
ACADEMIC SKILLS

OVERVIEW

DEFINITION

Academic skills help adolescents improve their chances of having successful educational experiences.

RELEVANCE

Improving academic performance and reducing school behavior problems have been shown to reduce delinquency. Advocating on a youth's behalf to address education gaps is a legitimate role for juvenile probation officers.

GOALS

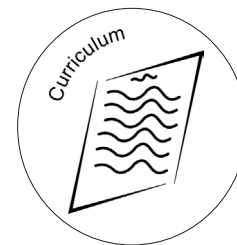
Catching up in school and advancing to the highest possible academic level.

ACADEMIC SKILL SET

- ✓ Basic Reading Skills
- ✓ Basic Writing Skills
- ✓ Basic Math Skills
- ✓ Study and Learning Skills

ARISE LEARNING STRATEGIES AND TIME MANAGEMENT

Skill-training curriculum for youth ages 14-19 who need to develop study and time management skills.



ACADEMIC SKILL

— STUDY AND LEARNING SKILLS

INTERESTING FACTS

The *ARISE Learning Strategies and Time Management* curriculum is included in Book 2 of a three-book series, *Four-Wheel Drive for the Mind*, which is part of the *ARISE Independent Living Curriculum* (also included in this Guide).

ABSTRACT:

The *ARISE Learning Strategies and Time Management*¹ curriculum is designed to teach youth how to study effectively, set goals, and develop their own time management schedules.

The *ARISE Learning Strategies and Time Management* curriculum consists of seven lessons designed to be taught in seven sessions of approximately 30-60 minutes each. The lessons are flexible to allow facilitators to plan individualized courses of study depending on youths' ages and needs.

ARISE Learning Strategies and Time Management can be taught in probation departments, community-based programs, residential facilities, and schools. The curriculum is designed to be presented in an interactive group process format that includes written assignments, dynamic group discussion, and assessment.

Training is offered but not required to facilitate *ARISE Learning Strategies and Time Management* groups or purchase materials. Curriculum materials include a facilitator manual, student workbook, and quizzes to evaluate learning.

The *ARISE Learning Strategies and Time Management* curriculum has been evaluated but not listed in a registry. Internal evaluations have concluded that ARISE instructor training and youth curricula are effective. The evaluations assessed multiple dimensions, including ARISE's training practices and effectiveness, the competency of ARISE certified instructors, and the satisfaction of youth participants and instructors.²

OBJECTIVES:

Participants will learn to study effectively, gather information, set goals, and develop their own time management schedules.

COMPONENTS:

The *ARISE Learning Strategies and Time Management* curriculum includes:

1. The Importance of Reading
2. Gathering Information
3. Thinking Creatively
4. Smart Strategies
5. Getting Organized
6. Time Management
7. Setting Goals

TRAINING AND MATERIALS:

Training is offered but not required to facilitate *ARISE Learning Strategies and Time Management* groups or purchase materials. See Appendix B for more information about training, a list of materials, and associated costs.

CONTACT INFORMATION:

ARISE Foundation
824 US Highway 1, Suite 240
North Palm Beach, FL 33408
Phone: (888) 680-6100
Fax: (888) 599-3750
Email: questions@ariselife-skills.org
Website: www.ariselife-skills.org

BOYS & GIRLS CLUB PROJECT LEARN

Skill-training community resource for youth ages 6-18 who need to improve school performance.



ACADEMIC SKILL SET

INTERESTING FACTS

The mission of the Boys & Girls Clubs of America is to enable all young people to reach their full potential as productive, caring, responsible citizens. In 2006, The Chronicle of Philanthropy ranked Boys & Girls Clubs of America number one among youth organizations for the 12th consecutive year. There are currently 75 Club locations in Pennsylvania and 4,000 Clubs nationwide.

ABSTRACT:

Boys & Girls Clubs Project Learn³ is a program strategy (not a specific curriculum) designed to enhance academic performance and promote positive school experiences through fun and engaging activities that encourage skill acquisition and information utilization. The idea for Project Learn is founded on research that showed that low-income students who engaged in a variety of high-yield learning activities in their non-school hours had greater academic success than those who did not.⁴

Project Learn activities, with the exception of field trips, take place in local Boys & Girls Clubs, which are open every day, after school, and on weekends. Youth in the Project Learn program spend an average of 10 hours or more weekly in structured educational activities.

Boys & Girls Clubs staff design Project Learn educational enhancement activities based on the needs of the youth in their individual Clubs and their communities. Every Club has full-time, trained youth development professionals to provide youth with positive role models and mentors. Trained volunteers provide key supplementary support to Project Learn and parents are encouraged to become involved with their children's academic development at home and school.

Boys & Girls Clubs Project Learn is listed in two registries, as specified in Appendix A. Evaluation of Project Learn reveals modest educational improvements, including better overall grade averages and school attendance, and significantly more positive reading and writing skills, overall school performance, and interest in class material.⁵

OBJECTIVES:

Participants will improve their school performance by increasing motivation to learn, increasing school attendance, and earning better grades.

COMPONENTS:

Project Learn includes:

- 1) **Homework Help and Tutoring**
- 2) **High-Yield Learning/Leisure Activities**
Includes discussions with knowledgeable adults; leisure reading; journal, poetry, or creative writing; games utilizing cognitive skills (Monopoly, Scrabble); photography; storytelling; and helping other youth with school homework and projects.
- 3) **Parental Involvement**
- 4) **Collaboration with Schools**
- 5) **Incentives**
May include pizza parties, school supplies, field trips, additional computer time, and book bags.

COST FOR SERVICES:

Boys & Girls Club membership, averaging \$10.00 to \$20.00 per year, is required to participate in Club activities.

CONTACT INFORMATION:

National:

Boys & Girls Clubs of America
1275 West Peachtree Street NE
Atlanta, GA 30309
Phone: (404) 487-5700
Fax: (404) 487-5789
Email: Info@bgca.org
Website: www.bgca.org

Pennsylvania:

See Appendix C for a list of Boys & Girls Clubs in Pennsylvania.

CAREER ACADEMY

Skill-training community resource for eligible students at risk for dropping out of school.



- ✓ **ACADEMIC SKILL SET**
- ✓ **WORKFORCE DEVELOPMENT SKILL SET**

INTERESTING FACTS

The career academy concept—small learning communities within larger high schools—was developed in Philadelphia in 1969 by Philadelphia Academies, Inc. to target youth considered most at risk of dropping out of high school. There are currently 61 career academies in Pennsylvania and an estimated 2500 academies nationwide.

ABSTRACT:

Career academies,⁶ small learning communities of 100-300 students located within a larger public high school, focus on dropout prevention in addition to college-preparatory academic coursework integrated with a career-related theme and work experience through partnerships with local employers.

Career academies typically serve students for a two-, three-, or four-year period through 12th grade. The length of the program, the school catchment area, and student eligibility requirements are determined by individual schools/districts.

Career academy classroom learning is enhanced with an individualized mix of the following learning processes: reduced class size; special projects; field trips/job shadowing; mentors/employee volunteers; workplace experiences; college and career counseling; and parental involvement.

Career academy educators and administrators possess the necessary credentials and certifications as required by the school district in which the host school operates. In addition, they participate in trainings about learning strategies associated with career development and receive coaching on how to best support students in small learning environments.

The career academy is listed in two registries, as specified in Appendix A. Career academies have been found to substantially improve high school outcomes among students at high risk of dropping out, including reduced dropout rate, improved attendance, increased academic course-taking, and increased likelihood of earning enough credits to graduate on time.⁷ In addition, an ongoing longitudinal random assignment evaluation indicates that career academies produced positive and sustained impacts on a range of labor market outcomes among the young men in the study; however, no positive or negative impacts on labor market outcomes were indicated for young women.⁸

OBJECTIVES:

Participants will:

- ✓ Increase engagement and performance in school and earn credentials and skills needed to make successful transition to postsecondary education,
- ✓ Participate in a sequence of career-related courses and educational experiences that support career development and employability skill building, and
- ✓ Develop post-graduate plans with the assistance of college/career counseling.

COMPONENTS:

Career academies:

- 1) **Are small learning communities.**
 - ✓ Classes are usually blocked back-to-back and students attend them as a group.
 - ✓ Students may participate in required and elective classes, clubs, and sports within the larger host school.
 - ✓ Teachers from academic and technical disciplines work together as a team.
- 2) **Combine college-preparatory academic curriculum with a career theme.**
 - ✓ Academic courses are linked with technical courses.
 - ✓ Work-based learning opportunities tie classroom activities to internships with local employer partners.
 - ✓ Counseling is available to assist students in planning for employment and further education.
- 3) **Embody partnerships with employers, community, and higher education.**
 - ✓ The academy's career theme is selected locally, based on an industry that is healthy and can provide interested partners.
 - ✓ Employer representatives may give advice on curriculum; appear as guest speakers; provide student internships, community service and job shadowing opportunities; and provide financial or in-kind support.
 - ✓ Postsecondary educational institutions often provide concurrent enrollment options.

COST FOR SERVICES:

No cost for students.

CONTACT INFORMATION:

National:

Career Academy Support Network

Graduate School of Education
University of California at Berkeley
Berkeley, CA 94720
Phone: (510) 643-5748
Fax: (510) 642-2124
Email: ask_casn@berkeley.edu
Website: <http://casn.berkeley.edu/>

Pennsylvania:

See Appendix C for a list of career academies in Pennsylvania.

CHARTER SCHOOL

Skill-training community resource for students who need to improve academic achievement.



ACADEMIC SKILL SET

INTERESTING FACTS

The charter school movement began in Minnesota in 1991 and today 41 states have charter school laws. Charter schools were established in Pennsylvania by Act 22 of 1997 and are part of the Pennsylvania School Code. Today almost 64,000 Pennsylvania students are served by 127 charter schools, 11 of which are cyber charter schools.

ABSTRACT:

Charter schools⁹ offer alternatives in education using strategies designed to improve student academic achievement, including innovative teaching practices and diversity of school options that are more responsive to students' needs than regular public schools. Charter schools, which operate within the public school system, operate free from many educational mandates except for those concerning nondiscrimination, health and safety, and accountability.

Every charter school must follow the Pennsylvania School Code, which stipulates the course of study for core subject areas and coursework that fulfills graduation requirements. "Bricks and mortar" charter schools are located within the district they serve and cyber charter schools are accessed from home over the Internet, serving students throughout the state.

While charter schools strive to be creative, flexible, and responsive to each student's needs, their actual curricula grow out of their individual missions and target populations. Some of the innovative teaching methods that charter schools utilize include: mixed-grade classrooms; small learning groups; individualized instruction; theme-based, project-based, or interactive learning; interdisciplinary studies; mentoring; community involvement; and hands-on and experiential approaches.

Pennsylvania charter school law requires that at least 75% of a charter school's professional staff must hold appropriate State certification. However, the provisions of the Federal No Child Left Behind Act require that all teachers working in a charter school must hold at least a bachelor's degree and must demonstrate competency in the core academic areas in which they teach. All special education professional staff must hold appropriate State certification.

Charter schools have been evaluated but not listed in a registry. Research has shown that charter school students are more likely to be proficient in math and reading than students in comparable neighboring public schools. The greatest achievement gains can be seen among minority and low-income students.¹⁰

OBJECTIVES:

Pennsylvania's charter schools are intended to:

- ✓ Improve pupil learning,
- ✓ Increase learning opportunities for all pupils,
- ✓ Encourage the use of different and innovative teaching methods,
- ✓ Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site,
- ✓ Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system, and
- ✓ Establish accountability systems and be held accountable for meeting measurable academic standards.

COMPONENTS:

Charter schools share basic commonalities within which they fulfill their unique missions:

- ✓ **Non-Traditional grade groupings.**
- ✓ **Students from special populations.**
- ✓ **Innovative education.** "Innovative education" is provided within specific topic areas, e.g., character-building, science and technology, architecture and design, performing arts, cultural/bilingual programs, or school-to-work.
- ✓ **Unique in structure and organization.** Charter schools often are smaller, have smaller class sizes, and are more attuned to individual students than their regular public school counterparts.
- ✓ **Non-traditional school calendar.** Charter schools may include extended school year (more days than mandated) and/or extended school days. Some charter schools hold classes at unconventional times or on weekends.

COST FOR SERVICES:

No cost for eligible students (see sidebar).

CONTACT INFORMATION:

Pennsylvania Department of Education

Division of Nonpublic, Private & Charter School Services
333 Market Street, 5th Floor
Harrisburg, PA 17126
Phone: (717) 705-8019
Email: gspadafore@state.pa.us
Website: www.pde.state.pa.us

See Appendix C for a list of charter schools operating in Pennsylvania.

ELIGIBILITY:

All students who are Pennsylvania residents are eligible to enroll in charter schools under the following stipulations:

1. Students may apply to any “bricks and mortar” charter school within their school district; or,
2. They may enroll in any cyber charter school within the State, providing they have a parent or other adult available to supervise instruction.

A charter school may not discriminate in its admission policies or practices on any basis that would be illegal if used by a school district.

However, a charter school may have a mission or focus that addresses a specific population listed in the law as an “at risk student,” or specific grade levels or curricula areas such as mathematics, science, or the arts. These charter schools may limit admission and develop reasonable criteria to evaluate prospective students. Many charter schools have waiting lists and/or fill vacancies by lottery/random process.



ACADEMIC



COMMUNITIES IN SCHOOLS (CIS)

Skill-training community resource for students at risk for dropping out of school.



ACADEMIC SKILL SET

INTERESTING FACTS

Communities In Schools, Inc. (CIS) was founded in New York City in 1977 to help adolescents who were at high risk of dropping out of school. CIS founders realized that troubled young people and their families had difficulty accessing public and private social services and decided to bring these community resources inside public schools where they were accessible, coordinated, and accountable. Today there are 119 CIS sites serving over 18,350 students in Pennsylvania.

ABSTRACT:

The Communities In Schools (CIS)¹¹ model assumes that young people in jeopardy of dropping out of school generally have both academic and non-academic problems that need to be addressed, and champions the connection of needed community resources with public schools to help students learn, stay in school, and prepare for life. Community resources, volunteers, and agencies serve in coordinated partnerships, both during the day and after school, within traditional public schools. CIS programs may also be organized as alternative schools – or “schools within schools” – with separate facilities for CIS students.

CIS serves youth at risk for dropping out of school, including students in elementary through high school, and may also provide services to the families of youth in the CIS program. Students may include those with low academic achievement, school attendance problems, attitude and behavioral problems, unresolved social/emotional problems, juvenile court records, and recent school dropouts.

Each local CIS program determines the specific level and types of services provided, taking into account the needs of the youth it serves and existing community resources. All CIS programs abide by the guiding principles of Coordination (enlist and facilitate partnerships), Accountability (measure and track student outcomes), and Personalism (work with youth one-on-one).

CIS staffing teams include a project director and some mix of the following: repositioned local service agency staff (e.g., social workers, case managers, or health care providers), teachers or other school personnel, and local volunteers who typically provide tutoring or mentoring.

CIS is listed in one registry, as specified in Appendix A. CIS has been shown to increase stay-in-school and graduation rates, increase attendance, and improve academic performance.¹²

OBJECTIVES:

CIS will decrease participants' risks of dropping out of school by helping fulfill basic needs:

- ✓ One-on-one relationship with a caring adult,
- ✓ Safe place to learn and grow,
- ✓ Healthy start and a healthy future,
- ✓ Marketable skills to use upon graduation, and
- ✓ A chance to give back to peers and the community.

COMPONENTS:

Each community designs individual solutions with existing resources, using one or more of the following four common CIS program strategies (see sidebar for list of provided services):

- 1) **Whole-School Strategy**
The CIS site serves the entire school and students are served on an "as-needed" basis, with the intent to improve outcomes for the entire student body. Community resources may be available to students/families through after-school programs.
- 2) **Traditional Strategy**
The CIS site serves an identified group of "enrolled" students, sometimes in a "CIS" class and sometimes during non-class time, and a one-on-one relationship with the CIS student is maintained.
- 3) **Classroom Strategy**
CIS students are grouped together for instruction at least twice a week. Provisions are made for academic, behavioral, and attendance improvement, as well as service-learning and workforce development opportunities.
- 4) **Academy Strategy**
Students are served in a self-contained environment, which is either freestanding or an identified block of space within an existing school. Students are grouped together for instruction for at least two classes per day.

COST FOR SERVICES:

No cost for students and their families.

CONTACT INFORMATION:

National:

Communities In Schools National Office

2345 Crystal Drive, Suite 801
Arlington, VA 22202
Phone: (800) 247-4547, (703) 519-8999
Fax: (703) 837-4556
Email: cis@cisnet.org
Website: www.cisnet.org

Pennsylvania:

Communities In Schools of Pennsylvania State Office

800 North Third Street, Suite 204
Harrisburg, PA 17102
Phone: (717) 233-4330
Email: lross@cis-pa.net
Website: www.cis-pa.org

See Appendix C for a list of Pennsylvania CIS affiliates.

COMMUNITIES IN SCHOOLS OF PENNSYLVANIA PROGRAMS¹

After-School/Before-School Programs
Alternative Education Programs
Anger Management/Conflict Resolution
Career Academies
Career Development, Employment Training
Case Management
Childcare/Teen Parenting/Pre-Post Natal Care
Cognitive, Perceptual Development Programs
College Exploration, Application, Scholarship or Other Support
Community Services/Service Learning
Court Advocacy, Reintegration
Creative/Performing Arts
Delinquency/Violence Prevention
Dropout Prevention
Dropout Retrieval
Entrepreneurial Programs
Family Strengthening, Involvement, Programs, Events
Gang Intervention/Prevention
Home Visits, Parent/Contact Conferences
Homework Assistance
Individual Student Assessment
Intergenerational Initiatives
Leadership Skills/Training
Linkages to Resources, Food/Shelter Services
Literacy Training
Female/Male Initiatives
Mental Health Services, Counseling
Mentoring
Parent/Adult Education Workshops, Events
Peer Justice Programs
Personals/Social Life Skills Development
Physical Health screening, Education/Care
Pregnant and Parenting Teen Programs
Recreational/Sports Activities
School Safety
Speakers/Workshops/Events/Clubs
Substance Abuse Prevention, Intervention
Summer Programs
Technological Training
Tutoring/Academic Support
Youth Empowerment Programs
Volunteer Initiatives

¹ To find out what programs are available in your local area, see AppendixC for a list of Pennsylvania CIS affiliates.

UPWARD BOUND

Skill-training community resource for students ages 13-19 in need of improving academic skills and motivation to pursue postsecondary education.



ACADEMIC SKILL SET

INTERESTING FACTS

Upward Bound began with funding under Title IV of the Higher Education Act of 1965, as part of the War on Poverty. Today Upward Bound is one of seven Federal programs designed to help students overcome class, social, and cultural barriers to higher education by providing the support that gives students the hope and skills needed to complete high school and/or succeed in college. There are currently 800 Upward Bound programs nationwide, including 24 programs in Pennsylvania.

ABSTRACT:

Upward Bound,¹⁴ which includes Regular Upward Bound and Upward Bound Math and Science, is a year-round program offering a variety of services designed to provide targeted high school students with the academic skills and motivation necessary to complete high school and postsecondary education.

Upward Bound programs do not have a prescribed or set curriculum. All programs provide students with varied opportunities to learn, prepare for high school graduation, and succeed in college, including assessment of academic needs and strengths; academic skills development; tutoring; counseling and support; career exploration; college search and application assistance; cultural enrichment; stimulation of motivation; and appreciation of excellence.

Institutions of higher education, public and private agencies/organizations, or a combination of these operate Upward Bound programs. Students receive program services at the funded entity's campus/site or, in a few programs, in their home high school with Upward Bound staff.

Upward Bound has been evaluated but not listed on a registry. While Upward Bound evaluation results indicate limited effects overall, they also indicate that the program makes a substantial difference in the lives of certain groups of students, especially students entering the program with lower educational expectations, students with serious academic problems, and boys. Results also show that duration of participation is linked to positive program outcomes.¹⁵

OBJECTIVES:

The goal of Upward Bound is to increase the rate at which participants complete a secondary education, and enroll in and graduate from institutions of postsecondary education.

COMPONENTS:

- 1) **Summer Component** – Begins the program year for Upward Bound students. Most students live on a college campus during the five- to six-week summer session and have access to college facilities to supplement their instruction and simulate the college experience.
- 2) **Academic Year Component** – From September to May, students typically attend Saturday sessions, night classes, or go the Upward Bound office during the week.

Regular Upward Bound includes:

- ✓ Required instruction in mathematics, laboratory science, composition, literature, and foreign language
- ✓ Instruction in reading, writing, study skills, and other subjects necessary for success in education beyond high school
- ✓ Academic and financial counseling and workshops
- ✓ Standardized tests and college entrance exam preparation
- ✓ Tutorial services
- ✓ Mentoring programs
- ✓ Information about postsecondary education opportunities
- ✓ Assistance in completing college entrance and financial aid applications
- ✓ Work-study/internship positions to explore careers requiring a postsecondary degree
- ✓ Cultural activities and college visits

Upward Bound Math and Science programs, which include the above Regular Upward Bound services, are designed to help students recognize and develop their potential to excel in the fields of math and science and encourage them to pursue post-secondary degrees in those fields.

COST FOR SERVICES:

No cost for eligible students (see sidebar).

CONTACT INFORMATION:

National:

Federal TRIO Programs*

U.S. Department of Education

1990 K Street, NW, 7th Floor

Washington, DC 20006

Phone: (202) 502-7600

Fax: (202) 502-7857

Email: OPE_TRIO@ed.gov

Website: <http://www.ed.gov/programs/trioupbound/index.html>

- * Note: "TRIO" refers to the three original Federal educational opportunity programs—Upward Bound, Talent Search, and Student Support Services, all of which still operate.

Pennsylvania:

See Appendix C for a list of Upward Programs in Pennsylvania.

ELIGIBILITY:

The U.S. Department of Education guidelines stipulate that all Upward Bound and Upward Bound Math and Science students must:

1. Be from low-income families; and/or
2. Be potentially first-generation college students.

In addition, students must:

1. Have completed the eighth grade;
2. Be between the ages of 13 and 19; and
3. Have a need for academic support in order to pursue a program of postsecondary education.

In addition to the above eligibility guidelines, each Upward Bound program has specific requirements including grade point average and recommendations. Students are recruited in the 8th grade for the 9th grade Upward Bound class. Students are served in 9th through 12th grades, and may enter Upward Bound in 10th and 11th grades if there are available slots. After acceptance, students may participate in the program until they graduate from high school.

ENDNOTES:

- ¹ Material in the *ARISE Learning Strategies and Time Management* profile was derived from the ARISE website www.ariselife-skills.org. (Information acquired October 31, 2007.)
- ² BMR Consulting, LLC. (2007). *ARISE Life Management Skills Instructor Training for Intervention/Re-entry Programs for High-Risk Youth*. OJJDP Grant #2005 JLFX 0013: Final Report. Arise Foundation. Retrieved January 3, 2008 from www.ariselife-skills.org/Home/JuvenileJustice.aspx.
- Carocco, N. (2007). *Evaluation of the ARISE Foundation Life Management Skills Program Targeting High-Risk Youth in the District of Columbia*. ARISE Foundation. Retrieved January 3, 2008 from www.ariselife-skills.org/Home/JuvenileJustice.aspx.
- ³ Material in the Boys & Girls Clubs Project Learn profile was derived from two sources:
- Boys & Girls Clubs of America website www.bgca.org. (Information acquired September 12, 2007.)
- National Youth Development Information Center website www.nydic.org/nydic/programming/newideas/documents/PROJECTLEARN.pdf. (Information acquired September 12, 2007.)
- ⁴ Clark, R.M. (1988). *Critical Factors in Why Disadvantaged Children Succeed or Fail in School*. New York: Academy for Educational Development.
- ⁵ Schinke, S.P., Cole, K.C., and Poulin, S.R. (2000). "Enhancing the Educational Achievement of At-Risk Youth." *Prevention Science* 1 (1):51-60.
- ⁶ Material in the Career Academy profile was derived from three sources:
- Career Academy Support Network (CASN) website <http://casn.berkeley.edu/Definition.html>. (Information acquired August 14, 2007.)
- Kemple, J.J. and Snipes, J.C. (2000). *Career Academies: Impacts on Students' Engagement and Performance in High School*. San Francisco, CA: Manpower Demonstration Research Corporation.
- Stern, D., Dayton, C., and Ruby, M. (2000). *Career Academies: Building Blocks for Reconstructing American High Schools*. Berkeley, CA: University of California at Berkeley.
- ⁷ Kemple, J.J. and Snipes, J.C. (2000). *Career Academies: Impacts on Students' Engagement and Performance in High School*. San Francisco, CA: Manpower Demonstration Research Corporation.
- ⁸ Kemple, J.J., with Scott-Clayton, J. (2004). *Career Academies: Impacts on Labor Market Outcomes and Educational Attainment*. San Francisco, CA: Manpower Demonstration Research Corporation.
- ⁹ Material in the Charter School profile was derived from three sources: Pennsylvania Department of Education website http://www.pde.state.pa.us/charter_schools/site/default.asp. (Information acquired September 14, 2007.)
- The Center for Education Reform website <http://www.edreform.com>. (Information acquired September 14, 2007.)
- Miron, G., Nelson, C., and Risley, J. (2002). *Strengthening Pennsylvania's Charter School Reform: Findings From the Statewide Evaluation and Discussion of Relevant Policy Issues*. Michigan: The Evaluation Center, Western Michigan University. Retrieved September 14, 2007 from www.wmich.edu/evalctr/charter/pa_5year/.
- ¹⁰ Hoxby, C. (2004). *Achievement in Charter Schools and Regular Public Schools in the United States: Understanding the Differences*. Harvard University Program on Education Policy and Governance working paper. Retrieved September 14, 2007 from www.innovations.harvard.edu/showdoc.html?id=4848.
- ¹¹ Material in the Communities In Schools (CIS) profile was derived from three sources:
- Communities In Schools website www.cisnet.org. (Information acquired September 18, 2007.)
- Communities In Schools of Pennsylvania website www.cis-pa.org. (Information acquired September 18, 2007.)
- Promising Practices Network website www.promisingpractices.net. (Information acquired September 18, 2007.)
- ¹² Rossman, S.B. and Morley, E. (1995) *The National Evaluation of Cities in Schools: Executive Summary*. Washington, DC: The Urban Institute.
- ¹³ Retrieved September 18, 2007 from www.cis-pa.org/services.html.
- ¹⁴ Material in the Upward Bound profile was derived from three sources:
- The U.S. Department of Education TRIO website <http://www.ed.gov/programs/trioupbound/index.html>. (Information acquired September 20, 2007.)
- Websites of Upward Bound projects in Pennsylvania (see Appendix C) (Information acquired February 8, 2008.)
- The Council for Opportunity In Education website www.coenet.us. (Information acquired September 20, 2007.)
- ¹⁵ Myers, D. and Schirm, A. (1999). *The Impacts of Upward Bound: Final Report for Phase I of the National Evaluation*. Washington, DC: Mathematica Policy Research, Inc.
- Myers, D., Olsen, R., Seftor, N., Young, J., and Tuttle, C. (2004). *The Impacts of Regular Upward Bound: Results from the Third Follow-Up Data Collection*. Washington, DC: Mathematica Policy Research, Inc.