



Literature Review of Best Practices in Intervention at the Middle and High School Levels

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Thanks to the GEAR UP program, and GEAR UP Scholarship, I was able to see pretty much all of the important colleges in the State of Washington. I don't know if they still have it, but they used to have a program called the GEAR UP Summer Institute. That was the first time I had the opportunity to see the University of Washington. I remember I enjoyed it so much and I fell in love with the school, with everything about college.

--Alejandro, A Gates Achiever Scholar from Eastern Washington, attending UW¹

Introduction

The transition from high school to college for students is a critical step that establishes the foundation for a student's educational attainment, career options, preparation, and social mobility. Not all students however, like Alejandro, have access to the information within their school to successfully transition to college without the assistance of programs that either partner with schools or are located in the community. Intervention programs have long been considered important approaches to raising student achievement in school as well as provide guidance to students as they progress through the education pipeline (Gandara & Bial, 2001). For underrepresented minority youth in particular, such efforts have served to compensate for the unequal opportunities to learn that disadvantaged students encounter in the public education system throughout the United States or a lack of internal support within the school context (Gandara & Bial, 2001; Oakes, 2003; Gandara & Contreras, 2009; Contreras et. al., 2008). Alejandro, for example, fell in love with college by being exposed to several universities through a GEAR UP summer leadership institute. He was fortunate to have access to counselors, peers and pivotal experiences that helped shape his aspirations to attend a four-year university through this program that recognized that "he had potential." Prior to

¹ This qualitative data is from a study completed during December 2008 and February 2009 on Latino college students in Washington State.

the GEAR UP summer institute, his counselor and a few teachers in his Eastern Washington High School told him that he should attend a community college:

The counselor told me you know what, you are better off if you go to a community college. You're not at the level that a college wants. She was really trying to make me go to the Yakima Valley Community College. She said 'you don't have a chance over there,' [at UW]. And that was the last time I saw the counselor. At that point I met a recruiter for the University of Washington, and thank goodness she was able to help me out. I received the help I was looking for, like what courses I needed to take before applying to the University of Washington.

Intervention programs sometimes serve to counter negative messages from school staff, or serve as a buffer for the messages communicated by teachers or counselors (Contreras, forthcoming).

Intervention programs range from federally funded efforts such as GEAR UP and Upward Bound, to state programs such as MESA and AVID, private non-profit programs such as a Better Chance or Posse; and university partnership programs (Gandara & Bial, 2001) such as the School University Partnership Program (SUP) at UC Berkeley. Such efforts, while they have varying missions and program service delivery models, attempt to influence academic preparation and the transition to college.

The objectives of this literature review are the following: 1) Provide an overview of literature on the transition to college and best approaches for college transition; 2) Provide an overview of select promising programs that engage in comparable educational efforts to GEAR UP and an overview of their outcomes; 3) Provide recommendations for Washington State GEAR UP Programs to enhance their effectiveness in achieving their stated objectives below.

The literature review and recommendations will take into account the following GEAR UP Objectives:

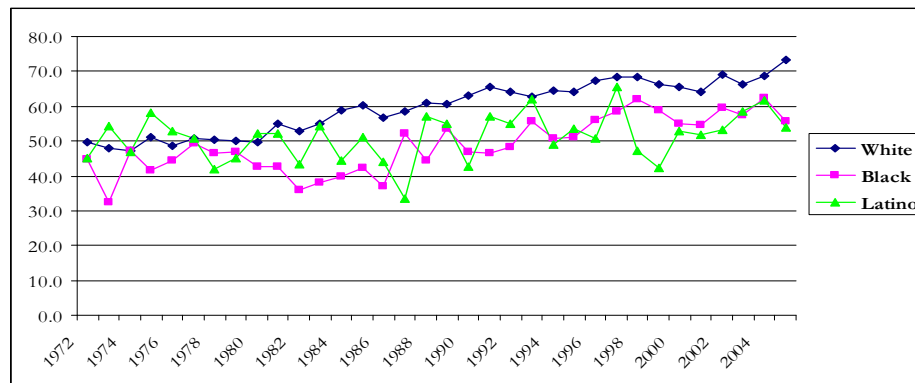
- 1) Increase the Academic Performance of GEAR UP students
- 2) Increase the Rate of High School Graduation, awareness and participation in college
- 3) Increase GEAR UP students' knowledge about financing, preparation, and college options
- 4) Increase parent awareness and knowledge of postsecondary options, including financing and academic preparation

Why focus on the transition to college for underrepresented youth?

For Latino, African American and Native American youth, the transition to college has remained limited over time. Nationally for example, slightly more than half of Latinos and African Americans went directly to college after high school—and this is after approximately half dropped out of high school before earning their diploma (Losen, Orfield, Balfanz, 2006). Diagram 1 illustrates the percentage of students transitioning to college immediately after high school from 1972 to 2005. The data shows consistently lower college transition rates for African American and Latino students.

Diagram 1

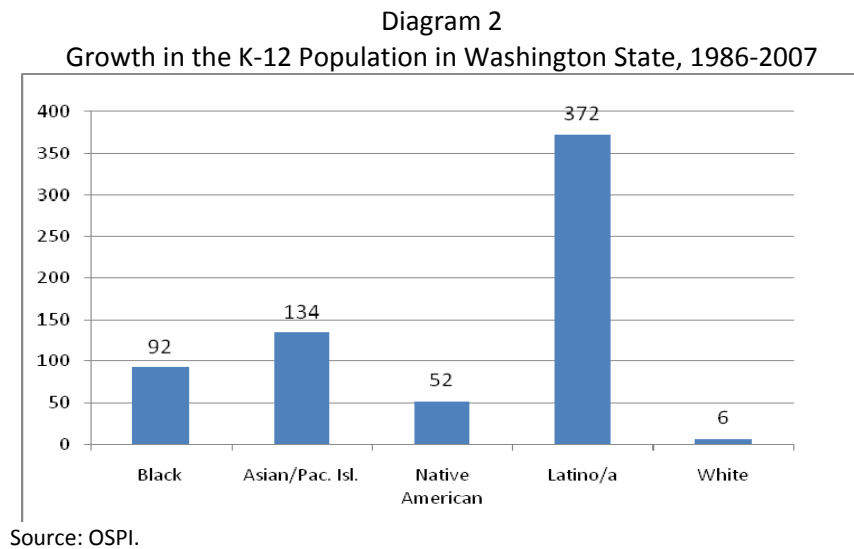
Percent of Students Transitioning from High School to College immediately following high School Graduation in the U.S., Select ethnic Groups, 1972-2005



Source: NCES.

In Washington State, the student population is becoming increasingly diverse, with the Latino population experiencing the greatest growth over the past 20 years, at 372 percent (Diagram 2). Other student of color groups have also witnessed significant growth, with the Asian American student population growing by 134 percent, African Americans at 92 percent, and Native Americans experiencing a 52 percent growth rate since 1986. At the same time, the white student population, while the majority (66 percent in 2008) of the K-12 population, has grown by only 6 percent since

1986. These trends suggest that Washington State is becoming diverse, mirroring the changing nature of the national population.



While the population continues to grow, disparate levels of achievement and graduation exist for students of color. The student cohort graduation rates for Washington from 2003-2005, as shown in Table 1, illustrate that Latino, African American and Native American youth have the lowest graduation rates compared to their white and Asian American peers.

TABLE 1: STUDENT COHORT GRADUATION RATES IN WASHINGTON STATE, 2003-2005 (PERCENT)

Ethnicity	Estimated Cohort Graduation Rates 2003	Estimated Cohort Graduation Rates 2004	Estimated Cohort Graduation Rates 2005
Latino	52.7	50.1	56.9
African American	47.8	45.7	51.8
White	71.5	70	72.3
Native American	40.7	36.9	42.7
Asian	72.9	72.9	75.5
All Students	68.2	66.5	68.8

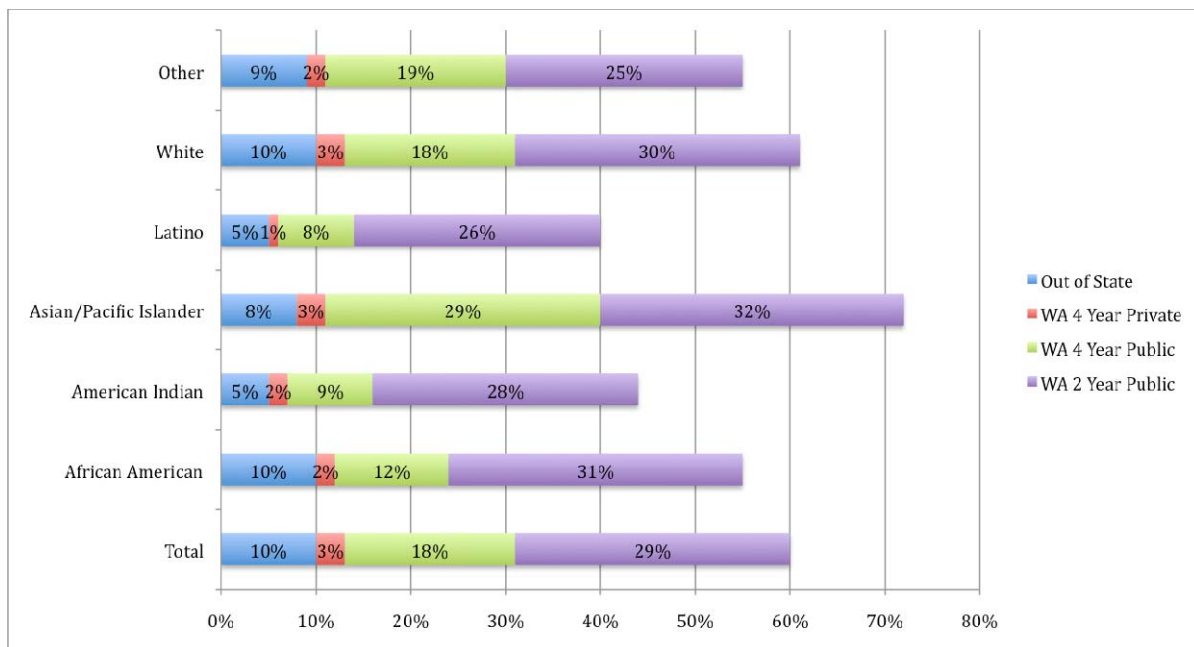
Source: Contreras, F. et. al., (2008). *Understanding Opportunities to Learn for Latinos in Washington State. Report Prepared for the Washington State Legislature and Washington State Commission on Hispanic Affairs.*

Note: Data reported from the EPE Research Center Education Week's customized tables feature:

<http://www.edcounts.org/createtable/viewtable.php>. The tables are calculated using the CPI (Cumulative Promotion Index) calculation method, which calculates the probability of a student completing high school on time. For a detailed description of the CPI calculation method and the related formulas, please see, Swanson, C. & Chaplin, D. (2003). *Counting High School Graduates when Graduates Count: Measuring Graduation Rates under the High Stakes of NCLB.* The Urban Institute, p. 19.

Intervention programs play a vital role in providing a mechanism to raise graduation rates and increase the percentages of underrepresented youth that transition to college. As seen in Diagram 3, the percentages of Latino, African American and American Indian youth that transition to four-year colleges in 2008 immediately following high school are very low. Of the students that do immediately enroll in college after graduating high school, the majority of students enroll in the Washington community colleges. For first generation students, this fact presents a considerable challenge, because students who begin their college education in a community college, particularly students of color, are less likely to transfer to a four-year university (Contreras & Gandara, 2005).

Diagram 3
College Transition Rates Immediately following High School Graduation, 2008



Source: WSU SESRC, College Enrollment Study, 2008; as cited in Project Access Presentation to AAHHE, March 6, 2009.

GEAR UP plays an important role in raising the percentages of first-generation students enrolling in four-year institutions. The need for improving these data is evident and serves to justify the stated GEAR UP objectives for its intervention efforts. As the state of Washington becomes increasingly multicultural, it is critical for all racial and ethnic groups to have the necessary tools to

compete in a competitive global economy—college attainment is an important and critical step in this process.

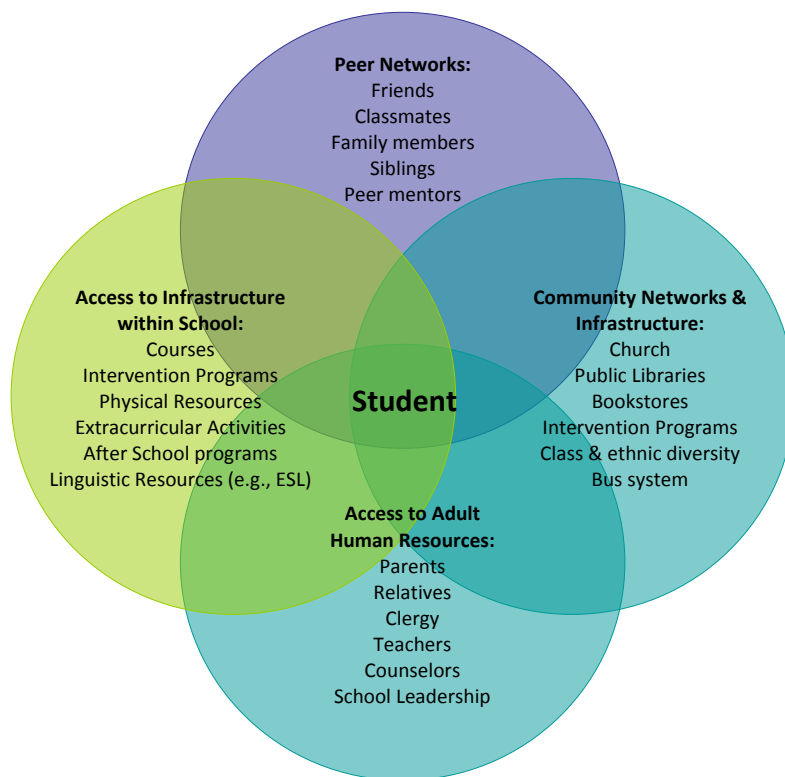
Overview of Pathway to College Literature

Several factors influence a student’s successful progression through school. For college bound students, they are often exposed to what Stanton-Salazar & Spina (2005) call “fortuitous relationships.” Such relationships may be peers, teachers, parents, or mentors that provide a student with access to individuals with knowledge about the college process or the preparation necessary to transition to college. Mehan et. al., and colleagues (1996) found that one of the primary benefits of intervention programs such as AVID, is the relationship building that occurs among the program participants. Students are exposed to peers on a college going path, with similar interests and motivation, and are likely to influence one another in school and in extracurricular environments.

Diagram 4 presents a framework for understanding the factors that influence middle and high school students as they navigate their educational context. Diagram 4 illustrates the importance of peer networks, human resources, community resources and an institutional infrastructure for success (Contreras & Gandara, forthcoming). These elements are critical to ensuring the successful progression from middle school, to high school and college. The transition to college literature suggests that a myriad of influences affect students as they navigate their school context (McDonough, 2004; Deli-Amen & Lopez-Turley, 2007; Contreras & Gandara, forthcoming; Bangser, 2008).

The constructs presented in Diagram 4 such as supportive peer networks, or access to curriculum, illustrate possible factors that students encounter at various stages in their development in middle school and high school.

Diagram 4
Middle and High School Student Context for Navigating High School & Preparing for College



Adapted from: Contreras, F. & Gandara, P. (forthcoming). A Tenuous Path: The Challenges & Opportunities for Chicano/Latino Students Transitioning to and Succeeding in College.

Diagram 4 presents critical elements for student support, engagement, information and success, and is consistent with the GEAR UP objectives in Washington, as it works to help underserved youth stay in school while preparing them for college enrollment and attainment. GEAR UP most often fits under the access to school infrastructure category above, because GEAR UP staff members are

partners with schools and districts, and work to provide a bridge to the opportunities that exist within the school and in the external surrounding community. The partnership feature of GEAR UP makes the program unique, because the bridge to higher education institutions and connection with a larger educational community could feasibly qualify GEAR UP in the community infrastructure category as well. Thus, GEAR up plays a partnership role that complements the infrastructure within the school context for students, as well as serves as a community resource to schools and districts due to their unique position and access to higher education institutions.

Jeannie Oakes (2002) outlines six key factors that substantially make a difference for students not only graduating from high school but also prepared and competitively eligible for four-year universities. These factors can emerge from the various contexts for education presented in Diagram

4. The six factors include:

- A college-going culture
- Rigorous academic curriculum
- High-quality teaching
- Extra support
- Multi-cultural college-going identity
- Family connections and social networks

These six factors are consistent with this proposed framework where an access to infrastructure, adult human resources, community resources, and peer networks serve to create the conditions for preparation, awareness and the motivation to transition to college. Students may not have access to all of these factors within their school, home, or community contexts, but a combination of these, created by intervention programs such as GEAR UP, serve as a plausible approach to increasing student achievement, engagement and a college-going culture among underserved students.

Access to an infrastructure for success (e.g., courses, teachers) is perhaps one of the most challenging features for improving student outcomes, because it is largely intertwined with the larger

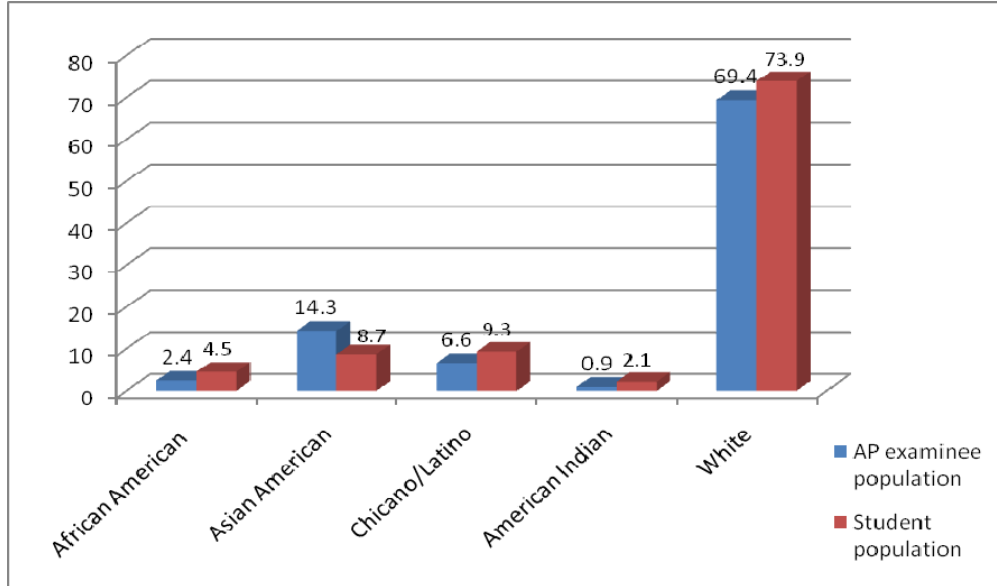
issue of school equity and access to financial resources. Access to curriculum is an indicator of an infrastructure for success.

Because access to Honors and AP courses in high school remains uneven and inequitably distributed across school districts (Solorzano & Ornelas, 2004; Oakes, Mendoza & Silver, 2004), underrepresented students are consistently denied the opportunity to engage in a college-going curriculum and culture in high school. Access to a rigorous curriculum in high school also determines the nature of the courses students can enroll in as they transition to higher education. If a student takes a college-going curriculum and is academically prepared, the student is less likely to be required to enroll in remedial courses that increase a student's time to degree and college costs. For example, middle school students should already be taking algebra (and pre-algebra II) in middle school, and students on a rigorous college-going path are enrolled in calculus and physics in high school. These course-taking patterns serve as "markers" for course placement in high school, and college readiness for colleges as they assess student achievement.

The most obvious example of a rigorous high school curriculum is the presence of AP or honors classes in the school context. AP classes in particular, have the potential to reduce the time to degree for students and well as reduce the cost of earning a college degree, with the college-credit option for students who pass AP exams. Unfortunately, first-generation, low-income students from underrepresented backgrounds are far less likely to enroll in AP classes in high school, and far fewer take AP exams.

Diagram 5 illustrates the percentage of AP examinees vs. the percent of high school seniors in Washington for the class of 2008 by race/ethnicity.

Diagram 5
Race/Ethnicity of AP Examinees vs. Percent of the Student Population, 2008



Source: *The 5th Annual AP report to the Nation, Washington State Profile 2008. The College Board, February 4, 2009.*

The AP data illustrate a lack of parity between the percent of students taking AP exams versus the representation of racial/ethnic groups in the greater K-12 population in 2008. The work of GEAR UP staff therefore, should continue to not only provide awareness of options for students, but an active plan for assisting students engage with school staff and advocate to be enrolled in a rigorous curriculum in high school. GEAR UP staff may assist students by pushing them to raise their own expectations for achievement beginning with course planning through their academic learning plans and course enrollment schedule. However, it is equally important to note that access to AP classes alone does not lead to high passing rates on the AP exams (Contreras, 2005), and must be accompanied by quality instruction, tutoring and curricular resources to raise student achievement. For example, in 2008, while 396 African American students took at least one AP exam during high school, only 151 students passed the exam with a score of 3 or greater (the passing score). As for Latinos, the trend was similar, with 1076 Latino students taking an AP exam but only 566 students achieving a passing score. These data suggest that efforts to increase not only access to AP classes, but the academic supports to do well in such classes must accompany a

rigorous curriculum (The College Board, 2009). In a study of high impact schools that serve minority youth, The Education Trust (2005) found that students of color who were enrolled in AP classes (in part due to the schools' policy of open enrollment) positively influenced student performance and engagement in school.

Context for Academic Planning and College Preparation in Middle and High School

The context for educating students in Washington and preparing them for a seamless pathway to college represents a complex process, with several institutional, socioeconomic, and interpersonal factors affecting student experiences in school. In a study that explored the opportunities to learn for Latino students in Washington State, Contreras et. al., (2008) explored several aspects of student experiences in school among 14 schools (8 high schools, 6 middle schools) and eight school districts in Washington (n=468). The study also included a teacher survey, which asked teachers to reflect on their perceptions of their own resources, practices, and perceptions of Latino students compared to other students in their classroom (n=253). Districts were selected on the basis of several criteria, including WASL scores (Contreras, et. al., 2008, p. 42). This section highlights key findings related to college preparation, as well as student and parent aspirations.

The role of teachers is paramount for student success in school. It is well documented however, that underrepresented students, who attend poorly resourced or segregated schools are less likely to have access to highly qualified teachers (Gandara & Contreras, 2009). In Washington State, there is limited teacher diversity and very few teachers who are bilingual. In 2007, 93 percent of the teachers were white, 3 percent Chicano/Latino, 2.6 percent Asian American, 1.4 percent African American, and only .7 percent Native American. Such limited teacher diversity presents a challenge for the level of cultural awareness and competency that stems from a healthy level of professional diversity. In addition to limited teacher diversity and differences in teacher qualifications in districts

serving high-minority populations (Gandara & Contreras, 2009), is the issue of limited access to school counselors. The student-to-counselor ratios tend to be higher in lower SES school districts than more affluent school districts. The level of interaction between counselors and teachers within a school may be compromised or challenging at best in schools with a high student-to-counselor ratio. Table 2 illustrates the frequency of teachers talking to school counselors about the curricular path of their students, based on a survey of middle and high school teachers in eight school districts that are representative of the geographic makeup of the state. The majority of teachers in the sample, 42.2 percent spoke to a counselor a few times a year.

TABLE 2: FREQUENCY OF TEACHER TALKING TO COUNSELOR ABOUT THE CURRICULAR PATH OF STUDENTS

	N	Percent
Once or more a week	25	10.2
Once or twice a month	56	23.0
A few times a year	103	42.2
Once a year	22	9.0
Never	38	15.6
Total	244	100.0

Source: Contreras, F. et. al., (2008). *Understanding Opportunities to Learn for Latinos in Washington State. Report Prepared for the Washington State Legislature and Washington State Commission on Hispanic Affairs.*

Given the apparent limited teacher to counselor interaction in schools in our sample, one consideration for GEAR UP programs is to provide a greater counseling role with first-generation (college-bound) students as well as facilitate greater interaction with classroom teachers. In a study of Latino college students in Washington, many students discussed the difficulty in enrolling in IB and Honors courses in their high schools, particularly in schools in rural settings (Contreras, forthcoming). These students, ultimately Gates Achiever Scholars, Costco scholars, and a handful of valedictorians, discussed the role of GEAR up advisers as a bridge to the school staff or teachers preventing them from enrolling in the most rigorous high school curriculum available (Contreras, forthcoming).

Student Survey Results

Consistent with the literature on student aspirations (Kao & Tienda, 1998) the majority of students in the Washington school district sample planned to attend college after high school, with

the majority of students in the Washington study selecting the four-year university as their top choice.

TABLE 3: STUDENT PLANS AFTER HIGH SCHOOL

	Latino		Non-Latino	
	N	Percent	N	Percent
Two-year institution	46	19.5	35	18.1
Four-year institution	142	60.2	109	56.5
Private University	15	6.4	17	8.8
Trade School	3	1.3	6	3.1
None of the above	20	8.5	9	4.7
Other	10	4.2	17	8.8
Total	236	100.0	193	100.0

Source: Contreras, F. et. al., (2008). *Understanding Opportunities to Learn for Latinos in Washington State. Report Prepared for the Washington State Legislature and Washington State Commission on Hispanic Affairs.*

In addition to aspiring to attend a four-year university, both the Latino and Non-Latino student groups planned to earn a bachelor’s degree or greater. This finding is consistent with the literature on student aspirations in middle and high school, where using NELS:88 data, students were found to have high aspirations to attend college after high school (Swail, Cabrera & Lee, 2004; Kao & Tienda, 1998). However, based on national data and trends, it is well documented that students from disadvantaged backgrounds are less likely to fulfill these high aspirations and transition to college (McDonough, 1997; Gandara & Contreras, 2009).

TABLE 4: POST HIGH SCHOOL ASPIRATIONS

	Latino		Non-Latino	
	N	Percent	N	Percent
High School Diploma or equivalent	36	15.5	18	9.2
Business of Trade School	4	1.7	3	1.5
Some College	23	9.9	22	11.3
AA Degree	21	9.1	18	9.2
BA Degree	49	21.1	46	23.6
Some graduate or professional school	9	3.9	8	4.1
Master's degree	38	16.4	32	16.4
Graduate or professional degree	52	22.4	48	24.6
Total	232	100.0	195	100.0

Source: Contreras, F. et. al., (2008). *Understanding Opportunities to Learn for Latinos in Washington State. Report Prepared for the Washington State Legislature and Washington State Commission on Hispanic Affairs.*

The student survey from the Washington study also asked students who they received their college information from in school. The majority of Latino and non-Latino students in the sample selected the teacher as the person who provided this college information. This finding suggests that a great deal of potential exists for teachers to work with GEAR UP staff to provide accurate college

information, as well as helpful approaches to preparing students for college, particularly among middle school students. Researchers have found that while students have high aspirations in middle school, these aspirations diminish as they progress through high school (Gandara & Contreras, 2009; Kao & Tienda, 1998; Cabrera, Swail, & Lee, 2004).

TABLE 5: PERSON WHO PROVIDES STUDENT WITH INFORMATION ABOUT COLLEGE IN SCHOOL

	Latino		Non-Latino	
	N	Percent	N	Percent
Teacher	89	47.6	70	44.0
Counselor	60	32.1	45	28.3
Coach	3	1.6	8	5.0
Student	16	8.6	15	9.4
Other	19	10.2	21	13.2
Total	187	100.0	159	100.0

Source: Contreras, F. et. al., (2008). Understanding Opportunities to Learn for Latinos in Washington State. Report Prepared for the Washington State Legislature and Washington State Commission on Hispanic Affairs.

In addition to students acknowledging the role of their teachers in transmitting college knowledge in schools, they also overwhelmingly acknowledged that their parents wanted them to attend college. There were very little differences here between the Latino and non-Latino groups. This data suggests that students are getting positive messages in the home from their parents that reinforce the importance of both education and going to college. Whether a parent can assist their child in translating their hopes for their student into the necessary steps to prepare for college looks very different for first-generation students compared to their more affluent white or Asian American peers.

TABLE 6: STUDENT BELIEVES PARENT WANTS THEM TO ATTEND COLLEGE

	Latino		Non-Latino	
	N	Percent	N	Percent
Yes	247	97.6	205	98.6
No	6	2.4	3	1.4
Total	253	100.0	208	100.0

Source: Contreras, F. et. al., (2008). Understanding Opportunities to Learn for Latinos in Washington State. Report Prepared for the Washington State Legislature and Washington State Commission on Hispanic Affairs.

Parent Survey Results

The parent survey results confirm that parents need guidance in order to better work with counselors and school staff to enroll their child in a college preparatory curriculum. In a survey of

over 247 Latino parents, the majority of parents had not worked with school staff or teachers to enroll their child in a college preparatory curriculum. While the parent survey solely applies to Latino parents, it raises the need for greater education among parents on the steps necessary to enroll their child in a rigorous middle and high school curriculum.

TABLE 7: WORKED WITH TEACHERS AND OR STAFF TO ENROLL CHILD IN A COLLEGE PREPARATORY CURRICULUM

	N	Percent
Yes	27	11.7
No	203	88.3
Total	230	100.0

Source: Contreras, F. et. al., (2008). *Understanding Opportunities to Learn for Latinos in Washington State. Report Prepared for the Washington State Legislature and Washington State Commission on Hispanic Affairs.*

While the Latino parents had not worked with school staff on college course planning, the majority of parents, consistent with the student findings (although not paired with student survey), was the desire parents possessed for their student to attend college. In fact, over 58 percent of the Latino parents wanted their child to earn a Masters or Graduate degree as their highest level of education (Table 8).

TABLE 8: HIGHEST LEVEL OF EDUCATION PARENT HOPES FOR CHILD

	N	Percent
High School Grad	13	6.5
Business or Trade School	1	.5
Some College	7	3.5
AA degree	29	14.6
BA degree	31	15.6
Some Graduate School	2	1.0
Master's degree	24	12.1
Graduate (Ph.D.) or professional degree (J.D., or M.D.)	92	46.2
Total	199	100.0

Source: Contreras, F. et. al., (2008). *Understanding Opportunities to Learn for Latinos in Washington State. Report Prepared for the Washington State Legislature and Washington State Commission on Hispanic Affairs.*

Washington Context for College Readiness

While we know that students and parents have high aspirations for college enrollment, the data suggests that these aspirations do not translate into successful college transition. A first step for students to become college-ready is enrolling in classes that will prepare them for postsecondary education.

In 2009, the Washington State Board of Education introduced new standards for graduation for the class of 2013. The CORE 24 recommendations provide a framework for GEAR UP to advocate among its participants (the college track), and create an academic plan that exceeds the previous state requirements for graduation. Core 24, while it includes two tracks, a four-year college degree track and a vocational track, the college track leaves the door to being competitive for college open for GEAR UP participants. The primary difference between the four-year degree track is the world language requirement and occupational education options.

Table 9: State Credit Requirements for Graduating Class of 2013 (Students entering grade 9 in 2009-2010) and proposed CORE 24 Framework, 2009

Subject	Credits	CORE 24 Vocational Track	CORE 24 College Track
English	3.0	4	4
Math	2.0	3	3
Science: At least 1 credit in Lab Science	2.0	3	3
Social Studies	2.5	3	3
Health & Fitness Education	2.0	2	2
Occupational Education*	1.0	3	3
Arts (<u>visual or performing</u>)	1.0	2	2
Electives	5.5	4	2
World Language	Na	Na	2
TOTAL	19.0	24	24

*For Core 24, this option is called “Career Concentration.” Core 24 is pending funding from the WA State Legislature and funding from the Basic Education Task Force.

In addition to course requirements, standardized assessment will continue to play a key role in measuring student, school and district success.² The proposed High School Proficiency Exam (Dorn, 2009) will replace the WASL but will still serve as an exit exam requirement for graduation. This renewed accountability framework continues to place emphasis on accountability, particularly standardized exams. The GEAR UP objectives to raise student achievement on the WASL remains consistent with the accountability framework proposed under Randy Dorn’s administration in the short and long-term.

² For a detailed analysis of WASL trends over a 10-year period in Reading Math, and Writing, see Contreras, F. et. al., (2008). Understanding Opportunities to Learn for Latinos in Washington State. Report Prepared for the Washington State Legislature and Washington State Commission on Hispanic Affairs.

Programs that Support the Transition to and Success in Higher Education

Programs that support the transition to higher education play a critical role in identifying potential among students of color, and cultivating this potential to prepare students for the rigor of college. This section discusses select programs that identify diverse groups of students and support their academic and interpersonal development to promote the transition to college. These programs also utilize various approaches to minimize the level of isolation that students encounter as they first enter college. In an analysis of the cost effectiveness of intervention programs, Gandara & Contreras (2009) found that providing support for supplemental programs throughout the educational pipeline was not only cost effective, but would yield the greatest results for underrepresented students. While many intervention programs have experienced marginal success, often times their effects end when the program service delivery ends. Thus, programmatic efforts that support a student through pre-school, elementary, secondary and postsecondary education, or efforts that connect these systems would likely achieve the greatest level of student academic success and ultimately college attainment (see also Belfield & Levin, 2007).

Over 40 intervention programs were examined for this literature review and then narrowed based on applicability. The criteria for review included programs served low-income, underrepresented programs and had missions that were consistent with the priority areas stated in the GEAR UP objectives, including: raising academic achievement, reducing the dropout rate, increasing graduation rates, increasing knowledge, awareness and preparation for college. Select promising approaches are reflected in this section as well as the appendix.

School Interventions & Reform Efforts

Success for All (SFA) is a comprehensive school reform initiative that contains a middle school component to improve reading. SFA was founded in 1981 by Dr. Robert Slavin at John Hopkins University and is an intervention program that focuses on grades K-8. The whole school

reform model is located in 48 states and focuses on reading comprehension development among program participants (See Gandara and Contreras, 2009, pgs. 262-264). The model incorporates the school as a partner in learning, and incorporates parents, teachers and students in language development and curriculum delivery. The most recent evaluation of Success for All (Borman, et. al., 2007) included a randomized field trial of the school-wide effects of the program using a longitudinal sample beginning with students in kindergarten through second grade. Among the key findings, SFA was found to improve reading scores of participants compared to their peers as well as contribute to whole school literacy development (Borman, et. al., 2007).

The Success for All model, with its primary emphasis on reading, is an example for GEAR UP, as it works to enhance students' critical thinking and analytical skills. SFA works with parents and teachers to foster a love of reading among students. While a whole school model is difficult for GEAR UP, curricular reform, or modification may be a plausible approach to reaching students. SFA utilizes various books from multicultural authors (depending on the school sites) and considers students as partners in their learning process. Book clubs, literary activities, supporting students to write and compete in competitions such as the Jessamyn West Young Writers Conference (CA), will reinforce the importance of reading and writing, and supports creative approaches to enhancing student learning.³

Statewide Interventions

Statewide interventions have the benefit of operating in multiple sites and having a network of programs to compare approaches to service delivery. Several model statewide efforts exist in the United States. MESA, Math Engineering Science Achievement, began as a program to raise Math and Science achievement in California. MESA is now located in eight states. Each state however,

³ For a detailed analysis of the costs of Success for All, see Gandara & Contreras, (2009) *The Latino Education Crisis*.

operates in a similar fashion, and works to promote Math and Science education within the school context. Evaluations of MESA have concluded that the program has led to an increase in academic achievement, an increase in performance in math and science in school, and greater access to a college-going curriculum (NWREL, 2000). In Washington, MESA has exposed over 5,000 students to rigorous math and science classes, summer bridge programs, after school programs, mentors and role models from science related fields, and college scholarship and preparation workshops. Washington MESA has also provided teachers with professional development opportunities and a venue for greater parent involvement through information sessions and family events. Washington MESA has also led to an increase in the number of underrepresented students earning Math and Science related degrees.

Puente is another example of a statewide program that works within the school context to raise awareness about college. Puente started as a community college program in 1981 to serve as a “bridge” to the university for students. Latino students in California have historically low transfer rates and Puente was designed to create a foundation for transfer. In 1993, Puente launched a high school program, with a similar approach of pairing students with mentors and providing an array of services from academic support, tutoring, college workshops, and exposure to role models. Numerous evaluations and studies have been conducted exploring the effectiveness of Puente and have found that it has led to higher high school graduation rates among participants compared to the control group, and higher college going rates (double that of the control group) among participants (Moreno, 2002; Gandara & Bial, 2001; Gandara, 2001; Gandara & Contreras, 2009; Cooper, 2002). In addition, program participants believed they were better prepared for college than their peers. The Puente program while in multiple sites, is a unique model because it draws on the human resources within local communities to empower youth to not only stay in school, enroll in

college, but to also retain a strong Latino identity, sense of political empowerment and commitment to community.

Private Not for Profit Programs

The Posse Foundation was established based on the belief that students learn from one another, can serve as an invaluable support network in school, (Pascarella, 1980; Stanton-Salazar & Spina, 2005) and have the potential to become leaders in their respective communities. Posse combines the concept of peer support and leadership cultivation to develop “Posse’s” of multicultural students (typically from low-income backgrounds) who engage in leadership training and development at the high school level. The program is designed to develop a cadre of leaders in college and future community leaders. Posse emphasizes both leadership and academic achievement in high school to ensure college success. Posse’s, as defined by the organization’s founder, Deborah Bial, are groups of 10-12 students who support one another as they transition from high school into college (Gandara & Contreras, 2009). Students participate in an eight month training program to prepare them for college level academics and cross-cultural communication with peers from diverse backgrounds. The training program serves as a boot camp to raise college readiness and foster leadership skills prior to entering college.

To date, Posse has served over 2,600 students in the United States in five program sites, including: New York, Boston, Chicago, Los Angeles, and Washington D.C. where this model is practiced with local partner higher education institutions. The program design is based on partnerships with universities (24 partners) and university mentors to support the students once on the college campus. Posse has a mentorship component, a career component, and a financial component. Posse helps students to secure fellowships and scholarships by providing feedback on applications and exposing students to financial opportunities. Students who participate in college receive a form of financial aid or scholarships. The majority of the students receive fellowships from

the college or university they attend. The Posse staff members both within the organization and within universities are directly engaged in supporting a range of student needs. Posse is considered an example of a real partnership with universities with the primary mission of developing academically strong students with the leadership potential to be community leaders in the future (see Gandara & Maxwell Jolly, 1999; Gandara & Contreras, 2009).

The most recent evaluation, completed by the TCC group in 2004, found that over 90 percent of Posse program participants completed their bachelor's degree, and over 70 percent of the Posse scholars had started an organization, club or academic program at their college campuses (TCC Group, p. 24). The TCC group evaluation also found that 75 percent of Posse scholars had secured both Posse and non-Posse internship opportunities. Posse is unique because it follows students from the high school experience through college. A counselor remains closely involved in the lives of Posse members and connects them to financial and internship opportunities while in college.

University Partnerships

Programs that are comprehensive, or have multi-components to their programs have been found to be highly successful because of their ongoing influence on the student. This results in a partnership with the student, school and college to ensure a student's successful transition to and graduation from college. The Meyerhoff Scholars program which targets African American, other underrepresented minority students in STEM fields to advance the representation of minorities in science related fields is an example of a highly successful program with an infrastructure for supporting students of color as they progress through high school and into college (Maton et al., 2007, Maton et al., 2000).

Program staff members visit families of high school students with potential for success in math and science to encourage participation. Parents are engaged at the beginning of the program

and are considered a part of the programmatic efforts, providing the student with ongoing support to remain with the program and pursue math and science related enrichment activities (or “boot camps”) to prepare for college while in high school. The Meyerhoff Scholars Program (MSP) incorporates 12 components to enhance the achievement, well-being and success of their students. (Maton et al., 2007, p. 131-132; Hrabowski & Maton, 1995). Students are provided financial assistance as well as access to ongoing mentorship while they are in college. The 12 components of the program to ensure effectiveness and success include:

Diagram 6
Meyerhoff Program Components

- | | |
|-----|--|
| 1) | Recruit top minority students in mathematics or STEM related field; |
| 2) | Provide a Summer Bridge program that includes, math, science, and humanities coursework; |
| 3) | Offer a comprehensive merit scholarship contingent upon maintaining a B average in a math, science or engineering related field; |
| 4) | Actively involve faculty in mentoring, recruiting and teaching Meyerhoff students; |
| 5) | Emphasize the program values of academic achievement, collegiality, study groups and graduate school preparation; |
| 6) | Involve Meyerhoff students in sustained applicable summer research experiences; |
| 7) | Encourage students to utilize department tutoring services; |
| 8) | Ensure the university's support; |
| 9) | provide academic advising and personal counseling; |
| 10) | Link Meyerhoff participants with mentors in science related fields; |
| 11) | Encourage a strong sense of community among the students; and |
| 12) | Involve students' parents and relatives that can be supportive of the student by engaging them in the Meyerhoff Family Association (Hrabowski, 2001, p. 27). |

Evaluations of the Meyerhoff Scholars Program have found that the student participants are more likely to have higher grade point averages, higher graduations rates and enter graduate programs in the STEM fields at higher rates than their peers (Maton et. al., 2000; Hrabowski & Maton, 1995). The extensive list of programmatic components supports the student from high school, to the university and beyond completing their degrees. The Meyerhoff program model is designed to develop a cadre of academic leaders in the STEM related fields and has had considerable success in raising the number of underrepresented students pursuing STEM degrees.

Community Organizations

Communities in Schools (CIS) is an organization that was born out of the civil rights movement, with the primary mission of preventing dropout among adolescent youth. The mission of Communities In Schools is to “champion the connection of needed community resources with schools to help young people successfully learn, stay in school and prepare for life.” CIS is a unique in its approach as it serves as a bridge between communities and the school site. CIS provides the link between educators and the community, supporting teachers in their efforts to teach, while providing youth with mentorship and support to learn and remain engaged with school. For over 30 years, Communities In Schools has worked to ensure that every child has access to the "Five Basics,” including:

- A one-on-one relationship with a caring adult
- A safe place to learn and grow
- A healthy start and a healthy future
- A marketable skill to use upon graduation
- A chance to give back to peers and community

CIS is in 27 states and Washington DC and is a K-12 program. All programs sites have the core mission of providing youth access to integrated student support services that encourage and support them to stay in school. These support services include counseling, pregnancy prevention, mentorship, and academic support services (tutoring, etc.). According to their most recent published national evaluation (ICF, 2008), which included a school-level report, CIS was making measurable progress for reducing the dropout rates in schools. The report notes three key findings at the school level:

1. The CIS model was providing a structure to allow local need and local innovation to drive common processes and outcomes
2. The adaptability of the CIS model was demonstrated in various school sites to adhere to the needs of the local communities and youth

3. In comparison to comparable youth-serving organizations, CIS's performance in preventing dropout and graduation rates remain strong (ICF, 2008, p. 1).

The CIS evaluation conducted a quasi-experimental study that examined several variables to assess the impact of their intervention program in select school sites. These outcome variables included dropout rate, graduation, attendance rates, elementary achievement, middle school achievement, and high school achievement (on standardized exams). For Latino and African American students, notable gains in Math scores were achieved by CIS students compared to their peers (for all grades) and for Latinos (but not African Americans) in Reading. It is difficult to assess where the greatest gains were made by grade level because “dosage” or the level of program intervention is not fully discussed in the evaluation (ICF, 2008, p. 11). The strongest feature of the program appears to be the pairing of “caring adults” by CIS with the school site, to complement the efforts of the school. For students in rural settings, they experienced the greatest achievement gains because the emphasis of these programs was clearly stated as targeted academic assistance. The targeted academic assistance, not only resulted in higher test scores for rural students, but also reduced the likelihood of students dropping out of school. The solid reputation of the program and willingness of teachers to work with CIS staff and mentors, in addition to the range of personal services and program options that CIS offers for youth, has made CIS successful in urban, rural and urban ring school districts and settings.

In addition to the select models that have been discussed, Table 10 presents additional programs with missions and programmatic efforts similar to GEAR UP and the program features that exist across select promising programs. The appendix also contains additional detailed information about the programs below.

Table 10: Summary of Select Model Program Features

Program	Level	Infrastructure for Success (for raising achievement)	Peer Networks	Access to Adult Human Resources (Parents)	Utilizes Community Resources	Measurable Outcomes in Evaluations?
Success for All	K-8	✓	✓	✓	✓	✓
Project Grad	K-12	✓	✓	✓		✓
AVID	K-12	✓	✓	✓	✓	✓
Posse Foundation	High School	✓	✓	✓	✓	✓
Communities in Schools	K-12	✓	✓	✓	✓	✓
Meyerhoff	High School	✓	✓	✓	✓	✓
MESA	K-12	✓	✓	✓	✓	✓
Talent Search	High School	✓	✓	✓	✓	✓
I Have a Dream	High School	✓	✓	✓		✓
A Better Chance	Middle to High School	✓	✓	✓		✓
Upward Bound	Middle to High School	✓	✓	✓	✓	✓
Puente	High School	✓	✓	✓	✓	✓
Talent Search	Middle to High School	✓	✓	✓	✓	✓
Indiana 21 st Century Scholars Program	Middle School	✓	✓	✓	✓	✓
TexPrep	Middle and High School	✓	✓	✓	✓	✓
Tech REACH	Middle School	✓	✓	✓		✓
Coca Cola Valued Youth Program	Middle and High School	✓	✓	✓		✓
Rainier Scholars	Middle and High School	✓	✓	✓	✓	
Proyecto Saber	Middle and High School	✓	✓	✓	✓	
Campana Quetzal-Padres Promotores	K-12		✓	✓	✓	

Recommendations for GEAR UP to raise student outcome indicators

In an effort to influence and create an infrastructure for success, promote access to adult human resources, create a foundation for positive peer network formation, and expose students to community resources, several approaches are presented for GEAR UP to consider here. The recommendations are consistent with GEAR UP objectives and are provided as plausible approaches to enhance the efforts of existing GEAR UP programs in Washington State.

1). Utilize multiple forms of Assessment in addition to the WASL (Or the Newly introduced High School Proficiency Exam). It is becoming increasingly important to expand outcome indicators to include grade point average, retention (students staying in school), participation in leadership or extracurricular activities, as well as locally developed assessments to examine the impact of programmatic interventions. While the focus of intervention programs remains closely tied to state and national accountability frameworks, the evidence that measures the “success of a program” should remain broadly defined.

2). Explore the involvement of GEAR UP students in Running Start and encourage their participation in this program for high achievers.

Bailey, Hughes & Karp (2002) found that dual enrollment programs is a mechanism for exposing youth to challenging courses in a college setting and may offset “boredom” the occurs among high achieving students in their high school context. For underrepresented students, dual enrollment programs also offer a pathway to college early and allow a student to earn college credit while in high school, reducing their time to degree and college costs. Dual enrollment programs also provide a venue for students to pursue a wider range of courses such as art, music or science that require lab equipment or are often poorly resourced classes in high school if offered at all (Bailey, et. al., 2002, p. 12; Robertson, Chapman and Gaskin, 2001). Exploring a relationship with Running Start and exposing students early to this possibility is consistent with the program’s mission to increase the transition to college among GEAR UP participants.

3). Utilize and maximize time outside of school—before and after school programs; summer academies, boot camps for academic enrichment. Many studies have found and confirmed that youth who are involved in extracurricular activities and programs within school and outside of school perform better on the SAT exam as well as in school, as measured by GPA (Marsh & Kleitman, 2001; Everson & Millsap, 2005; Gandara & Contreras, 2009; Contreras & Gandara, forthcoming). Maximizing after school time as well as participation in extracurricular efforts will assist GEAR UP in meeting its stated objectives.

4). Conduct financial aid workshops for student and parents in multiple venues, formats and languages.

Conducting financial aid workshops with students and parents involves parents in their child’s decisions and options about college. Parents are an invaluable yet underutilized resource in the college-going process (Delgado-Gaitan, 1991). Many programs included parents by providing information nights at community sites or the school, to encourage parents to support their students’ aspirations and push them to not only graduate from high school, but enroll in the process.

5). Conduct workshops on 1079 status and the possibilities that exist for undocumented students. Contreras et. al., (2008) found that many 1079 students are not aware of their ability to not only attend institutions of higher education, but their ability to pay in-state tuition. Many students in Washington did not know that possibilities for private scholarships existed to attend college. As a result, Washington State is likely missing a valuable opportunity to raise the social capital of immigrant communities through the education process. Numerous studies have documented the public benefits to educating residents, including higher tax revenues for cities, states and the nation, increased civic participation rates, safe neighborhoods, youth services and stronger communities (Baum & Payea, 2007; Coleman, 1986; Belfield & Levin, 2007).

6). *Engage parents regularly utilizing multiple forms of communication (verbal, written, in-person, phone).*

Parents as partners emerged as a consistent theme in school reform efforts as well as community efforts (Communities in Schools; Meyerhoff). Parents were seen as part of the solution to reducing dropout rates, and raising college enrollment rates. Involving parents in programmatic efforts is a key factor for ensuring that students feel supported, validated and rewarded for their efforts to raise their achievement, and participate in extracurricular activities and efforts in schools and in the community.

7). *Reinforce the importance and marketability of language and culture.* Latino and multicultural, multilingual youth need “safe spaces” where they can freely speak in their native tongue with their peers. In Washington, particularly in rural communities, Latino youth are punished at times for speaking to their peers in Spanish. Programs that reinforce the importance and marketability of language are also likely to witness gains in academic achievement. In a study that examined the role of language on the SAT and GPA, speaking another language had positive effects on the SAT Math exam and on a students’ GPA in school, particularly for Mexican American students (Gandara & Contreras, 2009).

8). *Provide participants with access to role models and opportunities for mentorship.*

Several successful programs featured in this literature review focus on providing access to role models and mentorship for program participants (Puente, Communities in Schools, Posse, I Have A Dream Project) (Gandara & Bial, 2001, Cooper, 2002, Mehan, et. al., 1996). This program component serves as an inspirational and motivational tool for students to “see themselves” in the place of the role model, believing that the same level of achievement is attainable.

9). *Collaborate and establish positive working relationships with school staff, particularly teachers and counselors in school sites.* Collaborative efforts such as Success for All or Project GRAD consider the school as a partner in learning and youth development. In order for GEAR UP to be highly successful, a positive rapport and solid working relationship with teachers and school staff are critical to achieving program goals and serving as effective advocates for program participants.

10). *Utilize community resources and centers to expose students to various learning experiences.* Programs that utilize community resources and centers or provide opportunities for students to volunteer in their own communities, instills a level of pride and community responsibility. There are multiple venues for learning and mentorship in the community such as senior centers, community agencies, and other non-profit organizations that may expose students to the social and economic status of their community and empower them to make a difference.

11). *Provide Students with Exposure to Extracurricular activities that support the curricular efforts of the program.* It is well documented that extracurricular activities provide a venue for students to develop leadership skills as well as enhance their academic potential (Marsh & Kleitman, 2002). Provide students with leadership opportunities, such as public speaking opportunities, debates, critical discourse where they learn to develop leadership skills and critical thinking skills. Such efforts have been found to raise student achievement as measured by GPA as well as SAT and ACT scores (Everson & Millsap, 2005).

12). Foster the creation Peer-to-Peer support network; a community of scholars where they begin to rely on one another for support and establish group study skills. Many of the programs examined assisted students in academic settings. One of the key components of successful programs such as POSSE or I Have a Dream, or Puente, is the level of interpersonal relationships that develop between peers (Cooper, 2002; Mehan, et. al., 1996; Gandara & Bial, 2001; Gandara & Contreras, 2009). Programs that foster peer support create a foundation for lasting support networks as students progress through the K-12 system and into higher education. Such lasting friendships also provide students with stability in their school context and peer role models.

Summary

Washington State GEAR UP already possesses many of the features found in intervention programs examined for this literature review. The one consistent and apparent feature of successful programs, not always well represented in the program evaluations, was the passion and commitment of staff to improving the lives of youth in these programs. The individual staff members remained in the lives of these youth often times beyond the duration of the program. As seen in the case of the Meyerhoff program, staff had long standing relationships with program participants from high school to college and beyond. Utilizing the approach of treating participants as part of a GEAR UP family, will likely go a long way with parents and students from diverse backgrounds and establish a level of trust among all stakeholders.

Another consistent feature of many of the programs reviewed was the lack of a rigorous evaluation. Gandara (2002, p. 6) outlines several important components of an evaluation design in an effort to know which aspects of a program are working and those that are less effective with program participants. These recommendations include:

- Specify program goals and outcomes clearly
- Specify selection criteria and rationale
- Collect baseline data in order to chart progress over time (What is the starting point?)
- Compare program participants to other students who are not in the program
- Collect process data on programmatic service delivery
- Collect measurable outcome data (GPA, Test Scores, Local Assessments) longitudinally and for formative and summative uses (Contreras)

- College information about program costs by component to assess the cost-effectiveness of specific program elements

Finally, as Washington State GEAR UP programs continue to examine their role in raising college-going rates, ongoing partnerships with universities are central to ensuring a seamless progression of students from middle school to college. GEAR UP programs are likely to provide crucial support to universities as likely state cutbacks across student affairs and diversity offices threaten outreach efforts. University partnership efforts play a vital role in exposing students to the world of higher education, through summer enrichment activities or academic boot camps, studying, visiting, or having exposure to colleges play a vital role in sustaining the high aspirations among underrepresented youth. Expanding the existing partnerships to expose GEAR UP participants to a multitude of options, individuals, and interventions are likely to complement program efforts in the long-term and raise the level of success of GEAR UP programs and establish a cadre of scholars that represents the diversity of the state of Washington.

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APPENDIX

Promising Intervention Efforts and Programs for Middle and High School Students, National and in Washington State

Name of Program	Main Component	Mission/Goals	Program Description	Who is Served	Published Evaluation?
<p>MESA</p> <p>MESA Statewide Office 300 Lakeside Drive, 7th Floor Oakland, CA 94612-3550 (510) 987-9337 (Phone)</p> <p>http://mesa.ucop.edu</p>	<p>California MESA is a founding member of MESA USA, a partnership of MESA programs from eight states that have joined together to support disadvantaged and underrepresented students to achieve academically in math, science and engineering and go on to attain math-based degrees. Members include MESA programs in Arizona, California, Colorado, Maryland, New Mexico, Oregon, Utah and Washington.</p>	<p>"MESA enables educationally disadvantaged students to prepare for and graduate from a four-year college or university with a math-based degree in areas such as engineering, the sciences, computer science, and mathematics. Through MESA, students develop academic and leadership skills, increase educational performance, and gain confidence in their ability to compete professionally. MESA has particular interest in and focus on students from those groups who historically have had the lowest levels of attainment to four-year and graduate level programs. By closing this achievement gap, MESA students and graduates will be better able to make significant contributions to the socioeconomic well-being of their families and their communities."</p>	<p>The programs are based on a common co-curricular academic enrichment model that includes academic planning, community service, family involvement, academic enrichment, hands-on engineering activities, career advising, field trips, competitions and workshops. MESA provides academic support to students through three programs. The MESA Schools Programs serves middle and senior high school students throughout the state so they will excel in math and science and go on to college in math-based majors. The MESA Community College Program supports community college students so they will transfer to four-year institutions as majors in math, engineering, science, and technology. The MESA Engineering Program centers provide support to educationally disadvantaged students at four-year institutions to attain engineering or computer science baccalaureate degrees."</p>	<p>Middle and High School Students</p>	<p>Somerton, W. (1994). The MESA way : a success story of nurturing minorities for math/science-based careers.</p>
<p>A Better Chance</p> <p>240 West 35th Street, 9th Floor New York, NY 10001-2506 Main Line: (646) 346-1310 Fax: (646) 346-1311 Toll Free CPSP: (800) 562-7865 www.abetterchance.org Founded in 1963</p>	<p>Parent Student Engagement</p>	<p>From Website: "The mission is to increase substantially the number of well-educated young people of color who are capable of assuming positions of responsibility and leadership in American society."</p>	<p>Places middle school students in college preparatory independent high schools (elite schools). Some of the independent schools listed as participants are boarding schools and they are distributed throughout the country. A better chance provides full scholarships for students of color to receive an elite high school education.</p>	<p>Students of color at the high school level</p>	<p>Not Available</p>
<p>College Bound</p> <p>CONTACT: College Bound (202) 842-0858</p>	<p>Academic Mentoring Program</p>	<p>"The mission of College Bound is to prepare public school students in the metropolitan D.C. area to enter college, earn a degree, and achieve their personal and professional goals."</p>	<p><u>"Academic Mentoring Program:</u> The Academic Mentoring Program matches students with college-educated volunteers to strengthen the student's math, language arts, and social skills while preparing them for the</p>	<p>College Bound offers several programs to students.</p>	<p>Not Available</p>

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<p>www.collegebound.org</p>			<p>college journey. There are five sites throughout the D.C. Metropolitan area.”</p>	<p>enrolled in a DC Metro area public or public charter school; in 8th-12th grade, and dedicated to enrolling in and completing a college education.</p>	
<p>Campana Quetzal http://campanaquetzal.org/</p>	<ul style="list-style-type: none"> —Pathways —Advocacy —Parent Education —Partnerships <p>Campana advocates for students and parents in Seattle Public Schools and is beginning their Padres Promotores program to train parents to become advocates for their children.</p>	<p>Serving Latino students and eliminating the academic achievement gap. Engage students and Parents to advocate for the success of Latino students in Seattle Public Schools.</p>	<p>Padres Promotores-Parent involvement component that works with parents to engage with the school and staff effectively and advocate on behalf of the student.</p>	<p>Students, Parents, Families</p>	<p>Not Available</p>
<p>Latina/o Educational Achievement Project (1998) http://www.leapwashington.org/index.htm</p>	<ul style="list-style-type: none"> — Leadership Conference and Legislation Day —Student Leadership Forums —Public Education Workshops —Advocating at State Legislature —Educating and advising parents how to create change in community using government channels 	<p>Improve academic achievement of Latina/o students in Washington state. All students will graduate from high school with the skills, knowledge and confidence needed for success in postsecondary education or in today's information age and technology-driven workplace.</p>	<p>Annual LEAP conference on Advocacy related to educational equity Student Leadership Conferences Parent Conferences</p>	<p>Students, Parents, Families and Community Members</p>	<p>Not Available</p>
<p>El Centro de la Raza (1972 Seattle, WA) http://www.elcentrodelaraza.com/index2</p>	<ul style="list-style-type: none"> —After school program —Jose Marti Child Development Center —Employment Support —ESP and Citizenship Classes 	<p>Build Unity across all racial and economic sectors to organize and empower and bring justice, dignity, equality and freedom to all the peoples of the world.</p>	<p>Multiple ages are served: Students from low income families for Luis Alfonso Velasquez Flores afterschool Program Seattle Team for Youth-Students who are “at-risk” of dropping out. Serves students ages 11-</p>	<p>Students, Parents, Community Members and families</p>	<p>Not Available</p>

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.htm	<ul style="list-style-type: none"> —Financial Literacy —Food and Meals —Home Ownership —Housing —Legal Clinics —Parent Support —Senior Services —Youth Services <p>The Jose Marti Child Development Center (JMCDC) at El Centro is a bilingual, multi-cultural early childhood and educational center with a focus to involve families to build stronger communities. They also provide programs for middle school and high school students at school sites to empower them to succeed in their education through Proyecto Saber, the Seattle Team for Youth and Hope for Youth programs. The programs consist of a parent component as well as offer students high school to earn credit for poetry and Latina/o history courses.</p>	Provide services in a culturally competent manner to Latino and other low income families and individuals of all ages.	<p>21</p> <p>Jose Marti Child Development Center is a bilingual, multicultural and early childhood educational center</p> <p>Activities in the After school Program include areas of study-language and mathematics. Other activities include music, arts and nature.</p> <p>Youth Programs: Seattle Team for Youth offers case management services to focus on youth who are at-risk of dropping out of school or have dropped out of school, have low school attendance, are behind in credits, failing grades or disciplinary issues. Proyecto Saber and Hope for Youth offers Poetry /Spoken Word and Latina/o History courses for school credit within middle schools and high schools in Seattle.</p> <p>Jose Marti Child Development Center has three goals: 1. Enhance the physical, emotional, social and intellectual potential of our children. 2. Build self-awareness, self-esteem and cultural pride. 3. Involve families in efforts to build stronger communities of diversity</p>	particularly low-income families and individuals	
<p>Community to Community (2003 Bellingham, WA) http://foodjustice.org/wp/index.php</p>	<ul style="list-style-type: none"> —Mujeres para un pueblo sano (Women for a Healthy Community —Las Margaritas-cooking cooperative —Cocinas Sanos (Healthy Kitchens —De Colores Youth Mentoring Project 	“Women led, place based, grassroots organization working for a just society and healthy communities. Commitment to building strategic alliances and commitment to systemic change through the empowerment of under-represented peoples, develop cross-cultural awareness, restore justice to food, land and cultural practices and promote community relationships towards self reliance.”	<p>The youth programs are for elementary, middle and high school-Raices Culturales Multi-Cultural Youth Mentoring Program, De Colores and Capturing Change Girls Video Project-reach out to youth through the arts and mentoring.</p> <p>They also have a Bilingual Multi-Cultural Summer Enrichment Program, called, Las Aventuras de Verano-- a six-week summer enrichment program for Latino farm worker youth in Whatcom County, ages 5 to 11 years.</p>	Community members, Students and Parents	Not available
Eastside Latino	—Education and Training	To empower Eastside Latinos through	Individuals who wish to make a difference by	Community	Not

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<p>Leadership Forum http://www.elf.org/</p>	<ul style="list-style-type: none"> — Access to social and community services for Latinos — Health Care access — Voter registration — Networking — Communications 	<p>networking, education and training Increase visibility of Latinos in the community, develop leadership, advocacy, increase representation on the local level Maintain culture while creating cohesiveness among Latinos Enhance educational and employment opportunities for Latinos</p>	<p>filling the civic leadership void. They sponsor an annual high school conference in Bellevue to encourage college awareness among students and parents.</p>	<p>members, high school students</p>	<p>available</p>
<p>Community in Schools 277 South Washington Street, Suite 210, Alexandria, VA 22314 Tel: (703) 519-8999 http://www.cisnet.org/default.asp</p>	<p>“Five Basics” <ul style="list-style-type: none"> — Mentoring — After school and extended hours programming — Mental Health Counseling, Family Strengthening Initiative, Health Care service and support for Teen Parents — Training and college/career preparation — Community Service </p>	<p>Connecting schools with community resources and exposing youth to role models from their local communities.</p>	<p>Community Model-partner with families, schools and community leaders to create a support system for students. Work in Partnership with</p>	<p>Students, Parents and Families</p>	<p>Download at: http://www.cisnet.org/about/NationalEvaluation/Normal.asp</p>
<p>AVID (1980) http://www.avidonline.org/</p>	<ul style="list-style-type: none"> — AVID Curriculum — Trains AVID faculty — Tutors and Encourages parents to be involved thought workshops — Guest Speakers — Field Trips 	<p>College preparatory program that enables disadvantaged secondary students to success in rigorous curricula, enter mainstream activities in school and increase their opportunities to enroll in four-year colleges.</p>	<p>Program can be taken during four years of high school and students are “untracked” into college prep courses. Field trips and Guest speakers are part of the program.</p> <p>More than 2,300 schools in 40 states and 15 foreign countries More than 200,000 students graduated from AVID programs</p>	<p>Students, Parents and Families</p>	<p>Mehan, 1996. See Avid Website.</p>
<p>Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP) http://www.ed.gov/programs/gearup/index.html</p>	<ul style="list-style-type: none"> — Upgraded academic core — Common planning time for teachers to integrate instruction — Higher standards/expectations 	<p>To encourage more young people to have high expectations, stay in school, study hard and take the right courses to go to college</p>	<p>Increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides six-year grants to states and partnerships to provide services at high poverty middle and high schools. Serves cohorts beginning no later than seventh grade and follows the cohort through high school. Also provides funding for scholarships</p>	<p>Students, Parents and Families</p>	<p>See Ed.Gov for program evaluations</p>

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<p>Upward Bound http://www.ed.gov/programs/trioupbound/index.html</p>	<ul style="list-style-type: none"> —Instruction in Math, Laboratory science, composition, literature, foreign language —Academic/Financial and personal counseling —Exposure to Academic programs and personal counseling —Tutoring —Mentoring —Information on postsecondary educational opportunities —Assistance in college and financial applications —Work Study opportunities 	<p>Increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education</p>	<p>Increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education</p>	<p>Students, Parents and Families</p>	<p>Myers, D., Olsen, R., Seftor, N., Young, J., & Tuttle, C. (2004). <i>The impacts of regular Upward Bound: Results from the third follow-up data collection.</i> Washington D.C.: Mathematica Policy Research, Inc.</p>
<p>PIQE Parent Institute for Quality Education (1987) http://www.piqe.org/</p>	<ul style="list-style-type: none"> —PIQE’s Parent Involvement Training classes <p>Parents are encouraged to help their children succeed in school; the program has graduated 375,000 parents statewide. During the planning session of their academies, they let the parents have a say in what it is they would like to learn.</p>	<p>To bring schools, parents and community together as equal partners in the education of every child to provide all students with the option and access of a postsecondary education.</p>	<p>PIQE strives to create a home learning environment, help parents navigate the school system, collaborate with teachers, counselors and principals, encourage college attendance and support a child’s emotional and social development.</p> <p>The courses are offered during nine weeks and are offered in both morning and evening sessions, Parents choose when they can attend. The classes are offered in 14 different language. Planning sessions involves parents in deciding the curriculum in asking the parents what it is they would like to learn.</p> <p>During the past 20 years PIQE has graduated 375,000 parents from its basic nine-week parent involvement program and impacted more than 1,000,000 students</p>	<p>Parents</p>	<p>Chrispeels, Wang & Rivero, (2000). Evaluation Summary of the Impact of the Parent Institute for Quality Education on Parent's Engagement with their Children' Schooling. http://www.piqe.org/assets/home/ChrispeelEvaluation.htm</p>
<p>Puente (1981)</p>	<ul style="list-style-type: none"> —Writing, Counseling and Mentoring 	<p>High School Program includes a two-year English class taught by the same Puente</p>	<p>High School Program includes a two-year English class taught by the same Puente teacher to the</p>	<p>High School, Community</p>	<p>See Moreno,J.</p>

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<p>http://www.puente.net/</p>	<p>—High School Program —Community College Program</p>	<p>teacher to the programs 9th and 10th grade students. Classes are supportive/community environment. The Curriculum integrates Mexican American/Latino and other multicultural literature and themes within a college preparatory framework. In the community college program the courses begin with a developmental English class and the second portion is a college transfer level English course. Counseling Component includes trained Puente counselors to work with students to help them develop goals and educational plans, counselors also arrange college visits and field trips. Mentoring component includes motivating students to return to their community upon earning their degrees. In the community college, Puente team members match the students with mentors from the local professional communities.</p>	<p>programs 9th and 10th grade students. Classes are supportive/community environment. The Curriculum integrates Mexican American/Latino and other multicultural literature and themes within a college preparatory framework. In the community college program the courses begin with a developmental English class and the second portion is a college transfer level English course. Counseling Component includes trained Puente counselors to work with students to help them develop goals and educational plans, counselors also arrange college visits and field trips. Mentoring component includes motivating students to return to their community upon earning their degrees. In the community college, Puente team members match the students with mentors from the local professional communities.</p>	<p>College and College Students</p>	<p>(2002) The Long Term Outcomes of Puente. Educational Policy, Vol. 16, No. 4, 572-587 (2002) DOI: 10.1177/0895904802016004006</p>
<p>Chicano/Latino Youth Leadership Project inc. (CLYLP) (1982) http://www.clylp.com/s/107/start.aspx</p>	<p>—Annual Youth Leadership Conference focuses on three C’s College, Cultural and Community —Community Regional Conference in Los Angeles and Central Valley (Fresno) region of CA. Annual conference focuses on college, culture and community. Students become part of a statewide/national alumni network that consists of many previous conference participants who have gone on to colleges and Universities. CLYLP has regional conferences in the Los Angeles and Central</p>	<p>CLYLP was organized in 1982 with the primary purpose of preparing students to participate in California’s economic, social and political development. CLYLP is guided by the overall theme of “future leaders” and the conference emphasizes the importance of culture, community, college and careers. Since it’s inception over 2,000 students have gone through the program, creating a supportive alumni network (CLYLP familia) throughout California and the United States.</p>	<p>CLYLP offers a free leadership conference to 120 high school students from throughout the state of California. The conference is housed on the campus of California State University Sacramento. The participants attend workshops and seminars that enhance their leadership skills, academic preparedness, self-esteem, cultural awareness and provide an understanding of state and local government. Students visit the state capitol and participate in a mock legislative hearing. Housing, meals, program materials and transportation to and from the conference are provided at no cost to participants or their families.</p>	<p>Students and Community</p>	<p>Not available</p>

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	Valley regions.				
Tech REACH Chris Florez Program Manager, TechREACH Puget Sound Center for Teaching, Learning and Technology 21540 - 30th Drive SE, Suite 310 Bothell, WA 98021 voice: 425.368.10 20 ext 1061 or 1.866.616.1384 http://www.pugetsoundcenter.org/techREACH/mentors/overview.html	Summer Technology Workshops Field Trips Mentoring Teacher Development Parent Events	Tech REACH is designed to serve low-income and at-risk middle school students through after school programs that focus on science, technology, engineering, and mathematics (STEM)activities. From Website: “The mission of TechREACH is to increase middle school students’ interest in science, technology, engineering, and math (STEM) through hands-on high-quality curriculum, mentoring and teacher professional development. We create a supportive, diverse educational community focused on students’ needs through partnerships with parents, schools, communities, business, and higher education. TechREACH is offered through after school clubs and summer programs targeting at-risk middle school students.”	Tech REACH has served over 200 students in twelve clubs (six girls clubs and six boys clubs) from six middle schools located in the communities of Granger, Pasco, and Sunnyside.	Middle School students	2008 Evaluation Summary: http://www.psctl.org/techREACH/program_info/TechREACHEvaluationReport2008ExecutiveSummary.pdf
Posse Foundation http://www.possefoundation.org Phone: (212) 405-1691 Email: info@possefoundation.org	—Eighth month pre-collegiate training program —Provides scholarship funding	To train the leaders of tomorrow	Uses a cohort model to engage students as early as their freshman year to train them in leadership and prepare them for college. Students participate in academic “boot camps” to raise their achievement levels, prepare for the SAT and assemble their college applications. Upon entry into Posse, a student is guaranteed a level of	Students	TCC Group (2004). Evaluation of the Posse Foundation’s National Program
ENLACE Engaging Latino Communities for Education Phone: (269) 968-1611	—Increase numbers of Latino graduates from high school and college —Creating partnerships with Colleges and Universities, K-12 schools, community based organizations, students and parents	Increase the number of Latino high school and college graduates.	Multi-year initiative to strengthen the educational pipeline and increase opportunities for Latinos to enter and complete college	Students, Parents and Families	Not available; program site specific

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<p>Step to College-The Urban Teacher Pipeline http://cci.sfsu.edu/taonomy/term/66 Oakland CA</p>	<p>—College courses for high school students who are historically under-represented —Help students fill out University applications for admissions and financial aid —When available provide scholarship support</p>	<p>Increase high school graduation and college admission rates of historically disadvantaged students. Long term goal is for students return to the Oakland community as classroom teachers. The program encourages students to become teachers.</p>	<p>Students are seniors and take courses in a cohort model in critical thinking, academic literacy and technology and other college prep courses that receive 12 units of transferable credit from SFSU. Courses are taught by University faculty From the Step to college some students may join the Urban Teacher pipeline where they will attend SFSU, receive financial and mentoring support as well as a laptop computer and participate in cohort activities</p>	<p>Students</p>	<p>Not Available</p>
<p>College Bound Scholarship Washington Higher Education Coordinating Board www.hecb.wa.gov/collegebound Phone: 1-888-535-0747 CollegeBoundScholars@hecb.wa.gov</p>	<p>—Scholarship support that covers the amount of money that is not covered by other state financial aid —Provides students with \$500 for books</p>	<p>Encourage students to be college bound.</p>	<p>Scholarship for higher education for students in the State of Washington, students must apply as 7th and 8th graders. Scholarship will be used for tuition and books. Student’s family must meet income eligibility requirements. Student must sign pledge and complete application while in 7th or 8th grade. Students have to fulfill the requirements to be eligible which also include graduating from a WA high school, maintaining a 2.0, being a good citizen and staying crime free, apply for admission to an eligible college in WA, Complete the FAFSA and be a resident of WA.</p>	<p>Students and Families</p>	<p>Not Available</p>
<p>Washington State MESA Program UW College of Engineering 353 Loew Hall, Box 352181 Seattle, WA 98195 www.washingtonmesa.org</p>	<p>Works with MESA partners and students to develop, implement, and support instruction that provides students with the necessary foundation skills, workplace competencies, and desire to pursue math, engineering and science careers.</p>	<p>Washington MESA Mission: Our mission is to provide enriching opportunities in mathematics, engineering and science for underrepresented students in grades K-12 using exemplary materials and instructional approaches. We will be a catalyst and model for educational excellence and equity. We will accomplish this through a partnership of higher education, school districts, industry and business, government, community organizations, families, and alumni.</p>	<p>Teacher Professional Development Curriculum Student Access to Summer Programs Saturday Academy</p>	<p>K-12 students</p>	<p>See: http://www.washington.edu/oea/services/research/program_eval/projects.html</p>

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<p>I Have a Dream (1981)</p>	<p>Adopt a class or group of students in high school Provides financial aid for college (guaranteed) College and university partnerships</p>	<p>“The "I Have A Dream" Foundation empowers children in low-income communities to achieve higher education and fulfill their leadership potential by providing them with guaranteed tuition support and equipping them with the skills, knowledge, and habits they need to gain entry to higher education and succeed in college and beyond.”</p>	<p>The Program - A wide range of educational, mentoring, counseling, employment, cultural, community service, and recreational opportunities provided by "I Have A Dream" and our partner organizations that must keep evolving to keep pace with the changing needs of Dreamers as they mature; The Resources - The financial commitment by the Sponsor or other local donors to ensure that the promise of "I Have A Dream" is fulfilled; and The Guarantee - Upon high school graduation, last dollar college tuition assistance for post-secondary education.</p>	<p>High School</p>	<p>Davis, Ann E., Gwen Hyatt, and Dean Arrasmith. “<i>I Have a Dream</i>” © Program—Class One Evaluation Report. Portland, OR: Northwest Regional Educational Laboratory, February, 1998.</p>
<p>Success for ALL</p>	<p>Implements the following efforts:</p> <p>Cooperative learning</p> <p>Cycle of effective instruction</p> <p>Use of data and ongoing assessment</p>	<p>From the Website: At the Success for All Foundation, our goal is to help all students achieve at the highest levels - not just children who come to school well fed, well rested, and ready to learn, but everyone, at all levels, whatever it takes. We believe all students deserve an education that will challenge, inspire, and prepare them for a better future. Our top priority is the education of disadvantaged and at-risk students in pre-K through grade eight. We use research to design programs and services that help schools better meet the needs of all their students. Every child can learn. We help schools ensure that they do.</p>	<p>Success for All Middle School is a comprehensive model for accelerating the achievement of students in middle school. The components include a reading program, and an integrated curriculum.</p> <p>The SFA Middle School materials include:</p> <ul style="list-style-type: none"> • Teacher’s manuals with detailed, flexible daily lesson plans • All student materials • Reading strategy cards • Comprehension strategy team study tools • Student assessment tools to monitor student progress in vocabulary, word structure, fluency, comprehension, and comprehension strategies. • Materials kit, consumable kit, book set, and videotapes included for Humanities and Science units 	<p>Middle school students</p>	<p>Aladjem, D.K. & Borman, K.M. (2006). Summary of Findings from the National Longitudinal Evaluation of Comprehensive School Reform. Paper presented American Educational Research Association, San Francisco, CA.</p>

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<p>University of Chicago Mathematics Project http://ucsmc.uchicago.edu/index.html</p>	<p>UCSMP has developed training materials for both elementary and secondary school teachers, and the translation of textbooks and educational literature.</p>	<p>University of Chicago School Mathematics Project (UCSMP) Algebra is a one-year curriculum designed to increase algebra skills among students in grades 7 to 10.</p>	<p>UCSMP has created a curriculum for students from pre-kindergarten all the way through 12th grade. These educational materials bring the real world into the classroom. They emphasize reading, problem-solving, everyday applications, and the use of calculators, computers, and other technologies. Unnecessary repetition and review are eliminated, so that by the end of high school, the diligent average student can learn mathematics once reserved only for honors students. UCSMP extensively evaluates all its materials using the latest in qualitative and quantitative methods. Its studies indicate that UCSMP students significantly outperform their peers on the broader range of content covered in the UCSMP curriculum, while holding their own on traditional content.</p>	<p>Students in Elementary and Middle School</p>	<p>Not available</p>
<p>Talent Search Office of Federal TRIO Programs U.S. Department of Education, OPE Higher Education Programs 1990 K Street, N.W., Suite 7000 Washington, DC 20006-8510 E-mail: OPE_TRIO@ed.gov Telephone: (202) 502-7600</p>	<p>Academic, financial, career, or personal counseling including advice on entry or re-entry to secondary or postsecondary programs Career exploration and aptitude assessment Tutorial services Information on postsecondary education Exposure to college campuses Information on student financial assistance Assistance in completing college admissions and financial aid applications Assistance in preparing for college entrance exams Mentoring programs Special activities for sixth, seventh, and eighth graders Workshops for the families of participants</p>	<p>Talent Search is a program that “identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education.”</p>	<p>“The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to the postsecondary institution of their choice. Talent Search also serves high school dropouts by encouraging them to reenter the education system and complete their education. The goal of Talent Search is to increase the number of youths from disadvantaged backgrounds who complete high school and enroll in postsecondary education institutions of their choice.”</p>	<p>High School Students</p>	<p>Download at: http://www.ed.gov/rschstat/eval/highered/talent-search-outcomes/ts-report.pdf</p>

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<p>Project Grad 4265 San Felipe, Suite 900 Houston, TX 77027 Main 713.986.0499</p> <p>http://www.projectgrad.org</p>	<p>School Reform; longitudinal</p>	<p>Project GRAD's mission is to ensure a quality public school education for all at risk children in economically disadvantaged communities so that high school graduation rates increase and graduates are prepared to enter and be successful in college.</p>	<p>Project GRAD is a comprehensive, cost-effective program with a record of improving the academic achievement of students from low-income backgrounds. Project GRAD focuses on a carefully selected set of high impact interventions. The Project GRAD program has been designed from the outset to produce significant results cost effectively.</p>	<p>K-12 students</p>	<p>http://www.projectgrad.org/atf/cf/%7B9A8B1B2B-8144-4568-AFEB-FD51204B79B9%7D/Pg%27s%20Impact_Revised%20May%20%202008.pdf</p>
<p>Tex Prep Tex Prep TSTC Harlingen 1902 North Loop 499 Harlingen, TX 78550</p> <p>http://harlingen.tstc.edu/texprep/index.aspx</p>	<p>The primary objective of Tex Prep is to increase the number of students who will choose to pursue a career in the fields of mathematics, science, engineering, or technology.</p>	<p>Tex Prep identifies high achieving middle school and high school students with the potential and interest in becoming scientists and engineers to reinforce them in the pursuit of these fields.</p>	<p>To provide them with a strong foundation for academic achievement, Tex Prep focuses on analytical thinking and problem solving skills. Additionally, Tex Prep aims to increase the retention rate of those students both in high school and college. Students take intensive coursework that includes logic, computer science, engineering, problem solving, physics, algebraic structures, probability, statistics, technical writing, and career awareness seminars.</p>	<p>Middle School and High School</p>	<p>Not available</p>
<p>Coca Cola Valued Youth Program A program of IDRA, Texas</p> <p>Intercultural Development Research Association 5815 Callaghan Road, Suite 101 San Antonio, Texas 78228 Ph: 210-444-1710</p>	<p>The goal of the Coca-Cola Valued Youth Program is to reduce dropout rates among youth in elementary and secondary school. Participating schools have also seen; Enhanced basic academic skills and life skills. Strengthened perceptions of self and school; Reduced disciplinary action referrals and absenteeism Strengthened school-home-community partnerships.</p>	<p>From IDRA Website: "The Coca-Cola Valued Youth Program, created by the Intercultural Development Research Association, is an internationally-recognized, cross-age tutoring program with an unusual twist. The program works by identifying junior high and high school students in at-risk situations and enlisting them as tutors for elementary school youngsters who are also struggling in school. The Valued Youth tutors learn self-discipline and develop self-esteem; schools shift to the philosophy and practices of valuing students considered at-risk. Results show that tutors stay in school, have increased academic performance, improved school</p>	<p>From IDRA website: "Secondary school students who are considered at risk of dropping out of school are placed as tutors of elementary school students, enabling the older students to make a difference in the younger students' lives. With a growing sense of responsibility and pride, the tutors stay and do better in school. The program supports them with positive recognition and instruction."</p>	<p>K-12</p>	<p>Yes, see IDRA: http://www.idra.org/Coca-Cola-Valued-Youth-Program.html/</p>

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		attendance and advanced to higher education.”			
<p>Rainier Scholars 2100 24th Avenue South, Suite 210 Seattle, WA 98144 Phone: (206) 407-2111 Fax: (206) 407-2112</p>	<p>Academic Counseling Leadership Development Tutoring (rigorous academic phase for 6th graders)</p>	<p>From the website: “Rainier Scholars cultivates the academic potential of talented and motivated young scholars from ethnic minority backgrounds. By offering access to exceptional educational opportunities and ongoing comprehensive support to our scholars, we work to increase their college graduation rates and to develop new generations of leaders.”</p>	<p>The Program Goals are to increase student skills for academic success</p> <ul style="list-style-type: none"> • Increase study skills and time management techniques • High level engagement in the classroom community • Increase coping skills and self-advocacy • Increase understanding of being a high-achieving student of color 	6 th -12 th grade	Not Available
<p>Proyecto Saber Seattle Public Schools 2600 SW Thistle St Seattle, WA 98126 (206) 252-8600 http://www.seattleschools.org/schools/denny/proyecto/proyecto%20main.htm</p>	<p>Proyecto Saber empowers students by promoting pride and self-esteem through culturally relevant projects, activities and cultural and historical presentations.</p>	<p>Proyecto Saber provides instructional and support services to Latino students with an emphasis on academic assistance, cultural enrichment, intervention, and school-home liaison. Proyecto also provides additional support specifically in math, which helps them academically.</p>	<p>Tutoring for middle and high school students; emphasis on Math</p>	Middle and High School	Not Available