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ABSTRACT

The program "El Congreso" is a leadership development project that is designed to help migrant students become effective role models for their peers and gangs in their communities. The focus is not on remediation, but on enhancement of the migrant student's academic and social strengths. It is hoped that El Congreso students will show an increase in graduation rate, improve their academic achievement, increase enrollment in postsecondary education, develop a cadre of leadership models, and increase awareness of the need for bilingual teachers. This evaluation indicates that over 600 students from 16 school districts have participated through the program's second year. In that year, more than 16 activities, including student planning meetings and conferences and staff training, were implemented. Evaluation results indicated student growth in development of leadership skills and positive attitudes. Student involvement in planning and skill development has been evident. Improvement of direct services and better record keeping are among the recommendations for program improvement. Eight appendixes present the survey instruments and evaluation findings in table form. (Contains 6 references.) (SLD)

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**El Congreso
Program Improvement Project
Evaluation Report YR 2**

**Region IX Migrant Education
California State Department of Education**

by
Dr. Alberto M. Ochoa
Social Equity Technical Assistance Center
Policy Studies Department
San Diego State University

September 30, 1994

ED 380 485

TM 022808

1993-94 PIP Annual Evaluation Report

California State Department of Education

Region: IX

Districts	
Anaheim	Fallbrook
Tustin	Escondido
Capistrano	Vista
Placentia	Ramona
Huntington Beach	San Dieguito
Newport Mesa	Sweetwater
Santa Ana	San Marcos
Orange	Oceanside

Submission Type	
Continuing PIP Application	<input type="checkbox"/>
Annual Report Only	<input checked="" type="checkbox"/>

Contact Person		
Name:	CELIA RAMIREZ	
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Total funded for 1993-94: 116,000
Total migrant students: 500
Cost per student: \$232
Total amount requested for 1994-95: _____
Project title: EL CONGRESO

Type: Program Practice/Procedure Materials

First year funded: 1992-93

Years completed: 1st 2nd 3rd Other

Purpose of Project:

The program El Congreso is a leadership development project that is designed to guide students to become effective role models for their peers and gangs in their respective communities. El Congreso's focus is not remediation but enhancement of migrant student's academic and social strengths.

Signatures

Project Director: _____

Regional Director: _____

Parent Representation: _____

Evaluator		
Name:	Dr. Alberto M. Ochoa	
Company:	Social Equity Tech Assist Center	
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City:	San Diego	State: CA
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Executive Summary - Abstract for PIP

California State Department of Education

First Year

El Congreso

Second Year

Project Title: _____

Third Year

Needs Statement for Program:

By the year 2000 it is predicted that Latinos will comprise 33% of the California population. There is a need to prepare Latino youth for roles in positions of leadership. Latino are not proportionally represented in state legislative offices, they vote disproportionately low, and fewer than 8% are in professions such as law, medicine, teaching. They are educationally ill prepared to assume positions of leadership. Less than 30% are reading at the national average according to national NCE scores for migrant students in Region IX area.

Program Goals and Description of Major Project Activities:

El Congreso students will show an increase in graduation rates, raise their academic achievement, increase enrollment in post secondary education, develop a cadre of Latino leadership role models and increase awareness for the need of bilingual teachers as role models and leaders. This will be done via the students participation in leadership conferences and their own leadership of other conferences held with their peers.

Description of Participants Served:

Over six hundred migrant students will complete El Congreso training in leadership development. About half will be females and 50% males. Their GPA will be 2.5 or better. About 50% will be 7th and 8th graders, and 50% 9th to 12th graders. The majority will be limited English proficient and will participate in at least six El Congreso training activities.

Process/Implementation/Evaluation Results:

Over six hundred students have participated in El Congreso, involving 16 school districts. A project coordinator has facilitated the planning, design and implementation of training activities. In year 2, over 16 activities were implemented. These include six student planning meetings, six student conferences, four summer camps, and one staff training. The evaluation results are very positive and indicate student growth in the development of leadership skills and positive attributes in their concern for high school graduation, developing skills, and planning for their future.

Evaluation Results Demonstrating Participant Improvements:

Evaluation results using survey data, student field interviews, evaluations of student and conference meetings and summer camps specialized El Congreso training points to a very effective program. These results document student involvement in the planning of conferences, development of selected leadership skills, and planning for their college education. The findings indicate that the El Congreso Program has had a positive impact on students who have participated in the second year of the program.

Recommendations:

To continue to improve and maintain the direction of the project, there is a need to further articulate the activities provided by El Congreso to the school curriculum. Counselors and teachers at the school site, as perceived by the students, can improve their direct services to migrant students. Migrant student achievement records based on academic testing of student skills appears to be lacking. The goals of the El Congreso training and the actual training provided needs to be further articulated, with all activities focusing on the long term desired impact of the program. Additional funding is being requested to meet needs for increased student participation, inservices/training and student conferences for 1994-95.

El Congreso

PIP Evaluation Report YR 2

Prepared
by
Alberto M. Ochoa, SDSU

1. Executive Summary

The second year evaluation assessed student perceptions about the leadership skills attained through training activities provided by the El Congreso Program during the 1993-94 fiscal year. "El Congreso" is a three year program funded by the California Migrant Education Program Improvement Program. Two questions guided the second year evaluation study for the Region IX Migrant Education program: What is the impact of training designed to develop migrant students leadership skills in selected areas?, and what are the perceptions of migrant students with respect to the leadership skills attained through training activities provided by the El Congreso Program during the academic the 1993-94 fiscal year?

2a. Description of Project and Needs Assessment

El Congreso is a leadership development program designed to guide migrant students at the secondary level to become effective role models for their peers, and also to serve as alternate role to the gangs in their respective communities. The long term goal of the program is for participating students to raise their academic achievement, have access to post secondary education, become a cadre of Latino leadership role models and increase their awareness for the need for bilingual teachers as role models and leaders.

The need for programs such as El Congreso is based on the present failure of schools to provide linguistically diverse and low income youth with the necessary skills to have access to the world of work. Over 40% of our Latino/Chicano and low income youth dropout of school, while another 30% receive a high school diploma with academic deficiencies that make them under skilled and under employed. Of the remaining 30%, only 15% enter college, and about 2% eventually receive a B.A. Degree (Haycock and Navarro, 1988; Kitchen, 1990; Espinosa & Ochoa, 1992).

Compounding the problem is the fact that the largest percentage of students who leave before graduation are linguistically diverse and low income students. Research studies find that underachievement in the areas of reading and math for 80% of our students is detected as early as the third grade (Espinoza and Ochoa, 1992; Haycock and Navarro, 1988; Zachman 1987). The costs of leaving school are obviously high for the underachiever and also high for community and society, which must bear the financial brunt of the under skilled youth's inability to hold a job. Considering the tragic circumstances of dropping out, preventive action within the schools is not only desirable, but essential (Catterall and Cota-Robles, 1988; Chavez Jr., 1993).

The program design centers around the goal to create a cadre of peer role models in each participating district. These students will participate in school activities, instructional programs and take leadership roles in extra curriculum opportunities. Students will integrate program activities with the schools writing, speech and social science curriculum. Teachers and counselors will draw upon the expertise of these students to influence other students to become active in school instructional and extra-curricular activities.

The El Congreso Leadership Development Program will serve a total of six hundred students during the three year period. Three hundred 7-8 grade students, and three hundred 9-12 students. The program consists of three phases. **Phase I: Advanced Leadership** consists of three (3) conferences and a summer camp in Orange and San Diego Counties for students in grades 9-12. **Phase II: Teaching Conference** consists of one (1) conferences designed and facilitated by students in grades 9-12 for students in grades 7 through 12. **Phase III: Leadership Outreach Conference** is a collaborative effort with another region that is designed and implemented by students who have completed Phases I and II of the training.

The focus of these training conferences is to develop the following leadership skills: Under **Phase I**, setting and attaining goals, exploring careers, public speaking, parliamentary procedures, test taking skills, networking, community services and extra curricular activities, relating to peer/teamwork. Under **Phase II**, set and attain goals, relate to peers/teamwork, prepare for high school, career choices. Under **Phase III**, role modeling and sharing of expertise and experiences.

Sixteen (16) school districts from Region IX have participated in the El Congreso Leadership Development Program, involving three hundred (300) migrant students per year. Student are selected on the basis of: GPA of B- or higher, attendance at one or more leadership training programs in the past year,

demonstrated interpersonal leadership qualities, and two recommendations (teacher and counselor). The participating school districts are:

Anaheim High School District	Capistrano School District
Escondido Union High School District	Fallbrook High School District
Huntington Beach School District	Newport Mesa School District
Oceanside Unified School District	Orange Unified School District
Placentia School District	Santa Ana Unified School District
San Dieguito High School District	San Marcos School District
Sweetwater Union High School District	Ramona School District
Tustin School District	Vista School District

b. Description of Project Participants

Over three hundred migrant students participated in the Region IX Migrant Education El Congreso Program. A survey was developed to ascertain their perceptions of the training received. 74% (221) of the students responded to the survey. One hundred forty-one (141) were from Orange County and eighty (80) from San Diego County. Furthermore, over 98% of the students had a GPA of at least a B-, with 26.3% having an A- or better GPA. Over 58% were females and 42% males.

With respect to staff, Forty-nine (49) staff members were involved in year two of El Congreso (see Form 3). In addition, 45 parents provided volunteer services in assisting in El Congreso activities. At the school level, 16 administrators were involved in facilitating El Congreso activities.

2c. Analysis of Program Implementation

The evaluator was hired in May of 1994 to undertake the second year evaluation of the program. First year data was not available to the evaluator. The following procedures were undertaken in the second year evaluation of the El Congreso Program.

Initially, meetings were held with the Region IX Migrant Director and Program Coordinator to gather documents and understand the conceptual design and framework of the program. Information was requested from staff to examine the design of the project and identify the appropriate data required by the Migrant Education Office, California State Department. Also a request was made to download student achievement data from State data files to determine what data was available for analysis. As necessary the evaluator assisted staff in the development of instruments for data collection to determine the impact of the program. By May 15, 1994 determination was made as to the necessary data to document and

assess the impact of the second year of the program.. Instruments were developed and participant data collected.

1. **Instructional Component.** El Congreso used a number of training approaches. These approaches range from panel discussion, cooperative learning activities, planning meetings using parliamentary procedures, panel presentations, skill based workshop, and lectures.

2. **Curriculum Materials.** The central materials used consisted of a training manual entitled "Migrant Education Student Leadership Manual" developed by G. Dominguez, G. Herrera, and L. Powell. The manual is divided into 19 training activities. The topics covered by the curriculum include: self-esteem, listening skills, assertive techniques, goal setting, networking skills techniques, leadership skills, conducting a meeting, attitude, motivation, group interaction skills/cultural awareness, conflict resolution, parliamentary procedures, team building, communication skills, negotiating techniques, group dynamics, decision making, success factors. and career planning.

3. **Staff Training.** One staff training workshop was held on April 16, 1994. The focus of the training was on team building skills and cultural awareness. Twenty-two staff members participated.

4. **Parent Participation.** Parent participation took the form of volunteering at the school site (N=45) and in participating in El Congreso student conferences and camps.

5. **Project Activities.** Appendix 8 provides an evaluation overview of project activities--student meetings, conferences and camps for YR 2. The evaluation of each activity indicates high satisfaction with respect to the organization, value, and time spent in each planned activity.

3. Presentation of Participant Performance

Procedures. The evaluator met with the program specialists to further identify the salient features of the program. A 33 item Likert Scale survey with four open ended questions was developed to answer the two guiding evaluation questions. The survey instrument was given to the participants of El Congreso, with 221 students responding. Furthermore, in field visits to selected conferences, students were interviewed with respect to their involvement in the program. A visit was made to one of the Summer 1994 El Congreso Camps. The survey data was analyzed using the SPSS/X statistical package (descriptive and inferential statistics) and content analysis techniques were used for the open ended questions.

Instruments. Two approaches were used. The first was a 33 item Likert Scale Survey. The second consisted of a four item open ended questionnaire. Over 20 interviews were held with students at various conferences from May to August 1994. Student school achievement data was also examined.

Limitations of evaluation. The evaluation is limited to Region IX of Migrant Education in California, consisting of sixteen participating districts. The quality of data collected differs from district to district. Student achievement records are also incomplete, with limited data on student achievement over any one year period. Thus, no control group was used. The evaluation is based on data collected for the period of July 1993 to August 1994. The study collected data during this period cannot account for any intervening conditions that could have influenced student responses.

a. Participant Gain Scores/Baseline Data

The findings of the survey and group interviews indicate that **students** have derived benefits and do value the skills learned through the training provided in the El Congreso Program.

The demographic profile (**Appendix 1**) of the program participants indicates that over 80% of the students had participated in 3 or more El Congreso activities, with over 34% having participated in six or more activities. Over 95% were 13 years or older; over 91% were students from grades 9th to 12th; over 58% were females; over 70% indicated that they plan to go to college, and 55.3% indicated that when they attend school they feel supported.

The findings of the student survey (**Appendix 2**) provides a number of findings. Using the agree to strongly agree categories of responses the following findings are suggested:

Finding #1: Teacher related questions (see **Appendix 2**, # 7-9,15, 17, 23) suggests that over 60% of the students indicate that teachers do help them in writing, speaking and test taking skills and feel challenged by school work and comfortable when speaking to teachers, while only 45% feel that teachers are concerned when they do not do well.

Finding #2: Education related questions (#10-13) indicated that over 75.3% know what they need to graduate from high school and what they need to attend college (67.7%), Another 79.6% indicated that high school is a high priority for them, and another 80.1% indicated that they have the skills to do well in school.

Findings #3: With respect to having access to a counselor (questions 14, 16), only 55.1% agreed with this statement, while only 51.8% feel comfortable speaking to their counselor.

Finding #4: In the area of school grades (questions 18-19, 21) only 50.7% indicated that they are satisfied with their grades. Another 22.6% worry that they will not graduate from high school, while 56.8% indicated that school is not too demanding

Finding #5: With respect to home issues (questions 20, 23) 25.8% indicated that they do not have time to do homework at home, while only 56.8% indicated that parents do pay attention to their school work.

Finding #6: Pearson correlations (**Appendix 3**) of selected survey questions suggests that most student responses are significantly correlated at the "p <.01" level of significance. Question 8 "My teachers help me in developing my speaking skills," question 7 "My teachers help me in developing my writing skills," and question 9 "My teachers help me in developing my test taking skills" are the strongest correlated questions (.554). Question 14 "I have access to my counselor" is correlated with question 16 "I feel comfortable talking to my counselor" at the .552 level. Question 15 "I am challenged by my school work" and question 7 "My teachers help me in developing my writing skills," (.500) are the next strongest correlated questions. Other correlated questions include, question 19 "I worry that I will not graduate from high school" is correlated with question 20 "I do not have time to do my homework at home" at the .440 level. Question 10 "I know what I need to graduate from high school" is correlated with question 11 "I know what I need to go to college" at the .430 level. Question 13 "I have the skills to do well in school" is correlated with question 12 "High school is a high priority for me" at the .409 level. These correlations suggest the importance of student and teacher interaction in facilitating the development of literacy skills, student comfort in speaking to school counselor, the importance to facilitate information to students about school and college, and the interrelationship between skill development and school success.

Finding #7: In the area of leadership skills before and during the El Congreso Program, significant differences were found in all of the ten categories. **Appendix 4** provides t-test results (T-Test for paired samples) for each of the ten areas, with all areas having significant results at the .01 level of significance, indicating student mean differences on ten skills before and during El Congreso training activities. All ten areas indicate mean gains, with involvement in community services, exploring careers, parliamentary procedures showing the greatest gains of 0.94 positive change. **Appendix 5** graphically illustrates these mean gains.

Finding #8: Selected questions in the open ended survey also indicate positive student opinions about El Congreso training (see **Appendix 6** for El Congreso activities held during the 1993-94 year). Collectively six student planning meetings, six student conferences, two summer camps, and one staff training meeting indicate a high level of involvement in implementing the objectives of El Congreso. Student evaluation responses indicate a high level of interest and desire to continue to participate and further develop their leadership skills. Specifically, highlights of each question are provided.

- **With respect to what have you liked most about El Congreso?** the students frequently mentioned the plays, the workshops, the camps, the field trips, the universities, the speakers and conferences. During the 1993-1994 year, six conferences were held in six different colleges. For each conference held, students met to plan and develop each conference. The evaluations of these meetings indicate a high level of satisfaction.

- The second asked, **what have you liked the least?** The responses ranged from the length of the conferences to the meetings, to student related concerns.

- The third question asked, **what would you like added to the program?** The responses ranged from more trips, more students, new topics, more information, more workshops and conferences, more fun things.

- The fourth question asked, **tell us about your classes you are completing this year and the grades you are getting?** The range of courses reflected core curriculum courses in the area of math (algebra and geometry, trigonometry); Social Studies (world cultures, U.S. History, U.S. government, geography); English (ESL I, II, III, English 5-6, speech, composition, American literature); Science (biology, physical science, chemistry, earth science, health). The average grades reported ranged from B grades in Social Studies to A- in foreign languages.

- The last question asked, **tell us what El Congreso training activities have increased your self-confidence?** The responses identified: help me find new friends, gain communication skills, think about the future, make decisions about college, presenting to other people, more confident, pay more attention to my classes, to developing leadership skills.

3b. Differentiated Effects

To determine what factors are making a difference in the student leadership training activities of El Congreso, using the questions of the Student

Survey, **factor analysis** was used. Factor analysis is a data reduction technique to identify the underlying factors (variables) that better explain what variables drive the data. A Factor Matrix was formed and rotated. The findings indicate that four questions (v4 to v7) account for 68.7% of the variance of the data.. This is illustrated as follow:

The percentage of total variance accounted for, and the associated eigenvalues

Variable	Factor	Eigenvalues	Pct of VAR	Cumm Pct
V4 College	1	2.60365	28.9	28.9
v5 Grades	2	1.36141	15.1	44.1
v6 Sch. Support	3	1.18717	13.2	57.2
v7 Writing Skills	4	1.02714	11.4	68.7

The technique yielded four factors (see Appendix 7). Factor I is related to **Skill Development**. Factor II is related to **Planning for School**, Factor III is related **School Support**, and Factor IV is related to **School Grades**. These four factors suggest that El Congreso training should continue to focus on skills development, planning for college, improving school grades, and working to provide a school climate that is nurturing.

4. Findings, Conclusions, and Recommendations

The findings indicate that the **El Congreso Program** has had a **positive impact** on students who have participated in the second year of the program. **Students** acquired positive gains in the ten skill area, namely, preparing for high school, setting and attaining goals, exploring careers, public speaking skills, parliamentary procedures, test taking skills, networking with others, involvement in community services, involvement in extra curricular activities, and relating to peers and teamwork. Yet, there is a need to further articulate the activities provided by El Congreso with the school curriculum. Counselors and teachers at the school site, as perceived by the students, can improve their direct services to migrant students. State migrant student achievement records based on academic testing of student skills are lacking. The goals of the El Congreso training and the actual training provided needs to be further articulated, with all activities focusing on the long term desired impact of the program.

With respect to student perceptions of teachers, the findings suggest a need for teachers to show a more caring attitude as they teach their students. Lastly, for **parents** the findings suggest the need for parents to be more aware that adolescence brings many changes to the lives of their son's/daughter's as they go

through junior and high school, provide more home encouragement, and the increased need for parent awareness in dealing with school academic demands.

Recommendations

School and Teacher Recommendations

1. Students should be informed as to who is their school counselor and when s/he can be available to meet with the student. Students need to feel more comfortable in speaking to their counselors.
2. Teachers need to show a more caring, yet demanding, attitude to push their students to achieve, but in a manner that allows students to feel secure and seek their help.

Student Recommendations

3. Use of materials provided to them during El Congreso Camps need to be integrated to the classes or activities at the school site.

El Congreso Training and Conferences

4. The goals of the El Congreso training and the actual training provided need to be further articulated, with all activities focusing on the long term desired impact of the program.
5. Training needs to continue to increase student awareness about the relevance of their academic achievement and how it relates to college, career options and the importance of school and home support. These areas need to be articulated with school programs and curricula.
6. Staff training on the long term focus of the program and strategies for institutionalizing program are highly recommended. The training should focus on the conceptual framework of the program, its enabling activities, and documentation of student growth.

Family Recommendations

7. Parents need to be aware that adolescence brings many changes to the lives of their son's/daughter's. The school needs to communicate with parents as to the pressures and needs of their son's/daughter's as they go through junior and high school. More parental encouragement and support is needed. The school should offer parenting classes dealing with school-home responsibility.

State and County Migrant Education Offices

8. The statewide Migrant Education Data System has valuable demographic data about the migrant student, but lacks data on student school achievement. Better record keeping of student achievement and support data (language proficiency, learning needs, etc.) needs to be examined and corrected.

9. The program staff, as a whole, need to improve in their documentation and record keeping of El Congreso activities. Student records or documentation about their participation, achievement, graduation rates and application to college needs to be developed for assessing the long term impact of program.

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**DEMOGRAPHIC PROFILE
EL CONGRESO YEAR 2 (1993-94)
STUDENT RESPONSES N=221**

Participation by County:	Frequency	%
Orange County	141	63.8
San Diego	80	36.2
Times Attended El Congreso Activities		
1 to 2		19.7
3 to 5		45.8
6 to 7		21.2
8 to 9		8.9
more than 10		4.4
Gender		%
Male		41.6
Female		58.4
Age		
11 to 12 years		3.8
13 to 14 years		12.0
15 to 16 years		47.3
17 to 19 years		37.0
Grade Level		%
7 to 8		8.4
9		21.3
10		28.7
11		22.8
12		18.8
Grade point average:		%
"C" or "C+"		1.5
"B-"/ "B" or "B+"		72.2
"A-" or "A"		26.3
Plan to go to college:		%
Yes		70.8
No		5.2
Not sure		24.0
When you attend school you feel:		%
Supported		55.3
Somewhat supported		21.8
Neutral		18.0
Unsupported		4.9

RESULTS: Student Survey: Perceptions of El Congreso Training

Region IX Migrant Education Office is requesting your opinions to the following questions. You are asked to indicate your opinions using a five point scale. Your name or opinion will be kept confidential. Thank you for your cooperation and assistance.

Opinion of students participating in El Congreso Year 2 (1993-94)

	Strongly Disagree/ Disagree	Somewhat Agree	Agree/ Strongly Agree	SD	MEAN
7 My teachers help me in developing my writing skills.	11.5	23.4	65.1	1.01	3.75
8 My teachers help me in developing my speaking skills.	10.6	29.4	60.1	1.05	3.75
9 My teachers help me in developing my test taking skills.	9.6	28.9	61.5	0.93	3.74
10 I know what I need to graduate from High School.	6.0	18.8	75.3	0.98	4.16
11 I know what I need to go to college.	8.8	23.5	67.7	1.01	3.91
12 High School is a high priority for me.	4.3	16.1	79.6	0.87	4.17
13 I have the skills to do well in school.	3.7	16.2	80.1	0.84	4.14
14 I have access to my counselor.	15.3	29.6	55.1	1.07	3.61
15 I am challenged by my school work.	11.6	27.9	60.5	0.97	3.66
16 I feel comfortable talking to my counselor.	19.0	29.2	51.8	1.13	3.47
17 I am comfortable when I speak to teachers.	7.8	31.8	61.4	0.98	3.73
18 I am satisfied with my school grades.	19.4	30.0	50.7	1.19	3.48
19 I worry that I will not graduate from high school.	54.8	22.6	22.6	1.35	2.42
20 I do not have time to do my homework at home.	50.2	24.0	25.8	1.38	2.54
21 School is too demanding.	48.6	35.2	16.2	1.11	2.52
22 My parents don't pay attention to my school work.	56.8	19.7	23.5	1.29	2.44
23 My teachers are concerned when I do not do well.	19.8	34.9	45.3	1.06	3.30

My level of leadership skills in the following areas:	Before Congreso					During Congreso				
	None/ Low	Med	High	SD	Mean	None/ Low	Med	High	SD	Mean
24 Preparing for high school	30.0	47.8	22.2	1.15	3.10	15.0	34.7	50.3	0.85	3.30
25 Setting and attaining goals	39.8	40.8	19.4	0.94	2.66	8.5	40.5	51.0	0.72	3.40
26 Exploring careers	52.8	35.8	11.4	0.94	2.37	16.3	40.1	43.6	0.80	3.24
27 Public speaking skills	61.6	27.9	10.5	0.94	2.25	19.9	44.9	35.2	0.85	3.10
28 Parliamentary procedures	63.2	30.0	6.8	0.93	2.13	19.4	51.5	29.1	0.83	3.03
29 Test taking skills	44.7	43.1	12.2	0.83	2.57	16.8	46.2	37.1	0.81	3.16
30 Networking with others	44.0	42.4	13.6	0.88	2.57	6.7	40.0	53.3	0.65	3.46
31 Involvement in community services	58.4	28.4	13.2	1.01	2.27	17.3	42.3	40.3	0.85	3.17
32 Involvement in extra curricular activities	56.7	29.4	13.9	0.99	2.34	15.8	41.8	42.3	0.83	3.21
33 Relating to peers and teamwork	43.6	37.4	19.0	0.97	2.60	12.6	34.8	52.5	0.82	3.35

Region IX Migrant Education
El Congreso Project
PARTICIPANTS SURVEY QUESTIONNAIRE

Name: _____

School District: _____ Position/Title _____

Grade Level: _____ Gender: Male _____ Female _____ Bilingual: _____ Yes _____ No

I. What I have done in El Congreso:

1. I have attended this many El Congreso conferences: (circle): 1 2 3 4 5 6 7 8 9 10 11 12

Briefly describe: What have you liked the most? _____

What have you liked the least? _____

What would you like added to the program? _____2. Tells about the classes you are completing this year and the grades you are getting:Briefly describe: Social Studies _____Math _____English _____Science _____3. Tells us how El Congreso training activities have increased your self-confidence?

Briefly describe: _____

4. Identify 3 areas that you feel you have had the greatest growth:

1. _____

2. _____

3. _____

Pearson Correlation Matrix of Selected Variables
El Congreso Survey Year 2

Variable	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
7. Writing	1.00															
8. Speaking	.554	1.00														
9. Test Taking	.414	.500	1.00													
10. Grad HS	.251	.213	.266	1.00												
11. College	.205	.258	.243	.430	1.00											
12. HS Priority	.195	.200	.219	.363	.290	1.00										
13. Skills School	.295	.166	.179	.152	.343	.409	1.00									
14. Access Counsl.	.210	.159	.191	.135	.308	.312	.378	1.00								
15. ChallengedSW	.406	.288	.241	.135	.078	.268	.336	.253	1.00							
16. Talk Counsl.	.270	.225	.137	.177	.192	.267	.256	.552	.403	1.00						
17. Speak Tchrs.	.273	.293	.211	.232	.237	.172	.274	.346	.329	.350	1.00					
18. Sch Grades	.197	.248	.149	.246	.157	.114	.242	.075	.330	.203	.303	1.00				
19. Grad HS	.184	.218	.238	.067	.055	.054	.043	.037	.136	.081	.081	.101	1.00			
20. Homework	.037	.067	.189	.042	.001	.088	.073	.034	.054	.029	.071	-.01	.447	1.00		
21. Sch Demand	.235	.163	.276	.079	.121	.075	.001	.027	.071	.055	-.05	-.02	.260	.398	1.00	
22. Parents Sch	.010	.131	.184	.058	.196	.041	.048	.147	-.01	.018	.070	.041	.258	.368	.329	1.00
23. Tchrs Concern	.152	.178	.264	.135	.018	.099	.106	.272	.057	.117	.222	.059	.029	.016	.321	.28

HIGHLIGHTED NUMBERS= $p < .001$

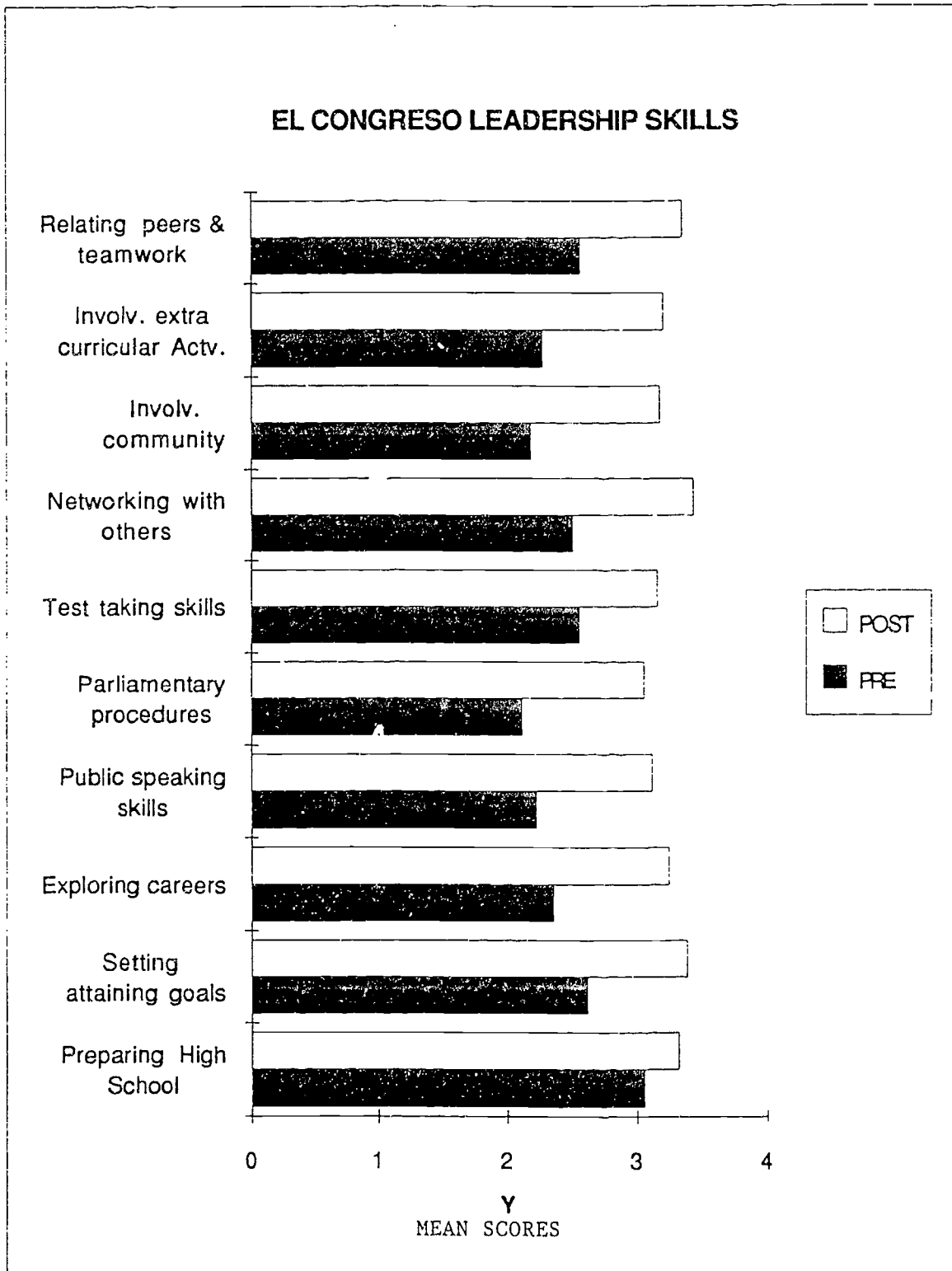
EL CONGRESO T-TEST RESULTS YEAR 2

DOMAIN

	PRE	POST	GAIN	T-TEST	SIGNIFICANCE
Preparing High School	3.06	3.32	0.26	-2.87	0.005
Setting attaining goals	2.62	3.39	0.77	-9.15	0.001
Exploring careers	2.36	3.25	0.94	-11.02	0.001
Public speaking skills	2.23	3.12	0.89	-11.56	0.001
Parliamentary procedures	2.12	3.06	0.94	-12.38	0.001
Test taking skills	2.56	3.16	0.6	-8.55	0.001
Networking with others	2.51	3.44	0.93	-12.59	0.001
Involv. community services	2.19	3.18	0.99	-12.65	0.001
Involv. extra curricular Actv.	2.28	3.21	0.93	-11.68	0.001
Relating peers & teamwork	2.57	3.35	0.78	-9.97	0.001

Y= MEAN SCORES

LEADERSHIP SKILLS GAINS (N=221)



Appendix

El Congreso Project Student Comments Attended El Congreso Conferences

Question: What have you liked the most?

The plays and the workshops.
The visits to other colleges.
Topics about higher education. Motivation about future plans.
The information that is given.
The field trips and the preparation for the future.
The speakers encouraged us to continue with our education.
The field trip and the conferences.
Meeting new people.
The camps and conferences.
The workshops.
The speeches.
The information given out.
The workshops.
The speakers.
The speakers.
The trip to Chapman University.
Everything.
The workshop I attended.
The participation of students and it is well organized.
The field trips.
The shows.
Everything.
Everything.
The information given out.
The field trips.
The plays.
Everything.
The universities
The workshops, speaker and the dances.
The conferences.
The field trips.
The workshops.
The field trips.
The play.
Everything.
The camaraderie & friendship.
The universities.

The help.
The universities.
Everything.
The universities.
The information given.
Everything.
The universities.
The workshop.
The conferences.
The universities.
The conferences.
The ideas given out.
The conferences.
The speakers and the activities.
The conferences.
The people who went to the program.
Everything.
The shows.
The activities.
The universities.
Some conferences.
The universities.
The topics talked about.
The conferences.
The conferences.
The conferences and the universities.
The conferences and the projects.
The universities.
Cuyamaca Camp.
The friendship and the organization of the project.
The conferences.
The universities.
The motivation given.
The organization of the project.
The speakers.
The information given.
The friendship of people.
The trips.
The food, the participation and the time.
The learning experience.
The activities.
The activities.
The universities and meeting new people.
The topics.
The things that they said.

The trips.
Almost everything.
The topics.
The information given.
The information given.
Everything.
The field trips and the conference.
The trips and the food.
The little room where you talk.
Everything.
The things I learned.
The motivation given.
Everything.
Everybody gets to know each other.
Sharing with other schools and the meetings.
The conferences.
The trips.

Question: What have you liked the least?

That the counselors say there going to do something
but they never do it.
The spokesmen.
Not enough time to finish projects.
That we don't get to meet everybody in the conferences.
The length of the conferences.
The communication of each other.
That most students attended the conferences.
The little room because all you do is talk.
The bus rides.
That most students attended the conferences.
When some people didn't pay attention.
All the places where we were looking.
It was too far away from home.
We had to walk allot.
The whole thing was too short.
The conferences were too far away.
Going to the universities every 3 months.
Some parts were boring.
Some people were no prepared for some activities.
That you couldn't bring anybody along for the conferences.
Some things were boring.
Everything.
The food.
Not so many students attended.

That the buses were not in time.
Everything.
Not allot of students showed up.
Not enough work.
Drama Club.
The meetings.
The food.
Walking around campus doing nothing.
The meetings.
Students got late to the meetings.
Not so many students showed up.
The fund-raisers.
That they promised us a party and we didn't get one.
That they promised us a party and we didn't get one.

Question: What would you like added to the program ?

More trips.
More young people to attend the El Congreso.
More students.
More dances and more trips.
More students.
More fun activities.
More activities.
That all students should get a chance to know each other better.
More trips.
More activities.
More support and trips.
More food.
More appointments.
New topics.
New topics.
New topics.
More field trips.
More communication between the students.
More time.
More information.
More students.
More students.
More students.
More information.
The conference longer.
More activities.
More activities.
More speakers.

More activities.
Organization.
More Speakers.
More trips.
A dance.
More students.
More student participation.
More workshops.
More conferences.
More workshops.
More meetings.
More students.
More activities.
More workshops.
More workshops.
More information.
More time.
More student communication.
More field trips.
More theater and music.
More trips.
More activities.
More trips.
More conferences and more activities.
New topics.
Dances.
More conferences.
More activities and more field trips.
More fun things.
More information.

Question: Tell us about your classes you are completing this year and the grades you are getting.

Type of courses taken by students include:

Social Studies: Study Skills; U.S. History; World Cultures; Government; Civics; World Geography; AVID,;

MATH: Business Math; Math A1 & A2, B1 & B2; Basic Algebra; Algebra; I, II; Geometry; Trigonometry

ENGLISH: ESL I,II,III; English IA, IB, I HP I, II, III; ELD 5-6; English ICC; Speech; Composition; American Literature

SCIENCE: Biology; 1-2 Physical Science; Chemistry; Earth Science; Health

Foreign Languages: Spanish IA, II, 3-4.

Average Grades received by students (N-221):

Social Studies: B
Math: B+
English: B
Science: B
Foreign Languages: A-

Tell us how El Congreso training activities have increased your self-confidence?

It helped me feel good and wanting me to further in my education.
El Congreso helped my confidence a lot.
It gave me more communication skills.
It made me think more about my future.
It taught me how to have fun.
It helped me make my decision about college.
It helped me make new friends.
It helped me work better with my peers.
El Congreso helped me like school better.
It made believe that I have potential for anything.
It has helped me present myself to other people.
Gave me better public speaking skills.
I feel more comfortable speaking in front of my peers.
It made me more socially active.
I feel more confident.
El Congreso increased my self confidence a lot.
El Congreso taught me how to talk in front of people and it taught me how to succeed in life.
It made me stronger in education.
It made me pay more attention in my classes.
I feel better about studying.
It helped me relate with others.
It taught me how to talk in front of a crowd.
It gave me a positive attitude towards education.
I learned a lot about leadership.

**Rotated Factor Matrix for the Analysis of the
Rotated Importance of 9 Variables**

Input Variable	Extracted Factors and Their Loading			
	Factor I	Factor II	Factor III	Factor IV
4. College	-.08722	.08213	.81522	.01264
5. Grades (GPA)	.00643	.08815	.02496	.95631
6. School Support	.06305	-.19398	.77506	.00030
7. Writing Skills	.77633	.15421	-.11372	.16214
8. Speaking Skills	.84412	.08742	-.04956	.00983
9. Test Taking Skills	.76749	.24299	.15821	-.18208
10. Know Grad High Sch	.15293	.77205	-.06580	.21522
11. Know to go to College	.08973	.80283	.03445	-.20684
12. High School Priority	.20156	.63894	-.09560	.12496

Factor I: Skill Development
 Factor II: Planning for School;
 Factor III: School Support
 Factor IV: School Grades

Factor Transformation Matrix

	I	II	III	IV
Factor I	.74099	.65651	-.11223	.08563
Factor II	.42619	-.31063	.81589	-.23706
Factor III	-.46428	.57322	.56719	.36628
Factor IV	.23181	-.37938	-.00528	.89572

El Congreso Conference Activities 2 YR

Conference	Date	Ratings				
		High				Low
Southwestern Community College	11/16/	5	4	4	2	1
Conference well organized		53	27	6	0	2
Information valuable		53	29	3	0	3
Time was well spent		50	29	5	1	2
N=89						
		High				Low
Golden West Community College	1/15/94	5	4	3	2	1
Conference well organized		91	28	6	0	2
Information valuable		91	30	3	0	3
Time was well spent		89	30	5	1	2
N=127						
		High				Low
UC San Diego	2/19/94	5	4	3	2	1
Conference well organized		82	30	12	1	0
Information valuable		98	19	6	2	0
Time was well spent		98	23	3	1	0
N=125						
		High				Low
Chapman College	3/12/94	5	4	3	2	1
Conference well organized		124	31	6	0	2
Information valuable		124	36	3	0	0
Time was well spent		63	96	4	0	0
N=163						
		High				Low
UC Irvine	5/14/94	5	4	3	2	1
Conference well organized		35	11	7	7	1
Information valuable		32	25	3	3	0
Time was well spent		32	20	7	3	1
N=63						
		High				Low
San Marcos State University	7/23/94	5	4	3	2	1
Conference well organized		55	28	6	0	2
Information valuable		55	30	3	0	3
Time was well spent		52	30	5	1	2
N=91						
Cuyamaca Camp N=40 *	8/1-5/ 94					
Cuyamaca Camp N=40 *	8/8-12/ 94					
Camp Wrightmore N=40 *	8/15/19 94					
Camp Lazy W N=40 *	8/22/26 94					

* Used open ended surveys: highly rated

STUDENT PLANNING MEETINGS

Ratings

Second Year 1993-1994 Participants N=1032

EI Congreso Conference Activities 2 YR

Designing Conference Training N=214

		High				Low
13-Nov-93	N=23	5	4	3	2	1
Meeting was well organized		15	6	2	0	0
Information valuable		12	8	3	0	0
Time was well spent		19	3	1	0	0

		High				Low
Dec. 12, 1993	N=70	5	4	3	2	1
Meeting was well organized		44	19	7	0	0
Information valuable		11	14	3	0	0
Time was well spent		14	11	3	0	0

		High				Low
Feb. 2, 1994	N=28	5	4	3	2	1
Meeting was well organized		8	17	3	0	0
Information valuable		11	14	3	0	0
Time was well spent		14	11	3	0	0

		High				Low
30-Apr-94	N=46	5	4	3	2	1
Meeting was well organized		28	16	2	0	0
Information valuable		0	0	0	0	0
Time was well spent		28	15	3	0	0

		High				Low
6-May-94	N=14	5	4	3	2	1
Meeting was well organized		13	1	0	0	0
Information valuable		14	0	0	0	0
Time was well spent		14	0	0	0	0

		High				Low
9-Jul-94	N=34	5	4	3	2	1
Meeting was well organized		12	16	6	0	0
Information valuable		21	6	7	0	0
Time was well spent		21	7	6	0	0
Total planning participants	N=216					

Second Year 1993-1994 Participants N=1032