

*W*e must be constantly vigilant  
against the attacks of intolerance  
and injustice. We must scrupulously guard the  
civil rights and civil liberties of all citizens,  
whatever their background. We must remem-  
ber that any oppression, any injustice, any  
hatred is a wedge designed to attack  
civilization.

*President Franklin Delano Roosevelt*

# Center for Educational Equity

## Oakland, California

*In curriculum development, technical assistance, research, and program evaluation, we look for exemplary practices and structures that enhance human dignity and respect for one another. We believe that integrating technology into school curricula for students considered at risk is an essential component of education for the 21st century.*

### Contact(s)

Alan Hopewell, Director, 510-834-9504, ext. 205

### Purpose

To support schools and school districts in providing equal access and opportunities for all students.

## Background

Region X of the Center for Educational Equity (CEE) is one of 10 regional desegregation assistance centers funded by the U.S. Department of Education, Division of Elementary and Secondary Education, Civil Rights Technical Assistance Program. Region X of CEE works with school districts in Arizona, California, and Nevada. CEE assists public boards of education, schools, and school districts with the preparation, adoption, and implementation of plans that promote educational equity in the areas of race, national origin, and gender. CEE also works with other educational agencies, such as the U.S. Department of Education's Office for Civil Rights, the Bay Region IV Diversity Coalition, the California Department of Education's Committee of Practitioners, and the Western Region Magnet Schools Consortium.

and planning youth conferences. CEE helps identify effective educational programs and aids in developing, implementing, and evaluating magnet school programs for diverse student groups. For district and school administrators, CEE provides ways to overcome the tendency to group and track students by ability, a practice that has relegated many students of color to unchallenging curriculums. To help schools identify inequities in their policies and practices, CEE has developed an equity inventory that aids principals and teachers in monitoring equity conditions. Furthermore, CEE provides a set of equity indicators for schools to evaluate why certain students are assigned to low-level classes.

## Program Operations

CEE responds to requests for services with workshops, institutes, conferences, long-term training courses, telephone consultations, site visits, and resource materials. Issues addressed by CEE include school desegregation, racial conflicts in schools, ways to increase parent involvement,

## Outcomes

CEE is particularly concerned about the increasing number of gender, national origin, and race equity issues that have arisen in its region. For example, from 1994 to 1998, CEE worked to assist new immigrant families in California to understand the necessity of educating their daughters and preparing them for the workforce. As a result of this outreach effort, the teenage pregnancy rate did not increase. In addition, CEE responded to negative statistics on the dropout rates, juvenile delinquency, and disruptions in school of black

## *Center for Educational Equity (continued)*

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and Hispanic boys by encouraging positive teacher-student interactions beginning in the primary grades and helping district and school staff to communicate with families on these issues. In 1998, CEE organized and conducted a workshop entitled “Beyond Getting Along: Improving Race Relations in Schools,” in which 85 percent of the participant evaluations listed the workshop as “very good or excellent.” Future goals of Region X of

CEE include organizing a 2-year institute titled “Equitable Use of Standards to Eliminate the Achievement Gap,” which will focus on assisting underserved students in meeting State-adopted standards. CEE also will concentrate on the equitable treatment of immigrant children with an emphasis on parental involvement in understanding the services that school districts provide.

# Center for Research on Education, Diversity & Excellence

Santa Cruz, California

*We are determined to produce a strong impact on policy and practice for the benefit of all children, and thus for the Nation.*

*Roland Tharp*

<b>C o n t a c t ( s )</b>	<b>Roland Tharp, Director, 408-459-3500</b>
<b>P u r p o s e</b>	<b>To move issues of risk, diversity, and excellence to the forefront of discussions concerning educational research, policy, and practice.</b>

## Background

The Center for Research on Education, Diversity & Excellence (CREDE) at the University of California, Santa Cruz, is a 5-year, \$20-million program funded by the U.S. Department of Education's Office of Educational Research and Improvement. The project's primary goals are to facilitate the education of students who are jeopardized by limited English proficiency, racism, poverty, and geographic location. The project, which began in 1996, is designed to implement strong educational policies and practices that benefit all children and, thus, the Nation. CREDE's research and training focuses on critical issues relating to the education of students of color and students deemed at risk because of limited English proficiency, poverty, and geographic location.

## Program Operations

CREDE operates 31 research projects under 6 programmatic strands: language learning and academic achievement; professional development; family, peers, school, and community; instruction

in context; integrated school reform; and assessment. Principal investigators, who are experts in a topic area, engage in educational research, information dissemination, and implementation of research-based educational practices. For example, in one of the Center's projects related to family, peers, school, and community, an expert from the Center for Applied Linguistics works with school- and community-based organizations to identify the essential features of successful partnerships between schools and community-based organizations that support the academic achievement of English language learners.

## Outcomes

CREDE's research has led to the development of "Teaching Alive! Five Standards for Effective Teaching and Learning," a preservice and inservice professional development program for comprehensive school reform. The program includes an interactive CD-ROM with a user's guide and a training manual. Thirty-three schools have implemented or are currently implementing "Teaching Alive! Five Standards for Effective Teaching and Learning."

# Community-Based Fire Protection in the Los Angeles City Fire Department

## Los Angeles, California

C o n t a c t ( s )	Kwame Cooper, Captain, Los Angeles City Fire Department Station No. 68, 213-485-5954
P u r p o s e	To achieve the mission of the fire department by becoming an integral part of Los Angeles' socially and ethnically diverse communities.

### Background

In 1994, the Los Angeles City Council investigated the hiring and promotion practices of the Los Angeles Fire Department (LAFD) and found that there was a need to improve its practices with regard to racial equity. LAFD used this opportunity to reassess its handling of racial disparities not only in the organization but also in the city's communities. In doing so, LAFD has redefined the role of emergency services by having stations fully integrate themselves into the surrounding communities through a host of activities and outreach efforts rather than interact with the community only when called in an emergency. In 1996 and 1997, LAFD launched a citywide effort in community relations with its pilot program.

### Program Operations

The program consists of three parts: compiling information, member training and education, and defining and implementing projects. Fire company members collect demographic and logistical information about their communities to obtain a clear picture of the age, ethnicity, and socioeconomic status of the local population. This information helps members identify local challenges and determine the type of projects to be developed.

In training and education, members learn about the program's benefits for both the department and the community. The training builds members' enthusiasm toward the program, which includes guest speakers who can provide better insight into community problems.

Having recognized specific community problems, members at each fire station tailor projects to the needs of the local population. Many projects involve emergency services such as teaching cardiopulmonary resuscitation or home fire safety. Other projects are part of the broad effort to break racial and socioeconomic barriers and bring the community together.

At Fire Station No. 68, the projects include the Marvin Avenue Elementary School Fire Cadets and Educational Athletic Program. In the Fire Cadets project, firefighters from the station teach at-risk youth in a local school not only about fire safety but also about respect, discipline, and self-esteem. The Educational Athletic Program includes three-on-three basketball games, group discussions, and activities to teach youth ages 10-16 to work together as a team despite ethnic, age, or socioeconomic differences. Fire station members also work with local gangs and organize group mentoring projects among other community outreach efforts.

*Community Fire Station 68 over the years has centered its efforts with high-risk youth through the development of several youth-oriented programs. The Los Angeles City Fire Department remains committed as we redefine our service delivery mechanisms to capture the specific individual needs of Los Angeles' diverse communities.*

## *Community-Based Fire Protection in the Los Angeles City Fire Department (continued)*

### **Outcomes**

Community-Based Fire Protection in the Los Angeles City Fire Department has been recognized by Los Angeles Mayor Richard Riordan and Fire Chief William Bamattre for its successes in community outreach. The community and department benefits of the program include improved public relations, increased community support,

decreases in tension between the community and the fire department, improvements in disaster preparedness, a higher quality of service, heightened sensitivity toward issues affecting the community, and an increase in networking between local fire stations and community members. This program has spread throughout Los Angeles, and program organizers report that it can be replicated in cities throughout the United States.

# Cultural Sensitivity: Orientation for the New Juvenile Justice Professional

## Harrisburg, Pennsylvania

C o n t a c t ( s )	Arlene L. Prentice, Juvenile Court Consultant, 717-783-7836
P u r p o s e	To increase the cultural awareness and sensitivity of juvenile justice officers, enabling them to make culturally competent decisions.

### Background

In the 1980s, the Juvenile Court of Pennsylvania Center for Juvenile Justice Training and Research implemented a cultural awareness training program for juvenile justice probation officers. The majority of probation officers in Pennsylvania are white males. This training was in response to the increasing number of black and Hispanic youth entering Pennsylvania’s juvenile justice system. In 1992, in response to a Federal mandate that all States examine disproportionate minority confinement, the Juvenile Court of Pennsylvania released the report, “The Role of Race in Juvenile Justice Processing in Pennsylvania.” Since the release of this report, the court has bolstered its programming around these issues.

biases may affect their decisions. Officers first are given a cultural diversity quiz. As a group, they then discuss the quiz, which includes questions about cultural competence and stereotyping. The officers also talk about their perceptions of minority youth and explore the role of ethnic and gender jokes. The participants view the video *Separate but Equal at Duke University*. In addition to this mandatory orientation session, the Juvenile Court offers optional ongoing diversity training. The court has sponsored four conferences on disproportionate ethnic representation in the juvenile justice system. The Juvenile Court of Pennsylvania is planning another conference for the year 2000.

### Program Operations

The Juvenile Court of Pennsylvania requires a cultural sensitivity training orientation for all its juvenile probation officers. This training is designed to increase officers’ awareness of and sensitivity to other cultures and practices as well as to assist officers in examining how their cultural

### Outcomes

The Juvenile Court of Pennsylvania Center for Juvenile Justice Training and Research has won four awards from the National Council of Juvenile and Family Court Judges for its work on cultural awareness. In 1987 and 1994, the Center received the award for outstanding juvenile legislation program; in 1982 and 1994, the Center was honored with the award for outstanding educational program.

*Families, juveniles, and officers benefit from this program. In the long run, we all benefit. We all learn to relate across racial and ethnic lines.*

# Democracy Resource Center

## Lexington, Kentucky

*The Democracy Resource Center works to ensure that all people have a say in government decisions that affect their lives. We have to dismantle racism to build a society that will deliver justice for all.*

<b>C o n t a c t ( s )</b>	<b>Liz Natter, Executive Director, and Vivian Turner, Senior Program Associate, 606-278-8644</b>
<b>P u r p o s e</b>	<b>To combat institutional racism by increasing citizen participation in local government.</b>

### Background

The Democracy Resource Center (DRC) is a Kentucky-based program that began in 1990 to encourage residents to become interested and involved in local government. DRC strives to change unjust institutions, ensure fair distribution of local services, encourage schools to develop more diverse cultural activities, and remove symbols of hate. Over the years, DRC has placed greater emphasis on working with communities of color to ensure that people of color have a say in decisions that affect their lives.

### Program Operations

Among the values that DRC embraces in planning its programs are gender equity, elimination of racism, empowerment, and self-determination. Through workshops, DRC hears from citizens about conditions in their communities and assists people in learning how they can have a positive impact on decisions their government makes. By building a coalition that addresses race-related issues, the center helps to bridge gaps between racial groups. One such coalition is the Citizens Anti-Racism Network, which disseminates methods for countering hate and discrimination and

provides legal and technical assistance for citizens attempting to overcome racism. Another DRC coalition includes an environmental justice initiative that focuses on helping local citizens participate in environmental decisions that affect their communities. Specifically, DRC helps low-income communities and communities of color that are disproportionately burdened by environmental injustice. DRC offers several publications: *Beyond Voting: A Citizen’s Guide to Opening Local Government*, *Just Spending: A Citizen’s Guide to the County Budget*, *A Citizen’s Guide to Developing a Code of Ethics for Local Government*, and *Citizen Power: Joining Hands for Democracy*, an upcoming book. DRC’s African-American members have also started a leadership training program to involve youth in local government decisionmaking.

### Outcomes

The goals accomplished by DRC affirm that whites must be involved in combating racism. Work to fight racism must be a part of a collaborative process in which African Americans, who experience and understand racism, have an important part in planning a course of action.



## *Democracy Resource Center (continued)*

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DRC assisted members of Magoffin County's local government in getting an offensive road name changed. DRC citizens placed the first African-American representative on the site-based management council for Middlesborough High School in Bell County. It also helped them get an African American appointed to the school superintendent search committee after they originally were denied the opportunity. DRC helped Union

County citizens work to get the city government to fulfill a 20-year commitment to finish a park (with restrooms and water fountains) in a predominantly African-American community in Sturgiss, Kentucky. DRC has established alliances with the Black Mountain Improvement Association, the Justice Resource Center, and the Kentucky Alliance Against Racist and Political Oppression to speak out against and end institutional racism.

# Indian Education Office— Minnesota Department of Children, Families and Learning St. Paul, Minnesota

*It takes a shared vision and commitment on the part of teachers and community leaders to educate our children about the history of American Indian tribes in Minnesota. Our history lives on!*

## Contact(s)

Yvonne Novack, Manager, 651-582-8831

## Purpose

To provide all Minnesota citizens with accurate information about Indian tribes in the State.

## Background

In 1996, the Ojibway Tribes of Wisconsin and Minnesota asserted their retained hunting, fishing, and gathering rights on ceded territory. These actions by the tribe resulted in backlash and hostilities toward American Indians in the area. Cartoons, racial slurs, and slogans that surfaced were hurtful, especially those against American Indians in kindergarten through 12th grade. To restore calm and educate citizens about the unique sovereign rights of American Indian tribes, the Minnesota Department of Children, Families and Learning developed the American Indian Curricular Frameworks and a new licensing procedure for teachers in the State.

physical health and safety, and geography, students must also demonstrate that they are able to analyze the effect that past and current treaties, agreements, and congressional acts have had on Minnesota-based American Indians.

In the second initiative, teacher licensure legislation was enacted that required beginning elementary and social science teachers to have knowledge of Minnesota tribal government, history, and culture. Teachers are required to take courses on and show competency in the subject.

## Program Operations

Under the guidance of the American Indian Education Committee (which had been created by the Minnesota Indian Education Act of 1988), a team of educators collaborated to develop a curriculum to be used in conjunction with the Minnesota Graduation Standards/Profile of Learning. (The Minnesota Graduation Standards/Profile of Learning is the set of criteria students must achieve before receiving their diplomas.) In addition to having a basic knowledge of science, government,

## Outcomes

The American Indian Curricular Frameworks and the new licensing procedure currently support two existing programs in the State. The Minnesota Indian Teacher Training Program is a collaborative program between public school districts and higher education institutions that provides scholarships for American Indians who are in teacher training programs. The American Indian Language and Culture Grants provide public and tribal schools activity funds for American Indian and non-Indian students. Additionally, the American Indian Education Committee has conducted two workshops for teachers, which have trained more than 100 educators.

# Lt. Governor's Committee on Diversity

## Des Moines, Iowa

<b>C o n t a c t ( s )</b>	Carol Zeigler, Coordinator, 515-281-3421
<b>P u r p o s e</b>	To provide information, resources, and support to the communities of Iowa to help them combat prejudice and racism through a greater appreciation for diversity.

## Background

In late 1991, a series of racially motivated hate crimes occurred in Dubuque, Iowa. In response, the Lieutenant Governor formed the Committee on Diversity to design short-term awareness and healing activities throughout the State. When the activities were completed, the Committee broadened its scope and applied for non-profit status.

## Program Operations

In 1992, with support from the Iowa Public Television Network, the Lt. Governor's Committee on Diversity produced a 2½-hour television program, "Racism in Iowa," to create awareness of racial issues in the State. In addition, for the past 3 years, the Committee has given out the Prism Award for Outstanding Programs and Projects, which recognizes groups or individuals in Iowa whose efforts promote and teach the value of diversity. With grant aid from the Iowa Humanities Board and the Iowa Arts Council, the Committee has produced booklets that provide a variety of resources for communities to use in pursuing their diversity activities.

At least twice a year, the Lt. Governor's Committee on Diversity holds monthly meetings at far-flung locations throughout the State and invites the public. The sites often are chosen because a special concern has been raised in the area. A community forum follows the meeting. Community officials, law enforcement officers, merchants, members of the religious community, educators, and local

Chamber of Commerce members often attend. Community members offer solutions or working processes to one another. The Committee offers encouragement and, when appropriate, technical assistance, and shares the experiences of other communities.

In 1994, the Committee organized its first conference, "The Faces and Voices of Iowa—Building CommUNITY," to encourage dialogue, promote interaction, distribute information, and teach leadership skills on diversity training. At this conference, an appearance by Maya Angelou filled Des Moines' Civic Center to capacity (2,500 people). Mayors of every Iowa city with a population of more than 500 are invited to send a team of community leaders to participate in the annual conference. Through workshops, event organizers help the mayors assess the racial situation in their cities, address issues, identify resources, and take action.

## Outcomes

The Lt. Governor's Committee on Diversity has implemented several ongoing activities since its inception, including an annual conference and the Prism Award. It produces pamphlets and informational material to educate the general public about diversity-related issues. The public meetings and community forums have proved beneficial in providing sounding boards, forums, dialogues, and working approaches to solutions. In some instances, a community team has formed as a result of the Committee's encouragement and the dialogue that occurred during a forum.

*I think we in Iowa will always need to be thinking and talking about diversity, not only from a human relations standpoint but also from an economic development standpoint. We need to keep the dialogue going.*

*Lt. Gov. Joy Corning  
Iowa*

# Mega Project/OFCCP, U.S. Department of Labor Washington, D.C.

*The Department of Labor's Office of Federal Contract Compliance Programs (OFCCP) enforces Federal contractor anti-discrimination and affirmative action policies. OFCCP effectuates Secretary Alexis M. Herman's goal for safe and equal opportunity workplaces.*

<b>C o n t a c t ( s )</b>	<b>Shirley Wilcher, Deputy Assistant Secretary, 202-693-0101</b>
<b>P u r p o s e</b>	<b>To increase the representation of people of color and women in skilled trades by promoting effective recruitment and training.</b>

## Background

The percentage of people of color and women involved in the construction trades historically has been low. The Office of Federal Contract Compliance Programs (OFCCP) at the U.S. Department of Labor developed the Mega Project Initiative (MPI) to address this underrepresentation. MPI projects are federally funded, multimillion-dollar construction projects, which are expected to have a duration of 2 or more years and a major economic and employment impact on the community. MPI's goal is to increase the representation of people of color and women in skilled trades by building partnerships between private industry, community organizations, labor groups, and government.

subcontractors, and elected officials. Establishing a mega project involves several components: preliminary meetings with the contracting agency, a preconstruction technical assistance seminar for construction contractors, establishment of an EEO advisory committee, designation of an EEO manager by the general contractor, and the preparation of comprehensive staffing data reports to measure the success of the program. OFCCP coordinates the efforts, provides technical assistance, verifies results through compliance reviews, and issues reports outlining each mega project's accomplishments. All participants, including the contracting agency, the prime contractor, and subcontractors, work together to ensure good-faith efforts in hiring people of color and women and in the administration of the letter and spirit of the applicable laws.

## Program Operations

OFCCP found that when the responsibilities and obligations of equal employment opportunity (EEO), equity, and affirmative action are enforced by contractors and supported by the community, implementation of appropriate programs becomes simpler and fair. MPI is an alliance among governmental entities, community groups, labor organizations, sponsors, prime contractors and

## Outcomes

OFCCP currently has 34 mega projects throughout the country. OFCCP has found that when a mega project is implemented, the companies and community organizations involved enhance their reputations, MPI contractors and workers are better linked to the pool of workers available to meet staffing needs, and workers benefit from increased opportunities for apprenticeships.

# Proyecto Access NASA–HACU

## Washington, D.C.

<b>C o n t a c t ( s )</b>	<b>Millie Mateu, NASA University Program Manager, 202–358–0954</b>
<b>P u r p o s e</b>	<b>To increase the Hispanic community’s participation in NASA’s educational programs in mathematics, science, and engineering.</b>

## Background

The National Aeronautics and Space Administration (NASA) initiated Proyecto Access in 1997 with the Hispanic Association of Colleges and Universities (HACU) to broaden its outreach to Hispanics and Hispanic organizations with its educational programs. Proyecto Access prepares Hispanic middle school and high school students for advanced studies and careers in mathematics, science, and engineering. Proyecto Access has replicated the Prefreshman Engineering Program (PREP) founded by Manuel P. Berriozábal, professor of mathematics at the University of Texas, San Antonio. PREP has been replicated as TexPREP in 13 Texas cities. In 1997, NASA awarded a \$1 million grant to HACU to replicate PREP as Proyecto Access in eight other locations: New Mexico State University in Las Cruces; Los Angeles City College; Pima Community College in Tucson; Richard Daley Community College in Chicago; Hostos Community College in the Bronx, New York; Jersey City State University in New Jersey; Florida International University in Miami; and the Community College of Denver.

## Program Operations

Each program site serves a high concentration of students of color who traditionally lack the

mathematics and science course work necessary for a career in mathematics, science, and engineering. Proyecto Access offers middle school students academic enrichment and motivational activities. These activities include seminars such as probability and statistics, introduction to engineering, introduction to computer science, introduction to physics, technical writing, problem solving, research, and career awareness. Each summer, participants work on an 8-week intensive math and sciences curriculum at their respective schools.

## Outcomes

PREP received a 1997 Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring. More than 6,500 students have completed the San Antonio PREP since its inception in 1979. A 1996 survey of PREP participants showed that 99 percent of respondents finished high school following their PREP experience. Ninety-one percent entered college, with 87 percent earning bachelor’s degrees. Fifty-four percent of the college graduates majored in sciences or engineering. In the past 10 years, San Antonio PREP and TexPREP have been recognized 18 times for their accomplishments. In its first year, Proyecto Access NASA–HACU saw 349 students complete the program, including 2 American Indians, 44 whites, 48 blacks, and 219 Hispanics.

*We need to develop, support, and institutionalize programs that promote math, science, and engineering. Through these programs, students develop their analytical skills and gain opportunities for professions in the sciences.*

# Task Force on Police and Urban Youth, U.S. Department of Justice Community Relations Service Boston, Massachusetts

*Racial and ethnic progress can only be made in our communities if there is a partnership among police, educators, and youth based on respect and a vision of diversity as a strength.*

## Contact(s)

Marty Walsh, Regional Director,  
617-424-5715

## Purpose

To help address the strained relationship between police and urban youth and develop guidance for other communities.

## Background

The Task Force on Police and Urban Youth began in Massachusetts in December 1993 when the U.S. Department of Justice Community Relations Service (CRS) convened a meeting of police officials, youth advocacy agencies, and academicians to address the considerable tension that had developed between police and youth of color in the State. In March 1994, a similar task force was established in Connecticut based on the program's success in Massachusetts. The Task Force has expanded its activity to all the New England States: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont.

streets and school corridors, racial conflict in schools, community policing, afterschool programs, and media and race relations. The workshops helped identify "best practices" for local community youth leaders to implement within their own communities. Local universities also provided assistance and research support. Upcoming events for 1999 include a spring meeting in Newport, Rhode Island, which will center on the theme "Youth Violence: Safe Schools, Safe Communities."

## Program Operations

For the past several years, CRS and the Task Force have convened meetings for police officers, youth leaders, and school officials from major cities in New England to foster dialogue on race relations and youth. The Task Force meetings involved a diverse group of individuals who might not otherwise have communicated. From 1997 through spring 1998, the Task Force's themes were "diversity, civility, and respect." Forums were open to representatives of roughly 30 communities and included workshops on the issues of safer city

## Outcomes

The Task Force on Police and Urban Youth has helped bring together additional people and organizations in partnerships to solve community-based problems. Based on the Task Force's positive results in the New England region, the U.S. Department of Justice has initiated programs aimed at youth-focused community policing in Baltimore, Dallas, and San Diego. Anecdotal information also suggests that the Task Force's activities may have played a part in helping reduce overall youth crime in Boston and Lowell, Massachusetts, and New Haven and Hartford, Connecticut. Moreover, community police surveys indicate improved relations between the police and youth.