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A study exploring the effects of a paradigm for integrated multi-cultural summer and academic support program of a university/school partnership.

Eduardo B. Carballo

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A STUDY EXPLORING THE EFFECTS OF A PARADIGM FOR INTEGRATED MULTI-CULTURAL SUMMER AND ACADEMIC SUPPORT PROGRAM OF A UNIVERSITY/SCHOOL PARTNERSHIP

A Dissertation Presented

by

EDUARDO B. CARBALLO

Submitted to the Graduate School of the University of Massachusetts in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

May 1993

School of Education
A STUDY EXPLORING THE EFFECTS OF A PARADIGM FOR INTEGRATED MULTI-CULTURAL SUMMER AND ACADEMIC SUPPORT PROGRAM OF A UNIVERSITY/SCHOOL PARTNERSHIP

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Luis Fuentes, Chair
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DEDICATION

This dissertation is dedicated to my wife and best friend Georgette, for your loyalty, support and patience. My sons, Eduardo II, Tyson, and Brian, and my daughter Gina, your devotion and encouragement have always been there for me. I love you very much.
ACKNOWLEDGEMENTS

I came to this country at the age of 14 as one of 14,000 unattached Cuban children under Operation Peter Pan. Over the years, there have been many people who have given me support, encouragement, and friendship; too many to list here. I thank you all from the bottom of my heart. It is because of you that I have been able to accomplish this most important goal of obtaining my doctoral degree.

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ABSTRACT

A STUDY EXPLORING THE EFFECTS OF A PARADIGM FOR INTEGRATED MULTI-CULTURAL SUMMER AND ACADEMIC SUPPORT PROGRAM OF A UNIVERSITY /SCHOOL PARTNERSHIP

MAY 1993

EDUARDO BAIRES CARBALLO, B.A., BRIDGEWATER STATE COLLEGE

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Directed by: Professor Luis Fuentes

Our ever-changing society has placed new challenges on our schools to educate a new generation of students. This generation comes to the schoolhouse doors with the same hunger and need to learn, with differences in culture, spoken language, and socioeconomic backgrounds. The challenge is not the ability of the students to learn, but the inability of the schools to teach them.

Due, in part, to dwindling economic support, there is an increased interest in collaborations between schools and institutions of higher education. Such collaboration can be useful in addressing some of the additional support and academic needs of these students. Since my arrival three years ago at the University of Massachusetts, Lowell, I have been working with the Lawrence High
School Guidance Office to develop a supplemental educational project known as the College Prep Program. The project is conducted at the University, and it provides academic, social, and cultural opportunities to Lawrence High students during a summer program as well as on Saturday's during the school year. The program has been designed so that students and teachers have a voice in the decisions made about the program. In addition, the program theory of action draws from current research on learning and teaching. The focus of the project is to inspire students to pursue higher education.

The subject of this proposal is to examine this program design and how this approach has affected the students who have graduated from Lawrence High School and the College Prep Program over the last three years. The study proposes to measure this phenomenon by documenting three case studies, using one student from each graduating class (1990, 1991, and 1992). In addition, the study administered a questionnaire to a group of 25 individuals drawn from the same pool of students. The intention of the questionnaire was to enrich the discussion of the case studies with the additional information obtained from these questionnaires. This method ensured the availability of both qualitative and quantitative information to verify the impact of the program on the lives of the students.
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CHAPTER I

INTRODUCTION

No longer are schools merely halls of learning. Today, schools are full-fledged social service agencies providing care, meals, counseling, after class supervision, and even birth control to students who range in age from ages four to twenty-one. Funding, teacher qualifications, morale, drugs, pregnancy, and crime are among the many problems facing today's high schools. The most significant problem, however, may be the changing demographics and the inability of our high schools in meeting the new student population needs. It is no secret the number of minority students nationwide has been escalating even while the overall birthrate has declined. Hispanic student numbers have increased at an even faster rate (five times faster, according to the U.S. Census Bureau), but also in a highly concentrated manner in certain regions and major cities. As a result, Hispanic students have become more isolated. By 1986, Hispanic students comprised 72% of all students attending predominantly non-white schools (Orfield, 1989). According to this data, Hispanics, regardless of their backgrounds or levels of income, are facing similar desegregation problems in every part of the country.

The biggest dilemma that our immigrant and minority populations bring to the classroom, however, is not their mere numbers, socio-economic background, or poor educational background. It is, instead, a cultural and language difference, if not a mismatch, between the student and school personnel. Thus, the
educational system needs to shift and change its focus. Our schools must do this by meeting our students at their level of learning and educating them while their abilities increase. This learning must be cognitive. It must be based on ideas, concepts, and skills and not simply on facts. All efforts must respect language and cultural differences.

Statement of the Problem and Background

Minority students are having problems in our schools because the current system of education does not effectively meet all of their needs. Although the needs of students are usually multi-faceted, many of the efforts developed to assist them have been programs which address a single focus or problem. These programs then select only those students who fall within the chosen categories based on some criteria such as tests, recommendations, and test scores. The main focus of these programs are students who are at risk of failing, with a smaller focus on high-achieving students. It is not unusual to see a student classified for part of the day as special needs, in a bilingual program another part of the day, receiving Chapter I twice per week, and being tutored by a mentor after school. This disjointed approach does not always adequately meet the different learning styles or educational demands of all our students.

In response to the need for addressing the multi-faceted problems described, a strongly focused collaboration between high schools and colleges/universities to implement program models is
encouraged. Supplemental summer and after-school programs can provide the enrichment and academic support many students need but are not able to receive in their present high school setting. These programs exist but for the most part appear to be an extension of the typical curriculum and instructional approach presently in place (Merino 1983, and Blair 1986). In addition, because of the short term nature of these programs (usually just six weeks), evaluation data is varied and inconsistent. Heyns (1988) points out that there are no national guidelines for data collection and no research available on the effects of summer programs conducted with funding from Chapter 1. This is an important finding because most of the summer programs available are Chapter 1 programs. The only national study of summer programs, *The Sustaining Effects Study*, reveals that students attending summer compensatory programs did not show any additional academic gains over those who did not attend any summer school (Carter, 1984). Clearly, more time in school does not translate to higher achievement and compensatory programs do not offer the same opportunities that enrichment programs do. Many researchers believe the emphasis should be on the quality, not the quantity, of instruction (Merino, 1983 and Blair, 1986).

Frau-Ramos and Nieto (1991) found that there are many school factors controlled by school systems, such as policies to deal with students' behavior, that affect students' academic performance. The researchers correctly point out that many researchers tend to blame the students, their families, and socio-economic characteristics for the students' failures. The fact is that poor high schools cannot offer what more affluent ones can. Kozol has documented how
schools are affected by the socioeconomic status of their communities (Kozol, 1992). By looking at many schools throughout the country, he has vividly illustrated the dramatic differences between rich and poor schools, and the impact each has had on the students attending these schools; such differences include the physical plant, materials, computers, instructional strategies, and teachers' expectations.

Lawrence's unemployment rate in December of 1990 was among the highest in Massachusetts, at 10.8%. Besides joblessness, Lawrence's socioeconomic and demographic picture is not a healthy one. The percentage of students in the school district residing in Aid to Families with Dependent Children (AFDC) homes is 48%. According to School Department figures using Chapter 1 guidelines, 79% of the elementary and 70% of the secondary student population qualifies for free or reduced school lunches. While 19% of all families living in the city are below the poverty line for income levels, it is worse for Hispanic families, where the figure is almost 45%. Poor economic conditions in the city have caused poor economic conditions in the city's schools. These schools have seen dramatic cuts in budgets, staffing, supplies, books, physical plant, and basic curricular needs. What was once a necessity is now considered a luxury within the school system.

According to the Lawrence School Department, the high school houses 2,031 students. Of these, nearly 75% (1461) are Hispanic. Many of the problems characteristic of large urban high schools are present here. Among these are the number of students that don't finish the twelfth grade. Last year, approximately 300 seniors
graduated, while the entering freshman class had 700 students. Lawrence High School has consistently shown a four year dropout rate of 45%; recently, less than 50% of any ninth grade class graduated. Because of differences in district definitions of dropouts and poor record keeping across the State, it is difficult to measure how many are dropping out and for what reasons but one thing most educators agree upon is that too many are not finishing high school. There is little doubt about the need to provide additional support to Lawrence High School students via strategies that help minority youth aspire to better themselves and their community. These opportunities may not always come from the traditional school day. After school, Saturday, and summer programs can provide these enrichment opportunities.

According to the Department of Education, the Basic Skills test results for Lawrence High School 9th graders in May of 1990 were as follows: only 41% passed the reading test, 39% passed the Math, and 42% passed the writing test. Students who are Limited English Proficient are exempt from taking the test. Although we know it takes more than two or three years in a bilingual program for a student to be able to perform near grade level (Cummins, 1986), student test performance has declined considerably since 1989, according to the school department.

Clearly, the future prosperity of the community at large depends greatly on the economic and educational development of the Hispanic community, in particular. Education becomes increasingly important in accomplishing this goal.
Definition of Terms

1. Hispanic
   The definition used here is the traditional one in the literature which refers to individuals whose first language is Spanish.

2. Latinos
   The use of Latino will appear interchangeably with Hispanic. It is also used to define Spanish speaking individuals.

3. Minorities
   The use of this term in this document refers to individuals of color, Hispanics, and others who are non-White.

4. College Prep Program
   A partnership of UMASS Lowell and Lawrence High School. A paradigm designed for a summer and Saturday project which has been developed, implemented, and which is the subject of this study.

5. Multicultural Education Training Association
   In Somerville, Massachusetts. Legal Advocates, nationwide. META's legal staff has assisted parents of minority children in the pursuit of schools compliance with educational entitlements.

6. "Treated Differently"
   The words are part of Question 16 of the Questionnaire administered in this study. They have a negative connotation meaning that some form of discrimination was felt or took place in the context of the respondent's situation.

7. Statview®
   A statistical compilation software program
used to arrange, analyze, and chart the statistical components of the study.

8. CricketGraph® A graphical design software program which was used to develop the figures used in this study.

Significance of Study

This study represents an effort to understand the factors which are important in developing University/school partnership for summer and supplemental academic programs.

It is through specific individual case studies points of view, that better understanding of minority students is revealed.

There are two main theoretical approaches which explore social and cultural factors of minority student achievement. One, the cultural-ecological approach, is based on broad and macro sociological and historical factors, and two, the context-specific approach, is focused on the organization of teaching and learning strategies (Trueba, 1987).

This exploratory study falls in the second category. It is an attempt to look at the impact of one model in a micro way, rather than a macro environment, and to accomplish it via students’ own experiences, which are real, valid, and important.

If institutions of higher education want to provide access to minority students, they must provide opportunities for students to be successful, remain in school, and to prepare them for the high school/college transition before they arrive on the college campus.
The understanding of how and what factors are paramount in assisting minority students to stay in high school and aspire to continue their education are therefore important.

Limitations of Study

The subjects of this exploratory research study were students from Lawrence High School during the years 1990-1992. All the students were enrolled in the College Prep Program, which is an integrated multi-cultural Summer and Academic Support program in partnership with the University of Massachusetts Lowell and Lawrence High School.

A total of seventy students had participated in the program and had graduated from Lawrence High School between 1990 and 1992. One student from each graduating class was selected for case study analysis. A representative sample of 25 students was drawn from among the three classes for participation on the questionnaire part of this study.

The researcher wishes to caution the reader to avoid generalizing about this study's findings to the overall high school population. Although the subjects of this study are representative of the entire group of 70 students, the results are not necessarily generalizable to the overall population of high school students. While the factors which were found to have significantly affected the group studied in terms of completing high school and entering post-secondary education, they may or may not be efficacious with
respect to students who participate in similar programs. Truly the sample represents a pilot study in size and scope.

The intent of this exploratory study is to demonstrate through real life examples – profiled in the case studies – those factors that appear to be important to students as described by them within the context of their reality. While some of the findings in the case studies were supported by the additional questionnaire sampling results, their validity is restricted to the targeted population of high school students who participated in the program while attending Lawrence High School. It is not possible to state without hesitation whether the conclusions are representative of the ethnic and racial groups to which these students belong. While it is hoped that there are cultural similarities, we must always be cognizant of the individualities of all human beings.
CHAPTER II

REVIEW OF THE LITERATURE

The review of the literature begins with the understanding that research relevant to the proposed study covers more than the effects of summer programs. Part of the research is to explore factors that impact on students of high school age and their ability to complete their education. Because of their minority status and second language background, for some of them, dropout and bilingual education are of interest, as well as educators and social scientists who have researched the success and failures of minority students. The review of the literature therefore covers areas of interest that appear to have an influence on the proposed study. While no literature review can completely cover all the work done in the different areas, an effort has been made to have a representative research base, by drawing from what appears to be of significant importance to the work at hand.

Most children in school fail.
For a great many, this failure is avowed and absolute. Close to forty percent of those who begin high school, drop out before they finish. For college, the figure is one in three. Many others fail in fact but not in name. They complete their schooling only because we have agreed to push them up through the grades and out of the schools, whether they know anything or not.

John Holt, How Children Fail, 1964, xiii

The words above, written by John Holt nearly three decades ago, are as true today as they were then. While the national
clamoring for improvement in education has gotten louder in recent years, in reality our educational programs have been suffering systemic decay for at least the past thirty years, and arguably longer. On April 26, 1983, the National Commission on Excellence in Education published one of the most comprehensive reports on the condition of the American educational system. Entitled: A Nation at Risk: The Imperative for Educational Reform, the report supported John Holt's assertions which had been made 20 years earlier. It called for reform on a level comparable to the Marshall Plan to rebuild Europe after World War II.

We report to the American people that while we can take justifiable pride in what our schools and colleges have historically accomplished and contributed to the United States and the well-being of its people, the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people....Part of what is at risk is the promise first made in this continent: All, regardless of race or class or economic status, are entitled to a fair chance and to the tools for developing their individual powers of mind and spirit to the utmost. This promise means that all children by virtue of their own efforts, competently guided, can hope to attain the mature and informed judgment needed to secure gainful employment, and to manage their own lives, thereby serving not only their own interest but also the progress of society itself.

A Nation at Risk

National Commission on Excellence in Education
The report outlined the decline in science, math, and writing skills and noted that 1/5 of the country's seventeen-year-olds could not write a "persuasive essay." This decline continues today, most dramatically among our minority students. Regarding academic achievement, most Hispanic and Black students are far behind norms as compared to White students. Although some gains have been made in low-level skills, the gap between the two groups continues to widen (Dossey, Mullis, Lindquist and Chambers, 1988). According to the National Institute of Education's study of high school transcripts between 1964-1983, there were declines in the percentage of high school students completing Algebra I (76-64%), Geometry (51-44%), Algebra II (35-31%), Biology (80%-76%), Chemistry (34-32%) and General Science (61-37%). According to the National Assessment of Mathematics, the mathematics mean scores of seventeen year olds declined 3.2% between the years of 1973 and 1982. Similarly, the science mean scores declined 6.7% over the same period of time.

The problem becomes more serious when we examine the way education is distributed among students. Approximately 30% of all high school students drop out before completing the twelfth grade. New England is not an exception, and the rates are even higher for urban and economically disadvantaged areas. While the overall dropout rate in Massachusetts for 1988-89 was 18%, for blacks it was 32% and for Hispanics 45%. Since the cognitive skills of Blacks and Hispanics are not different than that of Whites (Ginsburg, 1986), the differences in academic achievement must be due to variables other than cognitive skills. Indeed, bilingual speakers may have more cognitive flexibility, giving them an apparent advantage in problem
solving because they can attack problems from different perspectives (Hakuta and Diaz, 1985).

According to the national report, "High School and Beyond," over two thirds of all Hispanics attend schools with student populations that are more than fifty percent minority. As a consequence of poverty, cultural clashes, and the marginal, often violent, quality of life in the inner city, Black and Hispanic students are emotionally and mentally stressed, and academic performances are lower.

In addition to the stresses of their environment, John Ogbu argues that centuries of repression have left minorities with a greater challenge in succeeding in schools. He has distinguished between European immigrant groups and what he called "caste like" minorities like Blacks, Puerto Ricans, and Native Americans. He argues the racial discrimination these minorities have experienced has led them to believe it will always be more difficult for them to get ahead because they have been conquered or dominated by Whites in the past.

More recently, Fordham and Ogbu (1986) argue that Blacks have developed strategies to protect their ethnic identity or "oppositional frame of reference." Through interviews with Black high school students, they found some students were cutting classes and purposely performing poorly on tests. Others who had done well academically, and wanted to achieve, had developed alternate strategies for coping with success; these included "acting out" in class, keeping their academic success a secret, and maintaining a "low profile" in school. They did not want to appear to others as
"acting White." This type of strategy has also been found among Hispanics as reported by studies conducted by Fordham (1988) and Matute Bianchi (1986).

Another possible consideration for differences in academic achievement offered by Velez (1989) is data revealing that delayed schooling, language and cultural differences, non-participation in school activities, and placement in low-end tracking will make any student more susceptible to dropping out of school. One of the most tangible methods for supporting this conclusion is through interviews conducted with students who have recently dropped out.

Tidwell's work (1988) with exit interviews describes the feelings of recent dropouts. These former students express feelings of alienation and inferior social and communication skills. They do not believe they can succeed in school and, therefore, feel they have no choice but to leave the system. An investigation by U.S. News and World Report in 1987 explains that students leave school with feelings of rejection and apathy; many of them are poor and Hispanic.

Many of the the students referred to above already attend schools that are over-crowded and not well equipped. In cities across Massachusetts—Lawrence, Holyoke, Chelsea, Boston, and Lowell—schools are functioning without supplies, with high pupil/teacher ratios, with teachers baffled by a barrage of different languages, and with discrimination of the disadvantaged. Such situations can discourage even the brightest and most motivated students.

Nationally, only 60% of the adult Hispanics in the United States have high school diplomas. They have the highest drop-out
rate of any racial or ethnic group, according to the latest Census Bureau statistics (Business Week, 1991). Although Hispanics make up only 6% of the population in this country, not counting illegal residents, almost 13.5% of all school-age children are Hispanic. The number of school-age Hispanics in America is projected to increase by the year 2025 to almost 30%. Most of these children (88%) are living in metropolitan areas and are highly concentrated in a few neighborhoods. This creates a form of segregation within the community and the school. In some cities, it is not unusual to have schools with almost 100% Hispanic enrollment (Arias 1986).

Two articles by Arias (1986) and Velez (1989) show Hispanics fail dismally in educational attainment, with the Puerto Rican population among the most disadvantaged. These facts are corroborated by a Boston Globe article from October 28, 1991 which stated that Hispanic students ranked highest of all ethnic groups in school drop-out rates. This is true throughout Massachusetts. For example, during the 1991-92 school year, 14% of Hispanic students in the Lowell schools dropped out. Projected figures indicate that by the end of 1995, approximately 45% of the Hispanic students who entered Lowell High School in 1991 will have dropped out. The article further mentions the City of Lawrence for having the unfortunate distinction of having one of the highest percentage dropout rates in the country.

James Coleman (1987) offers another point of view that may indicate some additional reasons for school failure. He proposes that lower socio-economic level families are not prepared to provide the correct home environment to support their children's
efforts to achieve academically. Because of the changing family structure, he believes parents are increasingly relying on schools to provide for the socialization of their children. Yet the present situation in our nation's school is such that high schools are not and cannot meet that expectation.

For Hispanic, Blacks, and other minorities, the socialization process is a painful one. Little of what they bring to school is accepted by the institution. Language and cultural behaviors are among the most evident. As predicted by Hernandez (1988), in 1990, fully one quarter of all children under the age of 18 came from single-parent homes. In addition, there is some strong evidence that children's academic outcomes and behaviors in school are affected negatively by a parent's lack of education. For example, in 1983, there were 13.6 million children who lived with mothers who had not completed high school (Pallas et al, 1989). In another study, more than two thirds of the Black mothers had not completed high school, and over 60% of the Hispanic mothers were themselves high school dropouts. In contrast, only 15% of White mothers were high school dropouts (Natriello, 1987).

Because a larger number of Hispanic children live in homes where single parents are not well educated, and are poor, they are proportionally over-represented in high risk programs. National drop-out figures also indicate disproportionate numbers of Hispanics in remedial academic programs and compensatory education (Pallas et al,1989 and Natriello, 1987). While much of the research cited here concentrates on the characteristics of Hispanics and other minority students, it is important to mention there are
other researchers who have provided examples of minority students' achievement—even of children from poor and single family homes. Clark (1983), for example, found many Black students who were successful in schools in the city of Chicago.

Researcher Jonathan Kozol (1991) points out that "genuine equality of schooling for poor children," even if funding was provided would not alone change their school performance. He acknowledges that cultural, socio-economic, and dysfunctional families are factors that have consequences on poor children. Other problems facing poor families include teen pregnancy and drug abuse.

Kozol argues, however, that solving family problems is not the direct responsibility of government but that improving the schools is. Fiscal equity would make "dramatic changes." It would provide smaller classes, computers, repairs to buildings, better supplies, needed books, and provide everything generally available in the most affluent school districts. These additional resources to poor schools would provide, for example, the extra counseling which would help poor children cope with the problems they face at home.

In some of their latest work, Kozol (1991), Wheelock (1992), and Nieto (1992) have maintained that giving up or blaming students because of their language, culture, or poor family background will compound the problems, not solve them. They have provided not only a look at where we have been, but also where we need to go. They have pointed out the inequalities inherent in a system that treats children differently by tracking them or by providing little or no services like bilingual education, counseling, books, community involvement, grouped classrooms without proper ventilation and
heating, and teachers who are not well trained, or who don't care or want to make a difference.

In her book, *Crossing the Tracks: How Untracking Can Save America's Schools* (1992), Anne Wheelock has documented the negative impact of ability grouping and tracking on American education. According to Wheelock, most civil rights groups have identified tracking as the most important "second generation segregation issue." Some of the negative effects of teaching can be observed by the lack of participation by poor, Blacks, Latino, and recent immigrants in the so called higher track or advanced placement classes and college bound courses. These minority students are found, however, in disproportionate numbers to White middle class students in low, remedial, and vocational technical courses.

In addition to the high academic failure of many minority students, there is evidence a third issue is at play among Hispanic students. United States Department of Education statistics reveal there are between three and five million students in this country whose native language is not English and who are limited-English speaking. Steinberg (1984) identified the population of Hispanic, limited-English speakers as having a drop-out rate of almost twice that of any other groups. His findings reveal that even when compared to similarly impaired (LEP, other than Hispanic) students, Hispanic, non-English background students dropped out at a higher rate (two to one) than any other non-English speaking group. Despite this number, there are less than 1.5 million LEP (Limited English Proficiency) students enrolled in state and federally funded
programs, according to the Office of Bilingual Education and Language Minorities Affairs. Bilingual education has been recognized by parents, educators, and many researchers as an effective tool in the education of language minorities. However, it has had a long history of controversy because the United States is a country very committed to English as the single spoken language, and bilingual education allows for the use of students' native language.

This controversy has resulted in the inhibition to implement such programs. For secondary schools, the lack of bilingual education has been greater. Although Massachusetts was the first state to pass a mandated transitional bilingual education law in 1972, Chapter 71A as it is known did not initially require implementation of secondary programs. The landmark law clearly stated:

...in initially establishing transitional Bilingual Education Programs, for all eligible children, priority shall be given to establishment of Transitional Bilingual Education Programs for younger children ...

Two Way publication

As a result of the effort of the Department of Education (DOE) and of the Bureau of Transitional Bilingual Education (TBE), enforcement of the law has historically concentrated on K-8 programs, with little attention given to high school programs. Because high schools are departmentalized by subject matter, providing language instruction for every course available has been resisted by school districts claiming the programs are cost
prohibitive. Even in districts where the LEP population is large and the program more cost effective, it has not happened. During my tenure (17 years) at the Department of Education, Bureau of TBE, the office was forced to remove funding from school districts for non-compliance.

In 1986, Dr. Catherine Walsh and I conducted a study in five communities across Massachusetts. We found that children who attended the bilingual programs had higher attendance and better academic achievement than those who received no bilingual education. Although the study showed the benefits of the program, many districts continue to resist its implementation. Parents, with the aid of the Multicultural Education Training Association (META), had to sue the cities of Lynn and Lowell to insure the rights of their children to bilingual instruction. These are just two of many examples of school systems here and across the country that have failed to provide the required programs.

It is evident that the combination of ethnicity, social economic status, disadvantaged family, lack of English proficiency, ability grouping and lack of program resources all increase the likelihood of failure and dropout for Hispanic and Black students. Because of these important forces that affect Hispanic and other minority students' school performance, successful programs must be designed in ways that provide relief to students from these pressures and that offer opportunities to overcome these disadvantages. Students need to see that academic achievement is attainable across all groups and ethnic backgrounds.
In the United States, an increasing number of school-college collaboration strategies have emerged to address the needs of disadvantaged high school students. One of the most visible efforts has been the federal government program known as the TRIO Programs, of which the best known is the Upward Bound Program. Congress enacted the project in June of 1972 as P.L. 92-318. It has been revised (amended) four times since (U.S. Dept. of Ed. 1991). The aim of the program has been to provide opportunities to assist students who are “first generation college students” (individuals whose parents did not complete a college degree), and the students must be “low-income individuals” (meaning that the family's taxable income can't exceed 150% of the poverty level established by the federal government for that family). In addition, the program participants must have completed eight years of schooling and be between 13 and 19 years of age. Students must also have some difficulties with math, reading, and writing. Exception is made for veterans who had served in the armed services on active duty.

Upward Bound, by definition of federal law and regulations, has limited the participation of students from different socio-economic groups and academic abilities. The program has historically concentrated in remediation of basic academic skills, along with counseling for motivation and career awareness. This type of strategy, where students of similar abilities are grouped together for additional instruction, continues to reinforce homogeneous teaching models of the traditional high school curriculum. It is also the case with enrichment programs for the gifted. Review of these gifted programs reveals that criteria for selection of participants
almost always requires high academic achievement or high test scores on standardized, nationally normed tests.

While both remedial and gifted programs may be helping these very different student populations in the academic subject matter, they also keep the two groups apart. Clark (1983) studied the performance of poor, Black students with both low and high achievement. His work revealed that academic socializations (grouping by ability, race, or class) inhibit academic progress. Clearly, our urban high schools are becoming more diverse by socio-economic, racial, and educational background definitions. Because of this diversity, many culturally and socio-economically different students would not meet, by definition, the qualifying criteria of the Upward Bound Programs.

Since federal guidelines are making it more difficult to reach a variety of selected students—from at-risk to gifted and talented students—and major researchers suggest exclusive groupings have a negative effect on learning, non-exclusive strategies must be implemented in order to combat our decline in academic success. The efforts should not be limited to in-school programs, either. Summer and extended school year programs are manageable and provide ideal opportunities for implementing model designs which can then be placed in tradition classrooms. When resources, flexibility, and research ideas of a college or university are coupled with a model program unfettered by community or politically motivated short-term views, powerful learning can take place.

Recently, the ability to install the needed reforms in our schools has been challenged. With world-wide economic recession, it
is more difficult than ever before to secure proper funding. In addition, few communities or states are willing to impose a radical change on their school systems despite the overwhelming evidence showing the need for such reform. A decision about which “radical reform” is best appears to be the stumbling block. Some argue vehemently for “school choice” and “voucher systems,” others want a longer school year or day, the elimination of tenure, or equal funding for wealthy and poor districts within a state. More ideas abound. Implementing reforms which meet pedagogical standards should be the goal so our educational reform can begin immediately.

Nationally, attention is focused on developing alternatives to homogeneous groupings. Research has shown low-track students improve academically when they are integrated into classrooms with students from higher academic tracks. Researchers at Johns Hopkins University and the University of Minnesota have been working to develop a process they call “cooperative learning strategies.” This method allows academically-mixed groups of students to work together on learning projects that combine academic and social skills. In this way, achievement depends on the group performance rather than on each individual student's success.

Cummins (1986) has supported the idea that language minority children have different cultural learning styles. For example, some minority students may be more comfortable with instruction based on cooperation rather than on competition. Other studies suggest that, while there are beneficial outcomes to competition in the classroom, there are negative results as well. A crucial problem to be overcome in competitive classroom situations is student self-
worth and self-esteem. It is easier to build these personality traits in a cooperative setting than in a competitive one. Students will modify their behavior to avoid failure, or the public perception of failure, in a competitive environment. In a cooperative environment, this is almost impossible as all the students must work toward the "group" goals.

Another important area to be addressed is the staff; those teachers, counselors, and tutors who will work with the student. There are numerous problems that plague teaching in this country. It is no secret that many teachers working with our students in today's high school are people with low tolerance for minority pupils and with low expectations for these students to handle the schoolwork. In addition, there is a shortage of minority teachers, especially in our urban areas, and the numbers are not increasing in relation to the growth being experienced in the minority student population. Lastly, mounting evidence exists that teacher preparation is inadequate for the work required in urban instruction (Carnegie Forum on Education and the Economy, 1986).

Teachers who inspire students and keep their attention can have a mentoring attitude towards their role as teachers, counselors, and tutors. One method of promoting cooperation among teachers and their attitude toward students, then, is to encourage the development of such an attitude in program staff. Quint and Riccio (1985) mention curiosity, the ability to listen and to ask questions, receptivity to new ideas, enthusiasm, and commitment as important qualities for good teacher/student relationships. Regardless of a program's instructional goal, however, there are
some qualities that are often important for teachers as mentors to possess.

Silverstein (1986) points out that the desired qualities of teachers/mentors will probably need to differ depending on the goals of a particular project. One must use common sense. For instance, individuals trying to help minority youth interested in a science career are more likely to be effective if they themselves have had experience in science, come from a poor background, and have successfully made the transition. In short, they need to be role models.

Staff selection and training is an important consideration in an instructional design. Staff should be representative of the student population, have qualities that are desirable to a particular program, and be as qualified as possible (not all certified staff make good teachers) to do the work required by the program. This means, for example, the ESL teacher needs to be recognized by students and other teachers as a leader, be trained in ESL (preferably experienced), and have a record of caring. Additionally, the individual must be able to work with others on joint projects and be willing to explore new ideas and ways of teaching.

Formal time should be set aside for teachers to work together and develop their own ideas, and time should be provided when outside expertise can be brought in to help the staff. Training needs to be designed to go on continually, both formally and informally.

Proper teaching methods and implementation are crucial to the success of any program. Infusing strategies that work is the challenge. The belief has been that the longer students spend in
school, the more they will learn. Theoretically, summer programs could provide enrichment for those who want it as well as remediation for those who need it, and prevent the loss of skills during the summer (Merino, 1983; Heyns, 1986).

There has been recent interest by educators in this country in the actual effects of after-school, summer, and longer-school-year programs on learning. Heyns (1986) notes the lack of national guidelines for data collection and lack of research available on the effects of summer programs conducted with funding from Chapter 1. In addition, most of the available program evaluations show that students tend to learn at a slower pace during summer school. The Sustaining Effects Study—the only national study of summer programs—reveals that students attending summer compensatory programs did not show any additional academic gains over those who did not attend any summer school (Carter, 1984). In fact, disadvantaged students even lose more learned skills than they gain during the summer months (Ascher, 1988).

Clearly, more time in school does not translate to higher achievement. Compensatory programs do not offer the same opportunities that enrichment programs do. Researchers believe the emphasis should be on the quality, not the quantity, of instruction (Merino, 1983 & Blair, 1986).

All of the research points to a tremendous challenge we have as educators in making schools effective and meaningful for these students. We need to give them alternatives to dropping out of high school. It is clear, however, that it cannot be accomplished by simply offering the same strategies presently being offered in our
high schools and existing summer programs. New methods for reaching students through summer and after-school programs can be effective if done properly. Cooperative learning strategies coupled with program staff who have a mentoring attitude toward their students can provide the necessary support these students need not only to stay in school, but to also seek higher education.
CHAPTER III

PURPOSE OF THE STUDY

The purpose of the study was to research the impact of a supplemental summer and after-school program that provides an enrichment experience with academic support, counseling, and cultural activities to high school students from an inner-city school. This study was designed to provide data for two areas of interest in the field. First, it provided information about minority students' success that historically have had difficulty in pursuing higher education because of poor academic performance, socio-economic, tracking, and lack of counseling as demonstrated by some of the research literature regarding academic failure and successes. Second, it contributed information about the impact of summer programs in general, and specifically, on how they benefited the minority population. A program was implemented over the last 3 years using recent research as the basis for developing instruction and curriculum that was used to better meet the multi-faceted needs of secondary students from an inner-city predominately Hispanic high school. The study looks at the impact of this particular model via a qualitative case study approach from samples of students who had graduated over a three year span of time, between 1990 and 1992. The study also administered a questionnaire to a group of 25 students from the same pool of graduates. The intention of the questionnaires was to enrich the emerging case studies narrative with additional collaborating information obtained from these questionnaires; the idea being that...
both types of data was valuable—case studies provided the qualitative data, and questionnaires and other program documents provided the quantitative data.

The major compelling reasons a case study approach was chosen was to collect qualitative data via students' own voices. According to Nieto (1992), "The voices of students are rarely heard in the sometimes heated debate surrounding school failure and success." Second, quantitative research on the effects of a summer program cannot alone provide information based on results of such a single and short experience, of a summer program. To say whether or not a strategy is having any impact on the present and future education of these students, there is a need to explore deeper the school-related factors that appear to be important to students. The best approach is to ask them directly. Listening to the voices of students regarding their experiences can provide needed information about the added opportunities they are able to obtain from the program model. These added opportunities are not controlled by the school system and should have provided some benefits to the students receiving them.

The students who are the subjects of this study were high school students at Lawrence High School at the time they participated in the College Prep Program. The City of Lawrence is located in the Merrimack Valley, approximately 30 miles north of Boston. It has historical significance because of the role the city played in the American Industrial Revolution. It was here that textile factories began operating near the turn of the century. Lawrence has historically been a point of entrance for many groups
of immigrants and is nicknamed the "Immigrant City." The city's population, according to the 1990 census, is 70,200 residents, representing a wide number of ethnic cultures – Hispanics chief among them.

During the early 1960's, with the first waves of Cuban refugees, Hispanics began arriving in Lawrence in significant numbers. The influx has continued with Hispanics coming from Cuba, Puerto Rico and more recently the Dominican Republic. The numbers of Hispanics has grown from 10,296 in 1980, to 29,237 in 1990, according to the Census Bureau. This is about 42% of the city's total population, an increase of 184%, making the city home to the state's largest Hispanic community outside of Boston. This population change and the decline in the local industrial job base has affected the economic opportunities of these immigrants dramatically.

Research Questions

1. Can a University/High School partnership help keep students in school and improve their chances of receiving a higher education?

2. Can an after school and summer program offering specially designed additional instruction, counseling, and individual attention impact on this population?

3. While including the needs listed below, can students benefit from the implementation of support addressing the multiple
needs of high school students in a summer program and on Saturdays during the school year?

a) Students whose first language is not English.
b) Students with low self-esteem.
c) Students in need of improving academic skills.
d) Students with strong academic skills but low aspirations.

This research study attempts to answer these questions.

Methods

To select the three case studies for the interviews the following five procedures were used:

1. The names of all the students who attended the College Prep Program and who graduated in 1990, 1991, and 1992 were separated by year of graduation.

2. From each group, one name was selected randomly by assigning each name a number, then labelling paper ballots with only these numbers. The ballots were then placed in a basket and one number selected. The same procedure was followed for each of the three groups.
3. The individual was contacted and permission or consent was secured, including a Statement of Informed Consent.

4. If a selected student preferred not to participate in the study, then another number was selected and the same procedure was followed until a selected student was found who wished to participate in the study. This random selection ensured the non-biased selection of three case studies.

5. Nine areas were explored during the case study interviews in addition to all the topics in the questionnaire being administered to the other graduates. They are as follows:
   1) Family background
   2) Socioeconomic status
   3) Community
   4) Importance of education in family life
   6) Experience of students with schooling
   7) Language, culture and bilingualism
   8) College Prep experiences
   9) Post secondary experiences

Case Study Focal Topics

The interviews upon which the case studies are based were conducted in a comfortable and informal setting as determined by each of the students who were the subject of this study, and agreed upon prior to the interview. A small tape recorder was used so that
conversation and train of thought were not interrupted by note taking.

Transcription of all the recordings was organized in terms of the theme being addressed. Only first names were used to protect student confidentiality. Analysis of all transcripts was performed with the emphasis on placing information in the context of the research questions or positions the information supports or contradicts.

Finally, a summary commentary follows each case study, tying it to the framework of the research to determine the implications of the findings. Caution was exercised not to generalize any findings. Rather, emphasizing the importance of students' ability to express what factors are valued by them and what elements of education and opportunities appear to have made an impact on their lives. Attention was also focused on their desire to pursue higher education and, in particular, to the impact that the College Prep Program has had in their experience.

Questionnaire Sampling

In addition, a questionnaire was administered to 25 program and Lawrence High School graduates drawn from the same pool as those chosen for the case studies.

The Dillman (1978) method of mail and telephone questionnaire (TDM) was administered. TDM has shown that a response rate for specific groups are in the 80-90 percentile range and the methods are highly reliable and valid.
The questionnaire (see appendix) was designed using the techniques recommended, and a modified schedule of follow-up for non-respondents was implemented so that the first contact happened not only by mail but also by telephone. (This was a modification of Dillman's method. It normally calls for a final mailing seven weeks after the original mail). The design looks for 100% response.

Treatment of Data

The many factors contributing to the poor educational attainment of Hispanics and other minority populations are well documented. These factors are covered in context in the review of the literature section. This study is exploratory research that looks at student participation in a specific summer program.

The "Program Graduated Students Questionnaire" was analyzed using the statistical software package of Statview®. This program provided a quantitative examination of the impact of the program and helped to answer the research questions posed in this study. Frequency tallies were found for all quantitative questions and further descriptive statistics were examined for all numerical items. Further investigation included correlation analysis on numerical data items, especially the rating scale questions 19-30, to explore potential relationships. The questionnaire was piloted and recalibrated before being administered. Three initial questions were
revised for clarity and the format for questions 19-30 were changed from Yes/No plus explanation to a rating scale of 1-4.

In order to select the 25 questionnaire respondents from the same pool as the three case studies, the following selection process was followed: Data revealed that a total of 70 College Prep Program participants had graduated from Lawrence High over a three year period between 1990-1992. The College Prep Program is the paradigm for the Integrated Multi-cultural Summer and Academic Support Program. These 25 cases provide a representative sample of this population of 36%. It was decided that twenty-five questionnaires would produce a better distribution of actual graduates. Of the twenty-five selected, twenty-one actually returned their questionnaires. The total sample returned for study (21 questionnaires) represents 30% of the entire graduated population. (See Table 1)

Table 1

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Graduates</th>
<th>Number Asked</th>
<th>% Asked</th>
<th>Number Responding</th>
<th>% Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>17</td>
<td>5</td>
<td>29%</td>
<td>2</td>
<td>40%</td>
</tr>
<tr>
<td>1991</td>
<td>22</td>
<td>8</td>
<td>36%</td>
<td>8</td>
<td>100%</td>
</tr>
<tr>
<td>1992</td>
<td>31</td>
<td>11</td>
<td>35%</td>
<td>11</td>
<td>100%</td>
</tr>
</tbody>
</table>

The Dillman Method of mail and telephone questionnaire (TDM) was followed to accomplish the task of administering the
questionnaire (as described in Chapter 3). After the third week and the follow-up by telephone, 21 questionnaires were completed and returned out of the 25 selected respondents. This represents an excellent return rate of 84%.

In the questionnaire respondents were asked to identify their ethnicity. Five choices were listed, representing the predominant groups the program has served. Three students, however, selected two categories each. Interestingly, these were the same two categories for each of the three students—Puerto Rican and Dominican. Each had one parent from the respective countries and identified themselves as both. A sixth category was added, therefore, to accommodate their wishes.

During the data analysis of the respondents questionnaire it was noticed that Question 16 could have been misinterpreted because the words "treated differently" were not defined in the question. It was intended to have a negative meaning, in a discriminatory sense. For instance, if they lost an opportunity due to skin color, or English proficiency, or other forms of racism. Because of the possibility of a misunderstanding, the respondents were contacted by telephone and asked if their interpretation required a different response. In two days, fifteen respondents were contacted and all had interpreted the question as intended, at this point it was decided that the intended meaning had been properly interpreted.

The Qualitative Analysis Used

Qualitative data derived from the three case studies was displayed as words collected via intensive interviews, and extracted
from documents (forms collected at the time students were in the program) and tape recordings.

The emerging narrative was the direct result of transcription, editing, and word processing.

Three concurrent activities constituted the data analysis. They are described by Miles & Huberman (1984) as follows:

a) Data reduction
b) Data display
c) Conclusion drawing/verification

Data Reduction

Briefly described, data reduction is the process by which extraneous information is removed from case study narrative, data related to specific research questions is retained, and other pertinent information appearing in the course of the narrative that addresses relevant points in the study is preserved. The resulting information is then clustered according to specific themes, decided upon by the researcher, to form the conceptual framework upon which the study is based. This type of reduction often happens "without full awareness" according to Miles and Huberman (1984), and the process is part of the analysis. This particular method of case study is advantageous because the exploratory and discovery nature yields information that can provide insight about the causes, factors, and attitudes that motivate students to pursue education.
Data Display

The case studies generate a large narrative text. Under these circumstances it is easy for anyone doing qualitative research to jump to hasty, partial, or unfounded conclusions. The display of this rich source of personal experiences was reduced by the use of matrices, graphs, and different types of charts. Care was used in reducing the narrative by assembling the information in this manner as much as possible. This technique provided a reduced display that was reached with more clarity the particular theme being addressed in the proposed nine areas of the case study focus.

Conclusion Drawing and Verification

Once the data collection begins, the qualitative analyst also begins to make decisions about what things mean, noting regularities of issues or elements, patterns of response, possible configurations, casual relations, etc. These conclusions were taken lightly, keeping an openness about the findings, until all data collection was over. These conclusions were verified as analysis proceeded. The meaning emerging from the data was tested for its plausibility, how it held up under argumentation and review. Finally, it was tested for "conformability" via supporting facts, other collaborated sources of information and existing research. This verification process provided strong validity to qualitative research.

This three step method developed by Miles and Huberman (1984) provides a manageable, reliable method for analyzing case
study data. Without the model presented, qualitative research of case studies can end up as the authors suggested, "Otherwise we are left with interesting stories about what happened, of unknown truths and utility".
CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter includes all findings and discussions of the case studies, questionnaires, and any additional questions and findings. Also, individual summaries of the case studies follow immediately after each case study. Data summary of findings, conclusions and recommendations will appear in Chapter V.

By conducting case studies it is hoped that the impact of the program paradigm on the student participants could be more deeply explored. Their experiences, as explained to the interviewer, could help uncover those school-related factors which are important to them. This understanding is key to providing effective instruction and will be helpful to researchers, program designers, and for instituting program improvements.

Program records indicated that the questionnaire respondents socio-economic status is as follows [ n=14/21 were poor] as illustrated by Figure 1 on the next page.
Because the program serves a number of students whose first language is not English, a review of program records was conducted to determine the number of students whose first language was not English. The review revealed that 52.4% speak languages other than English. See Figure 2 on the next page.
Self-esteem was determined by individual student responses in the open-ended question sections of the questionnaire. For example, a student could make a statement such as: "I didn't feel I was good enough to answer the teachers' questions by raising my hand," or, "I didn't think I could do well in math so I didn't sign up for Algebra II." These types of answers provided information that the students didn't feel worthy for participation in certain activities. This might be a direct result of their past experience with teachers who had low expectations of them. A review of the open-ended responses of the questionnaires' along with questions 10, 11, and 16, indicate that 23.8% of the group studied had poor self-esteem at the time they entered the program. See Figure 3.
Examination of all the open-ended responses by the group studied along with a review of students' high school grades revealed that 31.8% of the students had good grades but low aspirations at the time they entered the Program as illustrated in Figure 4 on the next page.
Findings and Discussion of Case Studies

All three students in the case studies came from different backgrounds and had different languages and cultures. One was Dominican, one Vietnamese, and one Puerto Rican. Two were male and one was female. Each shares similar economic status and all three spoke a language other than English before entering school. One is an immigrant, one a refugee, and the last one was born in the United States.
Introduction to the First Case Study

Anibal is an 18 year old who is a freshman student at a public university in Massachusetts where he is a resident living on campus. When he goes home, he lives with both of his parents. He has two brothers, an older brother who is a student in a private college and a younger brother who's in the public schools. They reside in a fairly new housing project that is well-maintained, and most of the project residents are like himself, Hispanics, mostly from the Dominican Republic.

They are a working family who have been living and working in their community for the last fourteen years. Anibal is the middle child of the three brothers. His family has had a constant influence in their struggle to make sure that their children get a good education, especially his mother, who has felt that getting a good education is the most important thing for her children.

Anibal himself is a soft-spoken individual. He has an easy smile, and you can't help but like him from the first moment that you speak with him. Although his education has been what typically an inner-city poor community can provide, he has taken advantage of every possible opportunity. He believes the teachers he had in high school were basically good to him and although the problems the of urban high schools have been increasing where he attended, he was able to stay away from any difficulty. He makes it a point of stating that he tried to stay away from bad influences and tried to get
involved and participate in school activities that he felt were good for him.

Anibal was introduced to the College Prep Program through his counselor at the high school and participated in the program all four years that he was in high school. While in the program, Anibal developed a strong interest in working with computers. He proudly explains that he will be seeking a degree in computer engineering. He says that he would like to be involved in the future designs of what computers will be like.

Although he participated in high school sports and was an outstanding track athlete, Anibal has postponed getting involved with the sports as a freshman because of the demands that his studies have placed upon him, especially the electrical labs and the advanced math courses. He said, "I want to make a good first start. Then if I do well, I can think about sports next year." During the summer, he would like to work as a tutor in the same College Prep Program that he claimed helped him so much while he was in high school, as he has a desire to help other students so they can go to college.

Anibal: I am eighteen. I went to Lawrence High, and currently I'm in my first year of college. I want to get into the Engineering Program, but right now I'm in Pre-Engineering, so hopefully by next year, I'll be applying...my hopes are to get into engineering electrical computer systems.
I was born in the Dominican Republic. I lived there for about eight years with both my parents, my father and my mother. I was born in 1975. Then my family life was – my mother took care of the house and my father worked. He was the treasurer for the town government. In 1980, both my parents came to the United States and I stayed with my grandmother for about four years. Then in 1984, my parents brought us and we lived in New York for less than a year. They thought the environment was not too good for us, to bring us up. So they decided to move. They didn't want us to get into drugs and that kind of stuff. The thing that concerned them the most was school. They wanted us to stay in school.

I spoke Spanish. I was 9 or 10. That's right. And I was put in a bilingual program. I was in it for about 3 years. In New York, I wasn't in the school for too long. First we came, as a matter of fact, we came to Massachusetts for the summer with one of my mother's cousins. Her husband was a resident director at a University, and we stayed there for the summer and then we moved to Lawrence and I attended school there. I started in 6th grade. In the bilingual program. First, I went to the Leonard School, and from there they sent us to the Kane School because they didn't have any room for us, for our class, so they moved the whole class to another school in Lawrence. I attended that school for the next few years until the 8th grade.

I was there until the 8th grade and then I went to Lawrence
High and I was put in the regular program, regular classes. At first, they put me in ESL and I went to see my guidance counselor because I had a problem with one of my classes and regular classes, so she changed me. She knew Spanish herself, but she was American. Yes, I did all right. My first year, A's and B's.

I had a lot of practice speaking English. Even though I knew a little, I had practiced. My parents didn't know English, so I had to go places with them. The little English I knew, I had to try to talk to the other people...Yes, I translated for my parents. I also learned a lot from watching T.V. Mostly cartoons and comedy shows like Full House and things like that. No, I was living with my parents. Like I said, I have both my parents and I have two other brothers, no sisters. I have an older brother. He's a junior the same thing, Engineering. And then I have a younger brother. He's in 7th grade in Lawrence. Because he was only five and they had him in kindergarten. I think in kindergarten, he had bilingual classes, but he learned English pretty quick. By second grade he was in regular classes.

When we lived in New York, my father he managed a jewelry company. First, when we came to Lawrence, it was just my mother, me, and my brothers. We stayed for about 6 months. My father came later. Then after he came to Lawrence and he was working at a chemical plant in Methuen. Then he had to quit that job because he was allergic to the chemicals so he quit. He was allergic. Then he got another job, but I forgot the place. I forget what he did. I don't
know what he did, but I think it was related to that. Currently he's a manager at Rockingham Park, the racetrack.

At first, in New York, I was fine. Where I lived, it was mostly Dominicans, so I felt like I didn't feel out of place, but then when I came to Lawrence, it was mostly Puerto Ricans, and I found out that they had a rivalry, between Puerto Ricans and Dominicans when I came here to Lawrence. I felt like the Puerto Ricans thought they were better than us, they thought we were lower. And one thing that I think they didn't like was they said the Dominicans go to Puerto Rico and take over their jobs to become a citizen, so they can come to the United States. I got along with them. I didn't have any problems with them, but they would always call me names like platano, which I didn't mind. I didn't pay attention to it, but my best friend was Dominican. But as time went on, more Dominicans started coming to Lawrence, so that rivalry was gone. You didn't see it that much anymore.

My father, he went to a university, but he didn't finish, I don't know for what reason. And my mother just finished high school. She didn't go on. But she always knew about what was going on, but they were always concerned that we did our work and we were doing good in school, that we were behaving. They always checked on us. But then, afterwards they said if we did our work and were responsible, they loosened up.
I didn't have any bad teachers at Lawrence High. Most of them were good. I had a lot of fun. The teachers were pretty friendly to me and the teachers were real close to the students. The high school itself? What do you mean? Yes, a lot of bad things were going on but I didn't hang with that crowd. I had my own crowd. I wasn't like...I'd talk to everyone, but I didn't hang out with or spend time with people that did bad things. Like disrespect. I don't mean to people but to society and the schools society. Like I felt they didn't have any respect for others.

My freshman year, I didn't even know there were gangs, but by my senior year, there had to be at least 3 or 4 gangs that I knew some people were in.

My grandmother is religious. My mother, too. We used to go to church every Sunday. My grandmother used to take us to church with her. She lived close by. Most of my family is in New York. In Lawrence, it's just my aunt and my family. The rest of the family lives in New York, Florida or Atlanta.

I think as a child, when we lived in the Dominican Republic, right now I compare myself to the other kids I'd meet. I had much more stuff than they did. We were wealthy in the Dominican Republic. But when we came here, we were average. If I compare myself to other kids now I feel about average.
My grandmother has a house in the Dominican Republic, both my
grandmothers do and my father has land. At first we rented an
apartment and we paid that person the rent, but now we live in
a...condominium...it's not a project. I don't know if it's owned by the
government. I'm not sure what you call it.

Education was important to both my parents, very important,
especially my mother because she felt that she had to struggle in
her life. She's been working since she was 12. She helped her mother
with the family because she was a single parent and so she doesn't
want us to go through that struggle. She wants us to have a better
life. I need to put more effort into my work (between high school
and college).

The one way the College Prep Program helped to improve my social
skills was by having to be around people of all colors. The program
provided me with more counseling than Lawrence High.

English was a challenge for me while attending the Program. Math
was one of the more easy parts of the Program for me.

My family played a very important role in my education. My family
played all of it, they're the reason I tried my best and the reason I'm
still in school. Most of the teachers and counselors I had were very
understanding, but the College Prep staff was much more
understanding because they didn't look at the students as students.
The staff looked at them as people that wanted to better
themselves. It was also easier for the students because they didn’t have to look at the staff as teachers, and that made it easier for the students to communicate with them.

My parents played a major role in my finishing my education. The reason some students didn’t complete their education because they had never set high goals for themselves. The difference between me and those who didn’t finished high school was that I always looked into the future and I always wanted the best for himself. The only way I was going to do that was if I studied harder.

I would tell them to look at some of the people around them, and then ask themselves if they could lead a life like some of these people they see in the streets.

Summary

Originally from the Dominican Republic, Anibal was placed in a bilingual program for three years upon entering school in the U.S. and his English skills. He was then placed, at first, in an ESL program when he began high school. His guidance counselor soon removed him from the class and placed him in a mainstream English classroom. He did well, finishing that year with A’s and B’s. Clearly, the bilingual program helped him make the transition.

Neither Anibal’s father nor his mother completed college. His father went to a university but did not finish, and his mother finished high school. They, especially his mother, were influential
in Anibal’s ability to finish high school and further his education. Anibal currently attends a public university in Massachusetts.

Introduced to the College Prep Program through his counselor at the high school, Anibal participated in the program for four years. He felt College Prep was also influential in helping him stay in school and pursue a college degree. He cites program staff for providing him with the understanding and additional counseling he did not receive at Lawrence High. The program helped him to improve his social skills, particularly with people of diverse ethnic backgrounds. English presented Anibal with a challenge during his stay at College Prep, while math proved to be one of the more easy subjects for him. He developed a strong interest in working with computers while in the program. As a result he is pursuing a degree in Computer Engineering. He wants to help other students and keeps in touch with program staff. He believes the program was like being part of a large family of people that care about him.
Introduction to Second Case Study

Jéan Luc is an 18 year old Vietnamese Electrical Engineering major at a public institution in Massachusetts. He is a sophomore. Currently, he resides with an aunt and uncle in Lowell, but he spent his teenage years in Waltham and Lawrence. He received his high school education at Lawrence High School.

Originally, Jéan came to the U.S. after spending two months in a refugee camp in Indochina; he was approximately eight years old. His parents and two brothers and sisters remained behind in Vietnam. He was selected to go because he was the eldest son and the family had hopes that he would be able to later help them also come to the United States. He came over with his grandfather. An uncle who had originally left with Jéan and his grandfather was forced to stay in Belgium.

Jéan describes himself as a hardworking student. He received a lot of support from his relatives, who, although they could not help him with his homework, provided him with a great deal of encouragement and helped him to become self-disciplined. He credits his teachers with helping him to learn Math and English.

Jéan was introduced to the College Prep Program through his Vietnamese friends. He attended the program for two winters and a summer, and felt the program helped “keep him on his feet.” He says that the program helped him with his Math, English, and computers. He uses computers now as part of his college education.
Jean Luc: I am going to school at a very good public university. I am from Vietnam. I came here by escaping in a small boat with my grandmother and my uncle because the country is poor and has a Communist government and we didn't like it. We wanted freedom so we left one day. Just me in the family, no father, no mother and we went up and we lost food and water and ship's engine a few days later.

A lot of people were on the boat. I don't know how many but the boat was full. I was around 8 years old. I have two brothers and sisters but they did not come with me, just my grandmother and my uncle. My mother and father couldn't go because we didn't have enough money to go as a whole family but they did have enough money to send me because I am the eldest son and they thought that because I am the oldest I should go to America, try to get some money and help them any way I can. They are still in Vietnam. Right now we are trying to sponsor them but it has been a long time. Some people have sponsored their families and I know such people and I believe it could be possible one day. We write letters but we do not write much letters as it is expensive to send letters over there. We write to them.

We were rescued from the small boat by a Belgian ship and we stayed on board for a couple of days and then they brought us to a Singapore refugee camp. There we stayed for a couple of months. My uncle, because he was rescued by that particular ship he had to go to that particular country to live, but in my case and my grandmother,
since I was young and she was old, we were sponsored by relatives in the United States—the rest of my grandmother’s children—they sponsored us. The only part of her family—her daughter, my mother—is the only one left in Vietnam. The rest are either deceased or in the United States.

From the camp we were sent to America, to Lowell, Massachusetts. We lived in Lowell for a couple of months and I didn't get that much help from my relatives in the education field. They believed that I should go to another uncle who was just finishing college and he was starting his family. He was living in Waltham at the time and I stayed there for a year. Then because he is not money wise, he moved to Lawrence and I went with him and that's why I live there.

I was in Lowell 3 or 4 years before moving to Waltham. I was 13 or 14 when I moved to Waltham and then to Lawrence in freshman year - 9th grade.

I just went straight to...my family sent me straight to the school, I think. I didn't speak any English. It was difficult. They put me in the regular class with the American kids who speak English. I didn't understand anything. There was a teacher who helped me. They put me in a one-on-one basis with her to learn English. She gave me little pictures with words on it and stuff. It happened for the first year I was there. The next year I thought she would be there but she was gone and by that time I found I could speak some English.
I am not sure if they had a bilingual program, my family just put me in the regular class. I went straight to the regular class at Lawrence High School. It was difficult but by the time I got to Lawrence I knew a lot of English and I could write and read it well. I am living with my grandmother, uncle and his family.

Actually all of my family keep on pushing me to get an education and go to college. All of my uncles, grandmother—everybody. They keep on encouraging me and sometimes even when I was young they forced me, well, not really forced me, set up a schedule for certain hours to certain hours I must be studying even if I haven’t anything to study I should read a book. That was when I was young. They don’t do that anymore, they keep on encouraging me to keep on studying, studying, finish high school and college, get a job and start over.

At first, high school was tough because I was new to the school. Didn’t know anyone but after awhile got used to it then...I didn’t get much help from the family, they only encouraged me but in helping me, they didn’t do anything for that. That was stuff I did for myself just going to class to learn from a teacher. I got special help from a teacher. I would say that most of my math and English teachers helped me a lot to learn English and understanding math and other stuff. In class, they just did their job and I learned from them. I didn’t really go for help for one-on-one, just listened in class and did my stuff. They helped me through their teaching to the class. No individual help like the first year. They were always willing to help. I didn’t go for special help. I just go in the class.
I heard about the College Prep Program from my friends, my Vietnamese friends. They found out about the program somehow and they told me about it and I just got interested in it. I think I got in in the winter of my sophomore year. (1989) The summer of the sophomore year, I know I was in one of the summer ... I was with you two winters and one summer, I believe. Maybe 3 winters and one summer.

I didn’t really think about my family (in Vietnam). I felt comfortable with my family, my grandmother. I missed them some. I felt alone and by myself. It is sad but I knew that my family was here my uncles and relatives. I didn’t get that much treatment in parent to child ways as I should. We got some welfare. I think we got food stamps first but then after that I got welfare until I graduated from high school and after that I just go and find some work.

There weren’t any racial problems. Some of my friends were Hispanic, the Americans- basically most of the people in Lawrence, actually. I don’t see any racial differences or any prejudice. I had a lot of Latino friends. I knew them from the Program and ESL program. I didn’t go to the ESL program, but some of my friends did.

The Program really helped to keep any person who wants to get help in the field of Math. Most of the things I already knew except for one thing I couldn’t remember the synthetic division—in Algebra. In English, I learned a lot and some computers. Right now I’m using
computers in college. I didn’t really get counseling for college. I didn’t go on any visits to college campuses.

For one thing, it is near where I live so I could get my family help from them. I couldn’t go away because I didn’t have enough money but some of the colleges give money but they were too far away and my family wanted me to stay here so that we could communicate and find out more about my mother ‘cause they wanted to sponsor her so they didn’t want me to go too far away. I like the college I am going to because they have a good engineering program which I am interested in. I am doing Electrical Engineering. I am in my sophomore year. I am doing good. I don’t see that much of the College Prep graduates except for following in line...

I didn’t stay in the (College Prep) residential program but I did stay in the dorm during my freshman year. It’s great. I learned a lot from it. A lot of activities that are going on. It’s closer to school and to get help from other people. I didn’t get a chance to do that (sailing program and basketball).

The teachers in College Prep are nice and friendly. I can’t say anything derogatory. They did their jobs. They were easy to talk to—average.

Vietnamese friends introduced me to the program. I didn’t learn how to do the meringué I’m too shy. I remember the dances but I didn’t dance.
I think I would be here but I wouldn’t be that much on my feet because I got a lot of help from my counselors about troubles in the family. The program, what it did for me, was keep me on my feet. During on the weekend and stuff I’m not like most of the kids, they go out on just the weekends. As for me, it seems that I study kind of like every day, trying to keep ahead. So it keeps me on my edge so that I know I have this thing to do and I have to go do it, get it. I think the stipends were helpful. I would still have gone to College Prep but it was nice to get the money to help.

I think the program should be stronger in math. I noticed that most of the kids don’t do that much—homework, etc. I think it should be enforced a little bit more. Have them do more. I am talking about the teacher gives them something to do and not many of them do the work. They just go in the class—it seems like they just go in for fun, that’s all. They don’t really get into it.

In Vietnamese community, I say we have a big community, when we celebrate the new year. People from Lowell and all around come for the celebration and we have a lot of people, Vietnamese people. The place where I live is mostly like apartment. It’s a quiet neighborhood, right along the Merrimack River. We live in a single-family house. The neighborhood is mostly white Americans. We don’t have any problems there. We don’t know too many of the neighbors. There is a woman who lives next-door. When we first moved there we had trouble with the car and she just helped us. She knew me
more from the publication in the newspaper about my achievements and she sent me a postcard. The article was based on what I did, how I got my diploma. (A whole story.) They just said when I got here and what I did to get to where I am finishing high school with how many college acceptances. I applied to 10 and 9 accepted me. BU, WPI, RPI, Clark U, Trinity (most scholarship), UMass Amherst, UMass Lowell. Union College in New York did not accept me because they are too competitive and I did not qualify.

I have lived in the same place in Lawrence. I am currently living in Lowell with another aunt and uncle in a single-family home. I drive a car for work. I still can speak and write Vietnamese. My family only speaks Vietnamese, not Chinese.

I feel that the biggest adjustment I had to make in going from Lawrence High to where I am now is that I had to be more responsible.

I believe that College Prep helped me to stay on my feet. It reminded me that I had work to do and must work hard to complete that work (a way to prevent me from having too much fun). I thought the program helped me academically by keeping me on my feet. The Program helped me financially, and that the College Prep provided me with similar support.
The Program could help a person in his academic study skills, keep him mentally alert, and advise him in career & college choices. I also believe it could keep a person out of trouble (i.e. on the street).

I believed I could be as challenging as anyone (except for Einstien, Leonardo da Vinci, etc. They were geniuses).

My parents wanted me to do the best I could, and like most parents, they wanted me to achieve more then—and even now. Other than that, I feel they had no part in it. I did all of my work from the help of teachers if I needed it.

The teachers and counselors at LHS understood me and helped me a lot in advising me in career and college choices as well as family problems.

The reason I was able to complete my high school education and go on to college was that I worked hard in high school in all of my classes. I have a desire to learn many things. I think that those combinations will help me academically.

Perhaps they had no interest in their education because of where they came from (the behavior of a family member or members is a big factor in one's behavior). Perhaps they do, but they are the breadwinner of the family (especially kids from a poor family whose family members are dependent on them and expect them to give them support).
There is little difference between me and those who didn't finish their education when I compare myself to kids who desired the knowledge, except that maybe I had more financial support. For kids who did not desire to learn, I think there is a big difference since I care about my future.

Think of a simple yet enriching formula—Desire + Effort = Satisfaction. Not only one must want it, but also one must work hard at it to satisfy the soul.

Summary

While he was originally from Vietnam, Jéan Luc came to the U.S. after spending two months in a refugee camp in Indochina. His parents remain in Vietnam and Jéan Luc has lived with an uncle and his grandmother. He first lived in Lowell for four years before moving to Waltham for a time, and finally settling in Lawrence when he was a freshman in high school.

Jéan Luc did not speak English when he began school, and he did not receive any formal Bilingual instruction. He did get help, however, from a teacher who spent time giving one-on-one instruction for a year. By the time he had settled in Lawrence and attended Lawrence High, he had fairly good English skills, according to him.

Jéan Luc is highly self-motivated. While he says his relatives were unable to give him help with his homework, he also states that
they gave him support to finish high school and continue his education.

Having heard about College Prep through some of his Vietnamese friends, Jéan Luc joined the program during his sophomore year. He attended two winter programs and for one summer. He credits the program with helping him keep on his feet; it helped him with his Math and English skills. Jéan Luc feels College Prep introduced him to other friends, especially Spanish students. He also credits the program for providing him with a much needed stipend and the program counselor for helping him to apply to many different colleges. In addition, College Prep introduced him to computers, which he now uses at the college he attends. He currently matriculates at a public university in Massachusetts.

Introduction to Third Case Study

The oldest of seven, Esté is a 20 year old junior Consumer Sciences major at a public institution in Massachusetts. Her parents are from Puerto Rico, and currently reside in Lawrence. Part of a close family and community, Esté found her first semester away from home a difficult one. After a bout with bronchitis that initially set her back academically, she is now doing well in her studies. She hopes to one day get her Ph.D..

Esté was born in Methuen but her parents moved to Lawrence shortly thereafter. She has spent her entire life, up until college, in Lawrence, and she received her education from the Lawrence public
school system. Her primary language was Spanish, as her parents could not yet speak English when Este was a child. She did not get any Bilingual instruction because her parents thought it very important that she learn to speak English.

Este was involved with the College Prep Program for four years, both in the Saturday program and the Summer program. She sang in the Program choir and took advantage of the academic help the program had to offer. A shy teenager, the Program also provided a venue for her to develop her social skills. When asked about advice she would give current Lawrence High students, Este said, "Dream what you'd like to become and become what you dream."

Este: Well to begin, I'm the oldest of seven. I was born in Methuen. I was brought up in Lawrence, MA. I can't say when I did enter the city because I can't remember, I was just a newborn. I was born in 1972. I'll be 21 this year. Both my parents come from Puerto Rico, they were both born there. All the rest of my brothers and sisters were born in Lawrence. Actually, three were born in Methuen, Bon Secours Hospital, and Lawrence would be their hometown.

My parents were born in Puerto Rico. One was born near San Juan. The other one was born...I have no idea. They met in Boston. My father was living in Lowell for maybe about 10 years before he got married. My mom was in Boston, maybe her first year in Boston. Before that, she was in New York. She came from Harlem and she came for the summer to stay with friends and met my dad at a Church Youth
Constitution. Within that year, they got married. After that year, they had me.

Growing up in Lawrence, I learned Spanish first at home. I was never in bilingual schools. My mother always thought that you’re in America, you speak English. So I would go to school and speak English, but when I came home, I was not allowed to speak any English - I could only speak Spanish. So that’s how I learned both languages. Now it’s not the case. From the time I was born until the time I was five or four years old and started pre-school, all I spoke was Spanish, because at that time both my parents only spoke Spanish. They did not know how to speak English or did not know how to speak English in a fluent way. So I spoke Spanish until I started Head-Start. And in Head-Start, even then I didn’t know how to speak too much English. But then eventually, little by little, I picked it up.

My father had a job as a counselor. He was a counselor for students, for young people at a community program in Lawrence. My mom was a teacher, she taught third grade. No, she wasn’t a graduate from a University, she’d graduated from high school. How did she get the training to do that? I have no idea. I know that she was teaching. I’m not too sure if she was teaching alone or if she was teaching with someone else, maybe as a teacher’s aide at the Leahy School in Lawrence. She’s no longer doing that now. Now she’s teaching, now she has her - I wouldn’t say four years bachelors, but does have her associates and has her certification to actually teach. So she
teaches pre-school and she's been doing that for the past six years. She's the head teacher at the pre-school at this point. My dad right now, he has a small position, a part-time position as a bus driver, a bus monitor for the Head-Start. Before that, he wasn't working. He was a homemaker. Also, he was an evangelist, so most of his time, he spent evangelizing. It was more of a dedication to that. So he was working except he wasn't getting paid for it.

Right now, well for the past nineteen years, we've lived in public housing. Before my parents got married and after they got married for that one year, they were living in a house in a rented apartment. After that, they found it much cheaper to live in housing. So we lived in housing for as far back as I can remember. It was on the South side. Before that we were living in the project right behind Demoulas, not the ones in front, those are the Essex. It's right next to the Hennessy School. I lived there for about 11 years, then I moved up to the Stadium Projects.

All my brothers and sisters went through the Lawrence Public School System. Right now, the youngest is five years old, so that means that the rest are in between 20 and 5. So, after me comes a sister who is 18 years old. She's also in college right now. She went to Lawrence High and now goes to U Mass Lowell. The rest after her are in junior high and elementary.

I would say, economically, my family is upper-poor, or working poor. We have been able to manage. There have been times when we've
needed assistance. We were on welfare for quite a number of years until my mother started working about six years ago. When she started working, her main goal was, “I don’t want to be on welfare anymore, I don’t want to be on anything that has to do with it. I’ll go work to get out of it.” And so that’s when she started working. She got off the welfare but was still on the WIC Program. It provides food stamps and assistance for food, basically. And even, two years after that, they stopped getting that. They did continue giving money for my baby sister who’s five years old now, but until now, they still give money for her, so my mother can buy food for her. But eventually, this coming January, they’ll just stop everything. So, we’re trying hard to manage.

Family, right now, we have lots of cousins that live in Lawrence, on both parents’ sides. However, aunts and uncles live in Lowell and we’re not as close to them as to the cousins in Lawrence. Some uncles on my father’s side, most of them live in Lowell. On my mother’s side, they live in Puerto Rico, New York, Texas. I have cousins everywhere, I just don’t know them all. Both my grandparents on my mom’s side have died. I met my grandmother, but my grandfather died when my mom was about 12. On my dad’s side, my grandmother was married too...she had four husbands. I’ve never met any of them, but I’ve met my grandmother, of course. She’s a very strong-willed person. She lives in Lowell. We don’t go visit. My dad goes to visit a lot, but the family, we don’t. My dad probably has not seen his father in years. I don’t know if there is any interest. He does talk about going to Puerto Rico. He hasn’t been
there in all these years. He's afraid of flying. So he has a hard time getting on an airplane and going all that way. He has gone to Venezuela though on an evangelizing mission. Hopefully, if he has a mission, he won't be so much afraid of flying. But on my dad's side, no, I haven't really met my grandfather and my grandmother is kind of distant.

When I was in the sixth grade, everyone was telling me, you should go again to Puerto Rico. We used to go for about a week and a half that we would go in the summer. My mom wanted to go see her family, so all of us, well there were only three of us when I was in the sixth grade, so we all went. I met family, actually just this month, I met family I had met way back then. In Puerto Rico, I met family I never knew I had and I didn't like eventually anyway. So I really got a bad impression. The island is very beautiful, but when you think about it, I was in the sixth grade. I'm really not going to go for sight-seeing. I would go to have fun. I was really rejected by family there. A lot of my aunts don't like my mother. They told me right off. My mom is so humble. She doesn't talk back to anyone. People sometimes think that she lets anything go by, but she's smarter than that. She'll let it go by but she'll catch you at a time when you least expect it. I think that's what happened to me when I went to Puerto Rico. I tried to be humble. And my aunts were talking about me and my mother. It was upsetting to me and I told my mom. And she said, "You didn't say anything to stop them?" And it was very frustrating and I think that's one of the reasons I don't want to go back. And if I do go back, it won't be to see the family.
I think my parents felt that you need an education to become someone in life. That is, have a job, a good job. My mom didn’t want me to go through what she went through. My mom loves to study, she’s smart. She always teases me because when she was going to college these past few years, she would say, “Look at my report card - all A’s!” It was like, “O.K. Mom, what are you trying to say?” I think that encouraged me - come on - you’ve got to study - even through high school. “Are you doing your homework, remember you’ve got to study hard, you’ve got to do your stuff, you’ve got to work hard to get to college.” She was always saying things like that, encouraging me. And also the people, the environment that I was in was very helpful.

My daily schedule while I was in high school was to wake up in the morning, go to school, after school go home, cook. After I finished cooking, around six o’clock, go to church. After church, come home, every day. I am still going to the same in Lawrence and the Pentecostal Church. We praise God, we sing, we listen to messages, we try to learn. We also try to get involved with people and try to get to know them also. When I say “we” I’m talking of people like myself, other students like myself, who were going through the same things I was going through at that time, which were quite a few actually. At my church, I was very involved. I guess it’s because I was brought up in the church. All my life I’ve been going to church and I guess that’s why I have that motivation of wanting to be involved. I was very involved with the youth where I would
participate with them in different things. I would do activities with them. I would go out with them. They were my family also. The people in my church, they were the ones growing up with me, even though I might not have seen them the first half of the day. In a sense, they would not talk about education, they would talk more of God and they would help me in that aspect. It would be like the school of God and the school of education. You have to learn from one side and also from the other. And that’s basically one thing that we tried to help each other. “So are you reading the Bible? What have you read?” Or things like we tried to relate to each other on a personal level as well as a spiritual level. Growing up like that, we’ve been able to relate on a lot of different levels because we know what’s going on in each other’s lives.

My dad would tell me that education is a positive thing. He would tell me that you need an education in order to do things, but he usually left my mom to do the work. Obviously, I guess it was more of a peace treaty - “I won’t get into your stuff if you don’t get into mine.” And I respect my dad for that. Not too many people say and do things like that in a positive way. My dad just backed off.

You’re asking if I followed my parents or if I did this because I obeyed my parents or because I wanted to do it on my own? I would say both. First of all, I guess it’s more going into the religious context, that one of the commandments is you must obey your mother and father, so that the days of your life shall be elongated. One of those things was that was part of it. The other half was
more like, "I really want to become someone." I'm proud to be Hispanic and I'm proud to be who I am and apparently not too many people are aware that Hispanics can make it in this world. Just with that old thought was a motivation. "O.K., I'm Hispanic and I've got to become someone, because Hispanics nowadays seem to be having a bad reputation." I'm sorry, but I'm not going to be part of that reputation. That was another means of motivation.

The way people sometimes reacted. Or even reading the newspaper or watching T.V. A lot of fights. That's one thing I realized, a lot of fights. I never, maybe once or twice there were white people fighting. Most of the time, it was blacks looking for trouble, or Hispanics looking for trouble. I just felt, why? Why is it always minorities have to have this sort of reputation when it's just probably a tenth of the population that is behaving this way.

There were times in school when I felt kind of discriminated against, but I wasn't too sure. And it wasn't with students themselves. Yeah, once in awhile, ignorant and naive guys would say "Spic" or something, but I felt if you have a problem with that, then deal with it. I wasn't going to stop and be more ignorant and actually pay attention to that. It was more the adults that came to expect me, where I felt that they treated me ...for instance when I started applying for colleges, people would tell me that I couldn't go there because it was too competitive, and I wouldn't be able to deal with it. And me being as naive as I was, I listened. And now that I think back, I think you stupid idiot, you never should have listened, you
should have at least tried. Things like that make me feel that, because I'm Hispanic, or because they have a certain stereotype of an Hispanic, or is it because they know who I am? Little things like that, they were small. I did have good grades. My SAT scores were kind of low, but my grades were A, B's, maybe one or two C's.

I'm trying to remember how I got into the College Prep Program. I think someone came into our class and mentioned it. I was a ninth grader in 1986. They started passing around a sheet, if I'm correct and I signed my name. I started in the Saturday Program during the school year. I was still a freshman. My first summer was the summer after my freshman year. I participated until I graduated. I went all four years, Saturdays and summers.

The Program did a lot of things for me. It helped me to bring up my self-confidence. I was very shy, maybe not around people I knew already, but around people I didn't know. I wouldn't talk. I remember my freshman year in high school, where the teacher asked me what time it was and I just looked at the time — I knew what time it was, but I just didn't say anything. And he got so upset, he even threw a ruler at me. I was angry. I remember thinking if he did it again, I would get up and go tell the principal. I just wouldn't talk. Being part of the College Prep Program helped me to speak up a little bit more, helped me be more aware of myself, more aware of my culture also. They showed me that I could be part of who I am as well as be part of what I will become. Also, the fact that we were also family, after certain years. People started to get to know me. So it became
somewhat of another small community, just like church, just like home, because I was spending so much time with them. And we started our own choir.

Going back to the person, the adults that mentioned that I was incapable of going to a competitive school, I guess that it sort of became a question in my mind why I was unable to attend the school or even apply. I wanted to apply to Tufts University. I did know that it was a very competitive school, but I didn't think I was that much incapable of trying to get into it. I never did apply. I remember speaking to an administrator about Tufts Medical School and she said it doesn't matter what school you go to. What matters is what happens after you get out of college. I like this school so I'll stay at this one. I think what shocked me the most when she (the high school counselor) mentioned that was the fact that I was in the top 4%, I was 27 in a class of 400. It shocked me, you know. I just wish I had applied and had not listened to her. It wasn't the cost, not totally. That's what I wanted to mention, that it doesn't fit. My first semester was kind of bad. I guess it's more because I was on my own. I was used to having such a community with me. I was either in the community of the church, community of home, community of school, or College Prep. You know, all these different things that you know I was always surrounded by people that I knew. People were always encouraging me now I come to a school where I don't know anybody. I might know one or two people who graduated with me who are also attending the school but that wasn't any help. It became more of a...I felt lonesome. I remember my first couple of
weeks. I was crying my eyes out. I was, first of all, I wasn’t homesick, I needed people. Eventually, I did become more homesick after a while. My first semester also, I was sick, and didn’t have my Mom or my Dad with me, you know. I was sick for a long time. I had bronchitis, sinusitis. I kept getting headaches, migraines. Imagine going into college the first semester and to top it off, I would just sleep it off. I had no motivation to do anything. It was like, “OK Esté, come on let’s study.” Then to top it off, I wouldn’t go to classes because I was sick and at the end of the semester when it was too late I started to pick up. I was on academic probation because of that semester. That semester I did extremely bad. I guess it is more because of the feeling of not having a community. It is a big comeback for me. Now, though, I still need a lot of discipline because there are a lot of things I haven’t done and I want to do. It’s like, OK, I don’t go to parties too much, let’s go to parties but it’s not something that I do too often because I know that my education is important. It was more like what was my priorities. It was either you know, I would procrastinate or study. I just sort of wish…I need a lot more motivation. Maybe if I was a loner, a person who was always on my own—I will say I am kind of independent because I don’t depend on people but I do need people.

To some extent, I felt, let’s party my parents aren’t here. I guess it’s more the reason why it didn’t affect me as much until I moved out was because I knew in my mind that I wasn’t at that point in time, that I was still there. I still went home on Thursdays so I couldn’t see myself at college, alone with no one to really back me
up. For me, the experience of College Prep and the experience of college is so different. Make them pay bills (to make it more realistic). I didn’t realize that I didn’t have enough money! There’s a lot of different things that when you come to college you realize that you have such an advantage living at home. An advantage of going to school, especially in a public school where sometimes you don’t have to pay to go. They give homework at College Prep, right? I think, for me, even if I was in a room I think for them it would still be unrealistic because it’s not happening to them. It’s not until the person experiences it, that they will be able to realize. I think what we could do is...before you came in as Director there was more emphasis on the person, not an emphasis on college preparation. When you came in it was like, “You’re going to college! There is more to life than just you and just the people around.” I think that is something that should be done more often. I would sit down with them and tell them this is what college life is really like. There is a lot of discipline that you must have. You’re not going to be able to go and have fun. You will be able to have fun, but if you don’t take control of it you’re not going to be able to get good grades at school and because of my own experiences. The fact that I didn’t do well my first semester and since then I’ve had to work on a lot of it because of that first semester. Makes me feel as though I should tell them so that it won’t happen to them. I want to warn them about it so that when they do get to college they’ll remember what I said and see more than just, I’m going to college to have fun and feel lonesome at the same time and not want to do any work because they feel lonesome or homesick.
That's all that comes to mind.

I had to discipline myself more and set my priorities straight. It helped me form learning strategies that I can use for disciplining myself. The Program helped me with my academics and with social skills.

The College Prep teachers were able to give their students the individualized support they could not get at Lawrence High. The College Prep Program could give its students a more accurate perspective on college life, like the kind of workload college students could face during their first semesters.

I was as good as any other student when I was at Lawrence High School. Although I didn’t feel as good as everyone else when I entered college, I don’t feel right comparing myself to others who may be going through their own problems.

Math was the most difficult part of College Prep for me, but the Program staff helped me a great deal with it. The least difficult thing for me was English and Music because I like them both.

My family played an important role in my high school education. They encouraged me to finish school and get the education my parents did not. The College Prep staff had a very positive understanding and example for my life. My ability to complete high school and continue
my education is because of the encouragement I received outside of the high school.

The other students like me may not have finished high school or gone on to college because their minds were not set on a goal but on their parents' needs. The difference between me and them is that I had a goal and wanted an education.

Time is precious and so is an education. The time you spend in your education will determine your career in the future. Never give up on your dreams, though it may be hard to follow. And never allow others to tell you that you can't make it or you won't succeed or it's too challenging for you, because you can become what others think is impossible for you to become. Dream what you'd like to become, and become what you dream, and never give up—no matter how hard it seems.

Summary

Esté was born in Methuen, Massachusetts and grew up in Lawrence. Since her parents were originally from San Juan and spoke little English, Esté's primary language was Spanish. Her parents felt it was important that she learn to speak English, however, and she received her first instruction in English when she entered the Head-Start Program in Lawrence.

Esté's mother now has her Associate's Degree and teaches preschool. Her father works part-time as a bus monitor for the Head-
Start Program. Both of her parents feel that education is important and provide Esté with a great deal of encouragement.

Esté has received all of her primary schooling from the Lawrence Public School System. She heard about College Prep during her freshman year in high school. As a result, she was with College Prep for four years. A shy teenager, Esté felt College Prep provided her with the environment to improve her social skills. She says that the program helped build her self-confidence and self-esteem. While in College Prep, Esté, along with other students, formed a choir.

Esté attributes her ability to stay in school and continue her education to the encouragement she received outside of high school: parents, church community, and College Prep all played an important role. According to her, the program staff were positive role models, and the program was another small community of friends. It helped her to become more self-disciplined and made her more aware of her culture. Presently, she is a junior majoring in Consumer Science at a public institution in Massachusetts and is doing well.
Findings and Discussion of Questionnaires

Results of Frequency Tallies and Descriptive Statistics on Numerical Questionnaire Items

Question One asked for the age, gender, and ethnic or racial background of the respondent. Table 2 displays the frequency distribution by age along with the mean and standard deviation. The sample size was twenty-one.

Table 2

<table>
<thead>
<tr>
<th>Age of Respondent</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>1</td>
<td>4.76%</td>
</tr>
<tr>
<td>17</td>
<td>1</td>
<td>4.76%</td>
</tr>
<tr>
<td>18</td>
<td>7</td>
<td>33.33%</td>
</tr>
<tr>
<td>19</td>
<td>3</td>
<td>14.29%</td>
</tr>
<tr>
<td>20</td>
<td>5</td>
<td>23.81%</td>
</tr>
<tr>
<td>21</td>
<td>3</td>
<td>14.29%</td>
</tr>
<tr>
<td>22</td>
<td>1</td>
<td>4.76%</td>
</tr>
</tbody>
</table>

Mean = 19.09 Standard Deviation = 1.51

The mode for age was found to be 18 and over 90% of the respondents were 18 or older.

As for gender of the respondent, two-thirds (14) were female and one-third (7) were male. (See Figure 5)
Figure 5

Table 3 shows the frequency count by ethnic background for the sample studied.

<table>
<thead>
<tr>
<th>Background</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>1</td>
<td>4.76%</td>
</tr>
<tr>
<td>Dominican</td>
<td>9</td>
<td>42.86%</td>
</tr>
<tr>
<td>Puerto Rican</td>
<td>1</td>
<td>4.76%</td>
</tr>
<tr>
<td>Asian</td>
<td>5</td>
<td>23.81%</td>
</tr>
<tr>
<td>White</td>
<td>2</td>
<td>9.52%</td>
</tr>
<tr>
<td>Puerto Rican/Dominican</td>
<td>3</td>
<td>14.29%</td>
</tr>
</tbody>
</table>

Respondents who were of Dominican backgrounds composed the largest ethnic group at 42.86%, followed by the Asians at 23.81%.

The results of questions 3 and 3a which called for the name and address of the Institution of Higher Education attended,
indicated that only 3 of the 21 were not attending at the time of their questionnaires. One respondent indicated he had left school for financial reasons and plans to return to college. The other two students had joined the military and hoped to attend college after leaving the service. The remaining eighteen students were enrolled in colleges and universities.

Table 4 indicates the result of the response to question 4 which asked whether they were a Freshman, Sophomore, Junior, or not attending college.

<table>
<thead>
<tr>
<th>Status</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>11</td>
<td>52.38%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>5</td>
<td>23.81%</td>
</tr>
<tr>
<td>Junior</td>
<td>2</td>
<td>9.52%</td>
</tr>
<tr>
<td>Not attending</td>
<td>3</td>
<td>14.29%</td>
</tr>
</tbody>
</table>

It is clear that about 75% of the respondents were college freshman and sophomores. Question 5 asks the students which major they have declared and the results of this analysis are displayed in Table 5 on the next page. It can be seen that some 86% of the respondents are attending college in a wide variety of majors.
Table 5

Frequency Distribution by Declared Major

<table>
<thead>
<tr>
<th>Major</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Attending</td>
<td>3</td>
<td>14.29%</td>
</tr>
<tr>
<td>Public Health</td>
<td>1</td>
<td>4.76%</td>
</tr>
<tr>
<td>Consumer Sciences</td>
<td>1</td>
<td>4.76%</td>
</tr>
<tr>
<td>Engineering</td>
<td>3</td>
<td>14.29%</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1</td>
<td>4.76%</td>
</tr>
<tr>
<td>Travel</td>
<td>1</td>
<td>4.76%</td>
</tr>
<tr>
<td>English &amp; Art History</td>
<td>1</td>
<td>4.76%</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>1</td>
<td>4.76%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1</td>
<td>4.76%</td>
</tr>
<tr>
<td>Fashion Design</td>
<td>1</td>
<td>4.76%</td>
</tr>
<tr>
<td>Business Management</td>
<td>2</td>
<td>9.52%</td>
</tr>
<tr>
<td>International Business</td>
<td>1</td>
<td>4.76%</td>
</tr>
<tr>
<td>Computer Science</td>
<td>1</td>
<td>4.76%</td>
</tr>
<tr>
<td>International Politics &amp; Economics</td>
<td>1</td>
<td>4.76%</td>
</tr>
<tr>
<td>Financial Management</td>
<td>1</td>
<td>4.76%</td>
</tr>
<tr>
<td>Nursing</td>
<td>1</td>
<td>4.76%</td>
</tr>
</tbody>
</table>

Item 6 on the questionnaire requested the respondent’s grade point average. The mean grade point average (Scale 0.0-4.0) proved to be 2.59 with a standard deviation of 0.55. Grade point averages ranged from 1.8 to 3.5 with 84% of the sample having a grade point average of at least a 2.1. See Figure 6 on the next page.
For question 7, which asked if the student was receiving financial aid, 52.4% (11) said yes, 33.3% (7) said no, and 14.3% (3) are not attending school at this time.

Question 8 examined how many years of attendance in both the Summer and Saturday Program was completed by the respondent. Tables 6 and 7 indicate the frequency of response to this item. Nearly 50% of the students indicated that they had attended 3 years of the Summer Program while over 60% had attended 3 years of Saturday Programs.
Table 6

Frequency Distribution for Participation Summer Program

<table>
<thead>
<tr>
<th>Number of Years</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
<td>28.57%</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>14.29%</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>47.62%</td>
</tr>
<tr>
<td>No summer attendance</td>
<td>2</td>
<td>9.52%</td>
</tr>
</tbody>
</table>

Table 7

Frequency Distribution for Participation Saturday Program

<table>
<thead>
<tr>
<th>Number of Years</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>19.05%</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>19.05%</td>
</tr>
<tr>
<td>3</td>
<td>13</td>
<td>61.90%</td>
</tr>
</tbody>
</table>

The next item of numerical data is from question 10 which asked the former students to indicate the ways in which the program helped them make the transition from Lawrence High School to the current institution of higher education. A breakdown of the categories indicated with their frequency is shown in Table 6. Results of the analysis show that 85.71% (18) respondents felt that counseling was an important factor. Academic improvement was noted by 76.14% (16), while study skills were listed by 66.67% (14) and the residency component was given by 52.38% (11) for the surveyed group. These responses offer strong positive evidence to
support the benefits of the program participants in both cognitive and affective areas of their development which is necessary to make a successful transition from high school to higher education (See Table 8).

**Table 8**

Frequency Count of Ways in which the Program Helped in Transition to Current Institution of Higher Education

<table>
<thead>
<tr>
<th>Factor</th>
<th>Indicated</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study Skills</td>
<td></td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Counseling</td>
<td></td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Residency</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Academics</td>
<td></td>
<td>1</td>
<td>6</td>
</tr>
</tbody>
</table>

Question 11 of the survey asked if the program helped the participants with respect to academics, social skills, career choices and getting into college. Table 9, on the next page, summarizes the results of data analysis on this item. The results clearly indicate a very positive feeling towards the program as 85.71% (18) of those surveyed stated that the program helped them in all aspects listed which include academics, social skills, career choices and getting into college. Help with career choices was indicated by 76.19% (16) of the respondents and help with getting into college was indicated by 71.43% (15). Help in the area of academics was selected by 52.38% (11) and assistance with their social skills was chosen by 38.10% (8) of those surveyed.
The next quantifiable response on the questionnaire pertains to Item 14 which asked if the respondent felt that they were as good as any other student while at Lawrence High School. Some 95.24% (20) said yes and only 4.76% (1) said no.

Question 15 asked if the surveyed participant felt that they were as good as anyone else when they entered the college or university they now attend. Some 57.14% (12) said yes, while 28.57% said no.

The results of analysis on questions 16 and 17 are displayed in Table 8. These questions were aimed at examining any problem with discrimination due to culture, race or language that might have taken place at either Lawrence High School, in the program, or in college. It should be noted that after the data was collected, telephone interviews were conducted on over 50% of the respondents to ask whether they interpreted these questions as being directed toward inquiring about negative discrimination and all of those checked said that this was exactly their understanding and interpretation. See Table 10 on the next page.

Table 9

Frequency Count of How the Program Helped from Academics to Getting into College

<table>
<thead>
<tr>
<th>FACTOR INDICATED</th>
<th>COUNT</th>
<th>PERCENT OF SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academics</td>
<td>1 1</td>
<td>52.38%</td>
</tr>
<tr>
<td>Social Skills</td>
<td>8</td>
<td>38.10%</td>
</tr>
<tr>
<td>Career Choices</td>
<td>1 6</td>
<td>76.19%</td>
</tr>
<tr>
<td>Getting into College</td>
<td>1 5</td>
<td>71.43%</td>
</tr>
<tr>
<td>All of the Above</td>
<td>1 8</td>
<td>85.71%</td>
</tr>
</tbody>
</table>
Table 10

Frequency Count of Responses to Inquiry About Discrimination

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>RESPONSE</th>
<th>COUNT</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treated differently because of culture, race, language?</td>
<td>No</td>
<td>9</td>
<td>42.86%</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>12</td>
<td>57.13%</td>
</tr>
<tr>
<td>Took place at high school?</td>
<td>No</td>
<td>13</td>
<td>61.91%</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>8</td>
<td>38.09%</td>
</tr>
<tr>
<td>Took place at program</td>
<td>No</td>
<td>19</td>
<td>90.48%</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>2</td>
<td>9.52%</td>
</tr>
<tr>
<td>Took place at college?</td>
<td>No</td>
<td>13</td>
<td>61.91%</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>8</td>
<td>38.09%</td>
</tr>
</tbody>
</table>

Of the 21 program participants, 57.13% (12) indicated they had been treated differently due to their culture, race or language. When asked where the discrimination took place, 38.09% (8) said it was at Lawrence High School, only 9.52% (2) said it occurred at the College Prep Program, and 38.09% said it took place in college. It was interesting to note that over one third of those surveyed indicated that such treatment took place both in high school and college to the same degree.

The final part of the questionnaire assessed the participating students' rating of various experiences that resulted from their participation in the program, and this was done for 12 questions. The frequency tallies and means of the ratings can be viewed in Table 11. From the various questions with the frequency distributions and means displayed in this table it can be seen that the program received very high ratings on virtually all areas.
surveyed. Consistently high ratings were found with respect to the impact of the program on socializing with new people to form friendships while learning. High ratings were also found with regard to the teaching and learning environment within the program which helped foster greater self-identity and autonomy amongst the program participants. Over half of the students attributed their getting accepted into college as a result of attending the College Prep Program.

Table 11

Frequency Counts and Mean Rating Scale Used on Questions 19-30

<table>
<thead>
<tr>
<th>Question (Abbreviated)</th>
<th>Count by Rating Value</th>
<th>Mean Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. New friends</td>
<td>0 1 2 18</td>
<td>3.81</td>
</tr>
<tr>
<td>20. Different ethnic friends</td>
<td>0 3 6 12</td>
<td>3.43</td>
</tr>
<tr>
<td>21. Tutors and teachers cared</td>
<td>0 4 6 11</td>
<td>3.33</td>
</tr>
<tr>
<td>22. Like a Family</td>
<td>0 4 6 11</td>
<td>3.33</td>
</tr>
<tr>
<td>23. Got into college due to Program</td>
<td>1 0 7 4</td>
<td>2.51</td>
</tr>
<tr>
<td>24. Teachers made Math/Science easier</td>
<td>1 6 6 8</td>
<td>3.00</td>
</tr>
<tr>
<td>25. Worked with other students</td>
<td>0 1 6 14</td>
<td>3.62</td>
</tr>
<tr>
<td>26. More say on activities at Program</td>
<td>1 5 8 7</td>
<td>3.00</td>
</tr>
<tr>
<td>27. I understood regardless of language</td>
<td>2 2 6 11</td>
<td>3.24</td>
</tr>
<tr>
<td>28. Program helped me finish high school</td>
<td>8 3 10 0</td>
<td>2.10</td>
</tr>
<tr>
<td>29. Experiences helped me get into college</td>
<td>2 7 7 4</td>
<td>2.52</td>
</tr>
<tr>
<td>30. Helped with associations and self-identity</td>
<td>5 1 1 4</td>
<td>3.33</td>
</tr>
</tbody>
</table>

Correlation analysis was performed to examine whether there was a relationship between the frequency of attending Summer and
Saturday College Prep Programs (question 8) and the ratings given on questions 19 through 30. No significant correlations were found between frequency of Saturday attendance (in years) and the rating questions. For Summer Program attendance (in years), there were 3 items that significantly correlated out of the rating questions. A significant positive correlation was found between question 23 which rated their attitude on whether they got into college as a result of the College Program and Summer attendance with $r = 0.624$ ($p < 0.05$). Significant positive correlations were also found between Summer attendance and question 27. The program always provided information in a way I could understand, even if I did not speak the language - with $r = 0.477$ ($p < 0.05$), and with question 28 - I believe that my experiences at the College Prep Program helped me to finish high school, $r = 0.436$ ($p < 0.05$). These are important findings that support the efficacy of the College Prep Program, especially for those with greater numbers of years of participation.

Analysis of Open-Ended Items on the College Prep Graduated Students Questionnaire

Question 9 asked, "What has been the biggest adjustment you had to make in going from Lawrence High School to where you are now?" The most common response to this question was related to the increased academic workload of higher education and the new social atmosphere which required developing new friendships.

Part of question 10 has already been analyzed in the quantitative responses to help received in study skills, counseling,
residency and academics. The following however are some of the written responses to this question:

"The College Prep Program helped me with my academic skills."

"The residency program helped me to develop socially and know what to expect in dorm life."

"It kept me focused, and it kept me of the street. I was able to know what I want and how to get there."

"The College Prep Program not only provided the necessary college counseling and preparation, it also played a large part in the development of my own social skills."

Question 11 asked for a further clarification of the help provided by the College Prep Program and the most common statement was about the improvement that was made in their social skills and academic performance and confidence that led to their getting into college.

When question in Item 12 as to what the College Prep Program provided that was not available at Lawrence High School, students responded that individualized attention, effective guidance counseling, a supportive staff, and a computer literacy education were primary services that were given by the College Prep Program.

Suggestions for further support services that might be additionally offered by the College Prep Program were surveyed in question 13. Most students were fully satisfied with the Program as it has been structured, but some were looking for more challenging academic work after they gained skills and related confidence;
others would like to have more college tours, classes in reading comprehension, and additional SAT preparation workshops.

Responses to question 14 asked if the participants felt they were as good as any other students at Lawrence High School. The written responses indicated a very positive sense of self-worth that was emphasized in the College Prep Program. As an example of this, one student stated, "People are special in their own right, and everyone is different."

Questions 18a and 18b asked respondents to report the most difficult and least difficult aspect of the College Prep Program. The responses were quite varied, however, some felt that adapting to a new social environment proved to be most challenging at first. Others stated that traditional subjects of math and English provided a challenge to them. Among the least difficult aspects was that many students found it easy to socialize and be oneself as they participated in the Program. There was a strong indication that the help students received from teachers and the staff of the College Prep Program was a primary reason that many subjects became easy to them.

The responses to the last six open-ended questions of the questionnaire provide additional information about the impact of the College Prep Program and one's educational potential as well as the influences from family, peers, and others. In this section, the first question asked "What role did your family play in your education while in high school? And now?" The sampled participants mainly responded that their parents - especially the mothers - were highly invested in the student's education and that this parental
involvement continued into college. It is quite clear from the answers given that parents played an integral, supportive role in motivating the students toward academic success and the development of a positive self-image.

The second question asked, "What teachers, counselors, or other persons, do you feel have had a positive understanding and helpful influence on your life?" In reviewing the responses by the participants it was evident that many listed members of the program staff as critical positive influences in their lives. Other influences included high school teachers, friends of their family, and in some cases, personal friends.

When asked "Why do you think you were able to complete your high school education and are now working on your college degree?", students mentioned a combination of their own personal desire to learn and achieve as well as support and encouragement from parents, teachers, and friends. A major focus of the program was to instill a desire for further learning through positive related experiences.

The next item asked, "Why do you think other students, and some of your high school friends, were not able to complete their educations?". Most frequently noted were the negative impact of needing to work due to severe financial problems, lack of motivation and support from home, friends, and others, drug abuse, teen pregnancy and necessitated marriages.

Next participants were asked, "What do you think was the difference between you and them?". Most frequently mentioned was the motivation and support received by the participants in the
College Prep Program along with receiving the necessary financial aid that helped them focus on completing a college education.

The final question asked, "If you could give them advice, what would you tell students who are now at Lawrence High School that would help them to get where you are?". Students responded that they would encourage others to stay in school, study hard, and get support from such programs as the College Prep Program, as well as participation in extra-curricular activities. Some responded that they should learn to believe in themselves as they have came to do, and to apply for every form of financial aid for college, once they know that they can reach the goal of getting a college education.

Additional Questions, Findings, and Discussion of the Case Studies

During the data gathering and data reduction phase of the case studies and data analysis of questionnaires additional questions developed. While reading field notes from the first interview it became clear that the early part of the interview felt artificial to both the interviewer and the interviewee. We agreed to continue at a later time.

Later that evening, we were joined by other former program participants for dinner at a nearby restaurant. During the course of the meal there was much reminiscing about their experiences while in high school and the College Prep Program. After dinner, the student and I got together again to complete the interview and our focus was much better. The interview needed to be continued and
was finished a week later. It seemed that the conversations at dinner had brought memories and details to mind making for a better interview experience for both participants.

Therefore, the new question developed as follows:

If informal group sharing occurred prior to a longitudinal case study interview would it make the interview feel less artificial?

The next two case studies were conducted in the same manner as the first. The interview would begin briefly, alone with the interviewee, after a half-hour or so, we would break and agree to meet again. Arrangements were made to eat dinner with a few friends and former program members before the second interview. Each time, the second interview appeared to be less artificial and the student felt more secure and willing to share. Recollection of program events and experiences was also heightened.

Qualitative Findings

It is clear that when the interviewees are asked to recall experiences which occurred one to three years in the past, it is difficult to do so and the interview can feel forced while recall is not as fast or fresh.

Informal gatherings with similar subjects known to the individual seem to spark nostalgic musings, stimulating the recall of events. An interview immediately after, or within few days or so,
of this gathering produces a much richer and more comfortable gathering of information.

A question of interest developed from the analysis of the quantitative data results of the questionnaires:

Are there any positive correlations between the number of years students participated in the program (Summers or Saturday's), and any of the rated portions of the Questionnaire (Questions 19-30)?

Quantitative Findings

There were three significant correlator's found between Summer (frequency in years) programs and questions 23, 27, and 28. Results have been presented on page 88 and 89.

It appears that the longer the students participated in the summer program the better their chances were of staying in high school. They had better results of getting into colleges as well. Finally, Limited English Proficient students provided bilingual instruction during the Summer program had a better chance of learning because they could understand the instruction provided.
CHAPTER V

CONCLUSIONS, SUMMARY AND RECOMMENDATIONS

This chapter covers an overall summary as well as the conclusions and recommendations.

Conclusions

It is hoped that the trends and relationships discerned from the results of the exploratory research will inspire others to further replicate this study and the positive aspects of the program paradigm. In drawing conclusions and making recommendations, the focus will be on examining the implications of the results in the context of the Research questions. The first research question asked, "Can a University/High School partnership help to keep students in school, and improve their chances of receiving a higher education?" Both quantitative and qualitative results indicate that the College Prep Program has proven to be a success in improving the chances of receiving a higher education, especially with regard to minority and bilingual students.

For the sample in this study the three case study participants and 18 of the 21 questionnaire respondents are currently enrolled in higher education with a wide variety of majors. Further, 75% had a grade point average in excess of 2.1 with the highest being 3.5. Additional items surveyed amongst the participants indicated the College Prep Program had helped them by assisting them in the areas of academics, making career choices, with social skills, and getting in to college. All three case study participants and 18 out of 21
questionnaire respondents thought that the College Prep Program had helped them in all of these areas related to success in higher education. Rating questions gave substantial evidence of the students' appreciation for and value placed on the instruction and motivation provided by the Program. Analysis of open-ended questions and case studies was found to add additional evidence for the efficacy of the College Prep Program and its impact on their success in getting a college education.

The second research question asked, "How can an after-school and summer program offering specially designed instruction, counseling and individualized attention impact on this population?". For this question, the results of comments and the rating questions analysis provide evidence of the very positive impact of a program such as the College Prep Program. It should be noted that the number of years of participation in the summer program seemed to have a much higher impact on students than did the participation in the Saturday program. No significant correlations were found between the length of attendance in Saturday programs and any of the rating questions of the questionnaire. Significant positive correlations were formed between level of summer program attendance and the rating of how important the College Prep Program was to their getting into college. This correlation proved to be the highest of any found in the study. The other significant positive correlations indicated that their summer program attendance had a very positive impact on their ability to learn in spite of their ability to speak English and their finishing of high school. Other questions and comments from both the case study and questionnaire participants
definitely noted the students' appreciation of the individual, caring instruction, counseling and peer associations which made a positive impact on their self-identity and belief in themselves that led to their discovering that they could succeed in cognitive and effective areas of their development. Analysis of results pointed to the feeling that the College Prep Program allowed the participants to learn in a friendly, family-like atmosphere that was nurturing and supportive to the point of giving them a feeling of success in their ability to learn academic topics as well as learn how to work with others in accomplishing tasks and goals. The only suggestions that were made for improvements in the Program related to the suggestion for increased tours of various colleges and the need for even more challenging material for some students who suddenly discovered hidden talents and abilities.

Research question 3 asked, "How can students benefit from the implementation of support addressing multiple needs of high school students in a summer program and on Saturdays during the school year while addressing the following needs?

a) Students whose first language is not English.
b) Students with low self-esteem.
c) Students in need of improving academic skills.
d) Students with strong academic skills but low aspirations."

The results of this study clearly point to the positive support that the College Prep Program was for students with any of the specified needs. Both quantitative and qualitative results indicate that bilingual students were high in the praise of the Program. For example, question 27 of the rating portion on the survey
questionnaire saw a rating of 3.24 (out of a possible maximum of 4.00) on whether the students understood what was being taught regardless of their English language proficiency.

For students with low self-esteem, there were many comments noted in the results of this study to the effect that the College Prep Program made them believe in themselves and overcome previously held negative self-concepts. When asked to rate how well the Program helped give them a sense of who they were and what they could be (rating question 30), two-thirds of the participants gave the highest rating possible.

Students in need of improving academic skills were clearly helped by the College Prep Program. In question 11 of the survey questionnaire, over half of the participants noted that the major impact of the program was on improving their academic performance. Further, on rating question 24 which asked how the Program rated in terms of making math, science and other subjects easier to learn, some two-thirds of the respondents gave a high positive rating and further comments spoke to the effectiveness of the individual help that was provided in correcting any real or perceived academic deficiencies.

Students with low aspirations were seen through case study and questionnaire analysis to change their outlook and outcome as a result of the College Prep Program. Numerous comments were made which dealt with the beneficial impact that peers, counselors, instructors in the Program had on increasing motivation and aspirations of students. One of the major keys to the impact proved to be the success experiences in projects that were worked on and
completed with other students. The influence of the impact of peer associations is one that was observed consistently in the analysis and the rating questions (Items 19 through 30) which indicated meeting new friends and working cooperatively on activities and projects received the highest rating of any aspects of the College Prep Program.

Summary of Study

Factors that emerged from the three case studies and the questionnaires support the hypotheses that the program paradigm has impacted these students ability to stay in high school and pursue a college education. Moreover, the program has benefited the participating students and has addressed their educational, social, and personal needs on an individual and collective basis. Yet, all encounter initial and continuing difficulties in their personal struggles to overcome, adapt, and fit into the community and society.

Recommendations

1. It is recommended, as a result of this study, that the paradigm illustrated in this study be utilized as an exemplary model for integrating, along with high school and family, the assistance of college staff and faculty toward the goal of changing and improving the motivation, self-concept and academic performance of bilingual and minority students for the ultimate purpose of their achieving a college education.
2. From this study it has been found both from quantitative as well as qualitative analysis that the impact of an intensive summer program is much more effective than is the impact of a Saturday program toward meeting the goals and objectives of the paradigm. The implication here is that summer institutes provide an experience that has continuity and concentration that is lacking in a once-a-week (Saturday) program in which the participant's attention and interest is apparently not as focused to the extent of daily summer programs.

3. Out of the qualitative analysis from both case studies as well as responses to open-ended questions, it has been evident that the impact and influence of parents, particularly mothers, is crucial to sustaining and supporting the kinds of effective and cognitive help that the paradigm has offered to the participants. Numerous commentary references were made which stated how important it was for family members, especially mothers, to support students in their efforts to assure entrance to and success in college. It is recommended that parental involvement be increased in the College Prep Program and that workshops be offered for parents, at times when they can attend, which give them ideas and motivational approaches which can enhance their critical influence on the educational success of their children.

4. Having understandable instruction and respect for different cultures for all participants appears to be crucial for language minority students. Programs need to recruit and develop
minority staff that have bilingual abilities and who serve as role models for student participants.

With respect to the staff and faculty in a program such as the College Prep Program, it is of major importance that they be of diverse ethnic background with bilingual capabilities. In an analysis of these matters utilizing the data on the staff and faculty of the College Prep Program, it was found that two-thirds were bilingual with ethnic backgrounds that include 45.8% Hispanic, 20.8% Asian, 25% Caucasian and 8.3% Black. (See Figure 7 on the next page for a graphical distribution with the number in each ethnic group). A number of comments were made by students dealing with the importance, from the standpoint as both mentor and role model, having staff and faculty with a similar ethnic background to theirs. This factor seemed to create a less threatening and more hopeful learning environment as they worked with a diverse blend of people who were accomplished professional examples in the field of education. Again, it is deemed critical that any program which attempts to duplicate the model and effects of the College Prep Program have an ethnically representative (relative to students) staff and faculty with bilingual capabilities.
5. Case Study researcher and ethnographers conducting interviews with young college age student can benefit by having small informal group discussions prior to formal interviews.

6. It is important that students participating in University/High School partnerships do so for more than one summer. Students will form new friendships, establish mentor/student relationships, and experience personal and academic growth otherwise not available to them. Longer time in programs appears to be a factor in helping students stay in school.

7. It is important that a student's place in a program is saved so that they can return until they have graduated or would rather experience other opportunities.
APPENDICES
I, ________________________________, consent to participate in the research being conducted by Eduardo Baire Carballo and the University of Massachusetts about the College Prep Program. I know that the information I provide through my case study will be used in the research Mr. Carballo is conducting, as part of his dissertation at the University of Massachusetts at Amherst. Furthermore, I understand that my anonymity will be protected and that only a pseudonym selected by me will appear anywhere in the dissertation. My full name will not appear at any time in any part of the study. I understand that I have the right to see and access any and all materials connected with me and that I can withdraw my participation at any time during the study. I also understand that the results of Mr. Carballo's dissertation will be published. Furthermore, I understand that I also have the right to refuse to answer any questions posed to me. I agree to allow Mr. Carballo to tape any conversations I have with him during the scheduled interviews.

Signature

Date
The following questionnaire is presented with the intention of learning from you first hand the factors that enabled you to complete high school, overcome cultural and language barriers, and attain personal goals including your present pursuit of a college education.

It is extremely important to us to know if the College Prep Program in which you participated played a role in helping you achieve these personal goals.

It is very important that you take a few minutes to complete the questions regarding these issues. I want to thank you for your participation, and wish you continued success in the future. Please keep in touch with the College Prep "family" and let us know how you are doing. If we can be of any help to you, don't hesitate to ask.

Read each question carefully and try to be as specific and clear as possible. Answer all the questions. You can use English or your native language in your responses.

Please also fill out the Informed Consent Form.

Please return the Questionnaire and Informed Consent Form to:

Eduardo Baire Carballo
University of Massachusetts Lowell
College of Education
One University Avenue
Lowell, MA 01854

Thank you.
1. Age: _______  Sex:  □ M  □ F  I'm:  □ Black  □ Dominican  □ Puerto Rican  □ Asian/Refugee  □ White  Other__________

2. Present Permanent Address:
__________________________________________
__________________________________________

3. Name and address of Institution of Higher Education presently (or previously) attended:
__________________________________________
__________________________________________

3a. If not presently attending, did you:  □ leave after attending for some time.
                □ were never able to attend.
                □ Other_____________________
Please explain.______________________________________________________
______________________________________________________
______________________________________________________

4. I am currently a  □ Freshman  □ Sophomore  □ Junior  □ Senior  □ Not Attending*
*If not attending currently skip questions 5, 6, 7, 15, 29 and #3 of the last section.

5. Have you declared a major?  □ Yes  □ No
If "yes," what? __________________________________________________
If "no," what might it be? __________________________________________

6. What is your present grade average? _________________

7. Are you receiving all the financial help you need? _________________
8. How many Summers and/or Winter Saturdays did you participate in the College Prep Program while in high school? (Circle the appropriate number.)

SUMMERS
- 1 year
- 2 years
- 3 years
- 4 years
- None

SATURDAYS
- 1 year
- 2 years
- 3 years
- 4 years
- None

9. What has been the biggest adjustment you had to make in going from Lawrence High to where you are now?

________________________________________________________________________________

________________________________________________________________________________

10. In which way, if any, did the College Prep Program help you make the transition (e.g., study skills, counseling, residency, academics)?

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

11. Did it help you in your: a) academics; b) social skills; c) career choices; d) getting into college; e) all of the above. Please explain.

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________

12. What support, if any, did the College Prep Program provide that was not available to you at Lawrence High?

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

13. In your opinion, what support could the College Prep Program have provided in addition to the help you received?

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

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14. Did you feel that you were as good as any other student when you were at Lawrence High? □ Yes □ No If no, please explain.

________________________________________________________________________

________________________________________________________________________

15. Did you feel that you were as good as anyone else when you entered the college or university you are now attending?

________________________________________________________________________

________________________________________________________________________

16. Did you ever feel that you were being treated differently because of your culture, race, language? □ No □ Yes

If yes, did it happen at Lawrence High School? □ No □ Yes

If yes, did it happen at College Prep Program? □ No □ Yes

17. Has it happened to you while at college? □ No □ Yes

18a. When you attended College Prep what was the most difficult thing for you?

________________________________________________________________________

________________________________________________________________________

18b. What was the least difficult thing for you?

________________________________________________________________________

________________________________________________________________________
Please use the following rating scale to describe your experiences while you were a student participating in the College Prep Program.

1 Not true of my experience.
2 Somewhat true of my experience.
3 Mostly true of my experience.
4 Very true of my experience.

For example: 1 I never ate the food.
4 I almost always ate the food.

19 During the time I participated in the College Prep Program, I made new friends.

20 Many of my new friends were from different ethnic backgrounds or cultures.

21 I enjoyed doing school work at College Prep Program because the teachers and tutors cared about me.

22 I liked coming to the program because we were like a family.

23 I was able to get into college because of the help I received at the College Prep Program.

24 The way the teachers in the program presented the coursework in Math, Science and other subjects, classes were easier for me than I had expected.

25 I found that I was able to work together with other students to do activities that were important to us.

26 I found that at College Prep I had more say about what kinds of projects and other activities we all participated in.

27 The program always provided information in a way I could understand, even if I did not speak the language.

28 I believe that my experiences at the College Prep Program helped me to finish high school.

29 I believe that my experiences at the College Prep Program helped me to get into college.

30 I feel that the College Prep Program helped me get along with others and gave me a sense of who I was and what I could be.
Please answer the following questions giving as much information as you feel is necessary to make your thoughts clear. Please use additional paper if you need to.

1. WHAT ROLE DID YOUR FAMILY PLAY IN YOUR EDUCATION WHILE IN HIGH SCHOOL? AND NOW?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

2. WHAT TEACHERS, COUNSELORS, OR OTHER PERSONS DO YOU FEEL HAVE HAD A POSITIVE UNDERSTANDING AND HELPFUL INFLUENCE IN YOUR LIFE?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

3. WHY DO YOU THINK YOU WERE ABLE TO COMPLETE YOUR HIGH SCHOOL EDUCATION AND ARE NOW WORKING ON YOUR COLLEGE DEGREE?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
4. WHY DO YOU THINK OTHER STUDENTS, AND SOME OF YOUR HIGH SCHOOL FRIENDS, WERE NOT ABLE TO COMPLETE THEIR EDUCATION?

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

5. WHAT DO YOU THINK WAS THE DIFFERENCE BETWEEN YOU AND THEM?

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

6. IF YOU COULD GIVE THEM ADVICE, WHAT WOULD YOU TELL STUDENTS WHO ARE NOW AT LAWRENCE HIGH THAT WOULD HELP THEM TO GET TO WHERE YOU ARE?

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________
I, ____________________________, consent to participate in the research being conducted by Eduardo Baire Carballo and the University of Massachusetts about the College Prep Program. I know that the information I provide through the questionnaire will be used in the study. Furthermore, I understand my confidentiality will be protected and that at no time will my name appear in any part of the study. I understand that I have the right to see any materials connected with me and that I can withdraw my participation at any time during the study. Furthermore, I also understand that I have the right to refuse to answer any questions posed to me.

________________________________________  ____________________________
Signature                                                                 Date
APPENDIX D

STUDENT APPLICATION - ENGLISH LANGUAGE

UNIVERSITY OF MASSACHUSETTS LOWELL
COLLEGE PREP PROGRAM

Name ____________________________ Male _____ Female _____

Address ____________________________ ____________________________

                      Street                           Apt #

                      City                           State                           Zip Code

Date of Birth ____________________________ Place of Birth ____________________________

Social Security Number ______-____-______ Tel. # ____________

Number of Years in Lawrence High School _____ Homeroom _____

Class _____ Are you in an English ______ or an ESL _____ Class?

Have you been in the College Prep Program before? YES NO

If yes, indicate when: School Year ______ Summer ______

Parent/Guardian ____________________________

Language Spoken at Home ____________________________

Parents Occupation ____________________________ Work Phone ____________

I give ____________________________ permission to participate in the
University of Massachusetts Lowell's College Prep Program.

___________________________________________ __________________________________
Signature of Parent/Guardian Date

************************************************************************

A Partnership of the University of MA, Lowell and Lawrence High School
Eduardo B. Carballo, Director

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APPENDIX E

STUDENT APPLICATION - SPANISH LANGUAGE

UNIVERSIDAD DE MASSACHUSETTS LOWELL
COLLEGE PREP PROGRAM

Nombre ____________________________ Masculino ___ Femenino ___

Dirección __________________________ Teléfono ______________________

Ciudad ____________________________________________________________________

Fecha de Nacimiento __________ Lugar de Nacimiento ________

Clase ________________ Seguro Social # _____ - _____ - _____

Numero de Años en la Lawrence High School ______ Salón ______

Estás recibiendo Inglés _____ ESL _____ Clases?

Has participado en el College Prep Program Anteriormente? Sí No

Indica cuándo si la respuesta es sí: Año Escolar _____ Verano _____

Padre o Tutor __________________________

Idioma que se habla en la casa __________________________

Occupación de los padres __________________________

Teléfono del Trabajo __________________________

Yo doy permiso para que __________________________ participe en el

College Prep Program en la Universidad de Massachusetts, Lowell.

_________________________ __________________________
Firma del Padre o Tutor Fecha

Colaboración con la Universidad de MA, Lowell y la Lawrence High School
Eduardo Carballo, Director.
APPENDIX F

STUDENT APPLICATION - VIETNAMESE LANGUAGE

UNIVERSITY OF MASSACHUSETTS LOWELL

CHUONG TRINH DAI HOC DU BI

Ho Va Ten ____________________________ Nam _______ Nu _______

Dia Chi ____________________________ Dien Thoai ______________

Thanh Pho ____________________________ Zip Code ______________

Ngay Sinh ____________________________ Noi Sinh ______________

Nam Tot Nghiep __________________________ Soc Sec # _____-____-____

So nam hoc tai truong trung hoc Lawrence __________________

Homeroom ____________________________

Ban hoc lop anh van thuong (English Class) hay lop anh ngu la tieng

noi thu hai (ESL Class)? __________________________

Ban co bao gio hoc trong chuong trinh dai hoc du bi nay khong?

Co ______ Khong ______

Neu co, xin cho biet: Nien hoc ______He ______

Phu huynh/Nguoi bao ho ____________________________

Ngon ngu noi o nha ____________________________

Nghe nghiep cua phu huynh ____________________________

Dien thoai so lam ____________________________

Toi cho phep ____________________________ tham du chuong trinh dai

hoc du bi cua truong dai hoc Lowell.

Chu ky cua phu huynh hay nguoi bao ho __________________

Thang/Ngay/Nam
In the interest of safety and cooperation, the following rules must be followed in order to participate in the College Prep Program.

**Safety Issues:**

- No walkmans or radios are allowed.
- No cars are allowed.
- No smoking during program hours.
- Attendance is required all day. No early dismissal.
- No leaving campus under any circumstances.
- **NO alcohol, drugs or any other illegal substances.**
- Cooperate on the bus - no fighting - TUTORS ARE IN CHARGE ON THE BUS.
- You must enter and exit the far side of Dugan Hall.
- Bus will leave promptly at 8:30 a.m. from the Lawrence Public Library.

**Discipline Concerns:** (will be docked or dismissed from program for:)

- disrespect
- not working
- not being where you should be
- fighting
- "making out," kissing, sexual conduct

**Attendance Policy:**

- only 4 absentee days permitted (unless there is a valid excuse) - or you are out of the Program entirely (including summer).
- no pay when absent.
De manera de poder participar en College Prep Program. Es necesario observar las siguientes regulaciones.

**Regulaciones de Seguridad**

- Radios/Walkman no son permitidos.
- No son permitidos carros.
- No se permite fumar, durante las horas del programa.
- Su asistencia es requerida en todas las clases.
- No se puede abadonar el campus por ninguna circunstancia.
- **No drogas, alcohol o ninguna clases de sustancias ilegales.**
- Coopere en la guagua y no forme ninguna clase de pelea.
- Lose tutores estan a cargo de la disciplina de la guagua.
- Usted debe entrar y salir por la entrada que esta a la derecha en Dugan.
- La guagua saldra puntualmente a las 8:30 a.m. de la Lawrence Bibliotéca.

**Preocupaciones de Disciplina (Sera expulsado del programa)**

- Irespetuoso
- No trabaja
- Por no estar en lugar debido y fajarse
- Besandose o conducta sexual

**Poliza de Asistencia**

- Se permiten 4 faltas de asistencia (al no ser que haya una cause justificado usted estara fuera delprograma incluyendo el programa incluyendo el programa de verano.
- Si esta ausente, no se le pagara.
APPENDIX I
GENERAL RULES - VIETNAMESE LANGUAGE

DAI HOC DU BI

De bảo đảm sự an toàn và hợp tác chất lượng học sinh phải tuân theo những quy luật của chương trình đại học dù bị trong thời gian thực tập như sau:

**Noi Qui An Toan:**
- Không được mang theo may nghe tài "walkmans" hay "radios" đến trường.
- Không được lái xe đến trường.
- Cam hùt thuốc trong những giờ thực tập kể cả những giờ nghỉ.
- Phải có mặt ở trường trong suốt thời gian thực tập.
- Không rời trường với bất kỳ lý do nào ngoài trừ những trường hợp khẩn cấp.

**Cam uong ruou, hut thuoc, hay nhung thu bat hop phap khac.**
Học sinh phải hợp tác chất lượng; không được đánh lon trên xe buýt. Những người dạy kèm (tutors) có quyền giữ trật tự trên xe buýt.

Học sinh phải dùng cửa hang của Dugan Hall làm cửa ra vào.
Xe buýt rời thư viện Lawrence vào lúc 8g30 sáng đúng.

**Noi Qui Ky Luat:**
(Học sinh sẽ không được trả tiền hay sẽ bị trục xuất nếu vi phạm một trong những quy luật sau:)
- Có thái độ bất kính với giáo viên và những người phụ giúp giáo viên (tutors).
- Không chăm chỉ trong những giờ thực tập.
- Không xin phép vắng mặt trong những giờ quí đình.
- Phải rời trật tự.
- Có những hành vi bất khả o nhu om hon nhau v.v...

**Noi Qui Diem Danh:**
- Nếu học sinh vắng mặt hơn bốn ngày, sẽ bị trục xuất ra khỏi chương trình (ngay cả mùa he cung vay) trừ khi học sinh có lý do chính đáng.
- Học sinh sẽ không được trả tiền nếu vắng mặt.
APPENDIX J

CONTRACT - ENGLISH LANGUAGE

UNIVERSITY OF MASSACHUSETTS LOWELL
COLLEGE PREP PROGRAM

I, ________________________________, agree to comply with the following requirements while participating in the University of MA Lowell College Prep Program and all of it's related activities, including field trips.

1. I will attend all scheduled classes and activities. I will arrive before the start of class and remain until dismissed. I will give my best effort in class and on required assignments.

2. I will follow instructions and regulations set down by teachers, staff, and activities supervisors.

3. I will behave in an orderly fashion. I will respect all private property. I will get along with fellow students.

4. I will not use or have in my possession any illegal drugs - including alcohol - or smoke cigarettes, on or off campus during the dates of participation in the College Prep Program. I understand that violation will result in my immediate dismissal!

5. I am allowed off campus if I am accompanied by a staff member.

6. If I am unable to attend any class or participate in scheduled activities due to illness, my parent or guardian will contact the Director.

7. I understand that violation of these rules could result in dismissal from participation in the College Prep Program, or other levels of punishment.

_____________________________  ________________________
Student Signature                Date

I, as parent/guardian of the above named student, understand the terms of this contract regarding the student's participation in the University of Lowell College Prep Program and I am aware of the consequences for any violation of this contract.

_____________________________  ________________________
Parent Signature                Date

_________________________________________  ________________________
Print Name                          Phone #
APPENDIX K

CONTRACT - SPANISH LANGUAGE

UNIVERSITY OF MASSACHUSETTS LOWELL
COLLEGE PREP PROGRAM

Yo, ____________________________, estoy de acuerdo en completar los siguientes requisitos mientras estoy participando en el College Prep Program en la Universidad de MA Lowell y a todas las actividades, incluyendo giras.

1. Yo asistiré a todas las clases y actividades diseñadas. Yo llegaré antes de que las clases comiencen y me quedar hasta la hora de salida. Yo daré mi mejor esfuerzo en clase para poder hacer mis asignaciones.

2. Yo seguiré las instrucciones y regulaciones diseñadas por mis maestras, personal y los supervisores de actividades.

3. Yo me comportaré ordenadamente. Y yo respetaré la propiedad ajena. Yo me llevaré bien con mis compañeros.

4. Yo no tendré en mi posesión ninguna droga ilegal - incluyendo alcohol - o cigarros adentro o fuera del campus, durante los días de participación en el College Prep Program. Yo entiendo que una violación de esta clase, será causa de expulsarlo fuera del programa.

5. Solamente puedo salir fuera del campus si estoy acompañando por un miembro del programa.

6. Si no puedo atender a clases o participar de las actividades diarias a alguna enfermedad, el padre o tutor debe comunicarse con el administrador inmediatamente.

7. Yo entiendo que la violación de alguna de estas regulaciones pueden causarle el ser expulsado del programa.

Firma del Estudiante Fecha

Yo como padre/tutor del nombre del estudiante mencionado, entiendo que este contrato de participación en la Universidad de Lowell College Prep, yo estoy consciente de las consecuencias de la violación del contrato.

Firma del Padre/Tutor Fecha

Letra de Molde Telefono ( )---

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APPENDIX L

CONTRACT - VIETNAMESE LANGUAGE

DAI HOC MASSACHUSETTS LOWELL
CHUONG TRINH DAI HOC DU BI

Trong thoi gian thuc tap chuong trinh dai hoc du bi bao gom nhung sinh hoat, nhung cuoc di choi co tinh cach giao duc (field trips) do truong to chuc, toi ________________________, dong y tuan theo nhung luat le sau day:

1. Toi se tham du tat ca nhung buoi hoc cung cac sinh hoat khac. Toi se den lop truoc gio va cham chi hoc cho den khi duoc phep ra ve.

2. Toi se nghe loi huong dan, chap hanh ky luat cua cac giao vien va nhung nguoi phu trach trong nhung buoi sinh hoat.

3. Toi se co nhung thai do dung dan, ton trong nhung tai san rieng va hoa thuan voi nhung hoc sinh khac.

4. Toi se khong uong ruou, hut thuoc hay mang theo nhung loai thuoc bat hop phap trong thoi gian tham du chuong trinh. Neu toi vi pham dieu nay, toi se bi truc xuat ngay lap tuc.

5. Toi chi duoc phep roi pham vi truong neu co nhan vien truong (Staff Member) cung di.

6. Truong hop dau om phai nghi hoc hay vang mat trong nhung buoi sinh hoat, cha me toi hoac nguoi bao ho phai lien lac voi giam doc cua chuong trinh.

7. Toi hieu rang neu vi pham mot trong nhung luat le tren, toi se bi truc xuat khoi chuong trinh hay bi trung phat nang nhe tuy theo dieu toi vi pham.

______________________________  _______________________
Chu ky cua hoc sinh              Thang/Ngay/Nam
APPENDIX M

PERMISSION FORM - ENGLISH LANGUAGE

UNIVERSITY OF MASSACHUSETTS LOWELL
COLLEGE PREP PROGRAM

Participant: ____________________________________________________________
Print Student's Name

Program Dates: ___________________________ ___________________________
First Day Last Day

After being fully informed of the content and scope of the College Prep activities and field trips, I hereby give my permission as the parent or legal guardian of the above-named person, for him/her to participate in all of the activities of the University of MA Lowell's College Prep Program, including:

. all field trips,

. all on-campus activities,

. bus transportation to and from the University and various outside activities.

I understand that the student shall participate at his/her own risk and I agree to hold the University of MA Lowell and Lawrence High School blameless for any injury or accident. I do jointly and severally covenant and agree with the University of MA Lowell's College Prep Program and participating facilities that neither said child nor I, on behalf of the child, will bring suit against the College Prep Program, the University of MA Lowell, Lawrence High School or any other agency or any of the above agents, officers, or employees for any injuries or damage to said child occurring during the course of his/her instruction and participation in program activities, or transportation to and from said activities.

__________________________________________  ___________________________
Signature  Date

__________________________________________  ___________________________
Print Name  Relationship to Student
APPENDIX N
PERMISSION FORM - SPANISH LANGUAGE

UNIVERSITY MASSACHUSETTS OF LOWELL
COLLEGE PREP PROGRAM

Participante: ___________________________________________________________

Nombre del Estudiante (Letra de Molde)

Fechas del Programa: _________________________________________________

Primer Dia _____________________________________________________________________________

Ultimo Dia _____________________________________________________________________________

Duespués de haber sido informado del contenido y la suquencia de las actividades del College Prep y sus giras, yo doy permiso como padre o tutor legal para que el nombre de la persona mencionada anteriormente el o ella participe de todas las actividades ofrecidas por el College Prep Program en la Universidad de MA Lowell, que incluye:

- Giras
- Toda clase de actividades en el campo Universitario
- Transportación a la Universidad, regreso a sus hogares, y varias actividades fuera del campo Universitario.

Yo entiendo que el estudiante debe participar a su propio riesgo y no hacer responsable a la Universidad de MA Lowell o a la Lawrence High School por lesión o accidente. Yo me uno fuertemente y estoy de acuerdo con la Universidad de MA Lowell - College Prep Program y participantes otros departamentos que ni el alumno o yo presentaremos ninguna demanda para e beneficio del el alumno en contra del College Prep Program, en la Universidad de MA Lowell, Lawrence High School o alguna otra agencia o el personal de las entidades mencionadas anteriormente por ningun accidente ocurrido a dicho alumno (a) durante el curso de su participación, instruccion y actividades en el programa, al igual que la transportación para dichas actividades.

__________________________________________ __________________________
Firma Fecha

__________________________________________ __________________________
Nombre (Letra de Molde) Relación con el Estudiante
APPENDIX O

PERMISSION FORM - VIETNAMESE LANGUAGE

TRUONG DAI HOC MA LOWELL
CHUONG TRINH DAI HOC DU BI

Hoc Sinh: ____________________________________________
Viet chu in ten hoc sinh

Chuong trinh bat dau ngay ______________________________
Ket thuc ngay ______________________________

Sau khi biet ro each thuc day hoc, sinh hoat, va nhung cuoc di
choi co tinh cach giao duc (field trips) cua chuong trinh dai hoc du bi,
toi la phu huynh hay nguoi bao ho cua hoc sinh tren cho phep con toi
tham du tat ca nhung sinh hoat do truong to chuc. Chuong trinh sinh
hoat gom co:

- tat ca nhung cuoc di choi co tinh cach giao duc (field trips),

- tat ca nhung sinh hoat tai truong (on-campus activities),

- xe buyt chuyen cho hoc sinh di va ve tu truong trung hoc
  Lawrence den truong dai hoc Lowell va nhung noi di choi khac
cach giao duc (field trips).

Toi hieu rang hoc sinh se tu can than khi tham gia nhung sinh
hoat tren. Toi dong y truong dai hoc MA Lowell va truong trung hoc
Lawrence se khong chiu trach nhiem neu co dieu gi bat trac xay ra.
Toi cung hoc sinh cung dong y khong thu kien chuong trinh dai hoc
du bi, truong dai hoc MA Lowell, truong trung hoc Lawrence, va cac
nhan vien cua truong trong thoi gian hoc sinh tren tham gia trong
chuong trinh nay.

__________________________________________________________
Chu ky phu huynh hoac nguoi bao ho Thang/Ngay/Nam

__________________________________________________________
Chu in ten va ho phu huynh hoac nguoi bao ho Quan he voi hoc sinh
APPENDIX P

MEDICAL RELEASE FORM - ENGLISH LANGUAGE

UNIVERSITY OF MASSACHUSETTS LOWELL
COLLEGE PREP PROGRAM

Name of Student: _____________________________________________________________
First Name __________________________________________ Last Name

Gender: Male _____ Female _____ Date of Birth: ________________________________

Address: __________________________________________________________________
Street Address __________________________________________ Apt # __________
City __________________________ State ______ Zip Code ______________________

Parents Names:

Mother's Name: _____________________________________________________________

Phone No: Home ( ) __________________________ Work ( ) ______________________

Father's Name: _____________________________________________________________

Phone No: Home ( ) __________________________ Work ( ) ______________________

If parents are not available, in the event of an emergency, call:

Name: ___________________________________________________________________

Phone Number: _____________________________________________________________

Relationship to Student: _____________________________________________________

List allergies, diseases, or special needs or conditions: _______________________

__________________________________________________________________________

Allergic to any medication? _________________________________________________

* If student is currently taking any medication, what type is it and what are the instructions for the Medication? ________________________________________________________________

* We will not administer any medication to students.
APPENDIX Q

MEDICAL RELEASE FORM - SPANISH LANGUAGE

UNIVERSITY OF MASSACHUSETTS LOWELL COLLEGE PREP PROGRAM

Nombre del Estudiante: ____________________________

Sexo: Masculino _______ Femenino _______

Dirección: ______________________________________

Nombre de los padres:
   Nombre de la madre: ___________________________
   Nombre del padre: ____________________________

Teléfonos de los padres:
   Madre: Hogar: ( ) ____________________________
   Trabajo: ( ) ________________________________
   Padre: Hogar: ( ) ____________________________
   Trabajo: ( ) ________________________________

Si no podemos comunicarnos con los padres en caso de emergencia, podemos llamar:
   Nombre: ____________________________________
   Teléfono: ___________________________________
   Relación con el estudiante: ____________________

Fecha de nacimiento del estudiante: ____________________________

Liste si tiene alergias, enfermedades o alguna condición especial: ________________

* Si el estudiante está tomando algún medicamento, que clase y cuales son las indicaciones para tomar este? ____________________________

Seguro Médico Compañía ____________________________
   Numero de Poliza ______________________________
   Nombre de la Persona que Tiene la Poliza __________
   Numero de la Tarjeta: ____________________________
   Doctor de la Familia: ____________________________
   Dirección: _____________________________________
   Teléfono: ( ) _________________________________
   Nombre del Hospital o Clinica: ____________________
   Dirección: _____________________________________
   Teléfono: ( ) _________________________________

*Nosotros no le daremos ninguno medicamento a los estudiantes.
APPENDIX R
MEDICAL RELEASE FORM - VIETNAMESE LANGUAGE

CHUONG TRINH DAI HOC DU BI
DON UY QUYEN SUC KHOE

Ho Va Ten Hoc Sinh: ____________________________________________
Phai: Nam _____ Nu _____
Dia Chi: _______________________________________________________

Ho Va Ten Phu Huynh:
Ho Va Ten Me: _________________________________________________
Ho Va Ten Cha: _________________________________________________

Dien Thoai Phu Huynh:
So Dien Thoai Me: Nha: (____) __________________________
So Lam: (____) __________________________
So Dien Thoai Cha: Nha: (____) __________________________
So Lam: (____) __________________________

Trong truong hop khan cap, neu khong lien lac duoc voi phu huynh xin goi:
Ten: __________________________________________________________
Dien Thoai: __________________________________________________
Lien He Voi Hoc Sinh: __________________________________________

Ngay Sinh Cua Hoc Sinh: _______________________________________

Tinh trang suc khoe: xin khai ro nhung binh di chung (allergies), nhung
binh khac, hoac su cham soc dac biet: __________________________________

Neu co, ten thuoc la: __________________________________________

* Neu hoc sinh hien nay dang uong thuoc, xin cho biet thuoc gi, uong nhu the
   nao? __________________________________________________________

Ten hang bao hiem suc khoe: _____________________________________
So bao hiem (Policy Number): _________________________________
Number on Card: ____________________________________________
Ten nguoi duoc bao hiem: ______________________________________
APPENDIX S

CASE STUDY TIMETABLE

Case study individuals will be selected according to the procedures outlined.

All interviews will be conducted at a mutually agreeable site.

Transcripts of all interviews will be completed (each of three case studies.)

Data analysis will be completed including rate and type of reference.

Analysis of all case studies will be completed.

Outcome of all case studies, including summary and recommendations, will be completed.

First draft of all five chapters of dissertation will be delivered to the committee as soon as completed.
## APPENDIX T

### TIME TABLE FOR QUESTIONNAIRE

<table>
<thead>
<tr>
<th>One week</th>
<th>After the questionnaire is mailed to all the students, a follow-up postcard is sent as a reminder.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two weeks</td>
<td>A letter and replacement questionnaire sent to non-respondents. A shortened cover letter appeals for the return of the questionnaire.</td>
</tr>
<tr>
<td>Three weeks</td>
<td>A final telephone call, requesting the student's cooperation in completing the questionnaire. Explaining the importance of their cooperation. Data analysis will be completed including rate and type of reference. Analysis of all questionnaires will be completed. Outcome of all questionnaires including summary and recommendations will be completed. All questionnaires will be coded and data completed for the 15 to 25 student sample, as proposed.</td>
</tr>
</tbody>
</table>
BIBLIOGRAPHY


