



Guide to the Records of ASPIRA of New York, Inc.



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Descriptive Summary

Creator: ASPIRA of New York, Inc.

Title: The Records of ASPIRA of New York, Inc.

Inclusive Dates: 1959-1998

Bulk dates: 1970-1995

Volume: 26 cubic feet (49 boxes plus videotapes and oversize materials)

Repository: Archives of the Puerto Rican Diaspora, Centro de Estudios Puertorriqueños

Abstract: The Records of ASPIRA of New York, Inc. are an integral resource for the study of early and innovative efforts to aid and increase the educational attainment of Puerto Rican and Latino youth in New York City. The collection consists of correspondence, memoranda, minutes, photographs, flyers, clippings, proposals, reports, speeches, videotapes, slides and financial statements.

Administrative Information

Collection Number: 2002-02

Provenance: ASPIRA of New York, Inc.

Processing History: Processed with a grant from a congressional directed initiative sponsored by Congressman José Serrano and administered by the Institute for Museum and Library Services. Funding was also provided by the Council of the City of New York.

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Restrictions: Open for research without restrictions.

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Processing Archivist: Mario H. Ramírez with the assistance of Melisa Panchano and Silvia Rodríguez.

Date: August 2006. Revised on June 2011.

Resumen descriptivo

Creador: ASPIRA of New York, Inc.

Título: The Records of ASPIRA of New York, Inc.

Años extremos: 1959-1998

Período principal: 1970-1995

Volumen: 26 pies cúbicos (49 cajas, a las que se suman cintas de video y materiales extra grandes)

Repositorio: Archives of the Puerto Rican Diaspora, Centro de Estudios Puertorriqueños

Nota de resumen: Los Archivos de ASPIRA of New York Inc. son una fuente fundamental para el estudio de los primeros e innovadores esfuerzos realizados para la mejora del nivel académico de la juventud puertorriqueña y latina en la ciudad de Nueva York. La colección consiste en correspondencias, memorandos, actas, fotografías, volantes, recortes, propuestas, informes, discursos, cintas de video, diapositivas y estados financieros.

Información administrativa

Número de colección: 2002-02

Origen: ASPIRA of New York, Inc.

Historia del procesado: Financiado por iniciativa directa del Congreso y patrocinado por el congresista José Serrano y administrado por el Institute for Museum and Library Services. El proyecto también fue financiado por el Concejo Municipal de la ciudad de Nueva York.

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Restricciones a la consulta: Disponible sin restricciones

Ficha de referencia: The Records of ASPIRA of New York, Inc., Archives of the Puerto Rican Diaspora, Centro de Estudios Puertorriqueños, Hunter College, CUNY.

Procesado por el archivero: Mario H. Ramírez con la ayuda de Melisa Panchano y Silvia Rodríguez. Traducido por María F. García y revisado por Patricia Gamón, Programa de traducción, Hunter College, CUNY.

Fecha: Agosto del 2006. Revisado en junio del 2011 y agosto del 2016.

ASPIRA of New York, Inc.

Historical Note:

Originating as a concept and subsequent proposal presented to Dr. Frank Horne of the New York City Commission on Intergroup Relations, titled "New Leaders in New York," ASPIRA of New York, Inc. was founded in 1961 (as ASPIRA, Inc.) by Antonia Pantoja and five colleagues from the Puerto Rican Association for Community Affairs (PRACA) who would soon help form the newly minted Puerto Rican-Hispanic Leadership Forum (Puerto Rican Forum); among them Blanca Cedeño, John Carro, Francisco Trilla and Frank Bonilla. The first private Puerto Rican organization to receive foundation monies (with funding from the Taconic, New York, Rockefeller Brothers and Field foundations, and the New York Fund for Children), ASPIRA was posed as an alternative to the growing influence of street gangs in the lives of Puerto Rican youth and was conceived to address the severe lack of educational attainment among Puerto Rican students and the concomitant shortage of leadership skills being cultivated by them. Intent on developing a future leadership equally versed in the needs of the Puerto Rican community as well as the developmental rhythms of New York City, Pantoja and her colleagues created ASPIRA to foster the social advancement of Puerto Rican students by formulating programs and sponsoring events that while targeting educational needs, simultaneously sought to cultivate leadership skills, as well as a knowledge and affiliation for Puerto Rican history and culture. Prior to the founding of ASPIRA, several organizations such as the Puerto Rican Scholarship Fund, the Puerto Rican Association for the Encouragement of Higher Education, the Hispanic Young Adult Association (HYAA) (later known as the Puerto Rican Association for Community Affairs [PRACA]) and the Puerto Rican Youth Bureau had attended in some capacity to the higher education needs of Puerto Rican students. What set ASPIRA apart was its desire not only to encourage university attendance, but more importantly to cultivate a community leadership that would use their university education and training for the resolution of communal problems.

At the heart of their initial efforts were the high school clubs and the Youth Leadership Development Program. Representing the constitutive foundation of ASPIRA's work among the Puerto Rican student population, the system of high school and home clubs was the primary vehicle through which ASPIRA's programs and initiatives were administered and the training ground for future community leaders.

Nota histórica:

ASPIRA of New York, Inc., nace como idea y consecuentemente como propuesta que es presentada por el Dr. Frank Horne del New York City Commission on Intergroup Relations (Comisión de Relaciones Intergrupales) llamado New Leaders in New York. Fundada en 1961 con el nombre se ASPIRA, Inc. por Antonia Pantoja y cinco de sus colegas del Puerto Rican Association for Community Affairs (PRACA). Quienes poco tiempo después colaborarían para la formación del nuevo Puerto Rican-Hispanic Leadership Forum, entre ellos, Blanca Cedeño, John Carro, Francisco Trilla y Frank Bonilla. ASPIRA, es la primera organización puertorriqueña privada en recibir dinero de fundaciones como Taconic, New York, Rockefeller Brothers, Field y el New York Fund for Children. Ésta se plantea como una alternativa a la creciente influencia de las pandillas callejeras en la vida de la juventud puertorriqueña y se concibe con el propósito de resolver la carencia de nivel educativo de los estudiantes puertorriqueños y la falta de liderazgo entre este grupo. Con el objetivo del desarrollo del liderazgo futuro adecuado a las necesidades de la comunidad puertorriqueña y al compás del desarrollo de la ciudad de Nueva York. Pantoja y sus colegas crearon ASPIRA para fomentar el avance social de los estudiantes puertorriqueños a través de la creación de programas y el auspicio de actividades que aborden las necesidades educativas, cultiven las habilidades de liderazgo, así como también el conocimiento e identificación con la historia y la cultura puertorriqueña. Antes de la fundación de ASPIRA, diversas organizaciones como el Puerto Rican Scholarship Fund, el Puerto Rican Association for the Encouragement of Higher Education, el Hispanic Young Adult Association (HYAA) que es después conocida como la Puerto Rican Association for Community Affairs o PRACA y el Puerto Rican Youth Bureau, que han asistido a las necesidades académicas de los estudiantes puertorriqueños. Lo que distinguió a ASPIRA fue el deseo de no sólo promover la educación universitaria, sino de cultivar el liderazgo comunitario que junto con la educación y entrenamiento universitario, serviría para la resolución de los problemas de la comunidad.

Como objetivo principal de sus esfuerzos iniciales se encontraban los clubes de las escuelas secundarias y el Youth Leadership Development Program (Programa de Desarrollo del Liderazgo Juvenil). El sistema de clubes de secundaria y clubes anfitriones o casa clubs representa la base fundamental del trabajo de ASPIRA

Structured to encourage independence and self-motivation, the clubs, although often sponsored by a teacher at each school, relied heavily on the organizational acumen of the student participants and maintained the expectation that they would take a proactive lead in club matters. Indeed, the first club to be organized at Prospect Heights High School by Migdalia de Jesús in 1961 came into existence almost independently of the ASPIRA adult leadership and largely prefigured the creation of any rules and regulations for the formation of the clubs themselves, inadvertently creating a template for them. Within a year of ASPIRA's founding, five clubs had already been formed across the boroughs of Manhattan, Brooklyn and the Bronx, with seventy-five members (called "Aspirantes") total, and their number only continued to rise as the demand for ASPIRA's services increased. By the 1963-1964 academic year, clubs could be found at high schools such as Taft and Morris in the Bronx, Fashion Institute of Technology in Manhattan and Bushwick, Dewitt Clinton and Prospect Heights in Brooklyn. Eventually, the clubs would assert their independence further by constituting the ASPIRA Clubs Federation (ACF) which served not only to organize their efforts and to conduct city-wide activities, but also to consolidate their power and influence the governing bodies of ASPIRA; indeed, the ACF had three representatives on the Board of Directors.

Central to ASPIRA's programming mission, the Youth Leadership Development Program was structured to develop community leadership vis-à-vis the educational counseling and peer-group work being performed in the high school and home clubs, and to be at the frontlines of attempts to curb the severe dropout rate amongst Puerto Rican youth. Serving to reinforce the possibility of Puerto Rican student success, the Youth Leadership Development Program provided leadership training, academic services, cultural enrichment activities, creative workshops, career guidance and public policy training, as well as coordinating annual trips to Puerto Rico. This program would continue to be a central component of ASPIRA's work with the student community throughout its various permutations, with its methodologies being adopted by the subsequent affiliates that would comprise the organization in the years after the formulation and founding of the New York office.

Guiding these efforts was what came to be called the "ASPIRA Process" which was made up of three components: Awareness, Analysis and Action. The first component indicating the process of becoming aware of one's cultural background and history, the second the process of finding out about oneself and the world through critical thinking and the third as the process of

entre la población estudiantil puertorriqueña y los cuales sirvieron de herramientas mediante las cuales los programas e iniciativas de ASPIRA fueron administrados y prepararon a los futuros líderes de la comunidad. Los clubes estaban estructurados para promover la independencia y la automotivación de los estudiantes, y aunque con frecuencia eran patrocinados por un maestro en cada escuela, dependían en gran medida de la habilidad organizativa de los estudiantes, quienes debían adoptar una actitud activa frente a los asuntos del club. En efecto, el primer club organizado en Prospect Heights High School por Migdalia de Jesús en 1961 se creó prácticamente de manera independiente del liderazgo de los adultos de ASPIRA anticipando así la creación de un modelo a seguir, con el establecimiento de normas y reglamentos para la formación de los clubes. A menos de un año de la fundación de ASPIRA, ya se habían formado cinco clubes en los condados de Manhattan, Brooklyn y el Bronx con un total de setenta y cinco miembros (llamados "Aspirantes"), lo cual incrementó de manera proporcional a la demanda por los servicios de ASPIRA. En el año académico de 1963-1964 existían clubes en las escuelas de Taft y Morris en el Bronx, Fashion Institute of Technology en Manhattan y Bushwick, Dewitt Clinton y Prospect Heights en Brooklyn. Eventualmente, los clubes afirmarían aún más su independencia al constituir el ASPIRA Clubs Federation (ACF), el cual no sólo sirvió para organizar sus esfuerzos y conducir actividades a los largo de la ciudad, sino también consolidó su poder e influencia sobre los entes reguladores de ASPIRA; Efectivamente, tres miembros de ACF formaron parte de la Junta Directiva.

El Youth Leadership Development Program, esencial en la misión del programa de ASPIRA, fue estructurado para desarrollar líderes en la comunidad con relación a la orientación académica y los trabajos en grupo que se desempeñaban en las escuelas secundarias y "home clubs"; para establecer iniciativas innovadoras y así evitar la deserción escolar entre los jóvenes puertorriqueños. El Youth Leadership Development Program posibilitó el éxito académico de los estudiantes puertorriqueños, proveyó capacitación en liderazgo, servicios académicos, actividades de enriquecimiento cultural, talleres creativos, orientación vocacional, capacitación sobre política pública y organizó viajes anuales a Puerto Rico. Este programa sería un componente central en el trabajo de ASPIRA con la comunidad estudiantil a lo largo de sus varias transformaciones y cuyas metodologías serían adoptadas por las subsecuentes afiliados que conformarían la organización años después de la creación y fundación de la oficina de Nueva York.

putting the knowledge and skills one has acquired to use for the benefit of self and others. These principles, conceptualized early in the existence of ASPIRA, would permeate the work of the organization throughout its history and see its application in the various communities in which ASPIRA would perform its work.

In 1965, ASPIRA decided to break with the Puerto Rican Forum, with whom it had been affiliated since its inception, citing differences in mission as well as the need for independent growth. By the time of its departure from the Forum, ASPIRA was a solid institution with much promise and a proven track record in the schools and in fundraising. In August of 1966, Antonia Pantoja resigned as ASPIRA's first Executive Director; she was succeeded by Frank Negrón, the former director of the Bronx Center.

By 1968, ASPIRA had commissioned two studies, funded by the Carnegie Corporation, which sought to determine the shifting population patterns and movements of Puerto Ricans, leading to the discovery that among the 1,500,000 living stateside, significant pockets could be found in Chicago, Philadelphia, Northern New Jersey and Boston. This discovery led to the expansion of ASPIRA and the establishment of affiliates in the majority of these cities by September of 1969; a location in San Juan, PR would be added in 1970 when Antonia Pantoja's organization Adelante Boricuas: Acción Social, Inc. joined the fold as an ASPIRA affiliate. Simultaneously, ASPIRA received a development grant from the Ford Foundation in order to explore the possibility of establishing an ASPIRA of America office to administer all of the affiliates, including the original New York office. Although this new administrative entity would initially be located in New York, its eventual move to Washington D.C. would further confirm the shift of power and focus from the original New York office (which was now christened "ASPIRA of New York, Inc."), and New York as the epicenter of Puerto Rican activity, to a national office that sought to maintain a broader perspective and agenda on the Puerto Rican Diaspora and the needs of its communities. That same year, ASPIRA held a conference titled "The Special Education Needs of Urban Puerto Rican Youth," which brought together Puerto Ricans from Boston, Chicago, Buffalo, Rochester, New Jersey and Connecticut, as well as Chicano scholars, to discuss the issue of the precarious educational positioning of the Puerto Rican student.

Entering its second decade, ASPIRA continued to face a grim educational picture. Although by the end of the 1971-1972 academic year ASPIRA had 36 clubs and 2,800 members borough wide, the Puerto Rican high

Así se forma el llamado "ASPIRA Process" compuesto por tres componentes: Awareness (Conocimiento), Analysis (Análisis) y Action (Acción).. El primer elemento se refiere al proceso de concientización sobre el patrimonio cultural e histórico, el segundo sobre el proceso de descubrimiento personal y del mundo por medio del razonamiento analítico y el tercero al uso de los conocimientos y habilidades adquiridas para el beneficio personal y comunitario. Estos principios, conceptualizados en la etapa temprana de la formación de ASPIRA, permearon el trabajo de la organización a través de su historia y se aplicaron en las diversas comunidades en las que se desempeñó ASPIRA.

En 1965, ASPIRA se separa del Puerto Rican Forum, con el cual había estado afiliado desde su concepción, indicando diferencias en su misión así como la necesidad de crecimiento independiente. En el momento de su salida del Forum, ASPIRA ya era una institución sólida y prometedora con una trayectoria de éxito consolidada en las escuelas y la recaudación de fondos. En agosto de 1966, Antonia Pantoja renuncia a su cargo como primera Directora Ejecutiva de ASPIRA; fue sucedida por Frank Negrón, ex director del Bronx Center.

Para 1968 ASPIRA había encargado dos investigaciones subvencionadas por la Carnegie Corporation, las cuales tuvieron como propósito determinar los cambios en el patrón migratorio de los puertorriqueños. Estas investigaciones develaron que de los 1.500.000 puertorriqueños que vivían en los Estados Unidos, los grupos más representativos se encontraban en Chicago, Filadelfia, el norte de Nueva Jersey y Boston. Estos hallazgos llevaron a la expansión de ASPIRA y al establecimiento de filiales en la mayoría de estas ciudades para septiembre de 1969 y otra en San Juan, PR en 1970 cuando la organización de Antonia Pantoja llamada Adelante Boricuas: Acción Social, Inc. se unió como filial de ASPIRA. Al mismo tiempo, ASPIRA recibió un subsidio de desarrollo de la Ford Foundation para e establecer una oficina de ASPIRA of America que administrara todas las filiales, incluyendo la oficina central en Nueva York. Aunque esta nueva entidad administrativa se ubicaría inicialmente en Nueva York, su traslado final a Washington D.C. confirmaría la alternancia de poder y enfoque de la oficina original en Nueva York (la que pasó a llamarse "ASPIRA of New York, Inc.") y la ciudad de Nueva York en general como el epicentro de actividades puertorriqueñas a una oficina nacional que tuvo como meta mantener una perspectiva y agenda más amplia sobre la diáspora puertorriqueña y las necesidades de sus comunidades. Ese mismo año, ASPIRA llevó a cabo una conferencia titulada "The

school dropout rate still remained high. Starting in the fall of 1971, ASPIRA attempted to get to the heart of this phenomenon by experimenting with its own school and pedagogical approach. The CREO (Creating Resources for Educational Opportunity) Program was an initiative funded by a two-year grant from the New York City Department of Education's Office of Educational Opportunity and was comprised of an initial pilot group of Puerto Rican juniors from Benjamin Franklin High School in East Harlem who all shared the characteristics of low attendance and poor scores on standardized reading and achievement tests that made them drop-out risks. Using an intensely personal approach towards academic counseling that involved parents and teachers in the negotiation of family and school related problems, the CREO School attempted to combat the depersonalization and inattentiveness that normally alienated and drove away this student population. But what was central to the curriculum at the CREO School, and what portended one of ASPIRA's main contributions to the rethinking of education for Puerto Ricans and Latinos in New York City, was a bilingual structure that gave equal weight and importance to both Spanish and English. This bilingual approach to education stood in contradistinction to the emphasis on English as a Second Language (ESL) instruction and English immersion techniques at the time prevalent in the New York City public school system.

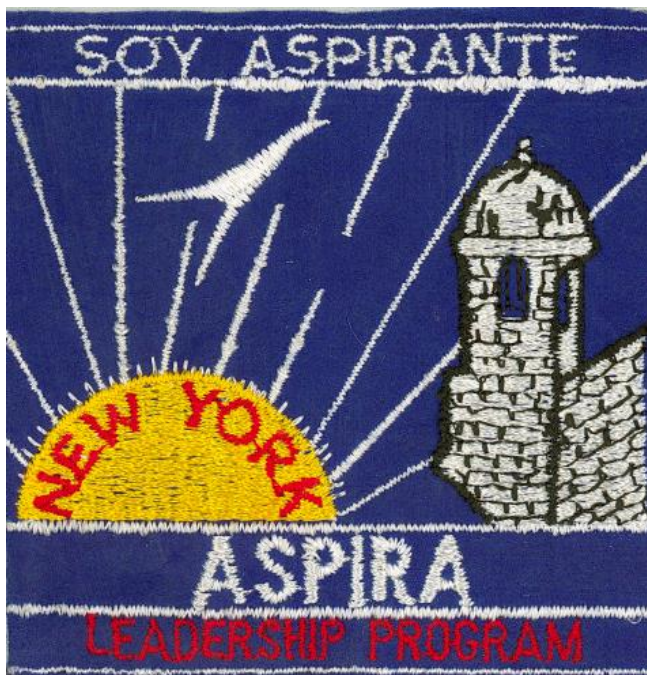
With the success of the CREO Program, ASPIRA of New York, Inc., with the support of ASPIRA of America and the representation of the newly created Puerto Rican Legal Defense and Education Fund (PRLDF), filed a suit against the New York City Board of Education on September 20, 1972 which led to the eventual signing of the ASPIRA Consent Decree on August 29, 1974 establishing the right of Puerto Rican/Latino students with limited English proficiency to receive bilingual education. Motivated by the continuing desire to better the educational conditions of their Puerto Rican/Latino constituency, ASPIRA brought the suit against the Board of Education after years of advocacy work in the schools and after being emboldened by the proven success of the CREO Program. Evidence suggests that discussions regarding bringing a suit against the Board of Education began as early as January of 1970 when María Santiago de Mercado, then Director of the Scholarship and Loan Center, produced a memorandum outlining some of the major issues involved and inviting stakeholders to a meeting with one of a number of legal groups spearheading the organization of the suit at the ASPIRA Manhattan Center. Although intimately involved with the process of organizing the suit and ultimately becoming the

Special Education Needs of Urban Puerto Rican Youth", en la cual puertorriqueños de Boston, Chicago, Buffalo, Rochester, Nueva Jersey y Connecticut, así como académicos chicanos, se unieron para debatir el bajo posicionamiento educativo del estudiante puertorriqueño.

A principios de su segunda década, ASPIRA sigue enfrentando una situación educativa desalentadora. A pesar de que a finales del año académico de 1971-1972 ASPIRA contaba con 36 clubes y 2.800 miembros en todos los condados, la tasa de deserción escolar entre los puertorriqueños se mantenía alta. A comienzos del otoño de 1971, ASPIRA intentó llegar al fondo de este problema experimentando con sus escuelas y método pedagógico. El programa CREO (Creating Resources for Educational Opportunity) fue una iniciativa fundada por un subsidio de dos años otorgado por el Office of Educational Opportunity del Departamento de Educación de Nueva York y la conformaron un grupo piloto de estudiantes puertorriqueños de tercer año de secundaria del Benjamin Franklin High School de East Harlem, quienes tenían dos características en común: inasistencia frecuente y bajas calificaciones en las pruebas estandarizadas de lectura y rendimiento, lo cual los ponían en riesgo de deserción. Utilizando un método de asesoramiento educativo personal que incluía a los padres y maestros en la negociación de problemas relacionados con la familia y la escuela, CREO School intentó contrarrestar la despersonalización y la falta de atención que en muchos casos enajenaba y alejaba a esta población estudiantil. El tema central del currículum de la CREO School fue la estructura bilingüe que daba igual importancia al español y al inglés y que constituyó una de las contribuciones más importantes de ASPIRA en la educación de los puertorriqueños y latinos en Nueva York. Este método bilingüe se diferenció de la enseñanza del ESL o inglés como segunda lengua que daba mayor importancia al inglés y las técnicas de inmersión en el inglés prevalentes en el sistema de escuelas en la ciudad de Nueva York.

Debido al éxito del programa del CREO, ASPIRA of New York, Inc. entabla una demanda en contra la Junta de Educación de la Ciudad de Nueva York el 20 de septiembre de 1972, con el apoyo de ASPIRA of America y la representación del nuevo Puerto Rican Legal Defense and Education Fund (PRLDF), la cual resultó en la firma del Decreto de Consentimiento de ASPIRA el 29 de agosto de 1974. Este decreto establece el derecho de los estudiantes puertorriqueños y latinos con escaso conocimiento del inglés a recibir educación bilingüe. Motivada por el deseo de mejorar las condiciones educativas de sus

representative body bringing it against the Board of Education in court, ASPIRA of New York, Inc. had the support of a coalition of community groups and organizations that also were engaged in this debate and committed to negotiating a radical change in the Board of Education's pedagogical approach to immigrant and minority students. Rather than subject these students to a learning model based on English as a Second Language, ASPIRA and these other stakeholders were interested in applying a concurrent learning model that, much like the CREO Program, emphasized bilingual education allowing for the retention of native languages while at the same time acquiring needed English language skills; thus increasing the chances for the maintenance of cultural knowledge and easing the transition into life in the United States.



Although faced with fiscal challenges throughout the 1970s, ASPIRA nevertheless persevered and, even while advocating for Puerto Rican and Latino students in the courts, continued to expand and innovate its programs and services. Besides the two year CREO Program which begun in 1971, this period also saw the inauguration of the Parent Training Institute, the Office of Planning, Evaluation and Research, the Adult Work/Study Miniversity and the Parent/Student Guidance Center. All of which sought to expand the sphere of community participation in and awareness of ASPIRA's efforts to encourage students to focus academically and attend college and graduate school. This work was made difficult by the increasing cuts in financial aid at the state and federal level, the end of

constituyentes, ASPIRA entabló la demanda contra la Junta de Educacion después de años de activismo en las escuelas y luego de ser reconocida por el éxito del programa CREO. Las evidencias sugiere que las charlas sobre esta demanda se venían realizando desde enero de 1970 cuando María Santiago de Mercado, la entonces directora del Scholarship and Loan Center, había redactado un memorando donde indicaba algunos de los temas más relevantes y había invitado a las partes interesadas a una junta con uno de los varios grupos legales que encabezaba la organización de la demanda en el ASPIRA Manhattan Center. A pesar de estar íntimamente ligada con el proceso de organización de la demanda y, finalmente, de ser el cuerpo encargado de presentarla en la corte, ASPIRA of New York, Inc. contaba con el apoyo de una coalición de grupos y organizaciones comunitarias que también estaban involucradas en el debate y comprometidas a negociaciones que produzcan un cambio radical en el método pedagógico que empleaba la Junta de Educación con los estudiantes inmigrantes y de las minorías. En lugar de someter a éstos estudiantes a un modelo de enseñanza basado en inglés como segunda lengua (ESL), ASPIRA y las otras partes interesadas, propusieron un modelo simultáneo que, como el programa CREO, enfatizaría la educación bilingüe que permitiera la retención de la lengua materna y al mismo tiempo adquiriera el nivel de inglés necesarios; y así incrementar las probabilidades de mantener el conocimiento cultural y facilitar la transición en los Estados Unidos.

Aunque se enfrentó con retos fiscales a lo largo de los años setenta, ASPIRA perseveró y continuó expandiendo e innovando sus programas y servicios al mismo tiempo que abogaba por los estudiantes puertorriqueños y latinos en las cortes. Además del programa CREO de dos años, que comenzó en 1971, durante este período también se inauguraron el Parent Training Institute, el Office of Planning, Evaluation and Research, el Adult Work/Study Miniversity y el Parent/Student Guidance Center, los cuales intentaron expandir el ámbito de participación y concientización de la comunidad sobre las iniciativas que ASPIRA tomó para fomentar el enfoque académico; la asistencia a universidades y a programas de educación superior. Los recortes de ayuda financiera a nivel estatal y federal, el fin de las universidades gratuitas en las ciudad de Nueva York y lo que algunos tomaron como creciente desinterés por promover oportunidades educativas entre la juventud pobre y urbana, dificultaron el trabajo de la organización. Luego del crecimiento constante de "Aspirantes" que ingresaba a la universidad en los años siguientes a la creación de ASPIRA, la década de los setenta revelaría un cambio definitivo, y hasta el declive, en la

tuition free universities in New York City and what some articulated as a growing disinterest in promoting educational opportunities for poor and urban youth. After the steady growth in the number of Aspirantes going on to college in the years immediately following the opening of ASPIRA, the 1970s would demonstrate a definite fluctuation, if not decrease, in the amount of students able to pursue higher education due to the fact that many of them were faced with fewer resources and/or the need to contribute financially to their households. With a growing recession and eventual veering away from a national focus on remedying the problems of minorities and the urban poor, ASPIRA's programs and efforts, whose primary work was to counteract the detrimental effects of these problems on Puerto Rican youth, were bound to suffer. These conditions and shifts in social and economic policy would unfortunately follow ASPIRA into the next decade and pose challenges to the continuation and expansion of its work.

Throughout the following decade, the number of ASPIRA clubs in the high schools would drop significantly in comparison with the numbers seen in the period from 1961 until 1968, reflective of a shift in social and political climates that was already in evidence during the 1970s. This did not totally hinder ASPIRA's work in the community and/or the number of programs it was to offer. By participating in an assortment of partnerships with city, state and federal governments and corporations, they continued to offer new opportunities for Aspirantes and to diversify their in-house capacities. By the 1980-1981 academic year, they had in place the Youth Employment Training Program and the Mayor's Scholarship Program, that latter of which was an outreach program supplying financial aid counseling, assistance and information to students as well as applications to the Mayor's Scholarship itself; providing city donated grants to undergraduate residents of specific locations within New York. Five years later, shortly after collaborations were struck with the Puerto Rican/Latino Roundtable, the Coca-Cola Hispanic Education Fund, Advocates for Children and the Educational Priorities Panel, ASPIRA, through funding from the New York Community Trust, opened the Office for Research and Advocacy. Headed by Luis O. Reyes, this division focused on advocacy work and policy on such issues as dropout prevention and bilingual education, and was expected to produce regular reports on related topics, as well as to establish a resource library. Other programs that commenced during this time period included Project A.W.A.R.E. (ASPIRA to Win through Academic Retention), the CCNY/ASPIRA Student Support Services Program, the Encuentro/Encounter Program, High HOPES (Hispanic Opportunities through Parent Educational Support), the

cantidad de estudiantes que recibían educación superior debido a que muchos de ellos contaban con bajos recursos y la necesidad de contribuir en la economía de sus hogares. Con la creciente recesión y el eventual desvío del enfoque por solucionar los problemas de las minorías y la población urbana de bajos recursos, los programas e iniciativas de ASPIRA, cuya función principal era contrarrestar los efectos perjudiciales de éstos problemas en la juventud puertorriqueña, sufrieron las consecuencias. Estas condiciones y los cambios en la política social y económica afectaron a ASPIRA durante la siguiente década y plantearon un reto a la continuación y expansión de su trabajo.

A lo largo de la próxima década, el número de clubes ASPIRA en las escuelas secundarias disminuiría de manera significativa en comparación con el período de 1961 hasta 1968, lo cual refleja el cambio en el ámbito político y económico que se evidenciaba durante los setenta. Esto no entorpeció completamente el trabajo de ASPIRA en la comunidad o en el número de programas que ofrecía. Por el contrario, al participar en una variedad de sociedades con la ciudad, el estado y el gobierno federal, ASPIRA continuó ofreciendo nuevas oportunidades a los "Aspirantes" y diversificando las capacidades de la organización. Ya en el año académico de 1980-1981 se habían establecido el Youth Employment Training Program y el Mayor's Scholarship Program, el cual proveía a los estudiantes asistencia, información y asesoramiento sobre ayuda financiera, así como a la solicitud de la beca Mayor's Scholarship; que proveía subsidios de la ciudad a universitarios que residían en zonas específicas de Nueva York. Cinco años más tarde, poco después de que se entablaron colaboraciones con el Puerto Rican/Latino Roundtable, el Coca-Cola Hispanic Education Fund y el Advocates for Children y el Educational Priorities Panel, ASPIRA, con los fondos recibidos del New York Community Trust, creó el Office for Research and Advocacy. Encabezado por Luis O. Reyes, este departamento se concentró en el activismo y la creación de políticas para asuntos como la educación bilingüe y la prevención de la deserción escolar; la redacción de informes sobre temas relevantes y establecimiento de una biblioteca de materiales didácticos. Otros programas iniciados durante este período incluyen el Project A.W.A.R.E. (ASPIRA to Win through Academic Retention), el CCNY/ASPIRA Student Support Services Program, el Encuentro/Encounter Program, High HOPES (Hispanic Opportunities through Parent Educational Support), el Talent Search Program, el Consolidated Youth Program y el Health Careers Program. En 1983, ASPIRA comisionó un informe titulado "Minority Secondary Education in New York State and New York

Talent Search Program, the Consolidated Youth Program and the Health Careers Program. In 1983, ASPIRA also commissioned a report titled "Minority Secondary Education in New York State and New York City," written by Ronald Calitri that detailed the state of public secondary education in New York City. Among this report's findings was included the lack of evident complicity on the part of the New York City Board of Education with the 1974 Consent Decree and the related and ongoing drastically rising rate of Puerto Rican/Latino high school drop outs.

During the 1990s, ASPIRA would continue to pursue the expansion of its services while facing difficult financial times. Starting in the late 1980s, the organization underwent a period of negotiated debt with the national office, the New York City Department of Employment and a number of independent organizations, which had ASPIRA going to extreme fiscal measures to guarantee its ongoing existence. This—in combination with continued cuts in government funding— precipitated the severe paring down of services and programs, the closing of satellite offices and the firing of staff. In many instances, programs that had required numerous personnel to operate were reduced to two person staffs. This restructuring, which occurred in different capacities throughout the decade, also affected the organization of the clubs, the ASPIRA Clubs Federation and its adjoining City Council. Furthermore, sudden changes at higher levels in the administration and the Board of Directors in the early 1990s threatened not only internal stability, but the organization's capacity for fundraising and, in turn, fiscal stability.

To its credit, ASPIRA was able to maintain the operation of many of its programs during much of this time and, in fact, proceeded to win additional grants from the city government to provide more services to its target constituency. In 1993, for example, they received a Beacon Community School grant to supply after school programs at a Beacon school. Called Project B.E.A.M. (Building Educational Aspirations and Multiculturalism), this program served the Mott Haven section of the South Bronx and was based at I.S. 39. It sought to provide leadership development, tutorial assistance, family and academic counseling, parent involvement training, cultural programs and family support services, among other things, to the community after school and on evenings and weekends, all year round. Subsequently, they received a second grant and implemented a similar program called Project BEAM TOO at J.H.S. 22 in the Lower East Side of Manhattan. In addition, they inaugurated the Amoco Scholarship Program, AIDS Education Peer Leadership Project, Project ADEPT (Aspire to Develop Excellence and

City" por Ronald Calitri en el que se detalló el estado de la educación secundaria en escuelas públicas en la ciudad de Nueva York. Entre las conclusiones del informe se encuentran la evidente falta de cooperación de la Junta de Educación de la Ciudad de Nueva York con el Decreto de Consentimiento de 1974 y el subsiguiente incremento drástico de la tasa de deserción de estudiantes puertorriqueños y latinos en las escuelas secundarias.

Durante la década de los noventa, ASPIRA continuó la expansión de sus servicios a pesar de las dificultades financieras. A fines de la década de los ochenta, la organización pasó por un período de negociación de deudas con la oficina nacional, el Departamento de Trabajo de la Ciudad de Nueva York y un número de organizaciones independientes que obligaron a ASPIRA a someterse a medidas fiscales extremas para garantizar su actual existencia. Esto, junto con recortes frecuentes de los subsidios del gobierno, precipitó de forma severa la reducción de servicios y programas, el cierre de algunas de las sedes y el despido de personal. En muchos casos, algunos programas que habían necesitado de muchos empleados se redujeron a equipos de dos personales. Esta reestructuración, que ocurrió de diferentes maneras a lo largo de la década, también afectó la organización de los clubes, el ASPIRA Clubs Federation y la adyacente City Council. Además, los cambios repentinos en los altos niveles dentro de la administración y la Junta Directiva a principios de los noventa amenazaron no solo la estabilidad interna, sino también la capacidad de la organización para la recaudación de fondos y, como consecuencia, su estabilidad fiscal.

ASPIRA logró continuar la operación de muchos de sus programas durante la mayor parte de este período y, de hecho, ganó subsidios adicionales del gobierno de la ciudad para proporcionar más servicios a sus constituyentes. En 1993, por ejemplo, recibieron un subsidio del Beacon Community School para implementar programas extracurriculares en una escuela de Beacon. Con el nombre de Project B.E.A.M. (Building Educational Aspirations and Multiculturalism), este programa favorecía al área Mott Haven del sur del Bronx que tuvo su base en la I.S. 39. El propósito de B.E.A.M. fue el de la formación de líderes y proporcionar asistencia de tutoría, orientación familiar y académica, capacitación para la participación de padres de familia, programas culturales y servicios de apoyo para familias, entre otros; los cuales se ofrecían a la comunidad después del horario escolar, en las noches y los fines de semana durante todo el año. Posteriormente, recibieron un segundo subsidio e implementaron un programa similar llamado Project

Professional Techniques) and Project Safe and Sound (Safe and Sound: A Public Service and Safety Corps for New York City), a collaborative program funded under the federal AmeriCorps initiative that worked towards lessening the violence in the South Bronx through education campaigns and community service projects. In 1994 ASPIRA also managed to help organize ¡Muévetel!: The Boricua Youth Conference in conjunction with the Puerto Rican Association for Community Affairs (PRACA) and the National Latinas Caucus.

Today, ASPIRA of New York, Inc. continues to offer leadership development programs, after school programs and an assortment of in-school initiatives, as well as adhering to the sponsorship of high school and middle school clubs for the administration of their programs and the dissemination of their philosophy, throughout New York City. Currently located in Manhattan, the agency remains a vibrant partner in the struggle against Latino high school dropout rates and in the cultivation of leadership skills among Puerto Rican and Latino youth, and, in conjunction with the ASPIRA Association, Inc. and the other affiliates throughout the East Coast and Illinois, continues to adhere to the principles of the ASPIRA Process and the goals first laid out by Antonia Pantoja and her colleagues more than forty years ago.

BEAM TOO en la J.H.S. 22 (escuela secundaria) en el Lower East Side, Manhattan. Asimismo, crearon el Amoco Scholarship Program, el AIDS Education Peer Leadership Project, el Project ADEPT (Aspire to Develop Excellence and Professional Techniques) y el Project Safe and Sound (Safe and Sound: A Public Service and Safety Corps for New York City), un programa colaborativo fundado por iniciativa del AmeriCorps que buscaba la reducción de la violencia en el South Bronx a través de campañas educativas y proyectos de servicio a la comunidad. En 1994, ASPIRA colabora con la organización ¡Muévetel!: The Boricua Youth Conference en colaboración con el Puerto Rican Association for Community Affairs (PRACA) y el National Latinas Caucus.

En la actualidad, ASPIRA of New York, Inc. sigue ofreciendo programas de formación de líderes, programas extracurriculares y una variedad de iniciativas en las escuelas. Así como también el patrocinio de clubes en escuelas intermedias y secundarias para la administración de sus programas y la difusión de su ideología a lo largo de la ciudad de Nueva York. Ubicada en Manhattan, la agencia es todavía un colaborador activo en la lucha para reducir la tasa de deserción escolar de los latinos en las escuelas secundarias y cultivar el liderazgo entre la juventud puertorriqueña y latina. En colaboración con la ASPIRA Association, Inc. y otras filiales a lo largo de la costa este e Illinois, aún se rige por los principios del ASPIRA Process y los objetivos propuestos por Antonia Pantoja y sus colegas hace más de cuarenta años.

Sources / Fuentes:

The Antonia Pantoja Papers, Archives of the Puerto Rican Diaspora, Centro de Estudios Puertorriqueños, Hunter College, CUNY

Interviews with Antonia Pantoja, 1988

Pantoja, Antonia, *Memoir of a Visionary: Antonia Pantoja*, Arte Publico Press: Houston, Texas, 2002

Santiago Santiago, Isaura, *A Community's Struggle for Equal Education Opportunity: ASPIRA v. Bd. of Ed.*, Princeton, N. J.: Office for Minority Education, Educational Testing Service, 1978

Scope and Content:

The records of ASPIRA of New York, Inc. document the administration, programs and civic contributions of this ground-breaking social service agency. Furthermore, they help chronicle the organizational evolution of the institution and the numerous initiatives they undertook to support Puerto Rican and Latino youth in New York City.

A small but insightful collection, highlights of the records include materials on such key programs as the Youth Leadership Development Program, as well as on organizational offshoots like the Office of Research and Advocacy and the ASPIRA Clubs Federation. Moreover, the collection documents the organization's engagement with current issues in education and politics, and their extensive involvement in and influence on decision making around them.

The materials in this collection span the years from 1959 to 1998 with the bulk concentrating on the years 1970 to 1995. They consist of correspondence, memoranda, minutes, photographs, flyers, clippings, proposals, contracts, reports, speeches, videos, slides and financial statements. The folders are arranged alphabetically and the documents are arranged chronologically. The documents are in both Spanish and English.

The collection is divided into the following series:

- I. Board of Directors**
- II. Administrative**
- III. Programs**
- IV. Reports**
- V. Financial**
- VI. Subject Files**
- VII. Organizations**
- VIII. Proposals**
- IX. Writings and Publications**
- X. Audio-Visual**

Alcance y contenido:

Los Archivos de ASPIRA of New York, Inc. documentan la administración, programas y contribuciones cívicas de esta innovadora agencia de servicio social. Además, ilustran la evolución organizativa de la institución y las numerosas iniciativas emprendidas para ayudar a la juventud puertorriqueña y latina de la ciudad de Nueva York.

Los archivos más destacados en esta breve pero significativa colección incluyen programas claves como el Youth Leadership Development Program, así como filiales de la organización, entre ellas el Office of Research and Advocacy y el ASPIRA Clubs Federation. Asimismo, la colección documenta el compromiso de la organización con los temas de actualidad en la educación y la política, y su vasta participación e influencia en la toma de decisiones.

Los materiales de esta colección: correspondencias, memorandos, actas, fotografías, folletos, recortes, propuestas, contratos, informes, discursos, videos, diapositivas y estados financieros, datan de los años que abarcan del 1959 al 1998, la mayor parte de esta se concentra en el período entre 1970 y 1995. Los cartapacios están organizados alfabéticamente y los documentos de manera cronológica. Los documentos están disponibles tanto en inglés como en español.

La colección está dividida en las siguientes series:

- I. Junta Directiva**
- II. La administración**
- III. Programas**
- IV. Informes**
- V. Contabilidad**
- VI. Archivo de temas**
- VII. Organizaciones**
- VIII. Propuestas**
- IX. Escritos y publicaciones**
- X. Material audiovisual**

Access Points / Términos de Acceso:

Name / Nombres

Anglada, Mario
Aquino, Federico
Canino, María Josefa
Carro, John
Cedeño, Blanca
Cortez-Vázquez, Lorraine
Ferrer, Fernando
García Rivera, Oscar -- 1900-1969
Hernández, Marifé
La Fontaine, Hernan
Negrón, Frank
Nieves, Josephine
Nieves, Luis
Nuñez, Louis
Pantoja, Antonia
Petrovich, Janice
Quiñones, Nathan
Reyes, Luis O.
Rivera, Julia
Trilla, Francisco

Subject Organizations / Nombres Corporativos

ASPIRA Association, Inc.
ASPIRA of America
ASPIRA of New York, Inc.
ASPIRA, Inc.
Association of Puerto Rican Executive Directors (APRED) (New York, N.Y.)
Casa de la Herencia Cultural Puertorriqueña
Comité Noviembre
Community Development Agency (CDA) (New York, N.Y.)
Educational Priorities Panel (New York, N.Y.)
Hispanic Association of Colleges and Universities
Institute for Puerto Rican Policy (U.S.)
Latino Commission on Educational Reform (New York, N.Y.)
National Congress for Puerto Rican Rights (U.S.)
The Oram Group, Inc.
Puerto Rican Association for Community Affairs (PRACA)
Puerto Rican Educators Association
Puerto Rican Forum
Puerto Rican Interagency Council
Puerto Rican / Latino Education Roundtable (New York, N.Y.)
Puerto Rican Legal Defense and Education Fund

Subject Topics / Temas

Discrimination in education -- Law and legislation -- New York (State) -- New York
Education
Education, Bilingual -- Law and legislation -- New York (State) -- New York
Education, Bilingual -- New York (State) -- New York
Hispanic American students -- New York (State) -- New York

Hispanic Americans -- Education -- New York (State) -- New York
Hispanic Americans -- New York (State) -- New York
Multicultural education -- New York (State) -- New York
Organizations and Leaders
Puerto Ricans -- Education -- New York (State) -- New York
Puerto Ricans -- Education -- United States
Puerto Ricans -- New York (State) -- New York

Document Types / Tipos de documentos

Announcements / Anuncios
Clippings / Recortes
Correspondence / Correspondencia
Flyers / Folletos
Memoranda / Memoranda
Minutes / Actas
Photographs / Fotografías
Publications / Publicaciones
Reports / Informes
Slides / Diapositivas
Videotapes / Cintas de video
Writings / Escritos

Series I: Board of Directors (1968-1998)

This series is inclusive of the correspondence, memoranda, minutes, reports and membership materials of the Board of Directors of ASPIRA of New York, Inc. and also contains documents related to the Board's Executive Committee and the Board of Directors of ASPIRA of America, Inc. (now known as ASPIRA Association, Inc.). Peopled by prominent Puerto Rican community figures such as Blanca Cedeño, Federico Aquino, Josephine Nieves, Fernando Ferrer, María Josefa Canino, Francisco Trilla, Adolfo Carrión, Jr., Oscar García Rivera, Hernan La Fontaine, Marifé Hernández, Nathan Quiñones and Reverend Pablo Cotto, the Board of Directors functioned as an advisory body to the Executive Director and was important to fundraising efforts in some of the organizations most troubled financial times. Of special note are the proceedings of meetings held by the Board of Directors which include minutes, reports, budgetary materials, news of current events and agendas. These materials lend insight into the inner administrative workings of ASPIRA of New York, Inc. and provide researchers with details about some of the challenges confronted by this landmark organization.

Serie I: Junta Directiva (1968-1998)

Esta serie incluye correspondencias, memorandos, actas, informes y documentos de matriculaciones de la Junta Directiva de ASPIRA of New York, Inc., así como documentos relacionados con el Comité Ejecutivo de la Junta y la Junta Directiva de ASPIRA of America, Inc. (también conocida como ASPIRA Association, Inc.). Conformada por personalidades prominentes de la comunidad puertorriqueña como Blanca Cedeño, Federico Aquino, Josephine Nieves, Fernando Ferrer, María Josefa Canino, Francisco Trilla, Adolfo Carrión, Jr., Oscar García Rivera, Hernán La Fontaine, Marifé Hernández, Nathan Quiñones y el Reverendo Pablo Cotto, la Junta Directiva fue el organo asesor del Director Ejecutivo y ayudó de manera significativa en la recaudación de fondos en épocas de crisis económica de la organización. Cabe destacar las actas de las reuniones llevadas a cabo por la Junta Directiva que incluyen actas, informes, materiales presupuestarios, noticias de temas de actualidad y programas diarios. Estos materiales proveen una mirada profunda al funcionamiento administrativo de ASPIRA of New York, Inc. y, al mismo tiempo, detallan algunos de los desafíos a los que se enfrentó esta reconocida organización.

Box Caja	Folder Cartapacio		
1	1	Budget, undated, 1971-1987	
	2-4	Correspondence and Memoranda, 1971-1993	
		Executive Committee	
	5	General, undated, 1986-1994	
	6	Meeting, undated, 1987	
	7	General, undated, 1970-1992, 1998	
	8	Meetings, 1981	
	2	1-10	Meetings, undated, 1984-1989
	3	1-7	Meetings, undated, 1981-1991
	4	1-10	Meetings, undated, 1988-1994
5	1	Member Manual, 1991	
	2	Membership, undated, 1974-1975, 1981-1991	
	3-5	Minutes and Agendas, 1969-1971, 1986-1993	
	6	Reports, undated, 1970	
	7	Resumes, undated	
		Retreat	
	8	Correspondence and Memoranda, 1990-1991	
9	General, undated, 1987-1992		
10	Minutes and Agenda, undated, 1990		
11	Staff and Board Rosters, undated, 1968, 1971-1975, 1990		

Series II: Administrative (1965-1995)

This series highlights the general administrative documents of the organization and includes correspondence, memoranda, materials on operational policies and procedures, as well as staff meeting minutes and agendas. Of interest are early documents pertaining to the consolidation and expansion of ASPIRA (Articles of Federation), and an administrative manual from the early 1970s.

Serie II: La administración (1965-1995)

En esta serie se destacan los documentos administrativos generales de la organización. Incluye correspondencias, memorandos, material relacionado con políticas operacionales y procedimientos, así como actas de las reuniones de personal y los programas diarios. Cabe resaltar los primeros documentos que evidencian la consolidación y expansión de ASPIRA (Articles of Federation) y un manual administrativo que data de principios de la década de los setenta.

Box Caja	Folder Cartapacio		
6	2	Administrative Manual, 1974	
	3	Advisory Board Meeting, undated, 1995	
	4	Agendas, undated, 1985	
	5-6	Articles of Federation, undated, 1965, 1968-1969, 1971-1977	
	7	Background Information, undated, 1986-1994, 1996	
	8	Blank Forms, undated, 1990	
	9	Calendars, 1978, 1986, 1988-1993	
	10	Correspondence – Incoming, undated, 1966-1988	
	7	1-4	Correspondence – Incoming, 1989-1995
		5-6	Correspondence – Outgoing, undated, 1973-1994
8	1	Counselor Training and Evaluation, undated	
	2-4	Memoranda, undated, 1973-1995	
	5	Minutes and Agendas, undated, 1972-1995	
	6	National Training on Finance and Administration, undated, 1993-1995	
	7	Operational Policies and Procedures, undated, 1986-1993	
	8	Organization Charts, 1988-1989	
		Personnel	
	9	Correspondence and Memoranda, 1974-1994	
9	1	General, undated, 1987-1993	
	2	Staff Meetings and Agendas, 1976, 1993-1994	
	3	Staff Resumes, undated, 1990	
	4	Staff Retreat, undated, 1980-1995	
	5	Staff Training, undated, 1993-1994	
	6	Strategic Planning, undated, 1987, 1993-1994	
	7	Time-Leave Records, undated, 1992-1994	
	Oversized Documents		
OS I	1	Office Floor Plans – 332 East 149 th Street, Bronx, NY, 1988	

Series III: Programs (1965-1996)

At the core of ASPIRA's organizational efforts, the programs included in this series speak to the multi-faceted ways in which ASPIRA sought to attend to the needs of the Puerto Rican/Latino student population of New York and attests to their commitment to the educational and civic advancement of this core constituency. Key to these activities was the ASPIRA Clubs Federation and the Youth Leadership Development Program. Directed by a Board and Central Committee, the ASPIRA Clubs Federation functioned as a unifying vehicle for the high school club network by organizing club wide events, dictating the structural parameters of individual clubs, as well as setting policy and rules of conduct. Working in tandem with the clubs, the Youth Leadership Development Program is one of ASPIRA's oldest and was at the heart of its mission to curb dropout rates, encourage educational excellence and instill leadership capabilities in its club members and the Puerto Rican/Latino student populace at large. At the core of the ASPIRA process, the Youth Leadership Development Program would produce subsequent community and political leaders who helped reaffirm ASPIRA's mission in the community and contributed to its organizational longevity. Included in this series also are the records of the Office of Research and Advocacy. Established in 1986 through a grant from the New York Community Trust, this programmatic division of ASPIRA, spearheaded by Luis O. Reyes, focused on advocacy work on such issues as dropout prevention and bilingual education. In tandem, it was charged with producing regular reports on related topics, as well as establishing a resource library.

Serie III: Programas (1965-1996)

Los programas incluidos en esta serie, los cuales conforman el núcleo de los esfuerzos organizacionales de ASPIRA, ilustran la diversidad de formas en que la organización atendió las necesidades de la población estudiantil puertorriqueña y latina en Nueva York y avalan su compromiso con el desarrollo educativo y cívico de éste importante grupo. El ASPIRA Clubs Federation y el Youth Leadership Development Program jugaron un papel esencial en el desempeño de esta tarea. Dirigida por la Junta y el Comité Central, el ASPIRA Clubs Federation constituyó un vehículo unificador para la red de clubes en las escuelas secundarias a través de la organización de actividades a lo largo de la entidad, la instauración de parámetros estructurales para los clubes que lo conformaban, así como el establecimiento de políticas y un reglamento de conducta. El Youth Leadership Development Program, que trabaja conjuntamente con los clubes, es uno de los programas más antiguos de ASPIRA y fue el motor que propulsaba el descenso en la tasa de deserción escolar, al mismo tiempo que fomentaba la excelencia académica e inculcaba las habilidades de liderazgo a los miembros del club y estudiantes puertorriqueños y latinos en general. Como parte esencial del proceso ASPIRA, el Youth Leadership Development Program crea líderes políticos y de la comunidad, quienes reafirman la misión de la organización y contribuyen a su longevidad. Esta serie también contiene archivos de Office of Research and Advocacy, una división programática de ASPIRA encabezada por Luis O Reyes y establecida en 1986 por medio de un subsidio proveído por el New York Community Trust. El Office of Research and Advocacy se enfocó en el activismo en asuntos como la prevención de la deserción escolar y la educación bilingüe. Estaba a cargo de la redacción de informes sobre temas afines, así como de establecer una biblioteca de materiales didácticos.

Box Caja	Folder Cartapacio	
9	8	The ASPIRA Clubs Federation (ACF)
	9	Correspondence and Memoranda, 1988-1994
	10	General, undated, 1974, 1981-1994
	11	Newsletter, undated, 1974-1976
		Proposals, 1970-1971
		ASPIRA Advocacy and Educational Opportunity Center
	12	General, undated, 1974-1978
10	1	Proposals, 1973-1974
		AWARE (ASPIRA to Win through Academic Retention and Excellence) Program
	2	Correspondence and Memoranda, undated, 1987-1991

	3	Forms, undated, 1989
	4	General, 1979-1996
	5	Grant – United Way, undated, 1988-1989
	6	Monthly Program Statistical Forms, 1990-1991
	7	Morris High School, undated, 1985-1987
	8	Proposals – General, undated, 1990-1991
	9	Reports, 1985-1991
	10	Resource Allocation, undated, 1990-1991
11	1-5	United Way/Board of Education Contracts, 1990
	6	CCNY/ASPIRA Student Support Services Program, 1985-1990
	7	CETA Adult Work/ Study Program – Miniversity Program (Six Month Evaluation), 1976
	8	Citibank Scholarship/Mentoring Program, 1988-1991
	9	College and Career Advisement Program, undated, 1995
	10	Consolidated Youth Employment Program, 1983-1987
		Encuentro/Encounter Program
	11	Budget, undated, 1987-1989
	12	General, undated
12	1	General, 1986-1989
	2	General, undated, 1987-1995
		High HOPES (Hispanic Opportunities through Parent Educational Support)
	3	General, 1992
	4	Resource for Local Implementation, undated, 1992
	5	Hispanic Community Mobilization for Dropout Prevention, undated, 1989-1991
	6	HIV/AIDS Peer Educators Program, undated, 1965, 1993-1994
	7	Home Club, undated, 1977-1978
	8	Math and Science Career Program, 1982
		Mayor's Scholarship Program
	9	Application, undated, 1987-1990
	10	Budget, 1989-1994
	11	Contracts, 1986
13	1	Contracts, 1987-1988
	2	Correspondence and Memoranda, 1986-1994
	3	General, undated, 1984-1985, 1989-1991
	4	Guide to Resources for Financial Aid, 1989
	5	Monthly Program Statistical Forms, 1988-1991
	6-8	Monthly Reports, undated, 1988-1990
	9	Reports, 1987-1989
	10	The Minority Medical Education Mentor Program, undated, 1988
		National Health Careers Program
14	1	Budget, 1984-1995
	2	Contracts, 1988-1990
	3	Correspondence and Memoranda, undated, 1981, 1987-1992
	4	Flyers and Pamphlets, undated, 1989-1994
	5	García, Michele I., undated, 1986-1992

- 6 Grant Application, undated
- 7 Monthly Program Statistical Forms, 1987-1991
- 8 National Grant for Public Health Service – Supporting Documentation, undated, 1991-1992
- 9 Proposals, 1981-1989
- 10-11 Reports, undated, 1982-1992
- 12 Students, undated, 1989-1992

- 15**
 - 1 National Scholarship – Loan Program, 1976-1986

 - Neighborhood Youth Alliance Program**
 - 2 General, undated, 1991-1992
 - 3 Minutes and Agendas, undated, 1991-1993
 - 4 Proposals, undated, 1992-1993

 - Office of Research and Advocacy**
 - 5 Correspondence – Incoming, 1986-1988
 - 6 Correspondence – Outgoing, undated, 1983-1989
 - 7 General, undated, 1986-1990
 - 8 Memoranda, 1986-1988
 - 9 Minutes and Agendas, undated, 1986-1988
 - 10 Proposals, undated, 1986-1987
 - 11 Remarks, 1986, 1991

- 16**
 - 1-2 Reports and Writings, undated, 1985-1994

 - 3 Programs and Services, 1991-1992

 - Project ADEPT (Aspire to Develop Excellence and Professional Techniques)**
 - 4 Correspondence, undated, 1992, 1995
 - 5 General, undated, 1992
 - 6 Proposal, 1991

 - Project BEAM (Building Educational Aspirations and Multiculturalism)**
 - 7 Budget, 1993-1996
 - 8 General, undated, 1992-1995
 - 9 Peer Advisement Leadership School (PALS) – Proposal, undated
 - 10 Project BEAM Too, undated, 1991-1996

 - Project LEYES (Legal Education and Youth Employment Services)**
 - 11 Contract, 1990-1991

- 17**
 - 1 Correspondence and Memoranda, 1991-1994
 - 2 Mock Trial, undated, 1991
 - 3 Monthly Program Statistical Forms, 1991-1992
 - 4 Moot-Court Scholarship, undated, 1990-1991
 - 5 Proposals, 1989
 - 6 Reports, 1990-1992

 - 7-8 Project Safe and Sound, undated, 1995
 - 9 Public Policy Leadership Program, undated, 1985-1988

 - Scholastic Assistance Program**
 - 10 General, undated, 1985-1990

	11	Student Files, undated, 1989
18	1-9	Student Files, undated, 1988-1990
	10	Statistics, undated, 1989-1990
		Talent Search Program
	11	Budget, 1988-1991
	12	Correspondence and Memoranda, 1988-1991, 1994
	13	General, undated, 1989-1990, 1994
	14	Monthly Program Statistical Forms, 1990-1992
	15	Proposals, undated
	16	Reports, 1990-1991
	17	Student Assessment Form, undated
19		Youth Leadership Development Program
	1	Correspondence, 1977, 1987-1990
	2	Financial Statements, 1985
	3	General, undated, 1974, 1979, 1987-1994
	4	Manual, undated, 1989-1992
	5	Memoranda, 1973, 1987-1991
	6	Minutes and Agendas, 1988-1989
	7	Proposal – Community Development Agency, 1978
	8	Proposals, 1984-1991
	9	Reports, 1976, 1983-1984
20	1	Reports, 1988-1991
	2	Special Delinquency Prevention Program – Contract and Grant, undated, 1988-1989
		Oversized Documents
OS II	1	The Compadre Helper Program – Poster, undated

Series IV: Reports (1964-1994)

Besides containing annual reports spanning the years 1964-1992, this series includes reports from the Executive Director, summary yearly reviews of organizational events, as well as several topical reports that focus on education and ASPIRA's accomplishments and internal processes. Among the highlights of the series is a report on the recruitment and training of Spanish speaking teachers that covers the period 1968-1970 and a treatise on Puerto Ricans on Long Island dated 1971.

Serie IV: Informes (1964-1994)

Además de incluir informes anuales desde 1964 hasta 1992, esta serie contiene informes del Director Ejecutivo, resúmenes anuales de actividades de la organización, así como diversos informes de actualidad que se enfocan en la educación y los logros y procesos internos de ASPIRA. En esta serie resalta un informe sobre la contratación y entrenamiento de profesores hispanohablantes que abarca desde 1968 al 1970 y el tratado del año 1971 sobre los puertorriqueños en Long Island.

Box Caja	Folder Cartapacio	
20	3-5	Annual Reports, undated, 1964-1992
	6	ASPIRA of New York Yearly Report to ASPIRA of America 1973-1974, c. 1974
	7	ASPIRA's Organizational Development Accomplishments: Reflections 1983-1988, 1988
	8	Caseload Statistical Reports, 1976-1978
21	1-2	Executive Director's Report, 1982, 1988, 1991

	3	Puerto Ricans on Long Island, 1971
	4	Racial and Ethnic High School Dropout Rates in New York City: A Summary Report, 1983-1987
	5	Recommendations of the Chancellor's Working Group on Latino Educational Opportunity, 1988
	6	Recruitment and Training of Spanish-Speaking Teachers – Statistical Report 1968-1970, 1970
	7	Reinventing Youth Service Delivery System, undated, 1994
	8	Report Guide, undated
	9	Report on Public Funding Sources for a Projected ASPIRA Center on Long Island, Torres, Andrés, 1971
22	1	Reports – General, 1971-1992
	2	Year in Review, 1982-1988

Series V: Financial (1967-1995)

This brief series is comprised of budgetary materials that relate to ASPIRA's financial history and fundraising efforts. Of particular interest are the files on the period of debt repayment which help reveal some of the fiscal difficulties faced by ASPIRA and the struggles involved in keeping a grassroots service organization of its type afloat in an increasingly sparse public funding environment.

Serie V: Contabilidad (1967-1995)

Esta breve serie comprende materiales presupuestarios relacionados con la historia financiera de ASPIRA y sus esfuerzos por recaudar fondos. Los cartapacios sobre el período de pago de deudas son de gran importancia ya que develan algunas de las dificultades económicas a las que se enfrentó ASPIRA y la lucha por mantener a flote esta organización de servicio a la comunidad en medio de la escasez de fondos públicos.

Box Caja	Folder Cartapacio	
22	3-7	Budget, undated, 1984-1993
23	1-3	Budget, undated, 1967-1991, 1993-1995
	4-5	Correspondence and Memoranda, 1984-1995
	6	Debt Repayment, 1988-1991
	7	Development Plan, González, Angelo, et. al., 1984
24	1	Funding Periods for Programs, 1979-1981
	2	Fundraising, undated, 1987-1994
	3	General, undated, 1987-1991
	4-5	Reports, 1983-1993
		Oversized Documents
OS III	1	Budget Reports, 1987-1995

Series VI: Subject Files (1959-1997)

One of the most varied and richest series of the collection, the subject files hold a range of materials that include organizational newsletters, clippings, anniversary programs and invitations, as well as documents related to ASPIRA's annual senior prom. In addition, there are files on bilingual education, including information on the Consent Decree, dropout prevention, the selection of the New York City Schools Chancellor, the Angelo del Toro

Serie VI: Archivo de temas (1959-1997)

Una de las series más variadas y ricas de la colección, incluye una gama de materiales entre los que se encuentran los boletines informativos de la organización, recortes, programas de las celebraciones de aniversario e invitaciones, así como documentos relacionados con el baile de graduación celebrado por ASPIRA cada año. También se encuentran cartapacios sobre la educación bilingüe que incluye información sobre el decreto de

Puerto Rican/Hispanic Youth Leadership Institute and the José P. case against the Board of Education whose success eventually brought bilingual education to handicapped students in New York City schools. Highlights also include the proceedings of ASPIRA's suit against the Board of Education which resulted in the passing of the Consent Decree mandating bilingual education in New York City public schools, and the journals kept by students as part of their annual trip to Puerto Rico.

consentimiento, la prevención de la deserción escolar, la elección del New York City Schools Chancellor, el Angelo del Toro Puerto Rican/Hispanic Youth Leadership Institute y el juicio que entabló José P. contra Junta de Educación cuyo éxito finalmente proporcionó educación bilingüe a los estudiantes discapacitados en las escuelas de Nueva York. Entre los materiales más importantes se encuentran las actas de la demanda de ASPIRA contra la Junta de Educación, la cual conllevó a la aprobación del decreto de consentimiento que ordena la educación bilingüe obligatoria en las escuelas públicas de la ciudad de Nueva York. También contiene los diarios de los estudiantes que iban a Puerto Rico como parte del viaje anual.

Box Caja	Folder Cartapacio	
		30th Anniversary
24	6	Concert, undated, 1992
	7	General, undated, 1990-1993
	8	Agreement to Provide Attendance Improvement and Dropout Prevention Services, undated, 1994
25	1	Amoco Dealers Hispanic Scholarship Award, undated, 1987-1994
		Angelo del Toro Puerto Rican/Hispanic Youth Leadership Institute
	2	Evaluations, 1996
	3-5	General, undated, 1994-1996
	6	Social Studies Core Concepts for How Laws are Made in New York State, undated
	7	Anniversary Programs and Invitations, 1971-1997
		Annual Senior Prom
	8	Attendees, undated, 1988-1989
	9	Correspondence and Memoranda, undated, 1975-1989
26	1-2	General, undated, 1975-1993
	3	Areyto Ceremony, undated, 1985-1998
	4	ASPIRA – Clippings, undated, 1966-1997
	5	ASPIRA Family Camp/Summer '88, undated, 1988-1989
	6-7	ASPIRA – Newsletters, undated, 1967-1996
	8	ASPIRA of New York, Inc., et. al. Against Board of Education, et. al., undated, 1970-1974
27	1-2	ASPIRA of New York, Inc., et. al. Against Board of Education, et. al., undated, 1970-1974
	3	Awards Committee, undated, 1987
	4	Basic Skills Development Projects – District 8, undated
		Bilingual Education
	5	Budget, 1970-1972
	6-7	Clippings, undated, 1971-1989
	8	Consent Decree, undated, 1972-1976
	9	Correspondence and Memoranda, undated, 1969-1989

28	1-2 3 4 5-6 7	General, undated, 1968-1992 Hispanics at SUNY New Paltz, undated, 1984 Proposals, undated, 1969-1972 Reports and Writings, undated, 1971-1994 Bilingual Research Center – Proposal, 1972
29	1 2 3 4-5 6 7 8 9 10	Board of Education General, undated, 1972-1989 Reports, undated, 1969-1972 Chancellor’s Commission on Minimum Standards – Working Papers, undated, 1989 Chancellor Selection Clippings, undated, 1987-1989 Correspondence, 1987-1989 General, undated, 1987-1989 Press Releases, undated, 1986-1989 City University of New York (CUNY) – Clippings, undated, 1969-1985 Club Member Rosters, 1989-1991
30	1 2 3 4 5 6-7	Commission on Judicial Nomination, undated, 1992-1993 Committee on High Schools Admissions, undated, 1981-1989 Community Achievement Project in the Schools (CAPS) Correspondence, 1991-1993 General, undated, 1991-1992 Conferences, undated, 1975-1998 Contact Lists, undated
31	1 2-3 4 5 6 7 8 9	Contact Lists, 1986-1995 Contracts, 1987-1995 Dewitt Wallace – Reader’s Digest Fund, undated, 1989-1993 District Council 65 Negotiations, undated, 1980 Dropout Prevention Clippings, undated, 1986-1987 Correspondence and Memoranda, 1985-1989 General, undated, 1985-1990 Proposal, 1986-1987
32	1 2 3 4 5 6 7 8 9 10 11	East Harlem Human Services Directory, 1994 Education – Clippings, undated, 1972-1989 Education Reform Panel, undated, 1988 Educational Advocates Advisory Committee, undated, 1986-1987 Emergency School Aid Act (ESAA) Program, undated, 1973 Ethnic Census, undated, 1969-1972 Event Programs, 1968-1995 Federación Estudiantil Pro-Independencia (FEPI) and Federación Universitaria Pro-Independencia (FUPI), undated, 1974 Flyers and Pamphlets, undated, 1968-1994 Folders, undated, 1991 General, undated, 1973-1995

- 33 1 Hispanic Consensus in Medicine: The Catalyst for an Equitable National Health Reform – Conference, 1992
2 Invitations, 1987-1993
3 José P., et. al. Against Thomas Sobol, et. al., undated, 1988
4 Junior College Interview Meeting, undated, 1988
5 Language Policy Task Force, undated, 1986
6 Latino Children’s Issues Project, undated, 1992-1993
7 Leadership Retreat, undated, 1990-1991, 1995
- Liberty Partnerships Programs**
- 8 General, undated, 1988-1989
9 Liberty Scholarship Advisory Committee, undated, 1989-1990
10 Proposal, 1989-1990
- 11 Las Madrinas de ASPIRA, undated, 1964-1973
- 34 1 Muévete: The Boricua Youth Conference, undated, 1993-1996
2 Multi Ethnic Advisory Committee, undated, 1987-1988
3 Newsletters – General, 1973-1998
4 New York City Partnership, Inc. – Work Access Program, undated, 1984
5 New York City Schools Chancellor Budget Requests, 1984-1988
6 New York Puerto Rican Parade, undated, 1991-1992
- New York State Board of Regents**
- 7 Correspondence and Memoranda, 1991-1995
8 General, undated, 1992-1994
9 Subcommittee on Low Performing Schools, undated, 1993-1994
10 Subcommittee on Special Education, undated, 1993
- 11 New York State Council on Children and Families – Community Roundtable, 1988-1989
12 Los Niños de los Barrios: Public Policies for Our Future Generations – Conference, undated, 1994-1995
13 Olympics, undated, 1992-1993
14 Parent and Community Mobilization and Engagement (PACME), undated, 1995
- 35 1 Parents and Ethnicity – Conference, undated, 1982-1985
2 Police/Youth Perception Program – Contract, undated, 1992
3 Press Clippings, undated, 1976-1977
4 Press Releases, 1976-1995
5 Proyecto Entre Iguales: Aspirantes Helping Peers – Peer Counseling Supervisor’s Kit, undated
6 Public-Private Initiatives: Latino – Contract, 1993
7 Puerto Rican Bilingual Education Policies Committee (PRBEPC), undated, 1971-1972
8 Puerto Rican Community – Clippings, undated, 1970-1988
9 The Puerto Rican Dialog, undated, 1985-1987
10 The Puerto Rican Family Institute – Act Now: Hispanic Youth Empowerment – Conference, undated, 1989
- 36 1 Puerto Rican Heritage Day, undated, 1988-1989
2 The Puerto Rican and His Music, 1975
3 Puerto Rican Music, undated, 1959-1960, 1987
4 Reliance Awards for Excellence in Education, 1992-1993
5 Steering Committee for Planning Community Seminars, undated, 1970

	6	“Somos Uno” Conference on Education, undated, 1988
		Somos Uno, Somos El Futuro – Hispanic Youth Leadership Conference
	7-8	General, undated, 1990-1991
	9	Program and Fiscal Report, 1990
	10	Surgeon General's Hispanic/Latino Regional Health Meeting – Planning Committee, undated, 1993
	11	Take Our Daughters to Work Day, 1993
	12	Taller de Cerámica, 1977
	13	Test Takers Bill of Rights – Bill 5101, 1989
		Trip to Puerto Rico
	14	General, undated, 1965, 1983-1984
37	1-2	General, undated 1991-1993
	3-7	Student Journals – Summer 1991, undated, 1991
38	1-9	Student Journals – Summer 1994, 1994
39	1-4	Student Journals – Summer 1994, 1994
	5	Twenty-Fifth Anniversary – Journal Committee, undated, 1987
	6	Undergraduate Program in Bilingual/Bicultural Education – Herbert H. Lehman College, 1975
	7	Union, undated, 1983-1994
	8	United States Commission on Civil Rights – New York Advisory Committee, undated, 1971-1973
	9	Uniting the Rainbow to Meet the Challenge of the Twenty-First Century – Conference, undated, 1988
	10	Voters Assistance Commission, undated, 1989-1990
40	1	Youth Training, undated, 1993-1994
		Oversized Documents
OS IV	1	Manhattan College Presents: The Quincentenary – Rethinking Columbus’ Legacy – Poster, 1992
	2	Los Niños de los Barrios: Public Policies for Our Future Generations – Poster, 1994
Artifact I	1	Los Niños de los Barrios – Button, c. 1994

Series VII: Organizations (1971-1995)

Contained in this brief series are many organizations with which ASPIRA had business dealings, but also those who worked in tandem with them to further its goals. In the latter category, we find such organizations such as the Association of Puerto Rican Executive Directors (APRED), from which many Board members were culled, Comité Noviembre, the Community Development Agency, the Puerto Rican/Latino Education Roundtable and the National Congress for Puerto Rican Rights. Of particular note is the file on the Puerto Rican Interagency

Serie VII: Organizaciones (1971-1995)

Esta breve serie incluye varias organizaciones con las que ASPIRA mantenía relaciones comerciales, así como aquellas con las que trabajaba para lograr sus objetivos. Entre éstas se encuentran: Association of Puerto Rican Executive Directors (APRED) de la que provinieron numerosos miembros de la Junta, el Comité Noviembre, el Community Development Agency, el Puerto Rican/Latino Education Roundtable y el National Congress for Puerto Rican Rights. Cabe destacar los cartapacios del Puerto Rican Interagency Council, la cual

Council. A federation of agencies made up of ASPIRA, the Puerto Rican Forum, the Puerto Rican Association for Community Affairs, the Puerto Rican Family Institute, the Puerto Rican Guidance Center, the Puerto Rican Convention of New Jersey and the East Harlem Tenant's Council, the Puerto Rican Interagency Council was formed as a vehicle for information exchange, community advocacy and development and the overall coordination of mutually beneficial organizing efforts. Although not extensive, this file provides insightful information on this intrepid Puerto Rican/Latino coalition and its work on behalf of their constituencies.

fue una agencia conformada por ASPIRA, el Puerto Rican Forum, el Puerto Rican Association for Community Affairs, el Puerto Rican Family Institute, el Puerto Rican Guidance Center, el Puerto Rican Convention of New Jersey y el East Harlem Tenant's Council. El Puerto Rican Interagency Council fue creado como vehículo de intercambio de información, para promover el activismo y desarrollo comunitario y para coordinar esfuerzos organizativos que beneficien a todas las partes. Este breve archivo provee información significativa sobre esta intrépida coalición puertorriqueña-latina y el trabajo que realizó en nombre de sus constituyentes.

Box Caja	Folder Cartapacio	
		Association of Puerto Rican Executive Directors (APRED)
40	2	Board Meeting, 1992
	3	General, undated, 1987-1992
	4	Casa de la Herencia Cultural Puertorriqueña, undated, 1983-1986
	5	Cause Effective: A Nonprofit Resource Development Center, undated, 1992-1995
		Comité Noviembre
	6	1991, undated, 1991
	7	1992, undated, 1992
	8	General, undated, 1987-1995
	9	Community Based Organizations, undated
		Community Development Agency (CDA)
	10	Budget, undated, 1990-1992
41	1-8	Contracts, undated, 1987-1994
	9	Correspondence, 1987-1993
	10	General, undated, 1992-1993
		Council of Executive Directors
	11	Correspondence and Memoranda, 1988
	12-13	Quarterly Meeting, undated, 1988
		Educational Priorities Panel
42	1	Correspondence and Memoranda, 1987-1995
	2	General, undated, 1986-1992
	3	Hispanic Association of Colleges and Universities, undated, 1988-1992
	4	Institute for Puerto Rican Policy, undated, 1992
	5	Latino Commission on Educational Reform, undated, 1989-1994
		National Congress for Puerto Rican Rights
	6	General, undated, 1983-1994
	7	The Status of Puerto Ricans in the United States-1993: Through Struggle, We've Come A Long Way, 1993
8	Third National Convention, undated, 1983-1985	

	9	National Executive Service Corps – Consulting Services, undated, 1987-1989
		The Oram Group, Inc.
	10	Correspondence and Memoranda, undated, 1984-1990
	11	General, undated, 1987-1990
43	1	Puerto Rican Educators Association, undated, 1988
		Puerto Rican/Latino Education Roundtable
	2	Clippings, undated, 1971-1991
	3-5	General, undated, 1983-1992
	6	Puerto Rican Legal Defense and Education Fund, undated, 1972-1989
	7	Puerto Rican Interagency Council, 1971-1972
	8	T-L Youthworks, Inc., 1991
		Oversized Documents
OS V	1	Comité Noviembre – ASPIRA Calendar Advertisement, 1991

Series VIII: Proposals (1969-1995)

This small series is inclusive of proposals that demonstrate ASPIRA's commitment to fundraising for an assortment of in-school and external projects and initiatives. From efforts to fund an AIDS/HIV Prevention Education Program to a number of proposals addressing the need for youth employment services and supportive educational programs, these materials attest to the struggles involved in maintaining innovative programs that would continue to address the ongoing and emerging needs of ASPIRA'S core constituency.

Serie VIII: Propuestas (1969-1995)

Esta breve serie incluye propuestas que avalan el compromiso de ASPIRA con la recaudación de fondos para subsidiar una variedad de proyectos e iniciativas tanto dentro como fuera de las escuelas. Desde los esfuerzos por financiar un programa de prevención y educación sobre el SIDA y VIH, hasta una diversidad de propuestas relacionadas con la necesidad de proveer servicios de orientación a los jóvenes en busca de trabajo y programas académicos de apoyo, estos materiales demuestran los problemas que surgen al mantener programas innovadores que tienen como fin solucionar las dificultades y necesidades emergentes de los principales constituyentes de ASPIRA.

Box Caja	Folder Cartapacio	
43	9	AIDS/HIV Prevention Education Program, 1991-1992
	10	ASPIRA of America Development Program, 1969-1972
44	1	ASPIRA's Supportive Services, Mini-School and Tutorial Program, 1975
	2	ASPIRA's Supportive/Educational Services Program, 1977-1978
	3	Educational and Clinical Services – Joint Proposal for Addiction Services Agency (ASA), undated
	4	Project Educational Partnership – Morris High School/Bronx Community College/ASPIRA, 1988
	5	A Proposal for Funding Under the Emergency School Aid Act (Public Law 92-318) – The Non-Profit Group Category for Fiscal Year 1976-1977, undated
	6-7	Proposals – General, undated, 1974-1995
	8	Proyecto Carreras – In School Youth Employment and Training Program, undated
45	1	Puerto Ricans in the Arts, undated, 1975-1977

- 2 Science and Mathematics Academy, 1992
- 3 Special Services for Disadvantaged Students in Institutions of Higher Education, undated, 1972-1973
- 4 A Study to Construct, Validate and Compare a CDM Model, 1976
- 5 Youth Employment Services, undated, 1974-1983

Series IX: Writings and Publications (1963-1995)

This rich series is made up of writings and publications produced by ASPIRA, as well as thematically related documents produced by other individuals and agencies. The former include such early works as "...and Others: A Report Card for the New York City Public Schools" (1971) and "ASPIRA Behavioral Changes in its Clientele As Seen Through the ASPIRA Process" (1974). In addition, those outside materials included speak to this early period as well and count among them Héctor Vázquez's "Discrimination Against Puerto Rican Professionals and Puerto Rican Pupils in New York City Public Schools" and the Puerto Rican Educators Association's essay on "The Education of the Puerto Rican Child in New York (With a Special Emphasis on New York City)." Other works follow similar themes and address the dropout problem/prevention among Latino youth, bilingual education and the educational rights of Puerto Rican/Latino students.

Serie IX: Escritos y publicaciones (1963-1995)

Esta valiosa serie está conformada por escritos y publicaciones producidas por ASPIRA, así como documentos de temas relacionados y elaborados por otros individuos o agencias. Los últimos incluyen los primeros trabajos como "...and Others: A Report Card for the New York City Public Schools" (1971) y "ASPIRA Behavioral Changes in its Clientele As Seen Through the ASPIRA Process" (1974). Asimismo, entre los materiales externos que también pertenecen a este período inicial se encuentran "Discrimination Against Puerto Rican Professionals and Puerto Rican Pupils in New York City Public Schools" de Héctor Vázquez y el ensayo del Puerto Rican Educators Association titulado "The Education of the Puerto Rican Child in New York (With a Special Emphasis on New York City)". Otras obras tocan temas similares y tratan el problema de la deserción escolar y su prevención entre la juventud latina, la educación bilingüe y los derechos educativos de los estudiantes puertorriqueños y latinos.

Box Caja	Folder Cartapacio		
45	6	APEX (ASPIRA Parents for Educational Excellence) Program – Workshop Series Manual, 1992	
	7	ASPIRA Behavioral Changes in its Clientele As Seen Through the ASPIRA Process, 1974	
	8	ASPIRA's Automation Task Force: Recommendations, 1990	
	9	The Coming of the Puerto Ricans, Cardona, hijo, Luis Antonio, 1974	
	10	Creating Resources for Educational Opportunities (CREO) – Memory Book, 1973	
	11	Curriculum Development on Law Related Education for Hispanics in the United States: Preliminary Considerations, Ramírez-Soto, Ismael, 1980	
	12	Destrezas de Micro-Consejería, McDermott, Dermond, undated	
	46	1	Discrimination Against Puerto Rican Professionals and Puerto Rican Pupils in New York City Public Schools, Vázquez, Héctor I., 1971
		2-3	The Education of the Puerto Rican Child in New York (With Special Emphasis on New York City) – Puerto Rican Educators Association, Inc., undated, 1971
		4	The Failure of Academic High Schools in New York City – Brooklyn Education Task Force, undated
		5	Family Perceptions of ASPIRA's Services, Stanton, Norma, 1976
		6	Far Rockaway Latino Youth Survey, Traverzo, David, 1995
7		Handbook of Club Responsibilities, undated, 1992, 1994	

- 8 Hispanics and Philanthropy: Policy Issues to Year 2000, Petrovich, Janice, 1988
- 9 Implementing Successful Programs in New York City Schools: Making the Exception the Rule, Bennet, Michael, et. al., 1988
- 10 Interim Report: Student Voices: High School Students' Perspectives on the Latino Dropout Problem, 1992
- 11 An Investment in Latino Youth, Invirtiendo en Nuestra Juventud – Student Packet, undated
- 12 Legal Rights and Remedies of High School Dropouts and Potential Dropouts, Krieger, Dennis C. and Rebell, Michael A., 1974
- 47**
- 1 Making the Vision a Reality: A Latino Action Agenda for Educational Reform/Final Report of the Latino Commission on Educational Reform, Reyes, Luis O., undated, 1994
- 2 Manual de la Serie de Talleres APEX, 1995
- 3 Minority Dropouts: Systemic Failure in Inner City Schools, Reyes, Luis O., 1984
- 4 Minority Secondary Education in New York State and New York City, Calitri, Ronald, 1983
- 5 Model for High School Dropout Prevention to Service: Louis D. Brandeis High School and Eastern District High School, undated
- 6 The New York City Mayoral Candidates' Respond to "Towards a Puerto Rican/Latino Agenda for New York City 1989," 1989
- 7 Northeast Hispanic Needs: A Guide for Action, Volume II, 1987
- 8 Organizing and Working with Parent Groups: A Manual for APEX Facilitators, 1992
- 9 "...and Others": A Report Card for the New York City Public Schools – Education Action Conference, 1971
- 10 Program Manual, 1968
- 48**
- 1 Publications – General, undated, 1977-1993
- 2 The 'Puerto Rican Exception': Persistent Poverty and the Social Policy of Linda Chávez, Institute for Puerto Rican Policy, 1992
- 3 Puerto Ricans and the Assimilation Process, López Jr., Rudy, 1982
- 4 A Question of Identity, Morales Jr., Julio, 1963
- 5 Remarks and Speeches, undated, 1985-1994
- 6 A Response to the Report: "Educational Progress of Students in Bilingual and ESL Programs – A Longitudinal Study 1990-1994" (Oct. 1994), Santiago Santiago, Isaura, 1994
- 7 Striving for the Advancement of the Puerto Rican People: ASPIRA, Inc. of Illinois and the Chicago Puerto Rican Community, Montes, José Carlos, 1993
- 8 Student Voices: High School Students Perspectives on the Latino Dropout Problem, 1992
- 9 Toward a Vision for the Education of Latino Students: Community Voices, Student Voices, undated, 1992
- OS VI**
- Oversized Documents**
- 1 *El Aspirante*, 1975
- 2 *The CUNY Courier*, 1974
- 3 *...these our children* – District 12, The Bronx, 1975

Series X: Audio-Visual (1968-1983)

This series is inclusive of photographs, slides and videos that document many of the activities in which ASPIRA club members (Aspirantes) participated in. In addition, contained are photographs on Comité Noviembre and a video on Latinos and their relationship to science and math education. Of the materials related to the activities of the Aspirantes, the richest resources are the slides in the series. Documenting early annual trips to Puerto Rico, staff and stateside events, the slides provide a visualization of the vibrancy and benefit of ASPIRA's efforts to connect with Puerto Rican youth and to in turn put them in touch with their rich cultural heritage. Also included is a video that documents a mock trial held under the auspices of Project L.E.Y.E.S.

Serie X: Material audiovisual (1968-1983)

Esta serie incluye fotografías, diapositivas y videos que documentan la variedad de actividades en las que participaron los miembros del club ASPIRA (Aspirantes). También contiene fotografías del Comité Noviembre y un video sobre los latinos en relación con la educación de las ciencias y las matemática. De los materiales relacionados con las actividades de los Aspirantes, los más interesantes son las diapositivas, las cuales documentan los primeros viajes anuales a Puerto Rico, actividades del personal y los realizados en los Estados Unidos; asimismo, proveen una imagen visual de cuan vitales y beneficiosos fueron los esfuerzos de ASPIRA por llegar a la juventud puertorriqueña y ponerlas en contacto con su rico patrimonio cultural. Esta serie además incluye el video de un juicio simulado, parte de la iniciativa de Project L.E.Y.E.S.

Box Caja	Folder Cartapacio	
48	10	Photographs, undated, 1968-1983
		Slides
	11	Activities, Students and Staff, undated
49	1-2	Activities, Students and Staff, undated
	3	ASPIRA in Puerto Rico – Student Trips, 1974, 1976-1977, 1983
	4	New Jersey, 1976, 1978
	5	Vieques, undated
		Videotapes
50	1	Mock Trial, undated
	2	Proyecto Futuro: Making Science and Mathematics Work for Hispanics, undated
	3	“Vanguard in the Vanguard,” undated