

What Works For Latino Students

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FOREWORD

By the year 2025, 25 percent of school-age children in the United States and 22 percent of the college-age population will be Hispanic. In the nation's largest states—California, Texas, Florida, and New York—Hispanics already have reached that level. Yet even with the growth of the population there remain significant achievement gaps between Hispanic students and other racial and ethnic groups, leading to fewer Latino high school and college graduates. Addressing the educational needs of the fastest-growing community in the United States—the Hispanic community—is vital to our national interest.

Programs across the country are beginning to show initial evidence of increasing the opportunities and improving academic achievement for Latino students. This publication offers a compendium of such programs making a positive difference in the educational achievement of Latino students from early childhood through college.

The primary purpose of this publication is to provide practical information about programs that are “working” for Latino students. It was prepared for Latino policy makers and educational grantmakers attending the convening, **Higher Expectations: Increasing Opportunity and Achievement for Hispanic Students**, held February 19-20, 2004, in Washington, DC.

METHODOLOGY

This publication builds on the 1999 edition, “What Works for Latino Youth” which asked stakeholders – including Latino community-based organizations, educators, elected officials, and institutional leaders – to identify programs they found effective in serving Latino youth. The recommendations were based upon stakeholder knowledge of their communities and included programs targeting in-school and out-of-school interventions for youth from early childhood through high school. Some of the programs listed were created specifically to serve Hispanic students, while other programs served broader populations but have shown strong benefits for Latino students. The second edition was released in 2000 by the US Department of Education. Additional programs and evaluation data were included in that edition.

The current publication, “What Works for Latino Students” was produced by updating the program summaries from previous editions and by adding selected programs in higher education that serve Latino students. Higher education programs were identified by the authors through a review of the research literature on Latinos in higher education. These programs include those identified in the research as well as programs highlighted by others in higher education.

Some of the programs cited as having a positive effect in Latino student achievement concentrate their limited funds on providing direct service rather than evaluation or marketing. However, each listing includes information on program effectiveness. Recognizing the importance of evidence-based evaluation, future editions will use rigorous methodology for evaluating and including programs.

These investigations are not inclusive of all the programs that address Latino student achievement, but they provide insight into what successful programs do and the key characteristics of programs that work for Latino students. Programs that work:

- Provide parents with access to and information on the public school system and the social services and community resources available to them so that they can help their children.
- Have a significant Latino presence among the dedicated and professional staff, who recognize and address the particular needs of Latino students and can be helpful mentors.
- Provide opportunities for small-group work, self-directed learning, peer-group activities and leadership opportunities.
- Offer comprehensive services to students and their families that help address multiple related needs and challenges.
- Integrate Latino culture and cultural awareness into services and programs to help Latino students navigate cultural differences between their home, community, and school.
- Incorporate and provide bicultural and bilingual services to include parents in educational development and help adults and children communicate better.
- Have professional and capable leaders who develop strong networks with other stakeholders – including schools and colleges, clinics, other community-based organizations, practitioners, and professionals.
- Have staff who know their program goals and take steps to measure progress, confront obstacles, and implement policies to achieve those goals.

Future editions of “What Works for Latino Students” will include additional programs and more evidence-based evaluation. If you would like to share information about programs in your community, school, or university system, please send information via e-mail to: dsantiago@EdExcelencia.org or mail to:

***Excelencia* in Education, Inc.
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Washington, DC 20036
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Excelencia in Education, Inc. (501c3) was established in 2004 to accelerate Latino higher educational success by disseminating credible, data-driven analysis about the status of higher education for Latino students and the policies and institutional practices supporting Latino academic achievement.

Excelencia in Education supports the application of knowledge to public policy and institutional practice and will:

- Identify and analyze promising practices from across the nation
- Analyze the impact of federal, state and institutional policies on Latino higher educational achievement
- Support the growth of a network of concerned and active policymakers and practitioners

Excelencia principals

Sarita E. Brown, Senior Fellow at the Pew Hispanic Center in Washington, DC, began her career in higher education at The University of Texas at Austin serving as Assistant Graduate Dean and created UT's Graduate Opportunity Program, a nationally recognized pioneering recruitment and fellowship program for aspiring minority graduate students. Her focus on academic achievement and opportunity for low-income and minority students includes co-directing the Community Compact for Student Success at the Education Trust at the American Association for Higher Education (AAHE) and Senior Fellow in the Office of Minorities in Higher Education at the American Council on Education, editing "Making the Case for Affirmative Action in Higher Education."

In 1997, Ms. Brown was appointed Executive Director of the White House Initiative on Educational Excellence for Hispanic Americans and in 2000 released the report, "Creating the Will: Hispanics Achieving Educational Excellence" (co-author Deborah Santiago), which offers recommendations to stakeholders in all sectors on how to close the achievement gap for Hispanic students from early childhood to graduate and professional education. In 2001, Ms. Brown was appointed Founding President of the Hispanic Scholarship Fund Institute, the public sector affiliate of the Hispanic Scholarship Fund, where she worked to increase federal support for Latinos in higher education. [sbrown@pewhispanic.org]

Deborah A. Santiago, Principal, *Excelencia in Education, Inc.* has extensive experience in education policy and research as an analyst at the U.S. Department of Education, as Deputy Director of the White House Initiative on Educational Excellence for Hispanic Americans, and as Vice President for Data and Policy Analysis at the Los Angeles County Alliance for Student Achievement as well as in various educational advocacy organizations.

At the U.S. Department of Education and White House Initiative, Ms. Santiago focused research and analysis on educational issues related to the condition of Latinos in education, institutional trends in student access and completion, programmatic support services, accountability, programs that effectively serve Latino youth, Hispanic-Serving Institutions, and development of institutions serving low-income and underrepresented students. She also analyzed and developed postsecondary education legislation, policy, and budgets for student financial aid and higher education programs.

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Early Childhood

AVANCE FAMILY SUPPORT AND EDUCATION PROGRAM (TX)

301 S. Frio Street, Suite 310

San Antonio, TX 78207

(210) 270-4630

(210) 270-4612

Mission: AVANCE's mission is to build self-esteem, confidence, and competence in both parents and children within a family and community context.

Description: The main purpose of the AVANCE Family Support and Education Program is to strengthen and support families. AVANCE targets families with children under age four in both urban and rural communities composed predominantly of low-income Mexican American families.

Services: Direct services have formed the core of the AVANCE Intervention Model for hard-to-reach families. Among its core services is a center-based, nine-month intensive parent education program serving low-income families with children under two-and-a-half years of age. Parents attend weekly parenting classes that focus on toy making, parenting skills, and awareness of community services. These services promote effective parenting leading to healthy child development, optimal socio-emotional and educational progress in young children, enhancement of family support systems, and increased parental self-esteem. AVANCE aims to create strong families by offering parent education, social support, opportunities for adult basic and higher education, early childhood education, youth programs, personal development, and community empowerment. The AVANCE model is integrated into all aspects of home, school, and community life.

Indicators of Effectiveness: After completing the program, AVANCE participants were compared to control groups that did not receive any services. It was demonstrated that the program had a strong positive impact on parental knowledge, attitudes, and behavior. Compared to a control group, mothers in AVANCE's program provided a more organized, stimulating and responsive home environment; provided more developmentally appropriate toys; and interacted more positively with their child. They also initiated more social interactions with their child; used more contingent praise; spent more time teaching their child; spoke more with their child; used more developmentally appropriate speech with their child; and were more encouraging of their child's verbalizations.

EXPANDA SU MENTE Y LEA (CT)

The Fair Haven Community Health Center (FHCHC)
374 Grand Avenue
New Haven, CT 06513
(203) 777-7411 (203) 777-8506 fax

Mission: *Expand Su Mente y Lea* is a Spanish-based extension of the national Reach Out and Read Program. The goal is to nurture a desire to learn and encourage book-sharing activities among children and their parents.

Description: Reach Out and Read is a nationally recognized literacy program designed by the Department of Pediatrics at Boston Medical Center, Boston University. The program incorporates literacy into the well-child visits of children aged six months to twelve years in an effort to cut through barriers to literacy and help create a population of children who reach school age healthy, safe, and ready to learn.

Services: At each visit with the pediatrician, the child is given a new age-appropriate book in English or Spanish to take home. This visit also involves discussion with parents and guardians about the importance of reading to children of all ages and about multi-cultural and health-related themes. During the developmental assessment portion of the well-child visit, the book is used to demonstrate gross and fine motor skills, attention and recognition of objects, and expressive and receptive language skills. Community volunteers read stories to children and coach parents in reading aloud to their children. Parents are assisted in making contact with literacy or English as Second Language programs if necessary.

Indicators of Effectiveness: About 1,500 children five years and younger are served by *Expand Su Mente y Lea*. In a random survey of 62 families with young children who receive their health care at FHCHC, the center found that 33 percent of families did not own any books. Results of a follow-up survey of the families interviewed before the initiation of the program indicate that 95 percent of them now have children's books in their homes. Initially, only 56 percent of these families read aloud, and 72 percent now read aloud. The results of a survey of one- and two-year-olds reveal that 85 percent of families read to their children. Almost all of these families report that the program has had a significant impact on their reading habits.

MIGRANT EDUCATION EVEN START PROGRAM (PA)

Lincoln Intermediate Unit, No. 12
52 Foth Alley
Gettysburg, PA 17325
(717) 334-0006 (717) 334-9608 fax

Mission: The goal of the Migrant Education Even Start (MES) Program is to help migrant children experience success by ensuring that all enrolled receive the educational services necessary to develop their fullest potential.

Description: The program improves significantly the cognitive, emotional, and social development; English language proficiency; and overall school readiness of migrant

children with limited English proficiency (LEP). The program trains and involves parents directly in the use of educational strategies supporting the philosophy that the parent is the most important educator of the child, and in the use of strategies for effective parent-school relations. The program also improves the basic educational achievement of parents of the participating children through individualized adult basic education, adult literacy services, English as a Second Language, computer training, and other available adult training programs. The program integrates the coordination of services between preschool, parenting and adult education.

Services: The Migrant Even Start Program has the following three core components: (1) Early childhood component: Project P.I.A.G.E.T. (Promoting Intellectual Adaptation Giving Experimental Transforming), a national Academic Excellence Program for preschool limited English proficient children. This component also includes a collaborative effort between agencies to integrate Migrant Even Start children into Head Start, Migrant Head Start, and public schools. (2) Parenting component: S.P.A.R.K. (Sparking Parents Attitudes, Resourcefulness and Knowledge) programs. This is an in-home parenting curriculum developed by Pennsylvania Migrant Even Start for migrant parents and their children. Parents and children work together in a cooperative effort with the guidance of a parent educator. (3) Adult education component. This in-home and center-based component delivers adult literacy in Spanish and English, basic education (GED), computer training, and English as a Second Language (ESL) to the parents and extended family members of the Migrant Even Start children.

Indicators of Effectiveness: The CASAS ESL Appraisal used to assess parents on their ESL skills indicated in a pretest that proficiency in English was quite low for most of the parents. When parents were asked what they were learning in Even Start, they indicated that they were learning skills consistent with LIU MES program goals, such as how to be a better parent, or were learning English. MES children demonstrated improvements in their school readiness skills. Specifically, significant gains were evident in English, auditory vocabulary skills, and cognitive school readiness skills as measured by two tests (the PPVT-R and the PSI).

PARENT AND CHILD TOGETHER (CO)

327 E. Kellogg Street

Holyoke, CO 80734

(970) 854-3411

(970) 854-2703 fax

Mission: Parent and Child Together (PACT) fosters second language enrichment, community awareness, and pride in heritage. The special targeted interests of PACT are preschoolers and children currently enrolled in the English as a Second Language (ESL) program.

Description: Established because ESL students lacked the rich background in English to be successful in academics even though they could test out of the formal ESL program, PACT uses a thematic, interdisciplinary approach to education and improving awareness for the Spanish-speaking population.

Services: A multi-generation, hands-on method allows parents and children to learn from each other and opens communication within the family. By using various modalities to shelter the English lessons, even those with limited vocabulary can participate and gain knowledge in the program. Field trips and special service providers make services more accessible and clients more comfortable with using the services of the school and community.

Indicators of Effectiveness: Students who have been pre- and post-tested show high retention of content the following year. Parents report increased use of English in the home, a greater comfort level dealing with community and school interactions, and a significant increase in school participation.

TOCAR EL FUTURO (IL)

El Valor

1850 W. 21st Street

Chicago, IL 60608

(312) 666-4511

(312) 666-6677 fax

Mission: El Valor's mission is to support urban families and further challenge them to participate fully in community life and achieve excellence. *Tocar el Futuro* is one program that fits El Valor's mission.

Description: *Tocar El Futuro* helps create partnerships among Latino parents, community organizations, and the business sector. The program seeks to promote the healthy development and well-being of families seeking to enrich the lives of young children.

Services: The early intervention component of *Tocar el Futuro* works to strengthen families with children from birth to age three who have developmental disabilities. The program provides infant education, stimulation, and physical therapy as well as parental education, counseling, and support. The prevention component provides early education, stimulation, and therapy to young children while helping parents become involved as their child's primary teacher. El Valor, in partnership with a team of volunteers from the advertising industry, has produced three public service announcements for Spanish-language television and three radio and two print ads on early learning and parental involvement.

Indicators of Effectiveness: The early intervention program works with 240 children and families. The prevention component works with 90 children each year. Latino Children's Agenda's *La Promesa* award recognized *Tocar el Futuro*, in 1996, as one of the highest-quality children's programs in the country.

Elementary School

ACADEMIA DEL PUEBLO / PROJECT SUCCESS (MN)

Hispanic Pre-College Project
University of St. Thomas
2115 Summit Avenue, CHC 217
St. Paul, MN 55105-1096
(651) 962-6340 (651) 962-6353 fax

Mission: The mission is to improve the quality of education for Latino youth and their families by partnering with youth, parents, families, and the community to address Latino educational issues.

Description: *Academia del Pueblo* and Project Success are community-based, after-school and summer enrichment programs offered by the University of St. Thomas Hispanic Pre-College Project. They are designed to help students in grades one through eight get a positive start in school and build an academic and personal foundation for success. Young people, parents, families, and the community also are partners in this process, which provides educational services, family outreach and support, and collaborative community activities involving schools and other local agencies, including advocacy and policy development groups.

Services: *Academia del Pueblo* aims to reduce early academic failure and increase retention among Hispanic students in the first through fifth grades by using appropriate teaching methods such as a language experience approach, workstations, and small group and hands-on activities. Project Success is designed to provide students in the sixth through eighth grades with career and cultural awareness, academic enrichment activities, homework assistance, personal development, motivation, and skills to succeed in school. Parents as Partners is the parent component of *Academia del Pueblo* and Project Success. This educational program recognizes that parents are their children's first teachers and is designed to provide training assistance and support to Latino parents. Through bilingual monthly workshops, the program concentrates on teaching effective parenting skills and reinforcement techniques that will help parents strengthen their role as active partners in their children's education by creating a home environment that supports learning.

Indicators of Effectiveness: The Hispanic Pre-College Project serves about 85 Latino students per year. *Academia del Pueblo* and Project Success have been shown to improve reading, writing, and problem-solving skills, build self-esteem and self-confidence, and develop skills and habits that promote success in school and cooperative learning. Instruction is provided in both English and Spanish. Evaluations indicate that the program has been successful in meeting its multiple goals.

DESCUBRIENDO LA LECTURA/ READING RECOVERY (TX)

6900 Catalpa Trail

Plano, TX 75023

(972) 517-5275

(972) 527-2827 fax

Mission: The intent of this early intervention program is to enable bilingual students to develop reading and writing strategies. The effective and efficient use of these strategies makes it possible for them to work within average group settings in bilingual classrooms.

Description: *Descubriendo La Lectura* (DLL) is based on the Reading Recovery program for Spanish-speaking children. Reading Recovery in Spanish (*Descubriendo La Lectura*) is an early intervention program designed to assist the lowest-achieving children in first grade who are having difficulty learning to read and write. As with its English counterpart, its aim is to enable students who may be experiencing difficulties in first-grade classrooms to read and write within the average band of their peers.

Services: Children are selected for the *Descubriendo La Lectura* program based on teacher judgment and measures of assessment from Clay's Observation Survey of Early Literacy achievement. The student's regular classroom instruction is supplemented with daily one-to-one, 30-minute lessons for 12-20 weeks with a specially trained teacher. Students participate in programs characterized by individual instruction and accelerated learning. Daily instruction continues until the student can read within or above the class average and has demonstrated the use of independent reading and writing strategies. The student's program is then "discontinued," providing the opportunity for another child to enter the *Descubriendo La Lectura* program. After 12-20 weeks, most attain an average or better reading level and continue to make progress with regular classroom instruction.

Indicators of Effectiveness: In order to establish the effectiveness of the program, many individual districts followed their students beyond first grade. A study was conducted of former DLL students now in second or third grade. Results indicate that two percent of these students met or exceeded the average band on Spanish Text Reading and 75 percent met or exceeded the average band on the Spanish Assessment of Basic Education/2 (SABE/2) test. For third-graders, 93 percent met or exceeded the average band on the Spanish Text reading and 79 percent met or exceeded the average band on the SABE-3 test. These results provide evidence that the DLL program is having a positive impact on Spanish-speaking students. Studies conducted demonstrate that at the end of grade 1, DLL children had not only caught up to the comparison group on the Spanish Observation Survey, but surpassed them. Differences were statistically significant on all tasks except text reading. DLL students also significantly outperformed the control group on all measures.

PROJECT GRAD (GRADUATES REALLY ACHIEVE DREAMS) (TX)

6700 West Loop South

Bellaire, TX 77401

(832) 325-0325

(832) 325-0314 fax

Mission: The mission of the program is to ensure a quality public education for all children in economically disadvantaged communities to increase high school graduation rates and prepare graduates to be successful in college through the right resources, strategies, and school-community collaboration.

Description: Project GRAD is a K-16 school reform model that is currently underway in ten school districts across the country. In Houston, Project GRAD's goal is to see at least 80 percent of entering freshmen graduate from high school and 50 percent of these graduates enter college.

Services: Project GRAD offers both readiness and learning support services through several programs. Communities In Schools is a dropout prevention program and social service agency that provides guidance, counseling, community outreach, and family case-management services to at-risk children. Success For All is a schoolwide reading and writing program for students that emphasizes early intervention to ensure that every student succeeds in reading. The program provides cooperative learning techniques, tutors, eight-week assessments, pre-school and kindergarten instruction, family support teams, staff support teams and professional development for teachers. Consistency Management Program is a comprehensive instructional program tailored to respond to individual campus needs and builds on shared responsibility for learning and classroom organization between teachers and students. University of Chicago School Math Project to improve school mathematics provides students with mathematics courses during a six-year period.

Indicators of Effectiveness: Since 1995, the Houston Independent School District has seen a nine percent increase in the number of students graduating from high school. During the same time, Davis High School has seen a 50 percent increase in the number of students graduating from high school. In 1995, only 12 percent of Davis students, as opposed to 35 percent of Texas high school students, graduated from high school. In 2000, 50 percent of Davis students graduated from high school, as opposed to 37 percent of students in Texas. From 1999 to 2002, the graduation rate of students at Davis High School grew by 41 percent and the number of graduates attending college grew by 32 percent. There are 65 percent more high school graduates than before GRAD and five to six times more students entering college.

In 2001, Davis High School went from last to first among Houston's 27 high schools in the number of students offered scholarships by colleges and universities. The national average for Hispanic students completing college is 26 percent. Davis High School Hispanic GRAD scholars complete college at a rate of 42 percent.

PROJECT SEED (TX)

3414 Oak Grove Avenue

Dallas, TX 75204

(214) 954-4432

(214) 954-0507 fax

Mission: Project SEED strives to create a cadre of students with sound mathematical backgrounds, superb critical thinking skills, and the confidence to achieve academic success.

Description: Project SEED is a national mathematics program that uses a unique Socratic group-discovery teaching methodology to instill the fascination of learning advanced conceptual mathematics to elementary school students. Project SEED serves many minority and underrepresented students, including Latinos, and provides components of staff development, direct instruction, family involvement, and parental involvement. Project SEED programs reach out through local school districts to communities where many children either drop out of school or do not get the academic skills needed for careers in the sciences, computers, and technology of the 21st century.

Services: Project SEED provides training to teachers from the elementary through secondary school and university levels in its instructional pedagogy and in advanced mathematics curricula. These highly trained mathematics specialists provide direct instruction in full-size classes of elementary or middle school students as a supplement to the students' regular curriculum. The instructional methodology is a non-lecture, Socratic group-discovery format designed to guide children to discover mathematical concepts by answering a carefully planned sequence of questions. Beyond this instruction, Project SEED activities include recognition and awards programs, workshops for parents on mathematics, problem solving and strategies to help students succeed, and participation in school-sponsored parent and community workshops. Project SEED develops its own curriculum for all direct instruction, teacher training, staff development, corporate training, and family-community workshops.

Indicators of Effectiveness: A longitudinal evaluation conducted over a 12-year period showed that Project SEED instruction has a powerful and positive effect on students at all levels and particularly in upper elementary grades four, five, and six. The study included students with up to three semesters of Project SEED instruction in grades four, five, and six, and showed that the impact on mathematics achievement was:

- Immediate - Project SEED students outscored a matched comparison group after as little as one semester of instruction
- Cumulative - The rate of growth of Project SEED students versus comparison students increased for each semester of SEED instruction
- Persistent - When scores of SEED students and comparison students were compared five years after the students' last exposure to Project SEED, the SEED students' scores on standardized mathematics tests were still higher than those of the comparison students. Moreover, Project SEED students took more advanced mathematics courses in secondary school than did the comparison students and were required to repeat a grade less often than the comparison students.

SER CHILD DEVELOPMENT CENTER (TX)

1575 W. Mockingbird Lane, Suite 300
Dallas, TX 75235
(214) 637-8307 (214) 637-8313 fax

Mission: SER's mission is to provide bilingual, literacy-focused child development programs that guide and prepare children toward success in primary and secondary education.

Description: SER is a pre-school program that provides developmental, affordable, and nurturing childcare in a child-centered, bilingual and multicultural learning environment for children ranging in ages from six weeks to five-and-a-half years from low-income families.

Services: This center provides certified teachers; on-site, in-depth training; parent-teacher conferences; screening for developmental delays and vision and hearing problems; immunizations; field trips; a United States Department of Agriculture-sponsored nutrition program, and senior volunteers.

Indicators of Effectiveness: The center has served approximately 250 children each year. In 1998-99, more than 80 percent of participating at-risk youth passed their GED tests, and over 75 percent of those passed on their first attempt.

STATEWIDE SYSTEMIC INITIATIVE (PR)

University of Puerto Rico – Rio Piedras
Resource Center for Science and Engineering
Facundo Bueso Building, 3rd Floor, Office 304
P.O. Box 2334
San Juan, PR 00931-3334
(787) 765-5170 (787) 756-7717 fax

Mission: The alliance was established to transform the teaching and learning of science and mathematics in Puerto Rico.

Description: The vision of PR-SSI is that all students, regardless of socio-economic backgrounds, deserve a high-quality science and mathematics education. PR-SSI is an alliance involving the Puerto Rico Department of Education, the Resource Center for Science and Engineering of the University of Puerto Rico, and the community at large.

Services: The PR-SSI follows a two-pronged approach to transform K-12 science and mathematics education at the school level: Whole-School Based (WSBS) and Non-School Based (NSB) Strategies. These pedagogical strategies are based on the latest trends on education research and are used to address the standards-based science and mathematics content included in this reform in all participating students. The initiative was implemented in 25 percent of the public schools in Puerto Rico.

Indicators of Effectiveness: Working with the school as a unit of change, the PR-SSI has demonstrated significant gains in student achievement through an adaptation of the

National Assessment of Educational Progress administered in 1994 as well as through other indicators. The analysis of the College Entrance Examination Board's scores showed that students who had participated in these initiatives for six years outperformed their public and private counterparts in mathematics and verbal sections of the test.

Middle and High School

AHORA PROGRAM (MA)

Concilio Hispano de Cambridge
459 Broadway Street, Room A-106
Cambridge, MA 02138
(617) 864-0980

Mission: AHORA's goal is to help Latino youth realize their potential by meeting the following objectives: staying in high school and graduating and going on to higher education.

Description: AHORA is a bilingual/ bicultural youth enrichment program geared toward Latino youth at Cambridge Rindge and Latin School (CRLS) and in the Cambridge community. AHORA fosters academic achievement, develops leadership and a sense of community, enriches cultural awareness, and promotes a positive self-image among Latino/Hispanic youth.

Services: AHORA's services include: tutoring and mentoring; educational, sporting, recreational and cultural events; individual and group counseling; advocacy to ensure adequate academic placement of students; and, direct communication with Latino parents regarding AHORA's services and their children's performance.

Indicators of Effectiveness: Concilio Hispano serves over 3,000 clients each year, providing vital educational and support services to a culturally diverse Latino population, ranging from teen to elder, with varying levels of integration, education, and literacy.

AVID (ACHIEVEMENT VIA INDIVIDUAL DETERMINATION) (CA)

Achievement Via Individual Determination (AVID) Center
2490 Heritage Park Row
San Diego, CA 92110
(619) 682-5057 (619) 682-5060 fax

Mission: AVID is a nationally recognized program designed to give students who ordinarily would not be in rigorous, academic, college-preparatory classes the opportunity to take such classes and the support to succeed in them.

Descriptions: This program began with one group of students in 1980. It is being implemented in all 57 public high schools in San Diego County, along with 65 middle schools. AVID students are recruited for the program at the middle and high school levels.

Services: Students are enrolled in a college preparatory sequence and in an elective section of AVID, through which students are given the academic and motivational support to succeed. Students are coached by college tutors and work in collaborative groups to learn through a curriculum that focuses on writing and inquiry. Non-tutorial

days are devoted to an across-the-curriculum writing sequence and grade-level study skills in preparation for college entrance and placement exams.

Indicators of Effectiveness: Independent research by the State of California showed that 95 percent of AVID students go on to college and 77 percent attend four-year universities—a rate that is three times higher than the California state average (CREATE, 1999). Further, more than 80 percent of AVID students statewide are successfully completing the state's "a-g" university entry requirements compared to about 35 percent for all California students. AVID students are outperforming their counterparts on the California High School Exit Exam (HSEE). Results from San Diego Unified (the second-largest school district in California) show that 97 percent of AVID students passed the English HSEE compared to 77 percent for San Diego City Schools (SDCS). About 98 percent of Latino students in AVID passed the English HSEE and 90 percent passed the Math HSEE. In comparison, just over 65 percent of SDCS Latinos not in AVID passed the English HSEE and 44 percent passed the Math HSEE.

CHICANO LATINO YOUTH LEADERSHIP PROJECT (CA)

P.O. Box 161566

Sacramento, CA 95816

(916) 446-1640

(916) 446-2899 fax

Mission: The mission of the Chicano-Latino Leadership Project (CLYLP) is to enhance and further develop the leadership potential of California's youth as they prepare to become its future leaders.

Description: The program fulfills this mission by strengthening the students' knowledge of state government and politics, emphasizing the importance of cultural and family values, and inspiring students to realize their educational and professional potential through individual and group interactions with the business sector. The program encourages students to pursue postsecondary educational opportunities by providing them information on public and private institutions of higher education.

Services: This project offers a weeklong leadership-training program at California State University, Sacramento, during the summer. Each year 140 students are selected to participate by the project organizing committee. Program highlights include:

- Legislative Day, which teaches students about the legislative process through active participation in mock hearings and interaction with legislators at the State Capitol
- The Campaign Development workshop, which teaches skills and techniques to organize political campaigns and provides students the opportunity to use the skills in the CLYLP officer elections
- Career Day, which includes presentations from various college representatives, admissions staff, and financial aid experts
- A College Fair, in which students meet with Community College, CSU, UC, and Ivy League recruiters.

The training program staff and organizers exemplify and present the importance of volunteering and the greater importance of giving back to youth and communities.

Indicators of Effectiveness: Since its inception in 1982, the CLYLP has successfully offered a week-long intensive leadership-training program in Sacramento to over 2,250 students. Eighty percent of the participants have gone on to higher education.

COCA-COLA VALUED YOUTH PROGRAM (TX)

Intercultural Development Research Association
5835 Callaghan Road, Suite 350
San Antonio, Texas 78228
(210) 444-1710 (210) 444-1714 fax

Mission: The Coca-Cola Valued Youth Program seeks to prevent students from dropping out of school by tapping into the potential and unique value of each child.

Description: The Coca-Cola Valued Youth Program, created by the Intercultural Development Research Association (IDRA), is a cross-age tutoring program that pairs junior high and middle school students at risk of dropping out with elementary students, ultimately improving the standing of both. The program's success is predicated on the notion that students who learn to recognize and appreciate their worth are more likely to do well in school and on a series of sustained, coordinated support strategies.

Services: The program works by placing junior high and high school students in positions of academic responsibility as tutors to elementary school youngsters. Tutors are paid a minimum wage stipend for their work, reinforcing the worth of the students' time and efforts. The program's instructional strategies include classes for student tutors, tutoring sessions, field trips, and role modeling and student recognition. In addition, the program has support strategies that include curriculum development and coordination, staff enrichment, parent involvement, and program evaluation.

Indicators of Effectiveness: Valued Youth Program students consistently report that they feel better about themselves and their prospects. Coca-Cola Valued Youth tutors also improve their grades and stay in school. The program also influences families outside and in conjunction with the schools. The family involvement component leads to improved communication between schools and families; lessened financial burden; and renewed family pride.

Since its inception in San Antonio in 1984, this cross-age tutoring program has kept more than 5,500 students who were previously at risk of dropping out from doing so. The program was identified as an effective program in *Show Me the Evidence! Proven and Promising Programs for America's Schools*, by Dr. Robert E. Slavin and Dr. Olatokunbo S. Fashola. The authors report that the Coca-Cola Valued Youth Program is one of only two programs designed to increase the high school graduation rates of at-risk students that meet the standards of their review for rigorous evaluation, active dissemination, and evidence of effectiveness.

EAOP (EARLY ACADEMIC OUTREACH PROGRAM) (CA)

University of California, Office of the President
Student Academic Services
1111 Franklin Street, 9th Floor
Oakland, CA 94607
(510) 987-9573

Mission: EAOP prepares young Californians from diverse backgrounds—some as young as fourth grade—for success in college. EAOP seeks to double the number of UC-eligible students from partner high schools and student-centered programs; increase the number of California community college transfers to UC; and double the number of undergraduates in summer programs as well as the numbers of students participating during the academic year.

Description: The passage of Proposition 209 and SP-1 eliminated the consideration of race, ethnicity, and gender in admission decisions and focused new attention on outreach programs such as EAOP as a means of increasing diversity at the University of California (UC) campuses. The Early Academic Outreach Program helps students who have the potential for college, but just need a little help getting ready. From elementary school on, students work with EAOP counselors and participate in challenging, rewarding academic programs that provide the extra academic edge which many students in private schools take for granted.

Services: EAOP provides information on UC admission requirements, financial aid, housing, filing deadlines and other college-related concerns such as choosing a challenging course schedule that will help students be able to attend the UC institution of their choice. EAOP also offers standardized test preparation and Saturday and Summer Academies—which include Saturday morning algebra class. The program also includes family involvement and parent education components that help provide practical information and education. PSAT testing allows students to gain practice in test-taking and to find out their strengths and weaknesses. Results are used to develop individual academic plans and assist schools in improving their college-preparatory programs. The Reservation for College Program offers fourth graders a special after-school program to learn why education is important for success in life, and staff members prepare an academic plan to carry each child through high school.

Indicators of Effectiveness: EAOP students are twice as likely as their counterparts to have completed the subject matter requirements for college admittance because of EAOP programs and services. One-third of the undergraduates attending UC, who are from historically underrepresented groups, participated in EAOP — and each year the number of EAOP students who attend the University of California increases. About 70 percent of EAOP students enroll in four-year colleges, and 50 percent are eligible for admission to UC. Since its inception, EAOP has served more than 85,000 students in middle schools and high schools throughout California.

EAST HARLEM TUTORIAL PROGRAM (NY)

2050 Second Avenue
New York, NY 10029
(212) 831-0650 (212) 289-7967 fax

Mission: East Harlem Tutorial Program's (EHTP) mission is to enhance the knowledge, skills, and interests of children and youth in East Harlem, and to foster their love of learning.

Description: Staff and volunteers provide a range of educational services, such as one-on-one tutoring, youth development, and family support. In efforts to extend its reach, EHTP offers technical assistance to other youth-serving institutions.

Services: This program has a broad range of components. One-on-one tutoring utilizes a child-centered approach to education. Volunteer tutors are trained to integrate the arts with academic subjects. Tutoring sessions are conducted in the afternoons, evenings, and Saturdays. A professional staff of educators supervises the volunteer tutors. The Tutorial Internship Program is a youth development leadership program that offers educational mentoring and vocational/employment opportunities. The Sanford C. Bernstein Mentoring Project, named after the investment research and management firm, provides one-on-one tutoring as well as personal and career mentoring. Pathways is designed as an incentive for students to remain in and succeed in school. The East Harlem Tutorial College Scholarship Program is open to high school seniors enrolled in the program. The Young Adolescent Program integrates a highly structured curriculum with strategies aimed at promoting academic success, personal and social development, communication skill-building, computer literacy, cultural enrichment, artistic expression, and discussion on issues of adolescence and sexual development.

Indicators of Effectiveness: Each child has an individual student plan (ISP) developed with measurable goals and objectives. The research showed that 82 percent of all ISP goals assigned were achieved, or that significant progress toward them was made.

MESA (MATHEMATICS, ENGINEERING, AND SCIENCE ACHIEVEMENT) PROGRAM (AZ)

Arizona State University
College of Engineering and Applied Sciences
Office of Minority Engineering Programs
P.O. Box 875506
Tempe, AZ 85287-5506
(602) 965-4328 (602) 965-8398 fax

Mission: MESA aims to develop a pool of underrepresented minority high school students who achieve academic excellence and enroll; enhance performance levels of underrepresented minority engineering students by providing academic and professional development support services; create opportunities for financial resources by developing relationships with K-12 schools, community colleges, the ASU community, engineering societies, and corporate representatives; and increase the number of underrepresented minority students in engineering and applied sciences at ASU.

Description: The MESA program is a consortium between the University of Arizona, Arizona State University, and Estrella Mountain Community College. MESA focuses on improving pre-collegiate preparation for underrepresented, first-generation and low-income students in math, science, and engineering fields.

Services: The program helps high school students succeed in college through academic advising, after-school enrichment programs, and tours of university and industry sites. Throughout the academic year, the ASU MESA Center coordinates campus visits to allow MESA students to participate in engineering presentations, workshops and classes. Students tour and complete activities in various engineering and science labs and participate in panel discussions with ASU students, staff, and faculty. The Saturday Science Academy is an enrichment program for MESA students and offers experience and instruction in mathematics, communication skills, and pre-engineering/science projects. ASU engineering students serving as MESA liaisons provide a direct link to students in the MESA program. They serve to encourage further understanding of the importance of academic preparation for college. Additionally, they serve as role models, judge academic competitions, tutor students in math and science, and distribute information about university programs.

Indicators of Effectiveness: More than 80 percent of the graduating seniors in the program attend college, and 60 percent declare math, engineering, or science as their major.

PASSPORT TO COLLEGE (CA)

Riverside Community College Foundation
4800 Magnolia Avenue
Riverside, CA 92506
(909) 222-8626 (909) 222-8670 fax

Mission: The goal of Passport to College is to emphasize the importance of college and to increase attendance at college.

Description: Passport to College is an innovative collaboration between businesses, educators, local citizens, and families. The program was initiated by Riverside Community College in the fall of 1996 to increase the region's low college-going rate. As partners, Riverside Community College, the Riverside County Office of Education, and six local unified school districts joined forces with businesses and individuals from the region to implement a comprehensive, long-term strategy that targets all 11,500 5th graders. The program was developed based on research indicating that this age is a critical juncture for students, a time when children and families began to think about college and the future. The program's three-pronged approach involves teachers, students, and parents, each of whom play an integral role in the education system.

Services: Passport to College provides campus tours, classroom presentations, teacher training workshops, parent meetings, financial-aid workshops, and mentoring opportunities to encourage student academic success in high school and college entry. The program guarantees college admission to all participants who graduate from high

school, and two years of tuition and fee assistance to those who successfully complete the program and enroll at Riverside Community College. The University of California-Riverside, La Sierra University, The University of Redlands, California Baptist University, and Loma Linda University have offered additional scholarship assistance for Passport to College graduates who transfer to their institutions.

Indicators of Effectiveness: More than half (6,600) of the 11,500 participants have signed a contract indicating that they plan to attend college and are actively participating in the program's continuum of activities as they journey to twelfth grade.

STEM INSTITUTE (DC)

Center for the Advancement of Hispanics in Science and Engineering Education
(CAHSEE)

The George Washington University
1444 Eye St NW, Suite 800
Washington, D.C. 20005
(202) 835-3600 Ext:120

Mission: The mission of the STEM Institute is to provide gifted Hispanic and other underrepresented minority pre-college students with a rigorous and nurturing on-campus experience and academic enrichment in science, math, and engineering at no charge to students.

Description: The institute helps talented Latino science and engineering students in grades 8 through 11 achieve academic excellence and later professional success through its pipeline of rigorous academic programs, leadership training, networking and other support activities.

Services: This four-summer program is designed to prepare pre-college students to enter and succeed in science and engineering at the colleges of their choice. To that end, the STEM Institute offers college-level courses in college algebra, physics for engineers and scientists, vector-based analytic geometry, vector mechanics, C Programming, mathematical topology, calculus, probability and statistics, modern physics, and chemistry for scientists and engineers. During the first summer, students concentrate on learning mathematical abstraction, logic and syntax, and geometrical conceptualization and visualization. In the second year, students learn model building of physical phenomena and/or economic systems. The third summer, students focus on developing mathematical and engineering intuition. Finally, the fourth summer, students learn to simplify complexity by focusing on mathematical and scientific analysis and synthesis. These four areas of concentration: mathematical abstraction, logic and syntax visualization, conceptualization, model building, intuition analysis, and synthesis constitute the fundamental basis for outstanding success in science and engineering.

Indicators of Effectiveness: The information provided included STEM Institute with other CAHSEE programs. Since 1992, CAHSEE has worked with over 500 pre-college students from metropolitan Washington, DC, all of which are making excellent progress in their educations. The majority of participating students continue to college and enroll in science and engineering. This holds true for female students who constitute 50

percent of all students. Many attend universities in or near their communities, but some participants go to major universities, such as MIT, Stanford and Ivy Leagues schools. Most students graduate within four or five years. Further, about 70 percent of college graduates currently in the CAHSEE pipeline of pre-college through college programs enroll in graduate school within two years of graduating from college. All students involved in the program who have enrolled in graduate school later complete their degrees, mostly at the master's level.

TEXPREP (TEXAS PREFRESHMAN ENGINEERING PROGRAM) (TX)

The University of Texas at El Paso
Department of Mathematical Sciences
El Paso, Texas 79968-0514
(915) 747-5000

Mission: TexPrep works to identify minority and women students with strong interest and potential for careers in math, science, engineering, and related areas, and to encourage them to pursue careers in these fields.

Description: El Paso TexPREP is an academically intense, mathematics-based, summer project conducted at The University of Texas at El Paso. The program targets students who traditionally have been underrepresented in math, science, and technology professions. TexPREP recruits middle and high school students for an eight-week summer program designed to enrich their scientific skills, provide them mentoring, increase their chances of going to college, and motivate them to pursue science and engineering studies. The program is administered through The University of Texas at El Paso during the summer break and seeks to involve students from El Paso area middle and high schools. Currently, TexPREP is conducted in 15 cities and 25 college and university campuses throughout the state of Texas.

Services: In addition to a strong academic curriculum, PREP provides career-oriented guest speakers, field trips, and mentoring by college instructors, high school teachers, military officers, and undergraduates majoring in engineering, mathematics or science. The program is presented over the course of three summers, each session lasting approximately eight weeks. The curriculum includes the following:

Year 1: courses in logic, engineering, and computer science

Year 2: courses in algebra and physics

Year 3: courses in technical writing and statistics

All years: courses in problem solving, career awareness, field trips, and practice on SAT and ACT exams.

Indicators of Effectiveness: Of the 232 students who successfully completed the program in 2002, 137 were in the Year 1 course, 52 were in Year 2, and 43 were in Year 3. Some 95 percent of the program's graduates are members of minority groups (Hispanic, African American, Asian, or American Indian) and 41 percent are female. Participants came from a total of 103 schools representing over 11 school districts.

UPWARD BOUND – COLORADO STATE UNIVERSITY (CO)

Center for Educational Access and Outreach

Division of Student Affairs

304 Student Services

Fort Collins, CO 80523

(970) 491-6473

(970) 491-1077 fax

Mission: Upward Bound's mission is to serve qualified youth who are low-income and potential first-generation college students.

Description: This program seeks to generate the skills and motivation necessary for success in completing high school and enrolling in – and completing – postsecondary education.

Services: Services include weekly academic, personal and college-prep advising; after-school study sessions; college visitation; home visits; a leadership conference; a six-week academic program; and a variety of cultural experiences. Upward Bound's Summer Program is a six-week, academic/college prep program at Colorado State University (CSU). The curriculum focuses on high school algebra and calculus, literature, composition, laboratory science, Japanese or Spanish, and senior college prep. There are nightly study and tutoring sessions, leadership opportunities with Upward Bound Student Council, *Amigos* Mentors, and Upward Bound Preview Mentors. Students have a college campus living experience and are immersed in a recreation program designed to introduce them to course experiences, careers, and recreational activities.

Indicators of Effectiveness: Students who participate in the program complete more schooling than similar students who do not participate. In addition, the program has a positive impact on the number of academic courses participants take during high school. The students who most benefit from the program are those with lower academic expectations. Most Upward Bound projects focus on providing a rich and challenging program. For the past five years, 100 percent of Upward Bound seniors have graduated with their classes, virtually all have enrolled in college, and more than three-quarters have remained in college.

College and University

ACCESS COLLEGE AND EXCEL (ACE) SCHOLAR PROGRAM (TX)

The University of Texas at San Antonio
N. Loop 1604 W
San Antonio, TX 78249
(202) 458-2838

Mission: The program seeks to promote academic success for students enrolling from feeder high schools by providing strong academic support, including tutoring and the development of local learning communities, and individual advising.

Description: The Access College and Excel (ACE) Scholar Program is a collaborative effort between USAA and the University of Texas at San Antonio. It is designed to provide access to higher education for seniors from Brackenridge, Fox Tech, Jefferson, Harlandale, Highlands, Kennedy, Lanier, Memorial, and Sam Houston high schools. The Tomás Rivera Center for Student Success at the university manages the program.

Services: The ACE Scholar Program combines a student support program with academic services and financial aid to facilitate Latino student success. Students are given individualized advising, tutoring, and supplemental instruction to help sharpen the academic skills necessary to succeed in college. More specifically, the program provides academic resources such as the College Success Seminar, Supplemental Instruction, specialized academic advising, and a staff mentor for students. Freshmen participating from three high-risk high schools receive the services along with a financial scholarship.

Indicators of Effectiveness: Even though the profile of ACE participants resembles that of “provisional” students with low retention rates (29 percent), participating students have retention rates that resemble those of “admitted” students (64 percent). In fact, in 2001-02, the retention rate for ACE Scholars was 87 percent as compared to 66 percent for the entire freshman cohort. During the first three years of the program, 24 students per year were served by the ACE program. With increased support from another local foundation, the program has more than doubled in size. Although ethnicity is not a factor in selecting ACE Scholars, due to the high schools ACE draws from more than nine out of 10 ACE scholarship recipients have been Hispanic students.

ENTERING STUDENT PROGRAM (TX)

The University of Texas at El Paso
500 West University Avenue
El Paso, Texas 79968
(915) 747-5000

Mission: The goal of the Entering Student Program is to improve the academic success of new students at The University of Texas at El Paso.

Description: The Entering Student Program has committed, well-trained faculty, professional staff, and undergraduate student Peer Instructors who serve as the instructional team for UTEP's Entering Student Seminar. The Seminar is designed to strengthen students' academic performance and facilitate their transition to college; enhance essential academic skills; increase interaction among students and between students and faculty inside and outside of the classroom; encourage students' self-assessment and goal clarification; and increase student involvement in UTEP activities and use of the university's resources.

Services: The Entering Student Program provides strategies for moving students from participation to success by guiding students through enrollment services, advising, and academic programs (First-year Seminar, Learning Communities, Tutoring and Learning, and Developmental Education). The seminar began by offering 18 sections in 1998; three years later, it expanded seven-fold, to 128 sections, serving nearly nine out of ten first-time freshmen.

Indicators of Effectiveness: For Fall 2002, over 85 percent of the FTFTF Seminar students completed the Seminar with a grade of C or higher. Although the results are not directly comparable since there are differences among the groups, the academic persistence of those freshmen who complete the Seminar are notable. The one-year persistence rate has been consistent – and close to 70 percent – from 1999 to 2001. Evaluation results show that first-time, full-time freshmen who successfully completed the seminar persisted to their second year eight to 10 percent more than other students in the original cohort. Based upon their success, UTEP has made a commitment to expand the program.

HISPANIC SCHOLARSHIP FUND

55 Second Street, Suite 1500

San Francisco, CA 94105

1-877-HSF-INFO (1-877-473-4636) (415) 808-2302 fax

Mission: The Hispanic Scholarship Fund (HSF) seeks to double the rate of Hispanics earning a college degree by the year 2010 from nine percent to 18 percent.

Description: HSF offers different scholarship programs for students of various educational backgrounds. Applicants must be U.S. citizens or legal permanent residents of Hispanic heritage.

Services: HSF has several scholarship programs serving students from diverse backgrounds, including:

- full-time students at an accredited college or university in the U.S. or Puerto Rico (the College Scholarship Program)
- community college students who plan to transfer to a 4-year college or university the following academic year (the Community College Transfer Scholarship Program)
- graduating high school seniors with a minimum GPA of 3.0 with plans to attend college the fall semester after graduation (the High School Scholarship Program)
- graduating high school seniors with a minimum 3.3 GPA, demonstrated leadership skills, and significant financial need (the Gates Millennium Scholars Program)
- high school and college students in the metropolitan areas of Los Angeles, New York, Miami, and Chicago (the *Camino al Exito* Scholarship Program).

Awards are \$5,000 for students attending private colleges or universities and \$2,500 for students attending public colleges or universities.

Indicators of Effectiveness: IN 2002-03, HSF awarded \$26 million in scholarships to Hispanic students. While HSF scholarships are not the only variable defining a student's success (college completion), a random sample of 4,500 HSF recipients (24 percent) were asked questions to determine the significance of HSF's scholarship activities on their educational goals and quality of life. Of those not currently in school, 97 percent of respondents earned their bachelor's degree. Approximately 85 percent graduated in five years or less, and more than 40 percent have graduate degrees or are attending graduate school.

MINORITY SCIENCE DEVELOPMENT PROGRAM (CA)

Department of Chemistry and Biochemistry, MH-580

California State University Fullerton

Fullerton, CA 82834-6866

(714) 278-4258 or 3621

(714) 278-5316 fax

Mission: The goal of the MSD Program is to provide minority students with experience in biomedical research and to encourage those students to pursue further education leading to a Ph.D. or MD/Ph.D. degree, and ultimately, careers in biomedical research.

Description: Some 24 full-year California State University Fullerton students (12 undergraduate and 12 graduate) have been funded to do research work year-round (summer plus academic year) with the MSD faculty. The program also supports 10 additional students from CSUF, or from other two- or four-year colleges, to do summer research. In addition to their research, both the full-year and the summer MSD students participate in a series of summer workshops to learn about and improve their research skills. Participating faculty work closely with the MSD students assigned to their laboratory.

Services: Students in the full-year MSD program participate in research for an average of 15 hours per week during the academic year and full-time for at least eight weeks in the summer. Appointments are for one year and may be renewed by reapplication. Students are required to attend a weekly seminar and to participate in the on-campus research symposia. Students selected for the full-year program receive a salary (of about \$8,000 per year for undergraduates and \$10,300 per year for graduate students) to do part-time research during the school year and full-time research during the summer. Graduate students are also reimbursed for tuition and fees. The program also provides travel support to scientific meetings each year for full-year students.

Indicators of Effectiveness: While one-in-four graduates have gone on to health professions programs or jobs in industry, an equal percentage has gone on to Ph.D. programs (25 percent), medical school (25 percent), and master's degree programs (25 percent).

PUENTE PROJECT (CA)

Office of the President
University of California
300 Lakeside Drive, 7th Floor
Oakland, CA 94612-3550
(510) 987-9548 (510) 834-0737 fax

Mission: Puente increases the number of educationally underserved students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors to future generations.

Description: Puente means, "bridge" in Spanish. The Puente Project was founded in 1981 at Chabot College in Hayward, California, to address the problem of the low rate of Latino students who transfer from two-year colleges to four-year institutions. The focus on Latino students came about because of the concerns about the numbers of Latinos dropping out of community college and statistics showing Latino underachievement in California.

Services: Puente provides high school and community college students accelerated writing instruction, sustained academic counseling, and mentoring by professionals from the community. The program has a multi-faceted approach: English teachers deliver writing instruction emphasizing Latino culture; counselors who understand Latino culture provide services; and mentors from the local community are recruited as role models to

provide ongoing training and support to help ensure the success of the student-mentor relationship. Puente keeps a cohort of ninth- and tenth-grade students together with the same English teacher and counselor for the four years of high school. Parents are actively integrated into the high school program.

Indicators of Effectiveness: Puente programs have been replicated in 38 community colleges and 32 high schools. Puente serves more than 63,000 students on these campuses. Some 48 percent of community college students who complete Puente transfer to four-year colleges and universities within three years (compared to less than seven percent of non-Puente students). To date, more than 4,000 professionals have been recruited and trained by Puente. They contribute approximately 20,000 hours annually mentoring Puente students. Also, more than 300 businesses and community-based organizations have donated resources to Puente. A survey of Puente students found that 95 percent of them would recommend Puente to their friends or relatives. Puente Latino students took the SAT at higher rates than non-Puente Latino students, and took the SAT II at double the rate of non-Puente Latino students.