DOCUMENT RESUME

ED 480 993 UD 035 881

AUTHOR	James, Donna Walker; Partee, Glenda
TITLE	No More Islands: Family Involvement in 27 School and Youth Programs.
INSTITUTION	American Youth Policy Forum, Washington, DC.
SPONS AGENCY	McKnight Foundation, Minneapolis, MN.
ISBN	ISBN-887031-79-0
PUB DATE	2003-00-00
NOTE	161p.; With assistance from Sonia Jurich. For related studies, see ED 409 462, ED 431 927, and ED 473 901.
AVAILABLE FROM	American Youth Policy Forum, 1836 Jefferson Place, N.W., Washington, DC 20036-2505 ($10). Tel: 202-775-9732; Fax: 202-775-9733; e-mail: aypf@aypf.org; Web site: http://www.aypf.org.
PUB TYPE	Reports - Evaluative (142)
EDRS PRICE	EDRS Price MF01/PC07 Plus Postage.
DESCRIPTORS	Academic Achievement; Adolescents; Disadvantaged Youth; Elementary Secondary Education; *Family Involvement; *Parent Child Relationship; *Parent Role; Professional Development; Program Development; Program Evaluation; *Youth Programs

ABSTRACT

This report asserts that given the importance of families to a variety of positive youth outcomes and the emphasis placed on family involvement in federal law, young people should not be treated as "islands" by school and youth programs, separate from the context of their families. The report is the result of an analysis of over 100 evaluations of school and youth programs published in a series of compendia on effective programs. The 27 evaluations that described family involvement in youth programs used four broad categories of approaches to family involvement: communicating with families and reinforcing program goals; designating staff to coordinate with families and professional development; designing and implementing family member-related services and activities; and expanding family member roles and relationships. The report describes barriers to successful family involvement experienced by school and youth program staff and identifies several myths that should be discarded to improve program quality by involving family members. Summaries of program evaluations are included. Three appendices offer AYPF compendia methodology, limitations, and organizations with additional information on family involvement. (Contains 46 bibliographic references.) (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 480 993

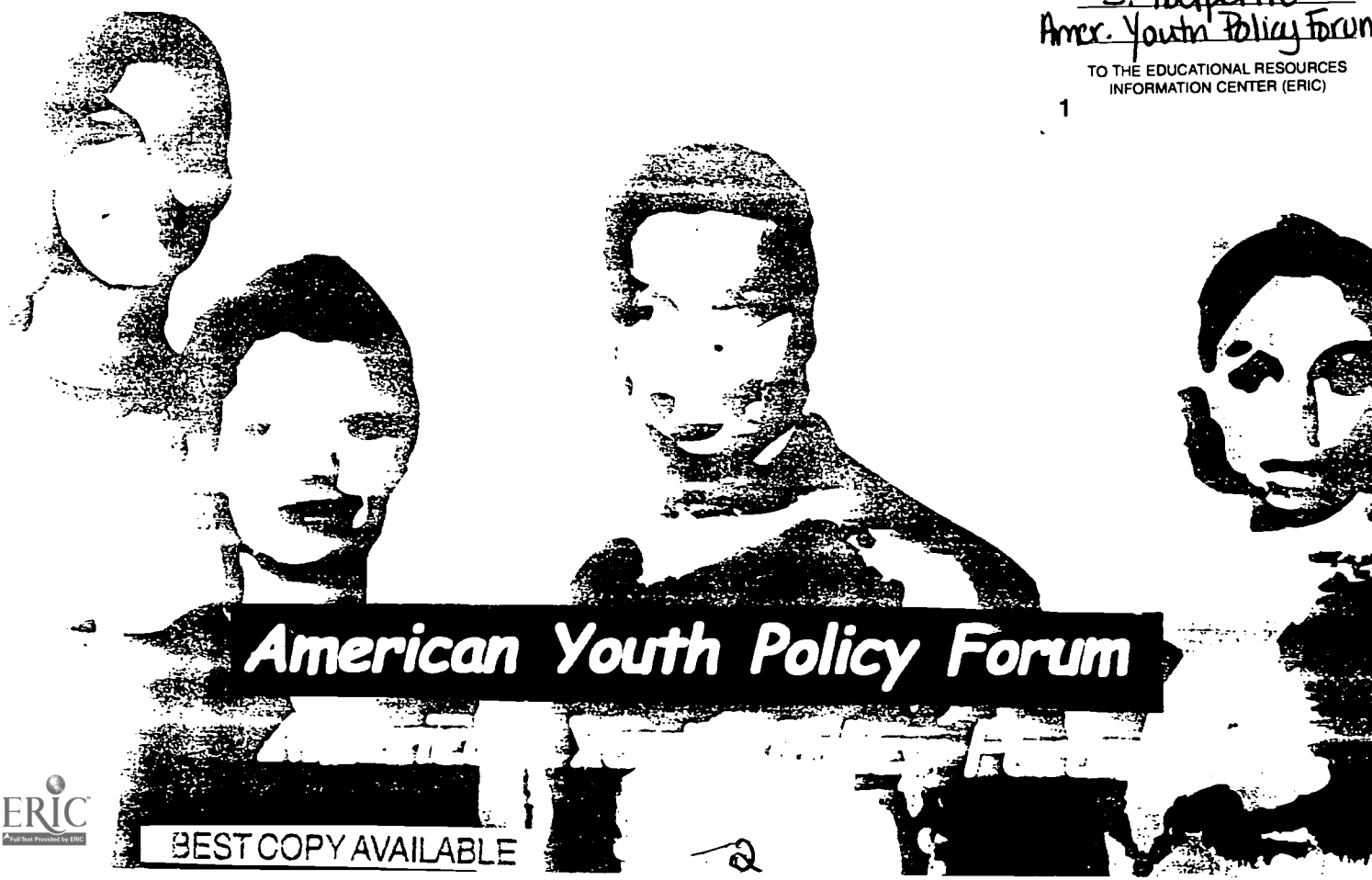
No More Islands:

Family Involvement in 27 School and Youth Programs

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
S. Halperin
Amer. Youth Policy Forum
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Donna Walker James
Glenda Partee



American Youth Policy Forum

UD 035 881

BEST COPY AVAILABLE

AMERICAN YOUTH POLICY FORUM

The **American Youth Policy Forum** (AYPF) is a nonprofit professional development organization based in Washington, DC. Our mission is to bridge policy, practice and research by providing nonpartisan learning opportunities for professionals working on youth policy issues at the national, state and local levels.

Our goal is to enable policymakers and their aides to be more effective in their professional duties and of greater service—to Congress, the Executive Branch, state legislatures, governors and national organizations—in the development, enactment, and implementation of sound policies affecting our nation's young people. We believe that knowing more about youth issues—both intellectually and experientially—will help these busy professionals to formulate better policies and perform their jobs more effectively. AYPF does not lobby or take positions on pending legislation. Rather, we work to develop better communication, greater understanding and enhanced trust among these professionals, and to create a climate that will result in constructive action for the benefit of the nation's young people and their families and communities.

Each year, AYPF conducts 35 to 45 learning events (forums, discussion groups and field trips) and develops policy reports disseminated nationally. For more information about these activities and other publications, visit our website at www.aypf.org.

AYPF events and policy reports are made possible by the support of a consortium of philanthropic foundations: Carnegie Corporation of New York, Ford Foundation, Ford Motor Company Fund, Bill and Melinda Gates Foundation, General Electric Fund, William T. Grant Foundation, George Gund Foundation, W.K. Kellogg Foundation, KnowledgeWorks Foundation, McKnight Foundation, Charles S. Mott Foundation, Surdna Foundation, and others.

The views reflected in this publication are those of the authors and do not necessarily reflect the views of the funders.

Additional copies of this report may be ordered for $10.00 prepaid, including postage and handling in the contiguous United States. Order from:

American Youth Policy Forum
1836 Jefferson Place, NW, Washington, DC 20036-2505
Phone: 202-775-9731; Fax: 202-775-9733
E-Mail: aypf@aypf.org; Web Site: www.aypf.org

This publication is copyrighted, but may be quoted without permission providing the source is identified as: American Youth Policy Forum. *No More Islands: Family Involvement in 27 School and Youth Programs.* Washington, DC, 2003. ISBN: #887031-79-0. Reproduction of any portion of this report for commercial sale is prohibited.

THIS REPORT WAS SUPPORTED BY THE MCKNIGHT FOUNDATION.

ERIC

NO MORE ISLANDS:

Family Involvement in 27 School and Youth Programs

American Youth Policy Forum

ERIC

Acknowledgements

This report is supported by the McKnight Foundation. AYPF acknowledges several people for assisting in the creation of this publication. This report was written by Donna Walker James and Glenda Partee. Significant assistance was provided by Sonia Jurich, previously a consultant to AYPF and now a Research Associate at RMC, Inc. and a consultant to the Inter-American Development Bank. Among those kind enough to review portions of this report were: Martin Blank, Director for School, Family Connections and staff director for the Coalition for Community Schools, Institute for Educational Leadership; Joy Dryfoos, author; Anne T. Henderson, Senior Consultant, Institute for Education and Social Policy, New York University; and Richard Mendel, journalist. Oliver Moles, Institute of Education Sciences, U.S. Department of Education shared information on federal strategies to improve family involvement. Colleagues at the American Youth Policy Forum—Betsy Brand, Samuel Halperin, Ming Trammel, Nancy Martin and Tracy Schmidt—also reviewed, edited and provided helpful advice on the report. Diana McLaughlin assisted in editing this report. Rafael Chargel designed the cover and formatted the report. The views reflected in this publication are those of AYPF alone.

ERIC

Contents

Executive Summary v
Preface 1
Section I 3
Introduction 5
Analysis 16
Outcomes of Family Involvement 31
Observations, Myths and Looking into the Future 33
Recommendations 40
Section II: Evaluation Summaries 43
ABACUS: New York City 45
Abecedarian Program 47
Advancement Via Individual Determination (AVID) 51
Alaska Onward to Excellence & Alaska Rural Systemic Initiative 55
Beacons: New York City 60
Boys and Girls Clubs of America 63
Calvert 67
Chapel Hill — Carrboro City Schools 71
Child-Parent Center 74
Community Schools: New York City 78
Equity 2000 81
¡Español Aumentativo!: Houston, TX 85
4 - H: Kansas City, MO 88
Girls, Inc. 91
Head Start and African American Children 94
Head Start and Latino Children 97
High School Puente 100
High Schools That Work 104
High/Scope Perry Preschool 108
Home Visitation By Nurses 111
I Have A Dream 116
KIPP Academies 119
Multisystemic Therapy 123
Project GRAD 127
Project PRISM: New York City 131
Sacramento START 134
Success for All 137
Success for All/Exito para Todos 140
Union City School District: New Jersey 142
Appendix I: AYPF Compendia Methodology 145
Appendix II: Limitations 146
Appendix III: Organizations with Additional Information on Family Involvement 147
Bibliography 150

EXECUTIVE SUMMARY

In *No More Islands: Family Involvement in 27 School and Youth Programs,* the American Youth Policy Forum (AYPF) asserts that young people should not be treated as "islands" by school and youth programs, separate from the context of their families and neighborhoods. AYPF finds that too often youth are treated as separate entities by education and youth-serving practitioners, while program strategies devised to serve their clients often read like a litany of family-based solutions. In its compendia of summaries of evaluations of effective youth programs, AYPF identifies many of these effective, family-like, strategies: include caring adults, create small close-knit environments, articulate high expectations and provide long-term support.

No More Islands uses an established body of research, over 100 summaries of evaluations published by AYPF over a six-year period, to demonstrate the amount and type of family involvement used in school and youth programs across the nation. To be summarized in the AYPF compendia, each evaluation had to meet a set of criteria including showing positive youth outcomes on such measures as academic achievement, employment, earnings and reductions in risky behavior. While there is extensive research indicating the efficacy of family involvement and detailing family involvement strategies, the pool of school and youth programs in the compendia are not widely known for their family involvement approaches. It is precisely this lack of attention that convinced AYPF to examine further the family involvement approaches used by these research-proven programs:

- ***ABACUS(Academic Bilingual and Career Upgrading System)***—New York, NY
- ***Abecedarian Program***—Chapel Hill, NC
- ***Advancement Via Individual Determination (AVID)***—nationwide
- ***Alaska Onward to Excellence (AOTE) & Alaska Rural Systemic Initiative (ARKSI)***—AK
- ***Beacons***—nationwide
- ***Boys and Girls Clubs of America***—nationwide
- ***Calvert***—Baltimore, MD
- ***Chapel Hill-Carrboro City Schools***—NC
- ***Child-Parent Center***—Chicago, IL
- ***Community Schools***—nationwide
- ***Equity 2000***—CA, MD, RI, TN and TX
- ***¡Español Aumentativo!***—Houston, TX
- ***4-H***—nationwide
- ***Girls, Inc.***—nationwide
- ***Head Start***—nationwide
- ***High School Puente***—CA
- ***High Schools That Work***—in 36 states
- ***High Scope/Perry Preschool***—Ypsilanti, MI
- ***The Home Visitation by Nurses project***—Elmira, NY and Memphis, TN
- ***I Have a Dream***—nationwide
- ***KIPP Academies***—Houston, TX and Bronx, NY
- ***Multisystemic Therapy***—SC, TN and MO
- ***Project GRAD***—CA, GA, NJ, OH and TN
- ***Project PRISM*** *(Pre-Engineering Instruction/ Science and Mathematics)*—New York, NY
- ***Sacramento START***—Sacramento, CA
- ***Success for All***—nationwide
- ***The Union City***—New Jersey—School District

No More Islands combed the evaluation summaries, original evaluations, and survey results related to each of these programs for information regarding the type and efficacy of parent involvement strategies used. This analysis yielded four broad categories of approaches used by the programs:

- **Communicating with Families and Reinforcing Program Goals**—includes methods programs use to express goals and objectives, recruit families to a common goal, ensure family member concurrence with program goals and objectives, establish expectations for levels of participation, and maintain close relationships. Mechanisms for communications often include special resources to help educate and expand knowledge about a particular program emphasis or strategy.

- **Staffing and Professional Development**—refers to a range of individuals with exclusive responsibility for some aspect of family relations. They may be program staff, such as home-school

teachers/liaisons, home-visitors, caseworkers, and/or community school coordinators, who function as partners to school principals in running full-service community schools. Also includes professional development strategies, primarily approaches to establish relationships with diverse families.

- **Designing and Implementing Family Member-Related Services and Activities**—describes activities programs offer to support and improve the skills of families and strategies used to implement those activities, including home visits/home-based services provided away from the program site, and assessments used to determine the most effective ways to design and implement programs based on the resources and needs of students and families.

- **Family Member Roles and Relationships**—includes family roles in advisory capacities, program operations, and advocacy; also broader community roles (in which families play a part) in providing stable leadership for particular reforms and program sustainability, and helping to extend program capacity, visibility and resources.

Many of the programs in the AYPF compendia are known for their use of the increasingly popular "youth development" approach to youth services which focuses positive attention on youth—dwelling on their assets rather than deficits and viewing the whole young person as a resource to programs. It was thus surprising that more of these programs did not employ a similar approach regarding the family members of young people. Most of the 100 compendia programs reviewed did not discuss families at all (73%). Too often, a reluctance to truly embrace families and the resources they bring to the child's formal and informal learning environment stems from a sense that families may represent "problems" either to the initiative or to the child. To the extent that family members may have limited education, different cultural and parenting styles, or lack knowledge of a program's goals, families can be perceived as threatening entities, introducing further challenges to the program or institution.

The 27 programs discussed in *No More Islands* have overcome some of the hesitation to involving families. Several of these programs conducted assessment of both needs and assets of family members to determine which services could be provided and how families could be involved as resources. Several of the programs also gave family members specific roles and responsibilities and invited family members to participate in determining the types of services to be received both by their children and by the families.

No More Islands describes some of the barriers to successful family involvement experienced by school and youth program staff. Additionally, the report identifies several myths that should be discarded to improve program quality by involving family members:

- **Myth #1: "Youth Should Be the Sole Focus of Intervention."**

  Many youth programs are described as working only with young people and not with their families or communities. This likely reflects both program philosophy and the training of teachers and youth workers that focuses almost exclusively on the young person, without a complementary focus on the home or adult family members.

- **Myth #2: "There is No Need to Involve the Families of Adolescents."**

  There is a perception by some teachers and program staff members that it is not worthwhile involving families of adolescents, because of conjectures that families are less important in the lives of adolescents and because adolescents do not want their families around them and their friends. Research, however, documents the enduring importance of families throughout the development of the young person.

- **Myth #3: "The Success of Family Involvement Can Only Be Gauged Through the Physical Presence of Family Members at Schools or Youth Programs."**

  There is a perception that to be involved with a school or a youth program, the family member must be physically present at the school, the youth center or at meetings. Many school and youth programs seem to determine their effectiveness with family involvement by the

number of individuals in attendance at school or program functions and not by the quality of the family participation. Teachers and program staff must understand that successful youth outcomes may be as contingent on the family member's involvement *with the young person* as the family member's involvement with the program. Rather than giving up on family involvement, teachers and program staff need to find out more about families, their availability and other duties and seek to develop flexible and creative approaches for capturing their involvement.

- **Myth #4: "'Parent Tracking' is Okay."**

  A perception too often exists that it is alright for schools and programs that serve large numbers of low-income children and youth and, by extension, their low-income parents, to adopt problem-based approaches because these children and families "likely have problems that need to be fixed." Often, practitioners decide on family involvement activities and develop a family curriculum "track" without a needs assessment. Conversely, there is a myth that parents at higher socioeconomic levels do not need family-related activities because they "have it all figured out."

- **Myth #5: "Families Have Nothing to Offer."**

  Some school and youth program staff feel that given the host of problems that some family members may experience, they do not have the time, energy or expertise to contribute to school functions. Many schools are more interested in teaching "parenting" skills than in learning the insights that parents can contribute about their children.

- **Myth #6: "Involving Families Means Involving Mothers."**

  The definition of family in this report is broader than just biological parents and can include guardians, grandparents, aunts, uncles, foster parents, or others who play significant roles in the lives of children and youth in a particular program. Special efforts should also be made to involve fathers. Organizations like the National Fatherhood Initiative can be helpful in providing information on why fathers are so important to children and how fathers can be included in family involvement activities.

Finally, citing both educational research on family collaboration and family collaboration mandated by federal law, ***No More Islands*** challenges all school and youth programs to more fully, meaningfully and collaboratively involve families. Policymakers are also asked to increase research on the extent, type and efficacy of family involvement. Several recommendations also derive from strategies used by the programs. Specifically, ***No More Islands*** recommends the following:

To increase positive youth outcomes, policymakers should:

- Advocate for family involvement in those programs that do not currently involve families.
- Enhance the collaborative and asset-acknowledging nature of family involvement where it already exists.
- Encourage schools and youth programs to conduct assessments of family assets and needs and work collaboratively with families to address those needs most related to the achievement of young people and most desired by families.
- Fund research on the relationship between family involvement and youth outcomes: in particular, study the effectiveness of (1) collaborative involvement and (2) initiatives such as Community Schools and Beacons with multiple means of engaging families and multiple potential outcomes.
- Encourage families to increase their advocacy for meaningful and collaborative involvement in schools and youth programs, particularly when their children are in their adolescent years.
- Encourage family and community member involvement in district-, city- or state-wide advocacy and in creating groundswells for broader reforms.

- Support the use of technology to improve communications between family members and teachers, school administrators, other parents.

To increase positive youth outcomes, school and youth program practitioners should:

- Establish clear and consistent messages for families that they are welcome in schools and youth programs and about their responsibilities regarding their child's education. Work with families to establish appropriate tools and curricula to enhance family involvement strategies.

- Maintain open, two-way communications between schools/youth programs designed to establish and maintain positive relations.

- Diversify communication strategies, including the time and place of meetings and the means of communication (meetings, e-mail, home visits), assessing the relative benefits of the various forms of communication.

- Involve families closely with important phases of their child's education, from daily updates, to monthly report cards, to one-on-one conferences at critical transition points, like entering high school.

- Make family-liaison work a dedicated staff responsibility, not an add-on, over and above other central responsibilities. Also, ensure all staff members are knowledgeable about ways of enhancing family and community involvement, and using their assets to enhance program goals.

- Collaboratively assess the variety of assets that family members can offer to their children and to schools and youth programs to benefit all children involved. Share power with family members by allowing them to participate in program assessment, design, implementation, and even leadership positions.

- Conduct a well-designed and carefully implemented needs assessment to tailor programs to family needs and eliminate the risk of diverting funds to unnecessary and duplicative services or basing services on assumptions or stereotypical views of what families may need.

- If warranted to reach program goals, e.g. academic achievement goals, and if the budget allows, provide a range of services to family members that may increase the supports available to children and youth, ensure healthier home and family environments, and increase opportunities for co-learning experiences among children and families.

- Assess the purpose and value of home visits. If undertaken, home visits should have the goal of developing a partnership with families and of seeking mutually beneficial outcomes for the child/youth and the family. Unless undertaken with respect and sensitivity, visits used for evaluative purposes can be seen by families as intrusive and demeaning, particularly if some families are visited and others are not.

- Be respectful of appropriate family roles and work with families to make family and staff roles complementary and reinforcing, rather than adversarial.

- Ensure that family involvement in decision making is genuine and meaningful, and that family assets are recognized and put to use to maximize benefits to the youth and the program. It is important that a true partnership exists and that family members not become "acculturated" to protecting the school or program's interest rather than the participants' interests when conflicts arise.

PREFACE

No More Islands: Family Involvement in 27 School and Youth Programs builds on the American Youth Policy Forum's (AYPF) continuing commitment to provide guidance to the field of youth policy and practice by identifying research-proven, effective practices affecting youth and disseminating these findings in useful formats. Our four compendia of evaluations of effective youth programs—*Some Things DO Make a Difference for Youth, MORE Things That DO Make a Difference for Youth, Raising Academic Achievement* and *Raising Minority Academic Achievement*—are useful references, providing succinct program information detailing youth populations served, major components and strategies, evidence of effectiveness and contact information.

This compendium on family involvement in youth programs reviewed the evaluation summaries included in the previous compendia volumes to find out what they could tell about the type, extent and effect on youth outcomes of family involvement. As can be seen from the evaluation summaries included in Section II of this report, although family involvement was clearly one of the often-mentioned strategies leading to program success, only limited information on family involvement was included in the summaries. We felt it would be useful to the field to revisit those summaries and the individual evaluations and develop a more detailed view of how these programs involved the families of their young participants.

Why focus on family involvement strategies?

Of the range of strategies illustrated in the compendia programs—such as creative forms of learning, long-term services, individualized supports, professional development, community involvement—why single out family involvement for study and analysis? A number of reasons influenced our decision, including:

- Family involvement in school and youth programs can lead to improved youth outcomes, including for adolescents.
- Collaborative and participatory family involvement is mandated by federal law governing education and job training programs.
- While numerous *family involvement programs* have been well studied, for the most part *the school and youth programs* in the compendia have not been studied through the lens of family involvement.
- The increasing recognition in public policy of the role the family plays as arbiter of choice in the selection of the appropriate academic or youth program for their children. Families are demanding and are expected to provide input into decisions about the quality and range of services provided by community and public institutions, and through their participation, to hold these institutions accountable for results.
- Much of the current research base is focused on the involvement of families of children in the early years/grades. There is a paucity of information on the value and use of family involvement in programs for youth in the upper grades and in out-of-school settings. Since much of the work of the American Youth Policy Forum is focused on adolescents and young adults (ages 14-29) and includes strategies to support the success of young people in formal and informal settings, we felt we could add value to the topic by taking a more extensive look at what we have learned through the compendia about the role of family involvement in schools, in extended learning, career-focused programs, and out-of-school settings.

What we found

From our review of over 100 distinct programs included in the four compendia, we discovered the following framing issues:

- most of the 100 program evaluations did not *mention* family involvement at all
- over a quarter of the program evaluations (27) described some family involvement, though most in a very cursory form
- some of the 27 evaluations mentioning family involvement addressed the details, extent and outcomes of family involvement
- most of the 27 evaluations revealed family related strategies that were problem-based and top-down, rather than assets-based and collaborative

The first three findings did not surprise us. While we knew there was enough family involvement in these summaries to list this program component as one of several key program features, we also knew that not all the compendia programs had strong family involvement components. Years of collecting and summarizing youth program evaluations have also taught us to expect less detailed information on program components, strategies and philosophies than we might desire. This knowledge did not deter us from wanting to share as much information on family involvement as we could find in the summaries.

It was the problem-based and top down nature of much of the family involvement that surprised us primarily because the compendia programs tend to reflect a view of youth as resources, with strengths and talents to be cultivated and built upon. They typically parallel the shift in the youth development field *away from* a deficit-based approach designed to "remedy" youth problems and "fix" young people. Therefore we had expected to find a more "mirrored" approach for the families of these young people. While the range of family involvement services and activities used by programs in this report reflect such broadly accepted family involvement strategies as teaching parenting skills and providing parents with opportunities to improve their skills and incomes, we expected a greater emphasis on family assets and more collaboration from programs steeped in a "youth as resources" philosophy. Additionally, the family involvement research community and the federal government are both focusing on the importance of collaborative and assets-focused family involvement. Given the low level of collaboration with families evidenced in this report, we spend considerable time describing research and federal law around the issue of collaboration.

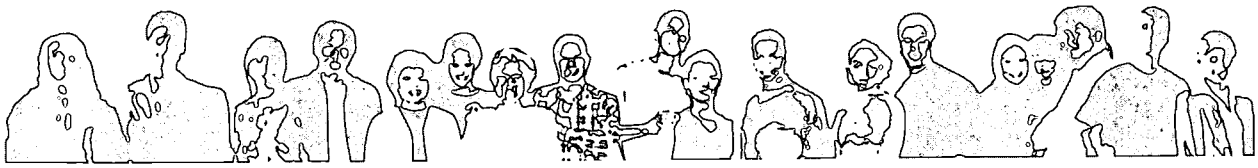
At the American Youth Policy Forum, we offer a variety of strategies to assist policymakers and practitioners to make the best decisions possible to ensure that young people are prepared to be successful and independent adults. Realizing that practices within the youth-service field are very dynamic, we challenge practitioners to incorporate research findings into policy and program design. We hope the reader will find this report useful in:

1) advocating for meaningful family involvement in programs that are not currently involving families;
2) increasing research on the type, extent and effect on youth outcomes of family involvement strategies;
3) enhancing the collaborative and asset-building nature of family involvement; and
4) encouraging families to increase their advocacy for meaningful and collaborative involvement in schools and youth programs and their participation, particularly in programs serving adolescents and young adults.

At the same time that we pose challenges to all youth programs to include more families in better ways, we acknowledge and document the important work the programs featured in this report are currently doing and use them as examples of what can be done.

Glenda Partee and Betsy Brand, Co-Directors, American Youth Policy Forum

Section I



ERIC

INTRODUCTION

Young people should not be treated as islands, separate from the context of friends and loved ones. Yet, too often, children and youth are treated as isolated entities by education and youth-serving practitioners, while program strategies devised to serve their clients often read like a litany of family-based solutions—include caring adults, create small close-knit environments, articulate high expectations and provide long-term support.

Despite the prevailing rhetoric about the importance of families and the emphasis in youth programming on holistic approaches to youth development, families, particularly those with low incomes, are often held at arm's length in schools and youth programs. Too often, this lingering reluctance to truly embrace families and the resources they bring to the child's formal and informal learning environment stems from a sense that families may represent "problems" either to the initiative or to the child. To the extent that family members may have limited education, different cultural and parenting styles, or lack knowledge of a program's goals, families can be perceived as threatening entities, introducing further challenges to the program or institution. However sometimes, though not nearly enough, family strengths (even those of families in the most distressed circumstances) are assessed and factored into the overall strategies used for school and program success.

In this time when schools and programs for youth are increasingly judged on their effectiveness in improving student success, it is important that *all* resources, including those that families bring, are channeled toward these goals. The stakes are high for youth, their schools, programs and communities. Where schools and programs are not reaching out appropriately, some families, communities, and youth themselves are demanding a move from the "island" nature of services to young people to a more inclusive approach designed to tap and build upon the valuable resources that both youth and their families can provide.

Research on family influences, on the lives of adolescents in particular, indicates that involving families can augment the efficacy of many other strategies for improving a variety of youth outcomes. *No More Islands* investigates the critical and still largely untapped role that families play in the lives of children and adolescents, especially the role families play in helping schools and youth programs improve academic achievement.

This report is organized into two sections. **Section I** includes: **Chapter 1, Introduction**, sets forth definitions; describes research on the relationship between family involvement and youth outcomes; and recommends types of family involvement and federal policies related to family involvement. **Chapter 2, Analysis**, presents the methodology of the report, a brief description of each program reviewed, the populations served and a discussion of the program strategies and components used by programs to increase family involvement. **Chapter 3, Outcomes of Family Involvement,** discusses those program evaluation results pertaining to youth outcomes. **Chapter 4, Observations, Myths, and Looking into the Future,** analyzes the strategies used by programs and discusses overall findings of the report. **Chapter 5, Recommendations,** challenges practitioners and policymakers to increase and improve family involvement strategies.

Section II includes 3-5 page summaries of each program evaluation including the citation, evidence of effectiveness, population served, key components, and contact information; and appendices including the methodology of the original compendia and organizations with additional information on family involvement.

The following definitions are used in this report:

- **Family(ies), family member(s)**—Recognizing the diversity of family structure in the U.S., the term ***family member(s)*** is used in this report in most cases where one might expect to read "parent(s)." Family or family member is used to identify ***the individual, couple or group of individuals with the main child-rearing responsibility***. Within this definition, families may be composed of biological or adoptive parents, stepparents, court-appointed guardians, foster parents, grandparents or other relatives, married and unmarried couples, and other arrangements that oversee a child's socialization.
- **Schools or school programs**—educational programs or initiatives implemented in public or private schools for grades K-12.
- **Youth programs**—primarily focused on providing activities for youth in community settings and including opportunities for informal learning, leadership development, interacting with knowledgeable and caring adults, as well as training and education for young people no longer enrolled in traditional schooling. These programs may be provided in school settings, but are typically not part of the K-12 curriculum or the regular school day.

Family Involvement in Schools and Youth Programs: Why Is It Important?

Families are potentially powerful entities, imbued with legal rights and responsibilities regarding their children, schooling and participation in youth programs. Families also wield substantial personal influence over their children. They can assist schools and youth programs to achieve their goals. Families can influence young people's achievement through one-on-one encouragement and assistance and they can advocate for larger scale improvements that affect their child and all children. Consistent family involvement may replace or help frame a more fragmented service approach with a support network that envelops the youth and accompanies them beyond the limited time they are in school or in a youth program. In this time of increased pressure for schools, youth programs, and young people themselves to show evidence of improved performance, the role of the family needs to be re-examined as well as the means to enlist families in improving achievement.

Decades of research show a clear positive relationship between family involvement with children and the success of children in schools. There are, however, a variety of viewpoints as to which family characteristics or practices are most closely related to improved youth outcomes.

A Clear Relationship between Family Involvement and Positive Youth Outcomes

In *A New Generation of Evidence: The Family is Critical to Student Achievement,* Henderson and Berla (1994) reviewed approximately 100 studies on the topic of family involvement, covering pre-school to high school programs. They concluded: (a) families are critical to students' academic success, and (b) interventions geared toward improving children's behavior or academic performance are more likely to succeed if the families are *actively* involved. They found the following benefits for students when schools support families' engagement in their children's learning at home and at school:

- higher grades and test scores,
- better attendance and more homework done,
- fewer placements in special education,
- more positive attitudes and behavior,
- higher graduation rates, and
- greater enrollment in post-secondary education.

In *Urgent Message: Families Crucial to School Reform*, Henderson and Lewis (1997) reiterate the findings of *A New Generation of Evidence* and stress that family involvement increases achievement of individual children and of schools as a whole. "It is just common sense that parents' interest in and support of their children's learning *at home* results in higher achievement at school. Equally persuasive is the research that shows when parents have many different kinds of opportunities to be involved *in the school,* their children go further in school, and the schools they attend get better results" (p. 17).

Changes Over Time in Researchers' Understanding of What Family Characteristics and Practices are Most Related to Achievement

Over time researchers have demonstrated the relationship between family involvement and positive youth outcomes in a variety of ways. Philosophically, recommendations for action based on their findings have varied. They have included (a) "saving" youth from families whose condition might negatively influence achievement, by providing an alternate environment in which young people can be nurtured; (b) "curing" the family by teaching them more about the cultural norms of the nation and the schools, by increasing their educational level, or by enhancing their workplace skills to increase their income; and (c) "engaging" the family in the process of raising achievement. It is the programs that do not involve families that have most likely taken the *saving* approach. As will be seen, the programs in this volume primarily try to *cure* families and sometimes *engage* them.

"The systems serving poor children often believe that children and families must be 'fixed' before they can learn,"
Bouie as quoted in Henderson & Lewis, 1997.

Researchers have identified the following family characteristics as related to the academic achievement of children. As each characteristic is described, a preview of the types of strategies used by programs reviewed in this report is also included. As will be seen in Chapter 2, the family involvement strategies used by programs in this report parallel the changing explanations over time of why youth do well or poorly in school. However, program strategies appear to have not fully kept up with the changing understanding of the relationship of family involvement to achievement.

- ***Socio-Economic Status***

A pivotal study in the understanding of family influence on education was conducted almost 40 years ago (Coleman, Campbell, Hobson, McPartland, Mood, Weinfeld & York, 1966). The study concluded that families had greater influence on their children's academic achievement than any school-related factor, including teacher's background and school spending. The study's implications were broad and much criticized as the relationship between a family's socioeconomic status and the success of their child in school was described. Possible implications of the study included reduced funds for public education, particularly in high poverty schools. As the argument went, why bother spending money on school reform if family background is the sole dictator of school success? Subsequent studies have tried to further clarify or refute "The Coleman Report." Coleman et al (1987) conducted further research reconfirming some of the findings.

Some of the approaches to family involvement used by programs in this report relate directly to this researched connection between SES and academic achievement. For example, programs will seek to increase family member's income and security through job training, computer skills training, home ownership and other similar classes.

BEST COPY AVAILABLE

- ***Marital or Work Status***

Grissmer, Kirby, Berends, and Williamson (1994) tried to determine what particular family characteristics were related to achievement. Their study analyzed national samples of youth aged 14 to 18 years old to estimate the influence of family and demographic factors on academic achievement. One speculation was that being a single mother or a mother who worked outside the home would negatively influence children's test scores. However, when Grissmer, et al controlled test scores for other family characteristics (such as socioeconomic status and parental education), researchers found that being raised by a single mother or a "working mother" had only a negligible effect on the child's mathematical and verbal scores on standardized tests. Muller analyzed data on about 14,000 students in the National Longitudinal Education Survey and confirmed the finding that mothers' employment outside the home had little or no effect on students' achievement (Muller, 1995).

Researchers studied the influence of parental attitudes toward school and the academic success of their children. The findings of this line of research were that the family's attitudes toward education and the emphasis they place on education are better indicators of academic success than family structure, demographics and income.

Another study showed the opposite result, that, even after controlling for differences in income, children who were born out of wedlock and either remained in a single-parent family or whose mother subsequently married had significantly poorer math and reading scores and lower levels of academic performance than children from continuously married households (Cooksey, 1997). There are fewer studies on the relationship between the fathers and their children's achievement. However, some studies indicate that father involvement contributes to a higher level of school performance among children and adolescents, higher grades, a reduction in repeating grades, and a lower chance of suspension or expulsion (Le Menestrel, n.d.).

Programs reviewed in this report did not seem to have any special consideration for working families (unless one considers one mention of a televised parent meeting and the use of e-mail, both adding convenience for any parent who finds it difficult to meet at the school) or single parents. Overtures to fathers were also not evident.

- ***Educational Level of Parents***

Over time, researchers continued the search for that specific aspect of socio-economic status that related most closely to student achievement. Parental educational level emerged as the factor with the greatest positive influence in the academic success of the child. For example, children whose mother or father had a college degree scored on average 17 percentile points higher on their tests than youth from families with similar income, ethnicity, size and structure, but whose parents had not finished high school (Grissmer et al, 1994). Analyzing data from the National Household Education Survey (NHES) of 1996, Nord (1998) found a similarly strong correlation between parents' education and children's academic achievement.

Several programs reviewed in this report attempted to raise the literacy and overall educational level of family members, including provision of English as a Second Language (ESL) and General Educational Development (GED) courses.

- ***Attitudes Towards Education***

As research on this issue continued, researchers dissatisfied with an explanation based only on parental education and the related indicator of socio-economic status suggested that, rather than the level of education itself, attitudes toward school could be the factor influencing the relationship between parental education and the academic achievement of children. They speculated that parents who progressed in their education probably had more positive school experiences, and thus a more positive attitude toward school than those parents who had negative school-

BEST COPY AVAILABLE

related experiences. Researchers began to explore this line of reasoning and studied the influence of parental attitudes toward school and the academic success of their children. The findings of this line of research were that the family's attitudes toward education and the emphasis they place on education are better indicators of academic success than family structure, demographics and income. This finding brings hope to advocates of family involvement because a family member's attitude about education and their own comfort level with a school or youth program is perhaps easier to address than changing their socio-economic status or educational level.

Muller (1993) compared families of students in public and Catholic schools and concluded that the way parents interact with their children positively influences children's academic achievement. Studying minority families, Smith and Hausafus (1997) found that families' attitudes toward science and mathematics had greater influence on children's academic performance than attending parent-teacher conferences or having books, magazines and games on science and math at home. Epstein (1995) found that children who are encouraged to work hard in school are more likely to succeed academically than children whose families do not emphasize schooling. "The assumption is that, if children feel cared for and encouraged to work hard in the role of student, they are more likely to do their best to learn to read, write, calculate and learn other skills and talents and to remain in school" (p. 702).

Similar results come from research based on attachment and resilience theories. Findings from those studies showed that family attitudes and interaction with their children were more influential than family structure, parents' education and occupational status (Ketterson & Blustein, 1997).

These research findings refuted the belief that SES, educational level, working status or single parenthood dictated the academic achievement of young people. It also began to explain the individuals who excelled academically despite economic and social barriers, like those in Gándara's 1995 study (see box). These findings convinced some practitioners to move away from simplistic economic and social explanations for low achievement and raise expectations for all young people and their families. These practitioners chose in part to work on changing the attitudes towards

The Chicanos in Higher Education *study (summarized in* Raising Minority Academic Achievement, *2001) shows the strong influence of parents on successful Chicano and Chicana students from high poverty backgrounds who went on to graduate with an MD, PhD or JD from a highly regarded American university of national stature (Gándara, 1994). Over the Ivy Walls is a more in-depth study that looks at this same group of successful students, but adds a new cohort of 20, younger, Chicana professionals to analyze changing gender expectations in Chicano communities and the larger American society (Gándara, 1995). All of the professionals interviewed in these two studies were at some point considered at risk of dropping out of school.*

Whether it took the form of providing educational materials at home or becoming an active decision maker within the child's school, parental involvement was cited by interviewees as an important component in their educational lives. Most reported the availability of some reading material in the home, and more than half reported that one of their parents was an avid reader despite a low level of formal education. Several parents held strong views on social issues, or were well-versed in history or literature and shared this love of inquiry and ideas with their children. When asked about the availability in their homes of an encyclopedia, dictionary, daily newspaper, magazine subscriptions and more than 25 books, 98 percent of the subjects had at least two of the five things. Sixty-two percent recounted how discussions of politics and world events were routine topics in their households (Gándara, 1995).

BEST COPY AVAILABLE

education of family members who might not emphasize educational achievement. Programs in this report that take this approach emphasize training in school expectations, signing contracts to support education and providing homework time. Although still more top down than collaborative, sometimes they also work together with family members to create a comfort zone for school/family relations that may get past any former negative feelings towards schooling.

The Involvement of Families of Adolescents

Family influence goes beyond helping their children get better grades at school. Families also influence students' enrollment in challenging courses, course completion and career choices, thus helping their children build a path for a successful future.

The importance of family involvement continues into adolescence. Research focusing on older students indicates that, despite some declining family involvement as the child ages, parents continue to influence their children's behavior at school and can be instrumental in decisions about careers (Catsambis, 1998; Kerka, 2000; Lankard, 1995). Findings from the National Longitudinal Study on Adolescent Health (1997) indicate that family connectedness and parental expectations toward school were associated with lower levels of risky behaviors (summarized in American Youth Policy Forum, 1999).

A study of a group of mathematically gifted girls found that early family influences, together with educational opportunities, were major factors in shaping their career choices (Montgomery, 1990). A four-year longitudinal study on career choices of youth leaving secondary education found that parents have an important role in their children's decisions about postsecondary education and careers (summarized in American Youth Policy Forum, 1997). Overall, research shows that family's attitudes toward education and careers, and the connectedness between families and youth are reflected in the youth's attitudes toward work and their choice of career (Ketterson & Blustein, 1997; Lankard, 1995; Sankey & Young, 1996; Steele & Barling, 1996).

Realizing the importance of continuing family involvement for adolescents, 15 of the 27 programs in this report foster the school/family relationship for adolescents.

What Types of Family Involvement Are Recommended?

Seeking to provide better ways of describing *how* families can be most effectively involved with schools, researchers have sought to capture the various models of family-school interaction. One of the best known descriptions of the types of family involvement was developed by Epstein (1995). She proposed a model of family-school interaction focused on six types of involvement. Each type implied different strategies, objectives and potential outcomes. The following list on page 11 summarizes Epstein's types of involvement and the basic strategies schools can implement to ensure participation at each level.

The programs in this report employed all of Epstein's Family-School Involvement Types. There was less focus on *Type 3: Volunteering* than on the other Types. Also, while *Type 6: Collaborating with Community* was used by about 60 programs out of the 100 reviewed, we chose to focus in this report only on family involvement in part because by "community," schools and youth programs in most cases referred to community based organizations, hospitals, mental health clinics, businesses and other entities rather than individual community members. We did include services offered to "all adults in the community" or "community-wide advocacy" in which individual community members, such as family members, might be included.

Families as Resources

In the research on family involvement, one type of family involvement has been identified as particularly important: *working in collaboration with families to achieve mutually acceptable*

Epstein's Framework of Six Types of Family-School Involvement

Type 1. Parenting	Help all families establish home environments to support children as students
Type 2: Communicating	Design effective forms of school-to-home and home-to-school communications about school programs and children's programs
Type 3: Volunteering	Recruit and organize parent help and support
Type 4: Learning at Home	Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning
Type 5: Decision Making	Include parents in school decisions, developing parent leaders and representatives
Type 6: Collaborating with Community	Identify and integrate resources and services from the community to strengthen school programs, family practices, student learning and development

Source: Adapted from Epstein, 1995, p. 704.

goals. One aspect of this approach is an increased recognition of families as resources to schools and youth programs, rather than as barriers to be avoided or problems to be fixed. Researchers have begun to document family strengths as well as needs.

Partnerships

Researchers have advocated a more collaborative approach to family involvement than some of the approaches more traditionally attempted. Traditional approaches have included enculturation of families to mainstream societal norms and corresponding school cultures, providing lists of rules and responsibilities for families to follow, and providing a range of educational, job training and social services to families. A focus of Epstein's work was to describe the evolution of thinking about family involvement in the decade from 1982 to 1992, during which time she noted an increasing emphasis on building partnerships with families (Epstein, 1992).

Henderson and Berla (1994) document that the stronger the *partnership* between schools and families, the higher the student achievement. In particular, children who were the farthest behind make the greatest gains in achievement when their parents were part of the school life. In *Urgent Message: Families Critical to School Reform*, Henderson and Lewis (1997) state that, "Many factors determine how well children succeed in school. Often overlooked is the large body of research that documents positive effects on student achievement when schools involve families as equal partners" (p. 17). They also present data from the Education Trust (www.edtrust.org) to show why it is important that families, especially low-income and minority families, are meaningfully involved in public education. Disparities in educational funding, academic achievement, teacher quality and other inequities, particularly in schools with concentrations of poor and minority students, demand family attention.

Family Strengths

Other researchers have focused on the correlation between a number of "family strengths" and improved student achievement. Child Trends defines family strengths as "the set of relationships

BEST COPY AVAILABLE

and processes that support and protect families and family members, especially during times of adversity and change" (p. 1). Child Trends researchers identified five measures related to positive family processes: (1) parental positive mental health; (2) household routines, (3) time use; (4) communication and praise; (5) monitoring, supervision and involvement (Moore, Chalk, Scarpa and Vandivere, 2002). They report that the majority of American families have inner strengths that have been documented in survey results—strengths that should be recognized and tapped to assist in raising student achievement.

> *"The persistent attention to indicators of doom and gloom within American families has led some observers to comment on the unbalanced depiction of troubled families—especially families of color—in the media and in social science literatures. While some American families are beset by problems, and while research suggests that these problems can lead to poor outcomes for kids, that is only part of the story. Research also suggests that many families are prospering and strong, and that many families facing challenges are doing an excellent job of raising their children and supporting each other."*
>
> Child Trends, 2002, p.6.

Youth Development and Youth as Resources

The youth programming field has increasingly recognized the value of acknowledging the assets of young people over their deficits. This represents a sea change in the philosophy that previously directed much of the field. Beginning in the early 1960s, much of public youth programming funding was directed at abating perceived youth problems such as dropping out of school, low achievement, delinquency, drug use and teen pregnancy. Additionally, one approach to youth programming, expressed by the Manpower Development and Training Act of 1962, was to focus solely on the youth, considering the youth's environment as too destructive to enable healthy development. An example of this perspective is the initial Job Corps model that removed trainees from their original communities and placed them in remote, residential settings, where they received job skills, character-building, and leadership training. The idea was that one key to eliminating negative youth behavior and helping young people turn their attention to improving their own futures, was to remove them from family, peer and neighborhood influences. While some youth programs have a long history of collaboration with families and communities, as far back as the settlement house era in the late 19th century, the influence of a problem-based approach to youth which focused on protecting youth from "negative" influences was powerful and pervasive. Undoing this focus required a major philosophical transformation.

Over the last 20 years, much of youth programming has undergone that *philosophical* transformation—from focusing on youth problems to focusing on youth assets. ***The new approach has been called "youth development": a term developed in the mid-1980's to reflect and expand on this growing trend toward a holistic, comprehensive, assets-based approach to youth programming and practice (Cahill, 1997).*** Youth development principles are currently well-defined and dominate youth programming rhetoric and even legislation. However, while there are many programs truly focused on youth assets that move away from problem-based approaches, there are many vestiges of the old philosophy still in place. Additionally, in many programs that holistically embrace the strengths and assets *young people* bring to programs—culture, language, ideas, energy, enthusiasm, special skills—families and communities are not yet recognized as highly significant parts of young people's lives, inner strengths and assets.

A few programs in this report really take this next step parallel to the family involvement research and involve family members in collaborative roles that focus on family resources, assets and strengths.

BEST COPY AVAILABLE

Federal Law Requires Family Involvement

The level of national consensus about how much families should be involved in the education, job training and other services offered to their children, based on decades of research, is clearly evident in federal legislation. Two primary pieces of legislation govern federal investments in school and youth programs: the *No Child Left Behind Act of 2001* and the *Workforce Investment Act (WIA) of 1998*. Each specifically requires collaborative forms of family involvement as described below. The type of involvement called for in these laws often goes beyond simple passive involvement efforts, such as parent education, token positions on committees or involvement in fundraising activities.

No Child Left Behind

Since the 1960s, federal education legislation has either encouraged or required family participation in schools, and offered financial support for such purposes. In 1971, the Elementary and Secondary Education Act (ESEA) required the participation of parents of Title I students (economically disadvantaged, requiring compensatory education) in parent advisory councils (PACs) at district levels. By 1978, the PACs' authority had been expanded to include the planning, implementation and evaluation of Title I projects.

The No Child Left Behind Act of 2001 (P.L. 107-334), signed January 8, 2002, amended the Elementary and Secondary Education Act (ESEA) of 1965 and expanded parental involvement. No Child Left Behind (NCLB) is based on four basic principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work.

To receive federal education funds, local educational agencies should foster parental involvement in a variety of ways, including:

- involve parents in all planning processes in a meaningful way
- provide parents a written parental involvement policy in a format and language that is understandable to them
- hold annual meetings with parents at flexible times and locations.
- conduct an annual evaluation of the effectiveness of parent involvement
- identify and address barriers to increased parental involvement (particularly for parents who are economically disadvantaged, have limited English proficiency, limited literacy, who are of any racial or ethnic minority background, or who are disabled)
- reserve some funds to increase family literacy and parenting skills
- help build parents' capacity for strong parental involvement through assistance in understanding state academic content standards and assessments
- provide materials for parents to work at home on their children's achievement
- use technology to foster parent involvement

The law also suggests *optional* opportunities for parents including:

- involving parents in the development of training for teachers
- paying expenses associated with transportation and child care to attend parent meetings
- training parents to enhance the involvement of other parents
- arranging school meetings at a variety of times, or conducting in-home conferences, with parents who are unable to attend such conferences at school

In addition, the "21st Century Schools Community Learning Centers" program authorized in Title IV, Part B, of NCLB funds after-school opportunities for children and families.

NCLB also supports parents by requiring that schools publish annual yearly progress data and other information in school profiles. Additionally, NCLB gives parents the right to remove their children from Title I schools that fail to meet state standards—beginning with the 2002-2003 school year.

Workforce Investment Act

Federal workforce-related legislation has evolved over time to include more of a role for families and young people. The Workforce Investment Act (WIA) of 1998 (P.L. 105-220) replaced the Job Training Partnership Act (JTPA) and two previous laws governing employment and training. WIA funds employment training programs for adults and youth. Service Delivery Areas across the country form Workforce Investment Boards (WIBs) to administer funding funneled through the U.S. Department of Labor. WIBs must establish Youth Councils to advise WIBs on the expenditure of funds on youth initiatives. Parents of *WIA*-eligible youth and youth themselves are two of the required Youth Council partners, along with experts in the youth development field (GAO, 2002, p. 12).

Other Laws

Legislation on the education of children with disabilities gives particular emphasis to the partnership between families and schools. As did earlier iterations of the law, the 1997 Amendments of the Individuals with Disabilities Education Act (IDEA) (P.L. 105-17) require the involvement of parents of children with disabilities in the development of their individualized education programs (IEP). When a child is found to have a disability under IDEA, an Individualized Education Program (IEP) must be developed. Participants at the meeting to develop the IEP must include the child's parents (or representatives), the child's teacher, a special education specialist and representatives of agencies that are providing services to the child. The law also requires that the parents must be notified and approve any proposed changes to the IEP. The law requires states to guarantee full due process procedures for children with disabilities and their parents with respect to matters of identification, evaluation and educational placement. Part D, Sec. 631(e) provides grants to parent organizations for the purpose of providing advocacy training and information to parents of children with disabilities and others.

Head Start is a federal pre-school program that includes a focus on family involvement in the education of their children. Created in 1965 and administered by the Department of Health and Human Services, it was expanded with the Child Education and Development Act (P.L. 101-239) and reauthorized by the Head Start Improvement Act of 1992. The program targets low-income children ages 3 to 5 and their families for the purpose of improving children's educational, health, emotional, and social development.

During the 1990s, several federal education laws emphasized the role of families in school governance, including *Goals 2000: Educate America Act (P.L. 103-227)* and the School-to-Work Opportunities Act of 1994 (P.L. 103-239). Both are no longer in existence. The Carl D. Perkins Vocational and Applied Technology Education Act, Amendments of 1998 (P.L. 105-332) also requires family involvement in planning, implementation, and monitoring of programs and partnerships. To obtain Perkins funds, states must provide parents and students with information and supports on career exploration, educational opportunities and financing.

Not There Yet

Despite detailed and explicit instructions to schools and youth programs funded by federal legislation, family involvement strategies are not as far-sighted and based on the latest research as the law requires. Surveys of parent involvement in Title I programs highlight these difficulties. For example, 78 percent of principals in schools receiving Title I funding indicated having parental advisory groups or policy councils, but only 40 percent of these boards

actually involved families in decision making about allocating funds, and only 49 percent in decision making about policies and procedures related to disciplinary actions (U.S. Congress, 1997). Similarly, the Government Accounting Office found that although 78 percent of Workforce Investment Boards under the Workforce Investment Act established Youth Councils by July 2000 consisting on average of 16-20 people and meeting an average of eight times in the first year, not all required partners were present. Parents of WIA-eligible youth had the lowest level of participation, showing up on only 71 percent of youth councils. Over half of the Youth Councils reported difficulties getting parents of WIA-eligible youth to participate. Low-income parents, in particular, encountered difficulties in receiving paid leave from work to attend meetings (GAO, 2002). Showing the gap between the legislated ideal and practice is a goal of this report. The intent is not to criticize school and youth programs that have taken many steps to involve families, but to indicate where all programs might be able to improve.

ERIC

Analysis

Report Methodology

The idea and evidence for this report grew from the findings and analysis of four compendia of the American Youth Policy Forum: ***Some Things DO Make a Difference for Youth: A Compendium of Evaluations of Youth Programs and Practices*** (1997); ***MORE Things That DO Make a Difference for Youth*** (1999); ***Raising Academic Achievement*** (2000) and ***Raising Minority Academic Achievement*** (2001). The methodology used for the original AYPF compendia is included as Appendix I.

These compendia of evaluations of effective programs represent a broad range of youth-related initiatives, including early childhood through postsecondary education, English language development, career preparation, employment and training, service-learning, voluntary youth serving organizations, rehabilitation programs for youth offenders, and teenage pregnancy prevention programs. These programs were included in the earlier compendia because of their documented results for young people (such as improved school attendance, classroom and home behavior; higher grade point averages; lower participation in risk behaviors; lower grade retention; lower demand for special education services; and increased college attendance).

Of the 100 distinct program evaluation summaries in the AYPF compendia reviewed for this report,[1] 27 mentioned family involvement among other strategies used. This purposeful sample of compendia evaluations (27%) that cited *any form* of family involvement were then reviewed and analyzed.

All elements of each program related to family involvement were listed. These factors were put into a matrix and each program was coded for which factors it included. Like factors were then consolidated into four broad categories. The *Program Strategies and Components* discussion below focuses on these four categories and provides numerous examples of programs using each one.

Each of the 27 programs had positive youth outcomes in part because of family involvement. However, since family involvement was one of multiple strategies used to achieve results, successful outcomes cannot be attributed solely to family involvement, but only to a *combination of strategies*.

Additional limitations to using the AYPF compendia for an analysis of family involvement are discussed in Appendix II. These limitations include an underestimate of the amount of family involvement used by programs, if evaluators did not include family involvement as part of their research. Evaluations also do not provide much detail on strategies that lead to program success. To augment the information in the evaluation summaries presented in Section II of this report, the original evaluations were also consulted and a survey was sent to each compendia program. The constraints of using evaluations to learn about program strategies are balanced by the knowledge that the programs analyzed in this report have all been evaluated and show positive, verifiable academic and other outcomes for young people.

THE COMPENDIA PROGRAMS

- **ABACUS** *(Academic Bilingual and Career Upgrading System)*—New York, NY—an in-school English Language Development program focused on developing students' knowledge of careers in business, law and health.

- **Abecedarian Program**—Chapel Hill, NC—a full-day, year-round pre-school program providing academic, social and physical enrichment.

- **Advancement Via Individual Determination (AVID)**—nationwide. *AVID* is a program providing well-behaved, C-average students from low-income families who will be the first in their families to go to college, with a rigorous college preparatory program.

- **Alaska Onward to Excellence (AOTE) & Alaska Rural Systemic Initiative (ARKSI)**—AK. *AOTE* was adopted by villages and school districts striving to create educational partnerships between schools and the communities they served. ARKSI integrated the indigenous knowledge system and the formal education system. The initiatives were implemented in seven rural low-income Alaskan communities comprised of 90-98% Alaska Native people.

- **Beacons**—nationwide—are community centers located in public school buildings that offer a range of services for participants of all ages, such as educational enrichment, after-school child-care, recreation, voter registration, cultural events, immigrant supports, health and mental health referrals, and substance abuse and pregnancy prevention. This study focuses on Beacon centers in New York City.

- **Boys and Girls Clubs of America**—nationwide—provide safe and caring educational and other services to school-age children. Nationally, more than 2,000 clubs serve over three million youth. The two studies summarized served nearly 5,000 youth in after-school programs at public housing sites in CA, FL, NY, OH, and TX. One study looked at the impact of clubs on illegal and criminal activities and the other was aimed at educational enhancement.

- **Calvert**—Baltimore, MD—is an affluent private elementary school educational model adapted to a low-income Baltimore, MD public elementary school.

- **Chapel Hill-Carrboro City Schools**—NC. A Blue Ribbon Task Force on the Education of African American Students, including parents, led an effort to implement comprehensive reform measures in the *Chapel Hill-Carrboro City Schools* to increase African American student achievement.

- **Child-Parent Center**—Chicago, IL—is a pre-school program providing school year and summer, half- and full-day programming for low-income, primarily African American children.

- **Community Schools**—nationwide—a model of public school combining academics with a complete range of child and family services. There are hundreds of community schools nationally. This study is based on New York City community schools in partnerships with the Children's Aid Society.

- **Equity 2000**—CA, MD, RI, TN and TX—is an educational strategy requiring Algebra I and geometry for all high school students.

- **¡Español Aumentativo!**—Houston, TX—is a one-year transitional program for "at-risk" Latino middle and high school students that focuses on Spanish literacy and English proficiency.

- **4-H**—nationwide—is the largest voluntary co-educational program in the world. Evaluation focused on a special 4-H after-school program implemented in public housing in Kansas City, MO. The program was primarily for 5 to 11-year olds, with teenage public housing residents serving as mentors.

BEST COPY AVAILABLE

- **Girls, Inc.**—nationwide—provides numerous programs and services to girls. Study focused on four programs at "Preventing Adolescent Pregnancy" demonstration sites in DE, NE, TN and TX.

- **Head Start**—nationwide—A federally-funded preschool program for economically disadvantaged children ages 3 to 5. Two summaries are included, one focused on African American children, one on Latino children.

- **High School Puente**—CA—A program to help more Latino students successfully bridge the transition from high school to four-year colleges through critical thinking and writing instruction, college counseling and mentoring.

- **High Schools That Work**—in 36 states—A high school reform effort to help states raise academic achievement levels of career-bound students through a curriculum with a sound academic core and quality vocational studies.

- **High Scope/Perry Preschool**—Ypsilanti, MI—An experimental preschool program offering educational and other activities for low-income children, known for its impressive longitudinal data.

- **The Home Visitation by Nurses project**—Elmira, NY and Memphis, TN—Nurses visit the homes of women bearing their first child. Young, single parents and/or low-income women are provided parenting and health information, encouragement to keep regular doctor's appointments, encouragement to complete education, support if they chose to go to work, and linkages to other services.

- **I Have a Dream**—nationwide—An organization providing financial, academic and social support to inner-city public school students. Wealthy individuals sponsor an entire class of sixth graders and guarantee "last dollar" scholarships for all those who graduate from high school to attend college. This study was of two programs in Chicago, IL.

- **KIPP Academies**—Houston, TX and Bronx, NY—Charter schools providing a rigorous academic curriculum to underprivileged students in grades 5-9.

- **Multisystemic Therapy**—SC, TN and MO—A community-based treatment approach to youth behavioral management that deploys trained counselors to work with very small caseloads of youth for an intensive, individualized and time-limited period. This therapeutic approach has been tested with juvenile offenders and other young people, usually those who exhibit serious antisocial behavior.

- **Project GRAD**—CA, GA, NJ, OH and TN—A school-community collaborative whose purpose is to improve the instructional quality and culture of feeder school systems (elementary and middle schools and the high schools they feed into) in inner-city areas.

- **Project PRISM** *(Pre-Engineering Instruction/ Science and Mathematics)*—New York, NY—A Chinese bilingual education program, usually lasting ten months, with objectives to improve students proficiency in English and Mandarin and to offer a math/science/pre-engineering curriculum.

- **Sacramento START**—Sacramento, CA—An after-school program providing a safe, educational learning environment for elementary school students from low-income families.

- **Success for All**—nationwide—A kindergarten through 5th grade program designed to help all students achieve and retain high reading levels. Another summary is included for **Success for All/Exito Para Todos**, the Spanish language version of *Success for All*.

- **The Union City**—New Jersey—**School District** evaluation examined two initiatives: (1) a five-year comprehensive curriculum reform and overall school improvement plan, and (2) a pilot program supplying computers to schools and at the homes of students and teachers.

BEST COPY AVAILABLE

Focus

AYPF chose a primary focus on adolescent youth for this report because (1) AYPF's organizational focus is on youth 14 to 29 years old, and (2) family involvement is less common for high school-age youth. Although adolescents are the focus, the programs reviewed include early childhood and elementary school programs whose strong parental involvement components and strong evaluations can inform programs for adolescents as well. In addition, the longitudinal results of these early childhood programs show positive outcomes for young people through adolescence and into adulthood.

Of compendia evaluations in this report:

- four targeted children in their early years—*Abecedarian*, *Child-Parent Center*, *Head Start* (two summaries), and *High Scope Perry Preschool*;
- two were in-school programs for elementary grade students—*Calvert* and *Success for All/ Exito Para Todos*;
- ten focused on adolescents in the middle and high school years—*Advancement Via Individual Determination (AVID)*, *Equity 2000*, *KIPP Academies*, *High School Puente*, *High Schools That Work*, *I Have a Dream*, and *Project GRAD*, including three focused on English Language Development—*ABACUS* (9-12 grades), *¡Español Aumentativo!* (middle- and high school students), and *Project PRISM* (9-12th grades);
- four encompassed community-wide efforts—*Alaska Onward to Excellence & Alaska Rural Systemic Initiative*, *Beacons*, *Chapel Hill-Carrboro City Schools*, and *Community Schools*;
- four were out-of-school time programs—*4-H* (five to 11 year olds, teenage mentors), *Boys and Girls Clubs of America* (school-aged children), *Girls, Inc.* (evaluation looks at programs for 9-17 year old girls), and *Sacramento START* (elementary school students); and
- three were "other" types of programs—*Multisystemic Therapy* (intensive support for troubled youth and their families), *Union City School District* (a district-wide school reform and technology infusion program) and *Home Visitation by Nurses* (registered nurses visit the homes of pregnant and parenting women).

Population

These 27 programs have potential to impact a large number of young people. While about half are smaller programs, serving from 50 to 750 (under 5,000 youth total), the other half are very large, serving from 5,000 to 500,000 each or a total of nearly one million youth. Boys and Girls Clubs, in a league of its own, reaches three million youth. These programs also reach many adults. For example, Beacons evaluators indicated that 36,000 adults participated in 40 Beacons in 1998 (Academy for Educational Development, 2002).

The compendia programs analyzed here tend to be focused on young people in low-income families, who are part of ethnic or racial minority groups, and/or who speak a language other than English at home. In 14 of the programs, 80% to 100% of children and youth were from low-income families, on free and reduced lunch or resided in public housing. Three programs enrolled 50% to 70% of children or youth in families making under $20,000 per year, on free and reduced lunch or characterized as "having low socio-economic status." Five programs operated in economically disadvantaged areas but did not specify income. Five programs did not provide neighborhood or income information.

Twenty-two of the 27 programs had a majority of participants from minority racial or ethnic groups, three did not specify participant race or ethnicity, and two involved primarily white participants. Of programs with majority minority participants: nine programs involved 65% to 100% African American participants, five programs involved 62% to 100%

Latino participants, two programs involved 90% Asian participants, one program involved 90% to 98% Alaska Native participants, and five evaluations reported African American and Latino participants as the majority.

Program Strategies and Components

The family-related strategies and components used by the programs in this report were:

- ***Communicating with Families and Reinforcing Program Goals***—includes methods programs use to express goals and objectives, recruit families to a common goal, ensure family member concurrence with program goals and objectives, establish expectations for levels of participation, and maintain close relationships. Mechanisms for communications often include special resources to help educate and expand knowledge about a particular program emphasis or strategy.

- ***Staffing and Professional Development***—refers to a range of individuals with exclusive responsibility for some aspect of family relations. They may be program staff, such as home-school teachers/liaisons, home-visitors, caseworkers, and/or community school coordinators, who function as partners to school principals in running full-service community schools. This category also includes professional development strategies, primarily approaches to establish relationships with diverse families.

- ***Designing and Implementing Family Member-Related Services and Activities***—describes activities programs offer to support and improve the skills of families and strategies used to implement those activities, including home visits/home-based services provided away from the program site, and assessments used to determine the most effective ways to design and implement programs based on the resources and needs of students and families.

- ***Family Member Roles and Relationships***—includes family roles in advisory capacities, program operations, advocacy, and leadership; also broader community roles (in which families play a part) in providing stable leadership for particular reforms, program sustainability, and extending program capacity, visibility and resources.

Following is a description of these strategies and components, with examples from the 27 profiled programs. General summaries of the program evaluations—providing brief program descriptions, findings, study methodology, and contact information—can be found in Section II of this report.

Communicating with Families and Reinforcing Program Goals

- ***Basic Communication and Information Sharing***

Many of the programs reviewed relied on a variety of basic communication methods, such as, regular telephone calls, letters, orientations and other meetings for families and students. Some programs went beyond this level to make family communications integral to the fabric of the program and the outcomes sought.

This integrated communication was particularly evident in strategies aimed at implementing city-wide reforms. Central to the *Chapel Hill-Carrboro City Schools (CHCCS)* initiative was an engaged and informed cadre of family and community members—members of a Blue Ribbon Task Force on the Education of African American Students. Comprised of 70 parents, students, teachers, administrators and university professors, the Task Force recommended multiple strategies to

assist African American students (with a later emphasis on Latino and other minority group students) in improving their academic achievement. Among the multiple strategies recommended were "Family Nights Out" to bring minority parents and school officials together. A concerted effort was made by the teachers and advisors to meet all minority parents prior to and early in the school year, either at school or in parents' homes or workplaces.

Several programs developed specific resources to ensure that families received the information needed to help their children and to advance the goals of the program. Both *Child-Parent Center (CPC)* programs and *ABACUS* created parent resource rooms as vehicles for imparting key information to families. *CPC* provided "Parent-Center Resource Rooms" at every site, designed to provide a welcoming atmosphere. Childcare was also provided. Participation in the parent centers was required and helped improve communication between family members and staff. *ABACUS* created Resource Rooms open to parents with newspapers, magazines and other material related to Spanish, Chinese and Korean traditions.

Programs used various strategies to share content information about the program and the young person with families. *High School Puente* used community involvement to provide a supportive and culturally sensitive learning environment to foster student success. *Puente* parents attended school events more than other parents and this high level of participation influenced the overall climate of the school and the participation of other parents. Most of this parent enthusiasm was attributed to the efforts of counselors who worked in creative ways to pull parents to the campus through presentations, workshops, college recruitment nights, picnics, potlucks, socials and political involvement in school issues. It was at these parent events that the most content information—such as information about financial aid or special programs—was shared. Staff members at the *Calvert* school shared frequent evaluations of student performance with families. Families also received monthly report cards and folders of student work.

AVID provided its staff with a series of sample letters to send home to family members with updates on student progress emphasizing praise for work completed, and forms to show missed work and areas needing improvement. *AVID* also used a survey to find out more about student study time at home and factors that would allow parents to attend more meetings (e.g., provision of child care). Families were also asked about their talents and how they could help in the school.

Willingness to overcome language and cultural barriers was evident in programs that held parent meetings in students' home languages (*¡Español Aumentativo*!, *High School Puente*) and provided native language newsletters (*Project PRISM, ABACUS*). *¡Español Aumentativo*! broadcast Spanish-language parent meetings on the public access cable channel so that parents who could not attend the meetings, including parents from other school districts, could receive information in Spanish on family involvement. The *Union City School District* surmounted constraints of place and more common modes of communication by creating a computer network, providing computers for the home, and offering extensive training to allow students, staff and parents to share ideas electronically.

- ***Reinforcing Program Goals***

Communication strategies that reinforce and support an environment welcoming of families are often combined with strategies specifically designed to reinforce parents' understanding of learning and other goals of the programs (e.g., improvements in reading, attendance, home-school communications, homework support, participation in program activities, career guidance, college attendance, and health and well-being). The examples below illustrate methods of formalizing relationships with families, structuring their involvement along prescribed lines, and helping to ensure that programs and families agree on the goals and outcomes of the program.

Protocols and Tools. Among activities identified were the development of protocols for adherence to rules, such as family contracts committing to support program goals or learning at home (e.g., getting students to school on time, ensuring homework time and limiting TV viewing).

A student could not be accepted into *High School Puente* unless at least one parent or guardian requested it and signed a statement agreeing to support the student in a variety of ways, including attending parent meetings and events. To be admitted to *The Knowledge is Power Program (KIPP)*, students and their parents or guardians were also required to sign a contract. Parents promised to ensure their child's punctuality, adherence to the dress code, and participation in afternoon, weekend and summer programs; inform the school of anticipated absences; read all papers sent home; and help with two to three hours of homework each evening. Parents also agreed to allow children to call *KIPP* staff members (at a number accessible 24-hours a day) if they needed help on assignments (Carter, 2000). At *Project GRAD*, parents and students were asked to commit to the expectations of the program by signing a "Scholarship Contract." Parents, students and teachers met and reviewed the status of each student every year to ensure that the expectations of the contract were met (Project GRAD, 2000, p. 4).

AVID also used a contract that parents or guardians were expected to sign to show their commitment in assisting their children with the *AVID* course requirements. The contract stressed that *AVID* is for the student who is willing to work hard to meet college entrance requirements. Family members also signed a contract committing to attend parent meetings and reinforce and support *AVID* requirements.

Curricula for Families. Some programs provide curricula and activities for families to use in the home with their children. *Abecedarian* provided students and their families with individualized curricula activities to work with their children at home on academic lessons, such as reinforcing math and reading skills learned at school. In *Exito Para Todos*, families were given strategies to use in reading to their own children.

Influencing Family Behaviors. Other programs worked to influence family behaviors and encourage expanded family involvement in a range of program components. *Child-Parent Center (CPC)* staff members encouraged families to read with their children, participate in other "home support" activities, attend parent-teacher conferences, enroll in parent education classes and attend social events organized by *CPC* staff.

Families in Academic and Career Guidance. Some programs have tried to bring families further into the guidance and advising process, understanding that adolescents need considerable help in planning their future direction and that critical decisions are made in the high school-age years. *AVID* and *High School Puente* programs informed family members about college requirements and worked with families early on to help students meet these requirements.

High Schools That Work (HSTW) intentionally involved families in planning their child's academic pathway through high school, with a focus on educational and eventual career goals. (See box.) Although families are highly influential in the schooling and career decisions of adolescents, *HSTW* was the only career-focused program in any of the compendia that articulated a role for families.

Staffing and Professional Development

- ***Dedicated Staff Person***

The programs reviewed used a variety of staff in a number of ways to implement all or specific aspects of their family involvement strategy. These individuals had different responsibilities

High Schools That Work

High Schools That Work (HSTW) is the only career-focused program in this report. Started in 1987, *HSTW* is a systemic-change initiative operated through a central intermediary organization, the Southern Regional Education Board. The initiative helps states raise the academic achievement levels of career-bound students. Schools choosing *High Schools That Work* change their curricula by eliminating the general track and providing an academic core of high-level math, science and English courses integrated with quality vocational studies. *HSTW* is implemented in over 1,100 schools and school districts in 36 states.

HSTW literature highlights that (1) students and families need to work together to develop a challenging four-year plan of study by the end of the eighth grade; (2) to raise student achievement, a strong system of guidance and advisement that involves families as well as students is essential; and (3) families can reinforce efforts to get students to work hard and meet higher achievement standards. At *HSTW* sites, math and science achievement and NAEP scores increased for students who had more counseling and guidance, including developing four-year educational plans (Bottoms, n.d.).

At an *HSTW* school in Loganville, GA a solid guidance and advisement system was implemented where parents and their children worked with a school representative in developing student course schedules and in reviewing these schedules annually. School personnel reported that the annual one-on-one conferences made a huge difference in engaging all parents in their children's learning. Staff members at Loganville High report that 100% of the school's parents participate in the conferences. Students cannot receive schedules for the coming year unless their parents attend the advisement sessions (Southern Regional Education Board, n.d.). Loganville staff offer the following advice, "Never underestimate the power of the connection between home and school. Parents want to know at least one person at the school whom they can always call. Most parents support raising standards for their children, but they need to be invited personally to join the school in its mission to get their children to meet higher standards" (Bottoms, n.d., p. 9).

and titles, such as home-school teachers/liaisons, home-visitors, social workers, counselors and caseworkers. Some were part-time, some were full-time. Some functioned as administrators, as in the case of community school coordinators, who serve as partners to school principals in running full-service community schools, overseeing the delivery of an array of supports provided by local agency partners and participating in school management. What they had in common was a job dedicated to implementing family involvement.

Following are examples of programs and how they used dedicated staff people, singly or in concert with other program staff.

Early childhood interventions as well as community-based treatment programs relied heavily on family liaisons and made these individuals integral factors in their staffing. *Child-Parent Centers* provided comprehensive educational and family support services to economically disadvantaged children from pre-school through early elementary school. Each *Child-Parent Center* site was staffed with a full-time **parent-resource teacher** and a full-time **community liaison**, someone who typically had grown up in the immediate neighborhood. The parent-resource teacher coordinated *CPC*'s family support components. The community liaison identified families in need of *CPC* services, traveled door-to-door to recruit prospective families and conducted at least one home visit per child.

In some cases, the dedicated staff person was used to provide follow-up services for children and families. The pre-school *Abecedarian* program used a **home-school resource teacher** as a liaison between the students' families and school officials for the first three years that the children

BEST COPY AVAILABLE

attended public schools. Each resource teacher served groups of 14 children and their families. The resource teacher visited classrooms every other week to consult with teachers about the students' needs.

High School Puente administrators employed a **Community Mentor Liaison** (CML) to identify appropriate mentors from the community for the students, train them and match them to students in the program. The Liaison worked with counselors to arrange for appropriate activities for students and mentors and to monitor those relationships. Mentors were urged to meet with the students' families, preferably in the family home in order to get to know more about the student. The CML also developed a relationship between the school and the community by making presentations to community members.

Multisystemic Therapy (MST) is a behavioral therapy used primarily with troubled adolescents. The intervention is a community-based treatment that focuses on the youth and their support systems—including family members, peers and schools or youth programs, rather than only on the youth. *MST* uses strategies derived from family and behavioral therapy and provides interventions and processes related to family discipline, family affective relations, peer associations and school performance. *MST* **counselors** visit young people and their families frequently at home over a period of months, with daily contacts if necessary, and are available 24 hours a day, seven days a week.

Equity 2000–established "Parent Academies" where **program counselors** helped parents understand the importance of math literacy to students' college access and success.

Programs for school-age children and youth are generally less dependent on these specific types of staff to ensure program success, but some programs, have created dedicated family support positions to implement aspects of their program and support achievement of academic goals. *¡Español Aumentativo!* hired a **full-time bi-lingual staff person** who they referred to as a "caseworker" whose role included getting to know the families of students in the programs, corresponding with them, conducting home visits, and encouraging participation in educational activities for themselves and their children. The caseworker also conducted monthly family meetings broadcast on public television that eventually were viewed all over the district.

A **"Family Support Team"** worked in each *Success for All* school, helping to make families feel more comfortable in the school and as supporters of their children's education. The Team included Title I family liaisons, the assistant principal, counselor, facilitator, and any other appropriate staff. Teams had several roles including:

- Establishing and maintaining welcoming relationships with families;
- Organizing activities for parents in the school, such as parenting skills workshops, or strategies for reading to their children;
- Intervening to solve problems as they arise, for example contacting parents whose children were frequently absent or whose children did not seem to be working up to their potential;
- Relating to the academic teachers, including receiving referrals from teachers regarding children who were not making adequate progress; and
- Encouraging and training parents to fulfill numerous volunteer roles with the schools.

- ***Professional Development Relating to Diverse Families***

Staff professional development was primarily focused on improving understanding of the heritage, language and traditions of students and their families. Little of the training focused on improving family outreach and involvement skills per se. However, through cultural capacity-building initiatives, staff members were able to see families as curriculum resources and to develop a deeper and broader understanding of students' culture,

including home life and neighborhood surroundings.

Project PRISM staff members received training in understanding cultural differences and addressing these differences. *ABACUS* staff received training in incorporating multicultural perspectives into all content area subjects. In addition, project staff encouraged families to visit the school to speak with staff, meet the families of other students, and speak to students about the cultures of their home countries. The *¡Español Aumentativo*! evaluation reported the following benefit from staff development—a "change in attitude from apathy and lack of interest towards the student[s], to higher expectations and better understanding" (Donovan & Hodson, 1995, p. 16).

A specially-trained *High School Puente* teacher focused on the interweaving of acclaimed Latino literature into the regular ninth- and tenth-grade language arts curriculum. *Puente* teachers received training in Latino literature and cultural awareness each year that they were in the program. The curriculum also included community-based folklore and assignments that incorporated family members and mentors as sources of information for research activities (Gándara, 1998).

"Community schools are an attempt to answer the concerns of policy experts, teachers and parents alike, who believe that services, especially for disadvantaged families, are too fragmented; that school achievement cannot occur if children and families are in crisis; that teachers are indeed too often asked to serve as social workers; and that parents have been left out of the educational picture,"

Coltoff as quoted in American Youth Policy Forum, 1997, p. 16.

Designing and Implementing Family Member-Related Services and Activities

Many of the programs reviewed provided a range of services and activities designed to address the needs of families. Some schools have been traditionally involved in providing services to parents, particularly low-income and foreign-born parents, and many programs are founded on the principle that young people can only be helped by assisting their families as well. This is particularly true of *Community Schools, Beacons,* and *Multisystemic Therapy* where meeting family needs is an integral part of their structure and mission.

- ***Meeting Family Needs***

A variety of services and activities designed to improve the skills of family members are grouped here under the term "meeting family needs."

Strategies for meeting family needs encompass a range of activities to support and improve the skills of families. *Parenting assistance* is among the most common form of services, specifically mentioned by ten programs. The term was loosely defined, but included information on "child rearing" (*Community Schools*), monthly group meetings to help parents understand their children's development and abilities (*High Scope/Perry Preschool*), and parenting education programs such as "Raising Readers" or "Creando Lectores," which help parents teach their children to read (*Success for All/Exito Para Todos*).

Many programs *refer* families to social, community and other services (e.g., *Beacons, ¡Español Aumentativo!, Project GRAD*). One problem with service referral is ensuring that participants follow-through on the referral. A number of programs, therefore, offered some form of *on-site services*, such as medical, dental, mental health, health and nutrition education (*Beacons, Community Schools, Home Visitation, Head Start, Project GRAD*), as well as employment-related services, (e.g., job training, placement or advice to family members). Among other offerings or services provided were: parent support groups and counseling *(Beacons);* emergency assistance and crisis intervention services *(Head Start*); character building and drug prevention curriculum (*4-H);* cell phone or toll-free numbers for 24-hour assistance from teachers

BEST COPY AVAILABLE

(KIPP); intensive therapy to intentionally change troubled home environments (*Multisystemic Therapy);* and family case management, guidance and counseling *(Project GRAD).*

Some programs focused on family needs for college information and awareness, including taking family members and students on field trips to Historically Black Colleges and Universities (*Equity 2000, Chapel Hill-Carborro City Schools, AVID*). Others involved families in events related to the ethnic heritage of a large percentage of young people in the program.

Several programs focused on improving family member skills, such as providing English as a Second Language (ESL) (*Abacus, Beacons, PRISM*), GED preparation (*Beacons, Project GRAD*), literacy (*Abacus, Beacons, Child-Parent Center*), computer skills *(Beacons, Union City School District),* and citizenship classes *(ABACUS, Project GRAD).* Others provided information on home ownership and housing assistance (*Community Schools* and *KIPP). Beacons* and *Union City School District* held multi-generational child/parent computer classes. *Girls, Inc.*, developed a workshop series to help girls and their parents learn to communicate about sexual issues.

In partnership with Communities in Schools (CIS), *Project GRAD* developed guidance, counseling, community outreach, and case-management services for families. *Project GRAD* also created "Parent Universities"—programs to provide parents with the tools required for active support of the education of their children. The "University" concept evolved from meetings of parents, teachers and administrators to develop ways of improving parental literacy and involvement. Among the tools provided were: "parent training," instruction of parents in the MOVE IT Math curriculum and GED and English as a Second Language (ESL) classes. In school year 1998-99, over 150 Parent University workshops and 80 GED and ESL classes were conducted in one of *Project GRAD's* "feeder school communities," involving over 2,500 participants. *Union City School District* also created a Parent University, primarily to teach families how to use the school's technological resources (Kwame,1999).

- ***Home Visits/Home-Based Services***

In some programs, home visitation was a major component or service for all participating families and a strategy for keeping the lines of communication open with the home. *Project PRISM* staff members made home visits to improve communication between the project and families. The *Abecedarian* resource teacher hand-delivered curriculum to family members at their homes every other week. *4-H* and *Boys and Girls Clubs* programs were sited in the communities (public housing projects) where youth resided and they hired community residents as key program staff. At *Boys and Girls Clubs* sites, parents were invited to volunteer. A key program evaluation finding for these clubs was a significant increase of parental involvement in their children's lives. In other programs, visitation was only used on an intermittent, targeted basis. The *¡Español Aumentativo*! caseworker conducted home visits with families when problems arose at school relating to their children, such as attendance, health issues or unsatisfactory classroom behavior (Donovan & Hodson, 1995). In most cases, however, home visits were ongoing and used to provide services, model educational activities, reinforce learning and program goals, and/or for program recruitment.

Modeling and Prevention Services. The *Home Visitation by Nurses* approach is designed to prevent a wide range of maternal and child health problems associated with poverty and to encourage parents to complete their education, obtain job training, reduce their reliance on welfare, and make informed decisions about finding employment and bearing additional children. Nurses who visit families emphasize self-sufficiency, education and employment for the parents to reduce family stress and dependency on nurses or social services. They also provide parent education on nutrition; health habits; regular exercise; cigarette, alcohol and drug use; the physiology of pregnancy; preparation for

Olds, Henderson, Tatelbaum, and Chamberlin (1988) and Olds (1989) conducted studies of home visitation by nurses. They found that home visitation is a useful vehicle for the delivery of prevention services, particularly because it provides a means of reaching out to parents who may distrust formal service providers or who may lack self-confidence. It helps to reach and engage those parents who are least likely to show up for office-based services and who often need services the most. By visiting at home, a caring nurse can acquire a more complete understanding of those factors in the home and family that may interfere with parents' efforts to cope with pregnancy and child care. With this knowledge, services can be more sensitive, informed and individualized to the needs of the family.

labor and delivery; newborn care; infant and child development; and use of the health care system.

Head Start staff conducted home visits and worked with parents, modeling educational activities with their children. Teacher visits were important in the success of the *High/Scope Perry Preschool* project, which also provided comprehensive services for disadvantaged young children, but was more focused on education than *Head Start*. Teachers went to the home at least once each week for 1½ hours per visit to discuss each child's educational progress with both children and their parents. During these visits, the child and parents discussed and modeled the child's activities in the classroom. Parents also attended monthly group meetings on child development where they received information on how to provide necessary cognitive, social and physical supports for their child.

KIPP teachers bridge the gap between the end of the school year and the start of classes in the fall by visiting every student's home before the start of the school year and continuing to make home visits throughout the year. They use such home visits to work with parents to get them involved in student work, teaching them the importance of checking children's homework, reading with them, and supporting their children's college aspirations.

Recruitment and Outreach. *Child Parent Center (CPC)* made home visits a part of their recruitment strategy. Each *CPC* Home-School Resource Teacher identified families in need of *CPC* services and went door-to-door to recruit prospective families. The community representative also conducted at least one home visit per enrolled child to reinforce the goals of the program, e.g., to encourage parents to read with their children, attend parent-teacher conferences, enroll in parent education classes and attend social events organized by *CPC* staff.

Project GRAD has a unique approach to home visiting. Each year, the program implements a comprehensive outreach program that includes a community-wide "Walk for Success" to recruit students and their parents. In this highly publicized event, *Project GRAD* alumni, teachers, staff, mentors, university volunteers, and community leaders visit almost every household in each high school's feeder area to raise awareness of the program. As this is now a well-known annual event, families who are not themselves making the visits expect them and greet visitors with coffee. Another purpose of the Walk for Success is to recruit applicants for the *Project GRAD* scholarship program, especially incoming high school freshmen. The scholarship program includes college scholarships of $1,000 per year for four years. During the home visits, parents are fully informed of the scholarship program, the need for students to stay in school and meet all the eligibility requirements for earning the scholarships, and the need to sign a contract agreeing to these terms. The home visits have a tremendous impact on parents by assuring them that the school system cares and that college is not just for the economically privileged few (Project GRAD, 2000).

- ***Strengths and Needs Assessments***

Strategies for designing and implementing program services and activities are often the result of assessments of family needs and strengths. Programs that provide the greatest range of family involvement activities and components tend to begin with an in-depth survey of youth, family and/or

BEST COPY AVAILABLE

community needs and strengths. Family needs may encompass:

- health—well-being, and critical family processes;
- financial—encompassing the basics of food, clothing, shelter, mortgage and employment assistance;
- educational—addressing low literacy levels, English language learning, or specialized credentials; and
- system navigation—learning more about school culture, requirements, and standards, including issues related to college.

Among strengths that schools and programs should build upon are those relating to family members' professional, parenting and community standing and knowledge. In almost all schools and youth programs, there are family members with high levels of professional knowledge of a field of study or trade, as well as skilled household managers and experts in the traditions, culture, language and knowledge of their communities. Within each family there are members with personal strengths that can be drawn upon even as program staff work to address other family needs. Assessments of family needs and strengths help programs provide the most effective and popular services and activities. Many of these efforts were not captured in the program evaluations but it appears that these efforts are routinely undertaken by programs. In response to a survey administered by AYPF to gather further information from programs, 17 programs (out of a total of 49 survey responses or 49%) indicated that they conduct a *needs assessment of youth and the community*, four conducted a *youth needs* assessment only; and six conducted a *community needs* assessment only.

Determining Needs. *Head Start* conducted a needs assessment to determine services to be provided. *Beacons* provided services according to the needs of the community, including offering a variety of classes of interest to youth's families. Staff members of *Project PRISM* conducted a needs assessment of students and their families to identify academic and social needs that affected student performance.

Project GRAD used its Walk for Success to survey families about their needs and develop activities and services to help meet those needs. As *Project GRAD* uses a combination of effective programs to deliver services, it takes full advantage of *Success for All's* Family Support Teams and the services of *Communities in Schools*—a non-profit, dropout prevention and social service program that provides guidance, counseling, community outreach, and family case-management services to at-risk children—to assess family member needs and provide services.

Building on Strengths. *Community Schools* and *Multisystemic Therapy* assess the *strengths* of young people, families, and communities. Before opening a *Community School*, an in-depth survey of youth, family characteristics, strengths and needs is developed. In *Multisystemic Therapy*, the therapy process begins with an extensive assessment of the strengths and weaknesses of the adolescent, family, peer system and school. *AVID* also surveyed families about their talents and how they could help in the program.

Alaska Onward to Excellence (AOTE) brought research-based practices to Alaska schools in a process that involved the whole community in the district and school improvement process. The process included family members, elders, other community members and students working closely with school districts. Community-wide direction and vision for school success were considered more valuable than piecemeal reform efforts and community ownership was credited with sustaining educational reforms despite frequent turnover of teachers, principals and superintendents. *AOTE* schools also enabled family and community members to be involved in school as volunteers, teacher aides, other paid workers and leadership team members.

BEST COPY AVAILABLE

Family Member Roles and Relationships

At least four of the six types of family involvement cited in Epstein's framework, described on p. 11, were discussed in the analysis of strategies, including: (1) helping families establish home environments to support young people; (2) designing effective forms of communications between the program and the home and between the home and the program; (3) recruiting and organizing families to help and support program goals and activities; and (4) providing information and ideas to families on how to support homework and other curriculum-related activities, decisions and plans.

This section identifies how the programs reviewed addressed Epstein's fifth category of family involvement: including families in decision-making and developing family leaders.[2]

- ***Family Members in Formal Roles***

Thirteen of the 27 programs studied specifically mentioned some form of family involvement on an advisory board or group with oversight responsibilities. Many of the strategies employed by these programs reflect respect for the knowledge and skills that families bring to the leadership of education and youth programs. They also showcased how the strengths of families of children of all ages, cultural backgrounds, and incomes can be successfully engaged in school, program and city-wide guidance and leadership efforts.

Family members exercised advisory roles on policy councils and committees in a range of programs. This was evident in early childhood programs (*Abecedarian* and *Head Start,* where family members also participated in administrative and managerial decisions), elementary school comprehensive school reform models *(Success for All/Exito Para Todos),* and English Language Development efforts (*ABACUS*, *¡Español Aumentativo!). Project GRAD* family members were involved in shared decision-making committees that also included principals and teachers. A decision-making committee was established at each of the *Project GRAD* feeder schools.

Family members served on curriculum committees (*High School Puente*) and helped to improve the quality of students' high school education (*AVID*). Evaluators cited *AVID's* Parents Advisory Board as "vital to the success of the program" and indicated that a key element of *AVID* was the redefinition of roles to include parents, businesses and universities in the responsibility of providing a quality high school education to students and motivating them to continue their studies in college.

The citywide reforms implemented in the *Chapel Hill-Carrboro City Schools (CHCCS)* were recommended by the Blue Ribbon Task Force on the Education of African American students comprised of 70 parents, students, teachers, administrators and university professors. *Alaska Onward to Excellence (AOTE)* leadership team members participated fully in the district's school improvement process.

In addition to participating on the parent advisory board, *High School Puente* families were involved in school restructuring, curriculum policy and decision-making. They also provided a strong "political presence" for the school in meetings with the superintendent (Opuni, pp. 121 - 122).

Involving families in leadership roles is a key element of the basic *Community Schools* philosophy. Families, youth, principals, teachers and neighborhood residents help design and implement activities that promote high educational achievement and use the community as a resource for learning. *Community Schools* aim to involve family members at all levels and as early as possible as partners in planning the community school, as volunteers or staff within the school, as members of active parents' associations and as one-to-one partners in their children's education.

4-H's after-school program illustrates how the leadership model is particularly reflective of the community it serves. All *4-H* staff members—

including the site manager and adult and teen mentors—were residents of the public housing where the program was located. Families and other community members functioned in leadership positions on the local Resident Management Council, the advisory board for operations and expansion, and on the Vision Team (composed of site residents, including teen mentors and project participants, private industry, and local, state and federal government agencies).

[1] *One hundred distinct programs are represented in the 133 program summaries in the three compendia (summarizing 199 evaluations), minus entries that are not actually programs (such as, the* Adolescent Health *survey results summarized in* MORE Things) *and 21 programs covered more than once in a compendium (e.g.,* Career Academies *and* Junior ROTC Career Academies *are both included in* MORE Things, *but are counted as only one type or program) or programs covered in more than one compendium (e.g.,* Boys and Girls Clubs of America *is featured in both* MORE Things *and* Raising Minority Academic Achievement*).*

[2] *This report does not directly address the sixth area of family involvement—collaborating with community and identifying and integrating resources and services from the community to strengthen programs, practices and student learning. This category is beyond the scope of this report and is a rich topic that should be dealt with separately.*

Outcomes of Family Involvement

As noted earlier, none of the program evaluations show a direct relationship between family involvement and youth outcomes. However, a key criterion for inclusion in the AYPF compendia was that each of the program evaluations *showed positive outcomes for young people.* These positive outcomes are attributable to a combination of strategies used by programs. For the programs included in this report, one of the strategies leading to positive youth outcomes is family involvement.

Positive outcomes for young people produced by one or more of the schools and youth programs in this report included improvements on:

- ***Test scores.*** Many programs showed gains in standardized test scores for participants, including gains on the ACT, state tests and the Stanford 9. Some examples of achievement gains measured by test scores include higher reading and math scores, fewer students scoring at the lowest quartiles on standardized tests, more students scoring at higher quartiles of standardized tests, and gains on language assessment tests, including increased pass rates.

- ***Other achievement measures.*** Among these measures were increased school attendance, decreased dropout rates, lower rate of grade retention, increases in the percentage of students performing at grade level in reading and math, improved grade point averages, higher rates of school completion, increases in meeting academic requirements, increased percentages of students passing Algebra I and geometry by the ninth and tenth grades, increased college enrollment and retention, increased college majors in math and science, and more students taking college placement tests and being admitted to colleges.

- ***Behaviors.*** Many program evaluations measured increases in positive behaviors and decreases in risky behaviors, such as improved classroom and home behavior, reduced anti-social behavior, reduced illegal activities including drug use, lower incidence of juvenile arrests, lower recidivism, less sexual activity.

- ***Long-term outcomes.*** Longitudinal studies allowed time to measure additional outcomes for young adults, such as higher monthly earnings, higher percentages of home and second car ownership, higher level of schooling completed, lower percentages needing Special Education or social services (such as welfare), and fewer juvenile or violent crime arrests.

Though the majority of the evaluations did not relate family involvement directly to youth outcomes, five of the 27 programs provided information on the impact of their family involvement efforts on:

- greater family involvement in youth-oriented activities;

- improved school climate, including better relationships between parents and teachers and between young people and their teachers;

- a greater focus on multicultural education and involvement of minority parents;

- improved child development practices; and

- general improvements to the community through better access to health care, lower hospitalization rates, and higher immunizations rates.

The *Boys and Girls Clubs of America* (*B&GCA*) evaluation revealed that the *Clubs* had positive effects on neighborhood adults as well as the young people. Adult family members were also found to be "more involved in youth-oriented activities and school programs."

As part of *Project GRAD's* services to parents, over 150 Parent University Workshops and 80 GED and ESL classes were conducted for parents in the

1998-99 school year. These activities included over 2,500 participants. In the 1999-2000 school year, in the feeder patterns associated with two elementary schools and one high school, over 1,000 Walk for Success volunteers visited over 4,500 homes resulting in 2,000 families signing scholarship contracts (Project GRAD, 2000). Two hundred parents attended *Project GRAD's* end-of-year Parent Recognition Ceremony in 1999.

¡Español Aumentativo! parents began looking at their child's school staff as partners, meeting with children's teachers and case workers to discuss matters concerning school and family and attending parent meetings regularly (Donovan & Hodson, 1995). Children began to look at their teacher as a source of friendship and trust rather than as a person to be feared. Teachers developed more respect for students. In an effort to communicate and disseminate best practices, the district school board and the Hispanic Advisory Committee used the family involvement component of *¡Español Aumentativo*! as a model for other schools to emphasize multicultural education and involve the growing number of minority parents in their activities. Through assistance offered by the caseworker to other schools and because parent meetings were broadcast on the local cable network, by the fourth year of the project, more Spanish-speaking families were participating in school activities than English-speaking families, even in schools without *¡Español Aumentativo!* Attendance at monthly parent meetings grew from 54 participants in Year One to 195 participants in Year Four.

High School Puente project staff members reported that a "ripple effect" of good feelings about the program and young people spread from the parents to their neighbors. The increased enthusiasm of students and parents changed the school climate. *Puente* parents attended parents' nights and all school events more than other parents within the same school.

In her report on *Community Schools*, Joy Dryfoos (2000) reported increased parental participation at many sites. For example, at the Bryant School—a Caring Communities site in Missouri with an intensive family intervention program—volunteer hours increased from 43 in 1996 to 2,008 in 1998. Parents who received Schools of the 21st Century services reported having improved their child development practices, were less stressed, spent less money on childcare, and missed fewer days of work. Dryfoos also reported improvements to the community at large through better access to health care, lower hospitalization rates, higher immunization rates and more access to dental care. At Broad Acres Elementary School in Montgomery County (MD), a Linkages to Learning site, access to health care was greatly increased, thus reducing the percent of families who reported no health care access for their children from 53% to 10%, and those with no insurance coverage from 38% to 10%. Benefits were also reflected in safer neighborhoods and the increased retention of children in the schools (Dryfoos, 2000). At Washington Heights Community School in New York City, student attendance at the Resource Center was high (90%) and family involvement was strong (staff said every parent visited a Resource Center at least once, and 70% used their services regularly).

Observations, Myths and Looking into the Future

Observations

This section discusses observations on family involvement overall and within each specific program strategy discussed in the *Analysis* section. Also presented here are myths that make it difficult for programs to increase and improve family involvement strategies. More hopefully, this section concludes with a look to the future.

Overall Findings

- Family involvement in school and youth programs, as part of a comprehensive strategy, leads to improved academic achievement and other positive outcomes for children and youth. This is shown through scholarly research over many decades and through the positive youth outcomes achieved by the 27 programs discussed in this report.

- Family involvement, of an intensive and meaningful variety, is required by federal law for school and youth programs receiving federal funding under No Child Left Behind, the Workforce Investment Act and other laws.

- Evaluations of school and youth programs that meet criteria that include supplying specific youth outcome data usually do not provide in-depth descriptions of program strategies, including family involvement strategies.

- These evaluations also do not directly link family involvement strategies to academic achievement and other positive outcomes, although they do show a correlation between employing several strategies including family involvement and the success of young people.

- The majority of school and youth programs do not have significant family involvement.

- Programs that do involve families use a variety of strategies that roughly correspond to Epstein's categories of family involvement and show attention to advances over time in research regarding what aspect of family involvement most affects academic achievement.

- The efficacy of collaborative family involvement that sees families as assets is a more recent research finding used by some programs, while other programs have been slower to view families as assets, even when these programs involve families.

In short, family involvement in school and youth programs is a highly effective strategy for increasing positive outcomes for young people. Yet, from the information available in evaluations, this strategy is seriously underused. Found even less frequently is meaningful and collaborative family involvement that new research suggests increases program effectiveness and which is required by law.

Findings by Program Strategies and Components

The following observations on each program strategy and component:

- praise, critique, and consider the expense of strategies;
- suggest opportunities for further collaboration; and
- indicate lessons learned that lead to *Recommendations* in the last section of the report.

Program strategies parallel advances in research regarding what aspect of family involvement most affects academic achievement

For example, programs in this report use many traditional strategies for parental involvement that:

- raise the socio-economic status of families by helping them improve their education and employment status;
- provide extra help to improve family function and establish links to critical support services;
- accommodate the needs of working family members and those of diverse language and cultural groups through home visits and other efforts to increase/improve communications between the home and the school/program;
- increase parental knowledge of the program and expectations for their children; and
- identify and create a number of ways for families to support their children's success.

Most of these strategy types address possible causes of poor academic achievement of youth as described in the 40 year history of research on family involvement—parental poverty, poor family function, working or single parents, language and cultural barriers, a lack of knowledge regarding American society, school rules and parenting itself. Two of the research findings support the more assets-focused and collaborative approaches used by some of the programs—these are findings that changes in the attitude of family members towards achievement affects youth performance more than other less malleable social and economic factors and findings regarding collaborative efforts.

Communicating with Families and Reinforcing Program Goals

Programs' communication strategies help establish a welcoming environment for families, ensure a base of families supportive of the program, build support for comprehensive reform, and help to overcome language and/or cultural barriers.

Lessons emerging from the review of communication activities and strategies to reinforce program goals include the need for program providers to:

- Establish clear and consistent messages, augmented with tools and curricula for use with families.
- Maintain open, two-way communications designed to establish and maintain positive relations.
- Diversify communication strategies in terms of languages used and the medium used (meetings, mail, telephone, e-mail).
- Involve families closely with important phases of their child's education, from daily updates, to monthly report cards, to one-on-one conferences to prepare for critical transition points, like entering high school and preparing for college admission.

It is important also that communication is open, two-way and not singularly focused on problem issues. Opportunities for creating positive relationships often center around the exchange of constructive messages when students are doing well. Some teachers call every student's family during the first week of school just to welcome them. Some schools make a point of calling or sending notes home for positive behaviors, such as coming to class on time and completing assignments.

Other programs communicate via flyers and newsletters, but have no way of knowing if these messages are received. Strategies designed to ensure active responses are more effective at engaging families, as are creative and frequent methods of communication—not just one-time orientations or perfunctory conferences. Program

BEST COPY AVAILABLE

staff members who do not diversify their communication strategy limit ways of measuring their effectiveness and maximizing opportunities for interaction with families. Programs that offer frequent opportunities for parents to gather at different times of day and at different locations, and opportunities for participation in concrete action, increase the probability of participation and involvement.

Good communications strategies (both face-to-face and distance) that show respect and display sensitivity for economic and cultural differences are important for establishing a welcoming environment for families, and for creating the necessary partnership with families to support their children's success. This is particularly critical when family and program roles overlap or when there is a major difference in the economic status and assets provided in the program intervention and those of the family. This is also important because some programs by their very nature seek to impose change in the lives of children and youth (particularly from low-income families) and oftentimes assume traditional family responsibilities. Well-crafted communication strategies are also particularly important to the success of programs that offer a close, one-on-one relationship between the youth and an adult outside of the family circle, such as a mentor.

Program staff also found it was important to report youth progress frequently to families and work with them on any academic difficulties. Enlisting families in making four-year educational plans and in selecting their child's high school courses was particularly important.

The lessons from the above program strategies only go so far. More extensive opportunities exist for improved communication with families when proactive measures using collaborative processes and the assets of families are employed. For example, communicating with families about established program rules and asking them to sign contracts, particularly as their first introduction into a school or program, may lead to better understanding of the program, but does little to open the door for real two-way communication around the goals of the program and those that the family may have for the young person. Strategies that use parents to communicate with other parents—ensuring a role for them in recruitment, program outreach, problem resolution—has benefit beyond the level of trust and affinity that may exist between parents, and may be the link to improve communications with parents representing other cultures and languages.

Staffing and Professional Development

Dedicated staff members provided bridges between home and school—helping to engage parents and coming to them in their own settings and on their own terms. These strategies were often necessary in diminishing a potential cultural or linguistic divide between families and programs. Such efforts illustrate the added value that can be derived by making family-liaison work a dedicated staff responsibility, not an add-on over and above other responsibilities. The existence of dedicated staff, however, should not take away from the need for other staff to be knowledgeable about ways of enhancing family and community involvement, and using these assets to enhance program goals.

In providing interventions to young people, there is often overlap of roles and responsibilities exercised by program staff and families. Ideally, these roles should be reinforcing or complementary. However, on occasion there can be potential conflict as these respective roles and responsibilities are played out.

Potential sources of conflict between families and mentors were described in the evaluation of *High School Puente*. Depending on how the mentor role was defined and executed, the mentors were seen by evaluators either as cooperating with parents or competing with them. Evaluators of *I Have a Dream* noted the potential conflict inherent in the program focus on low-income youth, the assumptions about their families (that they lacked the financial and social resources necessary to assist their children in succeeding in education), and funder characteristics (wealthy financiers committed to provide college tuition to students willing to stay in school and graduate).

BEST COPY AVAILABLE

For programs seeking to increase youth outcomes through greater attention to youth assets, it is important that staff members know how to relate to young people's families, communities and the broader cultural contexts of their lives—particularly if the cultural context is different from that of the staff members. While programs invested resources in dedicating staff members to work with families and the community, the primary focus of professional development activities was on developing cultural competencies. Whereas this is a critical step, little evidence was available on the specific training that staff received on other ways of working with families, such as conducting needs and assets assessments, considering family schedules in planning events, or providing concrete ways for family members to be involved in the school or youth program. In the absence of specific information on the qualifications and characteristics of program staff with responsibilities for family involvement, one can only assume that individuals recruited for the dedicated positions possessed the requisite skills. Still, the program evaluations are silent on how or whether there were efforts to build these same skills in other program staff.

In the spirit of collaboration, and being mindful of the extra costs that additional staff and staff professional development imply, schools and youth programs should also consider ways of using families as resources in helping to increase involvement of other families. Many of the nuances of cultural competency can be taught and shared by family members with staff and among families. Some programs—such as *4-H*, *Boys and Girls Clubs*, *Community Schools* and *Sacramento START*—hired community residents, often including family members, as staff and offered volunteer opportunities to family members as well.

Designing and Implementing Family Member-Related Services and Activities

Providing a range of adult services to the families of students or participants in a school or youth program is an expensive undertaking that can possibly detract from the main goal of these programs. On the other hand, providing a range of adult services can increase the supports available to children and youth, ensure healthier home and family environments, expand opportunities for co-learning experiences among children and families, and improve academic outcomes. For these reasons, the purposes, objectives, results and costs of such efforts should be clear. Most of all, schools and programs must ensure that the services provided are those really needed.

Among activities and strategies used, home visiting is probably the most expensive and time-consuming. Staff members should clearly identify the purpose and objectives of the visits to determine if this is an effective use of their time and resources, and the extent to which this activity advances program goals for clients and their families. Visits should be undertaken with the goal of developing a partnership with families and of seeking mutually beneficial outcomes for the child/youth and the family. Even if undertaken with respect and sensitivity, visits used for evaluative purposes can be seen by families as intrusive and demeaning, particularly if some families are visited and others are not.

Several programs conducted assessments of strengths and needs to determine the composition and range of services to be offered. In other cases, there is no direct evidence of assessment. Programs that do not conduct assessments prior to developing their strategies may offer services that are not needed or desired by the community (Pittman, Irby & Ferber, 2000). In addition to the added expense and possible lack of value that unneeded or unwanted services imply, families may be offered services based on assumptions or stereotypical views of what they may need. A well-designed and carefully implemented needs-assessment can help staff better tailor the program to family needs and eliminate the risk of diverting funds to unnecessary services, or duplicating services already offered.

Assessing family assets or strengths can put school/program family relationships on a positive footing. Once staff is aware of family strengths, respect for what families can offer may grow and collaboration increase.

Family Member Roles and Relationships

Though often functioning in low-income urban and rural communities, several of the programs reviewed were able to mobilize the assets of families and the community to implement and achieve beneficial outcomes for youth. Whether volunteering, serving on committees in school or performing leadership roles in the community, family members can work in partnership with program staff to improve the quality of education and services for youth. Programs should, therefore, work aggressively to mine family resources.

Programs implemented with sensitivity and care can lead to opportunities to support families so that they can better support their own children, while minimizing potential dissonance between program assets and family assets. In *I Have a Dream (Chicago)*, staff members procured necessary services for both students and families. The relationship between staff and families was long-term and generally supportive. In *I Have a Dream (DC),* the project coordinator worked closely with students and families in increasing parental involvement in, and responsibility for, children's education.

Having formal roles in school or youth programs provides family members a level of decision-making authority and potential leadership not usually achieved. One concern about family roles regards the quality of participation, particularly in areas of leadership. The programs reviewed illustrated a range of strategies to involve family members in leadership positions—not just in the program or school, but also in city-wide advocacy and in creating a groundswell for broader reforms (*CHCCS* and *AOTE*). Although there seems to be ample evidence of the presence of families on advisory boards, it is difficult to ascertain the quality and impact of this involvement, or the extent that it is truly representative of family/community interests.

It is essential that family involvement in decision making is genuine and meaningful, and that family assets are recognized and put to use to maximize benefits to the youth and the program. It is important that a true partnership exists and that participating family members not become "acculturated" to protecting the school or program's interests rather than the participants' interests and needs.

The Alaska initiatives, *Beacons*, *Chapel Hill-Carrboro City Schools (CHCCS)*, and *Community Schools* are examples of how family members can be more meaningfully involved in programs, as active participants in program design, implementation, recruiting other families and other actions. Unfortunately, the most collaborative approaches to family involvement are also the newest, and to date, have the weakest research base. For example, *Beacons* and *Community Schools* have fewer findings on student achievement than other types of programs, but data supporting the efficacy of these strategies is beginning to surface.

Myths

A number of myths that help frame relationships of families and the programs in which their children participate emerged from the review of the literature and the analysis of program strategies and approaches. Program practitioners seeking to establish more collaborative relationships with families must be willing to discard these myths.

- **Myth #1: "Youth Should Be the Sole Focus of Intervention."**

  Many youth programs are described as working only with young people and not with their families or communities. This likely reflects both program philosophy and the training of teachers and youth workers that focuses almost exclusively on the young person, without a complementary focus on the home or adult family members.

- **Myth #2: "There is No Need to Involve the Families of Adolescents."**

  There is a perception by some teachers and program staff members that it is not worthwhile involving families of adolescents, because of conjectures that families are less important in the lives of adolescents and because adolescents do not want their families around them and their friends. Research, however, documents the enduring importance of families throughout the development of the young person.

- **Myth #3: "The Success of Family Involvement Can Only Be Gauged Through the Physical Presence of Family Members at Schools or Youth Programs."**

  There is a perception that to be involved with a school or a youth program, the family member must be physically present at the school, the youth center or at meetings. Many school and youth programs seem to determine their effectiveness with family involvement by the number of individuals in attendance at school or program functions and not by the quality of the family participation. Teachers and program staff must understand that (1) families have many conflicting responsibilities and duties or may be uncomfortable with or intimidated by schools for a variety of reasons and (2) successful youth outcomes may be as contingent on the family member's involvement with the young person as the family member's involvement with the program. Rather than giving up on family involvement, teachers and programs need to find out more about families, their availability and other duties and seek to develop flexible and creative approaches for capturing their involvement. "Involvement" in this sense may mean making sure youth are punctual and ready to engage in learning and that they are supported and encouraged in their endeavors.

> *"Many people think of adolescence as a stage where there is so much peer influence that parents become both irrelevant and powerless. . . . Parents are just as important to adolescents as they are to smaller children."*[1]
>
> Adolescent Health Survey, 1998

- **Myth #4: "'Parent Tracking' is Okay."**

  A perception too often exists that it is appropriate for schools and programs that serve large numbers of low-income children and youth and, by extension, their low-income parents, to adopt problem-based approaches because these children and families "likely have problems that need to be fixed." Often, practitioners decide on family involvement activities and develop a family curriculum "track" without a needs assessment. Conversely, there is a myth that parents at higher socioeconomic levels do not need family-related activities because they "have it all figured out."

- **Myth #5: "Families Have Nothing to Offer."**

  Some school and youth program staff feel that given the host of problems that *some* family members may experience, all family members do not have the time, energy or expertise to contribute to school functions. Many schools and youth programs are more interested in teaching "parenting" skills than in learning the insights that parents can contribute about their children.

- **Myth #6: "Involving Families Means Involving Mothers."**

  The definition of family in this report is broader than just biological parents and can include guardians, grandparents, aunts, uncles, foster parents, or others who play significant roles in the lives of children and youth in a particular program. Special efforts should also be made to involve fathers. Organizations like the National Fatherhood Initiative can be helpful in providing information on why fathers are so important to children and how they can be included in family involvement activities.

BEST COPY AVAILABLE

Looking into the Future

Many communities have adopted a proactive stance in forging a key role for families in school reform and helping to break down some of the racial and cultural barriers that can work against a more balanced distribution of power between youth-serving institutions and the home. For example, the Prichard Committee represents citizens with a stake in Jefferson County, Kentucky public schools with the goals of increasing student achievement and reducing the achievement gap between African American and white students. Prichard Committee projects include efforts to organize: town forums and seminars to help parents and community members understand what children are expected to learn; Community Accountability Teams composed of parents, researchers, business people and community activists to explore school district achievement data and press for better results; and parent volunteers to observe classrooms and investigate strategies to improve student achievement (Pearson & Partee, 2001).

"Our emphasis on family strengths should not be construed as an attempt to dismiss or minimize the problems confronting some American families and children today. Rather, our goal is to balance the common emphasis on problems with a perspective that recognizes the high levels of positive attributes in many families."
(Child Trends, 2002, p. 1)

Increasingly, organizing networks such as ACORN, the Gamaliel Foundation, the Pacific Institute for Community Organizing (PICO), and the Industrial Areas Foundation (IAF) are focusing their work on improving teaching and learning in local schools. They are building support for key interventions, and establishing new and stronger relationships between schools and communities with a focus on accountability by increasing the ability of young people, parents and community residents to take part in local reform efforts and to raise essential questions about school performance forcefully and persistently (American Youth Policy Forum, 2001). These organizations and additional family involvement resources are included in Appendix III.

Increasingly many communities, teachers and program practitioners are finding that, even when faced with challenges, families can offer what many schools and youth programs struggle to provide—lifetime consistency, support, unconditional love, individualized attention, high expectations, and understanding of background, culture, traditions and language. Many family members demonstrate considerable expertise that can prove valuable to schools and youth programs.

The next section makes *Recommendations* to the field on how to expand the progress on family involvement made by the programs in this report.

BEST COPY AVAILABLE

ERIC

Recommendations

No More Islands challenges all school and youth programs to more fully, meaningfully and collaboratively involve families. Policymakers are also asked to increase research on the extent, type and efficacy of family involvement. Several recommendations also arrive from specific strategies used by the programs. Specifically ***No More Islands*** recommends that to increase positive youth outcomes:

Policymakers should

- Advocate for family involvement in those programs that do not currently involve families.
- Enhance the collaborative and asset-acknowledging nature of family involvement where it already exists.
- Encourage schools and youth programs to conduct assessments of family assets and needs, working collaboratively with families. Work with families to address those needs most related to the achievement of young people and most desired by families.
- Fund research on the relationship between family involvement and youth outcomes: in particular, study the effectiveness of (1) collaborative involvement and (2) initiatives such as Community Schools and Beacons with multiple means of engaging families and multiple potential outcomes.
- Encourage families to increase their advocacy for meaningful and collaborative involvement in schools and youth programs, particularly when their children are in their adolescent years.
- Encourage family and community member involvement in district-, city- or state-wide advocacy and in creating groundswells for broader reforms.
- Support the use of technology to improve communications between family members and teachers, school administrators, other parents.

School and youth program practitioners should

- Establish clear and consistent messages for families about the extent to which they are welcome in schools and youth programs and about their responsibilities regarding their child's education. Work with families to establish appropriate tools and curricula to enhance family involvement strategies.
- Maintain open, two-way communications between schools/youth programs designed to establish and maintain positive relations.
- Diversify communication strategies, including the time and place of meetings and the means of communication (meetings, e-mail, home visits), assessing the relative benefits of the various forms of communication.
- Involve families closely with important phases of their child's education, from daily updates, to monthly report cards, to one-on-one conferences at critical transition points, like entering high school.
- Make family-liaison work a dedicated staff responsibility, not an add-on, over and above other central responsibilities. The existence of dedicated staff, however, should not take away from the need for all staff to be knowledgeable about ways of enhancing family and community involvement, and using these assets to enhance program goals. While developing competencies working with families of diverse cultural backgrounds might be part of the goal of professional development, all staff should also be trained more generally in working collaboratively with family members.

- Collaboratively assess the variety of assets that family members can offer to their children and to schools and youth programs to benefit all children involved. Share power with family members by allowing them to participate in program assessment, design, implementation, and even leadership positions.

- Conduct a well-designed and carefully implemented needs assessment to tailor programs to family needs and eliminate the risk of diverting funds to unnecessary and duplicative services or basing services on assumptions or stereotypical views of what families may need.

- If warranted to reach program goals, e.g. academic achievement goals, and if the budget allows, provide a range of services to family members that may increase the supports available to children and youth, ensure healthier home and family environments, increase opportunities for co-learning experiences among children and families.

- Assess the purpose and value of home visits. If undertaken, home visits should have the goal of developing a partnership with families and of seeking mutually beneficial outcomes for the child/youth and the family. Unless undertaken with respect and sensitivity, visits used for evaluative purposes can be seen by families as intrusive and demeaning, particularly if some families are visited and others are not.

- Be respectful of appropriate family roles and work with families to make family and staff roles complementary and reinforcing, rather than adversarial.

- Ensure that family involvement in decision making is genuine and meaningful, and that family assets are recognized and put to use to maximize benefits to the youth and the program. It is important that a true partnership exists and that family members not become "acculturated" to protecting the school or program's interest rather than the participants' interests when conflicts arise.

ERIC

Section II

Evaluation Summaries

Family involvement information highlighted.

ABACUS: New York City

A Summary of:

The Academic Bilingual and Career Upgrading System (Project ABACUS): Final Evaluation Report, 1993-94

Office of Educational Research, New York City Board of Education (New York, NY)

Focus

- Early Childhood
- Primary School
- ✓ Middle School
- ✓ Secondary School
- ✓ English Lang. Dev.
- Extended Learning

Overview

New York City has a variety of bilingual education programs aimed at helping its large student population with limited English proficiency (LEP). The programs are funded under Title VII of the Elementary and Secondary Education Act and are evaluated by the New York City Board of Education. Evaluated during the School Year 1993-94, the Academic Bilingual and Career Upgrading System (Project ABACUS) offers pre-vocational training in careers related to business, law, or health to LEP students.

POPULATION

During School Year 1993-94, ABACUS served 416 students from grades 9 through 12. Of these students, 44 percent spoke Cantonese, 17 percent Korean, 16 percent Mandarin, 15 percent Spanish and eight percent spoke a variety of other languages. Fifty-four percent were male and 96 percent came from low-income families. To be eligible for the program, students had to score at or below the 40th percentile in the Language Assessment Battery test.

Evidence of Effectiveness

Students were assessed before entering the program and their progress was monitored throughout the year. The program's outcomes were also evaluated against stated objectives. Research findings for Project ABACUS indicated that:

- of the 289 students who took the Language Assessment Battery (LAB), 53 percent showed gains with a statistically significant mean gain of 4.2 Normal Curve Equivalents (NCEs)
- 92 percent of the Spanish-speaking students and 96 percent of the Chinese students passed their native language tests
- approximately 90 percent of the students passed their courses in mathematics, science, social studies and computer science tests in the Fall semester, and over 80 percent passed the courses in the Spring semester
- the average attendance rate of Project ABACUS students was 96 percent compared to 87 percent for non-participant students in the same schools

BEST COPY AVAILABLE

Key Findings

Project ABACUS provides:

- ESL classes
- native language instruction (Chinese, Korean, and Spanish) 30 percent of the time or more
- bilingual content area subjects (social studies, sciences, and mathematics)
- vocational education in business, law, and health careers (in the available languages)
- individualized and self-directed instruction (use of Plato program-computer assisted instruction and audio-visual equipment)
- field trips to increase students' familiarity with American culture and citizenship
- special after-school programs for Gifted and Talented students

Project ABACUS staff participated in workshops related to multicultural issues, including strategies to improve parents' writing skills and self-esteem. Parents were offered afternoon and evening ESL classes, training workshops and orientation on employment and naturalization issues. Staff also encouraged parents of participating students to visit the school and meet with their children's teachers and project staff. Students remained in the program for approximately 15 months.

Contributing Factors

Individualized Planning

Project ABACUS staff assessed each student's skills at the beginning of the school year before developing an individual plan to guide each student throughout the year. Students also received individualized academic counseling and tutoring and their progress was monitored throughout the semester.

Vocational Focus

In Project ABACUS, vocational education courses are taught in the native language. Students used "MetroGuide" to find information on colleges or universities in the United States and met with resource specialists to discuss career options.

Cultural Heritage

Staff incorporated a multicultural perspective into all content area subjects. Project ABACUS schools offered Resource Rooms with newspapers, magazines, and other materials related to Spanish, Chinese and Korean traditions. Each site invited parents and community members to speak to students about their cultures.

STUDY METHODOLOGY

Researchers used pre- and post-tests to evaluate students' academic performance. The instruments used for Project ABACUS were the Language Assessment Battery test (LAB) and the ELE, a standardized instrument prepared by New York City educators who are native Spanish-speakers. On-site visits and telephone interviews were used to gather qualitative data on the project's implementation.

EVALUATION FUNDING

New York City Board of Education.

GEOGRAPHIC AREAS

Located in New York City, ABACUS operates in Franklin D. Roosevelt and New Utrecht Schools in Brooklyn and William C. Bryant High School in Queens.

CONTACT INFORMATION

Research Contact

New York City Board of Education
Division of Assessment and Accountability
110 Livingston Street
Brooklyn, NY 11201
(718) 935-3777, Fax (718) 935-5268
www.nycenet.edu

BEST COPY AVAILABLE

Abecedarian Program

A Summary of:

"The Development of Cognitive and Academic Abilities: Growth Curves from an Early Childhood Educational Experiment" (2001) *Developmental Psychology* 37(2) 231-242. By Frances A. Campbell, Elizabeth P. Pungello, Shari Miller-Johnson, Margaret Burchinal, and Craig T. Ramey.

"Early Intervention and Mediating Processes in Cognitive Performance of Children of Low-Income African American Families" (October 1997) *Child Development* 68(5): 935-954. By Margaret R. Burchinal, Frances A. Campbell, Donna M. Bryant, Barbara H. Wasik, and Craig T. Ramey.

"Cognitive and School Outcomes for High-Risk African American Students at Middle Adolescence: Positive Effects of Early Intervention" (Winter 1995) *American Educational Research Journal* 32(4): 743-772. By Frances A. Campbell and Craig T. Ramey.

Focus

- ✓ Early Childhood
- ✓ Primary School
- Middle School
- Secondary School
- English Lang. Dev.
- Extended Learning

Overview

Begun in 1972, the Abecedarian program was an experimental pre-school program serving the children of low-income, African American families in Chapel Hill, North Carolina. The full-day, year-round program served the children from their infancy until the age of five. The program provided free diapers, food, and transportation as well as academic, physical, and social enrichment activities. As children entered kindergarten, the program further divided the control and treatment groups, providing "school-age support" to half of each group, so evaluators could determine the different effects of pre-school and primary school interventions. The "school-age support" was provided by a Home-School Resource Teacher from the program who served as a liaison between the students' families and school officials for the first three years that the children attended public schools. Abecedarian staff also provided parents with individualized curriculum packets to help them work with their children at home on academic lessons. The experimental program ended by design in the mid-1980s in order for researchers to track the

POPULATION

At the outset of the longitudinal study, the directors selected 111 healthy infants (average age of 4.4 months), who were found to be at "high risk" because of family income and maternal education level. (The mothers were all low-income. They had on average a tenth grade education and their average age was 20.) Although ethnicity was not a selection criterion, 98% of the children were African American, because a higher percentage of poor people in the locality served were African Americans. Of the 111 infants in the original sample, 57 were randomly assigned to enroll in the Abecedarian program and the remaining 54 were assigned to the control group. The control group children experienced a range of early care including parental care and other child-care programs available in low-income communities. Half of the children in each group were chosen at random to receive additional academic support in the first 3 elementary school grades. For the 21-year follow up study, the evaluators interviewed and tested 104 of the original participants in Abecedarian.

BEST COPY AVAILABLE

effects of the program on cognitive ability and academic performance of participating students as they continued up the educational ladder. The basic elements of this program were replicated in the Infant Health and Development program provided for nearly 1000 low-birth-weight children at 8 sites across the nation.

Key Findings

The strongest effects of the Abecedarian preschool program occurred while the youth and their families were participating in the project. But the studies summarized here focus on the academic achievement effects that endured through the teen years and early twenties, more than a decade after participants had left the program.

> *"The [Abecedarian] outcomes show that high quality educational childcare can make a dramatic difference in the lives of young African American adults reared in poverty."*
> —Frances Campbell and Craig Ramey, evaluators

Relative to their peers in the control group at age 15, the program participants:

- Had a lower rate of grade retention in grades K-9 (31.2% vs. 54.5%; p=.02).
- Were less likely to need special education in grades K-9 (24.5% vs. 47.7%; p=.02).
- Had a higher adjusted mean reading score on the Woodcock-Johnson test (93.5 vs. 86.7; effect size of .45).
- Had a higher adjusted mean math score on the Woodcock-Johnson test (91.6 vs. 86.1; effect size of .37).

Relative to their peers in the control group at the age of 21, the program participants:

- Had completed more years of school (12.2 vs. 11.6; p<.05).
- Were more likely to have attended a four-year college (35.9% vs. 13.7%, p<.05).
- Were more likely to be in school (42% vs. 20%, p<.05).
- Were more likely to be engaged in skilled jobs (47% vs. 27%; p<.05),

In terms of gender, women who had been in the preschool program earned 1.2 years more education than their peers in the control group (12.6 vs. 11.3; p<.05), but the difference for men was not significant.

Program Components

The Abecedarian program was designed as an experiment to determine the effect of high quality educational childcare on children from low-income families. These longitudinal studies include all of the program participants and a randomly assigned control group that did not participate in the early childhood program. The program provided half of each group with additional academic support from first through third grade in a "school-age intervention" to determine the impact of intervention timing.

- From infancy to age 5 (when public kindergarten began), children attended the program eight hours a day, five days a week, fifty weeks a year.
- At infancy, the caregiver to child ratio was 1:3. A specially designed Abecedarian infant curriculum covered cognitive and fine motor development, social and self-help skills, language and gross motor skills. Diapers, food and transportation were provided to all participants.

BEST COPY AVAILABLE

- As children grew to become toddlers, the staff to child ratio decreased to 1:6. The curriculum included interest centers for art, housekeeping, blocks, fine-motor manipulatives, language and literacy. A special emphasis on language acquisition required daily or semi-weekly individual sessions with each child.

- Before the participants entered kindergarten, they participated in a six-week summer transition program that included other children from the community to facilitate socialization of the Abecedarian participants.

- Parents of Abecedarian students served on the center's advisory board, attended social events at the center and received counseling by the center's medical staff on child health and development.

- Half of the participants and the control group also received a "school-age intervention" from grades K-3 (with a staff to child ratio of 1:14). This phase of the program was designed to involve parents in their children's education. One Home-School Resource Teacher (HST) served groups of 14 children and their families, providing them with individualized curriculum activities to reinforce math and reading skills learned in school. The HST visited classrooms every other week to consult with teachers about the students' needs and on alternate weeks delivered a curriculum to the parents. The HST also "functioned like a social worker" serving other needs of the family and referring them to appropriate agencies for services.

Contributing Factors

Early Intervention

Evaluators determined that "the preschool treatment was more strongly associated with the improvement in academic achievement than was the later school-age intervention." Yet they admit that variables such as duration and strategy of intervention (direct instruction vs. parent-mediated home activities) made it difficult to determine why this was so.

Long-term Support

Full-time, year-round childcare for five years was available to children from low-income families, and the continuity of service seemed to be a factor in the program's results.

Individualized Attention

The high staff to student ratios at every stage of the Abecedarian program allowed staff to individualize enrichment activities, language lessons and higher level academic curriculum activities for each child.

BEST COPY AVAILABLE

ERIC

STUDY METHODOLOGY

For an explanation of the random selection of 111 participants in the treatment and control groups, see the "Population" section of this summary. The evaluators measured the social and intellectual development of both groups at ages 3, 4, 5, 6.5 and 8 years old with the Stanford-Binet intelligence scale and the Wechsler Preschool and Primary Scale of Intelligence. The Woodcock-Johnson Psycho-Educational Battery (a standardized achievement test) was administered to the students at age 8, 12, 15, and 21 to measure math and reading achievement. Of the initial 111 participants in the treatment and control groups, 104 were available for testing and interviews at the age of 21.

EVALUATION FUNDING

The 21-year follow-up studies of the Abecedarian Project were funded by the Maternal and Child Health Bureau of the Department of Health and Human Services, the Office of Educational Research and Improvement, the Department of Education and the David and Lucile Packard Foundation. The program and earlier phases of the research were primarily funded by a series of grants from the Mental Retardation and Developmental Disabilities Branch of the National Institutes of Child Health and Human Development and the State of North Carolina.

GEOGRAPHIC AREAS

Chapel Hill, NC

CONTACT INFORMATION

Research Contacts

Frances A. Campbell
Frank Porter Graham Child Development Center, CB# 8180
University of North Carolina
Chapel Hill, NC 27599-8180
Phone: 919.966.4529
http://www.fpg.unc.edu/~abc/
campbell@mail.fpg.unc.edu

Craig Ramey, Director
Civitan International Research Center
University of Alabama, Birmingham
1719 Sixth Avenue, South
Birmingham, AL 35233
Phone: 205.934.8900
Cramey@uab.edu

BEST COPY AVAILABLE

Advancement Via Individual Determination (AVID)

A Summary of:

"AVID: A 20th Anniversary" (2000) Unpublished Report, The AVID Center. By Mary Catherine Swanson.

"Longitudinal Research on AVID, 1999-2000: Final Report" (June 2000) Center for Research Evaluation and Training in Education. By Larry F. Guthrie and Grace Pung Guthrie.

"AVID Research and Information: Annual Report, 1998-99" (1999) Unpublished Report, The AVID Center. By Mary Catherine Swanson.

"Constructing School Success: The Consequences of Untracking Low-Achieving Students" (1996) Cambridge University Press. By Hugh Mehan, Lea Hubbard, et al.

Focus

- Early Childhood
- Primary School
- ✓ Middle School
- ✓ Secondary School
- English Lang. Dev.
- Extended Learning

Overview

Two English teachers at Clairemont High School in San Diego, CA founded Advancement Via Individual Determination (AVID) in 1980, because they were concerned with the large number of students unlikely to pursue postsecondary education. Research has shown that well-behaved, C-average students from low-income families tend to receive the least attention from teachers and school counselors. Subsequently, these students enroll in less demanding courses that do not prepare them to enter four year colleges. AVID provides these students with a college preparatory program that relies on teacher professional development, a rigorous course of study, and the use of college students as tutors and role models. Every participant of the program takes an additional elective class during the regular school day, which emphasizes writing skills and cultivates critical inquiry. AVID has received a number of awards, including the Golden Bell Award of 1995 for the California School Boards Foundation, the A+ for Breaking the Mold Award from the US Department of Education and the Pioneering Achievement in Education Award from the Charles A. Dana Foundation.

POPULATION

AVID serves more than 70,000 students enrolled in over 1000 middle and high schools in 20 states and 14 countries. Demographic characteristics of participants vary by school and state. Some schools have a large population of Latino students, others of African Americans. The program serves all students regardless of their ethnicity or socioeconomic status, but it focuses on low-income students who are the first in their families to have the opportunity to attend college.

Key Findings

Since AVID is a college preparatory program, evaluators used longitudinal studies to determine the program's impact on college access and success.

- Nearly 95% of AVID's graduates enroll in college.
- Seventy-seven percent of AVID's graduates enroll in four-year colleges.

BEST COPY AVAILABLE

- Forty-three percent of AVID's Latino graduates (who have participated in the program for at least three years) enroll in four-year colleges. Evaluators compared this to a 1990 national average for Latinos of 29%.

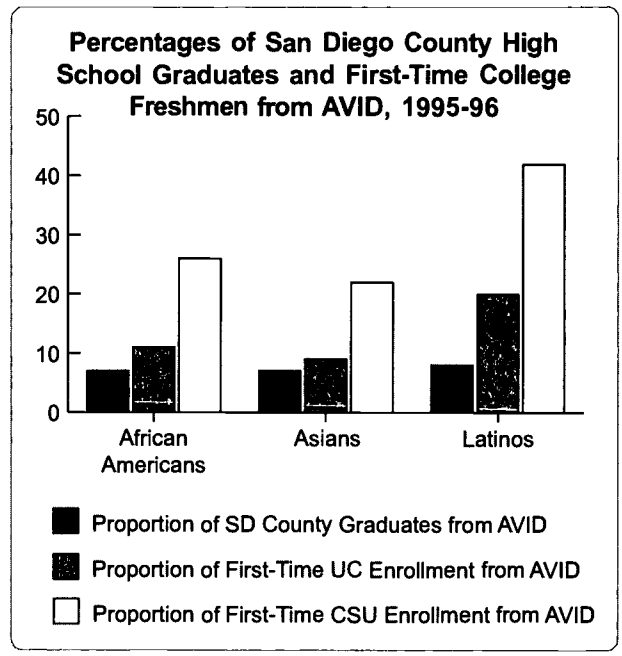
- Fifty-five percent of AVID's African American graduates enroll in four-year colleges. Evaluators compared this to a 1990 national average for African Americans of 33%.

- More than 80% of the AVID graduates remain enrolled in college two years after admission.

- AVID graduates maintain an average GPA of 2.94.

A more focused look at the 1995-96 class of AVID graduates in San Diego County revealed that AVID produced disproportionately large percentages of African American, Asian, and Latino first-time freshmen in both the University of California and California State University Systems. Though AVID minority students made up about 7-8% of the high school graduating class from San Diego County in 1996, they made up 22-42% of the CSU freshman coming from San Diego [see chart].

The California State Department of Education indicates that from the 1985-86 school year to 1991-92, AVID schools witnessed:



- A dropout rate that declined 37% as compared to a 14% drop in non-AVID schools.

- The number of seniors completing a four-year college preparatory course of study increased by 95% compared to a 13% increase in non-AVID schools.

- The percentage of graduates from AVID schools enrolling in California public universities increased by 35% compared to a 1% decline for non-AVID schools.

Program Components

The following essential elements are required if a school is to receive certification as an AVID site:

- Prior to the implementation of the program the teacher/coordinator, the site administrator, and a team of subject area teachers must attend an AVID Summer Institute.

- The school must identify resources for program costs, purchase program materials and commit to ongoing participation in the AVID staff development and certification process.

- Student selection must focus on underachieving students in the middle who have the ability to succeed in a college preparatory curricular path.

- Participation must be voluntary.

- The program must be implemented as an integral part of the school day.

- Tutors must be available, and receive training, to implement AVID curriculum writing assignments, made relevant to the students' lives, and problem solving that fosters critical inquiry.

BEST COPY AVAILABLE

- The AVID curriculum must provide the basis for instruction in the classroom.
- Program implementation and student progress must be monitored and results analyzed.
- The school must feature an active, interdisciplinary Site Team.

Upon entering the AVID program, students:

- Enroll in advanced level college preparatory classes that fulfill four-year college entrance requirements.
- Are tutored by college students and exemplary high school peers, who have been trained to use specific teaching methodologies and materials.
- Attend sessions with guest speakers from educational institutions and the business community.
- Participate in field trips to places of educational and cultural interest.
- Receive classes on notetaking, study skills, test taking, time management, effective textbook reading, library research skills, preparation for the SAT/ACT, college entrance and placement exams.
- Receive help preparing college applications and financial aid forms.

A staff development program integrates curriculum standards with specific student achievement goals. The program focuses on improving students' grades in college preparatory courses and improving motivation among students from under-represented groups. Professional development is provided during the AVID Summer Institutes and monthly follow-up workshops.

For schools outside of California, the cost of implementing the AVID program is $540 per student (about $3 per day) in year one. By the third year of implementation, the cost drops to about $1 per day per student. For schools and districts in California the per-pupil cost is about $180 per year. In California, AVID is a state-supported program.

Contributing Factors

Parental Participation

Ongoing home contact in the form of regular telephone calls, letters and meetings for parents and students, and the presence of a Parent's Advisory Board, are vital to the success of the program. AVID provides a parent-training curriculum designed to assist families with the college-going process.

Redefinition of Roles and Responsibilities

AVID expects parents, businesses and universities to share in the task of preparing and motivating students to continue their education beyond high school. Students assume the responsibility for learning, while receiving support and help from the community. AVID provides the forum in which students are nurtured and challenged.

Peer Support

Working in groups, students are taken out of the isolation that characterizes the traditional high school program. They become a part of a new peer group that shares their goals. Learning groups help students realize the connection between power and learning, and once that connection is established, students become independent learners.

BEST COPY AVAILABLE

ERIC

STUDY METHODOLOGY

The 1998-99 report drew data from 521 AVID sites that included 292 high schools, 223 middle schools, and 5 other sites. In total, these sites served 29,799 students. The longitudinal study undertaken by researchers at CREATE compiled data for 26 California high schools in 8 different regions of the state. The AVID 20th Anniversary Report included data on 645 program sties, including 326 high schools, 289 middle schools, and 30 other sites, serving 36,839 students.

EVALUATION & PROGRAM FUNDING

School districts as well as state and local education contracts funded the evaluation. The program is funded by a combination of site and district resources. In California, AVID is a state-funded program with 11 regional centers.

GEOGRAPHIC AREAS

In the school year 2000-01, AVID was implemented in AZ, CA, CO, FL, GA, ID, IL, IN, KS, KY, MA, MD, NE, NV, NJ, NC, SC, TN, TX, VA, and Department of Defense Dependents Schools Overseas. Canada is among the 14 countries with AVID programs.

CONTACT INFORMATION

Research Contacts

Larry Guthrie, Director &
Grace Pung Guthrie, Co-Director
Center for Research,
Evaluation, and Training in Education (CREATE)
1011 Cabrillo Avenue
Burlingame, CA 94010
Phone/Fax: 650.579.0880
CREATE@worldnet.att.net

Program Contact

Mary Catherine Swanson, Executive Director
The AVID Center
5353 Mission Center Rd., Suite 222
San Diego, CA 92108
Phone: 619.682.5050
Fax: 619.682.5060
www.avidcenter.org
avidinfo@avidcenter.org

BEST COPY AVAILABLE

ERIC

Alaska Onward to Excellence & Alaska Rural Systemic Initiative

A Summary of:

"Study of Alaska Rural Systemic Reform: Final Report" (October 1999) Northwest Regional Educational Laboratory and University of Alaska Fairbanks. By James W. Kushman and Ray Barnhardt.

"Closing the Gap: Education and Change" (October 1999) Northwest Regional Educational Laboratory and University of Alaska Fairbanks. By Jerry Lipka.

Focus

- Early Childhood
- ✓ Primary School
- ✓ Middle School
- ✓ Secondary School
- English Lang. Dev.
- Extended Learning

Overview

These studies evaluated two mutually reinforcing reforms called Alaska Onward to Excellence (AOTE) and the Alaska Rural Systemic Initiative (AKRSI). Funded by the Meyer Memorial Trust and implemented by the University of Alaska Southeast and the Alaska Comprehensive Regional Assistance Center, AOTE was adopted by villages and school districts striving to create educational partnerships between schools and the communities they served. Funded by the National Science Foundation and directed by the University of Alaska at Fairbanks, AKRSI integrated the indigenous knowledge system and the formal education system. In turn, this meant engaging communities deeply in education; fully integrating native culture, language and ways of knowing into the curriculum; and meeting Alaska's state-driven academic standards and benchmarks. In AOTE, school districts and village schools worked closely with community stakeholders (parents, elders, other community members and students) to establish a mission and student learning outcomes. Village improvement teams then designed action steps to achieve district goals. AKRSI strove to provide a solid foundation for academic growth and learning in ten content areas: reading and writing, math, science, world languages, history, geography, government and citizenship, technology, arts and skills for a healthy life. Most schools incorporated learning activities in the native language of the village into English-based curriculum.

POPULATION

The studies focused on 7 rural Alaska communities — primarily subsistence communities serving Eskimo and Native American students — that had implemented AOTE. The vast majority of families with children in these schools relied on subsistence hunting and fishing for a significant portion of their livelihood. Their average cash income is less than $20,000 per year, and unemployment runs from 25-37%. The 7 communities covered in the studies — all isolated villages or towns reached by small airplane — range in size from approximately 125 to 750 residents. Most villages were comprised of 90-98% Alaska Native people. The schools served as few as 20 or as many as 200 students in grades K-12. Of the 2,368 teachers in Alaska's rural schools in 1998-99, nearly one-third were new to their positions.

BEST COPY AVAILABLE

Key Findings

Evaluators investigated whether the schools and communities that had implemented AOTE anytime from 1992-1996 had been able to work together for the good of students.

Southwest Region Schools (SWRS) — the district highlighted in Lipka's case study — was the district able to implement the program most closely to the model and showed the most positive impacts.

- The percent of students attending college rose dramatically (from 10% in 1988-89 to 50% in 1996-97) among SWRS [see chart].
- SWRS high school seniors experienced a steady increase in ACT scores between 1991-98. From 1995-96, differences in test scores between students graduating from SWRS and taking the ACT test and state and national average scores narrowed. The differences in test scores between SWRS and the state average declined from 6.9% to 5.96%, narrowing the gap by approximately 14%.
- The SWRS school superintendent set goals for the district: 80% or more of each class had to meet the required competencies for its grade level and 100% of the competencies for the previous grade level. In 1996-97, 100% of first and second graders mastered 80-100% of required grade-level language arts skills, compared with 67% of first graders and 92% of second graders in 1995-96. Other grades showed less significant impacts.
- In 1996-97, 100% of first graders and 92% of second graders mastered 80-100% of required grade-level math skills, compared with 68% of first graders and 66% of second graders in 1995-96. In 1995-96, the number of eighth-grade students scoring in the top quartile on the math achievement test was more than the number of students scoring in the bottom quartile.

> *"It is easy to start new reforms but difficult to keep up the momentum in order to bring about deep changes in teaching and learning."*
> —James Kushman and Ray Barnhardt, evaluators, Alaska Onward to Excellence

> *"The case studies tell what happened as rural schools embarked on a change journey through AOTE and other reform activities, paying attention to important educational accomplishments and setbacks, community voices and the experiences and learning of students."*
> —James Kushman and Ray Barnhardt, evaluators, Alaska Onward to Excellence

Students from Tatitlek in the Chugach School District performed better on the CAT/5, Woodcock Reading and Six-Trait Writing assessments after the AOTE initiative.

For the Klawock School District, there were improvements in bringing up the bottom quartile in grade 4 reading, grade 4 math, and grade 8 language on state-sponsored achievement tests (Iowa Test of Basic Skills and California Achievement Test). These improvements occurred during five years of school reforms in that district including AOTE, initiatives in strategic planning, outcomes-based education and curriculum alignment with state standards.

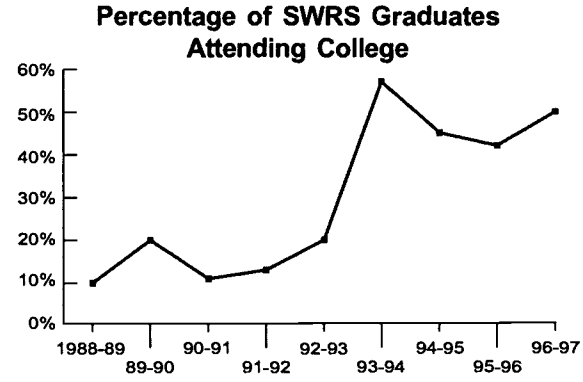
The AKRSI evaluation compared dropout rates, college enrollment and choice of major for alumni from rural AKRSI districts and from comparable rural districts without the initiative.

- Between 1995 and 1998, the dropout rate in AKRSI schools declined .9%, while the decline in comparable non-ARKSI rural schools was .3%. Yet in 1998 AKRSI schools continued to have higher dropout rates over all (3.5% vs. 2.4%).

BEST COPY AVAILABLE

- Between 1995 and 1998, the number of students enrolling for the first time as full-time students at the University of Alaska at Fairbanks from the 20 AKRSI districts increased from 114 to 149 at the same time that rural enrollment in 28 comparable rural districts without AKRSI decreased from 145-134.

- Between 1994 and 1998, the number of Native students at the University of Alaska at Fairbanks majoring in Science and Engineering nearly doubled (from 36 to 70).



Program Components

The vision of AOTE was to bring research-based practices to Alaska schools through a process that deeply involved the whole community in a district and school improvement process.

- A focus on student learning was at the heart of AOTE. The philosophy behind the reform initiative was that all students can learn and that reform leaders must strive for equity and excellence in student learning. This philosophy was emphasized in workshops by AOTE developers that helped schools launch AOTE implementation.

- Community-wide commitment was sought as communities and schools shared leadership for the improvement process through multi-stakeholder district and village leadership teams.

- Adult learning was a strong component within AOTE, which emphasizes information gathering by adults so that decisions are informed by local culture and values, as well as research-based practices.

- Local heritage, language, culture and native ways of knowing were accepted as legitimate parts of formal education and were viewed as strengths on which to build the AOTE curriculum.

AKRSI used five initiatives "to increase the involvement of Alaska Native people in the application of Native and non-Native scientific knowledge to the solution of human problems in an Arctic environment."

- Native Ways of Knowing and Teaching: Documenting, validating and supporting traditional ways of knowing and pedagogical practices in rural schools.

- Culturally Aligned Curriculum Adaptations: Focusing on indigenous areas of content knowledge such as weather forecasting, animal behavior, navigation skills, edible plants/diet/ nutrition and medicinal plants/medical knowledge.

- Indigenous Science Knowledge Base: Surveying and documenting indigenous knowledge systems in each cultural region of Alaska and creating a CD-ROM-based Regional Cultural Atlas for use in teaching and research.

- Elders and Cultural Camps: Establishing an Elders in Residence program and Cultural camps at several rural campuses associated with the University of Alaska, and setting up guidelines to protect the intellectual and cultural property rights of native peoples.

- Village Science Applications: Creating Alaska Native science camps, fairs and exploratoria, scientist-in-residence programs in the schools, and partnerships with local businesses to show Native Alaskan youth the real world applications of science and inspire them to enter the field.

BEST COPY AVAILABLE

Contributing Factors

Sustaining Reform & Leadership
Schools that kept momentum when implementing AOTE saw the most dramatic differences.

Staff/Leadership Retention
The most persistent barrier to sustaining reform efforts was high teacher, principal and superintendent turnover. According to the evaluators, turnover derailed reform efforts and led to a cycle of reinventing schools every two or three years. But in successful schools AOTE could "help alleviate the turnover problem by creating leadership within the community, especially when respected community elders and other leaders are brought into the process."

Unified Approach
Independent reform activities or goals that were disconnected were of little use in small communities. AOTE helped set a clear direction and vision for student success and provided opportunities for school personnel and community members to think and talk about how everyone should work together to educate children in a changing world.

Shared Leadership
"Leadership needs to be defined as shared decision-making *with* the community rather than seeking advice *from* the community," noted the evaluators. Shared leadership created community ownership that moved educational changes through frequent staff turnover.

Personal Relationships
Good relationships between school personnel and community members made a marked difference in how well AOTE was implemented. In the small communities studied, personal relationships were more central than formal decision processes as a way to get things done.

New Roles
In schools that successfully implemented AOTE, the attitude that parent and teacher domains are separate, changed. Strong AOTE schools opened avenues for parents, elders and other community members to be involved in school as volunteers, teacher aides, other paid workers and leadership team members.

BEST COPY AVAILABLE

STUDY METHODOLOGY

The two studies used participatory research methods (action research) that treated school practitioners and community members as co-researchers rather than subjects of the study. For each case study, a senior researcher from the Northwest Regional Educational Laboratory or University of Alaska Fairbanks led a small team of 3 to 5 school and community researchers who helped plan each case study, formulate guiding questions, collect data and interpret results. A typical team consisted of a school district practitioner, a village school practitioner, at least one non-school community member, and in some cases a high school student. The AKRSI study also compared 20 districts (serving 133 communities) with AKRSI programs to 28 school districts (serving 120 communities) in rural Alaska that did not have AKRSI programs. The evaluators did not appear to conduct a formal matching of these districts based on race, ethnicity or income. In addition to comparing dropout rates, college enrollment and choice of major for students from these districts, the evaluators examined scores for fourth and eighth graders on the California Achievement Test, 5th Edition (CAT-5). For the sake of brevity, this summary does not include the CAT-5 data.

EVALUATION FUNDING

The evaluations were funded by the National Science Foundation and the National Institute on Education of At-Risk Students, Office of Educational Research & Improvement, U.S. Department of Education. Implementation of AOTE was funded by school districts with assistance from the Alaska Comprehensive Assistance Center. The design of AOTE was funded through a foundation grant from the Meyer Memorial Trust, the Alaska Staff Development Network and the Northwest Regional Educational Laboratory.

GEOGRAPHIC AREAS

The studies centered on villages and school districts spanning western, central and southeast Alaska. Districts included Chugach, Klawock, Kuspuk, Lower Kuskokwim, Southwest, Tuluksak and Yukon-Koyukuk.

CONTACT INFORMATION

Research Contacts

James W. Kushman
Northwest Regional Educational Laboratory
School Improvement Program
101 S.W. Main Street, Suite 500
Portland, OR 97204-3297
Phone: 503.275.9629 Fax: 503.275.9621
kushmanj@nwrel.org

Jerry Lipka
University of Alaska Fairbanks
Center for Cross Cultural Studies
P.O. Box 756480
Fairbanks, AL 99775-6480
rfjml@uaf.edu
http://www.ankn.uaf.edu/arsi.html

Program Contact

Mike Travis, Director
Alaska Onward to Excellence
AKRAC, Anchorage Office
900W 5th Avenue, suite 302
Anchorage, AK 99501
Phone: 907.349.0651
Fax: 907.349.0652
miket@serrc.org
http://akrac.k12.ak.us/aindex.html

BEST COPY AVAILABLE

Beacons: New York City

A Summary of:

EVALUATION OF THE NEW YORK CITY BEACONS: Summary of Phase I Findings, March 1999, by Constancia Warren, Academy for Educational Development, Inc. with Prudence Brown, Chapin Hall Center for Children at the University of Chicago and Nicholas Freudenberg, Hunter College Center on AIDS, Drugs and Community Health

Focus
- ✓ Early Childhood
- ✓ Primary School
- ✓ Middle School
- ✓ Secondary School
- English Lang. Dev.
- Extended Learning

Overview

Beacons are community centers located in public school buildings that offer a range of activities and services for participants of all ages. The centers are open before and after school, in the evenings and on the weekends. The initiative started in 1991 with funds from the New York City Department of Youth and Community Development. With current funding at $36 million, Beacons are the largest municipally funded youth initiative in the country. In early 1999, there were 76 Beacons in operation. The Youth Development Institute of the Fund for the City of New York provides ongoing support and technical assistance to the Beacons, including funding and staff training opportunities, linkages to resources, and grants to develop specific projects.

POPULATION

In FY 1998, more than 77,000 youth (21 years and below) and 36,000 adults participated in the 40 Beacons then in operation. This study covers Beacons' operation during Fall 1997-Spring 1998 and includes a survey of 7,046 participant and brief "intercept" interviews with 1,363 youth.

Evidence of Effectiveness

Surveys and interviews with Beacons participants show that:

- Beacons attract participants of all ages (48 percent are under age 15; 32 percent are between ages 15-21; 20 percent are over age 21)
- 45 percent of all participants had attended Beacons more than eight times in the previous two-week period and 30 percent attended between five and eight times
- 85 percent of the participating youth said they considered Beacons a safe place
- over one-third of the participating youth had frequented the Beacons for at least three years and approximately one-fourth had participated for at least four years

The youth interviewed described Beacons as "very helpful" or "pretty helpful" in helping them to:

- avoid drug use (80 percent)
- avoid fighting (74 percent)
- do better in school (75 percent)
- become a leader (72 percent)

BEST COPY AVAILABLE

Key Components

Individual Beacons are managed by community-based not-for-profit organizations that work collaboratively with the host schools, community school boards and advisory councils and a broad range of community organizations and institutions.

Beacons differ in the services they offer. However, most offer some of the following:

- recreation activities
- adult education (GED preparatory, basic literacy and English-as-a-Second-Language classes)
- free after-school child care
- parent support groups and counseling
- substance abuse and pregnancy prevention activities
- social services (referral to health and mental health services, drug counseling)
- education enrichment (homework help, reading groups, writing projects)
- intergenerational activities (holiday celebrations, parent-child computer classes)
- community services (voter registration drives, community clean-ups, cultural events)
- immigrant support services (workshops on naturalization and related legal issues)

In two-thirds of the Beacons evaluated, education staff reviewed students' school report cards and in more than half the staff communicate with participants' classroom teachers.

Contributing Factors

A Safe and Engaging Place

Youth feel safe and engaged at the Beacons. Among the activities that attract youth are basketball, karate, computer instruction, conflict-resolution training, newspaper production and leadership development.

Experienced Staff

More than three-quarters of Beacons staff have at least three years' experience in the field of youth development, and almost half have worked for Beacons for more than three years. This low staff turnover enables youth who use Beacons to build stable and caring relationships with staff.

High Expectations

In the majority of activities observed by the evaluators, staff challenged youth to ask questions and examine their thinking.

Youth as Resources

In about three-quarters of the Beacons, youth are involved in organizing and implementing activities and events. Nearly 90 percent of the Beacons have a youth council, 86 percent involve youth as volunteers and 76 percent engage youth as paid program and administrative staff. Close to 60 percent involve youth in community service at least once a month.

BEST COPY AVAILABLE

STUDY METHODOLOGY

The evaluation consists of two phases. Phase I, from Fall 1997-Spring 1998, included: two rounds of site visits to the 39 Beacons then in operation; focus groups with parents; interviews with youth, staff and administrators; and a participant survey. Phase II, now under way, analyzes outcomes. The summary reflects findings from Phase I.

EVALUATION FUNDING

Fund for the City of New York, with support from the Annie E. Casey Foundation, the Ford Foundation, and the Open Society Institute.

GEOGRAPHIC AREAS

New York City

CONTACT INFORMATION

Research Contact
Constancia Warren
Senior Program Officer
Academy for Educational Development
100 Fifth Avenue
New York, NY 10011
(212) 367-4567, Fax (212) 672-0407
cwarren@aed.org

BEST COPY AVAILABLE

Boys and Girls Clubs of America

A Summary of:

THE EFFECTS OF BOYS & GIRLS CLUBS ON ALCOHOL AND OTHER DRUG USE AND RELATED PROBLEMS IN PUBLIC HOUSING,
March 1991, by Steven P. Schinke and Kristin C. Cole, Columbia University and Mario A. Orlandi, American Health Foundation

ENHANCING THE EDUCATIONAL ACHIEVEMENT OF AT-RISK YOUTH,
1999, Prevention Science, in press, by Steven P. Schinke, Kristin C. Cole and Stephen R. Poulin, Columbia University School of Social Work

Focus
Early Childhood
Primary School
Middle School
Secondary School
English Lang. Dev.
✓ Extended Learning

Overview

Boys & Girls Clubs of America (B&GCA) was founded in 1906 and has more than 2,000 facilities in all 50 states, Puerto Rico, U.S. Virgin Islands and U.S. military installations abroad. Nearly 400 of these programs are in public housing areas. The B&GCA's mission is to form healthy partnerships between school-aged children of all backgrounds and concerned adults. The public housing initiative was launched in 1987 under the auspices of the Office of Substance Abuse Prevention, U.S. Department of Health and Human Services. *The Effects of Boys & Girls Clubs* reflects a three-year independent study of the impact of B&G Clubs on illegal and criminal activities among public housing youth. *Enhancing the Educational Achievement* looks at a pilot after-school educational enhancement program for youth in public housing in five cities.

POPULATION

Currently B&GCA serves approximately three million children, mostly in economically disadvantaged areas. *The Effects of Boys & Girls Clubs* focuses on 15 public housing developments in different cities. The study does not describe the population at the public housing developments involved in the project, but estimates the overall number of youth involved at 4,000. *Enhancing the Educational Achievement* involved 992 youth, with an average age of 12.3 years; 40% were female; 64% African American, 28% Latino; and 8% white or "other."

Evidence of Effectiveness

For *The Effects of Boys & Girls Clubs* researchers compared 15 sites divided into: five sites without B&GCA ("no-club sites"); five sites with B&GCA that did not offer drug prevention programs ("old club sites"); and five sites of newly-established B&GCA that offered a drug prevention program called SMART Moves ("new club sites"). Findings indicated the following trends for the three sites between pre-test and the two-year follow-up:

- in new club sites, the mean scores in the drug activity scale fell from 6.75 to 6, while scores in old club sites increased from 6.25 to 6.8 and in no-club sites increased from 6.6 to 8
- mean scores in the use of crack cocaine scale fell in new club sites from 5.75 to 5.3, and increased in old club sites, from 4.5 to 5.5, and no-club sites from 5.75 to 7

BEST COPY AVAILABLE

- new club sites showed a significant increase of parental involvement in their children's lives (mean scores of 1.55 and 2.67), old club sites also showed a steady increase (from 3.0 to 3.6), while no-club sites steadily showed low parental involvement (mean scores of 1.5 and 1.6)

- new club sites had a high percentage of damaged units in the housing project at the beginning of the project (close to 8.0 percent), with a two percentage point decrease at follow-up; old club sites maintained a low percentage of damaged units (4.0 percent) throughout the period of the study; no-club sites had steadily high percentage of damaged units (8.0 percent and above)

- in the two cities that provided data on criminal activities (Jacksonville, FL, and Houston, TX), projects with new or old clubs showed 13 percent fewer police reports than projects without clubs (researchers estimated 10 fewer arrests of juveniles per site, each year, due to B&GCA influence)

For the *Enhancing the Educational Achievement* researchers targeted three subgroups of youth: (1) youth attending the B&GCA enhancement program ("program"); (2) youth from housing projects whose B&GCA did not offer the program ("comparison"); and (3) youth from housing projects that did not have B&GCA (called "control" by researchers). Between the pre-test and the 18 month follow-up, program youth had improved:

- grades in most subject areas (for instance, the mean grade in mathematics for program youth rose from 77.29 to 82.28, for comparison youth fell from 78.47 to 74.97 and for control youth fell from 75.43 to 72.21)

- average grade (average grade for program youth rose from 78.39 to 83.48, for comparison youth fell from 78.47 to 76.42, and for control youth fell from 75.43 to 71.79)

- attendance rates (the mean number of missed days in a school year by program youth fell from 6.4 to 3.7, for comparison youth rose from 4.85 to 5.85, and for control youth rose from 7.47 to 7.75)

However, the mean number of registered behavioral incidents in school was not significatively different among the three groups of youth.

Key Components

Although B&G Clubs vary to respond to the needs of the local populations, they all share some common elements:

- a safe haven for school-aged children away from the streets

- the presence of caring adult leaders that serve as role models and provide guidance

- access to comprehensive and coordinated services, such as health and fitness, drug abuse and teen pregnancy education, arts and crafts, leadership development, environmental awareness

- educational support, technological training, and increased awareness of career options through career exploration programs

- violence and drug prevention initiatives

- community service

Most clubs are open 5 to 6 days a week, 6 to 7 hours a day (after-school) and are staffed with full-time and part-time youth development professionals and volunteers.

The program studied in *Enhancing the Educational Achievement* . . . was an after-school program delivered by B&GCA trained staff, assisted by parents and other volunteers. Each week, within the B&GCA facility or in outside sessions, the trainers engaged youth in structured activities, such as:

- four to five hours a week of discussions with knowledgeable adults

- one to two hours a week of writing
- four to five hours a week of leisure reading
- five to six hours a week of required homework
- two to three hours a week of community service (tutoring other children, for instance)
- four to five hours a week of educational games, such as word and math games

Participation was voluntary and, to entice the youth to participate, program sites used many incentives, such as field trips, school supplies, computer time, special privileges, certificates, gold stars and praise.

Parents were also encouraged to participate with their children in the educational activities. Parents and youth attended an orientation meeting, after which parents were invited to serve as volunteers and to attend the cultural events presented by the youth.

Contributing Factors

Caring Adults

The Effects of Boys & Girls Clubs: adult staff and volunteers offer guidance, discipline, and role-modeling for young people, many of whom lack a strong parental presence at home. Staff offer support to participants in the event of emergencies even outside the regular club hours.

A Vision of the Future

Boys & Girls Clubs encourage participant youth to develop a vision of future beyond public housing and offer educational, vocational, and recreational programs that support such a vision.

Family Participation

The Effects of Boys & Girls Clubs: "Data from the evaluation show that adult residents of these neighborhoods are also beneficially affected by Boys & Girls Clubs. Compared with parents in public housing sites that do not have Club programs and facilities, adult family members in communities with Boys & Girls Clubs are more involved in youth-oriented activities and school programs."

Implementation Quality

In *Enhancing the Educational Achievement*, researchers observed that some comparison and control sites also offered tutoring and homework help, but did not have the structure offered by the B&GCA program, did not require homework and tutoring, and did not engage routinely in educational games to enhance the lessons being taught. In addition, these sites did not offer, as did the B&GCA program, the presence of a trained staff focused solely on educational enhancements.

BEST COPY AVAILABLE

STUDY METHODOLOGY

The Effects of Boys & Girls Clubs assessed the first three years of the public housing demonstration project. Using a ten-point scale instrument, researchers compared rates of alcohol/drug use and parental involvement among three groups of youth living in public housing. The first group had access to new clubs with the SMART Moves prevention program; the second group had access to older clubs without the program; and the third group lived in projects without B&G clubs. Participants in all three groups were matched according to demographic characteristics, size and location of the housing development. Measurements were done before the new clubs were established (pre-test), one year later (post-test) and two years later (follow-up). In addition, researchers utilized interviews, observation, and examined crime statistics.

Enhancing the Educational Achievement used both a comparison and a "control" group. Participation in the groups was voluntary (not randomized). Comparison and control groups mirrored the age, gender and ethnic/racial background of program youth. Some of the youth in the comparison and control received tutoring, but did not attend a structured after-school program. The attrition rate at the end of the study was 13.91 percent, with no significant differences between subgroups. Researchers used students' surveys, teacher ratings and school records to collect data at the beginning of the program (pre-test), six months later (post-test) and 18 months later (follow-up). Findings were consistent across all measures (this summary presents only school data) and differences were statistically significant at the five percent level.

EVALUATION FUNDING

The Effects of Boys & Girls Clubs was funded by the U.S. Department of Health and Human Services, Office of Substance Abuse Prevention. *Enhancing the Educational Achievement* was funded by the Carnegie Corporation of New York.

GEOGRAPHIC AREAS

The Effects of Boys & Girls Clubs does not provide the locations of the projects evaluated. *Enhancing the Educational Achievement* was conducted in public housing projects in Cleveland, OH; Edinburgh, TX; New York City, NY; Oakland, CA; Tampa, FL.

CONTACT INFORMATION

Research Contact

Steven Paul Schinke, Professor
School of Social Work
Columbia University
622 West, 113th Street
New York, NY 10025
(212) 854-8506, Fax (212) 854-1570
schinke@columbia.edu

Implementing Contact

Mylo Carbia-Puig
Director, Prevention Services
Boys & Girls Clubs of America
1230 West Peachtree Street NW
Atlanta, GA 30309-3447
(404) 815-5766, Fax (404)815-5789
www.bgca.org
MCPuig@bgca.org

BEST COPY AVAILABLE

Calvert

A Summary of:

"Implementing a Highly Specialized, Curricular, Instructional, and Organizational School Design in a High-Poverty, Urban Elementary School: Three-Year Results"
(July 1998) Johns Hopkins University. By Barbara McHugh and Sam Stringfield.

Focus
- Early Childhood
- ✓ Primary School
- Middle School
- Secondary School
- English Lang. Dev.
- Extended Learning

Overview

The report evaluates the Calvert program after it was implemented at Dr. Carter Goodwin Woodson Elementary School (Woodson Elementary). Calvert is a private elementary school with a long history of providing a high-quality education to several generations of children from many of Baltimore's most affluent families. Woodson Elementary is a public school located in a predominantly African American community, and more than 90% of its students are eligible for free or reduced-price lunch. Calvert's philosophy of education includes high expectations, time-on-task, rapid pace of instruction, frequent evaluations, immediate feedback and student accuracy. The students are required to learn with attention to detail, including correct spelling and punctuation. Each month, parents receive report cards and representative samples of students' academic work. Calvert produces a "book" of each student's nine monthly folders of work and presents the book to the student at the end of each year.

POPULATION

During the 1996-97 school year, 90% of the students attending Calvert were white, 6% were African American and 4% were Asian or Latino. One hundred percent of Woodson's 400 students in grades K-5 were African American. The tuition at Calvert was $9,000 per year. The percentage of Woodson students (90%) eligible for free or reduced-price lunch was nearly triple the 1996 Maryland state average (31.1%) and well above the Baltimore City average of 70.4%.

Key Findings

Evaluators used the Comprehensive Testing Program III to assess the impact of the program. They compared average percentile scores of first and second graders at Woodson prior to the implementation of the program (the "comparison group" for this study) with scores of the three cohorts of first graders who were taught under the program during school years 1994-95 to 1996-97 (see table).

- In first grade reading comprehension, the average score for the comparison group was at the 18th percentile. After one year in the program, the first cohort of students scored on average at the 49th percentile, the second cohort scored at the 40th percentile and the third cohort scored at the 49th percentile. The program effect size was calculated in +2.8, +2.1 and +2.9 respectively.
- In terms of first graders reading at the lowest levels, 72% of the comparison group scored in the lowest quartile, compared to 16% of the first cohort, 35% of the second cohort and 6% of the third cohort.

BEST COPY AVAILABLE

Comparison Groups and Cohorts

School Year	Pre-Calvert (Comparison Group)*	1st cohort	2nd cohort	3rd cohort
1993-1994	1st grade (tested for baseline)			
1994-1995	2nd grade (tested for baseline)	1st grade		
1995-1996		2nd grade	1st grade	
1996-1997		3rd grade	2nd grade	1st grade

* As the baseline comparison group, this cohort (of 18 students) was not exposed to the program.
See Study Methodology for further clarification.

- In terms of first graders reading at the highest levels, no student in the comparison group scored in the third and highest quartiles. In the first cohort, 47% scored in the two highest quartiles, 24% did so in the second cohort, and 42% did so in the third.

- Reading gains continued in the second grade, with 44% of the first cohort scoring in the two highest quartiles and 72% of the second cohort. Only 6% of second graders in the comparison group scored at the third quartile (none at the highest).

- For writing, the comparison group scored on average at the 36th percentile, while the first cohort scored on average at the 71st percentile and the second cohort at the 67th percentile. The third cohort did not take the test that was administered only to second graders. The effect sizes of the program were +2.7 and +2.4.

- For mathematics, 89% of the comparison group scored in the two lowest quartiles, 11% in the third quartile and none in the highest quartile. For the first cohort, 22% scored in the second lowest quartile (none in the lowest) and 78% in the two highest quartiles. For the third cohort, 24% scored in the two lowest quartiles and 76% in the two highest.

Note: In the Maryland State tests (MSAP) done in spring of 1997, Woodson third graders scored significantly above the 1996 Woodson third graders (pre-Calvert), but still below Maryland statewide average. Seventy-percent of the group taking the test belonged to the first Calvert cohort while 30% were new arrivals. Results for the past two school years show a steady improvement in test scores, although the school has yet to reach satisfactory status (70% of the students passing) in any of the subjects.

> *"The clearest conclusion that can be drawn from Woodson Elementary is that the Calvert curricular and instructional program, when implemented with determination and drive, can make a dramatic difference in the educational lives of young, urban children."*
> —Barbara McHugh, et al., evaluators, Calvert program

Program Components

Woodson Elementary School has about 400 students in grades K-5. At the time the evaluation was conducted, the Calvert School model was integrated into grades 1-3, with grades 4-5 to be added within the next year. Teachers learned to use the Calvert model through a two-week training held the summer before implementation for teachers and other staff, who learned about weekly homework sheets, monthly report cards, and other Calvert approaches. K-5 students, in classes of approximately 24 students, each had one primary teacher who used Calvert approaches and curriculum in all classes across all subject areas. Calvert stressed the following approaches to learning that went across subject areas:

BEST COPY AVAILABLE

- Each school day began with a 30-minute "correction period" for students to correct previous work, complete unfinished work, perfect folder papers, read independently or do other instructionally related tasks.

- Getting meaning out of reading was stressed in early grades. Students were taught to read for a specific purpose, and there was also time during each school day to read for enjoyment.

- Sight words and phonemic skills were a formal part of the Calvert curriculum, as were timed fact drills on basic mathematics facts.

- Beginning in January of first grade, all students wrote a composition each week.

- Teachers coordinated students' compilations of "error-free" papers for insertion into students' monthly folders. The folders were sent home at the end of each month and were part of school-parent communications.

School-parent interactions were both formal and informal. All parents received folders of student work at the end of each month. Some parents and grandparents, mainly in first grade, helped out during the corrections period. Additional activities such as a trip to the movies, bowling alley or skating rink, were scheduled periodically for students with perfect attendance. The school also made daily announcements of which classes had perfect attendance on the previous day.

"These kindergarten through third-grade results leave little doubt that impoverished urban children, given appropriate curriculum and instruction, are capable of achieving at levels that are much higher than current urban averages."

—Barbara McHugh, et al., evaluators, Calvert program

After the Calvert School agreed to share its model with Woodson, the Abell Foundation financed the implementation, including funds to pay teachers or other staff from Calvert who trained Woodson staff. Besides paying for staff costs, Calvert did not charge a "usage fee" for its model. After providing the curriculum and initial training, Calvert staff were available on an informal consultative basis, though their formal involvement in training ended. Woodson shared its evaluation information and reports with Calvert. The Abell Foundation also reviewed evaluations and student progress reports, though the foundation was not directly involved in implementation of the model.

Contributing Factors

Gradual Implementation/Faithful Replication
Woodson adopted the Calvert model grade by grade, allowing full implementation in one grade before moving on to another. All teachers were pre-trained and a full-time facilitator (funded by the Abell Foundation) was onsite throughout the implementation. For the most part, Woodson teachers seemed to faithfully replicate the Calvert model with few exceptions.

High Expectations
The Calvert model was built on high expectations combined with a high degree of structure. The curriculum centered around a rapid pace of instruction and student accuracy – including correct spelling and punctuation – was considered fundamental. Timed drills – particularly in math – were used on nearly a daily basis.

Frequent Evaluations/Immediate Feedback
The Calvert program not only gave immediate feedback to students through teacher commentary and grading but also shared frequent evaluations with parents and school administrators regarding overall student performance. Parents received monthly report cards accompanied by representative samples of a student's work. In addition, the full-time facilitator provided constant feedback to staff during the implementation process.

BEST COPY AVAILABLE

Focus on Results
The Calvert model was a results-oriented one. Student attendance, work quality and performance on national tests were regularly monitored and evaluated. Students were consistently required to correct work until it was error free. Even students in upper grades were given weekly spelling tests.

Professional Development
In addition to the two-week training and support from the full-time facilitator, Woodson teachers also participated in school-wide seminars in which teachers exchanged ideas and discussed problems. Woodson teachers also reviewed lessons on their own time through Calvert's home-schooling curriculum. Teacher input was used to decide which textbooks to purchase in order to increase implementation success.

Communication with Families
In addition to monthly report cards, parents and grandparents also participated in monthly parents' meetings. Parents and grandparents were asked to volunteer to be on site in the classroom helping students complete or correct work. Parents and grandparents also helped arrange classrooms, participated in recreational activities and listened to students read.

STUDY METHODOLOGY
The school implemented the Calvert program gradually, starting with kindergarten and first grade, and adding another grade every year. The report focuses on the third year of the program implementation. Data is given per cohort. The comparison group started first grade in September 1993 before the program was implemented (18 students). The first cohort started first grade in September 1994, when the program was implemented (32 students). The second cohort started first grade in September 1995 (29 students), and the third cohort started first grade in September 1996 (50 students). There was no attrition of these cohorts. All students were tested on the Comprehensive Testing Program III, a norm-referenced test used in private schools. Their scores, given in Normal Curve Equivalent (NCE), were compared to those of students who were in first grade prior to the implementation of the program. Results of the analyses were then converted to percentiles. Effect sizes were calculated as cohort mean NCE minus comparison mean NCE divided by comparison standard deviation.

EVALUATION & PROGRAM FUNDING
The evaluation was funded by Johns Hopkins University. Implementation of the Calvert program at Woodson was funded by the Abell Foundation. Before funding implementation at Woodson, The Abell Foundation also funded implementation of the Calvert program at another public Baltimore school, Barclay Elementary and Middle School.

GEOGRAPHIC AREAS
Calvert and Woodson are located in Baltimore. The program has also been implemented at Barclay Elementary and Middle School. Some 16,000 children worldwide are home-schooled using the Calvert program.

CONTACT INFORMATION
Research Contacts
Sam Stringfield, Professor
Center for Social Organization of Schools
Krieger School of Arts & Sciences
Johns Hopkins University
3003 N Charles St, Suite 200
Baltimore, MD 21218
Phone: 410.516.8834
Fax: 410.516.8890
sstringfield@csos.jhu.edu

Program Contacts
Merrill Hall, Headmaster
Calvert School
105 Tuscany Rd,
Baltimore, MD 21210
Phone: 410.243.6030

Johnetta Neal, Principal
Woodson Elementary School
2501 Seabury Rd.
Baltimore, MD
Phone: 410.396.1366
Fax: 410.396.3062
jneal@bcps.k12.md.us

BEST COPY AVAILABLE

Chapel Hill — Carrboro City Schools

A Summary of:

"Fifth Annual Status Report on the Blue Ribbon Task Force Recommendations, 1998-1999" (October 1999) Chapel Hill-Carrboro City Schools. By Josephine Harris.

Focus

- Early Childhood
- ✓ Primary School
- ✓ Middle School
- ✓ Secondary School
- English Lang. Dev.
- ✓ Extended Learning

Overview

In 1993, the School Board in the Chapel Hill-Carrboro City Schools (CHCCS) began to implement curriculum and program reforms recommended by a Blue Ribbon Task Force (BRTF) on the Education of African American Students. Comprised of 70 parents, students, teachers, administrators and university professors, the Task Force recommended multiple strategies to heighten sensitivity to the cultural needs of minority students, motivate struggling learners, maintain high educational expectations and increase parent involvement. Since 1999, the district has expanded the scope of its efforts to address the needs of Latino youth and other minorities. The Fifth Annual Report compares the effect of the BRTF recommendations in the School Year 1998-99, with student achievement data from the 1992 baseline year. CHCCS is a member of the Minority Student Achievement Network, a group of 15 urban and suburban high school districts first organized in 1999 to raise minority academic achievement.

POPULATION

In 2000, CHCCS served just under 9000 students. The CHCCS high schools serve over 2600 students, 75% of whom are white, 15% African American, 10% Asian, Latino, and other. The BRTF recommendations focus exclusively on African American students.

Key Findings

Overall, between 1992 and 1999, more African American students in grades 3-8 at the CHCCS earned proficient scores in reading and mathematics.

- Reading: The proportion of African American students proficient in reading rose from 45% in 1992-93 to 64% in 1998-99.
- Math: The proportion of African American students proficient in mathematics rose from 40% to 65% from 1992 to 1999.

Between 1996 and 1999, the proportion of African American CHCCS high school students who earned proficient scores in math:

- Increased from 42% to 45% in algebra I.
- Increased from 48% to 53% in geometry.
- Increased from 40% to 61% in algebra II.

However, relative to African American students across the state, proficiency in writing has declined for most African American CHCCS students (except tenth graders). When compared to the average writing scores of African Americans statewide:

- African American fourth graders in CHCCS scored on average 5% lower.
- African American seventh graders in the district scored on average 11% lower.

BEST COPY AVAILABLE

- African American tenth graders in the district scored on average 2% higher,

Between 1992 and 1999 the proportion of African American students in the gifted and talented program increased from 1.8% to 7.8%.

An achievement gap remained between African Americans and white high school students in CHCCS. In 1999:

- 43% of African American tenth graders in CHCCS earned proficient reading scores versus 94% of white tenth graders in the district.
- 47% of African American tenth graders in CHCCS earned proficient math scores versus 92% of white tenth graders in the district.

Program Components

The CHCCS strategy to improve minority academic achievement used special programs, mentors, scholarships, as well as data collection and assessment:

- The district uses several programmatic initiatives such as Reading Recovery for first graders, Attitude Changes Everything (ACE) for African American males, pre-college programs for minority students interested in math and science careers, and Advancement Via Individual Determination (AVID) to improve the academic success of minority students (for the summary of AVID, see page 49). In 1999, for instance, 56% of the AVID students were African Americans and 94% of AVID's first graduating class entered four-year colleges.
- Mentoring programs with minority students from the University of North Carolina (UNC) serve elementary, middle and high schools in CHCCS. For example, the Sister to Sister program pairs African American females in the ninth grade with African American female mentors from the UNC School of Medicine.
- Local community organizations and support from the Blue Ribbon Task Force matched 150 students with summer enrichment programs at the Museum of Life and Science, Arts Center, Orange County 4-H, Outward Bound and numerous residential camps.
- Four different scholarship programs support more than 25 minority graduates from CHCCS, who continue their education in two- and four-year colleges or universities.
- CHCCS uses student portfolio assessment, as well as traditional grades to determine promotion or retention of students in fifth and eighth grades across the district.

Contributing Factors

Focus on Minority Achievement
By focusing time, resources and public will on minority student success over a five-year period, an entire school district made considerable progress on several measures of minority academic achievement.

Comprehensive Approach
The district did not rely on one program initiative or reform model to raise academic achievement. Administrators, teachers and university officials came up with a system-wide program that gave numerous academic supports to minority students at every age and achievement level.

Professional Development
All new school staff participate in ten hours of multicultural education workshops that cover issues of cultural diversity, multicultural communication styles, African American history, gender discrimination, physical disabilities and sexual orientation.

Parent Involvement
Increasing parent involvement was a major thrust of CHCCS minority achievement initiative from the outset when parents participated in the BRTF that set the reform agenda. Special activities such as "Family Nights Out" bring minority parents and school officials together. A concerted effort is made by the teachers and advisors to meet with all minority parents between August and November either at school or in parents' homes or workplaces.

Community Involvement/Partnerships
Partnering with community-based organizations allowed CHCCS to provide services not available to the district such as a variety of after-school and summer camp activities. In addition, CHCCS provided financial and staff support to community-based organizations with academic enrichment activities.

High Standards
All high school students in the CHCCS must take two years of a second language as well as the math and science curriculum that meets the requirements for admission to state universities. CHCCS keeps track of minority student participation and completion of these advanced classes.

Mentoring
Mentors from the university community, especially minority college students, serve as role models for minority youth in the district.

Extra-Curricular Activities
The CHCCS District mandates that "every African American student will be personally encouraged by the faculty and the administrators to participate in at least one extracurricular activity." Support for this mandate comes in the form of free transportation, Minority Support Groups, the Prudential Youth Leadership Initiative and other initiatives.

STUDY METHODOLOGY

The annual report analyzed school data, pre- and post-tests and a longitudinal analysis of standardized test scores. The evaluators used the Metropolitan Achievement Tests and High School Comprehensive Reading and Math Tests to get quantitative measures of academic achievement across the district. They compared African American student achievement to white student achievement in CHCCS and to average district and state scores. Scores for other racial/ethnic subgroups were not reported in the evaluation. The report does not address potential causes for the drop in writing scores for African American students in the district.

EVALUATION & PROGRAM FUNDING

CHCCS funded the evaluations and the programs suggested by the BRTF. Schools were allocated $25,000 in 1998-99 to implement or supplement programs that addressed BRTF goals. The evaluation did not report the allocations for the first four years of the BRTF implementation.

GEOGRAPHIC AREAS

Chapel Hill and Carrboro, North Carolina.

CONTACT INFORMATION

Research Contacts
Josephine Harris,
Director of Special Programs
Chapel Hill—Carrboro City Schools
Lincoln Center, Merritt Mill Road
Chapel Hill, NC 27516
Phone: 919.967.8211
Fax: 919.933.4560
jharris@chccs.k12.nc.us
www.chccs.k12.nc.us/

BEST COPY AVAILABLE

Child-Parent Center

A Summary of:

"The Child-Parent Center Program and Study" (2000) Success in Early Intervention: The Chicago Child-Parent Centers pp. 22-63. University of Nebraska Press. By Arthur J. Reynolds.

"Long-term Effects of An Early Childhood Intervention on Educational Achievement and Juvenile Arrest" (May 2001) Journal of the American Medical Association 285(18): 2339-2346. By Arthur J. Reynolds, Judy A. Temple, Dylan L. Robertson, and Emily A. Mann.

Focus

- ✓ Early Childhood
- ✓ Primary School
- Middle School
- Secondary School
- English Lang. Dev.
- Extended Learning

Overview

Established in 1967 through funding from Title I of the Elementary and Secondary Education Act (1965), the Child-Parent Center (CPC) program provides comprehensive educational and family support services to economically disadvantaged children from pre-school through early elementary school. The program serves children in high poverty neighborhoods where there is no ready access to Head Start facilities. Before enrolling their children in CPC, parents must agree to work with the program for a half a day per week. CPC provides half-day pre-school to children (for ages 3-4), half- or full-day kindergarten (for ages 4-6) and supplementary services to primary school children (ages 6-9) and their families.

POPULATION

Since 1967 CPC has served about 100,000 Chicago families. Currently, the program operates in 23 centers throughout the Chicago Public School system. The longitudinal study compared 989 children, who attended 20 CPC sites in Chicago's highest poverty neighborhoods during the mid-1980s, to a non-randomized, matched comparison group of 550 children, who participated in alternative early childhood programs and then full-day government-funded kindergarten. The vast majority of students in both groups were African American (93%), from low-income families (84%) or living in single-parent households (70%). The expected high school graduation year for youth in the study was 1998-99 and 84% of the original participants were still involved in the study in 2000.

Key Findings

Relative to children in the matched comparison group, the participants in the CPC program had the following academic achievement gains:

- Higher rates of high school completion (49.7% vs. 38.5%; significant at the .01 level).
- More years of completed education (10.6 vs. 10.2; significant at the .03 level).
- Lower school dropout rates (46.7% vs. 55%; significant at the .047 level).

BEST COPY AVAILABLE

- Lower cases of juvenile arrests (16.9% vs. 25.1%; significant at the .003 level).
- Lower rates of violent arrests (9.0% vs. 15.3%; significant at the .002 level).

The longer children and their families participated in CPC programs, the stronger the effects on academic achievement. Relative to children with less extensive participation in the program, children who participated from pre-school through second or third grade:

- Experienced lower rates of grade retention in grades K-12 (21.9% vs. 32.3%; .001 significance level).
- Were less often classified as needing Special Education (13.5% vs. 20.7%; .004 significance level).

In terms of gender, the CPC program had the strongest effect on boys. The group of predominantly African American males from CPC experiencing a 47% higher rate of high school completion than the males in the comparison group.

CPC program attendance rates regularly exceed 92%, which is four to six percentage points higher than other Title-I programs.

Program Components

CPC is founded on the assumption that school success is facilitated by a stable and enriched learning environment during the entire period of early childhood (ages 3-9). The following components are shared by the majority of CPC program sites:

- CPC pre-school and kindergarten programs are affiliated with elementary schools, but they are located in a separate building or wing of the school. The staff include a head teacher, parent-resource teacher, classroom teachers, teacher aides and school-community representatives. These programs serve from 130 to 210 students, and they have 6 classrooms on average. CPC primary school programs are all located in elementary schools and they serve from 90 to 420 students in 4-18 classes.
- Half-day CPC pre-school programs are offered for 3 hours in the morning and 3 hours in the afternoon. CPC kindergarten programs are either half day (2.5 hours) or full day (6 hours). Both programs run throughout the regular nine-month school year and for 8 weeks each summer.
- The child to teacher ratio in CPC pre-school programs is 17:2, while the ratio in kindergarten and primary school programs is 25:2. The presence of parent volunteers further reduces the child to adult ratio in CPC classrooms.
- Parents get involved in numerous ways with CPC programs, from volunteering in the classroom to joining reading groups in the parent-resource room. CPC staff conduct home visits and parents are encouraged to read with their children, attend parent-teacher conferences, enroll in parent education classes and attend social events organized by CPC staff. Parent involvement is required during pre-school and kindergarten, and encouraged during the primary grades.
- The CPC curriculum emphasizes basic skills in language arts and math through a variety of learning experiences including whole class exercises, small groups, individualized learning activities, and field trips. In conjunction with these academic enrichment activities CPC fosters the psychosocial development of children.
- Health screening, referrals, speech therapy and nursing services, as well as free breakfast and lunch are available to CPC students and families.

BEST COPY AVAILABLE

- The average annual cost of the half-day pre-school program in CPC was $4350 per child. The average annual cost of the primary school CPC program (grades K-3) was $1500 per student above the cost of normal school programming. Both figures given in 1996 dollars.

Contributing Factors

Early Intervention

Program evaluators believed that early intervention had the greatest impact because it focused on the early childhood years "when children and parents are most receptive to change."

Parent Involvement

Before children are accepted for the program, parents must commit to participating at least a half day per week. The evaluators observed that "many parents do not often participate to this extent," but they ranked various parent involvement activities. The highest parent participation occurred in parent-resource rooms, organized school activities and home support activities. Evaluators ranked parent participation in classroom volunteering as "moderate," and parent enrollment in formal adult education courses was ranked "low." Parent-center resource rooms located in every CPC site serve as the focal point for parent services and involvement.

Community Involvement

Each CPC program site has a full-time community liaison, who has usually grown up in the neighborhood around the school. This staff member identifies families in need of CPC services and goes door-to-door to recruit prospective families. The community representative also conducts at least one home visit per enrolled child.

Program Continuity/Long-term support

Evaluators argued that one of the key factors that contributed to program success was the duration and continuity of support received by CPC children from age 3 to 9, especially in contrast to the relatively haphazard academic support available to other children from similar socio-economic backgrounds. This continuity facilitated student transitions from pre-K to kindergarten and from kindergarten to the elementary school grades.

Individualized Attention/Small Classes

"The relatively small class sizes and the presence of several adults enable a relatively intensive, child-centered approach to early childhood development," according to the evaluator.

BEST COPY AVAILABLE

STUDY METHODOLOGY

This quasi-experimental, longitudinal study originally included all children who enrolled in the 20 CPCs with pre-school and kindergarten programs beginning in the fall of 1983 and who were kindergarten graduates. Children who were age 3 or 4 when they enrolled could participate in the program up to age 9 in the spring of 1989. The comparison group included children who did not have a systemic intervention from pre-school through third grade, though some had participated in Head Start and most had attended an all-day kindergarten called the Chicago Effective Schools Project (CESP). These two groups were matched for race/ethnicity, gender and family income. The parents of CPC program participants had a higher high school graduation rate than the parents of children in the comparison group (66% vs. 60%), but evaluators took these differences into account when measuring program effects. By the age of 20, 83% of the original sample of 1,539 children were still involved in the longitudinal study.

EVALUATION & PROGRAM FUNDING

Title I of the Improving America's Schools Act funds the pre-school and kindergarten components of the CPC program, while the State of Illinois funds the primary school component of CPC. The evaluation was funded by the National Institutes of Health and the U.S. Department of Education.

GEOGRAPHIC AREAS

Chicago, Illinois

CONTACT INFORMATION

Research Contacts

Arthur J. Reynolds, Associate Professor
The School of Social Work
1350 University Ave.
Madison, WI 53706
Phone: 608.263.3837
ajreynol@facstaff.wisc.edu

BEST COPY AVAILABLE

Community Schools: New York City

A Summary of:

PLAN FOR A THREE-YEAR EVALUATION OF THE CHILDREN'S AID SOCIETY'S COMMUNITY SCHOOL PROJECT, 1996

BUILDING A COMMUNITY SCHOOL,
October 1997, revised edition Both published by The Children's Aid Society.

COMMUNITY SCHOOLS: Education Reform and Partnership with Our Nation's Social Service Agencies - An Issue Brief,
1998, Child Welfare League of America

Focus
- ✓ Early Childhood
- ✓ Primary School
- ✓ Middle School
- ✓ Secondary School
- English Lang. Dev.
- ✓ Extended Learning

Overview

Community schools, also called "full-service schools," are a model of public school that combines academics with a complete range of child and family services. In 1998, there were an estimated 400 community schools across the nation. However, the flexible definition of community schools and lack of formal reporting make accurate estimates difficult. These reports describe the community schools created in 1992 through a partnership between The Children's Aid Society (CAS) and the New York City Board of Education. These schools are open 16 hours a day, six days a week, all year. They offer medical, dental and mental health services, supplemental education, recreation activities, teen programs, parent education and camp programs.

POPULATION

The reports review community schools located in Manhattan's Washington Heights neighborhood serving youth from first grade through high school. The majority of the students live in troubled or economically disadvantaged inner- city neighborhoods. Most of them are at risk of dropping out of school, have chronic long-range health problems, or engage in high-risk behavior. The CAS Washington Heights-Inwood community schools have a combined enrollment of 7,100 students and the support of more than 100 community organizations. With the new schools in East Harlem, the total number of CAS students grew to 9,140.

Evidence of Effectiveness

The CAS Community School is a fairly recent educational model. Researchers are still in the data collection stage of measuring effectiveness. A formal three-year evaluation of Washington Heights community schools began in Fall 1997. Preliminary data show:

- a student attendance rate of 90 percent (attendance rates for students and teachers have improved since the schools opened in 1993 and are currently among the highest in the city)

BEST COPY AVAILABLE

- strong parental involvement (staff estimate that every parent has visited a Resource Center at least once and that 70 percent use their services on an ongoing basis)
- full health coverage for students (on-site medical, dental and eye clinics at the schools provide about 25,000 appointments a year; each student is seen at least once annually)
- friendly environment (none of the schools have been vandalized by graffiti; visitors report that they "feel different" because there is an overall community feeling)

Key Components

The goal of Community Schools is to bring services that children need into the school and free teachers to do the work for which they are trained: teaching. To reach this goal, most community schools have:

- extended hours that keep the school building open evenings, weekends and summers
- traditional public school academic curricula expanded or supplemented by creative innovations made possible by the extended school day
- medical, dental and eye care services on site
- on-site mental health services with full- and part-time psychiatrists and social workers
- one-on-one student services, such as career counseling, tutoring and mentoring
- organized recreational or arts activities
- vocational education, entrepreneurship seminars or work experience opportunities
- child care and parenting classes
- college courses or courses transferable into college credit

Contributing Factors

Merging of School and Community Resources
An Issue Brief: "Community schools are characterized by a combination of school resources and outside community resources to provide 'seamless' programs" as well as "an active collaboration in governing such programs" and "community ownership."

Parental Participation
Building A Community School: "The community school must work to involve parents at all levels and as early as possible as partners in planning the community school, as volunteers or staff within the school, as members of the parents' association and one-to-one partners in their children's education. To encourage this involvement, the school itself must be seen as a place not just for children, but for entire families."

Focus on Academic Achievements
Building A Community School: "While the community school concept allows for a revolutionary vision of the role a school can play within a community, its primary goal is the education of children. The enriched health and social services of the school are all designed to ensure that children are emotionally, socially and physically prepared to learn and achieve."

"Community schools are an attempt to answer the concerns of policy experts, teachers and parents alike, who believe that services, especially for disadvantaged families, are too fragmented; that school achievement cannot occur if children and families are in crisis; that teachers are indeed too often asked to serve as social workers; and that parents have been left out of the educational picture."
CAS Executive Director, Phil Coltoff

In-Depth Assessment of Need
Building A Community School: "The process of assessing community needs and strengths is always enhanced by the full participation of the partners

BEST COPY AVAILABLE

involved in designing the community school, including parent association members, school board members, teachers, administrators, community-based organizations and other human service agencies. But the process cannot rely solely on the opinions and gut instincts of the partners involved. To take a thorough and objective reading of the community's service needs and come to a clear understanding of community residents and the complexity of their lives, an extensive and professional community survey must be completed."

STUDY METHODOLOGY

Plan for a Three-Year Evaluation describes a study currently underway of the Washington Heights schools to compare community school students with those at other schools. The study is based on interviews with administrators and staff, teacher focus groups and surveys, evaluations of student perceptions of school climate and parent interviews. *Building A Community School* provides a wealth of anecdotal evidence and practical information collected from surveys and site visits at the four Washington Heights community schools. *An Issue Brief* is based on surveys by The Children's Aid Society, as well as research by the National Center for Community Education.

EVALUATION FUNDING

The Children's Aid Society and Children's Welfare League of America.

GEOGRAPHIC AREAS

Community schools are emerging across the nation. The reports focus on community schools in the neighborhood of Washington Heights, Manhattan, New York City.

CONTACT INFORMATION

Implementing Contact

Richard Negron
Director of Community Schools
The Children's Aid Society
105 East 22nd Street
New York, NY 10010
(212) 569-2880, Fax (212) 544-7609
http://www.childrensaidsociety.org

Additional Resources: *Further information about community schools may be found in Community School News, a quarterly newsletter published by the Technical Assistance Center of The Children's Aid Society. See also Martin Blank & Carol Steinbach (1999), "Communities: Powerful Resources for America's Youth," Chapter 4, pp. 59-81, in Halperin, Samuel (ed.). The Forgotten Half Revisited: American Youth and Youth Families, 1988-2008. Washington, DC: American Youth Policy Forum.; and Melaville, Atelia I. (1998). Learning Together: The Developing Field of School-Community Initiatives. Flint, MI: Charles S. Mott Foundation & Institute for Educational Leadership.*

BEST COPY AVAILABLE

Equity 2000

A Summary of:

"The *Equity 2000* Evaluation, a Summary Report: Impact and Implementation, Report No. 86" (December 1997) Pelavin Research Center. By Carlos Ródriguez, Nidhi Khattri, and Mei Han.

"The Senior Survey Analysis of Cohorts 1, 2, and 3, Report No. 87" (September 1999) American Institutes for Research. By George Bohmstedt, Pamela Jakwerth, Carlos Ródriguez, and Sherri Quiñones.

"Getting to the Right Algebra: The Equity 2000 Initiative in Milwaukee Public Schools" (April 1999) Manpower Demonstration Research Corporation, by Sandra Ham and Erica Walker.

Focus

- Early Childhood
- Primary School
- Middle School
- ✓ Secondary School
- English Lang. Dev.
- Extended Learning

Overview

The College Board first piloted the Equity 2000 program in 1990 in Fort Worth, Texas in an attempt to increase college acceptance, attendance and success rates for minority students. The standard that drives this district-wide reform model is an expectation that all students will take Algebra I in the ninth grade and geometry in the tenth grade. Equity 2000 promotes academic enrichment for all students through the elimination of low-level curriculum tracking. Teachers trained by College Board staff implement an improved curriculum in all Algebra I and geometry classes, and extra help is offered to students struggling to meet the new standards. In short, the aim of Equity 2000 is "to demonstrate that a single, relatively simple policy change, requiring Algebra I and geometry for all students linked to specific programmatic interventions, could reduce the under-representation of minority and disadvantaged students in higher education."

POPULATION

Since 1990, over 700 schools and more than 500,000 students in 14 school districts have taken part in the Equity 2000 program. The national evaluations focused on students in 7 school districts: Fort Worth, TX; Milwaukee, WI; Nashville, TN; Prince Georges County, MD; Providence, RI; San José and East Side Union, CA. During the final school year of the national evaluation (1995-96), the student population in Equity 2000 districts was 47% African American, 28% white, 17% Latino, 6% Asian American, and less than 1% Native American. The proportion of minority students in most, if not all, of these districts has increased since the 1995-96 school year.

Key Findings

Between 1991 and 1996, the percentage of students enrolling in and passing Algebra I and geometry (or more advanced math classes) by the ninth and tenth grades, increased in the 7 districts.

- The proportion of students enrolled in Algebra I or higher-level math courses by the ninth grade increased for African Americans (45%-72%), Asians (63%-78%), Latinos (40%-72%) and whites (59%-75%).
- The proportion of students passing Algebra I by the end of ninth grade increased for African Americans (34%-41%), Asians (60%-65%), Latinos (31%-38%), and whites (49%-54%).

BEST COPY AVAILABLE

- The proportion of students enrolled in geometry or higher-level math courses by the tenth grade increased for African Americans by (34%-52%) Asians (59%-64%), Latinos (21%-39%), and whites (49%-61%).

- The proportion of students passing geometry by the end of tenth grade increased for African Americans by (29%-40%), Asians (57%-58%), Latinos (17%-29%) and whites (44%-52%).

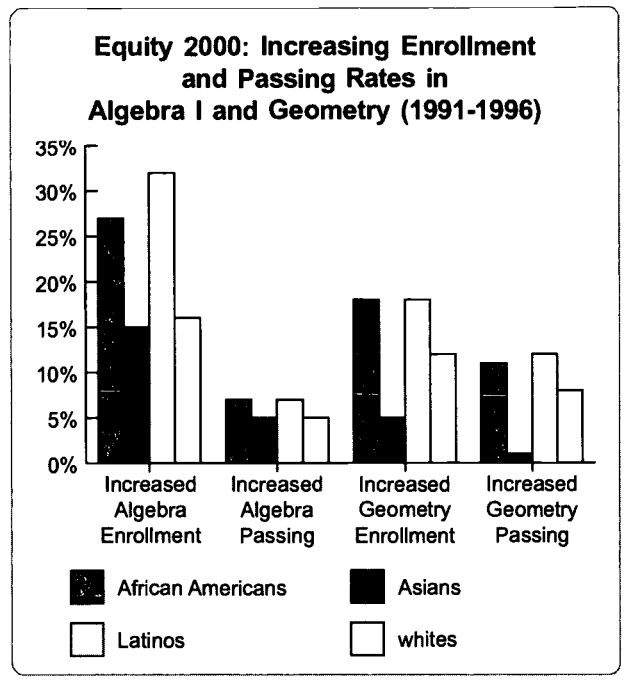
Only 3 of the 7 sites had achieved the program's stated goal (100% enrollment in Algebra I by the ninth grade) by 1995/96.

The gap between the proportion of African American and white students taking the SAT in Equity 2000 districts either decreased or remained the same between 1991 and 1996, however, the gap between Latino and white students increased.

Evaluators of Equity 2000 in Milwaukee found that between 1991 and 1997 the program:

- More than tripled the percentage of ninth graders in MPS taking Algebra I or higher level math: from 31% to 99%.

- Increased Algebra I enrollment of African American, Latino and Asian students by 75%, 78% and 67%, respectively.



- Nearly doubled the percentage of MPS students completing Algebra I by the end of ninth grade: from 25% to 55%. (The gain was significant for all students, but an achievement gap remained for all minority groups except Asians.)

- Trained 85% of the MPS math teachers from grades 8-10.

Milwaukee evaluators also noted, however, that nearly half (47%) of the MPS ninth graders who took Algebra I in those years did not pass the course.

Program Components

The College Board worked with various high poverty or high minority school districts across the country to implement Equity 2000 with the following components:

- Letters of Agreement signed by the school districts and Equity 2000 ensured that both partners had shared goals and agendas. The districts agreed to implement required Algebra I and geometry courses for all ninth and tenth graders in order to prepare them for college-level mathematics. Individual sites worked with the College Board to create time lines for implementation.

- Staff from the College Board worked with administrators, counselors and teachers in intensive summer workshops and in-service training sessions throughout the school year. This professional development began up to two years before implementation of new mathematics requirements in each district. In Milwaukee, algebra and geometry study groups with high school math teachers and professors from the University of Wisconsin—Milwaukee (UMW) provided undergraduate credits and time for teachers to work on curriculum design.

BEST COPY AVAILABLE

- Voluntary Saturday Academies (for students) and summer math programs provided additional tutoring, algebra readiness classes, practice for high school proficiency exams and make-up courses for students in grades 8-12 who struggled with, or did not pass, the newly mandated requirements. In Milwaukee, Saturday Academies were sometimes held on the UMW campus.
- Parent Academies and program counselors helped parents understand the importance of math literacy to students' college access and success. Parents also joined students and counselors on field trips to the Historically Black Colleges and Universities (HBCUs).

Contributing Factors

High Standards/High Expectations
Equity 2000 was founded on the expectation that all students can complete the math requirements necessary for college admission. Program counselors encouraged all students to take advanced math courses in high school and investigate college opportunities.

Extra Supports
Voluntary Saturday Academies and math summer programs were extended learning opportunities that served as "safety nets" to catch students who began to falter when districts mandated tough new math standards. Yet, because of the optional nature of the extended learning opportunities, teachers report lower than expected attendance.

Professional Development
Evaluators indicated that ongoing professional development was crucial to the implementation of the demanding curriculum changes mandated by Equity 2000.

Transition Focus
Mandating mathematics courses that were prerequisites for college admissions facilitated access to higher education for all students in the district. Field trips to HBCUs and other colleges expanded students' educational aspirations.

Unintended Consequences
High failure rates of mathematics courses were an unintended consequence of the new Algebra I and geometry mandates, despite the fact that each district planned and trained teachers for two years before implementing the tough math requirements.

Evaluator Comments

Evaluators from the Pelavin Research Center concluded: "Although a greater proportion and a larger number of minority students enrolled in and passed Algebra I and geometry, they [still] lagged behind their white peers."

Evaluators did not explain the fall off in college attendance for Asian students reported in the follow-up study.

BEST COPY AVAILABLE

STUDY METHODOLOGY

"The Equity 2000 Evaluation" focused on the five-year demonstration project of Equity 2000 in 7 sites. The sites were chosen to participate due to their commitment to minority achievement. Evaluators collected data from students' records, surveys of teacher and counselors, observation of mathematics classes and focus groups with school personnel. The 7 sites had over 300,000 students. "Getting the Right Algebra" evaluates the implementation of Equity 2000 in Milwaukee and utilizes district and program data collected annually. They also used interviews and focus groups with school administrators, teachers, guidance counselors and funding staff.

EVALUATION & PROGRAM FUNDING

The College Board funded both the evaluation and the program, providing more than $25 million to the districts that implemented the reform between 1991 and 2000. The Milwaukee study was a preliminary report conducted by MDRC. Funding for a full MDRC study never materialized.

GEOGRAPHIC AREAS

The Equity 2000 sites covered by the evaluation were in Fort Worth, TX; Milwaukee, WI; Nashville, TN; Prince George's County, MD; Providence, RI; San Jose Unified School District and East Side Union, CA.

CONTACT INFORMATION

Research Contacts

George Bohrnstedt & Sherri Quiñones
American Institutes for Research
3333 K Street, NW
Washington, DC 20007-3541
Phone: 202.342.5000
Fax: 202.342.5033
www.air-dc.org/

Carlos Ródriguez
Pelavin Research Center
American Institutes for Research
1000 Thomas Jefferson Street, NW
Washington, DC 20007-3835
Phone: 202.944.5300
Fax: 202.944.5454
crodriguez@air.org

Sandra Ham
Manpower Demonstration Research Corporation
19th Floor
16 East 34 Street
New York, NY 10016-4326
Phone: 212.532.3200
Fax: 212.684.0832
www.mdrc.org

BEST COPY AVAILABLE

¡Español Aumentativo!: Houston, TX

A Summary of:

A Transitional Bilingual Education Program For Secondary Hispanic Preliterates,
September 1995, Spring Branch Independent School District in collaboration with the University of Houston, by Renate H. Donovan and Julie K. Hodson

Focus

- Early Childhood
- Primary School
- ✓ Middle School
- ✓ Secondary School
- ✓ English Lang. Dev.
- Extended Learning

Overview

¡Español Aumentativo! is a one-year transitional program for Hispanic students of the Spring Branch Independent School District in Houston, Texas. The program focuses on developing Spanish literacy and English proficiency among secondary students who are at risk of dropping out or falling behind in their studies.

POPULATION

In School Year 1995-96, the Spring Branch Independent School District had 28,200 students, of which 630 middle and high school Hispanic students attended ¡Español Aumentativo! The level of native language literacy for these students varied between preliterate to low fourth grade. An additional 510 students per year received support from bilingual teacher assistants placed in area classrooms. Students also received intensive English instruction two to three hours per day.

Evidence of Effectiveness

The University of Houston evaluated the program from 1991 to 1995. Research findings indicated that ¡Español Aumentativo! students had:

- improved scores in the Texas Assessment of Academic Skills (TAAS) (while none of the students had passed the TAAS before the program, approval rates after the program were 12 percent in the writing test, 13 percent in reading and 9 percent in math)
- improved attendance rates (while in the program, students showed high rates of punctuality and class attendance, but attendance and punctuality decreased after they left the program)
- continuous improvement in English literacy (after one year in the program, the scores in the IDEA Oral Language Proficiency Test were 4.1, 4.6 and 6.1 for the program's cohorts 1, 2 and 3, as compared to 5.7, 4.6 and 4.4 for the three cohorts in the comparison group)
- continuous improvement in Language Arts (after one year in the program, scores on the 3R's Language Arts tests were 4.6, 6 and 7.47 for the three cohorts in the program, vs. the comparison group's scores of 5, 4 and 6.58 respectively)

BEST COPY AVAILABLE

Key Components

The program offered: Native language (Spanish) literacy classes; English literacy classes; content area (mathematics and science) in English and Spanish; computer training; activities requiring parental participation; and staff development activities.

Staff development was a major goal of the program. Staff were encouraged to attend college courses, in addition to professional development activities.

The project influenced other schools in the District to emphasize multicultural education and involve the growing number of minority parents in their activities. Students used computers to do written assignments, create bar graphs, pie charts, databases and spreadsheets, and write biographies and other stories. They also learned how to research topics using electronic media. Many of the students who could not read or write at the beginning of the project were writing in journals by the end of the school year.

The case worker became acquainted with the majority of the project's parents through personal contact, memos, and home visits and encouraged them to participate in the education of their children and their own education. She was also invited to have her parent meetings broadcast on television for the school district. The broadcast was continued the following year.

Contributing Factors

Dedicated Staff

Many teachers were native Spanish-speakers and capable of understanding cultural and linguistic differences among the students. The evaluator also observed that the project teachers spent more time in instructional activities and less in classroom management activities than non-project teachers. They used innovative practices to encourage communication among students and worked with them to improve their study habits and school-related behaviors.

Parental Involvement

The project's efforts to involve parents were deemed so successful, that the bilingual caseworker was requested to help other schools in the District. Through her efforts, by Year Four of the project, even in the schools without ¡Español Aumentativo!, more Spanish-speaking parents were participating in school activities than English-speaking parents.

BEST COPY AVAILABLE

STUDY METHODOLOGY

An independent evaluator from the University of Houston made site observations, surveyed teachers and students, and reviewed the data analysis conducted by the program administrators. Pre- and post-tests used standardized instruments adopted by the state. Comparisons were done with students who were similarly preliterate in Spanish but attended non-program schools.

EVALUATION FUNDING

Grant from the U.S. Department of Education.

GEOGRAPHIC AREAS

Spring Branch Independent School District, Houston, Texas. The program functioned in four middle schools (Landrum, Northbrook, Spring Oaks, and Spring Woods) and two high schools (Spring Woods High and Northbrook High).

CONTACT INFORMATION

Research Contact
Renate H. Donovan
Project Director
Julie K. Hodson
Co-project Director/Facilitator
Spring Branch Independent School District

Implementing Contact
Marcy Canady
Director Bilingual & ESL Instructional Department
Spring Branch Independent School District
955 Campbell Road
Houston, TX 77024
(713)464-1511, Fax (713) 365-4297
canadam@spring_branch.isd.tenet.edu
www.spring-branch.isd.tenet.edu

BEST COPY AVAILABLE

4 - H: Kansas City, MO

A Summary of:

4-H AS AN URBAN PROGRAM,
1998, Resource Development Institute, Unpublished Document

Focus
- Early Childhood
- ✓ Primary School
- Middle School
- Secondary School
- English Lang. Dev.
- ✓ Extended Learning

Overview

The largest voluntary co-educational youth program in the world, 4-H is implemented in both rural and urban settings. The four H's stand for head, heart, hands and health and reflect the program's pledge: "My head to clearer thinking; my heart to greater loyalty; my hands to larger services; and my health to better living." Since 1914, 4-H programs have been administered by Cooperative Extension offices formed by partnerships among federal, state, and county governments and other local public and private organizations. The Extension office must include a university, which is almost always the land-grant university. The program was initially developed to improve the living conditions of small farmers and their families through education and focused on school-aged children. In the late 1970s, the concept was expanded and introduced in urban settings. The first after-school 4-H program in public housing started in Los Angeles. In 1995, with the support of the Department of Housing and Urban Development, this urban model was replicated in other cities. This report focuses on programs in Kansas City.

POPULATION

In Kansas City, MO, 4-H opened in April 1996 in three public housing developments and served 40 youth. Two other sites were opened the next year for a total enrollment of 145 youth and an average daily attendance of 120. There are six more girls than boys in the group. Ages vary from 5 to 11 years old, with the largest group between 5 and 7 years of age. Ninety-eight percent of the 145 youth are African Americans. Eighteen teenagers, also public housing residents, worked as mentors.

Evidence of Effectiveness

The program maintains a continuous evaluation system that focuses on both process and outcomes for the child, the family and the community. A comparison of students' performance prior to and after participation in the program indicated that 4-H participation:

- increased school attendance (school attendance increased from an average of less than two days to more than four days per week for participants in elementary school)
- improved classroom behavior (teachers reported improved classroom behavior of elementary students; for teens involved in the program, the mean suspension rate decreased from six to zero)
- improved grade point average (teen's grade point averages increased as much as three grade points and all students were up to appropriate grade level; grade improvement in elementary school children was directly related to intensity of participation in the program)

BEST COPY AVAILABLE

- improved behavior at home (parents and community leaders reported that participants demonstrated improved relations with siblings and parents)
- reduced illegal activities in the community (at least six of the teens had been involved with the police before; after entering the program all 18 teens and the 145 elementary students had no reported participation in drug use or other illegal behaviors)

Key Findings

All 4-H programs emphasize a "hands on" approach and the connection between academic and work-related learning, with emphasis on life skills development and a strong community-centered focus. The programs also provide youth with opportunities to interact with adults and other successful teens beyond the school environment.

"Each component of the curriculum was developed to celebrate the differences between and within everyone, and to expand the academic and decision making skills necessary for success in the classroom and throughout life."

Resource Development Institute, 1998

The Kansas City 4-H is an after-school program that includes:

- educational enrichment (organized in small groups, participants work daily on a curriculum especially developed for 4-H, which focuses on reading, vocabulary, ethnic enrichment, science, math and entrepreneurial topics)
- employment of local residents as site director and mentors (each site director supervises up to seven teenage mentors; all staff must reside in the public housing where the program is located)
- on-going staff development (staff receive a minimum of 250 hours per year of training in curriculum development, personal development, conflict resolution, interpersonal relations, job skills and career development)
- customized curricula (character building and drug prevention strategies are integrated with academic curriculum and individualized to meet the needs of participant youth and families)
- nutritional education (participants learn about eating healthy food and a nutritional snack or meal is served each day; for some 4-H participants, this may be their only evening meal)
- mentoring (participants are requested to bring all homework to the site and are helped by teen mentors when needed; teen mentors are local residents selected for their success in school and their ethical and moral behavior; the average ratio is six participants per mentor)
- community activities (the 4-H concept is that the more a family is involved in the community, the healthier the behavior of its members; community activities are used as a venue for recognizing achievements in academics, sports, and ethical and moral behaviors)
- school connection (includes collaborative and coordinated program planning, ongoing school visitation to monitor attendance and academic growth, advocacy for children and youth)

Contributing Factors

Community Involvement

Site residents are actively involved in the programs and may serve in the local Resident Management Councils, a part of public housing management. They also serve on the Vision Team, the program's advisory board for operations and expansion. The Vision Team is composed of representatives of the founding Coalition, private industries, local, state and federal government agencies, and site residents, including teen mentors and project participants.

BEST COPY AVAILABLE

On-going Evaluation
A system of continuous evaluation and feedback is used to monitor the program and its outcomes and provide information that is used by the site's Management Council and Vision Team to improve and modify the programs.

Holistic Approach
The 4-H concept focuses on the individual, the family, and the community. The programs equally emphasize success in academics, sports, work, respect for others, and dedication to the community.

Contact with Caring Adults
Many of the participating children are latchkey children, who see the 4-H staff as a steady support and their main role models.

STUDY METHODOLOGY

Kansas City 4-H maintains a system of on-going evaluation that combines qualitative and quantitative methodologies. Evaluation includes process (achievement of goals and objectives) and outcomes. Data is used to improve the program. School attendance and grades are collected from the schools and 4-H attendance is monitored by the site directors. School-based behavioral data is collected from teachers using the Walker-McConnell Scale. Behavior in the family and community were measured by surveys with parents and community leaders.

EVALUATION FUNDING

Grant from the U.S. Department of Housing and Urban Development.

GEOGRAPHIC AREAS

The 4-H programs are nationwide. The programs described in this report started between 1996 and 1997 under a grant from the U.S. Department of Housing and Human Development. They are located in five public housing projects in Kansas City, MO: Theron B. Watkins, Guinotte Manor, Chouteau Courts, Riverview Gardens and Wayne Manor. Four of the sites are supervised by a private, non-profit organization (Don Bosco Community Centers). The fifth site is operated by the Resource Development Institute (RDI), under contract with the University of Missouri. RDI is conducting the program evaluation.

CONTACT INFORMATION

Research Contact
Leon A. Moon, Project Director
Resource Development Institute
University Outreach and Extension
University of Missouri
P O Box 270304
Kansas City, Missouri 64127
(816) 221-3383, Fax (816) 842-6920
MoonL@missouri.edu

BEST COPY AVAILABLE

Girls, Inc.

A Summary of:

TRUTH, TRUST AND TECHNOLOGY, New Research on Preventing Adolescent Pregnancy; Summary Report on the Girls Incorporated Program Development and Research Project, October 1991, Girls Incorporated®[1], National Resource Center, by Heather Johnston Nicholson, Leticia T. Postrado and Faedra Lazar Weiss

Focus

- Early Childhood
- ✓ Primary School
- ✓ Middle School
- ✓ Secondary School
- English Lang. Dev.
- ✓ Extended Learning

Overview

Preventing Adolescent Pregnancy[1] is a comprehensive set of programs developed by Girls Incorporated and implemented in the agency's centers, schools and other youth-serving organizations. The project aims to provide factual information and skill-building exercises to enable girls and young women to make and implement responsible decisions about sex. The program's four components include:

- Growing Together[1] (a series of workshops for younger girls and their parents to increase communication about sexual information and values and delay the onset of sexual intercourse; it is currently offered to girls aged 9-11)
- Will Power/Won't Power[1] (an assertiveness training program for girls aged 12-14 designed to help them postpone the onset of sexual intercourse while remaining popular with both male and female peers)
- Taking Care of Business[1] (for girls aged 15-17, this component aims to increase their motivation and skills to avoid pregnancy through education and career planning, communication skills, goal-setting and responsible decision-making about sexual behavior and contraception)
- Health Bridge[1] (a delivery system that connects program participants to community-based health services, including reproductive health services, with the objective of helping them practice effective contraception when they begin having intercourse)

POPULATION

Of the 750 participants in the initial project, 75 percent were African American and 25 percent were white, Latino or of other racial or ethnic groups. Catholics constituted 17 percent of the population and 83 percent were Protestant or of other religions. One-third reported living in a household with a father. Three-fifths had mothers who had completed high school. One-fourth reported welfare as a source of family income. The mothers of 37 percent of the sample had been pregnant before age 18 and 46 percent had girlfriends who had been pregnant before age 18.

BEST COPY AVAILABLE

Evidence of Effectiveness

An analysis of outcomes for participants within a year of participation in the project showed that:

- young girls who participated in Growing Together were less than half as likely as nonparticipating peers to initiate sexual intercourse within a year of program participation
- young girls who participated in nearly the entire program of Will Power/Won't Power were half as likely as nonparticipants, and less than one-third as likely as girls who participated in the program for a shorter time, to initiate sexual intercourse within a year of program participation
- older girls who participated in nearly the entire program of Taking Care of Business were about half as likely as nonparticipants and one-third as likely as short-term participants to have sex without contraception within a year of program participation
- older girls who participated in Health Bridge reported having sex without birth control one-third as often as non-participants and were less than half as likely to become pregnant within a year of program participation

The cost of offering all four components of the program is estimated at $1,200 per participant.

Key Components

The Preventing Adolescent Pregnancy Project operated from 1985-1988 and involved 750 girls and young women ages 12-17. Programs for younger teens (12-14 years old) aimed to clearly communicate to participants the benefits of postponing sexual intercourse until they were older. These programs stressed skills in communication and in identifying and resisting pressures toward sexual activity. The programs for 15-17 year-olds stressed life planning skills, health education and health care. The program components were made available to all Girls Incorporated affiliates and selected program partners in 1989, and have been implemented continuously throughout Girls Incorporated since then.

According to Faedra Lazar Weiss, of Girls, Inc., the program has been offered to over 150,000 young women in 32 states. Based on the findings of the Preventing Adolescent Pregnancy Project, Growing Together is now offered to girls ages 9-11, their parents and other significant adults. All program components have recently been revised to address issues such as sexual relationships outside of traditional patterns of dating, more emphasis on the decision to postpone sexual intercourse to post-teen years and HIV infection. One program component has been translated into Spanish and all revised components are being field-tested. Girls Incorporated affiliates, many of which have now implemented the program for a decade, have additional anecdotal reports of its effectiveness in delaying first intercourse and pregnancy.

BEST COPY AVAILABLE

Contributing Factors

Links With Youth Organizations and Other Community Groups

Community-based agencies can provide support for the young women to resist peer pressure and assistance to those who are sexually active. They can function as advocates for increased services and improved policies related to reproduction.

Age-Specific Programming

Researchers documented positive age-specific responses to programs targeted toward younger and older teens. The evaluators recommended that programming begin no later than age 9 and run later, to age 18, to be even more effective.

Links With Parents and Teachers

Helping young women to establish links with parents, teachers and community organizations was a key factor in the long-term effects of the project.

"Every young woman needs and deserves information (truth), support (trust), and skills and resources, including contraception when she needs it (technology). These are the keys that enable a young woman to have the confidence to keep saying 'no' and making it stick or to insist upon contraception until she makes a responsible decision to become a mother."

Trust, Truth and Technology

Early Investment

Investing in prevention ensures that less money is later spent on economic assistance. Armstrong and Waszak estimated that, in 1989, teen pregnancies cost society $21.55 billion and that the potential savings to society for a single pregnancy delayed beyond the teen years was more than $8,500 (Armstrong, E. and Waszak, C., *Teenage pregnancy and too-early childbearing: Public costs, personal consequences,* Center for Population Options, 1990).

STUDY METHODOLOGY

Evaluators based their reports on a survey of both present and past participants, documenting their progress and choices versus those of a similar group of young women who chose not to participate in the program (called a "control group" by researchers). Field research ran from October 1985 through October 1988. The survey collected background data on participants and asked about their attitudes toward teenage pregnancy, their educational and career goals and expectations, their sexual experience and their use of birth control methods.

GEOGRAPHIC AREAS

Demonstrations sites were in Dallas, TX; Memphis, TN; Omaha, NE; and Wilmington, DE.

CONTACT INFORMATION

Research and Implementing Contact

Bernice Humphrey, Director
Healthy Girls Initiative
Heather Johnston Nicholson, Ph.D.
Director of Research
Faedra Lazar Weiss,
Research Associate, Girls Incorporated
National Resource Center
441 West Michigan Street
Indianapolis, Indiana 46202
(317) 634-7546, Fax (317) 634-3024
nrc@girls-inc.org

1. *Girls Incorporated is federally registered with the U.S. Patent and Trademark Office. Preventing Adolescent Pregnancy, Growing Together, Will Power/ Won't Power, Taking Care of Business and Health Bridge are service marks of Girls Incorporated.*

BEST COPY AVAILABLE

Head Start and African American Children

A Summary of:

"Does Head Start Make a Difference?,"
1995, *American Economic Review*, vol. 85, no. 3, pp. 341-364. By Janet Currie, Department of Economics, University of California, Los Angeles, and Duncan Thomas, RAND

Focus
- ✓ Early Childhood
- Primary School
- Middle School
- Secondary School
- English Lang. Dev.
- Extended Learning

Overview

Head Start is a federal matching program started in 1965 as part of the "War on Poverty." It offers a comprehensive array of services to economically disadvantaged children, ages three to five, including health care, learning activities and social skills development. The goal is to provide children in poverty with the necessary health and intellectual support so they can start elementary school with foundations similar to more advantaged children. The program requires that 90% of participants come from families living below the poverty line. Ten percent of the openings must be set aside for children with disabilities. The Head Start Bureau indicates that, since its beginning, Head Start has served nearly 17 million children and their families. In Fiscal Year 1997, 793,809 children have been served in both Head Start classrooms and home-based programs. Of these, 36% were African American, 31% white and 26% Hispanic. Sixty-one percent of the families served had incomes of less than $9,000 a year. Federal funding for the program in FY 1997 was nearly $4 billion, with an average cost per child of $4,882.

POPULATION

The sample for this study was taken in 1990 and included 4,787 children aged three years and older, who had at least one sibling over three years old. Of these, 69% were white and 31% were African American. Among the white children, 14% had attended Head Start, 35% went to a non-Head Start program and 51% did neither. Among the African American children, 32% had been in Head Start, 25% went to another type of preschool and 43% did neither. The sample showed that Head Start children, when compared to those attending preschool, tend to have families with lower income levels, and mothers and grandmothers who have fewer years of schooling. African-American mothers of Head Start children are better educated than white mothers of Head Start children, but tend to live in households with lower income levels. Family income levels of Head Start children are also lower than those for children who attended no preschool.

Key Findings

When differences between families are controlled, the following outcomes were observed:

Academic Outcomes

- Children who participated in Head Start showed statistically significant (nearly seven percentage points) increases in vocabulary test scores when compared to their siblings who did not attend the program.
- White children who participated in Head Start were 47% less likely to repeat a grade later in elementary school when compared to their siblings who did not attend the program.

BEST COPY AVAILABLE

- African American children were found to lose benefits gained from Head Start faster than white children and, by age 10, they retained no gains, while white children still retained an overall gain of five percentage points.

- Participation in other types of preschool programs had no statistically significant effect on test scores or grade repetition.

Measures of health status

- All children who attended Head Start were 8% more likely to be immunized than children who had not attended the program.

- Younger siblings of children who attended Head Start were more likely to be immunized than younger siblings of children who did not attend the program.

"If the factors preventing African American children from maintaining the gains they achieve in Head Start could be removed, the program could probably be judged an incontrovertible success."

—Currie and Thomas, 1995

- No statistically significant differences were found in growth rates for children who attended Head Start compared to children who did not attend the program.

Discussing the different outcomes of Head Start across racial groups, the researchers observed that African American children in Head Start tend to come from more disadvantaged homes and live in poorer communities. Differences in retention of Head Start gains may also be due to differences in the types of schools that these children attended after they left the program.

Program Components

Head Start provides comprehensive services for children from low-income families, aged three to five. The program is administered by the Administration for Children and Families (ACF), U.S. Department of Health and Human Services.

Grants are awarded to public or private non-profit agencies by ACF Regional Offices and the Head Start Bureau's American Indian and Migrant Programs Branches. The community has to match twenty percent of the program cost.

According to information provided by the U.S. Department of Health and Human Services, Administration for Children and Families, Head Start programs are tailored to the local needs of the participating children and the community served. However, all Head Start programs must focus on:

- education
- nutrition
- socio-economic development
- physical and mental health
- parental involvement

Head Start programs are expected to provide activities that foster the child's intellectual, social and emotional growth, while respecting his or her ethnic and cultural characteristics. The health component includes immunizations, medical, dental and mental health services. Another required component of the program is to provide children with nutritious meals.

Parental involvement is an essential component of Head Start. Parents serve as members of policy councils and committees and participate in administrative and managerial decisions. They also participate in classes and workshops on child development, health and nutrition education. Program staff conduct home visits and work with parents in educational activities that can take place at home.

Among other services provided to families of Head Start children are community outreach, needs assessment, recruitment and enrollment of children, information and referrals, emergency assistance and/or crisis intervention.

BEST COPY AVAILABLE

Contributing Factors

Early Intervention for the Most Vulnerable Children

Research indicates that children who are intellectually stimulated from early ages, and receive appropriate health care, will be more likely to succeed later in school and in life. Head Start programs focus on the most vulnerable children, those who live in poverty and/or have disabilities.

Parental Support

The programs do not focus solely on the child. They offer education, information and referral services to participating families, empowering them to raise their children in a healthier and more supportive environment.

Comprehensive Services

Head Start offers a comprehensive array of services for participating children and their families. The program also encourages the communities to use non-Head Start resources so that more children can be reached. In 1996, nearly 68% of Head Start children were enrolled in the Early Periodic Screening, Diagnosis and Treatment (EPSDT), a Medicaid program that pays for preventive medical and dental care for children.

STUDY METHODOLOGY

Researchers used a sample from two national databases: the National Longitudinal Survey of Youth (NLSY) and the National Longitudinal Survey's Child-Mother (NLSCM). The NLSY started in 1979 and has annually surveyed 6,283 women. As of 1990, the women, aged 25-32, had given birth to over 8,500 children. The NLSCM includes the NLSY mothers and their children. To control for family background and differential treatment among children, the researchers contrasted children enrolled in Head Start with siblings not enrolled in the program. These siblings were further divided between those who had not attended preschool and those enrolled in a non-Head Start type of preschool program. To measure academic gains, researchers used the Picture Peabody Vocabulary Test score (PPVT) and the absence of grade repetition. The impact of Head Start on children's health was measured by immunization status (specifically whether the child had been immunized for measles) and growth rates. Regression analysis was used to estimate the effects of participation or non-participation in Head Start in the four measures.

EVALUATION FUNDING

The Alfred P. Sloan Foundation and the National Science Foundation.

GEOGRAPHIC AREAS

All 50 states, the District of Columbia and Puerto Rico have Head Start programs.

CONTACT INFORMATION

Research Contact

Janet Currie, Ph.D., Department of Economics
University of California, Los Angeles
Bunch Hall 9371
Los Angeles, CA 90095-9528
Phone: 310.825.1011
Fax: 310.825.9528
currie@simba.sscnet.ucla.edu

Duncan Thomas, RAND
1700 Main Street
Santa Monica, CA 90407-2138
Phone: 310.393-0411
Fax: 310.393.4818
www.rand.org

Implementing Contact

Helen Taylor
Associate Commissioner for Head Start
Administration for Children and Families
U.S. Department of Health and Human Services
330C Street, SW, Room 2050
Washington, DC 20201
Phone: 202.205-8572
Fax: 202.260.9336
htaylor@acf.dhhs.gov
www2.acf.dhhs.gov/programs/hsb

BEST COPY AVAILABLE

Head Start and Latino Children

A Summary of:

"Does Head Start Help Hispanic Children?"
Journal of Public Economics 74 (1999): 235-262.
By Janet Currie and Duncan Thomas.

Focus

- ✓ Early Childhood
- Primary School
- Middle School
- Secondary School
- English Lang. Dev.
- Extended Learning

Overview

Begun in 1965 as part of the federal government's "War on Poverty," Head Start is a preschool program funded by the U.S. Department of Health and Human Services that provides a comprehensive set of services including health care, learning activities and social skill development for economically disadvantaged children ages 3-5. Head Start endeavors to give children from poor backgrounds the support necessary to begin elementary school with the same scholastic potential as more advantaged children.

POPULATION

The program requires that 90% of participants come from families living below the poverty line, and 10% of the openings are set aside for children with disabilities. In Fiscal Year 1998, Head Start served 822,316 children, 35.8% of whom were African Americans, 31.5% white, 26.4% Latino, 3.4% Native American, and 2.9% Asian American. More than 72% of Head Start families had incomes of less than $12,000. This study looks at 750 Latino children from 324 families across the country.

Key Findings

Using data from the Picture Peabody Vocabulary Test (PPVT) and the Peabody Individual Achievement Tests in math and reading (PIAT-Math and PIAT-Reading), evaluators found that Head Start:

- Closes between one-quarter and one-third of the gap in test scores between Latino and white children.
- Closes two-thirds of the gap between Latino and white children in the probability of repeating a grade.[1]

Subgroup Findings:

- Mexican American children in Head Start outperformed siblings who stayed at home and those that attended private pre-schools.
- Puerto Rican Head Start students outperformed siblings in other preschools, but neither group performed as well as Puerto Rican youth who stayed at home.

BEST COPY AVAILABLE

Program Components

Head Start is administered by the Administration for Children and Families (ACF) in the Department of Health and Human Services. Grants are awarded to public or private non-profit agencies and the community must match 20% of the program costs. Though there is flexibility for local variation and adaptation, all Head Start programs focus on:

- education
- nutrition
- socio-economic development
- physical and mental health
- parental involvement

With these various components, Head Start programs foster children's intellectual, social, and emotional growth, while respecting their ethnic or cultural heritage. Head Start's health services include immunizations, medical, dental and mental health care. Head Start agencies also emphasize community outreach, needs assessment, emergency assistance and/or crisis intervention, and service referral.

Contributing Factors

Early Intervention

Research indicates that children who receive intellectual stimulation and adequate health care from an early age are more likely to succeed in school and later life. Head Start is an early intervention to ensure that the most vulnerable children—those who live in poverty and/or have disabilities—have the same preparation for success as children from more fortunate backgrounds.

Cultural Sensitivity and Awareness

Head Start programs provide activities that foster children's intellectual, social, and emotional growth, while respecting children's ethnic and cultural traditions. Evaluators suggest that this mix of culturally sensitive social development components helped the children of Hispanic immigrants learn English and assimilate into American culture.

Parental Involvement

Parents serve as members of advisory councils and they participate directly in managerial and administrative decisions for local Head Start centers. They also attend workshops and classes on child development, health and nutrition education. Head Start staff members also conduct home visits and work with parents on educational activities that can take place in the home.

Cost

The Head Start preschool programs cost an average of $4000 per child, per year (1993). Evaluators compared that figure to the amount an average family with a working mother spent on childcare in the early 1990s ($3000) to argue that the government-funded program "may be of higher quality than what many families could afford to buy on their own."

BEST COPY AVAILABLE

STUDY METHODOLOGY

Evaluators used data recorded from the 1970s to the 1990s in the National Longitudinal Survey of Youth (NYLS) and the National Longitudinal Survey Child-Mother (NLSCM) files. The study compared the achievement of Latino children who enrolled in Head Start with their siblings who did not, with Latino children from other families who attended another preschool or no preschool at all, and with non-Latino Head Start students. The evaluators also disaggregated data for children of immigrants from Mexico and Puerto Rico.

EVALUATION FUNDING

The National Science Foundation and the National Institute of Child Health and Human Development.

GEOGRAPHIC AREAS

All fifty states, the District of Columbia and Puerto Rico have Head Start programs.

CONTACT INFORMATION

Research Contact
Janet Currie, Professor
Department of Economics
University of California, Los Angeles
Bunch Hall 9371
Los Angeles, CA 90095
Phone: 310.825.1011
Fax: 310.825.9528
currie@simba.sscnet.ucla.edu

Duncan Thomas, Senior Economist
RAND
1700 Main Street
Santa Monica, CA 90407-2138
Phone: 310.393.0411
Fax: 310.393.4818

1. When the evaluators controlled for what they termed observed differences among students (such as family income or age and gender of the child) and "unobserved family differences," they found that Head Start had a stronger positive effect on test scores and on the probability of repeating a grade than private preschooling and no preschooling.

BEST COPY AVAILABLE

ERIC

High School Puente

A Summary of:

"Final Report of the Evaluation of High School Puente: 1994-1998" (December 1998) The Carnegie Corporation of New York. By Patricia Gándara with Maria Mejorado, Dianna Gutiérrez and Miguel Molina.

Focus
- Early Childhood
- Primary School
- Middle School
- ✓ Secondary School
- English Lang. Dev.
- Extended Learning

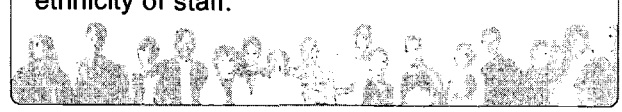
Overview

High School Puente (named for the Spanish word for bridge) is a program to help more Latino adolescents successfully bridge the transition from high school to four-year colleges. Latino students constituted the largest population group in the California public schools (41% of the K-12 student population), but they had the lowest participation rates in higher education of all groups. Out of every 100 Latino students in tenth grade, only four qualified for the University of California (UC) system and only one actually enrolled. Puente aims to increase Latino participation in higher education by raising student skills and aspirations through critical thinking and writing instruction, college counseling and mentoring. It provides a focused, supportive and culturally sensitive learning environment that fosters student success. Puente currently operates in 30 high schools across the state of California.

POPULATION

Puente was initially designed to target non-immigrant, English-speaking, Mexican American students as they enter high school in the ninth grade, although Latino students from other countries also participate, as do students of other races/ethnic groups. Classes are comprised entirely of a heterogeneously-skilled Puente cohort of 25-30 students. Puente tries to serve students who demonstrate a sincere desire to excel or improve in school and who "buy into" a college-preparatory ideology. Teachers and counselors from feeder middle schools nominate students, who are selected on the basis of fitting into one of four categories (described under Key Findings).

The 3 Puente case study sites examined in the evaluations collectively included 75 Puente students who began ninth grade in 1994 and a comparison group of 75 non-Puente students (due to student attrition, the final evaluated group was 144 students). The 3 sites chosen were deemed to be representative of all Puente sites with respect to urbanicity, population demographics, location and gender and ethnicity of staff.



Key Findings

The May 1998 evaluation reported college admissions test-taking for matched comparison groups of Puente and non-Puente students, showing that Puente students were more likely to take the PSAT in grades 9-10 and the ACT or SAT in grades 11-12. [See Table.]

The December 1998 study included a comparison of the college-going rates of Puente and non-Puente students (N=144). Puente students were twice as likely to attend a school in the University of California system (7% vs. 4%) or the California State University system (33% vs. 15%).

BEST COPY AVAILABLE

For the sake of analysis, the December 1998 evaluation also broke the students down into achievement categories as follows:

- Category 1: high achievers with good grades, test scores and motivation (N=38).
- Category 2: high potential students with inconsistent grades and scores (N=52).
- Category 3: students with good effort, but lower grades (N=36).
- Category 4: students with a history of low performance and low effort, but recommended by a teacher as capable of performing at a higher level (N=24).

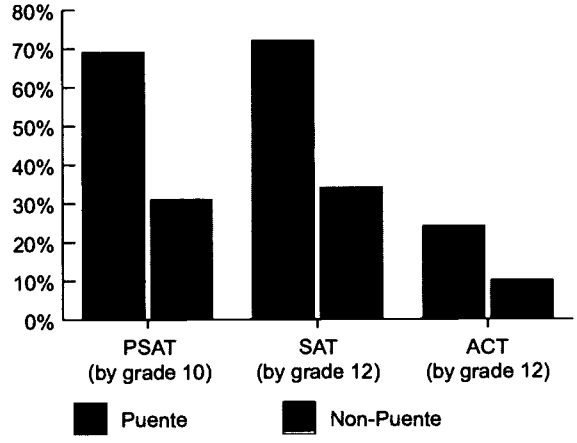
This evaluation also charted percentages of Puente and non-Puente students who completed their college entrance requirements – core academic courses that include English, foreign language, science, math and social studies – which are necessary to be eligible for UC and many other selective institutions, though not necessarily for California State University (CSU).

- More Puente than non-Puente students (44% vs. 35%) completed the UC requirements. With regard to the completion of requirements, the Puente program had its most positive effect on Category 1 students. More Category 1 Puente students than Category 1 non-Puente students completed their requirements (81% vs. 60%).

"With respect to preparation for college, Puente students reported knowing more about what was needed to go on to college; they completed college preparatory coursework at much higher rates; they took college entrance exams in significantly higher numbers than either other Latino or non-Latino students; and they reported much more influence of counselors, teachers and even parents than the other groups."

—Gándara, et al., evaluators, Puente project

Completion of College Entrance Exams (Puente vs. Matched Comparison Group)



- Nearly all of both Puente and non-Puente Category 1 students who applied to CSU were accepted. Differences were more pronounced for other student categories. More Category 2 Puente students than Category 2 non-Puente students were accepted to CSU (64% vs. 32%). More Category 3 Puente students than Category 3 non-Puente students were accepted to CSU (25% vs. 12.5%). More Category 4 Puente students than Category 4 non-Puente students were accepted to CSU (33% vs. 8.3%).
- According to statewide data, Puente students applied to the UC at a much higher rate than their peers (24% vs. 8%). In 1998, Puente students in the matched sample attended four-year colleges at nearly double the rate of non-Puente students (43% vs. 24%).
- The Puente program appeared to have no effect on participants' GPAs, relative to non-Puente students in a matched comparison group.

BEST COPY AVAILABLE

Program Components

Puente is operated in public high schools. In each high school, 25-30 students are identified for program participation. These students:

- Enroll in ninth and tenth grade English classes specially designed for Puente. These classes focus on writing and literature, with an emphasis on Latino literature and cultural awareness. Puente teachers receive special training in the curriculum used in these classes. The classes, considered college-preparatory, are for credit and replace English classes students would otherwise take.

- Continue the program as eleventh and twelth graders by receiving intensive, college preparatory counseling. Counseling services include ensuring that students are placed in college preparatory classes, that any deficiencies are quickly noted and addressed and that students are supplied with information necessary to ensure high school success and to gain admission to postsecondary education.

- Have two types of mentors. A "peer partner" who acts as a guide through the early transitions into high school and an adult mentor who introduces the students to new opportunities and roles. A Community Mentor Liaison (CML) seeks out appropriate mentors from the community for the students, trains them and matches them to students in the program. The CML also works with counselors to arrange for appropriate activities for students and mentors and monitors these relationships.

- Attend meetings held at least monthly, with teachers and/or advisors during the school day, after school and in the evenings to discuss specific challenges, develop mentor relationships and talk about current issues impacting life choices. Teachers constantly weave "life lessons" (discussed in Contributing Factors, below) into these meetings.

Puente also ensures that parents have information to ensure high school success and college admission. Parental involvement begins early in the Puente program. A student cannot be accepted into the program unless a parent or guardian requests it and is willing to sign a statement agreeing to support the student in a variety of ways, including by attending parent meetings and events. Parent nights are usually "family affairs" with food, informal conversation, presentations in both Spanish and English and materials and information that are of critical importance to parents, such as information about financial aid or special programs that can help both students and families.

Puente also has as its goal, changing the consciousness of the school and the community about the potential of these students. One result is that the program creates local support networks that can assist Puente by offering resources, financial donations and visibility.

Contributing Factors

Family and Peer Involvement

The program design allowed for extensive parent-to-student as well as peer-to-peer involvement. Puente provides a framework through which such relationships can be developed and nurtured.

Personal Attention

Evaluators found that Puente was successful in taking students from *where they were* and maximizing their potential. Researchers found that Puente students were far better prepared than non-Puente students for preparing college applications, and the personal counseling they received from both teachers and counselors evidently led them to make critically important decisions that resulted in their taking the appropriate courses and examinations to be eligible for selective institutions such as UC.

BEST COPY AVAILABLE

Quality Staff
Strong, supportive principals who wove Puente into the culture of the school and quality teachers who wove personal "life lessons" into the curriculum were evident at the most effective Puente sites. These successful Puente sites also showed high levels of dedication and enthusiasm from teachers willing to work in the evenings and after school.

Community Involvement
Evaluators noted that community support, which was not dependent on one key individual, helped ensure the ongoing strength of a Puente program. The more widespread the community support, the more mentors and opportunities available to students.

STUDY METHODOLOGY

This study is the final of four qualitative studies on High School Puente. For the quantitative analysis, the evaluator matched 75 Puente students from across several representative sites with a 75-student, non-Puente control group (due to student attrition, the final evaluated group was 144 students). The evaluator matched students in the control and treatment groups by school attended, gender, ethnicity, socioeconomic background, grades and reading scores upon entering the ninth grade. Data was collected on the two groups over four years. The students were further separated into categories (see Key Findings). Teachers indicated students for each category. The study also includes surveys; school, community and classroom observations; and formal and informal conversations with administrators, teachers, counselors, parents and students (qualitative data was not summarized).

EVALUATION & PROGRAM FUNDING

The Puente evaluation was funded by The Carnegie Corporation of New York. The original Puente pilot projects were supported by the DeWitt Wallace Reader's Digest Fund. Then Puente became largely funded by the state – not by the individual schools – and in 1998 it cost roughly $480 annually, per student. Training of staff to implement the program was partially subsidized by the University of California in the form of in-kind personnel costs.

GEOGRAPHIC AREAS

The Puente project is in 30 high schools throughout California.

CONTACT INFORMATION

Research Contacts
Patricia Gándara
Professor of Education
University of California, Davis
One Shields Ave.
Davis, CA 95616
Phone: 530.752.1011
pcgandara@ucdavis.edu

Program Contact
The Puente Project
University of California
Office of the President
300 Lakeside Drive, 7th Floor
Oakland, CA 94612-3550
www.puente.net

Note: For additional research on High School Puente and other programs to raise Latino student achievement see "Capturing Latino Students in the Academic Pipeline" (1998) Chicano/Latino Policy Project Report. Edited by Patricia Gándara. Available through the Institute for the Study of Social Change, University of California at Berkeley, 2420 Bowditch Street, #5670, Berkeley, CA 94720-5670.

BEST COPY AVAILABLE

ERIC

High Schools That Work

A Summary of:

"HSTW Assessment Scores for African American and White Students" (2001) Southern Regional Education Board (Internal Documents). By Gene Bottoms.

"Academic and Vocational Teachers Can Improve the Reading Achievement of Male Career-Bound Students" (1999) Southern Regional Education Board. By Mark Forge and Gene Bottoms.

"A High Schools that Work Case Study: Los Fresnos High School" (2000) Southern Regional Education Board. By Gene Bottoms.

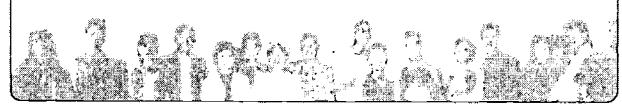
Focus
- Early Childhood
- Primary School
- Middle School
- ✓ Secondary School
- English Lang. Dev.
- Extended Learning

Overview

High Schools That Work (HSTW) began in 1987 and is designed to help states raise the academic achievement levels of career-bound students. HSTW, a project of the Southern Regional Education Board (SREB), was first replicated among mostly southern states, but by 2001 more than 1,000 schools in 26 states were using the program. The main goal of the program is to help participating schools replace their general and vocational tracks with an academic core of high-level math, science and English courses, integrated with quality vocational studies, thus helping to raise achievement and broaden students' educational and career opportunities. Schools choosing HSTW, implement systemic reform by changing their curricula, scheduling and resource allocations. To assess results, schools use an HSTW Assessment based on a battery of tests drawn from the National Assessment of Educational Progress (NAEP). (Findings below refer to these tests.) This summary includes a case study of Los Fresnos High School, just north of the Mexican border in Texas. In the early to mid 1990s, Los Fresnos High was labeled a "low performing school" by the state of Texas. The school began to work with HSTW in 1993 to raise graduation requirements and student expectations. The case study summarized in this report charts the achievement gains that ensued.

POPULATION

Nearly 55,000 seniors from HSTW schools across the country took the HSTW Assessment in 2000. That year, 66% of the students assessed were white, 25% African American, 4% Latino and 5% other. Of the students assessed in urban HSTW sites, 72% were African American, 22.5% white, 2.5% Latino and 3% other. In the "Academic and Vocational Teachers" research brief, scores of 444 students who participated in HSTW between 1996 and 1998 are analyzed according to gender and ethnicity. The HSTW case study focused on the Los Fresnos High School, which is in one of the poorest school districts in Texas. Eighty-nine percent of the students are Latino and more than 80% qualify for free or reduced-price lunches. The state classifies 70% of the student population as "at-risk."

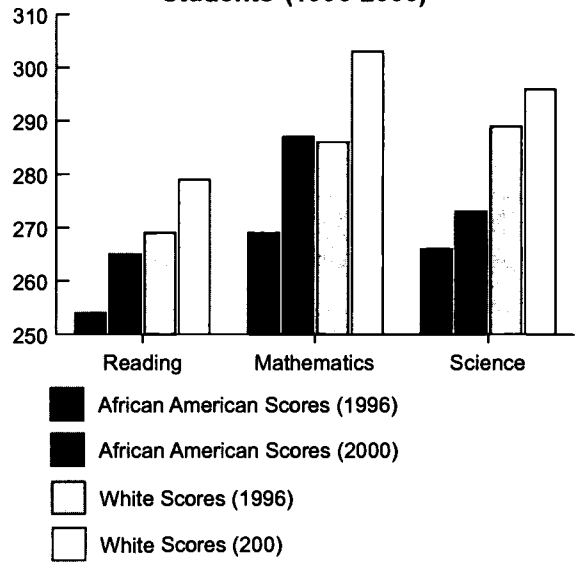


BEST COPY AVAILABLE

Key Findings

SREB measures the effectiveness of its high school reform initiative with an HSTW Assessment that is based on the National Assessment of Educational Progress. Gene Bottoms reported changes in the average HSTW Assessment scores for all students in sites that participated in both the 1996 and 2000 HSTW assessment. Average African American student gains slightly exceeded the average gains of white students in reading (11 vs. 10 point gains), mathematics (18 vs. 17 point gains) and science (7 vs. 6 point gains), although an achievement gap did remain in HSTW schools. Scores were significant at the .01 level (see graph).

Average HSTW Assessment Scores: African American and White Students (1996-2000)



In 1998, HSTW entered into partnership with 55 urban sites. (The number of HSTW urban schools has since grown.) Between 1998 and 2000, African American students in the 55 original urban sites experienced score increases in reading (from 260 to 264) and science (from 262 to 269) while white scores fell in reading (from 281 to 279) but rose in science (from 295 to 299). As in the HSTW schools nationwide, despite minority student gains, the achievement gap persisted in HSTW urban sites. Reading and science score gains were significant at the .05 level, while math gains were not statistically significant.

At the predominantly Latino Los Fresnos High School, SREB measured student achievement with both the Texas Assessment of Academic Skills (TAAS) and the HSTW Assessment. Between 1993 and 2000, TAAS passing rates for Los Fresnos tenth graders jumped in reading (64% to 91%), writing (74% to 96%) and math (40% to 94%). During that same time period, Los Fresnos High School experienced more modest gains on HSTW Assessments, increasing the percentage of students meeting the program's performance goals in reading (30% to 64%), math (50% to 77%) and science (32% to 55%). The HSTW Assessment goals are 279 for reading, 295 for math and 292 for science. Attendance at Los Fresnos rose from 92% in 1993 to 96% in 2000.

Between 1996-98, the percentage of HSTW male students who met performance goals in reading rose from 35% to 44% and scores rose from 266 to 272. Scores rose eight points for white males (from 269 to 274), six points for African American males (from 256 to 262) and four points for Latino males (from 262 to 268).

Program Components

HSTW is a systemic-change initiative operated through a central intermediary organization, SREB, at a variety of school sites throughout the nation in cooperation with states. In state partnerships, state education officials are asked to assume much of the responsibility for program dissemination, oversight and monitoring. District and school administrators are also asked to commit to the program and its key components (described below). They must share the overall vision and implementation procedure with local schools and teachers and administer assessment tests with continued guidance from the state and SREB. In exchange, HSTW offers:

BEST COPY AVAILABLE

- A model design with key components.
- Continuity, guidance and technical assistance – in addition to the national office, an HSTW coordinator, employed by the state, is trained to facilitate most aspects of the program.
- Staff development guides.
- An annual, professional development conference for teachers and administrators, which provides instructional support and guidance on managing the program.
- An HSTW assessment system for students based on a battery of tests drawn from the National Assessment of Educational Progress (NAEP).
- Assistance with program evaluation – HSTW conducts evaluations of its schools and compares them to each other on a variety of measures.
- Help locating new funding sources.

With this assistance, HSTW schools are expected to:

- Set higher expectations and get more students to meet them by having students complete a challenging program of study with an upgraded academic core and career major. The higher expectations include increased graduation requirements for general and vocational track students to include four years of college preparatory English, completion of algebra in middle school, four years of math in high school (including pre-calculus, Algebra III or calculus) and three years of science.
- Increase access to intellectually challenging vocational and technical studies, with a major emphasis on using high-level math, science, language arts, problem-solving skills and to academic studies that teach the essential concepts from the college prep curriculum by encouraging students to use academic content and skills to address real-world projects and problems.
- Provide work-based learning, collaboratively planned by educators and employers, resulting in an industry-recognized credential and employment opportunities.
- Allow common planning time for academic and vocational teachers to work together to provide integrated instruction.
- Structure guidance so that each student and his or her parents are involved in a career guidance system.
- Provide extra help to assist students who may lack adequate preparation for an accelerated program of study.
- Use student assessment and program evaluation data to continuously improve curriculum, instruction, school climate, organization and management.

Contributing Factors

High Expectations

Students who were required to prepare major research papers, short writing assignments, oral presentations and to read several books a year and use computers to prepare assignments had higher average reading scores than other students. At successful HSTW sites, high expectations and standards were adopted by general and vocational students, as well as by parents, school staff and the business community. These translated into tough new graduation requirements for English, math and science.

BEST COPY AVAILABLE

Specific Learning Strategy
Evaluators found that improved reading achievement was associated with students taught with a "Preparation, Assistance and Reflection (PAR)" research-based framework. During each lesson, teachers prepare students to read purposefully, assist students with their reading and ask students to reflect on what they have read.

Continuous Improvement
Student assessment and program evaluation data were used to continuously improve curricula, instruction, school climate, organization and management – all with the goal of raising student achievement.

STUDY METHODOLOGY

All of these studies relied on test results from the HSTW Assessment, as well as statewide test results, school data, site visits and student and staff interviews. The HSTW Assessment is based on a battery of tests drawn from the National Assessment of Educational Progress (NAEP). The 2000 HSTW Assessment was administered to nearly 55,000 high school seniors at HSTW sites across the country.

EVALUATION & PROGRAM FUNDING

HSTW is funded by states that, in turn, fund the implementing schools. Funds for special HSTW projects are provided by the Appalachian Regional Commission, the Charles Stewart Mott Foundation, the DeWitt Wallace-Readers Digest Fund, the Novartis US Foundation, Project Lead the Way, the U.S. Department of Education and the Whitehead Foundation.

GEOGRAPHIC AREAS

HSTW is headquartered in Atlanta, GA. By 2001, the HSTW program was in place in more than 1,000 schools in 26 states: AL, AR, DE, FL, GA, HI, ID, IN, KS, KY, LA, MA, MD, MI, MO, NJ, NY, NC, OH, OK, PA, SC, TN, TX, VA and WV.

CONTACT INFORMATION

Research and Program Contacts
Gene Bottoms, Senior Vice President
Southern Regional Education Board
592 10th Street, NW
Atlanta, GA 30318
Phone: 404.875.9211 Fax: 404.872.1477
www.sreb.org

BEST COPY AVAILABLE

ERIC

High/Scope Perry Preschool

A Summary of:

"Significant Benefits: The High/Scope Perry Preschool Study through Age 27. Monographs of the High/Scope Educational Research Foundation" No. 10, 1993, High/Scope Educational Research Foundation. By Lawrence J. Schweinhart, H.V. Barnes & D. P. Weikart.

Focus
- ✓ Early Childhood
- Primary School
- Middle School
- Secondary School
- English Lang. Dev.
- Extended Learning

Overview

In the early 1960s, two pioneering projects helped introduce early childhood education in America to young children living in poverty: The High/Scope Perry Preschool Program and Head Start. Both aimed to improve the academic success of low-income children by offering them settings and activities that their home environments did not provide. Head Start, initiated in 1965, was part of the federal government's "War on Poverty." The project was designed by a committee of experts in the fields of preschool education, health, child development and mental health and offered a comprehensive array of services to the child and the family. The High/Scope Perry Preschool project was developed by the Division of Special Services of the Ypsilanti School District, Michigan between 1962 and 1967. The project placed a higher emphasis on education than did Head Start. Follow-ups of project participants and a control group were conducted by the High/Scope Educational Research Foundation at ages 14-15, 19 and 27. This summary reports on the last follow-up, done in 1993.

POPULATION

The High/Scope Perry Preschool Program served 58 African American children, 3-4 years of age, from low-income homes and deemed at risk of school failure because of environmental factors and low IQ scores. The children participated in the program for approximately two years. In addition to defined classroom activities, teachers visited the children's homes weekly and had monthly group meetings with parents. The longitudinal study tracked participants and control group members until age 27. The study maintained contact with approximately 95% of the initial group.

Key Findings

High/Scope Perry Preschool participants at age 27, compared with members of the control group, had the following statistically significant findings (at the 0.05 level):

- Higher monthly earnings (29% vs. 7% earned $2,000 or more per month).
- Higher percentages of home ownership (36% vs. 13%) and second-car ownership (30% vs. 13%).
- Higher level of schooling completed (71% vs. 54% completed 12th grade or higher).
- Lower percentage receiving social services at some time between ages 18 and 27 (59% vs. 80%).
- Fewer arrests (7% vs. 35% having five or more arrests), including crimes of drug making or dealing (7% vs. 25%).

BEST COPY AVAILABLE

In addition, as measured on earlier follow-ups, participants, when compared to members of the control group, showed higher:

- Scores on the Adult Performance Level Survey at age 19.
- School achievement at age 14 as measured by the California Achievement Tests.
- Performance on the Stanford-Binet Intelligence Scale from age 4 through 7.

When compared to women in the control group, women who attended the High/Scope Perry Preschool Program had significantly:

- Higher monthly earnings at age 27 (48% vs. 18% earned over $1,000) because they had higher employment rates (80% vs. 55%).
- Fewer children out-of-the wedlock (57% vs. 83% of births) and more program women were married at age 27 (40% vs. 8%).
- Lower participation in special education programs (8% vs. 37%).

When compared to men in the control group, men who attended High/Scope Perry Preschool Program had significantly:

- Higher monthly earnings at age 27 (42% vs. 6% earned over $2,000).
- Higher percentage of home ownership at age 27 (52% vs. 21%).
- Lower receipt of social services at some time between ages 18 and 27 (52% vs. 77%).

"It is essential that we invest fully in high-quality, active learning preschool programs for all children living in poverty. Since the national Head Start program and state-funded pre-school programs now serve fewer than half of these most vulnerable of our children, the nation is ignoring tremendous human and financial potential."

—Schweinhart, Barnes & Weikart, 1993.

An analysis of criminal behavior between program participants and non-participants showed that:

- The mean number of arrests for participant males was 3.8 vs. 6.1 for non-participants.
- The mean number of arrests for participant females was 0.4 vs. 2.3 for non-participants.
- Twelve percent of participant males had been arrested five or more times vs. 49% of non-participant males.
- No participant females had been arrested five or more times vs. 16% of non-participant females.

The average cost of the program per participant was $12,356 (in 1992 dollars) and the average amount of economic benefits was estimated at $88,433 per participant. Benefits included: savings on unneeded special education services, welfare assistance, the criminal justice system process, and higher taxes paid by participants due to higher earnings. Savings by potential crime victims were calculated based on in-court and out-of-court settlements. The benefit-cost ratio of the program was $7.16 returned to the public for every dollar invested in the program.

Program Components

The educational approach used in the High/Scope Perry Preschool Program is based on the work of Jean Piaget and views the child as an active learner. The main characteristics of the program are:

- A well-defined classroom program operating at least 12 ½ hours each week and relying on a plan-do-review routine.
- Developmentally appropriate practices that encourage child-initiated learning activities (the High/Scope Curriculum is used nationwide in many early childhood initiatives, including some Head Start programs).
- Emphasis on language and literacy, social relations and initiative, movement, music, classification, numbers, space and time.

BEST COPY AVAILABLE

- Small groups to develop closer relationships between the teacher and the child (the teacher plans the materials but allows children to choose how to use them).
- Circle time (the whole class meets together with an adult for about 15 minutes to play games, sing or exercise).
- Staff highly trained in early childhood education.
- Supportive adults, both in and outside the school (school staff maintained intensive outreach to parents, including weekly home visits).
- A child-staff ratio of no more than 10 children per adult.
- Consistent staff supervision and training (use of a train-the-trainers system).

Contributing Factors

Empowering Children

In the High/Scope Perry Preschool model, the children were seen as active learners, continuously involved in a "plan-do-review" process. They were encouraged by supportive adults to plan their own learning activities, were offered a materials-rich environment to implement these activities, and had to report on results afterwards. The role of the adult was basically that of guidance and support.

Empowering Parents

Teachers visited parents at least once a week for approximately an hour and a half. The visits involved the child and the parents in discussion and modeling of the child's activities in the classroom. Monthly group meetings helped parents to understand their children's development and abilities. The focus was on helping parents to provide the necessary supports for their child to develop intellectually, socially and physically.

Empowering Teachers

Training and supervision were integral to the program and aimed both to improve the effectiveness of the program and support the teachers. A trained curriculum specialist provided teachers with hands-on workshops, observation and feedback. Currently, the High/Scope Foundation has a nationwide certified trainers program with systematic evaluation. Each High/Scope trainer works with an average of 25 teachers and assistant teachers.

STUDY METHODOLOGY

Of an initial group of 123 children who were eligible for the High/Scope Perry Preschool Program, 58 were randomly assigned to the program and the remaining 65 were assigned to a control group. Data were collected on both groups annually from ages 3 through 11, and follow-ups were conducted at ages 14, 15, 19 and 27. *Significant Benefits* reports on the follow-ups through age 27.

EVALUATION FUNDING

High/Scope Educational Research Foundation.

GEOGRAPHIC AREAS

The High/Scope Perry Preschool Program was located in Ypsilanti, MI.

CONTACT INFORMATION

Research and Implementing Contact

High/Scope Educational Research Foundation
600 North River Street
Ypsilanti, MI 48198-2898
Phone: 734.485-2000
Fax: 734.485.0704
www.highscope.org

Note: *A comparative analysis of Head Start and High/Scope programs can be found in "Is the High/Scope Perry Preschool Better Than Head Start? Yes and No,"* Early Childhood Research Quarterly *(1994), 9, pp. 269-287, by Edward Zigler and Sally J. Styfco.*

BEST COPY AVAILABLE

Home Visitation By Nurses

A Summary of:

IMPROVING THE LIFE-COURSE DEVELOPMENT OF SOCIALLY DISADVANTAGED MOTHERS: A Randomized Trial of Nurse Home Visitation,
by David L. Olds, Charles R. Henderson, Robert Tatelbaum, and Robert Chamberlin, in American Journal of Public Health, November 1988, Vol. 78, No. 11

THE PRENATAL/EARLY INFANCY PROJECT,
by David L. Olds, in 14 Ounces of Prevention: A Casebook for Practitioners, 1989, American Psychological Association, (editors Richard H. Price, Emory L. Cowen, Raymond P. Lorion and Julia Ramos-McKay)

Focus
- Early Childhood
- Primary School
- Middle School
- Secondary School
- English Lang. Dev.
- Extended Learning
- ✓ Other

Overview

The Home Visitation by Nurses project (hereafter HVN) consisted of home visits by nurses designed to prevent a wide range of maternal and child health problems associated with poverty and to encourage *parents*[1] to complete their education, obtain training, and make informed decisions about finding employment and bearing additional children.

POPULATION

Conducted in a semi-rural, primarily white community, this project was open to any woman bearing a first child. Women with risk factors relating to maternal and child health and parental "life-course development" were targeted. Of the 400 women enrolled, all were under 30 weeks pregnant, 89 percent were white, 85 percent met at least one of the following risk characteristics: (a) young age (less than 19 years old- 47 percent), (b) single-parent (62 percent), (c) low socio-economic status (61 percent came from families of "semi-skilled and unskilled laborers.") Twenty-three percent had all three risk characteristics.

BEST COPY AVAILABLE

Evidence of Effectiveness

This randomized comparison group evaluation looked at a number of factors including maternal prenatal health behaviors and infant care giving. In this summary, we focus primarily on the findings and contributing factors related to education, employment and pregnancy rates of *mothers*. Due to the small number of non-white participants, only findings for white participants were given. Compared to a randomized comparison group, the nurse-visited white women:

- who had not graduated from high school when they registered in the study, returned to school more rapidly (59 vs. 27 percent either graduated or enrolled in an educational program by their 6th month postpartum). (However, by the 10th month postpartum, the effect of the program held only for those women who had been unmarried at registration. There were no treatment differences in the proportion of women who graduated or remained in high school at the 22nd month postpartum nor for overall educational achievement at the 46th month postpartum.)

- who were poor, unmarried and older (19 years old or older) worked two and one-half times longer than their counterparts in the control group, between birth and the 22nd month post-partum and women who were poor, unmarried and younger (under 19 years old) worked more than their counterparts in the control group by the 46th month post-partum, leading to an 82 percent increase in the number of months worked by both teenagers and older women in contrast to poor, unmarried women in the control group

- had 22 percent fewer subsequent pregnancies

- who were poor and unmarried (all ages), had 42 percent fewer subsequent pregnancies and postponed the birth of second children an average of 12 months longer

- who were poor, unmarried, older women, were on public assistance 157 fewer days for 24 months postpartum (a 40 percent reduction). This effect did not, however, continue for months 24 to 48 postpartum.

- made better use of the formal services available to them; experienced greater informal social support, improved their diets more, and reduced the number of cigarettes smoked; had a 395 gram improvement in birth weight of the children of very young teenagers; had a 75 percent reduction in pre-term delivery for smokers; had a reduction of 75 percent in verified cases of child abuse and neglect for poor, unmarried teenagers (a reduction from 19 percent to 4 percent); and had a decreased incidence of maltreatment and of emergency room visits for their children

In 1980 dollars, the program cost $3,173 per family for 2 1/2 years of intervention. By the time the children were four years old, nurse-visited low-income families cost the government $3,313 less per family than the comparison group. When focused on low-income families, the investment in the service was recovered with a dividend of about $180 within two years after the program ended. (Costs calculated in "Studies of Prenatal and Infancy Nurse Home Visitations," David L. Olds.) The cost of home visitation may be offset by avoided foster-care placements, hospitalization, emergency-room visits, child protective services worker time, parental return to the workforce, and a reduction in the number of subsequent children.

Key Components

HVN was established to improve women's prenatal health habits, infant care giving skills, social support, use of community services, and educational and occupational achievements and to help women reduce unwanted additional pregnancies and their reliance on welfare. It was carried out in a small, semi-rural, very low income county of approximately 100,000 residents in the Appalachian region of New York State (Elmira, NY). The community has an abundance of health and human services, yet consistently exhibited the highest rates of reported and confirmed child abuse and neglect in the state.

In this focused prevention strategy, nurses conducted home visits from pregnancy through the first two years of the baby's life and provided:

- parent education on nutrition; health habits; regular exercise; the use of cigarettes, alcohol and drugs; fetal development; the physiology of pregnancy; preparation for labor and delivery; newborn care; infant development; and use of the health system
- encouragement to parents to complete their own education, to obtain vocational training, and to make decisions for themselves about finding employment and bearing additional children
- assistance on making child care arrangements and methods of finding jobs and interviewing

"The nurses tailored the specific content of their home visits to the individual needs of each family. For example, the nurses helped all interested women find employment but gave special consideration to those who were poor and lacked other sources of income; they discussed family planning with all families but gave extra attention to those who wanted to avoid additional pregnancies."

Olds

- assistance in involving family members and friends in the pregnancy, early care of the child, support of the mother, and invited participation in each home-visit
- linkages of parents and family members to other formal health and human services
- encouragement to keep prenatal visits, visit the parents' doctors, and communicate with parents' doctors regularly to clarify and reinforce physicians' recommendations in the home

The initial visit was made within seven days after enrollment. The nurses visited families once every other week throughout pregnancy for 60 to 90 minutes. Home visits continued at the following rates 0-6 weeks, weekly; 6 weeks-4 months, every 2 weeks; 4-14 months, every 3 weeks; 14-20 months, every month; and 20-24 months, every 6 weeks.

Contributing Factors

Home Visits

Olds: "Home visitation is a useful vehicle for the delivery of prevention services. It provides a means of reaching out to parents who distrust formal service providers or who lack self-confidence—those least likely to show up for office-based services ... Without a major home visitation component, a significant portion of the families who most need the service will not receive it ... A persistent, caring nurse, however, can be remarkably successful in engaging a significant portion of those who are unreachable through other means."

"These individuals [family, friends, husbands or boyfriends] were assumed to play decisive roles in determining the extent to which the women would improve their health habits, finish their educations, find work, secure appropriate child care, and address the needs of the children."

Olds

In-Depth Knowledge of Family Needs

Olds: "[N]urses were able to acquire a more complete understanding of those factors in the home and family that interfered with parents' efforts to

BEST COPY AVAILABLE

cope with the pregnancy and early care of the child. By assessing the home environment, the nurses could provide more sensitive, informed services themselves and could help other service providers do the same. Because the parents in our program did not always articulate their needs clearly, it helped to have sensitive home-visiting nurses get to know them so that appropriate services could be provided."

Life-Course Development

Olds: "By helping young women find ways to continue their education, find jobs, and plan future pregnancies, the nurses helped them increase their financial resources and reduce the stresses associated with caring for several young children."

Access to and Knowledge of Services

Olds: "[B]y linking parents with other health and human services, the nurses helped reduce many of the stresses that lead to maternal depression, poor prenatal health habits, and interference with care giving," and helped connect parents to available supportive social service networks from which they would otherwise have felt isolated.

A Foundation of Respect for Parents

Olds: "[W]e wanted to avoid giving parents the message that they were incompetent or incapable of caring for their children, it was important to begin the program during pregnancy. Offering help once the baby was born might have been interpreted as an indication that we thought parents had made mistakes or were incapable of caring for their children."

Reduce Dependence on Formal Services

A possible risk in linking families with health and human services was in increasing the family's dependence on formal services. This problem was minimized by helping parents continue their education, find employment, and turn to friends and relatives for other assistance.

Service Agency Cooperation

Olds: "To elicit the cooperation of [various] service agencies, we developed a proposal to carry out the study and presented it to representatives of [service agencies]. We considered each of their concerns and resolved them as we refined the program. As the study proceeded, we informed them of the findings of the study. They in turn played a central role in seeing to it that the program was continued by the county health department after the experimental phase of the study was completed."

Update

In an unpublished paper, "Studies of Prenatal and Infancy Nurse Home Visitations," David Olds describes findings from another study of nurse visitation conducted in Memphis, TN in 1990 and 1991. The population for this study included women less than 29 weeks pregnant with their first child, was 92 percent African American, 97 percent unmarried, 65 percent 18 years old or younger, and 85 percent from households with incomes at or below the federal poverty guidelines. The 1,139 women registered were randomized for a treatment group and a comparison group (receiving transportation for prenatal care and developmental screening for the children). Services were similar to those offered in Elmira, NY with home visits taking place four weeks after registration and then once every other week throughout the pregnancy. The nurses were scheduled to visit once a week for the first six weeks postpartum, once every week from six weeks to 21 months postpartum, and then once a month from 21 to 24 months postpartum. Data was gathered through blind interviews with treatment and comparison group members. In addition to findings on prenatal conditions and care giving, after 24 months postpartum, compared to similar comparison group members, the nurse-visited women:

- had 26 percent fewer second pregnancies
- had 20 percent greater household incomes

BEST COPY AVAILABLE

- who had "high psychological resources" reported 29 percent less AFDC enrollment (about two months less). Olds: "This suggests that the program was able to help those women with fewer mental health symptoms, higher IQ's and more active coping styles in becoming less dependent on welfare, but was unable to do so with women with fewer psychological resources."

STUDY METHODOLOGY

The Elmira, NY evaluation compared women in experimental groups with women in true control groups. The sample was stratified on a number of demographic factors and then women were randomly assigned to home visits or to comparison services (transportation for health care and screening for health problems). The evaluation followed the children and families until the children were 4 years old.

EVALUATION FUNDING

The Prenatal/Early Infancy Project funded by Ford Foundation.

Preliminary cost calculations in 1992 dollars have been completed for program costs per family where the child has reached two years of age based on the time spent by the nurse (home visits, missed appointments, travel, and phone calls), training to deliver the services, actual delivery of the service (nurses' and supervisors' salaries), equipment, supplies, and other overhead. Based on these components, the program cost $6,119 per family or $2,626 per year for the 2-year, 4-month program.

GEOGRAPHIC AREAS

Elmira, New York.

CONTACT INFORMATION

Research Contact

David Olds, Director
Kempe Prevention Research Center
1825 Marion St., Second Floor
Denver, CO 80218
(303) 864-5200, Fax (303) 864-5302
www.Kempecenter.org

1. The study refers to "parents," rather than "mothers," because about 40 percent of the women were married and a significant number of the unmarried women were living with the father of the baby.

BEST COPY AVAILABLE

I Have A Dream

A Summary of:

"The Role of Social Capital in Youth Development: The Case of *I Have a Dream*" (1999) *Educational Evaluation and Policy Analysis*, 21 (3): 321-43. By Joseph Kahne and Kim Bailey, University of Illinois at Chicago.

Focus

- Early Childhood
- ✓ Primary School
- ✓ Middle School
- ✓ Secondary School
- English Lang. Dev.
- Extended Learning

Overview

"I Have a Dream" (IHAD) is a youth organization providing financial, academic and social support to inner-city public school students throughout the country. Local sponsors, generally wealthy families, adopt an entire class of sixth graders, randomly chosen, and guarantee "last dollar" scholarships for all those who graduate from high school (the sponsor pays for college costs above those covered, for example, by grants and other scholarships). Besides maintaining personal relationships with the "Dreamers," the sponsors hire a project coordinator to facilitate and coordinate services, such as tutoring, employment, volunteering activities, counseling, health and social services. In the two case studies, the coordinators were helped by volunteers from a Princeton program and AmeriCorps members. The premise is that, with personal support and financial resources, inner-city youth will be able to pursue postsecondary education and/or be better prepared to succeed in the workplace. For another study of *IHAD*, see *Some Things DO Make a Difference for Youth*, p. 149.

POPULATION

"I Have a Dream" serves inner-city children, from sixth grade until their graduation from high school. The study focuses on two programs in Chicago. La Familia was based in a youth organization on the city's West Side and served 52 Dreamers. Of these, 31 were Mexican American, 14 Puerto Rican, five bi-racial, one white and one African American. The majority were female (56 percent) and for more than 70%, both parents had not completed high school. Seventy percent had families with incomes below $20,000. Ninety-four percent of the initial Dreamers stayed in the program until graduation. Project Success was located in a church on the South Side of Chicago and served 40 Dreamers, all African Americans. Fifty-eight percent were female. The mothers of 55% of the group had some high school education (the researchers could not gather reliable data on more than half of the fathers). Eighty percent lived in families with incomes below $20,000. Ninety percent of Project Success' Dreamers stayed in touch with the program beyond graduation.

Key Findings

Researchers compared Dreamers to students from previous sixth grade classes at the same schools who had not participated in the program. When compared to the control groups, Dreamers showed:

- Higher graduation rates from high school (graduation rates for Dreamers were 71% and 69%, double the 37% and 34% rates for the control groups; 6% of the Dreamers in the West Side program passed the GED).
- Higher enrollment rates in two- and four- year colleges (63% and 67% of the Dreamers enrolled in college, almost three times the control group rate, estimated at 20% and 18%).

Of the Dreamers who went to college, 78% enrolled in 4-year institutions.

BEST COPY AVAILABLE

Program Components

The programs are tailored to the needs of the individual Dreamer. Key components, common to all programs, are:

- Long-term personal relationships (the project coordinator and the sponsors maintain personal contact with the Dreamers throughout the duration of the program and, in many cases, even after the Dreamer enters college).
- Working with the families (services are procured not only for the Dreamers, but also for their families, when needed; despite some conflicts with a few parents, mostly on issues of values, the relationship between staff and families tended to be supportive).
- Linkage to existing community services (Alcoholics Anonymous, battered women's shelters, foster care, legal services, planned parenthood, summer jobs or homeless shelters).
- Help with finding jobs and enrichment programs.
- Focus on peer support to promote and maintain pro-social behaviors.
- Academic support through tutoring and mentoring accompanied by high expectations (some Dreamers were transferred to private schools, paid by the sponsors, because staff felt that they were not receiving adequate attention and guidance in the public schools or because of gang-related problems).

The average cost per student per year for six years was $1,482 for the program on the city's West Side and $2,829 for that on the South Side. Private school tuition represented 19% and 55% of the cost, respectively. To help improve public schools in inner city areas, the IHAD Foundation is developing a charter school, one sponsor has initiated a comprehensive neighborhood development program, and another IHAD group has initiated a publicly-funded school that provides after-school programs.

Contributing Factors

Building Social Trust

Time is important to build trust among inner-city youth. By accompanying the students from the sixth grade, the project coordinator has time to build strong relationships with Dreamers. Project coordinators for both programs remained in touch with at least 90% of their original Dreamers three or more years after they had left the program.

Relationships as Vehicles for Support

Inner-city youth generally deal with social pressures that tend to undermine success. The majority of Dreamers were victims of physical, sexual or substance abuse in the home and/or had participated in gang activities. Interviews indicated that a trusting relationship with IHAD staff helped Dreamers deal with such major concerns. Relationships with staff and sponsors were also an important tool for job opportunities and access to services and programs.

Implementation Quality

IHAD's major challenge is to hire staff able to provide the intense support and commitment required by the target population. Studies of other IHAD programs that did not show graduation rates as high as these indicate that more successful programs have low turnover of project coordinators, work with both private and public schools, and benefit from volunteer help. In the case studies, AmeriCorps members and volunteers from the Princeton Project 55 Program added two full-time staff members to each of the two programs. These individuals added extra hours of staff work, besides offering more opportunities for Dreamers to establish meaningful relationships (some volunteers were able to establish positive interactions with Dreamers who were resistant to approaching the IHAD coordinators).

BEST COPY AVAILABLE

STUDY METHODOLOGY

Researchers studied two IHAD programs for two and a half years and used a sixth grade class at the Dreamers' schools that had not been part of the program as a control group (assignments were randomized). The programs were chosen because they were consistent with the IHAD model, maintained contact at least with 90 percent of the Dreamers and their Dreamers were already making the transition to college. Researchers interviewed Dreamers, staff, parents and sponsors, observed program operations on over 100 occasions, ran focus group sessions with staff, sponsors and students, conducted surveys, and used school records to obtain data for Dreamers and the control groups.

EVALUATION FUNDING

Steans Family and Polk Brothers Foundations, The Chicago Community Trust and the Center for Urban Educational Research at the University of Illinois at Chicago.

GEOGRAPHIC AREAS

Both programs are located in Chicago, IL.

CONTACT INFORMATION

Research Contact
Joseph Kahne, Professor
Department of Education
Mills College
5000 MacArthur Blvd.
Oakland, CA 94613-1301
Phone: 510.430.3275, Fax: 510.430.3119
jkahne@mills.edu

Implementing Contact
Yvonne Butchee, Executive Director
"I Have a Dream" Foundation - Chicago
1335 W. Harrison St.
Chicago, IL 60607-3318
Phone: 312.421.4423, Fax: 312.421.2741
Dreamchgo@aol.com
http://www.ihad.org

BEST COPY AVAILABLE

KIPP Academies

A Summary of:

"KIPP Results: Stanford Achievement Tests, New York State Standardized Tests, and the Texas Assessment of Academic Skills" (2001) KIPP Academies (Internal Documents). Compiled by Michael Feinberg.

"No Excuses: Lessons from 21 High Performing, High Poverty Schools" (2000) The Heritage Foundation. By Samuel Casey Carter.

"The KIPP Academy: An Innovative and Effective Framework for Public Schools" (2000) The KIPP Academies. By Michael Feinberg.

Focus

- Early Childhood
- ✓ Primary School
- ✓ Middle School
- Secondary School
- English Lang. Dev.
- ✓ Extended Learning

Overview

In 1994, former Teach For America instructors founded the first Knowledge Is Power Program (KIPP) in Houston, Texas. One year later, the KIPP Academy became a charter school in the Houston Independent School District (HISD). Since its inception, the KIPP Academy has provided underprivileged students in grades 5-9 with a rigorous academic curriculum that prepares them for success in college and careers. The KIPP Academy classes are taught in more than a dozen temporary trailers in the southwest quadrant of Houston. A second KIPP Academy was set up as a school within a school, in the Bronx, with a similar commitment to serving minority students.

POPULATION

Enrollment in KIPP is based on a lottery system, which randomly selects students from a pool of applicants. Before the children start school, KIPP staff meets with parents and students to discuss a commitment contract. Approximately 320 students in grades 5-9 attend the KIPP Academy in Houston. Ninety-seven percent of the Houston KIPP students are African American or Latino and 90% of them are eligible for federal breakfast and lunch programs. Of the approximately 250 KIPP students in the Bronx Academy, 45% are African American, 55% are Latino and more than 95% are eligible for federal breakfast and lunch programs.

Key Findings

One way that the KIPP in Houston measures student achievement is through the Stanford-9 achievement tests. The following graphs chart the increases in Stanford reading and math scores for various classes after one, two, and three years at the KIPP Academy between 1998 and 2001. In reading, students came into the school scoring between the 35th and 57th percentile. After three years at KIPP, they were scoring between the 60th and 75th percentile on the reading test. KIPP had a similar, positive effect on math achievement (see charts).

Another measure of KIPP's effect on academic achievement is the percent of students who pass the standardized Texas Assessment of Academic Skills (TAAS) tests in math and reading.

- Before attending KIPP, between 33% and 66% of the incoming students had passed TAAS tests for their grade level.
- After one year of KIPP instruction, more than 90% of each class passed the tests and after two years, nearly 100% passed.

BEST COPY AVAILABLE

- The 2000 and 2001 TAAS results showed that no fewer than 97% of each KIPP class passed the math assessment, while no fewer than 93% of each class passed the reading assessment. Although KIPP does not exempt students from TASS, many classes had pass rates of 100% in both subjects.

To measure academic achievement of students at the KIPP Academy in the Bronx, KIPP reports compared the percentage of students scoring at or above grade level on the Comprehensive Test of Basic Skills, with figures for middle school students throughout the New York City school district. Between the 1998-99 school year and the 2000-01 school year:

- The percentage of KIPP students reading at grade level rose from 40% to 61% while the percentage of New York City students (grades 5-7) reading at or above grade level rose from 37% to 42%.

- The percentage of KIPP students performing at grade level in math rose from 40% to 60%, while the percentage of New York City students (grades 5-7) at or above grade level on math tests fell from 34% to 31%.

- The KIPP Academy has been rated the highest performing middle school in the Bronx in terms of average attendance (96%), reading and math every year.

Fig. 1 - National Percentile Scores for KIPP Students (Stanford Achievement Reading Test)

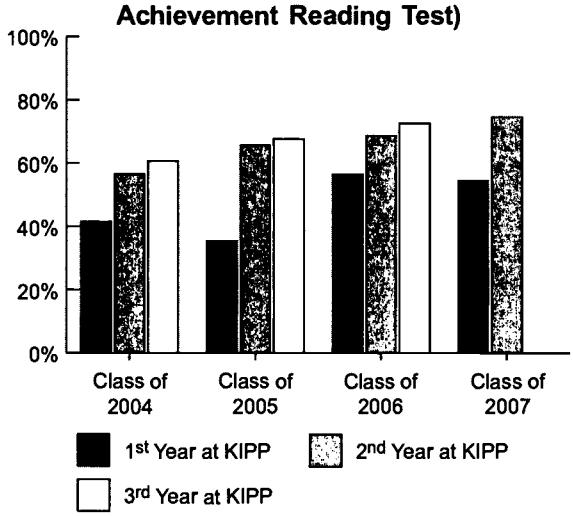
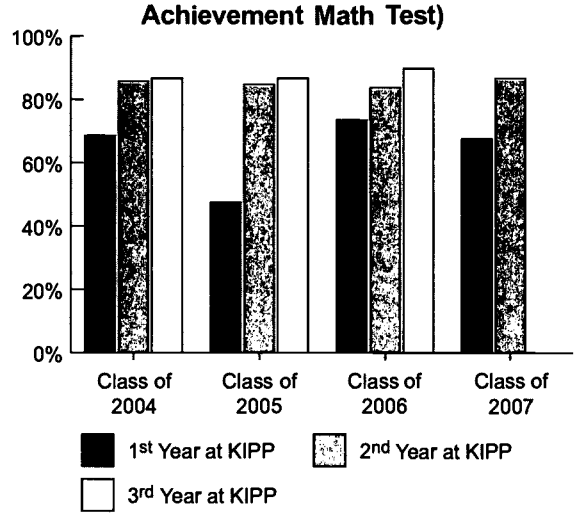


Fig. 2 - National Percentile Scores for KIPP Students (Stanford Achievement Math Test)



Program Components

The KIPP school reform model stands on five "pillars" or components:

- The KIPP founders and teachers have *high expectations* that all students can learn and conduct themselves in a disciplined manner while in school. In Texas, these high expectations translated into the assumption that all students can and should score at proficient levels on the TAAS test.

- Because enrollment at KIPP is voluntary, students and parents must sign a contract agreeing to work together to reach the high goals set by the school. Program directors emphasize *student choice and commitment to the school and to each other.*

- *Extended time on task* is another integral component of the program. KIPP students spend 67% more time in class than the average

BEST COPY AVAILABLE

public school student. During the normal school year, KIPP students arrive at school at 7:30 a.m. and depart at 5:00 p.m. Monday through Thursday, getting out a little early (4:00 p.m.) on Fridays. In addition, students agree to attend four hours of school most Saturdays and four weeks of school every summer.

- KIPP directors want to lead the school reform movement by example, emphasizing what they term *the power to lead*. As charter school principals, they have complete control over their budget and personnel decisions. In 2000, KIPP partnered with the founders of Gap, Inc., to start a Fischer Fellowship program, which will train a corps of education reformers to found their charter schools across the country to serve disadvantaged youth. The fellowship involves a summer institute on school management at the University of California at Berkeley followed by a fall residency in KIPP network schools and a spring planning period. Fellows are expected to open up their own schools after their fellowship concludes.

"There are no shortcuts."
—KIPP motto from Rafe Esquith, 1992 Disney Teacher of the Year

- *A focus on results* is the final component of KIPP Academies, which includes evaluating program outcomes with state and national standardized test scores.

In addition to the above components, both KIPP Academies integrate music into the school curriculum. For example, in the New York KIPP Academy, all students play instruments in the school orchestra. Orchestra performances have garnered local fame and funds, which have allowed the school to provide instruments to students.

Contributing Factors

Extended Learning
The extended school day, Saturday classes and summer sessions provide additional time for KIPP students to learn. This is not simply additional "seat time," however. These extra hours spent in class seem crucial for achieving the high academic standards set by KIPP.

Parent Support
Enrollment in the KIPP Academies is voluntary. Parents choose to send their children to KIPP schools. Both parents and students must sign a contract committing to the extended class time. Parents also agree to supervise their children's homework assignments every night.

Small Learning Communities
In both Houston and the Bronx, KIPP has set up small learning communities of 250 to 300 students who stay together for four years from the fifth through the ninth grades. The small size of this community fosters a sense of belonging to the school.

Teacher/Administrator Commitment
Teachers commit to the same extended class time as students. They remain "on call" to help students or answer parent questions 24 hours a day with cell phones and toll-free numbers provided by the school. Teachers also regularly visit students in their homes and work with parents to get them involved in student work.

Professional Development
KIPP pays for teachers to travel to observe the master teachers who inspired the program. With the Fisher Fellowship, the KIPP founders provide developmental opportunities for teachers and others interested in education reform to become school administrators in their own right.

BEST COPY AVAILABLE

STUDY METHODOLOGY

This was not a formal evaluation, but an analysis of data taken from the state educational agencies in Texas and New York. The editor of the "No Excuses" report visited the two academies and interviewed the KIPP superintendents and district officials. Test score data came from the Texas Assessment of Academic Skills (TAAS) test, the Stanford-9 Achievement Test, the California Achievement Test-5 and the Comprehensive Test of Basic Skills. Comparisons are made with national, state and citywide data.

EVALUATION & PROGRAM FUNDING

Casey Carter's research on KIPP was funded by the Heritage Foundation. KIPP Academies are funded by the public school systems in Houston and New York City as well as numerous individuals, foundations and private corporations. The list of private funders includes The Brown Foundation, The Fondren Foundation, Houston Annenberg Challenge, Rockwell Fund and many others.

GEOGRAPHIC AREAS

KIPP Academies are located in Houston, Texas and the Bronx in New York, New York. By August 2001, three additional schools based on the KIPP model had opened their doors to students: The 3D Academy (Houston, TX), Gaston College Preparatory (Gaston, NC) and Key Academy (Washington, DC).

CONTACT INFORMATION

Research Contacts
Samuel Casey Carter
New Academy Ventures, LLC
5345 Chevy Chase Pkwy, NW, Suite 300
Washington, DC 20015
caseycarter@earthlink.net

Program Contact
Michael Feinberg, Superintendent
KIPP Academy
10811 Collingham
Houston, Texas 77099
Phone: 832.328.1051
mfeinberg@kipp.org

BEST COPY AVAILABLE

Multisystemic Therapy

A Summary of:

TREATING SERIOUS ANTI-SOCIAL BEHAVIOR IN YOUTH: The MST Approach, May 1997, *Juvenile Justice Bulletin*, U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice & Delinquency Prevention, by Scott W. Henggeler.

BLUEPRINTS FOR VIOLENCE PREVENTION: Multisystemic Therapy, 1998, Center for the Study and Prevention of Violence, by Scott W. Henggeler, with Sharon F. Mihalic, Lee Rone, Christopher Thomas and Jane Timmons-Mitchell

Focus

- Early Childhood
- Primary School
- Middle School
- Secondary School
- English Lang. Dev.
- Extended Learning
- ✓ Other

Overview

Youth with severe antisocial behavior consume much of the resources of youth service systems and their criminal activity has extremely detrimental effects on their victims, the victims' families and the community. Research also indicates that antisocial behavior is related to characteristics of the individual, the family, the peer system and the community. Traditional approaches for treating serious juvenile offenders have focused on only one of many factors and have proved ineffective in ameliorating or reducing the delinquent behaviors. The Multisystemic Therapy (MST) approach addresses the multi-dimensional nature of adolescent antisocial behavior by offering a community-based treatment which focuses on both the youth and their support systems. The articles summarize evidence from different sites: Columbia, MO; Simpsonville, Charleston and a multi-site, SC. The 1998 publication provides an analysis of the theoretical foundations of MST, a description of the approach, and a discussion of different clinical trials and replication projects currently underway.

POPULATION

MST with violent and chronic juvenile offenders has been implemented in three randomized clinical trials. All focused on youth who have been approved, or are at high risk for, placement in correctional facilities. The age range varied from 10.4 to 17.7 years. The population was predominantly male (from 68 percent in Columbia to 82 percent in the multi-site study). Whites predominated in Columbia (70 percent) and African Americans predominated in the multi-site study (81 percent). In Simpsonville and Charleston, the two groups had similar representation. About half the population in all sites came from single parent families. In Simpsonville, 26 percent lived with neither biological parent. The mean number of arrests per participant prior to the study varied from 2.9 (Charleston) to 4.2 (Columbia). In Simpsonville, 54 percent had at least one violent arrest and 71 percent had been incarcerated previously for at least 3 weeks(40 percent and 59 percent in the multi-site study; 19 percent and 63 percent in Columbia).

BEST COPY AVAILABLE

Evidence of Effectiveness

MST outcomes are measured in terms of reduced re-arrest rates, improved family and peer relations, decreased behavioral problems, and decreased out-of-home placements. In the Simpsonville project, 84 youth were randomly assigned to either MST (43 youth) or usual services (41 youth). A follow-up of incarceration records, done 59 weeks after referral, showed that youth receiving MST, when compared to those receiving usual services, had significantly:

- fewer arrests (averages .87 vs. 1.52)
- fewer self-reported offenses (averages 2.9 vs. 8.6)
- shorter time in correctional facilities (averages 5.8 weeks vs. 16.2 weeks)

In addition:

- the pre- and post-tests using the Family Adaptability and Cohesion Evaluation Scales showed increased cohesion among families of youth receiving MST (mean coefficient increased from -0.09 to 0.30) and less cohesion for families of youth in usual services (mean coefficient decreased from -0.02 to -0.58)
- youth in the MST group reported less peer aggression in the Missouri Peer Relations Inventory (mean coefficient decreased from 5.9 to 2.7) while the comparison group remained basically the same (mean coefficients were 4.2 and 4.6)
- MST proved to be less costly ($3,500 per youth compared to the average cost of institutional placement in South Carolina - - $17,769)
- in a 28-month follow-up, the recidivism rate for MST youth was 60 percent, compared to 80 percent for youth receiving usual services

MST outcomes were not influenced by the youth's demographic characteristics (age, gender and cultural or ethnic background) nor by psychosocial variables (family and peer relations, social competence, behavioral problems and parental symptoms).

> "A recent report from the Washington State Institute for Public Policy . . . showed that MST was the most cost-effective of a wide variety of treatments to reduce serious criminal activity by adolescents. Indeed, the average net gain for MST in comparison with boot camps was $29,000 per case in decreased program and victim costs. Finally, these cost savings are specially noteworthy when the superior clinical outcomes and reductions in criminal activity demonstrated by MST are considered."
>
> Henggeller, 1998

Other evaluation studies with different populations also show positive outcomes for MST participants. For instance:

- in Columbia, MO, the 4-year recidivism for *chronic juvenile offenders* was 22 percent for MST participants, 72 percent for those receiving individual therapy and 87 percent for youth who refused to participate in either treatment (the study involved 176 youth)
- in Charleston, SC, a study of 118 juvenile offenders with *substance abuse or dependence* concluded that MST reduced incarceration by 46 percent, reduced total days in out-of-home placement by 50 percent, and had an extremely high rate of program completion (98 percent)

Reduction in re-arrest relative to the comparison groups provides mixed results. In two sites, the reduction in re-arrest was statistically significant (70 percent in Columbia, MO and 43 percent in Simpsonville, SC), while in the other two, differences in the reduction of re-arrests were not significant (26 percent in the multi-site study and 25 percent in Charleston).

Researchers observe that more follow-up evaluations are needed to assess the stability of changes, in addition to more studies comparing different treatments of youth with serious antisocial behavior.

BEST COPY AVAILABLE

Key Components

MST is a treatment approach that involves the offender and the family. Using intervention strategies derived from family and behavioral therapy, MST intervenes directly in systems and processes related to antisocial behavior in adolescents, such as parental discipline, family affective relations, peer associations, and school performance. MST involves:

- extensive assessment of the strengths and weaknesses of the adolescent, family, peer system and school
- an individualized, time-limited and goal-oriented treatment plan (duration of treatment ranges from three to five months)
- home-based intervention focused on promoting the parent's capacity to monitor and discipline the adolescent
- peer intervention to facilitate the development of friendships with prosocial peers, while removing the offender from antisocial peer groups
- school and vocational interventions to enhance the youth's capacity for future employment and financial success
- provision of comprehensive services, which include drug rehabilitation, social services and tutoring
- low clinician to patient ratio (four to six families per therapist)
- treatment team available 24 hours a day, seven days a week, with daily contacts if necessary

In contrast, the traditional services offered to youth offenders by South Carolina's Department of Youth Services include incarceration and/or compliance with probationary conditions, such as participation in mental health treatment, curfew, continuing education and others, monitored by a probation officer. If the probationary conditions are not met, youth return to court for a review. Depending on the outcome of the review, youth can be placed in an institution or continue on probation. Although many youth and families are traditionally referred to mental health services, not all families act on this referral.

Contributing Factors

Multidimensional Approach

Not only the individual offender, but also the family, peers, and other relevant persons are included in the treatment plan and provided support. Treatment focuses on the multiple needs of the individual and systems involved.

Intensive Treatment

MST involves intensive and extensive assessment of the youth and his or her immediate network (family, peers, school, neighborhood). Treatment plans are individualized and provided in the individual's natural environment.

Cost-effectiveness

Despite the low client-therapist ratio and the intensive level of treatment, MST is relatively inexpensive. The costs with MST are further lowered by the savings from lower recidivism. Savings are also found when MST is compared to other treatment approaches, such as traditional substance abuse treatment and psychiatric hospitalization.

BEST COPY AVAILABLE

STUDY METHODOLOGY

All evaluation studies used randomized samples, pre-and post-tests, and long-term follow-up studies. In the Simpsonville study, pre- and post-treatment assessment batteries were completed by 33 families (77 percent) of the 43 youth referred to MST and 23 families (56 percent) of the 41 youth in traditional DYS services. Criminal histories and demographic characteristics of control and comparison group members were essentially similar. Family assessment was conducted in the families' homes. Incarceration records were also obtained 59 weeks post-referral. Instruments used were the Self-Report Delinquency Scale (evaluates criminal behavior), the Family Adaptability and Cohesion Evaluation Scales (assesses parental and youth perceptions of family cohesion and adaptability), the Missouri Peer Relations Inventory (evaluates parental and youth perceptions of the youth's friendships), in addition to three behavior checklist scales. Between-groups differences were evaluated by one-way analysis of variance (ANOVA) and analysis of covariance.

EVALUATION FUNDING

Project and evaluation funded by a grant from the National Institute of Mental Health to the South Carolina Department of Mental Health.

GEOGRAPHIC AREAS

The South Carolina project was located in Simpsonville. Other MST evaluation studies have been done in Columbia, MO; Memphis, TN; Charleston, Orangeburg, Spartanburg and Sumter, SC. Replication projects are also underway in Ohio, Texas and Canada.

CONTACT INFORMATION

Research Contact

Scott W. Henggeler, Ph.D.
Director, Family Services Research Center
Professor, Department of Psychiatry and Behavioral Sciences
Medical University of South Carolina
University of South Carolina
171 Ashley Avenue - Cannon Park Place
Charleston, South Carolina 29425-0742
(843) 876-1800, Fax (843) 876-1845
www.musc.edu
henggesw@musc.edu

BEST COPY AVAILABLE

Project GRAD

A Summary of:

"Project GRAD: Program Evaluation Report, 1998-99" (December 1999) University of Houston. By Kwame A. Opuni, Ph.D.

Focus

- Early Childhood
- ✓ Primary School
- ✓ Middle School
- ✓ Secondary School
- English Lang. Dev.
- ✓ Extended Learning

Overview

Project GRAD (Graduation Really Achieves Dreams) began as a scholarship program in Houston, Texas in 1988-89. It has now grown into a private, not-for-profit organization that works in partnership with high schools and their feeder schools to implement multiple reform models that lead to higher graduation and college attendance rates. When a school system comes to Project GRAD for assistance, the staff institutes a series of interventions to improve classroom management and discipline, student reading and math proficiency, parent and community involvement, and finally, high school graduation and college acceptance rates. First, Project GRAD uses a Consistency Management and Cooperative Discipline program that facilitates teacher/student cooperation in instructional consistency and behavior management. Second, Project GRAD implements educational initiatives, such as Success-for-All and MOVE IT Math, to supplement basic elementary and middle school reading and math curricula. Third, the initiative works through Communities in Schools to improve the quality and level of parental and community support for school activities. Finally, Project GRAD implements a comprehensive outreach program which includes a community-wide Walk for Success to recruit students and their parents, Parent Universities to improve parental literacy and involvement levels and intensive summer institutes and college scholarships for students.

POPULATION

Project GRAD sites are located in inner-city schools, serving primarily minority students from low-income families. Nationally, Project GRAD serves approximately 68,000 students in 92 schools. The 24 Houston schools examined in the evaluation belong to the 2 high school feeder systems that have piloted the program in Houston: Jefferson Davis High School and Jack Yates High School. The evaluator detailed the socio-economic characteristics of the communities around the Davis and Yates high school feeder systems. Only 44% of the adults in the Davis community and 66% of those in the Yates community have completed high school. These feeder systems serve 26,000 students, the vast majority of whom were African American and Latino youth. In 1999, 89% of the students at Davis High School were Latino, 9% African American, 2% white, 18% limited English proficiency and 76% received free or reduced price lunch. That same year, 89% of Yates High School students were African American, 10% Latino, 1% Asian and 57% of the students received free or reduced price lunches.

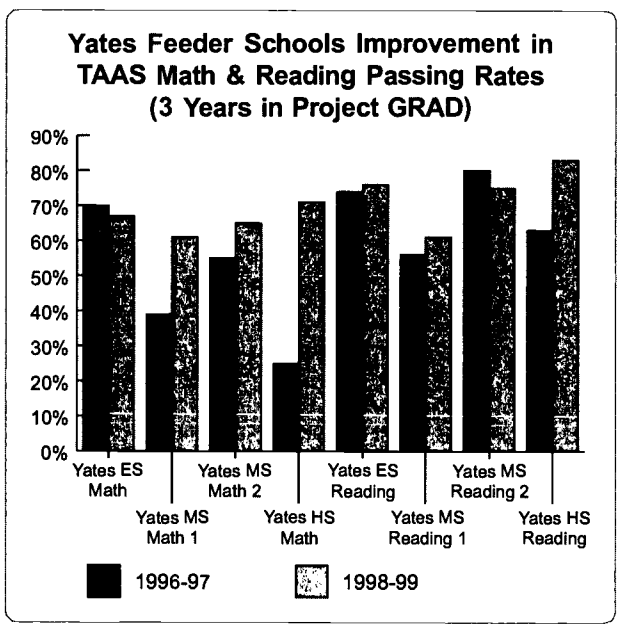
BEST COPY AVAILABLE

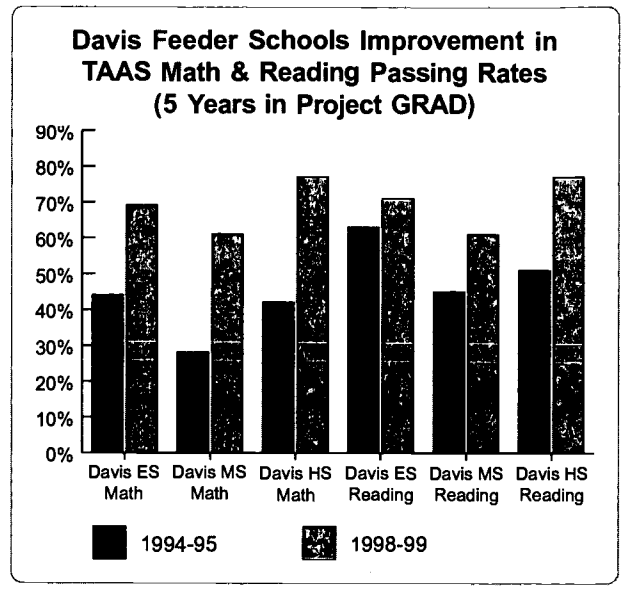
Key Findings

One of Project GRAD's primary goals is to raise the college enrollment of graduates from its high schools. The program more than tripled annual college enrollment rates for Davis High School graduates, from 12% to 50%, between the first year it offered scholarships in 1989 and 1999.

The Texas Assessment of Academic Skills (TAAS) test was used to measure improvements in reading and math proficiency at all of the Davis and Yates feeder schools (Elementary Schools-ES, Middle Schools-MS and High Schools-HS) served by Project GRAD. Davis schools began implementing Project GRAD in 1994, while Yates schools began in 1996. Schools in both feeder systems experienced increased passing rates on the TAAS after implementing Project GRAD (see charts).

Evaluators compared Project GRAD schools to other Houston schools with similar student demographics and baseline achievement scores, using the Woodcock, TAAS and Stanford-9 tests to measure the effect of participating in Project GRAD.





- The Woodcock, Stanford-9 and TAAS tests revealed that students who began kindergarten in the Davis system the same year that Project GRAD started (1994) outperformed a comparison cohort for three consecutive years in mathematics and two consecutive years in reading.

- The evaluator also charted longitudinal increases in grade equivalent scores on the Stanford-9 test for 472 students in the Yates feeder system after three years of participation in Project GRAD. The average, pre-Project GRAD grade equivalent score of these students was one month above the national average in reading and three months below the national average in math. After three years in the program, they performed at three months above the national average in both reading and math.

After four years of implementation, Project GRAD reduced disciplinary referrals to principals' offices in Davis elementary schools by 74% (from 1,017 to 268). The Yates feeder schools also saw a disciplinary referral decline of 22% (from 935 to 729) by the second year of the program.

BEST COPY AVAILABLE

Program Components

When Project GRAD partners with a school feeder system, it brings a constellation of reform efforts that cover each level of schooling from kindergarten through high school.

- Consistency Management & Cooperative Discipline (CMCD) is a classroom management initiative that builds consistency in instructional and disciplinary practices by involving teachers, students and parents in a behavioral management partnership.
- MOVE IT Math (MOVE IT is an acronym for Math Opportunities, Valuable Experiences and Innovative Teaching) uses songs, games, literature and hands-on manipulatives to teach concepts and the importance of mathematics to students in grades K-6. Students learn basic math (arithmetic) and advanced math (algebra) at an early age.
- Success for All (SFA) is a research-based, school-wide reading and writing program for grades K-5 (see pp. 137-139).
- Communities in Schools (CIS) is a non-profit, dropout prevention and social service program that tailors counseling, guidance and family case-management services to individual students and their families.
- Walk for Success is a grassroots effort to inform parents and recruit student applicants for the Project GRAD scholarship program. Alumni, teachers, staff, mentors, university volunteers and community leaders go door to door to raise awareness of the program.
- Scholarships of $1,000 per year for college are guaranteed to students who: graduate on time from a Project GRAD high school; take a minimum of three years of mathematics, including algebra I, geometry and algebra II; maintain a 2.5 grade point average in core academic subjects and complete a minimum of two summer institutes sponsored by the program at local universities.

Contributing Factors

Professional Development and Support

Project GRAD recognized that the high turnover rates of teachers in inner-city schools necessitated ongoing training of all teachers hired after the first year of intensive training and project implementation. Facilitators from Project GRAD therefore provide on-going material and curricular support in CMCD and SFA. According to the evaluator, teachers feel free to come to these facilitators with their problems because of the fact that the facilitators "operate outside of the teacher appraisal process." In addition, a Social Worker/ Project Manager is housed at each school to work with students, teachers and parents to support various aspects of the program.

Sustainability

"Unlike many educational initiatives that promise a quick fix and then often cut funding prematurely before meaningful results occur, Project GRAD's programmatic perspective and commitment are long-term," noted the evaluator. Project GRAD also relies on diverse funding sources for support of its programs.

Ongoing Evaluation and Model Refinement

Teachers, administrators and Project GRAD facilitators track student test scores, discipline reports and evaluation findings to ensure that students receive adequate support and benefits from the program. Benchmark data also ensure that the program is having a positive, aggregate impact on the schools.

BEST COPY AVAILABLE

ERIC

Comprehensive Reform
Project GRAD recognizes that a reform model focusing only on high school might be hampered by weak elementary or middle schools in the high school's feeder pattern. The evaluator believed that the scope of the reform initiative, involving teachers and administrators from all of the feeder schools has been crucial to Project GRAD's success.

Parent and Community Empowerment
Project GRAD empowers parents and community members by involving them in school reforms through CIS initiatives (GED programs, Citizenship Classes and health and employment referrals, for example). Shared Decision-Making Committees (principals, parents, teachers and community leaders) manage Project GRAD feeder schools.

Evaluator Comments

Project GRAD schools must work on retaining teachers, according to the evaluator, because of the high turnover rates of teachers in inner-city schools. Such turnover rates mean the loss of many hours of program training. The evaluator found that the most substantive criticism of the program from teachers pertained to the perceived, rigid structure and lack of phonics-based instructional emphasis in Success for All, one component of Project GRAD's reform strategy.

STUDY METHODOLOGY

The evaluator used school data, statewide and national test scores, as well as teacher surveys to chart the increases in academic achievement among the cohorts of Project GRAD students. Because of high, annual student mobility rates (24%) in the pilot schools, the evaluator also used a quasi-experimental design involving matched comparison schools with similar student demographics and baseline achievement data to determine the effect of Project GRAD on student achievement. Site visits, interviews with students and teacher surveys offered a more qualitative evaluation of the program.

EVALUATION & PROGRAM FUNDING

The evaluation was funded by the University of Houston System. More than 65 public and private foundations, organizations and corporations fund Project GRAD. Some of these funding initiatives are multi-year, multi-million dollar grants, to expand and replicate the Project GRAD model.

GEOGRAPHIC AREAS

Project GRAD began in Houston, Texas, but it has now been replicated in Los Angeles, California; Atlanta, Georgia; Newark, New Jersey; Columbus, Ohio and Nashville, Tennessee. Future plans include the possibility of replicating the program in San Antonio, Texas.

CONTACT INFORMATION

Research Contacts
Kwame A. Opuni, Ph.D., Director
Center for Research on School Reform (CRSR)
University of St. Thomas
3800 Montrose Boulevard.
Houston, TX 77006
Phone: 713.525.6951
kopuni@stthom.edu

Program Contact
Robert Rivera, Associate Director
Project GRAD
1100 Louisiana, Suite 450
Houston, TX 77002
Phone: 713.654.7083
Fax: 713.654.7763
www.projectgrad.org/
rrivera@projectgrad.org

BEST COPY AVAILABLE

Project PRISM: New York City

A Summary of:

Pre-engineering Instruction/Science and Mathematics (Project PRISM): Final Evaluation Report 1993-94, August 1994, Office of Research, Evaluation and Assessment, New York City Board of Education (New York, NY) by Ann Yanping

Focus

Early Childhood
Primary School
Middle School
✓ Secondary School
✓ English Lang. Dev.
Extended Learning

Overview

Pre-Engineering Instruction/Science and Mathematics (Project PRISM) is a Chinese bilingual education program with a twofold objective: to improve students' proficiency in both English and Mandarin and to offer a math/science/pre-engineering program that matches the academic backgrounds of the majority of Chinese bilingual students. The median time students participated in the project was ten months.

POPULATION

During School Year 1993-94, the project served 298 Chinese-speaking students in grades 9 to 12. The students scored below the 40th percentile on the Language Assessment Battery test, which assesses English proficiency. Ninety percent of the participants were born in the People's Republic of China and seven percent were from Hong Kong. The remaining students came from Malaysia, Vietnam, Taiwan, and Macau. Over 99 percent came from low-income families.

Evidence of Effectiveness

Students were assessed before entering the program and their progress was monitored throughout the year. At the end of the year, participant students had improved:

- English language proficiency (a statistically significant mean gain of 4.6 Normal Curve Equivalents between pre- and post-test scores)
- attendance rate (over 80 percent of participating students maintained an attendance rate of over 97 percent)
- dropout rate (no students dropped out of the program during the period of the study)
- native language proficiency (over 92 percent of participating students in the Fall semester, and 94 percent in the Spring semester achieved a passing grade of 65 or better)
- grades in math, science, and computer science (over 90 percent of participating students received a passing grade of 65 and above in the three subjects in both semesters)
- college enrollment rates (45 of the 47 students in the program were enrolled in college one year after graduation)

BEST COPY AVAILABLE

Key Components

Project PRISM was funded under Title VII of the Elementary and Secondary Education Act (ESEA). It operates at Seward Park High School in lower Manhattan. This area has the highest concentration of Asian American students in New York City. Of the 3,202 students in School Year 1992-93, 38 percent were of Asian origin. Major features of the project were:

- English as a Second Language
- Native Language Arts
- bilingual content in mathematics, science and pre-engineering
- tutoring
- parental education in English as a Second Language and workshops
- staff development courses in bilingual education and core subject areas
- development of a Chinese-English glossary for the engineering course

To qualify for the program, students had to score at or below the 40th percentile on the Language Assessment Battery (LAB). Candidates were also interviewed by the project director and responded to a questionnaire which indicated interests in the core areas: mathematics, science, or engineering. In addition, students had placement tests in all subjects.

> "When J.S. first entered Seward High School in the middle of the semester, he was bewildered and unhappy. He had recently come from a rural area in China, and did not speak much English . . . Project PRISM staff were able to help him adjust to the new environment and make friends. He joined the Seward Park Chinese Culture Club and started to take part in the after-school activities held by the Chinese-American Planning Council. By taking advantage of the project's tutoring program, J.S. was able to catch up with his classmates. He took advantage of the bilingual nature of the project classes to continue his education without being held back by his lack of English proficiency."
>
> New York City Board of Education

Teachers used a wide array of strategies and techniques, including bilingual methodologies, team teaching with paraprofessionals assisting monolingual teachers, laboratory experiments in science, news articles to develop students' native language proficiency, and story telling and cooperative learning in ESL. Students participated in field trips and a variety of cultural experiences.

Project staff was offered the opportunity to take college credits in bilingual education, mathematics, science, engineering, computers or related subject areas. The project's faculty was also exposed to relevant in-service training and workshops.

Contributing Factors

Cultural Activities

Students were actively involved in sports and cultural activities through the school's Chinese Cultural Club. Club members provided community work, such as serving as interpreters for parents during Open School Night and at neighboring elementary schools. The Club also promotes an annual theatrical performance, the China Nite, which involves students, staff, alumni and community members.

Parental Involvement

Parental participation is a major goal of the project. Parents were involved in outings and cultural activities, received classes to improve their English proficiency, and were supported in making connections with social and other community services. Staff made home visits and contacted parents to provide feedback. The project also used community newspapers to urge parents to make sure students attended school.

BEST COPY AVAILABLE

Staff Development

Staff were offered many possibilities for improvement. Five project staff took college courses in bilingual and computer education. The project director participated in an Education Policy Fellowship Program. The project's faculty attended over ten workshops and in-service training sessions on multicultural issues, in addition to out-of-town conferences. Finally, project staff conducted four in-service workshops on teaching mathematics and science.

STUDY METHODOLOGY

The evaluation design used pre- and post-test scores and reported the data in Normal Curve Equivalents (NCEs). NCEs are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group has a zero gain in NCEs in the absence of supplementary instruction. The students responded to standardized tests at 12-month intervals. T-tests were used to establish the statistical significant of the differences in pre- and post-test scores. The Language Assessment Battery (LAB) was used to evaluate progress in English. The LAB is a standardized test adopted throughout New York City to assess English proficiency for non-native speakers. In addition, the evaluator visited the school, observed class activities, and conducted telephone interviews with the project director.

GEOGRAPHIC AREAS

Seward Park High School, lower Manhattan, New York City.

CONTACT INFORMATION

Research Contact

New York City Board of Education
Division of Assessment and Accountability
110 Livingston Street
Brooklyn, NY 11201
(718) 935-3767, Fax (718) 935-5268
www.nycenet.edu

BEST COPY AVAILABLE

Sacramento START

A Summary of:

"Sacramento START: An Evaluation Report, September 1996 — May 1997" (January 1998) Sacramento Neighborhood Planning and Development Services Department. By Judith Lamare.

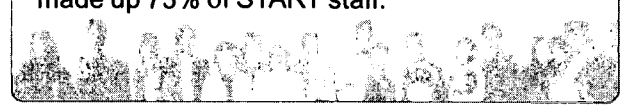
Focus
- Early Childhood
- ✓ Primary School
- Middle School
- Secondary School
- English Lang. Dev.
- ✓ Extended Learning

Overview

Sacramento's Students Today Achieving Results for Tomorrow (START) program is an after-school academic enrichment program that provides a safe, positive learning environment for elementary school students from low-income families. START was founded in 1995 by the City of Sacramento to help these students "succeed academically and socially" and to "connect neighborhoods with schools" by employing adults from the community and students' parents as part-time, after-school instructors. At the time of this evaluation, START operated for two-and-a-half hours a day four days a week, and students received homework assistance and help with reading while also participating in recreational activities.

POPULATION

Currently, START spans 5 school districts in the Sacramento metro area, and it enrolls over 7,000 students. At the time of the evaluation (1996-97), there were 2,000 students in the program: 87% of START students qualified for free lunch, 83% belonged to racial or ethnic minority groups and 58% came from homes where English is not the primary language spoken. The Natomas School District's sample was composed of 46 students from second through fifth grades, the North Sacramento School District includes 105 third through sixth grade students and Sacramento City Unified School District had 653 third through sixth grade students. Approximately three-quarters of the students began the program scoring below the 50th percentile in reading and math proficiency. Parents or community members made up 73% of START staff.



Key Findings

The evaluator used various standardized test scores from the different START schools and districts, reporting the data in Normal Curve Equivalent (NCE) scores, based on national test performance.

In the three districts evaluated, more than half of START students showed improvement in NCE scores:

- START students in the Sacramento City Unified School District (SCUSD) improved an average 5.4 NCE points.
- START students in the North Sacramento School District (NSSD) improved an average of 4.6 NCE points.
- START students in the Natomas School District (NSD) improved an average of 4 NCE points.

START had the greatest impact on students who began the program in the lowest quartile of standardized reading test scores. In SCUSD, 83% of START students who began the program in the lowest quartile improved on average 22 NCE points

 BEST COPY AVAILABLE

in third and fourth grades and 15 NCE points in fifth and sixth grades.

Compared to students scoring in the lowest quartile on standardized test scores who did not participate in START, evaluators found that START students with similar academic achievement in SCUSD improved an average of 3.5 NCE points more than their non-START peers.

Students who stuck with START for a semester or more benefited the most from the program. Those who spent a full year in the program improved an average of 6 NCE points. However, the evaluator noted that many students did not stay in the program for that long. The average program dropout rate in the first six months was 32%. Though the population served by START is highly mobile, this was not the only reason for the dropout rate, considering that only 14% of the students who left START had moved.

Program Components

For nine hours a week, START staff and volunteers provide homework assistance, literacy training and other academic enrichment activities to more than 100 students at each school site. Key components of the program include:

- The majority of volunteers and paid staff are parents of students or adults who live in the same communities as the students they teach.
- The majority of START sites have a student-to-staff ratio no greater than 20:1. The program directors are striving to recruit more volunteers to achieve a ratio of 10:1.
- Program directors receive regular reports on evaluation data and analysis so that they can revise intervention strategies.

During 1996-97, START's first full year of operation, the program had a budget of $934,000, which amounted to a cost of $3.50 per child, per day. Parents and community members, who worked as staff, earned over half a million dollars for their time.

Contributing Factors

School/Program Collaboration
Communication and collaboration between START directors and school administrators was crucial to the success of the program. START had to work with schools especially in aligning the academic training of staff and the learning goals of students in the program.

Extended Learning
By providing a safe and fun learning environment after school, the START program offered an alternative avenue of academic enrichment for minority and low-income students.

Community Involvement
START consciously worked to involve members of the community in its after-school program, hiring nearly three-quarters of its staff from neighborhoods surrounding the elementary schools where the program was held.

Student Commitment and Attendance
The evaluator noted that the longer students participated in the program, the greater an impact START had on their academic achievement. Since this was the first full year of program implementation, the evaluator also recommended that further evaluation was needed once START stabilized.

Professional Development
The evaluator felt that START needed to improve staff training procedures by providing volunteer participation goals and monitoring volunteer progress as well as placing increased emphasis on the academic support component of staff work.

BEST COPY AVAILABLE

STUDY METHODOLOGY

Evaluators analyzed school data for students in grades 3 through 6 who attended the program. Only students with test scores in the Fall 1996 and Spring 1997 were incorporated in the research. The school districts recorded student achievement on a range of standardized tests including the California Achievement Test (CAT) and the Sacramento Achievement Levels Test (SALT). Scores were translated in Normal Curve Equivalency (NCE), an equal interval scale that indicates variations in academic growth (NCE is zero for a normal growth). Three out of the five school districts that have implemented START provided test score data; four of twenty START schools did not provide data. Since the City initiated the project and the evaluation, school districts covered in the study were those within the jurisdiction of the City of Sacramento.

EVALUATION & PROGRAM FUNDING

The City of Sacramento funded the evaluation. The START program is funded by a public/private partnership that included the City of Sacramento, five school districts and numerous corporations, foundations and individuals.

GEOGRAPHIC AREAS

Sacramento, California: Sacramento City Unified School District, North Sacramento School District, Natomas School District, Del Paso School District and Elk Grove School District.

CONTACT INFORMATION

Research Contacts

Judith Lamare, PhD
1823 11th St.
Sacramento, CA 95814
Phone: 916.447.4956 Fax: 916.447.8689
judelam@earthlink.net

Program Contact

Andria Fletcher, Program Director
Sacramento START
6005 Folsom Boulevard
Sacramento, California 95819
Phone: 916.277.6115. Fax: 916.277.6074
www.sacto.org/recreation/sacstart.htm

BEST COPY AVAILABLE

ERIC

Success for All

A Summary of:

"Effects of Success for All on TAAS Reading Scores: A Texas Statewide Evaluation." *Phi Delta Kappan* (June 2001), *82* (10): 750-756. By Eric A. Hurley, Anne Chamberlain, Robert E. Slavin, and Nancy A. Madden.

Focus

- Early Childhood
- ✓ Primary School
- Middle School
- Secondary School
- English Lang. Dev.
- Extended Learning

Overview

Begun in Baltimore in the 1987/88 school year, Success for All (SFA) is a program designed to help all students achieve and retain high reading levels in primary education. SFA focuses on reading for ninety minutes a day, using both phonics and meaning-oriented approaches in a curriculum of story discussion, vocabulary, oral skills and comprehension that progresses through a set sequence of reading materials. The reading curriculum couples one-on-one tutoring with reduced class size and regrouping across grades into homogenous reading level classes. Student groups are reassessed and reassigned every eight weeks. Attempts are also made to integrate parents into the reading process at home and in the school. The study summarized here is only one of many published evaluations of SFA.

POPULATION

Almost all of the 111 schools that have implemented SFA in Texas are Title I schoolwide projects in high poverty areas. These schools served a total of 60,000 children. The data in this evaluation focuses on reading scores for students in third through fifth grades. On average, 85% of the children in SFA schools are designated economically disadvantaged (the state average is 45%). SFA schools also have more minority students when compared to the state average. Of the SFA students, 25% are African American, 62% Latino and 13% white (state averages are 14% African American, 35% Latino and 47% white). Students with limited English proficiency are also over-represented in SFA schools (27% vs. 12% statewide). Nationally, more than 1,800 schools in 48 states have implemented SFA. Schools in Australia, Canada, England, Israel and Mexico have adopted variations of the program as well.

Key Findings

Researchers compared gains in the percentage of students meeting the TAAS reading competency from the year before program implementation to 1998 and found that:

- Overall, SFA schools had greater gains than schools throughout Texas, and gains increased with each additional year of the program implementation. For instance, in schools with one year of implementation, the percentage of students passing the test increased 9.8%, compared to a 5.2% increase statewide. Schools with four years of implementation gained 18.8%, compared to 11% statewide.
- For African American students in SFA schools, the gains were 5.62 percentage points greater than those in control schools. For instance, in schools with one year of SFA implementation, 12.3% more African Americans passed the test,

BEST COPY AVAILABLE

compared to 8.4% more for African Americans in statewide schools. For schools with four years of implementation, the gains for African Americans were 22.7%, compared to 17% for African Americans in statewide schools.

- In addition, the score gap between African American and white students in SFA schools significantly narrowed. At the pretest, African American students in the 1995 cohort trailed white students by 24.6%, while at the post-test (1998) the gap was 6.4%. For African Americans statewide, the gap was 13.8%.
- Latino students in SFA schools also showed statistically significant gains in relation to statewide Latinos. For one-year SFA schools, the percentage of Latinos passing the test increased by 12.2%, compared to 7.6% statewide. Latinos in four-year schools gained 18.2% compared to the 13.4% gain for statewide Latinos.
- White students showed the same trends, with students in SFA schools gaining more than other white students, but the difference, when analyzed at the school level, was not statistically significant. White students in the four-year cohort gained 19%, while those in the state as a whole gained 13%.

Program Components

- In Success for All, students learn with same-age peers for the majority of the day, but they break into cross-grade groups, by reading level, for ninety-minute classes. Teachers and tutors can then instruct at the appropriate levels without stigmatizing students with "all day tracking." Reevaluation of group assignments every eight weeks also avoids tracking stigma.
- SFA begins in kindergarten with an introduction to letters and letter sounds through, for instance, interaction with a puppet named "Alphie" who teaches the students a letter of the day. The "Reading Roots" program emphasizes phonetically decodable text, partner reading, creative writing, comprehension instruction and cooperative learning.
- The SFA program continues through the fifth grade, offering increasingly difficult reading, discussion and comprehension assignments as the students' reading levels rise. Emphasis is on cooperative learning, meta-cognitive skills, comprehension and writing.
- SFA costs approximately $160 per student in the first year and $60 thereafter. Most schools pay for the program with Title I funds, often supplemented with CSRD grants.

Contributing Factors

Staff Development and Model Fidelity

A program facilitator works in all of the sites to ensure accurate implementation of the SFA design. Three-day summer training sessions and continued on-site staff training during the year further support program implementation. Teachers receive detailed manuals and reading lists. While this contributes to successful replication of the model, some teachers find the structure of SFA restrictive.

Individual Tutoring

Each SFA program evaluated had a tutoring component, with one-on-one tutoring lasting twenty minutes a day. SFA focuses tutoring initiatives on first graders having difficulty reading, but it provides tutoring for other students as well.

Parent Involvement
In some SFA sites parents participate on the program advisory board or as classroom volunteers. A family support team teaches parents to help their children read with "Raising Readers" (or "*Creando Lectores*") programs and provides support for students with health or family problems. The family support team includes the school's Title I parent liaison, vice-principal (if any), counselor (if any), program facilitator and other appropriate school staff.

STUDY METHODOLOGY

The evaluators reviewed statewide data from the Texas Assessment of Academic Skills (TAAS), including all schools that had begun the program from 1994 to 1997 (111 schools). They compare reading score gains in the TAAS from the year pre-SFA to 1998 (in 1999 the state significantly changed the TAAS administration making comparisons with earlier data unreliable). SFA schools were also compared to all schools in the state. Effect sizes are given to all comparisons and vary between +0.17 (gains for white students) to +0.59 (overall gains). A +0.25 effect size is a moderate effect. The data is aggregate for the state, although researchers observe large variations among SFA schools.

EVALUATION & PROGRAM FUNDING

In 2001, SFA programs were located in 1,800 schools in 48 states and variations of the program had been implemented in Australia, Canada, Israel and Mexico. This study focuses on Texas schools.

GEOGRAPHIC AREAS

SAS serves the Philadelphia public schools.

CONTACT INFORMATION

Research and Program Contacts

Robert E. Slavin
Center for Research on the Education of Students Placed at Risk (CRESPAR)
Johns Hopkins University
200 W. Towsontown Blvd.
Baltimore MD 21204
Phone: 410.616.2310 Fax: 410.324.4440
www.successforall.net

Nancy A. Madden
Success for All Foundation
200 West Towsontown Blvd.
Baltimore, MD 21204-5200
Phone: 800.548.4998 Fax: 410.324.4440
www.successforall.net/

Anne Chamberlain
Success for All Foundation
200 West Towsontown Blvd.
Baltimore, MD 21204-5200
Phone: 800.548.4998 Fax: 410.324.4440
www.successforall.net/

BEST COPY AVAILABLE

Success for All/Exito para Todos

A Summary of:

Success for All/Exito Para Todos: Effects on the Reading Achievement of Students Acquiring English, February 1998, Center for Research on the Education of Students Placed at Risk (CRESPAR), Johns Hopkins University, by Robert E. Slavin and Nancy A. Madden

Focus

- Early Childhood
- ✓ Primary School
- Middle School
- Secondary School
- English Lang. Dev.
- Extended Learning

Overview

Success for All is a comprehensive program for elementary school students that focuses on prevention of and early, intensive intervention in potential learning problems. Success for All addresses learning problems through a three-pronged approach: high-quality instruction from kindergarten onward; improved school-family links; and one-to-one tutoring of primary-grade students who are having difficulties with reading. Although Success for All was originally designed for English-speaking at-risk children, it was adapted to Spanish Bilingual programs and English as a Second Language programs. The name "Success for All" refers to the original program for English-speaking children or to the adapted programs for non-English speaking children. "Exito Para Todos" refers specifically to the bilingual program adapted for Spanish-speaking students.

POPULATION

Success for All is offered in elementary schools that serve a high population of at-risk children, including particularly those learning English as a second language. The program is adapted for grades K to 6. In Philadelphia's Francis Scott Key School, where the first application of Success for All began, more than 60 percent of its 622 students entered the school speaking Cambodian or other Southeast Asian languages. Ninety-six percent of the students qualified for free lunch. Philadelphia's Fairhill Elementary School, where the bilingual Exito Para Todos program was first implemented, served a student body of 694 students. Seventy-eight percent were Hispanic and 22 percent were African American. Ninety-three percent qualified for free lunch. El Vista Elementary School in Modesto, CA, which also used Exito Para Todos, served a student body speaking 17 languages.

Evidence of Effectiveness

Evaluators compared Success for All/Exito Para Todos students to comparison groups and found that, after a year:

- Asian fifth-graders retained a level 2.8 years higher
- for non-Asian students, reading levels were at least a full grade equivalent higher
- Asian fourth-graders completing Success for All/ Exito Para Todos had a reading level 2.9 years higher
- reading grade levels for Spanish-speaking first graders were 1.4 grade levels higher

BEST COPY AVAILABLE

Key Components

Success for All/Exito Para Todos includes the following components:

- one-on-one reading tutors (may be bilingual tutors)
- a "regrouped" reading program in which students who are regularly assigned to heterogeneous, age-grouped classes are regrouped for a 90-minute period according to reading performance levels
- eight-week reading assignments after which teachers assess students and make program adjustments
- ESL instruction offered either in a group setting or individually
- Family Support Teams which provide opportunities for parenting education and involvement
- a program facilitator who works at each school full-time to oversee operations

Contributing Factors

Coordination of Classroom Activities
Tutors, reading teachers, ESL teachers and others successfully coordinate classroom subjects and activities. Teachers regularly meet to coordinate their approaches for individual children.

Engaging Activities for Students
Reading and academic basics are taught by traditional means and through engaging activities that encourage the development and use of language. The program offers a balance of academic readiness and non-academic music, art and movement activities.

Links Community Service Agencies
Students who are not receiving adequate sleep or nutrition, need glasses, are not attending school regularly, or are exhibiting serious behavior problems are referred to appropriate community service agencies.

Parental Support
Through Family Support Teams, parents have an open forum to discuss with teachers the progress their child is making.

STUDY METHODOLOGY

The report evaluates the results of Success for All/Exito Para Todos in two elementary schools in Philadelphia, three in California and two in Arizona. It also cites the study of Exito Para Todos currently underway in Houston. Evaluators based their reports on grade levels and academic achievements. They compared Success for All/ Exito Para Todos participants to similar groups of students attending other language development programs. Some evaluations were based on three scales found in the Woodcock Proficiency Battery: Word Identification, Word Attack and Passage Comprehension.

EVALUATION FUNDING

Office of Educational Research and Improvement, U.S. Department of Education.

GEOGRAPHIC AREAS

The evaluation focused on sites in: Philadelphia, PA (Francis Scott Key School and Fairhill Elementary School); Southern California (Fremont, Wright and El Vista elementary schools); Arizona; and Houston, Texas.

CONTACT INFORMATION

Research Contact
Robert E. Slavin
Nancy A. Madden
Center for Research on the Education of Students Placed at Risk (CRESPAR)
Johns Hopkins University
3503 North Charles Street
Baltimore, MD 21218
(800) 548-4998, Fax (410) 516-8890
http://www.successforall.net

BEST COPY AVAILABLE

Union City School District: New Jersey

A Summary of:

UNION CITY INTERACTIVE MULTIMEDIA EDUCATION TRIAL: 1993 - 1995 Summary Report, April 1996, CCT Reports, Issue No. 3, by Margaret Honey and Andres Henriquez

THE UNION CITY STORY: Education Reform and Technology, Students' Performance on Standardized Tests, April 1998, CCT Reports, by Han-Hua Chang, Margaret Honey, Daniel Light, Babette Moeller, and Nancy Ross

Focus

- Early Childhood
- ✓ Primary School
- ✓ Middle School
- ✓ Secondary School
- English Lang. Dev.
- Extended Learning
- ✓ Other

Overview

This summary examines the results of two simultaneous initiatives undertaken in Union City School District, New Jersey. In 1989, Union City was declared a special-needs district and was threatened with a take-over by the state. In response, the school district developed a five-year improvement plan, which included comprehensive curriculum reform, cooperative learning and teacher teams. This plan attracted Bell Atlantic-New Jersey, which was looking for a site to test a project for bringing technology to schools and communities through telephone networks. In Fall 1993, Bell Atlantic initiated a pilot program at Christopher Columbus Middle School by supplying computers to the school and the homes of its seventh grade students and teachers. As the students advanced to high school, the company added support for participating teachers. The District later expanded the technology trial into a comprehensive school and community-network covering all eleven schools in the district. The network, known as Union City Online, was funded by the National Science Foundation.

POPULATION

Union City, New Jersey, is the most densely populated city in the United States. Most of its 60,000 residents are immigrants from Cuba, and other Central and South America countries. The city has been classified as one of the 92 most impoverished communities in the United States, with 27.5 percent of its children below the poverty line. Union City School District serves approximately 9,000 students. Ninety-two percent of the students are Spanish-speaking. The pilot technology program served 135 seventh grade students and their families and 20 teachers at the Christopher Columbus Middle School, one of 11 schools in the district.

BEST COPY AVAILABLE

Evidence of Effectiveness

Between 1989 and 1997, the combination of new curriculum, teaching methods and the infusion of technology, resulted in a statistically significant:

- decrease in the student-mobility rate (from 44 percent in 1989 to 22 percent in 1995)
- improvement in standardized test scores for elementary school students (first grade students increased their scores by 45 percentile points in reading, 34 percentile points in writing, and 18 percentile points in math; fourth grade students increased their scores by 14 percentile points in writing)
- increase in test scores for middle school students (between 1992 and 1995 reading scores improved by 53.6 percent, writing scores by 42.9 percent, and math scores by 29 percent)

The pilot technology program helped to improve:

- communication among participants (teachers reported using the network to exchange ideas, plan joint projects, help substitutes maintain continuity, and communicate with students and parents; parents used the network to direct questions and comments to school staff)
- overall performance for students at the pilot technology school (more Columbus Middle School students qualified for the honors program and passed New Jersey's Early Warning Tests than students from other schools; intense and sustained access to technology had a particularly strong impact on writing skills)

> "This unique institution of learning exemplifies the future school. The technology trial continues to have a major impact on students' accessibility to knowledge. It is truly a school without walls. Accessing the Internet permits the acquisition of global knowledge."
> Robert Fazio, Columbus Middle School

In 1989, the state threatened to take over Union City schools because of a large number of deficiencies. In 1995, Union City students scored 27 percentile points above students in other special needs districts on the Early Warning Test. As a result of the comprehensive reforms, the New Jersey State Department of Education ended its monitoring procedures and fully certified the Union City School District.

Key Components

The reforms began in elementary grades and additional classrooms were added each year until all grade levels were affected. Similarly, the technology program was initiated with Bell Atlantic's donation of 44 computers to Columbus Middle School, with an additional 66 computers available for use by students and teachers. Currently, Union City is one of the most wired urban school districts in the country. The reforms relied on four major elements:

- comprehensive curriculum reform based on a whole language approach, geared toward cooperative learning, developed by teams of teachers, and designed to be phased in gradually
- major scheduling changes (blocks of time of 74 to 111 minutes replaced 37 minute periods and all "pull out" programs to provide remediation were eliminated)
- increased in-service training (the teachers at Columbus Middle School were trained in use of computers and network environments; this training was expanded to all school staff and parents, and is now offered community-wide)
- infusion of technology (by 1997, all 11 District schools were linked in a network of more than 2,000 personal computers in classrooms, teacher and student homes, computer labs and media centers)

BEST COPY AVAILABLE

Contributing Factors

Strong Collaboration among All Partners
The project involved collaboration among the schools, community members and Bell Atlantic. The Board of Education supplied funding for multimedia needs and supported teacher training and time for teacher curriculum development meetings. Teachers were involved at every level of reform.

Parental Participation
A "Parent University," created as part of the district-wide reform plans, offers a variety of services to parents, including math, science and computer classes, ESL classes, and parenting skills workshops.

Increased Funding
The budget for the Union City School District increased from $37.8 million in 1989 to $100 million in 1997. Much of this increase was a result of New Jersey's Quality Education Act designed to eliminate some of the disparities between poorer and wealthier districts. A grant from the National Science Foundation, combined with additional funding from the state of New Jersey and the school district, enhanced the district's technical infrastructure.

STUDY METHODOLOGY
The impact of the enhanced technology was assessed by comparing test scores of students who had access to technology at home and at school with test scores of those who had access only at school. The impact of the educational reforms were evaluated by comparing student performance on standardized tests before and after the reforms were put in place. The impact of the reform on staff and parents was assessed through interviews.

EVALUATION FUNDING
Bell Atlantic-New Jersey Foundation, The Jerry Lee Foundation and the National Science Foundation.

GEOGRAPHIC AREAS
Union City, NJ.

CONTACT INFORMATION
Research Contact
Margaret Honey, Co-Director
Center for Children & Technology
19 Morton Street
New York, NY 10014
(212) 807-4209, Fax (212) 633-8804
mhoney@tristram.edc.org
http://www2.edc.org/CCT/cctweb/

Implementing Contact
Fred Carrigg
Executive Director of Academic Programs
Union City Board of Education
3912 Bergen Turnpike
Union City, NJ 07087
(201) 348-5671

BEST COPY AVAILABLE

Appendix I
AYPF Compendia Methodology

The evaluations included in *Some Things DO Make a Difference for Youth: A Compendium of Evaluations of Youth Programs and Practices* (1997); *MORE Things That DO Make a Difference for Youth* (1999); *Raising Academic Achievement* (2000) and *Raising Minority Academic Achievement* (2001) were selected through a multiphase process:

A. *Collection of evaluations*: The searches involved (1) reviews of national databases, such as the Educational Resources Information Center (ERIC), Sociological Abstracts and the National Criminal Justice Reference Service (NCJRS); (2) Internet searches; (3) direct contact with program coordinators, policymakers, funding officers and researchers; (4) distribution of flyers requesting evaluations during forums, conferences and similar events; and (5) a request for evaluations posted at the AYPF web site (http://www.aypf.org). Collectively, we reviewed more than 600 evaluations of youth programs and initiatives.

B. *Initial selection*: The evaluations collected were then reviewed for (1) program characteristics—programs and practices had to target school-aged children and older youth; (2) research quality—evaluation sample, design and methodology had to follow accepted research standards; and (3) program results/outcomes—the evaluations had to include quantitative data indicating the initiative resulted in positive effects on participants, such as improved academic achievement, increased graduation rates, decreased rate of risky behaviors, and others. Additionally, evaluations for *Raising Minority Academic Achievement* had to show data disaggregated by race/ethnicity.

C. *Internal review*: The evaluations that met the criteria above were summarized and reviewed by an internal committee. Summaries approved in this initial review were then sent to evaluators and program staff members to clarify questions, provide more recent data when available, and ensure each summary's accuracy.

D. *External review*: An external reviewer read all the selected summaries from the three reports to assess once more the quality of the original research and the summaries. An advisory board also contributed to and reviewed *Raising Minority Academic Achievement.*

Evaluations which met the criteria for inclusion were summarized in three to five pages including information on the population, study methodology, findings, key program components, factors contributing to the outcomes of the program, and contact information.

ERIC

Appendix II
Limitations

There are some built-in limitations to using the AYPF compendia for an analysis of family involvement:

(1) The program evaluators were usually focused on youth outcomes and did not explicitly seek to measure the amount of family involvement or the direct relationship of this involvement to youth outcomes. The family involvement strategies used are, therefore, not necessarily "state of the art;" they simply provide a real picture of what is being used by these school and youth programs.

(2) The number of programs with family involvement components may be underestimated, as the evaluations focused on program outcomes and not on the strategies used. To minimize this potential source of error, a survey was mailed to all programs included in the first two compendia with questions about specific activities, such as having families on advisory boards or conducting home visits. Responses were obtained for over half of the programs in the first two compendia (49) and results were integrated into the analysis.

(3) As the evaluations focused on outcomes, rather than process, even when the evaluators identified program components, their descriptions were succinct. Therefore, types of activities related to family involvement usually were not discussed in depth. Whenever available, the program literature was consulted to complement descriptions. (While not within the scope of this project, telephone interviews and site visits to the 27 focus programs could have enhanced information on the strategies used.)

(4) The programs cover a vast range of youth-related interventions, but leave out a few major initiatives that require family involvement, particularly those related to the Individuals with Disabilities Education Act (IDEA). Evaluations of IDEA-funded programs that met our research criteria were not found during the production of each compendium.

Finally, we note that of the universe of 100 compendia programs documenting positive outcomes for youth, the majority achieved positive youth outcomes without engaging families to any significant extent. Additionally, the programs selected for inclusion in this report each used multiple strategies to achieve results, so successful outcomes cannot be attributed solely to family involvement, but only to a combination of strategies.

Appendix III
Organizations with Additional Information on Family Involvement

A number of associations provide information and support to families to enhance their participation in youth-related activities:

- *Association of Community Organizations for Reform Now (ACORN),* www.acorn.org, is the nation's largest community organization of low- and moderate-income families, with over 120,000 member families organized into 600 neighborhood chapters in 45 cities across the country. Their priorities include better public schools. Their strategies include direct action, negotiation, legislation, and voter participation.

- *Center for Law and Education (CLE),* www.cleweb.org, is a national support center with expertise in ensuring the rights of all students to quality education; in enabling communities to address their own public education problems effectively; and in assisting students, parents, and educators to ensure proper implementation of federal, state and local policies to strengthen parent and community involvement. CLE created *Community Action for Public Schools (CAPS)*, a national network of parents, educators, and advocates linked together to improve their capacity to work for the rights of all children.

- *Coalition for Community Schools*, www.communityschools.org, works toward improving education and helping students learn and grow while supporting and strengthening their families and communities. Community schools bring together many partners to offer a range of supports and opportunities to children, youth, families and communities — before, during and after school, seven days a week.

- *The Education Trust,* www.edtrust.org, is an independent nonprofit organization whose mission is to make schools and colleges work for all of the young people they serve. As part of its work, the Ed Trust helps K-16 councils—whose members include education leaders, policymakers, parent, community and business representatives—ensure high academic achievement of all students at all levels, kindergarten through college. The actions of K-16 councils are public, based on actual data about how students are doing, and reported regularly to the public at large.

- *Gamaliel Foundation*, www.gamaliel.org, is a network of grassroots, interfaith, interracial, multi-issue organizations working together to create a more just and democratic society. The organizations of the Gamaliel Network are vehicles that allow ordinary people to effectively participate in the political, environmental, social and economic decisions affecting their lives. The network helps create and sustain such organizations and is the vehicle for these organizations to act on a national and international level.

- *Industrial Areas Foundation (IAF),* www.infnw.com, builds non-partisan civilian power to transform civil sector institutions and their cultures so that America's politics, economics and culture can be sustainable and democratic.

ERIC

- *National Coalition for Parental Involvement in Schools (NCPIE),* http://www.ncpie.org, is a coalition of families, educators and community organizations dedicated to developing effective family/ school partnerships.

- *National Coalition of Title I/Chapter 1 Parents* promotes conferences and activities for parents in Title I schools (202-547-9286).

- *National Information Center for Children and Youth with Disabilities (NICHCY),* www.nichcy.org, is a national information and referral center providing information on disability-related issues for families, educators and other professionals, with a special focus on children and youth.

- *National Fatherhood Initiative (NFI),* www.fatherhood.org. NFI's mission is to improve the well being of children by increasing the proportion of children growing up with involved, responsible, and committed fathers. NFI's services include: educating and inspiring all Americans, especially fathers, through public awareness campaigns, research, and other resources; equipping and developing leaders of national, state, and community fatherhood initiatives through curricula, training, and technical assistance; engaging every sector of society through strategic alliances and partnerships.

- *National Parent Information Network* (NPIN), http://npin.org, is an initiative of the ERIC system, administered by the National Library of Education (U.S. Department of Education) and includes a virtual library, an electronic discussion list, and other resources for parents of public school students.

- *National Parent Teachers Association,* www.pta.org, is a nonprofit association of parents, educators, students, and other citizens active in their schools and communities. Its mission includes supporting and speaking on behalf of children and youth, in the community and before governmental bodies and other organizations that make decisions affecting children; assisting parents in developing the skills they need to raise and protect their children; and encouraging parent and public involvement in the public schools.

- *National Network of Partnership Schools* at John Hopkins University, www.csos.jhu.edu/p2000, brings together schools, districts and states that are committed to developing and maintaining comprehensive programs of school-family-community partnerships.

- *Pacific Institute for Community Organizing (PICO),* www.piconetwork.org, assists in the building of community organizations with the power to improve the quality of life of families and neighborhoods. PICO carries out its mission through leadership training seminars; the recruitment of and development of professional community organizers; and on-going consultation and technical assistance. Through the PICO network, people learn to participate in and influence our political system and democratic institutions.

- *Parent Information Centers (PIC)* provide information and support for families of children with disabilities. They are supported with funding under the Individuals with Disabilities Education Act (IDEA). Most states have PICs that can be reached through the internet. The Alliance is a project that provides technical assistance for establishing, developing, and coordinating Parent Training and Information Projects and Community Parent Resource Centers, www.taaliance.org.

- *Parents for Public Schools (PPS),* www.parents4publicschools.com, is a national organization of grassroots chapters dedicated to improving public schools; involving parents in meaningful roles as decision makers and **recruiting** families to stay in or come back to public schools.

- *Partnership for Family Involvement in Education (PFIE),* http://pfie.ed.gov, sponsored by the U.S. Department of Education, offers resources and funding to promote family participation in their children's learning. PFIE focuses on the role of community organizations, employers, families and schools to develop family-friendly policies at schools and the workplace, before- and after-school programs, tutoring and mentoring initiatives, and donations of facilities and technologies.

- *Prichard Committee for Academic Excellence*, www.prichardcommittee.org, is a non-partisan, non-profit, independent citizens advocacy group of volunteer parents and citizens from around Kentucky, which works to improve education in Kentucky at all levels. The Committee has created a new consulting unit to expand the use of its successful parent leadership program beyond Kentucky's borders. Parent Leadership Associates (PLA) is described as a "mission-based" consulting unit that will focus on improving student achievement by increasing the meaningful involvement of parents in public schools.

- *Public Education Network (PEN),* www.pen.org, is a national association of local education funds (LEFs) advancing school reform in low-income communities across the country. PEN's mission includes involving parents, individual citizens and whole communities in improving public school systems.

- *U.S. Department of Education (USDOE), Educational Partnerships and Family Involvement*, www.ed.gov, provides a parents and families page on their website and numerous publications for families at www.ed.gov/pubs/parents.

ERIC

Bibliography

American Youth Policy Forum. (1997). *Some things do make a difference for youth: A compendium of evaluations of youth programs and practices*. Washington, DC: Author.

American Youth Policy Forum. (1999). *More things that do make a difference for youth: A compendium of evaluations of youth programs and practices, volume II.* Washington, DC: Author.

Amercian Youth Policy Forum. (2001). *Community organizing for school reform: Creating the context for change.* Washington, DC: Author.

Bottoms, G. (n.d.). Putting lessons learned to work: Improving the achievement of vocational students. *High Schools That Work Research Brief.* Atlanta, GA: Southern Regional Education Board.

Cahill, Michele. (1997). *Youth development and community development: Promises and challenges of convergence.* Takoma Park, MD: The Forum for Youth Investment.

Carter, S. C. (2000). *No excuses: Lessons from 21 high-performing, high-poverty schools.* Washington, DC: The Heritage Foundation.

Catsambis, S. (1998). *Expanding the knowledge of parental involvement in secondary education: Effects on high school academic success*. (ERIC Document Reproduction Service No. ED416174.) Baltimore, MD: CRESPAR.

Coleman, J.S., Campbell, E., Hobson, C.J., McPartland, J., Mood, A.M., Weinfeld, F.D. & York, R.L. (1966). *The equality of educational opportunity.* Washington, DC: US Government Printing Office.

Coleman, J.S. and Hoffer, T. (1987). *Public and private high schools. The impact of communities.* New York: Basic Books.

Coleman, J.S. (1990). Families and schools. In Coleman, J.S. *Equality and achievement in education.* (pp. 325-340) Boulder, CO: Westview Press.

Coltoff, P. (1997). Quoted in *Some things do make a difference for youth: A compendium of evaluations of youth programs and practices*. Washington, DC: American Youth Policy Forum. [Executive Director, Children's Aid Society]

Cooksey, Elizabeth C. (1997). Consequences of young mothers' marital histories for children's cognitive development. *Journal of Marriage and the Family, 59*, 245-261.

Donovan, R.H. & Hodson, J.K. (1995). *¡Español Aumentativo*!: A transitional bilingaul education program for secondary hispanic preliterates. *Evaluation Report, Year Four.* Houston, TX: Spring Branch Independent School District.

Dryfoos, J. (1998). *Safe Passages: Making it through adolescence in a risky society.* New York: Oxford University Press.

Dryfoos, J. (2000). *Evaluation of Community Schools: Findings to date.* Washington DC: Coalition for Community Schools

Epstein, J. L. (1992). *School and Family Partnerships* (Report No. 6). Baltimore, MD: Center on Families, Communities and Schools and Children's Learning, Johns Hopkins University.

Epstein, J.L. (1995, May). School/family and community partnerships: Caring for the children we share. *Phi Delta Kappan, 76*(9): 701-712.

Gándara, P. (1998). *Final report of the evalution of High School Puente.* New York: Carnegie Corporation of New York.

Gándara, P. (1995). *Over the ivy walls: Educational mobility of low-income Chicanos.* New York: State University of New York Press. (ERIC Document Reproduction Service No. ED388132.)

Government Accounting Office (2002, April). *Workforce investment act: Youth provisions promote new service strategies, but additional guidance would enhance program development.* Washington, DC: Government Accounting Office. Retrieved September, 19, 2002 from http://www.gao.gov/new.items/d02413.pdf

Grissmer, D.W., Kirby, S.N., Berends, M., & Williamson, S. (1994). *Student achievement and the changing American family.* Santa Monica, CA: RAND.

Henderson, A. & Berla, N. (Eds.) (1994). *A new generation of evidence: The family is critical to student achievement.* Washington, DC: National Committee for Citizens in Education. (ERIC Document Reproduction Service No. ED375968.)

Henderson, A.T. & Lewis, A. C. (1997). *Urgent message: Families critical to school reform.* Washington, DC: Center for Law and Education.

James, D.W., Jurich, S. & Estes, S. (2001). *Raising minority academic achievement: A compendium of educational programs and practices.* Washington, DC: American Youth Policy Forum.

Jurich, S. & Estes, S. (2000). *Raising academic achievement: A study of 20 successful programs.* Washington, DC: American Youth Policy Forum.

Kerka, S. (2000). *Parenting and career development.* Washington, DC: Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED440251.)

Ketterson, T.U. & Blustein, D.L. (1997). Attachment relationships and the career exploration process. *Career Development Quarterly, 46*(2), 167-178.

Lankard, B. (1995) *Family role in career development.* (ERIC Document Reproduction Service No. ED389878.)

Le Menestrel, S. (n.d.). What do fathers contribute to children's well-being? *Child Trends Research Brief.* Washington, DC: Child Trends.

McCaleb, S.P. (1994). *Building community learners.* New York, NY: St. Martin's Press.

Montgomery, J.L. (1990). *Factors that influence the career aspirations of mathematically precocious females.* Paper presented at the Asian Conference on Giftedness: Growing Up Gifted and Talented (2nd, Taipei, Taiwan, July 24-27, 1992.) (ERIC Document Reproduction Service No. ED352267.)

Moore, K. A., Chalk, R., Scarpa, J. and Vandivere, S. (2002, August). Family strengths: Often overlooked, but real. *Child Trends Research Brief.* Washington, DC: Child Trends.

Muller, C. (1993). *Parent involvement in education and school sector.* Paper presented at the 1993 Annual Meeting of the American Educational Research Association.

Muller, C. (1995). Maternal employment, parent involvement, and mathematics achievement among adolescents. *Journal of Marriage and the Family*, 57 (1), 85-100.

Nord, C.W. (1998). *Factors associated with fathers' and mothers' involvement in their children's schooling. Issue Brief.* Washington, DC: National Center for Education Statistics. (ERIC Document Reproduction Service No. ED417872.)

Olds, D.L. (1989). The prenatal early infancy project. In Richard H. Price, Emory L. Cohen, Raymond P. Lorion, & Julia Ramos-McKay (Eds.), *14 ounces of prevention: A casebook for practitioners.* Washington, DC: American Psychological Association.

Olds, D.L., Henderson, C.R., Tatelbaum, R., & Chamberlin, R. (1988). Improving the life-course development of socially disadvantaged mothers: a randomized trial of nurse home visitation. In *American Journal of Public Health*, Vol. 78, No. 11.

Opuni, K.A. (1999). *Project GRAD-graduation really achieves dreams—1998-99, Program Evaluation Report.* Houston: Project GRAD.

Pearson, S. & Partee, G. (2001). *Every child counts: Citizens tackle the achievement gap in Louisville, KY.* Washington, DC: American Youth Policy Forum.

Project GRAD. (2000). *The project GRAD update, summer 2000.* Houston, TX: Author.

Sankey, A. M. & Young, R.A. (1996, April). Ego-identity status and narrative structure in retrospective accounts of parental career influence. *Journal of Adolescence, 19*, 141-153.

Smith, F.M. & Hausafus, C.O. (1997). Relationship of family support and ethnic minority students' achievement in science and mathematics. *Science Education, 82*(1), 111-124.

Southern Regional Education Board. (n.d.). *Case study, Loganville Hill School, Loganville, GA.* Atlanta, GA: Author.

Steele, J. & Barling, J. (1996, May) Influence of maternal gender-role beliefs and role satisfaction on daughter's vocational interests. Sex Roles: A Journal of Research, 34, 637-648.

Warren, C., Feist, M. & Nevarez, N. (2002) *Evaluation of the New York City Beacons.* New York, NY: Academy for Educational Development.

U.S. Congress. (1997). *Overcoming barriers to family involvement in Title I schools. Report to Congress.* Washington, D.C.: Author.

ERIC

PUBLICATIONS FROM THE AMERICAN YOUTH POLICY FORUM

Following is a sampling of American Youth Policy Forum publications. Prepaid orders only please. Price includes shipping and handling in the contiguous United States. Send orders to: American Youth Policy Forum, 1836 Jefferson Place, NW, Washington, DC 20036. Call (202) 775-9731 for rates on bulk orders. Please also see our website for additional printed and on-line publications:

www.aypf.org

COMPENDIA

Raising Academic Achievement: A Study of 20 Successful Programs

by Sonia Jurich and Steve Estes

This report reviews 20 youth programs that succeeded in raising test scores, retention rates, graduation rates and other measures of academic performance. It provides an analysis of the strategies used by programs to achieve these results.

92 pages **Available Online Only**

Raising Minority Academic Achievement: A Compendium of Educational Programs and Practices

Donna Walker James, editor

An accessible resource for policymakers and practitioners interested in improving the academic success of racial and ethnic minorities from early childhood through postsecondary study. The report provides strategies used in successful programs and recommendations to the field. Includes summaries of evaluations of 38 school and youth programs with data on minority academic achievement.

206 pages **$10**

More Things That DO Make a Difference for Youth, Vol. II

Donna Walker James, editor

A compendium of more evaluations of youth programs. Summarizes 64 evaluations of career academies, school-to-work, Tech Prep, school reform, juvenile justice and related areas of youth policy.

194 pages **$10**

Some Things DO Make a Difference for Youth: A Compendium of Evaluations of Youth Programs and Practices

Donna Walker James, editor

This guide summarizes 69 evaluations of youth interventions involving education, employment and training, mentoring, service-learning and youth development. Suggests effective strategies for supporting our nation's youth, particularly disadvantaged young people.

196 pages **$10**

The Forgotten Half Revisited: American Youth and Young Families, 1988-2008

by Samuel Halperin, editor

A ten-year update of the report of the William T. Grant Foundation Commission on Work, Family and Citizenship. Includes essays and the latest data on a range of topics—employment, youth and community development, school reform, higher education, service—by a number of the nation's leading scholars and youth policy advocates. Essayists include: Thomas Bailey, Martin Blank, Carol Emig, Lawrence Gladieux and Watson Scott Swail, Samuel Halperin, Harold Howe II, John F. Jennings and Diane Stark Rentner, Karen Pittman, Shirley Sagawa and Daniel Yankelovich.

200 pages **$15**

Guide to the Powerless—and Those Who Don't Know Their Own Power

by Samuel Halperin

Acquire essential political skills to engage both elected and appointed officials at all levels of government. This guide is a perfect introduction to effective citizenship for community leaders, educators, students, youth workers and other human service providers. Recommended by policymakers.

60 pages **$5**

Do You Know the GOOD NEWS About American Education?

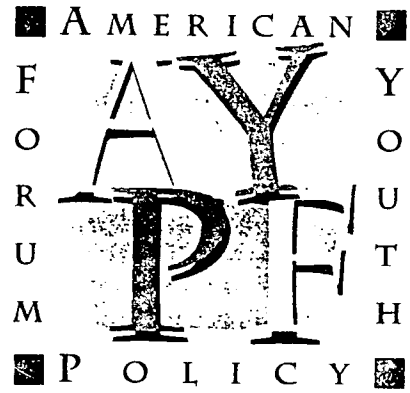
This booklet highlights major improvements in American public education since the early 1980s. Solid evidence is presented in a straightforward way that can dispel widely-held misconceptions about public schools. Also, honestly addresses the work that remains to be done in schools to achieve academic excellence for all. (Co-published with the Center for Education Policy).

32 pages **$2**

Looking Forward: School-to-Work Principles and Strategies for Sustainability

Organized around Ten Essential Principles, this report assists policymakers, practitioners and the wider community in thinking about ways to sustain successful school-to-work approaches: improving the school experience for young people, expanding and improving work-based learning opportunities, and building and sustaining public/private partnerships. National programs that could support these state and local gains are identified.

52 pages **$4**



American Youth Policy Forum
1836 Jefferson Place, NW, Washington, DC 20036
www.aypf.org

ERIC

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

X	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").