

Cesar E. Chavez Education Institute

Mission Statement:

To improve the level of academic proficiency among Farm Worker, Latino, and other working families by providing educational opportunities that have never been within their reach. Through our services, **the drop-out rates of underperforming students will decrease dramatically**, and the college-going rates will increase by a statistically-significant and measurable percentage. Under the aegis of the Cesar Chavez Education Institute, these services will become widely available and accessible to learners from PK-20.

Cesar E. Chavez and Education

"A word as to the education of the heart. We don't believe that this can be imparted through books; it can only be imparted through the loving touch of the teacher."

"Real education should consist of drawing the goodness and the best out of our own students. What better books can there be than the book of humanity?"

"The end of all education should surely be service to others."

"The end of all knowledge must be the building up of character."

"Years of misguided teaching have resulted in the destruction of the best in our society, in our cultures and in the environment."

Drop Out Crisis

In 2005, a Harvard University study uncovered:

- only 48% of African-American and Latino students who start 9th grade graduate four years later in LAUSD.
- only 64% of all students in central city districts across the state graduate with regular diplomas
- only 65% graduate in racially segregated districts
- only 58% graduate in socio-economically segregated districts.

What causes students to drop out?

Individual Domain

- **Individual Background Characteristics**
 - Has a learning disability or emotional disturbance
- **Early Adult Responsibilities**
 - High number of work hours
 - Parenthood
- **Social Attitudes, Values, & Behavior**
 - High-risk peer group
 - High-risk social behavior
 - Highly socially active outside of school

What causes students to drop out?

- **School Performance**
 - Low achievement
 - Retention/over-age for grade
- **School Engagement**
 - Poor attendance
 - Low educational expectations
 - Lack of effort
 - Low commitment to school
 - No extracurricular participation
- **School Behavior**
 - Misbehavior
 - Early aggression

Source: National Dropout Prevention Center Network,
<http://www.dropoutprevention.org/effstrat/effstrat.htm>

What is Service-Learning?

- Service-learning is a teaching methodology that revitalizes the classroom and provides the kind of learning and experiences students need to lead a successful life.
- Service-learning connects the academic curriculum to real school and community needs in an effort to make education more relevant and meaningful for students.
- Service-learning is an effective means of meeting the goals of Title I Part H of NCLB, providing for school dropout prevention and reentry, and ensuring that children have substantial and ongoing opportunities to attain their highest academic potential.
- In primary grades students are expected to attend school but as students move into middle and secondary education they need to take ownership and responsibility for their own education. Service-learning creates those opportunities.

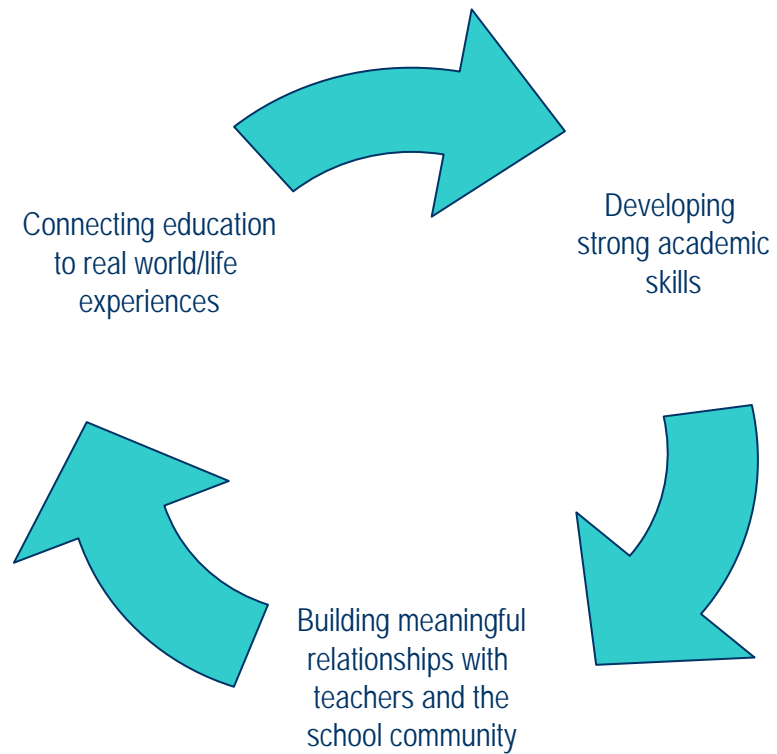
What does the research show us?

- Studies show that engaged students are less likely to become school dropouts. (High School Survey of Student Engagement, Center for Evaluation and Education Policy, Indiana University School of Education)
- 81% of high school dropouts reported that “if schools provided opportunities for **real-world learning** (internships, service-learning projects, and other opportunities), it would have improved the students’ chances of graduating from high school.” (Bridgeland, Dilulio, and Burke Morison, 2006)
- 88% of principals from U.S. schools with service-learning programs reported that service-learning has a positive impact on school climate and school engagement. (Scales and Roehlkepartain, 2004)
- Service-learning is reported to be linked to improved school climate and increased sense of community, improved relations between teachers and administrators, and facilitation of school-wide goals or reform efforts. (Billig and Conrad, 1997; Weiler, LaGoy, Crane, and Rovner, 1998)

Service-learning minimizes school dropouts by:

- Promoting a positive learning environment where ALL students are viewed as resources.
- Building strong and lasting relationships between teachers and students.
- Providing opportunities for students to problem solve, think critically and take ownership of their own learning, becoming lifelong learners.
- Developing strong communication and leadership skills among students as they learn to work together, share opinions, and resolve conflict in a team building environment.
- Connecting classroom learning to real world experiences, making education relevant and meaningful for students.
- Creating meaningful partnerships between schools, community-based organizations, and other community resources.

Student Success is Based On



Educating the Heart School Program

CECF provides Educating the Heart Schools with all of the necessary tools to implement service-learning as a dropout prevention strategy, including:

- standards-based curricula and educational resources
- professional development
- on-going service project support

The Chavez Foundation currently supports 20 Educating the Heart Schools in California, 50 in Illinois, and 20 in Arizona.

Chavez After School Service Clubs

CECF provides Chavez After School Service Clubs with all of the necessary tools to implement service-learning in an after school setting, including:

- 10 month standards-based curriculum and educational resources (based on Service Clubs meeting at least 3 hours/week)
- on-going professional development for Club coordinators
- on-going service project and other technical support

The Chavez Foundation currently supports 60 Chavez After School Clubs in California.

ETH Schools at a Glance



South Gate High School – Recycling Service-Learning Project

- o 200 Students Engaged

Description:

11th grade students identified needs related to excess campus trash and a school budget crisis. They chose to tackle both issues by expanding South Gate's recycling program. Students partnered with the LA Conservation Corps. recycling program to set-up a large recycling bin, arrange for pick-up and disposal, and generate proceeds for school improvement. The students were responsible for a major education campaign on campus as well as the logistics of the project including the location of the recycling bin. The education campaign included: making and distributing posters and flyers, classroom and PowerPoint presentations on recycling, intercom announcements, and information on the school's scrolling marquee.

Student Testimonials:

- o This is so cool. We really needed a recycling bin and we can make money off of it. High School Student
- o We are taking the initiative to create a difference in the world. We will leave a legacy for others ... Students should not follow a leader, they should act for themselves and follow their heart. That is the only way their dreams could be fulfilled. – High School Student



Alignment with Stockton USD Priorities



ETH Schools at a Glance



Century Academy for Excellence – Books of Hope Project

- o 18 Students Engaged

Description:

Century Academy for Excellence students turned writing projects into books, including original artwork as a service-learning project to help educate about 650 students, ages 6 to 14, at St. Peter's Bwobo Manman Primary School in Amuru District, Uganda. These West African students are displaced from their homes and living in a refugee camps because of a 21-year conflict in Uganda. Not only did this project convey the importance of student literacy, it also introduced both sets of students to the others' language – American English to the African students and, although in Uganda, the national language is English, American students were made aware of Swahili and Kaswahli, which is spoken by some. This project explored similarities as well as differences in culture, identity, goals and aspirations between the two communities.

Student Testimonial:

- o This Foundation introduced me to service-learning and how important it is to make a difference in someone else's life. Right now I will say I'm sacrificing a lot of my time to direct the service-learning project at my school, but it feels good to make a difference in someone else's life. Student

ETH Schools at a Glance



Roosevelt High School – Peace Mural Project

- o 200 Students Engaged

Description:

Roosevelt High School students worked with a local community artist to design and sketch a 60 foot by 8 foot mural. The Roosevelt students were tasked with researching and identifying local community heroes both past and present who helped to make the community of Boyle Heights a stronger, more vibrant community. Students identified images, created a small scale of the wall to develop a preliminary sketch of the mural, and brought the mural to scale on the wall using geometry and basic algebra. Students worked on the peace mural to kick-off the Global Call to Action Conference on September 11, 2008 demonstrating positive action and a call to service on the anniversary of 9/11. The mural was commemorated by student performances and Nobel Peace Prize winner Rigoberta Menchu Tum.

Student Testimonials:

- It was tight knowing that rappers and poetry comes from all diversities. High School Student
- It was inspirational and motivating...especially getting to know the most important people. High School Student



ETH Schools at a Glance

Living the Legacy Initiative (LAUSD)

- o 12 schools participated
- o 613 Students Engaged

Description:

Students conducted a survey to identify what issues are most effecting their schools and communities and created poster boards to present to Principals and other administrators on ways to clean-up campus, minimize violence in schools, and improve the quality of food on campus. Student work was also displayed at prominent Citywide events including the Annual Educating the Heart Dinner and the Chavez Walk in downtown Los Angeles.

Teacher Testimonials:

- o This was one of the best experiences I've ever had in teaching...working with my students through social awareness. It's always been my focus and that's exactly what this project did. Luis Garcia, Jefferson HS
- o My students are energetically finishing up this morning, but as I imagined groups in my large classes found it impossible to work on one poster board. I will have about five per class. I hope this is o.k. since I made it so clear from the beginning that their work would be displayed and viewed by many others in the hope of change. The most unexpected students rose to the challenge and are very proud of what they accomplished. Jackie O'Dell, Belmont High School