



## Parents play a key role in PALS success

A constant of the PALS program is the role parents play in their children's success. Behind many of these highly motivated youngsters stand parents who are role models for a responsible and productive life and who urge their children to take advantage of opportunities like PALS.

"I tried as much as possible to let them know the importance of education," says Cynthia John, a single parent who brought her family to Lawrence from Nigeria seven years ago. "This world they're in is very competitive, and I told them they have to be committed to any program they're in and put in their best. It stuck in the back of their minds."

John's daughter Elizabeth and son David both went through PALS. They are now 12th- and 10th-graders at Central Catholic in Lawrence.

During their PALS years, John made an effort to attend parent meetings so her children would "know it is important." She set goals for them and rewarded them when they succeeded. She also worked to instill an obligation "to give back to the community."

"They already have it in them to help others," she says. "PALS was a great foundation for them. It helped to open doors."

Cruz Adames also had two children in PALS: Adrian, now in his first year at MIT, and Jamie, an 11th-grader at Central Catholic. Adames feels he sets an example.

"They see how I go to work every day and take care of the family," explains Adames, who came to the United States from the Dominican Republic 23 years ago. "When the opportunity to join

PALS was offered, I told them they should take it. It was going to help them through the years. They were excited, and I was too," he says.

Adames kept track of the boys' schoolwork and watched as his sons blossomed socially at PALS. "They didn't go out much, but they felt comfortable going over there. They showed me what they did. I always have shown encouragement," he comments.



*Joel Perez, PALS '06, and his family at the closing awards picnic.*

Carlos Hernandez and his wife, Rosa, have three PALS youngsters. Carlos and Fernando are in the 12th and 10th grades at Central Catholic. Carolina is a 7th-grader at Parthum School and currently enrolled in PALS.

"I went to college, and they know it is part of my goal for them," says Hernandez, who brought his family to Lawrence from the Dominican Republic six years ago. "We've been talking about it since they were youngsters. I told them they would have to go to college if they wanted a better future."

He and his wife check their children's homework, ask about school and stay in touch with teachers. When Carlos was selected for PALS, Hernandez quickly embraced the program. He credits PALS with boosting his children academically and socially. "I don't have words to explain it. I am blessed," he says.

When young Carlos first attended the PALS summer session he said, "I wish I could work in it someday," Hernandez recalls. "He did it this summer. When he got his check from PA, he was very proud."

Sara Conway's daughter, Ashley Molton, went through PALS and is now a 9th-grader at Central Catholic.

Conway, a native-born American who was widowed two years ago, says she and her father are very involved with Ashley's school work and the PALS program. "We felt PALS was such a big part of her education for those two years. We saw to it that she was very involved with her tutors. They brought her to where she is now. PALS is the best thing that ever happened to her," she says.

Conway and her daughter are close. "We talk every night about what happened today. I would tell her, 'You have to give it all you have.'" A gifted writer, Ashley has won essay contests thanks to

“PALS has changed me as a person. It has helped me see that my teachers are really helping me by being strict and are thinking of my future. It has made me want to make my brother come here so that he can also feel the same that I feel about school.”

—Joshua Hernandez, PALS '05



## Director's Report 2004-05

*Interview with Director Tom Cone*

In a recent conversation with Deborah Fitts, PALS Director

Tom Cone reflected on his experience in PALS. Here he answers some frequently asked questions about the program he has led for 15 years now.

**Q:** The summer student teachers, or interns, play a critical role in PALS. How do you find these young people, and what do you look for in them?

**A:** I look for interns who themselves are motivated and do well in school, because they'll make excellent role models for the children. I also look for “kid people.” I watch them when they're going from one activity to another. Do the interns just talk to each other? If they like children, they'll stay with them and talk to them. The kids soak this up.

**Q:** How does teaching in the program affect these older students?

**A:** Whether they are winter volunteers or summer interns, it helps them think about and verbalize their own goals. High-school youngsters are tough on themselves—critical about how they're doing with the children. The adult teachers explain that young students often have gaps in their education that we need to fill, and it's OK if they only did one math problem that day instead of four. I also like to think that PALS encourages their

interest in helping others in the future. Alumni have said this was one of the highlights of their school experience.

**Q:** Is there a secret to the program's success?

**A:** Maybe the closest thing to a secret is that we, the adults in the program, are doing something we love to do. The five adult teachers do so much, and their hearts are in what they do. We have two goals. One is to help the student volunteers and interns feel confident about teaching and being mentors. The other is to open the world to the children as much as we can and give them strategies to excel in school. This really bears fruit in their high school years and beyond.

**Q:** Adults often feel that the middle-school years are difficult for children to negotiate. How does PALS help students develop discipline and focus?

**A:** I've always heard this—the “muddled middle years.” But they do amazingly well. We certainly stress the importance of academic achievement. The student teachers tell the children about their own goals, like where they're applying to college, so the younger students adopt those goals too. Socially, we have “Girl Talk” in the summer for 8th graders, where the girls discuss the issues they face growing up in today's world.

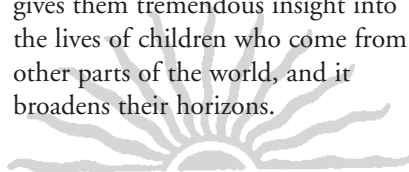
Everything they say is in confidence, which encourages participation.

**Q:** How do you measure success?

**A:** One measure is that PALS students all finish high school and go on to college. Another is the program's popularity. We've even had parents change school districts so their kids could be in PALS. Many families send siblings. And attendance is just phenomenal. The children enjoy the program and they enjoy each other. They feel comfortable in the PALS “family.” On the way home in summer or winter, they never want to be the first one off the bus.

**Q:** Why is it important for PA to offer a program like PALS for youngsters in Lawrence?

**A:** It's important to do it because it's the right thing to do. It's one-of-a-kind in Lawrence, to the depth that we do it. There are other after-school programs, but they don't have student volunteers and interns like ours who are trained by adult teachers and get constant feedback on teaching and mentoring. It's also good for our PA and Andover High students. It gives them tremendous insight into the lives of children who come from other parts of the world, and it broadens their horizons.



“I have become a better mathematician and a better writer. Not only that ... I have become a better person. I learned that life is only here once and I will have to make this one chance great. I have become accustomed to working to my full potential.”

—Jeremy Navarro, PALS '05

## PALS Class of 2005 and their student teachers

**La-Quan Bates** is in the Lancers Scholars Program at Lawrence High School after attending the Upward Bound Program at U Mass/Lowell last summer. **Tanisha Colon-Bibb**, Phillips Academy '06, from East Stroudsburg, Pa., taught him for two academic years and is currently teaching PALS youngsters for her third year, a significant commitment to community service.

**Benjamin Breton** is one of three PALS students who headed this fall to the new Notre Dame High School in Lawrence, where each fulfills a service internship commitment one day per week. **Tanisha Colon-Bibb** also taught him, along with **Jimmy Conway**, now a senior at Andover High School.

**Mabel Dominguez** received an Adelante Scholarship, enabling her to enroll this fall at Notre Dame High. Her student teacher was **Evelyn Wang**, AHS '05, who now is a pre-med student at the University of Michigan in Ann Arbor. Evelyn led the PALS component at AHS as student coordinator and taught in Summer PALS 2005 as a language arts teacher and editor of the newsletter.

**Ashley Felix** is another Lancers Scholar at Lawrence High. She was the third student tutored by **Tanisha Colon-Bibb**, along with two recent Andover High graduates: **Roopa Chari** (winter term), now a freshman at Dartmouth, and **Sarah Morgan** (spring term), enrolled as a freshman in the honors

program at U Mass/Amherst. **Robert Flete** also is an Adelante Scholar in his first year at Notre Dame High. His student teacher was **Jai Sim**, now a senior at Andover High. This is Jai's third year in PALS; he serves as one of three student coordinators at Andover High.

**Kyle Genett** enrolled this fall in the honors program at Lawrence High, following a summer at U Mass/Lowell's Upward Bound Program. **Dragos Velicanu**, a senior at Andover High and another student coordinator there, taught him lots of demanding math in PALS.

**Edwin Guerrero**, who also studied with **Dragos Velicanu**, moved to Colorado in the middle of his 8th grade year.

**Joshua Hernandez** is another Lancers Scholar at Lawrence High. **Mike Zhu**, AHS '06, who rounds out the trio of AHS coordinators for PALS, taught him advanced math and some geometry.

**Kimberly LeBron**, an additional student under the wing of **Evelyn Wang**, has enrolled at Lawrence High.

**Maylin Martis** is an Adelante Scholar at Presentation of Mary Academy in Methuen. Her student teacher was **Whitney Dublin**, PA '06, from Brooklyn, N.Y.

**Ashley Molton** attends Central Catholic High School as the winner of



*Student intern Jack Thorlen, PA '05, upper left, kibitzes with budding chess masters.*

*Class of 2005, continued on page 6*

“PALS has been a very good place for me to learn new things. I have learned things that I never heard of before or even tried before ... I wish this year would never end, but unfortunately, it will.”

— Maylin Martis, PALS '05

## For the local good: Foisy Foundation extends the legacy of modest farmers

Charles “Ed” Foisy and his sister, Florida, lived all their lives very simply on the land that they loved on Pelham Street in Methuen—Ed’s Turkey Farm. Both unmarried, they inherited the farm from their father, and they continued to run it until the late ’70s. They were hardworking, modest farmers, caring of each other and their personal place, and respected, low-key members of their community.

Long after they had discontinued raising turkeys, they lived on their beloved property, venturing beyond only when they needed to. In their final years, with no immediate family, they established a trust for the purpose of supporting charitable causes following their deaths. They died in 2002 within months of each other, with Ed first caring for Florida as her health declined.

Their legacy, seeded further by the sale of the Foisy property, is the Charles E. Foisy and Florida C.A. Foisy Foundation. In keeping with Ed and Florida’s wishes that it focus

on needs in the local area, the foundation has recently begun to make charitable contributions to initiatives in the Merrimack Valley region. PALS is deeply honored to be among its first beneficiaries.

Why might PALS be selected for an unsolicited grant from the foundation? Managing Trustee Albert “Bud” Pettoruto says, “It’s the grass-roots aspect of the program. PALS helps us put our support directly where it can make a tangible good.” He adds, “It provides students a chance to push and advance themselves; it’s a great bootstrap for them as individuals. It’s what Ed and Florida would have wanted—right up their alley.”

It may not be a stretch to say that the quaint motto of their farm, “confinement raised for tenderness,” is an appealing characterization of their lives, even after their death. By supporting programs like PALS, the legacy of the Foisy Farm nurtures the wholesome growth of Lawrence youngsters today.

—Don Abbott

### Parents

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her PALS tutors teaching her to “write on a different level.”

Socially, Conway credits PALS director Tom Cone and adult teacher Alix Driscoll with building Ashley’s confidence. “She’s very outgoing. PALS has taught her to be an independent person. She faces everything head-on, and they had a lot to do with it.” Even now, Conway says, “Every time Ashley has an issue, we’ll say, ‘Why don’t you call Alix, or Mr. Cone? Why don’t you e-mail them?’ She still stays in touch with her tutors and asks them to help her with problems. I can’t say enough about them.”

—Deborah Fitts

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*A group of singing seventh graders shows the PALS spirit at the final picnic.*



*Samuel Paulino, PALS '06, and his family*

“With the help of PALS I found new ways of thinking and have expanded my understanding of math ... PALS made me appreciate learning more and focus more on it.”

— Kyle Genett, PALS '05

## Geared for success; empowering others to succeed



### Graduate Profile: Linette Heredia, PALS '01

It may be that the DNA for success is tightly woven in the genes of Linette Heredia, PALS '01. As the second-ranking student at Lawrence High School in the class of 2005, Linette had her choice of seven stellar schools, including an Ivy. She chose the entrepreneur program at Boston College.

Last May, she was one of eight local high school seniors honored by the Exchange Club of Lawrence with individual \$1,000 undergraduate scholarships based on their academic achievements and need.

At Lawrence High she took advantage of all the school offered, setting a school record in track, surmounting an AP-heavy load for several years and commanding many leadership roles. In DECA, a national program developing future leaders in marketing, management and entrepreneurship, she earned the right to represent Massachusetts in competition and earned national accolades.

What's more, Linette's commitment to her beloved ballet remains 13 years strong. She studied at the highly regarded Upward Bound Program at Noble & Greenough School during high school summers. And Massachusetts Governor Mitt Romney singled out

Linette in the audience at his State of the State Address in 2004, commending her for her superior MCAS test scores.

But it is through her PALS experience that Linette has drawn success around her in a full circle. From 1998-2001, in grades six through eight, she studied as a PALS student, mastering advanced work with alacrity. She then was accepted into Central Catholic High School but chose Lawrence High because she saw the length and breadth of opportunities for herself there.



*Linette Heredia, PALS '01*

This past summer, Linette returned to PALS in the role of student teacher. With much wisdom and a heavy dose of patience, she instructed seventh graders in the intricacies of writing and vocabulary-building. Yet her most influential role was to teach success in the guise of Girl Talk, the course designed just for eighth-grade girls. Linette bolstered girls at that age when they face pressure from peers and need support to make decisions about various new influences. She counseled,

cajoled and convinced these girls to move more confidently into responsible independence. They were “her girls,” and she taught them to be strong and self-assured and “to search for a life that goes beyond the ordinary.”

In the midst of her first busy month at the Carroll School of Management at B.C. this fall, she still finds time to e-mail them her ongoing advice: “Just make sure you stay focused. Don't let anyone or anything stop you from achieving your dreams and goals. And get involved—I can't emphasize that enough. It's the key to surviving high school and college!” Linette is still helping her girls construct their own success genomes.

—Alix Driscoll

“What I like most about PALS are the caring and understanding people that you meet. I'm usually a very shy person, but when I'm at PALS I can act crazy and goofy ... I also like the fact that when you're in trouble or you just seem sad, everyone cares and they try to help. And believe me, people have made my day seem bright.”

—Crismely Guzman,  
PALS '06

“PALS is a blessing for me. Without it, I wouldn’t know as much as I do about high school and math. Thank you for helping our community.”

— Joel Perez, PALS '06

## Class of 2005

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the Brother Simeon Ernest Brien F.M.S. Scholarship. One of her student teachers, **Kayla Parker**, AHS '05, is a freshman at George Washington University, while the other, **Sherene Davidson** from Bronx, N.Y., is in her junior year at Phillips Academy.

**Jeremy Navarro** is yet another Lancers Scholar at Lawrence High. He also worked closely with **Dragos Velicanu** and with two other Andover High students, **Norbert Guery** and **Zachary Zemlin**, both juniors this year.

*Adrian Adames PALS '01, Central Catholic '05, MIT '09, as a proud June '05 graduate of Central Catholic, where he loaded up on honors classes and excelled as an Adelante scholar. In PALS, he dreamed of being a biochemist and enjoyed architecture and botany. At Central Catholic, he discovered physics and his interest in engineering peaked. He reports that he loves his first experiences at MIT.*



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**Kristina Ortiz** is a second Adelante Scholar at Presentation of Mary. **Donna Shinn**, AHS '06, and PA senior **Whitney Dublin** were her student teachers.

**Anaseidy Ruiz** is a third Adelante Scholar at Notre Dame High, having also had **Sherene Davidson** and **Donna Shinn** as her student teachers.

**Ryan Runge** is a fifth Lancers Scholar at Lawrence High. His two student teachers were **Zara Golden**, a recent Andover High graduate now studying at George Washington University, and **Jai Sim**.

**Isabel Vargas**, another student tutored by the ubiquitous **Evelyn Wang**, completes the group of new Adelante Scholars at Presentation of Mary.

## PALS Class of 2001

**Adrian Adames**, Central Catholic '05, Adelante Scholar; MIT

**Juan Alcantara**, Central Catholic, Adelante Scholar; moved to Fla. in '02

**Vicky Bernier**, unknown

**Rosalinde Candelario**, Lawrence High '05, honors; Middlesex Community College

**Rosie Caraballo**, Lowell High '05; Middlesex Community College

**Cathy Colon**, Lawrence High '05, honors; Salem State College

**Kristen DeFrancisco**, Lawrence High '05; U Mass/Lowell

**Stephen Espailat**, Greater Lawrence Regional Vocational Technical High '05; Northern Essex Community College

**Linette Heredia**, Lawrence High '05, honors; Boston College

**Milca Otera**, Lawrence High; moved to Fla. in 9th grade

**Sasha Peralta**, Presentation of Mary '05, Adelante Scholar; Suffolk University

**Belen Pererya**, Boston Arts Academy '05

**Adriana Rodriguez**, Lawrence High '05, honors; Miami Industrial College of Arts and Sciences

**Jeremiah Vega**, Georgetown High '05; Bay State College

**Ashley Voisine**, Lawrence High '05; Northern Essex Community College

**Jonathan Zayes**, Central Catholic '05, Adelante Scholar; Union County College, N.J.

“Ever since I started PALS, I was actually really shy. I didn’t have enough math skills, since math was my worst subject. (Now) I’m not scared to talk or meet new people. I have many friends. I’m not scared to tell people how I feel. I also have mastered math ... PALS has convinced me to become a stronger person.”

— Anaseidy Ruiz, PALS '05



## Six students in the Class of 2005 receive Adelante Scholarships

Continuing in the tradition established by PALS graduates in 1998, six members of the Class of 2005 have been named Adelante Scholars. Over the past eight years, a total of 45 students have distinguished themselves as recipients of these awards.

The award winners who joined the Class of 2009 Adelante Scholars are now enrolled at the following schools:

- ◆ Mabel Dominguez Notre Dame High School
- ◆ Robert Flete Notre Dame High School
- ◆ Maylin Martis Presentation of Mary Academy
- ◆ Kristina Ortiz Presentation of Mary Academy
- ◆ Anaseidy Ruiz Notre Dame High School
- ◆ Isabel Vargas Presentation of Mary Academy

Adelante Scholars receive financial assistance for their high school years while assuming regular responsibility as tutors of younger students at the Lawrence Youth Center. Hats off to each of them. They carry much personal promise both as students and as contributing members of their home community.



“If you don’t try, you don’t know.”

—Carlos Hernandez, PALS '02,  
student teacher '05

## PALS summer 2005 faculty and staff



# Our generous donors

We gratefully acknowledge our 2004–05 donors, whose generous contributions supported 100 percent of the PALS operating budget. Your investment in young children and your hope for the future are an inspiration to everyone who works for the development of all children into effective contributors to their communities.

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Dean K. Webster '47  
Melvin L. Weiner '41  
Laura and Jeff C. Woodhead '84

## Gifts-in-Kind

Carlos Hernandez: dwarf African frogs  
Lawrence Public Schools: transportation support  
Students of Shawsheen School: stuffed animals  
Washburn family: painted turtle



Phillips Academy  
**ANDOVER**

## PALS Newsletter

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Established in 1988, PALS is a two-year program operated by Phillips Academy in close collaboration with Andover High School, the Lawrence Public Schools and other neighboring high schools. It annually serves approximately 40 academically capable students from the Leonard School and Parthum School in Lawrence, Mass., many from economically disadvantaged backgrounds. Through an intensive four-week summer program and follow-up mentoring during the school year, it provides enrichment in math and language arts in preparation for high school and careers.

“I learned more in PALS in a month than I have learned in school for a whole year.”

—Pulak Sim, PALS '06