficulties in interpreting the results.

Attendance

In Year 1, the average number of absences was not significantly different after tutoring but decreased significantly in Year 2 (-1.52).

Disciplinary Record

No disciplinary records were available in Year 1. However, in Year 2, disciplinary action referrals were significantly lower after tutoring (-2.83).

Tables 6-7 and Figures 2-11 illustrate findings for tutees.

In reviewing the above results, it becomes clear that PVY program had a positive effect on the tutees. The quantitative results are substantiated by the qualitative data elicited from the elementary school teachers.

Their comments about the tutors and their effect on the tutees were overwhelmingly positive. Children's basic skills improved and, as importantly, a special relationship of trust and respect often developed between the tutor and the tutees. One teacher called it "hero worship." This had a positive effect on all involved.

Elementary school teachers comments are included in the appendices to this report.

TABLE 6

Pre and Posttest Comparisons of Academic Achievement, Language Proficiency, Self-Concept, Attitude Toward School and Attendance For Tutees: Year 1

Variable	(N)	Pre	Post	(Difference Mean)	t	p
Class Grades						
Mathematics	(95)			(- .02)	-.02	.98
M		81.20	81.18			
SD		8.48	6.68			
Reading	(55)			(- .38)	-.30	.77
M		79.00	78.62			
SD		7.57	7.28			
English	(94)			(- .17)	-.17	.87
M		80.01	79.84			
SD		7.72	7.73			
Minimum Competencies (TEAMS)						
Mathematics	(11)			(-19.82)	-.99	.35
M		738.46	718.64			
SD		75.56	71.28			
Reading	(11)			(- 2.55)	-.11	.91
M		687.91	685.36			
SD		62.17	62.39			
Writing	(11)			(7.50)	.32	.76
M		696.40	703.90			
SD		73.77	78.19			
Achievement Tests						
Mathematics	(95)			(- 4.37)	-2.41*	.02
M		47.51	43.14			
SD		16.39	15.73			
Reading	(84)			(- 4.00)	-2.16*	.03
M		38.31	34.31			
SD		13.36	14.31			
Language	(87)			(- 4.89)	-3.12*	.002
M		43.56	38.67			
SD		13.14	13.03			
Science	(68)			(.12)	.05	.96
M		42.09	42.21			
SD		15.85	16.45			

*p<.05

Table 6 (Cont'd)

Variable	(N)	Pre	Post	(Difference Mean)	t	p
Social Studies	(67)			(.22)	.11	.91
M		41.49		41.72		
SD		16.48	16.24			
Composite	(82)			(- 1.61)	-1.04	.30
M		40.68		39.10		
SD		12.67	12.03			
Language Proficiency						
English	(12)			(7.25)	1.99	.07
M		62.83		70.08		
SD		13.86	14.74			
Absences	(133)			(.06)	.09	.93
M		8.93		8.99		
SD		8.37	8.47			
Self-Concept	(51)			(- .67)	-.44	.66
M		54.84		54.18		
SD		12.48	15.98			
Quality of School	(54)			(1.12)	1.63	.11
M		14.57		15.69		
SD		6.02	5.08			

NOTE: Disciplinary Action Referral data were unavailable for Year 1.

*p<.05

TABLE 7

Pre and Posttest Comparisons of Academic Achievement, Language Proficiency, Self-Concept, Attitude Toward School and Attendance For Tutees: Year 2

Variable	(N)	Pre	Post	(Difference Mean)	t	p
Class Grades						
Mathematics	(116)			(9.55)	-7.06*	.002
M		68.00	77.55			
SD		34.52	19.45			
Reading	(68)			(+8.92)	2.26*	.03
M		64.08	73.00			
SD		34.89	21.67			
English	(110)			(+11.60)	3.91*	.000
M		69.83	81.44			
SD		30.75	7.61			
Disciplinary Action Referrals	(6)			(- 2.83)	-7.06*	.001
M		2.83	0.00			
SD		.98	0.00			
Achievement Tests						
Mathematics	(44)			(4.91)	2.08*	.04
M		42.16	47.07			
SD		16.17	15.54			
Reading	(44)			(2.69)	1.19	.24
M		35.86	38.55			
SD		15.30	13.86			
Language	(46)			(4.47)	2.49*	.02
M		39.33	43.80			
SD		14.86	15.61			
Science	(46)			(4.65)	1.49	.14
M		40.39	45.04			
SD		17.89	15.35			

*p<.05

TABLE 7 (Continued)

Variable	(N)	Pre	Post	(Difference Mean)	t	p
Social Studies	(45)			(1.75)	.55	.59
M		44.47	46.22			
SD		17.51	17.04			
Composite	(43)			(+3.86)	1.96	.06
M		39.42	43.28			
SD		13.91	14.54			
Absences	(124)			(-1.52)	-2.29*	.02
M		9.11	7.59			
SD		8.01	7.34			

NOTE: TEAMS tests, Piers-Harris Children's Self-Concept Scale and Quality of School Life Scale were not administered in Year 2.

*p<.05

FIGURE 2
PRE- TO POSTTEST COMPARISON OF MEANS FOR
TUTEES YEAR 1

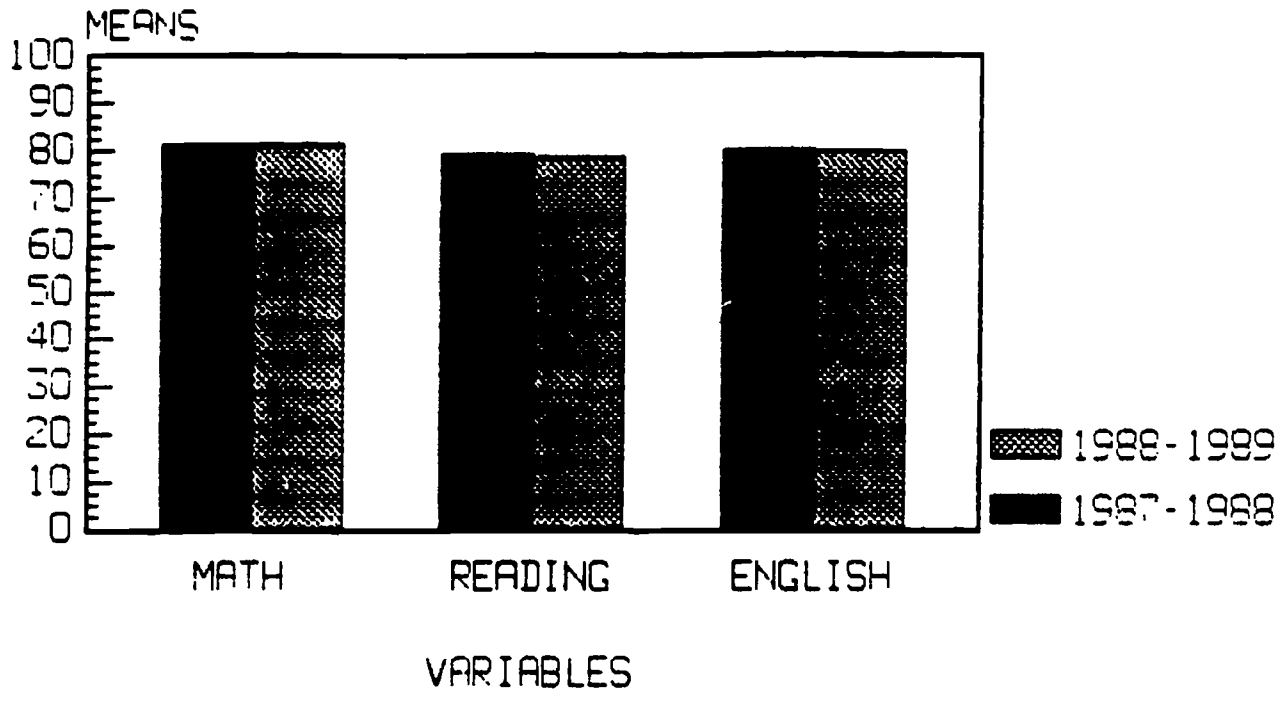


FIGURE 3
PRE- TO POSTTEST COMPARISON OF MEANS FOR
TUTEES YEAR 1

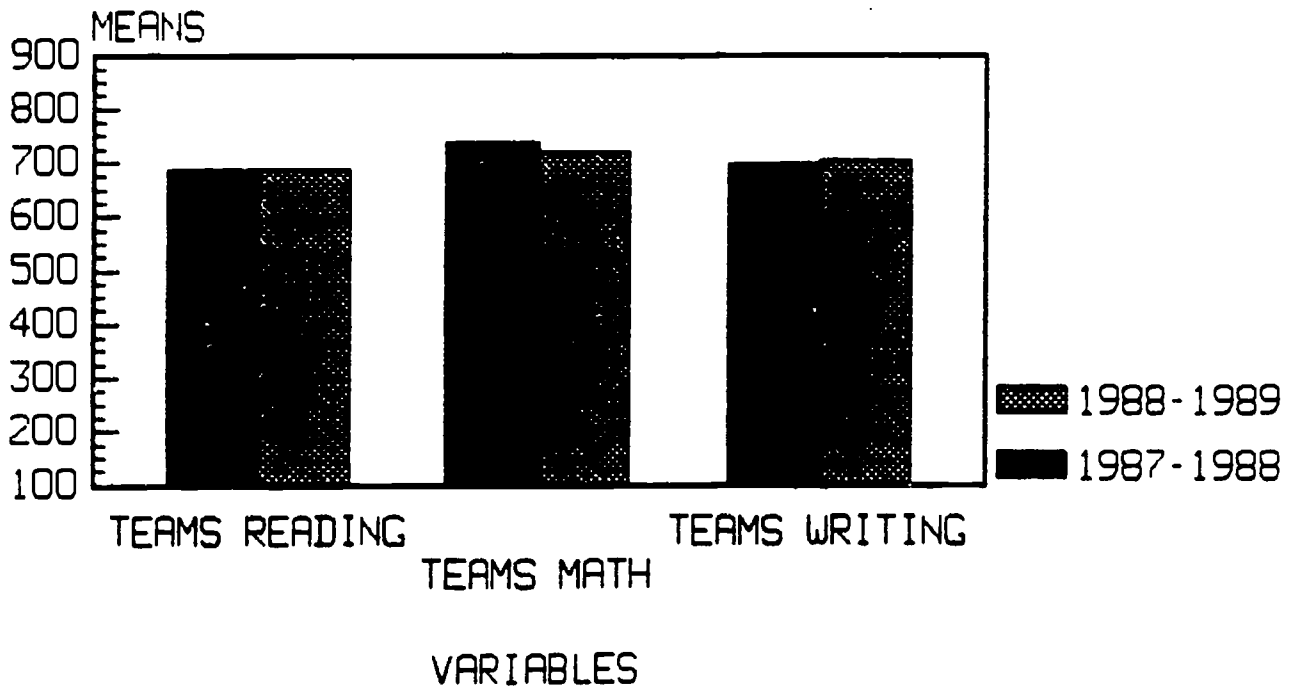


FIGURE 4
PRE- TO POSTTEST COMPARISON OF MEANS FOR
TUTEES YEAR 1

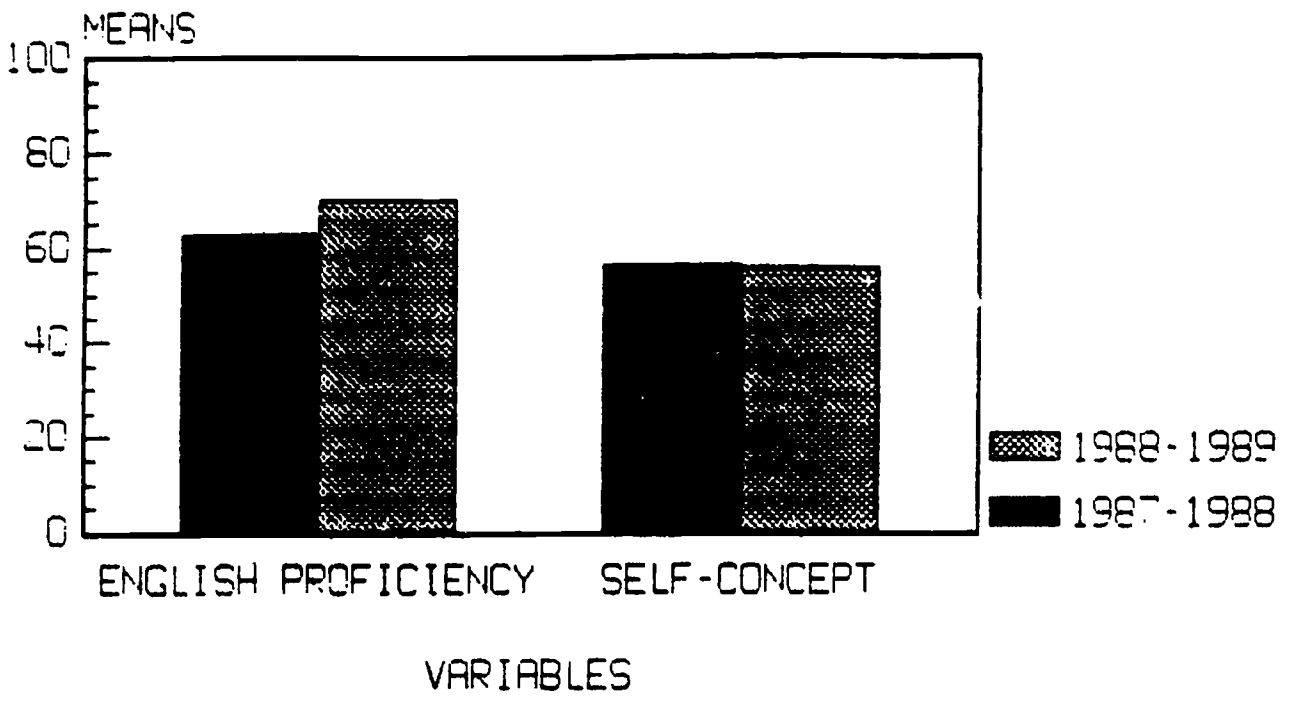


FIGURE 5
PRE- TO POSTTEST COMPARISON OF MEANS FOR
TUTEES YEAR 1

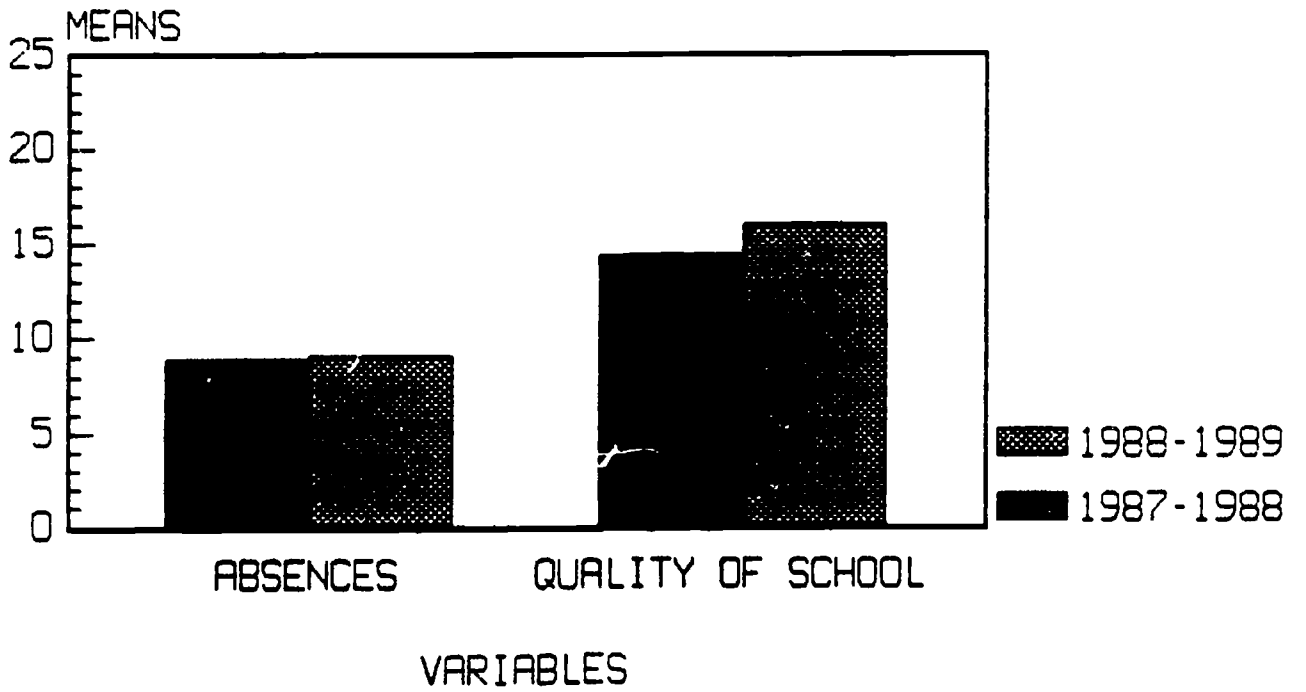


FIGURE 5
PRE- TO POSTTEST COMPARISON OF MEANS FOR
TUTEES YEAR 1

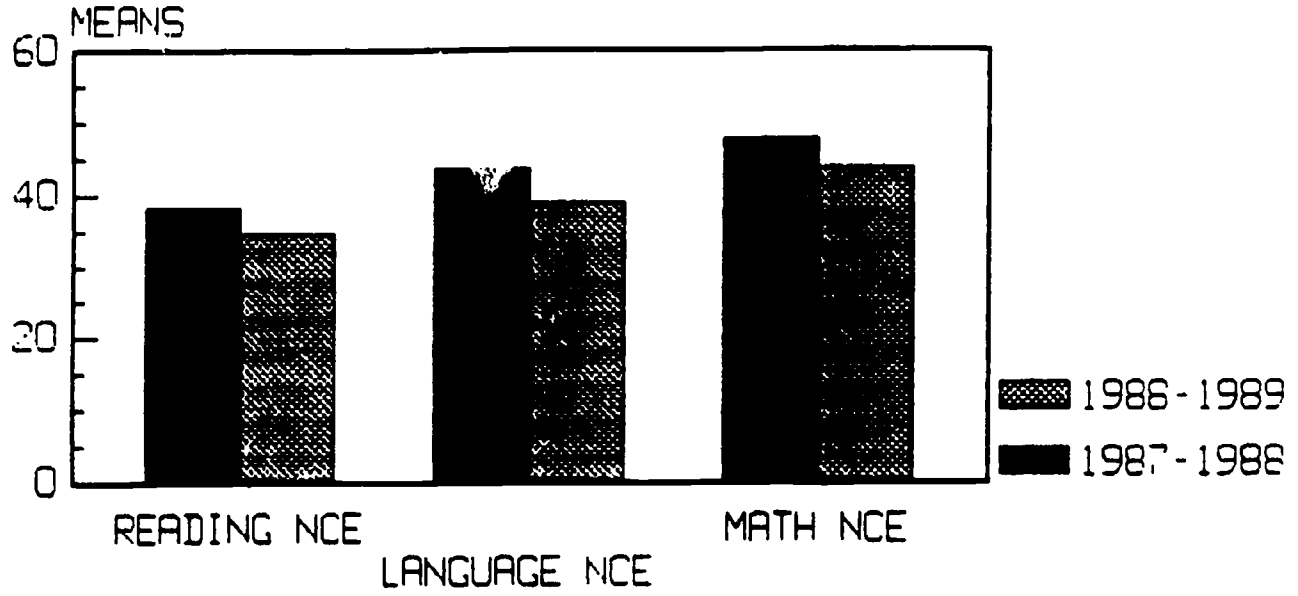


FIGURE 7
PRE- TO POSTTEST COMPARISON OF MEANS FOR
TUTEES YEAR 1

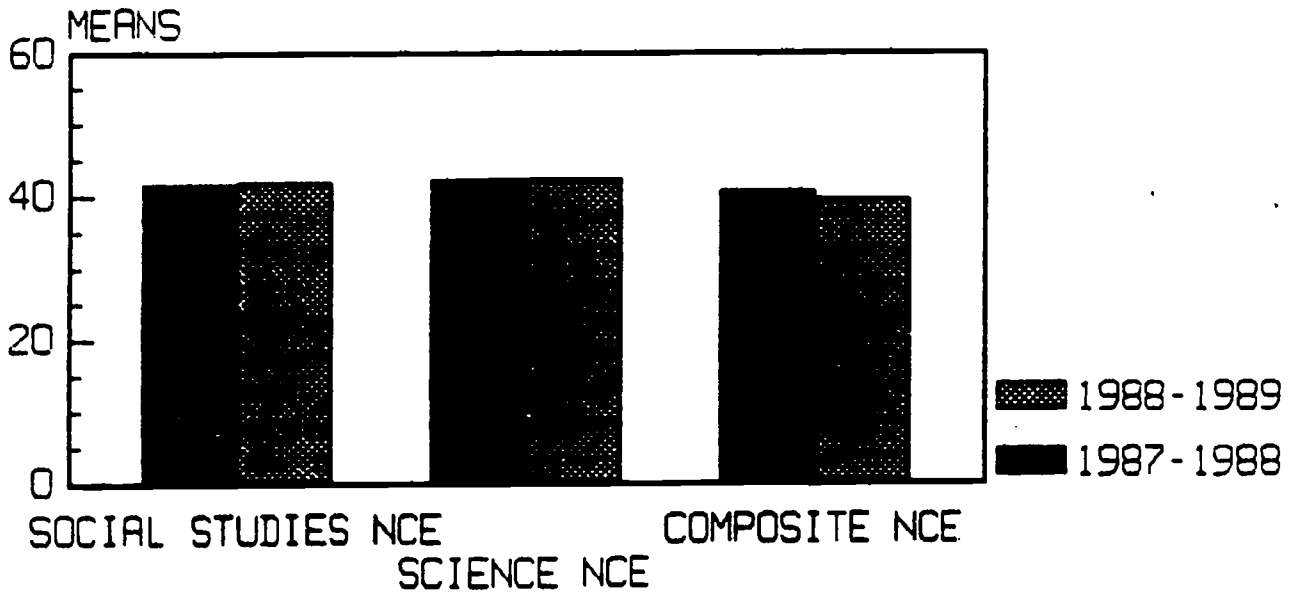


FIGURE 8
PPE- TO POSTTEST COMPARISON OF MEANS FOR TUTEES YEAR 2

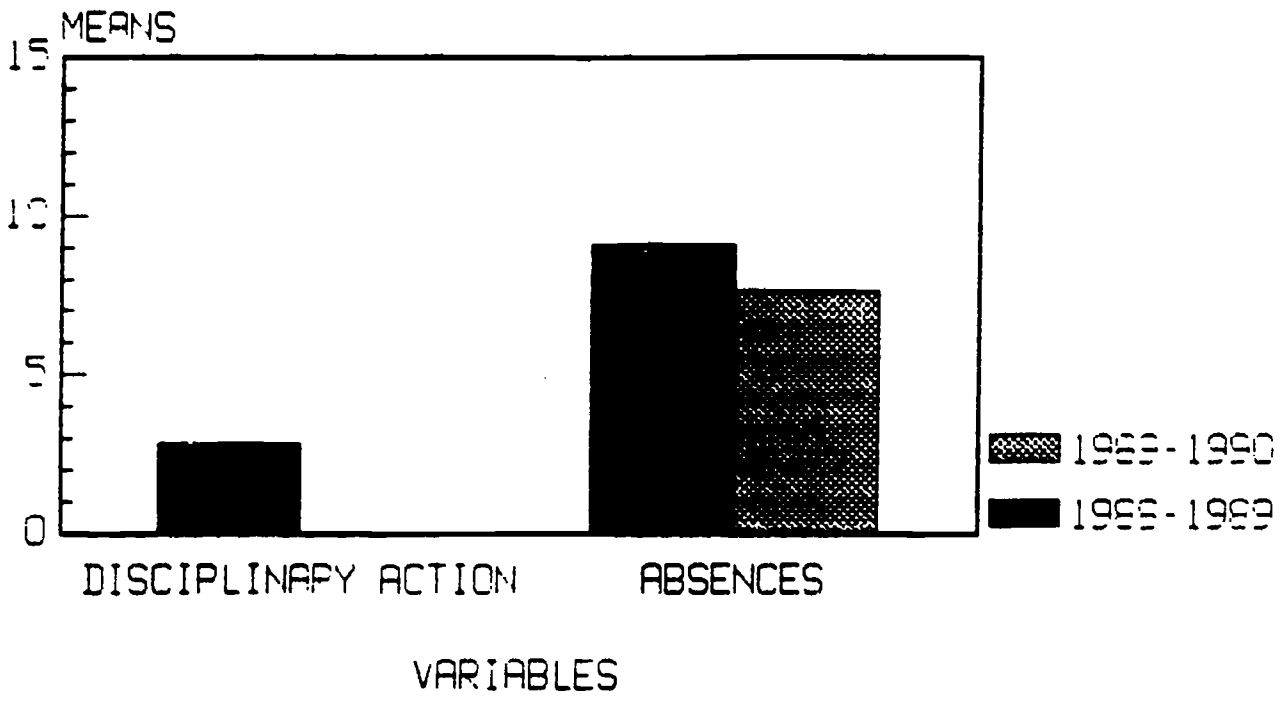


FIGURE 9
PPE- TO POSTTEST COMPARISON OF MEANS FOR TUTEES YEAR 2

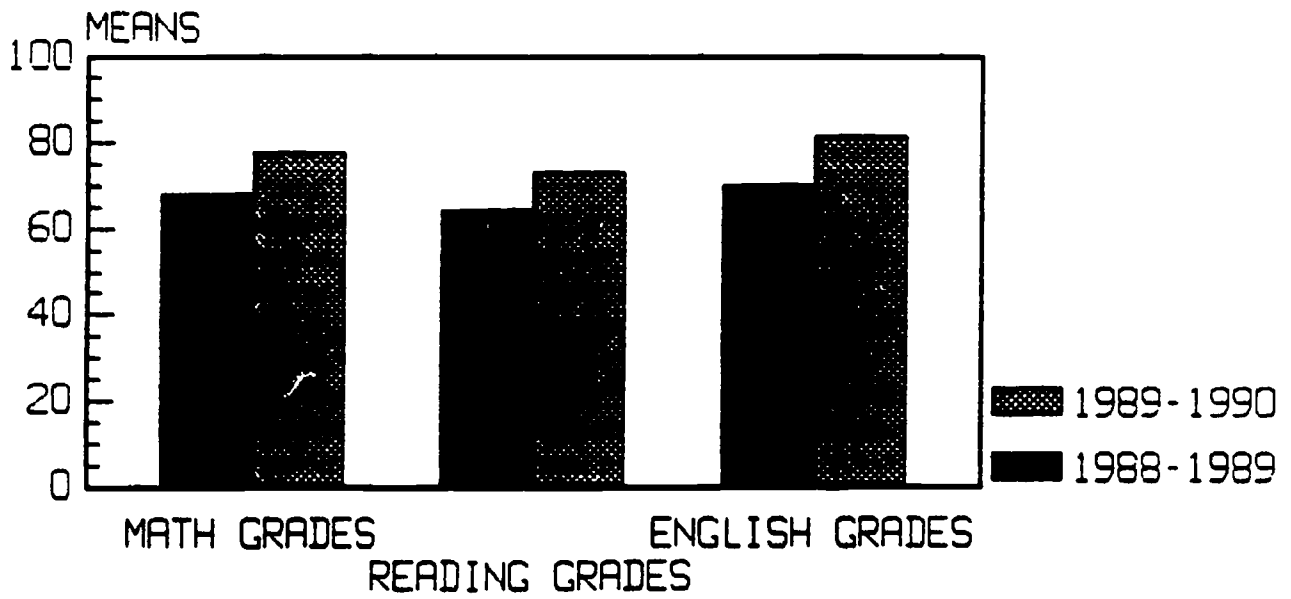


FIGURE 10
PRE- TO POST-TEST COMPARISON OF MEANS FOR TUTEES YEAR 2

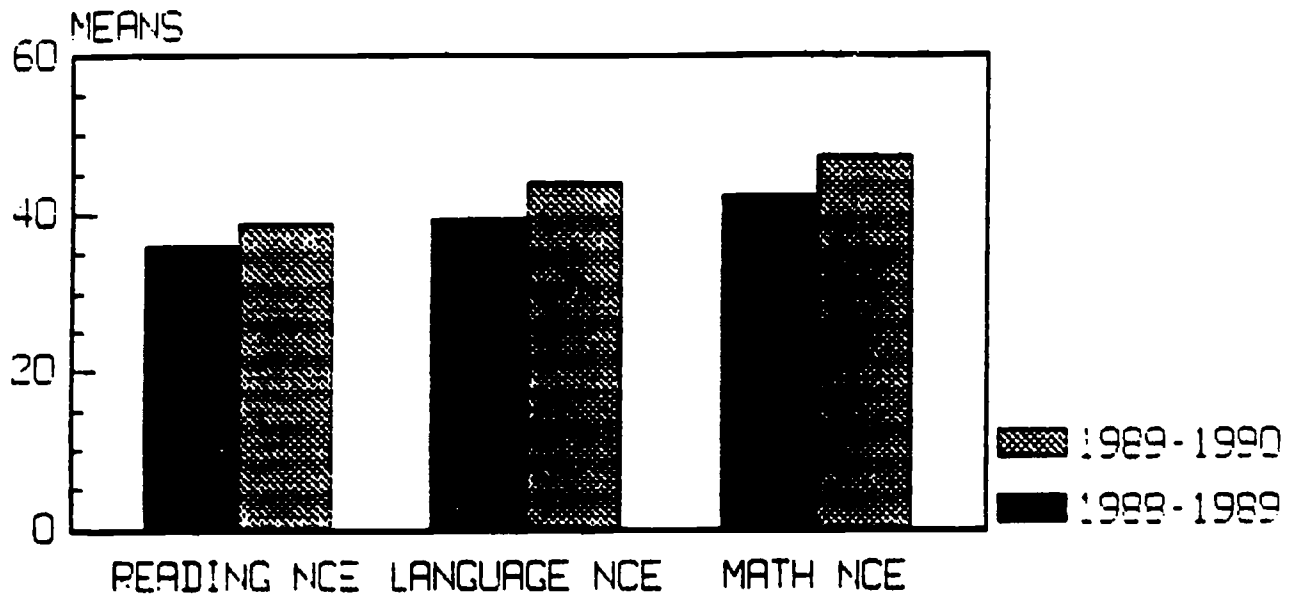
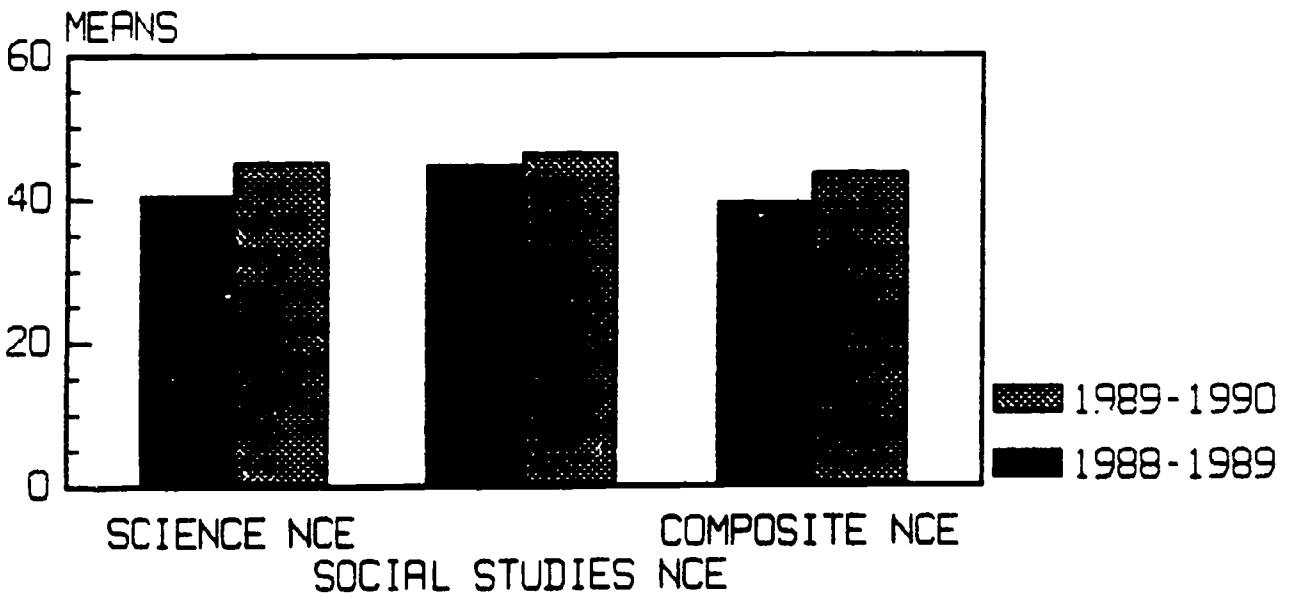


FIGURE 11
PRE- TO POST-TEST COMPARISON OF MEANS FOR TUTEES YEAR 2



Research Question 4: **Does the cross-age tutoring program have an effect on the tutor's academic achievement, language proficiency, self-concept, attitude toward school, attendance and disciplinary record?**

A profile of tutors is presented below. Profile data were elicited from the Student Tutor Surveys which were administered to tutors at the beginning of the tutoring program, at the end of Year 1, and at the end of Year 2. Unless otherwise indicated, the profile is based on a descriptive analysis of tutors matched across Baseline, Year 1 and Year 2, i.e., only tutors with data for the three points in time are included in the analysis (N=70). (See also Appendix C, Table 8, Figures 33-40).

Demographics

Of the seventy tutors, thirty-five were male and thirty-five were female. The majority (84%) were born in the U.S. Fourteen percent (14%) were born in Mexico or Latin America. Of those foreign-born, ten percent (10%) had lived in the U.S. less than one year; forty percent (40%) had lived in the U.S. one to six years; forty percent (40%) had lived in the U.S. seven years or more.

Forty-four percent (44%) of the tutors' mothers and forty percent (40%) of their fathers were U.S.-born. A similar percentage of parents were born in either Mexico or Latin America (44% of the mothers and fathers).

Schooling Mobility

Sixty-four percent (64%) of the tutors had never changed schools. Of the thirty-six percent (36%) who had, most had changed schools once or twice; one tutor reported changing schools ten times.

Employment Status

Ninety percent (90%) of the tutors did not work outside of school. Fewer tutors worked during Year 2 than at Baseline. Of those employed, most worked fewer than 10 hours and for minimum wage or less. Some worked with their parents, in offices or doing yardwork. Those who worked, did so to have spending money or to help with household expenses. Program learnings were a source of financial support for all tutors. Tutors used their learnings to buy clothes, contributes to household expenses and as savings.

Expectations of the Tutoring Program Prior to Participation

At Baseline, tutors were asked to write their expectations of the program. The most frequently cited expectations were that the tutoring program would (1) help them learn (20%), (2) provide needed money (16%), and (3) provide them with the opportunity to work with children (14%).

Friends Who Dropped Out Of School

Two out of five tutors (approximately forty percent) had friends who had dropped out of school.

Academic Achievement

Academic achievement, attendance, disciplinary record, self-concept and attitude toward school were examined through several analytical methods: an analysis of covariance (ANCOVA) was used for comparing tutor and comparison group data from Baseline to Year 1; Table 9 presents those results. Analyses of covariance were also used to compare tutors and the comparison group across three points in time - Baseline, Years 1 and 2. Before these ANCOVAS were run, the comparison group was divided into two subgroups - those students who remained in school from Baseline to Year 1 (N=74) and those who left before the end of Year 2 (N=11). When the subgroup means were plotted, this sample mortality showed a sampling bias. To address this bias, mean Baseline scores from this subgroup were assigned to the variables missing values for Year 1 and mean Year 1 scores were assigned to variables missing values for Year 2. This subgroup was then combined with the comparison students who remained. Because the plots of comparison group students who left show a downward trend prior to leaving, assigning estimates based on remaining comparison students is conservative and would tend to underestimate effects. Figures 12-32 in Appendix B presents means for the tutors, the comparison group who remained in school and those who left school across Baseline, Years 1 and 2. The covariates used in the ANCOVA were the Baseline, and Year 1 minus Baseline. The dependent variable was Year 2.

Another procedure was conducted in order to explore the issue of sample mortality in the comparison group. The proportion increase from Baseline to Year 1 and Year 1 to Year 2 was calculated and then assigned to the variables missing values for the comparison students who left school. An ANCOVA with the same covariates and dependent variable was used. Both analyses generated the same results indicating a valid methodology that generated conservative estimates of effects.

Table 10 presents the means for the tutors and the two subgroups of comparison students for Baseline to Year 2. The Baseline and Year 1 means may differ slightly from Table 9 to Table 10 due to a different sample size for both tutors and the comparison group. The Baseline to Year 1 ANCOVA was based on matched cases for tutors and the comparison group. The Baseline to

Table 9
Summary of Analyses of Variance By Group for 1988-1989 Variables,
1987-1988 Corresponding Variables as Covariates

Source of Variance	GROUP				F	df	p	r^2
	Tutor		Comparison					
	Pre	Post	Pre	Post				
Class Grades								
Mathematics	75.8	76.6	73.9	75.5	.06	1	.06	.27
Reading	78.4	81.2	77.7	77.8	11.55		.001	.24
English	79.0	77.1	77.9	76.8	.21		.65	.33
Achievement Tests (a)								
Mathematics	36.8	41.9	32.9	40.6	.41		.52	.40
Reading	29.8	29.9	31.3	31.2	.22		.64	.25
Language	34.4	37.4	32.7	37.3	.63		.43	.33
Science	32.2	34.1	34.3	33.6	.74		.39	.18
Social Studies	30.4	34.9	31.8	36.4	.16		.69	.20
Composite	31.9	35.5	32.1	35.1	.01		.95	.32
Absences	8.1	7.6	7.3	8.9	3.50		.06	.36
Language Proficiency: English	76.2	84.0	73.5	83.5	.01		.91	.03
*TEAMS Reading	710.4	698.2	701.7	713.0	2.80		.10	.11
TEAMS Math	714.9	756.0	713.2	788.6	6.89		.01	.26
TEAMS Writing	677.5	672.1	672.1	692.1	6.23		.01	.21
Self-Concept (b)	56.1	58.1	53.7	52.8	4.76		.03	.48
Quality of School Life (c)	15.3	16.2	14.3	12.6	10.81		.001	.41

(a) = Achieved tests varied by campus and/or district and included the Metropolitan Achievement Tests the Comprehension Tests of Basic Skills; and the National Tests of Basic Skills; all scores are normal curve equivalents. (Possible Range: 0-100).
(b) = Piers-Harris Children's Self-Concept Scale (Possible Range: 0-80)
(c) = Quality of School Live Scale (Possible Range: 0-27)

TABLE 10
MEANS FOR TUTORS (T), COMPARISON STUDENTS WHO STAYED IN SCHOOL (C_S) AND THOSE WHO LEFT (C_L) BY BASELINE, YEARS 1 AND 2

BASELINE

	T			C_S			C_L		
Variables	(N)	$\bar{X}$	S.D.	(N)	$\bar{X}$	S.D.	(N)	$\bar{X}$	S.D.
Math	(78)	75.7	10.0	(68)	75.9	8.6	(7)	66.9	21.1
Reading	(72)	79.7	5.6	(67)	78.4	7.6	(7)	71.6	5.2
English	(78)	79.4	6.4	(68)	79.0	6.6	(7)	70.4	10.6
Reading NCE	(75)	30.1	10.5	(66)	32.0	10.4	(7)	28.4	13.5
Language NCE	(75)	35.4	9.9	(65)	33.0	12.9	(7)	29.9	13.1
Math NCE	(77)	37.9	14.2	(66)	33.8	14.9	(6)	26.8	16.0
Science NCE	(73)	32.7	12.4	(65)	34.3	12.0	(5)	35.2	22.3
Social Studies NCE	(73)	31.0	12.6	(65)	31.7	11.5	(5)	28.8	14.1
Composite NCE	(70)	32.2	9.6	(65)	33.0	11.0	(5)	22.8	12.6
Absences	(79)	7.5	8.6	(66)	6.1	6.9	(7)	14.7	11.7
Quality of School Life	(71)	15.2	6.1	(72)	14.1	6.0	(6)	17.0	4.2
Satisfaction with School	(71)	3.2	1.7	(72)	2.8	1.8	(6)	3.3	1.2
Commitment to Classwork	(71)	6.0	2.5	(72)	5.6	2.4	(6)	6.8	1.6
Reactions to Teachers	(71)	6.0	2.9	(72)	5.8	2.7	(6)	6.8	2.0
Self Concept	(74)	56.0	13.1	(71)	53.3	14.1	(8)	55.0	14.6
Behavior	(74)	12.4	3.3	(71)	12.0	3.7	(8)	11.9	4.1
Intellectual + School Status	(74)	11.2	3.7	(71)	9.9	4.0	(8)	9.8	3.7
Physical Appearance + Attributes	(74)	8.1	3.5	(71)	7.9	3.5	(8)	6.5	2.7
Anxiety	(74)	9.7	2.9	(71)	9.1	3.0	(8)	9.8	3.4
Popularity	(74)	8.3	2.5	(71)	8.0	2.8	(8)	7.8	1.7
Happiness + Satisfaction	(74)	8.3	1.9	(71)	7.8	2.5	(8)	7.9	2.6

TABLE 10
MEANS FOR TUTORS (T), COMPARISON STUDENTS WHO STAYED IN SCHOOL (C_S) AND THOSE WHO LEFT (C_L) BY BASELINE, YEARS 1 AND 2

YEAR ONE

	T		C_S		C_L	
Variables	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Math	76.5	9.0	76.4	9.7	69.6	10.5
Reading	80.9	6.6	78.4	6.9	75.0	5.2
English	77.7	7.5	78.1	6.1	70.0	6.2
Reading NCE	30.3	11.6	31.4	9.3	34.4	7.9
Language NCE	38.6	10.2	38.4	11.6	31.7	17.1
Math NCE	41.7	13.0	40.8	13.7	39.7	10.3
Science NCE	34.9	14.4	34.4	13.9	23.2	18.5
Social Studies NCE	35.8	14.2	37.2	12.9	25.6	17.8
Composite NCE	36.6	9.4	35.4	9.4	31.0	8.4
Absences	7.8	7.8	7.5	6.0	12.4	8.1
Quality of School Life	16.7	6.5	13.2	6.3	9.0	6.5
Satisfaction with School	3.4	1.8	2.7	1.7	2.5	1.9
Commitment to Classwork	6.5	2.7	4.8	2.9	2.8	2.5
Reactions to Teachers	6.9	2.7	5.7	2.8	3.7	3.6
Self Concept	58.6	14.5	53.0	15.8	51.0	15.0
Behavior	12.7	3.4	12.3	3.4	12.1	3.2
Intellectual + School Status	12.1	1.2	9.9	4.3	9.1	5.7
Physical Appearance + Attributes	9.1	3.2	7.5	3.9	7.0	4.4
Anxiety	10.4	3.2	9.0	3.7	9.8	3.8
Popularity	9.0	2.4	8.1	3.0	8.0	3.4
Happinesss + Satisfaction	8.3	2.2	7.8	2.3	8.1	2.2

TABLE 10

MEANS FOR TUTORS (T), COMPARISON STUDENTS WHO STAYED IN SCHOOL (C_s) AND THOSE WHO LEFT (C_L) BY BASELINE, YEARS 1 AND 2

YEAR TWO

	T		C_s	
Variables	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Math	74.6	10.4	75.8	9.6
Reading	82.5	7.8	79.7	7.5
English	80.0	8.6	79.6	7.9
Reading NCE	29.8	10.6	29.4	12.4
Language NCE	35.7	10.0	34.7	12.0
Math NCE	40.5	12.1	37.4	14.2
Science NCE	35.2	13.9	35.4	12.7
Social Studies NCE	34.4	13.5	36.6	13.3
Composite NCE	34.5	8.5	33.2	10.1
Absences	8.4	8.3	7.0	6.5
Quality of School Life	15.9	5.7	14.5	6.1
Satisfaction with School	3.2	1.6	3.1	1.6
Commitment to Classwork	6.1	2.8	5.7	2.9
Reactions to Teachers	6.6	2.4	5.7	2.7
Self Concept	59.5	14.4	57.1	13.2
Behavior	12.9	3.2	13.1	2.8
Intellectual + School Status	12.6	4.0	11.0	4.1
Physical Appearance + Attributes	9.1	3.5	8.2	3.9
Anxiety	10.1	3.5	10.1	3.1
Popularity	9.2	2.4	8.9	2.5
Happinesss + Satisfaction	8.5	2.1	8.0	2.0

Year 2 ANCOVA was based on cases having data at each of the three time periods, thus yielding a smaller sample size and different mean at Baseline than the aforementioned ANCOVA.

Results are first presented for the Baseline to Year 1 analysis. The Year 2 results, with the comparison group adjustment, follow.

Grades

At the end of Year 1, tutors had an average grade in reading of 81.2 compared to the comparison group average of 77.8. This represents a significantly higher average for tutors. Tutors had higher mathematics and English grade averages than the comparison group (76.6 versus 75.5 mathematics and 77.1 versus 76.8 in English). Table 9 presents the analyses of variance results for these means.

Female tutors had a significantly higher posttest grade in mathematics than male tutors (78.5 vs. 75.0). The same trend was evident for the comparison group females (78.5 vs. 73.8 for males), (Tables 11-12).

There were significant differences among campuses for tutors, with Campus 2 having the highest posttest average grades in mathematics (80.9) and reading (81.0). Campus 4 tutors had the highest posttest English average grade (83.0). The same campus results were evident for the comparison group (Tables 13-14).

At the end of Year 2, the average reading grade was significantly higher for tutors (82.5) than for the comparison group (79.0).

Texas Educational Assessment of Minimum Skills (TEAMS) Scores

At the end of Year 1, the comparison group scored higher than the tutors in all three subtests. The comparison group scored significantly higher in two of the three subtests -- mathematics and writing ($p=.01$).

Females in the comparison group had significantly higher scores in the TEAMS writing subtest - 711.4 vs. 677.6 for the comparison group males.

There was a significant difference among campuses with Campus 4 tutors scoring highest in TEAMS mathematics (779.4) and tutors in Campus 2 scoring highest in Campus 2 (706.0). The comparison group in Campus 1 scored highest (744.4) for TEAMS reading (Table 14).

No TEAMS tests were administered in Year 2.

TABLE 11
Summary of Analyses of Variance By Sex for 1988-1989 Variables,
1987-1988 Corresponding Variables as Covariates: Tutors

Source of Variance	SEX							
	Male		Female					
	Pre	Post	Pre	Post	F	df	p	r^2
Class Grades								
Mathematics	75.8	75.0	75.7	78.5	4.68	1	.03	.30
Reading	77.7	80.2	79.3	82.3	2.81		.10	.27
English	77.8	76.1	80.3	78.2	.24		.62	.41
Achievement Tests (a)								
Mathematics	36.7	40.6	37.0	43.3	.98		.32	.41
Reading	31.1	30.3	28.1	29.4	.08		.77	.26
Language	32.6	34.0	36.3	41.3	7.53		.008	.36
Science	34.0	35.5	30.4	32.6	.30		.59	.17
Social Studies	30.1	36.1	30.6	33.7	.81		.37	.13
Composite	32.2	34.1	31.6	37.1	2.79		.10	.32
Absences	8.6	7.8	7.6	7.6	.22		.64	.30
Language Proficiency: English	76.4	84.0	75.8	84.0	.00		.98	.005

(a) = Achieved tests varied by campus and/or district and included the Metropolitan Achievement Tests the Comprehension Tests of Basic Skills; and the National Tests of Basic Skills; all scores are norma curve equivalents. (Possible Range: 0-100)

TABLE 11 CONTINUED
Summary of Analyses of Variance By Sex for 1988-1989 Variables,
1987-1987 Corresponding Variables as Covariates: Tutors

Source of Variance	SEX							
	Male		Female					
	Pre	Post	Pre	Post	F	df	p	r^2
TEAMS Reading	720.8	694.1	697.1	703.4	1.33		.25	.09
TEAMS Math	730.7	756.1	694.7	755.9	1.31		.26	.31
TEAMS Writing	681.6	664.7	672.5	682.7	3.27		.08	.23
Self-Concept (b)	60.3	62.6	51.5	53.3	1.33		.25	.58
Quality of School Live (c)	5.8	16.0	14.7	16.5	2.67		.11	.53

(b) = Piers-Harris Children's Self-Concept Scale (Possible Range: 0-80)

(c) = Quality of School Life Scale (Possible Range: 0-27)

TABLE 12
Summary of Analyses of Variance By Sex for 1988-1989 Variables,
1987-1988 Corresponding Variables as Covariates: Comparison Group

Source of Variance	SEX							
	Male		Female					
	Pre	Post	Pre	Post	F	df	p	r^2
Class Grades								
Mathematics	73.2	73.8	75.2	78.5	5.70	3	.02	.27
Reading	76.5	77.0	79.9	79.3	.82		.37	.34
English	76.7	75.8	80.2	78.5	1.70		.20	.24
Achievement Tests (a)								
Mathematics	33.4	41.0	31.9	39.9	39.9		.02	.43
Reading	31.2	31.5	31.5	30.7	30.7		.13	.24
Language	31.9	36.0	34.1	39.7	39.7		1.35	.34
Science	34.3	36.0	34.2	29.5	29.5		4.13	.27
Social Studies	32.3	38.4	30.9	33.0	33.0		.91	.34
Composite	32.2	35.6	31.9	31.9	34.1		.14	.40
Absences	9.2	9.3	4.0	8.1	2.40		.13	.46
Language Proficiency: English	72.1	82.8	77.8	85.3	.02		.88	.11

(a) = Achieved tests varied by campus and/or district and included the Metropolitan Achievement Tests the Comprehension Tests of Basic Skills; and the National Tests of Basic Skills; all scores are norma curve equivalents. (Possible Range: 0-100)

TABLE 12 CONTINUED
Summary of Analyses of Variance By Sex for 1988-1989 Variables,
1987-1988 Corresponding Variables as Covariates: Comparison Group

Source of Variance	SEX							
	Male		Female					
	Pre	Post	Pre	Post	F	df	p	r^2
TEAMS Reading	708.3	710.2	692.0	717.1	.12		.73	.21
TEAMS Math	727.3	791.8	692.6	783.9	.07		.79	.17
TEAMS Writing	669.8	677.6	675.2	711.4	4.17		.05	.16
Self-Concept (b)	55.2	54.0	51.3	50.8	.01		.91	.40
Quality of School Live (c)	13.9	12.0	15.1	13.6	.64		.43	.12

(b) = Piers-Harris Children's Self-Concept Scale (Possible Range: 0-80)

(c) = Quality of School Life Scale (Possible Range: 0-27)

TABLE 13
Summary of Analyses of Variance By Campus for 1988-1989 Variables, 1987-1988 Corresponding Variables as Covariates: Tutors

Source of Variance	CAMPUS											
	1		2		3		4					
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	F	df	p	r^2
Class Grades												
Mathematics	77.8	78.2	75.9	80.9	70.8	71.2	77.4	75.3	4.90	3	.004	.30
Reading	74.6	78.4	80.0	81.0	79.6	86.5	78.4	79.7	5.65		.001	.27
English	73.8	71.0	81.4	76.8	80.4	73.3	78.9	83.0	12.90		.000	.41
Achievement Tests (a)												
Mathematics	29.8	35.8	39.8	36.4	35.0	45.4	39.5	48.3	6.90		.000	.41
Reading	26.3	29.9	30.6	28.2	29.9	27.8	30.9	32.5	1.22		.31	.26
Language	30.3	38.2	35.7	39.8	33.6	33.4	35.6	37.0	1.77		.16	.36
Science	29.1	35.9	32.0	31.8	33.2	30.8	33.5	36.5	1.13		.34	.17
Social Studies	26.8	34.6	30.8	31.2	34.0	33.8	30.2	38.5	1.48		.23	.13
Composite	27.2	32.1	32.5	31.3	30.9	35.2	34.2	40.7	4.40		.007	.32
Absences	12.4	9.5	5.7	7.8	5.8	6.8	8.7	7.0	.47		.70	.30
Language Proficiency: English	---	---	---	---	81.0	83.5	73.8	84.2	.01		.91	.005

(a) = Achieved tests varied by campus and/or district and included the Metropolitan Achievement Tests the Comprehension Tests of Basic Skills; and the National Tests of Basic Skills; all scores are normal curve equivalents. (Possible Range: 0-100).

TABLE 13 (CONTINUED)
Summary of Analyses of Variance By Campus 1988-1989 Variables,
1987-1988 Corresponding Variables as Covariates: Tutors

Source of Variance	CAMPUS											
	1		2		3		4					
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	F	df	p	r^2
TEAMS Reading	689.3	695.0	735.8	702.1	710.7	702.8	701.0	694.1	.06		.98	.09
TEAMS Math	652.8	742.3	747.0	730.2	708.0	773.2	730.0	779.4	4.08		.01	.31
TEAMS Writing	627.4	651.3	664.2	706.0	688.8	648.5	720.4	669.7	5.64		.002	.23
Self-Concept (b)	51.4	49.9	58.2	58.2	57.3	63.3	56.3	59.9	2.87		.04	.58
Quality of School Live (c)	14.4	14.4	12.2	14.3	18.4	18.0	17.0	18.2	.88		.46	.53

(b) = Piers-Harris Children's Self-Concept Scale (Possible Range: 0-80)

(c) = Quality of School Life Scale (Possible Range: 0-27)

TABLE 14
Summary of Analyses of Variance By Campus for 1988-1989 Variables, 1987-1988 Corresponding Variables as Covariates: Comparison Group

Source of Variance	CAMPUS											
	1		2		3		4					
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	F	df	p	r^2
Class Grades												
Mathematics	80.3	71.4	79.5	80.6	61.6	68.9	72.9	75.8	3.67	3	.02	.27
Reading	77.9	80.4	82.6	82.2	79.0	76.0	71.9	73.1	6.61		.001	.34
English	77.4	74.0	83.1	77.8	74.8	73.9	75.5	79.6	3.98		.01	.24
Achievement Tests (a)												
Mathematics	31.6	37.4	35.6	40.7	33.4	42.8	30.9	41.0	.69		.56	.43
Reading	31.2	30.5	31.3	30.8	29.1	29.8	32.9	33.1	.21		.89	.24
Language	26.9	31.8	38.5	44.5	31.0	33.7	32.3	36.6	2.29		.09	.34
Science	32.8	29.7	35.5	36.0	35.0	33.7	33.6	33.8	.39		.76	.27
Social Studies	26.9	28.5	32.9	32.5	35.9	37.3	31.5	44.5	5.70		.002	.34
Composite	26.6	28.9	33.0	35.3	31.0	35.9	35.3	38.1	1.36		.26	.40
Absences	5.6	6.9	4.0	5.7	10.5	12.3	9.7	11.2	.92		.44	.46
Language Proficiency: English	---	---	--	---	77.5	83.8	72.7	83.4	.04		.85	.11

(a) = Achieved tests varied by campus and/or district and included the Metropolitan Achievement Tests the Comprehension Tests of Basic Skills; and the National Tests of Basic Skills; all scores are normal curve equivalents. (Possible Range: 0-100).

TABLE 14 (CONTINUED)
Summary of Analyses of Variance By Campus for 1987-1989 Variables,
1987-1988 Corresponding Variables as Covariates: Comparison Group

Source of Variance	CAMPUS											
	1		2		3		4					
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	F	df	p	r^2
TEAMS Reading	689.9	744.4	693.3	709.8	712.8	696.1	709.9	700.6	3.11		.04	.21
TEAMS Math	691.0	785.0	720.3	795.2	700.1	776.3	737.0	796.0	.08		.97	.17
TEAMS Writing	689.6	693.6	648.1	713.2	661.4	685.4	685.7	678.5	.93		.43	.16
Self-Concept (b)	62.6	58.9	52.0	52.0	59.6	53.6	46.3	49.4	.60		.62	.40
Quality of School Live (c)	19.5	17.3	13.6	11.5	16.9	10.4	10.0	12.3	3.72		.02	.27

(b) = Piers-Harris Children's Self-Concept Scale (Possible Range: 0-80)

(c) = Quality of School Life Scale (Possible Range: 0-27)

Achievement Tests

At the end of Year 1, there were no significant differences between the tutors and the comparison group in any of the six test areas -- mathematics, reading, language, science, social studies and the composite score. However, tutors had higher normal curve and equivalents (NCE) means than the comparison group for mathematics (41.9 vs. 40.6), language (37.4 vs. 37.3), science (34.1 vs. 33.6), and the composite score (35.5 vs. 35.1), (Table 9).

Tutor females had significantly higher posttest scores for the language subtest than the tutor males (41.3 vs. 34.0). Comparison group males had significantly higher posttest scores than comparison group females for the science subtest (36.0 vs. 29.5 for comparison group females).

Significant campuses differences for tutors were evident with Campus 4 tutors having the highest mathematics (48.3) and composite (40.7) posttest scores. The comparison group in Campus 4 had the highest social studies posttest score (44.5) (Tables 13-14).

At the end of Year 2, Table 10 shows a higher mean NCE for tutors for reading (29.8 vs. 29.4), language (35.7 vs. 34.7), mathematics (40.5 vs. 37.4) and the composite score (34.5 vs. 33.2). The comparison group scored higher than the tutors in science (35.4 vs. 35.2) and social studies (36.6 vs. 34.4).

Attendance

At Baseline, tutors had a higher mean absentee rate than the comparison group (8.1 vs. 7.3). However, while tutors lowered their mean absentee rate to 7.6 at the end of Year 1, the comparison group raised their mean absentee rate to 8.9. The difference was not significant between groups (p=.06) (Table 9).

There were no significant differences for sex or campus.

At the end of Year 2, tutors raised their mean absentee rate to 8.4 while the comparison group lowered theirs to 7.0. Table 10 illustrates these mean differences. It should also be noted that the comparison group of students who left school had the highest mean absentee rate of all groups -- 14.7 at Baseline and 12.4 at Year 1.

Disciplinary Record

No disciplinary referral data were available at Baseline, thus making a matched case analysis across time impossible. However, from Year 1 to Year 2, tutors lowered their mean disciplinary action referral rate from 3.2 to 2.0, while the comparison group raised theirs from 2.5 to 2.9.

Self-Concept

Piers-Harris Children's Self-Concept Scale

At the end of Year 1, tutors had a significantly higher total self-concept score than the comparison group (58.1 vs. 52.8). Furthermore, tutors raised their total score while the comparison group lowered theirs (Table 9).

Tutors at Campus 3 had the highest posttest scores among campuses.

At the end of Year 2, both the tutors and the comparison group raised their self-concept total scores (59.5 vs. 57.1). It is interesting to note that the comparison group students who left school had the lowest self-concept total score at the end of Year 1 (Table 10).

Attitude Toward School

Quality of School Life Scale (QSL)

At the end of Year 1, tutors raised their QSL total score from 15.3 to 16.2 while the comparison group lowered its score from 14.3 to 12.6 (Table 9). This represents a significant difference between the two groups.

The comparison group in Campus 1 had the highest QSL posttest score of all campuses.

At the end of Year 2, tutors lowered their QSL total score from 16.7 to 15.9 while the comparison group raised its score from 13.2 to 14.5. There was no significant difference between the two groups.

The comparison students who left school had the highest QSL total score at Baseline (17.0) and the lowest at the end of Year 1 (9.0) (Table 10).

Language Status

Four areas of language were examined: language usage, perceived language proficiency, first language and language learning at home (Table 8, Appendix C). Most of the following results were collected through the Student Tutor Survey completed by tutors at the end of Years 1 and

2. Data from the Language Assessment Scales (LAS) were also collected in order to analyze language proficiency.

Language Usage

Over time, tutors spoke English in the home more often, twenty-one percent (21%) at Baseline compared to thirty-one percent (31%) at Year 2 and Spanish less often, twenty-one percent (21%) at Baseline and eleven percent (11%) at Year 2.

Over half of the tutors spoke English with their friends; two out of three spoke Spanish with friends, one-third spoke both Spanish and English with friends. There were no changes in these proportions over time.

Perceived Language Proficiency

Tutors' perception of their proficiency in Spanish rose dramatically from Baseline to Year 2; e.g., thirty-nine percent (39%) understood Spanish very well at Baseline compared to eighty percent (80%) at Year 2. However, their perceived proficiency of English dropped as dramatically over the same time period; e.g., seventy percent (70%) of the tutors understood English very well compared to forty-seven percent (47%) at Year 2, (Figures 33-40, Appendix C) illustrate these results. No comparison group data are available.

First Language

One third of the tutors listed Spanish as their first language. At Year 2, more tutors listed English as their first language than at Baseline, thirty-three percent (33%) and twenty-six percent (26%), respectively. No comparison group data are available.

Language Learning at Home

Learning English at home was encouraged more often from Baseline to Year 2; "always" fifty percent (50%) to sixty-four percent (64%), respectively. Learning Spanish in the home was encouraged more often from Baseline, "always" thirty percent (30%) to Year 1, forty-three percent (43%) but decreased to thirty-six percent (36%) at Year 2.

Learning both languages in the home was encouraged more often from Baseline, "always"

thirty-seven percent (37%) to Year 2, forty-three percent (43%). No comparison group data are available.

Perceptions of Tutoring Program

Influence of Tutoring Program on School and Home

Ninety percent (90%) of tutors believed PVY helped them at school (Year 1 and 2, respectively). Sixty percent (60%) of tutors at Year 1 and sixty-seven percent (67%) of tutors at Year 2 felt the program helped at home.

Teacher Coordinator Ratings of Tutors

Teacher coordinators were asked to rate the tutors in various areas at the beginning of the program and at the end of Years 1 and 2 (Figure 41-44). From Baseline to Year 1, teacher coordinators had consistently higher ratings for their tutors in the areas of self-concept, discipline, interest in academics, attendance, interest in class and school, goals, their ability to socialize with peers and their environment, their relationship with parents, teachers, administrators, counselors and their desire to graduate. Although still much higher than Baseline ratings, Year 2 ratings were lower than Year 1 ratings in some of the areas: discipline, attendance, and their ability to socialize with peers and environment. This may be due to lower (or more realistic) expectations on the part of the teacher coordinators.

The greatest Baseline to Year 2 increase was in the tutors' relationships with their parents (+33%). This is corroborated in a separate survey; tutors' parents also reported a better relationship with their children as a result of the program. Note the same finding in the tutor survey discussed above.

A Friedman test yielded significant Baseline to Year 2 differences for tutors' interest in academics ($p=.03$), class ($p=.001$) and school ($p=.01$), their ability to socialize with the environment (i.e., school environment, $p=.05$), their desire to graduate ($p=.04$), and their relationship with teachers ($p=.008$).

Tutors' Parents

Demographics

In Year 1, tutors' parents were surveyed in an effort to elicit demographic data. A total of sixty-one (66%) parents were surveyed; seventy-nine percent (79%, N=48) by phone, twenty

Figure 41

Teacher/Coordinators' Pre- and Posttest Ratings of Tutors' Self-Concept, Discipline, Interest in Academics and Attendance

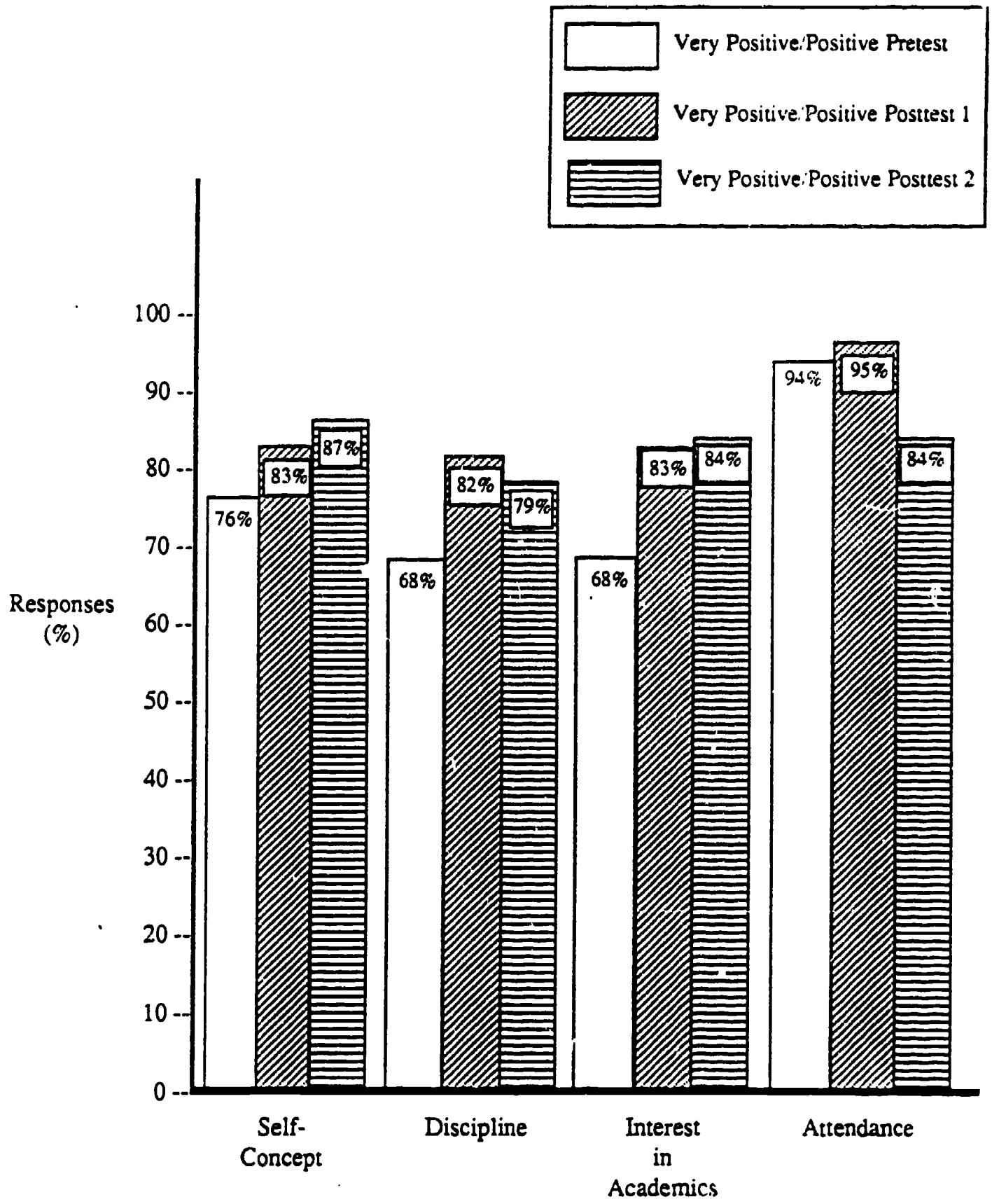


Figure 42

Teacher/Coordinators' Pre- and Posttest Ratings of Tutors' Interest in Class and School, Goals, and Ability to Socialize with Peers

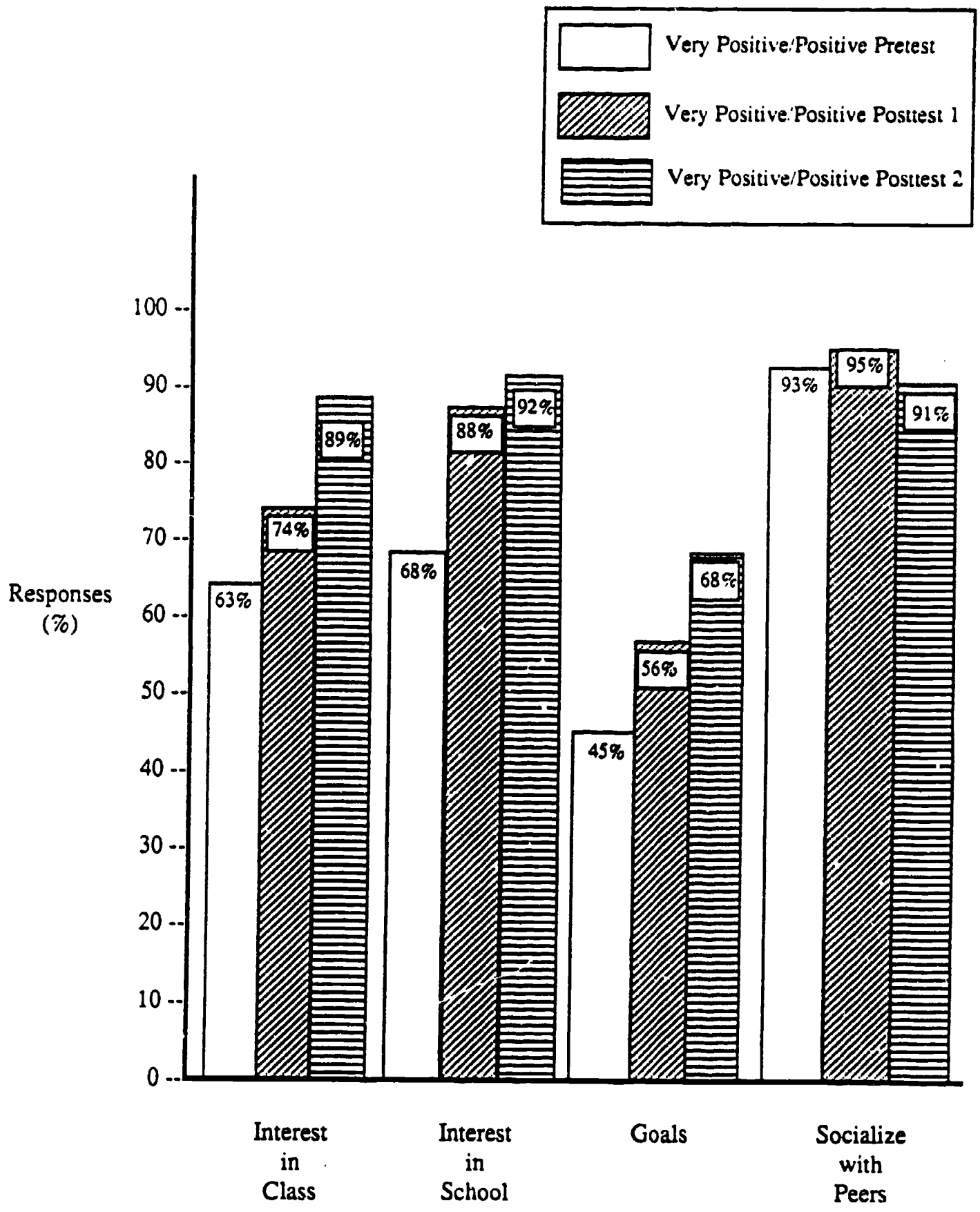


Figure 43

Teacher/Coordinators' Pre- and Posttest Ratings of Tutors' Ability to Socialize with Environment, Relationship with Parents and Teachers and Their Desire to Graduate from High School

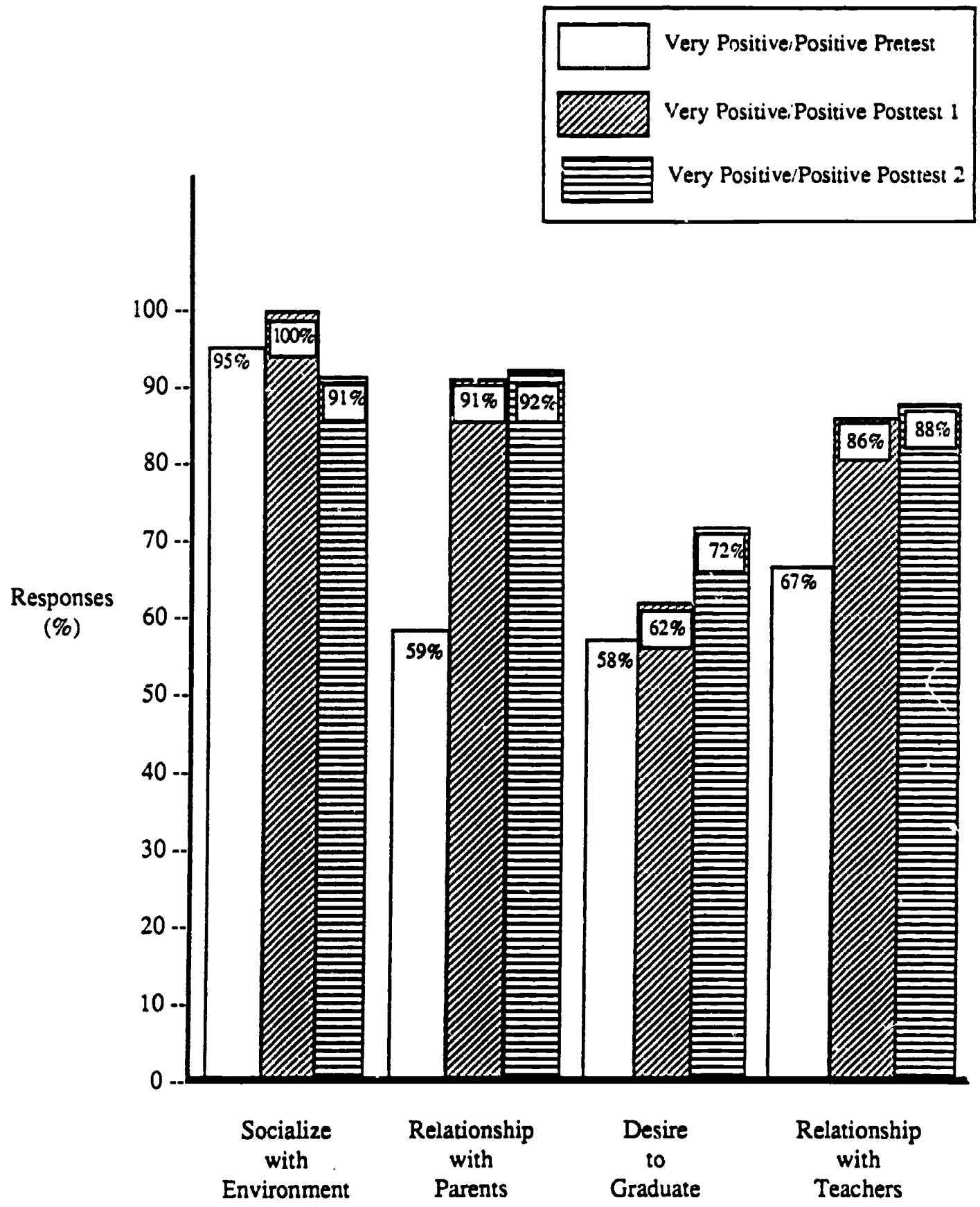
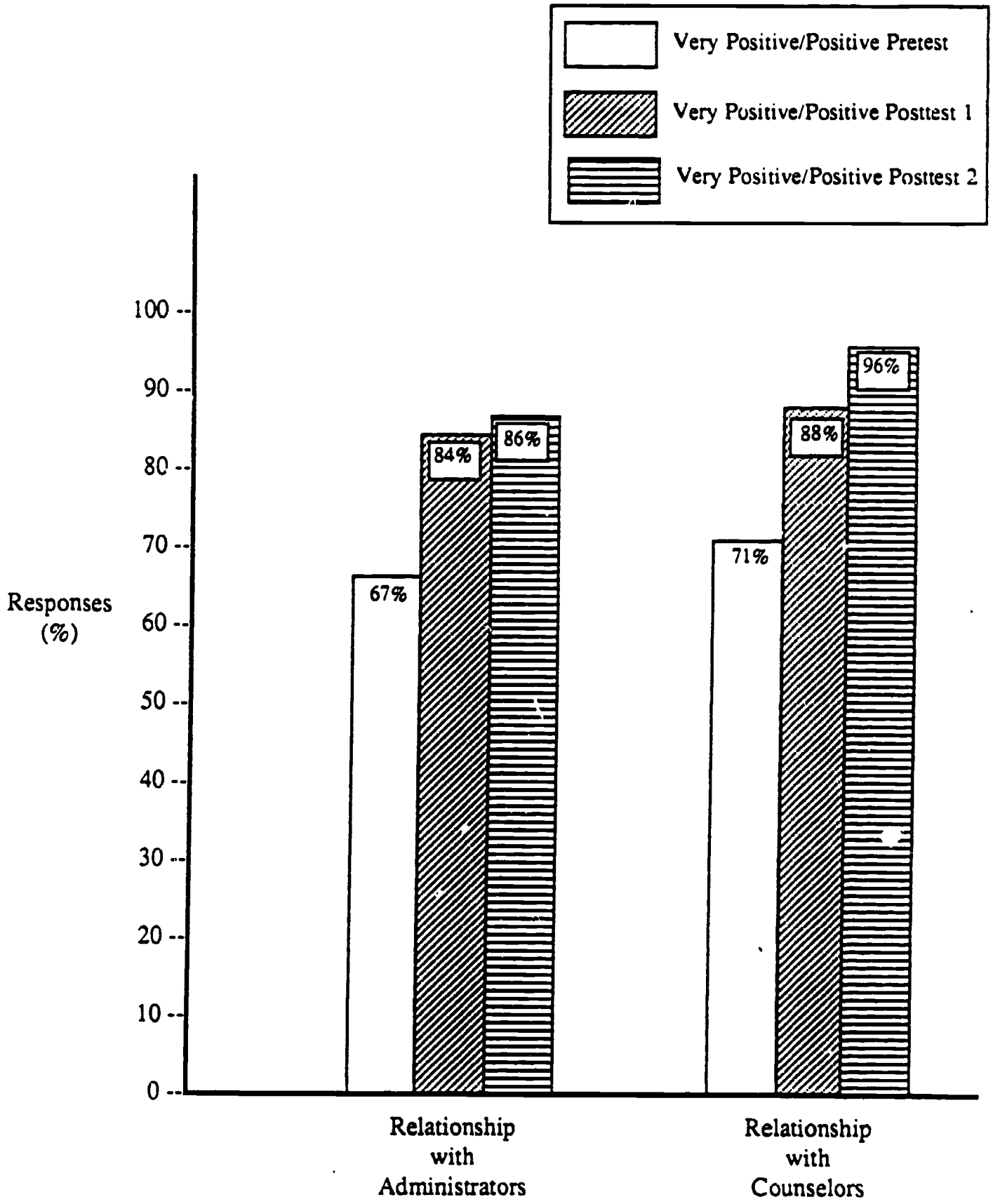


Figure 44

Teacher/Coordinators' Pre- and Posttest Ratings of Tutors' Relationships with Administrators and Counselors



percent (20%, N=12) in-person, and two percent (2%, N=1) by mail. The majority of respondents were tutors' mothers (69%); twenty-eight percent (28%) were tutors' fathers and three percent (3%) were stepfathers.

Most families (52%) had between 3-4 people living at home, with the range being two (2%) to 10 people (2%).

Forty-three percent of the parents had an eighth grade or less education. Only fourteen percent (14%) of the mothers and twenty-nine percent (29%) of the fathers had graduated from high school. Five percent (5%) of the mothers were college graduates compared to none (0%) of the fathers.

Fifty-nine percent (59%) of the parents were unemployed; unemployment was higher for mothers (64%) than fathers (47%).

Mothers who worked outside the home tended to work as domestics (27%), seamstresses (13%) or nurses (13%). More fathers worked as mechanics (33%) than in any other field.

When asked which language was usually spoken at home, most parents (64%) reported speaking both Spanish and English at home.

Perceptions of PVY Program

At the beginning of Year 2, tutors' parents were surveyed on their opinions of the tutoring program and its effect on their children. At the time of the survey, ninety (90) tutors were in the program. Sixty-three (70%) of the parents were contacted; thirty-two (51%) by phone, 27 (43%) by mail, and four (6%) were interviewed in-person (Table 15, Appendix D). Most of the surveys were conducted in English (65%); thirty-five percent (35%) were conducted in Spanish.

Eighty-one percent (81%) of the respondents were tutors' mothers, eighteen percent (18%) were fathers, one respondent (2%) was a grandmother (Table 16, Appendix D).

Three-fourths of the respondents (78%) reported a positive change in their children's attitude toward school. Parents reported their children liked school more (35%), were getting better grades (13%), were more responsible (11%) and were happier (10%) since their participation in the program.

All of the parents (100%) believed the tutoring program had helped their children in school, specifically with improved grades and greater interest in school (52%).

Three-fourths of the parents (75%) believed tutoring had helped their children at home; parents noted their children were more mature and responsible (19%) and were helping with the housework (22%).

Ninety-eight percent (98%) of the parents believed it was very important that their children graduate from high school. The same percentage (98%) believed the tutoring program had helped their children stay in school.

All of the parents (100%) believed the money their children earned as tutors had helped their children and them.

Half of the parents (50%) did not believe any changes should be made to the tutoring program. Those who did cite areas for improvement frequently cited the inclusion of more students in the program (10%).

Parents were asked if they were more involved with their children since the tutoring program began. Parents cited greater involvement with their children in three specific areas: doing household chores (57%), talking about school (75%) and talking about personal problems (70%).

Forty-three percent (43%) of the parents reported an increase in their participation in school activities since their children became involved in the tutoring program.

Case Studies

In Year 2 four case studies were added to the research design in order to better understand the dynamics of the PVY program and its effects on four tutors. One tutor from each of the four campuses (one girl and three boys) was selected by their teacher coordinator as a tutor who had overcome the odds and done especially well (academically and personally) as a result of the program.

Each tutor was interviewed by an IDRA staff member at the end of Year 2. The in-depth interviews were semi-structured and yielded valuable insight into the program and its participants. Focusing on the quantitative archival data yields an incomplete picture. The individual profiles presented in these case studies show that PVY changed the individuals themselves - they not only have goals now but believe they can attain them.

Case Study #1

"Anna" is 14 years old and an eighth grader at Middle School #1. She lives at home with her parents, two sisters, ages three and ten, and a five year old brother. Her mother and father

were both born in Mexico but have lived in the U.S. for more than 10 years. Anna was born in the U.S. Both parents have less than an eighth grade education. Her mother stays at home with the children and her father is a printer at a local printshop. Her parents understand English but Spanish is the preferred language and is always used at home. They encourage their children to learn both English and Spanish.

Her parents see a change in Anna since her participation in the PVY program. They tell her she is more responsible now. She now helps her brothers and sisters, especially with schoolwork and she gives her entire tutoring paycheck to her parents to help pay the house bills.

After her first year of tutoring, Anna's grades in mathematics, reading and English improved, from the low 70s to the high 90s. Her achievement test scores increased in reading and language. After two years in the program, Anna's grades improved dramatically in mathematics, reading, and English. Her average reading grade went from 71 before tutoring to 95 after tutoring; mathematics and English; from low '70s to the '80s.

Anna's attitude toward school and teachers and her commitment to classwork became more positive. Her score on the Quality of School Life moved from 4 to 24 (scale range is 0-27).

Anna believes the program has made a difference in her life. Before tutoring, Anna "...never even wanted to come to school. I used to think it was boring and it wasn't important for me." Tutoring children made her change her mind about school. She now wants to "...finish high school, go to college and study to be a doctor or a nurse." She also encourages her ten year old sister to stay in school. Her sister would say "...I don't want to go to school no more. I [Anna] said 'no, finish school.'" Her parents also tell their children how important it is for them to finish school.

Anna's best friends are also in the tutoring program; she thinks of the other tutors as brothers and sisters. A special bond also developed between Anna and her tutees, so much so that she says she would still be a tutor even if she were not paid.

For her future, Anna sees herself attending a local college and working parttime at a restaurant. After graduating from college, she sees herself buying a big house. Marriage and children are not a priority. For Anna, finishing college and a career are foremost in her future. She notes that a PVY guest speaker made an impression on her. She learned that she could change. Anna believes the tutoring program has helped her make a change for the better: "I hope this program continues. It helped us and it helps others."

Case Study #2

"Eddie" is 15 years old and an eighth grader at Middle School #2. He was retained once in school. He lives at home with his parents, an older brother who is 19, a four-year-old brother and a married sister who is expecting her first child. His brother dropped out of school in the tenth grade and works as a janitor at a local construction company.

His mother and father were both born in Mexico and have been living in the U.S. for more than 10 years. His parents have had some high school education. Eddie's father was injured while working as a supervisor in a manufacturing company. He sued the company and received a good settlement. He no longer works, but his wife works parttime as a seamstress. Learning English is encouraged in the home more than learning Spanish, although the latter is used more often.

After one year in the program, Eddie's average grades improved in mathematics, reading and English. His greatest improvements have been in attendance. Before tutoring, Eddie was absent 8 times in one year. After becoming Valued Youth, he missed school eight times in two years.

Eddie talks and acts tough "...There's teachers that you tell 'em something, they'll tell you back. Yeah, like Mr.____he would tell you, you can put me down but I'll put you back. I'll throw you water, you can do whatever you want to. He threw me water the other day then I got back with piece of gum all over his head, I smeared it all over his head. He had to cut his hair." Remarkably, his behavior had improved since he became a tutor. His parents also think he's behaving better; "I don't go out anymore. I'm always home...I keep busy, listening to music and playing basketball."

After becoming a Valued Youth, Eddie got along with more of his teachers, especially his teacher coordinator. Eddie thought his teacher coordinator was a good teacher because "...he knows what's going on with the kids. He knows what's going on in our heads. He'll tell you the truth."

Eddie prefers teaching kindergartners. He liked tutoring in reading and writing as well as some motor skill development; "[I]... show em how to tie their tennis. Some don't and some do...We would do it over and over and over until they do it right".

Eddie thinks he has made a difference for his tutees; "See before they had a tutor they were nesios (fussy)...." He thinks his tutoring has given them a better chance of staying in school; "...I didn't have nobody; I just had the teachers."

For his future, Eddie sees himself enlisting in the Army and going to college. He wants to

be an auto mechanic.

His tutees have reached him in ways his teachers might not have been able to. "I was a great tutor...You get to see the little kids; you get to know em better. You got friends. You want to have little friends, like small people... people that see you at the store and...tell you hi everytime they see you at the store. That's how my little kids are. I just go to HEB and they're going hi, hi, hi!...[they call me] Mr. Eddie."

Case Study #3

"Tony" is a 15 year old eighth grader at Middle School #3. He was retained once in school. He lives at home with his parents, a 9 year old brother and 5 year old sister. His parents were born in Mexico but have lived in the U.S. for more than 10 years. His father has less than an eighth grade education but his mother has her GED. His father is out of work but his mother works parttime as a general laborer (cleaning). Learning English in the home is emphasized more than Spanish although the latter is spoken more often.

Tony says tutoring helped him improve his grades; "Last year...I was kind of flunking and then towards the middle of the [tutoring] program I had passed math...[now] I'm passing 80's and 90's."

One of Tony's teachers, one not in PVY, treats him harshly since he has been in the program. She expects him to act better since he is in a special program. Tony says it is also because "...she doesn't like Mexicans....I might flunk her class, I'm not sure."

Tony first wanted to be a tutor for the money; "...then I started caring for the kids." Tony used his paycheck for clothes and to help with the family expenses since his father was out of work. He thought the best thing he did with his money was give it to his mother who, in turn, bought something for him.

He thinks the program has influenced his behavior; "...since I got into it [PVY] I would never use to like go home and help my mom washing dishes, now I do...."

Before PVY, Tony was a "heavy metal dude." Now he's clean cut and his parents are proud of him. Tony's parents support and encourage him. They want and expect him to finish school so he can get a good job; "...I want to finish it so I could get a good job. So I can prove that I could do it...."

Tony tutored four kindergartners. At the end of the program, they made an award for him. He knows he made a difference in their lives; "[I]...tell them...to keep on going and not to drop

out...I'm an example to them." Tony's tutees have made a difference in his life as well; "...like when we were at the stores I would see them and they would go Tony! Tony! They fall down and everything just to come over here."

He thinks the children and their teacher"...got their money's worth...I want to prove that it was...good use of that money." He thought the program was good in that it brought "...students and counselors together with the teacher to get to know each other. You get to know your school...I feel good. I feel like...I'm leaving a part of my life here....I don't want to leave here."

Tony sees himself going to college and majoring in management. He plans to manage a business, make a lot of money, own his own house and raise a family.

Case Study #4

"Manuel" is a 15 year old eighth grader at Middle School #4. He was retained twice in school. He lives at home with his parents and a 12 year old sister in the fifth grade. His two older sisters are 24 and 25 and have been married for a year and a half. Both of his older sisters graduated from high school and have had 2-3 years of college. They left college to work.

Manuel's parents were both born in the U.S. and have been married for 25 years. Manuel's father is a janitor at a department store and his mother works fulltime as a seamstress. Learning both languages is encouraged although Spanish is spoken more often in the home than English.

Manuel improved his English and reading grades. His English language proficiency also increased.

Manuel believes PVY improved his behavior as well. He has a better relationship with his teachers and principal, "...now I know they're there to help us." His relationship with his parents has also improved, "...I used to fight with them a lot and now I get along with them like I'm supposed to. We don't argue anymore, well, sometimes over little things...I used to go out a lot...now I don't. I wouldn't do those things no more."

Manuel's parents and older sisters encourage him to finish school. Since being in PVY, Manuel also believes it is important that he graduate; "...if they don't finish school, they're going to have a tough time going through life. And I know because all my cousins have dropped out of school....They don't have a job...They go through tough times. And I don't want my sisters or myself to go through that."

Manuel tutored third and fifth graders. He believes he has made a difference in the lives

of his tutees: "their attitudes toward their teachers and coming to school and doing their homework....They have a lot of positive attitudes toward other things...." Manuel wants his tutees to finish school and have a good job: "...I care for them. It's bad for people to see Hispanics drop out. I just get sick every time I hear [that]".

Making a difference in the lives of young children had an effect on Manuel as well, "It makes me feel glad because I know that I helped them out and accomplished what I was supposed to accomplish in this program."

Manuel believes his teachers treat him differently than the other students because of his involvement in PVY, "...they [teachers] treat you like they have more respect for you, not like some other students...they know that you're in the program...they should respect you more than the other kind, because we have experience...two years helping out the little kids...."

Getting paid for tutoring is no longer important for Manuel. He would remain in the program even if he did not get paid. He saves half of the stipend for college; "I want to keep on saving it. Hopefully, some day if I have to go to college and pay my own way then I'll just use it for college." So far he has $300.00 in his savings account at the bank. He used the other half of the money to buy gifts for his family.

Manuel has enrolled in a junior police academy. This special program, offered by the local police academy, takes teenagers interested in a future in law enforcement and offers them initial police training. Occasionally, Manuel walks the malls with security officers.

Manuel sees himself going to college and working in law enforcement. He wants a wife and children some day and to own a house.

Research Question 5: Do the effects of the cross-age tutoring program on academic achievement, language proficiency, self-concept, attitude toward school, attendance and disciplinary record vary by type/quality of class attended, number/quality of tutoring sessions, number/quality of field trips, number/quality of role models and number/quality of parent involvement sessions?

Type and Quality of Class Attended and Tutoring Sessions

The type and quality of classes the tutors attended and the tutoring sessions were determined through evaluations conducted by IDRA staff. Through the site evaluations, external evaluators were able to observe and evaluate the relationship between the tutor and tutee(s) in the context of the classroom.

The original design called for visiting each classroom at least once a year. This was not possible due to time and staff limitations and the number of classrooms (N=88). IDRA staff, trained in the site evaluation instrument and its protocol, observed 39 of the 93 tutors (42%) between January and April 1989. Site visits were randomly ordered. The site evaluation survey collected both quantitative and qualitative data. Results from the site evaluation survey indicated that the majority of tutors (80%) were assigned 1-2 tutees; only 8% (N=3) had 4-5 tutees. Ninety-seven percent (97%) of the tutors used English as the instructional language.

While most of the observations were positive, some needs were identified in Year 1: 15% of the teachers did not monitor the tutoring sessions; 10% did not provide settings receptive to the tutoring process; 10% of the teachers did not provide feedback to the teacher coordinator on a regular basis; fifteen percent (15%) of the tutors did not offer positive reinforcement to the tutees.

Qualitative data elicited from the observers during their site evaluations identified varied classroom situations in four major areas: tutor preparation, tutoring techniques, teacher support in the classroom, and tutor-tutee assignment.

Tutor preparation referred to tutor knowledge and use of tutoring techniques including verbal reinforcement, discipline, and questioning techniques. Site evaluators focused on observing that tutors would consistently provide positive reinforcement to tutees, utilize effective techniques for discipline, and keep tutees engaged and on-task by utilizing appropriate questioning techniques.

Tutoring techniques indicated the types of tutoring materials and techniques used by tutors

during the tutoring sessions. Evaluators concentrated on observing that tutors would be provided or obtain the necessary and appropriate tutoring materials such as teachers' guides and workbooks to conduct the lesson, and that tutors would vary in the specific tutoring techniques as needed, e.g., having tutees read aloud versus reading aloud to tutees.

Elementary school teacher support in the classroom included the degree and type of support provided to tutors by the elementary school teachers. Evaluators observed whether or not elementary teachers encouraged tutors, provided positive reinforcement, adequate tutoring space and monitored/intervened in the tutoring process as needed.

Tutor-tutee assignment referred to the program's recommendation of no more than three tutees assigned to one tutor at any given time. In addition, tutor-tutee assignments would not be changed, if at all possible. The number of times tutors were assigned to different classrooms and assignment to "special cases" such as special education children should have been minimal.

With these areas in mind, evaluators found enough variation in the classrooms to warrant program modifications (e.g., special orientation sessions for the elementary school teachers at the beginning of Year 2). Specifically, evaluators observed the following:

1. Tutor Preparation:

   Within the context of the tutor-tutee interaction, the tutors varied in their knowledge and use of verbal reinforcement, disciplining and questioning techniques.

2. Tutoring Techniques:

   The tutoring materials varied from computers to chalkboards, from basic curriculum series to teachers' manuals.

3. Teacher Support in Classroom:

   Teachers varied in the degree and kind of support given to the tutors in the areas of positive reinforcement, materials and space provided and monitoring/intervention.

4. Tutor-Tutee Assignment:

   Classrooms varied in the number of tutees assigned to one tutor, the number of times tutees were changed for one tutor, the number of times tutors were moved to different classrooms and the number of special cases (special education).

These findings were reinforced by the results of a survey administered to the elementary school teachers at the end of Year 1. The survey was designed to parallel the site evaluation form so that a comparison between the independent observers and the elementary school teachers

could be made. Thirty-six of the 64 teachers (56%) responded to the survey. The variability of the classroom situations described above were also evident in the teachers' survey findings.

In Year 2, IDRA staff observers conducted 65 site evaluations, observing 60 of the 91 tutors (66%) from October 1989 to May 1990. (Note: the difference in site evaluations and observations is due to site evaluators observing some tutors more than once). Site observations by campus are as follows:

Campus 1 = 17 of 22 tutors observed (77%)

Campus 2 = 12 of 15 tutors observed (80%)

Campus 3 = 15 of 23 tutors observed (65%)

Campus 4 = 16 of 30 tutors observed (53%)

While evaluating the tutoring sessions in the classrooms, evaluators focused on the four major areas identified in Year 1: tutor preparation, tutoring techniques, elementary teacher support in the classroom and tutor-tutee assignment. Although variations within each area existed, the variations were less pronounced than in Year 1. Variations noted by observers included the following:

1. Tutor Preparation:

   Tutors varied in their levels of preparation for conducting the tutoring session. Tutors demonstrated the ability to focus/coach tutees, monitor tutees' levels of engagement, ask appropriate questions, provide positive reinforcement, and adapt to the elementary classroom routine.

   The majority of tutors were perceived as mature, capable, and well-prepared students who were effective in the classroom. However, some tutors needed help with questioning techniques and student management.

2. Tutoring Techniques:

   Tutors were provided teacher's guides, worksheets, workbooks, manipulatives, and teaching aides, e.g., chalkboards, flashcards, and computers. Techniques ranged from reading aloud to their tutees to asking content relevant questions which helped the tutees complete assignments to modeling/demonstrating skills to be learned.

   Most tutors used appropriate techniques and materials and in a few cases even created materials such as flashcards and games to help the tutees. A few tutors needed access to adequate materials; others needed to become more proficient at monitoring tutee performance.

3. Elementary Teacher Support in the Classroom:

Elementary teachers provided tutoring space in various forms: (1) at tutee's desk; (2) in separate table/area within the classroom; or (3) outside of the classroom, e.g., cafeteria, library or teacher workroom. Most teachers provided a separate area for tutoring which kept distractions to a minimum and allowed the teacher to monitor the tutoring process.

Teachers monitored and intervened in the tutoring process at varying levels- from "keeping a distant eye" to physically "checking on" the tutoring process periodically to ongoing monitoring and feedback.

Most teachers were good teaching models and demonstrated good classroom management skills.

Teacher-tutor rapport was often good, occasionally excellent. Teachers were generally positive towards the tutors and their work in the classroom. Very few teachers displayed poor classroom management skills which in turn hindered the tutoring process. Examples of these were high noise level, crowded conditions and other distractions.

4. Tutor-Tutee Assignment:

Most tutors were assigned between one and three tutees. A few were assigned between four and seven tutees. Some tutors were assigned to the class in general and asked to troubleshoot and assist all students in the class as needed. These tutors often found it difficult to apply their tutoring skills with limited tutee interaction; in a few cases, the tutor did well but had little enthusiasm which in turn decreased the tutee's enthusiasm.

Campuses 1 and 2 had rotating class schedules in Year 2 which caused a change in schedules and assignment periodically.

Special cases such as special education tutees were minimal and kindergarten classes were assigned only when requested by the teachers.

Tutor-tutee rapport was generally good. Most tutors and tutees were actively engaged during tutoring with good verbal interaction in evidence. Both tutors and tutees displayed great enthusiasm and almost all tutees were genuinely excited and interested in working with the tutors.

Comments from the Elementary School Teacher Survey are included in Appendix E. Figures 45-70 (Appendix F) illustrate the results from the Year 2 site evaluations compared to the results of the Elementary School Teacher Surveys. Results are illustrated by campus; Campus

2 is excluded due to the unavailability of the Elementary School Teacher Surveys.

Number and Quality of Field Trips

In Year 1, tutors from three out of the four campuses went on two field trips during the school year; tutors from one campus went on four trips. The teacher coordinators (and volunteer parents in most cases) supervised trips to various educational and entertaining areas in the city such as the Institute of Texan Cultures and Sea World of Texas.

The majority of the tutors (56%) gave the trips an excellent rating; only 5% gave them a poor rating. Eighty-seven percent (87%) of the tutors reported their desire to return to the site. There were few campus differences although more tutors from Campus 2 rated the trips poorly (16%) when compared to the other campuses.

During Year 2, tutors went on fewer field trips due to logistical problems such as time constraints and transportation problems. However, they continued to rate the trips highly.

Number and Quality of Role Models

In Years 1 and 2, the number of guest speakers ranged from two to four, with tutors from two campuses hearing three guest speakers during the school year. The guest speakers included Hispanics working in television news, social work, law enforcement, banks, and businesses. The majority of the tutors gave the speakers an excellent rating. None of the tutors rated the speakers poorly. Many of the tutors reported wanting to have the speaker's job; money or a desire to help others were the two overriding reasons.

Number and Quality of Parent Involvement Sessions

Four parent training sessions per program year were planned in the program design. Recruitment efforts consisted of phone calls to the tutors' parents which yielded 35 commitments to attend the first session in Year 1. The first session, "Communicating With Your Children," was held in March 1989. Of the 35 parents who had agreed to participate, only four parents attended.

In an effort to increase parent involvement, the IDRA community coordinator held inservices in March and April 1989 for school personnel, promoting the idea of a small group of parent volunteers from the four campuses acting as liaisons. A parent group (N=6) from Campus 1 was organized in May 1989; their goals and objectives were focused on increased awareness and participation in the PVY program. A similar meeting was scheduled in May 1989 for Campus

3; however, none of the parents attended.

Through follow-up phone calls with the parents, the community liaison was given the following reasons for nonparticipation: (1) working parents have conflicting schedules with meeting times; (2) transportation is a problem, especially for some of the parents who are chronically ill or are limited in their mobility; (3) limited English proficiency and fear of having to participate in an English forum are an issue and; (4) inability to contact some parents due to the absence of a telephone is a problem.

To address these issues, the community liaison began conducting visits to the parents' homes in June 1989 for the purpose of establishing communication, promoting the tutoring program and addressing concerns. In Year 2, ten parent meetings were held at different locations ranging from school board rooms to school cafeterias and churches. Parent participation was higher in Year 2 than in the previous year. Five to fifteen parents participated in each meeting.

The most successful parent meetings, in terms of both number of parents and participation of parents once at the session, were those which were planned and hosted by the PVY tutors themselves.

Research Question 6: In what school context (e.g., school climate, school leadership, per pupil expenditures, and mobility and transfer rates) is the cross-age tutoring program implemented at each site?

School context was determined in several ways: (1) through school data such as dropout rates, student mobility and teacher attendance supplied by school personnel, (2) through the Questionnaire for Assessing School and Classroom Effectiveness, (Squires et al., 1984) and (3) through input from program participants (teacher coordinators, counselors and elementary school representatives). Data are primarily descriptive and no inferences with respect to different effects can be made.

The two school districts in the PVY program were largely Hispanic and of low property wealth. Characteristics by campus, district, and grade follow.

School Characteristics

Tables 17-22 present the 1988-1989 school characteristics by district, middle and elementary school campuses and grades. In 1988-1989 (Year 1), Campus 3 had the highest dropout rate (6%) while Campus 1 had the lowest (.6%). Campus 3 also had the highest percentage of LEP students (35%); Campus 1 had the lowest percentage (5%).

Campus 2 had the highest percentage of special education students (21%); Campus 3 had the lowest (5%). Attendance rate was highest at Campus 1 (97%); lowest at Campus 3 (92%).

Disciplinary action rate data were unavailable for Campuses 3 and 4; Campus 1 had a higher rate of disciplinary action referrals (316) than Campus 1 (173). The failure rate was higher for Campus 3 (9%) than for Campus 4 (6%); data for Campuses 1 and 2 were unavailable. More students were retained in Campus 2 (9%) than in Campus 1 (8%).

There were more students enrolled in Campus 1 (N=1,066); fewer at Campus 2 (N=773). The pupil to staff ratio was 15:1 for Campuses 1, 2 and 3, but 18:1 for Campus 4.

On the average, $2,339 is spent on each student in Campus 4, compared to $3,432 in Campus 3.

Student mobility was three times higher at Campus 3 (39%) than at Campus 4 (13%); data for Campuses 1 and 2 were unavailable. Intercampus mobility was highest at Campus 3 (7%); lowest at Campus 1 (.1%).

TABLE 17

1988-1989 School Characteristics by District

VARIABLES	DISTRICT 1	DISTRICT 2
Dropout Rate	371 (2.5%) (208 M, 162 F)	375
Dropout Rate by Ethnic Group	*	*
Overagedness	*	*
Free/Reduced Lunch	*	*
LEP	*	2,473
Special Education	*	740
Attendance Rate	*	95.1%
Disciplinary Action Rate	2334	*
Failure Rate	*	*
Enrollment	15,073	10,881
Class Size	363 (classrooms 722)	17
Pupil to Staff Ratio	17.6:1	17:1
Average Per Pupil Expenditure	*	$3,496
Student Mobility	*	2,560

* Data are unavailable

VARIABLES		DISTRICT 1	DISTRICT 2
Intercampus Mobility		112	662
Retention		1,077	$\bar{X}$=10.5 Range = 0-20+
Teacher's Years of Experience		•	162
Teachers with Advanced Degree		•	•
Teacher Attendance (ADM)		98%	
Grade Averages	Math	•	•
	Reading	•	•
	English	•	•
TEAMS	Reading	•	(86%)**
	Math	•	(77%)**
	Writing	•	(73%)**
LAS ('89-'90)	English Level	•	•
	0		
	1		
	2		
	3		
	4		
	5		
	Spanish Level	•	•
	0		
	1		
	2		
	3		
	4		
	5		

* Data are unavailable
** Percent passing; scores were unavailable

* Data are unavailable

TABLE 18
1988-1989 SCHOOL CHARACTERISTICS BY MIDDLE SCHOOL, CAMPUS AND GRADE

	Campus 1				Campus 2				Campus 3				Campus 4			
	6	7	8	Total	6	7	8	Total	6	7	8	Total	6	7	8	Total
Variables																
Dropout Rate				6(.6%)				12(1.5%)	0	13	35	48	0	5	15	20
Dropout Rate By Ethnic Groups				•				•				•				•
Overageness				•				•	182	142	118	442	161	165	131	457
Free/Reduced Lunch				F = 693 R = 88				F = 610 R = 69				F = 664 R = 71				F = 543 R = 153
LEP		27	24	51		62	71	133	122	96	82	300	66	82	65	213
Special Education				147				163	15	13	16	44	28	25	16	69
Attendance Rate				97.04%				96.73%				91.7%				93.1%
Disciplinary Action Rate				316				173				•				•
Failure Rate				•				•	62	13	6	81	31	14	8	53
Enrollment				1,066				773	286	271	304	861	316	309	281	906
Class Size		366	356	119 (classes >22)				23 (classes >22)		15	15	15				18
Pupil to Staff Ratio				15:1				15.5:1		15:1	15:1	15.1				18:1
Avg. Per Pupil Expenditure				3,312				3,312				3,432				2,339
Student Mobility				•				•	137	102	96	335	33	40	44	117
Intercampus Mobility				1				2	17	18	29	64	7	17	12	36
Retention				90				70				•				297
Teachers' Years of Experience				•				•				x-10.8 range-0-20+				x-9.6 range-0-20+
Teachers with Advanced Degree				•				•				•				•
Teacher Attendance (ADM)		97%	98%	98%		95%	98%	97%				•				•
Grade Avgs.: Math				•				•	71	75	76	73	78	76	71	75
Reading				•				•	78	80	80	79	76	74	76	75
English				•				•	81	78	78	79	76	77	80	78

*Data are unavailable

TABLE 19
1988-89 SCHOOL CHARACTERISTICS BY ELEMENTARY SCHOOL, CAMPUS AND GRADE

	1	2	3	4	5	Total	1	2	3	4	5	Total	1	2	3	4	5	Total	1	2	3	4	5	Total
Variables																								
Dropout Rate						•						•						0						0
Dropout Rate by Ethinic Groups						•						•						0						0
Overageduess	28	12	19	8	0	58	0	12	5	10	5	32						•						•
Free/Reduced Lunch						F=708 R=79						F=344 R=51						F=193 R=51						F=362 R=54
LEP						270	17	16	6	5	3	7	7	7	9	3	4	30	34	18	28	16	10	106
Special Education						33	3	4	6	4	6	24						53						34
Attendance Rate (ADA)							•					•						97.72%						98.00%
Disciplinary Action Rate						N/A						N/A						N/A						N/A
Failure Rate	27%	23%	23%	32%	13%	•	7	1	0	5	1	14						•						•
Enrollment							797					497						351						469
Class Size							17					16						2 (classes >22)						4 (classes >22)
Pupil to Staff Ratio						17:1						16:1						18.6:1						18.8:1
Avg. Per Pupil Expenditure						$2,200						$2,669						$3,312						$3,312
Student Mobility						•						•						•						•
Intercampus Mobility						•						•						3						5
Teacher's Yrs. of Experience						x=8.9 range=0-20						x=9.8 range=0-20+						x=11.4-1 range=0-24						x=9.1 range=0-24
Teacher's w/ Advanced Degrees						•						•						7						
Teacher Attendance						•						•	98%	98%	96%	96%	98%	97%	97%	97%	94%	96%	97%	96%
Grade Avg.: Math						•						•						•	75	•	80	79	•	•
Reading						•						•						•	72	•	80	79	•	•
English						•						•						•						•
Retention																		11						26

TABLE 20
1988-1989 Achievement Test Scores* (NTBS) by District

District 1								
Variables	1 NCE	2 NCE	3 NCE	4 NCE	5 NCE	6 NCE	7 NCE	8 NCE
Reading	42.4	44.3	41.8	47.9	45.6	43.5	42.3	42.9
Language	46.7	46.8	49.4	52.6	49.3	48.5	49.8	49.4
Math	50.5	53.3	49.3	51.2	50.3	47.4	47.0	46.4
Science	46.4	47.5	46.5	51.2	48.7	45.7	45.3	45.3
Social Studies	51.2	50.3	47.5	49.9	49.2	44.8	43.1	45.2
Composite	45.3	48.0	45.5	50.2	48.3	45.5	45.1	45.2

District 2								
Variables	1 NCE	2 NCE	3 NCE	4 NCE	5 NCE	6 NCE	7 NCE	8 NCE
Reading	60	49	53	47	48	45	46	48
Language	54	54	57	52	50	46	47	48
Math	54	56	59	53	54	47	56	52
Science	54	48	57	53	55	48	48	47
Social Studies	52	50	57	52	54	47	49	48
Composite	58	53	56	51	51	46	50	48

* Scores are mean normal curve equivalents (NCEs)

TABLE 21
1988-1989 Achievement Test Scores By Middle School Campus and Grade

	Campus 1			Campus 2			Campus 3			Campus 4		
Variables*	6 X	7 X	8 X	6 X	7 X	8 X	6 X	7 X	8 X	6 X	7 X	8 X
Reading	44.7	42.4	42.2	41.2	41.5	39.8	42	41	43	44	46	46
Language	49.9	51.7	49.8	46.5	51.6	48.2	43	45	46	46	50	49
Math	52.7	50.6	47.1	44.1	49.2	45.9	46	54	52	48	55	54
Science	47.2	48.5	47.1	42.2	44.4	44.4	44	45	48	50	49	48
Social Studies	45.4	44.0	45.8	40.3	43.1	42.7	47	50	49	47	50	49
Composite	47.9	47.3	45.8	42.3	45.8	43.2	44	47	47	46	51	49

TABLE 22
1988-1989 Achievement Test Scores By Elementary School Campus and Grade

	Campus 5					Campus 6					Campus 7					Campus 8			
Variables*	1 X	2 X	3 X	4 X	5 X	1 X	2 X	3 X	4 X	5 X	1 X	2 X	3 X	4 X	5 X	1 X	2 X	3 X	4 X
Reading	57	44	50	41	40	46	47	49	45	45	44.5	41.1	39.9	45.7	48.0	39.7	48.4	38.5	44.3
Language	48	51	59	48	43	41	51	53	48	48	50.9	43.2	42.9	52.2	50.0	40.4	51.0	47.8	50.2
Math	48	57	55	51	50	44	46	54	45	53	52.2	50.1	41.7	46.4	50.9	44.7	57.4	49.2	48 7
Science	48	47	56	49	47	50	48	50	50	52	51.5	44.6	54.7	47.4	49.3	41.3	49.6	42.6	47.8
Social Studies	45	48	56	48	49	50	46	51	46	47	57.5	51.3	58.3	46 1	52.8	50.2	55.7	42.4	44.3
Composite	53	52	55	47	45	46	48	52	46	49	48.8	44.8	43.8	46 7	50.0	40.2	52.6	42.4	46.6

Teachers at Campus 3 had a slightly higher average number of years of experience (10.8) than teachers at Campus 4 (9.6); data for Campuses 1 and 2 were unavailable. There was little difference between Campus 1 and 2 for attendance rate (98% and 97%, respertively).

Grade averages at Campus 4 were higher in mathematics (75) than in Campus 3 (73), but lower in reading (75 vs. 79 at Campus 3) and English (78 vs. 79 at Campus 3).

Elementary school campus data are presented in Table 19. Campus 1 corresponds to middle school campus 3; Campus 6 to middle school campus 4; Campus 7 to middle school campus 1, and Campus 7 to middle school campus 2.

There were no dropouts in Campus 7 or 8; data for Campuses 5 and 6 were unavailable. There were slightly more overage students in Campus 5 (7%) than in Campus 6 (6%); data for Campuses 5 and 6 were unavailable. The failure rate at Campus 5 was eight times (24%) higher than at Campus 6 (3%). More students were retained in Campus 8 (6%) than at Campus 7 (3%).

Campus 5 had the highest enrollment (N=797); Campus 7 had the lowest (N=351). Pupil to staff ratio was highest at Campus 8 (18.8:1); lowest at Campus 6 (16:1). The average per pupil expenditure was highest at Campuses 7 and 8 ($3,312); lowest at Campus 5 ($2,200).

On the average, teachers at Campus 7 had more years of experience (11.4); teachers at Campus 5 had fewer years of experience. There was little difference between Campus 7 or 8 in teacher attendance (97% and 96%, respectively).

Tables 21-22 present the achievement test score means for middle and elementary school campuses. When comparing the seventh grade normal curve equivalent (NCE) means with the tutor and comparison pre- to posttest data (Table 9), the tutor and comparison group mean scores are lower than the campus data for all subtest areas. The same trend is evident when comparing the tutee data with the elementary school campus data: tutee Year 1 mean scores are lower than the campus scores for all subtest areas.

Assessing School and Classroom Effectiveness

In order to examine the degree of variation in school context across campuses, a questionnaire was administered to selected school personnel at each campus. The questionnaire obtained information related to five major areas:

(1) student behaviors;
(2) teacher behaviors;
(3) supervision;

(4) school climate; and
(5) student achievement.

The three staff members selected to respond to the survey included: (1) the school principal, (2) the school counselor, and (3) the teacher coordinator. These three staff members were chosen in order to obtain three varying perspectives within each campus. Respondents were asked to answer 60 questions contained on the Questionnaire for Assessing School and Classroom Effectiveness (See Appendix G). Each question required a five-part answer: (1) an indication (Y/N) of whether a particular process or activity was completed, (2) a rating of the respondent's degree of certainty (0-5) as to their Yes/No answer, (3) a listing of the specific data on which the answer was based, (4) a listing of the person(s) responsible for completing the specified process/activity, and (5) a listing of the person(s) who checked on completion of the activity.

The first area, student behaviors, asked questions related to, (1) the amount of student involvement in instruction, (2) the amount of content covered and mastered by students, and (3) student success in achieving mastery. The second area, teacher behaviors, inquired on the extent of planning activities, classroom management techniques, and instructional techniques utilized by teachers. Supervision, the third area, asked about the school administrators role in the supervision and evaluation of teachers. The fourth area, school climate, asked for indications of (1) academic emphasis, (2) an orderly environment, (3) overall expectations for success, (4) modeling on the part of teachers and administrators, (5) the amount of consensus building among school personnel, and (6) the type of feedback/support received by teachers and students. The last area, student achievement asked for an indication of the role of standardized testing and test results in the planning of instructional programs.

At least one person from the selected sample at each of the four campuses responded to the questionnaire. Two of the four campuses had only one respondent -- the instructional coordinator at one campus and the principal at the other. The third campus had two respondents -- the counselor and the teacher coordinator. The fourth campus had a 100% response rate; the principal, counselor, and teacher coordinator all responded to the survey. There was a total of seven respondents.

Generally, there was little variation across campuses or within campuses. Respondents indicated a "yes" response to the majority of the questions and also rated the certainty of their

responses very highly utilizing a scale of one to five the majority of ratings were four's and five's with some three's.

There was some variation noted in some areas, however, it was usually related to one or two specific questions within that area. In supervision, for example, one respondent indicated that the principal and staff received no training in evaluation and supervision procedures. Two respondents also indicated the conflicts inherent in the supervision and evaluation process did not surface; the remaining respondents, although responding "yes", indicated a lower rating of certainty.

There was also some variation in some of the sub-areas of school climate. Related to orderly environment, two respondents did not agree that a large majority of students hold positions of responsibility, and one respondent indicated that punishment to students did not avoid humiliation or avoid modeling violence. The same issue resurfaced in the sub-area of consensus building; the same two respondents indicated few students held positions of responsibility. Two respondents also indicated that teachers did not have extensive contact with a limited number of students in several aspects of their education. In the subarea of feedback, two of the respondents indicated that teachers felt their views were not represented in decision making. One respondent felt that students did not receive more praise and rewards than they did punishments.

Related to student achievement, five of the seven respondents indicated that students from poorer families did not achieve as well as students from middle-class families.

As stated previously, the respondents varied very little in their responses to the majority of questions. They also varied little when listing the supporting evidence for their response or when indicating the person responsible for the area/activity in question. A summary of each of the five major areas across all four campuses follows below.

Student Behavior. All respondents indicated that (1) students were involved in their classroom instruction by virtue of the required teacher schedule and lesson plans, (2) students covered the appropriate content and skills to be measured by the outcome measure(s) as evidenced by lesson plans and teacher observations, and (3) students experienced high levels of success and mastered most of the content as evidenced by classroom grades, TEAMS results, and standardized test scores. Respondents indicated that teachers were responsible for each of these areas and that the principal, teacher appraiser, or superintendent was the person who ensured completion of the activities.

Teacher Behavior. Teacher planning was thought to be well organized and positive. Respondents indicated that teachers planned for teaching of content and behavior management as evidenced by lesson plans, observations, and teacher meetings. Classroom management was also indicated as being conducted in an efficient and consistent manner; this response was based on classroom observations. Respondents also indicated that teachers demonstrated and utilized effective instructional techniques as evidenced by the Texas Teacher Appraisal System (TTAS) information. Teacher appraisers (usually the principal and vice principal) were thought to be the party responsible for verifying teacher effectiveness, and the principal was the person who checked on this.

Supervision. Respondents indicated that regular classroom observations were conducted by principals to evaluate teacher classroom practices and that the results were discussed with teachers on a regular basis. The supporting evidence was the appraisal system (TTAS) utilized by school districts and the faculty meetings held at each campus. Teacher appraisers were viewed as the responsible party for teacher supervision.

School Climate. Respondents indicated that (1) there was a strong academic emphasis as evidenced by school policy and observations, (2) the school environment was orderly as evidenced by observation, and sports and club organization, (3) there were high expectations for success as evidenced by observation and student feedback, (4) positive modeling was provided by staff members as evidenced by observation, (5) there was adequate consensus building among staff as evidenced by department meetings, district plans, and classroom activities, and (6) feedback was provided to teachers and students on a regular basis as evidenced by observation, annual awards and honor rolls, the TTAS system, teacher comments and inservices training. Students, school staff, and district administration were viewed as being responsible for this area. The principal and administration checked on this area's activities and process.

Student Achievement. Generally, respondents indicated that student achievement was a major district goal and strongly supported, that student achievement measures were utilized, and that the results of those measures impacted decisions related to instructional programs and curriculum. The stated supporting data included district philosophy and goals, campus action

plans, and TEAMS and standardized test results. All district staff were thought to be responsible for this area; administration checked on it.

Program Participants

The program participants (teacher coordinators, counselors and elementary school teachers and representatives) contributed heavily to the context of each campus site. Their perceptions of the program (strengths and weaknesses), their specific roles and responsibilities, and the way they coordinated the program at each site were important factors in the final analysis. These factors are discussed in the next section.

STRENGTHS AND WEAKNESSES OF PROGRAM COMPONENTS

Focus group interviews were conducted with program participants at the end of each of the two years of program implementation. At the end of the first year, teacher/coordinators and counselors from the four participating campuses were asked to list the strengths and weaknesses of fine program components; (parent involvement was minimal the first year and was excluded from the interview). They were also asked to list the positive and negative aspects of the program participants. Tables 23 and 24 present those findings.

During the second year of implementation, the PVY model evolved into ten components. Teachers coordinators, counselors and elementary school teacher representatives were asked to list the strengths and weaknesses of each of the ten components at the last in-service. Those findings are presented in Table 25. Individual comments are included in Appendix H. As always individual respondents are not identified.

TABLE 23
Strengths and Weaknesses of the Program Components: Year 1

The following comments were elicited during a focus group interview with teacher/coordinators, counselors, and elementary school representatives conducted in May 1990.

Strengths and Weaknesses of the Program Components Year 1		
	<u>Strengths</u>	<u>Weaknesses</u>
I. Classes for Tutors	Sharing among tutors. Opportunity to use art skills (e.g., making flash cards for tutees). Establishes time for coordinator to communicate with tutors and discuss immediate needs.	Need more tutor self-evaluation in relation to tutors' progress (e.g., positive "share time"). Need more input from elementary teachers' needs. Need a more structured agenda. Tend to have too many items to address and not enough time. Lack of materials. Need better weekly surveys.
II. Tutoring Sessions	Offers structure to those who need it. Gives students a sense of responsibility, accomplishment and self confidence. Tutors become aware of the tutoring process. Tutors enjoy working with the tutees. Increases tutors' and tutees' self confidence, self-concept. Improves decision-making and social skills. Improves tutees' basic skills.	Need a better match between tutor's strengths and tutee's needs. Need written objectives of what is expected of tutors and teachers so progress can be evaluated. Receiving teachers ask tutors to do busy work rather than tutor. Need coordination between middle and elementary school staffs to communicate on a regular basis. Lack of tutoring skills for tutors.

TABLE 23 (Continued)
Strengths and Weaknesses of the Program Components: Year 1

The following comments were elicited during a focus group interview with teacher/coordinators, counselors, and elementary school representatives conducted in May 1990.

Strengths and Weaknesses of the Program Components Year 1		
	Strengths	Weaknesses
III. Field Trips	Improves behavior. Enhances awareness of surroundings. Worthwhile experiences and students learn. Provides chance for parents to participate. Students enjoy being together, away from campus.	Need better planning. Need "central clearinghouse" of places to go; share among schools. Need funds. Students unable to go because of failing grades. Undermines positive reinforcement.
IV. Role Models	Provides role models who have overcome obstacles to assume positions of leadership. Helps develop tutors' communication skills; discuss speakers' ideas and feelings. Builds students' self-concept. Provides personal identification with role models' lives. Provides excellent motivation and helpful information; incentive to stay in school.	Need "central clearinghouse" for suggested guest speakers. Some unable to speak to tutors on their level or to relate to tutors. Difficult to locate effective speakers. Miscommunication as to time and date. Need to schedule sooner in the year. Should bring visual aids.

TABLE 23 (Continued)
Strengths and Weaknesses of the Program Components: Year 1

The following comments were elicited during a focus group interview with teacher/coordinators, counselors, and elementary school representatives conducted in May 1990.

Strengths and Weaknesses of the Program Components Year 1		
	Strengths	Weaknesses
V. Student Recognition	Provides good motivation ID tags - students enjoy being recognized as tutors. Improves teamwork within group. Provides administrative identification of these students. Reinforces identity with school PVY photo album; film of field trip; special treatment (field trips, speakers); paycheck.	Needed more often (every 6 weeks). Need more publicity (district and school-wide).

PROGRAM MODIFICATIONS

Year 1 data identified areas for improvement during Year 2 of PVY. Program needs and modifications/requirements are listed below by component.

Component I: Classes for Tutors

While this component established a time for the tutors to develop basic skills, and to share their needs and accomplishments with other tutors and the Teacher/Coordinator, there was an expressed need for a more structured agenda, more input from the elementary school teachers and more tutor self-evaluation. The following program modifications address these needs.

1. Development of a guidebook that focuses on the enhancement of self-concept will be initiated during the summer program.

2. Designated meeting times between the Teacher/Coordinator and elementary teachers will be scheduled every six weeks.

2b. Mailbox assignment for the Teacher/Coordinator at the elementary campus will be designated.

2c. Implementation of a sign-in sheet at the elementary campus will be provided for the purpose of tracking students.

3. Activities initiated during the summer classes (Valued Leaders Summer Program) will provide a more structured agenda for Friday sessions.

   One such activity is a more structured curriculum stressing Child Growth and Development,Tutoring Skills, Self-Concept/Self-Awareness and Tutoring Strategies (literacy skills, mathematics). Student tutors will attend daily sessions for three weeks prior to their first tutoring session.

4. Elimination of weekly tutor surveys to be substituted with weekly journal entries.

Component II:Tutoring Sessions

This component increased basic skills, gave students a sense of accomplishment and pride, and improved tutors' decision-making skills. The following program modifications address the need to increase communication between the middle and elementary school staffs on a regular basis, provide a better match between the tutor and tutee, and provide written objectives and expectations of teachers and tutors.

1. Screening of tutors and tutees to provide a closer match between tutor abilities/skills and tutee needs will be conducted at the beginning of the school year. A tutor and tutee profile will be completed by the Teacher/Coordinator and elementary school teachers prior to the first training session/inservice. The profiles will identify tutors' capabilities and tutees' needs, thus allowing the Teacher/Coordinators and elementary school teachers to make informed "matches" during the first training session in September 1989.

2. Orientation sessions by IDRA staff members will be conducted for both elementary and secondary campus personnel.

3a. Orientation sessions by elementary principal (or designated representative) will be conducted with the tutors for the purpose of introducing students to the faculty and school facilities.

3b. Closer matching of junior school schedules with those at the elementary school will be coordinated by the counselors.

4. More systematic use of the Language Experience Approach, Cooperative Learning and Whole Language (among other approaches/methods) will begin with the Valued Leaders summer program.

Component III: Field Trips

Field trips exposed tutors to events and places they may not ordinarily experience. Expressed needs such as better planning and a clearer understanding of funding responsibilities are addressed in the following program modifications.

1. More advanced planning/scheduling of field trips will be established.

2. Logbook for field trips will include the following:

   a. logistic sheet providing demographic data for logging information regarding visits and/or presenters
   b. form letters for guest speakers to address the following:
      - initial contact
      - appreciation
      - organizational framework (which includes description of audience, length of presentation, request of visuals and objectives to addressed)
   c. rating scale for recommendations of future visits and/or presenters
   d. diagram of school's location in the city
   e. calendar of events for the school year (which will include dates and times of scheduled guest speakers and field trips for the year.)

3a. Funding for field trips and materials will continue to be provided by the district. At the beginning of the year, a plan will be developed outlining and clarifying the roles and responsibilities of both IDRA staff and district personnel.

3b. The curricular framework of the Friday classes will be enriched by field trip activities.

Component IV: Role Models

This component motivated the students to stay in school and improved their self-concept. Program changes address the need to locate effective speakers, and provide speakers with better information (class expectations, duration of talk, visual aids encouraged).

1. Logbook for guest speakers will include the following:
   a. logistic sheet providing demographic data for logging information regarding visits and/or presenters
   b. form letters for guest speakers to address the following:
      - initial contact
      - appreciation
      - organizational framework (which includes description of audience, length of presentation, request of visuals and objectives to be addressed)
   c. rating scale for recommendations of future visits and/or presenters
   d. diagram of school's location in the city
   e. calendar of events for the school year (which will include dates and times of scheduled guest speakers and field trips for the year)
2. The curricular framework of the Friday classes will be enriched by role model activities.

Parent Involvement

Although not addressed by participants during the interview, areas of need were identified during the year. Parent training sessions provided a forum for addressing parental concern and needs as well as communicating the project goals, thus increasing parents' understanding and support of the project. Program changes address the issue of non-participation.

1. Home visits will be used to recruit parents.
2. Core parent groups will be used as a support network.
3. Future meetings will be planned with consideration for work schedules, lack of transportation, and an emphasis on bilingual meetings.

Component V: Student Recognition

This component increased student motivation, teamwork and reinforced tutor identification among

tutors and administrators. Program modifications address the need for more publicity and increased frequency of recognition events.

1. Identity reinforcement of PVY tutors will be promoted within the districts and school-wide in the following manner:

    - compiling of photo albums
    - filming of field trips
    - creating a newsletter (or the inclusion of PVY information into school or district newsletter)

In refining the PVY program for the 1989-1990 school year, the overall strategy was one of informed decision-making based on research data and collaborative planning with school district personnel. The recommendations presented were negotiated with each participating school district. Informed and consensually-validated plans were the result.

TABLE 24
Positive and Negative Aspects of the Program Participants

POSITIVE AND NEGATIVE ASPECTS OF PROGRAM PARTICIPANTS Year 1		
PARTICIPANTS	POSITIVE	NEGATIVE
Principal	Supportive. Willing to work with coordinator in conjunction with events at elementary school. Provides good ideas.	Sometimes difficult to coordinate things through both middle and elementary school principals due to time. Needs more information about the program.
Elementary School Personnel	Supportive. Provide good ideas. Open-minded. Teachers are eager to work with tutors.	Very busy; at times inaccessible. Need better communication.
Peer Perception	Other teachers take pride in students' recognition and accomplishments.	Not too knowledgeable about the program.
Peer Support	Good feedback from elementary school teachers. Student progress shared and student needs are articulated. Teachers are willing to listen and give of their time.	

Other qualitative data include:

1. The tutoring group has formed an identity and network; a family, and they are protective of each "family member."
2. One student did so well that she was promoted to the eighth grade.
3. Two students made the honor roll in April.
4. Nine students would have made the honor roll except for one grade.
5. Only 1 student tutor out of 95 (1.0) has dropped out of school.

TABLE 25
Strengths and Weaknesses of the Program Components: Year 2

The following comments were elicited during a focus group interview with teacher/coordinators, counselors, and elementary school representatives conducted in May 1990.

Strengths and Weaknesses of the Program Components Year 2		
	Strengths	Weaknesses
I. Classes for Tutors	Builds self-confidence. Tutors learn do's and don'ts of tutoring. Tutors develop close friendships among themselves. Tutors learn and exhibit acceptable behavior in and out of the classroom (e.g., acceptable language and grooming). Teachers get fresh ideas from the tutors. Teacher/coordinators offer guidance.	Not enough time for tutoring. Difficult to keep the tutors' momentum going (after the "honeymoon"). Difficulties with discipline and keeping students on task exist. Tutors feel inadequate when they can't answer a question from the tutees.
II. Tutoring Sessions	Improves academics of tutors and tutees. Lowers absenteeism. Offers insight to teaching. Improves tutors', tutees', teachers' relationship. Tutors help the elementary teacher.	Tutors' disappointed when tutees transfer to other schools in mid-semester. Disciplinary problems. Scheduling constraints. Tutoring can be disruptive. Lack of space for tutoring. Non-tutored elementary school children feel left out. Lack of initiative or direction on the part of some tutors.

TABLE 25 (Continued)
Strengths and Weaknesses of the Program Components: Year 2

Strengths and Weaknesses of the Program Components Year 2		
	<u>Strengths</u>	<u>Weaknesses</u>
III. Field Trips	Learning experience. Opportunity for socialization. Location is important.	Transportation difficulties. Absences. Limited resources. Not enough parents help supervise.
IV. Role Models	Positive role models. Tutors/teachers/tutees all serve as role models.	Ineffective speakers.
V. Student Recognition	Payment/Reward. Hero worship by the tutees occurs and is intrinsic and permanent. Builds self-esteem and confidence.	Little feedback given to participants after the media blitz. Envy from non-participants.
VI. Curriculum	Appropriate and effective. Addresses many areas; not limited to one or two only.	Needs regular review and adaptation.

TABLE 25 (Continued)
Strengths and Weaknesses of the Program Components: Year 2

Strengths and Weaknesses of the Program Components Year 2		
	Strengths	**Weaknesses**
VII.Coordination	Availability of coordinators. Working with school staff committed to program is very positive. Regular meetings with other teachers is very informative. Elementary school representative was good liaison. Focused goals.	Difficult to get and maintain coordination in every area of program everyday. All teachers should participate in at least two inservices - at the beginning and at the end of the program. Need more communication between elementary school teachers and their representatives. Increased monitoring of classrooms by teacher/coordinator.
VIII. Staff Enrichment	Concern for program's success was conveyed at orientation meeting. Lines of communication between external agency and schools always open. Problems always addressed positively by external agency. Opportunity to update faculty and student achievements.	Not enough information on program changes during the year. Difficult to schedule and get staff together. All teachers should participate.
IX. Parent Involvement	Parents helped on field trips. Vital in strengthening program.	Difficult to get parents involved.
X. Evaluation	Vital in determining strengths, weaknesses and effectiveness of program. Evaluation meetings provided needed feedback and reflection.	Not enough evaluation. Envy from non-participants. Checklist - not essay - forms preferred.

ROLES AND RESPONSIBILITIES OF PROGRAM PARTICIPANTS

As part of the last Partners for Valued Youth in-service, teacher coordinators, counselors and elementary school representatives were asked to list their PVY roles and responsibilities. They were also asked to categorize their responses as "critical," "important," or "desirable." "Critical" was defined as vital and non-negotiable elements necessary to producing positive program results; "important" was strongly recommended elements which can produce better results; "desirable" was non-required elements which, if present, enhance the viability of the program.

Teacher/coordinators and counselors listed the selection and class scheduling of tutors as critical to the program's success. Coordinating the curriculum to meet tutors' needs, mentoring of tutors and advocacy were also deemed critical by the teacher/coordinators.

Elementary school teacher representatives listed receptivity to the tutor, communicating tutors' responsibilities and establishing guidelines and expectations as critical responsibilities of the receiving teacher.

Table 26 lists participants' responses.

TABLE 26

ROLES AND RESPONSIBILITIES

	Teacher/ Coordinators	Counselors	Elementary School Teachers
Critical	. Choose students . Work closely with external agency . Coordinate curriculum to meet students' needs . Be mentors and advocates . Schedule tutors in classes*	. Choose students . Schedule tutors in classes* . Administer evaluative instruments*	. Make tutor feel welcome . Tell tutor what are his/her responsibilities . Set up guidelines and expectations
Important	. Lecture on do's and don'ts and expectations at elementary school . Complete program documentation . Work with counselor . Be available and in touch with elementary school teacher	. Support and communicate with everyone involved . Work with Teacher/ Coordinator . Students with disciplinary problems should sign contract - written commitment to PVY	. Create rapport with tutor . Monitor tutor performance and provide feedback . Communicate with tutor/tutee and provide feedback . Complete documentation
Desirable	. Extensive planning for field trips and guest speakers	. Monitor tutoring	

* Respondents could not decide whether to categorize this item as "critical" or "important."

PROGRAM COORDINATION

Teacher/coordinators, counselors and elementary school representatives participating in the last PVY inservice were asked to describe what would promote and what would hinder or prevent ideal PVY coordination efforts between the elementary and secondary campuses. Their responses follow.

Ideal Coordination Efforts	
Promote Efforts	Hinder/Prevent Efforts
. meetings twice a year [teacher/coordinator plus receiving elementary school teachers]	. lack of substitute teachers.
. no scheduling conflicts	. lack of positive attitude on part of teachers.
. preparation for new teachers (elementary)	. lack of awareness/realistic expectations
. mailbox between campuses.	. lack of time
. written memo evaluation by receiving teachers every six weeks	. scheduling conflicts
. support from principal plus administration	
. open lines of communication for important issues	
. immediate media feedback (e.g., copy of news article)	
. PTA backing	
. parent backing	

V. Conclusions and Implications

After two years of implementation, The Partners for Valued Youth (PVY) program has had a positive effect on the lives of most of the participants.

When at-risk students were placed as tutors, they strengthened their basic skills, felt more competent and responsible, and improved their attitudes toward their teachers and school. Student tutors reported that reviewing basic skills and having answers for students' numerous questions helped them realize how much they really knew and resulted in increased self-concept.

Tutors working in a one-to-one relationship with a small group of no more than three students provided several advantages. Young tutees reported feeling more at ease in a small group. The proximity to the tutor allowed them to feel free to ask questions and to volunteer answers. The tutees soon found out that tutors were willing to answer questions and repeat information without reprimands. The proximity and small numbers also assisted the tutor in maintaining close tabs on students' performance and engagement in the learning process.

Students being tutored benefitted from immediate feedback such as clarification of information they did not understand, finding out how well they were doing on a task, or receiving correct information before completing incorrect work. Mistakes were caught early in a private and nonthreatening manner.

The best thing about tutoring, according to a PVY tutor, was "...helping the kids as much as I can and try to improve and be the best tutor that I can be because you never know maybe one day when I'm old, I may need to go to a doctor and find out that I used to tutor that doctor."

As tutors, students suddenly began to empathize with their teachers. As a result of this empathy and understanding, tutors behaved more appropriately in and out of class and had a better relationship with teachers, counselors and administrators.

Earning their own money and the responsibility of a job also changed the way that students behaved at home. They were now able to share in the household expenses. Often, they began to tutor their younger brothers and sisters. One student even tutored her mother who was completing the coursework for her GED.

Parents of tutors were very supportive of the program and its goals. They reported greater communication with their children and a positive change in their child's behavior. One father wrote, "It [PVY] has given him a sense of pride, a feeling of responsibility and most of all, self-esteem."

Through student tutors' positive influence on younger students, they began to see

themselves differently - valuing themselves and their ability to empower someone through knowledge. In doing so, they empowered themselves; they believed they had control over their lives and their futures. Goals became clearer and attainable. These "at-risk" students were willing to risk success.

It is important to remember that the PVY program is not a panacea and should not be expected to work for everyone and under all circumstances. As discussed in the Practitioner Handbook, some program components are critical to the success of the project. When one or more of these components are lacking, the odds of succeeding are lowered.

The findings of this research and demonstration project show that when PVY is implemented well, the benefits to the participants often match and sometimes exceed the expectations. Children's lives are changed for the better.

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APPENDICES

APPENDIX A

III

Procedures For Identification, Assessment, And Placement Of LEP Students

Both the *linguistic and academic levels* of the language minority student must be considered in determining instructional needs. While the process that follows is not intended to fully detail the identification process required by the Board rule, the major steps essential to appropriate placement are outlined below. For further detail refer to rules adopted by the State Board of Education, October 1985, 19 TAC Chapter 77, Subchapter R, §77.356.

Identification of LEP Students

Step 1 Screen all students with a Home Language Survey to determine:

(1) the language normally used in the home; and

(2) the language normally used by the student.

Step 2 Test those students having a home language other than English with a State approved oral language proficiency test to determine proficiency in English.

Step 3 Test those students in Grades 2-12, having a home language other than English with a State approved standardized achievement test. The reading and language arts scores on the previous year's achievement test may be used if the student is not enrolled during the district's regular testing period.

Step 4 Classify each student as LEP or non-LEP based on criteria in 19 TAC §77.356.

Assessment of Instructional Needs

Step 5 Administer an oral language proficiency test in the primary language to limited English proficient students placed in bilingual education programs.

Step 6 Review information about the student's academic history, special needs, and previous instruction.

Step 7 Use information in sections IV-VIII of these guidelines to determine the time and treatment required for each student upon initial placement.

Step 8 Provide appropriate instruction for mastery of the essential elements of the required subjects. Beginning at prekindergarten through grade 12, every effort must be made to provide a sequential program of bilingual education or ESL instruction as required.

By using these steps, students should be classified as LEP or non-LEP and placed in a language category based on oral and written language skills demonstrated upon initial entry to bilingual education or ESL programs (Figure 1). The total amount of time needed for bilingual education or ESL instruction will vary for each student; however students of similar language skills may be grouped for instruction. It is expected that students will gain language skills as they progress through the program. *Time and treatment allocations have taken this progression into consideration and the student in a bilingual education program need not be recategorized during the year.* Rather students should work through an appropriate progression for the mastery of the essential elements until they meet the criteria for reclassification as non-LEP.

Figure 1

Required Programs for LEP Students

Types of Programs	Grades PreK through Elementary	Grades 7 through 12
Districts identifying 20 or more LEP students in any language classification at the same grade level.	Bilingual Education	ESL
Districts identifying less than 20 LEP students in any language classification at the same grade level.	ESL	ESL

APPENDIX B

FIGURE 12
SCIENCE NCE MEANS TUTOPS,
CONTROLS WHO STAYED AND WHO LEFT

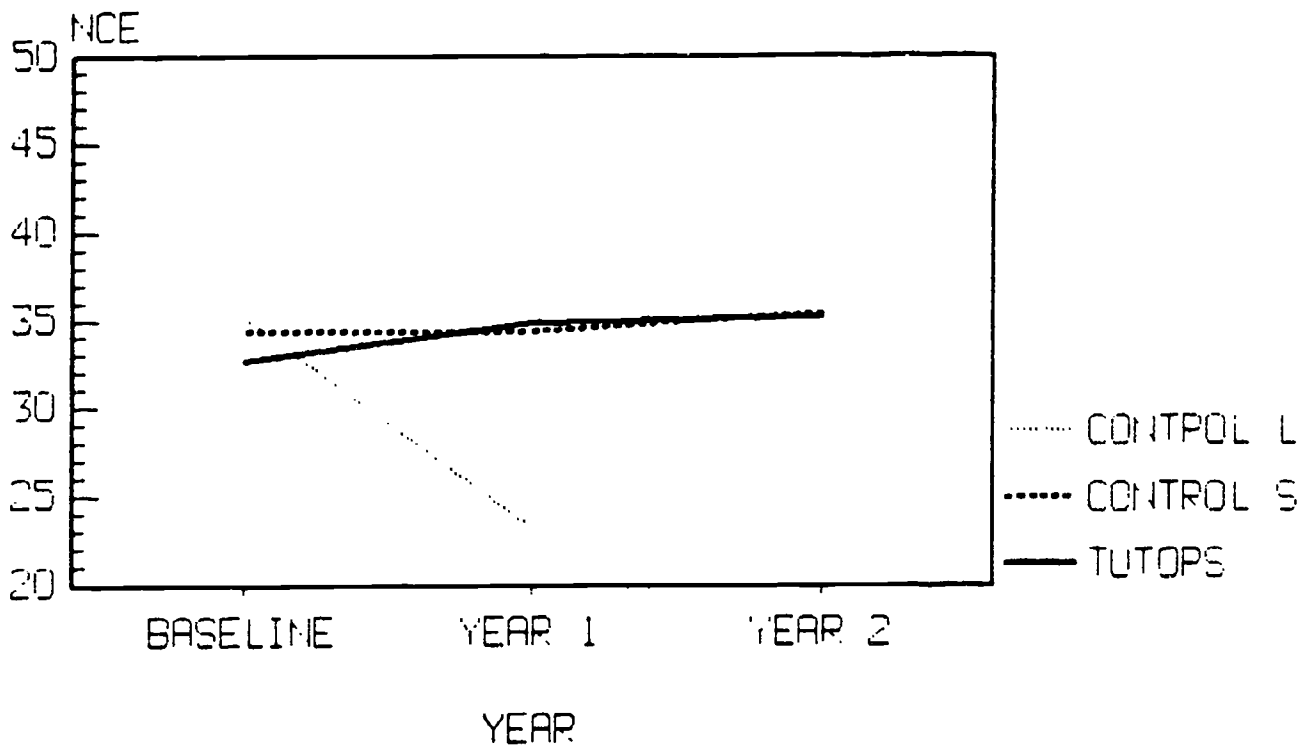


FIGURE 13
SOCIAL STUDIES NCE MEANS TUTORS,
CONTROLS WHO STAYED AND WHO LEFT

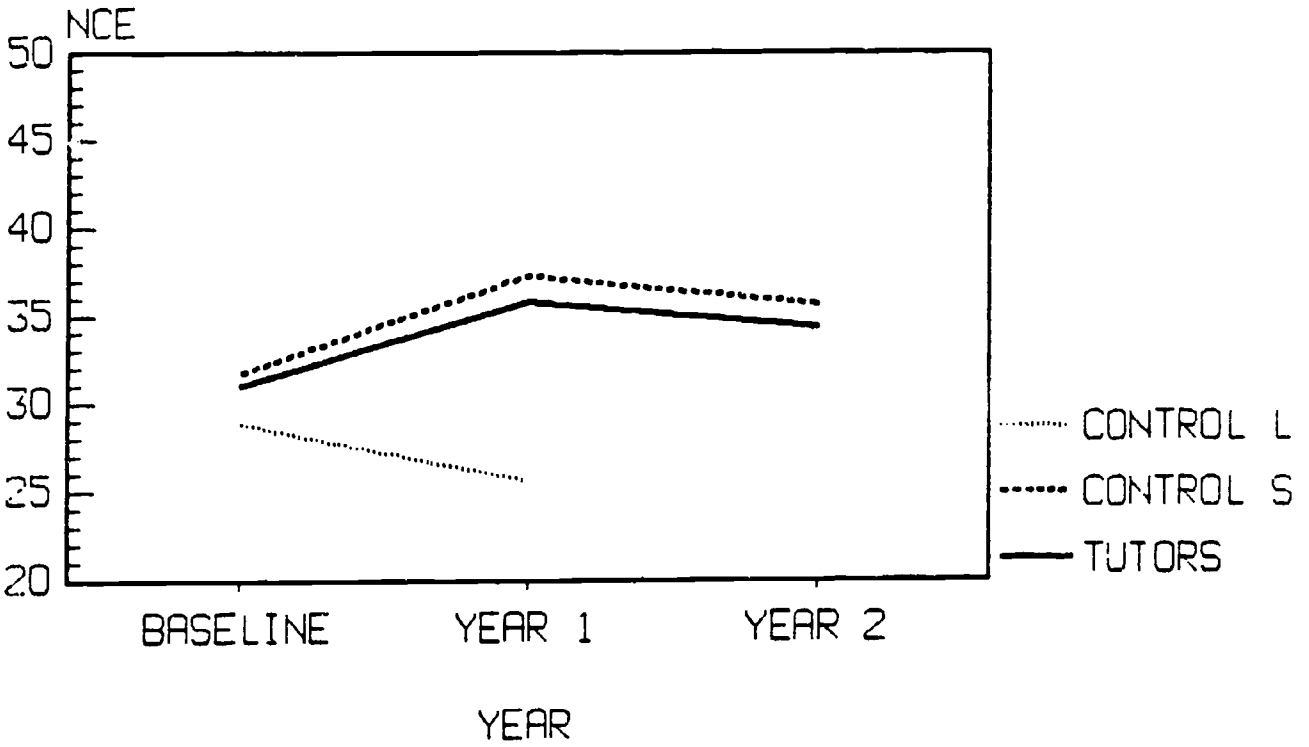


FIGURE 14
ABSENCE MEANS TUTORS,
CONTROLS WHO STAYED AND WHO LEFT

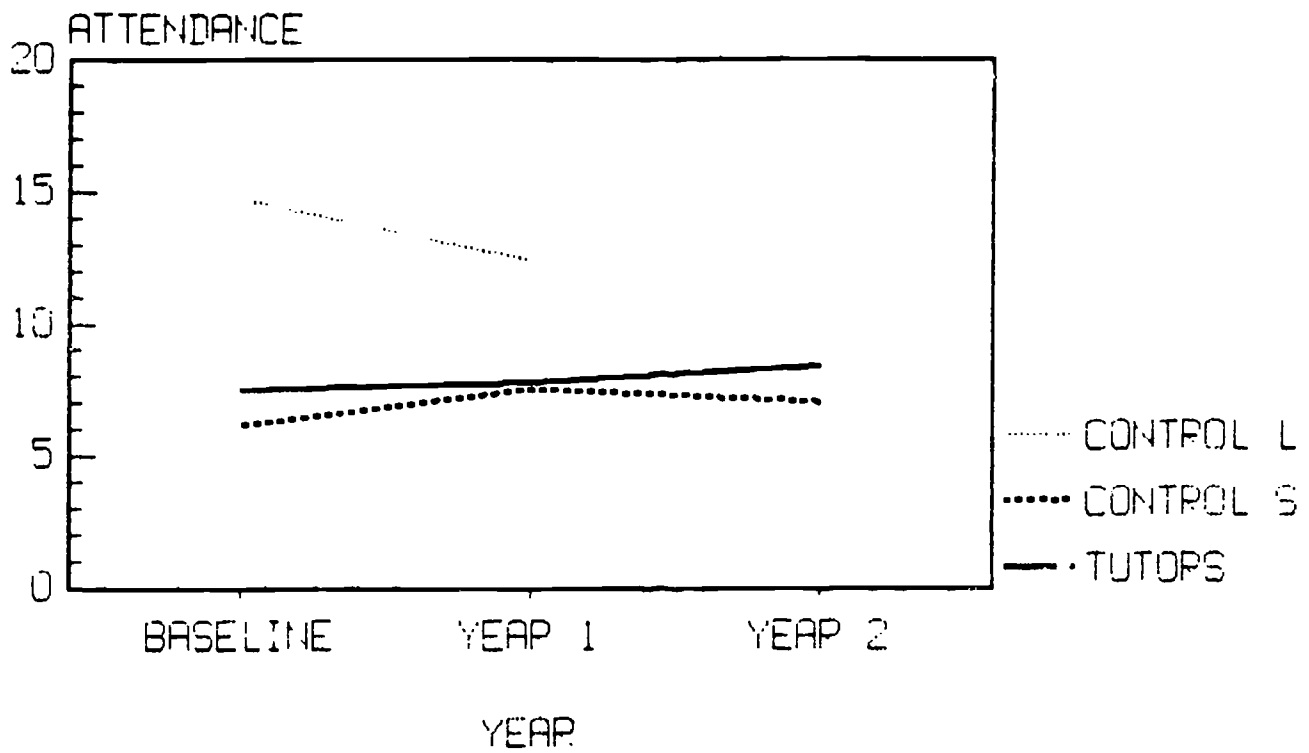


FIGURE 15
Q.S.L. MEANS TUTORS,
CONTROLS WHO STAYED AND WHO LEFT

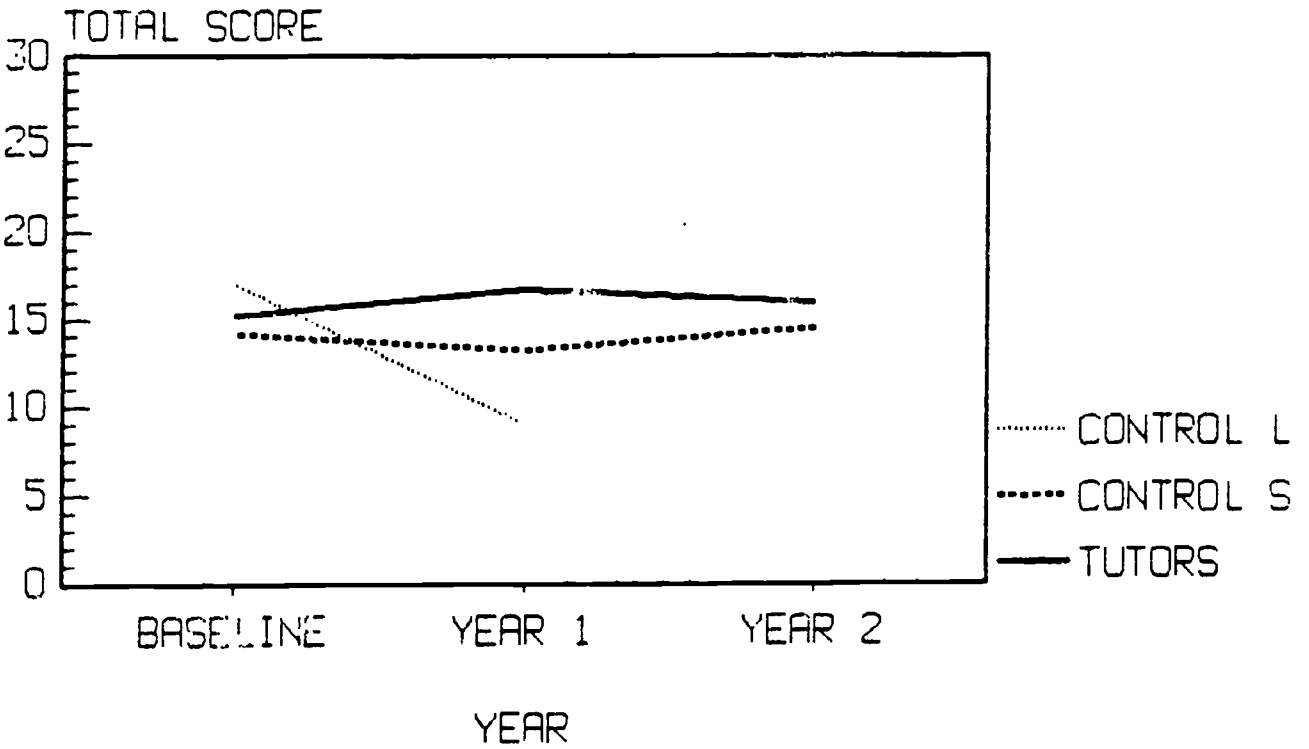


FIGURE 18
ENGLISH MEANS TUTORS,
CONTROLS WHO STAYED AND WHO LEFT

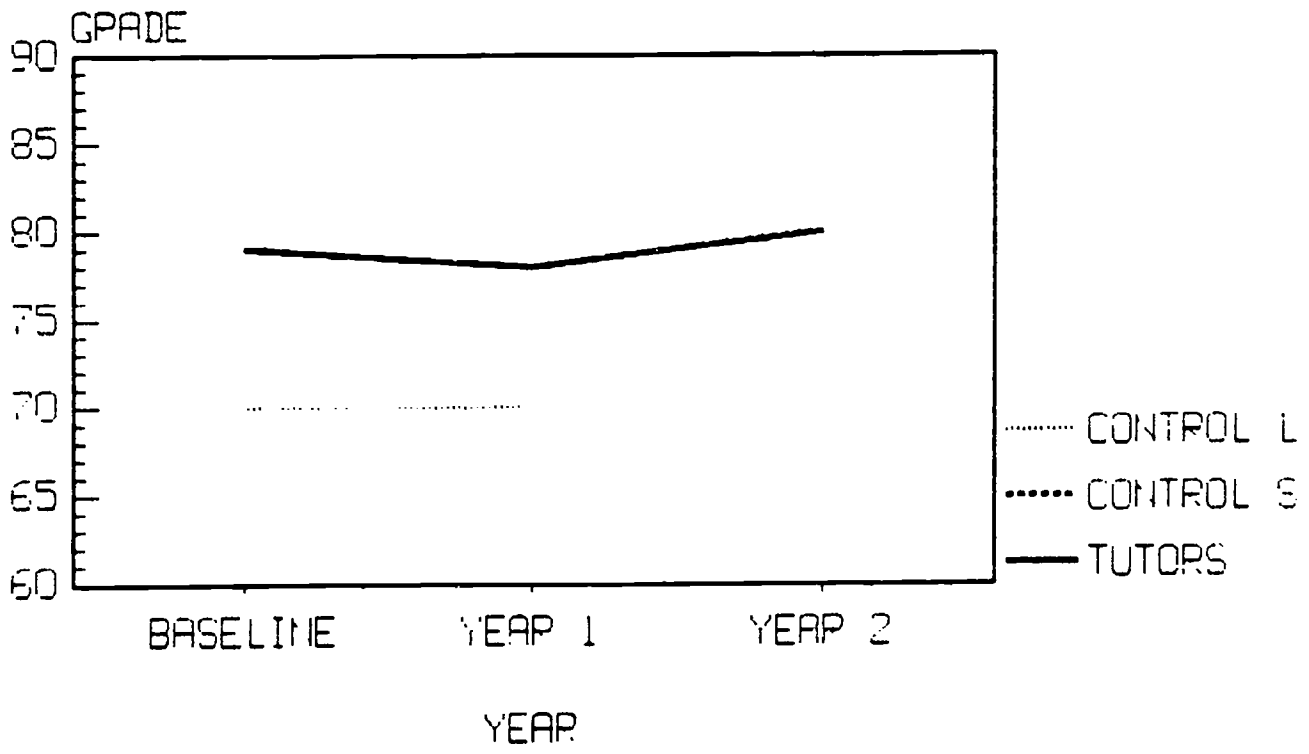


FIGURE 19
COMPOSITE NCE TUTORS,
CONTROLS WHO STAYED AND WHO LEFT

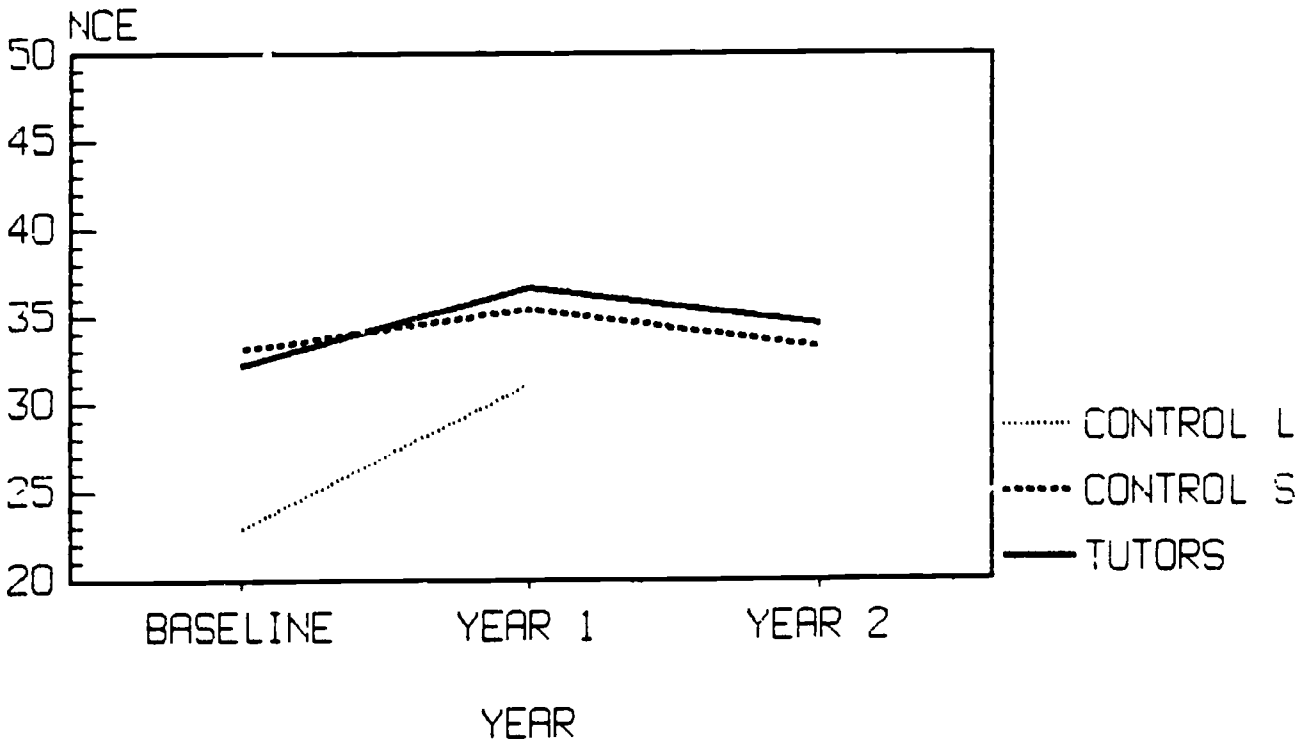


FIGURE 20
READ NCE MEANS TUTORS,
CONTROLS WHO STAYED AND WHO LEFT

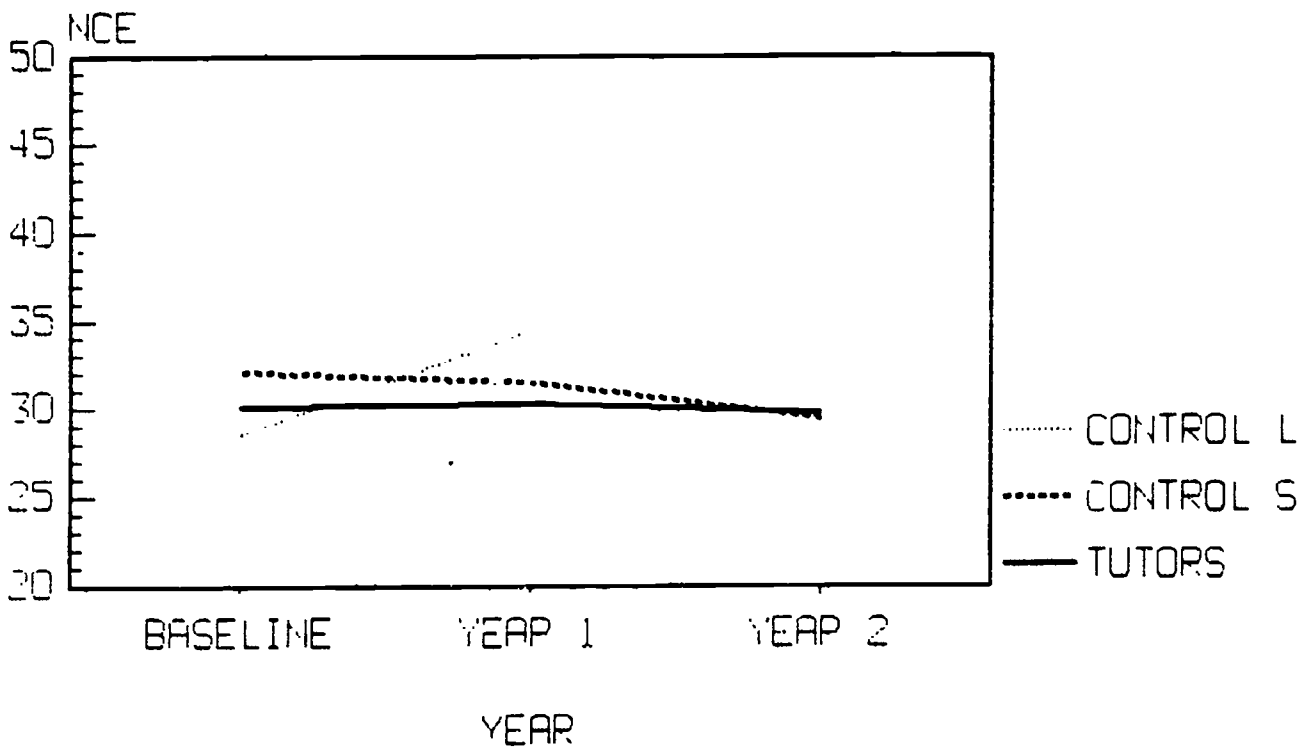


FIGURE 21
LANGUAGE NCE MEANS TUTORS,
CONTROLS WHO STAYED AND WHO LEFT

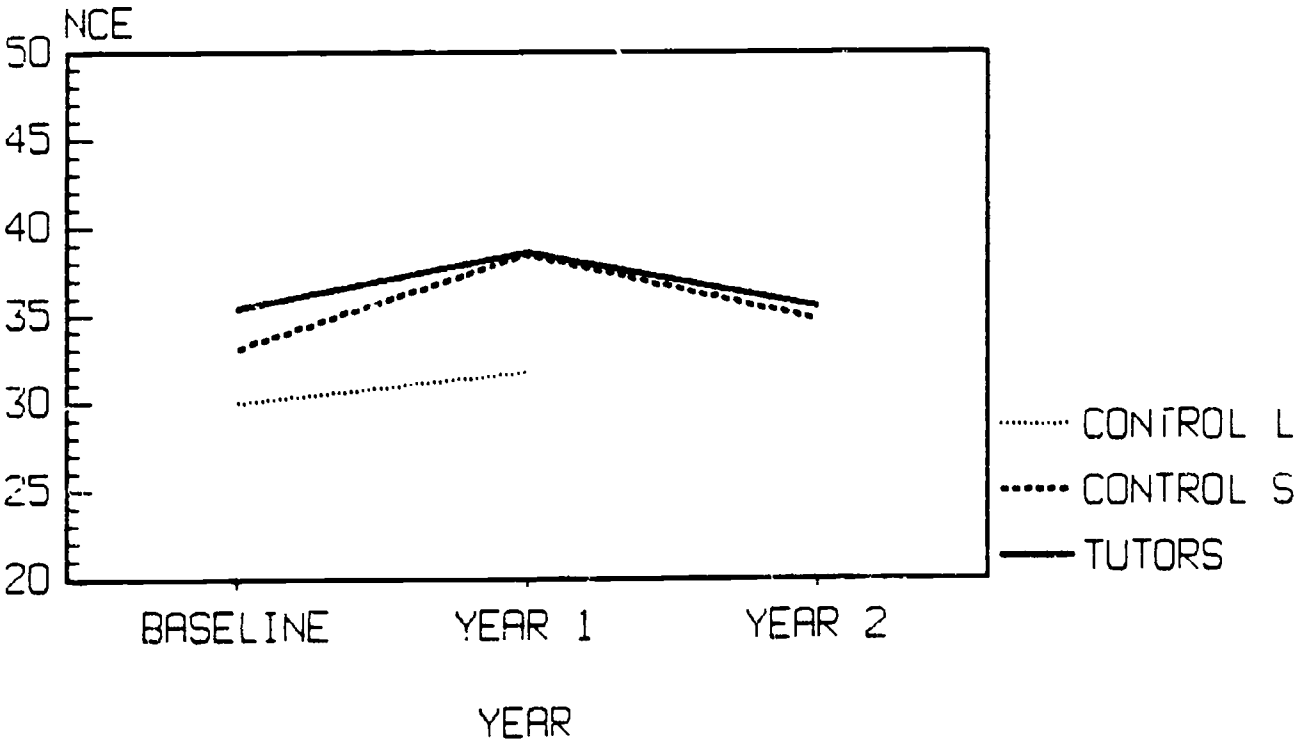


FIGURE 22
MATH NCE MEANS TUTORS,
CONTROLS WHO STAYED AND WHO LEFT

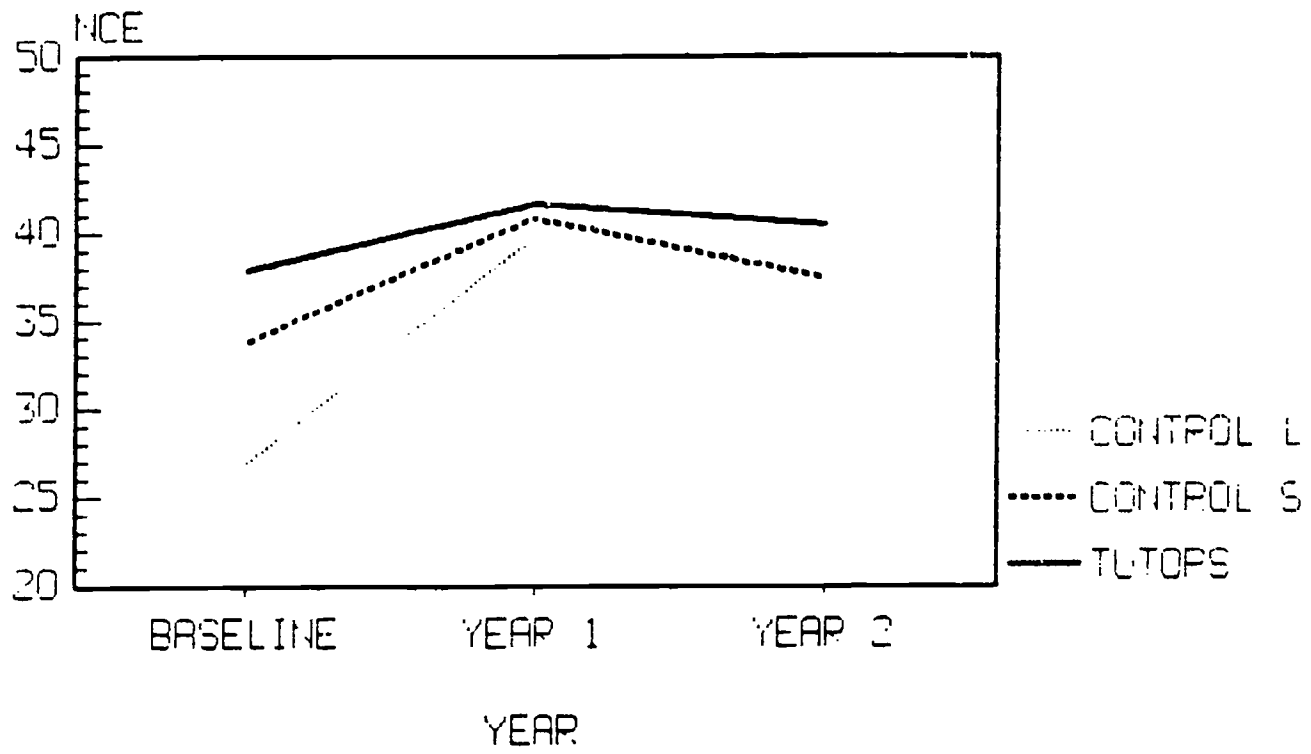


FIGURE 23
Q.S.L. S SCORE MEANS TUTORS,
CONTROLS WHO STAYED AND WHO LEFT

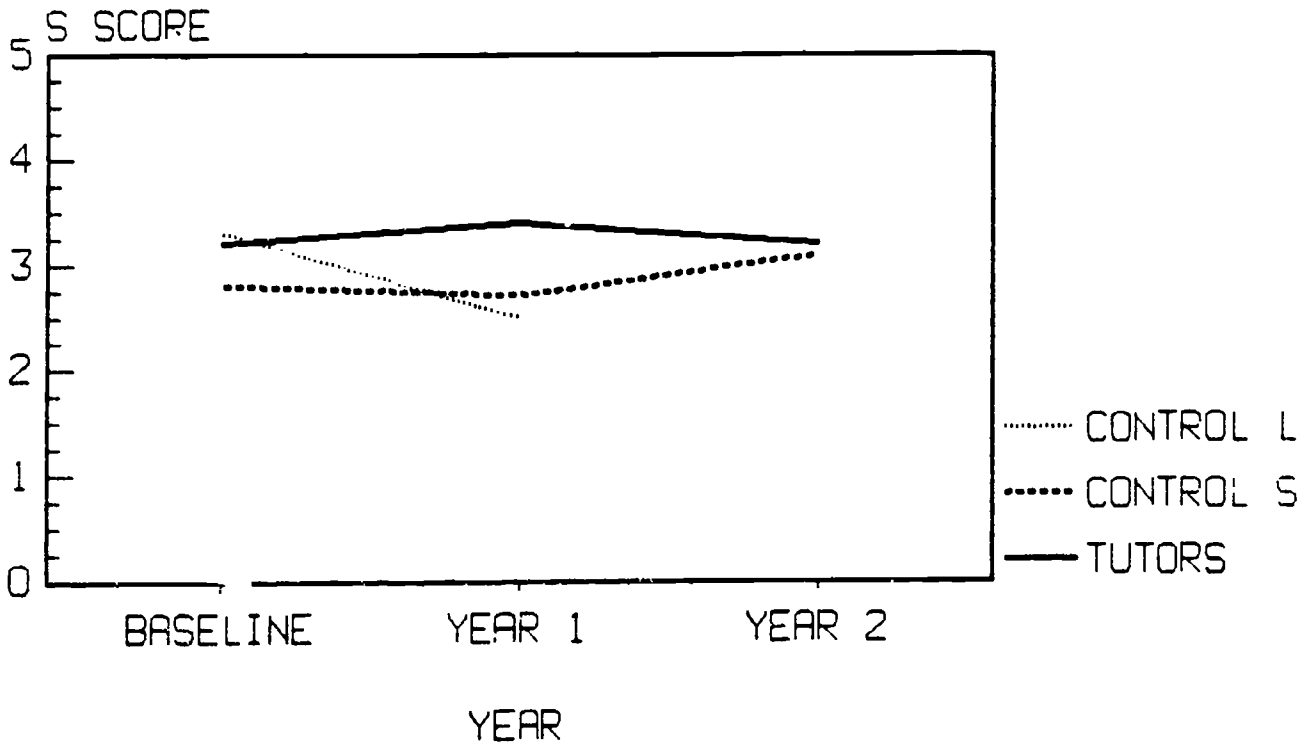


FIGURE 24
Q.S.L. C SCORE MEANS TUTORS,
CONTROLS WHO STAYED AND WHO LEFT

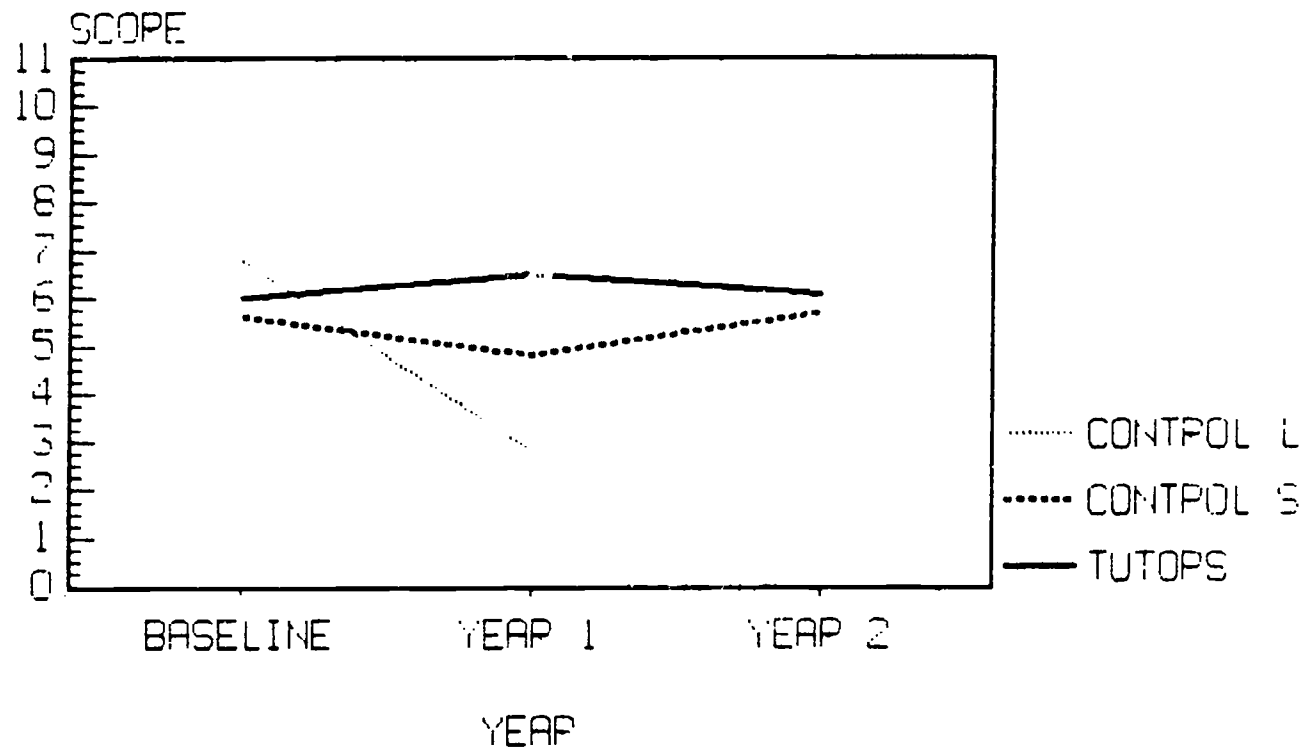


FIGURE 25
Q.S.L. T SCORE MEANS TUTORS,
CONTROLS WHO STAYED AND WHO LEFT

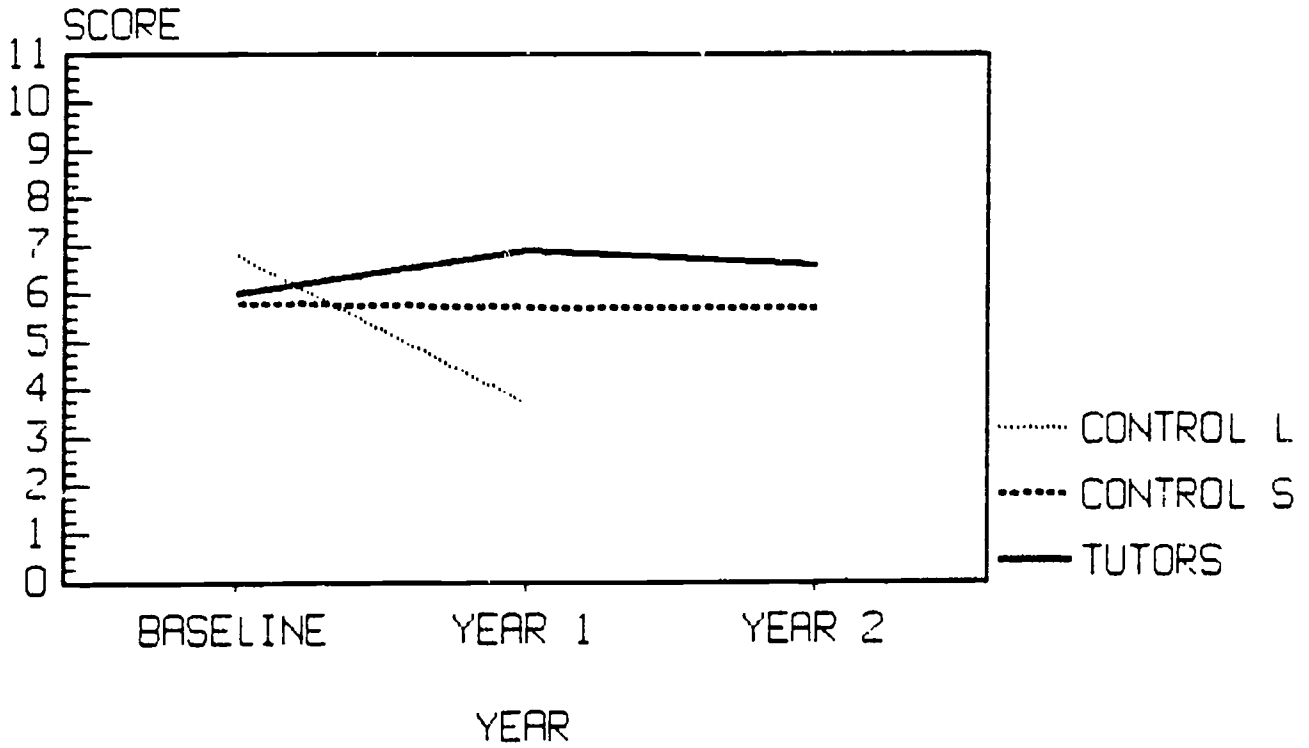


FIGURE 26
PIERS-HARRIS MEANS TUTORS,
CONTROLS WHO STAYED AND WHO LEFT

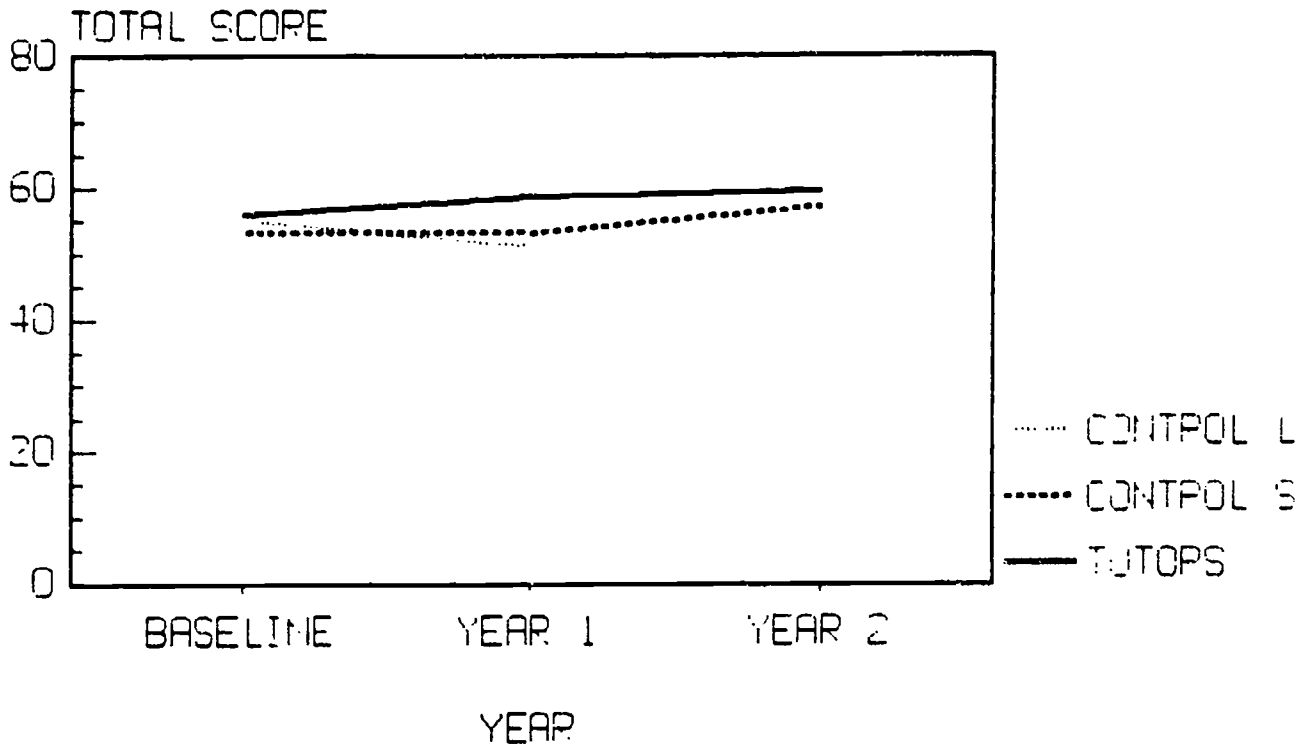


FIGURE 27
PIERS-HARRIS CLUSTER 1 MEANS TUTORS,
CONTROLS WHO STAYED AND WHO LEFT

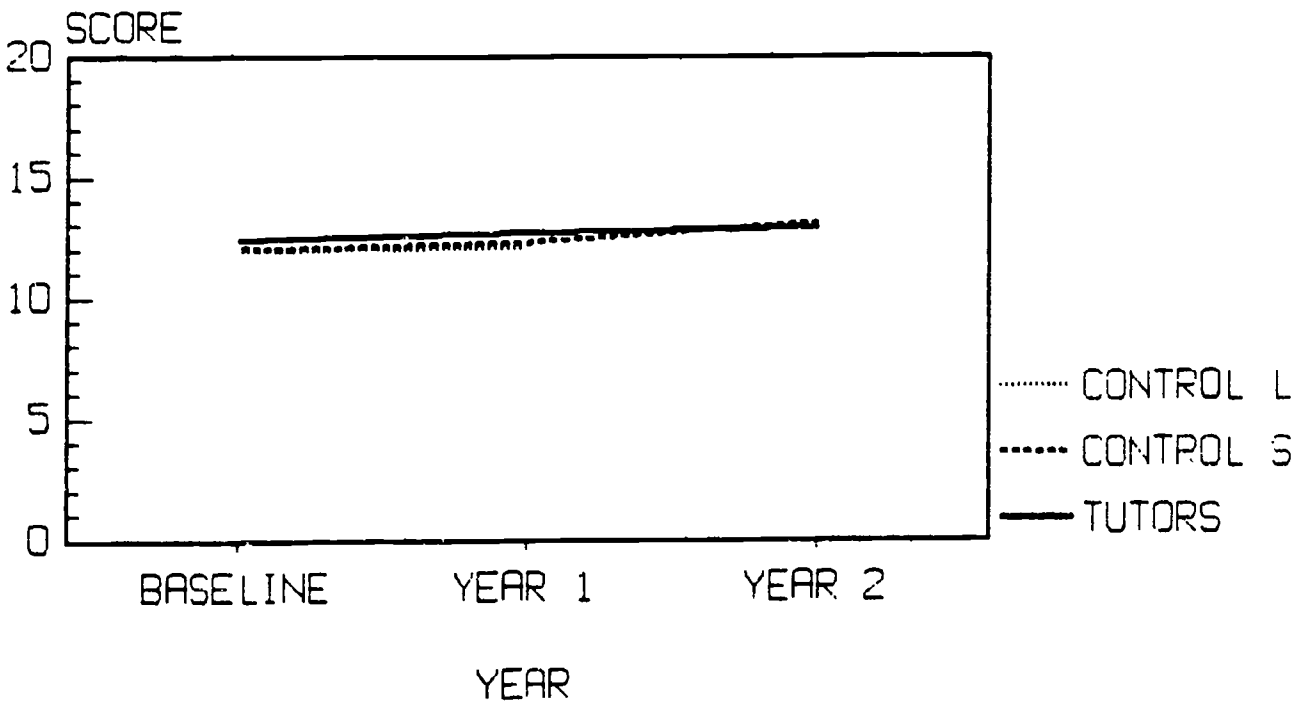


FIGURE 28
PIERS-HARRIS CLUSTER 2 MEANS TUTORS,
CONTROLS WHO STAYED AND WHO LEFT

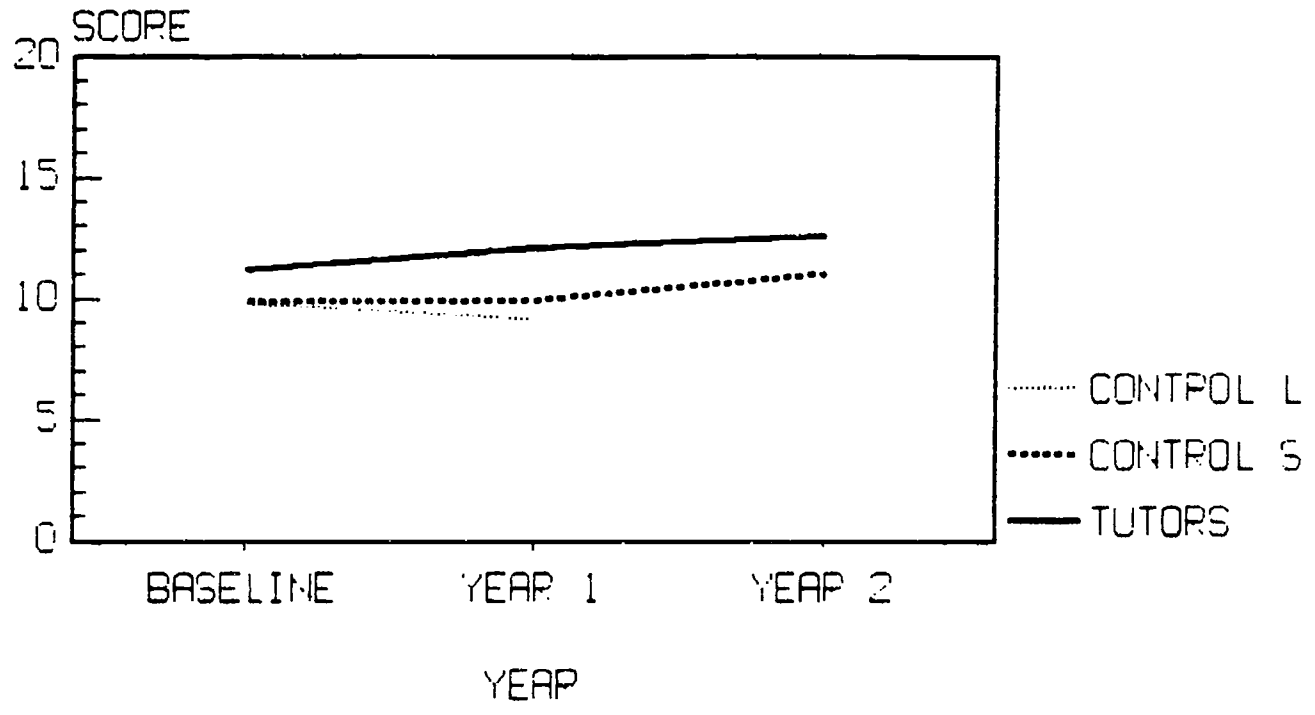


FIGURE 29
PIERS-HARRIS CLUSTER 3 MEANS TUTORS,
CONTROLS WHO STAYED AND WHO LEFT

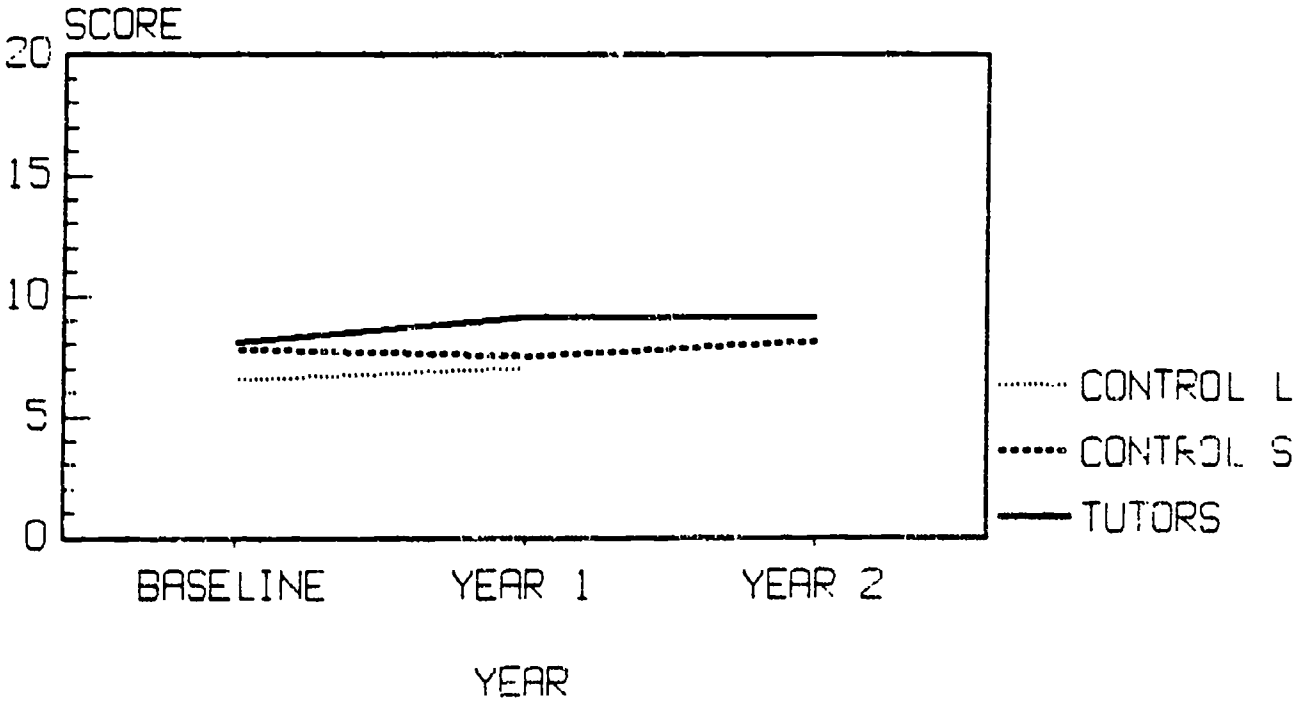


FIGURE 30
PIERS-HARRIS CLUSTER 4 MEANS TUTORS,
CONTROLS WHO STAYED AND WHO LEFT

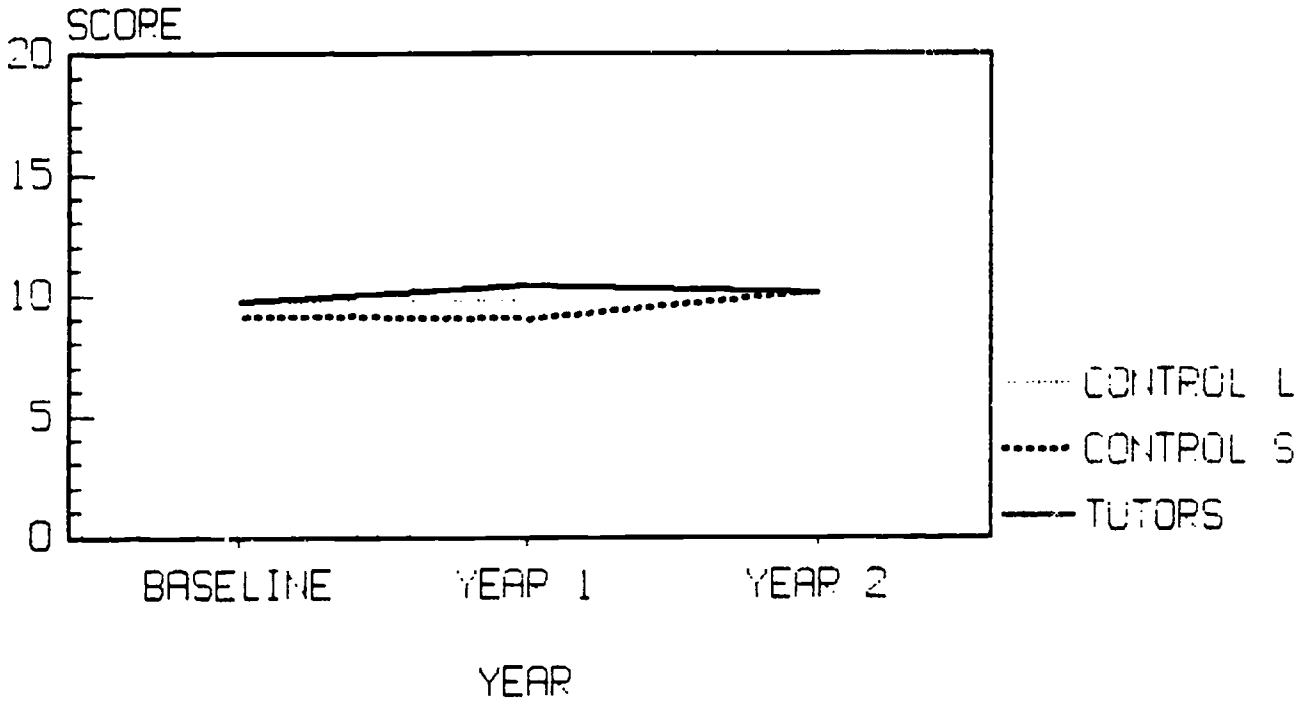


FIGURE 31
PIERS-HARRIS CLUSTER 5 MEANS TUTORS
CONTROLS WHO STAYED AND WHO LEFT

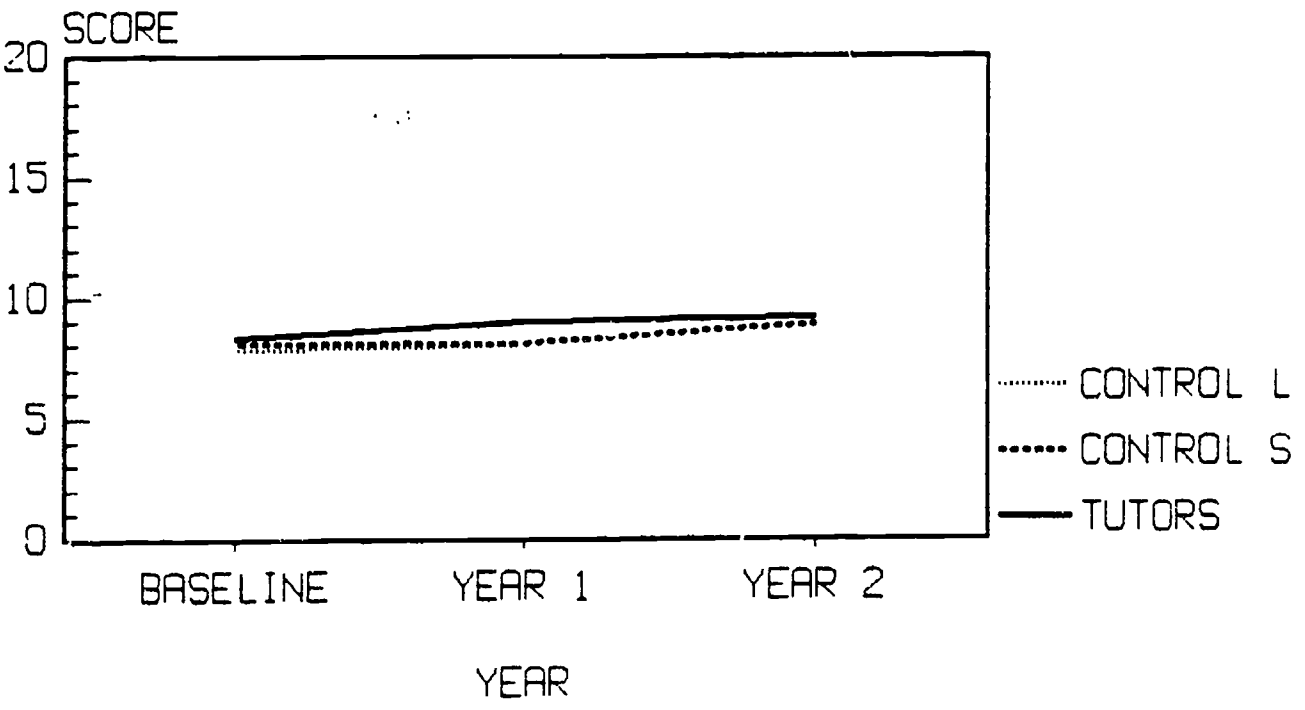


FIGURE 16
MATH MEANS TUTORS,
CONTROLS WHO STAYED AND WHO LEFT

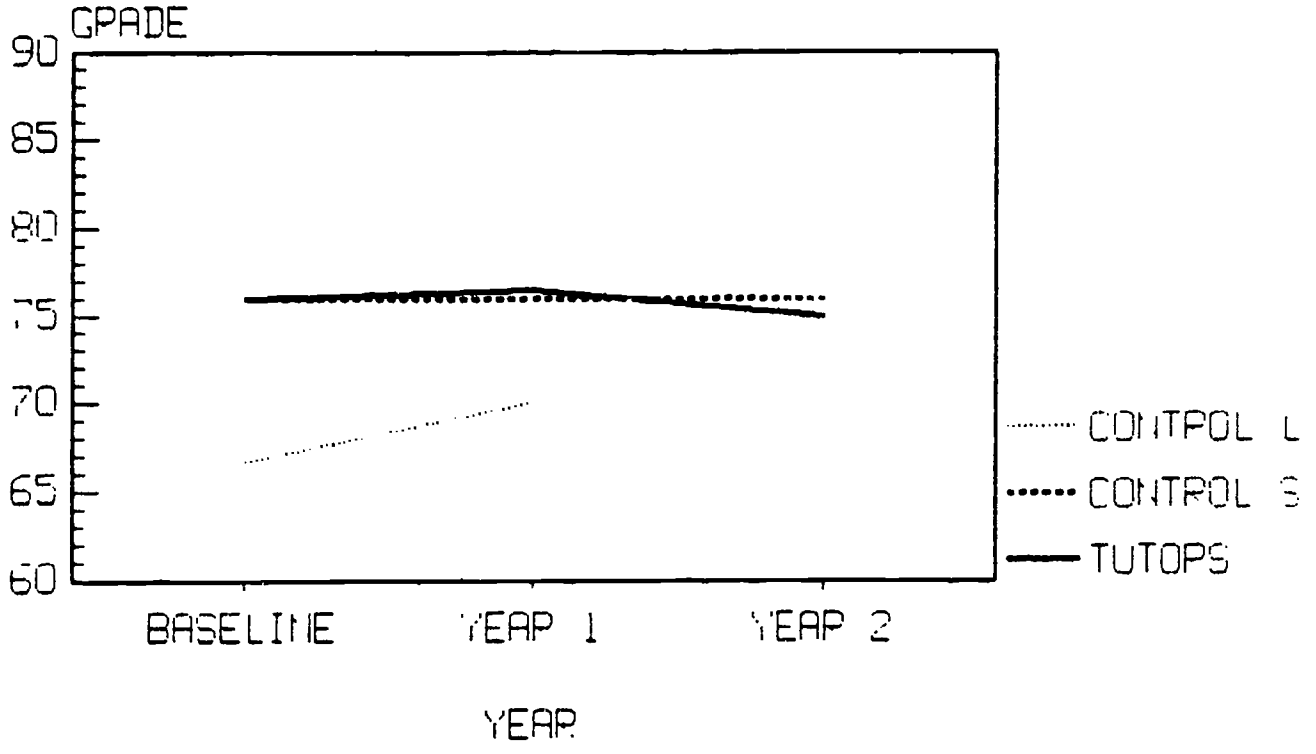


FIGURE 17
READING MEANS TUTORS,
CONTROLS WHO STAYED AND WHO LEFT

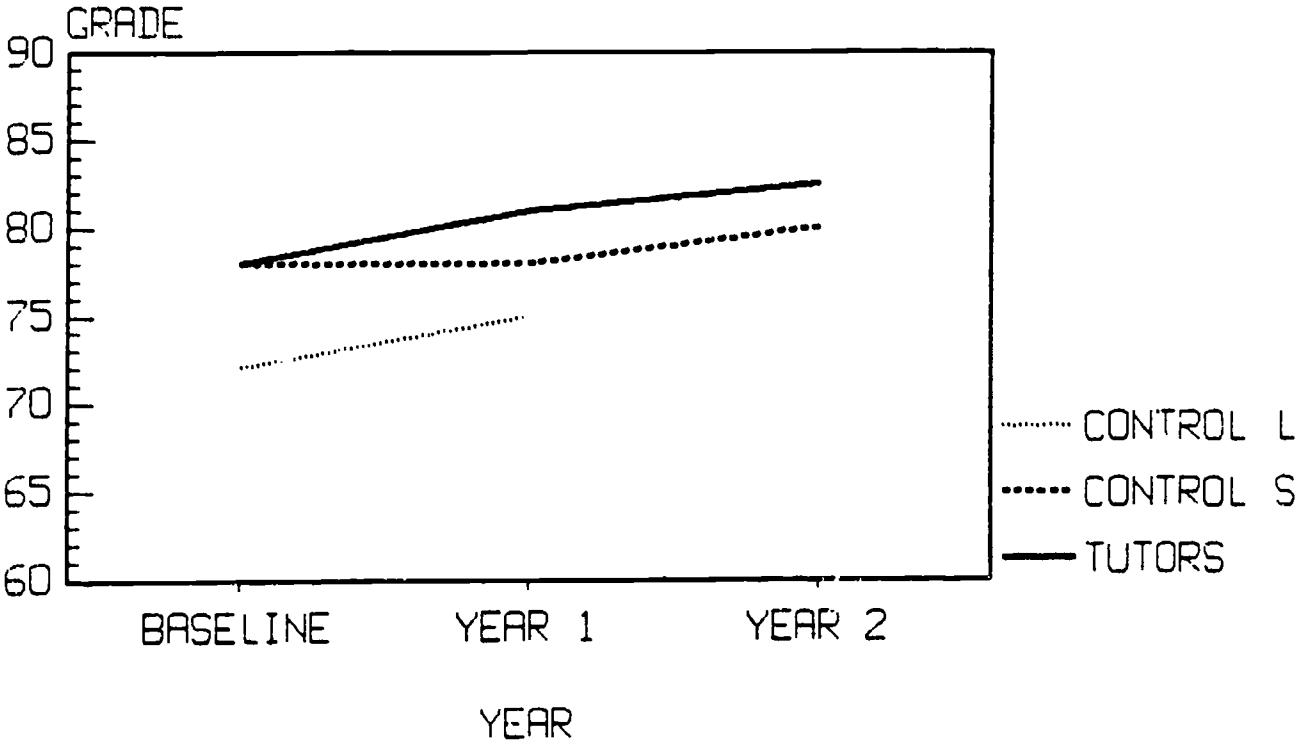
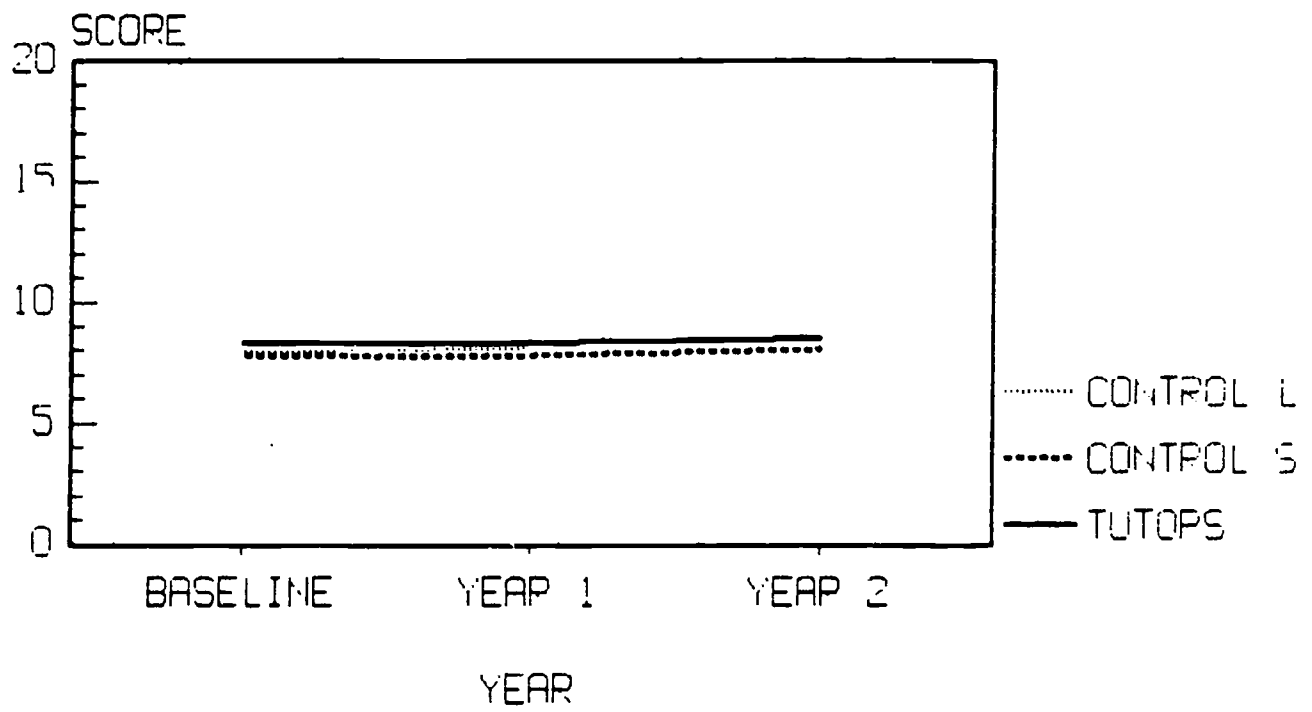


FIGURE 32
PIEPS-HARRIS CLUSTER 6 MEANS TUTORS, CONTROLS WHO STAYED AND WHO LEFT



APPENDIX C

TABLE 8
Results of Student Tutor Survey:
Matched Cases Across Baseline, Years 1 and 2

Campus		N	%
1	=	10	14.3
2	=	16	22.9
3	=	15	21.4
4	=	29	41.4
		70	100.0

Sex	N	%
Female =	35	50.0
Male =	35	50.0
	70	100.0

Tutor's Birthplace

	Baseline		Year 1		Year 2	
	N	%	N	%	N	%
U.S.	59	84.3	--	--	--	--
Mexico	9	12.9	--	--	--	--
Latin America	1	1.4	--	--	--	--
Other	1	1.4	--	--	--	--
	70	100.0				

Years Tutor in U.S.

	Baseline		Year 1		Year 2	
	N	%	N	%	N	%
<1	1	1.4	--	--	--	--
1-3	1	1.4	--	--	--	--
4-6	3	4.3	--	--	--	--
7-9	2	2.9	--	--	--	--
9+	2	2.9	--	--	--	--
Don't Know	1	1.4	--	--	--	--
N/A	59	84.3	--	--	--	--
Missing	1	1.4	--	--	--	--
	70	100.0				

* Total may not equal 100 due to rounding.

TABLE 8 ((CONTINUED))
Results of Student Tutor Survey:
Matched Cases Across Baseline, Years 1 and 2

Mother's Birthplace

	Baseline		Year 1		Year 2	
	N	%	N	%	N	%
U.S.	31	44.3	--	--	--	--
Mexico	30	42.9	--	--	--	--
Latin America	1	1.4	--	--	--	--
Other	1	1.4	--	--	--	--
Don't Know	7	10.0	--	--	--	--
	70	100.0				

Father's Birthplace

	Baseline		Year 1		Year 2	
	N	%	N	%	N	%
U.S.	28	40.0	--	--	--	--
Mexico	30	42.9	--	--	--	--
Latin America	1	1.4	--	--	--	--
Don't Know	11	15.7	--	--	--	--
	70	100.0				

Tutor Changed Schools

	Baseline		Year 1		Year 2	
	N	%	N	%	N	%
No	45	64.3	--	--	--	--
Yes	25	35.7	--	--	--	--
	70	100.0				

TABLE 8 (CONTINUED)
Results of Student Tutor Survey:
Matched Cases Across Baseline, Years 1 and 2

Times Tutor Changed Schools

	Baseline		Year 1		Year 2	
	N	%	N	%	N	%
1	7	10.0	--	--	--	--
2	7	10.0	--	--	--	--
3	5	7.1	--	--	--	--
4	1	1.4	--	--	--	--
5	1	1.4	--	--	--	--
7	1	1.4	--	--	--	--
10	1	1.4	--	--	--	--
N/A	45	64.3	--	--	--	--
Missing	2	3.9	--	--	--	--
	70	100.0				

Tutor Working Outside of School

	Baseline		Year 1		Year 2	
	N	%	N	%	N	%
No	64	91.4	63	90.0	64	91.4
Yes	6	8.6	7	10.0	3	4.3
Missing	0	0.0	0	0.0	3	4.3
	70	100.0	70	100.0	70	100.0

Hours Working Per Week

	Baseline		Year 1		Year 2	
	N	%	N	%	N	%
<10	4	5.7	5	7.1	2	2.9
11-20	1	1.4	2	2.9	0	0.0
30+	1	1.4	0	0.0	0	0.0
N/A	64	91.4	63	90.0	64	91.4
Missing	0	0.0	0	0.0	4	5.7
	70	100.0	70	100.0	70	100.0

TABLE 8 (CONTINUED)
Results of Student Tutor Survey:
Matched Cases Across Baseline, Years 1 and 2

Hourly Wage

	Baseline		Year 1		Year 2	
	N	%	N	%	N	%
.00	1	1.4	0	0.0	0	0.0
2.50	0	0.0	0	0.0	0	0.0
3.35	2	2.9	1	1.4	0	0.0
4.50	1	1.4	0	0.0	0	0.0
4.75	0	0.0	1	1.4	0	0.0
N/A	64	91.4	63	90.0	64	91.4
Missing	2	2.9	5	7.1	6	8.6
	70	100.0	70	100.0	70	100.0

Reason for Working

	Baseline		Year 1		Year 2	
	N	%	N	%	N	%
Spending Money	3	4.3	1	1.4	3	4.3
Home Expenses	1	1.4	4	5.7	1	1.4
Savings	1	1.4	2	2.9	2	2.9
School	0	0.0	0	0.0	1	1.4
Fun	1	1.4	0	0.0	0	0.0
To Learn	1	1.4	0	0.0	0	0.0

Use of English in Home

	Baseline		Year 1		Year 2	
	N	%	N	%	N	%
Always	31	44.3	26	37.1	26	37.1
Usually	21	30.0	24	34.3	23	32.9
Rarely	14	20.0	8	11.4	10	14.3
Never	0	0.0	5	7.1	2	2.9
Missing	4	5.7	7	10.0	9	12.9
	70	100.0	70	100.0	70	100.0

TABLE 8 (CONTINUED)
Results of Student Tutor Survey:
Matched Cases Across Baseline, Years 1 and 2

Use of Spanish in Home

	Baseline		Year 1		Year 2	
	N	%	N	%	N	%
Always	21	30.0	27	38.6	20	28.6
Usually	30	42.9	22	31.4	25	35.7
Rarely	12	17.1	11	15.7	19	27.1
Never	3	4.3	4	5.7	0	0.0
Missing	4	5.7	6	8.6	6	8.6
	70	100.0	70	100.0	70	100.0

Language Usually Spoken in Home

	Baseline		Year 1		Year 2	
	N	%	N	%	N	%
English	15	21.4	18	25.7	22	31.4
Spanish	15	21.4	19	27.1	8	11.4
Both	40	57.1	31	44.3	35	50.0
Missing	0	0.0	2	2.9	5	7.1
	70	100.0	70	100.0	70	100.0

Language Usually Spoken with Friends

	Baseline		Year 1		Year 2	
	N	%	N	%	N	%
English	43	61.4	42	60.0	39	55.7
Spanish	2	2.9	2	2.9	3	4.3
Both	22	31.4	24	34.3	23	32.9
Missing	3	4.3	2	2.9	5	7.1
	70	100.0	70	100.0	70	100.0

Understand Spanish

	Baseline		Year 1		Year 2	
	N	%	N	%	N	%
Very Well	27	38.6	60	85.7	56	80.0
Well	25	35.7	7	10.0	10	14.3
Not Very Well	15	21.4	1	1.4	1	1.4
Not At All	2	2.9	0	0.0	0	0.0
Missing	1	1.4	2	2.9	3	4.3
	70	100.0	70	100.0	70	100.0

TABLE 8 (CONTINUED)
Results of Student Tutor Survey:
Matched Cases Across Baseline, Years 1 and 2

Speak Spanish

	Baseline		Year 1		Year 2	
	N	%	N	%	N	%
Very Well	19	27.1	55	78.6	54	77.1
Well	25	35.7	12	17.1	12	17.1
Not Very Well	18	25.7	1	1.4	1	1.4
Not At All	7	10.0	0	0.0	0	0.0
Missing	1	1.4	2	2.9	3	4.3
	70	100.0	70	100.0	70	100.0

Read Spanish

	Baseline		Year 1		Year 2	
	N	%	N	%	N	%
Very Well	8	11.4	49	70.0	51	72.9
Well	3	4.3	16	22.9	13	18.6
Not Very Well	26	37.1	3	4.3	3	4.3
Not At All	32	45.7	0	0.0	0	0.0
Missing	1	1.4	2	2.9	3	4.3
	70	100.0	70	100.0	70	100.0

Write Spanish

	Baseline		Year 1		Year 2	
	N	%	N	%	N	%
Very Well	3	4.3	51	72.9	50	71.4
Well	6	8.6	14	20.0	13	18.6
Not Very Well	17	24.3	4	5.7	4	5.7
Not At All	43	61.4	0	0.0	0	0.0
Missing	1	1.4	1	1.4	3	4.3
	70	100.0	70	100.0	70	100.0

Understand English

	Baseline		Year 1		Year 2	
	N	%	N	%	N	%
Very Well	49	70.0	32	45.7	33	47.1
Well	19	27.1	23	32.9	21	30.0
Not Very Well	1	1.4	12	17.1	12	17.1
Not At All	1	1.4	2	2.9	4	5.7
Missing	0	0.0	1	1.4	0	0.0
	70	100.0	70	100.0	70	100.0

TABLE 8 (CONTINUED)
Results of Student Tutor Survey:
Matched Cases Across Baseline, Years 1 and 2

Speak English

	Baseline		Year		Year 2	
	N	%	N	%	N	%
Very Well	47	67.1	24	34.3	23	32.9
Well	22	31.4	26	37.1	26	37.1
Not Very Well	0	0.0	15	21.4	14	20.0
Not At All	0	0.0	3	4.3	4	5.7
Missing	1	1.4	2	2.9	3	4.3
	70	100.0	70	100.0	70	100.0

Read English

	Baseline		Year 1		Year 2	
	N	%	N	%	N	%
Very Well	40	57.1	10	14.3	8	11.4
Well	24	34.3	5	7.1	6	8.6
Not Very Well	5	7.1	18	25.7	28	40.0
Not At All	0	0.0	35	50.0	25	35.7
Missing	1	1.4	2	2.9	3	4.3
	70	100.0	70	100.0	70	100.0

Write English

	Baseline		Year 1		Year 2	
	N	%	N	%	N	%
Very Well	45	64.3	7	10.0	8	11.4
Well	21	30.0	0	0.0	2	2.9
Not Very Well	3	4.3	19	27.1	19	27.1
Not At All	0	0.0	42	60.0	37	52.9
Missing	1	1.4	2	2.9	4	5.7
	70	100.0	70	100.0	70	100.0

First Language

	Baseline		Year 1		Year 2	
	N	%	N	%	N	%
English	18	25.7	27	38.6	23	32.9
Spanish	25	35.7	21	30.0	24	34.3
Both	19	27.1	10	14.3	10	14.3
Don't Know	8	11.4	11	15.7	10	14.3
Missing	0	0.0	1	1.4	3	4.3
	70	100.0	70	100.0	70	100.0

TABLE 8 (CONTINUED)
Results of Student Tutor Survey:
Matched Cases Across Baseline, Years 1 and 2

English Encouraged at Home

	Baseline		Year 1		Year 2	
	N	%	N	%	N	%
Always	35	50.0	42	60.0	45	64.3
Usually	19	27.1	13	18.6	10	14.3
Rarely	6	8.6	5	7.1	3	4.3
Never	9	12.9	7	10.0	7	10.0
Missing	1	1.4	3	4.3	5	7.1
	70	100.0	70	100.0	70	100.0

Spanish Encouraged at Home

	Baseline		Year 1		Year 2	
	N	%	N	%	N	%
Always	21	30.0	30	42.9	25	35.7
Usually	23	32.9	15	21.4	21	30.0
Rarely	17	24.3	14	20.0	15	21.4
Never	6	8.6	9	12.9	5	7.1
Missing	3	4.3	2	2.9	4	5.7
	70	100.0	70	100.0	70	100.0

Bilingualism Encouraged at Home

	Baseline		Year 1		Year 2	
	N	%	N	%	N	%
Always	26	37.1	31	44.3	30	42.9
Usually	23	32.9	13	18.6	12	17.1
Rarely	9	12.9	12	17.1	11	15.7
Never	10	14.3	13	18.6	12	17.1
Missing	2	2.9	1	1.4	5	7.1
	70	100.0	70	100.0	70	100.0

Tutor Has Friends who Dropout

	Baseline		Year 1		Year 2	
	N	%	N	%	N	%
No	--	---	39	55.7	36	51.4
Yes	--	---	30	42.9	31	44.3
Missing	--	---	1	1.4	3	4.3
			70	100.0	70	100.0

TABLE 8 (CONTINUED)
Results of Student Tutor Survey:
Matched Cases Across Baseline, Years 1 and 2

Tutoring Helps at School

	Baseline		Year 1		Year 2	
	N	%	N	%	N	%
No	--	---	6	8.6	8	11.4
Yes	--	---	64	91.4	59	84.3
Missing	--	---	0	0.0	3	4.3
			70	100.0	70	100.0

Tutoring Helps at Home

	Baseline		Year 1		Year 2	
	N	%	N	%	N	%
No	--	---	25	35.7	20	28.6
Yes	--	---	42	60.0	47	67.1
Missing	--	---	3	4.3	3	4.3
			70	100.0	70	100.0

Teacher/Coordinators Helped Tutors

	Baseline		Year 1		Year 2	
	N	%	N	%	N	%
No	--	---	24	34.3	18	25.7
Yes	--	---	44	62.9	47	67.1
Missing	--	---	2	2.9	5	7.1
			70	100.0	70	100.0

FIGURE 33

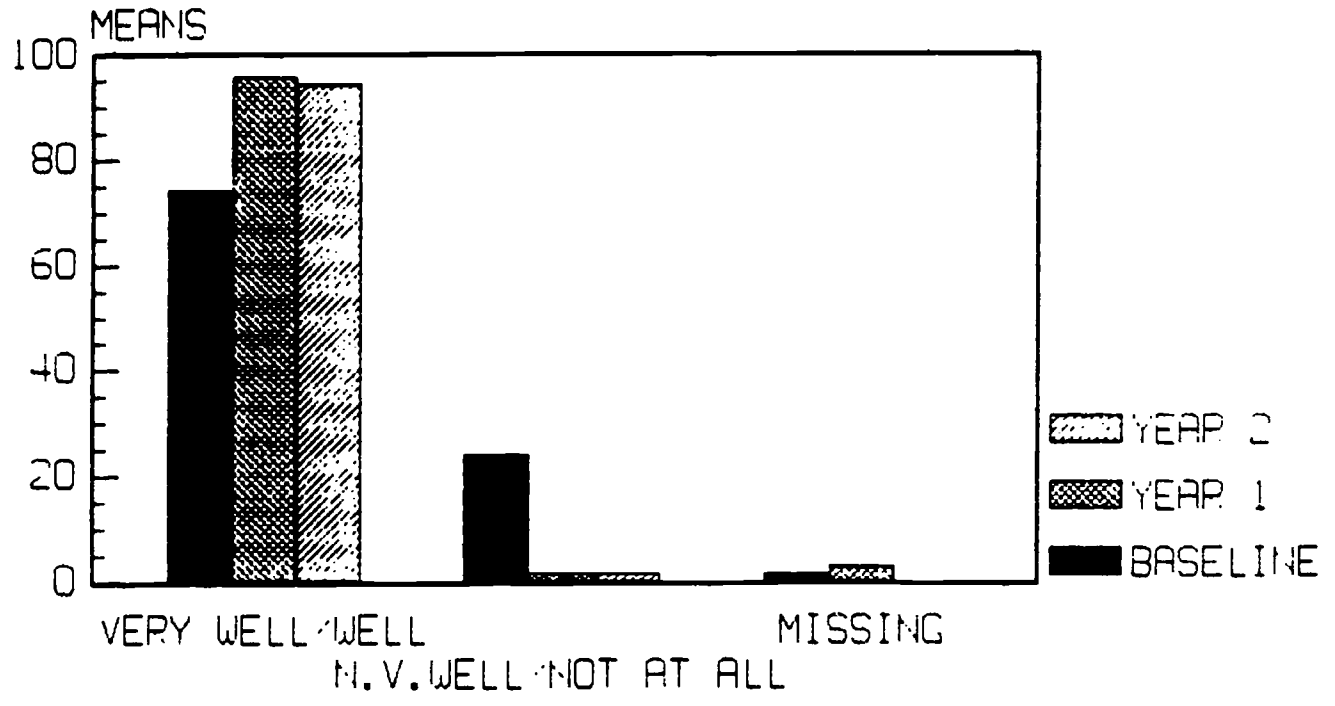


FIGURE 34

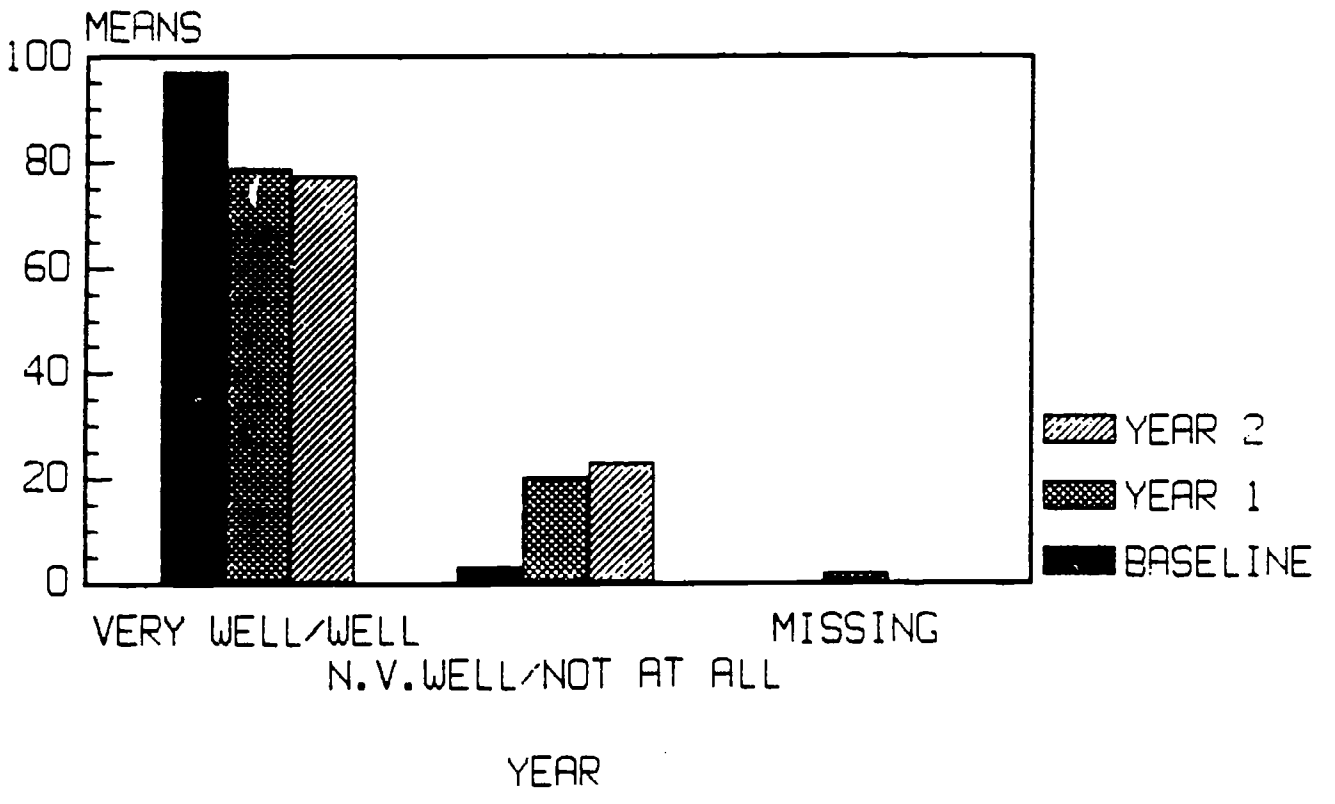


FIGURE 35

SPEAK SPANISH TUTORS' PERCEPTIONS

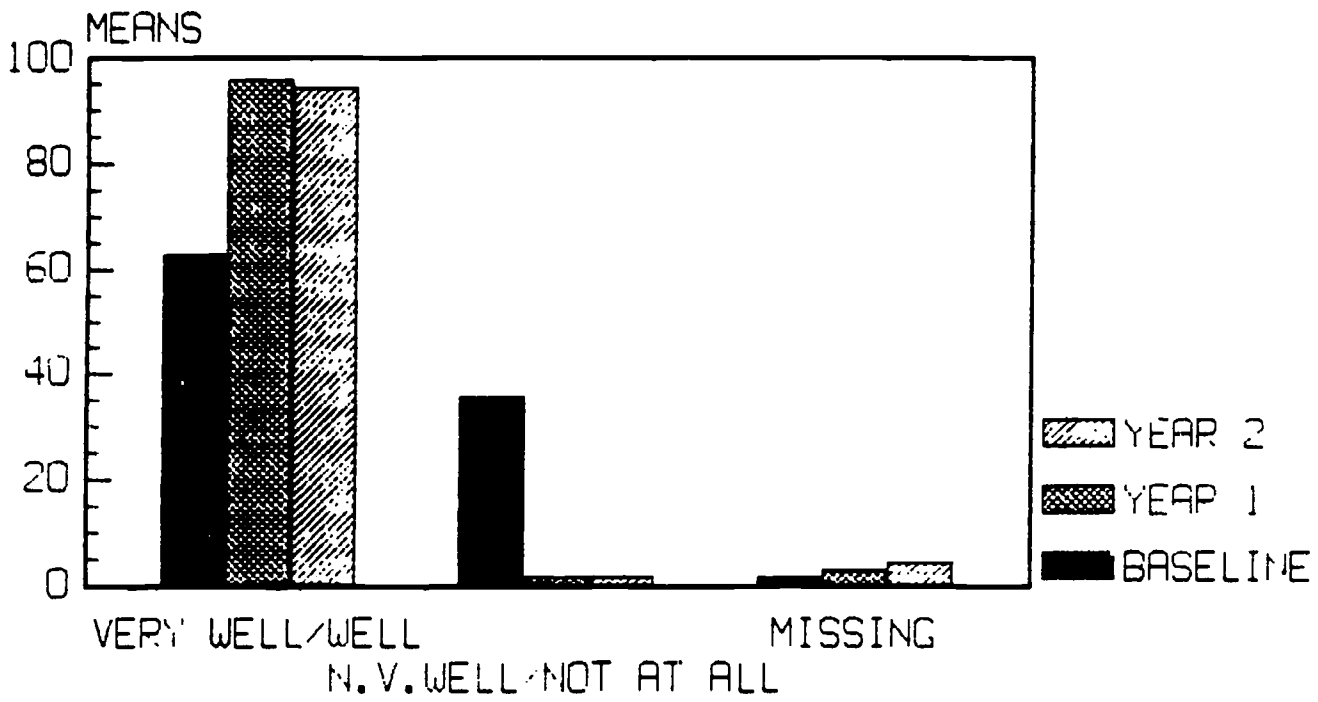


FIGURE 36

SPEAK ENGLISH TUTORS' PERCEPTIONS

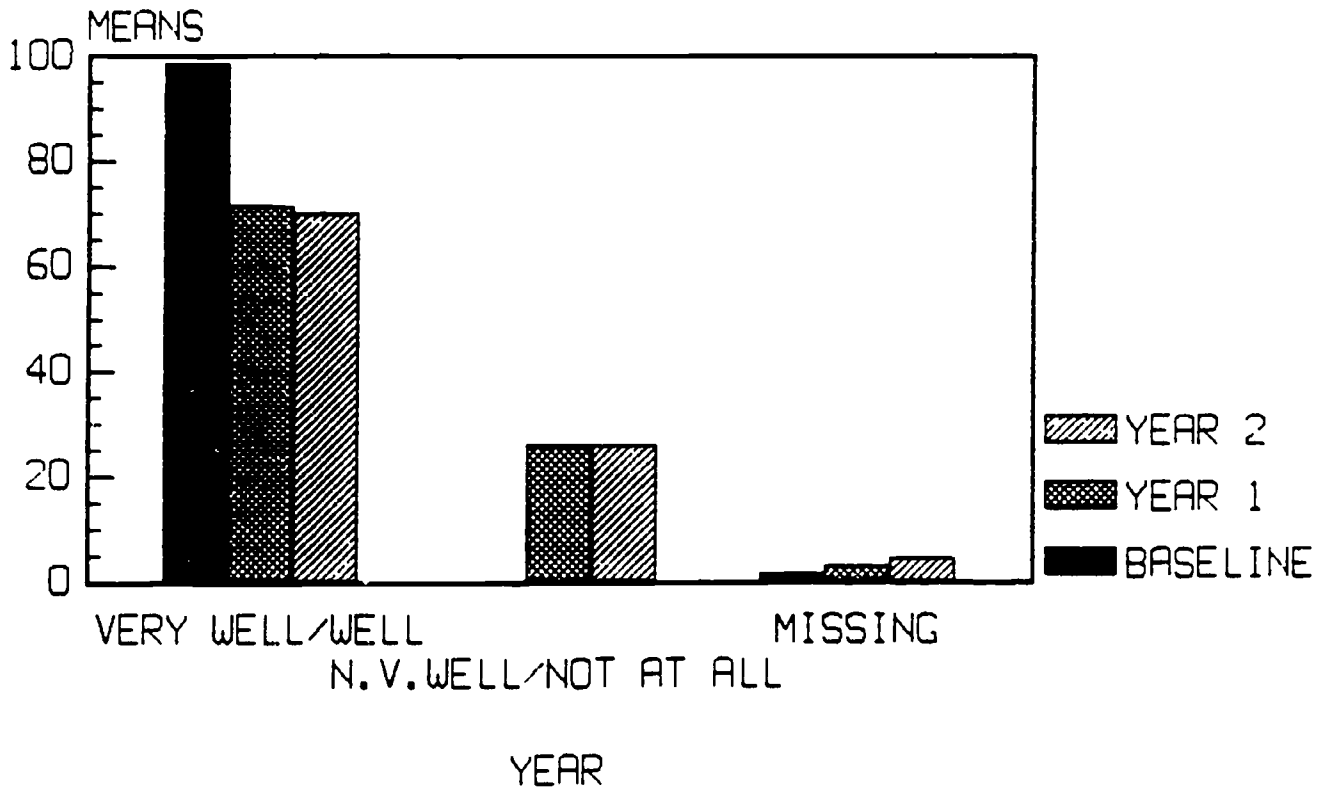


FIGURE 37
READ SPANISH TUTOR'S PERCEPTIONS

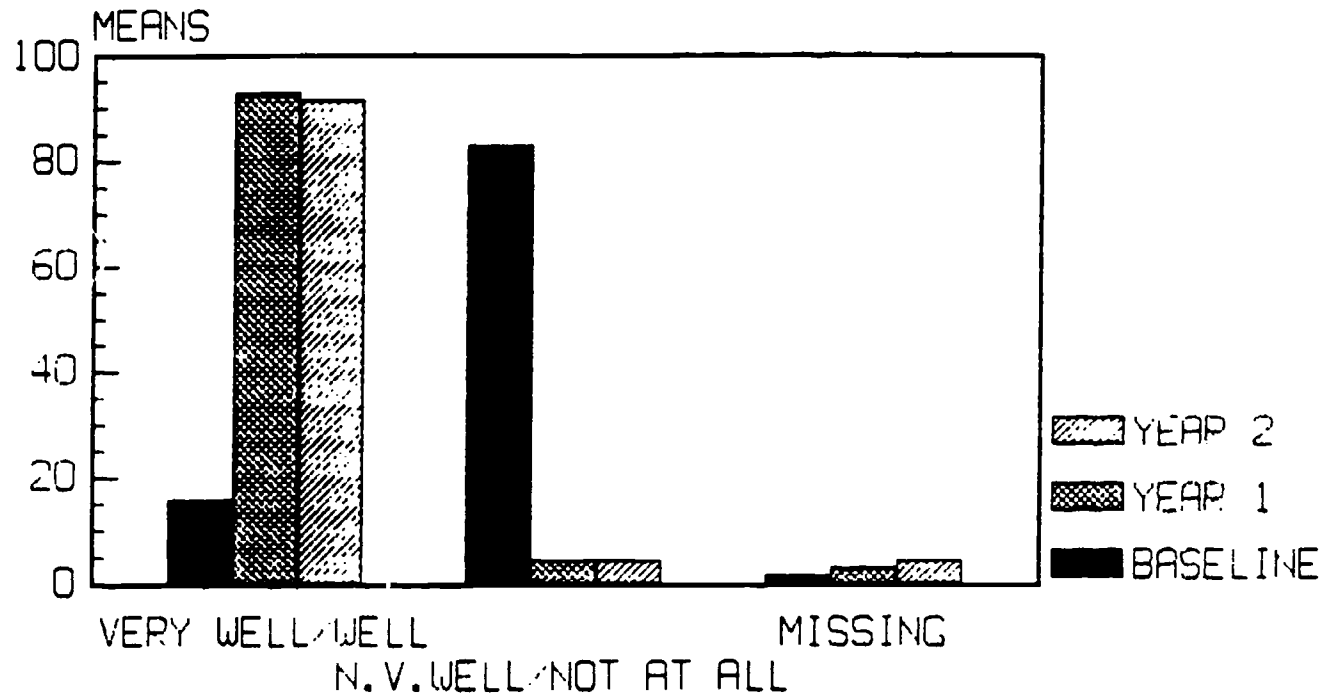


FIGURE 38
READ ENGLISH TUTORS' PERCEPTIONS

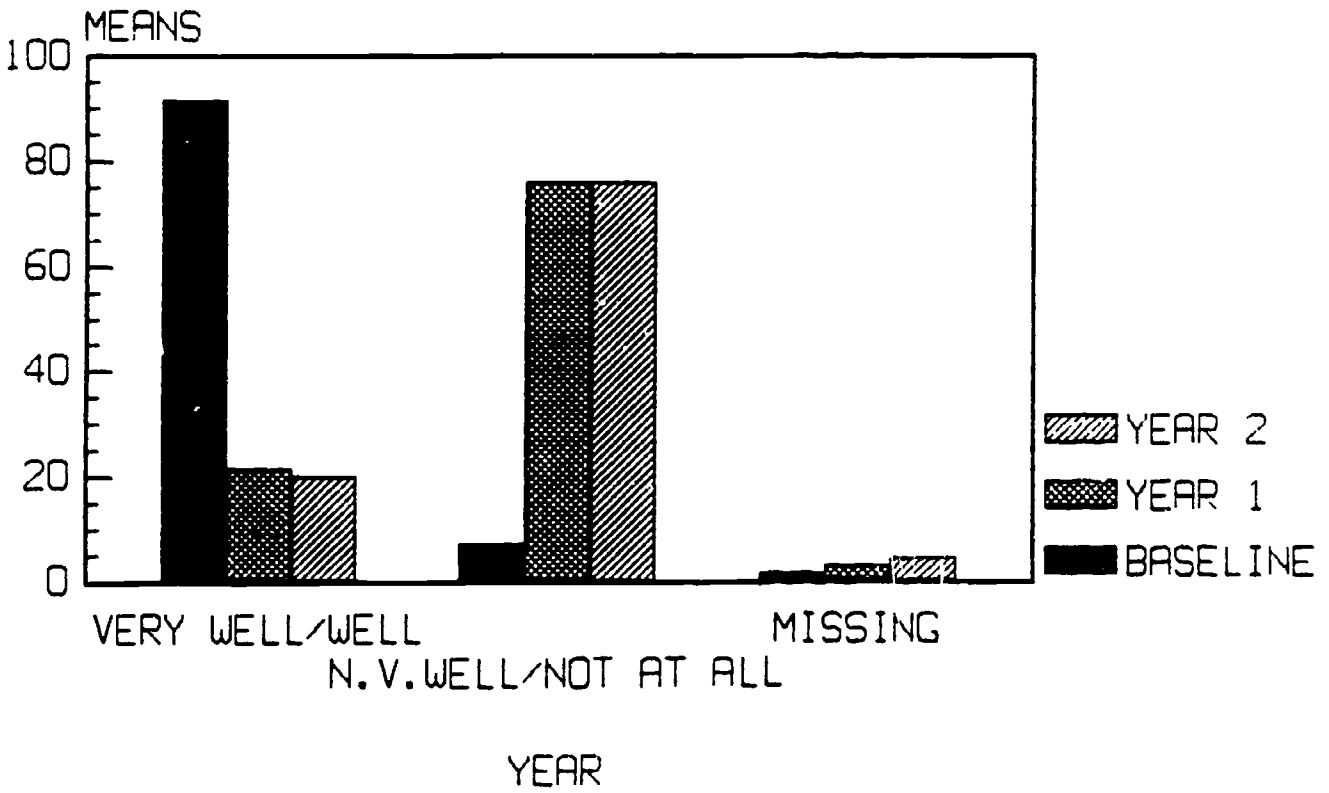


FIGURE 39

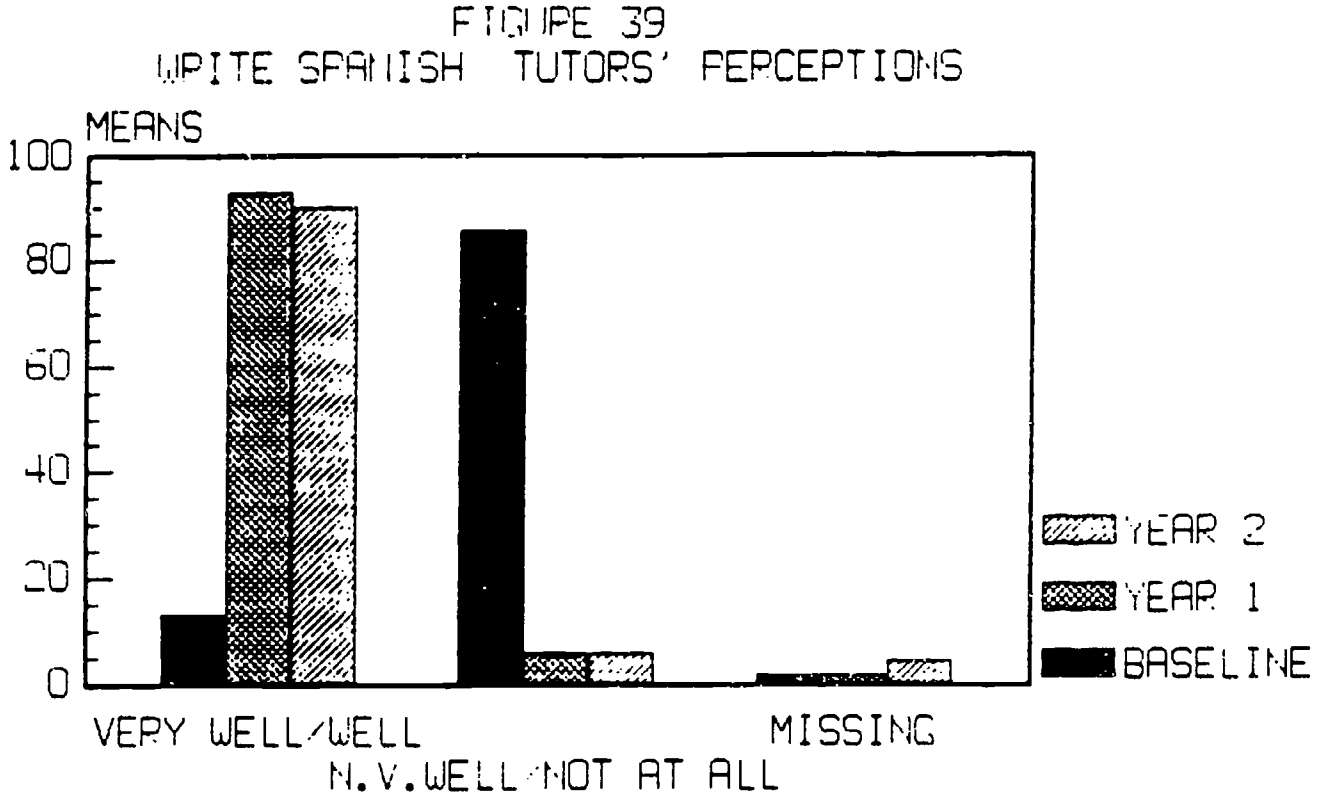
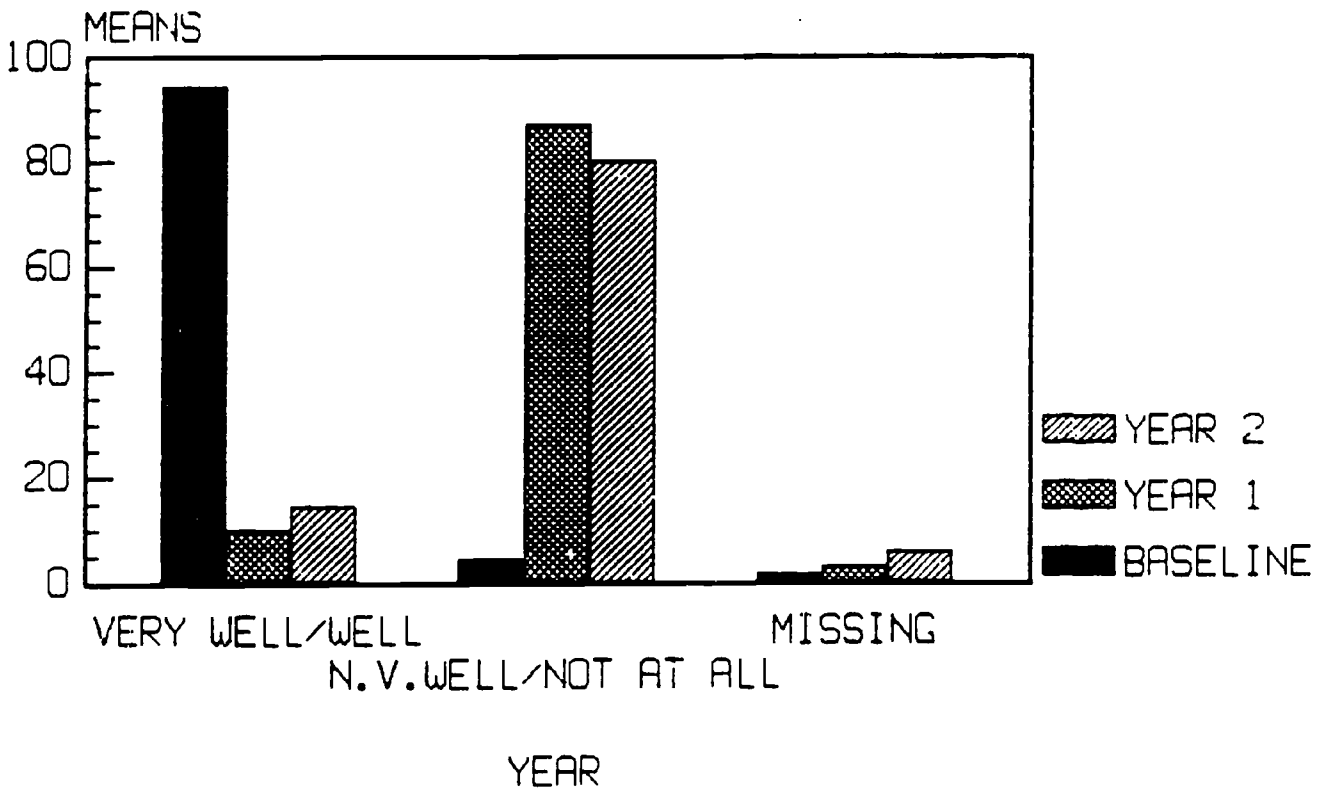


FIGURE 40



PARTNERS FOR VALUED YOUTH

Student Tutor Survey - Posttest
Comments
May 30, 1990

Do you think the program has helped you at home?

#91 I help my brother on his work. I also help my mother for her to get her GED.

#109 Having control with my sisters.

#236 I tell my brothers not to drop out.

Is there anything you would like to add?

#91 Yes. Could you please continue this program for next year. I really want to be in this program again. I want to see kids that look up to me and I love my tutees that I had last year and this year...I will always remember them. This program has also taught me a lot....

#97 Yes, I do like to teach kids and they think of me as a friend and it makes me feel happy.

#103 Yes, I like teaching a lot and teaching the kids because it is fun to teach kids to read...so they can learn more than they already do. And also the teacher gets very happy when she sees me.

#111 I like about the program was the help the children younger than us. That was so important to me.

#115 Well my thought is that the children at the elementary have not been cooperative with me all week.

#105 Yes, the students in the classrrom are warm and loving and those kids are very good to me and to each other.

What do you like about the tutoring program?

#94 The children and the way they believe in me.

#99 I like to help the children learn about the world.

#109 That they [tutees] make us feel bigger.

Do you think the tutoring program has helped you in school?

#102 It has helped me know that I can make a difference in someone's life.

#225 Yes, because you know how it feels.

#542 It has made me do my best and try for my goals.

#545 To get ready for the future!

What have you gotten out of tutoring children?

#97 Respect and learning things and it makes me study harder.

#106 That I can help somebody else besides me.

#107 That I can be a very understanding and helpful friend.

#111 They [tutees] are making good grades and they are honor roll students.

#114 That I have a way with children.

#225 Attention.

#297 To be honest in everything even if it gots [has] bad consequences.

#545 Friends and may become a teacher.

#298 Headaches.

#300 The brains and the money.

Have the tutoring teachers helped you in preparing for tutoring?

#542 Because they really believe in me and they also think that I can really do it.

APPENDIX D

TABLE 15
Tutors' Parents' Survey: Contact Rate by Campus

Campus 1

Total N		Contacts N	Contacts %		No Contacts N	No Contacts %
22	Mail	9	40.9	Disconnected Phone	1	4.6
	Phone	6	27.3	No Phone	1	4.6
	In-Person	1	4.5	No Answer	2	9.1
		16	72.7	Parent Guardian Unavailable	2	9.1
				Wrong Number	0	0.0
				Line Busy	0	0.0
					6	27.4

Campus 2

Total N		Contacts N	Contacts %		No Contacts N	No Contacts %
23	Mail	7	30.4	Disconnected Phone	0	0.0
	Phone	10	43.5	No Phone	1	4.4
	In-Person	3	13.0	No Answer	1	4.4
		20	86.9	Parent Guardian Unavailable	1	4.4
				Wrong Number	0	0.0
				Line Busy	0	0.0
					3	13.2

TABLE 15
Tutors' Parents' Survey: Contact Rate by Campus

Campus 3

Total N		Contacts N	Contacts %		No Contacts N	No Contacts %
15	Mail	4	26.7	Disconnected Phone	2	13.3
	Phone	6	40.0	No Phone	1	6.7
	In-Person	0	0.0	No Answer	0	0.0
		10	66.7	Parent Guardian Unavailable	0	0.0
				Wrong Number	1	6.7
				Line Busy	1	6.7
					5	33.4

Campus 4

Total N		Contacts N	Contacts %		No Contacts N	No Contacts %
30	Mail	7	23.3	Disconnected Phone	0	0.0
	Phone	10	33.3	No Phone	1	0.0
	In-Person	0	0.0	No Answer	1	0.0
		17	56.6	Parent Guardian Unavailable	1	0.0
				Wrong Number	0	0.0
				Line Busy	0	0.0
				No Contact Attempt	13	43.3
					13	43.3

TABLE 16
Results of Tutors' Parents' Survey

		N	%
Type of Survey:			
	Mail	27	42.9
	Phone	32	50.8
	In-Person	4	6.3
		63	100.0
Survey Version:			
	English	41	65.1
	Spanish	22	34.9
		63	100.0
Respondent's Relationship to Tutor:			
	Mother	51	81.0
	Father	11	17.5
	Grandmother	1	1.6
		63	100.0*
Change in Tutor's Attitude:			
	No	13	20.6
	Yes	49	77.8
	Missing	1	1.6
		63	100.0
Type of Change in Tutor:			
	Likes school	22	34.9
	Good Grades	8	12.7
	More responsible	7	11.1
	More active/ happier	6	9.5
Tutoring Program Helped Child:			
	Yes	63	100.0
	No	0	0.0
		63	100.0
How Tutoring Program Helped Child:			
	Better grades/ greater interest	33	52.4
	More responsibility	9	14.3

* Total may not equal 100 due to rounding.

TABLE 16
Results of Tutors' Parents' Survey

		N	%
Tutoring Program Helped at Home:			
	No	15	23.8
	Yes	47	74.6
	Missing	1	1.6
		63	100.0
How Tutoring Program Helped at Home:			
	Does housework	14	22.2
	More mature	12	19.0
High School Graduation is Important to Respondent:			
	Very	62	98.4
	Somewhat	1	1.6
		63	100.0
Tutoring Program Helped Child Stay in School:			
	Yes	62	98.4
	Missing	1	1.6
		63	100.0
Money Earned from Program Helped Child and Respondent:			
	Yes	63	100.0
	No	0	0.0
		63	100.0
Changes to Improve Program:			
	Nothing	31	49.2
	More students	6	9.5

* Total may not equal 100 due to rounding.

TABLE 16
Results of Tutors' Parents' Survey

Program's Influence on Activities Between Respondent and Child:

Activity	More Often N	%	No Change N	%	Less Often N	%	Missing N	%
Watch TV	15	23.8	24	38.1	20	31.7	4	6.3
See movies	12	19.0	34	54.0	12	19.0	5	7.9
Attend sports events	18	28.6	34	54.0	6	9.5	5	7.9
Do chores	36	57.1	25	39.7	1	1.6	1	1.6
Attend Religious Services	26	41.3	32	50.8	4	6.3	1	1.6
Visit Relatives	24	38.1	30	47.6	8	12.7	1	1.6
Play games	24	38.1	28	44.4	8	12.7	3	4.8
Homework	28	44.4	29	46.0	2	3.2	4	6.3
Talk about school	47	74.6	14	22.2	1	1.6	1	1.6
Talk about problems	44	69.8	15	23.8	3	4.8	1	1.6

Since Involvement in Tutoring Program, Respondent's Participation in School Activiites Has Changed:

	N	%
No	35	55.6
Yes	27	42.9
Missing	1	1.6
	63	100.0

TABLE 16
Results of Tutors' Parents' Survey

		N	%
Type of Change:			
	Decreased Involvement	2	3.2
	Increased Involvement	21	33.3
	Not Applicable	32	50.8
	Missing	8	12.7
		63	100.0

PARTNERS FOR VALUED YOUTH

Comments from Parent Survey
March 29, 1990

<u>How has your child's attitude or behavior changed since his/her participation in the PVY program?</u>

"Wants to go to school, wakes earlier, and doesn't want to miss school."

"Feels education is more important, so he feels better and more important about himself."

"He's bringing good grades like 'A' and 'B'. Never in his life got good grades like A and B."

"Her attitude toward school [is] to have perfect attendance and better hygiene...has improved her conduct."

"He is more responsible with homework and reads more."

"[He is] ...more joyful, and is more careful spending money."

"Studies more and is very concerned that the children learn."

"He is more responsible, more grownup-like."

" Does not talk back to parents or adults; more mature and polite."

<u>How has the tutoring program helped your child at school?</u>

"He feels he has to learn more to be a better tutor."

"It has taught him to feel good about himself...because he is also helping others."

"Now she has goals to reach and that is to be a teacher."

"The program has been an encouragement to him; he wants to be a teacher."

"[He gets] better grades, likes tutoring, and talks about his experiences tutoring."

"Appreciates education more. She is a happier person and studies more."

"Better grades, teachers say he is progressing."

"It has given him a sense of pride, a feeling of responsibility and most of all self-esteem."

"It has helped her on communicating with smaller children and towards making better grades and being more responsible."

"Has more confidence and wears only dresses or skirts to school. She role models grooming and dressing for tutees."

How has the tutoring program helped your child at home?

"More dependable, confidant, she acts in accordance with the rules."

"Helps more with chores and buys some items for the house (cleaners, food, etc.)

"Does work and completes it without us telling him."

"He feels that he is more mature and is more caring."

"She helps me with my homework since I am going for my GED."

"Is more independent, has better hygiene and is more active."

"More organized. She keeps her room very neat and orderly."

What changes in the tutoring program do you think should be made to improve it?

"I think the schools should have more programs like this to get students more involved in helping not only others but also themselves. I believe this helps students feel good about themselves because they are getting involved in helping others...and at the same time learning the value of money. They learn how to spend it wisely."

"More field trips to the colleges and universities, more supervisory involvement with student progress in school."

Miscellaneous Comments

"He reads children's books and prepares other materials for the tutees."

"He seems to enjoys work with children and peers look up to him." [comments made to mother by other neighborhood kids].

APPENDIX E

PARTNERS FOR VALUED YOUTH

Elementary School Teacher Survey - Comments
May 1990

Campus 1

#222 was dependable, well-groomed, liked by the students. He was quiet and behaved appropriately at all times. I feel he was a positive role model for his tutee.

#546 would come in and go right to work. She wasted no time. If she did not understand what I wanted, she asked me right away.

#545 was reliable, polite, behaved well at all times. He was cheerful and good with the tutees. He always had a smile for the students and they responded well to him.

#225 needed more time in the class and a more regular time set.

#297 was assertive and interested in helping the students.

#239 - She's great! Kids say she's pretty, fantastic, sweet, bright, and thank you.

#236 - I have enjoyed my tutors!

#297 - Throughout the session on and off I did not appreciate the tutors getting very friendly with the tutees. Especially when the girls would talk with the boys on subjects other than what was being taught. I feel that the girls should behave in a more professional manner. I'm glad that the students get along with the tutors but not when they start giggling and talking while I am trying to teach a lesson. Towards the last few weeks it has gotten better but I had to talk to my boys and once to the girls. I am not addressing this problem only towards #297 but there were other girls behaving in this manner. However, I have enjoyed having them and they are all neat kids.

Campus 4

#91 - It would be more helpful if tutors' schedules were more coordinated with that of the class so that they could tutor for a longer length of time. The schedule for this school year was more

"in line" with the class' lunch period; most of the tutor's time was involved in that area. This is true of kindergarten, being that our period is early.

#93 - I've enjoyed with #93. She emerged from a shy little girl into an outgoing young lady. Thank you for sending her to work with us.

#95 - Great student, he has a lot of potential to be a successful man, has a great deal of intelligence.

#98 was very helpful to the tutees.

I've enjoyed working with #100. Thanks for assigning her to work with us.

#106 - I think this is a good program.

#107 has been in my room for 2 years and I want her back next year! She has an excellent rapport with the students. They just love her!

#108 was a good tutor, the children at times misbehaved and that created problems overall. She did a wonderful job.

#109 - It is very helpful for that reading and spelling practice that students need..and math.

#111 worked well with the students she was assigned to. There was a positive interaction between the tutor and the tutee.

#110 worked very well with my student. He was helpful and thoughtful. My student was always eager to work with him.

#112 works well with the children and displays good rapport with them as well.

#113 - The tutors were very helpful in providing the tutees with much-needed practice of skills.

#117 - The tutors were very helpful and provided their tutees with much-needed practice of skills.

#118 - Very helpful. Extra practice was very valuable (reading, spelling, math).

#120 - If the time (before 10:00) would've been better for tutor there would've been more instructional time. She came during my gross motor skill time.

Campus 3

#18 is a very responsible person and is very good with the children.

#1 is an excellent tutor. He is a very nice and patient person.

#2 was friendly and helpful. The children liked him.

I really enjoyed having #13 in my class. She was a big help and the kids liked her alot. Thanks!

#5 was terrific when she worked, tends to be lax and quits too soon.

#16 - Most of the sessions were fine, except that sometimes the tutor 'chatted' with tutees of other things not part of lesson. Too short of a time with lesson to be able to afford to do this. She also carried on conversation with other students not assigned to her.

APPENDIX F

FIGURE 45
NUMBER OF TUTEES ASSIGNED TO TUTORS
ELEMENTARY SCHOOL TEACHERS VS.
SITE EVALUATORS

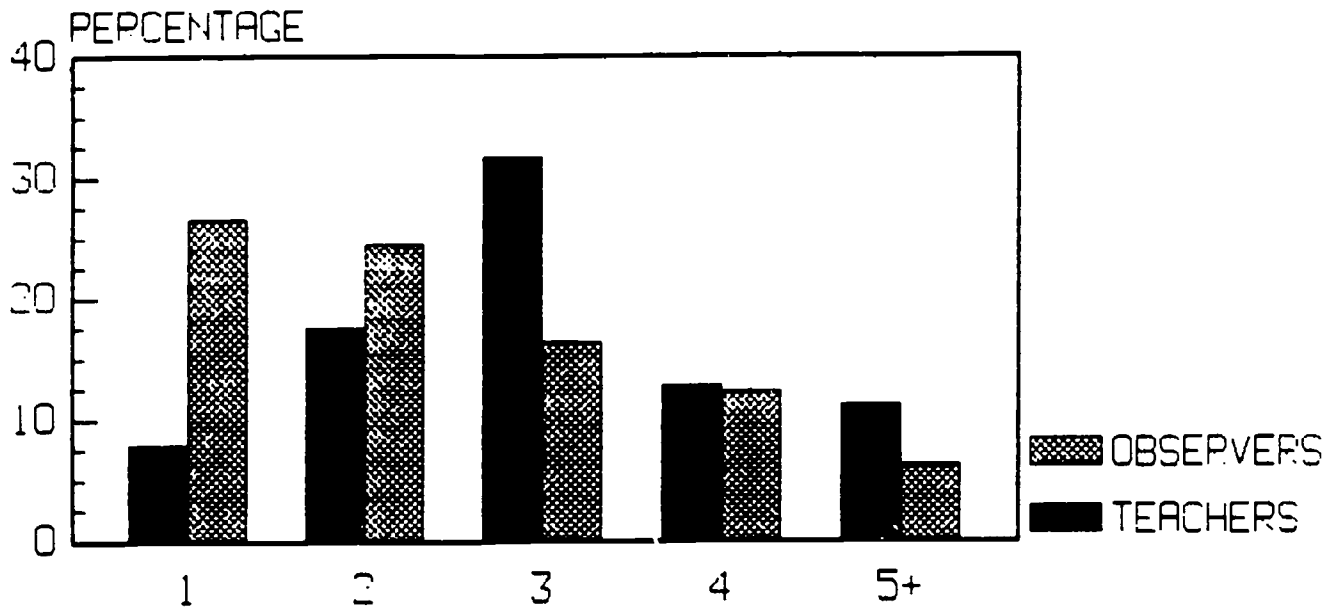


FIGURE 46
TUTOR ACTIVELY INVOLVES TUTEES IN
LEARNING PROCESS ELEMENTARY SCHOOL
TEACHERS VS. SITE EVALUATORS

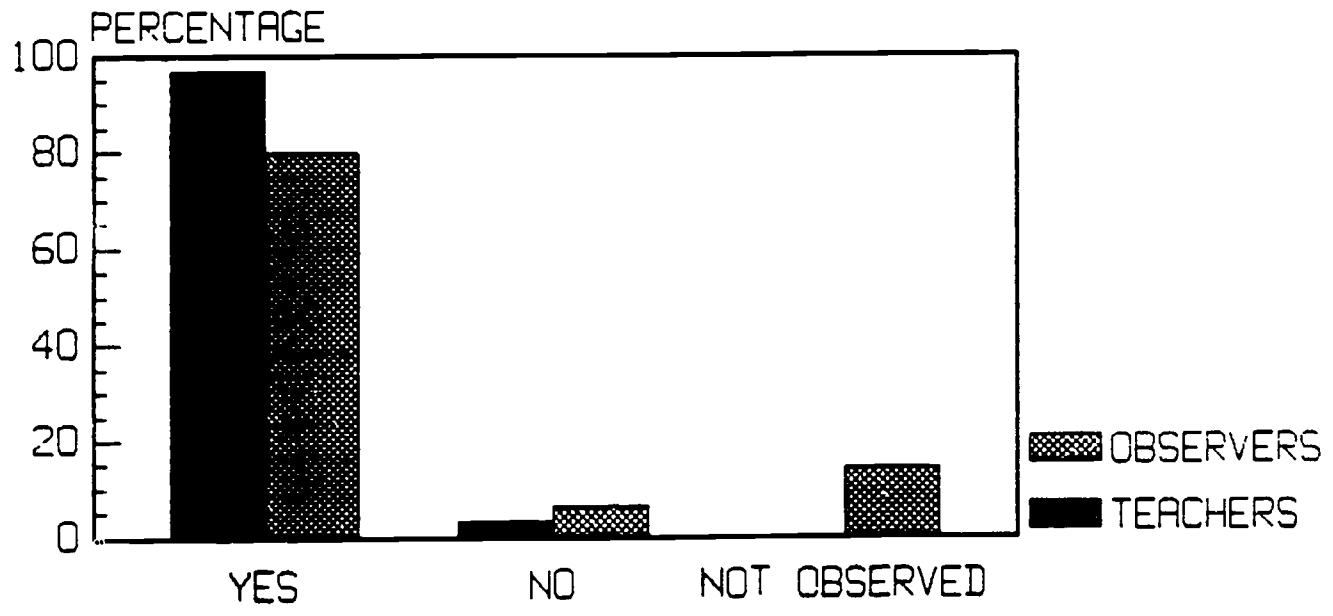


FIGURE 49
TUTOR IS COMFORTABLE SPEAKING SPANISH
ELEMENTARY SCHOOL
TEACHERS VS. SITE EVALUATORS

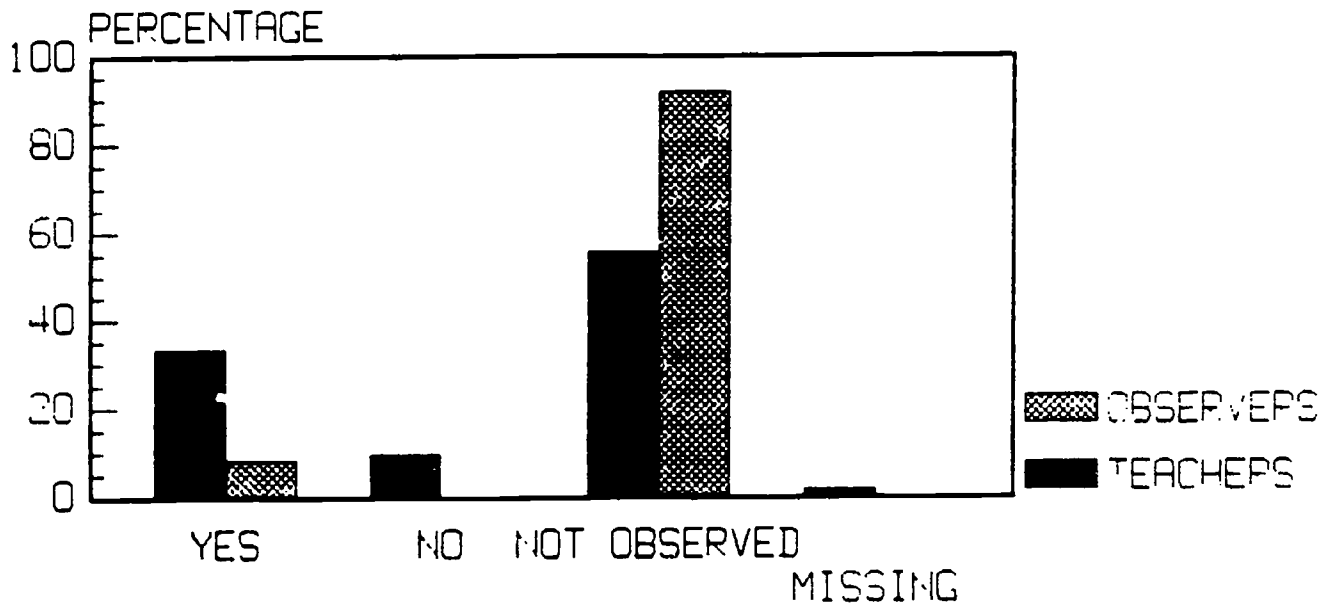


FIGURE 50
TUTOR IS COMFORTABLE SPEAKING ENGLISH
ELEMENTARY SCHOOL
TEACHERS VS. SITE EVALUATORS

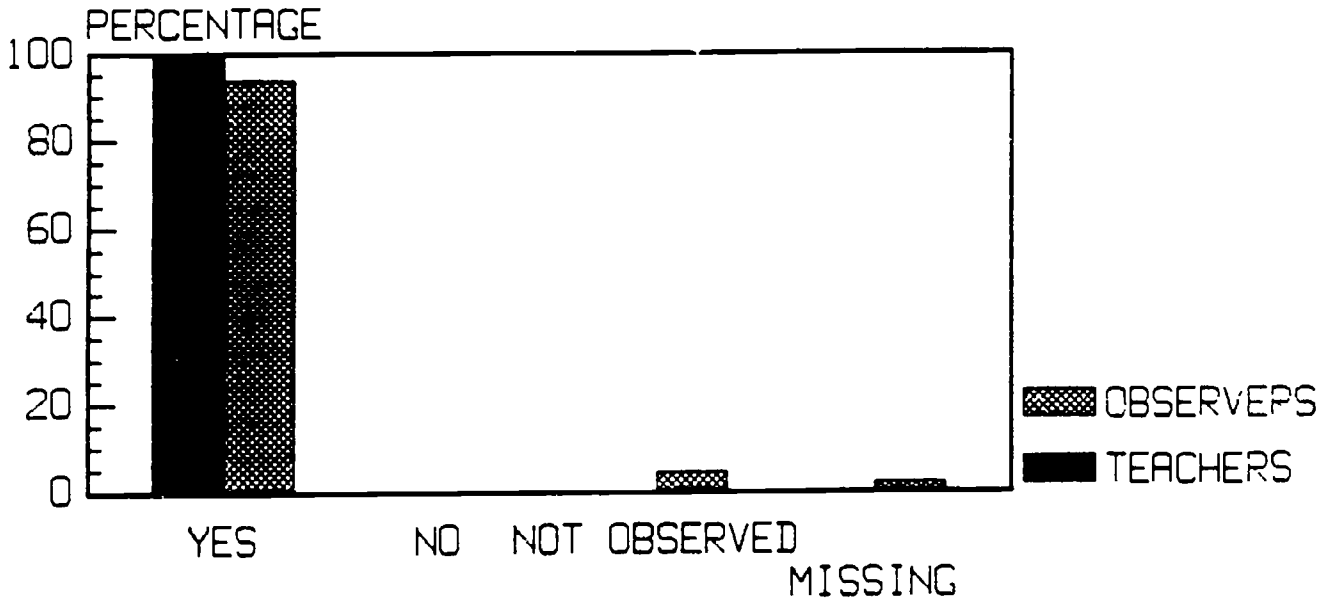
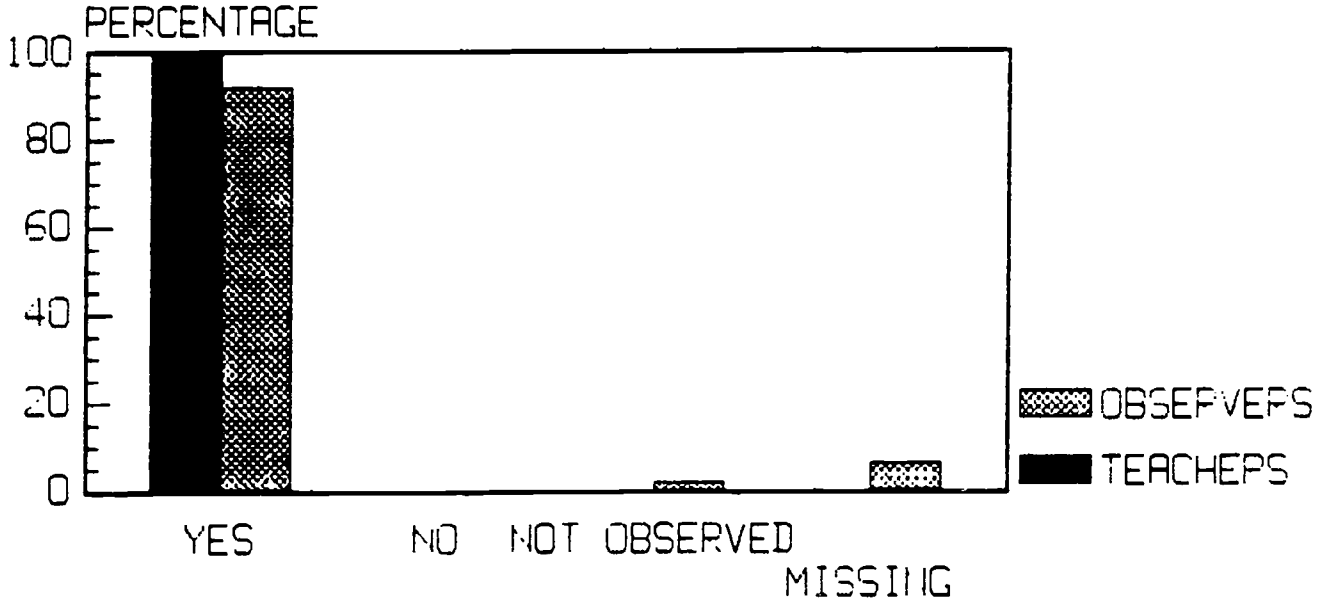
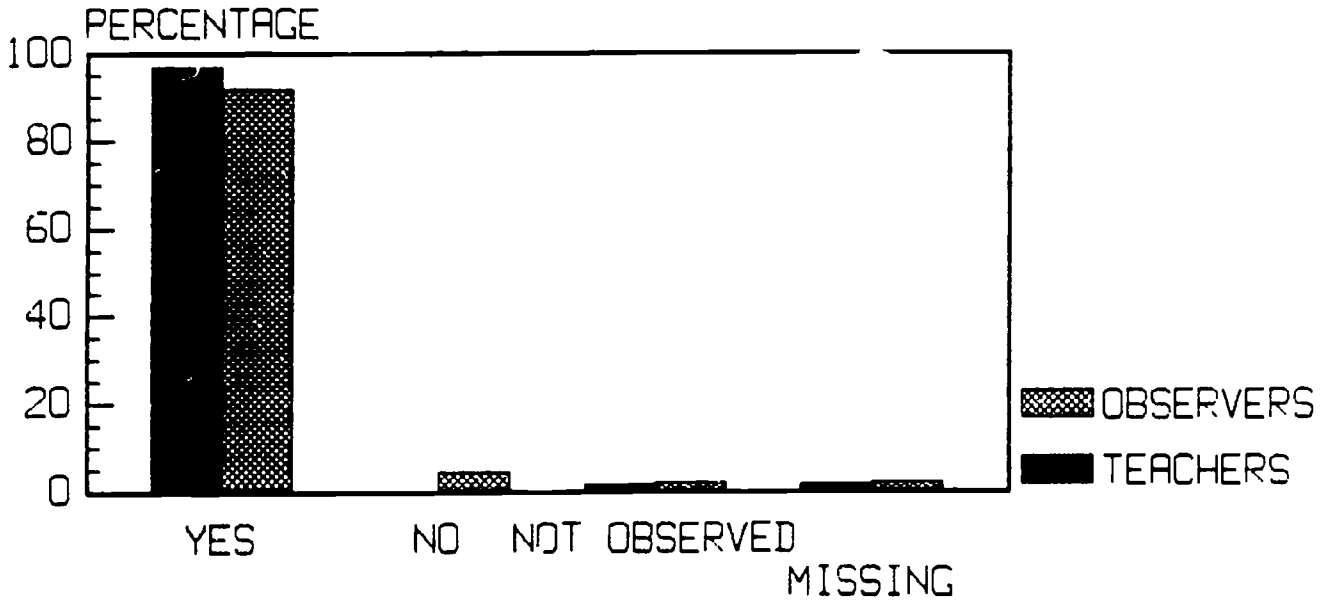


FIGURE 47
TUTOR LISTENS TO TUTEES
ELEMENTARY SCHOOL
TEACHERS VS. SITE EVALUATORS



TUTOR LISTENS TO TUTEES

FIGURE 48
TUTOR IS PATIENT WITH TUTEES
ELEMENTARY SCHOOL
TEACHERS VS. SITE EVALUATORS



TUTOR IS PATIENT WITH TUTEES

FIGURE 53
TUTOR HAS RIGHT LEARNING EXPECTATIONS
ELEMENTARY SCHOOL
TEACHERS VS. SITE EVALUATORS

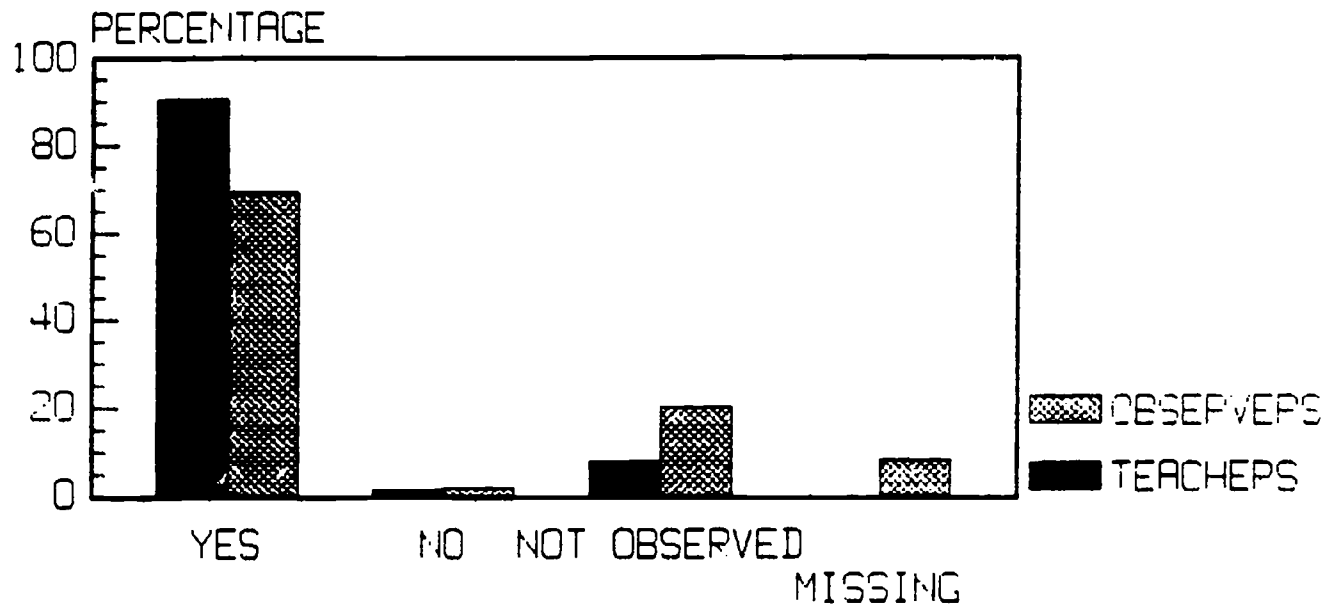


FIGURE 54
TUTOR UNDERSTANDS MATERIAL
ELEMENTARY SCHOOL
TEACHERS VS. SITE EVALUATORS

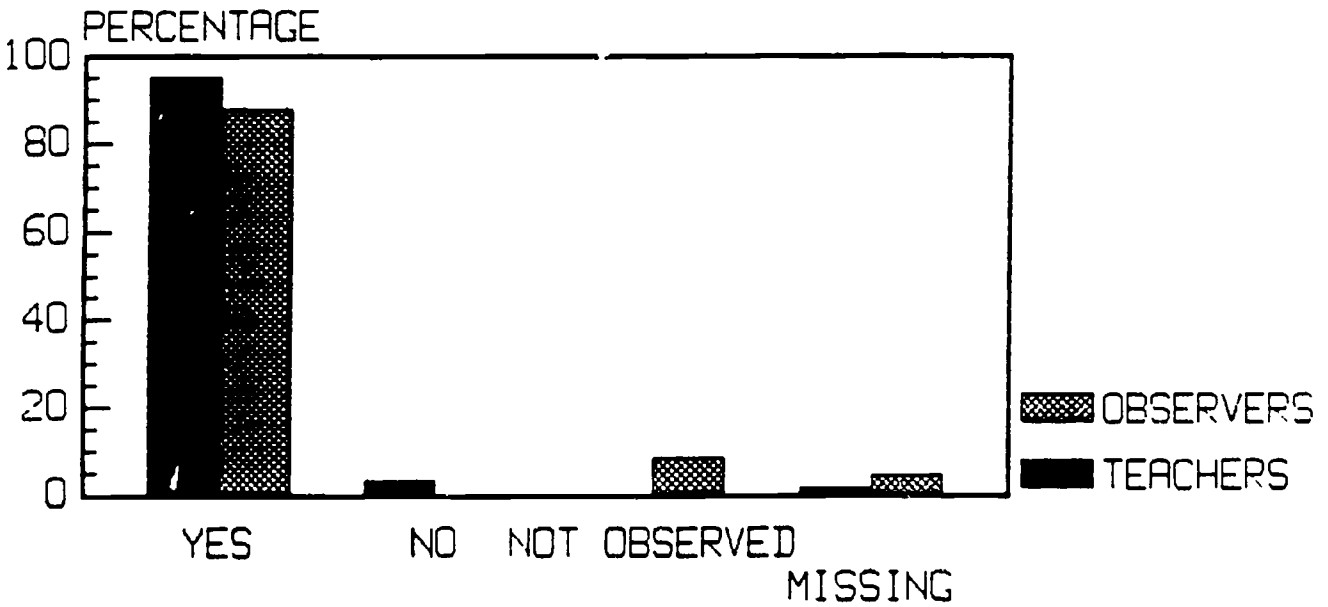


FIGURE 51
TUTOR ANSWERS TUTEES' QUESTIONS
ELEMENTARY SCHOOL
TEACHERS VS. SITE EVALUATORS

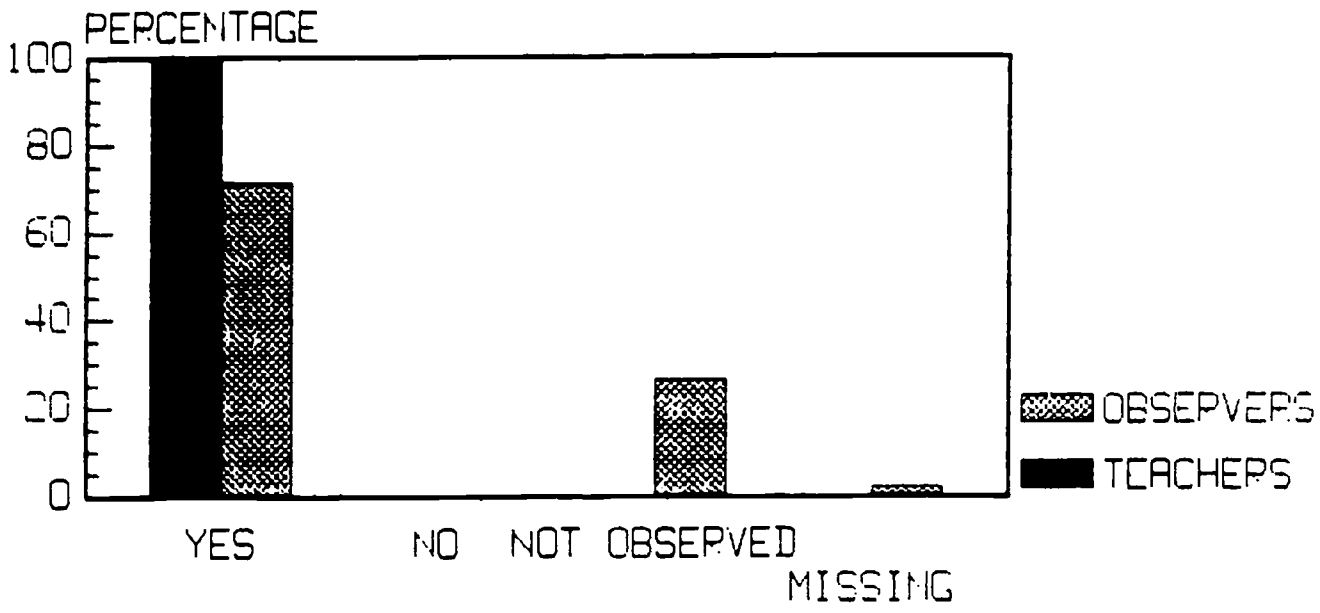


FIGURE 52
TUTOR POSITIVELY REINFORCES TUTEES
ELEMENTARY SCHOOL
TEACHERS VS. SITE EVALUATORS

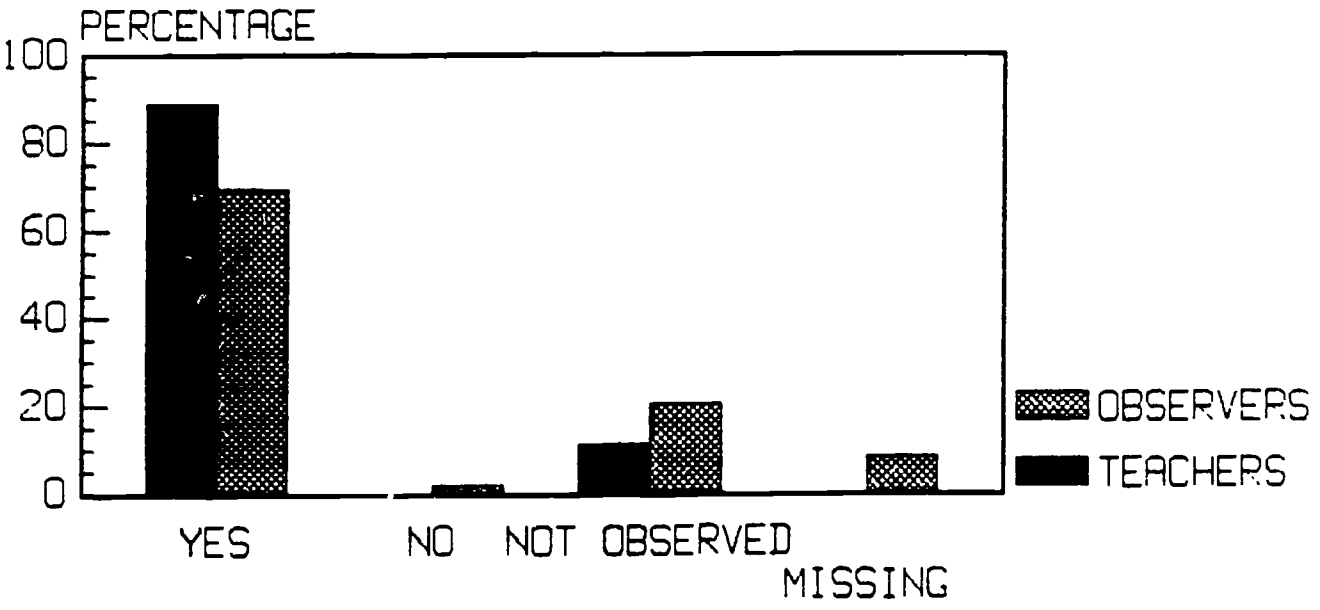
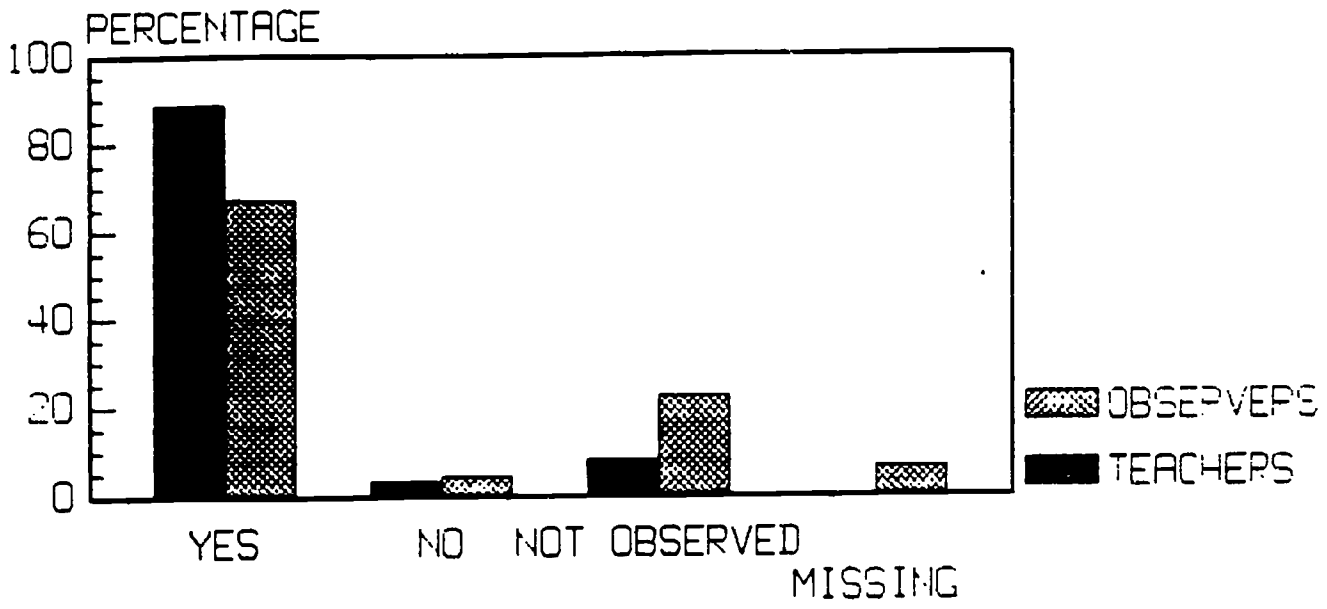
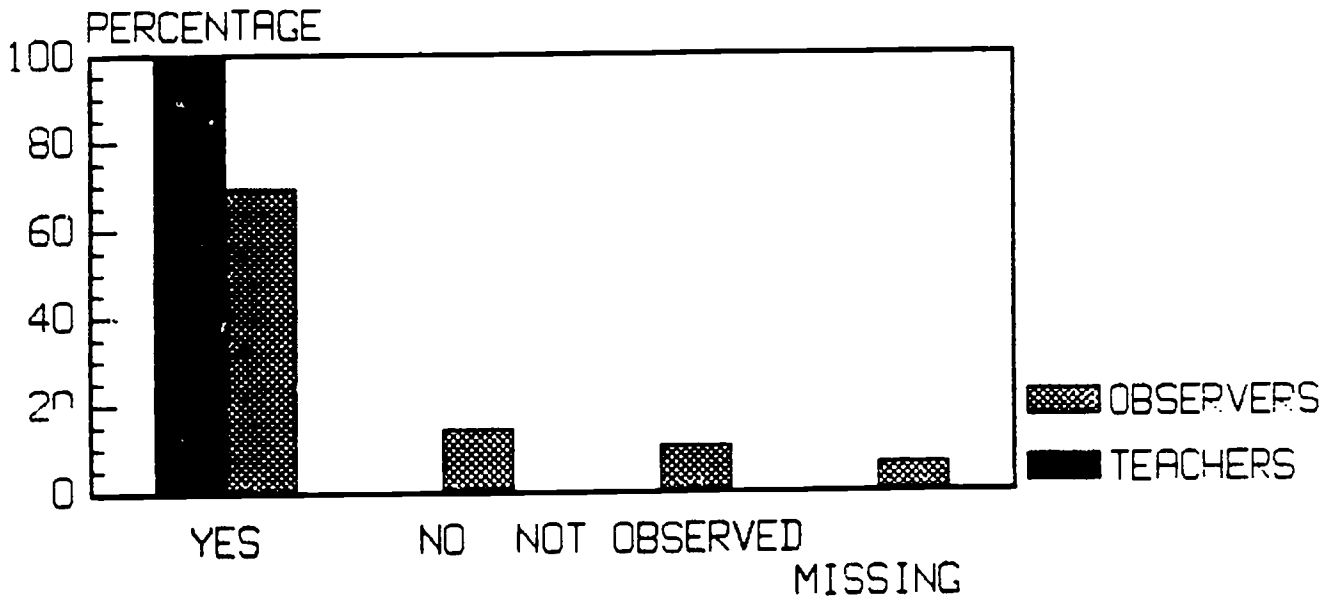


FIGURE 57
TUTOR COMES PREPARED
ELEMENTARY SCHOOL
TEACHERS VS. SITE EVALUATORS



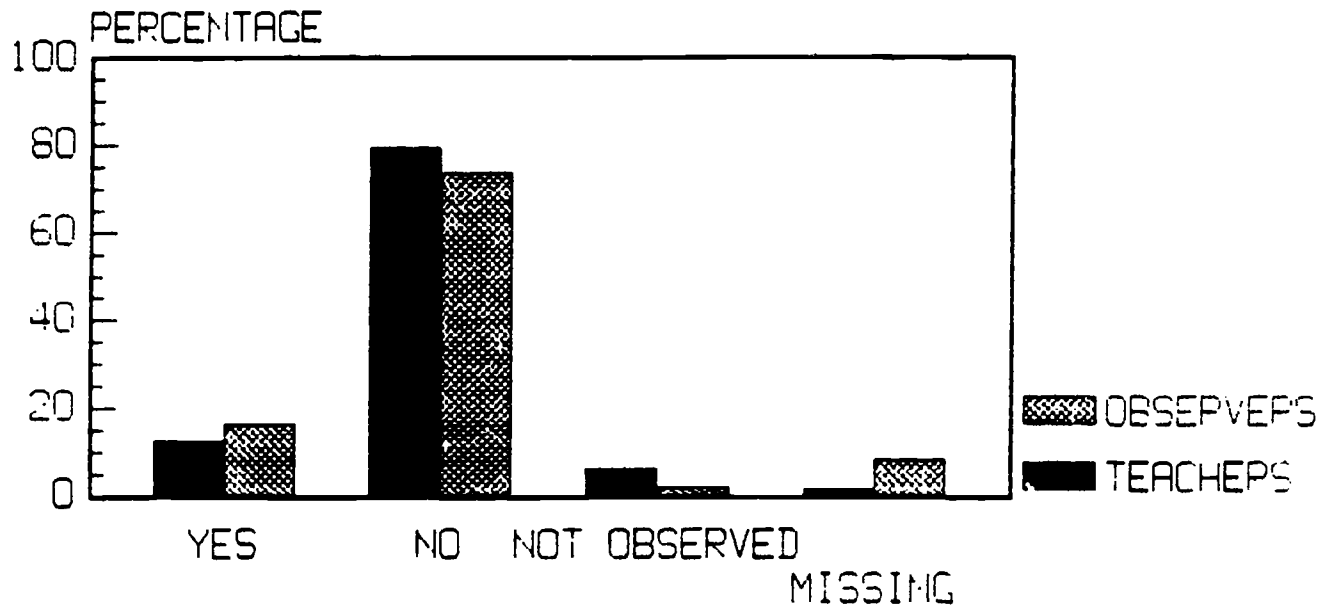
TUTOR COMES PREPARED

FIGURE 58
TUTOR HAS APPROPRIATE MATERIALS
ELEMENTARY SCHOOL
TEACHERS VS. SITE EVALUATORS



TUTOR HAS RIGHT MATERIALS

FIGURE 55
TUTOP IS BOPED WITH MATERIAL
ELEMENTARY SCHOOL
TEACHEPS VS. SITE EVALUATORS



FIGUPE 56
TUTOR ANSWERS CORRECTLY
ELEMENTARY SCHOOL
TEACHERS VS. SITE EVALUATORS

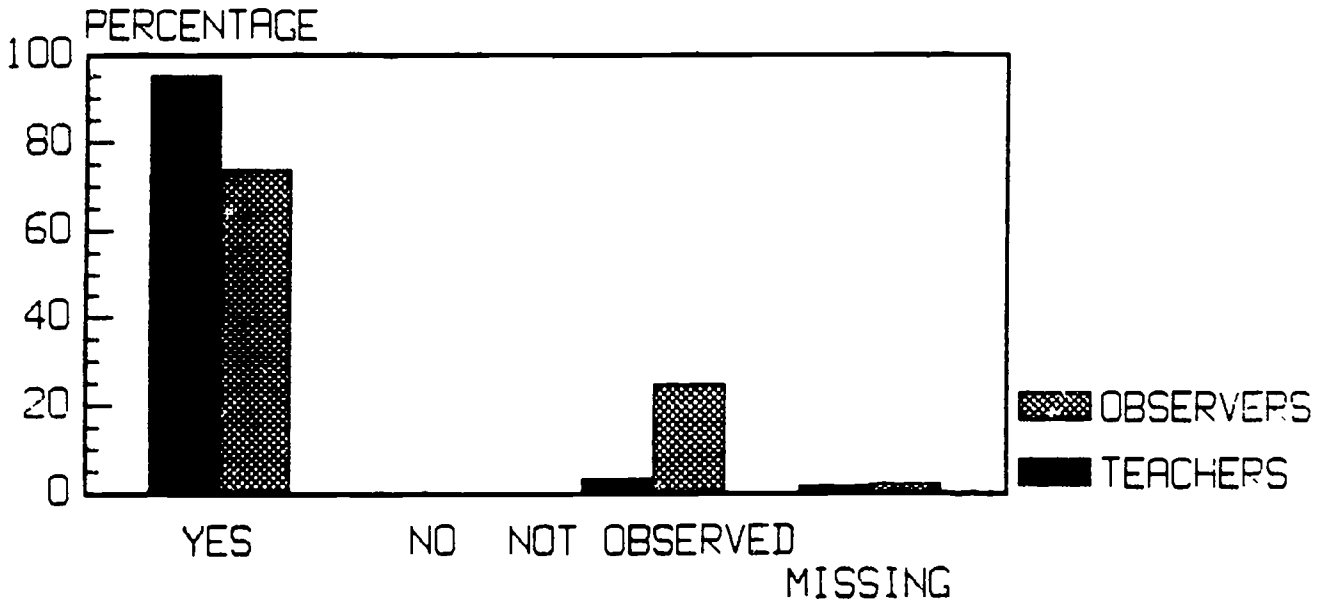


FIGURE 61
TUTEE LISTENS TO TUTOR
ELEMENTARY SCHOOL
TEACHERS VS. SITE EVALUATORS

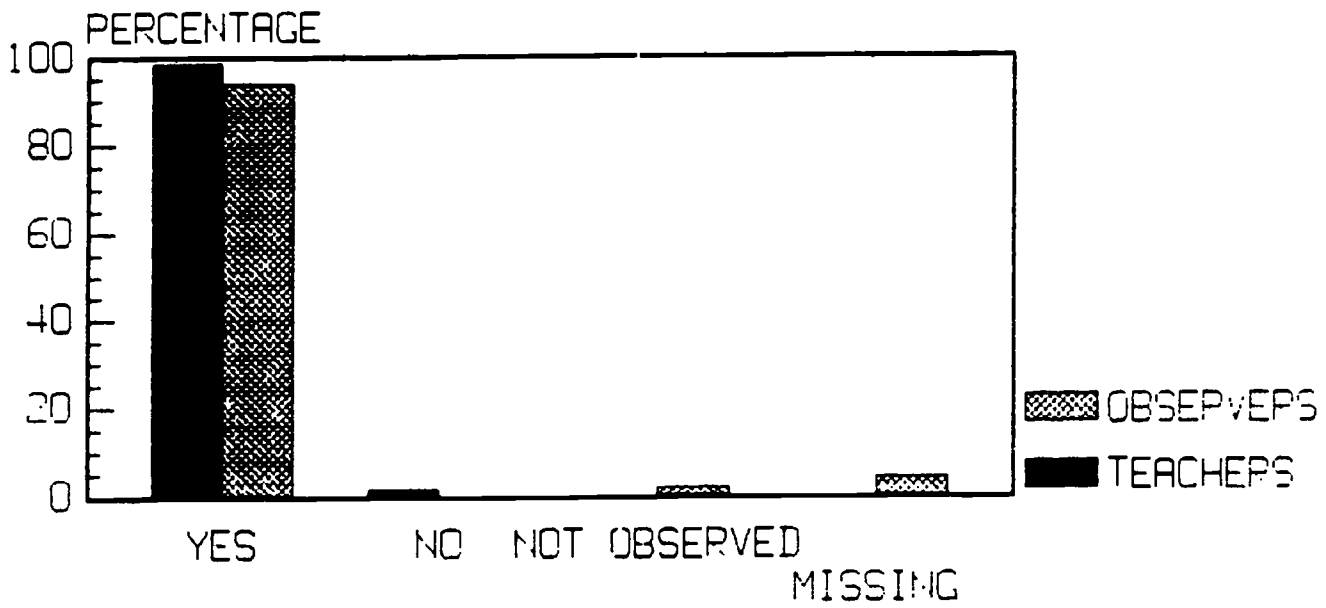


FIGURE 62
TUTEE ASKS TUTOR QUESTIONS
ELEMENTARY SCHOOL
TEACHERS VS. SITE EVALUATORS

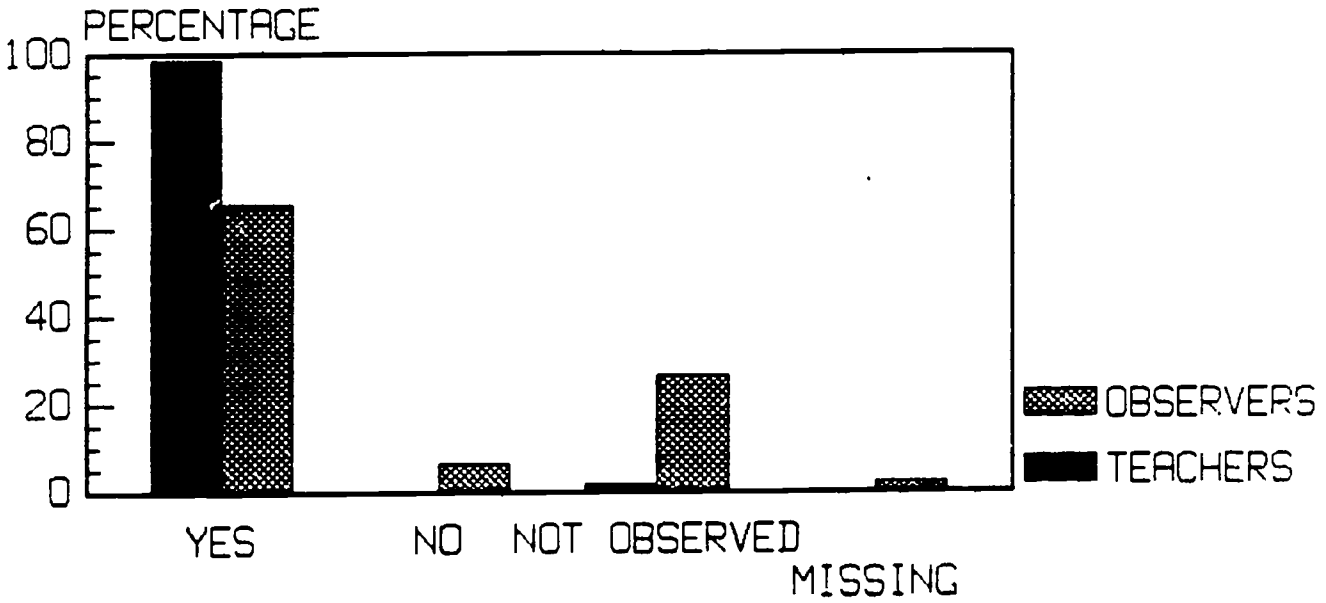
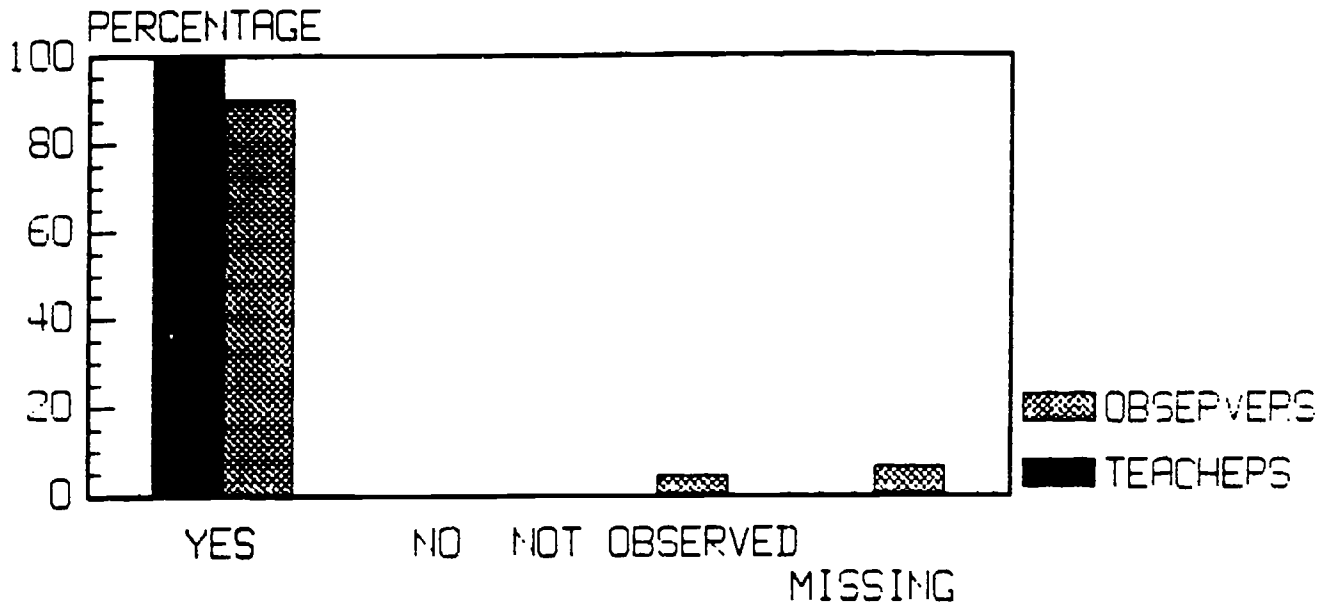
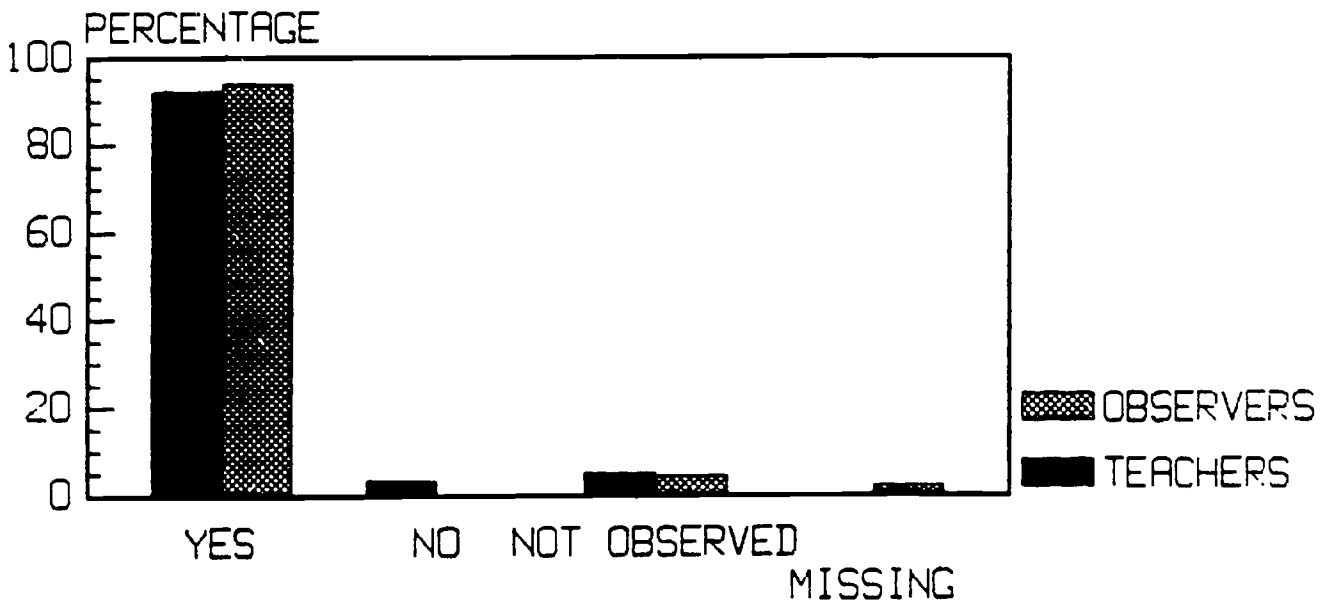


FIGURE 59
TUTOR & TUTEES GET ALONG
ELEMENTARY SCHOOL
TEACHERS VS. SITE EVALUATORS



TUTOR & TUTEES GET ALONG

FIGURE 60
TUTEE IS AWARE OF LESSON PLAN
ELEMENTARY SCHOOL
TEACHERS VS. SITE EVALUATORS



TUTEE IS AWARE OF LESSON PLAN

FIGURE 65
TEACHER IS AVAILABLE FOR PROBLEMS
ELEMENTARY SCHOOL
TEACHERS VS. SITE EVALUATORS

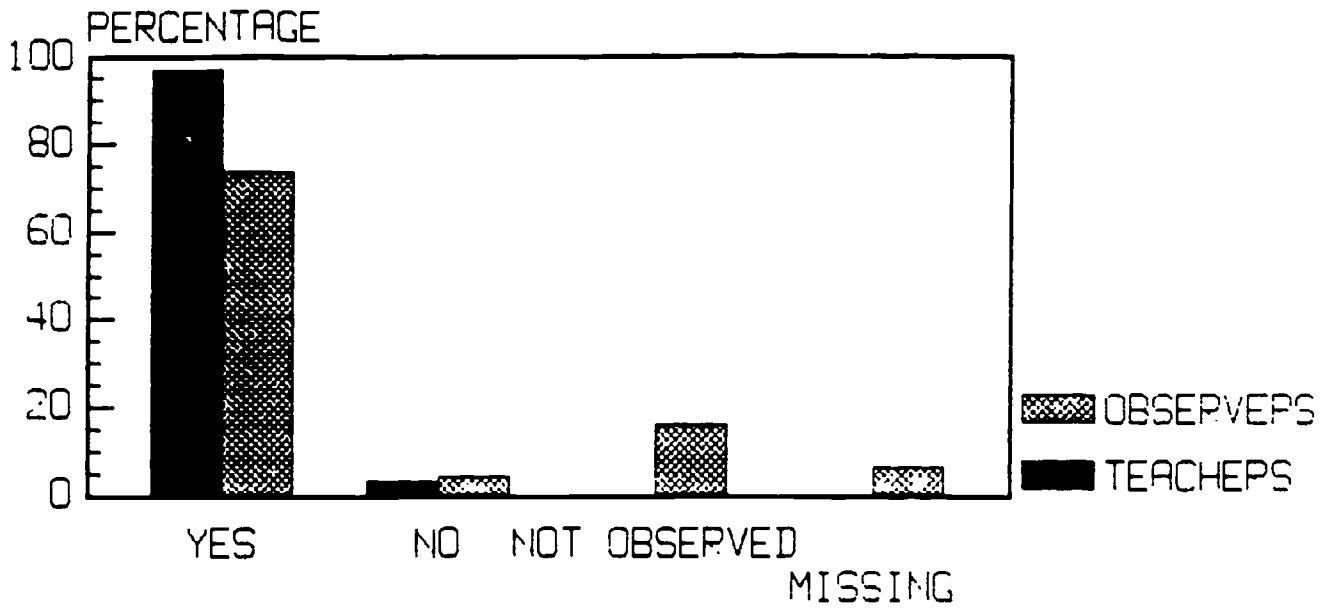


FIGURE 66
TEACHER MONITORS TUTORING
ELEMENTARY SCHOOL
TEACHERS VS. SITE EVALUATORS

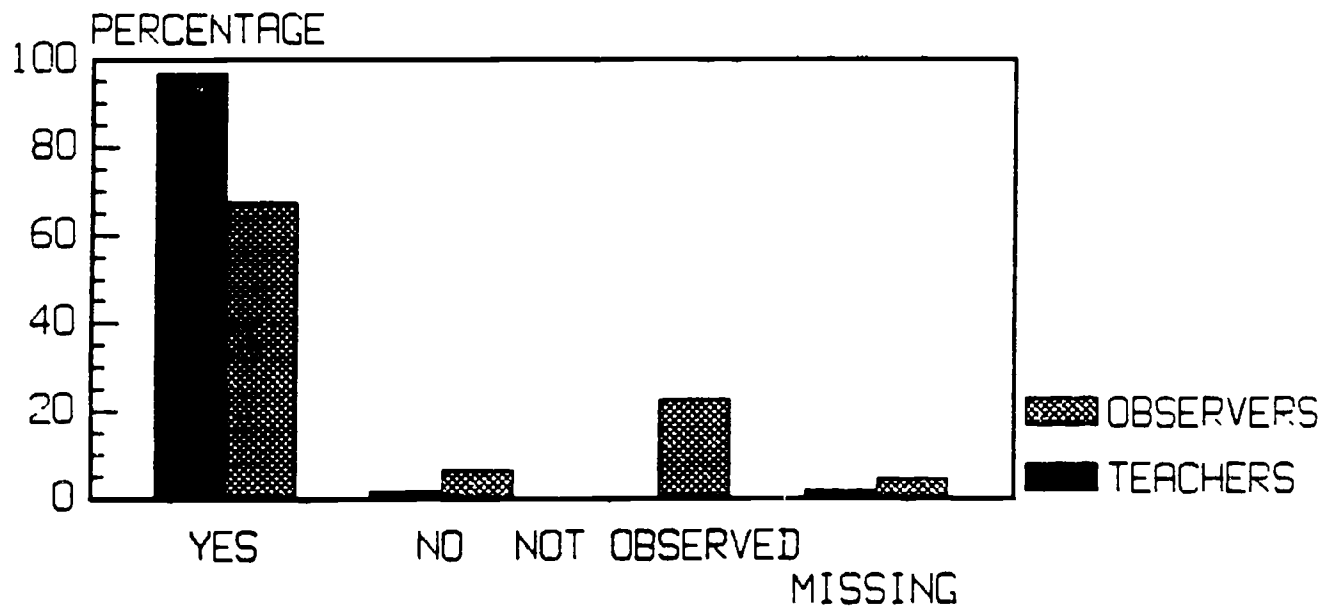


FIGURE 63
TUTEE IS INVOLVED IN LEARNING
ELEMENTARY SCHOOL
TEACHERS VS. SITE EVALUATORS

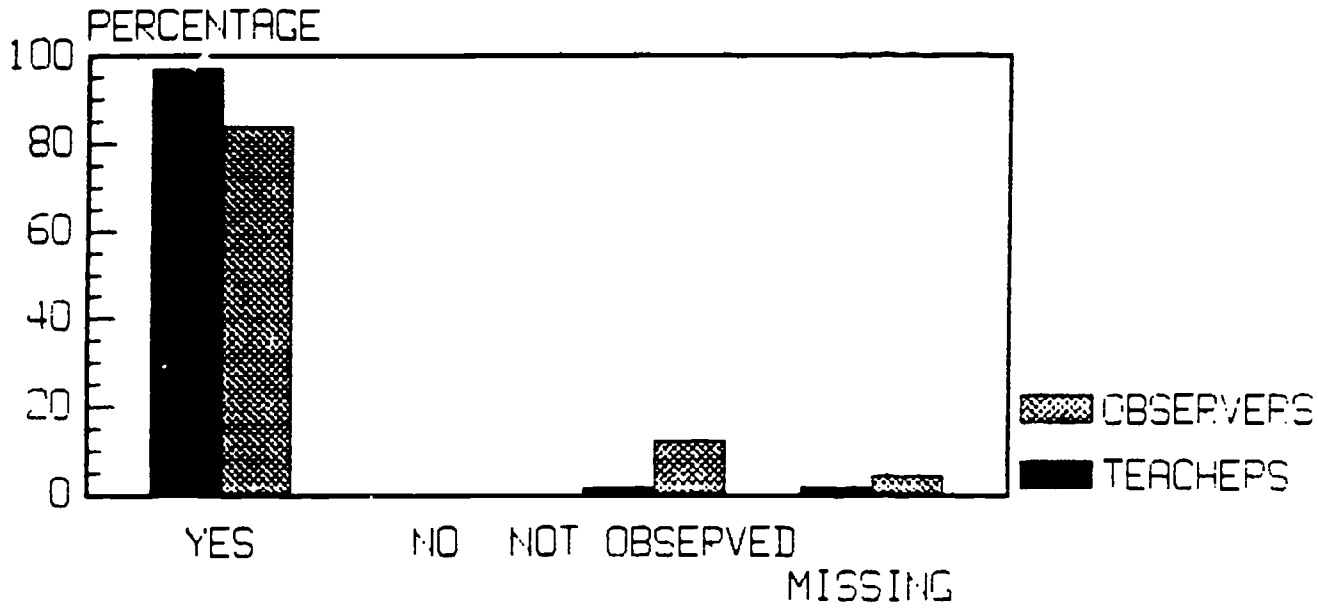


FIGURE 64
TUTEE SEEKS GUIDANCE FROM TUTOR
ELEMENTARY SCHOOL
TEACHERS VS. SITE EVALUATORS

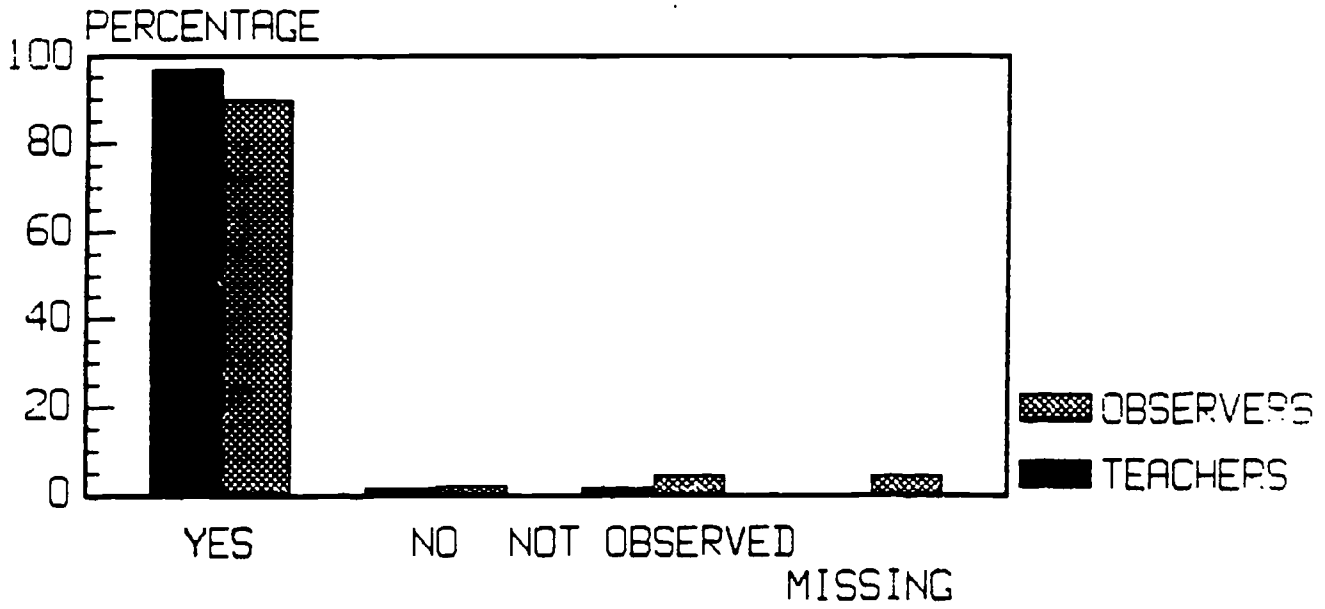


FIGURE 69
TEACHER GIVES FEEDBACK TO
TEACHER/COORDINATOR ELEMENTARY SCHOOL
TEACHERS VS. SITE EVALUATORS

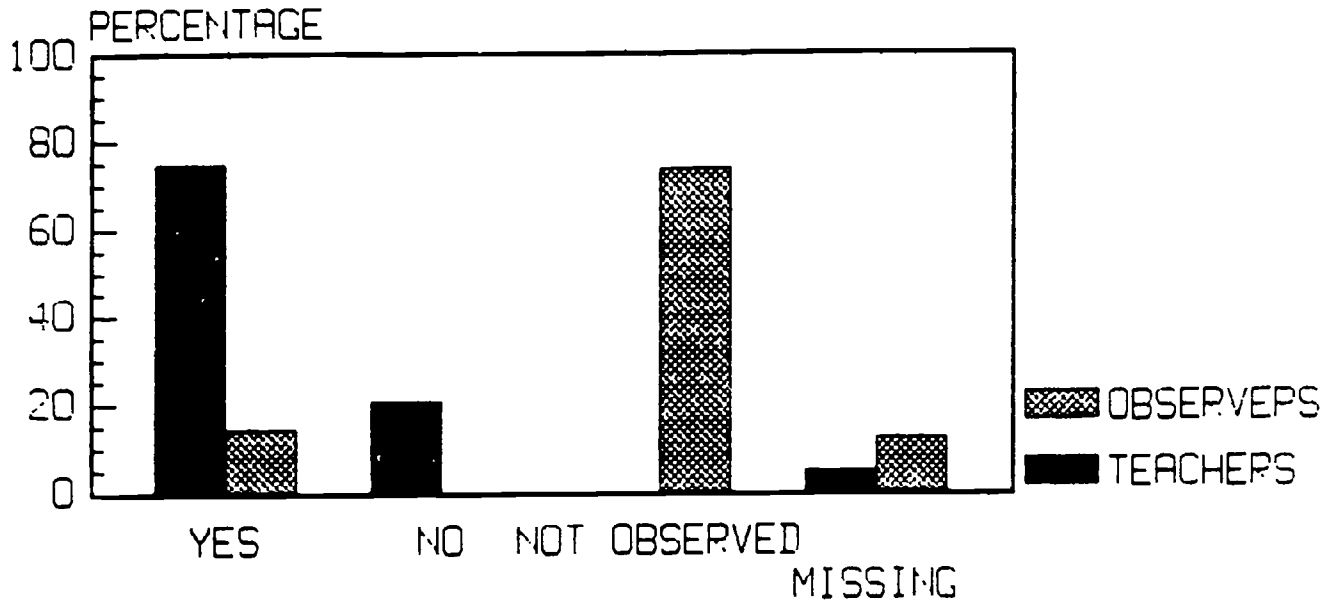


FIGURE 70
TUTOR'S INSTRUCTIONAL LANGUAGE
ELEMENTARY SCHOOL TEACHERS
VS. SITE EVALUATORS

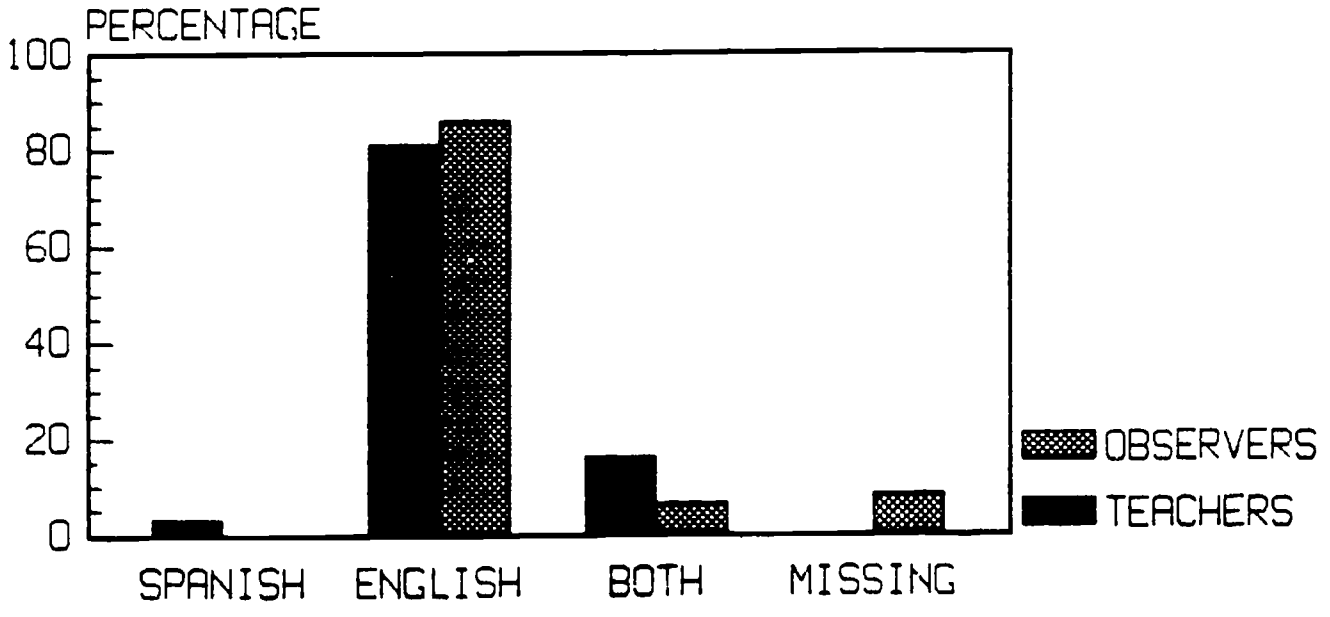


FIGURE 67
TEACHER PROVIDES GOOD TUTORING SETTING
ELEMENTARY SCHOOL
TEACHERS VS. SITE EVALUATORS

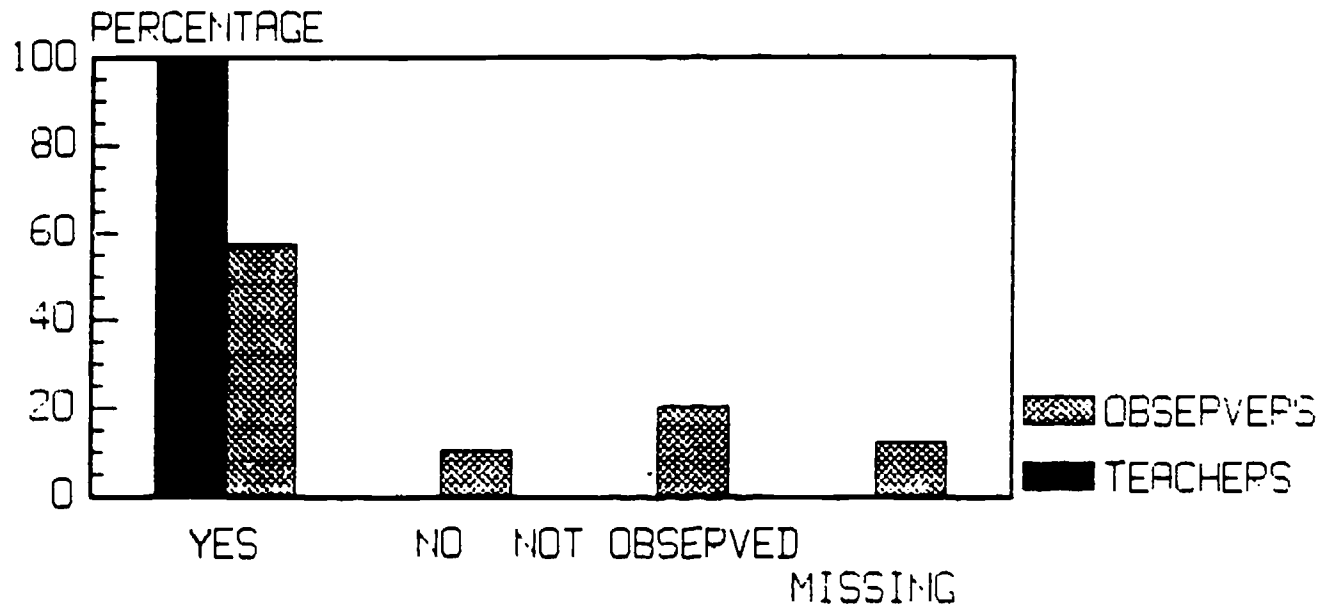
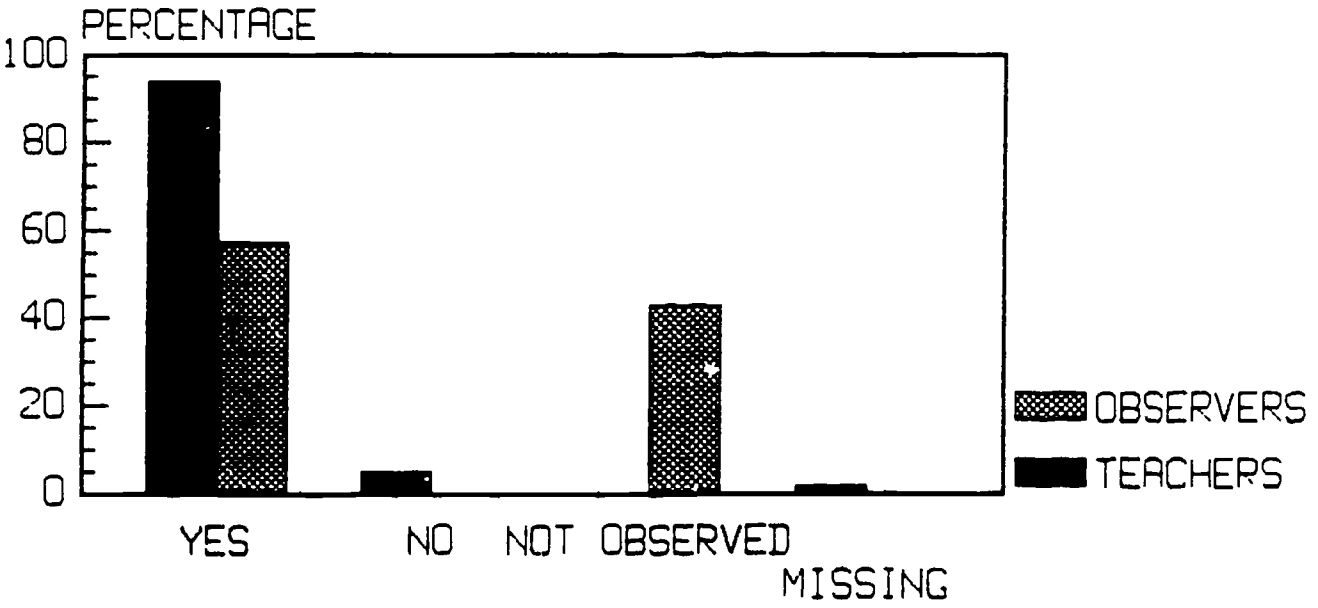


FIGURE 68
TEACHER AWARE OF TUTOR/TUTEE MISMATCH
ELEMENTARY SCHOOL
TEACHERS VS. SITE EVALUATORS



APPENDIX G

Questionnaire for Assessing School and Classroom Effectiveness.

	Answer Y/N	Certainty 0–5	What Data Do You Have?	Whose Responsibility?	Who Checks?
Student Behaviors *Involvement:* 1. On the average, is reading/language arts scheduled for at least two hours a day in elementary school? (10-12, 14-15, App. 1)					
2. On the average, is math scheduled for 50 minutes a day in elementary school? (10-12, 14-15, App. 1)					
3. Are most students involved most of the time? (3-4, 10-11, 14-15, 22-23, 54, 57-58, 64-65, 67, 69-70, App. 1)					
Coverage: 4. Are students covering the content and skills measured by the outcome measure? (3-4, 11-15, 22-23, App. 1)					
5. Have students mastered the prerequisites before working on new skills? (11-13, 15-16)					
Success: 6. On the average, do students experience high levels of success in their daily work? (3-4, 13-15, 21-23, 60, App. 1)					
7. On the average, do students master most of the content covered in reading/language arts and math? (13-16, 66-67)					
Teacher Behaviors *Planning:* 8. Do teachers, early in the year, plan for the content to be covered during the year? (5, 16-17)					
9. Do teachers plan, in advance, so that materials and activities are closely linked to the objectives and goals by which the program is evaluated? (16-17, 57-59, 64, 67)					
10. Do teachers have and use data on prior achievement of their students? (3, 16-17)					
11. Have teachers prepared plans for developing classroom management before the first day of school that include: —analyzing classroom tasks —identifying expected behaviors —developing ways to teach rules and procedures? (5, 17-19)					
12. Do teachers plan for and expect students to succeed? (5, 49, 52, 54, 57-59, 61, 63, 71, 74)					
13. Are classroom disruptions infrequent? (57-59, 69-70)					
Classroom Management: 14. Does the teacher ensure that transition from one activity to another is done with a minimum loss of instructional time? (18, 57-59)					
15. Are all students provided approximately equal opportunity to respond and become involved in instruction? (52, 57-58, 62)					

	Answer Y/N	Certainty 0–5	What Data Do You Have?	Whose Responsibility?	Who Checks?
16. Does the teacher consistently enforce the classroom rules and procedures so discipline problems are infrequent? (18-19, 51, 57-58, 60-64, 69-70, 74, 75, 79)					
17. Does the teacher start lessons on time and continue without interruption? (57-59, 67)					
Instruction: 18. Do teachers spend sufficient time presenting, demonstrating, and/or explaining new content and skills to the whole group of students in the classroom? (5, 19-21, 23, 57-59, 62, 64, 67)					
19. Are the teacher's explanations and directions clear and understandable? (19-20, 64)					
20. Do teachers provide adequate opportunity for students to practice and reinforce newly acquired skills and content where help is available? (19-20, 57-58, 60)					
21. Do teachers monitor students' performance and provide constructive feedback, as needed? (18, 20, 54)					
22. Do teachers assign independent practice activities such as seatwork and homework only after students have demonstrated understanding of a skill or concept? (20, 57-59, 79)					
23. Do teachers use a system for monitoring and recording achievement of instructional objectives? (20-21, 59)					
Supervision 24. Does the principal regularly observe classroom instruction? (54-55, 63-64)					
25. Does the principal meet regularly with teachers to discuss classroom practices? (54-55)					
26. Has the school, as an organization, specified procedures and criteria for evaluating instructional personnel that focus on student management, success, and coverage? (25-28, 60-61, 74)					
27. Have principal and staff received training in procedures of evaluating and supervising so that principal and staff know about the rules under which supervision and evaluation are conducted? (28-30, 63-64)					
28. Do conflicts inherent in the supervising and evaluating process surface from the viewpoint of the principal and teachers? (30-44)					
29. Are the data patterns recorded during supervision and evaluation related to valued outcomes such as student engagement, success, and coverage? (5-6, 26-27, 54-55)					
School Climate *Academic Emphasis:* 30. Do students expect to and actually master the academic work? (19, 49, 52, 54, 57-58, 61-62, 71)					

	Answer Y/N	Certainty 0–5	What Data Do You Have?	Whose Responsibility?	Who Checks?
31. Do teachers and principal support the academic focus of the school by spending most of the day on instructional activities? (5-6, 23, 54-55, 57-58, 66-67, 78-79)					
32. Do teachers give and mark homework? (5-6, 57-60, 79)					
33. Do teachers reward and reinforce actual achievement? (52, 54, 74, 78-79)					
34. Is academic learning the primary focus of the school? (63-65, 79)					
Orderly Environment: 35. Do students perceive congruence among the faculty in enforcing school rules and strictly controlling classroom behavior? (6, 51, 57-58, 61-67, 69-71, 74, 76-77, 79-80)					
36. Do a large majority of students hold positions of responsibility, participate in schoolwide activities, use the library, and care for school resources? (52, 57-59, 61-62, 66-67, 69, 77-79)					
37. Are punishments delivered in a way that indicates firm disapproval of misbehaviors while avoiding humiliation and avoiding modeling violence? (51, 59-60, 74, 76, 79)					
38. Are teachers available to consult with students about problems? (57-61)					
Expectations for Success: 39. Do students feel the school helps them to master the academic work? (49, 52, 54, 57-58, 61, 63-64, 77, 79, 87-88)					
40. Do principal and teachers believe and expect all students, regardless of race or class, to master the academic work? (6, 54, 61, 63-64, 70-71, 76)					
41. Do students believe that work is more important than luck in order to succeed? (49, 52, 54, 57-58)					
Modeling: 42. Are positive models of behavior provided by teachers and administrators? (6, 59, 63-64, 73-76)					
43. Do teachers praise students for work well done? (18, 52, 54, 57-58, 60, 67-68)					
44. Is the principal perceived by staff and students as modeling the expectation of fair and equal treatment? (63-65, 73-74)					
Consensus Building: 45. Is course planning done by a group of teachers? (57-58, 60-61, 68, 76-77)					
46. Do high proportions of students hold positions of responsibility? (52, 57-59, 62, 69)					
47. Do teachers have extensive contact with a limited number of students in several aspects of their education? (19, 50, 54)					

	Answer Y/N	Certainty 0–5	What Data Do You Have?	Whose Responsibility?	Who Checks?
48. Have teachers and administrators come to a working consensus on patterns of acceptable behavior for staff, students, and administrators? (6-7, 50-52, 54-55, 57-58, 61, 65, 68, 75-77, 84-85)					
49. Does the school teach those who work and learn there that they can get ahead without something or someone stopping them? (49, 52, 54, 57-59, 64, 68, 71, 87-88)					
Feedback: 50. Do teachers provide rewards for actual achievement and praise students for work well done? (18, 51, 54, 57-59, 67)					
51. Does the principal regularly observe classrooms and confer with teachers on instructional matters? (54-55, 63-64)					
52. Do teachers feel their views are represented in decision making? (61, 64, 68, 78)					
53. Does the feedback students receive in terms of rewards and praise outnumber punishments? (51, 57-58, 60)					
54. Does the principal provide a reliable system of support, appropriate inservice training for staff, and opportunities for staff to coordinate their actions in the areas of instruction and discipline? (6, 51-52, 54-55, 57-58, 63-64, 78-80, 85-86)					

Student Achievement 55. Are achievement tests used to evaluate attainment of basic skills? (3, 7-8, 16-17)					
56. Do students from poorer families achieve as well as students from middle-class families? (3, 48-49, 52-54, 63)					
57. Are standardized achievement test results reported in usable form to: —students —teachers —administrators —school board members —community? (16, 88-90)					
58. Has the school board set student achievement as a major goal for the school system? (88-90, App. 2)					
59. Do management and instructional systems exist that support student achievement? (54-55, 57-58, 63-64, 78-80)					
60. Are the results of achievement tests used to modify the curriculum or instructional programs? (3, 7-8, 16-17)					

APPENDIX H

FOCUS GROUPS COMMENTS: Year 2

Strengths	Weaknesses
Classes for Tutors: . Students have learned many things about do's and don'ts of tutoring and have shared many personal feelings, experiences and ideas. They have become close friends in many cases. We have also worked on English, math and science skills so that they might be better prepared to tutor. . Positive personal/preliminary- planning for tutors such as grooming habits, acceptable school language. . Building self-confidence. Learn from each other's experiences. . Prepares tutor for successful tutoring experience (do's and don'ts and ideas). . Close guidance for at-risk students.	. My tutoring classes were only every other Friday, so it was hard to get everything done. (paperwork, sharing, lessons on tutoring, speakers, trips). . Over-anxious to do more. Is it a weakness? . Keeping ideas upbeat. . Sometimes difficult to keep them positively motivated and on task. . How to discipline off task behavior. How to ask comprehension questions.
Tutoring Sessions . Tutors looked forward to going to work and were rarely absent. Tutors loved working with the tutees and felt a strong rapport; they learned that teaching is not always easy and that it takes lots of patience to deal with some of the tutees. . Task is accomplished self-esteem. Academically speaking is very productive. . Very productive, molding relationship, tutor develops self-esteem. . Tutor and tutees' sessions tend to be very productive and academically effective. Builds self-esteem of both tutor & tutees. . Tutor-tutee interaction/bonding. Academic advancement. Help given teachers. Enjoyable sharing. Tutors perceiving school from the position of "teacher." . Consistent attendance. Tutors know what to do. Good rapport with tutees. Congenial. Focused on overall goal of helping tutees.	. Tutors sometimes become too friendly with tutees and distracted from receiving teacher's lesson. Tutors sometimes were less than aggressive and waited for receiving teacher to tell them what to do. Scheduling was a problem (rotating schedule). . Designated time is too short. Disappointment when tutors leave. . Time factor, built-in schedule. . If not organized and supervised, it would not be effective, not enough time. . Tutors not allowed to work with entire class. Classrooms not set up to accommodate tutoring; crowded. Scheduling problems. Tutoring can be disruptive at times. Elementary school classrooms are vulnerable to stealing. Temptation is present. . Tutors are suspended. Some wait to be told [what to do]. Short tutoring sessions of 20-25 min. Don't want to do too much paperwork.

Strengths	Weaknesses
Field Trips: . Students really enjoyed the field trips and learned many things which could not have been learned in other ways. The time away from school in a more relaxed setting brought tutors closer to each other. . Learning experience, exciting. . Learning and socialization takes place.	. Some of the students did not choose to participate. Weather (bad) was a factor for two of our trips. . Fitting in to school schedule (bus). . If not well planned and organized, it is not effective and misbehavior occurs. . Tutors should be able to go on elementary class field trips.
Role Models: . Students listened carefully and responded positively to the role models. They sometimes envisioned themselves as potentially being successful, too, because the role models often spoke of obstacles they had overcome, and the students related to this. . Tutees idolize their tutors. Excellent - one implication could be that they [tutors] need to live up to the image that these tutees have of their students. . Very, very important - This is where you see the tutors mature and develop ideas. . Different levels of positive role models: tutee to tutor, tutor to teachers and staff, tutor to other adult interaction (speakers, media persons, etc.). . Teachers, (very good.) Each other (good and/or bad.) Tutees (a fresh, and innocent, view of life.) . Tutors see responsible adults at work with all level students; good models for tutees.	. One role model seemed to come across as"better than others" and also used language not appropriate for speaking to young people. . Sad, when they don't show up. . Sometimes role model is not as positive as we had hoped. Scheduling [problems], [need] administrative approval. . Sometimes tutors are afraid to ask teacher questions about assignments. Teachers need to make tutors feel able to come to them. . Don't just do half the job and wait for a check.
Student Recognition: . Students "eat up" recognition in any form or fashion - a simple "good job," "you look nice today" - to the banquets, T-shirts, certificates, media attention. On one student's response to how has the teacher - coordinator helped you was "birthday card" - the simplest thing meant something to him. . Important to student and parents. . Enhances self-esteem, praise, awards. . Self-esteem increased by program. Praise from teachers. Pay received for work done. Praise, adulation, hero-worship, etc. received from tutees. . Good boost to esteem and confidence on both tutors and tutees, part public relations with media.	. Not enough follow-up on results of T.V. filming (N.-Y.), Fortune, etc. . Not enough time to pinpoint all a student may have achieved. . Make sure all the students receive recognition and not just a few. No feedback. . Tutors should <u>not</u> have to stop coming <u>before</u> the end of the year. We should get to say goodbye and give recognition. Possibly teachers could give "Apple of Teacher's Eye" award. . Some tutors were never recognized by the teachers for their help.

FOCUS GROUPS COMMENTS

Strengths	Weaknesses
Curriculum:	
. New ideas.	. Material geared to tutoring.
. Easily blend into writing sessions.	
. Covers many areas rather than just one or two.	
. Tutor books, poems, softball, etc. are terrific! Tutors may not be "bright" outstanding students, but they seem that way to young tutees. Grooming, comportment and behavior seemed adequately taught.	. Needs regular reviewing and improving and adjusting.
Coordination:	
. Was excellent coordinators were always available. I never went to my coordinator with any serious concern.	. Difficult to get and maintain coordination in every area of program everyday.
. Working with principal and counselors has been very positive.	. I was the only one allowed to attend. All teachers should participate.
. Coordination on all levels is vital key for successful program.	
. Meetings with other teachers very informative. Were notified when tutors would be coming.	
. List of teachers and tutors, teacher representative. Coordinator available. Staff meetings, very focused goals.	. More communication between teachers and their representative; more coordinator quick checks in the classroom.
Staff Enrichment:	
. Program presented positively at our first.... faculty meeting. We saw a videotape for 20/20. The lines of communication were always open. It was always addressed positively.	. Lack of knowledge on what's happening in program.
. Given a chance to update faculty on student achievements.	. Difficult to schedule and get staffs together.
. When there is understanding and communication, program is effective.	. I was the only one allowed to attend. All teachers should participate.
. Meetings informative. Tutors inspire teachers at times. Their efforts and accomplishments enrich us.	
. Specific goals and objectives identified, time for communication by individuals, time & openness to explore other possibilities with program.	. Conflict in deciding how long teachers would stay.

FOCUS GROUPS COMMENTS

Strengths	Weaknesses
Parent Involvement: . There was a need and it was successfully met. At one end there was a group of tutees that needed extra assistance; at the other end of the spectrum there was a group of tutors that needed that. You have two groups with different needs who mix up and produce. . Helping on field trips. . Vital in strengthening program - when school staff, students, and parents work together, things get done and are successful.	. Trying to get student parents out where we can see them. . Very difficult to develop - In our world today, it seems that parents do not respond for one reason or another.
Evaluation: . Program was excellent it should continue by all means if we want to take some actions against the our low education rate. . IDRA personnel have been the moving instrument. Excellent program with many facets which has shown faculty-students and administration positive feedback. . Vital in determining strengths, weakness, and effectiveness of program - gives program credibility also. . Checklists preferable, less time - consuming for busy teachers to fill out. Meetings provide plenty of soul-searching and feedback.	. If evaluation is not done accurately, program cannot be successfully implemented with the most effective results.

APPENDIX I

PARTNERS FOR VALUED YOUTH

Tutor's Last Journal - Comments
June 5, 1990

Teaching little kids made me feel...

ID# 236
...[like] staying there forever.

ID# 547
...like a big brother.

ID# 546
...like if I was a mother to them.

ID# 95
...good deep inside.

ID# 97
...very good. I remember when I was small and when I needed help and I didn't get it.

ID# 107
...great. I felt good about myself. It's the best thing or feeling that I will ever have.

ID# 05
...important and made them [tutees] feel that somebody cares.

The best thing I've done with my paycheck has been...

ID# 239
...I gave it to my mother. She needs it more than I do.

ID# 110
...been saving it for my future education.

ID# 12
...bought father a car.

When I'm older, I plan to work as a...

ID# 239
...I plan to work and be in school. I want to become someone important.

ID# 107
...secretary or get into a committee where I can help others. I would like to help handicapped and mental retarded people. They need love and respect.

ID# 02
...manager for a tough business.

Since I became a tutor, the most important thing I learned about myself is...

ID# 305
...I need help myself.

ID# 314
...I like myself!

ID# 308
...I know I can make it for graduation.

ID# 91
...than I can sometimes make mistakes in what I'm teaching them. They sometimes make my mistakes correct.

ID# 97
...I could do anything I want if I try.

ID# 98
...I am very successful.

ID# 102
...responsibility, self-esteem and how to treat and love other people.

ID# 106
...that I could help somebody else and learn.

ID# 94
...that I'm someone special and to be loved from my students.

ID# 109
...That I know love from children is important to our lives.

ID# 115
...that I am a very likeable person.

ID# 117
...I can't spend all my money in one place....

ID# 14
...self-respect.

ID# 15
...is that I start to like and care for the young ones.

ID# 12
...that I could read.

ID# 119
...that I really know a lot...I just didn't want to try.

This past month, the best thing about tutoring was...

ID# 102
...that they [tutees] told me not to leave and that they love me. That they'll never forget me.

ID# 116
...that I was the best tutor. Well, at least I think I was.

The most important thing I taught my tutees was...

ID# 303
...that I can succeed.

ID# 94
...to love one another and to be good student all their lives.

The most important thing a tutor needs to know is...

ID# 301
...how to have feelings.

ID# 96
...knowing the things they are teaching the tutees...If [I] don't know, it will be embarrassing.

ID# 18
...style, class.

When I'm a parent, the most important thing I will teach my children will be...

ID# 293
...to be better than me.

ID# 93
...how to read...to me that is the most important...So my children can be important in their life.

ID# 107
...how to be clean. To have good manners. Never say any bad things or to ever lie. I will teach my children the very best that has to be taught.

ID#18
...how to stick up for what you believe in.

The hardest part about being a tutor was...

ID# 101
...I wasn't able to answer all the questions.

ID# 14
...sometimes I don't want to work but I have to.

This past month, the <u>worst</u> thing about tutoring was...

ID# 107
...one day my students got out of hand. But I controlled them.

The most important thing my Teacher/Coordinator did for me was...

ID# 119
...telling me I could become somebody important.

PARTNERS FOR VALUED YOUTH

Comments from Tutor's Monthly Journals
June 5, 1990

The best thing about tutoring was...

ID# 317
...the kids started to listen and learned a lot.

ID# 228
...I taught a little boy how to add and subtract.

ID# 546
...I got to meet new kids that are cute and pretty. We talk to each other about our secrets or about school.

ID# 236
...helping the little kids and they depend on you.

ID# 95
...that I was helping young students by making good things happen.

ID# 102
...help the kids as much as I can and try to improve and be the best tutor that I can be because you can never know maybe one day when I'm old, I may need to go to a doctor and find out that I used to tutor that doctor.

ID# 107
...I helped my tutees in their assignments and in other things. One of my tutees even told me '...you are nice because your [sic] helping me. I love you.' When I heard that I smiled at her and said 'thank you!' After that she hugged me.

ID# 115
...when the kids caught me by surprise and they all gave me an award.

ID# 13
...all the tutees got hundreds on spelling.

ID# 09
...one of the tutees was absent. The worst one!

ID# 97
...saying to the kids to learn so they would learn and get paid. And seeing all the kids learn and wanting to learn.

ID# 94
...that I found out that the student(s) are learning more and more [each] day. That they now know that I am there to help them. And they want to learn.

ID# 297
...that I dance with the kids. I dance the twist.

ID# 228
...with my help a girl got moved up a grade.

ID# 190
...that my tutees that I helped got straight A's and my grades were brought up to A's and B's.

The worst thing about tutoring was...

ID# 235
...some little boy said I got him into trouble and he didn't want to talk to me

ID# 107
...one of my tutees got out of hand. Then after awhile I got him to settle down. But even though sometimes I have to be clear with them, I'll either tell them to settle down or their [sic] going to the office. Sometimes they want...our attention but we're not there to entertain. We are there to try to help them learn and that's what I'm going to do.

ID# 112
...To make students learn so they can be the best someday. I help them in the best things I can so one day they will be teaching like me.

ID# 116

...Learn more as I teach.

ID# 18
...some kid threw up.

ID# 119
...that I didn't know what I was doing that day.

ID# 02
...there was so little time with them [tutees].

ID# 116
...that I don't get to talk to the kids as a friend only as a tutor or teacher.

The most important thing I want to do as a tutor is...

ID# 293
...to teach them something and make a difference in their lives and grades.

ID# 300
...to teach them everything. So that I can feel good about myself.

ID# 542
...to teach them more than what they do now. And to try to keep them in school.

ID#11
...know more so that they learn.

ID# 01
...learn to get along [with] my teacher.

I thought the elementary school teacher was...

ID# 543
...so nice that I thanked them for there [sic] job well done.

ID# 227
...doing very well in teaching the kids.

When I got my paycheck, I used it to...

ID# 545
...Get my mom a gift for Thanksgiving even if it wasn't a special time.

ID# 95
...buy my tutor a doll because it was her birthday and I bought her something to make her happy.

ID# 02
...buy me and my brother shoes.

ID# 307
...open an account at the National Bank.

Since I have been a tutor, my parents...

ID# 107
...have noticed that I don't get in trouble at school, like I always would before.

ID# 95
...have treated me with more respect.

ID# 108
...asked me to help my brother and sister and my cousins on the help they needed. It really feels great!.

ID# 113
...my parents have been supporting me in every way they can.

....have been very proud of me. They also are very proud of my grades.

This past month, I learned from my tutees...

ID# 297
...the metric system. I was having problems but one of my tutees taught me.

ID# 225
...how to do fractions easy.

ID# 95
...the self-respect that I have needed. And that is mostly all.

ID# 97
...how it was when I was small and how hard it could be. And respect.

ID# 100
...[that] not only they have me but that I have them real close and that I'm not by myself. Because they love me.

ID# 293
...that I can do better.

ID# 318
...that I am important.

ID# 02
...they are trustworthy and reliable.

ID# 12
...if you really want something you can get it.

I think the other tutors are...

ID# 104
...great friends. A tutor is the best friend you can get.

ID# 105
...proud of me for helping the kids and understanding them.

Now that I am a tutor, my parents...

ID# 105
...think so highly and they trust me for whatever I do.

This past month, I taught my tutees [to]...

ID# 313
...stay in school.

APPENDIX J

Program surveys and forms used to answer each research question included:

Tutors, Comparison Group, and Tutees

(1) disciplinary action referrals -- number of actions against the student that are disciplinary in nature (as defined by each district)

(2) grades -- class grades given by teachers in particular subjects (range; 0-100).

(3) minimum competency tests -- Texas Educational Assessment of Minimum Skills (TEAMS) -- measures student competency in mathematics, reading, writing at grades 1,3,5,7 and 9 and in mathematics and English language arts at grade 11/12; (Possible Ranges 0-999).

(4) Language Assessment Scales (LAS) -- five subscales--minimal pairs, lexicon, phonemes, sentence comprehension,and oral production--designed to predict the probability of success in an all-English speaking classroom; (Possible Range 0-100).

(5) achievement test scores -- standardized achievement scores as normal curve equivalents; (Possible Range 1-99). Normal curve equivalents are based on an equal internal scale. The normal curve is represented on a scale of 1 to 99 with a mean of 50 and a standard deviation of 21.

(6) absentee rates -- number of days absent from school as defined and recorded by each district.

Tutors and Comparison Group

(7) Piers-Harris Children's Self-Concept Scale--an 80-item, self-administered questionnaire designed to assess how children and adolescents feel about themselves; (Possible Range 0-80).

(8) Quality of School Life Scale-- a self-administered 27-item questionnaire which measures student reactions to school, their classwork and their teachers; (Possible Range 0-27).

Tutors

(1) Student Tutor Survey -- self-administered survey which measures perceived language proficiency on pre-posttest basis.

(2) Teacher/Coordinator-Tutor Survey --Teacher Coordinators' evaluation of tutors' self-concept, discipline, attendance, relationships with peers, parents and school personnel, goals, and interest in class and school.

(3) Tutor's Monthly Journal - Tutors' monthly evaluation of program and performance.

(4) Tutor's Last Journal - Tutor's final evaluation of program.