

Appendix A: Case Studies from UIC

Effective Mental Health Service Delivery in Urban Low-Income Communities

Marc S. Atkins, Department of Psychiatry, and Great Cities Faculty Scholar

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Interim Director, Jane Addams Hull-House Museum

Integrated Health Care Project (IHCP)

Rosemary C. White-Traut, Associate Professor, Maternal-Child Nursing

UIC/Benito Juárez Advisory Research Project

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Effective Mental Health Service Delivery in Urban Low-Income Communities
Marc S. Atkins, Department of Psychiatry, and Great Cities Faculty Scholar

Background

Professor Atkins' program of research is focused on the development of effective and culturally competent mental health services for children and families living in urban, low-income communities in the Near Westside. Professor Atkins views the Great Cities Faculty Scholars Program as an opportunity to further develop his interest in the link between mental health service programs and educational and social service programs.

The reasons for the proposed linkages between educational and social service programs are twofold. First, there is considerable evidence that children showing disruptive behavior disorders are at high risk for poor school adjustment, thus providing a strong rationale for school-based mental services. Second, evidence shows the lack of benefits of mental health services provided through mental health clinics in urban, low-income communities. Moreover, mental health resources are scarce within inner city communities, and when available, comprise a fragmented and ineffective means of serving children. Therefore, alternative models for mental health delivery are of high importance.

Description

Professor Atkins' school-based mental health program incorporates an ecological-mediational model (Felner et al., 1995) that specifies proximal classroom experiences and linkages with families as mediators of distal school-level factors (e.g., school climate). The proximal experiences have been derived from an empirical literature that identifies four ecological contexts related to childhood disruptive behavior:

1. Teacher context (behavior management skills, classroom organization, positive relationships),
2. Peer group context (attitudes towards aggression, social support),
3. Child context (attitudes toward aggression, social competence), and
4. Family linkages to school (involvement in schooling, social support, parenting strategies).

The ecological perspective emphasizes the need for services that are flexible and individualized across multiple contexts, and that integrate into ongoing school routines and resources. Expansion of this model to include family linkages to socially supportive community activities, and children's involvement in after-school programs, is intended to provide a stronger network of care for children and families in urban, low-income communities.

Goals

The main goals of the program are:

1. To develop a model for inter-agency collaboration and for the development of mental health service goals within educational and social service programs.
2. To study models for linking mental health programs to Chicago Public Schools

initiatives such as, School-Based Problem Solving, Violence Prevention, remedial and special education programs, parent involvement, and teacher support programs.

3. To develop plans for focus group and survey data to study the effects of community participation on the development and implementation of mental health programs serving children and families in urban, low income communities.

Community Involvement

Professor Atkins and his colleagues are actively studying the role that community members can play in the development and implementation of mental health programs in urban, low-income communities. For example, parents from the community assist in the design and delivery of mental health groups for participating parents, with initial contacts with families, and with follow-up care. Professor Atkins believes that these community members are providing an important contribution to these services that has significant implications for mental health policy. The model that Professor Atkins and his colleagues are exploring places schools as hubs for services and uses mental health providers to develop linkages between schools and other community resources, and to provide consultation to schools and agencies to maintain services for at-risk children and families.

Implementation and Assessment

The service delivery model proceeds in four phases:

1. Engagement of key constituents in urban schools;
2. Development of collaborative partnerships between classroom teacher, community parent and mental health service provider;
3. Systematic assessment of ecological classroom and school contexts; and
4. Delivery of empirically-based services.

The model emphasizes the development of positive opportunities for children and parents to assume leadership roles in school activities to counter mistrust and deteriorating relations between parents and teachers, to identify parents' and children's peers as resources for mental health services in schools, and to provide positive role models for children and for other parents.

The classroom-based collaborative teams become the foundation for a systematic assessment of:

1. Factors associated with aggression within the four ecological contexts (teacher, peer group, child, family);
2. Available resources for the delivery of services and the maintenance of service groups, and,
3. Empirically-based interventions specific to identified needs that are teacher-centered, classroom-based, and family-linked.

Empowering Choices for Low Income Minority Youth with Disabilities

Fabricio E. Balcazar, Ph.D.

Department of Disability and Human Development and Department of Psychology

Background

Minorities with disabilities are significantly less likely than non-minorities to have a competitive job after graduation. The mean employment rate for students with disabilities is only 14.8% and minority students are significantly less likely than non-minorities to be employed among the severely disabled (National Longitudinal Transition Study, 1991, p. 8-39). Students with disabilities within the Chicago Public School System (CPS) are concentrated in schools with very limited resources, where the norm is that half the students drop out of high school (Hess & Lauber, 1985). In addition, the Vocational Rehabilitation Services of Illinois (VR) are not adequately meeting the needs of inner city youth with disabilities. Although CPS schools attempt to provide social skills curriculum and employment experience, they do not have the resources to meet the needs of the ever-growing number of youth with disabilities enrolled in special education. Over the last seven years, my colleagues and I have been working with minority youth with disabilities, teachers, parents and administrators in a research and demonstration project designed to develop and evaluate innovative solutions to the transition shortcomings of inner city youth with disabilities. CPS is the third largest school district in the country, with over 45,000 employees, over 400,000 students and almost three billion dollars in annual funding.

Description of Project Activities

The intervention model has the following components:

- a. Functional Skills Development geared at teaching goal setting, action planning, self awareness, and help-recruiting skills, through classroom training in collaboration with local special education teachers. The curriculum provides students multiple opportunities to practice the skills through role play simulations and field experiences. The project involved high school students at all grade levels.
- b. Intensive Case Management provided by UIC staff
- c. Educational advocacy and social support (mentoring) provided through case management interactions
- d. Employment Support through vocational guidance, job search assistance, and job coaching as needed. Case managers do not provide jobs to any student. Students are trained to find and secure their own jobs in order to promote independence and self-sufficiency.
- e. Family Support through education around disability awareness, disability rights, and community resources. Case managers become available to family members and students for assistance in advocacy or crisis situations that may arise. Home visits are common and information is provided to parents as needed for them to be able to affectively address a student's need (e.g., steps required to open a VR case).

Our program has three project case managers that are primarily responsible for working with the project participants and their families. The case management component provides comprehensive services that promote positive transitions from school to work. Our curriculum is unique in that it teaches students about themselves, how to write goals that are realistic and how

to develop action plans with specific steps for pursuing their goals. We also provide advocacy support within the school for more accessible and inclusive educational opportunities that will enhance the participants' abilities to obtain competitive employment. We provide some job readiness training, support with accessing post-secondary education and training programs, transition planning for youth moving from school to work, dropout prevention support, family/parent training, and advocacy training. We have also done some work with employers for supporting students with disabilities at their job sites.

Community Involvement

Project participants are supported in seeking out and setting up mentoring relationships that will ultimately help them in the attainment of employment and/or education goals both during and after high school. This effort includes the recruitment of UIC undergraduate students who volunteer as mentors or tutors for students. In some cases, those students can earn extra credit as part of a community psychology class or field research experience. In other cases, students recruit teachers or relatives to assist them with particular tasks. Our parent training is innovative in that it is conducted one-on-one within the parent's home by the case managers who often develop personal relationships with the project participants and families. Teachers and school administrators participate actively in the process of providing input and suggestions about better ways to implement the program or strategies to overcome certain obstacles students may face. Case managers often volunteer at their schools to assist teachers and/or administrators with their multiple tasks. Case managers have also developed good working relationships with some local employers who are now willing to offer jobs to minority youth with disabilities based in their previous positive experiences.

Project Outcomes

The following data represent preliminary findings of the study. All participants in both years received the same services as mentioned before. Some students needed varying degrees of job coaching but this service was provided to all at some level at least once during their time of employment.

During year 1 of this project, 30 individuals were served. Of these students, 18 (60%) graduated from school, while the others continued.

22 students with disabilities were placed into employment (73%).

20 of them were employed on a part time basis, and 2 on a full time basis.

12 (67%) of the 18 students who graduated enrolled in some type of post-secondary education or training program.

During year 2 of this project, 49 individuals were served. During this year, 31 (63%) were employed.

27 individuals were employed on a part time basis, and 4 on a full time basis.

We do not have the post-educational data for the group of recent graduates.

Evaluation Methods

This project employs a multi-level assessment strategy that involves both quantitative and

qualitative data collection strategies. Students' acquisition of help-recruiting skills was evaluated using role-play simulations before and after training. We also evaluated students' changes in the composition of their social support network, and changes in self-efficacy and self-esteem before and after the intervention. We asked students to set a number of goals at the onset of the program and collected on-going checks to verify progress in goal attainment, identify new goals or goals that were dropped or changed. We used a goal attainment scale to quantify students' goal attainment scores. We also conducted semi-structured interviews with students to document the ways in which they sought help from others in the process of pursuing their transition goals. Finally, we collected project satisfaction surveys from students, teachers, school administrators and parents.

Working With the Schools: Project Tempest
Gerald Graff, Associate Dean for Curriculum and Instruction, College of Liberal Arts and Sciences; Professor, Department of English and College of Education

One of the most striking recent trends in American education is the increasing degree of collaboration between universities and high schools. Spurred by deepening national concern over the schools, universities are making a far greater commitment than ever before to the preparation of secondary teachers (see American Council on Education, 1999; Franklin, Laurence, and Welles, 1999; Franklin, 1999). This long-overdue development marks a dramatic change in outlook from the days when I began university teaching in 1963.

In that era, most college professors outside of education schools would sooner do hard labor in prison than work with high school teachers, much less high school students. Such work was seen as a retrograde career move for the few selfless professors who took it on. Many academics still think this way about teacher education, but attitudes are changing, as my own career may illustrate.

I certainly would never have guessed back in '63 that a generation later I would find myself working extensively with high schools. Nor would I have guessed that I would end up where I am now, a university associate dean with major responsibilities in secondary teacher preparation. And far from retarding my career, my work in the schools has become part of my research and writing as well as my university teaching.¹

The turning point that led all these things to come to pass was a project I helped develop in the Spring of 1997 and will describe in this essay. The project linked several English courses in Chicago area public high schools with my undergraduate college course, "Literature and Society in the Culture Wars," at the University of Chicago. A goal of the project was to see if linking college and high school courses around a set of controversial issues would help students at different educational levels to enter the academic intellectual conversation. The idea was to see if such a collaboration could provide a way in to academic discussions, especially for students for whom "academic" means boring and irrelevant.

The project's guiding ideas came in part from my book, Beyond the Culture Wars: How Teaching the Conflicts Can Revitalize American Education (Graff, 1992), in which I argued that since academic subjects best clarify themselves for students at moments of controversy, educators should "teach the conflicts" between (and about) books and ideas rather than keep those conflicts hidden from students. The guiding ideas also came from another of the project's organizers, high school teacher Thomas McCann, whose Education Ph.D. dissertation explored ways of improving the argumentative skills of high school students (McCann, 1995).

Here is how Project Tempest, as it came to be called, worked. Several high school teachers and I agreed that during the same period in our semesters we would all assign William Shakespeare's play, The Tempest. We also agreed to assign a selection of critical pieces that we would choose or devise ourselves to represent the disputes over the aims of literary study that had been provoked by multiculturalist and feminist reinterpretations of Western culture. My

¹ I draw extensively on my work with high school teachers and students in a book now in progress entitled "Clueless in Academe: How Schools and Colleges Mystify Intellectual Culture." My work in the Tempest Project here described has resulted in a textbook on Shakespeare's play and the critical debates on it (Graff and Phelan, 2000).

college class enrolled 12 students, five of whom volunteered to take part in the project; on the high school side, two schools, five teachers, and over 400 students from the 9th to the 12th grades were involved. Delegations of 5 to 10 high school and college students made visits to each other's classes and reported back to their classmates on the discussions that occurred. Centrally employing e_mail (which was crucial in the instructors' day_to_day planning of project), students exchanged papers and responses with each other and with their teachers, creating a common conversation across the different institutions and grade levels. The unit culminated in a student symposium on The Tempest hosted by the University, attended by approximately 120 students and instructors. (An abbreviated program of this symposium appears at the end of this essay.)

Why The Tempest? Traditionally Shakespeare's play has been read and performed as a magnificent expression of universal human experience, exemplified in Duke Prospero, whose magical powers are thought to symbolize the transcendent power of art itself. Some recent revisionist readings, however, depict Prospero as an oppressive colonialist, and see his bestial slave Caliban, previously taken to be a comic villain, as a heroic voice of protest on behalf of the wretched of the earth.

The debates sparked by these clashing ways of reading and staging the play raise central educational questions that we sought to address in our unit: Is it legitimate to read a work in the light of concerns that may not have been central to its intention? Can we determine what a text's intention is, especially when its author is long dead? Do our racial, gender, or ethnic backgrounds matter in how we read__e.g., do males and females, or blacks and whites, read differently, or should readers try to rise above such differences? What do we do when our interpretations and evaluations of texts conflict? Why are some works judged to be better than others, and can such judgments be defended rationally or are they purely subjective or ethnocentric? Why read books anyway, and why analyze them for their "hidden meanings" instead of simply reading for the fun of it?

Such literary disputes opened out into questions about cultural difference and diversity that have entered school and college curricula. We hoped to get students to see that though questions may not have a single correct answer, some arguments will be better grounded than others. At the same time, we were less concerned with the answers students might arrive at than with the extent to which they were able to enter oral and written discussions about them in a disciplined way.

We recognized that the level at which our questions could be posed would vary widely from course to course and grade to grade. Since it was understood, however, that each instructor would tailor the unit to the needs of his or her students (and since each instructor was still responsible for his or her class), the project could allow wide variations in the way the material was handled while still sustaining a common discussion with shared reference points.

In one of the highlights of the culminating symposium (which we recorded on videotape), students on the opening panel debated whether The Tempest is about universal themes, political power struggles, or somehow both. Mike, a college sophomore, argued for a political interpretation, leading to the following exchange:

EMILY (a high school senior): According to a book called The Celestine Prophecy...to transcend [the] struggle for power between human relationships is to go for a greater good. And I believe this is what Prospero is doing toward the end of the play when [he

forgives Caliban for potting his overthrow]....Prospero is no longer engaging in this struggle, this power struggle.

MIKE:...But if you look at who has the power in this situation, Prospero or Caliban, it is very easy for Prospero to say, "Oh, I can transcend politics..." because he's already got the power. Caliban has no chance to forgive because he has no power, and he can't forget the politics because he's at the bottom.

ZACK (a high school junior, from the audience]: Right. That's not transcending politics, that's just another continuation of it.

EMILY: It comes down to what you believe, and I happen to believe that human beings are inherently good, not power hungry....

Such articulate and incisive give and take created tremendous excitement in both the students and the teachers, giving us a sense of the educational potential of such projects. Our project challenged high school and college students to perform such fundamental tasks as reading with close attention, listening to and summarizing arguments opposed to theirs, and formulating their own arguments and giving reasons and evidence for them. Students also got an opportunity to see that arguing over ideas can advance mutual understanding even when a consensus is not reached. Yet though we had made a promising start, the instructors came away feeling that much work remains to be done to bring a wider range of students into the kind of discussion we had created.

Yet we also came away feeling that bringing schools and colleges together in projects like ours can do more than either institution alone to heighten student interest intellectual work. The high school students benefited from the models of intellectual engagement offered by their older peers, while in the process getting an inspiring view of college intellectual life. On their side, the college students benefited from the rhetorical challenge of communicating their ideas to audiences outside the course. As for me, I was surprised to realize that having to explain myself to high school students, far from making me dumb down my ideas (as I might have expected), forced me to be clearer and more in control of them.

In still another unanticipated result, the experience left me feeling that such collaborative projects can play a role in teacher education. In the process of planning and executing a unit together, my fellow teachers and I learned much from each other about both our subject matter and how to teach it to different kinds and levels of students. Instead of a top_down process in which professors bestow their expert secrets on high school trainees, professors and teachers learned while doing in the course of working through their unit together. "Staff development" became part of the daily business of planning and teaching the course itself.² At the same time, the curriculum and the intellectual climate at our different institutions was enriched. In my new position as associate dean, I hope to encourage such projects and introduce them into teacher education.

Works Cited

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²Deborah Meier notes that in her successful Central Park East middle schools, "there is no sharp dividing line between 'staff development' activities and student educational activities" (Meier, 1995: 58).

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McCann, Thomas M. Argumentative Writing at Three Grade Levels: The Effects of Age, Prior Knowledge, Available Information, and Instruction. Ph.D. thesis, University of Chicago. 1995.

Meier, Deborah. The Power of Their Ideas: Lessons for America from a Small School in Harlem. Boston. Beacon Press. 1995.

**High School/College Student Conference on Shakespeare's The Tempest
Saturday, March 8, 1997, 1:00_4:00 p.m., University of Chicago**

1:00 pm: Welcome and Opening Remarks: Gerald Graff, departments of English and Education, U. of Chicago

1:15_2:20: Plenary Debate and Panel: The Tempest__ Is It Really About Colonial Oppression and Other Political Issues?

Presenters: Paul C., U. of Chicago, 2nd year
Abel M., U. of Chicago, 1st year

Respondents: Susan K., Community H. S., West Chicago
Karen D., Downers Grove South H. S.
Professor Janice Knight, department of English, U. of Chicago

2:20_2:40: Break, Informal Discussion

2:40_4:00: Concurrent Small Group Discussions

A. Can We Know What Shakespeare Intended?

Can twentieth_ century readers make legitimate claims about Shakespeare's intentions in The Tempest or about the culture supposedly reflected in the play? Or are our responses to literary works primarily a personal or subjective matter?

Leaders: Tad Howard, U. of Chicago MA Program in the Humanities
Hillel Crandus, U. of Chicago MA Program in the Humanities;
department of English, Downer's Grove South H. S.

B. Must We Always Look for "Hidden Meanings" in Literature?

Do literary works really contain all the "symbolism" that teachers love to attribute to them? How can one tell? Why not read literature just for the fun of it? Do real_world events and actions have "hidden meanings" too? (Discussion in part will focus on Gonzalo's speech on the innocence of nature in Act II, 1, 152_274 of The Tempest.)

Leaders: Erika S., U. of Chicago, 4th year
Malissa M., U. of Chicago, 4th year
Danielle Crawford, department of English, Community H. S.,
West Chicago

Respondent: Professor Richard Strier, department of English, U. of Chicago

C. Why Should Students Care About the Controversies Over Literature?

As our unit on The Tempest has illustrated, literary and humanistic studies have become a scene of intense conflict__over what texts should be taught, over rival interpretations, over clashing cultural traditions and perspectives. What stake, if any, do students have in these controversies? Do they help or hinder academic literary study?

Leaders: Tom McCann, department of English, Community H. S., West
Chicago
Joe Flanagan, department of English, Community H. S., West
Chicago
Carol Pennel, department of English, Community H. S., West
Chicago

Respondent: Clarence P., U. of Chicago, 2nd year

**Contemporary Community Curriculum:
Developing Art Education Models with Middle School and High School Art Teachers
Olivia Gude, Art and Design, and Great Cities Faculty Scholar**

The Contemporary Community Curriculum Initiative investigates and shapes the culture of curriculum in middle school and high school visual art classes in the Chicago area through developing university, community, professional artist, and art teacher partnerships. The project encourages art teachers to develop and implement curriculum which uses contemporary artistic practices as a means of interdisciplinary investigation of vital themes in students' lives and communities.

Background

The CCC Initiative, led by Assistant Professor Olivia Gude of the School of Art and Design, is supported by the Illinois Arts Council and the Chicago Community Trust. Along with the Great Cities Institute and the College of Architecture and the Arts, project partners include the Museum of Contemporary Art and the Chicago Public Schools.

The CCC project explored the proposition that teachers who contextualize the making, understanding, and valuing of art within larger cultural frameworks of community, identity, agency, democratic control, and quality of everyday life will be motivated and able to create more dynamic art curriculum which engages students in introductory art learning through authentically representing contemporary cultural discourses. Expanding the definition of quality art education opens the field of middle school and high school art education to more meaningful connections with arts integration and interdisciplinary school reform initiatives which use thematic learning to educate students with sound basic academic skills, strong critical thinking skills, and fluid creativity, as well as with a sense of personal and community agency.

Description

The CCC Initiative included:

- * a symposium for in-service teachers, pre-service teachers, and other art educators at the Museum of Contemporary Art. Professor Kerry Marshall was a keynote speaker at this event.
- * a semester-long working group of 25 teachers, Professor Gude, and artists Heather McAdams, Mary Patten, and Bernard Williams which developed curriculum based on contemporary art and social issues.
- * teaching the newly designed curriculum to over 1100 middle school /high school students.
- * a show of teacher and student artwork at UIC's Gallery 400.
- * an UIC-sponsored curriculum website.

Goals

The Contemporary Community Curriculum Initiative explored creating change in visual art education by using the regular "coin of the realm" in which art teachers exchange ideas--art projects--as a way of exemplifying new paradigms of choosing and structuring aesthetic

investigations.

The CCC Initiative goals are to:

- * Develop art teachers' educational and artmaking capacities.
 - * Foster collegiality and build networks among art teachers, artists, and other art educators.
 - * Develop a cadre of art teacher leaders who model creating and teaching art curriculum which addresses community issues.
 - * Develop a demonstration body of workable curriculum based on contemporary art which can be used in everyday classroom situations.
 - * Develop collaborative, democratic models of in-service teacher education and curriculum change.

Outcomes

A highly rated MCA Symposium attended by 175 art teachers and art educators.

A committed group of teacher/artists in the CCC semester-long workshop series.

A varied and interesting body of curriculum projects.

Teacher plans for on-going affinity groups.

A developing UIC-Spiral Art Education curriculum website.

Community Involvement

The CCC Initiative grew out of discussions of the UIC Secondary Art Education Advisory Committee, a group of city and suburban teachers who meet regularly with the UIC art education professor to discuss issues related to pre-service teacher education and current challenges to the field of art education locally and nationally.

Teachers from 22 city and suburban schools participated in the CCC Initiative. Schools ranged from what is considered to be one of the best city magnet schools to schools of economically and educationally disadvantaged students which are currently under remediation to highly rated suburban schools with many resources. An important aspect of the CCC Initiative was teachers sharing knowledge and creating collaborations across city/suburban district lines.

Methods of Evaluation

- * Exit surveys after each session of the Museum of Contemporary Art Symposium.
- * Teacher-conducted surveys of students' interest in and learning from CCC projects.
- * Written surveys, interviews, and closing discussion groups of CCC teacher participants.
- * Evaluation meeting of university art educators, professional artists, funders, and representative CCC teachers.
- * Presentation to and feedback at National Art Education Association conferences.

Effective Youth Programs in Urban Low_Income Communities
Don Hellison, School of Kinesiology, College of Health and Human Development Sciences

Background

Hellison's research focuses on:

- ï The creation, implementation, and evaluation of alternative curriculum models and programmatic structures for urban low income youth.
- ï A university_community linkage model (the Urban Youth Leader Project) for kinesiology that integrates service, professional preparation/service learning, and applied research at urban low income community sites.
- ï Dissemination to teachers and youth workers via workshops and publications as well as evaluation of the effectiveness of the dissemination process.

The Great Cities Institute Faculty Scholars Program has facilitated Hellison's research by providing resources that culminated in a national partnership with five other university kinesiology units and a co_authored book describing the issues, goals, strategies, and evaluation procedures for implementing university-community youth programs in underserved communities. This work is particularly important, because kinesiology (physical education, exercise and sport science) has not been very involved in community_university collaboration activities beyond traditional student teaching.

Description

The following innovations have resulted from Hellison's work:

- ï A curriculum or program development model consisting of specific goals and instructional strategies that uses physical activity as a vehicle to empower youth people to take more personal (e.g., motivation, goal_setting) and social (e.g., self-control of temper, helping others) responsibility both in and outside the physical activity setting.
- ï Programmatic structures that provide alternatives to traditional physical activity delivery systems (e.g., in_school PE, organized sport) _including the coaching club, the apprentice teacher program, the neighborhood scholar program, and, based on Martinek's work (Hellison, Martinek, & Cutforth, 1996), the responsibility_based mentor program.
- ï The Urban Youth Leader Project which is an integration of youth services in the community; professional, preparation and service learning opportunities for university students; applied research by students and faculty; and dissemination by students and faculty.
- ï New kinesiology faculty positions in urban community physical education, several of which have been advertised in the past two years.

Community Involvement

The Urban Youth Leader Project has required extensive involvement with the community. His partnerships include the Southwest Youth Collaborative (5 years), Teen Reach

(5 years), Communities in Schools (2 years), Youth Guidance (5 years), Chicago Housing Authority (1 year), Boys & Girls Clubs (3 years), Bond School (9 years), Cycle (2 years), Westside Consortium (1 year), Duncan YMCA (2 years), and Haines School (2 years). This work has also required linkages within the university, for example, the Great Cities Institute Neighborhoods Initiative, the Center for Youth and Society, the Center for Urban Educational Research and Development, the Jane Addams College of Social Work, the College of Education, and the School of Public Health.

Implementation and Assessment

Hellison's work is based on field testing followed by service_bonded inquiry and mixed methodology studies.

- i Extensive field testing has been conducted: 30 years of field testing various versions of his curriculum model, 20 years of field testing approaches to teacher/youth worker dissemination, 15 years of field testing alternative structures, and 15 years of field testing alternative professional preparation arrangements. Field testing, followed by written reflections containing both theoretical_philosophical and practical insights, have led to most of the alternative ideas underlying his work (Hellison, 1978; 1985; 1995).
- i Service_bonded inquiry (Martinek & Hellison, 1997) was created in order to integrate field testing with several separate qualitative methodologies (e.g., practical inquiry, reflective scholarship, ethnography, curriculum as craft) in order to gain a better understanding of behavior and attitude change in and outside the youth programs.
- i Mixed methodology (Tashakkori & Teddlie, 1998), a combination of quantitative and qualitative methodologies, has been used more recently to determine impact of the youth programs on specific issues, e.g., dropout prevention, violence prevention, transfer of responsibility to the classroom, and extent of youth development supports compared to school.

Since gaps in assessment are apparent in evaluating the effectiveness of dissemination, this is a current focus of the university partnership. In addition, a study is currently being conducted on the barriers to effective youth program collaboration with schools and social agencies and how these barriers can be overcome. Another current study is looking at attitudes of cultural diversity among university students participating for the first time in urban youth programs.

**The Ida B. Wells CommUniversity Project:
A Community-University Dialogue Based at UIC
Barbara Ransby, Department of African-American Studies and Department of History**

Background

A group of scholar/activists from six universities in the Chicago area began meeting informally several years ago to explore ways of bridging the gap between knowledge generated within the Academy and reservoirs of knowledge outside of it. We were struck by how many public discourses, most notably the discourse on race, were insulated from much of the work being done on the subjects within university communities.

Description

This project consists of a series of monthly public forums held at the Carter G. Woodson Library on Chicago's south side. Topics and speakers are determined by a ten-person planning committee made up of academics and community representatives. In selecting topics and speakers we try to tap into public interest in a particular topic (affirmative action, electoral politics, school reform, or recently released films on historically or socially relevant topics). We then invite speakers with expertise in the topic area to offer a 40 minute talk in a stimulating and accessible fashion to a popular audience.

Goals

- i Build better university_-community relations and encourage more open dialogue across the boundaries of university and community.
- i Demystify and make academic language more accessible to a popular audience by giving academics practice and feedback in engaging audiences beyond the classroom.
- i Promoting public education and an open exchange of ideas independent of the unequal power relations within the formal classroom and the view of knowledge as a commodity that one has to pay for in order to access.
- i Engage academics in debates about popular culture and contemporary issues as they relate to larger issues of history, social science theory, etc.
- i Provide academics with access to community_based constituencies in intellectual settings divorced from the pressures of data collection or human subject research. The hope is that this will foster improved relations and possibly influence research agendas.

Community Involvement

The success of CommUniversity forums depends upon the active involvement and support of the non-university community. Community members help to plan and publicize

events. We also encourage active participation in the forums themselves, including feedback on the relevance and substance of the programs. Audience members are asked verbally and then given contact information to facilitate such feedback. Half of each forum is devoted to audience participation and the content of discussions often shifts to reflect priorities and concerns of the audience. We have consciously maintained an informal and fluid structure to encourage new participation. When those attending forums demonstrate an interest in a particular topic they are invited to serve as resource persons in order to incorporate those interests into future programs.

Methods of Evaluation

Attendance is one measure of the value community members place on the project. Therefore we record attendance and have built up a mailing list. We keep track of those who attend regularly. Repeat attendance is another measure of the quality of the forums from the perspective of those who attend.

Media coverage is another measure of whether we are reaching a larger audience and whether the existence of such a program offers community members a different view of university_based intellectuals, i.e., as part of the community, engaged in it, and providing a service to it. We keep a media file.

Once a year we send out an evaluation form to all who have attended program over the past year to assess the strengths and weaknesses of the program. There is about a 50% return rate. We ask detailed questions about whether terminology was clearly defined, whether the topic related to their concerns, whether they thought they could obtain such information readily elsewhere, etc.

We ask academics and community leaders who make presentations to offer their feedback in the form of follow up conversations or letters. We keep a file on this too.

Future Goals

This project initially received seed money from Great Cities at UIC. We have subsequently received a grants from the Crossroads Fund and the Rockefeller Foundation to explore how the CommUniversity model might be used elsewhere and how it compares to similar efforts in other cities and at other institutions, i.e., Yale's Public University and University of North Carolina, Chapel Hill's CommUniversity.

Evaluating Domestic Violence and Sexual Assault Programs in Illinois
Stephanie Riger, Professor of Psychology and Gender and Women's Studies

This project aims to develop an evaluation plan for programs funded by the Illinois Department of Human Services to provide services to victims of domestic violence and sexual assault. Currently in its third year, this project uses the skills of a multidisciplinary team of researchers from several UIC units: Stephanie Riger (PI; Psychology, Gender and Women's Studies), Rebecca Campbell (Psychology), Lisa Frohmann (Criminal Justice) and Larry Bennett and Paul Schewe (Social Work) as well as several graduate students from those units.

Background

Evaluation of human services is becoming increasingly important both to funders and consumers of those services. In Illinois, the head of the Department of Human Services (IDHS) recently announced that the State of Illinois is moving to performance-based budgeting. What this means is that "the amount of funding a program will receive will be based largely upon whether it achieves the desired outcomes." Yet specifying the desired outcomes of services and assessing whether those outcomes have been achieved can be difficult, especially when services are delivered to people in crisis who may have multiple problems.

In 1998, the Illinois Department of Human Services asked the PI of this project to develop an evaluation plan for sexual assault and domestic violence services that are funded by the state. The PI assembled a team of UIC researchers who have been working in collaboration with service providers to develop this evaluation plan. This project aims both to develop an evaluation plan for Illinois and to further our understanding of several difficult issues in evaluation (e.g., how to develop a common evaluation plan for multiple sites that differ in significant ways; how to evaluate services to people in crisis; how to evaluate services for abused women while protecting their confidentiality and safety, etc.).

Project Activities

During the first year of the project, we used focus groups and surveys to identify a) those services that providers believed were most important to evaluate; and b) the goals of those services. We then developed questionnaires to assess the outcomes of 5 domestic violence and 4 sexual assault services (crisis hotline, short-term advocacy, long-term advocacy, counseling, and for domestic violence, shelter services). These questionnaires were tested extensively with service providers and clients, and were revised several times. The 87 programs differ on several dimensions: they serve clients with varied cultural backgrounds; they provide different ranges of services; they are in different parts of the state, with different resources, and they differ in their level of familiarity with program evaluation. Consequently, making up common questionnaires for all these agencies presented a methodological challenge.

During the second year of the project, we held several training sessions with service providers to introduce them to the evaluation measures (and to the general topic of evaluation). We then implemented the data collection. The programs collected data over a 12-month period. They sent the completed questionnaires to UIC, where the data were cleaned, coded, and entered into the computer for analysis.

During the third year of the project, we are analyzing the evaluation data and also

assessing the usefulness and practicality of the overall evaluation plan. We have sent reports to each agency based on the first six months of data that they collected; we will also send them reports based on the entire year's data. We are also sending these reports, and the overall assessment of the evaluation, to IDHS for use in policy and program development.

In addition to these reports, we are preparing a book manuscript (under contract with Sage Publications) about the development of the evaluation measures; giving presentations at the American Evaluation Association and other scholarly associations, and writing papers on the evaluation of services for women in crisis for scholarly journals.

Community Involvement

At every point in the development of the evaluation measures, we have worked closely with service providers and with those in the Illinois Department of Human Services. Many service providers have tested the evaluation measures and provided feedback, which was then used to revise the measures.

Outcomes

This project will produce the following:

- i Field-tested measures for social services for domestic violence and sexual assault victims;
- ii Detailed reports based on the evaluation data for each agency;
- iii Detailed reports based on state-wide aggregate data;
- iv A report on the problems encountered by agencies in implementing the evaluation;
- v Recommendations to the IDHS regarding future evaluation activities by these agencies.

Methods of Evaluation

During the data collection phase of this project, we conducted interviews with service providers from all 87 programs to assess problems and possibilities of the evaluation procedures. The results of these interviews have been compiled into a report for the IDHS and serve as the basis for recommendations that we will make regarding on-going evaluation efforts. We are also conducting statistical tests of the evaluation data to assess the reliability and usefulness of the measures.

**Reforming Chicago Politics and Government:
Contributions by the UIC Department of Political Science
Dick Simpson, Department of Political Science**

Background:

When executive officials are first elected to major offices, the trend in the last several decades has been to appoint transition teams to help with the assessment of the strengths and weaknesses of various governmental units. Under the direction of Professor Dick Simpson, UIC faculty and students in collaboration with civic and community organizations have been involved with four transition teams since 1979.

Description of Projects

Based upon his government experience, Simpson has served on Transition Teams for Mayor Jane Byrne, Mayor Harold Washington, Cook County Clerk David Orr, and Cook County State's Attorney Jack O'Malley. A series of four book length publications on local city and county government have been the result. The best known is *Blueprint of Chicago Government 1989* (Chicago: University of Illinois at Chicago, 1989). Others include Dick Simpson and Charles Williams, eds., *Blueprint of Chicago Government* (Chicago: University of Illinois and League of Women Voters, 1983) and Dick Simpson and Dona Vitale, eds., *A Reform Agenda for the Cook County Clerk* (Chicago: University of Illinois at Chicago, 1991).

The process for most of these transition team reports was that Professor Simpson would be asked to serve on the transition team by the elected official. Grants from local foundations would supply the funds necessary to do and publish the studies. Students from the course POLS 211 Chicago's Future would do the groundwork of studying the agencies involved, under the supervision of graduate students and faculty. Community and civic experts would review the reports and make corrections and recommendations, and a final document with more than 100 recommendations would be delivered to the elected official. With the official's permission, the documents would be published, released to the press and public, and distributed to new administrators for implementation.

Involvement of Community

Over 100 civic and community organization leaders have participated in these four transition team reports.

Outcomes

Over 65% of the hundreds of recommendations have been implemented. The publications are still the most complete studies of local city and county study which have been done to date and are therefore a benchmark for all future studies.

Methods of Evaluation

Besides the publication and implementation of the transition team reports, several officials have had positive reactions. Both Mayor Harold Washington and Cook County Clerk David Orr were especially appreciative of the UIC efforts. The same methods of work have led to other studies of County Government, the Chicago City Council, and the C.T.A. All of these

have been funded by local community foundations and the final reports have been carefully reviewed by those foundations.

Don't Throw It Away! Documenting and Preserving Organizational History
Margaret Strobel, Professor of Gender and Women's Studies and History;
Interim Director, Hull-House Initiative

Don't Throw It Away! Documenting and Preserving Organizational History is a collaborative project designed to help community-based organizations to create an archive of organizational records to either maintain in-house or donate to a repository.

Background

Don't Throw It Away! represents the collaborative efforts of Professors Gretchen Lagana and Maryann Bamberger (Special Collections Department, UIC University Library) and Professor Margaret Strobel (Gender and Women's Studies Program and the Department of History, UIC). We were concerned that community-based organizations were unlikely to collect their own organizations papers because they lacked the resources and knowledge to put together an archive. The absence of archival collections from such groups means the absence of their voices from the historical records and thus from written histories of the very issues that concerned these groups.

Description

Throw! consists of three parts: a booklet, a course, and workshops. The booklet (cite it) describes the need for organizations to collect their documents, the relative benefits of keeping them in-house or donating them, and the work of organizing and preserving these documents. In the course, taught by Professor Strobel and Professor Melvin Holli, Department of History, UIC, with the help of Professors Lagana and Bamberger, undergraduate and graduate students work as interns with community-based organizations of their choice. Their job is to put the group's papers into as good an order as they can in the given time and to create a records management plan for the organization to follow in the future. In the workshops, Professors Lagana, Bamberger, and Strobel cover the same information found in the booklet. Workshops have been given for specialized audiences (e.g., the Illinois Coalition Against Domestic Violence, the National Council for Research on Women, UIC units and individuals; Chicago-area women's organizations) and on occasions that brought together a collection of, for example, environmental and social justice organizations.

Goals

1. To enable community-based organizations to understand the importance of preserving a historical record of their work and then to assist them in doing so.
2. To enhance UIC relationships with these organizations.
3. To offer student interns the hands-on experience of working with documents and archives.
4. To increase the number and range of archival collections that record the work of grassroots organizations for future research use by scholars and students.

Outcomes

The booklet was published and has been distributed to organizations, individuals, and professional librarians and archivists.

Descriptions of the project have appeared in the Newsletter of History Dept Chairs, the Coordinating Council of Women Historians Newsletter, and the NWSA Journal [give cites].

Eight workshops have been offered, reaching a total of 200-300 organizational representatives.

The course has been offered three times. Student interns have reported very positive experiences. Several ended up volunteering at the organization where they interned. Two decided to go to graduate school (in history and in library science). One secured two jobs in local museums. One was offered a position as executive secretary to the director of the organization where she interned. One delivered a paper about the internship at a regional women's history conference. Several graduate students reported learning important skills that became useful as they did archival historical research.

Several collections have been donated to UIC's Special Collections Department. One organization that had a student intern donated 75 boxes of materials. Five other, smaller collections, came from groups that had attended our workshops or, we believe, heard about the project from people who had attended the workshops.

Community Involvement

The project was designed by UIC faculty without the collaboration of community-based organizations. Professors Lagana, Bamberger, and Strobel, however, had developed a sense of the needs of such organizations over the years by participating in similar organizations themselves and/or by fielding questions from such organizations about archives.

Methods of Evaluation

Workshops participants and students can be asked to evaluate the workshops and courses, using standard types of questions and measures.

The Special Collections Department keeps track of which organizations donate their records; those that do so as a result of the project are noted. It is harder to know if organizations have decided to donate to another repository or to keep their records in-house as a result of participating in the project.

Eventually, one would expect to see published research that utilized the archival collections of organizations involved in some aspect of the project. It would be difficult, however, to collect this information systematically.

5/8/00

Integrated Health Care Project

Rosemary C. White-Traut, Associate Professor, Maternal-Child Nursing

The Integrated Health Care Project (IHCP) is a collaborative effort between Thresholds Psychiatric Rehabilitation Agencies and the University of Illinois at Chicago, College of Nursing. This proposed project is to develop health services that integrate primary and mental health care for a population of Chicago citizens who have severe and persistent mental illness (SPMI). The project's purpose is to provide quality care within a faculty practice/teaching model to an underserved, minority population with SPMI. As such, the project is unique and can serve as an innovative model for replication in the city and county, the state, and the nation.

Background and Need

People with severe and persistent mental illness are at greater risk for poor physical health than the general population. This is particularly so for minorities. The National Survey of Black Americans examined the relationship between psychiatric symptoms and medical problems. Individuals with the most severe psychiatric symptoms were more likely to have ulcers, hypertension, diabetes, and kidney and circulatory system difficulties, and the lowest level of satisfaction with their health. To complicate matters, many studies point to the inadequacy of screening and healthcare among people with serious and persistent mental illness. For example, one study found that 80-87% of patients in psychiatric hospitals had undetected physical disorders upon admission. Others estimate that 35% of people with severe and persistent mental illness also suffer from undiagnosed and untreated medical disorders.

Providers, patients, and their families may fail to recognize medical illness among the target population because of the decreased energy and motivation, altered cognition, impaired judgment, and communication difficulties that challenge these individuals on a daily basis. When they do seek medical care, people with chronic mental illness frequently turn to acute care hospitals for treatment of conditions that can be managed and/or prevented in community settings. Often these patients lack a regular source of care, see several doctors, and have at least twice as many healthcare visits as people without mental illness. Thus, continuity of *appropriate* care is a problem and contributes to high morbidity and frequent hospital stays. Since many patients rely on publicly funded or subsidized healthcare services, early screening, detection, and intervention for health problems have the potential not only to increase the quality of life for this population but to result in reduced healthcare costs for the communities where they live.

Pilot Project

Acknowledging these and other issues related to care of persons with severe and persistent mental illness, Thresholds developed a Wellness Program for its members six years ago. The recommendations of *Healthy People 2010, National Health Promotion and Disease Prevention Objectives* guided the development of specific goals and objectives for primary care. In 1996, Thresholds invited College of Nursing faculty and students to conduct health fairs and educational seminars at Thresholds facilities. Two years later, the College and Thresholds agreed to a formal partnership to address the agency's plans to provide essential primary care services for all members. The College of Nursing conducted member focus groups and surveys, met with clinical and

administrative staff, and reviewed data from many sources to identify the health care barriers and needs of Thresholds members. Both members and staff identified access to quality primary care, transportation, and fragmented care among their primary concerns.

Since March 1998, family nurse practitioners from the College have delivered primary care services on a pilot basis at Thresholds South, located in the underserved, racially mixed community of New City. Two hundred and fifty-two (252) members have used these services resulting in over 1,732 visits. The top three chronic diseases among these members are diabetes, hypertension, and asthma. The prevalence rate of diabetes is 12%, double the national rate. Family nurse practitioners have identified 15 cases of hypertension and diabetes not previously diagnosed, and performed more than 400 overdue immunizations and screenings. Other health problems include tobacco use, obesity, and a high incidence of oral and dental problems such as gingivitis.

Project Description

The Integrated Health Care Project is an outgrowth of these activities to address the primary healthcare needs of Thresholds members. The project will expand the nursing practice model at Thresholds South and develop a similar site at Thresholds North, another large facility serving 220-450 members. The integrated care sites will provide primary care services, including health promotion, health education, disease prevention, early detection and treatment, and management of acute and chronic medical problems. Based in a community setting that is familiar, safe, and accessible to users, our practice model addresses many barriers that deter Thresholds members from seeking primary care. The long-range goal is to provide services to all 2,500 Thresholds members throughout Chicago.

Thresholds has already expanded and renovated the pilot site (Thresholds South) from one room to 1,000 square feet, which includes office space, a small laboratory area, and two exam rooms. Similarly, Thresholds North, another large facility serving 220-450 members, was recently renovated to from a two room suite. The College of Nursing will continue to secure funding from philanthropic foundations for the salaries of the advanced practice nurses and operational expenditures until the sites reach the ultimate goal of self-sustainability. When fully operational, each site will have a full-time family nurse practitioner, part-time psychiatric clinical nurse specialist and a part-time clinic leader. Additionally, Thresholds members will occupy supportive and clerical positions.

Teaching-Learning Environment

The Integrated Health Care model delivers supportive behavioral and primary care interventions that offer a rich learning environment for nursing students at all levels. Undergraduate students are engaged in supportive primary care activities at both sites and are developing, delivering, and evaluating screening projects. Thus far, student topics include breast and prostate cancer, blood pressure, blood glucose monitoring, and nutrition guidance. As the project develops, approximately 50% of the senior undergraduate nursing students will have practicum experiences and 40-50% of the graduate students will have rotations at the two Thresholds sites.

Conclusion

As a replicable model, the project has the potential to change the way the target population receives healthcare, to reduce the costs associated with care for the mentally ill, and to augment

what we know about the health problems of those with severe and persistent mental illness.

UIC/Benito Juárez Advisory Research Project

Connie Yowell, Associate Professor, and Steve Tozer, Professor, College of Education, and Great Cities Faculty Scholars

Background

Professors Yowell and Tozer have initiated a project which integrates research on the development of Latino adolescents with the creation and implementation of a model school-to-career program at Benito Juárez High School. The research project is intended to support Juárez in its efforts to overcome dropout rates that have reached 40% in recent years, as well as low academic achievement levels that have led to academic probation for the school. The project involves both a five year longitudinal research program and a five year curriculum development project in which Professors Yowell and Tozer work in collaboration with Juárez faculty to reconceptualize the current understanding of students' transition from high school to post-secondary education and career experiences.

Description

a) *Research Program:* In our research we hypothesize that the congruence or dissonance that students experience between their sense of their future and their current school activities is both an overlooked and little understood factor in Latino students' school dropout patterns. We have designed a longitudinal research study exploring, (a) the content of Latino students' hopes, expectations, and fears for their futures; (b) students' understanding of the strategies and plans that might be necessary to fulfill their goals and avoid their fears; (c) the relationship between these conceptions of the future and school engagement, and (d) the role of family, schools, and peer groups in supporting or constraining students movement toward their futures.

b) *Curriculum Intervention:* The research study is designed to both explore hypotheses concerning the role of future orientation in school success and to inform the development of new curriculum. As a result of the research work Professors Yowell and Tozer have conducted thus far at Juárez, they have been able to guide teachers in their development of new curriculum. Such guidance involves building trusting relationships with teachers. Although Juárez has recently undergone considerable turnover of faculty and administrators, over the past two years Professors Yowell and Tozer have been regular visitors -- sitting in on classes, meeting with administrators, talking with students, and engaging teachers in biweekly discussions of the nature of their work and the purpose of the project. For example, the research has indicated that issues of students' procedural knowledge, teacher care, school structure, and the consistency of school settings from elementary to high school are critical to students' school engagement. In collaboration with teachers, Professors Yowell and Tozer have designed writing prompts, advisory curricula, and a Writing Skills Center that address the issues uncovered in the research. Importantly, as a consequence of this work students are now both reflecting on their goals, and engaging in explicit discussions of their futures and how the attainment of those futures are directly tied to their school experiences. Throughout the study, Professors Yowell and Tozer's continued investigation of students' conceptions of the future, and their relationships with teachers have been at the center of their school improvement efforts.

Recently, Professors Yowell and Tozer were appointed by the Chicago Public Schools to

serve as the external partner to Juárez. They will work collaboratively with school staff, faculty, students, and administrators in the process of whole school change.

Goals

The purpose of this research project is fourfold:

- 1) To continue to develop a longitudinal research agenda exploring;
- 2) To continue to use the research data collected from students to create and implement new curriculum that will help students form and sustain high-post-secondary aspirations, and increase students' understanding of how academic success at Juárez High School is essential to achieving their own post-secondary goals;
- 3) To continue to develop an integrated model for addressing purposes 1-2 above in a cost-effective way that does not add new responsibilities to the normal teaching day, but that incorporates new and useful information into already existing activities of teachers, counselors, and administrators, thereby representing a low cost model of school-to-post-secondary and school-to-career programs, and
- 4) To continue to support Benito Juárez High School in its efforts to elevate measured academic achievement of students and to increase the percentage of freshman who eventually obtain high-aspiration post-secondary education and training.

Community Involvement

In the past year, Professor Yowell has met regularly with community based organizations in the Pilsen neighborhood. Currently she is working with the Resurrection Project to determine how community organizations might support the academic progress of Juárez students.

Methods of Evaluation

The method of evaluation is twofold. First, we are following two cohorts of students through their time at Juárez. Cohort 1 entered Juárez in 1997 as freshmen and are not participating in the new curricula projects that are development and implemented as a result of this project. This cohort represents a rough control group. Cohort 2 entered Juárez in 1998 as freshmen and will participate in the new curricula as it is implemented. Comparisons between Cohort 1 and 2 will provide some insight into the effectiveness of our interventions.

Secondly, we are working to put methods in place that will allow us to track students' transition from high school to the worlds of work and/or post-secondary education. This form of follow-up will indicate the effectiveness of our curricular intervention to increase graduation rates from both high school and college.