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African-American, Latino, and Hispanic Youth in Service
Topic Bibliography

By

Charles C. Cook

July 1999

The National Service-Learning Clearinghouse is a collaborative project between the University of Minnesota and eleven other organizations and institutions, funded by the Corporation for National Service under Cooperative Agreement No. 98CAMN0001.
Make a career of humanity...and you will make a greater person of yourself, a greater nation of your country, and a finer world to live in.

-Martin Luther King Jr. (Civil Rights Activist).

They [students] yearn to know so they can believe. They long for the truth through experience, for a way of solidifying their talents, stabilizing their virtues, energizing their characters.

-José Martí (Cuban Civil Rights Activist)

Introduction

African-American, Latino, and Hispanic communities have been among the least discussed, least researched, and underreported groups in the area of community service. Traditions of these cultures have a history of building and enriching their environments by involving youth. Over 80% of African-Americans, Latino, and Hispanic people populate the nation’s 100 largest cities. Therefore African-American, Latino, and Hispanic youth who are engaged in community service are involved in strengthening and revitalizing our country’s urban centers. Today organizations such as the National Urban League, ASPIRA, and the National Council of La Raza, as well as schools and local community organizations help mobilize these young people to invest their services into their communities.

It is important to note that this bibliography is a compilation of African-American, Latino, and Hispanic youth (K-12) focused resources. Higher Education resources, on the other hand, do not seem to be as difficult to find. The construction of this document had become a difficult assignment. Of the organizations that were contacted, many were clearly engaged in youth service, youth development, youth empowerment, community service and service-learning programming with African-American, Latino, and Hispanic youth, yet most have not documented their efforts. This, as one may assume, is problematic when the purpose of this document is to provide annotated bibliographic information of written resources. Perhaps, the justification for the lack of documented information is the fact that these cultures are traditionally oral cultures. These organizations, however, continue to serve as excellent resources for youth service programming. Contact information for these organizations have been provided in Section Four: Additional Resources of this document.

The type of search used for this publication is considered the “shotgun” approach to literature searching. This search approach requires one to use many search terms in combination with one another to produce an abundance of “hits.” Then it is merely a process of evaluating the most appropriate items that meet or exceed the qualifying measures. Additional information regarding the author’s search strategy has been provided at the end of the document in Section Five: Search Strategy.
The Organization of this Topic Bibliography

Section One of this bibliography contains research articles, reports and program example citations about African-American, Hispanic and Latino youth performing service. Section Two contains general resources on African-American, Hispanic, and Latino youth. Section Three covers some of the literature on needs of the African-American, Hispanic and Latino youth and their respective communities. This section draws its information from journal articles, resource reviews and drafts of articles. Section Four lists contact information about organizations involved in African-American, Hispanic, and Latino Youth. Section Five explains the search process undertaken to produce this document. This search strategy may also assist researchers by providing them with "starting points" for additional queries.

Acquiring These Publications

The easiest and least expensive way to have access to the publications is through your local library. Even if you are not near a university research library, smaller libraries have interlibrary loan (ILL) agreements at little or no cost to their patrons. The alternative to libraries is to go through commercial document reproduction and delivery services. These offer a convenient way to get copies of serial articles and other documents for those willing to pay for the service. Clearinghouses collect, abstract, and index materials for their databases; respond to requests for information in their subject specific areas; and produce special publications on current research, programs, and practices. The following is a list of clearinghouses, which can help locate the documents represented in this bibliography.

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7420 Fullerton Road, Ste 110
Springfield, VA 22153-2852
800-443-ERIC

National Service-Learning Clearinghouse
The National Clearinghouse for Bilingual Education
George Washington University
Center for the Study of Language & Education
2011 Eye Street NW, Suite 200
Washington, DC 20006
(202) 467-0867
Fax: (800) 531-9347
Fax: (202) 467-4283 (within DC metro area)
Email: askncbe@ncbe.gwu.edu
Section One: African-American, Hispanic, and Latino Youth Performing Service

TITLE: Service Learning: Listening to Different Voices
YEAR: 1996
AVAIL: The College Fund/UNCF, 8260 Willow Oaks Corporate Dr., P.O. Box 10444, Fairfax, VA 22031-4511
ABSTRACT: This report presents the perspectives of three educators from historically black colleges and universities on the advancement of community service and service-learning in higher education. Each of the essays is introduced by a leader in the service-learning community. They include: (1) "Curriculum Transformation and Service Learning" (Carl H. Marbury, with an introduction by Edgar Beckham), which highlights programs at Rutgers University (New Jersey), Providence College (Rhode Island), and Stillman College (Alabama) designed to overcome obstacles to curriculum transformation; (2) "Student Participation in Community Service and Service Learning" (Rosalyn Jones, with an introduction by Denise Beal), which examines the service-learning component of the core curriculum at Johnson C. Smith University (North Carolina); and (3) "Building Authentic Community Partnerships" (Claudette McFadden, with an introduction by Yolanda Moses), which outlines guidelines for building school-community partnerships in service learning. The common theme throughout is that service-learning requires significant transformations of traditional structures, learning processes, people, and relationships.

AUTHOR: Harrington, Diane; Schine, Joan
TITLE: Connections: Service Learning in the Middle Grades. A Survey Conducted by the Early Adolescent Helper Program.
YEAR: 1989
AVAIL: ERIC NO# ED322256
ABSTRACT: This survey explores community service programs involving early adolescents. School-based programs are emphasized. The following programs were selected as models of appropriate service learning and are described in detail:

(1) Friendly PEERsuasion, a peer tutoring program in Arlington (Texas);
(2) The Peer Counseling Program in Oakland (California);
(3) Resolving Conflict Creatively, a peer mediation program in New York
(4) The Jones-Village Partnership Program, which pairs adolescents with senior citizens in Upper Arlington (Ohio);
(5) The Early Adolescent Helper Program, in which young adolescents play several helping roles in New York (New York), Phoenix (Arizona), and other cities;
(6) The Community Service Program, in which all middle school students in Shoreham (New York) perform a variety of services;
(7) The Youth Leadership Program for "problem students" in Camden (New Jersey).
AUTHOR: Lewis, Anne
TITLE: Urban Youth in Community Service: Becoming Part of the Solution
YEAR: 1992
AVAIL: ERIC NO# ED351425

ABSTRACT: This monograph looks at the field of youth service broadly and provides examples of the range of programs available for urban youth. A review of statistics on urban youth involvement nationally notes that most young people are not involved in community service, African American students perform more community service annually than any other racial group, urban schools do not push community service, and many agencies look to community service to engage low-income urban youth in positive action. Special issues for urban programs are covered, including the value of community service for overcoming the alienation and hostility of many youth toward their community, the focus of youth corps for low-income youth in the form of increased academic achievement, competence, self-confidence, and self-esteem. Several programs are briefly profiled, including in-school programs, out-of-school programs, and the growth of urban youth corps. Also addressed are various federal legislative initiatives and their role in fostering these programs. (Includes12 references.)

AUTHOR: Oliver, Helen T.
TITLE: Taking Action in Rural Mississippi: Uniting Academic Studies and Community Service through Project
YEAR: 1997
AVAIL: ERIC NO# ED406905

ABSTRACT: This paper describes an innovative service learning program developed at Rust College in Holly Springs, Mississippi, an historically black college in a poor rural area. Project DREAMS (Developing Responsibility through Education, Affirmation, Mentoring, and Service) involves college student volunteers serving as tutors and mentors to elementary school students in two local school districts. In the inaugural year, the primary function of the program was to market and define service learning, to identify and provide technical assistance to faculty, and to assure academic integrity. The program then began to implement service learning across the curriculum and build service learning community partnerships. During the Spring 1997 semester 57 Rust College volunteers participated in service learning programs impacting upward of 500 K-4 students. Student volunteers are required to attend an initial orientation and training session, complete an application form, submit a letter of recommendation from a professor, sign a 20-hour service contract, keep a journal of service activities, complete assigned readings, write a reflective paper on the service experience, and make a classroom presentation on the experience. So far, 34 percent of the faculty have integrated a service learning component into their courses.
AUTHOR: Oliver, Helen T.
TITLE: Voices, Places and Conversations about Service Learning: Making Connections
YEAR: 1996
AVAIL: ERIC NO# ED402853
ABSTRACT: This paper defines service-learning by college students in the context of institutional purpose, mission, and curriculum while simultaneously defining community and echoing conversations about student service-learning experiences. These issues include: (1) voices--institutional purpose and mission and founding principles; (2) places--the student, the teacher, the classroom, and the community; and (3) conversations--highlights of reflective experiences, "telling the stories". The paper describes the service learning program at Rust College (Mississippi), an historically black college which has a long tradition of community service. It reports that, in 1995, Rust College implemented a service learning program called Developing Responsibility through Education, Affirmation, Mentoring and Service (DREAMS). Thirty Rust students are presently involved in service-learning. Students are required to complete 20 hours of tutoring and mentoring services, keep a daily journal, write a reflective paper on the experience, and make a classroom presentation.

AUTHOR: Tanksley, Mary Dennard
TITLE: Improving the Attendance Rate for African American Male Students in an After School Reading Program through Parental Involvement, Positive Male Role Models, and Tutorial Instruction.
YEAR: 1995
AVAIL: ERIC NO# ED394119
ABSTRACT: This practicum was designed to improve the attendance rate for African American male students in the After School Reading Is Fundamental (RIF) program. The attendance rate for male students was far below that of female students. The following strategies to increase male participation in the reading program were developed: local businesses and foundations were sought to fund the program; parent groups were organized to assist with book distributions, field trips, and assembly programs; and African American males were recruited to serve as tutors. Analysis of the data revealed that the attendance rate for African American male students improved. This improvement appears related to both the strong parental involvement in this program and the presence of male role models as tutors. Student interaction with adult males is discussed as a particularly important factor behind the success of this program.

AUTHOR: Vaznaugh, Adriana
TITLE: Dropout Intervention and Language Minority Youth.
YEAR: 1995
AVAIL: ERIC Clearinghouse on Languages and Linguistics: ED379951
ABSTRACT: This digest describes three programs for middle and high school language minority students at risk of dropping out of school. Two of the programs are geared toward limited-English-proficient Hispanic youth, and the third, a vocational program, involves African-American students as well.

The first program described is the Coca-Cola Valued Youth Program, which aims to help Hispanic middle and high school students achieve academic success and improve their language skills. In this program, middle and high school students are paired with elementary school students identified as being at risk of dropping out of school. The program's philosophy is that the tutors, by being placed in positions of responsibility, will improve their self-esteem and academic performance.

The goals of the second program, Project Adelante, are to improve the high school graduation rate of Hispanic students, increase their opportunities for college admission, and increase the number who enter the teaching profession.

The California Partnership Academies Program represents a three-way partnership among state, local school districts, and supporting businesses. Goals are to provide academic and vocational training to disadvantaged students and to decrease youth unemployment.

AUTHOR: Walter, Kate
TITLE: Chance To Succeed: An After School Tutorial Program.
YEAR: 1991
AVAIL: ERIC NO# ED341740
ABSTRACT: This report describes an after-school tutorial program in which fifth- and sixth-grade tutors at Public School 61, situated in the heart of the Lower East Side of Manhattan, New York City, tutor third and fourth graders. The Chance To Succeed Program was developed by assistant principal I. Kushner. It begins in November and ends in June, and runs for one hour after school Monday through Thursday. The first half hour is spent on homework; the second half hour is spent in independent reading or working on personal computers at language arts games or compositions. Tutoring training for the older students precedes the November start.

In its first year, the program included 25 third and fourth graders and 9 tutors; later, however, it became necessary to add tutors from a nearby high school because of the demand. These high school students then served as role models for the fifth and sixth graders. The diverse ethnic backgrounds of the high school students, who were Asian, Hispanic American, and Caucasian, helped both tutors and tutored students cross racial and ethnic barriers. Responses from parents, teachers, school administrators, and students have been positive; and the standardized test scores of fourth graders soared, with an overall gain of 68%. The Chance To Succeed Program has been recognized by the school system and is being implemented in other schools.
AUTHOR: Welker, Jennifer; Moscow, Karen
TITLE: Tutoring and Befriending
YEAR: 1989
AVAIL: ERIC NO# ED319868

ABSTRACT: This guide is intended to assist colleges and universities to initiate tutoring programs for immigrant and refugee student communities in their cities. Guidelines are presented for planning, executing, and maintaining a program to enable these students to learn English and survival skills, using college student volunteers. The following issues are discussed:

(1) immigrants and refugees;
(2) immigration law;
(3) immigrant children in the U.S. public schools;
(4) English as a Second Language (ESL) and bilingual education;
(5) university students; and
(6) the D.C. Schools Project at Georgetown University for acclimating immigrants to life in the District of Columbia.

Suggestions are given for working with the school system, the university, and the community. Methods are suggested for recruiting volunteers and students and training volunteers in cultural sensitivity and ESL tutoring.

The following programming topics are outlined:

(1) attendance; (2) campuswide education; (3) evaluation; (4) extracurricular events; (5) insurance; (6) matching; (7) nontraditional volunteers; (8) the office; (9) program literature; (10) record keeping and documentation; (11) safety; (12) staffing; (13) summer operations; (14) transportation; (15) tutoring materials; and (16) volunteer retention and recognition.

Fundraising and publicity are also discussed. The following material is appended: (1) a list of resources; (2) a form letter to parents, in English and Spanish; (3) examples of instructional materials; (4) process and volunteer evaluation forms; (5) a volunteer registration form, a student information form, and a sample budget for an English tutoring program; (6) the project coordinator's job description; (7) a summary of the 1988/89 D.C. Schools Project; and (8) a student interest inventory.
Section Two: General Sources on African-American, Latino, and Hispanic Youth

AUTHOR: Berrington, Susan; DeLacy, Ann
TITLE: Making a Difference
YEAR: 1993
AVAIL: Middle School Journal, v24 n4 p34-36 Mar 1993
ABSTRACT: To reverse African-American youngsters' low achievement pattern, one Maryland middle school initiated the African-American Student Achievement Program. The plan devised strategies to improve African-American students' academic achievement, school participation, and academic self-esteem. Activities include a homework club, MESA (Math, Engineering, and Science Program), mentoring, tutoring, and field trips to historic sites or to hear speakers who are exemplary African-American role models.

AUTHOR: Flaxman, Erwin; Orr, Margaret
TITLE: Determining The Effectiveness Of Youth Programs
YEAR: 1998
AVAIL: ERIC Clearinghouse on Urban Education—Digest 118
ABSTRACT: Despite the increasing number of programs for youth now operating (such as school-to-work, mentoring, employment, tutoring, and recreational), very little is known about their quality or impact. Some evaluations, anecdotal evidence, and the impressions of the participants do, however, suggest that the programs are successful. Everyone believes that only good can come from them, that at the worst they will not accomplish all that they could, but that youth will be better for the experience, even if it has not markedly affected their lives. But if these programs are to achieve their highest potential, they need to be nurtured, managed well, and evaluated. Yet, program officials, policy makers, and the community have only limited information about how best to implement these programs and about which program features are the most essential and beneficial to students. Neither do they know how much the programs help students develop the career and academic orientation necessary to stay and succeed in school, go on to postsecondary and higher education, and be prepared for economically sound and personally gratifying work. This digest examines features of both process and impact evaluations in order to help officials take simple actions to assess the programs for which they are responsible. With proper planning, evaluation can be part of a program without having to compete for attention and resources with the services the programs are trying to provide.

AUTHOR: Meier, Deborah
TITLE: The Power of Their Ideas: Lessons for America from a Small School in Harlem
YEAR: 1996
AVAIL: ERIC NO# ED388481
ABSTRACT: At Central Park East (CPE) schools in East Harlem, New York City, 90 percent of students graduate from high school and 90 percent of those go on to college. Starting with the CPE success story, this book shows why good education is possible for
all children, and why public education is vital to the future of our democracy. Begun in the mid-1970s, CPE is now four public schools serving primarily Latino and African American students, most from low-income families. Rooted in the traditions of progressive education, CPE has focused on:

1. building democratic community, both giving decision-making power to school staff and preparing students for full citizenship;
2. promoting strong respectful relationships with families and the local community;
3. fostering "habits of the mind," rigorous critical inquiry that challenges students' curiosity and builds on their natural drive toward competence;
4. integrating the curriculum and teaching fewer subjects in depth rather than more subjects superficially; and
5. connecting learning to the real world. The innovations undertaken at CPE were made possible by school choice mechanisms (parents chose to send their children to CPE) and by the schools' small size.

Small size (defined as a maximum of 20 teachers, with a maximum class size of 20) allows staff to be personally involved in all school decisions, to know about each other's work, and to know their students' work and ways of thinking; fosters physical safety and accountability; and immerses students in a school culture shaped by adults. By engaging teachers, small schools stand a chance of engaging students, too, and helping them become lifelong learners and actively participating citizens of a free society.

AUTHOR: Pringle, Beverly; And Others
YEAR: 1993
AVAIL: ERIC NO# ED363686
ABSTRACT: The Secondary Schools Basic Skills Demonstration Assistance Program of 1988 offered school districts, through a competitive grant program, an opportunity to explore innovative ways of helping disadvantaged secondary school students attain grade level proficiency in basic and more advanced skills. In 1990, the sole year of funding, the program awarded 31 1-year grants to urban and rural schools in the United States and Puerto Rico. Almost half of the grants were in urban areas.

An evaluation was commissioned to determine whether the academic achievement of secondary school students improved with participation and strategies that accounted for improvements. Primary means of data collection were a survey of the grantees, 10 case studies, and analyses of student outcomes, including test scores that exceeded estimates of measurement error. Data from 13 grantees were used in this report. The overall message from the program evaluation is that under certain conditions peer tutoring and mentoring can be useful for addressing the educational and developmental needs of disadvantaged secondary school students. The program achieved limited success.
success, but does support research on the effectiveness of peer tutoring. Teachers' responses were generally positive, as were parent perceptions of the effectiveness of tutoring.

**AUTHOR:** Webb, Loretta C.,  
**TITLE:** Raising Achievement among Minority Students. A Selected Summary of Successful Research and Instructional Programs.  
**YEAR:** 1987  
**AVAIL:** ERIC NO# ED282357  
**ABSTRACT:** This document summarizes 9 successful research projects, 14 local instructional programs, 3 national programs, and 3 private school programs concerning the increase in achievement of minority students. The results of the most effective research projects indicate that differences in leadership affect scholastic achievement; nonacademic black students are more affected by the academic standards of classes than by contact with white students; generative transformational grammar allows students to decipher messages; incorporating black heritage into the instruction of American history improves the performance of black students in segregated schools; lastly, computer-assisted instruction (CAI) improves the language arts, reading, and math skills of Spanish-speaking students. The local instructional programs were generally very successful, whereas the success of the national or federal programs was limited. For instance, Head Start provides only short-term achievement gains. An example of an effective private school program is that offered at the Lower East Side International Community School (New York), whose urban black fifth-grade students gained 3 years and 3 months in reading over a 1-year period.
Section Three: African-American, Latino, and Hispanic and Community Needs

**AUTHOR:** ASPIRA Association  
**TITLE:** Latinos and the Dropout Crisis: The Community Solution  
**YEAR:** 1990  
**AVAIL:** ERIC NO# ED328639 or ASPIRA Association, Inc., Washington, DC. National Office Phone#: (202) 835-3600

**ABSTRACT:** ASPIRA is a community-based Hispanic American organization dedicated to improving the economic status of Hispanic Americans by reducing the high school dropout rate. ASPIRA uses the cultural, ethnic, and linguistic affinities of the Hispanic community to work with students through local clubs. The ASPIRA intervention process is based on awareness of community problems and needs; analysis of statistical data to identify causes, effects, and priorities; and action, including programs, services, and advocacy.

Clubs composed of Hispanic American high school students offer students opportunities to develop leadership and academic skills in workshops, seminars, and discussion groups. The following national programs are described:

1. the Hispanic Community Mobilization for Dropout Prevention Program is developing dropout prevention demonstration programs in nine cities;
2. the Public Policy Leadership Program provides leadership seminars and community and national internships;
3. the National Health Careers Program encourages students to enter the medical, dental, and allied health fields.

**AUTHOR:** Burnett, Gary  
**TITLE:** URBAN TEACHERS AND COLLABORATIVE SCHOOL-LINKED SERVICES  
**YEAR:** 1996  
**AVAIL:** ERIC Clearinghouse on Urban Education—Digest 118  

**ABSTRACT:** Increasingly, teachers in urban schools across the United States are finding themselves at the center of a vast web of interconnected social problems. Far from being able to concentrate on the singular task of educating their students, teachers are also being called upon to act as brokers for a diverse array of social and health services--services which, while not traditionally within their purview, can help ameliorate the problems placing students at risk of educational failure. While urban teachers obviously cannot provide these services themselves, they can play a major role in building and maintaining the partnerships and linkages with the outside social service agencies that are able to deliver them, and can facilitate use of these services by students and their families (Council of Chief State School Officers, 1989). In fact, the school site is increasingly the location of choice for social service provision, in effect functioning as a centralized clearinghouse for a set of school-linked services. This digest provides some guidelines for developing partnerships between schools and outside service agencies, and suggests some of the roles that teachers can play in the process.
AUTHOR: Jose-Kamphner, Cristina
TITLE: Youth Helping Youth: Linking Violence to Poor School Performance in the Latino Community.
YEAR: 1994
AVAIL: National Clearinghouse for Bilingual Education-- BE020014
ABSTRACT: An understanding of the reasons why so many Latino students in the United States leave school before high school graduation must take into account these youths' experiences at home, in school, and in their communities. In particular, the endemic violence of many inner city neighborhoods, as well as the prevalence of domestic violence, has had a devastating impact on the psychological health of many urban youth. In a pilot program designed to addressed these problems, students in a predominantly Latino middle school in southwest Detroit were provided with tutoring and mentoring by college students that addressed their academic and emotional needs. In addition to providing an educational alternative for urban Latino students, the project holds implications for other "high risk" students living in violence-plagued neighborhoods.

AUTHOR: Lacy, Gary L.
TITLE: Community-Based Organizations: Responding to the Needs of African American and Latino Youth.
YEAR: 1996
AVAIL: ERIC Accession Number: ED351424
ABSTRACT: This publication provides examples of diverse local initiatives that represent approaches to serving young people, particularly disadvantaged African Americans and Latinos. This report includes a forward emphasizing the background and current need for the types of programs highlighted, and an introduction that argues for the effectiveness of community-based programs. These sections are followed by profiles of selected local programs. Included is a table that offers a "snapshot" summary of 13 national and local programs, detailing numbers of affiliates, services, target group, and evaluations and accomplishments.

Three thematic approaches differentiate the program descriptions. The first set of approaches includes school-based programs that focus on youth at risk of failing school. Services offered include counseling, remediation, and motivation. The second group includes programs that view youth as resources and engage young people in a variety of work and educational settings. Most importantly, young people contribute ideas and work actively to solve the problems that confront them in their community. The third group and theme are primary focus programs that emphasize self-sufficiency, and strengthening basic reading, computational, and literacy skills of out-of-school youth and poorly-prepared high school graduates. Each description describes how the program began and details its key features.

National Service-Learning Clearinghouse
AUTHOR: Providence Dropout Prevention Collaborative
TITLE: Hispanic Students and Their Teachers Assess the Needs of Local Hispanic Students
YEAR: 1993
AVAIL: ERIC NO# ED387565
ABSTRACT: A survey was administered in Spanish or English to 232 Hispanic students and 52 teachers at 3 Providence (Rhode Island) high schools to assess student needs and find solutions to the dropout problem. An attempt to follow up on Hispanic students listed as dropouts succeeded in locating only 15, some of whom were actually enrolled in alternative education programs. Responses of some parents and community activists were also obtained.

High proficiency in English and a longer time of residence in the country were associated with dropping out, rather than staying in school. Results also demonstrated that Hispanics are not a monolithic block and that Hispanic young people do not see themselves as different from their classmates. All four segments, students, teachers, parents, and community activists, cited communication between teachers and parents as essential to student success, along with cultural awareness and mutual understanding about the roles of parents and the goals of education regarding culture and language in particular.

Recommendations for dropout reduction are summarized. An appendix contains a matrix of interview responses and the questionnaires and responses from students, teachers, and parents.

AUTHOR: Trueba, Enrique T., Bartolomé, Lilia I.
TITLE: The Education Of Latino Students: Is School Reform Enough?
YEAR: 1997
AVAIL: Clearinghouse on Urban Education—Digest 123
ABSTRACT: With an overall population in the United States rapidly approaching 25 million, and a majority of the student population in some of the largest school districts, Latinos are arguably worse off today than in previous decades. Yet, the resilience of Latino students and their potential for academic success are significant. It is essential to capitalize on the strengths of Latino students because the economic and technological future of this country depends on their educational success, and that of African Americans and Asians, since these three groups together will constitute an increasingly large portion of the total U.S. population by the mid twenty-first century.

This digest provides a critique of the various educational strategies that have been used with Latino students, and suggests alternatives that may prove more effective. Interestingly, some of the recommendations included here were first made nearly 20 years ago, but they have not yet been widely implemented.
AUTHOR: Wiener, Susan J.; Mincy, Ronald B
TITLE: Guiding Boys through the Transition to Adulthood: The Role and Potential of Mentoring.
YEAR: 1993
AVAIL: ERIC NO# ED361447
ABSTRACT: The Urban Institute organized a workshop to receive the reactions of experts to a model for helping underclass youth, the Mentor, Peer Group, and Incentive (MPI) Model. This model uses the three components of mentors, peer groups, and incentives to improve the life chances of adolescent males in socially distressed neighborhoods. Workshop participants included practitioners, program developers, administrators, researchers, and policymakers. Workshop discussions were initiated by a series of presentations that ranged from theoretical issues about self-esteem to practical questions of administration. The following seven conference papers are highlighted:

(1) "The Mentor, Peer Group, and Incentive Model" (Ronald B. Mincy and Susan J. Wiener);
(2) "Adolescent African American Male Self-Esteem: Suggestions for Mentoring Program Content" (Margaret Beale Spencer);
(3) "The Case for Community-Based Programs that Inform and Motivate Black Male Youth" (Ronald F. Ferguson);
(4) "A Cross-Cultural Perspective on Mentoring Minority Youth" (John Wilson);
(5) "Linking Mentoring and Schooling: A Reform Agenda" (Norris Haynes);
(6) "Minority Male Mentoring in the 1990s: A Practitioner's Experience" (Andre Watson); and
(7) "Mentors for High-Risk Minority Children: Toward Bicultural Competence" (Elaine A. Blechman).
Section Four: Additional Resources

The ASPIRA Association
National Office
1444 Eye Street N.W., Suite 800
Washington, D.C. 20005
(202) 835-3600
Fax: (202) 835-3613
E-mail: info@aspira.org
www.aspira.org

Since 1961 ASPIRA has pursued its mission of empowering the Latino community through the development of its youth. All of ASPIRA's goals and activities spring from one basic belief: Puerto Ricans and Latinos have the collective potential to move their community forward. ASPIRA looks at Latino youth and sees this potential; leaders waiting to emerge. With community-based offices in large cities of six states and Puerto Rico, ASPIRA's 500 staff members work with over 25,000 youth and their families each year to develop that potential. These are our Aspirantes—those youth who will become educated, committed leaders for the community's future benefit.

The ERIC Clearinghouse on Urban Education
http://eric-web.tc.columbia.edu

The ERIC Clearinghouse on Urban Education (ERIC/CUE) is one of sixteen specialized clearinghouses in the ERIC system, a national information service and database funded by the Office of Educational Research and Improvement of the U.S. Department of Education.
ERIC areas of concern include these:

- the education of urban students
- the education of African Americans, Hispanic Americans (excluding Mexican Americans, who are in the domain of another ERIC clearinghouse), Asian Americans, Pacific Islanders, and other minority ethnic and racial groups
- racial, ethnic, and sex equity issues
- multicultural education
- curriculum and instruction for urban students
- urban classroom and school organization
- the relationship of urban schools to their communities
- ways that public and policies can affect urban education
- the social and economic conditions of urban life
The Institute for Urban and Minority Education
Box 40 Teachers College, Columbia University
New York, NY 10027
http://iume.tc.columbia.edu

The Institute for Urban and Minority Education (IUME) conducts research to better understand the experiences of diverse urban and minority group populations in the different institutions and situations which influence their development. IUME provides the knowledge necessary for establishing government policies and designing educational programs to support the development of these ethnically and linguistically diverse groups.

National Association for Advancement of Colored People (NAACP)
Washington Bureau
1025 Vermont Avenue, NW, Suite 1120
Washington, DC 20005
(202) 638-2269
NAACP Information Hotline: 410-521-4939
www.naacp.org

The NAACP, National Association for the Advancement of Colored People, is the oldest, largest and strongest Civil Rights Organization in the United States. The principal objective of the NAACP is to ensure the political, educational, social and economic equality of minority group citizens of the United States. The NAACP is committed to achievement through non-violence and relies upon the press, the petition, the ballot and the courts, and is persistent in the use of legal and moral persuasion even in the face of overt and violent racial hostility.

The purposes of the NAACP Youth Council & College Charters shall be to inform youth of the problems affecting black people and other minority groups, to advance the economic, educational, social and political status of black people and other minority groups and their harmonious cooperation with other people; to stimulate an appreciation of the African American's contribution to civilization; to develop an intelligent and militant Youth leadership through devising, working out and pursuing local programs. The objectives shall be pursued in accordance with the policies of the National Association.

The National Clearinghouse for Bilingual Education
George Washington University
Center for the Study of Language & Education
2011 Eye Street NW, Suite 200
Washington, DC 20006
(202) 467-0867
Fax: (800) 531-9347
Email: askncbe@ncbe.gwu.edu
www.ncbe.gwu.edu

National Service-Learning Clearinghouse
The National Clearinghouse for Bilingual Education (NCBE) is funded by the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA) to collect, analyze, and disseminate information relating to the effective education of linguistically and culturally diverse learners in the U.S. NCBE provides information through its World Wide Web site and produces a bi-weekly news bulletin, Newsline, and manages a topical electronic discussion group and NCBE Roundtable.

The National Council of La Raza
1111 19th, NW Suite 1000
Washington, DC 20036
(800) 311-NCLR.
www.nclr.org

The National Council of La Raza (NCLR) is a private, nonprofit, nonpartisan, tax-exempt organization established in 1968 to reduce poverty and discrimination, and improve life opportunities for Hispanic Americans. NCLR has chosen to work towards this goal through two primary, complementary approaches:
1) Capacity-building assistance to support and strengthen Hispanic community-based organizations.
2) Applied research, policy analysis, and advocacy: providing an Hispanic perspective on issues such as education, immigration, housing, health, employment and training, and civil rights enforcement, to increase policy-maker and public understanding of Hispanic needs, and to encourage the adoption of programs and policies which equitably serve Hispanics.

The National Urban League
120 Wall Street
New York, NY 10005
212-558-5300
Email: info@nul.org
www.nul.org

The National Urban League has sought to emphasize greater reliance on the unique resources and strengths of the African-American community to find solutions to its own problems. To accomplish this, the League's approach has been to utilize fully the tools of advocacy, research, program service and systems change. The result has been an organization with strong roots in the community, focused on the social and educational development of youth, economic self-sufficiency and racial inclusion. The National Urban League, through its affiliate system, serves more than 2 million individuals each year.
The Urban Institute
The Urban Institute
2100 M Street, N.W.
Washington, DC 20037
(202) 833-7200
www.urban.org

The Urban Institute is a nonprofit policy research organization established in Washington, D.C., in 1968. The staff investigates the social and economic problems confronting the nation and government policies and public and private programs designed to alleviate them. The Institute's objectives are to sharpen thinking about society's problems and efforts to solve them, improve government decisions and their implementation, and increase citizens' awareness about important public choices.
Section Five: Search Strategy

To conduct the research for this bibliography, the following search terms were used to query the Clearinghouses and Archives listed to the right. These search terms were used in conjunction with the terms “African-American”, “African”, “Black”, “Hispanic”, “Latino”, and “Latin”. Also, several additional organizations (listed right) have lists of publications and resources. These lists were cross-referenced to determine if the subject of the publications matched any of the search terms listed below.

Search Terms
- Community Service
- Community Service not Services
- Conflict Resolution
- Environmental Education
- Experiential
- Experiential Education
- Leadership
- Mentoring
- Peer Mentoring
- Peer Tutoring
- Service-Learning
- Service-learning not Higher Education
- Serving
- Tutoring
- Volunteer
- Volunteering
- Youth
- Youth Empowerment
- Youth Leadership
- Youth Policy
- Youth Service

Clearinghouses and Archives
Clearinghouses collect, abstract, and index materials for their databases; respond to requests for information in their subject specific areas; and produce special publications on current research, programs, and practices.

ERIC
- ASKERIC
- Assessment and Evaluation
- Elementary and Childhood
- Social Studies
- Urban Education

National Clearinghouse for Bilingual Education
National Parent Information Network
Education Week Archives
Pathways to School Improvement

Additional Organizations:
- ASPIRA
- Institute of Urban Education
- Journal of Adolescence
- Journal of At-Risk Issues
- Journal of Experiential Education
- National African-American Youth Leadership Council
- National Council of La Raza
- Search Institute
- Urban League
- Youth Policy Institute
- Youth Serve California
- Youth Service America

National Service-Learning Clearinghouse