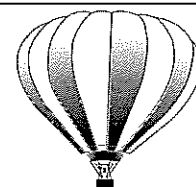




# ACCESS



VOLUME 5 NUMBER 1

FALL/WINTER 1998

## AVID Stays the Course

Mary Catherine Swanson, AVID Founder & Director

Presidents rotate in Washington, bringing with them new Secretaries of Education. Federal funding for education is ever victimized as popular issues of the moment assume center stage. State governors change, state boards of education shift, state superintendents of education rotate as they are constantly elected or appointed, priorities for state funding of education are inconsistent. The electorate passes education legislation often without the wisdom of understanding the issues, duped by campaign media. School district superintendents and site principals come and go, sometimes by their own choice and in other instances by political whim.

In response to political and public pressure, the cries of politicians, policy experts, and public officials, school reforms immerse districts like waves on the sand, often washing away past efforts to make room for a few short-lived footprints. Amidst the winds of popular trends, savvy educators consider signs of how the reforms might affect the classroom. AVID bases its approaches on what the data tell us about student achievement and prepares students for the realities of what colleges and businesses nationwide are requiring—an idea so simple, so logical, yet so unusual in educational reform. John Goodlad, often referred to as the “Henry Ford of education,” has noted AVID as “the only national educational reform movement which bases its program on student results.”

Because AVID’s goal is to prepare underachieving students for college and the world of professional work, popular educational trends are not a focus for the program. If the colleges, for example, require increasing numbers of Advanced Placement courses, then AVID will prepare students to succeed in those courses. If standardized tests tell us that students have difficulty with reading comprehension, then AVID will attack the problem. If data show that the greatest barrier for students in achieving four-year college eligibility is inadequate math preparation, then AVID will focus on that problem. Will AVID join public debate regarding broader educational issues of whether raising college admission standards is a solution for an

inadequate number of institutions of higher education for example? Of course, but AVID will not sacrifice a generation of students’ futures because it does not condone a current trend. AVID will make its programmatic decisions based on what works in the classroom that prepares students whose futures would not be promising without our intervention. AVID will give teachers practical classroom strategies which hold the course as the fickle winds of change billow beyond the realities of the classroom.

### AVID Initiatives for 1998-99

As AVID stays the course in the ever-changing educational environment, underachieving students’ preparation for four-year college eligibility and enrollment remains our focus. To that end, each year we establish initiatives which will better prepare both teachers and students to achieve that goal.

### Advanced Placement Initiative

As colleges nationwide require more honors/Advanced Placement course work for entry, AVID will broaden student selection to include both “B” and “C” level students and will give those students the support to be successful in the most rigorous curriculum. To that end, it is our expectation that all

high school AVID sites will dramatically increase the number of AVID students—both middle level and high school—who enroll in and are successful in honors and Advanced Placement courses. To assist AVID sites in opening access and keeping standards high, AVID will collaborate with the College Board in specially designed “opening access” staff development, which will include specialized institutes.

Recently, Rosalinda Vasquez, an AVID graduate from San Diego County and now a freshman at the University of California, San Diego, addressed the local AVID Policy Board composed of university chancellors, deans of admissions, district superintendents, and other educational leaders regarding the importance of her experience in both AVID and Advanced Placement during high school.

“I remember being afraid of honors and Advanced Placement when I was in junior high because I heard it was so much work” said Vasquez, “but I was just not well-informed about what it meant for me. My AVID coordinator took the mystery out of it. She explained the importance of the courses, that they would make us highly competitive.”

(Continued Page 3 ... Course)

## Jay Mathews: Insight Into Education’s Class Struggles

The ACCESS Interview

In a journalistic career that spans nearly 30 years, Jay Mathews has covered national, foreign, business, and educational stories for the Washington Post, from Hong Kong to Los Angeles, and he now serves as an educational correspondent for the Post. Along the way, Mathews has also published several books, including *Escalante: The Best Teacher in America*, which grew out of his six-year study of Garfield High in Los Angeles and the school’s now famous calculus

teacher, Jaime Escalante, who defied traditional wisdom regarding success on Advanced Placement exams. Escalante’s mostly poor and immigrant students took and passed the AP calculus exam at astonishing rates, greater, in fact, than those at many more affluent schools. Escalante went on to become a cult figure of sorts after his story was told in the film “Stand and Deliver.”

(Continued Page 4 ... Mathews)

## Course (Continued from Page 1)

### Research Initiative

In recognition that AVID is a research-based program and that program improvement can only be achieved when we know what we do well and not so well, the AVID Center will this year initiate several research efforts. First, working with independent researchers, we will track AVID middle grade students through their high school years to determine the effectiveness of middle grade AVID. We will also measure AVID's effectiveness by measuring student attendance and citizenship as well as the successful completion of four-year requirements. Finally, again working with independent researchers, we will engage in research that measures the quality of AVID implementation as the program continues to "scale up."

These are ambitious initiatives, but it will be through such efforts that the AVID Program will continue to successfully serve thousands of students.



## Excerpts From Jay Mathews' *Class Struggle*

- We ought to pay more attention to what happens in all of our high schools. Few of us appreciate how much our secondary school educations define us. Many of the politicians, industry leaders, and celebrities I have met as a journalist over the last thirty years mention their colleges in their official biographies and in interviews. When I began asking a few years ago where they went to high school, they often seem surprised at the question. (Introduction to *Class Struggle*)
- Jaime Escalante's first rule was to let everyone into calculus who wanted to try it. His second rule was to cajole or bully into the course everyone else who had the faintest chance of success. If at the end of a tough year an Escalante student scored a disappointing 1 or 2 on the test, he saluted the student and welcomed him back for another try the next year. Many of his students acquired new confidence in themselves by the mere act of sticking with the course and taking the test. When they took the course a second time, they were more prepared for calculus's odd vocabulary and complex thought structure...In

## Mathews (from Page 1)

From a different socio-economic standpoint, in his most recent book *Class Struggle: What's Wrong (and Right) with America's Best Public High Schools* (Times Books), Mathews examines how America's elite public high schools have raised the standards of American education yet have also denied many students a chance to take the most demanding courses. In *Class Struggle*, Mathews chronicles many high schools, but his primary case study is Mamaroneck High School in Westchester County, New York, where he follows a group of students through a three-year period in an affluent environment where educators, parents, and other community members argue over curriculum, tenure, and ability grouping. As he researched and wrote the book, Mathews discovered that he had many misconceptions about why wealthy schools did well, assuming initially that their success could be attributed to the fact that they had the strongest tax support, the best-paid teachers, and smaller classes.

In fact, Mathews learned that elite public high schools were more complex organizations, and, as he says in the introduction to *Class Struggle*, "Many of them suffer from the same kind of expectation gap I had encountered in low-achieving schools. Many students at rich schools, like poor ones, do not do as well as they could because they are not thought capable of doing very well. Teachers, counselors, and administrators try to make them comfortable rather than smart and then blame the sad results on inattentive parents, badly wired brains, cultural isolation, or some other fashionable excuse."

[... The implications for gatekeeping practices reach beyond the affluent schools ...]

Yet, in studying over 75 high schools, Mathews also discovered that many elite schools produced excellent results and turned out well-educated graduates. He hoped to find approaches that could be replicated in any system and have a broad impact for many students no matter what their economic circumstances. At affluent schools, Mathews takes particular note of Advanced Placement programs, which he had seen work miracles at impoverished schools like Jaime Escalante's Garfield High in Los Angeles. As he studied the means by which students are granted and denied access to AP programs, Mathews discovered that even in America's wealthiest educational environments, where there are relatively few significant differences in family backgrounds, students can encounter extreme difficulties in gaining entry to AP classes.

As part of his book, Mathews developed a system for rating schools' performance regarding AP. "The Challenge Index," as he calls it, is a ratio based on the number of Advanced Placement exams taken at the school divided by its graduating seniors. Taking the AP exam is, according to Mathews, more important than passing it. "Some schools don't rank very high on my index," he said, "because they offer sham AP courses, listing the course but not allowing many kids to take the test." *Class Struggle* includes a ranking of 230 U.S. high schools according to the Challenge Index.

The implications for gatekeeping practices reach beyond the affluent schools Mathews studied. "When the best schools in the country cannot resist labeling some of their students as mediocre and denying them the most challenging courses," he says in his introduction to *Class Struggle*, "then all schools, no matter how ambitious and affluent, are in trouble."

(Continued Next Page ... *Mathews*)

### DID YOU KNOW?

Forty-eight percent of the 'untracked' (AVID) students who graduated in the classes of 1990, 1991, and 1992 enrolled in 4-year colleges. This figure compares favorably with the local average of 37% and the national average of 39%. (*Constructing School Success*, 1996)

## Mathews

(from Previous Page)

In July, Jay Mathews was the keynote speaker at the AVID Eastern Division Institute. He described for over 700 participants his experiences in researching and writing *Class Struggle*, and had encouraging words for AVID site teams and their efforts to move more students into rigorous curriculum.

Following the institute, Mathews agreed to a lengthy interview for ACCESS, providing his views of gatekeeping practices, the importance of educators' attitudes, and AVID's place in the debate about access to AP courses.

**ACCESS:** Participation in Advanced Placement exams has become an increasingly important factor in college admissions. Why do you think this has occurred?

**MATHEWS:** Colleges are looking for some sign of academic rigor in the high schools students are coming from, some measure of how willing students are to take the risk of rigorous courses in college. In the United States today, there are only two programs that provide certifiable proof of rigor, the Advanced Placement program and International Baccalaureate program. Although lots of high schools have developed their own courses, it is impossible for colleges to tell how rigorous the courses are. If you've got AP or IB, especially if the teacher insists that students take the test, then you know the course must be taught at a rigorous level. It took AP a long time to grow. It began as a device to keep seniors in prep schools from getting bored, the most elitist beginnings imaginable. When I graduated from high school in 1963, it was so remote and elitist a program that not only did I not have any AP courses, I had never heard of it. In the 80's it began to grow rapidly for a lot of reasons. We began to get serious about rigor. I think Jaime Escalante's story had a lot to do with the growth, especially at 'average' schools. When people heard about what happened at Garfield, one of the poorest schools in America, they began to think more about AP. In recent years, colleges have begun, on balance, to discourage AP. Initially, they saw AP as a way to measure rigor, but now that it has grown the colleges, for very bad reasons, are stepping back and saying, 'Do we really want to give credit for all these courses?' I think it's really a matter of the colleges not understanding how good AP is for high schools, how energizing it is.

**ACCESS:** In *Class Struggle* you provide many encouraging signs regarding American education in general and opportunities for rigorous coursework in particular. What are some shining examples?

**MATHEWS:** One of the best examples and most unusual is LaJolla High School (LaJolla, Calif.). You can count on the fingers of one hand the affluent schools that have made the effort LaJolla has, not only providing a wide range of AP courses, but welcoming into those programs huge numbers of impoverished kids who are bussed into the school. They are encouraged to take AP at an unprecedented level. AVID is a key part of the push there. It is remarkable to me that LaJolla has been able to let as many kids into AP without a huge political outcry. Scattered around the country there are schools from non-affluent areas, such as Midwood High in Brooklyn, Jordan High in Durham, North Carolina, Wilson High in Washington, D.C.

**ACCESS:** What were some of your negative findings, particularly regarding opportunities for students to excel?

**MATHEWS:** To put my response in context, my views about high schools and what kids can do changed forever in the 1980's when I observed what happened at Garfield High School in Los Angeles, a school at which 98% of students came from poor Mexican American families. The parents were not only, in most cases, high school dropouts, but grade school dropouts. In 1987, however, 129 kids at that school took the AP calculus exam and there were 329 tests given overall at the school. That 129 figure at Garfield, where 75% of the kids qualified for free and reduced lunch, was higher than all but four high schools in the country, public and private. This defied the standard explanation for how education works in the US, that economic level determines success. I realized that if Garfield students could achieve at that level, then any school could. It was a matter of will and attitude on the part of educators and parents. After completing the book - *Escalante*, I moved to Scarsdale, New York, and got a contract to do a book about our best high schools. At the same time, my middle child began high school, and I began to look closely at his school. I thought I was going into this project with an open mind, but I realized that I was strongly influenced by what I saw at Garfield, where there was active recruiting for AP. Yet at the more affluent high schools, I observed exactly the opposite. At Garfield, the AP teachers, particularly Escalante, harnessed peer pressure, one of the strongest factors among kids, to get more students into AP. Yet at schools like Scarsdale and New Trier (affluent schools) students could not take AP, even though they wanted to because their previous grades were too low or they couldn't pass the entrance exam. They simply tossed away the powerful tool of peer pressure. They were sorting kids, not teaching. As I considered the problem, I arrived at one key thought: What would happen if we took the 75 kids who were rejected from

AP at the affluent school and transferred them magically to Garfield? Would they be accepted into AP? Absolutely. Would they do well on the exam? Undoubtedly. An even more depressing part of my thought was, what if I took those 129 kids who took the AP exam at Garfield and transferred them to the affluent school in the New York suburbs. Would they be accepted into AP? Absolutely not. They were from families where no one had gone to college, they had D's on their records from previous years, and they were poor Hispanic students—these would all be factored in.

### DID YOU KNOW?

AVID sends one third more students to 4-year colleges than the local and national average. (*Constructing School Success*, 1996)

**ACCESS:** In your remarks at AVID's Eastern Division Summer Institute, you noted that 'fear of failure' is a widespread problem for educators and families at our best and worst schools. You also said that Jaime Escalante was immune to the fear, partly because he was born in Bolivia and received his education there. Is this fear of failure a particularly American phenomena?

### [ ... Kids and Teachers face significant barriers ... ]

**MATHEWS:** I don't have enough experience in all countries to say so categorically, but I spent enough time in Asia and working with Jaime to say there is a difference. Jaime grew up in Bolivia, taught in Bolivia for ten years, and didn't assume that Hispanic kids were dumb. And he didn't give into the typical doubts that, if challenged, kids will break down, they'll drop out, and so on. So he went out and set very high standards and the kids responded. The problem is that the hardest part of changing attitudes in this area is that these perceptions are based on the most humane feelings. American educators are wonderful people who don't want to hurt kids. It is their feeling that it will hurt kids if they are pushed into a difficult circumstance for which they are not prepared. That very humane feeling is what causes expectation problems. It is most glaring and irksome in the schools I looked at, where there are no economic problems. We can, I suppose, excuse lower expectations in inner city schools, where kids and teachers face significant barriers, but there is no excuse not to challenge students from college educated families in the affluent schools I looked at in *Class Struggle*, yet we do it.

(Continued on Page 6 ... *Mathews*)

## Mathews ... (from Page 5)

All American schools have a problem with low expectations, and I think the central problem is fear of failure on the part of teachers and parents. What some educators don't know because they've never tried is that if a kid tries to take an AP test and does poorly, he's still better off than if he had not taken the course or taken the test. When you interview the kid, you realize he's better off, knows more, and is better prepared for college. He has essentially gone 'one-on-one' with Michael Jordan and Jordan has beaten him, but he has a much clearer idea of what he needs to do to get up to that level. It is not a distressing experience for the student but enlivening and fortifying. Teachers who have taken the risk know that. After I visited more and more schools, I observed gatekeeping that kept kids out of AP courses, but I also found sham AP courses where the student was let in, but the kid and the teacher knew that at the end of the course he would not be encouraged to take the test. In fact, only about ten to twenty per cent of the students would take the test, so there was no incentive for the teacher to teach at a higher level. My view is that the best thing about the AP course is the test itself, nationally scored, and the teacher cannot dumb down the course.

ACCESS: In *Class Struggle* and in your presentations, you offer the example of one young lady who was denied enrollment into AP US History, and then signed up to take the test on her own, studied on her own, and passed the AP test. Why haven't there been more lawsuits from students such as she as a result of gatekeeping practices?

MATHEWS: That was an amazing situation. Here she was sitting in the library doing AP assignments that she gave to herself. Her friends were in the AP course, and they gave her the Document Based Questions and she did them on her own. It is hard to believe that a school would tell a student that eager to take the class, that she can't. Another girl I interviewed at the same school had the same experience. She wanted to take the AP European History as independent study because she had a scheduling conflict, and she got a lot of resistance. The school said that they were afraid to do it because a lot of other kids would want to do the same thing. God forbid that we allow kids to push themselves and take extra courses!

As far as lawsuits, it's a great mystery to me why there aren't more. I have heard of one lawsuit, which I wasn't able to follow. I think there are a couple of reasons why there aren't more protests. One is the parents' view that it's not the rigor in the course that's important, but the grade. If the kid

takes the AP class, he may learn a lot more than in an easier version of the course, but their fear is that the kid will get a B or a C and that will show up on the college application and keep him from getting into the school of choice. The great fallacy there is that most parents don't listen to college recruiters who tell them again and again that, when it comes down to a few spots, the colleges will take the AP kid every time.

ACCESS: How prevalent is the feeling among Advanced Placement teachers that we should increase opportunity for more students to take the exams?

MATHEWS: It's not a majority view in my experience. These teachers are great teachers, but they subscribe to the notion that if you push kids too far, you'll hurt them. And, there's another mindset going on at some very good, affluent schools. I discovered one school that I had thought would be high on my Challenge Index, but they were farther down the list than I expected. I was told by the principal that they had open access to AP at the school, but then I started talking to the kids and they pointed out some examples of what I call the 'Mt. Olympus syndrome.' For example, there was a course taught by a great AP teacher in which the teacher had become so enamored of the reputation of his course that he had set it at the AP plus level. Only gods could get into his class. At another school the AP calculus teacher also taught the pre-calculus course, and he told his students that 'if you're getting anything less than an A in my pre-calculus, don't even think about taking calculus.' Essentially, he was telling kids who would learn a lot and benefit, and might get a 3 or a 4 on the exam, both passing scores, that they just weren't good enough. He was looking for only those could get a 5. At the same school, the English teacher gave a very difficult exam during the first week of the class, in which the students had to analyze a very arcane piece of 17th century literature, and, inevitably, five or six kids would drop the class. I call this hazing, not teaching, and it is essentially the opposite of what Jaime Escalante did. He had a sign in the back of his room that said, 'calculus is easy.' He tried to build a sense of confidence in his students and bring them along. My answer to the 'Super AP,' teachers is that, if you want to have this Super AP class, fine. But lets have a few more sections of regular AP for the ordinary, bright kids who can aspire to getting threes or fours.

ACCESS: Your book about Jaime Escalante brought you close to an AP legend who opened access yet whose students were very successful. By some accounts, his successes at Garfield cost him a great deal personally and professionally. How did this happen?

MATHEWS: Jaime is an extraordinary person on several levels, and it must be said that he was a genius in the classroom. Regarding the Garfield experience, however, people usually don't know that half the calculus kids were with Ben Jimenez, another math teacher, who in some ways was just an 'average teacher,' who shared Jaime's beliefs about what kids could achieve. But Ben didn't use the tricks and games that Jaime used. He was more straightforward, more predictable. These were two very different teachers who shared the same high expectations. What happened to Jaime was that his high standards also applied to his colleagues, and he was incapable of being diplomatic. After he became math department chair, he would let the principal know about unprofessional things that other teachers were doing, so eventually he alienated a large number of the faculty and was voted out as math chair. It is also important to remember that Jaime would not have been successful if the principal, Henry Gradillas, hadn't supported him. Not only did Jaime suffer, but Henry suffered because they both alienated a lot of people at headquarters. Gradillas sacrificed his career as well.

(Editor's note: Henry Gradillas was the keynote speaker at AVID's first Summer Institute in 1988)

ACCESS: In *Class Struggle* you describe several 'superhuman' AP teachers, who, like Escalante, go to extremes to help students succeed. How can a program like AVID, which operates in a more systematic fashion to open access, benefit both students and teachers?

## [... What is extraordinary about AVID ...]

MATHEWS: AVID helps because it gives schools the assurances and the tools so that marginal kids can be reached, so that teachers won't go crazy and kids won't drop out. What is extraordinary about AVID, and it is so rare, is that not only is it an organization that 'gets it,' but is also doing something about it. AVID recognizes that even your most 'disadvantaged' kids can do it if you welcome them in, move them gradually, and keep going. In American education, we're number one at being nice to kids. What AVID understands is that you can be nice and still bring kids up academically.

(Continued next page)

## Mathews ... (from previous Page)

ACCESS: As a parent and an education writer, knowing what you know about school systems, have you experienced any frustrations with your children's education?

MATHEWS: My children have been in many different educational environments, including some great public and private schools. My third child is now in one of the best private schools in the country, and my wife and I are very pushy, a principal's worst nightmare. When she was enrolled in seventh grade, we discovered that our daughter was not in the fastest math class, and she had never gotten less than an A in math previously. So we called the school and asked to speak to the teacher and counselor. They told us that they hadn't put her in the fastest math class—which meant that she wouldn't get to take calculus as a senior—because she appeared to be most interested in English and social studies. They told us that they wanted her to be 'comfortable,' and that she would be more comfortable in the slower math class. I said, 'I don't want her to be comfortable, I want her to stretch.' It turned out that her math teacher was able to give her extra work that year, she did well, and for eighth grade they did put her into the faster math class. I've found a lot of other private schools where the attitude is the same: they want kids to be comfortable.

ACCESS: As part of *Class Struggle*, you created your Challenge Index, a way of ranking high schools according to the number of AP tests taken by students, not the school's passing rate. Why did you devise this system, and what kinds of reactions have you gotten from schools?

MATHEWS: I had an honorable and a dishonorable reason for coming up with the index. The dishonorable reason was to get attention. I'm a journalist, and I know that journalists love rankings—the best vacations, the best movies, etc. I knew they'd print the index, and then they'd have to write about the book. My honorable reason was that the index was to dramatize a very different way of looking at schools, something that would measure effort to make kids better. It's a simple system, and a big school wouldn't have an advantage over a small one because you're getting a ratio based on the number of tests taken, divided by graduates. Once I compiled the index, I found a couple of useful things immediately. First, I found non-affluent schools that appeared on the list because they encouraged kids to take the AP test. Then, I also discovered affluent schools that didn't score well because they offered sham AP courses in which kids didn't take the test. As far as reactions, when *Newsweek* (March 30, 1998) ran the article about the index and the book, I got 400 emails. Most of the positive ones were from teachers, but some people were shocked at how far down the list their school was.

[ ... can AVID have a stronger and deeper impact on more students... ]

ACCESS: From what you know of AVID, what are the key components that make it successful? How can AVID have a stronger and deeper impact on more students?

MATHEWS: The key points of AVID are that it's focused on kids who are thought to be unworthy or unprepared for rigorous education, on kids whose family background might discourage educators from trying to raise them to a higher standard. Most importantly, it's based on the belief not only that all kids can learn, but that all kids can learn hard things, that if you are encouraging and demanding at the same time, miracles can happen. As far as expanding the program, I think it has to be a school-by-school, grassroots movement. I wouldn't mind if the education department or congress encouraged such programs, but I don't think it can take root unless schools take a strong interest. It will gradually spread where it needs to spread.

*Editor's Note: Jay Mathews is currently studying the impact of standardized diagnostic tests on urban school systems.*



## GEAR UP Legislation Springs from *High Hopes*

Low-income middle schools will have the opportunity to create partnerships aimed at sending more students to college, based on federal grant funding recently appropriated by Congress.

Previously known as the High Hopes Proposal, which President Clinton outlined last year, GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) will be a competitive grant program to support early awareness and intervention activities at the local and state levels. The multi-year grants will be awarded to partnerships between colleges and low-income middle schools, plus at least two other partners—such as community organizations, businesses, religious groups, state education agencies, parent groups and non-profit organizations such as the AVID Center.

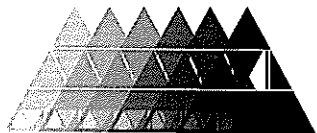
Initial funding will be \$120 million nationally, to provide funding through the Office of Higher Education, to be divided three ways: \$40 million for middle-school/college GEAR UP partnerships; \$40 million for state GEAR UP grants; and \$40 million for either of the previous, at the discretion of the Secretary.

Last year, as the legislation was being written, the AVID Program was recognized by the White House as one of the model programs meeting the goal of providing college opportunities for middle school and high school students. At that time, Vice-President Gore cited AVID's success at "Sending over 90% of its graduates to college."

GEAR UP Partnership grants should be based on proven strategies, including:

- Informing students and parents about college options and financial aid and providing students with a 21st Century Scholar Certificate—early notification of their eligibility for financial aid;
- Promoting rigorous academic coursework based on college entrance requirements;
- Working with a whole grade-level of students in order to raise expectations for all students; and
- Starting with 6th or 7th grade students and continuing through high school graduation with comprehensive services including mentoring, tutoring, counseling, and other activities such as after school programs, summer academic and enrichment programs, and college visits.

(Continued on Page 8... *Gear up*)



## The Mission of AVID

The mission of AVID is to ensure that all students and most especially students in the middle capable of completing a college preparatory path:

- will succeed in the most rigorous curriculum,
- will enter mainstream activities of the school,
- will increase their enrollment in four-year colleges, and
- will become educated and responsible participants and leaders in a democratic society.