AGENDA

Meeting Type:	SPECIAL
Date.	04/15/1997
JOINT MEETING:	CITY/COUNTY/SCHOOLS

City of Charlotte, City Clerk's Office

Charlotte-Mecklenburg Board of Education
Post Office Box 30035
Charlotte North Carolina 28230 0035
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Susan M Burgess Chairperson
Arthur Griffin Jr Vice Chairperson
John W Lassiter
Pamela R Mange
Samuel L Reid
George R Dunlap
Louise S Woods
John A Tate III
Lindalyn Kakadelis

Charlotte City Council/Mecklenburg County Commission
Charlotte-Mecklenburg Board of Education
April 15, 1997
Joint Luncheon Meeting

Agenda

1 *Child Outcomes and Parent Participation in Welfare Employment*

2 Preservation of Charlotte's Architectural History

3 Beatties Ford Middle School Site/McDonald House

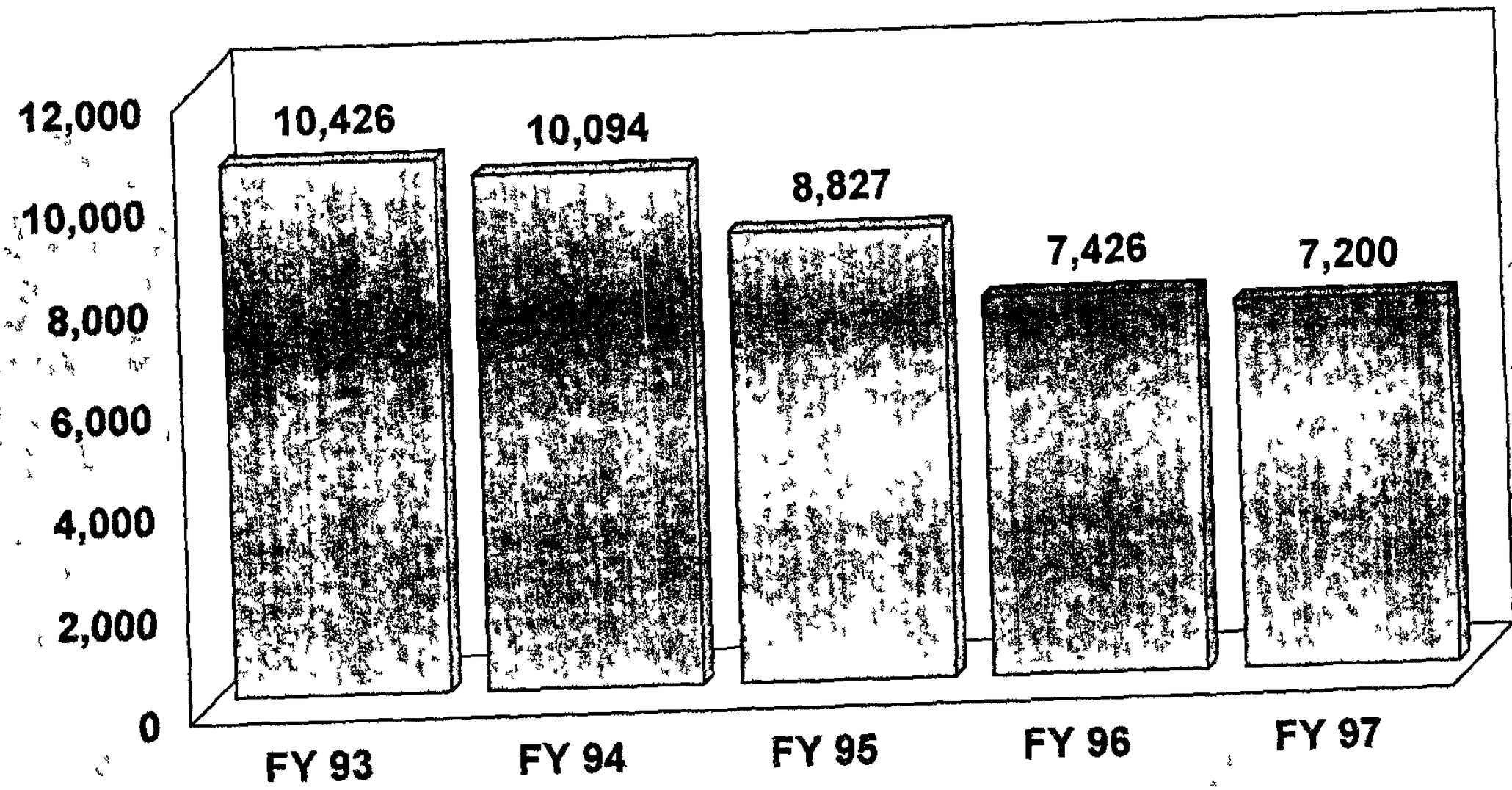
4 Miscellaneous

The next Joint Luncheon Meeting is scheduled for June 17 1997 at noon The City Council will host

Economic Services

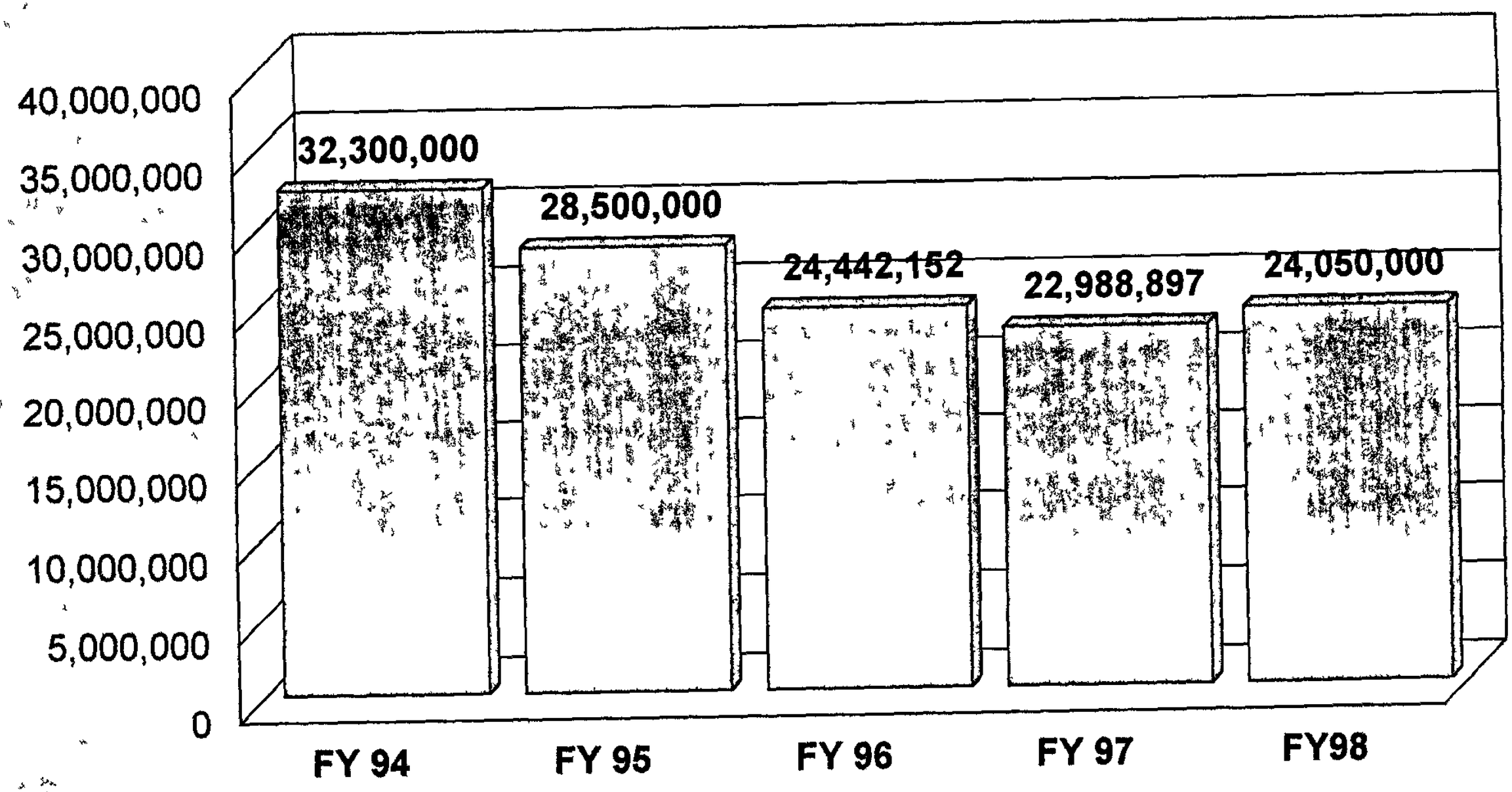
AFDC/Work First Cash Assistance

Caseload History



The number of payments has decreased 31% since July 1993.

Mecklenburg County
Department of Social Services
Aid to Families with Dependent Children
Benefit Expenditures Review



Description of JOBS Population

- Children of all JOBS eligible
  10/90 - 12/95
  N17,720

- Children of JOBS Completers
  (Received GED, High School degree or training certification in JOBS)
  N 844

- Children of JOBS Non-Completers
  Participated in a core component or experienced only an administrative component
  N 4,927

- Children of JOBS Comparison
  (Received no JOBS services)
  N 12, 149

Measures

1 Attendance at School
   - Associated with health problems and family well being
   - Predictor of grade retention and graduation

2 Grade Retention
   - Associated with less educated parents and family poverty
   - Predictor of problems in child education development

3 Out of School Suspensions
   - Associated with behavior and social adjustment
   - Predictor of negative outcomes such as grade retention, juvenile justice involvement

4 Drop Outs
   - Associated with measures of child outcome
   - Predictor of involvement with criminal justice and social services systems

5 End of Grade Tests - Solid Proficiency
   - For 3rd - 8th grades in reading, math and social studies
   - Predictor of child education development
   - Related to attendance, retention and out of school suspensions

6 End of Course Tests
   - For 9th - 12th grades in Economics, Legal and Political, English I, Algebra I, Geometry, Biology, Physical Science and U S History
   - Predictor of child education development
   - Related to attendance, retention and out of school suspensions

*School data for school years 1989/90 through 1995/96

1994-1995
Findings
(For all Children - N 17,720)

	JOBS Completers	Non-Completers	Comparison	All Students
Attendance	11 days	14 Days	14 days	
Retention	7%	11%	13%	
Out of School Suspensions		18%*	24%	
Drop Outs	22%	24%	26%	

*Completers and Non-Completers

Findings - End of Grade
(For 3rd - 8th Grades - N 7,680)

	JOBS Completers	Non-Completers	Comparison	All Students
Social Studies	31%	25%	25%	60%
Reading	36%	30%	30%	62%
Math	30%	25%	27%	66%

Findings - End of Course - Solid Proficiency
(For 9th - 12th Grades - N 3,725)

	JOBS Completers	Non-Completers	Comparison	All Students
Economics, Legal & Political	20%	15%	13%	46%
English I	23%	17%	13%	53%
Algebra I	12%	16%	19%	48%
Geometry	40%	25%	26%	49%
Biology	16%	19%	12%	38%
Physical Science	20%	12%	10%	42%
U S History	22%	20%	13%	41%

Teen Parents - N 560

	JOBS	Comparison
Drop Out	47%	60%

GUIDANCE RESTRUCTURING

Program Components

- Guidance Curriculum
- Individual Planning
- Responsive Services
- System Support

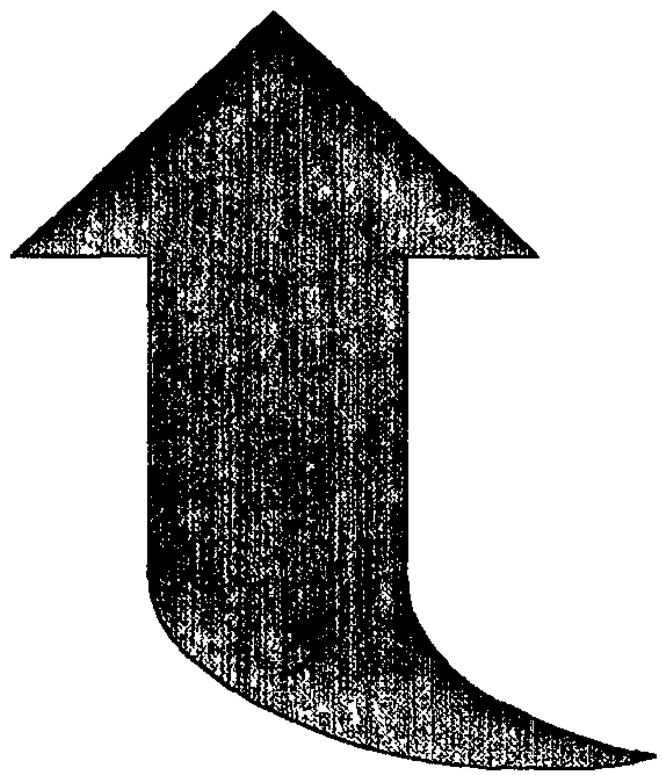
GUIDANCE RESTRUCTURING

FORMER MODEL	NEW MODEL
No Program	Comprehensive Program with Learner Outcomes and Materials and Resources
Reactive	Proactive
Position Driven	Program Driven
Test Coordinator	Test-Taking Preparation, Results Interpretation, Consultation/Training for Teachers
Performance Evaluation	Evaluation tied to Program Implementation and Outcomes

GUIDANCE RESTRUCTURING

Superintendent's Goals

•75% of students will complete geometry prior to the 11th grade



Guidance Restructuring

•Technology

•Reassignment of non-guidance activities

•Training

•Community education

•Extended employment

•Parent conferences grades 8 & 10

•Elective Support

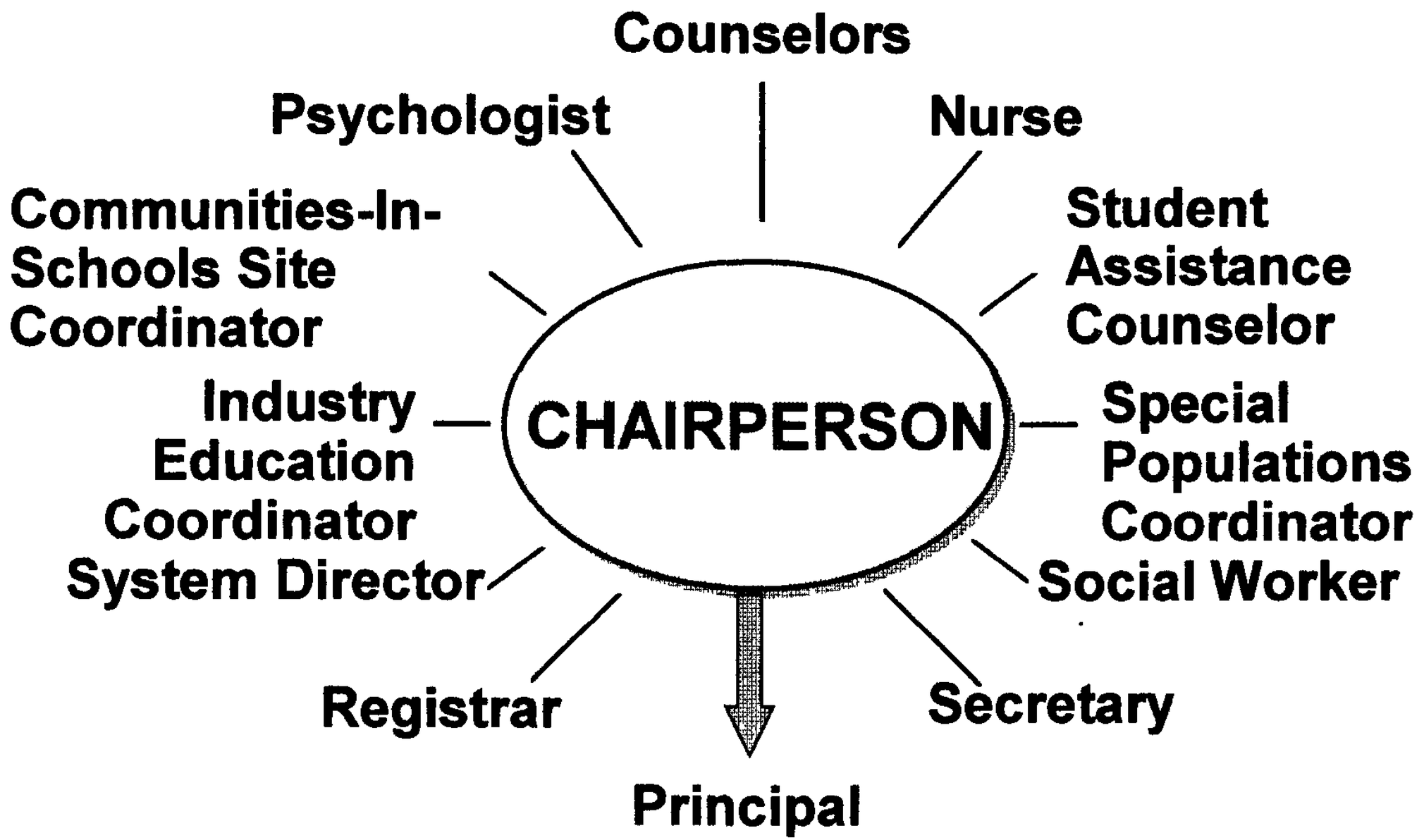
GUIDANCE RESTRUCTURING

Extended Employment

One month, one counselor at each high school
Two weeks, one counselor at each middle school

- Read cumulative records
- Analyze end of year test results and academic performance in order to advance students into higher level courses
- Identify students who need extra academic support to earn a high school diploma
- Academic advisement/Career planning

GUIDANCE RESTRUCTURING



GUIDANCE RESTRUCTURING

Advantages of Moving to a Comprehensive Guidance Program

- Includes *all* students
- Improved student attendance
- Increased student achievement
- Reduction in dropout rate
- Includes parents
- Higher % of students pursuing post-secondary education/training
- Compatible with School-to-Work Goals
- Crisis situations lessen

GUIDANCE RESTRUCTURING

Year 2000

- Integrated, K-12 developmental guidance activities at each grade level supported by materials
- Career centers at all high schools
- Well trained counselors who subscribe to high professional standards
- Elimination of non-value-add activities
- Team mentality with common goals

GUIDANCE RESTRUCTURING

Year 2000

- Posters on high school graduation requirements, college/university entrance requirements, career clusters in every classroom

- Automated career development plans for all students developed jointly by student, parent and advisor

- Senior exit project that includes articulation of abilities, strengths, learning style and post-secondary plans with presentation of resume

- 100% program

GUIDANCE RESTRUCTURING

A program that is ...

- Data driven
- Results oriented
- Customer focused

ADVANCING VIA INDIVIDUAL DETERMINATION (AVID)

AN OVERVIEW

MISSION

To prepare middle and high school students most underrepresented in postsecondary education for four-year college eligibility and success by

- -providing a rigorous curriculum
- -placing students in mainstream activities of the school
- -increasing their enrollment in four-year colleges
- -providing support services for students participating in the program

COMPONENTS

- -Academic
- -Tutorial
- -Motivational/Enrichment

CURRICULUM/TEACHING METHODOLOGY

- -Daily Class Meeting
- -AVID Binder
- -Cornell Note-taking
- -Writing to Learn, Inquiry, Collaboration (WIC)
- -College Entry Skills (reading and vocabulary development, test-taking strategies, critical thinking skills)
- -Academic Survival Skills (time management, note-taking, textbook reading,
  research, study skills, organization)
- -Tutorial (Engage in Socratic Seminars)

AVID Facts

- AVID was founded by Mary Catherine Swanson in 1980 at Clairemont High School in the San Diego Unified School District.
- AVID identifies underachieving, disadvantaged students in grades 6-12 and prepares them for four-year college entry.
- AVID serves over 17,000 students throughout California, Kentucky, Virginia, Missouri, Colorado, Arizona, Europe, the Far East, and Central America.
- Since 1990, over 4,000 students have graduated from AVID programs.
- Over 90% of AVID's graduates enroll in college.
- AVID graduates persist in college at an 89% rate.
- Over 60% of the AVID graduates enroll in four-year colleges.
- The AVID network of schools includes nearly 500 sites.
- Some of AVID's awards include the Salute to Excellence Award for Staff Development and Leadership from the National Council of States on Inservice Education, the Dana Foundation Award for Pioneering Achievement in Education, and the A+ Award from the U.S. Department of Education for Efforts to Reach the National Education Goals.

ON ASSIGNMENT

AVID LEARNERS

AVID tutor Ivette Sanchez, standing has returned to her alma mater, Mar Vista High School, to help reinforce good study habits

What happens when students normally dumped into remedial classes get the chance to shoot for college? They go for it.

By David Ruenzel

San Diego

Hoover Senior High School is the alma mater of legendary Boston Red Sox slugger Ted Williams but if he were to visit the school here today he would scarcely recognize it so changed is it from the 1930s Then it was a launching pad for white children taking off into the middle class now it s a "gateway" school of great diversity serving immigrants from all over the world Mexicans Ethiopians Russians Chinese Filipinos Some don t even have the English language in common

But one thing 170 Hoover students do have in common is AVID a college-preparatory program for disadvantaged students that was pioneered in San Diego more than 15 years ago and is now in more than 500 schools in California and beyond Since 1990 a remarkable 60 percent of the program s 5 000 graduates nationwide have gone on to four-year colleges And of those nearly 90 percent are still there or have earned degrees If not for AVID many of these students would have wasted away in shop and low level math classes

Hugh Mehan a sociologist and teacher educator at the University of California at San Diego has studied AVID The program he writes "pulls out the rug from under the assumption lurking in American education that ethnic and linguistic minority kids can t do well in college-bound classes"

The official name of the program sounds like something out of Ayn Rand Advancement Via Individual Determination And yet the name is something of a misnomer because the thrust of the program has more to do with cooperation than perseverance. The principal idea is to get disadvantaged students who typically study alone to work together under the guidance of a teacher and tutors on challenging curricula

On a Tuesday afternoon last fall, I visited an AVID class at Hoover a sprawling dusty school that resembles a military compound to watch this socialization process at work As the AVID students split into small tutoring groups I found myself seated with four teenage boys—a Haitian an Ethiopian and two Somalis As I waited for their tutor to arrive the Ethiopian said something to me that I couldn t make out "Pardon me?" I responded The boy Nasir tapped his finger on a page of the hefty textbook open before him and repeated his question "Can you help me find two examples of dramatic irony?"

It occurred to me that maybe he thought I was his group s assigned tutor "No no" I said "I m just visiting I don t know where your tutor is"

Nasir looked around the room The half dozen other study groups all had tutors—black and Hispanic college students A few were at the blackboard showing their charges how to work through equations.

Despite my denial Nasir apparently decided that I must be the tutor for he once again tapped his finger on the page and asked "Can you help me find two examples of dramatic irony?"

"What are you reading?" I asked

"*The Wife of Bath s Tale*" he replied

"Look" I said "I haven t read that in 20 years" Chaucer is difficult for well schooled undergraduates Who I wondered would have the temerity to assign these students this Middle English text?

Nasir sighed ever so slightly The Haitian boy and the two Somalis didn t say anything but they looked amused. The Haitian caught someone s gaze at a neighboring table and made a few tough guy faces before cracking up Nasir just stared down at his book clearly upset that no one was helping him

"OK," I said somewhat chastened "Let me have a look." Nasir turned the book toward me and then dangled a finger above a couple of lines "Wommen desire to have sovereinetee/As wel over hir housbonde as hir love."

I told Nasir that I thought the speaker was saying that women want control over men But that was about all I could make out That seemed good enough for Nasir who said, "Ah then it is dramatic irony!"

This grabbed the attention of the others—even the Haitian stopped his clowning—and Nasir explained his logic. A knight has raped a lady for which he is sentenced to death A sympathetic queen, though offers him a way out. The queen will spare his life if the knight can answer the question, "What do women really want?" After a long search he finds a "foule" widow who will tell him the answer in exchange for an unknown promise. The knight agrees Women, he learns, want "sovereinetee" or control over men. As for the promise? The incredulous knight must marry the hag.

This surprise or unexpected turn of events, Nasir asked "is this not an example of dramatic irony?"

As the tutor-designate I answered "It seems to be"

Together the students then went hunting through the text to find additional examples By the end of the session they had all written something As the Haitian boy left the classroom he greeted a friend with a very complicated handshake He was in a good mood he was ready for English class

As I walked out, it hit me that these Hoover students were doing precisely what I d seen students at elite private schools do discussing ideas and pooling resources to accomplish together what would have been arduous and time-consuming—if not impossible—on their own In short, they were learning how to succeed at the game of schooling

AVID began in September 1980 when buses packed with students from this city's tenements and housing projects pulled up to the doors of Clairemont High School The teachers waiting inside believed that the world as they'd known it was about to come to an end Up to that point these white middle-class teachers had taught students who could have been their own children They wore the same styles of clothing took the same kinds of summer vacations and made plans to attend the same colleges

But a court desegregation order was changing all that, siphoning off half the student body Arriving to fill their seats were about 500 low income students—the majority Hispanic, most of the others African American—whose plans for the future involved little more than finishing high school if that

Yet it wasn t just the race and class of the new students that had these Clairemont teachers feeling unsettled. It was also the realization that the school was about to go down the tubes academically After all most were veteran teachers who had for years taught college-prep courses Many of their new students came from the nearby Mexican

Steve Gold Iam

Mary Catherine Swanson founded AVID to save disadvantaged, underachieving students from being stuck in remedial classes Since 1990, 60 percent of the 5,000 students who have graduated from the AVID program have gone on to college

border town of Tijuana and hardly spoke English Something would have to give and they feared it would be the curriculum These new students were destined for the dark outposts of remedial education which until that point had barely existed at the school The teachers worried that they would have to follow abandoning calculus for general math Shakespeare for magazine articles Many had helped found the school 20 years before and were bitter There were rumors that the San Diego school district wanted Clairemont to fail so it could sell the choice property to developers.

But one Clairemont teacher English department chairwoman Mary Catherine Swanson, had something different in mind She was determined that the school not automatically steer the new students onto a remedial track Swanson 35 at the time had once taught remedial reading and she knew that once students were placed in such classes they almost never came back. So she decided to do something that would give these students the chance to shoot for college

To most of her colleagues this seemed a hopeless task. But Swanson, who now directs AVID s growing national operations at the San Diego County office of education felt no trepidation "One of the hallmarks of why I was a good teacher was that I always collaborated with others and never never taught in isolation " Swanson said "We had two years to think about desegregation before it finally arrived in 1980 and I constantly talked with others—those who weren t totally lost to skepticism—about how we might approach it "

The approach she cooked up became AVID Its goal was to prepare underachieving disadvantaged students—those who typically ended up in remedial classes—for entry into four year colleges This was a lofty goal and Swanson knew that simply placing these students in college-prep classes and telling them to go for it was not the answer You can t magically just give underrepresented kids this rigorous curriculum and expect them to be successful " she said "The majority will fail And we all know that schools can t accommodate large numbers of failures They keep course titles that suggest the courses are rigorous but everyone knows that Advanced English II is really remedial "

Her solution was to create a supplementary course that students could take to learn the range of skills they would need to succeed in high school and beyond Students who chose to participate in the new program—it was then and still is voluntary—took the school s standard curriculum plus the daily hourlong class with Swanson

The basic structure remains in place today AVID students enroll in the same academic courses that traditional college bound students take In those classes they receive no special instruction or consideration Though the vast majority of teachers in AVID schools are receptive to the program most have no direct connection to it The extra academic and social support the students receive comes via the AVID classes which are taught by regular subject area teachers who have received special training

Swanson s first AVID class was filled with students with no idea of what serious study entailed Most she discovered were ambitious but naive They wanted to attend college but did not have a clue about what it would take to get there Their study habits were weak or nonexistent They tended to study alone minimizing the opportunity to learn from others And an astounding number took no notes at all Over the years they had become passive observers.

Swanson decided to first focus on note taking This was the only way she could find out what the students were picking up in their other classes She taught them how to take detailed notes and when she discovered that they often didn t understand what they were writing down she had them jot questions in the margins She also insisted

that the notes be more than a copy of what was on the blackboard If they couldn t put the material into their own words, then they didn t really understand it

The simple act of taking notes had an immediate and somewhat surprising impact and it quickly became a cornerstone of the AVID program Most practically it forced students to be attentive and gave them a way to share ideas and information More subtle were the psychological changes dedicated note taking produced The youngsters slowly began to see themselves as students in the full sense of the word And teachers who had been dubious about the students abilities were amazed to see them doing the very things their top students were doing Although they were hardly aware of it the AVID students were becoming acculturated in the ways of the college bound

But there was only so much Swanson could do on her own She simply didn t know enough math or science to be much help in those subjects So she asked former Claremont students—all of them knowledgeable and in college—to come back and tutor the AVID youngsters The tutors were ostensibly in the AVID classroom to assist with school work, but their presence had other important benefits Because the tutors were close in age to their charges the students felt comfortable talking to them about their problems

"The kids were most frustrated when they couldn t grapple long enough with information to really understand it " said Swanson "You know what happens with teachers They ask a question to the full class and then when no one responds answer the question themselves and move on But you can t just move on or you'll lose kids "

One Claremont student who looked as if he might get lost for good was Maximo Escobedo, one of six children in a family of Mexican immigrants Although he understood only a few words of English and felt overwhelmed by American culture the young Escobedo knew enough about what was going on to see that the school wasn t working to his advantage

"After the first two weeks I realized I wasn t being placed in classes that would get me on to college " said Escobedo now a graphic artist at a software company "They were putting me like the Mexican friends I played soccer with into two or three shop classes a year My first classes were Spanish English as a Second Language shop PE math—a very iffy set "

The next year due in part to a counselor who recognized his potential Escobedo entered AVID "In AVID I was not only expected to get high grades but also to go to college " he said "After my second year at Claremont, my schedule was completely changed—from ESL to English literature. By my senior year I was in honors English It was rough but I knew that the tutor could always help me get through. And it helped that all of us AVID students were struggling with the same things I was an outsider but the AVID classroom was the one place I felt I belonged "

Escobedo said it had taken his older brother six years of junior college before he finally went to a university He had known nothing of what it takes to go to college But AVID teachers and tutors constantly let Escobedo and his classmates know that college was an achievable goal They made sure the students completed the necessary requirements led them through the application process and took them on field trips to colleges "The fact that they took us on tours of universities—that was incredible " Escobedo said "The first time you saw that environment the kids spread out across the lawn with all those books "

In its first years AVID grew slowly but steadily mainly through word of mouth Teachers in the San Diego area who heard about the program brought it to their own schools In 1986 AVID made a leap forward when Thomas Boysen, then the superintendent of the San Diego County schools, implemented it countywide Soon the legislature in Sacramento became interested and in 1992 the state began to create regional centers to expand the reach of the program AVID was on a roll In 1990 there were 34 AVID schools outside of San Diego County By 1995 the number had jumped to 350 This past November the program received grants from the Annenberg and Charles A. Dana foundations to extend its influence even further particularly in the Southeast

AVID officials say the program has grown so rapidly because it gets results. They point to a recent study by Mehan, the UCSD sociologist He found that 55 percent of African Americans who participate in AVID for three years go on to four year colleges The national college going rate for blacks is 33 percent Of participating Hispanic students 43 percent enroll in four year colleges, compared with 20 percent nationally AVID has accomplished this with students who are academically unexceptional To get into the program students need only meet a minimum standard on the Comprehensive Test of Basic Skills and have a C average though students with Ds have been admitted Much depends on the interview AVID coordinators in each school look for students who show an eagerness to turn things around

Despite dramatic growth and success AVID has not yet attracted much media attention

"It helped that all of us AVID students were struggling with the same things. I was an outsider, but the AVID classroom was the one place I felt I belonged."

Maximo Escobedo

Former AVID student

The program has received praise but none of the sustained applause given other school reform efforts In the reform arena AVID is a solid performer but not a star

But then AVID is really not a reform "initiative" in the true sense While such progressive reform groups as the Coalition of Essential Schools talk about reinventing schooling AVID talks about helping students succeed in the existing schools AVID strives not to do away with the status quo but to bring its more highly calibrated aspects—namely the college-prep curriculum—to students traditionally left out of the loop What is perhaps most remarkable about AVID is its straightforward common sense approach

Alice Esparza the AVID coordinator at Mar Vista High School in Imperial Beach Calif a few miles north of the Mexican border makes this point emphatically "The concept behind the program is really pretty simple It s support, that's all it is You become an advocate for these students "

For Esparza and other AVID coordinators being an advocate means harping on study skills particularly note taking and staying on task. Esparza s classroom has the feel of decades past The students sit in straight rows copying from the blackboard the week s

Steve Golds m

Alice Esparza is the AVID coordinator at Mar Vista High School in Imperial Beach, Calif She is one of a growing number of AVID teachers who expect college-preparatory work from disadvantaged students—and get it.

"SAT words"—*torpor superciliious innocuous* and the like

Esparza began the session with a "warm up" exercise Students turned positive asser tions such as "AVID grew to 500 schools in seven states" into negative ones "AVID did *not grow to 500 schools in seven states.*" This was a bilingual class—a number of the stu dents had a shaky command of English—so Esparza leavened the brief English lesson with tips in Spanish

After the warm up came an essay writing lesson, which was painstakingly straightfor ward The first paragraph, Esparza told the students, introduces the thesis, usually in its last sentence. The thesis expresses a point of view about a subject The essay's body para graphs develop the thesis which is restated in the conclusion

This was teaching at its unglamorous ex treme But that didn t mean the lesson was unimportant College students must know how to express themselves in writing Esparza has her students write constantly in journals, composition booklets, and notebooks, but she gives the three-part essay—thesis, argument conclusion—the most emphasis This is the kind of writing most often done in college, she told the class And it is the structure the stu dents will use when they write the essays for their college applications

In true AVID form the students recorded all the nuances of this lesson with the inten sity of stenographers They scribbled and scrawled and yet they were doing more than transcribing As taught they had drawn a line down the center of their papers. On the left were the terms—thesis statement, for ex ample On the right definitions Or they might jot a question on the left—"What is a topic sentence?"—which they would later ask their tutors The students followed this note taking procedure for all their classes

Ivette Sanchez an AVID tutor and former Mar Vista student said the note taking method forces students to highlight impor tant information a task which kept them from getting bogged down in minutiae "I had trouble my first couple years of high school because I kept memorizing a lot of irrelevant information" she said "The important thing in studying *is to key in on the main points* which is why we constantly encourage stu dents to go back over their notes"

AVID students are such committed note takers that they can be singled out in almost any classroom During an algebra lesson at *Hoover for example teacher Carol* Chie pointed out that there was only one student taking notes "And of course that student is an AVID student" she said "You can always tell because they take better notes than any one else They re getting everything down *while others are staring into space*"

AVID instructors do not speak about the joys of learning They emphasize instead the im portance of hard work. They urge students to complete their homework, bring questions to their tutors, and take copious notes Students it seems, are encouraged to adopt a grin and bear it attitude with regard to schooling

This isn t easy for some First year AVID students are particularly resistant "It can be really tedious taking notes all the time" one freshman said "Sometimes it s hard to hang with the program" Another freshman said "I m in the AVID program because my mother made me join I don t see the point of all the work we re doing"

But the upperclassmen—those on the brink of college—offered a very different view "It is hard to get the point at first especially if you ve been coasting through school for eight years" senior Carlos Echezerria said "You re finally in high school and you want to hear about all the fun you'll have But even tually it dawns on you that all this work is for a reason and you realize that it s become sec ond nature for you to write an essay to un derstand a difficult article"

Joe Hampton another senior said that without AVID he never would have had the grades and skills to get into college. "You may not always like it," he said, "but if you re willing to work hard AVID will give you the skills you need to be successful in college and life"

As much as AVID stresses development of academic skills, this is not its most important function, says Mehan who has written a book on AVID titled *Constructing School Success* "It's socialization" he said "The social connections students make are vital be they with the tutors or with college I found in my research for example that some tutors weren't really helping all that much with homework. But something important was still going on The tutors would say things like, 'Yeah I was scared about going to college but here s what I did. This kind of informal conversation is extremely helpful to kids"

Mehan called the regularly scheduled field trips to colleges "a brilliant stroke" "It s amazing what that does for kids minds" he said "Many for the first time start seeing college as a real possibility and start thinking about what it will actually take for them to get there And their enthusiasm transfers over into the classroom When you re in an AVID class you re sitting with 20 kids—all of them untraditional students—who are worried about academic stuff That s very very rare and very powerful"

The fact that students from less privileged backgrounds rarely study together has been well-documented by Uri Treisman a mathematics professor at the University of Texas at Austin and a winner of the prestigious MacArthur "genius" award In the early 1980s, Treisman taught math at the University of California at Berkeley He was perplexed by the trouble many of his African American students had in his courses Most were motivated and had good SAT scores and yet they failed first term calculus at an exceedingly high rate His Chinese students, on the other hand typically aced the class though Treisman did not find them any more motivated than the black students

The difference Treisman discovered was in the support they received from others—what Mehan calls "social scaffolding" His Chinese students almost invariably studied together there was no line of demarcation between their schoolwork and their social lives. But this was not the case for his African American students—and many of his working-class white students Their schoolwork had no significant connection to their social lives. They studied alone And if they fell behind they turned to no one for help In fact when these students sensed they were losing academic ground, they typically redoubled their efforts at solitary study—putting more energy into a self-defeating strategy

Treisman responded to the problem by initiating study groups for his African American students The idea was to get them to work collaboratively the way his Chinese students did

When Treisman and Swanson met in the late 1980s they each had a jolt of recognition Their ideas and approaches dovetailed perfectly "Uri talks about how everyone has to take in information and then process it" Swanson said "Well kids studying alone can do the first part but have trouble with the second That s why encouraging them to collaborate is such a big part of what we do"

AVID teachers are key partners in that collaboration especially when the time comes for students to apply to college David Tingle a former AVID student who is now a junior at San Diego State University said that without AVID he would have been in the dark about the college-application process "How many units of a subject you need whether you should take two or three years of a foreign language what kind of things you should write in a college essay—you just have no idea how these things work," Tingle told me

Most kids from poor families, Tingle said receive little or no information about college "You re supposed to go to the guidance counselor for guidance on getting into college but our guidance counselor got everything backward" Tingle said "And when we d correct her misinformation she would say 'Really?' The AVID teachers were our real guidance counselors

One of AVID s great strengths in the early years was that it was less a program than a grassroots movement A program by definition is a top-down affair with some sort of central administration AVID on the other hand, was a teacher led endeavor that spontaneously found its way from one school to the next. But success has changed that. Even Swanson wonders how AVID will fare now that it is a bona fide program with a small bureaucracy in San Diego and regional support centers in other parts of California and the nation

"I am concerned about AVID expanding too rapidly" Swanson said "There s always a chance that the program could get watered down We re trying to prevent that by having schools prove they have a rigorous curriculum in place before they can become an AVID school but the danger still exists"

Even if Swanson and her team can sustain and further their successes, some observers—Mehan among them—question whether the program is capable of altering American education in any broad way "AVID proves that all kinds of people have the capacity to do college work if they have social support" Mehan said "But providing that kind of support takes time and money and whether we re willing to provide that is more of a societal question than an educational one"

> "When you're in an AVID class, you're sitting with 20 kids—all of them untraditional students—who are worried about academic stuff. That's very, very rare and very powerful."
>
> **Hugh Mehan**
> *Sociologist and teacher educator*
> *University of California at San Diego*

Still as Mehan pointed out AVID has demonstrated that if the will is there, schools can do better with disadvantaged students even within our flawed system It has proved the obvious The most effective way to prepare students for college is to give them—albeit with necessary supports—a rigorous college-prep curriculum

This doesn t mean that the support system has to be in place forever In his book, Mehan writes about AVID as a kind of apprenticeship in which a master carpenter say slowly brings a novice along In the beginning the apprentice needs almost constant guidance but as time goes on and the apprentice learns the support is gradually withdrawn Finally the apprentice becomes a master

Tingle said it's not difficult for him to do without the AVID support system now that he is in college "I'm well prepared now and I can do it on my own" he said "As long as I take good notes and study hard I'm OK." ■

AVID

Advancement via

Individual Determination

AVID Advancement Via Individual Determination
from Latin *avidus* eager, as in eager for knowledge

AN INTRODUCTION TO AVID

What is AVID?

AVID is a program to prepare average-ability students from groups traditionally underrepresented in postsecondary education for eligibility for and success in four-year colleges and universities

AVID recognizes that the only way students can get into or through college is by perseverance, hard work, and, as the program's name reveals, "individual determination" AVID students get no special breaks — only a chance AVID provides what first generation college students usually lack, what advantaged students receive from their parents and community high expectations, encouragement, day to day help, a vision of college as attainable, an advocate, and guidance in how to negotiate the system AVID involves students in a strong group of peers and adults who share a commitment to academic achievement and who work together to help the group succeed

Ultimately, AVID provides a scaffolding, a social and academic structure to support students as they work to succeed

Why do we need AVID? Equity on the path to college

AVID addresses one of the major problems facing our schools — the underrepresentation of disadvantaged and minority youth in colleges and universities Compared to their white and more affluent peers, minority students and those from low-income homes are more likely to drop out of school, less likely to take college preparatory and advanced classes, and less likely to enter colleges, especially four year institutions In Virginia, for example, African-Americans make up 22% of the university-age population, but only 17% of the first-time full-time freshmen at public colleges and just under 11% of the recipients of baccalaureate degrees at public institutions While progress is being made, disparities remain The number of bachelor's degrees awarded to African-American students in Virginia rose 20% between 1979 and 1991— but the number granted to white students grew 32% (Southern Education Foundation 1995)

The reasons behind this disparity are many Too often, families and teachers of low-income and minority students, and even the students themselves, expect less of them than they do of white and more affluent students Their peer groups often do not value — and may even denigrate — academic achievement They may see few role models of people like themselves who have succeeded through education and so do not perceive this as a realistic path Even those students who voice a wish to attend college often have little idea of what it takes to make that dream a reality, from what courses to take to how to apply to colleges

Why is it important to address this issue? First, there are the economic arguments Our nation's growth and competitiveness demand a skilled, technologically competent workforce The National Science Foundation, for example, has noted that greater participation by minorities will be required to fill the demand for professionals in math, science, engineering, and technology Students with little education will be unable to compete for well-paying jobs in

> *"It is not that dumb kids are placed in slow groups or low tracks It is that students are made dumb by being placed in slow groups or low tracks And as we have seen in our study [of AVID], students can be made smart by being placed in challenging courses when they have a system of social scaffolding supporting them " Hugh Mehan, Director, Teacher Education Program, University of California at San Diego (Mehan and Villanueva 1994)*

growing industries The Department of Commerce predicts that, through 2005, employment in occupations requiring at least a bachelor's degree will grow twice as fast as in occupations requiring less education The ability to compete for jobs will be especially critical in the years ahead, when employment is forecast to grow much more slowly than in recent years (employment is expected to grow 14% between 1994 and 2005, down from the 24% increase between 1983 and 1994, Bureau of the Census 1995) Failure to continue education beyond high school has a dampening effect on earnings in 1992, for example, workers with bachelor's degrees earned an average of $32,629, compared to $18,737 for those with only a high school diploma and $12,809 for those who did not complete high school (Bureau of the Census 1993)

No less important are the moral arguments It is intolerable that large numbers of our young people should be, in effect, shut out of the jobs that promise growth and earnings simply because of the circumstances of their birth into a minority race or a disadvantaged family The issues of equity, opportunity, and justice that helped shape the American character and history are at stake here Providing opportunities for all students to succeed is not only economically advantageous — it is the right thing to do

---

Who does AVID serve?

AVID targets students of mid-range ability who have the potential to succeed in a rigorous academic program but who would not succeed without support It is not a remedial program for students who are failing, and it is not for gifted students who are already performing well It serves the students in the middle, who are capable of success but not performing up to their potential the students who are, so often, least well served in our schools *AVID is, at heart, a program that equips ordinary students to accomplish extraordinary things*

Potential AVID students are identified by counselors, teachers, parents or by students themselves The three criteria for AVID are

Ability
- academic potential to succeed in college preparatory courses and in college with tutorial support, typically a GPA of 2 0 - 2 9 is required in high school and a C+ - B+ average in middle school

Desire and determination
- a desire to attend college
- a willingness to undertake demanding preparation for college

Membership in a underrepresented group
- membership in a group underrepresented in four-year colleges and universities, including members of racial minorities, those who speak English as a second language, and those in low income households (as determined by eligibility for free or reduced price lunch)
- most students will be the first generation in their family to attend college

The AVID program requires hard work and perseverance and is effective only if participation is voluntary Students must sign a contract agreeing to
- enroll in AVID for at least three years or until they complete high school
- study at least two hours a day and complete all assignments
- maintain an AVID binder in which to take class notes
- participate in AVID tutorial groups
- take a rigorous course of study
- help teachers and students maintain a positive learning environment
- participate in AVID field trips and activities
- take the PSAT and SAT

Parents also must sign agreeing to
- support all AVID academic requirements
- encourage and support their children's academic success
- attend all AVID parent meetings

What does AVID accomplish?

AVID is designed to achieve specific objectives

- to support students in rigorous college preparatory programs and to enroll students in honors and advanced classes
- to develop the habits and skills students need to succeed
  - to develop good study habits and academic survival skills (note-taking, essay-writing, and time-management)
  - to support students in maintaining grade point averages that will be competitive in applying to four-year colleges and universities
- to foster positive attitudes toward school and higher education
- to help students become knowledgeable about colleges, develop a plan to get to college, and apply to appropriate colleges and for financial aid
- to make the presidents and admission officers of public and private colleges and universities aware of AVID and of the caliber of its graduates
- to enroll 100% of AVID graduates in colleges and universities, including 80% in four-year institutions

What does the AVID program include?

Distinguishing Features

The hallmarks of AVID and the features that account for its effectiveness are

- A *strong academic focus* every element is designed to help students succeed academically, and every activity focuses teachers' and students' attention on academic goals
- A requirement that students be involved in *rigorous coursework* AVID students must enroll in a rigorous course of study that will meet the requirements for college enrollment The experience of being in advanced courses alongside high achieving students, with support from AVID, boosts students' academic expectations and levels of achievement
- The provision of an enduring *academic and social support network* AVID students are surrounded by a support system that expects and rewards hard work, perseverance, and academic achievement As students work together in the many collaborative activities in AVID classrooms, a strong peer group emerges that values academic success In AVID, it is okay to be a good student The adults in AVID, the teachers, coordinators, tutors, and counselors, take their role as nurturer and advocate for students seriously, and they are an effective source of support This combination is powerful AVID students know they are not alone and are challenged to work harder by caring adults and, especially, demanding peers

The Foundation: The AVID Class

At the heart of the program is the AVID class in which students participate every day At the high school level, students enroll in a for-credit AVID elective that meets for one period daily

AVID can be offered as a related arts elective in middle schools that have at least seven periods a day In Newport News middle schools, AVID currently cannot be offered as an elective Newport News middle school schedules permits only one elective, which would mean that AVID students could not take art, music, or band This would negate one of the essential tasks of the middle school years, of trying different things and discovering interests and talents Newport News has developed an innovative and successful solution AVID students at each middle school are assigned to the same team (all middle schools are structured around teams), and the practices and principles of AVID are infused throughout all team activities With the team of students and teachers together for all core subjects (English, language arts, reading, social studies, science, and math), AVID becomes an integral element of the academic program Students from the AVID team mix with students from other teams for physical education and electives, so they are not isolated in the school

AVID addresses three key elements in college preparation

Academic survival skills and college entry skills Two periods a week are devoted to the study and organizational skills students need to succeed in class and in college Students are required to take notes in every class, and they learn the Cornell method of notetaking, which requires them to review, analyze, and summarize the material and helps them prepare for tests They keep all their notes in distinctive AVID binders, which are checked weekly

Student learn survival skills time management, textbook reading, library research, test preparation, and how to write essay answers They learn to participate attentively and take good notes in all their classes They prepare for the PSAT and SAT by reviewing math, reading, and vocabulary skills and test-taking strategies

Tutorials College students are employed to tutor AVID students two periods a week Students prepare for tutorial groups by developing questions about the material they are studying, using their Cornell notes In tutorial groups, under the

tutors' guidance, they quiz one another, discuss class notes, clarify questions, review for tests, and resolve troublesome homework problems In the process, they become better at listening and at expressing ideas They discover, understand, and remember ideas because they are actively involved in discussing and defending them Typically students may choose among several AVID tutorial groups in different subjects, all meeting simultaneously Research suggests that the kinds of peer challenges and assistance found in these tutorial groups may motivate students to work harder

Tutorial groups not only help with the work at hand, but also tackle the reluctance of many minority and under-achieving students to seek and use help This unwillingness to take advantage of resources, which has been observed at both the high school and university levels, prevents students from resolving questions and persevering in difficult courses AVID students develop a habit that is associated with the most successful college students, that of intense studying with classmates

Motivational activities and career and college exploration are scheduled for one day a week Guest speakers expose students to career options and bring their own stories of how hard work and education led them to their goals Field visits to businesses expand career awareness College tours and speakers help students visualize college as a realistic goal, some campuses sponsor special lectures to expose students to college-level expectations Former AVID students now in college are some of the most powerful speakers, communicating that college is an attainable goal and that AVID charts a direct path

AVID's Educational Strategies

The design of AVID incorporates three strategies that are effective in preparation for college and that directly target the needs of underachieving students

A collaborative approach The AVID classroom is not a traditional one in which a teacher lectures to passive students An AVID teacher is a guide, facilitator, and coach in a learning community of teachers, students and tutors working together for the success of the group Students, not teachers or tutors, are responsible for their learning, and visitors to AVID classrooms are struck by the responsibility and initiative shown by students Tutors function as discussion leaders, while students challenge, help, and learn from one another

Emphasis on inquiry AVID is based on inquiry, not lecture, for the process of posing and answering questions teaches students to think Many activities, from Cornell notetaking to tutorial groups, are built around asking questions, which forces students to clarify, analyze, and synthesize material Learning how to ask questions is a crucial skill, for many students have difficulty clarifying their thoughts and asking the right question to get the information or help they need Tutors and teachers are trained to ask questions that move students to successively higher levels of thinking

Writing as a tool for learning AVID emphasizes writing in all subjects, recognizing that writing helps students clarify, order, and communicate their thoughts and understand material The AVID elective includes a strong writing curriculum, with instruction and exercises to develop skills, and many AVID strategies (such as notetaking and learning logs) stress writing as a tool for learning The emphasis addresses weaknesses in language and writing skills common to many AVID students

The techniques learned in AVID classes are applied in all classes AVID students are required to study at least two hours a night part of this time is spent reviewing and summarizing their notes and preparing questions for tutorial groups

What role do parents play in AVID?

The involvement of parents is a priority in AVID The working assumption is that parents want their children to succeed and are important members of the team — student, parents, teachers, and colleges — that will make this possible The job of each AVID school's parent involvement program is to harness the tremendous influence parents have on their children toward the goal of a college education Parents are informed about program events and expectations through newsletters and parent meetings, which also provide a forum for discussions of how to help children and of the college admissions process Parent meetings encourage a strong parent peer group, through which parents encourage and share information with one another Parent groups often become active in planning programs and raising money for recognition banquets, enrichment events and even scholarships

Who makes up the AVID team in a school?

Teachers, like students, find AVID a challenging, rewarding and energizing experience AVID's team structure provides collegial support for teachers, just as it builds a supportive peer group for students The AVID team at each school encourages the creativity, energy, and satisfaction of working together toward a significant goal

Each AVID team member has well-defined roles and responsibility The *principal* provides instructional support and recognition, allocates the resources AVID needs, including time and staff, and ensures that the school's schedule and organization take into account the needs of AVID *Guidance counselors* and *AVID teachers* work together to encourage students to enroll in the rigorous courses they need for college, they also work with students and parents on college applications and financial aid

At each school, AVID teachers serve as *site team coordinators* and instructional leaders, responsible for overseeing the AVID program and for sharing its techniques with other teachers of underachieving students The selection of teachers who are respected by their peers for their teaching excellence helps establish AVID as an academic, not a remedial program Teachers of Advanced Placement English are often preferred because of AVID's emphasis on writing and academic rigor AVID teachers monitor the progress of AVID students and work with their other teachers, train and oversee tutors, arrange motivational and enrichment activities, coordinate parent programs, and arrange college tours and speakers Above all, AVID teachers are advocates for AVID students and the AVID program throughout the school

Tutors, recruited from colleges and universities, are important members of the AVID team They are trained in AVID methods and the importance of their role in challenging and supporting students Newport News is working with the teacher training program at Christopher Newport University to give college students who are planning to become teachers vital experience in urban schools through service as AVID tutors This collaboration holds out the promise that the philosophy of AVID, the high expectations of students and the understanding of effective ways to reach them, will influence the training of many teachers

How are AVID staff trained?

Intensive, continuous training teaches all AVID team members to use the program's methods, fosters commitment to AVID's belief system, and promotes effective teams Training programs include

- The Summer Institute, a week-long event attended by the entire site team from each AVID school and each school planning to adopt AVID New AVID teachers learn to use AVID techniques, while returning teachers focus on leadership strategies needed to disseminate AVID philosophy and practices throughout their school The first East Coast Summer Institute was sponsored by Newport News Public Schools 1995 The new Eastern

Region AVID Center at Christopher Newport University, in collaboration with Newport News Public Schools, will hold the 1997 Eastern Region Summer Institute for an anticipated 400 participants from the 21 existing AVID schools in the region and the 30 which are expected to be in the planning process The Institute expects to host large delegations from Kentucky and North Carolina

Team attendance is important because the Summer Institute does more than train — it transforms A San Diego principal described it as an experience through which teachers come to believe they can truly affect student learning (Guthrie and David 1994) Sharing the Institute experience is important to developing and maintaining the cohesive team that is required to sustain real change in a school

- Regular workshops conducted by the Regional Director for AVID sites throughout the Eastern Region
- Regular in-service for AVID staff conducted by local school divisions to meet their individual needs
- Training for all tutors using an AVID training curriculum The training ensures that tutors are committed to AVID's beliefs and objectives, are skilled in using AVID techniques, and are able to fulfill their important role with students
-

What role will colleges and universities play?

AVID's success demands close working relationships with many institutions, from small liberal arts colleges to large universities, from urban commuter schools to residential colleges, in which its graduates may enroll Partnerships take many forms, adapting to meet the needs of individual schools and districts and growing as the as the pool of AVID graduates grows

- Colleges provide tutors and, in the case of Virginia's Christopher Newport University and College of William and Mary, develop a structure to incorporate AVID tutoring as a formal element of pre-service teacher training
- Colleges and universities sponsor college tours, special lectures, and speakers Virginia and the surrounding states are blessed with many quality institutions to meet almost every student interest The Newport News AVID program, for example, works with Hampton University, Old Dominion University, the University of Virginia, the University of Richmond, Virginia Commonwealth University, American University, and Georgetown University As new AVID programs develop in other states, partnerships with colleges and universities in those and nearby states will be developed
- Colleges are beginning to appreciate the valuable resource AVID offers in their quest to recruit capable students and strengthen their diverse student bodies Much progress in sharing this message in Virginia was made in early 1996 at a formal event hosted by Tim Sullivan, President of the College of William and Mary, on his campus for the presidents and admissions officers of Virginia's colleges and universities to acquaint them with AVID and its students Additional events are planned, and a follow-up college fair bringing together AVID students and parents with admissions officers from many different institutions is planned for 1996-97
- Newport News and William and Mary have begun preliminary discussions of a residential summerbridge program for AVID students

Skyline 5K Run/Walk Sponsors

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CPCC FOUNDATION

The CPCC Foundation

proudly presents the

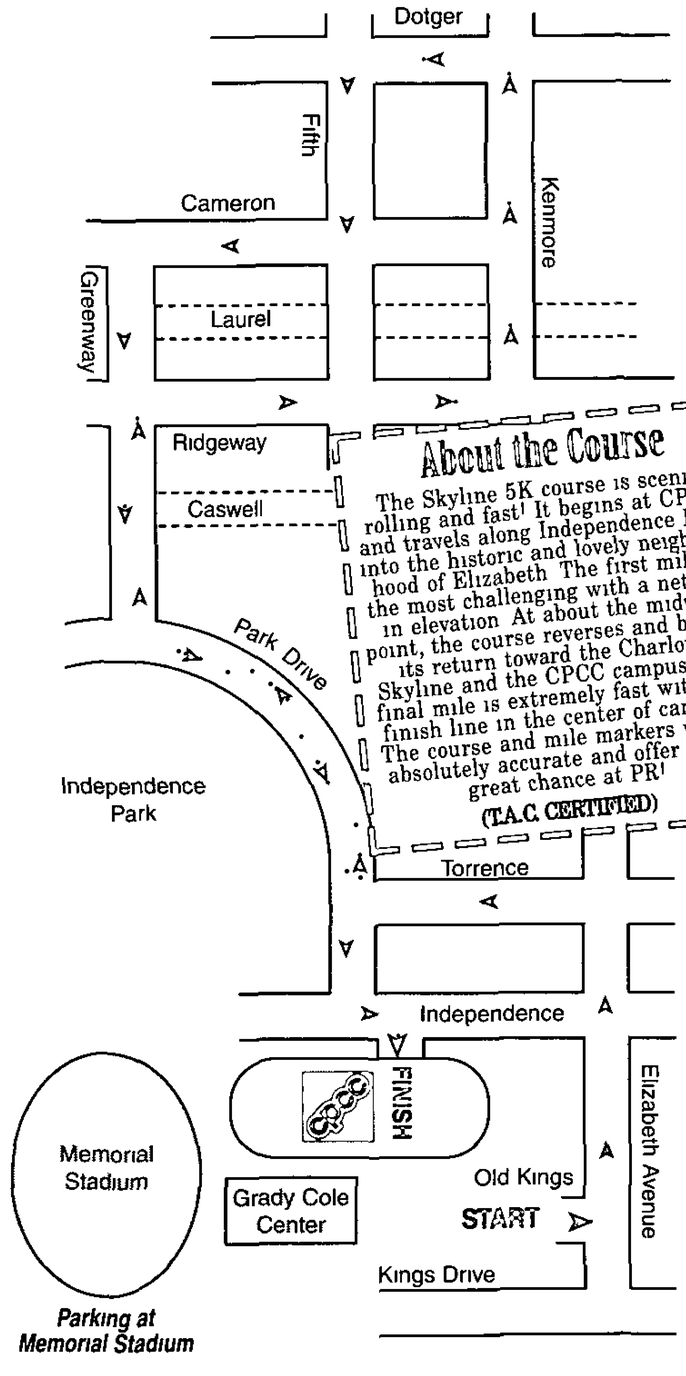
Second Skyline 5K Run/Walk

Date	Saturday, April 26, 1997
Time:	1 K Fun Run - 8:00 am 5 K Run/Walk - 8 30 am
Categories	5 K Run/Walk 5 K Wheelchair 1 K Fun Run (ages 12 & under)
Entry Fee:	$8 pre-registration (non-CPCC students) $10 race day $7 pre-registration, (CPCC students) $6 Fun Run

All participants receive a one-of-a-kind, original design T-shirt (as featured on the cover of this brochure) selected from a competition of CPCC design majors

In case of rain, registration and awards presentation will take place in Taylor Hall Gym, Elizabeth Avenue, CPCC Campus

PRE-REGISTRATION ENTRIES MUST BE POST-MARKED BY APRIL 18



About the Course

The Skyline 5K course is scenic, rolling and fast! It begins at CPCC and travels along Independence Park into the historic and lovely neighborhood of Elizabeth The first mile is the most challenging with a net gain in elevation At about the midway point, the course reverses and begins its return toward the Charlotte Skyline and the CPCC campus The final mile is extremely fast with the finish line in the center of campus The course and mile markers will be absolutely accurate and offer you a great chance at PR!

(T.A.C. CERTIFIED)

Age Groups

15 & under	16-19
20-24	25-29
30-34	35-39
40-44	45-49
50-59	60+

Awards

The top three male and female finishers will receive a beautiful 18"x36' framed print of the Charlotte Skyline

There will be awards for the top three finishers in all age categories, as well as awards for the top three overall wheel chair athletes All Fun Run finishers will receive a ribbon

There will be a special drawing for two pairs of Brooks running shoes, donated by Run For Your Life All race participants are eligible Must be present to win

T-Shirt & Number Pick-Up

T Shirts and race numbers may be picked up on Wednesday Friday, April 23-25, 10 00 am - 6 00 pm at Run For Your Life, Dilworth Gardens East Blvd or on race day beginning at 7 00 am at CPCC

P.S. After the race, be sure to join in the fun uptown at *Springfest!*

FOUNDATION

Charlotte Skyline Run Registration Form

NAME _____ GENDER ____ AGE ____ BIRTH DATE _____

ADDRESS _____ CITY _____ STATE _____ ZIP _____

PHONE _____ T-SHIRT SIZE S M L XL STUDENT I D # _____

Make check payable and mail to CPCC Foundation, Inc , PO Box 35009, Charlotte, NC 28235-5009
For more information, please call the CPCC Foundation Office at 704/330-6869

RELEASE WAIVER I know that running is a potentially hazardous activity I know that I should not enter or run unless I am medically fit and properly trained I assume all risks associated with running the Charlotte Skyline Run including but not limited to falls, contact with other participants, the effects of the weather including high heat and humidity or cold temperatures and rainy conditions, vehicular traffic and conditions of the road all such risks being known and appreciated by me Having read this release and knowing these facts and in consideration of your accepting my entry I for myself my heirs assignees and anyone else entitled to act on my behalf waive, release and will hold harmless Central Piedmont Community College the CPCC Foundation and all other race sponsors, their agents any other persons assisting with the race and the r successors from all claims or liabilities of any kind including injury or death arising out of my partic pation in the race event even though that l abil ty may arise out of neglect or carelessness on the part of said persons I agree that the decisions of the race officials relating to the race and my participation in the race shall be final I give permission for the free and unrestricted use of my name as a participant in the race

SIGNATURE _____ DATE _____ Under 18 parent must sign _____

Charlotte Skyline Run

April 15, 1997

DEAR FRIENDS,

COME JOIN DENNIS AND ME AND FAMILY. HELP SUPPORT THIS "FUND"RAISER & "FRIEND"RAISER FOR A GREAT CAUSE - THE CENTRAL PIEDMONT COMMUNITY COLLEGE FOUNDATION.

I NEED YOUR HELP IN SPREADING THE WORD FOR THIS 2ND ANNUAL CPCC SKYLINE RUN/WALK EVENT. REGISTER TO PARTICIPATE OR ENCOURAGE A FRIEND TO DO SO.

HOPE TO SEE 'YA SATURDAY, APRIL 26, AT 8:00 A.M.

CHARLOTTE'S CPCC SKYLINE 5K RUN/WALK

SINCERELY,

KAYE MCGARRY, SPECIAL EVENT CHAIR

CPCC FOUNDATION

Charlotte-Mecklenburg Schools Pre-Kindergarten Program
April 1, 1997

OVERVIEW

Charlotte-Mecklenburg Schools (CMS) will implement Phase I of its expanded pre-kindergarten program in August 1997 It will serve 2000 students with an identified EDUCATIONAL NEED These students will reside in Mecklenburg County and be four years old on or before October 16, 1997

RECRUITMENT AND SCREENING

Educational need will be determined using a locally designed instrument A community recruitment campaign will begin the week of April fourteenth Community social workers, empowerment specialists employed by the city, Charlotte Housing Authority staff, and CMS staff will recruit in the neighborhoods A county-wide public relations initiative will be launched to recruit students, including public service announcements, fliers in utility bills and church bulletins The faith community, human service delivery providers, and various agencies will be CMS' partners in facilitating the public relations effort

PROGRAM DESCRIPTION

The program will be six hours daily with hours aligned with school sites Classrooms will have 22 students with a certified teacher and a teacher assistant, thereby creating a 1 11 ratio, with the exception of Plaza Road Center Plaza Road will retain its current classroom size of 18 students with a 1 9 ratio A consortium with N C universities and colleges, schools of education has been developed to provide on-site coursework and professional development as well as specific recruitment Plans are for each site to become National Association for the Education of Young Children (NAEYC) accredited just as current pre-kindergarten sites are The initial program year will be used to plan for the application process, as it usually takes a full year to reach the accredited status

Professional development efforts will include a Summer Institute on language development and emergent literacy teaching strategies for all teachers, teacher-assistants, and staff working in the pre-kindergarten program The program will also include cross training with parents, ongoing staff development that incorporates team teaching and demonstration strategies, as well as the implementation of an on-going support basis for idea exchange and mentoring to insure skill growth of all staff

SITES -- The following space has been identified for the program District centers include Plaza Road (16 classes), Double Oaks (25 classes), and Tryon Hills (20 classes), serving 1278 children School-based classrooms will serve the remaining 722 children The classes will be housed in the following elementary schools Long Creek, Derita, Briarwood, Windsor Park, Sharon, Sterling, Steele Creek, University Park, and First Ward Even Start sites will include Thomasboro, First Ward, and Barringer

CURRICULUM -- The curriculum will be child-centered with a strong focus on language development and emergent literacy The curriculum is consistent with current brain research related to how young children learn All areas of a child's development are addressed The students will benefit from a literacy rich classroom environment The curriculum will be aligned

with the K-3 curriculum The curriculum has integrated, performance-based instructional units that embed literacy activities within a developmentally appropriate framework

ASSESSMENT AND EVALUATION -- Assessment and evaluation will be accountability based and include process and outcome measures Multiple measures will be utilized for pupil assessment, including individual observational checklists, portfolios, a literacy profile and a literacy based assessment instrument Assessment will be aligned with K-2 standards and assessment All assessments will be aligned with the CMS curriculum which will be aligned with the goal of having 85% of third graders reading on grade level by 2001 Students will be followed as they leave the program, to determine their progress as they move through the grades

PARENT INVOLVEMENT -- Parent involvement is an integral and non-negotiable component of the program A family-school partnership that will involve family literacy is required to insure the success of the child This will include training, in-school and in home activities, and a parent contract Commitment to parent involvement at every level, demonstrated in the recruitment, selection process, hiring, training and support of all personnel

This well designed program model incorporates

- an enriched language curriculum and environment
- a systematic professional development program
- a strong and critical parent component piece
- a clear evaluation and assessment component that will provide a well developed monitoring system

Children's Educational Outcomes

From Parents' Participation In Welfare Employment Programs

Family Support Act 1988

- **Goal**

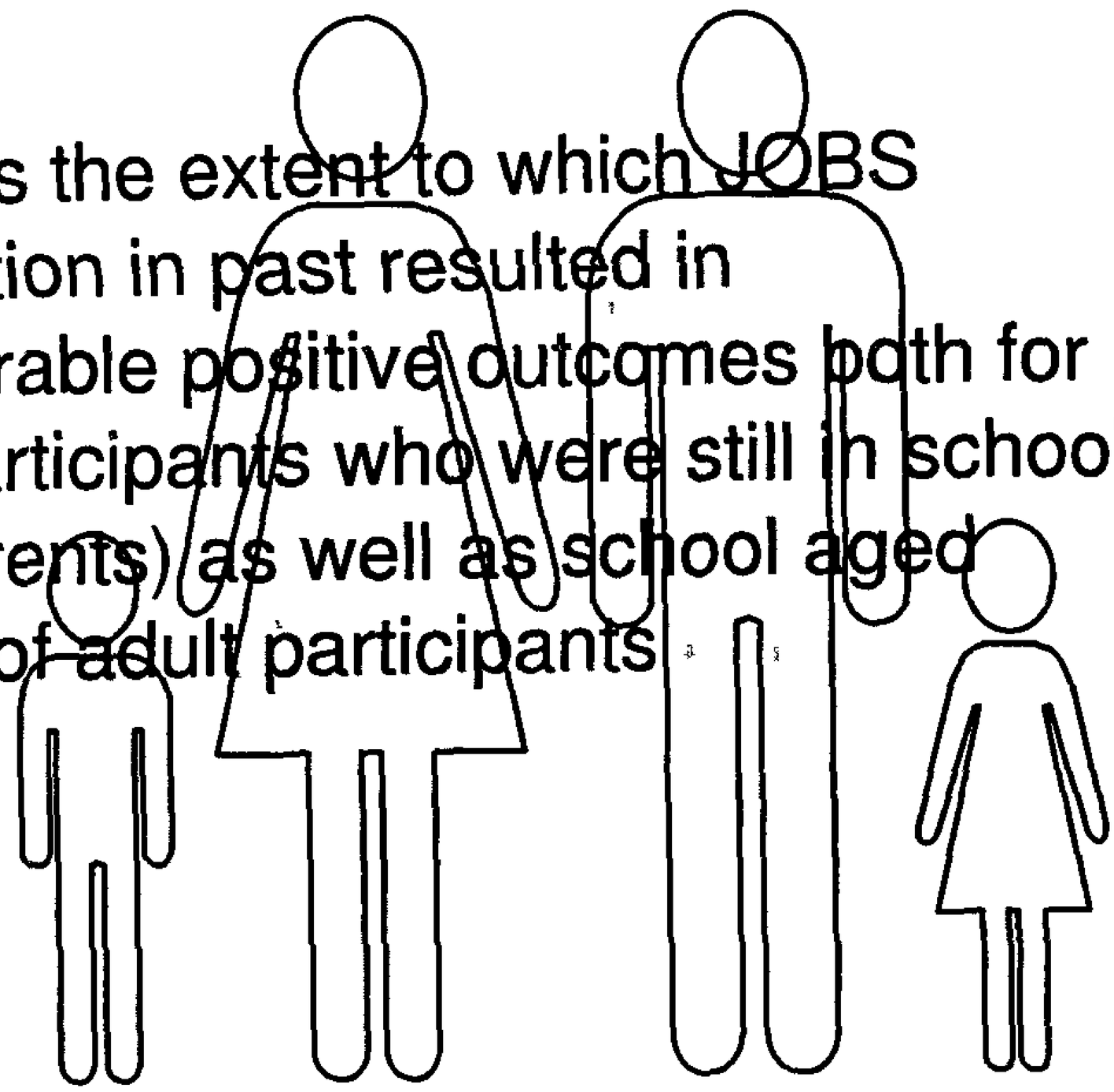
  Enhance educational, personal, social and economic well being of JOBS participants and their families

- **By**

  Acquisition of additional education and life skills

Proposed Research

- Examines the extent to which JOBS participation in past resulted in demonstrable positive outcomes both for JOBS participants who were still in school (teen parents) as well as school aged children of adult participants



Research Questions

- Do the school aged children of former JOBS participants in Mecklenburg County perform better in school than their counterparts whose parents did not participate?

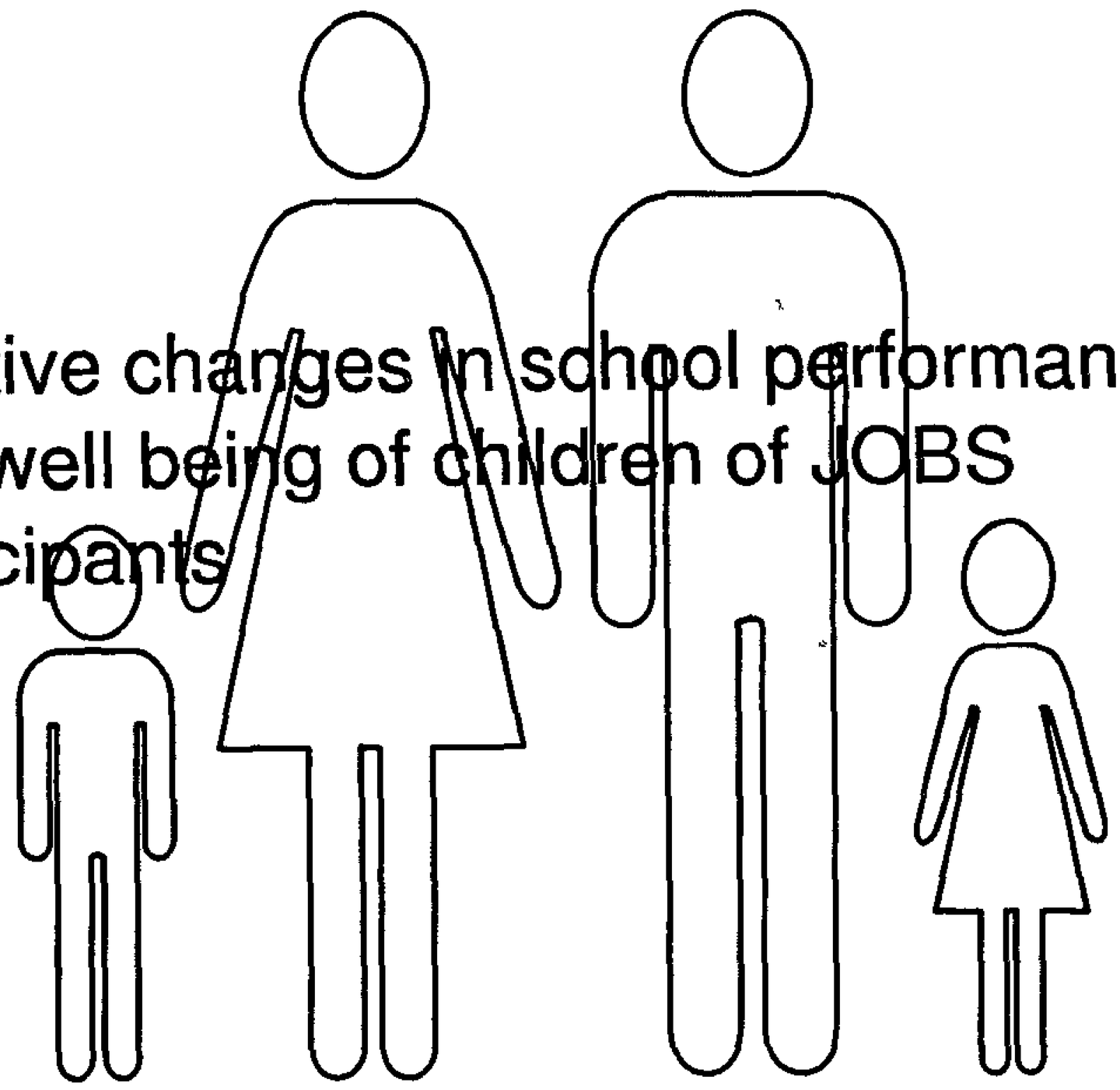
- Do teen parents who participated in JOBS have a higher likelihood of graduating from High School and perhaps avoiding future public assistance receipt?

- Do the children of parents who earned educational enhancements such as high school diplomas/GEDs, Skills Training Certificates and Post-Secondary Degrees as part of their JOBS program perform better in school than the children of parents who did not achieve these goals?

- Do the children of parents who became employed and/or left public assistance as a result of participation in the JOBS program perform better in school than the children of parents who remained unemployed and receiving welfare?

Anecdotal Evidence

- Positive changes in school performance and well being of children of JOBS participants

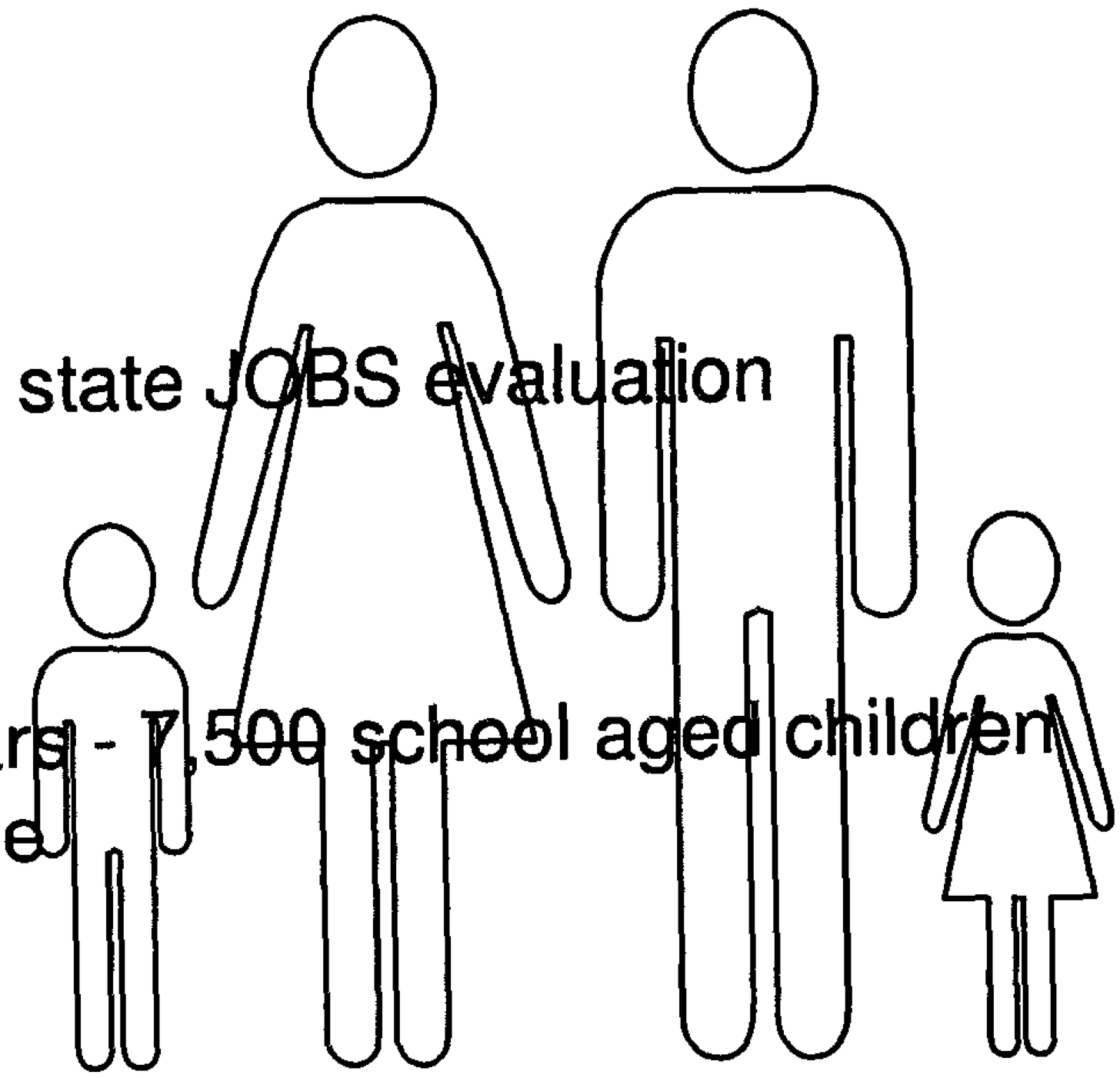


Problem

- No evaluation has been conducted to measure if anecdotal evidence is fact

Who:

UNC-Chapel Hill
Human Services Research and Design Lab



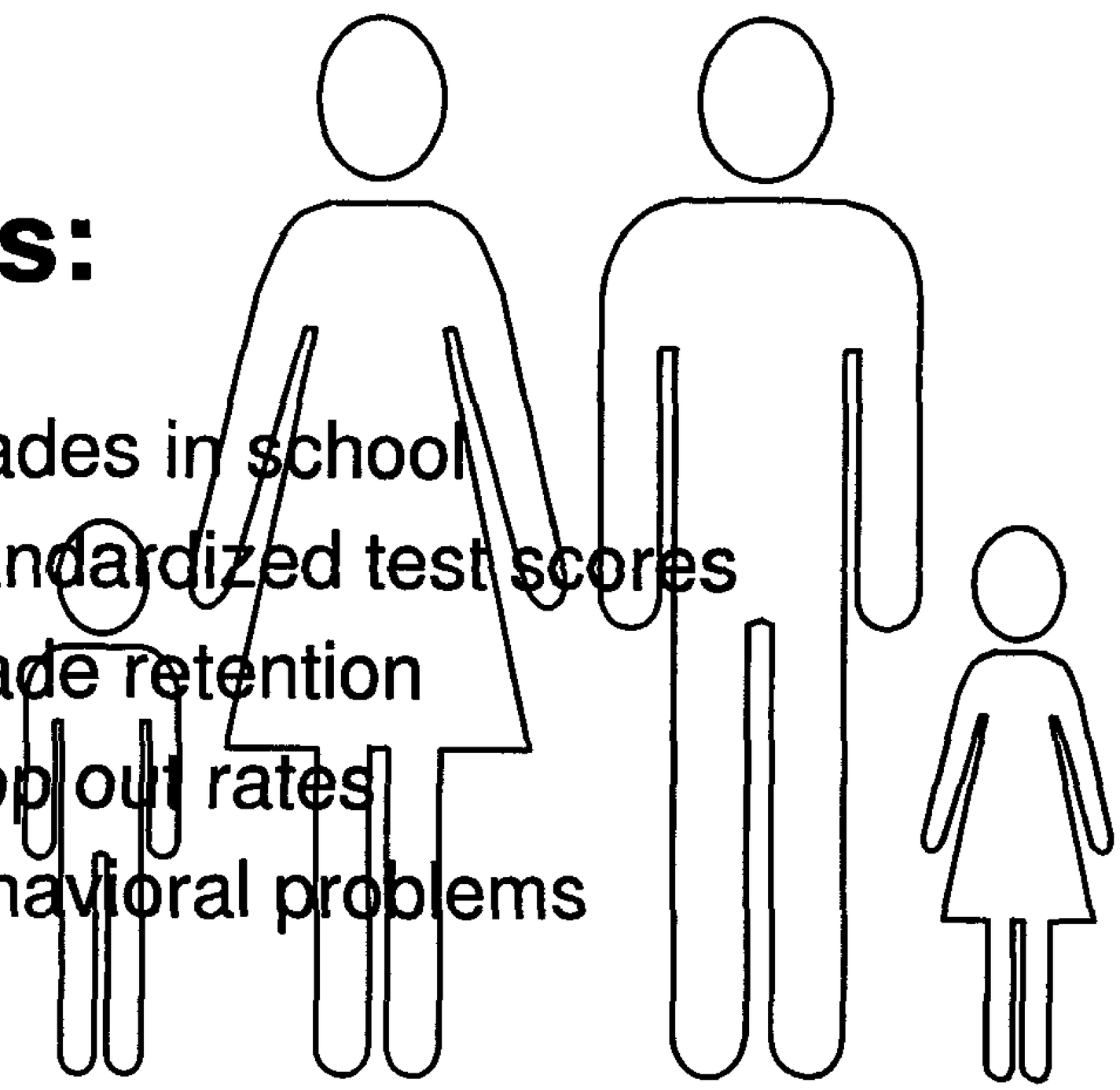
- Conduct state JOBS evaluation
- Five years - 7,500 school aged children in sample

How:

- Access to CMS records to measure school performance

Examples:

- Grades in school
- Standardized test scores
- Grade retention
- Drop out rates
- Behavioral problems



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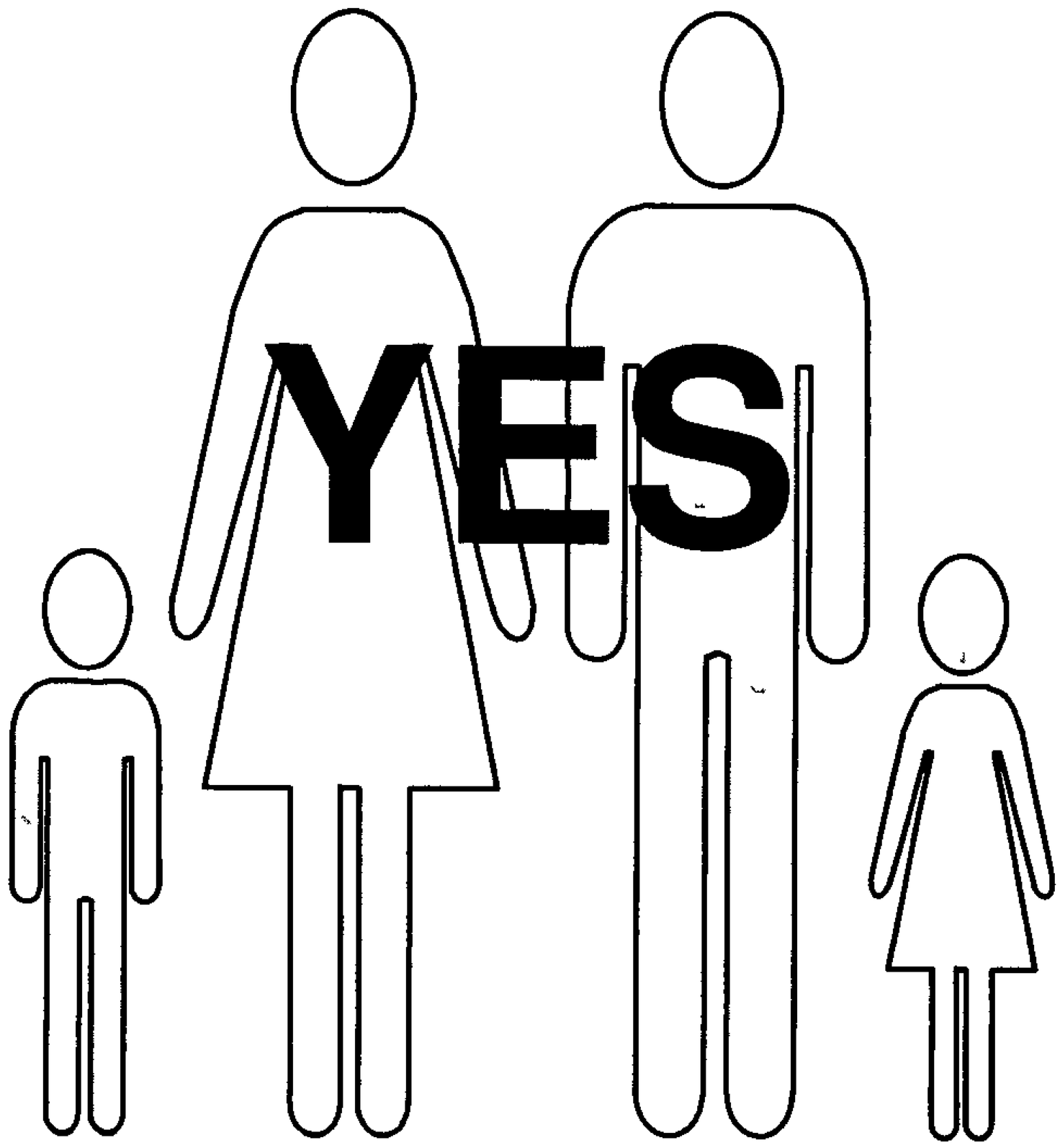

Will be protected

Benefits to
CSN, CMS, County and Others

- Critical information on how to avoid school dropouts among CMS teen parents and the children of AFDC parents in Mecklenburg County

- Critical information on factors that influence attendance among younger students and teen parents

- Meet needs for information on the impact of changes in parental education and employment on disruptive behavior among children in schools

- Critical information on the potential effects on CMS children from anticipated changes under welfare reform

- Critical information on the intergenerational transmission of poverty and the effects of this on CMS students

- Strengthening partnership between the DSS and the CMS systems

Description of JOBS Population

- **Children of all JOBS eligible**
  10/90 - 12/95
  N 17,720

- **Children of JOBS Completers**
  (Received GED, High School degree or training certification in JOBS)
  N 844

- **Children of JOBS Non-Completers**
  (Participated in a core component or experienced only an administrative component)
  N 4,927

- **Children of JOBS Comparison**
  (Received no JOBS services)
  N 12,149

Measures

1. **Attendance at School**
   - Associated with health problems and family well being
   - Predictor of grade retention and graduation

2. **Grade Retention**
   - Associated with less educated parents and family poverty
   - Predictor of problems in child education development

3. **Out of School Suspensions**
   - Associated with behavior and social adjustment
   - Predictor of negative outcomes such as grade retention, juvenile justice involvement

4. **Drop Outs**
   - Associated with measures of child outcome
   - Predictor of involvement with criminal justice and social services systems

5. **End of Grade Tests - Solid Proficiency**
   - For 3rd - 8th grades in reading, math and social studies
   - Predictor of child educational development
   - Related to attendance, retention and out of school suspensions

6. **End of Course Tests**
   - For 9th - 12th grades in Economics, Legal and Political, English I, Algebra I, Geometry, Biology, Physical Science and U.S. History
   - Predictor of child educational development
   - Related to attendance, retention and out of school suspensions

School data for school years 1989/90 through 1995/96

1994-1995
Findings
(For all Children - N 17,720)

	JOBS Completers	Non-Completers	Comparison	All Students
Attendance	11 days	14 Days	14 days	
Retention	7%	11%	13%	
Out of School Suspensions		18%*	24%	
Drop Outs	22%	24%	26%	

*Completers and Non-Completers

Findings - End of Grade
(For 3rd - 8th Grades - N 7,680)

	JOBS Completers	Non-Completers	Comparison	All Students
Social Studies	31%	25%	25%	60%
Reading	36%	30%	30%	62%
Math	30%	25%	27%	66%

Findings - End of Course - Solid Proficiency
(For 9th - 12th Grades - N 3,725)

	JOBS Completers	Non-Completers	Comparison	All Students
Economics, Legal & Political	20%	15%	13%	46%
English I	23%	17%	13%	53%
Algebra I	12%	16%	19%	48%
Geometry	40%	25%	26%	49%
Biology	16%	19%	12%	38%
Physical Science	20%	12%	10%	42%
U S History	22%	20%	13%	41%

Teen Parents - N 560

	JOBS	Comparison
Drop Out	47%	60%

CHILD OUTCOMES AND PARENT PARTICIPATION IN WELFARE EMPLOYMENT

August 1, 1996

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This report, perhaps more than any other, has benefited from the contributions of many individuals in various organizations We wish to acknowledge the contribution of several of those who made this project possible First, **Richard W. Jacobsen**, Director of the Mecklenburg County Department of Social Services, from the outset of this project exhibited deep concern for the children of AFDC recipients and a conviction that this research needed to be done He was the initiator of the research and actively involved throughout this study Second, Assistant Superintendent of Student Services **Barbara Pellin** of Charlotte Mecklenburg Schools (CMS) also offered her endorsement at the beginning to help assure that this project could move forward In addition, **Barbara Strickland**, Director of Information Systems, helped to develop the measures employed in this analysis and also prepared the data for use by the Human Services Laboratory, **Dr. Sue Henry**, Acting Assistant Superintendent for Research, Assessment, and Planning, provided assistance in planning for the research and carefully reviewing documents as they were prepared

In concert with CMS, **Gregg Miller**, **Dr. Reed Adams**, **Frank Spencer**, and **Peggy Egan** of the Children's Services Network assisted with the necessary match of data that brought together the State JOBS, AFDC and UI data provided by the Human Services Lab with the school outcomes data Their contribution assured a valid and efficient blending of the many data sources necessary to perform this work Finally, **Kim Flair** of the Human Services Lab performed all of the necessary data manipulations to merge the JOBS, AFDC and UI data that were provided to the CMS As always, her contribution was a critical component of all of the analyses that followed

CHILD OUTCOMES AND PARENT PARTICIPATION IN WELFARE EMPLOYMENT

Executive Summary

Enhancement in the educational, personal, social and economic well-being of Job Opportunities and Basic Skills program (JOBS) participants and their families was a primary goal of the welfare-to-work effort authorized under the Federal Family Support Act of 1988 (FSA) These improvements were envisioned as flowing from participant movement toward economic self-sufficiency through the acquisition of additional education and life skills and were expected to result in positive benefits to the children of JOBS participants Nevertheless, research has not yet adequately examined whether this hypothesized benefit to the children can be confirmed

Mecklenburg County Department of Social Services DSS), Charlotte Mecklenburg Schools (CMS) and the Human Services Research and Design Laboratory (Human Services Lab) have entered into an agreement to examine the actual benefits, if any, which JOBS provided children in Mecklenburg County This research examines the extent to which JOBS participation in fact resulted in demonstrable positive outcomes both for JOBS participants who were still in school (teen parents) as well as school-aged children of adult participants

We employed state JOBS and Aid to Families with Dependent Children (AFDC) data in conjunction with CMS data on child education measures such as grade retention, scores on standardized tests, attendance and behavioral problems We compared outcomes on these measures for the children of JOBS participants to outcomes observed for children whose parents were "mandatory" for participation in JOBS but never actually participated In this way, we were able to make some preliminary assertions about the benefits of JOBS for children in school.

We found that children of JOBS participants did indeed experience more positive school outcomes than children in the comparison group.

- They were less likely to be retained in grade, meaning that they were more likely to progress normally in their educational development This was true for each age group of children examined here

- Children of JOBS participants also performed better on most N C End-of-Grade (3rd-8th grade students) and N C End-of-Course (High School students) examinations than did the comparison group

- Children of JOBS participants who completed an education and/or training curriculum were the most likely to exhibit enhanced education outcomes Parent education improvements translated into better grades and lower grade retention for their children

- We also found that out-of-school suspension rates were lower for the children of JOBS participants than for the comparison group These children were apparently less disruptive and less likely to be removed from class for behavioral reasons This finding also contributes to the educational success of these children

- High school children of JOBS participants as well as teen parent JOBS participants were less likely to drop out of school and therefore more likely ultimately to graduate

A large body of prior research indicates that parental employment is important for child educational outcomes, even when the parent continues to receive public assistance. To the extent that the current welfare to work initiative in North Carolina assists parents in finding employment, children's educational outcomes are likely to benefit from this However, research has not previously examined the effect of mandating parental participation in the work force Further research will be needed to determine if this benefit accrues from Work First

In our sample, JOBS parents were more likely to work at some point during the year than the comparison group, though fewer of their numbers were consistently employed in each quarter of the year The parents who participated in JOBS actually had lower average monthly earnings than the comparison group Nevertheless, we found that the positive outcomes for the children of JOBS participants held for those whose parents were unemployed as well as those who found employment. These findings seem to indicate that while earnings and employment

benefits for JOBS participants were not substantial, JOBS assisted parents in gaining other assets that benefited their children We hypothesize that these positive benefits derive from changes in the parents themselves such as enhanced self esteem, improved basic reading and writing skills, more positive attitudes toward education and improved work habits Our previous interviews and surveys with JOBS participants and workers support this assertion

The improved educational outcomes among children whose parents completed an education or training curriculum under JOBS is especially noteworthy This suggests that improvements in parental competence in education are likely to result in greater motivation on their part to encourage their children's education as well The present study indicates that the competencies developed by parents probably result in earlier returns from investments in employment assistance than the economic improvements that may come from getting and keeping a job Parental employment may take more time to generate positive effects in terms of educational outcomes for children

It should be noted that many of the educational differences between children from the JOBS and comparison group parents are quite small, even though they are in the right direction. The majority of those children are clearly educationally disadvantaged, irrespective of the improvements their parents are making in their lives The data indicate that much more attention needs to be given to these children, or the academic deficits they already exhibit will carry forward to future years, handicapping their economic and social opportunities in adulthood

These initial findings point to positive benefits derived from participation in employability enhancing activities as well as potential benefits gained from parental employment. We have taken steps to assure that the JOBS and comparison group are comparable on important factors such as race, sex of the casehead and target group These elements seem most important in assuring that observed effects do indeed grow from program participation However, more stringent statistical analyses are needed to control for other factors such as prior education of the mother and the dynamic element of JOBS participation and to assure that relationships observed here are robust Further analyses will help us to understand exactly what activities or elements of JOBS led to positive outcomes for children. Future analyses examining the effects on children whose parents participated in Work First will enlighten policymakers on the effects of a more employment focused program upon the children of program participants.

Background

Enhancement in the educational, personal, social and economic well-being of Aid to Families with Dependent Children (AFDC) recipients and their families was a primary goal of the welfare-to-work effort authorized under the Family Support Act (FSA) of 1988 The acquisition of education and life skills by parents through participation in the job Opportunities and Basic Skills program GOBS) was the focal point of the FSA Though the JOBS program did not offer direct interventions for children (with the exception of the provision of child care), parental participation in the program was expected to have spillover effects for children JOBS was expected to benefit children by provoking changes in the home environment, in the mother's educational and psychological well-being and in the nature of parent-child interactions In that sense, JOBS was a response to concerns over the inter-generational transmission of poverty (Moore et al , 1996)

This concern also led to a focus upon teen parents by the JOBS program in North Carolina. The goal in serving teens was to encourage them to remain in school and to graduate Their school performance was expected to improve as JOBS helped to relieve some of the stress of their daily responsibilities and as JOBS had a positive effect on their self esteem This educational achievement was important for future well being Teen parents who graduated from high school would be more likely to gain employment and to ultimately leave public assistance

The general philosophy underlying the FSA was that the needs of poor children are best addressed by providing parents with education and job training services These positive benefits for children were predicted to flow from increasing maternal education, employment skills and eventually employment. These changes might have a variety of positive benefits for children. Educational and financial gains might, for example, produce changes in children's home environments such as the increased presence of cognitively stimulating materials or activities (Moore, et al , 1996) These changes in turn could result in more positive educational outcomes for the children of JOBS participants.

Further, access to JOBS child-care dollars might result in more children from AFDC families participating in out-of-home, formal child care arrangements This experience might be important for child cognitive development. Research indicates that high quality educationally oriented child care programs are associated with cognitive gains, especially for

children from low-income families (Moore et al., 1996) These early gains ought to show up later on as improved school outcomes JOBS, therefore, might have had a variety of positive benefits for the children of its participants

This hypothesized relationship between maternal personal and financial characteristics and child educational achievement is certainly supported by the extant research Though the research typically does not relate directly to welfare employment programs, a large body of research in economics, psychology, sociology and social work points to significant positive benefits to children when parents' self esteem improves, when parents leave welfare for employment, and when they find employment even if they are still receiving some welfare benefits (Haveman et al., 1991, Zaslow, et al , 1995, Desai et al., 1989, Duncan et al , 1994, Hauser and Mossell, 1985, Seitz and Apfel, 1994)

Nevertheless, it is important to point out that JOBS might, in fact, result in the opposite of these predicted relationships. Mothers may suffer from stress associated with mandatory participation in education and training or from being "forced" into the labor market. This stress may result in more conflictual relations between parent and child which could also have negative effects upon child school outcomes. Further, mothers might place their young children in poor quality day care in order to meet their JOBS participation requirements If these conditions predominated, child development would likely suffer

The available evidence from the State evaluation of the JOBS program performed over the last few years pointed to the positive rather than potential negative outcomes Our findings indicated that participants did feel better about themselves and had a more positive life outlook after participating than they had previously Mothers experienced lower levels of depression and looked forward to improved lifestyles in the future for themselves and their children (Neenan and Orthner, 1996, Orthner et al , 1995)

Case study evidence also pointed to improved parental attitudes toward education. Many participants had earlier dropped out of school They often possessed significantly negative views of their experiences with learning and with school systems. They reported more positive perspectives on learning and the value of education after participating in JOBS (Orthner et al., 1995)

The evaluation also discovered that these positive changes were reflected in the parental ratings of school performance and well-being of the children of JOBS participants, even though these children may have had no direct contact with the program Mothers related experiences such as one mother who said now she could help her child with his homework. Another mother said she and her child sat down at the dinner table and did their homework together (Orthner et al , 1995)

Overall, there appears to be adequate reason to expect that the JOBS program would indeed result in positive effects for children in school in addition to the intended effects for their parents This would be a very beneficial effect indeed. To the extent that JOBS helped to promote positive outcomes for children and to avoid undesired outcomes for teen parents, the schools, the children and the public at large would benefit from lower public assistance rates, more economically viable families and more productive citizens

Nevertheless, despite the near universality of predictions of positive benefits of welfare employment strategies for children and young parents, the State evaluation has thus far been unable to measure such effects The JOBS evaluation team has not had access to students' school records, the only broad-based source of information on child educational achievement. Similarly, administrators of JOBS believed that children benefited from their parent's participation in JOBS but were unable to measure this benefit directly These common interests came together when the Director of the Mecklenburg County Department of Social Services DSS), Richard W Jacobsen, and members of the Human Services Lab expressed similar concerns about the importance of this question Mecklenburg County DSS, Charlotte-Mecklenburg County Schools (CMS) and the University of North Carolina's Human Services Research and Design Laboratory (Human Services Lab) entered into an agreement to examine the effect of JOBS participation upon child educational outcomes The Children's Services Network also participated in the process Each of these entities shares a concern for the outcomes of low-income children in Mecklenburg County and in North Carolina This agreement afforded the opportunity to merge the necessary data on AFDC and Food Stamp receipt, JOBS participation and child outcomes to examine the relationship between program participation, parental employment and child educational outcomes.

Objectives

The research presented in this report will begin to examine the question of the effect upon children when their parents participate in a welfare-employment program As stated above, this is an important question for policy makers Further, it is a question of interest to anyone concerned with child education outcomes and the future of children in poverty This is particularly important with the current employment focused drive toward welfare reform Children are in danger of being forgotten as lawmakers attempt to fundamentally alter the role of the state in the support of poor parents. As the State of North Carolina moves toward a labor force attachment employment program model under Work First, will children benefit when their parents enter the workforce or will they suffer? The experience from the JOBS program will help to shed light on these and other questions.

This report will assess the effects of JOBS participation on children of different ages and grade completion. We expect that the youngest children might be most likely to benefit from their parents' achievements as these children are still in the process of forming who they are and how effectively they are able to relate to their school environments However, we also predict that older children will be more actively aware of the changes going on around them They are most likely to emulate their parents' behavior

Though we have employed as much data in this analysis as possible, the time interval is still fairly short between when parents participated in JOBS or found employment and when t he measure of child outcomes was taken. If positive effects are to be felt from the parental participation in JOBS it could be that they will require more time to be observed than our data afford. Indeed, the most important effects upon these children may not be fully realized until they enter young adulthood and make decisions that help them to build economic self sufficiency and a positive family environment for themselves Nevertheless, this analysis will serve as an important baseline for longer term child outcome studies in the future

Questions for Study

The research questions to be examined can be summarized as follows

- Do the school aged children of former JOBS participants in Mecklenburg County perform better in school than their counterparts whose parents did not participate?

- Do the children of parents who earned educational enhancements such as high school diplomas/GEDs, Skills Training Certificates and Post-Secondary Degrees as part of their JOBS program perform better in school than the children of parents who did not achieve these goals?

- Do children have better school outcomes when their parents enter the workforce?

- Do teen parents who participated in JOBS have a higher likelihood of graduating from high school and perhaps avoiding future public assistance receipt?

Data and Procedures

Over the past five years, the Human Services Lab has conducted an evaluation of the North Carolina JOBS program Since 1990, during the course of this evaluation, the Human Services Lab has built a longitudinal data set of all JOBS mandatories in Mecklenburg County and 14 other counties in North Carolina. This dataset includes information on JOBS participation, AFDC receipt and Food Stamp usage drawn from state and county social services records It also includes earnings and employment information drawn from Unemployment Insurance data files These datasets contribute to an ongoing process by which the State and Mecklenburg County have examined the success of the JOBS program

These datasets provide information about JOBS experiences, public assistance usage, and employment which were matched with the necessary data from CMS to examine the effect of JOBS participation on teen parent school experience and on the educational experiences of school aged children of JOBS participants in Mecklenburg County The Human Services Lab generated a list of children whose parents were "mandatory" for JOBS participation in Mecklenburg County JOBS "Mandatories" are recipients of AFDC who fall into four target groups and who are "required" to participate in JOBS Target groups are defined as follows

1) caseheads under age 24 without a High School Diploma or equivalent,
2) caseheads under age 24 with little or no work experience,

3) caseheads whose youngest child is older than 16 but less than 18 years of age,
4) caseheads receiving AFDC for at least 3 of the last five years

Target group members who are approached by DSS and refuse to participate can be sanctioned by having a portion of their AFDC benefit withheld Though participation in JOBS was in that sense mandatory for some AFDC recipients, funding for the program never approached a level sufficient to serve all who fell into the four target groups Because of this, most AFDC recipients who were "mandatory" for JOBS never entered the program As a result, those who were mandatory but did not participate are similar to JOBS participants in other ways and serve as a valid comparison group

Next, the **Children's Services Network** provided the necessary software and personnel to perform the initial match using this list This match served as a bridge between State data on parents and the school data. CMS then completed the match and provided the school data to the Human Services Lab after having stripped the data of identifying information Strict confidentiality was observed at each step of the procedure. Data were matched on 17,720 children

Description of the Sample

The data employed in this analysis include information on children whose parents

- entered JOBS but only experienced administrative components
- participated in a core JOBS component
- were mandatory for JOBS but did not participate in the program

JOBS Participation

Thirty four percent (5,771) of the parents of children in the sample participated in JOBS Of these, 74% participated in a core component and 27% experienced only administrative components before leaving the program. Administrative components include assessment, penalty, conciliation, deferral and case closure Core components include basic education, post-secondary education, skills training, concurrent employment, community work experience,

job readiness, job search and on-the-job-training. These latter participants might be considered "true" JOBS participants. Participants who experienced only administrative components cannot be said to have really experienced the JOBS program in any meaningful way Among core participants, 15%, or 844 children had a parent who successfully completed an education or training component. The core JOBS component group and the group having no exposure to JOBS (the comparison group) will be employed for most of the analyses presented here

Parental Employment

A majority of parents in the sample were employed at some point in 1995 However, parents in the JOBS group were more likely to be employed than parents in the comparison group (77% and 65% respectively) On the other hand, most parents did not have a very long attachment to the labor force Overall, only 36% of JOBS participants were employed for each of the first 3 quarters of 1995 and only 27% of the comparison group were The average monthly earnings indicate that employed parents mostly worked less than full time Their average monthly earnings were $476 for the JOBS group and a slightly higher $552 for the comparison group

Analysis Strategy

This study adopts a quasi-experimental control group strategy

We compare the educational outcomes of children of JOBS participants to the children of AFDC recipients who were designated as JOBS mandatories but who never participated in the program This latter group will be referred to as the "comparison group " The data from the comparison group were weighted in order to match the race, sex, and target group status of the JOBS participant caseheads This methodology offers the opportunity to "control for" differences relating to race, the presence of a man in the household and background characteristics of the casehead which might result in difference school outcomes for children The analysis presented here involves simple statistical procedures examining bivariate relationships between the groups who participated in JOBS and those who did not participate

It should be noted that the differences reported in this report are all real differences, not necessarily subject to statistical inferences This is because the analyses are conducted on the full population of parents eligible for JOBS and all of their school-aged children Since the data are not based on a sample, references to "statistically significant differences" are not necessary The issue here is whether the differences noted are policy and program-relevant, not whether they are statistically verifiable

Further, we perform analyses that examine differences between the children of JOBS participants who succeeded in completing a core education component (defined as getting a high school diploma or GED, a post-secondary degree or a skills training certificate) to those whose parents participated in JOBS but did not complete their prescribed JOBS program Many of these parents came to JOBS with significant deficits in reading, writing and math skills The successful completion of an education component is an indication of a significant improvement in the education level of these parents The improvement of the parent's education level is expected to benefit child education outcomes as well by improving parent-child interactions. Further, these completers carry an observable "credential" such as a high school diploma, a GED Certificate or an Associate Degree away from their participation in JOBS This should enhance their experiences in the labor market and it should also be evidence of a firmer commitment to the importance of education Each of these factors should result in more positive outcomes for children

Finally, we ultimately intend to perform longitudinal examinations of individual children and their educational experiences before and after their parents participated in JOBS This analysis will require the use of data at multiple time points and will require more sophisticated statistical techniques to control for the passage of time This analysis will be important for future examinations of this question, but it is beyond the scope of the current analysis

School Outcomes Data

CMS monitors various indicators of child outcomes These indicators vary by the grade of the child and include standardized test scores (state percentiles), grade retention, absenteeism and out-of-school suspensions Therefore, school performance is measured using different measures for different aged children Due to their greater experience, we will be able to employ more indicators for older children than for younger ones The use of multiple indicators across the age groups of children should serve to give more validity to the findings Data employed cover the school years 1989-1990 thorough 1995-1996 and the school outcomes of over 17,000 children.

Indicators

We employ a variety of indicators to explore the potential positive effects of JOBS upon child educational outcomes As can be observed from the brief references to literature below, poverty, AFDC receipt and maternal unemployment are generally associated with poor child educational outcomes as measured by the variety of indicators employed here. To the extent that parental participation in JOBS helps to actually remove any of these negatives, then child school outcomes should improve

Further, prior research tends to indicate that this variety of negative outcomes can be mediated by parent-child interactions, so that even where negative factors persist, parents with certain skills and interactions with their children can help to mediate their effects (Orthner and Neenan, 1996, Brody et al , 1994, Dodge et al , 1994, McLoyd et al , 1994) As discussed above, JOBS participation may improve maternal psychological well-being and enhance the home environment These changes can lead to improved parent-child interactions that may lead to improved educational experiences for children-even where the structural problems such as poverty and unemployment described above remain in the family

A first measure to be employed for all children is attendance in school Children will be disadvantaged by missing school regularly Research indicates that absentee rates are associated with the health problems and family well being Attendance is also an important predictor of grade retention and graduation (Kaczala, 1991, Masten, 1992, Seitz and Apfel, 1994)

Second, we examine incidences of grade retention, or being "held back" in a grade for all aged children. According to the extant research, grade retention is associated with less educated parents and family poverty (Schweinhart, 1994, Dauber et al., 1993, Masten, 1992, Barone et al , 1995, Byrd and Weitzman, 1994, Boals et al., 1990) Children whose families receive AFDC are more likely to be retained in grade than children whose families do not receive AFDC (Zill et al., 1991) Retention is obviously an indicator of problems in child educational development

Third, we examine standardized test scores for older children to whom they are administered. These scores are important as general indicators of child educational development (Dubow and Ippolito, 1994, Walker et al , 1994) They are also important as predictors of future retention and graduation (Kaczala, 1991) Maternal employment has been found to be positively associated with achievement test scores (Vandell and Ramanan, 1992) Poverty is generally associated with lower academic achievement

Fourth, incidences of suspensions are important indicators of behavior and social adjustment, especially for older children Kaczala (1991) finds that suspensions are also associated with other negative outcomes such as grade retention

Finally, dropping out of school is an important ultimate, obviously negative, measure of child outcomes Poverty is positively associated with high school dropout rates (Schweinhart, 1994, Fetler, 1989, Kaczala, 1991)

For children below the 3rd grade, no standardized tests are available to gauge success For these children, our analysis will be limited to attendance and grade retention There are approximately 5,755 young

children in the dataset created. These children are probably most susceptible to positive benefits from their parent's JOBS experiences. They are also most likely to experience long term positive effects as a result of their parents participation. It is perhaps unfortunate that we lack more direct indicators of their education outcomes However, if JOBS participation encourages or enables parents to assure their children attend school, then children will likely benefit. The most important question for these children is how they will perform as they advance into higher grades and beyond

Children in grades 3-8 are administered N C End-of- Grade (EOG) tests in Reading, Math and Social Studies Children taking these tests receive marks ranging from 1 to 4 indicating whether the student is well below, inconsistently at, solidly at or well above grade level For purposes of this analysis, we have chosen to collapse these four categories into 2, one for below grade level (original categories I and 2) and one for solidly at or above grade level (original categories 3 and 4) These tests will be employed as indicators of child outcomes for third through eighth grade students Attendance and retention will also be employed as predictors for these children. Finally, we will also consider behavioral issues for these children by examining incidences of out-of-school suspension. Data on more than 7,680 children will be employed in this analysis.

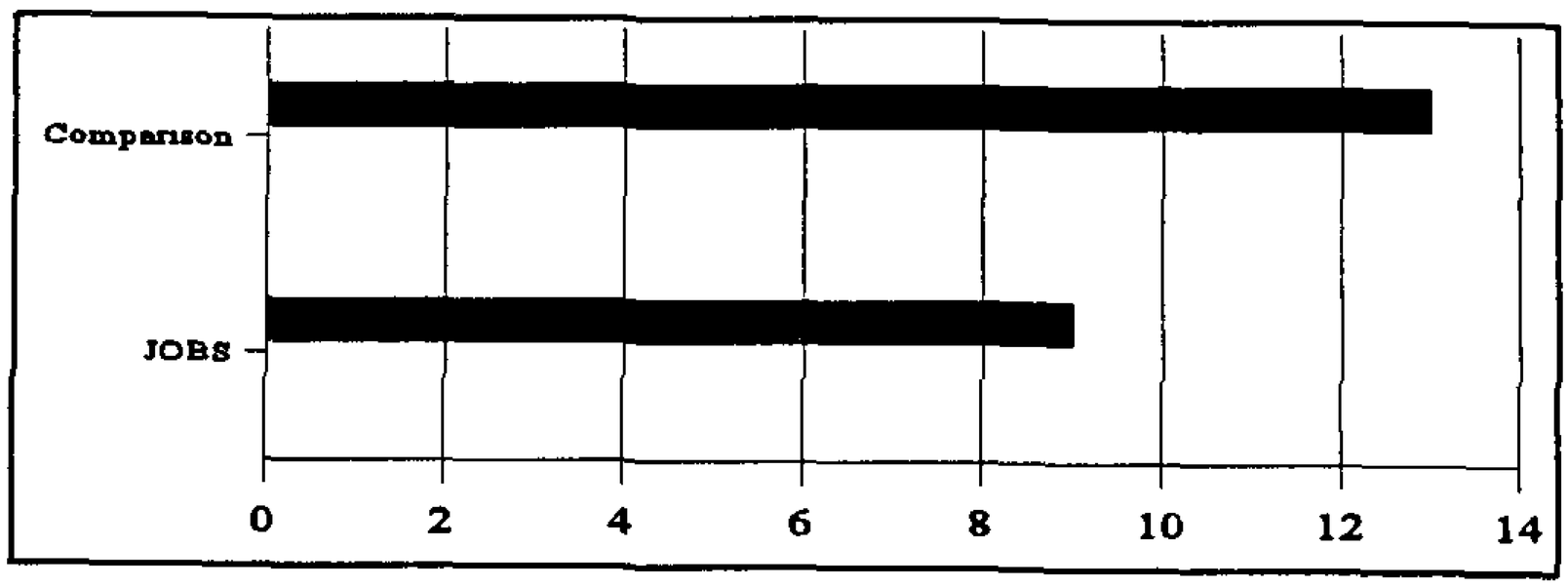
We employed information on over 3,725 ninth through twelfth graders These older children are administered N C End-of-Course (EOC) tests after completion of major courses including ELP (Economics, Legal and Political Systems), English, Algebra, Geometry, Biology, Physical Science and US History Findings for these tests will be presented as the percentage of students who are "solidly proficient" in the subject. Children who are proficient are those performing well enough to earn at least a "B" in the course These EOC proficiency levels, in conjunction with retention, out-of-school suspension and attendance ate employed for examining outcomes for these students Drop out rates are the final factor of significance examined for these children These same indicators will be employed when examining the effects of JOBS for teen parents (N=560)

Findings: General

Findings presented here are from preliminary analyses employing bivariate comparisons between the JOBS core group and the comparison group These findings attempt to control for key factors that might influence child outcomes such as race, presence of a man in the household and target group status of the casehead The comparison group was weighted to assure that it is similar to the JOBS group on these characteristics. However, these findings only indirectly control for characteristics other than these such as prior work experience or the education level of the mother that might influence the findings These controls will be undertaken in future analyses where possible However, these findings should provide a useful, though not definitive, overview of the relationship between parent participation in welfare employment programs and ultimately employment and child education outcomes

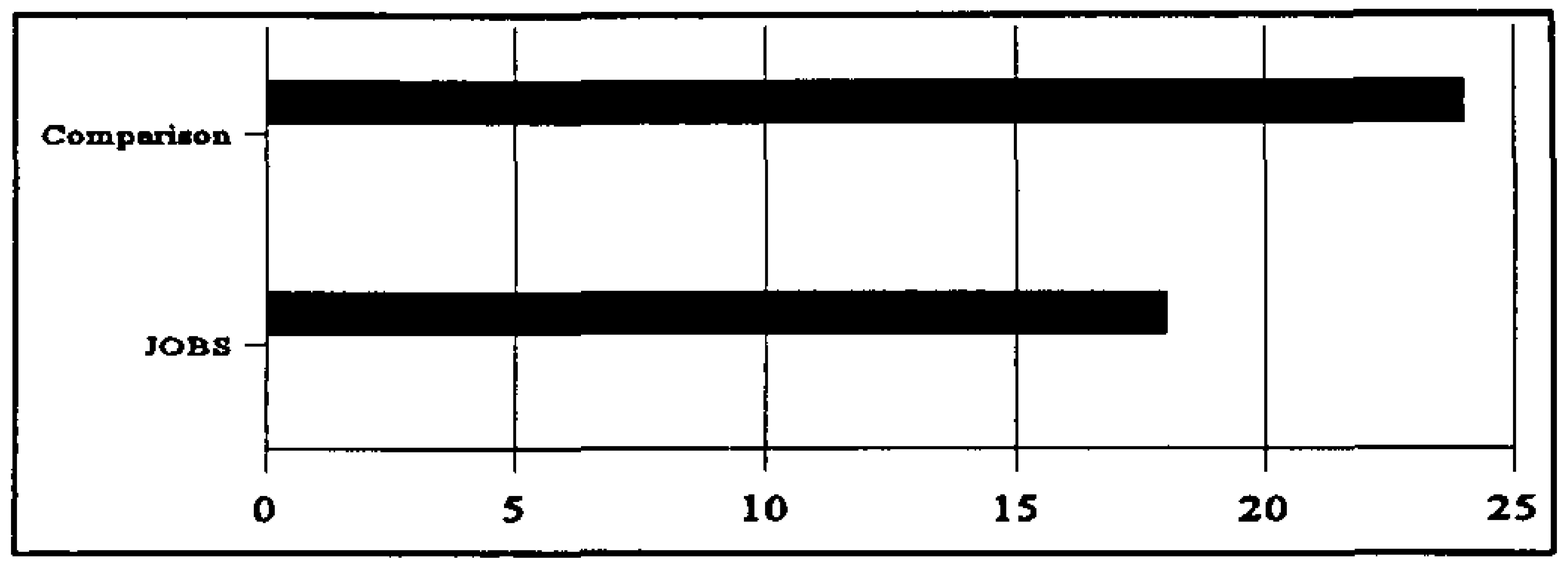
The overall findings for the children of JOBS participants in relation to the comparison group are quite positive Retention in school serves as an indicator of child educational development for all children in the analysis. The children of JOBS participants (whatever their age or grade) are less likely to be retained in current grade than the comparison group (See Figure 1) Only 9% of children of JOBS participants (across age groups) were ever retained in grade while 13% of the comparison group were held back a grade at some time during the analysis period This indicates that children of JOBS participants are more likely to be on schedule in their educational development. Children of JOBS participants on the whole also perform better on EOG and EOC tests than the comparison group

Figure 1
Percent Retained in Grade



Similarly, children of JOBS participants experience fewer behavior problems (See Figure 2) Only 18% of these children (across age groups) were suspended during the analysis period while 24% of children in the comparison group were suspended. Again, this should indicate that children of JOBS participants are better adjusted to their school environment and more attentive to their educational development

Figure 2
Pre-school through 2nd graders



Another observation is important We reported earlier that while the rates of parental employment are higher among JOBS participants than the comparison group, the average monthly earnings are nevertheless higher for the comparison group than for JOBS participants It is therefore likely that the positive effects that accrue for the children of JOBS participants do not derive from changing economic conditions for the families Indeed, we generally find that the positive effects observed for the children of JOBS participants held for children whose parents were unemployed as well as employed Again, this points to the fact that, though economic conditions are certainly important, positive parental well-being, parent education and the related factor of more constructive parent-child interactions are the most important legacy of the JOBS program as far as children are concerned

For children in pre-school through 2nd grade, no standardized tests are administered, so test scores are not available to serve as indicators of school achievement Instead, we turn to other measures that indicate the overall educational development of these children. Children of JOBS participants are slightly less likely to be retained in grade ("held back")

than children in the comparison group (7% versus 8%) In addition, children of JOBS participants on average miss one less day of school per year than children whose parents did not participate in JOBS A single day is obviously not likely to create a dramatic difference in the educational attainment of these children, but it does support the general pattern of positive effects for children whose parents participated in JOBS

3rd through 8th graders Third through 8th grade children whose parents participated in JOBS are also less likely to be retained in grade than those whose parents did not participate in JOBS Only eight percent of children of JOBS participants were ever retained during the analysis period while 12% of the children in the comparison group were retained

Like the younger children, children of JOBS participants in grades 3-8 missed one less day of school on average than children in the comparison group There were no differences between the two groups in the rates of out-of-school suspension

Children in this age group whose parents participated in JOBS also performed better on the N C End of Grade tests than the comparison group. For example, in 1995, children of JOBS participants were more likely to be on or above grade level on both reading and math exams While these differences are small, they do provide evidence as to the overall positive effect for children when their parents participated in the JOBS program

Table 1

Percent on or Above Grade Level on EOG Tests (3rd-8th Graders)

Test	*JOBS*	*Comparison*
Math	27%	27%
Reading	32%	30%
Social Studies	27%	25%

High School Students

Perhaps the most important indicator of high school student performance is graduation or conversely, dropping out of school On this important indicator, the children of JOBS participants exhibited more positive outcomes than the comparison group These children were more likely to stay in school than their counterparts whose parents did not participate in JOBS (24% versus 26% drop out rates)

In addition, the high school children of JOBS participants exhibited fewer behavioral problems They were less likely to be suspended from school than children in the comparison group Further, and more strikingly, children of JOBS participants were less likely to be retained in grade While fully 30% of children in the comparison group were held back at least once in the analysis period, only 27% of the children of JOBS participants had to repeat a grade

Further, children of JOBS participants generally performed better on most End-of-Course tests than their counterparts in the comparison group. Table 2 shows solid proficiency levels for 7 different EOC tests Tests for Algebra III and Physics were administered to too few children to draw inferences The solid proficiency levels achieved by children of JOBS participants for courses in ELP, English, math, history and science were consistently higher than those for the comparison group

For example, 19% of children of JOBS participants were solidly proficient in Biology while only 12% of the comparison group scored at this level More strikingly, 19% of children of JOBS participants were termed solidly proficient in English compared to 13% of children in the comparison group These positive findings are consistent across the different EOC exams - with the exception of the proficiency levels for Algebra I, where the children of JOBS participants did not perform as well on this test The reasons behind this latter inconsistent finding are unclear

Table 2

Percent Proficient EOC Test	TEST	JOBS	Comparison
	Economic, Legal & Political	17%	13%
	English I	19%	13%
	Algebra I	16%	19%
	Geometry	27%	26%
	Biology	19%	12%
	Physical Science	13%	10%
	US History	22%	12%

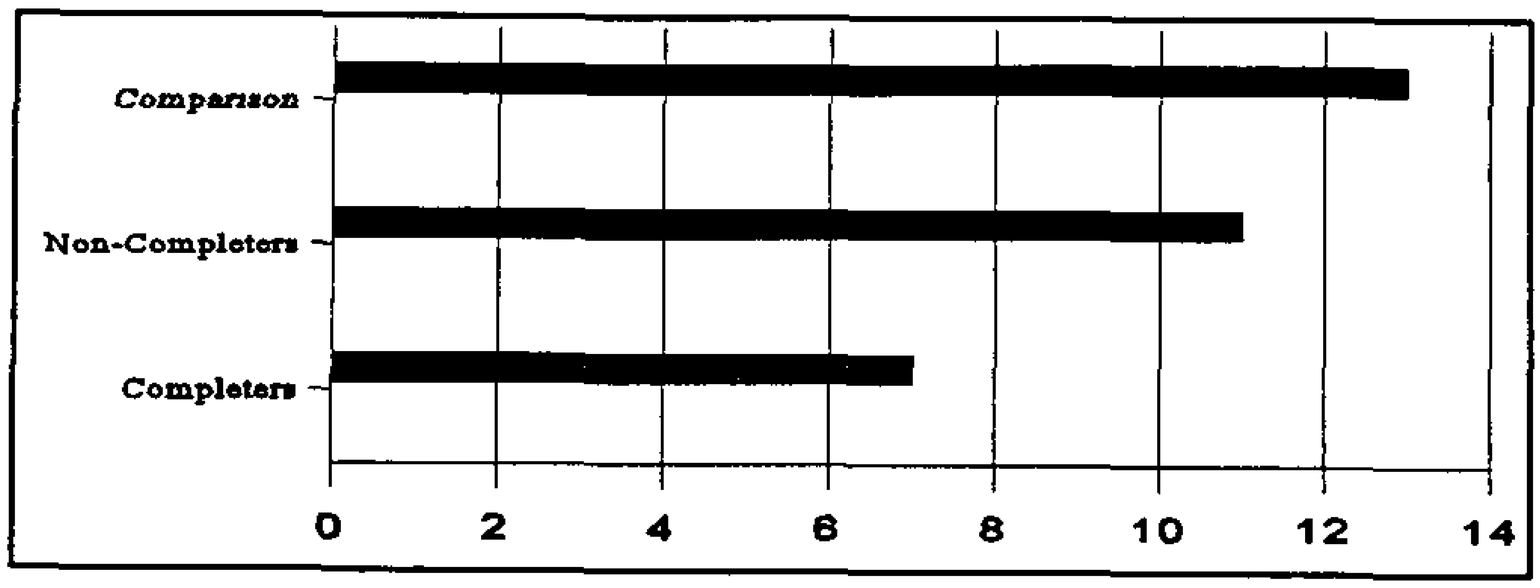
JOBS Completers

We have already observed that children of JOBS participants experience more positive educational outcomes than do children of parents with similar characteristics who do not participate in JOBS However, participation in JOBS took many forms JOBS participants achieved greater and lesser degrees of success The previous evaluation found that participants who took part in an education or training component and successfully completed that component were more likely to become employed than those who did not complete and more likely to earn wages above the poverty level (Orthner et al , 1995)

This gives rise to a second comparison group, in addition to those who never participated We can compare the experiences of children whose parents completed an education or training component to those whose parents participated in but did not complete any education or training component as well as to those whose parents did not participate in JOBS at all. This comparison should present a clearer picture of the actual effects that parental participation in JOBS had for children's educational outcomes Completers came closest to fulfilling the overall goal of the JOBS program, and they carried with them important credentials for competing in the labor market They also overcame significant educational deficits that should enable them to participate more fully in their children's education. This change should also improve their interactions with their children

As the figures below illustrate, the outcome indicators for children of JOBS completers are more positive than for the children of other JOBS participants who did not complete as well as for those whose parents never participated in the program Children of completers are less likely to be retained in grade Only 7% of these children across age groups were ever retained while 11 % of the children of non-completers and 13% of the comparison group children had to repeat a grade Similarly, these children missed fewer days of school. High School children of completers were also less likely to drop-out of school (22% compared to 26%).

Figure 3
Percent Retained



Finally, and perhaps most importantly, children of completers scored higher on standardized tests High school children of completers perform better on most N C End-of-Course tests and younger children perform similarly better on N C End-of-Grade tests than children in both comparison groups (See Tables 3 and 4 below) These findings, in conjunction with those presented above, seem to indicate that JOBS participation has an important positive effect on children The most positive effects are felt where parents participated in and completed some education or training credential They often overcame significant educational deficits to acquire skills that made them more marketable in the labor market These parents are also most likely to benefit from enhanced self-esteem resulting from pursuing and achieving a goal

Parents who participated in and failed to complete educational or training programs might be frustrated or disillusioned For whatever reason, the children of these parents, while still experiencing more educational success than their counterparts in the nonparticipant comparison group, suffered in comparison to the children whose parents completed their educational program

Table 3

Solid Proficiency on the EOC Tests by JOBS Completers	Test	Percent Proficient: Completer	Non-Completer	Comparison
	Economic, Legal & Political	20%	15%	13%
	English 1	23%	17%	13%
	Algebra 1	12%	16%	19%
	Geometry	40%	25%	26%
	Biology	16%	19%	12%
	Physical Science	20%	12%	10%
	US History	22%	20%	13%

Table 4

	Test	Completer	Non-Completer	Comparison
Percent On or Above Grade Level on EOG Test by JOBS Completers	Math	30%	25%	27%
	Reading	36%	30%	30%
	Social Studies	31%	25%	25%

Teen Parents

One of the most serious concerns regarding teen parents is that they have a tendency to drop out of school The many responsibilities and social pressures attendant upon being a young, often single, mother make attending and succeeding in school difficult Unfortunately, this early failure to earn a high school diploma feeds into future problems Young parents experience significant difficulties in earning a living to raise their children When natural parental pressures are exacerbated by a lack of educational credentials to compete in the labor market, teens are at even greater risk of prolonged dependence upon public assistance (See for example McLanahan, 1994; Harris, 1991, Chase-Lansdale et al , 1991)

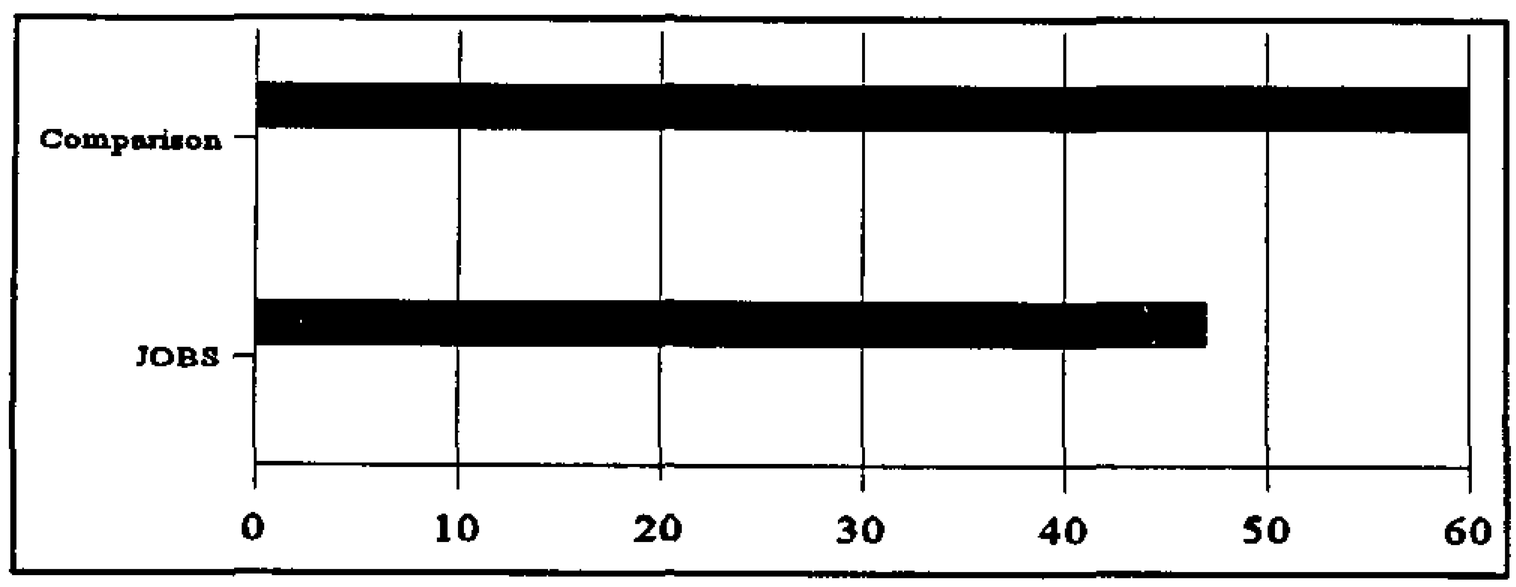
This concern for the future of young mothers was a primary

philosophical focus of the JOBS program Young mothers who have not completed High School were one of the primary target groups for JOBS participation The focus for these participants was upon remaining in school. JOBS provided these young mothers with counseling and social support In addition, JOBS provided transportation and child care services Each of these services was designed to alleviate some of the stresses associated with teen parenthood that might serve to prevent teen mothers from completing school JOBS, therefore, is predicted to have improved the likelihood of staying in school for teens who participated

This supposition is indeed what the data from Mecklenburg County indicate. While 60% of teen mothers who did not participate in JOBS dropped out of school during the period we investigated, only 47% of teens who participated in JOBS dropped out of school While this latter figure is still probably cause for concern, it does represent improvement over what is observed in the absence of JOBS participation. JOBS did encourage and assist young mothers to remain in school

One might also predict that JOBS participation would influence

Figure 4
Percent Dropping Out of High School Teen Parents



other aspects of teen parent educational experiences However, no substantial differences are observed on any of the other indicators employed in this investigation JOBS participants were no more or less likely to be suspended or retained than those who did not participate Further, teens who participated in JOBS earned comparable scores on N C End-of Course tests to their counterparts who did not participate in JOBS Finally, both groups of teen parents missed 28 days of school per year, on average Again, this high number might represent some cause for

concern Nevertheless, we might speculate that responsibilities associated with parenting, particularly the caring for a sick child, often result in absence from school Though JOBS attempts to insulate teen parents from such difficulties, child care for sick children is difficult to locate even where the parent has the resources to pay for it

Employed Parents

Current movements in the welfare reform debate are focusing particularly on the importance of parental attachment to the labor force Indeed, the current North Carolina "Work First" program authorized in 1996 by waivers to the Family Support Act has as its primary focus the acquisition of employment and earnings Training and education are still recognized as important, but perhaps secondary considerations that parents can pursue later based upon their own ambitions As stated above, research on child outcomes finds that parental employment contributes positively to child educational outcomes

We also observe above that findings are mixed as to the effects of JOBS upon parental employment. This is not surprising given the primary focus upon "employability enhancement" of the program We found that the positive effects of JOBS are largely independent of employment experience. It would appear that the positive effects that the JOBS program created for children flowed not from economic effects but instead from other factors such as improved education and self-esteem of parents

As we look to the future likely effects of the Work First program, it might be useful to examine the effects of earnings and employment (whether or not this resulted from JOBS participation) upon child outcomes. This information might serve to predict the likely future effects of Work First Again, previous research indicates that employment and increased earnings are generally positively related to child outcomes It should be noted however, that the extant research on parental employment relates to *voluntary* participation in the labor market. To the extent that participation in Work First and employment are mandatory, we cannot be sure that the same positive effects will accrue for children that might otherwise be expected.

Another caveat is warranted Research on the effects of employment and earnings on educational outcomes generally study children spanning all socioeconomic groups. In contrast, the children in our analysis groups are all from poor families eligible for and receiving public assistance at some point during the analysis period In our sample, earnings are more tightly constrained In this setting, earnings will likely produce more modest effects than those gained using broader ranging earnings groups

We examined the effects of parental employment on the school experiences of children in the sample. Unfortunately, no clear pattern emerges in this examination Children of employed parents perform inconsistently better in school, but the pattern of differences was not consistent This inconsistency also holds when examining children whose parents worked a full year to those whose parents were only sporadically attached to the work force, or not at all We suspect that our failure to identify a clear benefit from parental employment is largely the result of methodological issues More sophisticated statistical techniques that control for the time the parent entered the workforce in relation to school outcomes might generate more definite results Further, it may be that longer time spans are necessary for children to substantially benefit from changes in parent employment status As more years of school data become available, these relationships may indeed emerge Finally, it may be that the parents in our sample, even when employed, do not experience a large enough change in economic status for their children's education experiences to be affected

Discussion and Conclusions

We began this report by asserting that improvements in parental education and employment were predicted to result in positive effects upon school outcomes for the children of JOBS participants We found that parental employment does exhibit positive effects for child outcomes, but that these effects may be initially small However, we also found that children of JOBS participants are less likely to be retained and more likely to have higher test scores than the comparison group of children whose parents did not participate in JOBS *whether or not the parent is employed* This leads us to hypothesize that the positive benefits from JOBS participation may result less from economic effects but instead from changes in the parents themselves Drawing upon information from our previous analyses, we assert that these positive effects for children result from enhanced parental self-esteem, enhanced education of the parents themselves, improved attitudes toward education and improved work habits It is important to remember that parents who completed JOBS education components often came to the program with significant educational deficits. Where parents addressed these education deficits through JOBS participation, their children's educational outcomes also benefited

The findings presented here are somewhat preliminary More stringent statistical analyses are needed to control for other factors (such as prior education of the mother) to assure that the relationships observed here are robust and actually result from JOBS participation Further analyses will also help us to understand exactly what activities or elements of JOBS led to positive outcomes for children Future analyses might also examine the effect of Work First on parental employment and the resultant child outcomes

Nevertheless, we have already observed some important findings. The JOBS program in Mecklenburg County appears to have had positive effects on the educational achievement of children of all ages Children of participants were less likely to be retained and less likely to drop out of school Children of JOBS participants also performed better on most N C End-of-Grade and N.C End-of-Course tests than did the comparison group Important effects were observed for teen parents too, as teen parents who participated in JOBS were more likely to stay in school

Further, children whose parents were "completers" of their JOBS education and training programs, meaning they addressed their own educational deficits and carried away education or training credentials, exhibited more positive effects than any other group The experience of these parents most closely mirrored the underlying philosophy of the JOBS program. This finding affirms the relevance of human capital enhancement programs for child outcomes among economically disadvantaged single mothers

We also find some evidence that agrees with the extant literature that parental employment and earnings are related to positive child outcomes. To the extent that parental participation in future "labor force attachment" type employment programs is associated with increased family earnings and decreased poverty, children are likely to benefit from the new Work First program as well

A final word is warranted about the state of educational achievement of economically disadvantaged children in North Carolina While we have observed important positive benefits for the children of parents who participated in a welfare employment program, it is also important to note that even these children experienced relatively poor educational outcomes. The percent of children scoring solidly proficient or on grade level on standardized tests is relatively low At the same time, we observed high levels of high school dropouts, grade retention and out of school suspensions among even the children of JOBS participants. The overall picture that confronts us is that the children whose parents participated in a welfare employment program performed better in school than the children of other AFDC recipients, but even these children were still disadvantaged compared to the remaining school population Their needs must be understood and their school achievement addressed by the State and the local school systems if these children are to succeed in their later lives.

Future Analyses

As we stated above, the findings presented here are somewhat preliminary. Future analyses should

- examine various other factors such as prior education of the mother and the presence of a father in the home
- study the longitudinal effect of parental participation in welfare employment on school outcomes by examining school achievement before and after participation
- determine which activities or elements of assistance led to the most positive outcomes for children
- analyze the effect of Work First on parental employment and the resultant child outcomes
- consider the long term effects for children of parental employment program participation

We intend to turn to examining these remaining questions next

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Programs and Services for

At-Risk Adults

CENTRAL PIEDMONT COMMUNITY COLLEGE

Purpose

The purpose of Central Piedmont Community College is to advance the life-long educational development of adults consistent with their needs, interests, abilities, and efforts, and to strengthen the economic, social, and cultural life in the Charlotte-Mecklenburg region

One way the College achieves this purpose is to provide a large number of programs and services for adults who are economically and academically at-risk These programs and services are described in the following pages. Contact persons and telephone numbers are included for the interested reader's convenience

College information and help is also available through calling 704/330 CPCC (330 2722) or through the Colleges home page at http //www cpcc cc nc us/

CPCC is an equal opportunity/affirmative action institution Auxiliary aids will be made available for individuals with hearing sight and physical disabilities upon request ten working days prior to the event

Central Piedmont Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane Decatur Georgia 30033 4097 Telephone number 404-679-4501) to award associate degrees diplomas and certificates

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Central Piedmont Community College

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Youth Employability Enhancement Program

A collaborative effort between CPCC and the Charlotte Employment and Training Department provides basic skills and pre employment/work/maturity skills training to economically disadvantaged youth (by JTPA definition) who are residents of Mecklenburg County and are 16 to 21 years of age An oppor tunity for increased earnings increased educational and occupa tional skills and decreased welfare dependency is provided

Eligible youth are identified by Employment and Training and are referred to CPCC ABLE centers for instruction Employment and Training provided the instructional software and training as well as partial staff funding for the first year of the project Currently CPCC incorporates the instruction into the existing ABLE centers and uses ABLE staff to provide instruction and training

Number served
Approximately 50 annually are served

Contact Cindy Johnston 330 6716

Financial Aid

Financial Aid is available at CPCC for students with a verified financial need based upon federal guidelines Pell grants, Work Study programs, and loans are among the 11 types of financial aids available In 1995–96, 1, 753 students at CPCC received some type of financial aid.

For more information, contact Carolyn Pitts at (704)330-6240

Adult Basic Education

Adult Basic Education is open and accessible to all adults seeking to improve their basic reading, writing and math skills up to a 12th grade level ability This mission is accomplished by providing classes in eleven community sites in addition to classes on the central campus The ABE course is designed to provide learning experiences for adults 18 years old and older whose educational achieve ment is less than ninth grade with special emphasis on those adults whose achievement is less than fifth grade Included in the curriculum are the communicative skills of reading writing listening and speaking and with instruction in arithmetic social studies, health and hygiene, elementary science consumer education and workplace preparation Completion of two levels allows students to progress to GED preparation or Adult High School programs also offered by CPCC

Number served
ABE enrolls approximately 700 students yearly

Contact Cindy Johnston, 330-6716

Adult Basic Literacy Education

ABLE is a literacy program which offers an innovative approach for adults who wish to read write or calculate at an adult level The program combines the use of micro computers, video systems, audio tapes and specialized programming to teach adults reading and math skills below the ninth grade level as well as the five subject areas in preparation for the GED exam Instruction in the ABLE program is free for adults 18 years or over

A student says
The ABLE Center can bring phenomenal changes to someones education and life I would like at this time to thank each and every one responsible For me and hundreds of others darkness can be brought to light!

Number served
ABLE enrolls approximately 2 830 students yearly

Contact Cindy Johnston 330 6716

Adult High School

The Adult High School Diploma program admits individuals who are 18 years or older and have not completed one or more of the Charlotte Mecklenburg Schools required units in English mathematics history government and economics, general science, or biology The diploma is granted by the Charlotte Mecklenburg Board

Number served
Approximately 125 students annually are enrolled

Contact Mona Baker, 330 6714

YMCA ABLE Programs

The Central Branch YMCA and the Johnston YMCA collaborate with CPCC to provide literacy and basic skills instruction to adults in the community The YMCAs have provided hardware and software and facilities the ABE department provides instructors and instructional materials for ABE and GED The Central Branch YMCA provides volunteer tutors for reading students The Johnston YMCA provides support services such as counseling childcare and transportation

Number served
Approximately 550 adults annually are served

Contact Cindy Johnston 330 6716

YouthBuild Project

YouthBuild is a program committed to enabling young people to rebuild their communities and take charge of their own lives Young people are trained in construction skills for six to eighteen months while they rehabilitate abandoned buildings or build new houses to provide affordable permanent housing for homeless or very low income people YouthBuild serves unemployed urban youth who need intensive services in basic skills remediation employability skills development and supportive services

CPCC is working with the Charlotte Housing Authority City of Charlotte, Chamber of Commerce Home Builders Association Associated General Contractors neighborhood associations and other agencies to develop a proposal with a planning grant from the U S Department of Housing and Urban Development

Number served
Implementation is being delayed pending funding if not funded next year partners will implement the project with existing funds within each of the participating agencies

Contact Deborah Kingsberry 330 6961

Student Support Services

Student Support Services provides academic assistance for special students who are first generation low income or disabled Participating students may receive some or all of the following services special individual and group tutorial sessions study skills instruction time management stress reduction money management career/academic skill assessment and counseling career and academic advising with the program counselors assistance with the financial aid application assistance with the College transfer process (i e campus tours financial aid applications college applications etc) cultural events—to enhance the college experience annual awards ceremony to recognize academic excellence and persistence and membership in the Student Support Services Club—which is a support mentoring and social group

Number served
Approximately 200 students annually are assisted

Contact Sara Graham 330 6532

Work First Program

CPCC provides office space for a full time Department of Social Services caseworker on campus to coordinate student activities Since 1990, CPCC has collaborated with DSS to provide basic skills and GED instruction to AFDC recipients The program provides educational counseling employment and training services to DSS clients who are students at CPCC Guaranteed child care, transportation and funds for books and tuition are available Instruction is provided five days a week on campus at the three community ABLE centers The caseworker and the basic skills faculty are in constant contact to monitor students progress

Number served
Approximately 500 students annually are helped

Contact Cathey Chiplely 330 6251

Workplace Literacy Classes

CPCC provides basic skills instruction for approximately 250 employees for business and industry at the work site Companies served include

Accuride
Atlantic Design
Barnhardt Manufacturing
Baxter Carolina Transfer
Bollag International
Charlotte Douglas International Airport
Charlotte Pipe and Foundry
Dobbs International
Duke Power
Frito Lay
Hyatt Hotel
Lance Inc
Metrolina Landscape
Otto
Piedmont Natural Gas
President Baking
Scandura
Soft Play
TJ Maxx
Solectron
Florita Nova
Central Southeast
Charlotte Housing Authority

of Education Two innovative programs have been introduced recently Modular Instruction was implemented as an accelerat ed alternative to completing select required courses Work Based Learning has been added to provide students with the opportu nity through shadowing experiences and internships/appren ticeships to formulate and clarify personal career goals

Number served
Annually at least 200 students com plete the program per term 90% of the students retained are success ful in completing their courses Since 1990 the number of graduates who have continued their high school education yearly at CPCC has increased from 75 to 200

Contact Ellanor Graves 330 6864

A 1996 Adult High School graduate was an immigrant who had to master English while parenting two sons a 96 Alexander Scholarship recipient she is currently enrolled at CPCC in the College Transfer Program

Charlotte Hornets Literacy Project

The Charlotte Hornets provide funding for scholarships instructional materials and teaching assistants for two ABE/GED classes held at Dalton Village Community Center

Number served
Two students each year receive Hornets scholarships

Contact Cindy Johnston, 330 6716

Compensatory Education

The Compensatory Education program serves adults who are developmentally disabled or brain injured The program provides free classes which help students obtain the academic and social skills needed in the workplace CPCC collaborates with community agencies to provide vocational training and support ed employment College services provide the basic living skills that complement the specific job skills training provided by the agencies Classes are held on the central campus and at agencies

Number served
Approximately 350 students enroll in this program yearly

Contact Alice Bostic 330 6033

Educational Talent Search

Educational Talent Search is designed to assist low income family members and potential first generation college students to complete Adult High School and GED programs and to participate in post secondary education Also ETS functions to assist college drop outs and high school graduates without post secondary education to enter or reenter post secondary education and to help transition women into non traditional, higher paying careers

Continued on next page

ETS services include personal counseling assistance in completing financial aid applications referral to outside agencies for child care assistance housing or transportation academic counseling, tutoring and study skills instruction self exploration/self esteem activities, career exploration, validation activities and cultural activities

A single parent in the ETS program started with ABE classes This student continued for over a year in Adult High School and graduated. In addition to attending ABE she worked 30-35 hours managed her family, and is now enrolled in a college transfer program Her college goal is to pursue a degree in Human Services

Fred D Alexander scholarships are available for eligible students meeting the academic requirements of full time enrollment and a 2 5 GPA

Number served
Approximately 425 adult students are served with at least 30 entering post secondary education each year

Contact Deborah Kingsberry 330 6961

Even Start Family Literacy Project

Using an innovative approach to family centered literacy the Even Start project is a collaborative effort among the Charlotte Mecklenburg Schools CPCC, and local corporations (such as NationsBank First Union Duke Power) and the Junior League of Charlotte

The program is centered on the belief that parents are a child s first and most important teachers To strengthen parents capacity to carry out this role, the goal of Even Start is to improve both adults and children's literacy skills and educational opportunities by creating a collaborative family centered program that includes adult education, career awareness parenting education and early childhood education The components of the program involve parents children, educators and community members in a coordinated effort to help parents become full partners in their children s education

Parents and their children ages three and four attend classes at one of the three Even Start sites Barringer Academic Center First Ward Elementary School and Thomasboro Elementary School The children attend classes five days each week and the parents attend three days each week

The collaboration and contributions of the community partners is one of the key features of the Even Start Program CPCC has implemented the Adult Education component CMS provides the pre school education component and NationsBank, First Union, Duke Power Company and the Junior League of

Pre-Employment Training Class

The PET class is an employment readiness training program consisting of 180 contact hours of instruction per course Seven courses per year are offered to student inmates Student inmates must complete this class prior to placement in the work release program at the Charlotte Correctional Center

Number served
Approximately 150 student inmates annually

Contact John Duncan, 330 6575

Single Parent/Displaced Homemaker Program

This program provides financial help with tuition books supplies transportation, and child care tuition for students enrolled in career preparation programs This resource is limited and is currently available for students who are eligible for, but unable to receive financial aid

Number served
Approximately 115 students annually participate in the program

Contact Sara Graham 330 6532

State Child Care

State Child Care program provides child care assistance for any student enrolled in the College with an emphasis on college transfer and general studies programs

Number served
More than 50 students have benefited during 1996–97

Contact Deborah Kingsberry 330 6961

Story Telling and More

This collaborative project with the Public Library of Charlotte and Mecklenburg County serves parents and children ages five to twelve Each Monday evening from 6 00 to 7 00 PM story tellers from the library read to children and provide instruction to parents in how to read to children

Number served
50 adults have participated in 1996--97

Contact Laura Beam 330 6971

have an aptitude for and an expressed interest in office work and business skills Simulating an office atmosphere the Multi Skills program is characterized by small classes hands on training and individualized support The program also emphasizes job readi ness human relations and life skills The employment rate for program completers is substantially higher than the national average for people with disabilities a result of strong support service factors such as counseling crisis intervention and atten tion to appropriate workplace attitudes

Graduates of Multi Skills increase their self esteem and employ ability as well as the likelihood of retaining employment once it is secured

In 1996 69% of students served were parents although all partici pants are recipients of government aid Approximately one half of Multi Skills students served during this year received financial assistance on campus from Student Financial Aid and/or the Community College Ministry which provides emergency funds for students in financial crisis In addition referrals for financial assistance are made to a number of agencies and resources in the community

Number served
Over 325 participants have completed training since the Center opened in 1989

Contact Lauren Stayer 330 6037

PLATO On-Line Project (Lit-Net)

CPCC, in cooperation with Charlottes Web at the Charlotte Mecklenburg Public Library the Charlotte Mecklenburg Housing Authority and TRO Inc has received a U S Department of Education grant to put basic skills instruction on the Internet This is an innovative program Funds will provide access in low income neighborhoods and housing devel opments put computers in the homes of the under educated at no cost to the recipient and expand the model to other counties and states Basic skills instruction will be monitored by CPCC

Number served
We anticipate serving 100 adults minimum when the program is implemented summer 1997

Contact Cindy Johnston 330 6716

Charlotte and others provide volunteers to work at the three sites The business partners also conduct book drives among their employees to generate resources for the program

Number served
Approximately 70 parents and 80 plus children were served this year

Contact Cindy Johnston 330 6716

General Educational Development (GED) Program

The GED program offers another free option for students 18 years old or older who have not completed high school The program leads to a high school equivalency diploma issued by the North Carolina Department of Community Colleges To earn the GED diploma a person must pass five individual tests writing skills (including a written essay) mathematics science, social studies and literature Individuals needing to prepare for the GED tests enroll in classes on the central campus off campus centers and other commu nity locations These classes allow students to progress at their own pace and to schedule attendance to best suit their needs

I would first like to THANK YOU for having a GED Program set up in the Charlotte Correctional Center We all need to achieve something while serving time

—Student/inmate

Number served
517 adults obtained a GED Diploma in 1996

Contact Bobby Sutton 330 6536

Homeless Literacy Project

For the past six years the CPCC ABE department has received federal funds to provide basic skills instruction life skills instruc tion counseling, childcare and transportation for homeless adults in Mecklenburg County The College has collaborated with over 40 agencies and support service groups in Charlotte to provide needed services and referrals Some agencies recruit par ticipants from the George Shinn Shelter and the Salvation Army Womens Shelter Others such as Christian Rehabilitation and Charlotte Emergency Housing provide facilities and computer support hardware or software for instruction to the homeless

Number served
Approximately 300 homeless men and women receive educa tional services each year

Contact Laura Beam 330 6971

Describing his life as " Fearful and desperate Jeff enrolled in the CPCC Homeless Literacy Program concentrating his efforts in basic math improvement His excellent attendance and high degree of motivation moved him very rapidly through the program His general demeanor of a positive attitude and strong words of wisdom made him a shining role model for the other male students from the shelter

Job Training Partnership Act

The City of Charlotte s Employment and Training Department through the federal JTPA program sponsors a scholarship pro gram located at CPCC This program serves individuals who need occupational skills training and want to get that training through a CPCC vocational or technical program The program chosen must offer immediate permanent full time employment in a high occupational area when the student has completed training Students receive support and guidance from counselors at the City of Charlotte Employment and Training Department and in addition an on campus office provides guidance encouragement and referral to appropriate CPCC departments or outside agencies for assistance in resolution of personal situations Applicants must meet JTPA income guidelines to be eligible Individuals selected for this scholarship attend classes full time at CPCC The scholarship pays tuition books and supplies in addition to other support services provided by JTPA

Number served

An average of over three hundred full time students enroll each term in college level programs and Adult Basic Studies

Contact Jeff Sechrist 330 6613

LEAP: Leadership Effectiveness Program

The Community Leadership program LEAP has as major goals strengthening and supporting individuals in communities developing community leaders with skills and a sense of empowerment and through these leaders, effecting positive change Four training modules emphasize (1) individual growth (self respect self awareness self worth development) (2) leader ship development (tapping aptitudes attitudes and support of citizens in developing community leadership for commitment to pressing urban issues) (3) group cohesion (team building work ing on common goals) (4) community development (sense of "community" built through classroom experiences focusing upon learning, personal development and motivation) Participants plan and implement a volunteer project which fur thers the common good and develops leadership potential The full program take students one year to complete Funding is available for course costs some transportation and some child care Classes meet on the Central Campus and at many off campus community sites

Number served

During the past year 87 Students have completed the program

Contact Human Development Office, 330 6729

Limited English Proficiency Program

This Adult ESL program has as its goal teaching English to students who have limited English proficiency Courses are designed to emphasize survival language skills and acculturation and to provide an integrated continuum to higher level skills The curriculum is flexible and reflects the needs of the students Classes meet on the central campus and at a variety of locations throughout the community Completion of the LEP program allows international students to prepare for the GED exam or to enter college level programs

Number served

LEP served 4 565 students in 1996–97

Contact Dawn Griffiths 330 6779

Mecklenburg County Jail North ABLE Center

Fall Quarter 1994 CPCC began providing instruction in the new Mecklenburg County Jail facility ABE GED ESL, and Life Skills are provided The County provides all facilities furniture and computer hardware and software CPCC provides instruc tors and lab facilitators Inmates receive the educational skills necessary to enable them to obtain employment or to continue education once released Inmates who participate in educational programs are less likely to return to jail following release

Number served

Approximately 90 inmates annually are enrolled

Contact Cindy Johnston 330 6716

Multi-Skills Training

The Multi Skills Center at Central Piedmont Community College is a service provided for adults who are at risk economically and who qualify for services and government aid by virtue of being clients of the North Carolina Division of Vocational Rehabilitation Services (NCDVRS)

Responding to the trend to combine post secondary instructional and support service elements on community college campuses the Multi Skills Center provides office and business skills training to adults with disabilities All of the participants are at risk finan cially Funding is provided annually by NCDVRS for clients who

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