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University of Massachusetts Amherst

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HIGH SCHOOL UNIVERSITY PARTNERSHIP TO ACCENTUATE THE
PREPARATION OF DISADVANTAGED STUDENT TO GRADUATE FROM HIGH
SCHOOL AND PURSUE POST-SECONDARY EDUCATION

A CASE STUDY OF THE CHALLENGE PROGRAM

A Dissertation Presented

by

RUDOLPH F. JONES

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

DOCTOR OF EDUCATION

February 1989

School of Education

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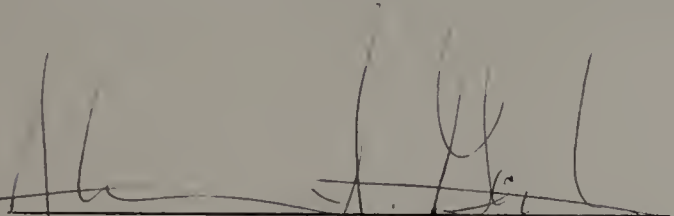
A Case Study of the Challenge Program

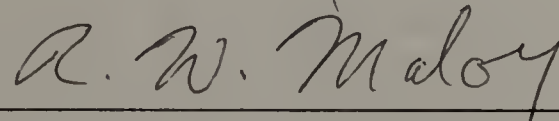
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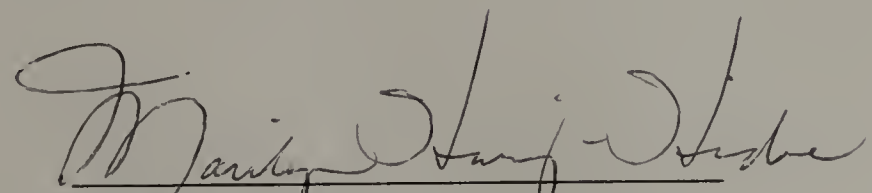
Rudolph F. Jones

Approved as to style and content by:


Dr. Atron Gentry, Chairperson


Dr. Robert Maloy, Member


Mr. Michael Thelwell, Member


Marilyn Haring-Hidore, Dean
School of Education

ABSTRACT

A STUDY OF HIGH SCHOOL/UNIVERSITY PARTNERSHIP TO
ACCENTUATE THE PREPARATION OF UNDERPREPARED STUDENTS FOR
POST SECONDARY EDUCATION

FEBRUARY 1989

RUDOLPH F. JONES, B.A. UNIVERSITY OF MASSACHUSETTS AT
AMHERST, M.Ed., UNIVERSITY OF MASSACHUSETTS AT AMHERST,
Ed.D., UNIVERSITY OF MASSACHUSETTS AT AMHERST

Directed by: Dr. Atron Gentry

This study was conducted to evaluate the effectiveness of the Challenge Program at urban high schools in helping disadvantaged students to complete high school and continue on to post-secondary education.

A related objective of the Challenge Program was to recruit a significant percentage of these students to the University of Massachusetts at Amherst.

To measure the effectiveness of the program a series of unobtrusive and systematic questionnaires were developed. The student evaluation questionnaire examines nine activities undertaken by the program.

Coupled with the above procedure, four additional important activities, Time Management, Study Skills, Note Taking and Text Book Reading were separately measured to determine their usefulness to students. A total of 56 students were used for the sample.

Additionally an evaluation questionnaire for coordinators which consisted of twelve questions was used to measure the operational aspect of the Challenge Program. All 3 coordinators and 3 program facilitators were used in the sample.

A cross section of students were also interviewed to ascertain their perspectives on a series of issues relating to their participation in the program, as well as issues related to schooling.

The finding can be listed in three areas:

(1) Challenge Program can be an effective model in helping the student participants to graduate from high school and continue on to post secondary education.

(2) The study skills workshops in which the students participated were helpful in fostering valuable skills necessary for success in college.

(3) The Challenge Program was effective in recruiting 57 percent of the Challenge participants to the University of Massachusetts at Amherst.

ACKNOWLEDGMENTS

The author wished to express his sincere appreciation to his wife Leslie, sons Fanon, Chaka and Anwar for their tolerance, understanding, encouragement and perseverance. To his mother for setting high goals and expectations. For his assistance in the preparation and analysis of the data the author wishes to express his gratitude to Mr. Oyebanjo Lajeubutu. For their patience and skill as typists, the author expresses his appreciation to Sheryl Jablonski and Joanne Provost. For the careful preparation of the final manuscript, the author expresses his appreciation to Martha Grier. For their guidance in the preparation of this manuscript, the author expresses his gratitude to Dr. Richard Clark, Dr. Robert Maloy. The author is particularly indebted to Professor Michael Thelwell for his careful editing of the manuscript. Also to Sherwood Thompson and Dr. Luis Fuentes for the encouragement during the final phase, the author expresses his gratitude.

This project could not have been possible without the guidance and encouragement of the committee chairperson, Dr. Atron Gentry. The author wishes to express his sincere appreciation for this.

Finally to the students, principals, teachers and graduate students who participated in the Challenge Program—the author expresses his gratitude.

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CHAPTER I

Introduction and Statement of the Problem

Currently there has been considerable discussion of various "problems" of "culturally different" minority populations in relationship to "mainstream" culture and institutions. One area of concern—particularly by educators, social scientists, politicians and other interested parties—is that of the relationship of these minorities to the formal educational processes of the society.

Various labels are commonly used to identify these children: Culturally deprived, low socio-economic, educationally deprived, underprivileged or disadvantaged. Which may be why there is a growing recognition, however, of the need for precise definition of the term. According to Frost and Hawkes (1986),¹ the ways in which educationalists, teachers and scholars perceive and answer the question: "who are the culturally disadvantaged?" will directly influence the way in which they approach the planning and development of social and educational policies and programs directed towards this population. Hawkes and Frost argued that disadvantaged children and children of the poor suffer various social, intellectual, emotional and physical restrictions. In an educational context they argue that "disadvantaged" refers to children with a particular set of educationally associated problems arising from and residing extensively within the culture of the poor.

Fantini (1968) argues that McKendal on the other hand thinks that the concept of "culturally disadvantaged", is an all-purpose phrase, and a somewhat self-conscious one. He argues that it refers to the variety of social, economic and ethnic-inter-racial factors which impede full freedom of choice and which destroys an individual's right to maximum opportunity.

Educationally disadvantage or culturally disadvantage has been defined by Fantini and Weinstein (1968)² as the failure to provide the infant and young with the opportunity to have the experience necessary to the adequate development of those semi-autonomous central processes required in the use of linguistic and mathematical symbols and for the analysis of causal relationships. Therefore, inadequate preparation for school, they contend--whether it arises from inappropriate experience or from actual deprivation of experience--often results in traits identified in the culturally disadvantaged pupils.

According to Riessman (1962)³ most attempts aimed at clarifying the concept have focused on a segment of the society and concentrate on what is wrong and weak about a particular group and that not enough attention has been paid to its strengths. Riessman asserts that "culturally disadvantage" is not limited to the economically poor or to members of minority cultures, nor are all poor or minority groups' children culturally or experientially deprived.

A child whose major experience is ignored by his school

and the dominant culture is disadvantaged indeed, as is the child whose--alleged--faulty development is left to find its own way behind a screen of unexamined middle class standards.

The factors that tend to hinder the progress of the culturally disadvantaged, Fantini contends (as though in response to Riessman's assertion) is poverty; and poor education goes hand in hand with poverty.

While the advantageously affluent get the best tests an inadequate educational system can offer, the poor get the worst; and not only are the disadvantaged poor not ready for the schools, the schools by and large are not ready for them, argues Fantini.

In the second half of the twentieth century, the deliberate or accidental underdevelopment of human resources has been a greater cause of embarrassment and concern to the western world with particular emphasis on the United States, than any other economic, political or social factor. Major responsibility and blame for this underdevelopment of human resources has been laid to the schools. Professional educators are thus made culpable for the society's failure to take effective action to counter the social disadvantages and economic deprivations of which certain groups within the society are victim. The situation is undoubtedly an extremely complex one, with a variety of discrete yet related elements combining to result in this perceived "failure of the schools."

Without recapitulating all these factors and their consequences, we shall look at one consideration: the represen-

tation and performance of one representative selection of this group--the children of certain ethnic minorities, particularly Black and Hispanic from the inner city--in post-secondary educational institutions. It would seem evident that an underrepresentation of students from this group at the college level bespeaks an earlier failure at the elementary and secondary levels, without at this point, attempting to identify the specific areas or the character of this prior "failure."

Also, there are factors at the college level that can be identified as contributing to this underrepresentation, not the least of which is institutional racism. One can readily point to the institutional behavior--more accurately, a form of inertia--of predominantly white institutions relative to the treatment of ethnic minority students, faculty and administrators.

The misuse of standardized tests by both institutions is another factor. The standardized tests have been used as a sorting device in the educational system and other aspects of American society. Early in their educational careers, children are sorted and categorized and as they advance toward graduation from high school, the test becomes more and more life determining. Low scoring children are automatically placed--or misplaced--in special classes during the first few educational years, which tends to produce a caste system within the schools, and to reinforce among students so stigmatized an expectation of failure and non-achievement. Consequently, one ought to be concerned about the misuse of standard tests in

determining the educational future of young people in general and minority and disadvantaged youth in particular.

Compounding the effect of educational tracking is a general failure in the area of educational counseling so far as children from ethnic or cultural minorities is concerned. The underrepresentation of minorities in college can be partially attributed to the generalized practice of "counseling" minorities, particularly Black and Hispanic youngsters out of intellectually challenging college preparatory curricula which are designed to prepare students for post-secondary education. The victims of this counseling either never enter college, or where they do, do so without adequate academic preparation.

This reality puts these students at a competitive disadvantage, which is compounded by the lack of commitment on the part of predominantly white colleges and universities to assist economically and educationally disadvantaged students to adequately prepare for, gain access to, and succeed in college. The poor record of public schools across the country--but particularly those in urban areas serving the "inner city"--in preparing students in general, and minority students in particular, for post-secondary education, is another barrier to the adequate preparation of these students for gaining access to, and graduating from, post-secondary institutions. And if this institutional failure were not enough, there is the added effect of economic, or if you will, class consideration.

America's minorities--with the exception of some Asian

Americans--are generally at the lowest rung of the ladder of the national income. Consequently, minority students, particularly those from the low socio-economic sector, who do enter college, do so against considerable and intimidating economic odds and difficulties. The projected--indeed inevitable--rise in college costs in the future bodes even greater ill for the educational future of this group.

In recent years, educators have begun to voice concern about educationally and economically disadvantaged students. While some of this concern is prompted by a commendable altruism, as much is stimulated by the harsh reality that the number of high school graduates--the pool from which colleges draw--is expected to shrink by more than 40 percent in the next decade. Concurrently, the proportion of minorities in the U.S. population is expected to increase from the current 20 percent to over 33 percent by the year 2000. Minorities, therefore, will make up a significant portion of the college eligible pool. If the number of minorities seeking college admissions continues to decline while these students opt to pursue military and intermediate technological alternatives; and if predominantly white colleges continue to refuse to address the problem by failing to develop viable strategies to help minority students to become better prepared--programs addressing not just the gifted, but also the average and disadvantaged student--and which assist them in being psychologically, socially and academically prepared for college, then it is quite evident that many colleges will face declining enrollment

and may have to retrench if they are to survive.

If this projection is accurate, it would seem evident that a number of social institutions have a real interest in the implications of these figures, other than colleges and universities whose narrow concern is with the specter of falling enrollments. To which specter we must add the demons of diminished national productivity; a shrinkage in the technically skilled labor force; the consequent economic polarization of the society along lines heavily influenced by race and a consequent intensification of social unrest.

Although more is at work--and at stake--than the performance of the educational sector, that is where the solution must be initially located--in the performance of elementary and secondary institutions as well as of the colleges and universities. That being so, there is an increased perception that both sets of institutions share interest and responsibility and that, indeed, any effective initiative will require the combined efforts and resources of both, deployed in more creatively cooperative ways than has traditionally been the case. We shall be reviewing a number of such cooperative initiatives later, but here we shall introduce the particular program which is the focus of this study.

Known as Challenge, the program was designed by the University of Massachusetts (Amherst) in cooperation with a number of urban high schools to address the problems militating against the recruitment and retention of minority and disadvantaged youths into higher education.

A number of factors would seem to recommend this program to our attention, among the least of which is the considerable involvement of the author in its articulation and early administration. Beyond this professional involvement however, are a number of elements and assumptions, which separately may well find expression in various programs of similar purpose around the nation, but which when combined--as they were in Challenge--into a single program, represents a coherence of approach which is unique in its efficacy and even elegant in its simplicity.

Challenge begins with the assumption that complex and intractable though it may appear--the problem of chronic underrepresentation of minorities in higher education is neither necessary or inevitable--the consequence neither of natural genetic selection or social disabilities so severe as to be impervious to influence or correction. But, that in large measure, this underrepresentation represents systemic failures to which--as previously discussed--both systems--secondary and post-secondary--contribute significantly.

But, fortunately, just as there are elements of institutional responsibility, which are different in character and effect, there are also many powerful elements of shared institutional interest in its correction which while not identical are at least congruent, and which should logically provide the stimulus for cooperation.

Further it is assumed that a successful strategy to engage this problem will require a clearly articulated set of

responses in which each institution has clearly defined roles and contributions to which each is uniquely suited; and that an intelligent identification of these areas along with a creative coordination of functions is necessary on the part of each institution; this being the only basis of a truly creative partnership or cooperative effort.

Assumptions

The first assumption was that there had to be present in the population of minority students currently being lost to the process, a significant number who could be rescued, provided they were identified early enough in the process for intervention to be meaningful. This meant that the schools would be asked to identify minority, freshmen and sophomores whose academic performance appeared--for whatever reasons--to be susceptible to improvement.

Once such a group was identified, it would be the combined responsibility of both systems to provide two things: motivation for academic success and the educational experiences and training necessary to that success. Another important assumption was that the involvement and support of parents would be essential to a student's success in the program.

Motivation

It was assumed that otherwise potentially capable students failed of academic achievement because--having no

realistic image of themselves in such a setting--they were conditioned to dismiss any expectation of college, for reasons either of poor self-image, social and economic barriers, absence of academic confidence, motivation and opportunity or any combination of these.

Academic Way-With-All

Therefore, providing a way could be found to effectively address the question of psychological motivation, as well as the class and economic issues, then it would be the joint responsibility of the two systems to define and present an academic curriculum-specific course offerings; reading, study and other skills, plus support services and counseling that would provide the basic preparation for college success.

That found expression in the Challenge, which said to the students quite simply: We know you to be capable of college. Here is a program which will prepare you for this. If you will accept this challenge--which means enrolling in this particular series of courses, seminars and programs; and if you do this conscientiously--raising your grades and level of performance --the University of Massachusetts will guarantee you admission upon your successful graduation.

The Challenge to the schools and the universities was to ensure that there was indeed an academic program in place capable of making that promise a reality. The defining, structuring, staffing and implementation of the program would be a joint project, the details of which, so far as content and

structure are concerned, will be extensively detailed in a subsequent chapter.

Origin of Challenge Program

The Challenge Program began in 1980 when a group of faculty and staff at the University of Massachusetts at Amherst asked: "How can the University better assist economically and educationally disadvantaged students to prepare for, gain access to and succeed in college?" This issue of University access for disadvantaged students is as relevant today as it was decades earlier when civil rights advocates made it painfully clear that educational institutions, mirroring the society at large, were failing to address adequately the needs of minority and economically deprived students. The University, as a land grant institution, recognizing its responsibility to serve all of the state's constituents, responded by partially funding the Challenge Program. Its mandate was to assist economically and educationally disadvantaged students to prepare academically, psychologically, and socially for college.

Conceived as a partnership/collaborative endeavor involving the School of Education, the Office of Undergraduate Admissions and several Commonwealth high schools, Challenge sought to increase the opportunity for low income (predominantly minority) students from Massachusetts high schools to attend the University of Massachusetts at Amherst and other universities of their choice through the following goals:

1. To identify educationally disadvantaged students sufficiently early in their high school careers to adequately prepare them for college success;
2. to provide these students with special curricular and extra-curricular programming, as well as academic and social/psychological preparation for college;
3. to provide them with diagnostic testing, individualized academic advising and tutorial services.

Challenge started in Boston English High School with 30 students and one teacher. Restructured in 1983, Challenge expanded to three other Boston high schools and in 1984-85 added two schools in Springfield and one in Holyoke. In 1986, it further expanded to Chelsea. The Challenge Program is situated in seven high schools: Dorchester, Jamaica Plain, Madison Park, Springfield Commerce and Central, Holyoke and Chelsea high schools. In each school the program adapts a flexible approach based on the high school's particular staffing and resources.

The need for programs such as Challenge is greater than ever, as the high and increasing dropout rate among underprivileged students indicates. In Boston, for example, the dropout rate exceeds the graduation rate. This is particularly troubling, because in the next few years, minority and non-traditional students will comprise an increasingly larger percentage of the college eligible pool.

Structure and Organization

There are, however, certain general structural features of the Challenge Program. Each high school establishes a Challenge Committee comprised of representatives from the school's faculty, the offices of the principal and college guidance staff. The Committee selects a Coordinator who acts as the liaison with the Director of the Challenge Program. The Committee helps to identify and select students for the program and is the principal management unit for the program in the respective schools.

Four programs with similar structures are those in Chelsea, Holyoke, Commerce and Classical high schools. Challenge students meet as a group twice per week during school hours for one class period. In these classes a teaching assistant from the University conducts various workshops, including analytical reasoning and SAT preparation courses.

In Madison Park High, Challenge students in tenth and eleventh grades are placed in special Challenge English and Math courses in addition to their regular English courses. The University teaching assistant visits the school bi-weekly to conduct the various workshops that make up the Challenge curriculum. Challenge students who are enrolled in these courses work on special projects for post-secondary education.

The Dorchester High Challenge Program is similar to that in Madison Park in that students are also enrolled in Challenge

English classes in tenth, eleventh and twelfth grades and receive Challenge workshops. However, Dorchester students do not currently take Challenge Math courses.

In Jamaica Plain High School, Challenge students receive Challenge workshops in addition to their regular college preparatory curriculum. In fact, in all seven schools, Challenge students are enrolled in college preparatory courses.

In each high school, freshmen are identified and urged to apply for the 25 or 30 available openings. The Challenge Committee disseminates literature and holds assemblies and information sessions for students, encouraging as many students as possible to consider the goals and requirements of the program.

Application forms elicit a profile of the students, including their academic standing, home situation, work experience, extracurricular involvements, etc. The application also includes the informal contract guaranteeing admission the University of Massachusetts at Amherst if the student successfully meets "The Challenge". The high school guidance counselors provide transcripts and write recommendations for the students. The applications are then reviewed by the University and high school Challenge Program staff, who conducts interviews with each candidate. These interviews give students the opportunity to demonstrate personal qualities that may not be evident from the application. Applicants are also advised of the demands of the program and their

responsibilities to it should they be accepted. Notifications of acceptance are mailed to students and parents.

Successful candidates are given aptitude, reading, writing, and math diagnostic tests, the results of which enable the committee to assess the academic strengths and weaknesses of each student. These tests are administered by the Challenge staff at the University and the results are discussed with the student's high school counselors.

High school counselors are integral to the success of Challenge. As members of the high school Challenge Committee, they recruit students, write recommendations and process applications. More importantly, they advise students about appropriate courses of study and possible career paths. Counselors carefully monitor the progress of Challenge students and arrange regularly scheduled counseling sessions with the students.

CURRICULUM

The Challenge Program curriculum is designed to assist educationally deficient students to prepare for higher education. It is a carefully structured combination of academic courses, workshops, tutoring, one-on-one counseling, guest speakers, and visits to the University.

Academic courses. The academic component assures that students will have the necessary credits and course to satisfy the Board of Regents requirements for admission to state colleges and universities. Thus, Challenge students are

enrolled in their high school's three-year college preparatory curriculum, which includes:

- English 4 units
- Math 3 units (1 year of plane geometry and 2 years of algebra)
- Foreign Language 2 units
- Social Science 2 units (including 1 year of U.S. History)
- Lab Science 2 units
- Electives 3 units

Successful completion of these courses guarantees graduating students admission to the University of Massachusetts at Amherst.

Although Challenge students have the potential to succeed in college preparatory courses, they are often initially in need of basic skills remediation. Thus, several of the Challenge high schools offer developmental courses in English and Math designed specifically for Challenge students.

Success in college also depends on students' mastery of other competencies than math and communication skills, such as time management, study skills, note taking, textbook reading, and analytical reading and reasoning. Workshops in these areas are prepared and taught by University graduate students, and are offered once weekly or bi-weekly in each high school.

TIME MANAGEMENT. This workshop assists students to organize their daily schedules, particularly school work, jobs, family responsibilities and extra-curricular activi-

ties. Additionally, the workshop teaches students how to prioritize their commitments and reserve study time.

STUDY SKILLS. Building on time management concepts, this workshop addresses such issues as when, how and where to study; what a well-stocked desk should include; and how to overcome various study problems such as distractions, sleepiness, and lack of concentration. Students are introduced to self-hypnosis, meditation and biofeedback techniques as aids in relieving stress and improving motivation, concentration, and attitude.

NOTE-TAKING. Student practice the Cornell method of note-taking using law-rule paper with a wide margin for note-taking, using the right hand column to write notes and the left hand column for cue words and phrases to trigger recall when reviewing, jotting down questions and reflections at the bottom of the paper, etc. Aspects of note-taking such as organizing notes, clearly labeling pages, and reviewing notes are also emphasized. This workshop includes discussions of the various types of college classes (discussion, lecture, and lab), as well as teacher and student expectations.

TEXTBOOK READING. This workshop covers familiarity with the parts of a book, proper underlining techniques, and content comprehension.

ANALYTICAL REASONING WORKSHOP. Equipping students with the skills necessary to do well on the Scholastic Aptitude Test is the primary focus of this workshop. The program uses the Whimberly method, a systematic and formal approach for

developing the cognitive skills that are needed to master the reading, analyzing and interpreting of complex materials. Students often show gains of over 100 points on SAT scores after completing this course.

TUTORING

Remediating the effects of prior deficient schooling is a multi-faceted process. In addition to the services outlined above, Challenge students also have access to tutorials taught by University graduates. Tutorials are scheduled in the high schools twice a week in the following subjects: Algebra, Chemistry, Biology, Geometry, Spanish, French, English and History.

Tutors are carefully selected for the program. In addition to having a good background in at least two subject areas, they must be able to relate well to high school students.

STATEMENT OF PURPOSE

Educators' concern about the nature and quality of preparing the educationally disadvantaged students for post-secondary education has led to the development and implementation of many programs directed at the aforementioned groups of students.

The latest federal figures show that black students have a smaller presence in American colleges and universities than six years ago. According to the American Counsel on Education, members of minority groups make up 21 percent of the American

population but only 17 percent of college enrollments. In 1976, there were 1,691,000 minority student in two- and four-year colleges representing 15.4 percent of all students. By 1984, the figures had risen to 2,063,000 or 17 percent of the total. However, black enrollment reached a peak in 1976 when 1,032,000 black students made up 9.4 percent of the college population. By 1984 there were 1,070,000 black students representing 8.8 percent of the total. Hispanic Americans gradually increased to 529,000 in 1984, or 4.3 percent of the college population from 383,000 or 3.5 percent in 1976. Thus, Black and Hispanic students represent 13.1% of college enrollment in 1984.

One program which was founded with the explicit purpose of assisting the economically disadvantaged students to finish high school and gain entry into college is the Upward Bound Program. The program was initiated by the Federal Government's Department of Health, Education and Welfare (DHEW) through special legislation passed by congress in 1965.

The purpose of Challenge is to identify black, other minority and disadvantaged high school students who have the potential to benefit from early academic and advising experiences and prepare them for post-secondary education. Thus, the focus of the Challenge Program is somewhat similar to the Upward Bound Program but differs in the sense that it defines the disadvantaged student in broader terms. This definition incorporates students from the economic middle class who are faced in their respective high school with low expectation levels, non-college preparatory curriculums and

mono-cultural environments. Also, most programs purporting to assist disadvantaged students to enter college are normally predicated on intention, but they often neglect three significant steps.

1. Forming a high school college partnership;
2. Assisting students early enough in their school career to successfully remediate the effects of a previous deficient schooling;
3. Providing college level academic, personal and support services for their students as well as significant exposure to the college environment, while in high school.

All of the above components are incorporated into the Challenge Program. The effort to accentuate the preparation of disadvantaged students for higher education has to be viewed as a long term effort.

One of the most effective means of establishing long term relationships is through the establishment of partnerships. The viability of partnerships suggests that expectations, roles, responsibilities of partnerships have to be clearly stated and understood. This is realized by the Challenge Program through an information contract between the program and the respective schools. (Appendix I)

Educators are unanimous on the need for early remediation for disadvantaged students if one is to help prepare them successfully for viable high educational experiences. This remediation should include the teaching of problem solving and

critical thinking skills. This need also should include early exposure to the college environment through visits and mentoring relationships with college students. These are some of the elements in the programmatic offerings of Challenge.

The objective of this study is to see if the Challenge Program made a difference to students from three participating high schools, namely Madison Park, Dorchester and Jamaica Plain High Schools in Boston in the students' decision and ability to pursue higher education.

Many programs have been established to motivate disadvantaged and minority students to pursue higher education. These programs make many claims relative to success in this endeavor. Very few programs attempt to ascertain from the students whether or not the experiences gained from participating in the programs activities did indeed, from their perspective make a difference. This reality will be incorporated in the study. This study will also evaluate the effectiveness of Challenge from the perspective of the respective high school coordinators.

Significance of the Study

The need for programs such as Challenge is greater than ever, as the high increasing dropout rates and declining college enrollment rate among disadvantaged students indicates. In Boston, for example, the dropout rate exceeds the graduation rates for minority and disadvantaged students. Two critical objectives of the Challenge Program are as follows:

1. Accentuate the preparation of disadvantaged students for higher education through the offering of a "curriculum" to the participants. This curriculum includes courses and workshops on problem solving, critical thinking, time management, study skills, and other developmental skills workshops.

2. To recruit and enroll a significant percentage of these students to the University of Massachusetts at Amherst.

In meeting the above objectives through the establishment of a partnership it is hoped that it would stimulate more interaction between high school teachers, administrators and the university faculty and administrators.

If, after evaluating the degree to which the program accomplishes its objectives, it is found that it succeeds, one might want to advance the Challenge model on a state-wide level in addressing the problem of motivating and accentuating the preparation of disadvantaged students for post-secondary education.

Design and Procedure

The purpose of this study is to conduct a case study of the Challenge program at the University of Massachusetts (Amherst) and three participating high schools, namely, Dorchester, Jamaica Plains and Madison Park High, all located in Boston, Massachusetts.

The study will evaluate and analyze the set of operations and actions intended to produce the desired effects which is

here referred to as the objectives of the Challenge Program. The objectives are basically three:

To increase the opportunity for low income, predominantly minority students from participating Massachusetts high schools to attend the University of Massachusetts at Amherst specifically, and post-secondary institutions in general.

To identify educationally disadvantaged students early enough in their high school careers in order to be able to help prepare them adequately for college. Helping through collaborative and programmatic efforts to accentuate the preparation of these students.

To recruit a sufficient number of the students to the University of Massachusetts at Amherst.

Type of Evaluation

The increased interest in program evaluation within the last two decades by both the Federal and State governments have resulted in the introduction of several models of evaluation. In the work done by Morris and Fitz-Gibbon (1978)⁴ they summarized some of the popular models of evaluation. This summary included the following models: goal-oriented evaluation, decision-oriented evaluation, transactional evaluation, evaluation research, goal-free evaluation and adversary evaluation.

For the purposes of this study, the Effect Study model will be used. This model focuses on the ends or the degree to which the program objectives are achieved (and whether

unintended consequences occur.), Reicker (1978). This model will involve a look at the Impact of the Program; the impact deals with the intensity, duration and appropriateness of the activities in the program. To ascertain the impact of the program the following will be measured and examined:

A. PROGRAM CONTENT: to see if the content of the program is consistent with the mode of the students and of those that operate it.

PROGRAM PROCESS: to see if the program activities are consistent with the needs of students as they get ready to enter college and succeed. Davis, Windle and Sharfstein (1977).⁵

B. ACCESSIBILITY OF SERVICE: the ease with which prospective Challenge student gain entry into the program and subsequently into UMass or other institutions of higher learning.

C. DEVELOPMENTAL: this probes to see the presence of appropriate media, tuition and instruction, presence of appropriate materials and devices which teach, facilitate or support behavior and movement toward college. Wolfenberger and Glenn (1975).⁶

D. EVALUATION OF ACTIVITIES: this will involve an assessment of the activities involved in the Challenge Program, e.g., the curriculum, tutoring, counseling, guest-speakers, annual visits, etc.

The Approach (Advantages)

1. ASSESSING THE OBJECTIVES: The objectives will be assessed to ensure that they are clearly stated in operational terms, i.e., in terms of concrete behavior, specific accomplishments or state of affairs. This is to ensure that there is a clear and common understanding as to what the objectives of the program are. It is also essential to differentiate objectives from expectation or level of aspirations. The essence of assessing the objectives here is not only to ensure that they are achievable but to perfect the chosen means for their achievements.

2. ASSESSING THE OPERATIONS: The operations will be analyzed to obtain an accurate, factual picture of what is actually being done under the program. This picture information will be ascertained by interviewing the three coordinators and three facilitators in the high school and by having them complete questionnaires. This picture will also provide some perspective as to its effect on the students.

3. MEASURING EFFECTS: A major component that will be examined by this study will be the perspective of the students. Through survey and semi-structured, qualitative interviewing of a cross-section of the high school graduates. It is anticipated that one will be able to ascertain the effectiveness of the program as it pertains toward motivating and encouraging students to pursue post-secondary education.

The Methodology employed will include questionnaire responses by both the students and the coordinators, interviews, and observations.

All of the Challenge students that participated in the program in the three aforementioned high schools will be surveyed, as well as the 3 coordinators and 3 facilitators. Their responses will be summarized. The coordinators and facilitators will be interviewed to assess their perspective and evaluation of the impact of the program on the students. Also a cross section of students will be interviewed to ascertain what the Challenge program meant to them, and if it had any influence on their preparation for college. Because we are dealing with high school students it is realized that at their age level they are very impressionistic and therefore have a tendency to focus on issues as they see them rather than focus on the overall picture. It will then be left to the researcher to make inferences. This will comprise the best understanding and interpretation by the researcher of the data.

Assumptions, Theoretical Rationale

This research is based on the assumption that schools can be effective in preparing disadvantaged students to pursue post-secondary education.

In order for schools to be effective there are certain prerequisites that make up a nurturing environment or what Seymour B. Sarason (1982) ⁷ refers to as School Climate.

Some of the characteristics that make for a viable school climate include:

1. Principals that exercise effective leadership, establish clear goals and are effective in providing the

environment and resources to accomplish those goals. Even though consensus on the exact number of the characteristics of effective schools is lacking, the leadership of the principal is one of the factors that have constantly been identified. (Johnson, 1985). *

2. Good teachers are also a major ingredient in the schematic of effective schools. This was pointed out by Earnest Boyer (1985)⁹ and John Goodlad (1984).¹⁰ Good teaching is, of course, instantly recognizable and all but impossible to define. For our purposes it begins with the obvious-- competence in, and enthusiasm for the subject. But beyond that it extends, in these circumstances, to a sympathetic understanding of the students' situation; a communicable faith in the students' potential achievement and a willingness to make an extra effort to stimulate student confidence and determination.

Other major ingredients include supportive guidance, parental involvement, collaboration and partnership programs between schools and business and schools and universities.

Assuming that some of the aforementioned ingredients exist, this partnership effort--Challenge--can accentuate and motivate a significant number of disadvantaged students to pursue higher education.

To validate this assumption one will pursue the use to some degree of ethnographic research. Through the use of this method, rather than total reliance on normative assessment one can get some sense as to what those students who are enrolled

in Challenge and the coordinators that run the program make of the experiences and from their perspective--whether the experiences made a difference in the participants pursuing higher education.

Limitations of the Study

This study has its limitation. Preparation of educationally disadvantaged students for college depends a great deal on the nature and quality of the high school curriculum, the quality of instruction in high schools and the level of parental involvement in the high school educational program. The Challenge Program attempts to accentuate the high school curriculum by providing students with competencies such as Time Management, Study Skills, Note Taking, Textbook Reading and Analytical Reading and Reasoning; skills that are essential for success in college.

While we can measure the retention rate of students that are and had been enrolled in the program and the number of students that went on to colleges and universities, one of the additional measures of success of the program will be the retention rate of those students in the respective institutions. This will not be a part of the study.

Definition of Terms

DISADVANTAGED: The term refers to the variety of socio-economic and ethnic interracial factors that impede full

freedom of choice and which destroy an individual's right to maximum opportunity.

COLLABORATION/PARTNERSHIP: This term is used to describe relationships between institutions that seek to meet a common objective. It is not mere cooperation or a matter of goodwill; it is agreed upon distribution of power, status and authority. A Partnership and Collaboration, in this text are somewhat interchangeable.

MINORITY STUDENTS: This term refers to students who are not of white extraction. Specifically in this text it refers to Blacks, Hispanics, American Indians and Asians.

EFFECTIVE SCHOOLS: This term applies to schools that are associated with high academic achievement from students, low absenteeism, good teachers, strong leadership from the principal and a climate that nurtures students.

Notes Chapter I

¹ J.L. Frost and G.R. Hawkes, *The Disadvantaged Child: Issues and Innovation* [New York: Houghton Mifflin, 1966], 34.

² M. Fantini and G. Weinstein, *The Disadvantaged Challenge to Education* [New York: Harper and Row Publishers, 1968], 10.

³ Frank Riessman, *The Culturally Deprived Child* [New York: Harper and Row, 1962], 86.

⁴ Lyons, L. Morris and Carol Fitz-Gibbon, *Evaluators Handbook* [California, 1978], 56.

⁵ Howard R. Davis, Charles Windle and Steven Sharfstein, *Developing Guidelines for Program Evaluation Capability in Community Mental Health Centers: A Forum for Human Service Decision-Makers Evaluation* (Vol. 4, 1977), 86.

⁶ J. Wolfenberger and Linda Glenn, *Program Analysis of Service Systems* (1974), 86.

⁷ Seymour B. Sarason, *The Culture of the School and the Problem of Change* [Boston: Allyn and Bacon, Inc., 1982], 86.

⁸ Howard J. Johnson, "The Principal's Role in Creating Effective Schools" *Middle School Journal*, 16 August 1985, 20-21.

⁹ Ernest Boyer, *High School* [New York: Harper and Row, 1985].

¹⁰ John I. Goodlad, *A Place Called School* [New York: Mc-Graw-Hill Book Company, 1984].

CHAPTER II

Introduction to Review of Literature

The term "partnership" has in recent years defined school/college collaborative efforts. Collaboration is a political process in which each constituency must negotiate its role within a context of what it has to offer or to spend [Smith and Weaver, 1974].¹ Collaboration is not mere cooperation or a matter of good will; it is an agreed upon distribution of power, status and authority. In short, it is a "partnership." This is true also in high school/college collaborative efforts where local districts, school boards, community groups, teachers and administrators all have conflicting needs and vested interests in education. Negotiation of these varying interests and needs is necessary for the collaborative effort or "partnership" to be effective.

The term partnership has connotations that imply:

- a) Two way communication;
- b) Mutual rights and responsibilities in the education of youth;
- c) Rights in the form of achievement and satisfaction that the two institutions are less likely to achieve singularly.

And, according to Goodlad² partnerships must have at least the following three essential characteristics in order to be successful:

- a) A degree of dissimilarity between or among the partners;
- b) The mutual satisfaction of self-interests;
- c) A measure of selfness on the part of each sufficient to assure this satisfaction of self-interest by all involved.

Therefore, a successful partnership is, in large measure, symbiotic. That is, there is a union of unlike institutions involved in a rather intimate relationship which is mutually beneficial.

Many high school collaboration projects fail because the partnerships are between a benefactor and a beneficiary. The university assumes a central position, looking down a "one way street" to each school (Figure 1). If school/college partnerships are to succeed, the basic model of collaboration should be one which posits both partners as equal, both working together in various combinations or areas of mutual self-interest. (Figure 2). In this manner, task forces, are set in motion from various segments of the school and the university--teachers and university professors, school and university guidance counselors, high school and college students, and school and university administrators, school and university curriculum--all working together with one purpose in mind; providing excellent opportunities for physical, emotional, and cognitive growth in the students.

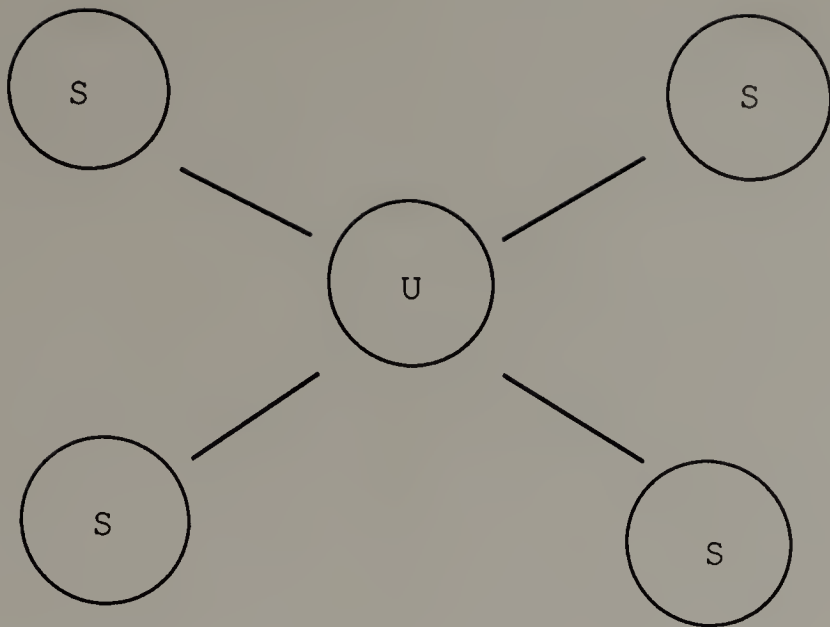


Figure 1: Benefactor Beneficiary Relationship

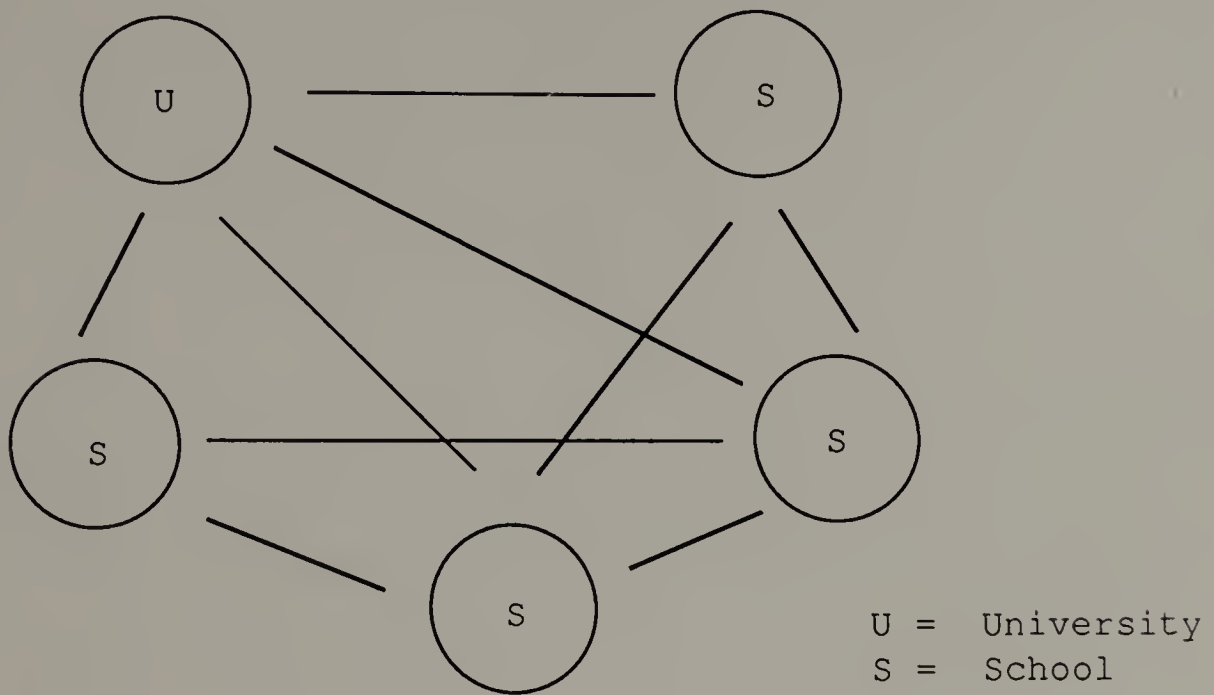


Figure 2: Equal Partners Relationship

The quest for high school/college partnerships has been a result of growing awareness of educators, and the public of the ever increasing number of youth in America, especially minority students, who fail to complete high school. For example, only 57 percent of Black youth (aged 18 and 19) and 54 percent of Hispanics in this age group, graduate from high school as compared to 75 percent of Whites. [Boyers, 1981] Making matters worse, the minorities who do proceed to college have high drop out rates, and unlike their white counterparts, are more likely to choose a two-year rather than a four-year college. Many educators and scholars have concluded that solving this problem requires the collaboration of all levels of the American education system. Institutions of high learning have just as much responsibility in promoting the upward mobility of American youth as do elementary high schools.

Review of Literature

The purpose of this chapter is to describe some of the various high school/college partnerships in place in the United States. Such partnerships are divided into the following models:

I. General Types of High School/College Partnerships

1. Concurrent Enrollment of Local High School Students in College Courses
2. Combined Program and Early College Entrance Model

3. University Faculty and Teacher Collaboration and Program Improvement

4. Credit by Examination

II. High School/College Partnerships Serving Minority and Disadvantaged Students

1. Upward Bound Program

2. The Activity Bound Curriculum (ABC)

3. Tutoring and Academic Counseling (TAC)

4. The University California Partnership Program

5. The Challenge Program

6. The Minority Project of Chicago

III. High School/College Partnerships Involving Business and Industries

1. Math/English/Science/Technology Education (M/E/S/TEP)

2. Partnerships for Excellence

It is important to note that these partnerships all share the same aims:

a) To facilitate the articulation of the students out of his/her school program and into college.

b) To improve the quality of secondary education with an emphasis on ensuring adequate readiness for high school graduates.

c) To build professional working relationships between high school teachers and faculty of post-secondary school institutions in the areas of:

- Curriculum and instructional materials development
- Pre-service and in-service teacher education
- Research on teaching and learning

Although most programs involve a blend of the purposes identified above, most tend to emphasize one of these aims as the program's primary objective.

General Types of High School/College Partnerships

1. College Courses

Concurrent enrollment of local high school students in college courses is the most prevalent of all models of high school/college partnerships. In a 1977 National Institute of Education survey of some 1,500 high schools, about 53 percent reported that college level courses taught at a local college were regularly available to their students [O'Keefe, 1981]⁴. Providing high school students access to college courses requires very little or no relationship with local high schools when the courses are available outside normal high school hours. When regular daytime courses are involved, it is pertinent for the local high schools to be flexible to allow released-time for their students. Coordination between college administrators, on the one hand, and school officials, on the other, is usually required for the program to succeed.

The state of Oklahoma has formally established a state-wide policy of concurrent attendance. All high school seniors, with the approval of their principal, are allowed to attend

college courses as regular college students. The colleges and universities of the state accept the students for degree credits, basing their acceptance on the screening done by principals. In this program, most of the teaching takes place at the college. Sometimes, however, when there is large enough enrollment at the given high school to teach the course.

Another approach to providing high school students early access to college is through college-level courses taught in the high school by college faculty. Again, the establishment of such programs involves close cooperation between the high school teachers and the college/university faculty involved since the latter operate in the domain of the former. A good example of this approach is Syracuse University's Project Advance (SUPA). This project is among the most successful in the country. From the initial concept to the implementation of the program, high school principals, teachers and guidance counselors work closely together with administrators and faculty members from Syracuse University. Decisions are made jointly on such items as which courses are to be offered, where and how to seek funding, topics for research and evaluation, and training schedules for high school instructors.

Because a broad based group was involved in the initial planning stages of the program, the participants developed a feeling of proprietorship in the ideas and a shared commitment to make the program work. In addition, there was administrative support. School and university administrators met to work out issues that had arisen and would arise as a result of the

program. For example, questions of allocation of necessary funds for teacher training and purchase of necessary instructional resources, adjustment of teaching loads, and limitation on class size were addressed.

The project had clear goals and objectives formulated during the preliminary period. Collegial instructional resources that high schools would need were identified and selected from those that were tested during the research and development phase. High school teachers in the SUPA Project are granted academic appointments as adjunct instructors after careful screening and training. Because of their experience, they are better qualified or just as qualified to teach these courses as the graduate teaching assistants or junior faculty utilized in other programs. Syracuse University's Project Advance now serves annually 76 high schools and approximately 4,000 student from New York, Massachusetts, Michigan and New Jersey [Wilbur, 1981].⁵

Other successful programs along the lines of Project Advance are the joint programs of St. John's University at Jamaica and Martin Luther High School in Maspeth, New York and the School-College Articulation Program associated with Kenyon College in Ohio. Taken together, these approaches provide fairly wide access to college work for high school students.

2. Combined Program and Early College Entrance Model

The availability of college courses in high school is one way of easing discontinuity and duplication between the high school and college curricula. Duplication or overlap of high

school courses on the college level has been experienced by students and has been substantiated by research. Osborne, for example, as early as 1982, found that 17-23 percent of high school physics and English were repeated in college. More recently [1971], Blanchard found that nearly one-third of the content of college level English, Mathematics, Science and Social Studies courses are rearranged and offered under a new name for college consumption [Blanchard, 1981]: College duplication of high school courses costs time and money, damages student's academic motivation, and affects schools morale.

There are several approaches to dealing with unplanned course duplication and promoting continuity between high schools and college curriculum. One approach involves institutions that combine high schools and colleges (usually referred to as middle colleges) as well as programs for early entrance into college for students who have not yet received their high school diploma.

The Middle College model was conceptualized by Robert Mynard Hutchins while he was president of the University of Chicago. However, it took the establishment of Simon's Rock College in the Berkshire Hills of Massachusetts in 1966 for Hutchin's model to be implemented fully. Students enter Simon's Rock directly from the tenth or the eleventh grade to embark immediately on a college level program that awards them an associate's degree two years later. Guidance is very much emphasized at this college. Eileen Handelman, Dean of Simon's

rock and a member of the founding faculty explains that "late adolescence is typically a period of tumultuous change as the patterns of thinking and behavior are transformed from those of a child to those of an adult." A key aspect of the transformation from child to adult is "learning to make choices with the understanding that choices have consequences," according to Handelman [1982]. She further states that "both academic and social structures are designed to provide such learning opportunities with support systems to maximize the learning potential and minimize the risk of serious consequences resulting from poor judgement" [Handelman, 1982]. Faculty members are expected to provide a kind of counseling that goes beyond simply advising the student on course, but they are cautioned against slipping into a parental role as tempting and appropriate as that may seem. Simon's Rock is now accredited to grant the bachelor's degree in addition to the associate's degree.

Two projects that have successfully implemented the middle college model on a joint high school/college partnership are Middle College High School in New York and the Matteo Ricci College in Seattle, Washington.

Middle College High School The Middle College High School operated under the auspices of the New York Board of Education and LaGuardia Community College, a unit of the City University of New York. Situated in the predominantly industrial Long Island City section of Queens, it attracts potential high school dropout students. The students are

diverse--47 percent white, 27 percent Hispanic, and 26 percent Black (Carnegie Foundation). Students enter the Middle College in the 11th grade and work toward both a high school diploma and an associate of liberal arts degree. They take regular high school courses, college courses, and courses of internship work for which they receive concurrent credit. College courses are taught by adjunct faculty in the high school as well as in the regular college setting. A broad array of counseling and guidance services provided by the college are available to student at the high school. This relieves the high school of much of the responsibility.

LaGuardia Community College, like Middle College High School, is full of students whose ability to reach their potential was seriously in question. Half of the graduates of Middle College continue their education at LaGuardia and so students in the high school have a built-in pool of friends at the college.

One of the strengths of the Middle College High School according to authors Greenberg and Lieberman:

. . . each student is assigned immediately to a career education supervisor who maintains a close relationship, both as a teacher and counselor with that student over the next three years The same faculty person serves as the students' teacher of career education courses, internship monitor, seminar leader and career education counselor. This relationship binds together all the programmatic elements of the sequence, while at the same time, establishing the mutually trusting relationship that is essential to maintain troubled adolescents.

The Matteo Ricci College The Matteo Ricci College, a dual program of Seattle Preparatory School and Seattle University, Washington, is another model of high school/college partnerships organized around human needs rather than institutional needs. Students enter the preparatory school (Matteo Ricci I) as regular high school freshman. When they become juniors, the students move to Seattle University (Matteo Ricci II) to do college work. At the end of their senior high school year, they receive a high school diploma and have accumulated two years of college credit. After two more years at Seattle University, they receive a baccalaureate degree, two years earlier than usual.

Traditional courses such as mathematics, science and foreign languages are treated in a non-traditional manner at Matteo Ricci. Several subjects--writing, literature, history and religion--are handled in an interdisciplinary approach called *collegio*. The *collegio* is taught by a team of teachers from various disciplines and instruction is organized around projects. The major strength of the program is its combination college/high school curriculum. Interestingly, the program was intended for the average serious student, not for the gifted.

Moving away from the middle college model, another response to the problem of articulation is the blending of the last year of high school and the first year of college. This is an attempt to create a unique educational experience that is neither wholly high school nor uniquely college. Such a

program exists at the Clarkson School, a division of Clarkson College of Technology in upstate New York. The school has a one year program to give young people the social and intellectual tools to build a bridge between the two levels of education. Although the program has a base in mathematics and science, a self-development program covers human relations and communication skills, appreciation of the arts, physical conditioning and awareness of the place of the professional in society.

Bridgton Academy in Maine presents a variation of this blending. Students attend Bridgton after graduating from high school. At the academy, the curriculum emphasizes material that they did not cover in high school

3. University Faculty and Teacher Collaboration and Program Improvement

One of the aims of high school/university partnerships is the building of professional working relationships between high school teachers and faculty of post-secondary institutions. There are, however, several differences between the two that invariably breed uneasiness and tension. University and college professors outside of the School of Education often view teachers as second class scholars. They believe that teachers are not subjected to the same academic rigor that exists in other departments of the university. High school principals and teachers, on the other hand, tend to see university administrators and faculty members as being so theoretically oriented that they resent professors in the

School of Education who they blame for not preparing them adequately for their teaching careers. These different perspectives have, at least in part, been responsible for breeding mutual distrust.

The organizational difference between the university and the high school also contributes to this atmosphere of suspicion. University faculty, for example, have intermittent teaching assignments, have private office space, time and facilities to do research. High school teachers, on the other hand, have their work day booked to capacity, have almost no private space, and seldom have opportunity to do research [Wilbur, 1981].⁹ Finally, the lack of meaningful contact is the major result in a limited appreciation of each others capability. The quickest and most effective way to improve university faculty/high school teacher collaboration is to get high school teachers and university professors working together on many matters of mutual interest, such as curriculum, instruction, teacher education and the production of learning resources.

One program whose aim is to articulate university faculty/high school partnerships is the National Humanities Faculty (NHF) based in Concord, Massachusetts. Since 1968 this program has sought to strengthen the teaching and learning of the humanities in schools by establishing working relationships between experts in the humanities in schools, teachers, and administrators.

In summer, high school participants attend institutes with faculty for intensive study and curriculum development. The emphasis in the cooperative work is on academic content and on developing the teacher's expertise and understanding. Areas of study include history, language arts, modern languages, the arts, ethics, writing skills and student literacy. There are several other projects that seek to build professional relationships between schools. Two of these are the Humanities in Schools Programs and the Lincoln Center Institute.

The Humanities in Schools Programs, operated by the California Council for the Humanities, was designed to encourage the humanities faculty to establish long term residencies in the schools. Prior to the beginning of the residency, the faculty member does classroom teaching, community outreach and fieldwork. He or she also works with teachers as a resource person on curriculum improvement and in-service training.

The Lincoln Center Institute and Teacher's College, Columbia University are involved in a successful collaboration with high schools. In this project, groups of teachers from participating high schools are given intensive training in analyzing and appreciating the arts: dance, music, and theater. Credits are offered for teachers who need them. The program has two phases. First, the team of teachers attends a three week summer session in which they see and hear selected works, analyze them in seminars and participatory workshops taught by teaching artists, then hear and see them for the second time.

In the second phase, the artist who served as faculty for the seminar perform in the participating teacher's classes during the school year the same works that formed the summer session. Participating teachers pay no school fees for this program. The costs of the summer session are carried by the institute and the school district provides support for the in-school program.

One of the causes of teaching/learning ineffectiveness in the schools has been due to poor preparation of teachers by colleges and schools of education. Lack of high school/college partnerships has been the major underlying cause for this state of affairs. Professors of education, because they focus primarily on theory and have little or no experience in the school classroom fail to prepare teachers for the realities of the school environment. During student teaching sessions, professors, not teachers, supervise the student teacher's progress. One way of addressing this issue is through joint university/school teacher preparation under the auspices of high school/college partnerships. To illustrate this collaboration, two successful programs come to mind: the Yale-New Haven Teacher's Institute and the University of Maryland and Public Schools Program.

The University of Maryland's College of Education established teacher education centers in Maryland as one way of promoting cooperation between the university and public schools. Each center consists of the college of education a cluster of four to six schools. The program's mission is three

fold: quality pre-service training, quality in-service training, and educational inquiry [Wilbur, 1984].¹⁰ The center's activities include placement and orientation of pre-service students, supervision of student teaching, preparation of problem solving and professional growth seminars, organizing and hosting conferences, evaluating pre-service teaching experience, enriching teaching experience through micro-teaching, videotape feedback, skills sessions and other methods. At the in-service level, the center provides the resources for both informal and specific staff development, including on-site graduate level courses, workshops, and travel to conferences. Finally, the center's coordinator initiates and/or facilitates projects relating to curriculum development, personnel development, and research and evaluation [Wilbur, 1984].¹¹

In 1978, Yale University decided to actually channel some of its considerable faculty resources into the New Haven Public Schools to positively affect teacher preparation (and thus classroom learning) by forming a teacher's institute for the city's middle and high school teachers. The institute consists of a series of seminars held annually from March through July for eighty New Haven teachers. Seminar topics are chosen by the teachers and led by faculty members. The task for each seminar is two-fold: in-depth study of the subject area and the development of classroom units. The institute depends on a group of teacher coordinators who represent New Haven's middle and high schools to maintain a teacher-centered approach. A

1982 teacher survey showed that the institute has significantly increased the expectations of students' ability to learn, and encouraged them to continue teaching in the community's public schools [Yale-New Haven, 1983].¹²

4. Credit by Examination

Strictly speaking, credit by examination is not a model for high school/college partnerships. It is, nevertheless, a strategy for easing student's transition from high school to college. For that reason, it is being included in this paper.

Programs providing college courses for high school students allow students to earn college credit by completing course requirements. Another method through which high school students can earn credit is through subject area examination. These examinations utilized are those widely accepted by colleges and universities such as the College Level Examination Program (CLEP) and Advanced Placement (AP). The CLEP does not test knowledge in a particular area for the purpose of determining college credit. Advanced Placement, on the other hand, does. It ties a college level course the student takes in high school to a standardized test which, if passed, results in college credit. For this reason the AP is the preferred method of testing. In the 1979-80 academic year, for example, 119,918 students in 4,950 high schools took the Advanced Placement Test, and the results were submitted to 1,868 institutions of higher education [Roland, 1982].¹³

The development of course content, the determination of the material to be covered in the tests, and the grading of the

test are all addressed through committees composed of high school teachers and college faculty. The most interesting and, to a certain degree, innovative component of the AP, is that it provides an opportunity for college faculty and high school teachers to collaborate in curriculum and testing areas.

High School/College Partnerships Serving Minority and Disadvantaged Students

Although the above programs addressed the issue of disadvantaged students, most of them were not founded specifically with disadvantaged and minority students in mind. One program which was founded with the explicit purpose of assisting the economically disadvantaged student to finish high school and gain entry into college is the Upward Bound Program. This program was initiated by the Federal Government's Department of Health, Education and Welfare (DHEW) through special legislation passed by Congress in 1965. This legislation specified that the program's activities must be directed at the low income student. As a result, the program attracted many blacks, Hispanics, Native Americans, and poor whites.

Studies done on the reasons why underachievement in high school is acute among the minority groups found a strong correlation between inner city areas and rural pockets of poverty. The dynamics of the urban environment has resulted in most students coming from broken homes and working single-parent families. Such family situations often make it

difficult for students to get the kind of support necessary to succeed in school. The high percentage of unemployment in these areas often negatively affect student's motivation and self-esteem. To make matters worse, the majority of the schools are located in the large urban areas under the control of whites.

The overt and "hidden" aspects of the curriculum of the schools does not favor the minority groups. The school imposes certain mainstream white beliefs and values. Underachievers who tend to be racially and culturally different, and are of a lower socio-economic grouping are often labelled deviant, maladjusted, emotionally disturbed, academically retarded or subnormal [James, 1979]. The slew of standardized tests, traditional curricula, and teaching methods have often conspired to promote the labelling of culturally different students as underachievers.

It was hypothesized by the proponents of Upward Bound Programs that if bright and promising youngsters from poor families who were underachievers could be given enrichment and support, they would improve their levels of motivation and academic achievement. The program was designed to function as a pre-college program which would increase the academic and social skills needed for college. The endeavor was envisaged to work under a high school/university partnership program. The reasons for physically placing the Upward Bound Program on college or university campuses was cited by the National Director of Upward Bound, Dr. Billings, as:

1. Relieving the students from the often oppressive environments of home or communities.
2. [Giving students opportunity] to participate in many cultural, social and recreational activities on the campus and,
3. [Making available at their disposal] the 24-hour contract with counselors and the atmosphere of group living [James, 1979].¹⁴

The major activities of the Upward Bound Programs are:

- a) Academic Advising
- b) Counseling
- c) Tutoring
- d) Campus Visits
- e) Field Trips
- f) Role Model Representation
- g) Meeting with Parents
- h) Dissemination of Printed Information
- i) Follow-up School Visits

The Upward Bound Program has been implemented in many high school/university partnerships throughout the United States. Although programs vary from partnership to partnership, this paper will utilize Bemak's study of the Massachusetts Upward Bound Program (1971-1972) in order to provide a general picture of how the program functions.

University of Massachusetts' Upward Bound Program recruited tenth grade students from twenty-three schools in Western Massachusetts. In special instance, exceptions were

made for ninth grades. The Upward Bound staff, with the collaboration of the schools and community organization, carefully select the prospective candidates. The target population for recruiting the students was generally characterized by low grades, hostility, apathy, marked truancy, frequent tardiness, and persistent absenteeism. Some of the variables the program considers in recruiting candidates are motivation for entering the program, income, lifestyle, need, leadership abilities, and college potential. If the student met the requirements and was personally interested in being in the program, an Upward Bound case worker visited the home to explain the program to the parents and obtain parental endorsement. [Bemak, 1975].¹⁵

The Upward Bound Program was divided into two distinct components: the academic school year part, called the "follow-up" and the summer university residential part.

SUMMER PROGRAM. During the summer, students come to Amherst to reside at the University of Massachusetts for a period of five weeks for non-bridge students and six weeks for bridge students. Both groups were encouraged to organize student governments to regulate and set directions for the summer programs. This in itself enhanced student involvement and increased the maturity and responsibility of the student.

ACADEMIC PROGRAM. For non-bridge students, five academic areas were offered: English, Mathematics, Social Problems, Anthropology, and an independent study course which ranged from the History of Dance to Ecological Action projects. The

student's weaknesses at the high school level were considered when planning the courses. The English course focused on extensive reading, comprehension and composition skills. Teachers took an innovative approach to English, using relevant materials with which students could identify, and critical discussion was encouraged. The composition sessions included how to write opinionated, emotional, information, autobiographical, and imaginative pieces. The mathematics courses concentrated on helping the students gain skills and expertise in applied math. Students are encouraged to view the world in mathematical and conceptual dimensions. The Social Problems class provided an opportunity for student to analyze and understand the political, social, and cultural dynamics of themselves, their families, their schools and their home environment. Issues grounded to their reality such as democracy, politics, welfare, power racism, and prisons, were discussed. The anthropology curriculum emphasized the study of modern American cultures. Classes focused on values, ideas, feelings, and attitudes about Black, Hispanic and White American culture. Besides the five core courses, a number of electives were offered such as Art, Nature, Biology, Film-making, Psychology seminar, Drama and Sewing.

Bridge students ¹⁶ took three college courses, each equivalent to three college credits. Courses were offered in the areas of Social Problems, Mathematics, English and Anthropology. These courses were pitched at university level in terms of content, workload and standards of grading. A

special bridge student counseling seminar was also offered with the specific purpose of assisting students in the transition from the 12th grade in high school to freshman year in college [Bemak, 1975].¹⁷

TUTORING PROGRAM. An integral component of the Upward Bound Program was the tutorial program. The program provided students with supplemental tutorial services to help develop and reinforce their academic skills. Apart from full time staff from the University of Massachusetts, volunteers came from the two and four year colleges in western Massachusetts to assist in the tutorial program.

COUNSELING. Counseling was an important ingredient in this program. The resident counselors were primarily undergraduate students who had an awareness, sensitivity, and knowledge of low income and minority students. They were responsible for meeting with six to nine students weekly to discuss interpersonal issues, facilitate discussions concerning the programs, provide tutorial supervision for students and assist teachers in the classrooms.

Two heads of residence (one man for the male dorm and one woman for the female dorm) both of whom had demonstrated competence in individual and group counseling techniques were hired to provide leadership and guidance within the dormitory. They insured the students received counseling services when necessary, and resolved conflicts that may have arisen among the students. All Upward Bound Programs staff were expected to live in the dormitory. This was to precipitate more

meaningful teacher-student relationships outside the classroom.

The Upward Bound Program sees offering tutoring and academic counseling to the students as one of the solutions to overcoming these problems. Each student is counseled and tutored three hours per day for sixteen weeks. The first two hours are dedicated to tutoring and the last hour to counseling were issues like study habits, time management, attention to homework, peer influence in the classroom, student-teacher relationships, student-parent relationships, and performance levels in other courses in the school were discussed. The tutors meet with the tutorial coordinator once a week for an hour to discuss relevant issues. Tutors are assigned to students on a one-to-one basis and given weekly assignments to their students. Two-way communication is encouraged during the intensive two hour sessions.

The overall design of the tutoring and academic counseling (TAC) program involves a tri-dimensional model for individualizing the two-hour intensive tutorial session. For example, this model was used to develop skills in writing, as the following dimension illustrates:

ANALYSIS

Dimension 1. Tutor determines behavior and cognitive level of student. Analyses writing skills, sequence writing objectives and is assigned a short paragraph.

SYNTHESIS

Dimension 2. Tutor determines quality level of student skills, synthesizes appropriate materials with the writing competencies of the student. Student is assigned to several paragraphs.

INTEGRATION

Dimension 3. Tutor has student write, evaluate, revise and master assignments. Tutor then begins new sequence of these operations integrating new material [James, 1979].¹⁸

In this program, there was an overall gain in GPA for the TAC group compared to the control group, and also compared to their grades previous to being involved in the TAC program. This model, therefore, can become an effective instrument in improving the academic achievement of disadvantaged students.

5. The University of California Partnership Program

Independent of the Upward Bound Program, the University of California started a Partnership Program focusing on minority students in 1975. Its rationale was that a quality early preparation program would eventually lift minority enrollment in higher education.

Five major activities characterize the Partnership Program:

- a) Academic Advising
- b) Role Model Representation
- c) Campus Visits

d) Meeting with Parents

e) Dissemination of Printed Information

The need for early intervention, recognized earlier by the Alfred Sloan Foundation, begins in the seventh grade, exposing minority students to information that may serve to encourage them to aspire for university education. This Partnership Program has been a success because students in the program, when compared with those of similar background who are not in the program, turn out to be more likely to enroll in college preparatory courses when they reach the ninth grade. Furthermore, they get higher grades than their peers. A major accomplishment of the program has been its ability to persuade parents to cultivate aspirations for higher education in their youngsters. The failure of parents to offer such encouragement has historically hampered efforts to orient some minority students toward college. Counseling and tutoring become important components of the program in high school, and much of this help is provided through the University's Academic Enrichment Program. University students or recent graduates, as well as faculty members, counsel and tutor the high school students.

The early intervention approach has been articulated in such professional fields as medicine and engineering where minority groups have been underrepresented. Of the 62,839 bachelor's degrees awarded in engineering in 1981, for example, only 4.7 percent were Black, Hispanic and Native America [Maerof, 1983].²⁰ It is with this reality that the Alfred P.

Sloan Foundation, mentioned earlier, was founded in 1973. This foundation initiated the Minority Engineering Program (MEP) to boost the number of minority students in engineering. The target of the Sloan Foundation is secondary school students who must get prerequisite high school experience in science and mathematics if they are to cope with engineering courses in college. The MEP involved the collaboration of schools, colleges, industrial corporations, and community agencies to sponsor tutoring, field trips, and clubs for minority students in junior and senior high school. The aim of the collaboration was to interest and motivate students toward scientific careers while at the same time giving them support in the courses they would need to form the foundation of a career in engineering.

6. The Challenge Program

The Challenge Program, which will be analyzed in greater detail, is a collaborative project between the University of Massachusetts at Amherst and high schools throughout Massachusetts. It assist as selected high school students who have academic aptitude but who for various reason may not be planning to attend college. Developed jointly by the School of Education, the Office of Undergraduate Admissions, and several Massachusetts high schools, the program features close student/teacher interaction to help students develop both academic skills and the aspirations and motivation for college. A key feature of the Challenge Program is guaranteed admission to the university for every student successfully completing the

program. The university also provides scholarships to some Challenge students with superior high school records.

Each participating high school established a Challenge Committee consisting of the Headmaster/Principal, guidance counselors, math, science, and English teachers, and other appropriate staff. One member of this committee serves as the schools' Challenge Coordinator and as liaison with the University. This committee identifies, recruits and interviews potential applicants; conducts informational meetings for students, parents, and faculty; provides counseling and college preparatory courses; assesses the Challenge students; and evaluates the program. The commitment and support of the Headmaster/Principal and Challenge Coordinator are essential to the success of the Challenge Program.

Students volunteer for, or are asked to consider the program and are selected based on grades, attendance record, and an interview. Successful candidates have a "C+" or better average, the recommendation of teachers and counselors, and endorsement from their parents. Final selections are made by the Challenge Committee in consultation with the university.

The university administers diagnostic tests in math and English to assess student's basic skills and needs. Some high schools design English and math courses specifically for the Challenge Program. In any case, Challenge students must successfully complete 16 college prep courses (required by the Massachusetts Board of Regents) distributed as follows: English (4 years), math (3 years), physical science (2 years),

two years of language, two humanities and three electives. Scholastic Aptitude Test (SAT) scores are an important part of most college admissions processes. A course aimed at improvement of reading, analytical reasoning, and test-taking abilities is offered to the students. The Challenge curriculum also includes workshops organized by university staff on interpersonal and group interaction skills, note-taking, overcoming math phobia, study skills, test-taking, and time management. The university challenge staff plans tutoring programs and arranges guest speakers on career planning and preparation. Other activities include visits to state and federal agencies to help students understand how our government works.

Instructional Methods workshops are offered to the high school Challenge teachers by university faculty. Frequent interaction between university and high school faculty is considered an important part of the shared commitment each must have to the Challenge Program.

Each year Challenge students spend two days at the university talking with faculty, students, and staff, taking campus tours, and participating in workshops in areas such as music, writing, computer skills, and self-perception. Junior students take the SAT at this time. Cultural and social activities compliment the academic program. The highlight of the campus visit is an Award Banquet, which recognizes and honors Challenge students who have excelled.

7. The Minority Project of Chicago

Illinois Institute of Technology (ITT) in Chicago began its program for recruiting minorities for careers in engineering in 1974, and added a similar program for careers in medicine in 1979. The Minority Project in Chicago is divided into four steps:

1) During the spring of the sophomore year, the students visit the campus for a series of four workshops. This is an academic preparation period where students are told about the subject requirements for the various professions.

2) In the spring of their junior year in high school some 300 students are invited to ITT for three full day Saturday sessions. They are organized into teams and compete in designing projects that tests their ability to apply scientific concepts. This is a screening process to ferret out bright minority students for the program.

3) During the summer following their junior years, the students are grouped and placed either in engineering or medical programs. In the engineering group, the students again form teams to compete in solving problems of design. The ones hoping for careers in medicine take mini-courses in chemistry and biology, complete with lectures and lab periods. Minority engineers and physicians speak to them on campus, and the students visit hospitals and research sites to see how work is done. Remedial type work is given in classes at ITT every Saturday for 16 weeks during the students' senior year of high school.

4) Before the senior year ends, the staff at ITT helps the students with their college applications and advises them with their search for scholarships and financial aid and placements. Many of the students, not surprisingly, decide to attend ITT, which now graduates more minority students in engineering than any other college in the country.

High School/College Partnerships Involving Business and Industries

There are two projects in Massachusetts involving school systems, business and the university which can be reviewed as prototypical models for three way collaboration efforts. One is the Math/English/Science/Technology Education Project (M/E/S/TEP), which involves the University of Massachusetts, high schools in the Boston area and corporations in a secondary teacher training program designed to encourage high calibre college graduates to enter the teaching profession. The other is the Partnership for Excellence which consists of the Springfield School System, local business and the University of Massachusetts, and is designed to focus on attendance, dropout rates and basic skills for Springfield students.

While the central focus of both programs is different, the models of three way equal partnership in the university/school system/business collaboration are similar and consistent. Both models utilize co-equal administration and planning for program goals. Both have broken ground in including the

corporate world in education, and apparently all partners see benefit from the program.

1. M/E/S/TEP

The goals of the Math/English/Science/Technology Education Project is to attract, recruit, train and keep college students in teaching as a profession. M/E/S/TEP is aimed at seniors and recent graduates of college. It is designed to reach students who wouldn't choose to go into teaching because of low pay and low status of the teaching profession. The students M/E/S/TEP aims to attract are those who could get jobs in industry. It provides incentives to would-be teachers—financial, academic, and industry network—in return for a commitment to teach for at least three years.

The M/E/S/TEP Program consists of coursework (27 credits over two summers), a semester paid internship in industry, and a semester paid student teaching internship (12 credits each).

M/E/S/TEP addresses the problem of getting trained teachers to actually take and keep jobs in the teaching field. Statistics are presently showing one-half of teachers resigning within three years of starting to teach. Less than one half of those who get certified to teach actually get to the classroom. This inability of the profession to keep teachers teaching is creating shortages in the workforce. Currently M/E/S/TEP focuses on those subjects where teacher need is greatest. Shortages are foreseen in all subject areas in the

near future and M/E/S/TEP will expand to include other academic disciplines.

The goal of M/E/S/TEP is to get quality students started on teaching careers. If after three years teaching, those teachers decide to change careers, it is hoped that their work will be education related. M/E/S/TEP makes it less likely that teachers will quit teaching by providing them with industry contacts for summer employment. According to John Fischetti, M/E/S/TEP's administrative coordinator at the University of Massachusetts, companies usually "bend over" to find positions for M/E/S/TEP graduates. Furthermore, students don't feel "locked into teaching" and this plus the knowledge that they are teaching because they want to and not because they have no other choice, tends to increase teacher job satisfaction.

At the core of the program model, and the reason it is appealing to all groups involved, is the co-equal partnership in which all partners have a stake in the program and all partners are in charge. With each of the three partners invested in the program, the likelihood increases that all will work to insure its success. The university is not the central hum of the program. Any partner can call a meeting at any time.

M/E/S/TEP makes explicit the interest that all participants have in the success of the program and in the improvement of education in the collective community. Benefits of the program are spread to all participants.

Students receive a Master's Degree in teaching, salary equivalent to a first year teacher (paid half by industry and

half by the school system), field experience in industry and in a high school (one semester each), contacts with industry that can lead to consulting or part-time work, plus the prestige of both graduate school and work in industry. John Fischetti sheds some light on the reality bright students face when they choose to be teachers: "Seniors in science have to face the wrath of parents and peers for going into a "second class job" (teaching). Instead M/E/S/TEP presents a respectable master's program with a decent entry level salary."

Industry benefits from the arrangement because it has a vested interest in improving public education as they have a long term investment in a community. It also seeks better trained potential employees, better educated customers. Employees of the company, on the other hand, have an interest in the improved education of their own children. Industries agree not to hire the students upon graduation, as the students have a three year commitment to teach in public school, but this does not prohibit consulting part-time, or summer employment which students and industry are using to mutual advantage.

The university benefits because teachers who are granted certification actually teach. Teacher education is improved by M/E/S/TEP because students get immediate field experience and do not forget what they learned in the classroom. School systems benefit by getting more and high quality teaching candidates.

Because every group "owns" the M/E/S/TEP program, everyone takes credit for its success and responsibility for

its development. This is an innovative model, where all groups share the power, the successes and the failures together.

Each partner has a role in the training of students; industry has the students for one semester, the schools provide a one semester which are presented over two summers and serve to sandwich the internship.

Each group in the collaboration has an equal stake in seeing that quality candidates are chosen. There is equal partnership in the selection process; the university selects candidates on the basis of criteria for receiving a master's degree in education, the school system chooses candidates on teacher hiring criteria, industry selects candidates based on the criteria they would use in hiring employees. Admission decisions are approved by all partners in M/E/S/TEP.

M/E/S/TEP's three members govern and make program decisions as co-equal partners on a planning board. While most planning boards tend to be honorary or superficial, M/E/S/TEP's Planning Board is a working board. It sets its own agenda and carries out planning and steering functions. The Planning Board consists of the Project Director and faculty from the participating school system. The Planning Board consists of four sub-committees; recruiting, career development and the future of the program, strengthening the schools network, strengthening the industry network. Each collaboration partner has members represented on each of these subcommittees. Each subcommittee makes its own agenda and recommendations.

M/E/S/TEP started with one company, Digital Corporation, as the industry partner in the three way collaboration. Fischetti suggests that the way to start a new program like this one is to "get one company to take the chance." In this case, Digital took that leadership role for the first three years of the project. Now, through industry recruiting on the part of the Massachusetts High Technology Council and the Boston Private Industry Council, nine more companies are involved, providing one to three sponsorships each.

Schools from the new fifty school system in M/E/S/TEP's network are invited to the meetings. Schools then interested in placing M/E/S/TEP students are invited to interview the candidates for the program and to interview project graduates for jobs as teachers.¹

2. Partnership for Excellence

Springfield's Partnership for Excellence grew out of fifteen years of Springfield School Volunteers, a program which brings corporate volunteers into the school as tutors. Helena Sweet, Supervisor of Springfield School Volunteers (SSV), describes SSV as a "healthy, comprehensive school/business partnership." Partnership for Excellence was built on the foundation of SSV to create an umbrella organization of local corporations, the Springfield school system, and local colleges of Western New England College, American International College, Springfield College, and Springfield Technical Community College.

The Partnership for Excellence includes industry in education by asking Corporate Executive Offices (CEOs) to sit on their Task Force to help in developing goals and objectives. The Task Force has mobilized ten study teams exploring the possibilities for ten educational objectives such as tutorial services and providing computers to gifted students. So far 80 percent of the Partnership's proposals have been approved.

At present the Partnership for Excellence is revamping its objective in Phase II of its program. The focus for Phase II is on attendance, dropout problems and basic skills. The original collaboration had more and broader goals. Its achievements included the creation of the Partnership for Excellence, creation of the Academy for Excellence, a collaboration between the University of Massachusetts and the Springfield schools focusing on attendance, instituting a coordinator junior high dropouts, creating a career awareness program in health and engineering for minorities and women, and eliciting parent involvement with study skills development.

The partnership is taking a hard look at attendance, dropout problems, and basic skills, trying to arrive at strategies for business and university assistance to secondary education in inner city Springfield. All businesses are invited to join the Partnership, major businesses in the areas are specifically targeted.

As with M/E/S/TEP, benefits of the Partnership for Excellence are shared among all participants in the collaboration. Business helps to shape the future of their city by

influencing the quality of education; business also improves and increases its potential pool employees. The university benefits by getting better students applying and attending classes. Schools benefit from the expertise and funds of business and from having more people working on their problems.

All partners contribute to the program as well. Money comes from the Coalition for Higher Education, university grants, business donations and funds from Chapter 188, the Educational Improvement Act of the Commonwealth. Members of the Partnership contribute ideas as well as funds. Industry participates in the planning process and in programs with the schools, such as career awareness and incentives programs. The Challenge Program from the University of Massachusetts assists by helping youngsters who want to continue on to college and by fostering a better learning environment.

As with M/E/S/TEP, Partnership for Excellence is a collaborative effort of co-equal partners from industry, secondary education and higher education. The sharing of responsibility for creating, developing, maintaining and reaping the benefits of the program are apparently at the core of its strength. The Partnership for Excellence is disseminating its program to more schools in the system, and says Ms. Sweet, it is "going great guns."

Racism and High School/College Partnerships

Ideally, high school/university partnerships work best when organizations, after realizing their common goals and

mission, voluntarily come together to form a partnership. However, some high school/university partnership efforts have been hampered by racism. In Boston, for example, it took a desegregation order by a federal district court to get college and high school to talk to each other about teaching or about anything else. The outlines of cooperation were sketched into desegregation plans by the court by required agreement of the colleges and universities because they could not actually be compelled to join the effort. Institutions of higher learning were paired with individual schools to work together to find ways to lift the quality of education, which historically has been abysmally low in the Boston Public Schools [Roland, 1982].²²

The idea of building a partnership into the desegregation plan was an ingenious stroke aimed at combining school improvement with a more equitable racial mix. The city wide results of the effort have been uneven, but at its best it has produced pairings such as that between MIT and Mario Urmana Harbor School of Science and Technology. In this partnership, students are presented with a curriculum in which, in addition to the usual courses, there is an introduction to each of the school's special areas—Computer Science, Aviation Electronics, Medical Technology, and Environmental Protection. On reaching the high school level the student selects one of the five areas as a major field to be pursued along the normal secondary school curriculum. An MIT staff member spends his/her entire time coordinating the activities involving the

institute and the school, and MIT students tutor at the Harbor School. In addition, one of MIT's graduate students is assigned to the school as an aid in the computer room [Roland, 1982].

Conclusion

This chapter has discussed problems and issues surrounding the partnership and collaborative concept, on the one hand, and reviewed several high school/college partnership and collaborative programs with the objective of gaining insight into how they work and to expose those factors that have enabled them to function successfully.

Notes on Chapter II

¹ J.F. Weaver, *Collaboration: Why is Sharing the Turf So Difficult* (Vol. 30, 1978), 2.

² These ideas were expressed by Dr. John Goodlad, at the Coalition of School Improvements sponsored meeting at Holyoke Community College, Massachusetts, February, 1984.

³ Ernest Boyer, *High School/College Partnerships That Work* [Washington, 1981], 1-5.

⁴ M. O'Keefe, *High School/College Cooperative Programs* [Washington, 1981], 5-10.

⁵ F.P. Wilbur, *High School Partnerships That Work* [1981], 38-44.

⁶ B.E. Blanchard, *A National Survey of Curriculum Articulation Between College Liberal Arts and Secondary School* [Chicago: DePaul University Press, 1981], 16.

⁷ E.T. Handelman, *Profile of Simon's Rock of Bard College* [Washington: U.S. Department of Education, 1982], 3.

⁸ E.T. Handelman, *Profile of Simon's Rock of Bard College* [Washington: U.S. Department of Education, 1982], 3.

⁹ Wilbur, *High School Partnerships* [1981], 45.

- ¹⁰ Wilbur, *High School Partnerships* [1981], 86.
- ¹¹ Wilbur, *High School Partnerships* [1981], 92.
- ¹² Yale-New Haven Teacher's Institute, *Teaching in America* [New Haven: Yale University Press, 1984], 22.
- ¹³ N. Roland, *Public Policy Graduate Schools Are Feeling the Effect of Federal Cutbacks* [1982], 50.
- ¹⁴ W.H. James, "Upward Bound: A Challenge Program" [Massachusetts, 1979], 14.
- ¹⁵ P.B. Bemak, *An Evaluation of Personal and Political Change Through Upward Bound* [Massachusetts, 1975], 101-102.
- ¹⁶ Bridge students are students who have just graduated from high school and are moving to their first year of college work. Non-bridge students are those students who will return to high school and Upward Bound in the future.
- ¹⁷ Bemak, *An Evaluation of Personal and Political Change*, [1975], 110-115.
- ¹⁸ James, *Upward Bound*, [1979], 130-131.
- ²⁰ G.I. Maeroff, *School and College: Partnership in Education* [New York, 1983], 57.
- ²¹ Interview with John Fischetti conducted in October, 1986.
- ²² Roland, *Public Policy Graduate Schools*, [1982], 48.
- ²³ Roland, *Public Policy Graduate Schools*, [1982], 49.

CHAPTER III

Presentation and Analysis of Research Finding

This chapter will consist of the presentation and analysis of research findings on the responses to the questionnaires, surveys and interviews.

Result of the Student Evaluation

Table 1 below shows the students enrollment pattern in the Challenge program for the three schools, over the three-year period. In 1984, a total of 75 students enrolled in the program, twenty-five in each school. By 1986, 56 students had successfully completed the program. This means, overall about 75% of the students successfully completed the program. This is a 40% better achievement than the high school retention rate in the Boston Public schools for disadvantaged minority students.

Taking a closer look at the individual high school Challenge enrollment statistics in Table 1, it revealed that in 1985 Madison Park High School had a drop out rate of 24% during the previous year, while both the Dorchester and Jamaica Plain high schools Challenge Program each had an attrition rate of less than 8%. Likewise in 1986, Dorchester high school had a 13.04% student drop out rate for the previous year, while the rate for Madison Park High School was 31.58%.

Table 1

Challenge Program Enrollment

	10th Grade		11th Grade		12th Grade	
	# of enrollment	% of students drop out	# enrolled	% of students drop out	# enrolled	% of students drop out
High School						
Dorchester	25		23	8%	20	13.04%
Jamaica Plain	25		23	8%	23	0%
Madison Park	25		19	24%	13	31.38%
TOTAL	75		65	13.33%	56	13.85%

It should be pointed out that the students that were selected for all three programs were selected for participation because they were not performing well academically. It was believed by the high school coordinators that these students would benefit from the skill development workshops as well as the constant motivation about the possibility opened to them to pursue post-secondary education.

The attrition rate for Madison Park High Challenge Program participants was significantly higher than that of Dorchester and Jamaica Plain High School participants.

Two factors that might account for this variance were:

1. The selection of the participants were not as consistent as the other two.

2. The fact that for two years the status of Madison Park High School was cloudy. The school department was recommending to the school committee that it close the school. The uncertainty was very demoralizing for the school administrators, teachers and students.

In general the retention rates for the programs were quite commendable considering the fact that more minority students drop out of the Boston schools than graduate.

Four factors seem to account for this positive retention rate:

1. Program participants developed a sense of comradeship among themselves. This group support for "academic excellence" helped to counter balance the opposite prevailing

group pressure of "acceptance of mediocrity" that prevails in urban high schools.

2. The feeling of being "special" and the consequent encouragement by teachers and administrators. This factor in contributing to retention in high school has been identified by many educators.

This feeling of being special was also felt by the students when they visited the university for their annual visits.

3. Constant motivation of the participants through workshops and shared experiences, with University of Massachusetts students was another factor in achieving this credible retention.

4. The offer of guaranteed admissions was the fourth factor contributing to the retention of the Challenge participants. The students realized that if they tried hard enough and persevered in the program, they would definitely be accepted in a quality institution. This was the light at the end of the tunnel for the students.

One of the objectives of the Challenge Program was to recruit a significant percentage of the Challenge students to the University of Massachusetts at Amherst in particular while also motivating them to attend post-secondary educational institutions in general.

Table 2 shows the distribution of the 56 graduated Challenge students into four-year and two-year colleges. 26.79 percent of the students are attending a 2-year college while 73.21% are attending a 4-year college.

Table 2

College Choices of Boston Area Challenge Students 1986

<u>4-year Colleges</u>	<u>Jamaica Plain H.S.</u>	<u>Dorchester H.S.</u>	<u>Madison Park H.S.</u>	<u>Totals</u>
Boston U	2			2
Bridgewater State	1	2		3
Emerson	1			1
MA College of Pharmacy		1		1
Northeastern University	3	1		5
Pastoral Training		1		1
Salem State			1	1
Tuskegee	1			1
UMass/Amherst	10	6		16
UMass/Boston	2			2

Table 2 Continued

<u>4-year Colleges</u>	<u>Jamaica Plain H.S.</u>	<u>Dorchester H.S.</u>	<u>Madison Park H.S.</u>	<u>Totals</u>
Wentworth Institute	1	1	2	4
Westfield State		2	1	3
<u>2-year Colleges</u>				
Bunker Hill	4	1	2	7
Massasoit		1		1
Roxbury Community College	2	3	3	8
TOTALS	23	20	13	56

Also, of the 56 students that graduated through the program 32 or 57% are attending the University of Massachusetts as Amherst.

The responses of the students regarding the degree of influence the different activities of the Challenge Program had in preparing them towards their college education now follows.

Curriculum

The survey shows that 10.71% of the students feel the curriculum of the program had very little influence on their college preparation, 14.29% of the students feel the curriculum had some influence, while 41.04% of the students were of the view that the curriculum influenced them significantly in their college preparation, while 33.93% of the students feel the curriculum had a very great influence on their college preparation.

Time Management Workshop

In the time management workshop, 7.15% of the students say it had very little influence on their college preparation, 25% of the students feel the workshop had some influence, while 50% of the students were of the view that the workshop influenced them significantly in their college preparation. 17.86% of the students feel the workshop had a very great influence on their college preparation.

Study Skills Workshops

In the study skills workshop, 16.07% of the students say the workshop had some influence, while 51.79% of the students were of the view that the workshop influenced them significantly in their college preparation. The remaining 32.14% of the students feel the workshop had a very great influence on their college preparation.

Note Taking Workshop

In the note taking workshop, 16.07% of the students say it had very little influence on their college preparation, likewise 16.07% of the students feel the workshop had some influence, while 39.29% of the students feel the workshop influenced them quite a bit in their college preparation, while 28.57% of the students evaluated the workshop to have a very great influence on their college preparation.

Tutoring Workshop

In the tutoring workshop, 39.93% of the students say it has very little influence on their college preparation, likewise 21.43% of the students feel the workshop had some influence, while 23.21% of the students feel the workshop influenced them quite a bit, while 21.43% of the students evaluated the workshop to have had a very great influence on their college preparation.

Counseling Workshop

For the counseling workshop, 26.78% of the students say it had very little influence on their college preparation, 16.07% of the students feel the workshop had some influence, while 39.29% of the students were of the view that the workshop influenced them significantly in their college preparation. 17.86% of the students felt the workshop to have had a very great influence on their college preparation.

Guest Speaking Workshop

In the guest speaking workshop, 48.21% of the students say it had very little influence on their college preparation, likewise 21.43% of the students feel the workshop had some influence, while 16.97% of the student felt that the workshop influenced them quite a bit in their college preparation. 14.29% of the students evaluated the workshop to have a very great influence on their college preparation.

Annual Visits

For the annual visit 28.57% of the students say it had very little influence on their college preparation, 16.07% of the students feel the workshop had some influence, while 17.86% of the students were of the view that the workshop influenced them quite a bit in their college preparation. The remaining 37.50% of the students felt the workshop to have had a very great influence on their college preparation.

Overall Satisfaction with the Challenge Program

Some 5.36% of the students had very little satisfaction with the Challenge program as it is not; 31.43% of the students expressed a measure of satisfaction with the present Challenge program structure; 30.36% had significant satisfaction, while 42.85% had a very great satisfaction with the activities and structure of the Challenge program as it is presently constituted.

Four most important activities in the Challenge program—time management, study skills, note taking and textbook reading are further tested for their significance and usefulness to the students. The results are as presented below together with the workshop's description:

Time Management

This workshop assists students to organize their daily schedules, particularly school work, jobs, family responsibilities and extra-curricular activities. This workshop teaches students how to prioritize their commitments and reserve study time.

The result of its evaluation showed that 58.93% of the students were of the view that the workshop was very helpful to them, while 41.07% of the students felt that the workshop helped them a little. 33.93% of the students felt the workshop material to be very interesting, 57.14% of the students say it was interesting, 5.36% of the students indicated that the workshop material was "out of sight."

Study Skills

Building on time management concepts, this workshop addresses such issues as when, how, and where to study; what a well-stocked desk should include; and how to overcome various study problems such as distractions, sleepiness, and lack of concentration. Students are introduced to self-hypnosis, meditation and bio-feedback techniques as aids in relieving stress and improving motivation, concentration and attitude.

The evaluation revealed that 37.50% of the students say that the workshop was very helpful to them. 35.71% of the students feel that the workshop was "fantastic" while 17.86% of the students feel it helped them a little. The remaining 8.93% of the students feel it wasn't a complete waste of time/ not the least bit.

32.14% of the students feel the workshop material was very interesting, 17.86% of the students find it interesting, while 37.50% of the students indicated that the workshop material was "out of sight." The remaining 12.50% of the students feel the workshop was dull. As far as participation of the workshops was concerned 10.17% of the students in the workshop never asked questions, while the remaining 89.29% asked questions and expressed their ideas during the workshop.

Note Taking

In this workshop, students practice the Cornell method of note-taking using law-ruled paper with a wide margin, using

the right hand column to write notes and the left hand column for cue words and phrases to trigger recall when reviewing, jotting down questions and reflections at the bottom of the paper, etc.

The result of its evaluation showed that 35.09% of the students were of the view that the workshop was very helpful to them. 7.02% of the students felt that the workshop was "fantastic," while 50.88% of the students felt it helped them a little. The remaining 7.02% of the students felt it wasn't a complete waste of time/not the least bit.

15.79% of the students felt the workshop material was very interesting, 64.91% of the students find it interesting, 7.02% of the students indicated that the workshop material was "out of sight." The remaining 12.28% of the student felt the workshop was dull. 19.30% of the students in the workshop never asked questions, while the remaining 80.70% asked questions and expressed their ideas in the workshop.

Textbook Reading

This workshop covers familiarity with the parts of a book, proper underlining techniques and content comprehension.

The result of the evaluation revealed that 38.18% of the students say that the workshop was very helpful to them, 3.64% of the students feel that the workshop was fantastic, while 38.18% of the students feel it helped them a little. The remaining 20% of the students feel it wasn't a complete waste of time/not the least bit.

23.64% of the students feel the workshop material was very interesting, 58.18% of the students find it interesting, 1.81% of the students indicated that the workshop material was out of sight. The remaining 16.37% of the students felt the workshop was dull. 29.09% of the students in the workshop never asked questions, while the remaining 70.91% asked questions and expressed their ideas during the workshop.

The interviews conducted with a cross-section of the students elicited comments that in many way substantiated the results of the surveys.

The interview with student participants indicated that the Challenge program gets them thinking more about college. They found it exciting to be in the Challenge program because it was like going to college. It makes them think harder, makes them work harder and do the things that help get you prepared for what you are going to take in college.

This student's comment seems to capture the essence of participating in the program. "I have been in the Challenge program since 10th grade, and I really like the program. I was taking college courses before the Challenge program, but participating has enhanced my understanding of what the college experience is all about. One of the fantastic experiences was the annual visit to the University of Massachusetts at Amherst. You really felt like you were in college. It was just great. Some of the workshops were quite helpful while some were quite boring. The time management and study skills workshops helped in planning class time and better class routine."

Other comments raised by students suggested that more interesting class subjects should be discussed in some of the workshops and having more fieldtrips. Also, more time should be devoted to campus life and career choices.

Result of Coordinators Evaluation

The result of the coordinators evaluation showed that 75% of the people who work in the Challenge program considerably understand the basic purpose of the program, while 25% of the people had some understanding of the basic purpose of the program.

About 50% of the coordinators felt that the program enjoyed some reputation with outside people, 25% of the coordinators felt the program enjoyed both considerable and very great reputation with outside people.

50% of the coordinators see a considerable future improvements for the Challenge program, while 50% of the coordinators felt that there was a very great future for the Challenge program.

25% of the coordinators are not satisfied with the structure of the program as it is configured, while 75% of the coordinators are quite satisfied with the program's present structure now.

25% of the coordinators felt that the current activities in use in the program are somewhat appropriate, while 75% of the coordinators say the current activities in use in the program are quite appropriate.

25% of the coordinators felt the approach to the program has very little developmental effects on the students while 50% of the coordinators felt the approach to the program has some developmental effects on the students. 25% of the coordinators felt the approach to the program has considerable developmental effects on the students.

All the coordinators agreed that there are some interaction in the program, 75% of the coordinators felt that there are some level of interaction in the program, while 25% of the coordinators felt that there are considerable level of interaction in the program.

75% of the coordinators felt that their school support for the Challenge program is adequate, while 25% of the coordinators felt that their school support for the Challenge program is highly adequate.

75% of the coordinators are not satisfied with the tutors' performance, while 25% are very satisfied with the tutors' performance in the program.

About 25% of the coordinators felt that overall performance is in some sense effective, while 75% of the coordinators felt that the overall performance of the Challenge program is quite effective.

The interviews conducted with the coordinators in the respective high school elicited various perspectives that in many ways substantiated the results of the survey.

One counselor commented: "The program needs to be more well developed. These included tutoring, enlightenment to what

college is, and course selection. These are topics which the high school should be responsible for but there seems to be an information gap between school administrators and students. Also, the average peer group is usually not successful in creating a competitive situation beneficial for enhancing a student's academic development, which widens the gap. Many students are not familiar with Higher Education and so do not know what a M.S., M.B.A., M.D., or Ph.D. are, or what it takes to acquire these degrees. If the students can develop a long term goal which is career oriented, not just I want a B.S. degree, there may be a higher level of motivation and realization that high school grades and SAT scores are an integral part of achieving their goal."

Another coordinator commented: "I think the program is one more incentive for the students to feel that they are being motivated by an outside institution and also keep them aware that college is at the end of the line." The students in the program have learned a bit, especially in the workshops, such as time management, study skills.

They also appreciate the annual visits to the University where they are exposed to the culture of a university.

Also, the ones that normally participate in the annual visits seem to be the ones who end up attending the university when they graduate. They are serious about being there and it's a good feeling for them.

I noticed that all these students applied to 4-year colleges and universities, but UMass/Amherst was their first

choice. The reason is that they have come to "know" the university and they really want to go there.

Other observations by the coordinators suggested that the program gave students a group identity but want the teachers who interact with the students to meet together more often and discuss observations. Some of the coordinators felt that there is room for improvement in the process by which students are recruited to the University. More emphasis should be placed on "progress monitoring and follow-up of Challenge freshmen at the University."

Conclusions and Implications

This study was based on the dual premise that: 1) schools in urban America which have the significant task of educating economically deprived students from varied cultural backgrounds can be effective in carrying out this task; 2) that colleges and universities have a critical role to play in this effort and not merely because they are--or should be--the recipients of the products of urban schools.

The call for universities and high schools to work together to prepare students for college and improve the quality of the schools is not new. Wilbur F. Lambert Young (1987)¹ argues that the notion that better bridges needed to be built between schools and colleges is by no means new. Charles Eliot and the committee of ten faced the problem of understandardized college entrance requirements 95 years ago. Since that time we have seen the formation of regional and state associations, the establishment of the college entrance board, the educational testing service and numerous associations charged with addressing the manifold problem of coordinating and enhancing the relationship between schools and colleges.

The Challenge program is one of many models across the country that seek to nurture high school/university relationships through effective programs, utilizing the particular capabilities of each. The result of the analysis of the data collected for this study indicates that this is a viable model.

The use of a three part approach to evaluate, i.e., the questionnaire, interviews and observation enables the results reported to be interpreted with some confidence. Though there was a general consensus that the goals and objectives of the Challenge Program are very well understood by all the staff involved in the program, the call for greater structure, more institutionalized academic programs and activities for the Challenge Program tempers this assertion. The above conception implied that the Challenge Program should either constitute a parallel school system or replace the existing school system.

This perception does not reflect in full the purpose and detailed objectives carefully expressed in the Challenge Program document entitled "Objectives for Implementing a Collaborative Agreement Between Participating Challenge School and the University of Massachusetts Challenge Program." (See Appendix 1). That the above perception is popular among the Challenge students is no surprise since it is the general perception of most of the Challenge committee members who are also authority figures in the participating high schools. The Challenge committee, all the operational staff and the students should not have a mis-perception of what the Challenge Program was established to do. But these responses suggest the possibility that the information in the document in Appendix I was not very well understood by all.

The Challenge Program seems to have had some remarkable results in satisfying many of its stated objectives. 57% of the Challenge participants that graduated from high school

enrolled at the University of Massachusetts at Amherst. This is clearly an indication of its effectiveness regarding one specific objective.

Among the many observations offered by the high school coordinators relative to the success of the program in satisfying its recruiting objective is their perception of Challenge not as a "special" minority program, but a mainstream one. The fact that it is situated in the university's office of undergraduate admissions speaks to this issue. Another factor is that participation in the program is not restricted to minority and or low income students but to students who are not performing well academically.

Also, *the director of Challenge had been simultaneously Assistant Director of Admissions* This meant that unlike other programs with similar objectives to Challenge, bureaucratic barriers are eliminated. Students know that the agreement that they sign relative to admission to the University is guaranteed also by the dual institutional role of the program's director.

According to coordinators, the perception of special programs both among students *and* also high school administrators is that such programs tend to be fringe entities not fully integrated into the institutional fabric of the University or college. *The unique institutional location of Challenge militated against any perception of the program's marginality*

While the opportunity offered to Challenge participants to visit the campus offers exposure and nurturing relative to the University's culture, it also introduces the process of

orientation that all freshmen receive for three days prior to their attendance to the University.

It has been acknowledged by higher education institutions that a three-day orientation of freshmen to a college or university is inadequate even for "white-middle-class" students. These are students whose parents attended college and have been basically acculturated to the college ethos. If this characterization is true for these mainstream or traditional students, it is even more problematic for first generation, low income and disadvantaged students. What Challenge introduces for that 57% of its students that enroll at the University, is the equivalent of a full year orientation which should benefit their transition to the university.

One result that was unanticipated was the level of communication that was facilitated between some faculty at the University and teachers at the respective high schools.

Faculty from the English Department and the communication-skills center of the university gave workshops to English faculty in the high schools on new methodologies for the teaching of English.

Also, faculty from the respective mathematics departments in the high schools attended workshops at the University on helping students overcome math phobia and were allowed to visit the large math lecture classes which the typical student at the University takes. These faculty members also were enabled to interact with University math faculty.

This faculty participation also resulted in various programmatic activities centered around improving the respective school curricula. Teams from each high school were enrolled in the Boston Secondary High School Program--a graduate program sponsored by the School of Education at the University and involving various high school teachers and administrators--which worked on various school improvement projects. Many of these projects such as Curriculum Reform were stimulated by the Challenge Program.

The response from both faculties indicated a desire for more such interactive sessions because both sides gained insight into each others' professional situation. This important result presented many opportunities for the University of Massachusetts to further explore avenues through which it could collaboratively work with these schools to improve their quality.

An interesting development which is related: Boston University--a competitor of the university--has consummated a contract with the school committee in Chelsea, Massachusetts which allows Boston University to administer the schools for 10 years.

The Massachusetts State Legislature will act on the contract in January 1989 and if approved at Boston University, this will represent the first time in the history of the United States that a university is allowed to run a school system. This new direction in university/high school partnership is being pioneered by Boston University could introduce many new

possibilities and approaches in efforts to improve the quality of public schools in urban America.

Another unexpected effect was the enhancement of the University's prestige and influence in the respective high schools. One example speaks to the issue. The School of Education's teacher certification program had encountered problems in placing students seeking Certification in English in schools where they could gain the necessary experience in urban classroom situations. Because of the positive reputation that the University developed as a consequence of the location of the Challenge Program in these high schools, the English Certification Program was able to place all its students in these three high schools.

The prognosis for the Challenge Program hinges on the university's ability to respond adequately to the growing popularity of the program and the inevitable growth that should follow. This program is obviously capable of responding to increasing demands as long as adequate planning is done. The need for institutionalization is clear.

In establishing partnerships such as Challenge, it is important that the University demonstrates its long term commitment by institutionalizing such programs. One important means of doing this is through the budgeting mechanism. By funding the program with institutional funds--hard money--instead of grant money--soft money--the University and the Commonwealth can demonstrate its long term commitment. This is of critical importance.

The program also needs to remain within the undergraduate admissions department. The students, their parents and even the general public will continue to trust that the program will deliver without a hitch. Presently, most students and coordinators are confident that as long as students satisfy the requirements, admission to the University of Massachusetts is guaranteed. If the program were to be located elsewhere other than admissions, there will be the need for admissions to be negotiated, which may result in bureaucratic delays, bottlenecks and a erosion in the hard-won confidence, which is so essential an element in the program's success.

Making the Challenge Program a mainstream program that is institutionalized, will give it the capacity to respond to future demands. The growth foreseen will require a program that is placed concretely on a budget line. The implication of the above is of course the need for adequate staffing; the Challenge Program is not adequately staffed. With a part-time Director depending mainly on graduate assistants to run the program, the demands for a greater university presence and participation by the high schools now is no surprise. Once staffing is resolved, the program can begin to work on strategies that will bring Challenge to many more high schools in the Commonwealth.

The operational staff used in this program need to have a clearer perception and understanding of the goals and objectives of the program as stipulated in the Challenge document (see Appendix I). The need for all involved in the program to have a clear perspective and understanding issine

qua non. This is so, because a wrong conception of Challenge as an alternative school or replacement for the school system would surely invoke negative reaction from the school system. Everybody involved should understand that Challenge provides a bridge between high school and college and its transitional nature must be made very clear.

Chapter IV Notes

¹ F. Wilbur, Leon M. Lambert and M. Jean Young, *National Directory of School/College Partnerships: Current Models and Practices* [Washington, 1987], 6.

APPENDICES

APPENDIX A

Objectives for Implementing a Collaborative Agreement Between Participating Challenge Schools and the University of Massachusetts Challenge Program

Objectives:

1. Forming a Challenge Program
2. Identifying and selecting prospective Challenge students.
3. Serving the Challenge student.
4. Administering the Challenge.
5. Evaluating the Challenge Program.
6. Rewarding the Challenge students.
7. Assisting the faculty of the Challenge schools.

The Challenge school will:

1. Establish a Challenge Committee comprised of building administrators, guidance counselors, teachers, and other appropriate persons. The committee will designate a Program Coordinator to serve as primary liaison between the school and the university.
2.
 - a) Provide Challenge Program information to students.
 - b) Hold informational meetings about Challenge for students and parents.
 - c) Provide assistance in the testing of students.
 - d) Work with Challenge Program staff in identifying prospective Challenge students.

3. a) Plan tutoring opportunities to assist Challenge students in successfully completing their course requirements.

b) Provide Challenge Program students access to college preparatory courses.

4. a) Conduct regular meetings of the Challenge Committee and maintain on-going communications through the Challenge Program Coordinator at the Challenge School.

b) Inform the University or high school participating in the Program.

5. a) Develop an agreed upon assessment for each Challenge student in the school's Challenge Program.

b) Hold a program planning meeting at least once a year to discuss program successes and improvements.

6. a) Determine special recognition awards for Challenge students.

b) Announce an appropriate, student achievement/ graduates.

7. a) Inform faculty members about the goals and objectives of the Challenge Program.

The Challenge Program will:

1. a) Meet with school administrators, teachers, counselors, parents, and others to plan, design, and implement a Challenge Program. Challenge will designate a contact person to serve as University liaison to the school.

2. a) Provide information about the Challenge Program

and opportunities available to high school students in higher education.

b) Assess the strengths and needs of prospective students through administering and evaluating appropriate diagnostic tests.

c) Work with the school and its Challenge Program in identifying prospective Challenge students.

d) Work with the Challenge school in making final decisions relative to the selection of Challenge students.

3. a) Assist in the planning of tutoring programs for Challenge students at Challenge schools.

b) Provide a University of Massachusetts Alumni Speakers' Bureau to assist Challenge students in career planning and preparation.

c) Arrange an annual weekend campus visit for Challenge Program students from Challenge schools.

4. a) Maintain regular contact between the University Admissions Office through the Challenge Program Director.

b) Maintain files on each Challenge student.

5. a) Submit a written evaluation to each Challenge school at the end of the school year.

b) Hold a program planning meeting at least once a year to discuss program successes and improvements.

6. a) Guarantee admissions to the University of Massachusetts at Amherst for Challenge students.

7. a) Work with faculty to improve the academic preparation of Challenge students.

The participants in the Challenge Program at
_____ High School and the following Univer-
sity representatives agree to implement the goals and ob-
jectives of the Challenge Program.

School

University

APPENDIX B

Challenge Program

Evaluation by Coordinators

1. To what extent do people who work in the Challenge Program understand the basic purpose of the program?

Very Little	Some	Considerable	Very Great
1	2	3	4

2. What is the reputation of the Program in regards to people outside the Program?

Very Little	Some	Considerable	Very Great
1	2	3	4

3. What future do you see for the Challenge Program?

Very Little	Some	Considerable	Very Great
1	2	3	4

4. How satisfied are you with the structure of the Program now?

Not Very	Somewhat	Quite	Very
1	2	3	4

5. How appropriate are the activities currently in use in the Program?

Not Very	Somewhat	Quite	Very
1	2	3	4

6. What is the turnover rate of the tutors and other staff people of the Program?

Very Little	Some	Considerable	Very Great
1	2	3	4

7. To what extent is the approach to the Program developmental?

Very Little	Some	Considerable	Very Great
1	2	3	4

8. How would you rate the intensity of the Program?

Very Little	Some	Considerable	Very Great
1	2	3	4

9. How would you rate the interaction level in the Program?

Very Little	Some	Considerable	Very Great
1	2	3	4

10. How adequate do you find your school support for the Challenge Program?

Very Little	Some	Considerable	Very Great
1	2	3	4

11. How satisfied are you with the performance of the tutors in this Program?

Not Very	Some	Considerable	Very Much
1	2	3	4

12. Rate the overall performance of the Challenge Program:

Not Effective	Somewhat Effective	Quite Effective	Very
1	2	3	4

Comments: _____

APPENDIX C

Challenge Program

Student's Evaluation

We would like to learn more about the operational aspect of the Challenge Program. Our aim is to use your honest views to plan the program and achieve even better results and grow. We do not need to know who you are personally, so do not sign the questionnaire. Please check one number per question.

How much influence do the following Challenge Program activities have on your educational and other preparations toward college?

	Very little	Some	Quite a bit	A Very great deal
1. Academic curriculum	1	2	3	4
2. Time management	1	2	3	4
3. Study skills	1	2	3	4
4. Note taking workshop	1	2	3	4
5. Textbook reading workshop	1	2	3	4
6. Tutoring	1	2	3	4
7. Counseling	1	2	3	4

8. Guest speakers	1	2	3	4
9. Annual visit	1	2	3	4
10. How satisfied	1	2	3	4

are you with
the Challenge
Program as it is
now?

11. Any additional comments: _____

Evaluation: The Key to Better Workshops!

Student: Please help us to evaluate and improve these study skills sessions by choosing the answers that best tell how you feel about this particular workshop.

1. Did this workshop help you in any way?

- a. Not in the least bit!
- b. Well, it wasn't a complete waste of time.
- c. It helped me a little.
- d. It was very helpful!
- e. Fantastic!

2. Did this workshop leader put his/her material across in an interesting manner?

- a. Dull - dull - dull . . .
- b. At least I didn't sleep!
- c. It was interesting.
- d. It was very interesting.
- e. Out-of-sight!

3. Did you feel free to ask questions and express your ideas?

- _____ a. Not at all!
- _____ b. Not really . . .
- _____ c. Yes, I did.
- _____ d. Very much so!
- _____ e. Yes! Yes! Yes!

Now, what suggestions would you make for future sessions

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