

Peabody College

VANDERBILT UNIVERSITY

NASHVILLE, TENNESSEE 37203



**The Alliance Project**

**Headquarters**

Peabody College, Box 160  
Hill Student Center, Rm. 101  
(615) 343-5610  
1-800-831-6134  
Fax (615) 343-5611  
alliance@vanderbilt.edu

**Washington, DC Metropolitan Office**

10860 Hampton Road  
Fairfax Station, VA 22039  
(703) 239-1557  
Fax (703) 503-8627  
Email: judysd@gte.net

January 1996

## **Precollegiate Development Of Young Potential Trainees**

### **A Never-Ending Paper**

---

This open-ended paper summarizes reports, programs, and practices concerning development of middle school and high school students as candidates for a college education and for preservice training for careers in general education, special education, or related services. As this paper expands, we hope that readers may use it: (a) to acquire ideas for initiating or improving their own practices; (b) to review cited literature in its entirety; and/or (c) to contact individuals who have developed programs or practices that are of interest. Where evidence of effectiveness is available, this is included in the summaries; otherwise, readers should inquire about the results of programs and otherwise determine their usefulness to their own contexts.

This paper will be updated and expanded by the Alliance 2000 Project and its partners, and by personnel in preservice programs who work with the Alliance 2000 Project.

## **Table of Contents: Precollegiate Development**

Issues and General Recommendations .....	2
• Educational Attainment and Access to College .....	3
• High School Students' Views on Teaching as a Career .....	4
• National Study of Precollegiate Teacher Recruitment .....	6
• Migrant Farmworker Students: A Study of Decisions .....	6
• Involved in Postsecondary Participation and Success .....	7
Ensuring That Students Graduate from High School and Enter College .....	7
• Step to College and Mission to College: San Francisco State University .....	7
• Equity 2000: The College Board .....	9
• National Hispanic Scholar Recognition: The College Board .....	10
• Project SCOPE: Summer Collegiate Orientation Program & Enrichment .....	11
• Hispanic Student Success Program: Hispanic Association of Colleges and Universities .....	12
• College Now: Kingsborough Community College .....	13
• Project AVID: San Diego County Office of Education .....	14
• Career Beginnings: Center for Corporate and Education Initiatives .....	15
• SCORE for College .....	16
• Black Male Initiative: Texas Southern University .....	17
• Project PRIME: Statewide Partnership to Improve Minority Education .....	18
• A Study of School, Family, and Personal Factors on the Academic Achievement of Minority Youth in a Scholarship Incentive Program: University of Toledo .....	19
Developing Precollegiate Students for Teacher Education or Preparation in Health Professions .....	19
• Ohio University and the Teaching Leadership Consortium, Inc., of Ohio: Facilitating Articulation from Middle School and High School to College ...	19
• Minorities in Teaching Program: University of Northern Iowa .....	20
• Future Teacher Clubs for High School Students .....	23
• Phi Delta Kappa (PDK) Programs .....	24
• Mentoring of Prospective Teachers While They Are in High School: Kent State University .....	25
• Career Fairs .....	26
• Future Teacher Institute: Consortium for Minorities in Teaching Careers ...	26
• College Students' Recruitment in High Schools: NEA in California .....	27
• Parkside STARS: University of Wisconsin-Parkside .....	28
• Magnet Schools for Teaching .....	29
• The Johns Hopkins University / Dunbar High School Health Professions Program .....	30
Videotapes, Resource Publications, and Materials .....	32
• Rap Video on the Benefits of Education .....	32
• Accept the Mission-Teach! (Video) .....	32
• Focus on the SAT: What's On It, How to Prepare, and What Colleges Look For (Video) .....	32
• Look Inside the SAT I: Test Prep from the Test Makers (Video) .....	33
• Info Cards on Education Careers .....	33
• Occupational Outlook Handbook .....	33
• Summer on Campus: College Experiences for High School Students (Program Directory) .....	34
• Beating the Odds: How the Poor Get to College (Book) .....	34

# Precollegiate Development of Young Potential Trainees

## A Never-Ending Paper

---

### Issues and General Recommendations

#### Educational Attainment and Access to College

"Children of poverty and minority children are increasingly located in central city schools, which also have the worst teacher shortages" (Oakes, 1987), and where increasing demand, excessive caseloads, insufficient resources and other factors have created a "collapse of children's services" (Select Committee on Children, Youth, and Families, 1989). An American Association of School Administrators (1991) report has shown that students who receive free or reduced-price lunches and those attending school in disadvantaged areas "virtually scraped the bottom" on the National Assessment of Educational Progress in mathematics. On the other hand, students who attended urban schools, had homes with plentiful resources, did their homework, and had parents with higher levels of education did quite well.

According to Bates (1990), the first generation of desegregation dealt with physical separation of school students, but second-generation problems of discrimination in race and gender, which continue today, include: (a) school policies and procedures that result in racially or sexually identifiable outcomes (including over-referrals to special education); (b) program counseling or placements that create racially, ethnically, or sexually identifiable classes (such as the tracking of students with limited English proficiency); (c) inadequate language instruction or an inadequate level of English instruction; (d) grouping practices within or between classes that create racially, ethnically, or sexually identifiable groups for extended periods of time; (e) extracurricular activities that become racially, sexually, or ethnically identifiable; and (f) faculty assignments to courses or positions according to their race, ethnicity, or sex. The third generation of problems involves the "achievement of equal learning opportunities and outcomes for all students" (p. 11), which presents a distinct challenge in view of the following findings:

The average performance of Black and Hispanic students on the Scholastic Aptitude Test (SAT), for example, is more than 50 points lower than the average performance of white students on the mathematics section of the SAT and 11 points lower than male students on the verbal section. Scores from the American College Testing (ACT) Program reveal a similar pattern. The national average composite ACT scores for whites is 18.6 and for Asians, slightly higher. The scores of other minority groups range from 17.1 for Hispanics to 14.0 for Blacks. The National Assessment of Educational Progress (NAEP) has found similar achievement gaps according to students' race and national origin. (Bates, 1990, p. 11).

Further, it has been shown that many students from minority backgrounds do not clearly recognize the connection between schooling and careers, although they often aspire to careers that require college degrees. Many students from historically under-represented groups lack information and counseling on the things to do in high school that will qualify them for college (Blackwater Associates, 1989).

There are students of great potential who have had inadequate preparation in public schools, who lack an adequate understanding of the prerequisites and requirements of a college education, and who therefore can profit from programs and supports that will steer them toward success in higher education. The first steps toward attracting these students into teacher education programs, therefore, involves the efforts necessary to ensure that these students enter college in the first place.

American Association of School Administrators. (1991). *The state of mathematics achievement*. Arlington, VA: Author.

Bates, P. (1990, September). Desegregation: Can we get there from here? *Phi Delta Kappan*, 72(1), 8-17.

Blackwater Associates. (1989). *Looking to the future: Focus group discussions about college and careers with minority middle-school students and parents*. Research Triangle Park, NC: Southeastern Educational Improvement Laboratory.

Oakes, J. (1987). *Improving inner city schools: Current directions in urban district reform*. Santa Monica, CA: The RAND Corporation.

Select Committee on Children, Youth, and Families, U.S. House of Representatives. (1989, November). *No place to call home: Discarded Children in America*. Washington, DC: U.S. Government Printing Office.

oooooooooooo

### **High School Students' Views on Teaching as a Career**

Even if there were no current personnel shortages, it would seem useful to reinforce the value of a teaching career to public school students, because their general interest in choosing to train for this profession declined in the 1980s and early 1990s. For example, a 1989 study by the Southeastern Educational Improvement Laboratory reported on personal interviews with high school sophomores in three states who were enrolled in regular and advanced English classes; 375 students were questioned about their career expectations, perceptions of teaching as a career, and current incentives for entry into the profession. The following are among the outcomes of those interviews:

- 175 students from both groups (regular and advanced) planned to attend college, but only 5.8 percent of these indicated an interest in becoming a teacher. Business management, medicine, law, and engineering were their careers of choice, especially for advanced students.
- Of the 170 advanced students interviewed, only 2 percent (N=4) indicated an interest in teaching as a prospective career.
- Most students -- regardless of race, gender, or school location -- expressed negative opinions about teaching as a career alternative, with reasons that included: poor pay, boring and routine work, lack of autonomy, limited opportunities for advancement, and frustrating working conditions.
- Students reported being discouraged from teaching by their own teachers and by their parents who are teachers.
- The students (particularly advanced students) believed that being a teacher would neither allow them to exercise technical skills and expert judgments, nor to have flexibility and fun on the job.

The researchers offered the following recommendations for state policy makers:

- Initiate new policies to further enhance the teaching profession;
- Initiate in-school programs to enhance the image of the teaching profession, designed not only for students but also for teachers;
- Initiate in-school programs for students to provide accurate information about the teaching profession and about other professions and their preparation and professional requirements; and
- Monitor reforms to enhance the teaching profession, such as merit pay and career ladders; if these programs are not enhancing the profession, then evolutionary changes should be made for the benefit of students, teachers, and taxpayers.

Barry, G., McCormick, C., & Buxton, T. (1989). *Recruiting the next generation of teachers: Conversations with high school sophomores*. Research Triangle Park, NC: Southeastern Educational Improvement Laboratory.

oooooooooooo

### **National Study of Precollegiate Teacher Recruitment**

In August 1993, Recruiting New Teachers, Inc., issued the report of its study to identify, classify, and analyze precollegiate teacher recruitment programs (that develop interest in teaching among public school students) across the United States. "The study identified a total of 236 different precollegiate recruitment programs nationwide, ranging in enrollment from five to 12,000 students (for one statewide program). These programs currently serve approximately 30,000 students and have enrolled an estimated 175,000 students over the last decade.

The study found program activity in 42 states, with the greatest program concentrations in the Southeast and Southwest, two regions experiencing increased teacher demand. Taken together, these programs have had considerable success in attracting minority students (a 38-percent enrollment rate); however, the enrollment of young men in such programs was only slightly higher than current male participation rates in teaching" (p. iii). This study found that precollegiate programs could be classified in five categories, as follows:

- Magnet schools and teacher academies (13 percent of identified programs). Separate credit-bearing courses in teaching, pedagogy, school reform issues, learning theory, school organization, child development, classroom management and other topics are taught in a comprehensive, multi-year curriculum, alongside a college preparatory curriculum, and students gain hands-on experiences in classrooms.
- Curriculum offerings (32 percent of identified programs). Credit courses on teaching careers are offered, but are not part of a comprehensive curriculum on teaching.
- Institutes and workshops (19 percent of identified programs). Summer programs provide "total immersion" experiences in teaching careers.

- Extracurricular programs (35 percent of identified programs). Preprofessional clubs and chapters for public school students who are interested in teaching careers.
- General career awareness activities (45 percent of identified programs). Awareness activities are usually provided in conjunction with another program type or with school guidance activities on career options.

Contact: Recruiting New Teachers, Inc., 385 Concord Avenue, Belmont, MA 02178; 617/489-6000.

Recruiting New Teachers, Inc. (1993). *Teaching's next generation: A study of precollegiate teacher recruitment*. Belmont, MA: Author.

oooooooooooo

### **Migrant Farmworker Students: A Study of Decisions Involved in Postsecondary Participation and Success**

A field-initiated study at a New York State Bureau of Cooperative Educational Services (BOCES) is investigating factors that influence migrant youth's participation and success in postsecondary education. The project will also develop materials to encourage these students to pursue college options.

Questionnaires were sent to the 420 students who received scholarships in the previous six years from the Mattera Fund, a national scholarship philanthropy for migrant farmworkers and their children. The questionnaire addresses demographic issues, such as ethnic, economic, and migrant background, as well as family structure and education issues, including the student's first language, high school rank and curriculum track, college choice, type of degree sought, academic performance and support, grades and class standing, role models, means of paying for education, and reasons for staying in or dropping out of college. A sample of approximately 30 migrant students from the respondents were selected for interviews concerning how they selected colleges and academic programs, what problems or obstacles they have experienced, what resources they have used, and their level of satisfaction with their higher education choices.

Survey and interview data were analyzed for correlations between the variables and successful postsecondary experiences. Subsequently, Spanish and English brochures were developed to encourage migrant youth and their parents to pursue postsecondary education. The brochures were disseminated to 250 agencies serving migrant farmworkers and their families.

Contact: Robert Lynch, BOCES Geneseo Migrant Center, Livingston-Steuben-Wyoming BOCES, Holcomb Building, Room 210, Geneseo, NY 14454; 716/245-5681.

Office of Educational Research and Improvement. (1994, Spring). *Field-initiated studies program*. Washington, DC: U.S. Department of Education, p. 6.

oooooooooooo

## Ensuring that Students Graduate from High School And Enter College

### Step to College and Mission to College: San Francisco State University

Step to College (STC) is a program series that begins with recruiting and advising students in high school; offers high school students college enrollment while they are still in their senior year; assists in the transition to the university and provides support for them while at San Francisco State University. The program enrolls African American and Hispanic high school seniors as college freshmen and offers them higher education courses at their high school sites. Initially, coursework was offered to high school seniors from the university's La Raza Department and the Administration and Interdisciplinary Studies Department; more recently, other departments have also become involved (e.g., the Chemistry Department and the Bilingual Teacher Training Program). STC allows participating high school seniors to:

- Enroll as freshmen at San Francisco State University during their last year in high school, and receive transferable university credits;
- Become knowledgeable about university requirements, and understand what university courses are like without receiving negative messages;
- Receive help in applying for financial assistance; and
- Develop a networking system.

The university's Shelter Program has been established in the participating departments in order to ensure that the STC students who enroll at San Francisco State University are retained. The Shelter Program includes career training, tutoring, and mentoring in which former STC students now enrolled in the university act as advisors to new STC enrollees.

Because STC occurs only during students' senior year, it was limited in the numbers of high school students it could reach. Therefore, the Mission to College Program (MTC) was established to recruit students in the 8th grade for a university core curriculum that begins in grade 9. San Francisco State University, the University of California-Berkeley, the Achievement Council, interested teachers, counselors and school administrators developed Mission to College, which includes, but is not limited to, the following:

- Selection of strong teachers who are committed to the philosophy of the program;
- Development of family groups composed of a teacher and with a group of eight students;
- An Academic Fellowship Program for 30 MTC students to assist them in developing good study habits and skills. The program also pays the students to study and gives incentives for maintaining good grades;
- New curriculum to meet the needs of the students; and

- A strong and supportive administrative staff.

In the initial STP pilot program, 47 Hispanic high school students participated; of these, 27 enrolled at San Francisco State University in the fall after graduating from high school (whereas, in previous years only a handful of Hispanic students ever enrolled in four-year institutions).

During the second year of STP, 93 students participated, and 50 percent subsequently enrolled at San Francisco State University. Of 27 students enrolled at the university and supported by the Shelter Program during its first year, the rate of retention was higher than the rate of the general university students.

Contact: Jacob E. Perea, Chairperson, Department of Administration and Interdisciplinary Studies, School of Education, 1600 Holloway Avenue, San Francisco State University, San Francisco, CA 94132; 415/338-1653.

Perea, J. E. (1988). *Step to college*. San Francisco, CA: San Francisco State University.

San Francisco State University. (1994). *Step to college*. San Francisco, CA: SFSU Department of Administration and Interdisciplinary Studies.

oooooooooooooooo

### **Equity 2000: The College Board**

This six-year demonstration project began in 1990, on the premise that every student can learn, given the proper systems of support. It is also based on an independent research study whose results suggested that "low-income and minority students who master high school algebra and geometry succeed in college at about the same rate as higher-income and non-minority students" (The College Board, 1991, p. 1).

The goal is to eliminate the discrepancy in the college-going rate of minority and non-minority students, by focusing on mathematics education and guidance counseling to make sure that all students take the "gatekeeper" courses (algebra and geometry) in high school that are required for admission and success in higher education. The program also builds high school students' interest in a college degree.

"Summer Math Institutes, and follow-up workshops during the academic year, have several goals. The curriculum seeks to enhance teachers' content knowledge of mathematics, improve teaching strategies, raise their level of expectation for all students, and show them ways to foster academic excellence among minority and disadvantaged students. Guidance Counselor Workshops and institutes focus on ways to help students understand the importance of the mathematics requirements, help them build on their successes, and foster college aspirations. An important aspect of Equity 2000 is the development of district guidance resource centers to furnish information and assistance in planning for and applying to college, including the financial aid process" (The College Board, 1991, p. 5).

By its fifth year in 1995, Equity 2000 had become a model of systemic change designed to be replicated throughout the United States, as well as an effective mechanism for implementing Goals 2000. "This education restructuring program raises expectations and standards for all

students by unlocking the gates to the college preparatory curriculum across the disciplines, beginning with college preparatory mathematics" (The College Board, 1995, p. 1). As of 1995, more than 500,000 students in 700 schools were involved in the program. The six national sites are located in Forth Worth, Texas; Milwaukee, Wisconsin; Nashville, Tennessee; Prince George's County, Maryland; Providence, Rhode Island; and San Jose, California.

Contact: Vinetta Jones, National Director, Equity 2000, The College Board, 1717 Massachusetts Avenue, NW, Suite 401, Washington, DC: 20036-2093; 202/332-6808.

The College Board. (1991, Fall). Equity 2000: Rising to the challenge, *Equity 2000 National Newsletter*, 1(1), 1, 5.

The College Board. (1995). *Equity 2000 fact sheet*. New York, NY: The College Board.

oooooooooooooooo

### **National Hispanic Scholar Recognition: The College Board**

Beginning with the class of 1994, The College Board has been honoring outstanding Hispanic high school students. In their senior year, the names of the students will be provided to colleges and universities to encourage their recruitment and financial support. High school guidance counselors across the United States have received information about this program and are asked to urge eligible high school juniors to take the PSAT/NMSQT/MSQT.

To be eligible, students must be juniors who plan to attend college and must have a background that is Mexican American or Chicano, Puerto Rican, South American, Latin American, Central American, or of other Hispanic origin. The program is expected to honor 1,000 students per year.

Contact: The College Board, 45 Columbus Avenue, New York, NY 10023-6992; 212/713-8000.

oooooooooooooooo

### **Project SCOPE: Summer Collegiate Orientation Program and Enrichment**

Project SCOPE brings high school students to the campus of the College of Mount Saint Joseph for a residential summer program each summer for three years. SCOPE students attend two college level classes each summer, taught by college faculty. They attend each class for two hours each weekday, and also spend time in sports, social activities, college preparatory workshops on such topics as financial aid and admissions, and preparatory sessions for college entrance exams. Throughout the summer program, Black professionals from the community lead discussion sessions for the students on various topics.

African American high school students entering their junior year in private or public schools in the Cincinnati area are eligible to apply for participation in this three-year program, which primarily targets average students -- those who are B and C students but do not require remediation. Although some high-achieving students are accepted, the high achievers have some special circumstance (e.g., from a single-parent family) that suggest that they might

need the support the program provides. Each year, 30 to 32 students are chosen to participate, for a total of some 90 students each summer.

For the first summer of the program, students who are rising juniors stay on campus for six days and take two classes (critical thinking and science). For the second and third summers, the students stay on campus and attend classes for two weeks. By completing the courses offered during the second and third summers, students earn credits at the College of Mount Saint Joseph; the credits may also be transferred to most other postsecondary institutions. For all summers in the program, students earn grades for their performance. SCOPE students are considered officially part of the College of Mount Saint Joseph and receive passes to college activities. The program also coordinates several activities specifically for student participants during the academic year.

Counseling is provided, and students are encouraged to use the program's counseling services throughout the academic year. SCOPE staff follow up with the students' high school counselors to ensure that students are taking the appropriate steps to apply for college and to identify any problems they encounter during the academic year. Contacts are also maintained with the alumni of the program throughout their college years, with reunions and sharing of information about their college courses and major.

Contact: Brenda Kennedy, Director, Black Student Affairs, College of Mount Saint Joseph, 5701 Delhi Road, Cincinnati, OH 45233-1672; 513/244-4414.

oooooooooooooooo

### **Hispanic Student Success Program (HSSP): Hispanic Association of Colleges and Universities**

This project was developed by the Hispanic Association of Colleges and Universities (HACU) in six low-income school districts with high Hispanic enrollments in San Antonio, Texas. The goal was to improve the college-going rates of students in these districts. In many of these schools, students lacked preparation for college entrance examinations, counseling was limited, most students had little understanding of the college experience, and most parents had not attended college and did not know the process for getting into college. The HSSP established enrichment centers and parent workshops at elementary schools, leadership groups and college campus visits at middle schools, and college entrance exam preparation and college tours for high school students.

Thousands of students have had tangible exposure to the college experience and information about various aspects of college admission procedures and programs. SAT and PSAT workshops have been conducted at six high schools. Leadership programs in middle schools use natural leaders among the students as peer models for building leadership skills in other students. In elementary schools, after-school enrichment programs are operated by volunteer teachers and parents, who provide individual tutoring and assistance with homework.

This project was operated by HACU from 1988 to 1993, and efforts are currently centered on institutionalizing some of its activities in the six districts. An evaluation conducted by consultants for the Pew Charitable Trusts showed that "in high schools where HSSP participated, the students taking entrance exam workshops increased within a range of 12 to 66 percentage points between 1989 and 1992, depending on the amount and type of activity at

different schools. In schools without the program, the numbers actually decreased by 2 percent during that same time period . . . Available data show that the Hispanic college-going rates for graduates from one participating district increased within a range of 11 to 20 percentage points between 1989 and 1992. In another school district, a significant finding was in the percentage of students accepted into four-year colleges, which increased between 1988 and 1993. The number of females accepted grew from 24 percent to 33 percent. Males showed a slight increase from 20 to 21 percent" (p. 5). A survey of teachers showed that participating students showed improvement in such areas as grades, attendance, getting along with peers, motivation, self-esteem, and completing homework.

Contact: Paul F. Ruiz, Director, Hispanic Association of Colleges and Universities, 4204 Gardendale Street, Suite 216, San Antonio, TX 78229; 210/692-3805; Fax: 512/692-0823.

Hispanic Association of Colleges and Universities. (1994, July). HSSP Program evaluation: Hispanic students can succeed. *HACU: The Voice of Hispanic Education*, 2(3), 5, 10.

oooooooooooooooo

### **College Now: Kingsborough Community College**

The College Now program is sponsored by Kingsborough Community College and the New York City Board of Education. Initiated in 1984, the program operates in 17 high schools in Brooklyn, Queens, and Staten Island. As many as 4,500 students participate each year, and students from historically under-represented groups comprise 50 to 100 percent of the enrollment at the various sites. College Now is funded by New York State, and all costs are waived, including tuition and fees for registration, student activities and books. The goal is to stimulate interest in higher education and also to help high school seniors make a smooth transition to college.

Before entering the program, students take the CUNY Freshman Skills Assessment Test, whose results are used by college counselors to advise students as to which College Now courses are appropriate for them. Three different types of courses are offered:

- College preparatory coursework in the basic skills of writing, reading, and mathematics to help students reduce or remove the need for remediation upon entering college;
- Introductory freshman-level 3-credit courses in Business, Behavioral and Social Sciences, Humanities, and the Sciences to help students get a head start on college by accumulating credits while still in high school; and
- A freshman orientation seminar, conducted on the campus of Kingsborough Community College, that focuses on college life and career decisions to help students develop realistic attitudes and expectations about the future.

College Now classes meet in a format similar to that of a college but are conducted in high schools. Classes are offered during fall and spring semesters, before or after the regular school day. Classes meet two to four times a week, depending on the course. The high school students receive a community college identification card that entitles them to use the library, computer labs, College Center, cafeteria, and other services. Classes are taught by high school faculty hired by various academic departments at Kingsborough Community College. These

faculty members are specially trained to teach a college course in a high school setting, and continually upgrade their skills by attending faculty development sessions several times a year on the community college campus.

Contact: Stuart Suss, Director, College Now, Kingsborough Community College, 2001 Oriental Boulevard, Brooklyn, NY 11235; 718/368-5170.

oooooooooooooooo

### **Project AVID: San Diego County Office of Education**

Created in 1980 by the San Diego County Office of Education, AVID assists middle schools and high schools in preparing students most under-represented in postsecondary education to become eligible for admission to four-year colleges. AVID also restructures the teaching methodology of the entire public school to make college preparatory curricula more widely accessible to students, and there is a comprehensive staff development program for this purpose.

The academic, regularly scheduled elective program emphasizes "writing as a tool of learning," collaborative grouping, and inquiry methods. Its three main components are academic instruction, tutorial support, and motivational activities. The curriculum is based on the California Frameworks and emphasizes teaching pedagogy which allows a rigorous curriculum to be accessible to all students.

AVID participants are under-achieving students with four-year college potential. AVID students enroll in advanced college preparatory courses offered by the high school, take an AVID class taught by a language arts teacher which is concerned only with the improvement of writing skills, have counseling services, and receive tutoring from university students, as needed. By speaking to students and providing summer jobs, business people in the community become involved in helping students determine a potential career. Parent contacts are stressed, and students and their parents can participate in a monthly evening AVID Family Study Skills Seminar. Each summer, San Diego State University hosts a weeklong AVID summer institute for administrators, counselors, coordinators and teachers in the program. Teacher stipends are paid by their districts, and participants can earn graduate level extension credit for the institute.

AVID has been funded by the California Department of Education, the San Diego County Office of Education, and participating school districts, at annual cost of approximately \$300,000 per year. School district implementation costs average approximately \$120 per student per year.

The average grade point average of students before entering AVID had been 2.0. At the end of the junior year, the average GPA rose to 3.0; when students graduate, their average GPA is 3.2. In 1992, 93 percent of AVID graduates enrolled in college, a rate that is 75 percent higher than that of the overall student population in San Diego County. Data on senior classes at AVID sites between 1988 and 1992, revealed an average increase of 61 percent in students completing four-year college entry requirements; the statewide increase for the same period was 7.3 percent. Of the first six AVID classes, among those who enrolled at San Diego State University, the cumulative GPA for the first six AVID classes was 2.46, which surpassed the cumulative freshman GPA of 1.9. Those enrolled at the University of California-San Diego earned a cumulative grade point average of 2.7, close to the freshman average of 2.83.

Contact: Mary Catherine Swanson, Director, AVID Center, San Diego County Office of Education, 6401 Linda Vista Road, San Diego, CA 92111; 619/292-3559.

Swanson, M. C. (1994). *AVID: Advancement Via Individual Determination, A college preparatory program for under-represented students*. San Diego; CA: San Diego County Office of Education.

Westat, Inc. (1992). *Reaching for college*. Washington, DC: U.S. Department of Education, pp. 35-36.

oooooooooooooooo

### **Career Beginnings: Center for Corporate and Education Initiatives**

Career Beginnings mobilizes communities -- businesses, schools, parents, and students -- to help at-risk youth complete high school and develop a vision for their future. Its services help students to make a successful transition to postsecondary education or full-time employment. Initiated in 1986 at the Center for Human Resources at Brandeis University, the program now has thirteen sites across the United States, managed by the Center for Corporate and Education Initiatives. The program includes the following elements:

- College and career preparation;
- Summer and school-year work experience;
- Special academic tutoring;
- Counseling and support services; and
- Mentors from the local business and professional community.

Students must have regular school attendance, be in the middle 60 percent of their class, and demonstrate motivation. Most would be first-generation college goers from low-income families. Approximately half come from single-parent families, and 65 percent are African American.

The program uses a collaborative case management approach, in which program administrators and community partners provide individual attention for each student. These individuals show students that someone cares and ensure the best mix of services for each student. At most sites, the program is based at a local two-year or four-year college. As participants visit the college campus regularly for workshops and other activities, the campus setting becomes more familiar. During the school year, campus workshops (often held on weekends) help students to develop their academic skills, prepare for the SAT or ACT, and learn about the college and its application process.

Each student works in a meaningful summer job for six to eight weeks. Workshops on campus at local industry sites during the school year and summer include lessons on career opportunities, workplace behavior, and employers' expectations.

Over the past two years, 83 percent of the program's graduates have entered college or postsecondary training and another 12 percent have entered the workforce or military service. Independent evaluations have confirmed the program's positive outcomes.

Contact: Center for Corporate and Education Initiatives, The Health Institute, New England Medical Center, 750 Washington Street, NEMCH 328, Boston, MA 02111; 617/956-9151; Fax: 617/956-9158.

Center for Corporate and Education Initiatives. (1994). *Career Beginnings*. Boston, MA: New England Medical Center, The Health Institute.

Doneker, P. P. (1994, March 24). Career Beginnings generates excitement. *Worcester Telegram & Gazette*, 1, 2.

oooooooooooooooo

## **SCORE for College**

The SCORE program was developed for secondary students who may have difficulty with academic subjects, especially high-risk and language minority students. It brings administrators, counselors, teachers, parents, and students together as partners in increasing student performance and college eligibility.

Teachers, tutors, and aides receive training and materials on how to teach students to learn, and students learn study skills and practice applying them across the curriculum. Schools personalize academic support through a combination of tutoring, support classes, and study teams, and receive a curriculum for training tutors. Guidance is shared by peers, cross-age students, community agencies, and parents. Included are career counseling, self-esteem development, placement in a college preparatory course of study, reinforcement of a common core curriculum, monitoring of progress, intervention, prevention counseling, and college entrance support.

A variety of activities reinforce students academic and career goals, promote their voluntary participation in tutoring, provide leadership experiences, and involve students in school and community service. Students become responsible for running these programs themselves, and the entire school culture changes.

During the summer, students participate in accelerated learning. They also learn to be tutors, guidance technicians, and peer mentors; practice study skills; and receive pre-teaching for advanced course content. The summer acceleration may take place on university campuses.

Practical how-to information and letters to motivate parent participation are included, in English and Spanish, and parents are involved in workshops to gain skills for supporting their children's educational goals and classroom learning.

SCORE adoption training is available for school teams, and a large number of adoption training materials and optional materials are available (such as a tutoring video, strategies for use with language minority students, a college study skills teacher's guide, and many more).

Contact: SCORE, Orange County Department of Education, 200 Kalmus Drive, P.O. Box 9050, Costa Mesa, CA 92628-9050; 714/966-4388; Fax: 714/662-3148.

oooooooooooooooo

## **Black Male Initiative: Texas Southern University**

The Black Male Initiative Program is an academic and personal support program that intervenes in the lives of inner city Black youth, with the goal of drawing them to college and retaining them as students through graduation. Services include remedial education, tutoring, and financial assistance. "In events on and off the campus, a network of Black

business and community leaders gives the members personal exposure to successful professionals who were in the students' shoes just a few years ago. Students pay back the community with visits to local high schools, and through a program that places them as mentors of economically disadvantaged children in and around Houston" (p. A34).

Participants enrolled at the University participate in seminars on topics such as conflict resolution and responsible sexuality, as part of a program emphasis on the values of an education, good citizenship, and personal responsibility. They also serve as community peer educators in a campus program of research on the prevention of violence and substance abuse.

The program has grown rapidly since it began in 1990. When school opened in the fall of 1994, nearly 3,000 students attended its recruitment meetings at local high schools.

Contact: Bobbie A. Henderson, Director, Black Male Initiative, Center on the Family, Texas Southern University, Houston, TX 77004.

Zook, J. (1994, November 23). Recruiting Black males: Support program at Texas Southern U. focuses on inner cities. *The Chronicle of Higher Education*, XLI(13), A34.

oooooooooooo

### **Project PRIME: Statewide Partnership to Improve Minority Education**

Project PRIME is an educational strategy for students at the junior high and senior high school levels, which motivates students to excel through a multi-faceted combination of academic and support services. PRIME offers tools and skills in its four academic programs which present an enhanced academic curriculum to prepare students for college. The four academic programs, and two supplementary programs, are as follows.

- AbleBridge is a set of supplementary curriculum materials that teach and assess algebraic thinking within the context of arithmetic in the 7th and 8th grades. The goal is to prepare more students to succeed in high school algebra.
- MESA is a year-long program for students in grades 9-12 with an aptitude for academic work and college preparation in math, engineering, and science related fields. Students are introduced to MESA through JR. MESA in the 7th and 8th grades.
- TestSkills, for students in grades 9 and 10, is a 15 to 32 hour program of instruction which reviews English and math questions from standardized tests. Students are prepared for doing well on such tests as the PSAT, SAT, and ACT through test-taking situations, time management, problem solving strategies, and learning to handle test anxiety.
- Options for Excellence makes accelerated courses available to 11th and 12th grade students. These courses, which have a curriculum of college level academic work, are offered to all students who test average or above on national tests of basic skills. Training is provided to junior high and senior high teachers.

- Financial and Academic Planning increases knowledge among students and parents about their opportunities to access financial aid and become college bound. Information is distributed (a) through secondary school counselors and (b) through early outreach to elementary schools. Parents, students, administrators, teachers, and counselors receive details about college admissions standards, financial aid, scholarships, and financial planning strategies.
- Parents as Partners builds and strengthens parents' involvement at the schools their children attend. Through parent leaders, workshops are organized and leadership training is provided, with the ultimate goal that parents become more effective advocates for their children's education.

Contact: Raul Cardenas, Jr., Project PRIME, Arizona State University, Downtown Center, 502 East Monroe Street, 2nd Floor, Phoenix, AZ 85004-2337.

oooooooooooooooo

**A Study of School, Family and Personal Factors on the Academic Achievement of Minority Youth in a Scholarship Incentive Program: University of Toledo**

Toledo EXCEL is a scholarship incentive program for high-achieving urban African American, Asian American, Hispanic, and American Indian public school students. Fifty 8th graders are enrolled each year, with parental commitment and participation. Students attend annual two-week summer institutes and six weekend seminars per year throughout high school. Upon graduation from high school, they are awarded University of Toledo scholarships for tuition, fees, and books.

A federally funded field-initiated study is analyzing the effects of this program, which involves extensive writing, field trips, and cross-cultural contact. The 1990 cohort and a control group were stratified according to achievement level, sex, and ethnicity. Program effectiveness is evaluated through quantitative measures, such as students' grades, absences, and frequency of dropping out. Students complete a questionnaire to determine whether EXCEL affects self-esteem, use of learning strategies, psychological adjustment, and perceptions of opportunity.

To analyze the effects of selection criteria, questionnaire data will be analyzed for treatment, prior achievement, and interaction. The study also includes a qualitative component involving interviews and observations of EXCEL parents and students to find out why students who are equally high achieving as 8th graders have different academic outcomes as seniors.

Contact: David Bergin and Helen Cooks, University of Toledo, 2801 West Bancroft, Toledo, OH 43606; 419/537-2478.

Office of Educational Research and Improvement. (1994, Spring). *Field-initiated studies program*. Washington, DC: U.S. Department of Education, p. 9.

oooooooooooooooo

## Developing Precollegiate Students for Teacher Education Or Preparation in Health Professions

### Ohio University and the Teaching Leadership Consortium, Inc., of Ohio: Facilitating Articulation from Middle School and High School to College

Ohio University's College of Education has developed a practical response to the need for recruiting African American, Appalachian, and Hispanic students into teacher education. Initiatives in this program include: financial aid; scholarships; recruitment activities; high school/university articulation; employment of faculty and staff members from historically under-represented groups; student retention programs; ethnic/multicultural curriculum infusion; effective student orientation programs; mentoring and tutorial programs; developmental education; and linkages with minority professionals in the field. These programs are affiliated with the Teaching Leadership Consortium, Inc., of Ohio (TLC-Ohio), whose agenda includes the following:

1. Early intervention recruitment to identify minority TLC-Ohio Scholars; University personnel work with counselors and teachers in secondary schools and community agencies to assist them in guiding promising candidates to Ohio University. Implementation includes:
  - Faculty-sponsored programs to inform minority high school students about college experiences and outcomes;
  - Faculty service as counselors to high schools to render advice on college preparation courses;
  - Outreach to middle school minority students and parents through the schools, churches, and social organizations, with meetings held on the importance of college and how to attend;
  - Provision of factual and informative materials to high school students and their counselors;
  - Collaboration between the college and feeder high schools and local community colleges to develop programs; and
  - Sponsorship of talent search programs to identify potential college entrants and provide them with relevant information.
  
2. Providing student support through redirecting institutional funds and allocating new funds to identify, recruit, and maintain minority teacher education students. The university will:
  - Develop an institutional financial aid information package to be disseminated to high schools;

- Develop financial aid packages for two-year college transfers Increase financial aid for students from minority backgrounds;
  - Provide student information relative to state and federally funded grants and scholarships; and
  - Provide student information relative to forgivable loans.
3. An articulation mechanism between four-year and two-year colleges to establish an intrastate /interstate networking system. For example, course evaluation guides for articulation will be placed in a data file for networking purposes. This and other activities will facilitate students moving between high schools, two-year colleges, and four-year colleges and universities.
  4. Use of printed materials and directed meetings with high school students to help them understand realistically what college will be like.
  5. Conferences, seminars, workshops and other efforts to encourage minority students to enroll in college preparatory programs and to take more mathematics, science, language and social studies courses.
  6. Selection and admission criteria. TLC-Ohio Scholars will be admitted on the basis of recommendations of a TLC-Ohio Scholar Selection Committee, using the following criteria: (a) a minimum ACT score of 25, or a minimum SAT score of 1050; (b) high school rank in top 15 percent of class; (c) personal interview or audition; (d) example of writing skills; (e) evidence of leadership.
  7. Orientation program. The college is establishing on-campus summer programs for orienting students to campus life and developing skills in mathematics, reading, writing, and computer literacy.
  8. Assessing students' potentials for teaching. The college will begin early testing and counseling to include tests to determine needs for remediation prior to college course work, and diagnostic testing of students' skills, to include:
    - Quantitative assessment (i.e., ACT/SAT scores, high school GPA, basic skills test);
    - Qualitative assessment (i.e., personal interview and evidence of leadership, and other qualitative measures to focus on educational cognitive style; cognitive psychology; psychology of personality; psychology of perception);
  9. Linkage of plans, goals, and possible courses to students' alternative career and job opportunities.
  10. School visits for early identification.
  11. Career orientation.
  12. Intensive, intrusive academic advising with faculty members.

Contact: Seldon D. Strother, Project Director, TLC-Ohio, College of Education, Ohio University, Athens, OH 45701.

Strother, S. D. (1993). *Facilitating articulation from middle school and high school to college: Ohio University and the Teaching Leadership Consortium, Inc., of Ohio*. Athens, OH: Ohio University, College of Education.

oooooooooooooooo

## Minorities in Teaching Program: University of Northern Iowa

Through the Minorities in Teaching (MIT) Program, African American, Hispanic, American Indian, and Asian American students in grades 6-12, who demonstrate potential and interest in teaching, are provided opportunities to explore teaching as a career. They also develop academic and social skills through activities that prepare them to be successful in college. The program:

- Identifies, as early as sixth grade, students from historically under-represented groups who have potential for and interest in teacher education;
- Involves classroom teachers, counselors, administrators, and community members from participating school districts in cooperative endeavors with University faculty members;
- Involves students and their parents in activities that enhance students' readiness for entry to the University of Northern Iowa and teacher education;
- Provides both cognitive and affective experiences which help students prepare for the teaching profession;
- Provides campus visitation activities for secondary students that will motivate them to consider teaching careers (a Summer Enrichment Program brings 150 minority students to the campus for a week to explore teaching as a career; attend classes, and experience college life);
- Offers guaranteed admission to the University and to teacher education for qualified MIT participants;
- Provides scholarship support and/or financial aid through the University, local communities, and state and federal programs;
- Operates a support program for the MIT cohort group to increase retention while the students are enrolled at the University (part of this program is the "Studies in Leadership for Diversity: Teachers as Change Agents" seminar, in which participants explore effective teaching methods, leadership, and change strategies, and also examine issues relevant to cultural diversity);
- Provides support to MIT graduates during their first three years of teaching.

School district partnerships have been arranged with Cedar Rapids, Davenport, Des Moines, Sioux City, and Waterloo. Each district is assisted by the University in developing an MIT program that meets the needs of its particular student population and its organizational structure.

MIT has been recognized by the Showcase for Excellence of the American Association of State Colleges and Universities, and Davenport's MIT program has received a recent award of the Iowa FINE Program's Recognition Projects.

Contact: Janet E. McClain, Director, Minorities in Teaching Program, College of Education, University of Northern Iowa, Cedar Falls, IA 50614.

McClain, J. E. (1994). *University of Northern Iowa Minorities in Teaching program*. Cedar Falls, IA: University of Northern Iowa, College of Education.

oooooooooooo

### **Future Teacher Clubs for High School Students**

Future Teacher Clubs are operating all over the United States, and offer an organized mechanism for introducing high school (and even middle school) students to careers in education. In Maryland, for example, many Future Teacher Clubs are linked with institutions of higher education, and the school-based clubs particularly focus on creating interest in education careers among students from historically under-represented groups. Statewide conferences have been held to encourage students to become teachers, and approximately 40 percent of participants have been students from minority groups.

Further, "Project CHOICE (College and High School Outreach to Inspire Careers in Education) is a component of the Future Teacher Clubs. Bowie State University, Coppin State College, Morgan State University, and the University of Maryland-Eastern Shore -- the state's four historically black institutions -- received funding from the Council of Chief State School Officers to establish Future Teacher Clubs to serve as models for the state" (p. 3).

Tripplett, J. R. (1990). Preparing more minority teachers: SREB states take action. *Regional Spotlight*. Atlanta, GA: Southern Regional Education Board.

oooooooooooo

Florida is said to have the largest aggregate of Future Teacher Clubs in the United States and holds an annual statewide conference for student members and teacher sponsors. One example is the Palm Beach County Future Educators of America organization in high schools and junior high schools. Each school administrator sponsors a club in his or her school, and teachers contribute to club activities and act as student advisers. There are morning breakfasts, after-school events, and experiences with teaching for these students. A Future Educators Scholarship fund has been set up by the county, and employees of the school district have contributed to this fund. Graduating seniors who are Future Educators of America members are eligible for scholarships and loans through this program and, on returning to teach in the district, they earn loan forgiveness. District employee contributions to the scholarship/loan fund were encouraged through a "Pride in Our Profession" campaign, with meetings and videos at each school, pledge cards, and payroll deductions, with personal letters of thanks to all contributors from the Superintendent of Schools.

Contact: Sherle Stevenson, Director, Exceptional Student Education, School Board of Palm Beach County, 2112 South Congress Avenue, West Palm Beach, FL 33406; 407/433-3500, Ext. 4029.

## Phi Delta Kappa (PDK) Programs

Phi Delta Kappa is now the national headquarters of Future Educators of America and a resource for those who are interested in establishing such programs in the schools. PDK has also established Minority Recruitment Into Teacher Education Grants to help chapters develop model programs that encourage individuals from historically under-represented groups to enter teaching careers. The intent of the program is for chapters to design programs that can be replicated or adapted for use in other areas. In addition, in 1993, Phi Delta Kappa and the National Alliance of Black School Educators developed mutual strategies for recruiting more individuals from minority groups into teaching; among other things, a kit of materials was developed to involve various community groups and to attract paraprofessionals into teaching.

In 1989, the PDK Educational Foundation established a program using Phi Delta Kappa chapter volunteers to help at-risk youth. Participating chapters receive a \$300 grant to "adopt" at-risk students in grades 9, 10, and 11 and to develop programs to help them overcome environmental, cultural, and academic barriers to success in school. Chapters develop their own programs for meeting the needs of "adopted" students, with the intent that local programs serve as models for other community organizations that are interested in working with at-risk students. Since PDK is an organization for educators, Adopt-A-Scholar activities have a strong emphasis on assisting students in examining teaching careers. Participating Kappans have, for example, included their "adopted" students in chapter activities, including meetings and service projects. Students can also shadow teachers to learn about the work that they do. Some chapters also involve students in cultural activities, such as theater performances; others assist students in choosing and applying for college. In addition to the small grants for chapter activities, the program also provides some scholarship funds for participating students, based on financial need.

Another major PDK program involves annual Summer Institutes for Prospective Teachers, which familiarize high school seniors with teaching careers. Students participate in various workshops, meet with outstanding teachers, and try out their own teaching skills. The Institutes have been offered since 1987. A survey of the first cohort of Institute students showed that more than 70 percent of summer participants did subsequently enter teaching. PDK now includes observers to learn how to set up such summer programs in their own areas and provides other assistance on adoption of the program.

Contact: Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402-0789;  
1-800-766-1156.

**Mentoring of Prospective Teachers While They Are in High School:  
Kent State University**

The Phi Delta Kappa Chapter at Kent State University has developed a year-long program for local high school students who are interested in teaching careers, particularly those who are under-represented in the teaching profession. At monthly meetings of students and Kappan volunteers, the high school students discuss education courses at Kent State University to experience how teachers are trained and talk with preservice trainees and other guest speakers. In addition, each high school student is paired with a mentor, who is a teacher in the curriculum area and age level in which each student is interested in teaching. High school students work with their mentors weekly in classrooms and are also involved with them in after-school activities. Students and mentors keep logs of their activities and experiences and share insights on what they learn. Activities are planned around the high school students' schedules.

Contact: Armendia Dixon, College of Education, Kent State University, Kent, OH 44242.

oooooooooooo

**Career Fairs**

In February 1996, Georgia's third annual Middle School Students Career Fest was sponsored by the Georgia Department of Education's Division for Exceptional Students and Public School Recruitment Services, the Georgia Learning Resources System, and the South Atlantic Regional Resource Center. The Career Fest is held on different days in two locations in the state. The promotional flyer for the event tells middle school students that "special children need heroes like you, with your very special qualities like sensitivity, enthusiasm, imagination, patience, and commitment," and describes a special education career as a challenge that draws on students' sense of caring, gives plenty of room to grow, and is personally and professionally rewarding.

The Career Fest itself offers exhibits; music; learning sessions on specific disabilities; a cracker barrel panel; experience with assistive technologies; information on preservice training and scholarships; exhibits; and a "Kids on the Block" performance. Teachers and counselors participate fully in this program, and schools pay \$7 each for each student participant, chaperone and bus driver. Special accommodations are available to encourage students with disabilities to take part in the Career Fest.

Contact: Georgia Public School Recruitment Services Office, Georgia Department of Education, Twin Towers East, 205 Butler Street, Atlanta, GA 39334-5040; 404/656-4339.

oooooooooooo

**Future Teacher Institute: Consortium for Minorities in Teaching Careers**

This minority teacher recruitment model was implemented and field tested over a five-year period at California State University-Dominguez Hills. Developed through a grant from the Carnegie Corporation of New York, the program is disseminated through the Consortium for

Minorities in Teaching Careers. The major goal of the Future Teacher Institute is to involve promising minority high school students in a direct teaching/learning experience in order to increase the likelihood that they will eventually choose a career in education. Based on projections on the nature of tomorrow's schools, the program provides future teachers with the opportunity to work in cooperative planning/teaching teams and make use of computer technology to enhance instruction. A secondary goal is to familiarize minority students in grades 4-6 and their parents with a college environment, so that they will view higher education as possible and desirable.

The Future Teacher Institute requires a ten-week cycle of Saturday meetings using college facilities. During the first three weeks, teams of five high school students with common academic interests learn and practice techniques of group planning and teaching. Each team member is assigned a specific role. These may be rotated so that each future teacher has a chance to play all roles in the teaching process. In the following weeks, each high school team plans and presents enriched learning activities for groups of ten to fifteen elementary school students from neighborhood schools. It is important that the students learn to plan and teach group lessons cooperatively, rather than tutor pupils individually. Hence, major strengths of this model are the support received from colleagues, the synergistic production of teaching ideas, and the realism of the career experience.

As of spring 1992, more than 250 students had participated in the program at California State University-Dominguez Hills. The ethnic distribution was: 34 percent African American, 16 percent Asian; 48 percent Hispanic; 4 percent Filipino; 2 percent White; and 2 percent Pacific Islander. In pre-post questionnaires, the number of participants who indicated that they were "very interested" in teaching as a career rose from 41 percent to 68 percent. These participants are being followed for five years to determine the impact of the program on their ultimate career choice. Follow-up questionnaires are indicating that 50 percent of the high school participants who are currently in college still plan to pursue teaching careers.

Contact: Judson H. Taylor, Dean, School of Education, California State University-Dominguez Hills, Carson, CA 90747.

oooooooooooooooo

### **College Students' Recruitment in High Schools: NEA in California**

In California, the State's National Education Association (NEA) Student President led a project aimed at minority high school and college students, focusing on the rewards of teaching career. High schools with high enrollments of students from historically under-represented groups were identified, and student NEA members went to these schools to talk with student groups and clubs to explain what is involved in teacher preparation and how to qualify for financial aid. The South Carolina Education Association has carried out a similar program to interest middle school and high school students in teaching careers.

Holt, R. (1989, May/June). Who will teach the kids? *NEA Today*, 7(10), 4-5.

### **Parkside STARS: University of Wisconsin-Parkside**

The University of Wisconsin-Parkside's Precollegiate Program provides students of color an opportunity to explore various fields of knowledge and careers with university faculty and students, school district teachers, and community leaders as their guides. Particular emphasis

is given to health careers and teaching careers. Through multiple experiences, it is hoped that the students will (a) acquire an excitement about learning to learn and a desire to achieve at the highest possible academic level; (b) develop knowledge about various careers available to them and awareness of the skills and knowledge which must be acquired; and (c) develop leadership and social involvement skills which can be used to improve both school and community participation.

The program is described as a life experience, rather than just a collection of program activities. Students are encouraged to participate in organizations, activities, and events at the university throughout the academic year and during the summer. In addition, students are encouraged and assisted in participating in other University of Wisconsin system programs and district summer programs designed to help them with academic, personal, social, and career development. The components are as follows:

- CALC (Cultural Awareness Leadership Council). Students are involved in a school-oriented group at their school. There are councils in 12 of the junior, middle, and high schools in the Racine and Kenosha area, whose purpose is to (a) help students explore new roles and interests; (b) help develop a sense of personal worth and competence; (c) develop the ability to take responsibility for problem solving; and (d) provide students with opportunities to use skills and knowledge in real-life situations in their own communities.
- STARS College Life Events. Many minority and disadvantaged students do not have the opportunity to participate in plans, field trips, cultural events, or activities that broaden their perspectives about ideas and concepts. This is an important dimension which can increase academic skills.
- Academic Assistance Program. A special mentoring program provides students with their own college role models to help them with personal crises or difficult academic situations. College students, particularly teacher education students, help participating students to become successful in classes in which they have difficulty.
- Career Exploration. Students have access to several programs which help them explore career possibilities: DOC (Doctors of Color) introduces students to the health related professions, and Teacher World gives students a one-week camp experience at the University of Wisconsin-LaCrosse to learn about the teaching program. In addition, special classes are held to help explore careers during the Summer Stars Academy.
- Academic Enrichment. Students are assisted in improving and enhancing their basic skills, such as reading, writing, calculating, speaking, listening, and problem solving through three academic programs:
- Stream STARS: A special Saturday program for students in grades 5-7, featuring a literature and computer class.
- STARS Saturday Academy: Saturday sessions in Spanish, language arts, math, and history.
- STARS Summer Academy: Classes in various academic subjects which help students explore math, language arts, research, science, geography, and history in exciting

ways. Students also develop self-confidence and creativity through participating in performance and fine arts activities, including the STARS Theater Group.

Contact: Barbara J. Shade, Dean, School of Education, University of Wisconsin-Parkside, 900 Wood Road, Box 2000, Kenosha, WI 53141-2000; 414/595-2569.

oooooooooooo

### **Magnet Schools for Teaching**

Among the many magnet schools in the United States are a growing number that focus on orienting its students to teaching careers. These programs often function as a "school within a school." Typically, aspiring teachers are selected from schools across a city or county to supplement their regular high school curriculum with a sequence of courses in education, speech, computer sciences, the humanities, or other coursework. When they become seniors, students often have direct classroom experiences, as teaching assistants in schools or in other roles. Some districts provide college tuition assistance to graduates of such magnet programs if they agree to return to teach in the district for a specified period. Many of these magnet programs are located in inner city schools, drawing students from inner cities and encouraging them to prepare to teach in inner cities.

A network of teacher education magnet schools has been formed. For information on the network, contact: Shirley Kilgore, Magnet Program, Southside Comprehensive High School, 801 Lynnwood Avenue SE, Atlanta, GA 30316; 404/624-2064.

oooooooooooo

The U.S. Department of Education's Magnet Schools Assistance Program provides grants to eligible local education agencies and consortia of such agencies to support magnet schools that are part of approved desegregation plans. Projects supported by this program are designed to support:

- The elimination, reduction, or prevention of minority group isolation in public elementary and secondary schools with substantial proportions of minority group children;
- The development and implementation of magnet school projects that will assist in achieving systemic reform and providing all children the opportunity to meet challenging State content standards and challenging student performance standards;
- The development and design of innovative educational methods and practices; and
- Courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the grasp of tangible and marketable vocational skills of students attending those magnet schools.

Contact: Steven. L. Brockhouse, Office of Elementary and Secondary Education, U.S. Department of Education, 600 Independence Avenue SW, Room 4500 Portals Building, Washington, DC 20202-6140; 202/260-2476.

## **The Johns Hopkins University/Dunbar High School Health Professions Program**

This program is concerned with the small proportion of health professionals from historically under-represented groups. Originating in 1985, it prepares Baltimore's Dunbar High School students from these backgrounds for access to higher education and careers in health sciences. To accomplish this, the emphasis is on increasing the number of students who complete high school in enriched science and math environments. Students, faculty, and parents benefit through such features as the mentors' program, tutorials, parent workshops, on-site service opportunities at area medical facilities, laboratory and lecture experiences at The Johns Hopkins institutions, summer internships, national symposia, and interaction with medical school students and faculty members.

Entering 9th-grade students participate in a six-week Summer Scholar component that includes courses in math and science, seminars in problem solving and study skills, and social and cultural activities. More advanced students may spend six weeks in a clinical or research setting, working with health professionals at the National Institutes of Health; the Institute on Aging; the Johns Hopkins University School of Nursing, School of Hygiene and Public Health, or Department of Biology; the University of Maryland Dental School and School of Medicine. Qualified students in 12th grade college preparatory courses are selected to work in clinical and research facilities during the academic year.

Parents participate in family-community workshops held twice a week for parents, students, counselors, and mental health educators. Topics range from career awareness to parent-school relations. Students' academic performance is maintained through counseling, tutoring, and offering incentive awards. Academic and career counseling prepares students to move toward college and a career. Parents are involved in this counseling by means of workshops held throughout the year.

Data from the first four graduating classes (1990-93) show

- College admission: 89 percent
- Entered college: 88 percent
- Remained in college: 85 percent

Data on the first college graduates from the program show that 42 percent graduated in four years, as compared with the national average of 33 percent; 15.4 percent graduated with degrees in science, as compared with 0.55 percent of African Americans and 1.9 percent of Whites, nationally; 15.4 percent applied to medical school and were accepted, as compared with 0.46 percent of African Americans and 0.6 percent of Whites, nationally.

The class of 1995 was the last graduating class of the Hopkins/Dunbar program; funding ended in September 1995. The Vice Provost of The Johns Hopkins University has been asked to form a committee on the future of the project, and a network of six enterprise schools (the Dunbar Project) has been approved by the Board of School Commissioners. Officials hope that the partnership model will be extended to these six schools and with new funding.

Contact: Warren C. Hayman, Coordinator, Hopkins/Dunbar Program, School of Continuing Studies, The Johns Hopkins University, 101 Whitehead Hall, 3400 North Charles Street, Baltimore, MD 21218; 301/338-8273; 410/516-8273; Fax: 410/526-8424.

School of Continuing Studies. (1994). *Everything you wanted to know about the Hopkins/Dunbar Program but were afraid to ask.* Baltimore, MD: The Johns Hopkins University.

## **Videotapes, Resource Publications, and Materials**

### **Rap Video on the Benefits of Education**

The American Association of State Colleges and Universities has produced a rap video promoting the benefits of education. Written and performed by Geffen Records rap group, "7A3," the video song called "Let the Bells Ring" is part of AASCU's continuing effort to attract young people, particularly under-represented youth, to higher education. The video is especially targeted toward 7th to 11th grade African American males. Besides the music, it incorporates images of celebrated African Americans. The video may be purchased for \$50.

Contact: American Association of State Colleges and Universities, Suite 700, Washington, DC 20036; 202/293-7070.

oooooooooooo

### **Accept the Mission-Teach!**

This 20-minute videotape features students of Coolidge Senior High School's Teacher Professions Program (Washington, DC) and national videoshow host Donnie Simpson. The video focuses on recruiting minority students into teacher training through a dramatization of how "Rodney," a capable but academically average high school student, is inspired to become a teacher after successfully tutoring a younger student. Available for \$50 plus \$2.50 for shipping.

Contact: American Association of Colleges for Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036-1186.

oooooooooooo

### **Focus on the SAT: What's On It, How to Prepare, and What Colleges Look For**

This videotape explains to students how to prepare for the SAT and the PSAT/NMSQT, describes test-taking skills, includes sample test questions, and presents interviews with admission experts and faculty members. Produced in 1993, the video is available for \$30 plus \$3.95 for shipping and handling. Order No. 219083.

Contact: College Board Publications, Box 886, New York, NY 10101-0886; 1-800-323-7155.

oooooooooooo

## **Look Inside the SAT I: Test Prep from the Test Makers**

Students can use this videotape in their own living rooms to learn about proven test taking techniques and expert strategies for approaching each kind of question on the SAT I. To reduce students' anxiety, the video also spotlights former SAT-takers discussing their own experiences. Produced in 1994, the video is available for \$10 plus \$3.95 for shipping and handling. VHS. 30 minutes. Order No. 005295

Contact: College Board Publications, Box 886, New York, NY 10101-0886;  
1-800-323-7155.

oooooooooooooooo

## **Info Cards on Education Careers**

In the summer of 1995, the ERIC Clearinghouse on Teaching and Teacher Education introduced its Info Cards -- information printed back/front on 9-1/4" x 4" card stock that fits easily into a standard mailing envelope and also makes a handy bookmark. Each card has a different topic, and all topics are geared toward providing information on some aspect of careers in education. Six different topical cards are currently available: (a) International teaching opportunities; (b) alternative routes to teacher certification; (c) financial aid for teacher education students; (d) specialized interests in teaching (including special education, bilingual education, ESL); (e) choosing a teacher education college or university; and (f) finding a teaching position. Individual copies of the Info Cards are free. Bulk rates for quantities are available.

Contact: ERIC Clearinghouse on Teaching and Teacher Education, American Association of Colleges for Teacher Education, One Dupont Circle, Suite 610, Washington, DC 10036-1186; 202/293-2450.

oooooooooooooooo

## **Occupational Outlook Handbook**

For nearly 50 years, the *Occupational Outlook Handbook* has provided a guide for students, parents, and counselors who are weighing the attitudes of young people against opportunities in the workplace. Each edition provides expected employment changes in nearly 250 occupations for the coming ten years, and the qualifications that will be needed for these occupations. Published by the Bureau of Labor Statistics, the handbook is written for junior high school and senior high school students, but can also be valuable for people who are changing careers. It describes, for each occupation, what workers do on the job, the training and education needed, earnings and working conditions. The cost of the handbook in softcover is \$25; the Order Number is 001-03158-1.

Contact: Bureau of Labor Statistics, Publications Sales, U.S. Department of Commerce, P.O. Box 2145, Chicago, IL 60690-2145; 312/353-1880.

oooooooooooooooo

## **Summer on Campus: College Experiences for High School Students**

Published in 1995, this newly revised and expanded directory describes more than 450 academic summer programs for high school students at 350 colleges. The programs range from 8-week sessions, at which students can live on campus and select among more than 200 courses, to three-day commuter programs, where students can explore a single career. Some programs are for gifted and talented students, some are for at-risk students, and some are for students with a particular interest. Most are open to any student who wishes to participate. Colleges are listed alphabetically, by state, and the descriptions include all essential details, including housing options, as well as complete contact information. An index assists readers in finding programs that respond to their needs and interests. Students and parents can find programs that offer financial aid or are free; programs on specific topics; programs designed for students from under-represented racial/ethnic groups; programs of various durations; programs open to students not yet in high school; and so on. The cost of the 288-page directory is \$15, plus \$3.95 for shipping and handling. The order number is 005260. Institutional purchase orders must amount to \$25 or more.

Contact: College Board Publications, Box 886, New York, NY 10101-0886;  
1-800-323-7155 (for credit card orders) or 212/713-8165.

oooooooooooooooo

## **Beating the Odds: How the Poor Get to College**

Students from families in the bottom income bracket are eight times less likely to graduate from college than those in the rest of the population. The gap in college attendance between rich and poor is growing, while the traditional pathways out of poverty are failing. But some people do escape. This book focuses on the success stories -- the small percentage who somehow make it to college.

Drawing on a study of 24 poor, first-generation college students, the authors ask what factors made a difference. What happened in the lives of these students that enabled them to beat the odds? How did they come to attend college when their parents had not, when their neighbors had not, and when most students in their local schools had not? Using real stories of teenagers and adults from severely disadvantaged backgrounds, the authors explain the critical role of mentors in the lives of successful students -- examining where their mentors came from, how they gained their strong faith in education, and how they worked as mentors. The authors ask whether it is possible to reproduce those factors and thereby increase college opportunity and access for disadvantaged people generally. They conclude with recommendations about social and educational policy concerning individuals who are in poverty.

Published in September 1995, this book may be purchased for \$27.95 plus shipping costs; 224 pages.

Contact: Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA 94104; 415/433-1767, Ext. 675; Fax: 1-800-605-BOOK (2665).

The Alliance Project (#8029K4085) is supported by the U.S. Department of Education, Office of Special Education Program (OSEP). Opinions expressed herein are those of the sources and do not necessarily represent the position of the U.S. Department of Education.

The Alliance Project of Peabody College/Vanderbilt University  
Formerly the Alliance 2000 Project, University of New Mexico

NEVER-Development  
January 1996