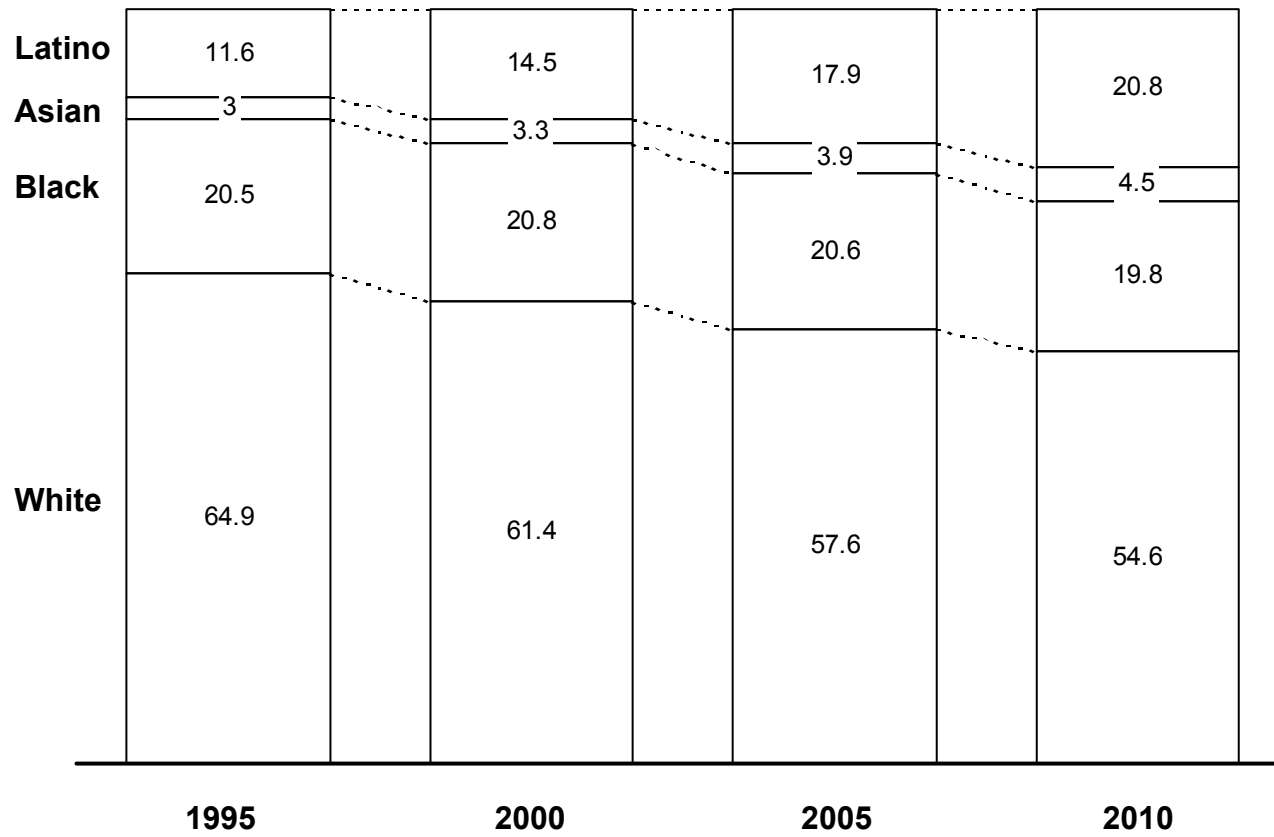




LEA Overview

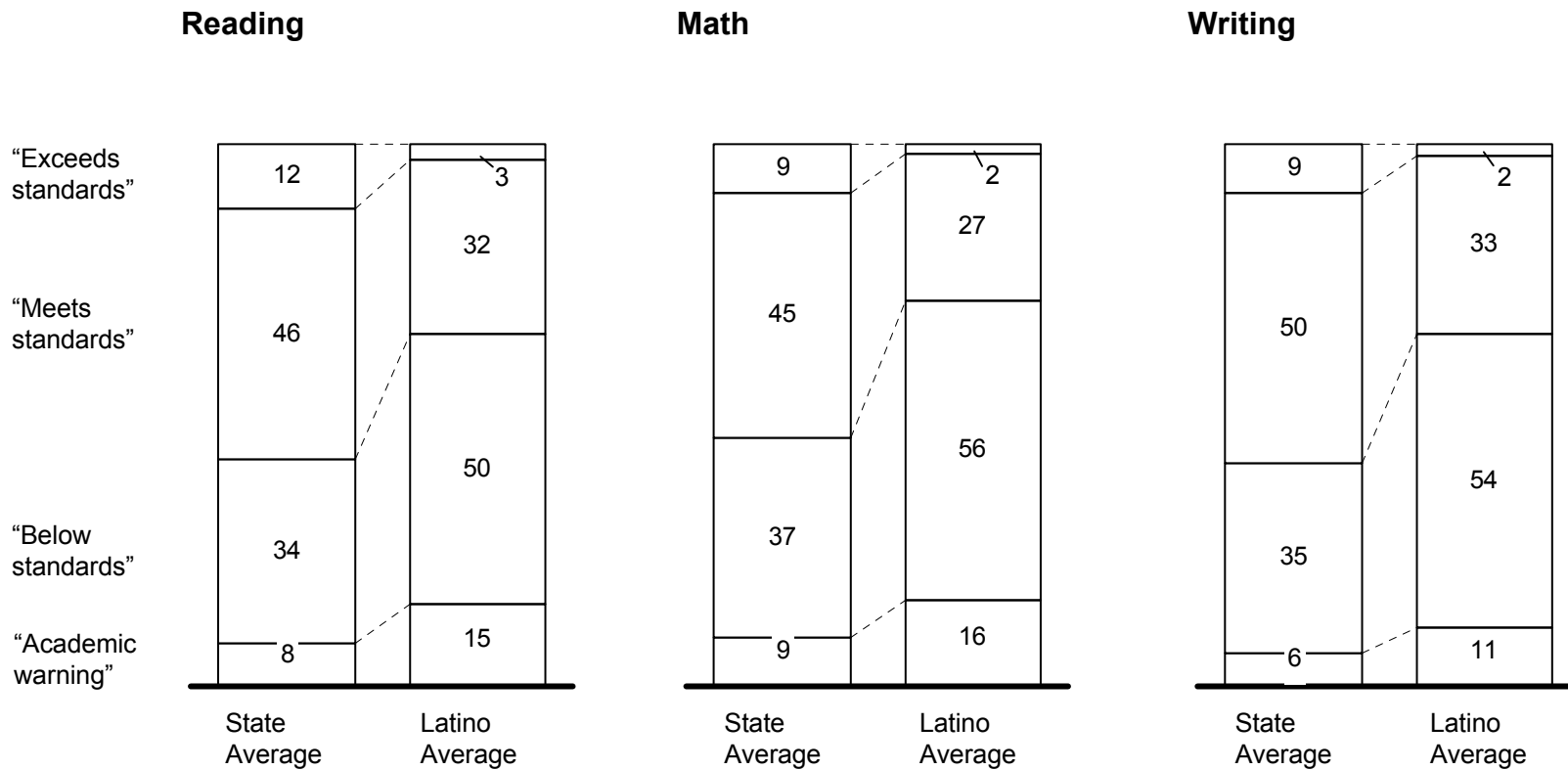
October 24, 2001

The Latino share of Illinois K-12 public school enrollment is rapidly increasing



Source: Illinois State Board of Education 2001 data

Latinos scored well below Illinois averages on the 2001 Prairie State Achievement Exam*



* The Prairie State Achievement Exam is administered to all 11th graders in Illinois

Source: Illinois State Board of Education

LEA believes that there are 4 primary drivers of Latino underperformance

Description/rationale

Need for more role models

- Many Latino students do not have a visible academic achiever to emulate
- Value of education is not immediately clear to many Latino students
- Many students have limited aspirations

Insufficient influence from community/family

- Latino parents often lack the knowledge to effectively participate in their children's education
- Financial pressures influence expectations of child's financial contribution to family
- Centers of community influence often do not provide consistent education message
- Many students have no resource for educational questions

Underdeveloped teacher pipeline

- Proportion of Latino students dramatically exceeds proportion of Latino teachers
- Many teachers do not recognize or address cultural differences; situation exacerbated as Latinos move to areas with historically low Latino populations
- Many teachers do not challenge Latino children based on capability assumptions
- Schools face shortages of quality new bilingual teachers

Lack of personalized school experience

- Large class sizes limit personalized attention; Latinos perhaps more likely to disengage
- Low test scores for Latinos correlated with school size

Latino Education Alliance (LEA)



Mission

To help Latino youth in Illinois set and achieve outstanding goals in education

Vision

To establish the United States' leading model for Latino education

Goals for 2010

- To reach half of all Illinois Latino youth (~200,000 students) with LEA programs
- To increase from 35% to 50% the proportion of Latino students who meet or exceed reading standards
- To increase by 50% the college enrollment rate among Latino youth
- For a parent or guardian of every Latino student to participate in at least one non-required school event
- To engage 50% of Latino students in at least one after-school program or mentoring relationship

The LEA approach aims for both immediate impact and long-term change

	<u>Direct services for immediate impact</u>	<u>Advocacy for long-term change</u>
Purpose	<ul style="list-style-type: none"> • Provide immediate, high impact services to clusters of schools 	<ul style="list-style-type: none"> • Create a climate that promotes Latino educational success
Initiative areas	<ul style="list-style-type: none"> • Mentor students continuously from K-12 • Strengthen the parent and community support network • Increase access to effective education technologies • Strengthen ties to universities/colleges • Improve curricula and teaching methods, especially in reading 	<ul style="list-style-type: none"> • Raise awareness of challenges and solutions through research and policy • Educate parents through a celebrity media campaign • Build a robust Latino teacher pipeline

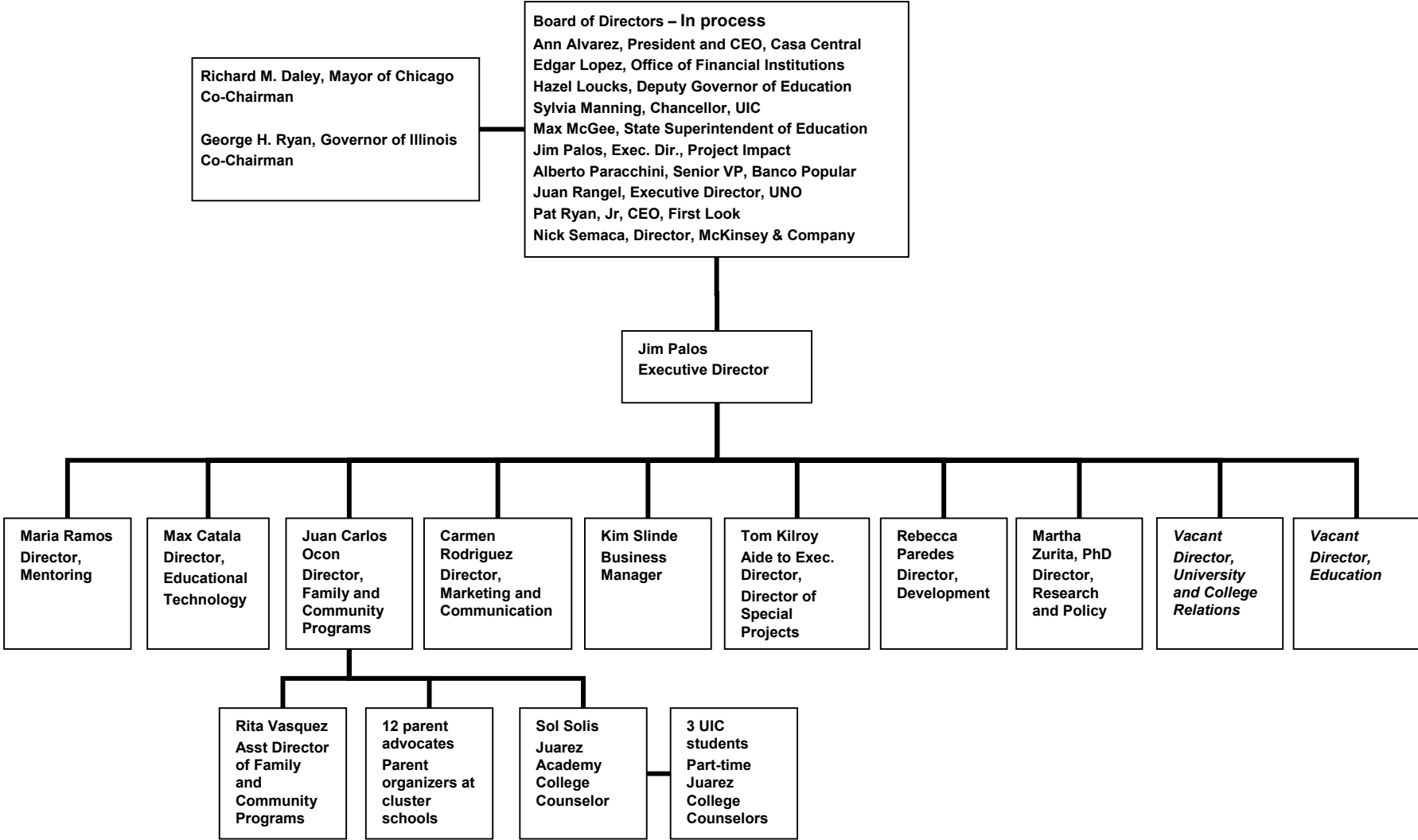
LEA provides direct services to individual school clusters, i.e., a high school and all its feeder elementary schools

	Description	Elements
Continuous mentoring	<ul style="list-style-type: none"> • K-12 student mentoring that addresses changing student needs and leverages multiple mentor sources 	<ul style="list-style-type: none"> • Student-to-student mentoring • Parents as mentors • Community/corporate mentoring
Family and community	<ul style="list-style-type: none"> • Build education support network through community programs and connections that communicate the value of education 	<ul style="list-style-type: none"> • Parent education training • Connecting community role models to students' families
Learning technologies	<ul style="list-style-type: none"> • Provide broad technology resources at cluster schools • Establish education content and connection opportunities through Internet web site 	<ul style="list-style-type: none"> • On-line educational content • Homework chat rooms • Profiles of academic/community role models • E-mail connection to individual mentors
University and college relations	<ul style="list-style-type: none"> • Enable colleges and universities to identify and enroll more Latino students 	<ul style="list-style-type: none"> • University participation in Latino schools and communities (training, mentoring, etc.) • Student teaching in Latino schools • Marketing of universities and colleges to students
Education	<ul style="list-style-type: none"> • Help schools to strengthen curricula and teaching methods, especially in reading • Design and maintain best practice educational content for all Project Impact programs 	<ul style="list-style-type: none"> • Install full-time reading specialist in Latino school clusters • Research and publicize effective strategies for improving Latino educational performance • Align grammar and high school curricula

LEA creates a climate that encourages Latino educational success by increasing awareness, building knowledge, and rallying support

	Description	Elements
Research and policy	<ul style="list-style-type: none"> • Raise awareness of Latino educational underperformance and increase knowledge of potential solutions; led by Martha Zurita, PhD 	<ul style="list-style-type: none"> • Host learning opportunities for legislators and other education policy-makers • Connect practitioners with relevant education research
Parent education media campaign	<ul style="list-style-type: none"> • Use mass media opportunities (t.v., radio, print) to educate parents on how to more effectively support the educational success of their children 	<ul style="list-style-type: none"> • Regular television, radio, and print announcements • Announcements delivered by prominent public figures, e.g. Gloria Estefan, Sammy Sosa, Mayor Daley, Governor Ryan
Latino teacher pipeline	<ul style="list-style-type: none"> • Work with universities to increase the number of qualified teachers: focus especially on Latinos but also others 	<ul style="list-style-type: none"> • Scholarship programs specifically for potential teachers

LEA leverages a strong organization to execute its mission



Quality of staff is a critical driver of LEA's success

	Experience	Education
Jim Palos Executive Director	<ul style="list-style-type: none"> • Former Executive Director, Midtown Educational Foundation • Former State Board of Education member 	<ul style="list-style-type: none"> • B.A., Columbia University • M.B.A., Kellogg
Max Catala Director of Technology	<ul style="list-style-type: none"> • Technology manager at Columbia University • Former teacher and teacher trainer 	<ul style="list-style-type: none"> • Ph.D. student, Columbia University
Juan Carlos Ocon Director of Family and Community Programs	<ul style="list-style-type: none"> • Chicago Public Schools veteran teacher • Active Pilsen community leader 	<ul style="list-style-type: none"> • Masters, Northwestern University
Maria Ramos Director of Mentoring	<ul style="list-style-type: none"> • Chicago-wide director for Junior Achievement mentoring program 	<ul style="list-style-type: none"> • Masters candidate, DePaul University
Martha Zurita Director of Research and Policy	<ul style="list-style-type: none"> • Director of Policy, El Valor 	<ul style="list-style-type: none"> • Ph.D., University of Illinois, Champaign
Carmen Rodriguez Director of Marketing and Communications	<ul style="list-style-type: none"> • Exito, Spanish language newspaper 	<ul style="list-style-type: none"> • B.A., Northwestern University
Sol Solis Juarez College Counselor	<ul style="list-style-type: none"> • Director of Saturday Scholars, Banc One 	<ul style="list-style-type: none"> • B.A., U of I, Champaigne
Rebecca Paredes Director of Development	<ul style="list-style-type: none"> • American Heart Association, Senior Director Foundation Giving 	<ul style="list-style-type: none"> • B.A., DePaul University • Certificate in Fundraising Mgmt, Indiana University
Kim Slinde Business manager	<ul style="list-style-type: none"> • iExplore.com 	<ul style="list-style-type: none"> • B.A., Wittenburg University
Tom Kilroy Aide to Exec Dir., and Director of Special Projects	<ul style="list-style-type: none"> • Business Analyst, McKinsey & Company 	<ul style="list-style-type: none"> • B.A., University of Notre Dame

We measure our performance by tracking designated outcomes



Reading scores



College enrollment levels



Level of parent participation in school activities



Level of student engagement in after-school activities



Number of students and mentors involved in mentoring relationships

LEA will work closely with the public schools to roll out services across the state by 2005



Timeline
(school years)

2001-02

2002-03

...2006

Activities

- Provide services to 11 schools and 8,300 students (97% Latino) in Pilsen cluster

- Expand services to 3 school clusters and 25,000 students

- Expand services to 30 school clusters and 250,000 students
- Reach more than 50% of Illinois Latino student population

Estimated
budget

\$1.3mm

\$3.5 mm

~\$18 mm

“CPS will work closely with Project Impact (LEA) to make the cluster-based improvement strategy a success”

-Arne Duncan
CEO, Chicago Public Schools

LEA is well-positioned to achieve real improvement in Latino education

- Focuses exclusively on Latinos
- Focuses exclusively on education
- Serves all of Illinois
- Combines grassroots operations with high level support
- Works closely with local teachers and principals as well as with state and district leadership
- Measures impact in terms of outcome improvements
- Employs highest quality staff