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ABSTRACT

This handbook provides information about an innovative model, Partners for Valued Youth (PVY), that encourages "at-risk" students to stay in school and to set broader goals for themselves through a cross-age tutoring experience in which at-risk middle school students tutor younger, elementary school students. After a preface, the following sections describe the PVY: (1) a discussion of the educational approaches that are the foundation for the PVY; (2) a description of the social and educational conditions that spurred the development of the PVY; (3) a short overview of the project; (4) an overview of major features of the program, including critical elements of an effective program, philosophical base, instructional strategy, and a support structure; (5) an overview of a framework for implementing the PVY; (6) a discussion of a planning tool and steps to be followed; (7) an overview of expected results; and (8) a discussion of conclusions. Also included are a list of contacts and materials available; a bibliography of 116 items; 5 worksheets for PVY planning; and appendices containing a description of how to use the curriculum framework, sample lesson plans for tutor classes, sample in-service training materials, and sample documentation/observation forms. (JB)

Partners for Valued Youth

Dropout Prevention Strategies for At-Risk Language Minority Students

A Handbook for Teachers and Planners

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September 1990

Partners for Valued Youth

Dropout Prevention Strategies for At-Risk Language Minority Students

Project

A Handbook for Teachers and Planners from the Innovative Approaches Research

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Handbook for Teachers and Planners
Partners for Valued Youth: Dropout Prevention Strategies for At-Risk language Minority Students

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PREFACE

This handbook describes an innovative instructional/intervention model that represents a promising approach to the education of language minority students. It is one of four handbooks produced to document and disseminate the findings of the Innovative Approaches Research Project (IARP).

IARP evolved from concerns about the status of education for language minority students. By the middle of the 1980's, four critical areas were identified: literacy instruction, science/math instruction, dropout prevention, and the instruction of exceptional students. Improvements in those areas were needed to enhance the educational opportunities of language minority students. To gather more timely information and provide models which offered the promise of real solutions, the U.S. Department of Education, Office of Bilingual Education and Minority Language Affairs (OBEMLA) funded the Innovative Approaches Research Project in September 1987.

The structure of the IARP represents an innovation in the management of federally-funded education research. OBEMLA chose Development Associates, Inc. of Arlington, Virginia to manage and direct the overall IARP effort. Development Associates, in turn, issued a problem statement and solicited collaborators to conduct research and demonstration projects that addressed issues in the four critical areas. Numerous educational research organizations and investigators responded with their ideas and IARP staff convened peer-review panels to select the most appropriate responses. The projects selected by the peer-review panels were funded by Development Associates to implement the projects in local schools from 1988 to 1990.

The research collaborators selected to conduct the IARP research and demonstration projects were first asked to identify promising approaches to the education of language minority students in the specific topic areas. Second, they were asked to test the effectiveness of those approaches in actual school settings. Third, they were asked to document the implementation procedures and the outcomes of the approach. Finally, they were asked to collaborate with IARP staff in preparing handbooks and technical materials. The IARP staff is presently disseminating the results of the project and beginning a process of replicating the models.

This handbook *Partners for Valued Youth: Dropout Prevention Strategies for At-Risk Language Minority Students* provides information about an innovative model that encourages "at risk" students to stay in school and to set broader goals for themselves; it was implemented in an urban school district in the southwestern part of the United States. School personnel, parents and educational planners may use this handbook to assess the appropriateness of the intervention for their schools. Also, teachers may look to the handbook for explicit advice on implementing the model. Therefore, the handbook provides many details about effective strategies and required resources for replicating the model. It also gives clear examples of the instructional strategies used on a day-to-day basis to make classroom teaching effective.

We have also sought ways to make this handbook easy to use. The main text was prepared by the research collaborators and represents their findings. The document is structured so that an interested reader may grasp the essential aspects of the model by reading the overview and major features section. Practitioners might wish to pay special attention to the "What Do I Do?" section. In the concluding sections, the research collaborators note the results that schools might expect if the project were

replicated and they also provide the names of resource people. In addition, the researchers have provided detailed bibliographical citations within the text and in a supplementary bibliography at the end of the volume.

Complementing the collaborator's text, IARP Development Associates' staff has written the margin notes to help guide readers through the material. These margin notes are designed to orient readers through the text and provide a narrative thread for readers who are perusing this material for the first time.

Several groups of people are responsible for the accomplishments of the IARP. First, I would like to thank the OBEMLA staff for their vision in designing the IARP and for the opportunity to implement the project. Without the technical expertise and support of OBEMLA staff including the Director of OBEMLA, Rita Esquivel; the Director of Research for OBEMLA, Carmen Simich-Dudgeon; the IARP Project Officer, Alex Stein; as well as the Grants and Contracts Officers Jean Milazzo, and Alice Williams, the project would never have fully enjoyed the success it does today. Credit needs also to be given to Warren Simmons, the first IARP project officer, who conceived this highly innovative project.

Next, I would like to extend appreciation to the IARP Development Associates staff and project associates—Peter Davis, President; Malcolm Young, Corporate Officer-In-Charge; and Paul Hopstock and Annette Zehler, Associate Project Directors. Bonnie Bucaro, Research Assistant to the IARP has provided critical assistance and support. Richard Ottman, Teresa Crumpler, Loretta Johnston, Allan Kellum, Howard Fleischman, and Mark Morgan supplied expertise at critical times during the project. A special thanks to Richard Duran, Professor at the University of California, Santa Barbara; Walter Secada, Director of the MRC at the University of Wisconsin, Madison; and Joel Gomez, Director of the National Clearinghouse for Bilingual Education, who provided sharp insights, expert advice, and guidance. Aaron Pallas, an Associate Professor in the Department of Educational Administration at Michigan State University, served as a continuing reviewer for the project, and I am indebted to him as well. Richard Moss provided valuable editorial assistance and graphic design ideas for the IARP products.

Finally, I appreciated the commitment and efforts of the project director, María del Refugio Robledo and the contributions of her witty and accomplished colleagues Aurelio Montemayor, Mercie Ramos, Yolanda García, Josie Supik, and Abelardo Villarreal. I am grateful to Jose Cárdenas, President of IDRA who provided leadership and support throughout the implementation of the project. Together these collaborators made tremendous strides in keeping kids in school. The school district administrators, principals, and teachers also made invaluable contributions. We are all grateful to the students, parents, and support staff for their trust and initiative.

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Introduction

The Need for Innovative Approaches

The proportion of school-age children in the United States who come from non-English language backgrounds has increased substantially over the past several years. As a result, a large number of students enter our nation's schools each year with limited oral and written communication skills in English. The provision of effective instruction to these language minority students is one of the most critical challenges confronting today's schools (Lara and Hoffman, 1990).

This challenge comes at a time when schools are in the midst of instructional reform aimed at meeting educational demands imposed by the social, economic, and technological changes that have occurred in the decade of the eighties. Competition from abroad and the occupations created by new advanced technologies have created demands for higher achievement in science and math. Structural shifts in the economy, along with technological advances in computer and electronic automation, have altered the nature of the job market and increased the importance of literacy in the workplace. The implications of these changes are that many of those without adequate skills will have difficulty obtaining and keeping jobs in the years ahead (U.S. Equal Employment Opportunity Commission, 1986). Schools today thus face enormous pressures to raise standards and to change the objectives of schooling in ways which incorporate activities and content designed to develop oral and written communication skills and critical thinking skills. Evidence suggests that reforms introduced in the 1980's to meet these ends are beginning to have an impact. However, there is rising concern that the school reform movement may serve to widen the already substantial gap between the achievement of majority students and those from minority groups unless special steps are taken (McPartland and Slavin, 1990). In response to this concern, a renewed emphasis is being placed on strengthening programs serving language minority students whose academic progress is jeopardized by their economic status and/or conflicts between the language and culture of the schools and the one found in the home and community.

The Response: Innovative Approaches Research Project

In responding to the need to strengthen instructional programs for language minority students, the U.S. Department of Education identified four critical target areas: literacy instruction, science/mathematics instruction, dropout prevention, and the instruction of exceptional students. It contracted Development Associates, Inc. of Arlington, Virginia to direct a comprehensive project, known as the Innovative Approaches Research Project (IARP), which would address each one of the critical areas through four separate research and demonstration projects. The four projects were:

- Community Knowledge and Classroom Practice:
  Combining Resources for Literacy Instruction;
- Cheche Konnen
  Collaborative Scientific Inquiry in Language Minority Classrooms;
- Partners for Valued Youth:
  Dropout Prevention Strategies for At-Risk Language Minority Students;
- AIM for the BEST:
  Assessment and Intervention Model for the Bilingual Exceptional Student.

Although each of these projects was implemented in a specific school setting and with a specific language minority population, it was expected that an individual model and/or its component parts would be generalizable to other settings and applicable to language minority and non-language minority students in other communities. In order to help ensure that the results of the IARP projects would be replicable, both the research and the demonstration aspects of each project were carefully documented, focusing on how the insights gained might be used to implement the innovative models in other settings and with different populations. The IARP research and demonstration projects were significant in that not only was each project based on a firm theoretical framework, but the implementation of each project was a collaborative effort involving researchers, administrators, and teachers who worked together in the classrooms and schools and who jointly shaped the refinements in the processes and procedures of the individual models. For this reason, the research and demonstration phase of the projects was particularly informative and led to important insights about effective instructional approaches for language minority students. Interestingly, in reviewing the findings of all four IARP models, it became clear that despite the diversity of approaches and differences in focal areas, there was considerable commonality among the models. The common themes that became evident concern the importance of the organization of schooling, the value of teaching and learning approaches that restructure the traditional teacher/student relationships, and the importance of presenting language minority students with challenging content that is relevant to their experience and needs. Each model, as a specific example of these common themes, presents challenging ideas about more effective ways to structure schooling and the teaching/learning process. This handbook presents Partners for Valued Youth, the model focused on dropout prevention. Below, as an introduction to the handbook, we provide a brief outline of the Partners for Valued Youth model, followed by an overview of the common themes and approaches in the IARP models. In the discussion, we refer to aspects of the Partners for Valued Youth model to exemplify some of the general themes and approaches being described.

The Partners for Valued Youth Approach to Dropout Prevention

The Partners for Valued Youth approach to dropout prevention was prompted by very disturbing data: On average, an American youth stands a one-in-four chance of dropping out of high school. For language minority youth the odds are closer to one in three, and in areas where there are high concentrations of working class and poor language minority youth, the odds begin to approximate one in two. These high levels of dropout behavior suggest that short-term interventions will not have long term consequences.

Thus, Partners for Valued Youth built its approach to dropout prevention on several premises. First, the program planners believed that the root causes of dropout behavior must be addressed. Second, the collaborators analyzed these causes as multifaceted, but largely as an outgrowth of low self-esteem on the part of at-risk students. Third, the program planners anticipated that the at-risk student's behavior would change if they were treated as responsible adults.

The model was structured so that at-risk junior high school students in effect became employees of the school, working as tutors of younger,

elementary grade level language minority students. Other components of the model provided support to the tutors in the form of guidance and assistance in tutoring, parent involvement, field trips with the tutees, exposure to role models, and special awards ceremonies honoring the tutors for their work.

The work of tutoring the younger students had a profound effect on the at-risk students; it transformed their attitudes towards schooling, changing their patterns of school attendance and improving their performance in school. The younger students also improved their educational performance and may have also become less susceptible to the endemic forces in the schools and community that promote dropout behavior.

Common Themes and Approaches in IARP Projects

In reviewing the findings of all four IARP models, the common themes that were found reflected the importance of the organization of schooling, the value of instructional approaches and interventions that restructure the traditional teacher/student relationships, and the need to present challenging and meaningful instructional content to language minority students. The common themes identified in the four models involve emphases on:

- the need for restructuring schooling to open up communication within the school community;
- the value of using participatory and cooperative teaching and learning approaches; and,
- the importance of providing instructional content that is challenging and that is culturally and personally relevant to students.

To persons familiar with the educational literature, these kinds of emphases are not all new; they reflect several issues and approaches that have received much discussion. However, the importance of the IARP models lies in the fact that program elements representing a specific and unique integration of these emphases were found within each of the models. Each model, as a specific example of these common themes, presents challenging ideas about more effective ways to structure schooling and the teaching/learning process. It is in these aspects that the IARP has fulfilled its goal of identifying innovations that can be used to successfully address the needs of language minority students. Thus, the common themes outlined below offer an important introduction and context to the handbook description of the Partners for Valued Youth model.

Restructuring Schooling

Throughout the implementation of the IARP research and demonstration projects, typical boundaries that existed within schools were crossed or broken down. The resulting increase in communication and collaboration among all school staff and in particular among those staff serving language minority students was an important factor in the success of the models. These innovations involved the restructuring of the schooling process. With regard to classroom practices in particular, the restructuring of schooling relates to:

- the relationship between the process of collaboration and innovative practices; and
- the relationship between innovative practices in the classroom and traditional instructional policies.

And, with regard to school organization, the restructuring of the schooling process involved changes in:

- the relationship among schools and among classrooms within a school; and,
- the relationship between schools and communities.

The restructuring of these relationships carried out within the models led to significant changes in classrooms and ultimately to the changes observed in students' attitudes and performance.

Relationship Between the Process of Collaboration and Innovative Practices

All four of the IARP models included a new, expanded role for teachers in which teachers worked together to develop and to in fact define the specific application of the innovative model in their classrooms. That is, while typically teachers have been trained to function very independently, in the IARP models teachers collaborated with each other and with the researchers to work through and test ideas for working with their students.

The process of collaboration was actually an integral part of the innovative practices demonstrated by the models and played a significant part in their success. Collaboration gave teachers a forum in which they could voice their ideas for innovation and find mutual support and assistance in working out these ideas; the approach both made teachers themselves more receptive to change and created a strong base for change within the school.

Relationship Between Innovation and Traditional Instructional Policies

The IARP models also broke down walls constructed around teachers by school policies or common practices and by traditional training. Educators working on the IARP models were challenged to rethink what teaching is about, how they approach students, what role the established curriculum should have, and how school policies affect the teaching/learning process.

For each IARP model there was initially some resistance to the changes in common practices that were required in implementing the new model. However, in each case, the results and student outcomes of the innovative practices justified the changes and convinced others of the value of the new instructional approaches or interventions.

For example, in implementing Partners for Valued Youth, there were persons who needed to be convinced that it was appropriate to hire and pay junior high students as tutors, and especially that it would be appropriate to do so with "at risk" students. The outcomes in terms of the striking changes in attitudes and school performance on the part of the students, however, led many persons to rethink their assumptions about the at-risk students and to revise their expectations about these students' abilities and potential for success.

Relationship Among Schools and Classrooms

The IARP models defied traditional ways of thinking about schools and classrooms. Teachers from different schools seldom interact with one another, and within schools it is generally the case that teachers work in isolation. Within the IARP models, these traditional structures were changed.

The Partners for Valued Youth model, for example, presumes that the isolation between elementary and junior high schools is an arbitrary one.

The model brings teachers from the two school levels together to address common problems: the high rate of dropping out among the teenage students and the need for basic skills tutoring among younger students. The result of the tutoring program was beneficial for both sets of students.

Relationship Between Schools and Communities

In general, few genuine attempts have been made to build a bridge between the culture of schools and the culture of the community from which students come (Heath, 1983; MIT, 1990). IARP instructional models recognize that schools must have a link to the real world in order to be meaningful to students.

This principle is fundamental to all of the IARP projects and in Partners for Valued Youth there was a particular emphasis on community-focused activities. In the model, parent involvement and community recognition of the student tutors were important components of the overall program. For example, the parents of the at-risk youth were kept informed about the program, they were involved in program activities and were invited to numerous special events. These events included presentations by members of the community who could be viewed as viable role-models for youth, as well as events at which the tutors themselves were honored for their work. Finally, the tutors had opportunities to take field trips to community institutions as part of their participation in the Partners for Valued Youth program.

Teaching and Learning Approaches in the IARP

The IARP interventions also shared similar approaches to teaching and learning. While the exact mix of approaches and the specific forms they took in implementation were different for each model, all four of the IARP models made use of a combination of participatory teaching and cooperative learning approaches. That is, in each case the research collaborators arrived at the same conclusions: First, effective teaching involves teachers and students in meaningful learning tasks that are relevant to the individual student's experience. Second, effective learning activities involve students in cooperative work where they assume responsibility for their own learning.

Participatory Teaching/Learning

A key feature of instruction found in each of the four IARP research and demonstration projects was an approach to teaching that encourages students to actively participate in learning activities. For the language minority student, participatory learning is important because it (1) acknowledges that individuals learn in many different ways; (2) allows students to frequently practice and use their developing English and other language skills; (3) provides teachers with important feedback on student problems and achievement; (4) allows students to integrate their unique cultural and personal perspectives; and (5) generally improves student motivation and attention.

In Partners for Valued Youth, the student tutors were responsible for creating teaching materials to use in their sessions with the younger students; as they worked to develop these materials and to prepare for the tutoring sessions, they strengthened their own basic skills.

Cooperative Learning

Cooperative learning is a method of instruction that is student-centered and that creates interdependence among students, involving them in face-to-face interaction, while maintaining individual accountability. In classrooms where cooperative learning is utilized, students work jointly to accomplish an academic task, solve problems, or resolve issues. Cooperative learning can take a number of forms, such as peer tutoring, group projects, class presentations, etc. Within the IARP research and demonstration projects, cooperative learning takes place within a supportive context in which it is understood that teachers and students have considerable resources to offer each other and that those resources should be effectively used in the teaching/learning process.

Cooperative learning has been shown to be an effective pedagogical tool and is particularly appropriate for language minority students, many of whom come from cultural groups where cooperative approaches are highly valued (Cochran, 1989; Jacob & Mattson, 1987; Kagan, 1986; Solis, 1988). The advantages for language minority students are: (1) high levels of interaction and communication are required, stimulating students to productively use cognitive and oral English language skills; (2) students with heterogenous knowledge and skill levels help one another to meet lesson goals; (3) student self-confidence and self-esteem can be enhanced through individual contributions and through achievement of group goals; and (4) individual and group relations in the classroom may be improved.

In Partners for Valued Youth, the tutors worked collaboratively to come up with the best way to approach the teaching of the elementary students; they shared their different experiences and problems and jointly tried to develop solutions to the difficulties they encountered in their tutoring sessions. In fact, over one summer, a group of selected tutors worked together to prepare a handbook for tutors entitled, A Book About Tutoring By Tutors. The handbook included discussions of how to "deal with tutoring children" and on "tools for tutoring".

The Content of Instruction for Language Minority Students

In the IARP models, the revisions in the instructional approaches used also incorporated important changes in the content of instruction presented to the students. First, implementation of the innovative approaches implied shifts in the curriculum toward more challenging levels of work. And second, the innovations also included a focus on making instructional content more relevant to the cultural background and personal experiences of students.

Challenging Level of Instructional Content

Frequently, the content of instruction provided to language minority students is reductionist and instructional activities are focused on lower order skills such as rote learning. However, lack of full proficiency in English does not and should not limit students to learning only content that requires lower order thinking skills. The example of the IARP models showed that when teachers have high expectations and present academic tasks that are complex and challenging, students become more engaged in and challenged by their learning, and instruction begins to tap their true potential for learning.

Presenting challenging content to students is a reflection of high expectations held regarding the students' abilities. Within the Partners for Valued Youth model, the previous culture within the school community of low expectations for the at-risk students was replaced by high expectations through the students' assignments as paid tutors for younger students in need of assistance. The trust placed in the at-risk students by the school staff and by the tutees challenged the junior high tutors to do their best and to achieve at a level closer to their true potential.

Culturally-Relevant Learning

A second common characteristic of instructional content within the IARP models was that instruction was consistently grounded in the personal and cultural experiences of students. Some of the benefits of such culturally relevant instruction are (Kagan, 1986; Tikunoff et al., 1981; Cazden & Legget, 1981):

- it works from the basis of existing knowledge, making the acquisition and retention of new knowledge and skills easier;
- it improves self-confidence and self-esteem of students by emphasizing existing knowledge and skills;
- it increases the likelihood of applying school-taught knowledge and skills at home and in the communities represented by the students; and,
- it exposes students to values, information, and experiences about other cultural and language groups.

While traditionally there have been obstacles to integrating personally and culturally relevant teaching styles and materials into the classroom (e.g., lack of materials, lack of information, impracticality when several cultural groups are present in a class, etc.), the IARP models provided strategies for overcoming some of these by emphasizing the important interrelationships among home, school, and community.

In the case of Partners for Valued Youth, not only were parents involved in the program as much as possible, but the experience was made more relevant to the student tutors by also exposing them to role models brought in from the community. Tutoring gave the students individual responsibility for the academic progress of their tutees. The students became personally committed to helping their tutees as well as fulfilling the high expectations set for them. Thus the tutoring was a very meaningful activity for the student tutors.

Summary

The outcomes of the two years of research and demonstration of the IARP models are significant in two ways. First, each innovation was demonstrated to have a positive impact on students and, importantly, on the classrooms and schools involved as well. Thus, each of the IARP models provides a specific example of effective instruction/intervention for use in schools with language minority students.

Second, the findings of the IARP models taken together argue for important general changes in schools and classrooms in order to make schooling more effective. These are changes that involve the structure and organization of the school, the teacher/student relationship and instructional approaches used in the classroom, and the type of instructional content presented to students.

This handbook outlines the implementation of Partners for Valued Youth, the IARP model focused on dropout prevention. The handbook offers guidance to those who are interested in implementing the model and outlines the types of outcomes that might be expected from the use of the model. In addition, the last section of the handbook provides further sources of information on the model and its findings.

Dropout Prevention Strategies for At-Risk Language Minority Students
A Handbook for Teachers and Planners

THE PROBLEM AND THE CHALLENGE

The educational experience of Hispanics in this country continues to be one of frustration and failure. Dropout rates are higher among Hispanics than any other ethnic group. 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%

Among school-age Hispanics, the dropout rate 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). In 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. The corresponding attrition rates for white and black students in Texas 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).

Youth from non-English language backgrounds are 1.5 times more likely to have left school before high school graduation than those from English language backgrounds. Among Hispanics born in the United States, a non-English language background increases the chances of leaving school before completing twelve years of education. Young people with incomes below the poverty level are twice as likely to be undereducated as those from more advantaged backgrounds (Cárdenas, Robledo, and Waggoner, 1988).

Traditional responses to the dropout problem among Hispanic youngsters have been less than successful. Many dropout prevention programs have been flawed by a failure to take into account the needs, the characteristics, and the strengths of the potential dropout (Robledo, 1986).

Over a number of years, the Intercultural Development Research Association (IDRA) designed, developed and tested a model program that creates success in the lives of children who are at risk of dropping out of school.

The program turns perceived liabilities into strengths, remediation into acceleration, and "at-risk" students into valued youth. The Partners for Valued Youth (PVY) program creates these transformations through instructional and support strategies that pivot around a time-tested concept: youth tutoring youth.

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 keeps students in school and helps students set goals that make continued attendance meaningful.

This handbook provides information about PVY — the model, the implementation process, and expected benefits. Appendices are provided for those readers who would like to delve further into the research base or program materials.

Margin Notes

The dropout rate among Hispanics is dramatically higher than other populations. La Raza reports rates that approximate 75% in urban centers; data from Texas indicate rates among Hispanics averaging 40%.

The Partners for Valued Youth model is a comprehensive approach to dropout prevention. It relies on the tested concept of cross-age tutoring.

Margin Notes

This cross-age tutoring program has led to positive results during its two year implementation. Tutors stay in school, sharpen their basic academic and social skills, increase their self-pride, and develop a better attitude toward school and teachers. Youngsters who are tutored experience learning in a comfortable and non-threatening climate, often developing powerful bonds with their tutors.

Overview of the Project

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 stay in school, sharpen their basic academic and social skills, increase their self-pride, and develop a better attitude toward school and teachers. Youngsters who are tutored experience learning in a comfortable and non-threatening climate, often developing powerful bonds with their tutors.

The concept of youth tutoring youth is not new. It was extensively used in American public schools during the teacher shortage of the 1960's. During that time, educators learned that peer and cross-age tutoring are valuable methods. Fundamentally, both peer and cross-age tutoring are shared learning experiences. Tutoring is structured so that both the tutors and those tutored benefit. Learning, friendship and social growth become logical outcomes.

PVY is based on this proven teaching-learning process. In addition, PVY adds a unique 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 significant social and academic benefits. Simply stated, "he who teaches, learns."

PVY was modeled after a cross-age tutoring program developed by IDRA, funded by Coca-Cola USA, and implemented in collaboration with five school districts in San Antonio, Texas between 1984–1988. Approximately 550 secondary school tutors and 1,600 elementary school tutees participated in the program.

Building on that experience and utilizing evaluation results which indicated that the program had an observable positive effect, IDRA designed PVY and began implementation in 1988 with support from the Department of Education.

Over a two year-period, PVY was implemented in four middle schools 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 is based on philosophical assumptions about youth and schooling: all youth are valuable and can be active learners. PVY develops ways in which active learning can take place. In addition to the philosophical level, another level of the model deals with instructional strategies. Each instructional strategy generates its own set of activities.

The PVY model has three levels that incorporate all the major features: the philosophical base, the instructional and support system. (An illustration of the model appears on page 7 and also on the reverse side of Worksheet 1.) Visually, the model has three cylindrical layers, with the philosophical underpinnings providing a wide base for the instructional strategy and the support system. The philosophical tenets focus on the value of all students and their capacities as active learners in environments which create and support excellence. 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. 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.

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After participation in PVY, tutors strengthen their mastery of skills, feel competent and responsible, and have more positive attitudes toward their teachers and school. The age and grade difference between tutor and tutee, coupled with the support provided by the tutors' teachers, allow the tutors to feel competent in the subject matter.

Student tutors report that reviewing basic skills and having answers for students' numerous questions helps them realize how much they really know, and results in increased self-concept and sense of self-efficacy. Tutoring activities are helpful in reviewing basic skills necessary for tutors' own middle school coursework. Tutors have noted, for example, that as they read to younger students or heard teachers' explanations on various topics, they increased their English vocabulary by encountering words which normally do not appear in secondary school texts or lectures, e.g., embroider, tadpole. Similarly, reviewing the multiplication tables with fourth graders helped them in completing their algebra work.

The tutors are able to enhance their own basic skills as they prepare for tutoring sessions and teach the younger students. The younger students benefit from the small group settings—a ratio of one to three—and the immediate feedback provided by the tutors.

Moreover, the student tutors have lower absenteeism and disciplinary action referrals. Tutors explained the decrease in absenteeism as due, in large part, to their sense of responsibility for their young charges; tutees depend on them and ask about them when they are absent. For the student tutors, the tutoring experience gives them a new sense of purpose and becomes a positive force.

Working in a one-to-one relationship with a tutor or in a small group of no more than three students provides several additional advantages. Young tutees reported feeling more at ease in a small group. The proximity to the tutor allows them to feel free to ask questions and to volunteer answers. Moreover, the tutees soon find out that tutors are willing to answer questions and repeat information without reprimands that the material "has already been covered before." The group's small size also permitted more opportunities for those few students to respond to questions and participate in discussions. At the same time, the proximity and small numbers assisted the tutor in maintaining close tabs on students' performance and engagement in the learning process.

Students being tutored benefited from immediate feedback such as clarification of information they do not understand, finding out how well they are doing on a task, or receiving correct information before completing incorrect work. Mistakes were caught early, and assistance was given in a private and non-threatening manner. We believe that PVY is a program that works and we describe its key feature in the following section. Then we provide more information about effective ways to implement a PVY program.

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In designing PVY, the researchers conducted an extensive review of the literature. This literature identifies practices that are effective for at risk students. In this section, the researchers note some of the principal features of these programs and the sources.

Major Features of the Model

In reviewing the research literature on effective programs for children at risk of dropping out, IDRA identified the following major categories as critical elements of an effective program. These elements served as the foundation for the PVY model.

Critical Elements of an Effective Program for At-Risk Students

- 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).
- Incorporate a cross-age tutoring component which places the at-risk student as tutor ("Big Kids", 1987; Hedin, 1987; Robledo et al, 1989).
- Provide programmatic activities designed to enrich, expand, extend, and apply the content and skills learned in the classroom (IDRA, 1989).
- 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).
- 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).
- Involve parents in school activities that are meaningful and contribute to their empowerment (Cummins, 1986).
- Conduct and utilize evaluation of student learning for modification and improvement purposes (Coleman, 1982; Lowcks and Zacchie, 1983; Madaus and Pullin, 1987).
- 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).
- Exhibit strong leadership that supports success (Lezotte and Bancrot, 1985), collaborates and establishes educational goals (Landon and Shirer, 1986; Sparks, 1983).
- 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.

PVY has three levels that incorporate all the major features of the model: 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 strategies. An illustration of the model appears in the text on page 7, and also on the reverse side of Worksheet 1.

Philosophical Base

The following philosophical tenets are basic to PVY:

- All students can learn.
- All students are valued by the school.
- All students can actively contribute to their own education and that of others.
- All students, parents and teachers have a right to participate fully in creating and maintaining excellent schools.
- Excellence in schools contributes to individual and collective economic growth, stability and advancement.
- Commitment to educational excellence is created by including students, parents and teachers in setting goals, making decisions, monitoring progress and evaluating outcomes.
- 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.

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. New tutors observe elementary classrooms before tutoring. The teacher responds to the questions and needs of the students, maintaining a flexible approach. The class is student-centered, and in a context that encourages communication in all forms, with a focus on problem-solving rather than exposition of theory or memorizing facts. Cooperative learning and the whole language approach have proved useful instructional techniques. The class activities promote student success and enhanced self-concept.

Local course credit can be granted for students in the middle school grades enrolled in this course. To seek state credit, or Carnegie Units, procedures for course accreditation should be followed. Participating tutors enroll in this credit course and usually attend classes on Friday at the same time that tutoring takes place on Monday through Thursday. Through this course it is expected that tutors will:

- develop tutoring skills that will enable them to become successful student tutors;
- develop self-awareness and pride; and
- improve reading, writing, and other subject matter skills which will enable them to teach these skills to primary grade students.

Tutoring Sessions

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

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The PVY has a basic philosophical underpinning. The researchers believe that the PVY model can only be sustained if the entire school community accepts the philosophy as well as the specific tasks. A pro forma implementation of PVY is not likely to yield sustained benefits.

It is important to remember that the students are acting as tutors and that they have the same need for teacher support as any other apprentice teacher.

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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.

Student tutors are given adequate space for tutoring, ideally within the host classroom itself. Appropriate instructional materials are provided and care is taken that materials are below the tutor's frustration level. Each tutor is treated as an adult, with adult responsibilities, but is also provided teacher supervision and support.

This component of PVY has two underlying assumptions: (1) both the elementary- and secondary-age students need to improve their basic skills and this need is evident at both the elementary school (host campus) and the middle school (sending campus); and (2) the principals of both campuses agree to operate and support the cross-age tutoring program.

With reference to basic skills needs, elementary receiving teachers are asked to identify young elementary students needing additional help in mastering basic skills. The teachers of both groups must feel that the students need help. It is the meeting of these needs which creates a sense of appreciation and a feeling of mutual reward.

The implementation of the program at the elementary school will require openness and cooperation from the classroom teachers and the principal.

Support from the school principal is key to the success of any new program in his/her campus. Willing teachers, classes and students need to be selected for tutoring. Students and adults will be moving in and out of the campus on a daily basis; older students will be working with younger students; observers will visit periodically — all these are situations that could present management problems. The principal must see these as wonderful opportunities for support, teacher motivation, and success for all students.

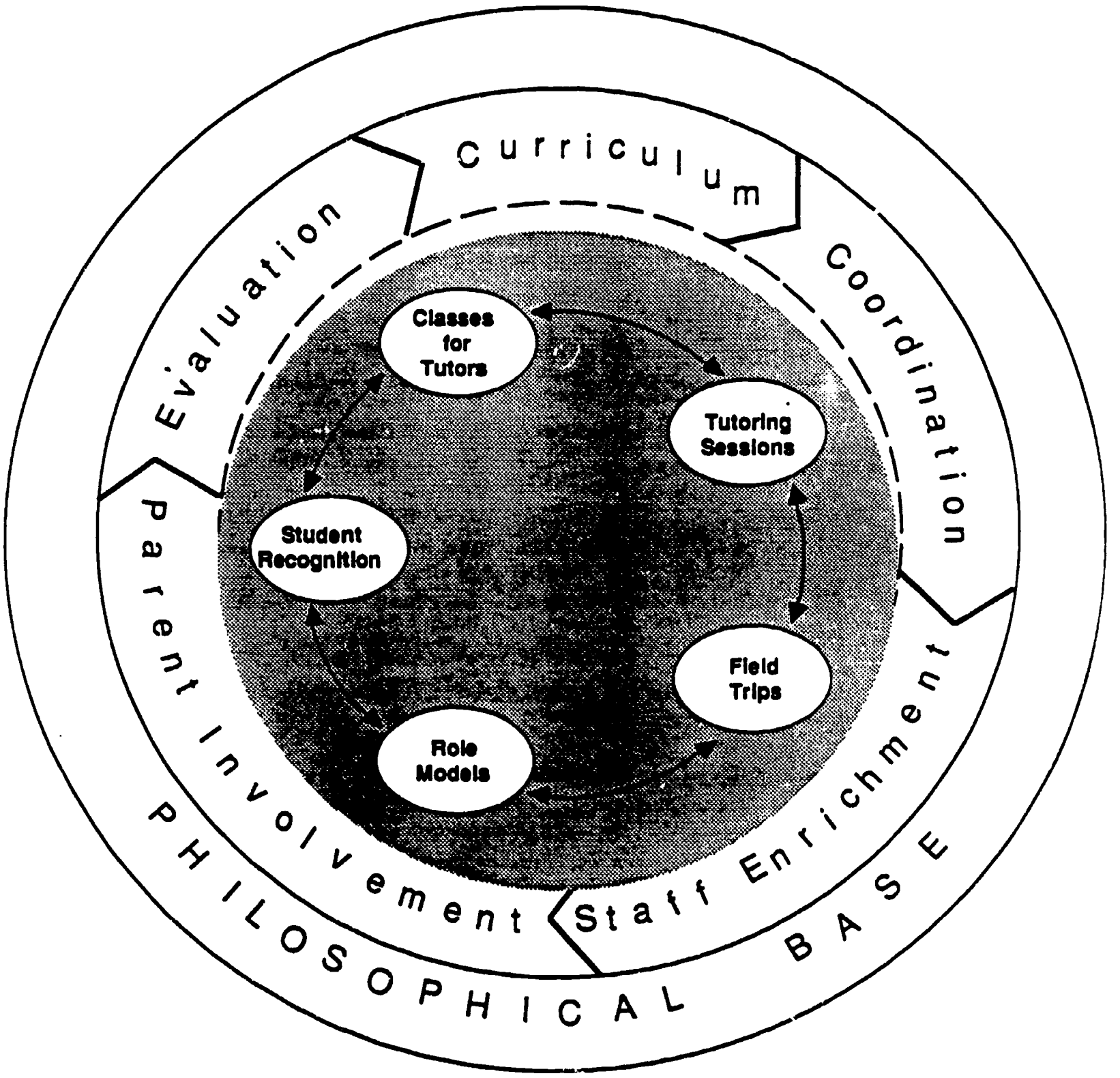
The key elements for success are implicitly noted in this section. It will be critical to manage the efforts of the tutors in a consistent way. Most often, this task will be a responsibility of the teacher coordinator. The specific tasks facing the coordinator are noted in the bullets.

Supervision and support comes from both the middle school teacher, i.e., the teacher coordinator, and the elementary teacher who receives the tutor in his/her classroom. The most effective teacher coordinator is an experienced teacher who has demonstrated teaching competence, sensitivity to student needs, and success with the type of student that will be recruited into the program. Logistical planning and management skills are useful as is the ability to communicate effectively with peers and administrators.

The roles and responsibilities of the teacher coordinators participating in the PVY program include the following:

- work with school administration in selecting/placing tutors;
- serve as advocate and mentor of the tutors;
- meet with the receiving teachers to "match" tutors with tutees;
- initiate and conduct planning sessions with receiving teachers and tutors to outline tutoring approach, strategies and content;
- coordinate tutors' class schedules with elementary school schedules;
- work with counselors to provide student support;
- meet with the receiving teachers once every six weeks for the purpose of collecting feedback, i.e., diffusing tensions, detecting "mismatches" between tutors and tutees or tutors and receiving teachers;
- evaluate tutor's class performance and effectiveness as tutor;

The Partners for Valued Youth Intervention Model



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- regularly check the teacher coordinator mailbox at the elementary school and address any concerns or questions posed by the receiving teachers;
- monitor the program's implementation on a daily basis;
- plan and coordinate a student-centered and flexible curriculum for Friday sessions;
- participate in in-service sessions designed to enhance PVY implementation; and
- complete all documentation and data collection as specified in the program implementation plan.

The elementary teachers should want to receive the tutors in their classroom; be willing to provide space, materials and guidance; and allow the tutors to focus their attention on the same children for an extended period of time. The roles and responsibilities of the receiving teachers (i.e., tutees' teachers) include the following:

Here the researchers describe the roles and responsibilities of the elementary teachers.

- meet with the teacher coordinator for the purpose of "matching" and scheduling tutors with tutees. (Each tutor should not be assigned more than 3 tutees and the tutees should not be changed during the year, if possible);
- review with tutors, the tutees' needs and the content to be covered during the tutoring sessions (It is important that tutors work with the tutees and not spend their time as teachers' aides);
- provide a receptive atmosphere for tutoring; e.g., provide a separate area within the classroom for tutoring, provide materials needed for tutoring;
- support and positively reinforce the tutors;
- monitor tutoring sessions and provide assistance if necessary;
- meet with the teacher coordinator at least every six weeks and provide feedback on the program;
- participate in PVY training sessions; and
- discuss problems, concerns, ideas with the PVY elementary school representative and/or principal.

Field Trips

Field trips are an essential program element because they provide opportunities to enhance the tutors' learning and enmesh them more fully in a larger world.

A minimum of two times throughout the year, students are invited, through field trips, to explore economic and cultural opportunities in the broader community. Participating students should be aware of the objectives of the field trips; tutors and teacher coordinator should discuss the anticipated outcomes of the activity. The field trips can include visits to: (1) a museum or art center; (2) a local college or university; (3) business centers; and (4) a city council meeting session. After the field trip, student experiences should be integrated into course activities. Literacy-building activities surrounding these events can be designed to enhance the lessons provided by the teacher coordinator. Visits to local colleges are encouraged in order to help students visualize themselves as potential college graduates. All field trips must have adequate adult supervision.

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). Ethnic minority students may not be aware of the many talents among members of their own ethnic group and the contributions some members are making in business, engineering, politics, and the arts. 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. Role models may include popular media personalities; occupational groups such as doctors, professors, plumbers, electricians, or welders; and family members. The tutors themselves are considered role models for the younger students.

Student Recognition

Students are acknowledged for the efforts and for the 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.

An event should be held each year in which students receive special recognition for fulfilling their responsibilities as tutors. At this event, students might choose to include an appreciation speech by an adult and a peer, a snack, and a special shirt with lettering identifying them as student tutors. Invited guests should include school officials and dignitaries from the public and private sectors. Students experience the importance of their tutoring to the school and the district through this event.

Margin Notes

The role model and the student recognition components are designed to enhance the self-esteem of the at-risk students. First, they have opportunities to meet members of the language minority group who are making valuable contributions to the community. Second, they are recognized as youth who are also valued by the community and the school.

Support Structure

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.

Curriculum

The base curriculum has as its primary goal meeting the needs of tutors. The objectives of the curriculum are to improve the students' self-concept; to improve their tutoring skills; and to improve their literacy skills. The scope and sequence is driven by tutoring needs as these arise from the students' role as tutors. The curriculum offers an opportunity for praxis—an ongoing interplay between the action (tutoring) and reflection (thinking about and planning for tutoring). Ongoing documentation of activities as they unfold is useful, as is parent input.

Typically, tutors are performing two to five years below their current grade placement. The most effective curriculum for valued youth tutors draws on current research findings which indicate a move away from traditional remediation (simplified, uninteresting repetition) to acceleration and critical thinking. In addition, student tutors learn what personal and social behaviors are typical of children at different stages of development. In essence, they learn what the teacher's role is in meeting students' basic needs for a safe, orderly environment; the need to love and be loved; and the need to love themselves completely and totally.

It is important to remember that the curricula focuses on preparing the tutors. Although these youthful tutors perform below grade level in basic skills, the emphasis is not on remediation; instead, the curricula emphasizes critical thinking.

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The curriculum must:

- have a strong student-centered, high interest focus;
- include community activities that involve and interest the students;
- be individualized in a group setting where students start at their own level;
- include cooperative learning strategies, a focus on real problems for students, and experiential education;
- give students new roles and opportunities in a cooperative setting; and
- encourage critical thinking regardless of language proficiency.

Coordination

A PVY implementation team with clear definition of roles is essential for the effective implementation of the program.

Innovative school programs require skillful and sensitive management and a supportive environment. The process of establishing such an environment needs to be broad-based and can be accomplished by creating a PVY implementation team, with clear definition of roles. Administrators, teachers, counselors, parents and students, as well as business and community leaders form the members of this team. They reflect differing levels of abilities, experiences and expertise and provide varying levels of support for the students.

Coordination is also important at the teacher level, between the middle school teacher coordinator and the elementary teachers who receive tutors into their classrooms.

Staff Enrichment

The successful implementation of PVY requires a cohesive group working for the common aim. Periodic training sessions and group meetings involving both the teacher coordinators and the elementary school teachers will be beneficial.

The staff enrichment goal is to create a cohesive group that is dedicated and committed to success and that has high expectations for the students and for their teachers. Training is a key support function for several reasons:

- the concepts and approaches of PVY are non-traditional and new to most teachers;
- cooperative learning, whole language instruction and other related approaches are complex and need explanation and clarification;
- the philosophical base must be clear, since any faculty member that operates from a "deficit model" point-of-view can seriously impede student success;
- the logistics need to be clearly understood;
- staff needs opportunities to clarify misconceptions, share successes and jointly solve problems; and
- the sending (middle school) and receiving (elementary school) teachers need to meet periodically for assessment and planning.

The major purposes of training sessions are:

- setting and maintaining a positive climate for staff about themselves, the students, and the program;
- reviewing the objectives and key activities of the program;
- reviewing the theory and application of the instructional approaches and guiding the teachers to adapt them to their particular cluster of students; and

- providing an ongoing means of mutual support and validation; sharing of program successes; and a source of solutions to the problems that may emerge throughout the year.

Parental Involvement

Empowering minority and disadvantaged students requires involving parents in meaningful school activities. Schools implementing PVY are responsible for:

- creating energetic outreach that involves parents;
- obtaining parent consent for their children's participation in the program;
- providing a variety of positive activities and events in a language that parents understand;
- communicating regularly about the strengths and positive qualities of their children; and
- forming a positive link between school and home in support of the student.

Activities with parents should include at least one meeting to enlist their understanding and support for the goals of the project and for their specific assistance and support in encouraging their child to remain in school. Each year, teachers should have at least one parent conference with the parents of each tutor in the project. An adult related to the project should visit some homes, especially of those families without a phone or who have not participated in parent activities. A vigorous and personal outreach plan is needed which includes a bilingual outreach person who is culturally sensitive to the family's values.

A small nucleus of parents usually forms initially, and the numbers increase as a support network among parents is formed. Many of the families, in addition to having serious economic and social problems, have had negative experiences with schools and therefore require persistent, personal, and positive communication before they attend a parent event.

It is highly recommended that one or more parent meetings be held to address parenting issues identified during home visits and other outreach efforts. Finally, students not showing improvement in grades, attendance or behavior should be identified and additional services should be offered to the families of these students, e.g., family counseling, referral to support agencies.

In an ideal program, parents of tutors are provided a minimum of 12 hours of intensive training in the following areas:

- The Valued Youth Concept
- Promoting Success At Home
- Communicating Effectively With Adolescents
- Planning for the Future
- Communicating Effectively With School Personnel

The process in the sessions must be respectful, always supporting full communication among the parents, and responsive to the questions and needs of the participants.

Evaluation

Evaluation serves two functions: (1) to monitor PVY operations and develop on-course corrective action, as needed; and (2) to document the results of PVY implementation. The monitoring function allows schools to track student progress throughout the school year. In addition to

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Community and parental involvement is a critical factor in the success of the PVY. Parents are invited to one or more meetings during the year and they are given training to help them better understand the PVY program and how to communicate effectively with the schools. This strategy is designed to empower the parents and to overcome the effects of previous negative experiences with the schools.

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periodic reviews of student record information such as grades, attendance and behavior, relevant information must be gathered from counselors, teachers and parents. Both quantitative and qualitative measures are needed to truly guage student progress.

The documentation function allows for an examination of results in the context of the actual operation of the program. Results are best examined when data are collected prior to and after program participation. When resources and expertise permit, it is desirable to measure the effects of the program on tutors by comparing pre- and post- test results to a group of similar students who do not participate in the program.

What Do I Do? Introducing PVY and Planning for Permanence

Success with a PVY program can be greatly increased when a school district invests time and resources in planning the implementation. The research literature is replete with unsuccessful experiences in which school districts merely took an idea or an innovation and implemented it without considering, at a minimum, the characteristics of its organization, the nature and magnitude of the presumed problem, and the readiness of its constituents to accept and commit themselves to the innovation. Research has identified critical factors that may support or hinder the implementation of a new idea, and has delineated processes through which an organization gains support and commitment to that new idea. This section provides a framework for implementing PVY in a way which assures some level of success.

Environment for Success

The successful implementation of the PVY model depends upon creating a conducive environment. The researchers make the point that the definition of the problem is likely to shape the solution.

Two school districts might view a similar phenomena in dissimilar ways. One district sees the problem only in relation to its symptoms, whereas another also sees the root problem. The actions each district takes ultimately reflect this definition.

PVY is fundamentally a dropout prevention program. The program will have maximum success in a school environment which comprehensively addresses root causes of the dropout problem. To do this, a clear perspective on the reasons for which students drop out of school is crucial. If a solution and its subsequent implementation are based on symptoms rather than on an analysis of the root of the problem, the solution may not produce results and might even be dysfunctional.

To illustrate, let us suppose that a school district has identified the following "reasons" for the dropout problem: poor grades, excessive abscences, no student motivation, and the students' limited proficiency with English. Based on this analysis, the school addresses the dropout problem in the following manner:

Problem: Poor grades
Response: Incentives (ribbons, certificates, etc.); counseling students; tutoring sessions

Problem: Excessive absences
Response: Incentives (ribbons, certificates, etc.); counseling students; legal action against parents

Problem: No student motivation
Response: Sessions on the importance of school; counseling parents

Problem: Limited-English-proficient
Response: Greater use of the English language; more reading materials in the English language which are low reading level

Margin Notes

These responses address only the symptoms of the dropout problem, although they might prove useful as an emergency measure. To develop more useful and effective responses, a district would need to examine the root causes of the dropout problem in its own schools. For example, basic skills instruction might be deficient, or teachers might have low expectations for students, or students might not feel that they are part of the school, or English language development classes might be ineffective. If some or all of these possibilities are at the root of the dropout problem, then the district would make better use of its resources by initiating preventive measures. Such measures could include reviewing and updating the curriculum, instructional techniques and policies affecting the reteaching and promotion of students. The issues of understanding student needs, building responsive programs, and maintaining high expectations could be addressed through intensive administrator training.

PVY will work best in an environment in which attempts are consistently made to address the root causes of school dropout. The less far-reaching approach, which is based on a deficit model that assumes the student is somehow deficient in ability or experience, is not nearly as promising. In sum, the most effective approach would be based on identifying and changing the root reasons for school dropouts.

Appropriate responses are not based on a deficit model where the student is perceived as coming to school deficient in ability or experiences.

The literature on successful innovations stresses the importance of seeking and validating ideas proposed by students, parents and school personnel. Effective campuses will form a team which will oversee the successful implementation of the PVY program. This team includes the teacher coordinator and receiving teachers, students, administrators, school board members, private sector leaders and parents. Team members receive information on the powerful and positive impact which valuing students can have on their commitment, participation and achievement in school.

Effective implementation will be the effort of a team consisting of teachers, students, community members, and parents.

Because no two school organizations are exactly alike, replication of a program or an approach requires some adjustments in either the school organization or the adopted project design. While this Handbook provides the basics for adopting the PVY program in any school or education related organization, we encourage schools to incorporate in the team meetings opportunities to plan adjustments and their implementation. Research and experience have shown that projects which are replicated intact, with no attention given to the receptivity of potential users, or congruence with the philosophy and characteristics of the school organization, can easily result in what is called "non-implementation." On the other hand, if the PVY project is modified very intensely in order to meet the school's own needs and the school loses sight of the project's basic tenets, the result is "co-adaptation." In co-adaptation, the project appears to be working very smoothly at the beginning, but will start to break down and eventually phase out without any noticeable effect on the at-risk student. For example, adjustments that completely ignore the issue of valuing students will have a detrimental effect on the student and the success of the project. Successful PVY projects are those which abide by the philosophy of the project and yet are cognizant of the systemic realities; successful projects adapt to both the project design and the school organization. Adjustments are planned that sometimes require attitude and school environmental changes. Ideas proposed by the team in adopting the PVY model must conform to the PVY philosophical framework. The following questions may be used as a guide to determine whether the idea is consistent with the PVY philosophy of students:

The researchers make a distinction between adaptation and co-adaptation. In the later case, the modifications to the model are so significant, that it may not yield the same long-term positive effects. It is especially critical to maintain the overall philosophy of the project and the underlying concept of valuing all youth.

- Is the idea based on the deficit model of learning? If so, can that be changed?
- Does the idea provide for valuing students and their contributions?

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We also know that more resources and support for PVY will be generated if the school principal considers PVY an important part of the school. The principal is the key to the success of the project. Principals who make the PVY an important project and who share this view with all campus staff tend to assign top priority to the project, and to generate support from staff at a more rapid and consistent pace. Furthermore, principals tend to accept more readily two major roles in this effort. They become the "promoter/influencer" and the "lead planner" of the staff.

Phases for Implementing PVY

What will the introduction of PVY look like? Research shows that a new idea or project goes through three major phases, namely, the mobilization, the implementation, and the institutionalization phases.

During the **mobilization phase**, the school studies the new project and analyzes the congruence between its own realities and the requirements of the project. The project design is completed and an implementation plan is developed. Decisions are made about the adjustments that both the organization and the project must undergo in order to maintain fidelity to the philosophical and methodological bases of the project. The idea is shared and promoted among all staff members of the campus or school district. Roles are defined and staff members understand their responsibilities in ensuring success of the project. The main objective is to obtain broad based support and commitment to the project.

Implementing the project in the school is a three phase process. First, support is mobilized; next, the project is implemented; finally, the project is institutionalized—it becomes part of the school. To help the project implementation team, several worksheets have been designed . These can be reproduced and used for planning.

The second phase or **implementation phase** involves bringing together the necessary resources in order to initiate the full implementation of the project. The school organization experiences the effects of the proposed adjustments and, as expected, there is some anxiety. Staff undergo the required training and demonstrate competency in playing the roles described in the implementation plan. While the project is implemented, data are collected on the effects on student achievement, attendance and self-concept. Furthermore, data on the implementation of the different activities are generated and analyzed, and recommendations are made for future project years. This is a period of exploration, discovery and learning about the ideal way of implementing the project.

The third or **institutionalization phase** is reached when the project is ongoing and is treated very much as a permanent part of the institution. The need for special treatment or preference has diminished because PVY has become an accepted part of the regular program. But full institutionalization is not always the case. Sometimes, limited institutionalization can be achieved: in this situation the PVY program is accepted and enjoys support from staff in a campus, but is not being replicated in other schools in the district. A third scenario is also possible: the district's efforts resulted in pro forma implementation, but staff attitudes and competencies in addressing the dropout problem remain unchanged. In this scenario there is not likely to be an interest in continuing the project and PVY may die or operate in isolation from the regular program.

The extent to which a PVY model is institutionalized is largely related to the project staff's ability to utililize a multilevel approach to the dropout problem. To begin this process, the program planners should consider the list of characteristics appearing on page 15. We note that this array of attitudes, tasks, and responsibilites define the kind of environment in which PVY would be successful. Following that list, there is a matrix of critical program elements appearing on pages 16–19. The matrix establishes a range to evaluate the extent to which a specific activity must be a part of a PVY program. Thus, it notes whether a specific activity is critical, important, or desirable.

Characteristics That Will Promote Success

- **Campus Leader**

  Has a vision of what the school can do to increase student achievement and create a sense of belonging for all students.

  Articulates his/her commitment to make a difference for all students.

  Can articulate the mission of the project and agrees that the mission of PVY project is part of the campus mission.

  Develops a plan of action which is updated on a yearly basis.

  Creates ownership among staff members in the PVY program.

  Appreciates contributions of campus members and recognizes their efforts.

  Provides the necessary resources to make the program a success.

  Provides for program monitoring and uses evaluation data for decision-making.

- **Instructional Approach**

  Is goal-oriented.

  Is student-centered.

  Values student contributions.

  Emphasizes self-concept development, basic skills, and tutoring techniques.

  Uses student feedback in planning instruction.

  Emphasizes student control of learning.

- **Staff**

  Believe in students.

  Create opportunities for success.

  Recognize student contributions.

  Provide role models for students.

  Plan with students curriculum to be covered.

  Create learning opportunities for the tutors and tutees.

  Develop a mentoring relationship with the tutors.

  Coordinate learning activities for tutors.

  Provide opportunities for students to develop test-taking skills and conduct assessments of students.

- **Students**

  Develop a mentoring relationship with their tutees.

  Become responsible members of the school and the community.

Margin Notes

Considerable research has been undertaken to define elements of an effective school. In this section, the researchers relate the PVY model to findings from current research.

Adapting the Model: Partners for Valued Youth Program Elements

This is a matrix to help plan a PVY implementation. The various program elements have been reviewed and categorized:

- Critical: Vital and non-negotiable elements necessary to producing positive program results.
- Important: Strongly recommended elements which can produce better results.
- Desirable: Non-required elements which, if present, enhance the viability of the program.

Classes for Tutors

Critical	Important	Desirable
Conduct once-a-week sessions with a minimum of 30 sessions during school year	Use cooperative learning approach	Use cooperative learning approach
Plan preparatory sessions for tutors	Use whole language	Use whole language approach
Have tutors observe elementary classrooms prior to tutoring		Include student-initiated activities
Give timely and flexible response to immediate needs identified by students		
Encourage and develop oral/written communication		
Plan and conduct student centered instruction		
Give positive feedback		
Provide timely and flexible assistance in content areas as needed by student		

Tutoring

Have students tutor a minimum of 4 hours (8 hour maximum) per week	Provide credit for tutoring	Select an elementary school that is a short distance from the secondary school
Assign tutors to particular tutees with minimum of tutor/t .ee changes	Have tutors sign-in at elementary school	Pay tutors minimum wage
Assign no more than 3 tutees to each tutor	Identify tutors with badges at elementary school	Have receiving teacher serve as mentor/ counselor for tutors
Ensure that tutors work on planned instructional tasks with tutees	Limit inclusion of special education tutees	Provide tutoring work area in classroom
Plan for a minimum of 3-4 year age difference between tutor and tutee	Have the teacher coordinators observe tutoring session	
Provide adult supervision of tutor and tutees at all times	Pay tutors on time, as in any other job	

	Critical	Important	Desirable
Tutoring *Continued*	Make sure that tutors do not lose academic credit hours Provide stipend for tutors Make sure tutor is able to communicate in the language of instruction needed by tutee Provide adequate space for tutoring Select receiving teacher who wants tutor, understands teacher's role, provides positive feedback, and monitors tutoring activities Have adults accompany tutors from sending to receiving campus Be sure that tutors are comfortable with the subject matter in which they are tutoring		
Field Trips	Conduct 2-4 trips per school year Plan structured trips that are tied to classes for tutors Provide adequate adult supervision	Select trips with minimal expense for tutor and teachers Target educational sites (e.g., colleges/ universities) Allow all tutors to participate regardless of academic grades Fund trips through school or private sector rather than tutors themselves	Provide trip supervision by parent (tutors) volunteers Have tutors evaluate trip(s) Have tutors accompany tutees on joint field-trips

Critical	Important	Desirable	
Have 3-4 guest speakers per school year Make sure that tutors can relate with role models Select speakers from background similar to students Provide significant and extended contact between tutors and teacher coordinators and other school personnel or community members	Select speakers who represent varying occupational background Select speakers who have overcome serious obstacles or barriers	Have tutors evaluate speaker(s) Have tutors send letters of appreciation to speaker(s)	Role Models
Conduct End-of-Year event in which tutors are recognized for their contribution Ensure attendance at event by tutors, teachers and administrators Recognize students individually (as well as by group) on an on-going basis	Publicity via newspapers, newsletters, TV, school/district bulletins Have tutors select "Tutor of Year" for special honor Provide tutors with symbols of positive identification with project (e.g., T-shirt, cap)	Award certificate to all tutors Have tutors compile photo albums, scrapbooks	Student Recognition
Base curriculum on student's tutoring and academic needs Target content areas including self-concept, tutoring skills, literacy skills	Adapt instructional materials to promote a parent-centered and student driven curriculum Keep accurate records of content taught/discussed	"Tutor" tutors before and during school year Focus on child growth and development	Curriculum
Provide planned and structured design Involve coordinator and implementors in designing coordination activities Provide clearly defined roles and responsibilities of all participants	Elicit feedback from participants throughout program for trouble-shooting, program changes, etc. Plan for meetings between teacher coordinators and receiving teachers every six weeks	Exchange lesson plans Provide stipend for receiving teacher to participate in coordination sessions	Coordination

	Critical	Important	Desirable
Staff Enrichment	Ensure that project staff are dedicated and committed to program's success Ensure that project staff have high expectations of students Conduct training before and during program Training topics should include implementation procedures, and ESL techniques and methods.	Ensure that all school staff are aware of and support project goals and activities Include training topics such as assessing staff/ school needs, issues and concerns; data collection and record keeping; whole language techniques; cooperative learning	Include training topics such as classroom, management, testing and evalua-
Parental Involvement	Provide parents with critical program information goals, program requirements Obtain consent for program participation	Promote parenting sessions scheduled at parents' convenience Involve tutors and parents in recognition-events, Christmas parties, etc. Designate outreach worker to visit parents at home and provide information, support and guidance or referral to support personnel Survey parents on program's effects on child	Provide transportation for parents Provide stipend for parents attending training sessions Provide child-care for parents attending school functions
Evaluation	Monitor tutors throughout school years and provide support and guidance as needed Interview counselors, teachers and parents on program's successes and areas needing improvement Use qualitative, diagnostic measures to gauge student progress	Evaluate tutor's performance before and after, the program using demographic, attendance, achievement and self-concept measures	Compare tutor's performance to a comparison group

Margin Notes

The researchers see the process of implementing PVY in five steps. Five worksheets are included in this handbook following page 33 and may be photocopied. Before the steps officially commence, the school should use Worksheet 1 to answer key questions and assess whether or not there is a conducive environment. Worksheet 2: The Campus Readiness Survey addresses these issues in a succinct form. Next the implementation team needs to examine the forces which might help or might hinder the implementation of the project. Worksheet 3 is designed to help the team conduct a force-field analysis. The reverse side of Worksheet 3 illustrates the conceptual model.

Developing a Plan of Action

Effective planning includes a series of steps or activities which will help the campus to systematically implement PVY. This section provides the campus leader with a suggested planning tool and a discussion of the steps to be followed.

A set of worksheets beginning after page 35 is included. They may be reproduced and used for the planning exercises.

Pre-Planning. (See Worksheet 1)
Before undertaking the implementation, it might be useful to reconfirm the readiness of the campus for PVY. The questions posed in Worksheet 1: Key Questions to Answer Before Undertaking a PVY Program are a useful point of departure for extended discussions.

Step 1: Identify the Implementation Team.
A "PVY implementation team" could be established and include the principal, teachers, students, counselors, and parents of tutors. This team would be charged with the tasks of planning the implementation of PVY.

Step 2: Assess the readiness of the campus. (See Worksheet 2)
Through "environmental scanning", the campus reviews its readiness to begin a project like PVY. The process varies depending on the nature and the magnitude of the dropout problem and the stage of the organization in defining a solution to the problem. A campus might be already experimenting with solutions but might be finding that these efforts are not very successful.

We have identified eleven characteristics which are crucial for the success of a PVY program. The campus administrator, in conjunction with the PVY implementation team, can determine the campus' readiness level through the use of Worksheet 2: Campus Readiness Survey. All positive responses indicate that the campus is basically ready. If some of the items receive a negative response, it is the responsibility of the campus administrator to address that particular issue as soon as possible. Each issue should definitely be addressed before full implementation of the PVY program.

Step 3: Assess factors which promote and hinder successful implementation. (See Worksheet 3)
The PVY implementation team also has a major responsibility in identifying forces which promote or hinder program success. In order to acquire this information, we suggest the use of the force-field analysis. This technique is commonly used by organizations and individuals as a tool to describe those forces which foster or hinder a favorable response to a particular problem or event. As a management tool, it is extensively used by managers and management teams as a preliminary exercise to the development of an action plan. Developed by Lewin in 1951, the force field analysis provides a diagram which illustrates the direction of a change effort in resolving a problem and the forces that move or impede an existing situation toward a favorable solution.

Using this technique, the team can first identify those characteristics and forces which foster the implementation of a particular program activity. The objective of the campus team is to implement activities which will maintain or enrich this level of support. On the other hand, the team will identify the hindering forces i.e., those that are detrimental to the successful implementation of PVY. The objective of the campus team becomes to identify and implement activities which will eliminate the hindering forces or, at a minimum, neutralize them.

¶ Substep 1: Define the goal or the desired state of affairs.
In other words, describe a solution that the organization will pursue in addressing a particular problem. The solution is created by the team after a careful analysis of the problem and a review of the literature on effective methods to deal with such a problem.

¶ Substep 2: Define the existing environment in terms of the forces which will affect the successful implementation of the solution.
Team members must be aware that a multitude of forces of differing magnitudes form the context, or field, in which the solution will be implemented. These forces can impact the implementation of the solution in three ways: (1) facilitate the implementation effort; (2) hinder or impede the success of the solution; and (3) have no significant impact on the implementation effort.

Resistance to change becomes the greatest threat to the successful implementation of a solution. Implementation must be perceived as a change effort which will challenge individuals' existing ways of conducting business, as well as entrenched attitudes and philosophies. Such a challenge releases and re-energizes forces within the organization that may boost the chances for success or form a stumbling block which will skew the direction of the change effort.

The most critical forces include: (1) individuals, (2) policies, (3) institutionalized beliefs, (4) prejudices, (5) rules and regulations, and (6) predisposition to innovative ways of approaching problems.

¶ Substep 3: Define the field of forces that will influence the implementation of the solution.
In defining these forces, the team must determine whether the forces will assist or facilitate the implementation or impede and become an obstacle to the success of the implementation effort. These forces are analyzed and a plan of action is developed with activities which will eliminate or neutralize the effects of the hindering forces and strengthen those forces which are pushing the organization toward favorable implementation.

Worksheet 3: Force Field Analysis is designed to help the planners think through these issues. Before undertaking a force field analysis, the planners might turn their attention to the graphic appearing on the reverse side. The front of the sheet provides a matrix so that various factors may be considered and analyzed.

Step 4: Develop A Plan of Action. (see Worksheet 4)
With knowledge of hindering and facilitating forces, the program implementation team is ready to develop the plan. This plan will outline the activities, the timelines and the personnel who will be responsible for ensuring successful implementation. The following implementation phases are recommended in designing this plan.

Preparing the campus for the innovation, the first phase.
The program implementation team will study the results of the Campus Readiness Survey and identify those areas which need to be addressed prior to full implementation of the PVY effort. This phase addresses issues related to the school's mission and the needs of the at-risk population, the staff attitudes toward the learning potential of the at-risk student, and resource availability to implement the PVY program.

Margin Notes

Developing a plan of action will involve several steps. After insuring that the campus is ready for this innovation, the planners should consider the ways students will be identified for participation. It will be important to remember that the target is the at risk student; thus, the planners must avoid the temptation to offer the program to "good" students only.

Margin Notes

Identifying and selecting the participants, the second phase.
At this point the program implementation team will outline the activities necessary to successfully identify and select students who meet the program criteria. The students selected for this project must be limited-English-proficient (LEP) and at risk of dropping out of school. In most instances, local or state definitions of "LEP" and "at risk" can be used to develop selection criteria. If interest exceeds the maximum number of participants per campus, then the following criteria can also be used in the selection process:

- Low socioeconomic level;
- Non-participation in extracurricular activities;
- Higher than average rates of absenteeism and/or disciplinary referrals; and,
- No specific goals for a career or further training.

Students who meet eligibility criteria can be invited to apply for selection, much like one would apply for a job. When the program begins to produce the intended results, there is a natural tendency to include "good" students and exclude "bad" students. It is important to safeguard against this practice in order to preserve the integrity of the program and to continue serving those most in need.

PVY teachers must also be selected. The most effective teacher coordinator, i.e., middle school teacher for the tutors, is an experienced teacher that has demonstrated teaching competence, sensitivity to student needs, and success with the type of student that will be recruited into the program. Logistical planning and management skills are useful, plus the ability to communicate effectively with peers and administrators.

The elementary teachers should want to receive the tutors in their classroom; be willing to provide space, materials and guidance; and allow the tutors to focus their attention on the same children for an extended period of time.

Worksheet 4 will help planners identify the tasks and build a timeline. Each task can be assigned to an individual and tracked using this worksheet.

Implementing the program, the third phase.
With the aid of the information gathered through the use of the force-field analysis technique, the program implementation team will delineate the activities in the action plan, schedule their completion date and assign the person(s) who will be responsible to implement the program. Worksheet 4: Plan of Action may be used to track these decisions.

Evaluation program implementation, the fourth phase.
Program monitoring activities and their role in the decision-making process need to be identified. Provisions must be made for periodic meetings to address program progress and implementation. These meetings will include the program implementation team and will address, at a minimum, the following:

- Are project activities being implemented as planned?
- If not, why? How can the implementation effort be strengthened?
- What are some indicators of program effectiveness?
- What activities will have to be added or modified?

Step Five: Developing A Budget. (see Worksheet 5)
Financial support for activities central to the project must be ensured before initiating the effort. Worksheet 5: Budget Planning may be used to help planners adapt the PVY to local budget parameters.

Budget planning is crucial. Worksheet 5 lists the various budget categories and provides a formula for calculating cost.

Results to be Expected

The PVY program works. Data were collected over a two year period with two sets of students—PVY tutors and a comparison group. Analyses were conducted on the effects of PVY on dropout rates, student grades and achievement test scores, self-concept and attitudes toward school, number of disciplinary action referrals, and attendance rates. Researchers also examined the school contexts in which the program was implemented.

After participation in PVY, tutors had a better self-concept, and had more positive perceptions of school quality, were receiving better reading grades, were missing school less, and had a greater sense of responsibility. 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. Dropout rates among tutors and comparison group students differed markedly: one tutor dropped out of school (one percent) compared to 12 comparison group students who dropped out (twelve percent).

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.

Students think and behave differently once they become tutors; they rated the PVY program highly, reporting that higher grades were the greatest benefits. As they teach and get paid for it, they perceive that they are being valued and therefore begin to value themselves. The effects can be magnificent. Student tutors receive higher grades, especially in reading—the focus of the program. Tutors make the honor roll for the first time in their lives. Tutors attend classes more often—now that they have a meaningful reason to go. Their tutees expect them to be at school and are questioned (i.e., interrogated) by their tutees when they have been absent.

The best thing about tutoring, according to a PVY tutor, is:

> "...helping the kids as much as I can and try to improve and be the best tutor that I can be because you c 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 begin to empathize with their own teachers:

> "One of my tutees got out of hand. Then 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 they're 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 try to do."

A result of this empathy and understanding is that tutors behave better in and out of class and have a better relationship with teachers, counselors and administrators. Earning their own money and the responsibility of a job also changes the way that students behave at home. They are now able to share in the household expenses. Often, they begin to tutor their younger brothers and sisters and become positive role models for them... One student even tutored her mother who was completing the coursework for her GED.

Parents of tutors are supportive of the PVY program and its goals and see the results firsthand. Tutors share their thoughts and feelings, their goals and aspirations, their frustrations and the day-to-day goings-on with their parents. One father has written, "It [PVY] has given him a sense of pride, a feeling of responsibility and most of all, self-esteem."

Margin Notes

The PVY program had positive results. School dropout rates among program participants were dramatically lowered and their self-esteem enhanced. The tutors developed clearer career goals and changed their attitude towards school.

Teachers reported that tutors' classroom performance was enhanced and parents indicated that they played a more helpful role in the home.

Margin Notes

Additional benefits of the PVY program were gained by the tutees. Their academic skills improved and there were positive effects on their school attendance. Their involvement with an older student made them feel special in the context of their school and their success in mastering previously difficult subjects led to a new pride.

Through student tutors' positive influence on younger students, they begin to see themselves differently—valuing themselves and their ability to empower someone through knowledge. In doing so, they empower themselves; they believe they have control over their lives and their futures. Goals become clearer and attainable. These "at-risk" students are willing to risk success.

Similar results can be expected in tutees' academic skills, disciplinary action referrals, and absenteeism rates. Perhaps more importantly, tutees begin to value themselves and their accomplishments at an early age with the help of their tutors. Tutees who participated in 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. Disciplinary action referrals were significantly lower after tutoring.

The tutees perceive themselves as "special" in a positive sense in that they have a personal tutor who understands better than anyone their academic difficulties and the social concomitant of those difficulties. Once the tutee has mastered a subject area, the resulting pride is shared by both the tutee and tutor. Often, a close bond between the tutor and tutee(s) is formed which transcends the boundaries of school.

Administrators can also expect increased positive communication between the school and the families. One of the objectives of the program is forming school-home-community partnerships with the idea of increasing the level of support available to students. Parent workshops promote success at home and effective communication with school personnel. Middle school and elementary school teachers also form a bond, communicating their expectations and concerns with each other.

Teachers see first-hand the positive changes that occur within the individual student. The tutor and the teacher often form a close bond as well, with the teacher becoming an advocate of the tutor. The teacher sees the tutor changing, often overcoming difficult family or school situations. This insight and empathy often motivates the teacher to intervene in crises, and to counsel in critical times in the lives of these students. The student tutors' increased their sense of responsibility and brought out the best in both students and their teachers. Teachers also learn that valuing students produces improved performance, and that the "worst" (i.e., least performing) student can learn.

These results can and do happen. It is important to remember, however, that the PVY program is not a panacea and should not be expected to work for everyone or under all circumstances. The PVY model is conceptualized as a total approach with numerous critical components; if one or more of those components are lacking, the odds of creating success are lowered.

When PVY is implemented well, expect important results. The benefits often match and sometimes exceed the expectations. Children's lives are changed for the better. That alone makes the program a success.

A Concluding Vision

Partners for Valued Youth is a sound, effective and efficient program that creates success in the lives of language minority students at risk of dropping out of school. At its best, PVY can further the belief that schools can work: children can learn and become empowered by that learning, adults can succeed as education professionals, and communities can believe again that schooling contributes to individual and collective economic growth, stability, and advancement.

The PVY program can serve as a catalyst for creating comprehensive school efforts that are positive, visionary, and interrelated. The PVY program, as all other school programs, is affected by the broader campus environment and context. Emphases on the student, the family, and the campus make PVY successful.

In PVY, programs and services are well integrated to assist each student. The staff begins with positive assumptions about the potential of each student and motivates every student to excel. Thus, an environment beneficial to students is created.

An emphasis is placed on the regular and consistent interaction between home and school. Parents participate in many aspects of the educational process, and this support from the family increases the likelihood that a student will remain in school and graduate.

The PVY program cuts across individual programs and implements a comprehensive approach that values youth, teachers, and families. The approach is characterized by high expectations and high status for program participants. In doing so, it reinforces the theme that all youth are valuable. Students who were once perceived to be at-risk are transformed by the experience of tutoring younger children. Through this transformation, they become leaders in the school, motivated learners in the classrooms, and a source of pride to their parents.

Margin Notes

PVY can be a foundation and catalyst for a comprehensive reform of the school. The successful implementation of PVY can lead to additional programs which are equally student-centered, family-centered, and campus-focused.

Contacts and Materials Available

The following is a list of contacts in alphabetical order who can provide information about the PVY project and field test.

Charlene Rivera
Director, Innovative Approaches Research Project
Development Associates Inc.
2924 Columbia Pike
Arlington, VA 22204
telephone 703 979 0100

María del Refugio Robledo
Principal Investigator, PVY
Intercultural Development Research Association
Center for the Recovery and Prevention of Dropouts
Suite 350
5835 Callaghan Road
San Antonio, Texas 78228
telephone 512 644 8180

The successes of PVY are well documented. Feature stories have appeared in the *New York Times*, *Ladies Home Journal*, the *Washington Post*, *Fortune*, and *Vista*, in addition to coverage by Barbara Walters for ABC, national coverage from NBC and the Channel 1 school network.

More information about the program will be available in the near future. In June 1990, the Coca-Cola Foundation awarded IDRA a five-year grant in support of the Valued Youth Program. The grant will be used to disseminate information about the program; to implement the program in San Antonio and McAllen, Texas, Southern California, Florida and New York; and to develop a multi-media package which can be used for implementing the program across the country.

The following materials on PVY are available from IDRA:

A Book About Tutoring By Tutors. (1989). San Antonio, TX: IDRA.
Authored and Illustrated by PVY Tutors, this booklet can serve as a tutor guide, reading resource, or activity generator.

Partners For Valued Youth: Year One Progress Report. (Summer 1989). San Antonio, TX: IDRA.
This report summarizes PVY progress and results after one year of implementation.

Partners For Valued Youth: Final Technical Report. (Summer 1990). San Antonio, TX: IDRA.
This report summarizes PVY progress and results after two years of implementation.

The following videotape features the Valued Youth Program as part of an ABC Barbara Walters Special aired on September 14, 1989:

Growing Up Down and Out, Survival Stories. To order write: Resolutions, P. O. Box 2284, South Burlington, Vermont 05407-2284. Or call 1-800-843-0048 for credit card charge.

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Worksheets 1–5 for PVY Planning

Worksheet 1: Key Questions to Answer Before Undertaking PVY Program

Answering the following questions will help schools assess whether or not the situation within their schools is ripe for introducing PVY (see page 20 in handbook).

Philosophical Base

- *Is there a critical mass of adults on campus, including administrators, teachers, and others, that hold the belief that all students, especially those labeled at-risk, have tremendous worth, potential and value?*
- *Is there support for innovation and positive experimentation?*

Instructional Strategy

Classes for Tutors

- *Can the course schedules be modified to allow classes for tutors? Who are potential teacher coordinators that can accept the premises of the project and fulfill the role as teacher, mentor, manager, monitor and data collector?*
- *Can a person be found that will have the flexibility in instruction to meet the tutor needs?*

Tutoring

- *Is there a receiving elementary school with staff that is willing to cooperate, accept the tutors, and support the goals of the project, that also meets the proximity/minimal inter-campus travel time needs?*
- *Are receiving teachers willing to assign the tutors to specific students, and ensure that the tutor can provide comprehensible input to the tutee?*

Field Trips

- *How feasible is it to plan purposeful and interesting field trips for the tutors?*

Role Models

- *Are there lists or pools of adults available as role models for the tutors?*

Student Recognition

- *What means of student recognition could be realistically planned, not just for closure, but throughout the school year?*

Support System

Curriculum

- *What curriculum materials are available that meet the needs of the program?*
- *What training and materials will be needed to focus on the student's self-concept, tutoring skills, and literacy skills?*

Coordination

- *Who can fulfill the coordination function and what will that person need to accomplish the tasks?*

Staff Development

- *When and how will planning and training sessions be set up? What arrangements for substitutes, release time, and logistics will be needed? Will outside consultants be used, for what cost?*

Parent Involvement

- *Who will do parent outreach, and how?*

Evaluation

- *What baseline data will be needed to monitor program progress? What is a feasible and adequate evaluation design for the project? How will assessment information be communicated to the teachers for the greatest benefit to the tutors?*

For discussion: As a guide to answering the questions, planners might consider this illustration of the PVY Model. Notice that within the large circle which represents the underlying philosophy of the PVY, there are representations of the five program elements and the particular activities which are undertaken.

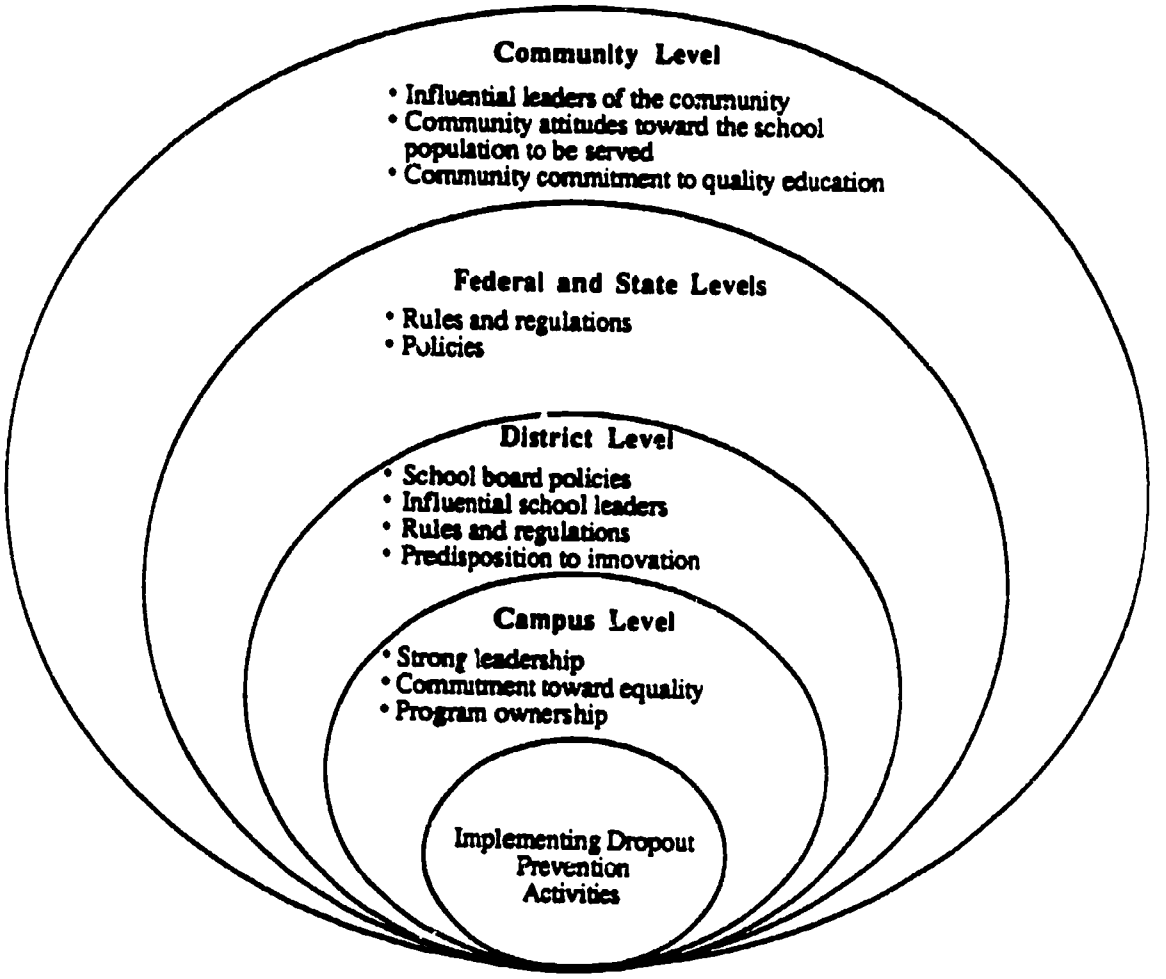
Worksheet 2: Campus Readiness Survey

These statements reflect those critical events, policies or administrative structures which are conducive to the success of a PVY program. All positive responses indicate that the campus is basically ready. If some of the items receive a negative response, it is the responsibility of the campus administrator to address that particular issue as soon as possible (see page 20 in handbook).

Read each statement and indicate whether that activity or event has occurred in your campus.

	Yes	No
1. The campus staff acknowledge the need for innovative approaches for at-risk students.	❑	❑
2. The campus is operating with a plan to address the needs of the at-risk students.	❑	❑
3. The campus staff are familiar with the at-risk plan of the campus.	❑	❑
4. Addressing the needs of the at-risk students is a priority for the campus.	❑	❑
5. Campus staff recognize the urgency of administrators and parents to address the at-risk problem.	❑	❑
6. Campus staff perceive the problem as multifaceted and one which needs a comprehensive response which may change the ways they teach or address the at risk students' needs.	❑	❑
7. Flexibility exists to design and award credit for a course that specializes on meeting the needs of the at-risk population.	❑	❑
8. Money incentives for the at-risk population participating in a program are not prohibited by policy or tradition.	❑	❑
9. Campus administrators and teachers are willing to try new and nontraditional approaches in meeting the needs of the at-risk population.	❑	❑
10. Transporting students to an elementary campus to provide tutoring of students is not a major problem.	❑	❑
11. Providing a teacher/coordinator with a reduced load to attend to the needs of the project is not a major problem.	❑	❑

Figure 2
Spheres of Influence in Implementing Effective Dropout Prevention Activities

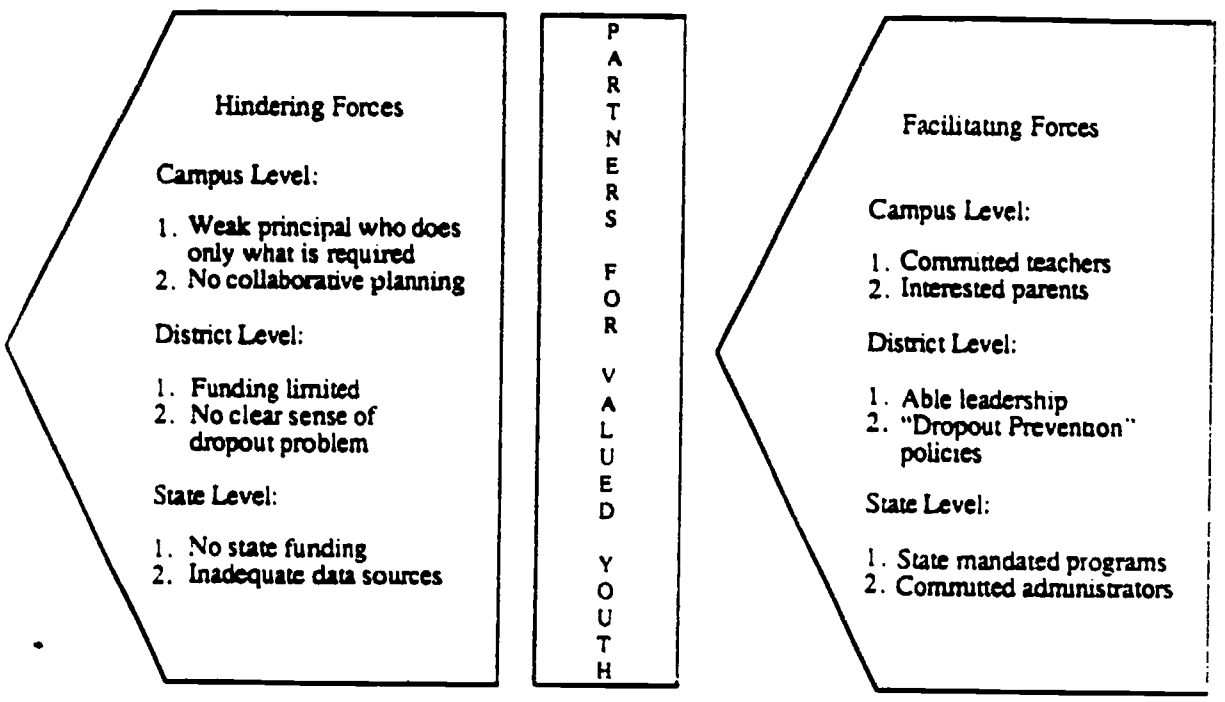


Worksheet 3: Force-Field Analysis

Using this worksheet, review the critical elements of each PVY component. (See page 20 in the handbook and the Component Matrix on pages 16–19). Next identify the forces which would hinder the implementation of that component; note also the forces which would facilitate its implementation.

Hindering Forces	PVY Component	Facilitating Forces
	1. Classes for tutors	
	2. Tutoring Sessions	
	3. Field Trips	
	4. Role Modeling	
	5. Student Recognition	
	6. Curriculum	
	7. Coordination	
	8. Staff Enrichment	
	9. Parent Involvement	
	10. Evaluation	

Sample Force Field Analysis



Worksheet 4: Plan of Action

This sheet complements the force-field analysis task. List all the activities the implementation wishes to accomplish. Next enter the scheduled date for completion and note the person who will be responsible (see pages 20–22 in handbook).

Activity Area _____

Project Activities	Timeline	Person Responsible

Worksheet 5: Budget Planning

Financial support for activities central to the project must be ensured before initiating the effort. Below is a sample budget which needs to be adapted to the level of effort of the campus or school district (see page 22 in handbook).

Expense Category	Estimated Budget
Personnel	
Teacher/Coordinator (.10 FTE)	
Fringe Benefits for Teacher/Coordinator (TC) (.10 x total fringe benefits for TC)	
Student Tutors (number of tutors x stipend/hr x # of hours/week x number of weeks)	
Role Models (four/yr. x honorarium) (Sometimes campuses will be able to obtain role models who will contribute their time.)	
Recognition Awards	
T-Shirts (# of students x price per T-shirt)	
Banquet (# of Students x price per meal)	
Certificates (# of Certificates x price per certificate)	
Other	
Staff Training	
Five training days	
Substitute pay (# of teachers x amount paid for substitutes x 4 meeting days)	
Teacher Stipends/Travel and Per Diem (# of teachers x amount for stipend)	
Consultant Assistance ($350/day x 5 days)	
Travel and Per Diem for Consultants ($350/day x 5 trips)	
Training Materials ($50/participant x 5 training sessions)	
Field Trips (Transportation costs, if any; entry fees)	
Total	

PVY Worksheet

Appendix A
How to Use the Curriculum Framework

How To Use The Curriculum Framework

Step 1: Decide how much time you have for direct instruction with the tutors.

Step 2: Review the content in the curriculum framework. Given the time allowed for direct instruction, which topics or objectives will be incorporated in the curriculum framework? This is the time to add or delete information.

Step 3: Identify the non negotiables and enter them in the curriculum framework. For example, field trips, guest speakers, etc.

Step 4: Select format of your framework. It can address topics on a weekly, monthly, or six weeks basis.

Step 5. Enter all information to be covered in the selected format.

Step 6: Prepare a lesson plan on a weekly basis. This lesson plan should be part of the documentation that you keep for the project.

<u>Remember</u>

1. The selection and the sequencing of the content should be a collaborative effort between the Teacher Coordinator and the Receiving Teacher.

2. In this manner the Receiving Teacher is in a position to request tutoring in the are studied the previous week. Tutors could use the tutoring session as an opportunity to reinforce the skills.

3. The Receiving Teacher can provide feedback ont he relevancy of the skill to tutoring needs by the tutees.

Curriculum Framework

Child Growth & Development

1. How a child learns
   a. How the brain works
   b. What happens when the brain is affected
2. How challenged a child is to learn
3. How a child develops language
4. How a child learns the importance of self-esteem in learning.

Tutoring/ Self-Concept

1. How to Deal with Tutoring Children
   a. The Ideal Tutor
   b. Things that help children learn
   c. Things that don't help children learn
   d. Things tutors can take care of by themselves
   e. Important things to know
   f. How to motivate tutors
   g. How tutoring has helped
   h. Student/Tutor comments
   i. Things to ask the tutor coordinator
   j. About the elementary teacher...
   k. Teacher comments
2. Tools for Tutoring
   a. Attention Getters/ Eye Catchers
   b. Praise
   c. Oral Activities
   d. Reading
   e. Writing
   f. Making Things

Literacy Reading & Writing

Grade Three
o Reading Objectives

Main Idea
1. Identify the main idea.

Word Meaning
2. Recognize words by sight.
3. Use context to understand the meaning of words.
4. Use word structure to identify words.

Word Decoding
5. Recognize words through phonic analysis.

Detail
6. Identify specific details.
7. Identify the sequence of events

Inference
8. Predict probable future outcomes.
9. Use a table of contents to locate information.

Math

Grade Three
* Math Objectives

Number Concepts
1. Arrange a group of whole numbers from least to greatest or greatest to least.
2. Identify the place value for a given digit of a three-or four-digit whole number.
3. Complete a pattern involving multiples of 2,3,4,5, or 10.
4. Express whole numbers in expanded notation.
5. Use pictorial models to identify fractional parts of a whole or of a group of like objects.

Computation
6. Add whole number having as many as three digits, with or without regrouping.
7. Subtract whole numbers having as three digits, with or without regrouping.

Problem Solving
8. Solve one-step word problems involving addition of whole numbers.

3. How to Improve Self-Concept (from 100 Ways to Improve Self-Concept)
   # 1. The Journal
   # 4. Personal Time Line
   #11. Success Fantasy
   #12. Success Sharing
   #16. Pride Line
   #29. Killer Statements
   #46. Positive Feelings
   #48. Positive Support Techniques
   #53. Adjective Wardrobe
   #78. Twenty-one Questions

Writing Objectives

Mechanics
1. Demonstrate knowledge of standard uses of capitalization.
2. Demonstrate knowledge of standard punctuation.
3. Recognize the correct spelling of commonly used words.

English Usage
4. Demonstrate knowledge of correct English usage.

Sentence Formation
5. Demonstrate the ability to distinguish complete sentences from fragments.

Proofreading
6. Demonstrate the ability to proofread a written communication.

Organization/Appropriate Response to Topic*
7. Write a composition to describe an object or picture.
8. Write a composition to tell how to do something.
9. Write a narrative on a specified topic.

* Only one objective in this skill area is measured each year.

9. Solve one-step word problems involving subtraction of whole numbers.

Measurement
10. Select the unit of measure used to determine length, weight/mass, or capacity/volume.

Geometry
11. Identify pictorial models of two- and three- dimensional shapes.

Materials:

Materials:
1. Tutoring Manual
2. 100 Ways to Improve Self-Concept

Materials:
1. TEAMS Objectives

Materials:
1. TEAMS Objectives

Curriculum Framework
Timeline

Time	Child Growth & Development	Tutoring/ Self-Concept	Literacy Skills Reading & Writing	Math Skills
1st Six Weeks		Tools for Tutoring		
2nd Six Weeks				
3rd Six Weeks				
4th Six Weeks				
5th Six Weeks				
6th Six Weeks				* Please include guest speakers and field trips

Appendix B
Sample Lesson Plan for Tutor Classes

Topic Motivation **Area** Tutoring I Self-Concept

Objectives: The Learner will identify methods with which to motivate their tutees.

Materials:
Chart tablet /overhead projector
Task Sheet: Force-Field Activity (What Motivates You?)
Semantic Map: Ways to Motivate Students
Texts: 1. Mastery Learning. Madeline Hunter, Tip Publications, 1982.
2. Aide-ing in the Classroom. Madeline Hunter and Sally Breit, 1976.

Focus: Semantic Map: Ways to Motivate Students (See Figure 1)
The students are to generate methods by which to motivate their tutees.

Explanation: (Teaching Procedures)

1. Initial activity: Allow five minutes for students to write in their journals, responding to the following sentence starters: "What motivates you to clean your room."
2. Present a lecturette (10-15 minutes) on motivation (Motivation Theory). Discuss the six factors which affect motivation as outlined by Madeline Hunter. Have the students take notes.

Guided Practice:

3. Have the entire class assist in the following activity: Complete the Semantic Mapping Activity by filling in the chart. (See "Map," Figure 1) on the overhead projector or on a poster board, write in all the students' responses. Review each list.
4. Using a deck of cards divide the class into groups of four or five students. Each group should assign the roles and responsibilities necessary to complete the activity.

Independent Practice:

5. Each group is to respond to the Task Sheet entitled "Force Field Activity." (See Task Sheet 1.) Allow 5-8 minutes for this activity.
6. Each group, via the reporter, will make a presentation to the class.
7. On a chart tablet or chalkboard write the students' responses on either the positive (+) or negative (-) sides, respectively.

Evaluation:
The student tutors will list ways in which they will help motivate their tutees to learn.

Closure:

9. Review the following six factors which affect motivation (Madeline Hunter):
   - the ways to motivate students (semantic map) and
   - the elements which assist or prevent students from learning (task sheet)

Note:
Make the connection, if the students tutors do not, that the things they say and do or the materials they bring with them to the tutoring sessions can effect the way their tutees will respond to them, i.e., be motivated to learn.

Parent-Child Activity:

10. The students are to ask their parents for examples of how they motivate their children to clean their rooms, do their homework or stay in school. Ask the students to analyze the approach their parent(s) use(s) and whether it is successful/appropriate. Have the students recommend other practical, reasonable motivators/encouragers to motivate behavior.

Figure One
Semantic Map

Ways to Motivate Students

Things I Can Say	Things I Can Do	Things I Can Bring

TASK SHEET 1
Force-Field Activity

What Motivates You?

+1. **What are some things which help/assist you to learn?**

- 2. **What are some things which prevent you from learning?**

3. **Describe the ideal learning situation.**

Appendix C
Sample In-Service Training Materials

WARM UP

Determining the Status Quo

Directions:

Forms dyads in the following manner: Teacher Coordinators team up with the Receiving Teacher Representative who is your liaison.

Task:

Teacher Coordinators will collect answers to the questions listed below.

1. In terms of the Tutoring Session, what worked well in your classroom? What successes were experienced between the tutors and tutees?

2. What didn't work in your classroom? What areas need to be improved? List these on the other side of this handout.

IDRA Valued Youth

Content	Classroom Management

TASK SHEET

Directions: Form dyads in whatever manner you desire and as a team, decide which section you will help develop.

Section (a through e) Selection _____

Task:

1. Within the section you selected determine which items (letters, forms, maps, information sheets, etc., need to be included. List them.

2. Determine which items have already been developed and which are still needed.

3. In your dyad create whatever forms, letters, information sheets, etc., as are necessary.

4. Your team is responsible for putting together this *Logbook* section and submitting it in order to be typed and duplicated.

Field Trips and Guest Speakers

Logbook for the scheduling of field trips and guest speaker appearance 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 schedules guest speakers and field trips for the year.)

Partners Valued Youth Program

Needs Assessment

IDRA will hold four workshops throughout the 1989–1990 school year for the purpose of (1) coordination of reinforcement of tutors, (2) development of a positive working relationship with the tutors, and (3) reinforcement of teaching strategies/techniques such as Cooperative Learning, Whole Language Approach and Higher Order Thinking Skills.

AAT Credit would be offered for these Saturday sessions.

1. What are other topics you would to see addressed?

2. List the four Saturdays that you would be available?

3. Comments:

VALUED YOUTH PARENTS
PADRES DE LA JUVENTUD VALIOSA

HELPING OUR KIDS STAY IN SCHOOL
ANIMANDO Y INTERESANDO NUESTROS NIÑOS EN LA ESCUELA

Harlandale ISD **9 de marzo de 1989**

Objectives/Objetivos

The participants will . . .
Los participantes van a . . .

* Discuss what assists and hinders effective communication

  Discutir que ayuda y que impide la comunicación efectiva

* Discover more effective ways to speak to your child

  Discubir maneras en como se puede hablar y escuchar efectivamente con su hijo/hija

* Generate other avenues in order to promote a positive attitude regarding school

  Realizar avenidas para promover un actitud positiva tocante a la escuela

INTERCULTURAL DEVELOPMENT RESEARCH ASSOCIATION
IDRA

Agenda

Dr. Cuca Robledo	• Welcome	9:00-9:10
Merci Ramos	• Warm Up • Elementary Campus Summary	9:10-9:30 9:30-9:45
Josie D. Supik	• Roles and Responsibilities • Tutors' Monthly Journal	9:45-10:20
	Break	10:20-10:30
Dr. Abelardo Villarreal	•Curriculum Framework	10:30-11:45
	Lunch	11:45-1:00
Dr. Cuca Robledo/ Aurelio Montemayor	•Parent Involvement Information	1:00-1:15
Aurelio Montemayor	•Journal Writing	1:15-2:15
	Break	2:15-2:30
Merci Ramos	•Logbook	2:30-3:00 (3:30)

IDRA Valued Youth

CONTRACT

Parents For Excellence

_____ **ISD's PLEDGE**

_____ ISD is committed to the belief that all children can learn and acknowledges that all of us--teachers, administrators, and parents--working together can make a positive difference in student achievement. The school district will provide an optimum learning environment in which students will experience success and achieve excellence in learning.

PARENTS PLEDGE

As parents, we want our children to have the best possible education and realize that strong school systems are essential. We, therefore, join with the _____ ISD in providing an optimum learning environment for our children.

1. I will insist that all homework assignments are done each night.

2. I will discuss at dinnertime what my child has learned at school each day.

3. I will remind my child of the necessity of discipline in the classroom--especially self-discipline.

4. I will provide for my child a minimum of one hour (3 times a week) of uninterrupted time (without the TV) which will be devoted to an instructional activity.

PARENT (signed with love & responsibility)_ _____

CHILD (signed with love & appreciation)_____

TEACHER (signed with love & great expectation)_____

DATE: _____ _____ _____ , Superintendent

(Courtesy of McAllen ISD)

CONTRATO

Padres Por La Excelencia

JURAMENTO DEL DISTRITO ESCOLAR

El distrito escolar de _____ está comprometido al lema que todos los niños pueden aprender, y reconoce que todos nostros-- maestros, administradores, y padres--trabajamos juntos para hacer una diferencia positiva en la enseñanza del estudiante. El distrito escolar proveerá lo máximo en ambiente académico en el cual los estudiantes sentirán éxito y recibirán el mejor aprendizaje posible.

JURAMENTO DEL PADRE

1. Exigiré que las tareas se terminen todos los dias.

2. A diario, platicaré con mis hijos sobre lo que aprendieron en la escuela.

3. Le recordaré a mis hijos la importancia del buen comportamiento en clase y la necesidad de ser un aplicados en sus estudios.

4. Daré a mis hijos cuando menos una hora (tres veces por semana) sin interrupción (ni televisión) que será dedicada a alguna actividad instructiva.

PADRE (firmado con amor y responsabilidad) _____

ESTUDIANTE (firmado con amor y aprecio _____

MAESTRO (firmado con amor y grandes esperanzas) _____

FECHA: _____ _____, Superintendente

(Cortesia de McAllen ISD)

Appendix D
Sample Documentation/Observation Forms

Date:_____

PARTNERS FOR VALUED YOUTH
ELEMENTARY SCHOOL TEACHER SURVEY

District:_____

Campus:_____

(IDRA code)
___ ___

Elementary School Teacher:_____
(last) (first) (middle)

Tutored Subject(s):_____ Time: _____

Observer: _____

Tutor's Name: _____
(last) (first)

Number of Tutees: _____

Tutor's Instructional Language: Spanish ___ [1] English __ [2] Both ___ [3]

OBSERVER: PLEASE CIRCLE THE MOST APPROPRIATE ANSWER.

THE TUTOR:

		Yes	No	NOT OBSERVED
1.	The tutor actively involved the tutees in the learning process.	1	0	888
	Comments: _____			
2.	The tutor listened to the tutees.	1	0	888
	Comments: _____			
3.	The tutor was patient with the tutees.	1	0	888
	Comments: _____			
4.	The tutor was comfortable speaking Spanish.	1	0	888
	Comments: _____			
5.	The tutor was comfortable speaking English.	1	0	888
	Comments: _____			
6.	The tutor tried to answer the tutees' questions.	1	0	888
	Comments: _____			
7.	The tutor offered positive reinforcement to the tutees.	1	0	888
	Comments: _____			
8.	The tutor's learning expectations for the tutees are appropriate.	1	0	888
	Comments: _____			
*9.	The tutor understood the material to be taught.	1	0	888
	Comments: _____			
10.	The tutor appeared bored with the material to be taught.	1	0	888
	Comments: _____			

		Yes	No	NOT OBSERVED
11.	The tutor answered the tutees' questions correctly.	1	0	888
	Comments: _____			
*12.	The tutor came prepared for the tutoring session.	1	0	888
	Comments: _____			
*13.	The materials and aids provided for the tutor are appropriate for the tutoring session.	1	0	888
	Comments: _____			
*14.	The tutor and tutees "get along."	1	0	888
	Comments: _____			

THE TUTEES:

		Yes	No	NOT OBSERVED
15.	The tutees were aware of the lesson plan.	1	0	888
	Comments: _____			
16.	The tutees listened to the tutor.	1	0	888
	Comments: _____			
17.	The tutees asked the tutor questions.	1	0	888
	Comments: _____			
18.	The tutees were actively involved in the learning process.	1	0	888
	Comments: _____			
19.	The tutees looked to the tutor for guidance.	1	0	888
	Comments: _____			

THE HOST TEACHER:

		Yes	No	NOT OBSERVED
20.	The teacher is available for questions/problems.	1	0	888
	Comments: _____			
21.	The teacher monitored the tutoring.	1	0	888
	Comments: _____			
22.	The teacher provides a setting receptive to the tutoring process.	1	0	888
	Comments: _____			

OTHER:

		Yes	No	NOT OBSERVED
23.	The teacher is aware of any tutor-tutee mismatch.	1	0	888
	Comments: _____			
24.	The teacher provides feedback to the teacher-coordinator on a regular basis.	1	0	888
	Comments: _____			
25.	Any comments you would like to add?	1	0	888

_____

_____

_____

IDRA/11-16-89

PARTNERS FOR VALUED YOUTH
DOCUMENTATION OF TUTORING SESSIONS
199_ - 199_

School District: _____ __ __
Campus: _____ __ __

Time Period	Tutor's Name	I.D.	Elementary Teacher's Name	Rm. No.	Day/Hour	Subject(s)	# of Tutees	Hours Tutored	Changes/Comments
(mo-day-yr)									
10-16-89									
10-23-89									
10-30-89									
Total Monthly Hours									
11-06-89									
11-13-89									
11-20-89									
11-27-89									
Total Monthly Hours									
01-01-90									
01-08-90									
01-15-90									
01-22-90									
01-29-90									
Total Monthly Hours									
02-05-90									
02-12-90									
02-19-90									
02-26-90									
Total Monthly Hours									
03-05-90									
03-12-90									
03-19-90									
03-26-90									
Total Monthly Hours									

PARTNERS FOR VALUED YOUTH
DOCUMENTATION OF TUTORING SESSIONS
199_ - 199_

School District: _____ __ __
Campus: _____ __ __

Time Period	Tutor's Name	I.D.	Elementary Teacher's Name	Rm. No.	Day/Hour	Subject(s)	# of Tutees	Hours Tutored	Changes/Comments
(mo-day-yr)									
04-02-90									
04-09-90									
04-16-90									
04-23-90									
04-30-90									
Total Monthly Hours									
05-07-90									
05-14-90									
05-21-90									
05-28-90									
Total Monthly Hours									