

REGIONAL EDUCATIONAL LABORATORY

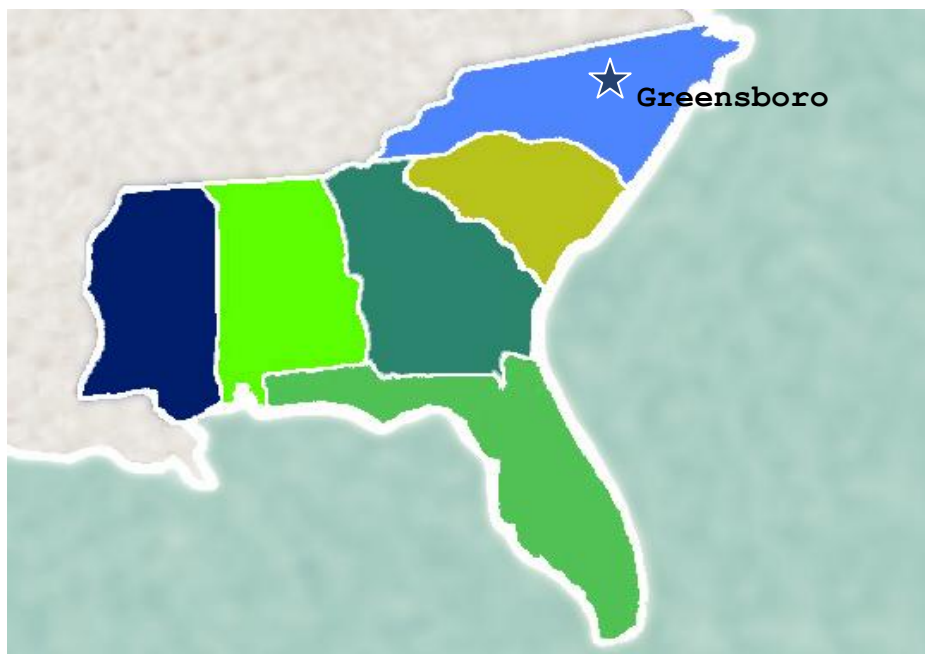
SOUTHEAST ~ SERVECenter

April 2008, EBE # 222

EVIDENCE BASED EDUCATION REQUEST DESK

OUR GOAL

To assist educators and policymakers in their efforts to apply the evidence base to decisions about policies, programs, and practices they encounter.



REQUEST:

- Resource list/ what are states doing on the topic of Black male dropouts.

RESPONSE

(The texts below are taken from the report abstracts or summaries.)

Holzman, M., (2006) Public Education and Black Male Students: The 2006 State Report Card. *Schott Educational Inequity Index*, Cambridge, MA; The Schott Foundation for Public Education. [attached]

From the summary: There is one remarkable group of districts that is successful with this most vulnerable group of America's children. If the three suburban Maryland districts—Baltimore County, Montgomery County, and Prince George's County—are considered together, they enroll the third largest population of African-American males in the country (85,000+) and graduate them with their peers at a rate comparable to the national average for White, non-Hispanic male students. Baltimore County, the most successful of these, has a graduation rate for African-American, non-Hispanic male students well above the national average for other groups and with virtually no achievement gap between Black and White students. These county school districts, taken together, are three times as successful as the New York City public schools and more than twice as successful as the Chicago schools. It can be done.

If you have any questions regarding this document, please contact the REL-SE, 1-800-755-3277 or RELSoutheast@serve.org

Also see: **Sen, R., (2006) A Positive Future for Black Boys: Building the Movement. The Schott Foundation for Public Education, Cambridge, MA. [attached]**

Increasing Prosocial Behavior and Academic Achievement among Adolescent

African American Males. *Adolescence*, v. 42 (Winter 2007), p. 689-98 [attached]

Abstract: African-American adolescents disproportionately perform poorly compared to peers in both behavioral and academic aspects of their educational experience. In this study, African-American male students participated in an afterschool program involving tutoring, group counseling, and various enrichment activities. All students were assessed regarding their behavioral changes using attendance, discipline referrals, suspensions, and expulsions reports. The Kaufman Brief Intelligence Test (KBIT) and the Kaufman Test of Educational Achievement (KTEA) were used to assess the adolescents' improvement in their skills in reading and mathematics. After the end of the two-year program, initial results showed that the adolescents had increased their daily attendance, decreased discipline referrals, and had no suspensions or expulsions. These results also indicated that although the students entered the program at different skill levels, they were assessed to have the ability to function at their appropriate grade level. Their average improvement in basic skills was at least two grade levels. Implications drawn from the findings indicate that: (a) There is a need to emphasize appropriate assessment prior to beginning a skill-improvement program; (b) there is a need to emphasize the use of individualized learning plans and tutors; and (c) there is a need to further investigate the role of assessment and intervention in after-school programming in order to close the achievement gap.

Mitchell, K., Bush, E., and Bush, L. Standing in the Gap: A Model for Establishing African American Male Intervention Programs within Public Schools.

***Educational Horizons*, v. 80 no. 3 (Spring 2002) p. 140-6 [attached]**

Abstract: Part of a special issue on African-American students in schools. MAAT Academy offers a model for establishing African-American male intervention programs in public schools. Set up in a Southern California school district to increase academic achievement and counteract discipline problems among African-American male students, MAAT Academy uses a mentoring approach and currently involves 22 African-American adult male mentors. Components of the MATT Academy program are academic development, counseling, cultural development, college and career exploration, and parent education.

What Works Clearinghouse Dropout Prevention Intervention Reports [attached]

1) Career Academies

The Kemple and Snipes (2000) and Kemple (2004) study¹ was a randomized controlled trial that included a total of 1,764 students who applied to the entrance grade (9th or 10th) of nine Career Academies included in the evaluation. Of these, 474 students were predicted to be at high risk of dropping out of high school. Researchers used student background characteristics--including sibling dropped out, overage for grade, transferred schools two or more times, attendance, GPA, and credits earned in the year of random assignment--to develop a model to predict whether students in the comparison group dropped out of school, and then applied the estimated model to predict which intervention-group students were most likely to drop out. The study measured outcomes at the end of a student's projected 12th-grade year and then four years after a student's projected 12th-grade year. Kemple and Snipes (2000) reported that for the sample of youth most at risk of dropping out of high school, Career Academies had a positive and statistically significant effect on dropping out. At the end of the students' projected 12th-grade year, 21% of the Career Academy group and 32% of the comparison group had dropped out of high school.

Progressing in school. Kemple and Snipes (2000) reported that for the sample of youth most at risk of dropping out of high school, *Career Academies* had a positive and statistically significant effect on progressing through high school. At the end of the students' projected 12th-grade year, *Career Academy* youth had earned an average of 19 credits and comparison youth had earned an average of 17 credits, and 40% of *Career Academy* youth and 26% of comparison youth had earned sufficient credits to graduate.

Completing school. Kemple (2004) reported that four years after students' projected 12th-grade year, there was no statistically significant difference between the percentage of high-risk *Career Academy* and comparison youth who earned a diploma or GED certificate; 83% of the youth in both groups had either graduated with a diploma or received a GED.

http://ies.ed.gov/ncee/wwc/reports/dropout/career_academic/

¹ Kemple, J. J., & Snipes, J. C. (2000). *Career Academies: Impacts on students' engagement and performance in high school*. New York: MDRC (Manpower Demonstration Research Corporation)

and

Kemple, J. J. (2004). *Career Academies: Impacts on labor market outcomes and educational attainment*. New York: MDRC (Manpower Demonstration Research Corporation).

2) Check and Connect

One study met WWC evidence standards, and a second study met evidence standards with reservations.² The study that met WWC evidence standards (Sinclair, Christenson, Evelo, & Hurley, 1998) was a randomized controlled trial that included 94 high school students from the Minneapolis public schools with learning, emotional, or behavioral disabilities. Students were randomly assigned at the beginning of ninth grade, with 47 students assigned to the treatment group and 47 students assigned to the control group. In this study, both treatment and control-group students received *Check & Connect* services in seventh and eighth grade, but only treatment-group students continued to receive these services in ninth grade.

The study that met evidence standards with reservations (Sinclair, Christenson, & Thurlow, 2005) was a randomized controlled trial with a relatively large attrition rate—slightly more than 30% of those originally assigned. The post-attrition sample included 144 ninth-grade students from Minneapolis public schools with emotional or behavioral disabilities, including 71 students randomly assigned to the treatment group and 73 students randomly assigned to the control group. In this study, treatment-group students received *Check & Connect* services throughout high school, while the control group received no *Check & Connect* services.

The WWC review of dropout-prevention programs addresses student outcomes in three domains: staying in school, progressing in school, and completing school.

Staying in school. The Sinclair and colleagues (1998) study reported that ninth-grade students enrolled in *Check & Connect* were significantly less likely than similar control-group students to have dropped out of school at the end of the first follow-up year (corresponding to the end of the freshman year)—9% compared with 30%. The Sinclair, Christenson, & Thurlow (2005) study reported that *Check & Connect* students were significantly less likely to have dropped out of school at the end of the fourth follow-up year (corresponding to the senior year for students making normal progress)—39% compared with 58%.

Progressing in school. The Sinclair and colleagues (1998) study reported that students in *Check & Connect* earned significantly more credits toward high school completion

2 Sinclair, M. F., Christenson, S. L., Evelo, D. L., & Hurley, C. M. (1998). Dropout prevention for youth with disabilities: Efficacy of a sustained school engagement procedure. *Exceptional Children, 65*(1), 7-21

and

Sinclair, M. F., Christenson, S. L., & Thurlow, M. L. (2005). Promoting school completion of urban secondary youth with emotional or behavioral disabilities. *Exceptional Children, 71*(4), 465-482.

during ninth grade than did students in the control group. The Sinclair, Christenson, & Thurlow (2005) study did not report on high school credit outcomes.

Completing school. The Sinclair, Christenson, & Thurlow (2005) study examined *Check & Connect*'s effect on whether students completed school "on time" (within four years of entering the ninth grade). The study indicated that there was no statistically significant or substantially important effect on on-time high school completion. At the end of the four-year follow-up period, combining receipt of high school diplomas and GED certificates, rates of on-time completion were about the same for *Check & Connect* and control-group students—30% compared with 29%. (At this point, 31% of intervention students and 14% of control students were still enrolled in school but had not yet graduated.) Because of its short follow-up period, the Sinclair and colleagues (1998) study did not examine impacts on school completion.

http://ies.ed.gov/ncee/wwc/reports/dropout/check_conn/index.asp

3) Twelve Together

Twelve Together is a one-year, peer-support and mentoring program for middle and early high school students that offers weekly afterschool discussion groups led by trained volunteer adult facilitators. Each peer-discussion group consists of about 12 participants, who are a mix of students at high risk of academic failure and others at lower academic risk. Group discussions are based on student interest, usually focusing on personal, family, and social issues. The program also offers homework assistance, trips to college campuses, and an annual weekend retreat.

Research

One study of Twelve Together met the What Works Clearinghouse (WWC) evidence standards with reservations.³ The study was a randomized controlled trial that included 219 eighth-grade students in nine middle schools in one California school district.

The WWC review of interventions for dropout prevention addresses student outcomes in three domains: staying in school, progressing in school, and completing school. The Dynarski, Gleason, Rangarajan, and Wood (1998) study examined outcomes in the first two domains.

Staying in school. At the end of the three-year follow-up period, Dynarski et al. (1998) found that 8% of *Twelve Together* students had dropped out of school compared with

³ Dynarski, M., Gleason, P., Rangarajan, A., & Wood, R. (1998). *Impacts of dropout prevention programs: Final report. A research report from the School Dropout Demonstration Assistance Program evaluation.* Princeton, NJ: Mathematica Policy Research, Inc.

13% of control group students. Although this difference was not statistically significant, it was large enough to be considered substantively important based on WWC standards.

Progressing in school. Dynarski et al. (1998) found that, at the end of the three-year follow-up period, *Twelve Together* had no effect on progressing in school as measured by the highest grade completed. http://ies.ed.gov/ncee/wwc/reports/dropout/12_together/

4) High School Redirection

High School Redirection is an alternative high school program for youth considered at risk of dropping out. The program emphasizes basic skills development (with a particular focus on reading skills) and offers limited extracurricular activities. The schools operate in economically disadvantaged areas and serve students who have dropped out in the past, who are teen parents, who have poor test scores, or who are over-age for their grade. To foster a sense of community, the schools are small and teachers are encouraged to act as mentors as well as instructors.

Research

Two studies of High School Redirection met the What Works Clearinghouse (WWC) evidence standards, and one study met WWC evidence standards with reservations. The three randomized controlled trials included more than 1,600 students in Stockton, California; Wichita, Kansas; and Cincinnati, Ohio.⁴

The WWC considers the extent of evidence for High School Redirection to be moderate to large for staying in school, for progressing in school, and for completing school.

Findings

The WWC review of interventions for dropout prevention addresses student outcomes in three domains: staying in school, progressing in school, and completing school.

Staying in school. One study of High School Redirection showed statistically significant effects on staying in school. The Stockton study indicated that High School Redirection youth were enrolled 39 more days on average in the first follow-up year than control group youth (110 days versus 71 days) and 17 more days on average in the second follow-up year (67 days versus 50 days). In addition, at the end of the third follow-up year, fewer High School Redirection youth had dropped out (43% versus 53%). The other

⁴ Dynarski, M., & Wood, R. (1997). **Helping high-risk youth: Results from the Alternative Schools Demonstration Program.** Princeton, NJ: Mathematica Policy Research.

Dynarski, M., & Wood, R. (1997). **Helping high-risk youth: Results from the Alternative Schools Demonstration Program.** Princeton, NJ: Mathematica Policy Research.

Dynarski, M., & Wood, R. (1997). **Helping high-risk youth: Results from the Alternative Schools Demonstration Program.** Princeton, NJ: Mathematica Policy Research.

two studies showed no statistically significant or substantively important effects of High School Redirection on staying in school.

Progressing in school. The Stockton study found that, at the end of the fourth follow-up year, High School Redirection youth had, on average, earned more credits toward graduation than control-group youth—10.5 versus 8.5 credits—a difference that was statistically significant. The Wichita study found no statistically significant effect on total credits earned. The Cincinnati study did not examine outcomes associated with progressing in school.

Completing school. The Stockton study found that, by the end of the third follow-up year, High School Redirection youth were more likely than control group youth to have completed high school or earned a GED certificate—40% versus 32%—a difference that was not statistically significant. The Wichita and Cincinnati studies found no difference between the research groups in completing school at the end of the second follow-up year.

5) Talent Search

Talent Search aims to help low-income and first-generation college students (those whose parents do not have four-year college degrees) complete high school and gain access to college through a combination of services designed to improve academic achievement and increase access to financial aid. Services include test-taking and study skills assistance, academic advising, tutoring, career development, college campus visits, and financial aid application assistance.

Research

Two studies of Talent Search met What Works Clearinghouse (WWC) evidence standards with reservations—one conducted in Texas and another in Florida⁵. Together,

⁵ Constantine, J. M., Seftor, N. S., Martin, E. S., Silva, T., & Myers, D. (2006). A study of the effect of the Talent Search program on secondary and postsecondary outcomes in Florida, Indiana, and Texas: Final report from phase II of the national evaluation. Report prepared by *Mathematica Policy Research for the U. S. Department of Education*, Office of Planning, Evaluation, and Policy Development, Policy and Program Studies Service. Washington, DC: U. S. Department of Education. Ibid.

the studies included about 5,000 Talent Search participants, as well as a comparison sample of more than 70,000 students created through propensity score matching.

Completing school. The Texas and Florida studies examined the program's effects on the likelihood that students received a high school diploma or General Educational Development (GED) certificate within five years of entering ninth grade. The Texas study indicated that Talent Search participants completed school at a significantly higher rate than comparison-group students—86% compared with 77%. The Florida study indicated that Talent Search participants completed school at a significantly higher rate than comparison-group students—84% compared with 70%. Neither study examined the separate effect of Talent Search on receipt of high school diplomas compared with attainment of GED certificates.

NYU Receives Gates Foundation Grant to Study Effectiveness of Single-Sex Schools for Black and Latino Males

Abstract: New York University's Metropolitan Center for Urban Education has received a \$481,000 grant from the Bill and Melinda Gates Foundation to fund a three-year study of the effectiveness of single-sex, K-12 schools for Black and Latino male students. According to the National Assessment of Educational Progress, which issues "The Nation's Report Card" on educational achievement, significant portions of 9- and 13-year-old Blacks and Latinos are not meeting proficiency; by the time high school graduation occurs, less than 50 percent of Black and Latino males are graduating. In urban centers, these numbers are even more staggering--12 percent are graduating in Detroit and 38 percent in New York City. The NYU researchers contend that the rise of single-sex schools may serve as a potential intervention to address the academic and social difficulties this population is experiencing but that the efficacy of such institutions must first be understood.

<http://www.nyu.edu/public-affairs/releases/detail/1346>

National Initiatives			
Title	Description	Type of Intervention	Reference or Location
Kappa Alpha Psi	Kappa Alpha Psi is one of the nation's oldest Black fraternities. Guide Write, KAP's national service program, provides programming, role models, mentors, and financial assistance for young men between the ages of 5 and 25.	Program	www.kappaalphapsi1911.com/committees/guideright.asp
National Urban League Campaign for African American Achievement	The Campaign for African-American Achievement is a coalition of over 100 national African-American organizations working to create infrastructures to lift the academic achievement levels of Black youth.	Program	http://www.nul.org/educationandyouth.html
National Directory of African American Male Focused Organizations	This directory of social programs that focus on the African-American male lists 145 programs grouped by state. Information for each program includes the sponsoring organization and contact person and a brief description of program goals and the target population. The programs deal with a variety of issues, but there is an emphasis on sex education and pregnancy prevention, as well as on dropout prevention and crime prevention. Programs are for elementary and secondary school students, but many concentrate on the adolescent.	Program	http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/13/7a/c2.pdf
Schott Foundation	The Black Boys Initiative exists to create a movement to improve the educational experiences of Black boys to ensure that they graduate from high school with the confidence to become successful members of society.	Program	http://www.schottfoundation.org/page.php?id=schott_init

National Initiatives

Title	Description	Type of Intervention	Reference or Location
	<p>Through this initiative, Schott has held workshops, conferences, and by Dr. Rosa Smith's leadership has published state report cards on high school graduation rates across the nation for Black boys as well as numerous other reports and public events.</p>		
<p>State of the African-American Male (Congressional Black Caucus)</p>	<p>State of the African-American Male (SAAM) Initiative begun in 2003, under the leadership of Rep. Danny Davis, to take a proactive stance in determining policy initiatives to facilitate the economic and social well-being and wellness of Black men in the United States.</p>	<p>Program</p>	<p>http://www.cbcfinc.org/</p>
<p>The Achievement Gap Initiative at Harvard University</p>	<p>Mission is to help raise achievement for all children while narrowing racial, ethnic, and socioeconomic gaps. Working with scholars nationwide, we aim to serve a variety of audiences including policymakers, educators, researchers, and parents by producing and disseminating research and distilling its implications for raising achievement levels and closing achievement gaps.</p>	<p>Program</p>	<p>http://agi.harvard.edu/main.php</p>
<p>African-American Images</p>	<p>Under the direction of Dr. Jawanza Kunjufu, AAI publishes books and hosts conferences on Black male issues, such as the 2006-2007 "Educating the African-American Male Child" national seminar series.</p>	<p>Conferences</p>	<p>http://www.africanamericanimages.com</p>

National Initiatives

Title	Description	Type of Intervention	Reference or Location
<p>The Commission on African American Men and Boys (The National Forum on Higher Education for the Public Good)</p>	<p>This project has several objectives: to make appropriate use of a comprehensive understanding of the needs of African-American men and boys in the U.S., to make appropriate use of knowledge of programs intended to deal with the issues of AAMB, to provide a framework for action, and to act within a coalition of strategically selected individuals and institutions.</p>	<p>Conference</p>	<p>http://www.thenationalforum.org/OurEfforts/Proj/AAMB/index.htm</p>
<p>The Education of Black Male Youth (A Symposium Series)</p>	<p>In its second year, this series at Wheelock College (Boston, MA) aims to inform and engage both the local and national community about the crisis confronting Black male youth. Though the presenters will pay specific attention to the trauma and emotional strain that too many Black boys face today, they will also broaden audience appreciation for their communication styles, cultural identities and development, and the unique opportunities that exist when working with this population.</p>	<p>Conference/ Meetings</p>	<p>http://www.wheelock.edu/atlas/index.asp</p>

Florida Initiatives

Title	Description	Type of Intervention	Reference or Location
<p>Black Male College Explorers Program</p>	<p>The Black Male College Explorers Program is an At Risk prevention/intervention program at Florida A&M University, Bethune Cookman College, Edward Waters College, and Florida Memorial College designed specifically for black males that was initiated as an attempt to reduce the number of Black Males who drop out of school, use drugs, arrested, and being victims or perpetrators of homicide or other violent crimes. The goals of the program are to increase the number of black males graduating from high school, facilitate their admission to college, and significantly increase their chances of earning a college degree. Schools are asked to identify "At Risk" black males in grads 7th through 11th grade. A team of school and community leaders are required to provide supportive services for the students during the regular school year. FAMU, Bethune-Cookman College, Edward Waters College, and Florida Memorial College provides six weeks of highly concentrated developmental experiences designed specifically for black males during the summer. An appropriate number of black male college and high school teachers are hired to teach subjects that include English, mathematics, natural sciences, social sciences and computer sciences. Personal development activities are provided through daily classes and weekly seminars and workshops. The Universities pays for transportation to and from campus.</p>	<p>Program</p>	<p>http://www.leg.state.fl.us/Publications/2001/Senate/reports/budget_issues/SENReq1683FY0001.htm</p> <p>also see</p> <p>http://www.fmuniv.edu/studentaffairs/bmcep/BMCEPProgramResults1997-2005.pdf</p>

Florida Initiatives			
Title	Description	Type of Intervention	Reference or Location
	Lodgin, food, books and classroom materials are provided at no cost to the students selected. Program participants return each summer for a different level of instruction and motivational activities unless the Program Committee and local Advisory Committee deem additional services are no longer required.		
Florida Memorial University	The primary mission of the Pre-College Outreach Programs at Florida Memorial University is to facilitate programs and service to enhance the opportunity for students in middle and high school to complete high school, earn a college degree, and find meaningful employment or pursue graduate studies.	Program	http://www.fmuniv.edu/studentaffairs/bmcep/male.htm

Georgia Initiatives			
Title	Description	Type of Intervention	Reference or Location
University System of Georgia's African-American Male Initiative	A comprehensive statewide effort, the AAMI is aimed at expanding the participation and retention of Black males in the state's 34 public colleges and universities. K-16.	Advisory panel/program	http://www.usg.edu/aami/

Georgia Initiatives			
Title	Description	Type of Intervention	Reference or Location
Kennesaw State University	The KSU African-American Male Initiative (KSUAAMI) focuses on increasing enrollment, retention, and graduation rates of Black men at KSU through mentoring, leadership development, and the celebration of academic and leadership achievements. The Distinguished Black Gentlemen is the official student organization under this initiative.	Program	http://www.kennesaw.edu/stu_dev/msrs/ksuaami.shtml

North Carolina			
Title	Description	Type of Activity	Reference or Location
Future Black Men of American Inc.	FBMA's Project Brotherhood works with Black males ages 7-17 to teach acknowledgment of self-worth, conflict resolution, and combating peer pressure. Through life-skill sessions, group mentoring, and educational field trips teens learn to develop discipline and career plans.	Program	www.futureblackmen.org/
John Hope Franklin Scholars Program	In 2005 the Duke Curriculum Project (DCP), which aims to enrich the curricula of local public schools, launched the John Hope Franklin Scholars Program. The program	Program	John Hope Franklin Center 2204 Erwin Road, Box 90252 Durham, N.C. 27708

North Carolina			
Title	Description	Type of Activity	Reference or Location
	is designed to bring high school students into an environment where they have the resources, tools, mentors and exposure needed to pursue higher education. Program participants are selected each year from Durham high schools, with students entering the John Hope Franklin Scholars Program as sophomores and continuing through their senior year. Franklin Scholars engage in a variety of projects related to a year-long theme and attend monthly seminars that will include college planning activities. They are also be assigned mentors within the program and from the Duke University student body.		(919) 684-2830 fax: (919) 684-2832 http://library.duke.edu/magazine-archive/issue17/notes.html ; http://www.aas.duke.edu/aaas/research/scholars.php
Omega CHAMPS Youth Mentoring Program	The mission of the Omega C.H.A.M.P.S. Mentoring Project is to expose young African-American men, grades 4 through 8, who are at risk of academic failure, drug use, and employing poor life skills to positive role models and experiences. The goal is to provide primary prevention and early-intervention efforts to facilitate the positive growth and development of the community's youth.	Program	http://www.omegachamps.org/
African American Males in Education Conference	The Third Annual African American Males in Education Conference. The conference theme is "Focus on Black Families." Featured speakers include Dr. William Barber, Jr., president, North Carolina NAACP and Dr. Lee Jones,	Conference	http://hmcuc.org/conferences.html

North Carolina

Title	Description	Type of Activity	Reference or Location
	<p>president and executive editor of InSpire Magazine. Conference sessions will address African American male/female relationships, marriage, family management, and parenting. A panel discussion comprised of young black males will focus on gangs, incarceration and black male on black male violence. Cost \$100; group discount for students and children.</p> <p>March 19 - 21, 2008</p>		
<p>Raising Achievement and Closing Gaps Conference XII</p>	<p>The Twelfth Raising Achievement and Closing Gaps Conference will be held March 31 – April 2, 2008 at the Sheraton Greensboro Hotel at Four Seasons/Joseph S. Koury Convention Center. The 2008 conference will emphasize:</p> <ul style="list-style-type: none"> • preparing globally competitive students; • strategies for improving academic growth for high- performing students; • rigor, relevance, and relationships; • implementation of the recommendations of the NC Advisory Commission on Raising Achievement and Closing Gaps; and • ways to assist all subgroups to make adequate yearly progress (AYP). 	<p>Conference</p>	<p>http://www.ncpublicschools.org/racg/conference/</p>

South Carolina Initiatives			
Title	Description	Type of Intervention	Reference or Location
Call Me MISTER	<p>The mission of the Call Me MISTER (acronym for Mentors Instructing Students Toward Effective Role Models) National Initiative is to increase the pool of available teachers from a broader, more diverse background particularly among the state’s lowest performing elementary schools. Student participants are largely selected from among under-served, socioeconomically disadvantaged and educationally at-risk communities.</p> <p>The Call Me MISTER program is contributing to the talent pool of excellent teachers by identifying and supporting students like Mr. Mark Joseph (shown here), who are literally “touching the future” by teaching children. Mark’s teaching degree was made possible through the Call Me MISTER program.</p>	Program	http://www.callmemister.clemson.edu/index.htm



We provide research based information on educational initiatives happening nationally and regionally. The EBE Request Desk is currently taking requests for:

- Research on a particular topic
- Information on the evidence base for curriculum interventions or professional development programs
- Information on large, sponsored research projects
- Information on southeastern state policies and programs

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