

*O*ur children must never lose their zeal  
for building a better world. They  
must not be discouraged from aspiring toward  
greatness, for they are the leaders of tomorrow.

*We have a powerful potential in our youth,  
and we must have the courage to change old  
ideals and practices so that we may direct  
their power toward good ends.*

*Mary McLeod Bethune  
Educator*

YOUTH

# A Better Chance, Inc.

## Boston, Massachusetts

*Simply put, A Better Chance gives minority youth, who otherwise might not have the opportunity, a better chance; a better chance at quality education and personal skills that will serve them for a lifetime.*

*Ed Bradley  
Correspondent  
"60 Minutes"*

### Contact(s)

Judy Berry Griffin, President,  
212-456-1925

### Purpose

**To open doors of educational and career opportunity for gifted and motivated minority students, thereby significantly increasing the number of well-educated people of color able to assume positions of leadership and responsibility in American society.**

## Background

A Better Chance was founded in 1963 by the heads of 23 Northeastern, independent boarding schools. Their purpose was to racially integrate their student bodies and to help gifted minority high school students obtain high-quality college preparatory school educations and the opportunity to enter highly competitive colleges.

## Program Operations

Through its oldest and largest program, the College Preparatory Schools Program, A Better Chance has placed nearly 10,000 middle school, junior high school, and high school students in the Nation's finest college preparatory schools. More recently, it has developed Pathways to College—an afterschool program with sites in Newark, New Jersey, and Pine Bluff, Arkansas—which provides high school students with the guidance, resources, and encouragement they need to make informed choices about their college educations. A Better Chance has also established the Business/Professional Partnership Program, which introduces A Better Chance's senior high school students and college-age alumni to careers in business and law with the help of partnering companies and firms.

An important component of the College Preparatory Schools Program is the Public School Program (PSP) operating in 25 suburban communities

nationwide. This program helps academically talented students of color from educationally disadvantaged areas as well as the schools and communities in which they are placed. With information provided by A Better Chance, each local community establishes its own mini-boarding school, which is supported by the generosity and expertise of the town's citizens. It is run by local residents, representing all segments of the community, who work together as the board of directors, raising funds and providing program support. The board of directors selects students (recruited by A Better Chance's national programs staff), acquires and furnishes a PSP residence, provides academic and personal counseling, arranges transportation for the students, hires PSP staff, and appoints host families who become an additional source of support for the students.

## Outcomes

More than 99 percent of A Better Chance's graduates immediately go on to college; a majority enter the country's most selective colleges and universities. More than 90 percent of program graduates receive college degrees. Every year, A Better Chance places approximately 350 students in 1 of its 193 member schools nationwide. A Better Chance graduates, numbering close to 10,000, have achieved success as elected or appointed officials, educators, journalists, and business professionals.

# City Year

## Boston, Massachusetts

<b>C o n t a c t ( s )</b>	<b>Alan Khazei and Michael Brown, Co-Founders, 617-927-2500</b>
<b>P u r p o s e</b>	<b>To promote community service and increase awareness of social issues by tapping the civic power of young people from different racial and socioeconomic backgrounds.</b>

## Background

City Year began in 1988 as a workshop or “action tank” to generate community service projects that address unfulfilled community needs, bridge racial and social barriers, inspire citizens to civic action, develop new leaders for the common good, and improve and promote the concept of voluntary national service. When it was initiated, City Year was a 50-person pilot program in Boston. Today, City Year engages 900 corps members in Boston, Chicago, Cleveland, Columbia (South Carolina), Columbus (Ohio), Philadelphia, Providence (Rhode Island), San Antonio, San Jose, and Seattle. City Year corps members represent a cross section of their communities: male and female; inner city and suburban; African American, Asian Pacific American, white, Latino, and American Indian and Alaska Native; and low, middle, and upper incomes. The corps includes college graduates, high school graduates, and young people who did not graduate from high school. City Year is an AmeriCorps program, the “national service program that allows people of all ages and backgrounds to earn help paying for education in exchange for a year of service.”

## Program Operations

City Year unites young adults, ages 17 to 23, from diverse racial, cultural, and socioeconomic

backgrounds for a demanding year of full-time community service, leadership development, and civic engagement. City Year corps members begin each weekday morning with calisthenics to prepare themselves for the day. After their “community huddle,” corps members—in distinctive red, tan, and black uniforms provided by the Timberland Company—fan out in teams of 10 to 12 to serve their community. Corps members serve as teachers’ aides in public schools, renovate housing for the homeless, turn vacant lots into community gardens, operate recreational programs for senior citizens, and perform a host of other projects. Corps members participate in civic activism through community service, leadership training, and special community events. Corps members develop leadership skills by organizing citizens into service programs such as the “Serve-a-thon,” a 1-day celebration of community service and fund-raiser; organizing winter and spring camps for public school children; and running Young Heroes, a Saturday service corps for middle school students, among other programs. To graduate, corps members must fulfill 1,700 hours of service, register to vote, get certified in first aid and CPR, and earn a high school diploma or equivalency degree. Upon graduation, corps members receive, from the Corporation for National Service, a scholarship award of \$4,725 for further education.

*Through their service work, City Year members learn the value of community, realize their potential to improve the lives of others, and develop the skills necessary to excel in educational and professional endeavors.*

*City Year  
(continued)*

**Outcomes**

More than 4,000 young people have graduated from City Year and contributed 4.2 million hours of services. According to a national survey, 95 percent of corps members felt they learned leadership skills at City Year that include problem solving, negotiating, planning and organizing events,

crisis management, and public speaking. City Year has inspired today's youth to take action and become decision makers while addressing and meeting the social needs in their communities.

City Year programs have been supported by more than 300 corporations, which often sponsor teams of volunteers.

# Civic Strategies

## Boston, Massachusetts

<b>C o n t a c t ( s )</b>	<b>William Bloomfield, President, 617-636-9151</b>
<b>P u r p o s e</b>	<b>To help students of color and low-income students get into and stay in 2- and 4-year institutions of higher education.</b>

### Background

Civic Strategies is a non-profit organization that works with economically and educationally disadvantaged youth to help them enter and stay in college. Career Beginnings and Higher Ground are the two programs that Civic Strategies developed to meet its objectives.

Career Beginnings is a national high-school-to-career-and-college initiative that assists youth who are not receiving adequate attention in school because they are at-risk or average students who are not easily motivated. Original funding for the program came from national foundations, including the John D. and Catherine T. MacArthur Foundation, the Commonwealth Fund, and the Gannett Foundation. Today, Career Beginnings is funded by local corporations, government, schools, and philanthropic organizations.

Higher Ground was initiated to address the alarming dropout rate at U.S. colleges and universities, especially among students of color and low-income students. It provides the next step in assistance for these students after Career Beginnings (or in 2- and 4-year colleges without a high school transition programs). The primary focus of Higher Ground is to help low-income students and students of color overcome the academic and social adjustment problems they face in college. It trains staff and faculty to work more closely and productively with students who are at risk of dropping out. Funding for the national demonstration program was provided by the Pew Charitable Trusts and the Ford Foundation.

### Program Operations

Begun at Brandeis University in 1986, Career Beginnings' purpose is to mobilize community business people, school staff, parents, and students to help at-risk students graduate on time, develop hopeful visions of their futures, and achieve their dreams. It offers its students a rich array of services: career and college preparation, work experience, mentoring, tutoring, and counseling support. These services assist students in making a successful transition from high school to post-secondary education or full-time employment.

Civic Strategies provides the materials, training, consulting, and technical assistance necessary to operate Higher Ground successfully. The purpose of Higher Ground is to assist 2- and 4-year higher education institutions in developing a coordinated and comprehensive student services program that will specifically help students of color and low-income students stay and succeed in college. The program includes a variety of services to achieve its goal. It offers pre-college courses that consist of a 6-week orientation and academic enrichment and internship programs. Higher Ground also offers career preparation activities, including exploration of career possibilities, part-time employment, career-path planning, and community-career connections. Faculty and peer mentoring are integral parts of the program.

*We must remember that no one can write off any child, no matter what age, class, race, or social background. We have to move away from only seeking out winners to creating winners. With compassionate mentors that provide youngsters the support and services necessary to succeed, students will understand that the sky's the limit.*

*William Bloomfield*

## Outcomes

Through the Civic Strategies program Career Beginnings, more than 25,000 at-risk students in 30 communities have graduated on time from high school. This number represents nearly 100 percent of the students whom the program has served. Of these students, nearly 80 percent have gone on to college, and 12 percent of the remaining 20 percent have entered the workforce or military. Third-party evaluations concluded that Career Beginnings increases the number of students who enter post-secondary education compared with youth not involved in the program. Recognized as a proven

leader among school-to-work programs, Career Beginnings was used as a model for Federal school-to-work legislation.

During the 4-year pilot, Civic Strategies' other educational program, Higher Ground, reached more than 800 low-income students and students of color at 8 colleges and universities in 6 States. Independent evaluators concluded that Higher Ground keeps these students in the pilot program in school and has improved the retention rate of at-risk students by approximately 15 percent. Furthermore, it has helped a number of colleges increase their retention rates by more than 15 percent.

# Double Discovery Center

## New York, New York

<b>C o n t a c t ( s )</b>	<b>Olger C. Twyner III, Director, 212-854-3897</b>
<b>P u r p o s e</b>	<b>To instill in students the confidence, pride, curiosity, and hope needed to complete secondary school and embark on the path to higher education.</b>

### Background

In the 1960s, the Double Discovery Center (DDC) was created after Columbia University students and officials realized they needed to move beyond the university’s gates and share experiences with the blacks and Hispanics with whom they shared Harlem. DDC began as Project Double Discovery in 1965 when interested faculty, administrators, and students coauthored the first successful proposal for Federal funding. Columbia University was awarded 1 of 18 pilot programs created as part of President Johnson’s “War on Poverty.” The program brought more than 100 low-income high school students to Columbia’s campus for summer academic programming. The “double discovery” between the Harlem teenagers and the students, faculty, and staff of Columbia University generated common understanding, fostered shared experiences, and removed racial, gender, age, and religious barriers.

### Program Operations

The Double Discovery Center draws most of its volunteers from Columbia University. DDC houses two education programs, Upward Bound and Talent Search. These programs build students’

academic skills, help students envision college as part of their future, and help them complete high school and attend college. The Upward Bound Program, started in 1965, assists more than 165 high school students per year who exhibit serious academic need as indicated by a low academic average at the time of admission. In addition to a 6-week, summer residential component held on Columbia’s campus, academic, career, college, and counseling services are provided year round. Moreover, the Talent Search Program, developed in 1977, provides similar year-round academic and career preparation services to more than 800 intermediate school, high school, and young adult students. This program also includes counseling and information workshops, tutoring, SAT preparation, and program services conducted by staff and volunteers in local schools, churches, and community centers.

### Outcomes

DDC currently serves more than 1,000 New York City youth every year through its Upward Bound and Talent Search programs. Despite the difficulties associated with inner-city schooling and poverty, on average, 96 percent of DDC students finish high school and 94 percent enroll in college.

*On September 26, 1996, the Double Discovery Center became one of the first institutions in the country to win the annual Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring.*

YOUTH

# Fulfillment Fund

## Los Angeles, California

<b>C o n t a c t ( s )</b>	<b>Andrea Cockrum, Executive Director, and David Roth, Director of Educational and Government Affairs, 310-788-9700</b>
<b>P u r p o s e</b>	<b>To assist traditionally underrepresented students in completing high school and advancing their education.</b>

### Background

The Fulfillment Fund was established to help traditionally underrepresented students successfully complete high school and pursue a college education. The program has three components that contribute to its success: mentorships; the College Pathways Project, a classroom-based program designed to increase participating students' levels of expectation and achievement; and providing funds for college. Currently, the Fulfillment Fund is the largest private donor of college scholarships and monetary awards to students in Southern California.

Other programs include the College Counseling Program, which provides students with an array of professional college counseling services, including financial aid and career counseling, day and overnight college visits, and preparation workshops for standardized tests. The Community Service Projects Program connects students and their mentors with community service activities that teach the importance of volunteerism and community building. The Fulfillment Fund also offers an internship program that places students in paying jobs with local businesses and corporations. There is also the College Scholarship Program, which guarantees every student in the mentor programs a \$5,000 scholarship, spread over 5 years, if they enroll in college.

### Program Operations

The Fulfillment Fund provides disadvantaged youth with a comprehensive portfolio of program activities, all designed to increase the likelihood that they will obtain degrees in higher education. It offers two types of mentoring programs. The first program matches an eighth-grade student with an adult mentor who provides encouragement and academic support and is committed to the student until he or she graduates from high school. The second program is the College Pathways Project, which begins in the student's sophomore year and continues until graduation. This Project works within the classroom, exposing students to information, experiential activities, resources, and knowledge of opportunities relevant to their college careers and their futures.

### Outcomes

The Fulfillment Fund serves more than 2,000 students each year. Fulfillment Fund students graduate from high school at nearly twice the rate of their fellow Los Angeles public school students. More than 90 percent of the Fund's high school graduates attend college, compared with approximately 55 percent of other public school students. In September 1998, the California Mentor Initiative selected the Fulfillment Fund as the most outstanding community-based mentor program in California.

*I have learned about different careers, visited different colleges, and met so many people. I even shook hands with the Vice President of the United States. This program has really encouraged me.*

*Senior  
Los Angeles High School*



# Global Kids, Inc.

## New York, New York

<b>C o n t a c t ( s )</b>	<b>Carole Artigiani Nichols, Executive Director, 212-226-0130</b>
<b>P u r p o s e</b>	<b>To prepare urban youth to become community leaders and global citizens.</b>

## Background

Started in 1989 and incorporated in 1991, Global Kids (GK) began in New York City in response to young people's concerns about critical local and global issues, especially racism and ethnic hatred, that were shaping their lives. Young people wanted to reduce racism, learn about the cultural backgrounds of their peers, and develop activities that concretely address racial issues. The program obtains funding from the New York City Board of Education, foundations, and individuals.

## Program Operations

Global Kids prepares young people to become community leaders through intensive training sessions, educational programs, and mentoring relationships with adults who educate and encourage them. GK's staff of 10 professionally trained educators conduct weekly training and educational activities for more than 600 public high school students throughout the New York City area. Activities include classroom-based workshops linking required curriculums with global issues, intensive afterschool leadership training sessions, and youth-designed social action projects. When training is completed, the high school students become Global Kids leaders.

These trained GK youth leaders are integral to GK's leadership program. For example, in 1997, GK youth leaders organized a major youth forum, "Caring Communities," which culminated in a

town hall meeting of 250 students with New York City's school chancellor. GK youth leaders also led workshops on racism in student-teacher relations and produced action plans that are being implemented in schools. On a smaller scale, GK youth leaders are training a team of students in a local high school to conduct workshops on racism and violence for their peers. Youth leaders produced videos for public access television; several wrote a book, *The Empowerment Book on Homelessness*, to break down stereotypes about people without homes.

## Outcomes

Through special training and events, GK annually reaches approximately 2,500 youth (kindergarten through 12th grade) and adults. During the past 9 years, GK estimates that it has reached more than 10,000 youth in New York City and abroad. GK has received many awards and special recognitions, including the Mother Hale/Patrick Daly award for exemplary service by a community-based organization from the New York City Council in 1996. GK has developed ethnically diverse young leaders who appreciate and respect people of all backgrounds, are committed to civic participation, and are skilled in communication, collaboration, and peer education. Because they produce valuable materials that are used by teachers and youth as educational tools, GK youth leaders and professional staff trainers frequently are asked to speak about and facilitate programs in schools and at youth and adult events.

*Among the many lessons learned through our program is the importance of acknowledging the existence of racism and discrimination, while promoting in youth the belief that a just and humane society can be achieved. With guidance, love, and trust, young people are extremely effective at promoting positive intergroup relations.*

# Greater Philadelphia High School Partnership Philadelphia, Pennsylvania

*The Greater Philadelphia High School Partnership has given our participants the opportunity to work with students from diverse ethnic and socioeconomic backgrounds. As students work together on common goals and get to know each other, they find they are far more alike than different. It has been a valuable experience for our students and staff.*

*David Yates  
Principal  
Council Rock  
High School*

<b>C o n t a c t ( s )</b>	<b>Jon Amsterdam, Program Manager, 215-898-8713</b>
<b>P u r p o s e</b>	<b>To enable students of different back- grounds to build personal bridges of trust and friendship across the barriers of race, class, and metropolitan geography.</b>

## Background

According to the University of Pennsylvania’s Center for Greater Philadelphia, in 2020, 45 percent of the Nation’s youth under 18 years of age will be non-white; in 2050, a significant percentage of the Nation’s entire population will be non-white. The Center addresses these changing racial demographics through the Greater Philadelphia High School Partnership. The partnership has two distinct efforts in which schools can participate: a project-based, service-learning track that has existed since the Center initiated the partnership in the fall of 1995; and a curriculum-based, service-learning track that the Center started in the fall of 1997.

## Program Operations

In conjunction with area educators, administrators, and students, the Greater Philadelphia High School Partnership brings together teams of students from city and suburban high schools to work on service-learning projects that benefit the region. The first phase of the program occurs in autumn and is devoted to recruitment, adviser and student training, and networking. During the second phase, which occurs in winter and spring, teams

discuss issues facing the region, explore service projects they can carry out together, and decide which community service project to pursue. Some teams develop their own projects; other teams volunteer for existing, adult-led community service programs. The Center assists students in developing their projects, identifying volunteer opportunities, and helping teams link up with the organizations. In the third phase, which runs through April and May, teams share the results of their service projects with one another and celebrate their efforts. The overall service-learning effort provides an academic context in which students learn how to overcome stereotypes and develop positive relationships. Students gain knowledge about the sources of the problems that their projects address, and they are introduced to the complexities associated with solutions.

## Outcomes

In 1997, 750 students from 70 schools developed, planned, and completed 20 innovative service projects that addressed homelessness, hunger, alcohol and drug use, teen pregnancy, and environmental pollution. In the 1998–99 school year, the project has expanded to include more than 1,000 students.

# H.D. Woodson Hoop Dreams Scholarship Fund Washington, D.C.

<b>C o n t a c t ( s )</b>	<b>Susie Kay, Founder and Director, 202-414-0904; and Steve Boyd, Assistant Director, 202-886-4646</b>
<b>P u r p o s e</b>	<b>To raise college scholarship funds for Washington, D.C., public high school students while building cross-cultural relationships between students and local professionals.</b>

## Background

Founded in 1996 by local high school teacher Susie Kay, Hoop Dreams is a citywide, volunteer, non-profit organization that works to bring together the professional community and public high school students in Washington, D.C. Hoop Dreams raises scholarships for outstanding college-bound seniors in need of financial assistance. Hoop Dreams strives to connect the 100-percent African-American student population at H.D. Woodson High School—the inner-city school where Kay teaches—and other Washington, D.C., public high schools with the largely white professional community in the city.

## Program Operations

Hoop Dreams has grown into a year-round effort that works to raise college scholarship money while simultaneously connecting Washington, D.C., public high school students to local professionals through mentorships, internships, and job opportunities. Hoop Dreams recently partnered with *The Princeton Review* to provide free SAT prep courses and other college-related resources. Although fundraising efforts occur throughout the year, Hoop Dreams culminates in an annual three-on-three basketball tournament, held every June, that involves students and local professionals from

the political, business, and corporate communities. In 1997, the Hoop Dreams tournament attracted 64 teams and raised \$18,000 in scholarship funds. In 1998, 128 teams participated in the tournament, held in downtown Washington, D.C., outside the MCI Center, and more than \$125,000 was presented to 55 scholarship recipients. All proceeds were used for college scholarships for academically outstanding college-bound seniors at H.D. Woodson High School. Scholarships are awarded on a competitive, academic basis to students who demonstrate serious commitment to pursuing a college education. Recipients also have to demonstrate strong leadership skills. Scholarship applicants submit an essay describing their goals and academic materials that are assessed by a selection committee of school faculty members.

## Outcomes

Since 1996, Hoop Dreams has raised nearly \$140,000 and awarded 70 scholarships. The fund also has established numerous mentorships. The gala fundraising events organized by Hoop Dreams have resulted in many professionals offering to provide either mentorships or internships for students participating in the program. Hoop Dreams was featured in the April 5, 1998, *Washington Post*, on CNN, and by numerous local and national news media.

*Three years ago, I founded “Hoop Dreams,” a scholarship program for outstanding Woodson seniors who have beaten the odds with hard work and determination in the classroom.... We try to bridge two separate and distinct Washington communities—one white, one black—and, in the end, help several deserving students pursue a college education.*

*Susie Kay*

# Hoop of Learning Partnership

## Phoenix, Arizona

<b>C o n t a c t ( s )</b>	Patricia E. McIntyre, Counselor, 602-285-7392
<b>P u r p o s e</b>	To improve the graduation rates of American Indian high school students while providing opportunities for college enrollment.

### Background

The Hoop of Learning Partnership was implemented in the summer of 1995 to meet the academic needs of American Indian students in response to their high dropout rates. In the Phoenix area, American Indian students have the lowest retention rate of any student population; 65 percent drop out prior to the ninth grade. The partnership is a collaborative effort between the local kindergarten through 12th-grade school districts and postsecondary institutions. The goals of Hoop of Learning are to increase the number of American Indian students who graduate from high school and to encourage students to attend college.

high school credit for math and science courses. Students in high school receive college credit for classes offered by Phoenix College during the academic year. Through Hoop of Learning, students develop proficiency in basic academic skills essential for college and careers. Counseling and academic advising are available to Hoop of Learning participants. In addition, the program provides college-related expenses, including tuition, transportation, and book allowances. The Phoenix Indian Center provides employment opportunities and dropout/general equivalency diploma assistance.

### Program Operations

Hoop of Learning is a learning partnership for American Indian students. During summer sessions, seventh- and eighth-grade students receive

### Outcomes

Since its inception, Hoop of Learning has grown from 28 students to 120 students per year. Currently, 98 percent of participating students attend school. The program has provided higher learning institutions with improved strategies to retain American Indian students.

*Hoop of Learning Partnership provides American Indian students with the opportunity to fulfill their career dreams and come to the realization that they can attain success early on in life.*

# “I Have a Dream”® Foundation

New York, New York

<b>C o n t a c t ( s )</b>	<b>Joseph Arnow, Assistant to the President and CEO, 212–293–5480, ext. 18</b>
<b>P u r p o s e</b>	<b>To provide traditionally underrepresented students a comprehensive set of educational services, including intensive mentoring, academic support, and tuition support to attend college.</b>

## Background

I Have a Dream is a comprehensive educational program based on the belief that through individualized attention and the assurance of tuition support for college scholarship, higher education attainment for disadvantaged youth can be dramatically increased. The “I Have a Dream” (IHAD) Foundation began in 1981 when Eugene Lang promised to give each sixth-grade student at Public School 121 in East Harlem tuition support for college when they graduated from high school. On learning that 75 percent of the students were projected to drop out, Lang organized a program of support services to better assist the students in completing high school and moving on to college. In 1986, Lang established the Foundation to encourage and assist others to sponsor similar projects by adopting entire elementary school grades or entire 8- to 9-year-old age groups in public housing developments.

## Program Operations

IHAD provides the children, called “Dreamers,” with services that include counseling, mentoring, tutoring, and cultural and recreational activities. There are thousands of sponsors and volunteers nationwide from businesses, community groups, and more than 200 colleges and universities who work with the Dreamers in individual and group settings. One creative example involves MBA

students at Stanford University’s Business School who raised funds to create an IHAD program in East Palo Alto, California, in 1992. Support activities included an entrepreneurial venture called Kidz in Biz, a greeting card business in which Dreamers created the logo, designed the cards, and planned and carried out production and successful marketing strategies. Similarly, IHAD Dreamers in Chicago, in association with college students, spent the summer building playgrounds in vacant lots in inner-city neighborhoods in addition to their summer school courseloads.

## Outcomes

IHAD now includes more than 160 projects in 57 cities with more than 10,000 children. The success of IHAD is reflected in many studies. Results of a national survey of Dreamers found that 69 percent received high school diplomas, 17 percent received general equivalency diplomas, and 62 percent entered college. In Chicago, 75 percent of 1996 Dreamers graduated from high school, compared with only 37 percent of control group students. In June 1995, 80 percent of Denver IHAD’s first class of Dreamers graduated on time, and another 70 percent graduated on time in 1996. By contrast, the Denver Public Schools estimate that the on-time graduation rate for all its students is about 60 percent. Sixty percent of Denver IHAD graduates went to college, and another 8 percent entered the military or vocational studies programs.

*When kids know there are people out there who really care about them, who aren’t related to them, who aren’t doing it for any sort of glory, it teaches them an incredibly important lesson about life, about caring for others.*

# Inner Strength, Inc.

## Atlanta, Georgia

<b>C o n t a c t ( s )</b>	<b>Valdimir Joseph, Executive Director,</b> 404-335-0461
<b>P u r p o s e</b>	<b>To provide young men with positive alternatives to gang life, crime, and poverty.</b>

### Background

In 1994, motivated by his personal encounters with homelessness, poverty, and gang life, 21-year-old Valdimir Joseph, a student at Morehouse College in Atlanta, founded Inner Strength, Inc. The purpose of Inner Strength is to help inner-city young men find an alternative to negative images that they confront in their day-to-day lives. Inner Strength is a program committed to equipping young men with leadership and academic skills needed to become productive members of the community. Inner Strength's first members were 10 young men from area housing projects. Volunteers assisted with tutoring, mentoring, and guiding these young men into adulthood, a stage in life many of them felt they would never reach. Today, Inner Strength is located in the Atlanta University Center, which serves as a network for historically black colleges and universities in the city.

### Program Operations

Inner Strength is a volunteer-based organization that works with high-risk and academically challenged young men between the ages of 12 and 21. Youth join the program voluntarily or are referred from area schools, juvenile courts, and other

programs. Volunteers from surrounding colleges and universities provide tutoring, scholastic aptitude test and general equivalency diploma preparation, and mentoring. Participants are challenged both academically and physically; they engage in activities such as hiking, camping, and reading and leadership skills classes. Students also receive training in health and social issues, including pregnancy and sexually transmitted disease prevention, conflict resolution, and violence prevention. In addition, the young men attend job interview preparation sessions, job fairs, and college tours. Inner Strength provides a safe haven for participants to openly discuss topics that are often taboo in their homes.

### Outcomes

The growth and success of Inner Strength are attributed to the young adults who run the program and who are not far removed from the challenges that are facing the young men they mentor. An evaluation of the program indicates that school attendance has increased and dropout rates and relapses to the juvenile and adult justice systems have decreased. Currently, Inner Strength has a volunteer staff of 80 and has touched the lives of more than 150 young men.

*Cornrowed hair, baggy jeans, slang, and other generational rites do not equal laziness, delinquency, and immorality. Give youth ample guidance, a place to belong, and a sense of family and they will take the challenge to rebuild their lives, their communities. Donate time, be a mentor to someone.*



# Multicultural Youth Project

## Chicago, Illinois

C o n t a c t ( s )	Grace Hou, Executive Director, Chinese Mutual Aid Association, 773-784-2900
P u r p o s e	To address the unique issues faced by immigrant and refugee youth while bridging the gaps between ethnic groups.

### Background

The Chinese Mutual Aid Association (CMAA) was one of several community-based organizations in Chicago that were founded to assist new immigrants and refugees entering the United States. CMAA and other refugee service agencies saw the need for coordinated efforts to address the rising tensions among the youth of the various ethnic groups. In response to escalating youth conflicts, these agencies, known as the Mutual Assistance Associations, founded the Multicultural Youth Project, a coalition of multiethnic social service agencies, in 1995. The coalition is led by CMAA and includes the Cambodian Association of Illinois, the Vietnamese Association of Illinois, Lao-American Community Services, the Ethiopian Community Association of Chicago, and the Bosnian Refugee Center. The coalition was formed to bridge the ethnic divides between youth by teaching youth leaders conflict resolution and communication skills.

### Program Operations

Each participating agency has organized a youth club that provides tutoring and social and cultural

activities. The Multicultural Youth Project is responsible for training youth staff members from each agency. The Project funds 50 percent of the staff members' salaries. Once trained, youth staff members assume responsibility for planning and implementing the activities of their respective youth clubs. Staff workers also provide assistance to afterschool centers that offer students safe social activities and homework tutoring. Additionally, youth representatives from each project agency are selected to the Youth Leadership Council, which helps to plan monthly, all-agency Project activities such as dances, field trips, sports tournaments, and community service projects. Moreover, a violence prevention worker organizes regular conflict resolution workshops aimed at reducing youth involvement in gangs and crime.

### Outcomes

During the past 3 years, the Multicultural Youth Project has brought together more than 400 youth from immigrant and refugee families. It has received the Amoco Leader Award and is being used as a model by the National Conference for Community and Justice.

*Adult leaders need to learn to trust youth to plan activities and come up with new ideas. Adults should see their role as providing structure and lending support to youth leaders. We are here to foster leadership in diverse communities. Our role as adults is to steer, not to inhibit youth leadership.*

Grace Hou

# North Carolina Students Teach and Reach Program

Raleigh, North Carolina

*NC STAR becomes effective when it relates to the daily lives of students. It is not a lecture; it is rather a continuing dialogue among students of different ages and experiences. The dialogue is aimed at identifying, examining, and decreasing prejudice and discrimination, thereby increasing respect for diversity in our society.*

<b>C o n t a c t ( s )</b>	<b>Arlene Wouters, State Director, Program for Communities and Schools of North Carolina, 919-832-2700</b>
<b>P u r p o s e</b>	<b>To train college students to facilitate discussions on race in North Carolina secondary schools.</b>

## Background

The North Carolina Students Teach and Reach Program (NC STAR) was founded in 1989 by People for the American Way in North Carolina. NC STAR's first activity was in 1990 as part of a program to commemorate the 30th anniversary of the Greensboro sit-in protests. NC STAR college volunteers are trained to lead discussions in secondary schools on such issues as liberty, citizenship, and race.

movement to provide a context in which the secondary school students discuss their thoughts and feelings about race relations and discrimination. Students then engage in such activities as sharing their personal experiences on race. NC STAR has published a manual and curriculum materials, including evaluations for teachers, students, and volunteers, to help other States replicate the Program.

## Program Operations

College volunteers are recruited and trained to develop facilitation, mediation, and consensus-building skills. The volunteers introduce the Declaration of Independence, the U.S. Constitution, and the history of the civil rights

## Outcomes

To date, NC STAR has trained more than 2,500 volunteers from 25 colleges and universities, and approximately 50,000 secondary school students from 13 regions have participated. The Program has been replicated in California, New Jersey, and Washington schools.



# Operation Understanding DC

## Washington, D.C.

<b>C o n t a c t ( s )</b>	<b>Karen Kalish, Founder and Executive Director, and Christian Dorsey, Program Director, 202-234-6832</b>
<b>P u r p o s e</b>	<b>To rebuild the black-Jewish alliance and train youth to actively fight racism, anti-Semitism, and all forms of discrimination.</b>

### Background

In the mid-1980s, former U.S. Representative William Gray (D-PA) helped found Operation Understanding, a non-profit educational organization that works with African-American and Jewish youth to rebuild their historic alliance. Sharing this vision, Karen Kalish, a resident of Washington, D.C., decided to create a similar organization in the Nation’s capital. Kalish broadened the original intent of Operation Understanding into a year-long program whose mission is to develop leadership; dispel stereotypes; and promote mutual respect, understanding, cooperation, and dialogue between African-American and Jewish youth. Because young people are more likely than adults to actually listen to one another, and because they will be tomorrow’s leaders, Operation Understanding focuses its efforts on them. The program allows participants to develop their personal strengths, enhance their leadership abilities, and build a positive coalition based on common bonds.

### Program Operations

Operation Understanding DC seeks to educate a group of motivated youth on their own and each other’s race, religion, culture, and history. They look at the tremendous contributions and resiliency of African Americans and Jews through studying

the historic civil rights relationship between these two groups. The program trains future leaders by exposing them to the wisdom and motivation of civil rights leaders and other community leaders. Operation Understanding DC creates an environment where future leaders of both groups establish relationships based on mutual respect and cooperation. It also trains students to achieve positive change in communities by providing them with instructional training so they can facilitate workshops on prejudice reduction and diversity issues.

To accomplish these goals, Operation Understanding DC has a three-part, year-long program of educational lectures, cultural activities, and two retreats during which the students learn about issues and events relevant to understanding black-Jewish relations; travel/study for the month of July to New York City and the South, from Charleston to Little Rock, to visit places of cultural and historical importance for both African Americans and Jews in the United States; and leadership training, public speaking, and facilitating discussions with their peers on racism and discrimination.

### Outcomes

The work of Operation Understanding DC has become well known in the local community and has had an impact on individuals and organizations nationally. In program evaluations dating back to 1995, Operation Understanding DC

*...the goal is to undermine America’s preoccupation with race, but not to pretend to be naive regarding this subject....*  
*[Operation Understanding DC] encouraged us to acknowledge the pain that we’ve caused each other and work to find new common ground, unite to find common goals, and forge bonds of respect that will allow us to discuss and perhaps ultimately resolve our differences.*

*Adam Jentleson  
Participant*

## *Operation Understanding DC (continued)*

students have cited growth in the areas of racial tolerance, appreciation of different cultures, knowledge of their own cultures, and the development and cultivation of leadership skills. Parents of Operation Understanding DC participants meet regularly throughout the year to discuss race and discrimination—a first for many, with the students serving as role models for their parents.

Operation Understanding DC also works with area clergy. Interested rabbis, ministers, and

imams participate in discussions on racial and religious issues. The knowledge acquired, the understanding gained, and the relationships built through Operation Understanding DC change the lives of these outstanding high school students, their parents, their families, their friends, and their communities. Prejudice is replaced with facts, ignorance with knowledge, and suspicion with friendship as these Jewish and African-American young people work toward common goals.

# People Respecting Other Peoples

## San Francisco, California

<b>C o n t a c t ( s )</b>	<b>Dr. Howard Pinderhughes, Co-Director, 415-502-5074; and Charles Perry, Co-Director, 415-241-6240</b>
<b>P u r p o s e</b>	<b>To improve intergroup interaction by building a multi-cultural community through a youth-focused research, education, and action program.</b>

## Background

Mission High, in San Francisco, California, has a racially diverse student body: 40 percent Latino, 28 percent Chinese, 16 percent Filipino, 14 percent African American, and 2 percent white.

Despite its diversity, relations among groups from different backgrounds have been characterized by little interaction, with weekly episodes of conflict and violence common between groups. People Respecting Other Peoples (P.R.O.P.S.) was created in 1996 to assess and improve intergroup interaction by building a multi-cultural community at the school. P.R.O.P.S. is an intervention program designed to increase the school population's awareness of ethnic and racial attitudes as well as to provide an action plan for the adoption and development of multi-cultural programs and curriculums to increase cross-cultural awareness and interaction. Students chose the program's name as a symbol to promote ethnic and racial tolerance, harmony, and respect. P.R.O.P.S. is funded under a 2-year pilot grant from the Carnegie Foundation.

## Program Operations

Under P.R.O.P.S., 15 high school students are recruited and trained over a 3-month period to conduct research and interviews on ethnic and racial attitudes, ethnic and racial identities, and intergroup relations among fellow students. The survey results are analyzed by and presented to the school community through classroom

presentations and faculty meetings. Consequently, the entire student body participates in discussions on racial attitudes and works together to develop strategies for improving the school community.

Interviews with the students were videotaped and edited into a 40-minute presentation that provided the basis for a 2-day, cultural dialogue involving the entire school community at the start of the 1998-99 school year. Following this dialogue, P.R.O.P.S. members will convene working groups composed of students and faculty to develop a 3-year action plan to enhance the multi-cultural environment of the school. A key element of the program is that the students run the program with ongoing training to help them with each phase of the organization's activities: team building, research methods, survey development, interviewing techniques, community organizing, and leadership.

## Outcomes

By mediating disputes, conducting workshops, hosting multi-cultural events, and laying the foundation for race-related dialogue, P.R.O.P.S. has increased awareness and interest in improving intergroup relations and developing a multi-cultural environment among members of the school community. The results of the initial survey have shown fertile ground for improved intergroup relations: Students displayed relatively tolerant attitudes toward all group members, although there was evidence of a lack of knowledge about diverse racial and ethnic groups.

*P.R.O.P.S. is a program designed to change the cultural environment within which youth interact. The project is based on the premise that the crucial arena for change in race relations is the community and/or school community, not individual by individual. It is systemic change at the community level that propels changes in group dynamics.*

# Project Harmony

## Volusia County, Florida

<b>C o n t a c t ( s )</b>	<b>William A. Frye, Jr., Director of Camping Services, 904-749-9999; and Phil Shults, Assistant Director of Camping Services, 352-447-2259</b>
<b>P u r p o s e</b>	<b>To reduce racial tensions and violence among youth.</b>

### Background

During the early 1990s, increased racial tensions at Deland Middle School forced school officials to explore ways of reducing racial tensions among youth. They sought assistance from the Volusia County Sheriff's Office, Stetson University, the Florida Sheriffs Youth Ranches, Inc., and the Police Athletic League, which resulted in the development of Project Harmony. Middle school students are selected for the program based on their leadership potential—both positive and negative—by a team of school officials, including teachers, guidance counselors, and principals.

aside long-held negative stereotypes. All participants were involved in followup sessions. The results were dramatic: Within 1 month, the number of racial conflicts at Deland dropped from 10 to 4, and none of the Project participants were involved in the incidents. After the pilot phase, the program was expanded to all 10 middle schools in Volusia County. Every year, about 1,200 students participate—40 young women or 40 young men attend separate 5-day leadership retreats. The student instruction component has been expanded to include communication, group dynamics, environmental awareness, goal setting, and community service.

### Program Operations

In Project Harmony's pilot phase, teachers selected 20 eighth-grade male students who were considered natural leaders and who had been involved in racial conflicts. The young men received 6 hours of classroom training in violence diversion and multi-cultural awareness, and they attended a weekend retreat at one of the Florida Sheriffs Youth Ranches. Following a cultural diversity curriculum, each student leader was paired with another student leader of a different ethnic background. Through experiential activities such as a ropes course (wilderness education), anger management and conflict resolution training, and facilitated focus dialogue, students began to lay

### Outcomes

Project Harmony currently is operating 2 full-time American Camping Association-accredited camps within the Florida Sheriffs Youth Ranches and serves 12 school districts throughout Florida. Since its inception, more than 5,000 student leaders have participated in Project Harmony. Evaluation research shows that Project Harmony has had a positive impact on its participants and on the overall environment of middle schools affiliated with the program. For example, one study compared students participating in the Project with a randomly selected control group of nonparticipants—both groups were advancing from the seventh grade to the eighth grade. The study indicated that Project Harmony students had fewer discipline referrals,

*Harmony and peaceful coexistence cannot be left to chance. We need deliberate and well-conceived programs such as Project Harmony to build character and prepare our youth to live and work and communicate in a very diverse and pluralistic world.*

*Dr. H. Douglas Lee  
President  
Stetson University*

## *Project Harmony (continued)*

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better conduct scores, and more consistent attendance than did control group students. Most dramatic was the difference in grade point averages: 58 percent of Project Harmony students improved or maintained their grade point average, compared with 40 percent of the control group students. Another study compared the social skills of Project Harmony participants with a control group. In this study, Project Harmony students

had measurably greater awareness of cultural diversity as well as better group-building and conflict resolution skills. The improvements of students involved in Project Harmony also had a positive effect on the entire school. For example, after the Project was implemented on a full scale, racial incidents declined by 30 percent, suspensions declined by 25 percent, and overall discipline referrals declined by 31 percent.

# Sponsor-A-Scholar Philadelphia, Pennsylvania

*Sponsor-A-Scholar and all of the Network mentor programs are working because we each supply the basic but essential ingredients that too often are missing in young people's lives: one-on-one adult mentoring for companionship, guidance, and support; academic and college prep help; and financial incentives that make college possible. We can make a difference in young people's lives.*

*Debra Kahn*

<b>C o n t a c t ( s )</b>	<b>Debra Kahn, Executive Director, 215-790-1666</b>
<b>P u r p o s e</b>	<b>To expand, through education, life options and opportunities for low-income Philadelphia youth.</b>

## Background

Philadelphia Futures was founded in 1989 to help public school students stay in school, excel in their studies, and pursue college degrees and careers. The organization began as an affiliate of the Greater Philadelphia Urban Affairs Coalition, which is a civic, business, and community organization with a long history of promoting racial understanding and working to advance opportunities for people of color. Philadelphia Futures created the Sponsor-A-Scholar (SAS) program to provide students with a comprehensive educational environment. Approximately 80 percent of SAS students are African American, 10 percent are Hispanic, and the remaining 10 percent are Asian Pacific American or white.

## Program Operations

Sponsor-A-Scholar is Philadelphia Futures' centerpiece program, which matches academically at-risk youth with mentors who provide support for 5 years, beginning in the ninth grade. Participants must be economically disadvantaged and exhibit a motivation to do well in school and an interest in attending college. Mentors and students meet monthly and keep in frequent phone contact

between visits. Mentors monitor students' academic progress and help with financial aid and college applications. In conjunction with the mentoring program, students participate in academic enrichment activities, including summer field trips to cultural events, campus visits, and career exploration workshops. During the school year, they also participate in a program of college preparatory activities, including SAT workshops and financial aid seminars. Each student who completes SAS requirements and remains enrolled in college has access to a \$6,000 fund for college-related expenses.

## Outcomes

Approximately 450 students and mentors have participated in the program. To date, 94 percent of SAS seniors entered college immediately after graduation from high school; 88 percent of those students continued into their sophomore year. Financial sponsors include individuals, businesses, private organizations, public agencies, religious groups, and higher education institutions. Currently, 10 communities have adapted the SAS model, with information and technical assistance provided by Philadelphia Futures. In 1994, SAS was honored by President Clinton with a Volunteer Action Award.

# Team Harmony

## Boston, Massachusetts

<b>C o n t a c t ( s )</b>	<b>Beth Jennings White, Event Manager, 617-536-6033</b>
<b>P u r p o s e</b>	<b>To promote understanding and respect for differences among young people through participation in interracial projects.</b>

## Background

In 1992, Reggie Lewis, then captain of the Boston Celtics, and Jon Jennings, then a Celtics assistant coach, had an idea for an event that would bring young people of different backgrounds together to learn to respect one another's differences. In response to the 1992 Los Angeles riots and a rise in school violence, Lewis and Jennings wanted to help young people end the prejudice, hatred, anti-Semitism, racism, and bigotry they felt were at the core of much of the violence. After Lewis' tragic death in 1993 at age 27, Jennings, as a tribute to his friend, joined forces with Leonard Zakim of the Anti-Defamation League to continue the effort he and Lewis had started. They joined together in the hope that the young people of today would do a better job respecting one another than the generations that came before them.

## Program Operations

The Team Harmony Foundation, Inc., operates on a philosophy that a team effort will help overcome bigotry in communities. The first Team Harmony event brought together Boston's four professional sports teams (the Celtics, Bruins, Red Sox, and New England Patriots), 6,000 middle school and high school students, and educators from 300 schools. Together, they took a stand against hatred and bigotry. Since that first event in 1994, all Team Harmony events have combined entertainment,

education, and inspiration with the belief that young people must be given a chance to make a difference. Team Harmony is currently in its fifth year in Boston, bringing together more than 10,000 students and educators from schools in Connecticut, Maine, Massachusetts, New Hampshire, and Rhode Island. More than 400 schools participating in Team Harmony also participate in the Anti-Defamation League's A WORLD OF DIFFERENCE Institute. The Institute sponsors regional conferences that prepare students and teachers for A WORLD OF DIFFERENCE Week, a program in which they are encouraged to organize committees and plan events that unite a broad range of people in the community to secure residents' civil rights, combat discrimination, and promote intergroup harmony.

## Outcomes

Through the Team Harmony Foundation, a network of thousands of middle school and high school students and teachers works to end prejudice and discrimination in more than 700 Connecticut, Maine, Massachusetts, New Hampshire, and Rhode Island schools. The Team Harmony event was praised by First Lady Hillary Rodham Clinton in her book *It Takes A Village and Other Lessons Children Teach Us* as an example of an event that "brings middle and high school students and teachers together with local sports figures and business leaders to take a stand against prejudice and bigotry."

*I learned today that if we don't know deep inside us that we want to make a change for others, no one can tell us to do it. It has to come from inside. I've felt this all along, but now I feel it even more because I've seen here that other people are trying to do it, too. As the Rev. Bernice King said, it's in our hands to make the change. I found her talk spiritual.*

*Participant*



# United National Indian Tribal Youth, Inc. Oklahoma City, Oklahoma

<b>C o n t a c t ( s )</b>	<b>J.R. Cook, Executive Director, 405-236-2800</b>
<b>P u r p o s e</b>	<b>To provide a mechanism mobilizing American Indian and Alaska Native youth so they can identify and address their concerns and issues at the local and national levels.</b>

## Background

United National Indian Tribal Youth, Inc. (UNITY), formed in 1976, is a national network organization promoting personal development, cultural pride, citizenship, and leadership among Native American youth. UNITY's goal is to foster the spiritual, mental, physical, and social development of American Indian and Alaska Native youth and to help build a strong, unified, and self-reliant Native America through greater youth involvement. The program promotes "unity" within one's self and family and among members of one's tribe, all tribes, all humankind, and all creation.

skills, and contribute to their communities. Youth councils conduct several annual projects to promote cultural preservation, environmental awareness, community service, and healthy lifestyles. The National UNITY Council was established during the 1992 national UNITY conference. This structure allows a young woman and a young man from each UNITY youth council to serve on the National UNITY Council, providing youth leaders with the opportunity to share and discuss their common concerns and develop a national voice. Issues currently being addressed by the National UNITY Council include education, alcohol and drug abuse, teen pregnancy, cultural heritage, gang violence, fitness, tribal government, and the environment.

## Program Operations

UNITY's youth councils prepare American Indian and Alaska Native youth to be well-informed, competent, and involved citizens of their respective tribes, villages, and communities. The councils provide a forum for American Indian and Alaska Native youth to develop leadership skills and be a representative voice in the United States and the world. Youth councils are sponsored by tribes, villages, high schools, colleges, and urban organizations. Through the local youth councils, youth build a support system, develop communication

## Outcomes

Approximately 180 community-based, UNITY-affiliated youth councils currently function in tribal and urban communities in 31 States. The councils directly serve 14,500 youth and indirectly affect more than 72,000 tribal community members annually. In a February 1996 hearing conducted by the U.S. Senate Committee on Indian Affairs, six representatives of the National UNITY Council testified about challenges confronting American Indian and Alaska Native youth.

*UNITY prepares American Indian and Alaska Native youth to be well-informed, competent, and involved citizens of their respective tribes, villages, and communities and to be a representative voice in the United States and the world.*



# Youth Together Project

## Bay Area, California

<b>C o n t a c t ( s )</b>	<b>Margaretta Lin, Project Director, 510-834-9455</b>
<b>P u r p o s e</b>	<b>To prevent youth violence and foster racial justice in schools by developing high school youth leaders and educating them on how to address the institutional roots of racial conflicts.</b>

## Background

The Youth Together Project was created in October 1996 in response to rising racial conflicts in California's San Francisco Bay Area schools. The Project is a consortium of multi-racial agencies: ARC Associates, the East Bay Asian Youth Center, the International Institute, the West Oakland Health Council, and the Xicana Moratorium Coalition. These groups believe that, to achieve long-term resolutions to racial conflicts in schools, students must be involved in creating the solutions. Funded initially by a U.S. Department of Education hate crimes prevention grant, Youth Together currently is funded by the Department and private foundation grants, including the Evelyn and Walter Haas, Jr., Fund and the Goldman Fund.

## Program Operations

Youth Together develops multi-racial student teams that lead school-based efforts to prevent and reduce racial conflicts and violence in five targeted high schools in Berkeley, Oakland, and

Richmond. Each of the five Youth Together consortium members is responsible for one school. A group of approximately 10 students at each school undergoes a series of biweekly trainings that are run by the consortium. In addition, there is a monthly meeting for the young people from all five schools. Through a racial violence prevention curriculum, imparted in these trainings and through team discussions, students develop an understanding of the dynamics of race, equity, and violence in their schools. They then mentor their peers and younger students to pass on the understanding and skills they have learned. Participants also work with school administrators and staff to educate them about students' perspectives on race and equity issues. Finally, the students develop school campaigns to address the roots of racial violence and work with members of the school community to implement changes. Through the design and implementation of the Youth Together Project, students learn that their perspectives are valid and valued. They also find positive ways to resolve conflicts and build alliances across color lines. Youth Together operates a summer program for eighth graders to increase their understanding of race and peacemaking.

*I learned that when we are together, like a united group, we are harder to ignore, and we have things to say. It feels better to get power from this group than from the gang life...it helps people. There're things I've gotten from this group, like a new community, that I couldn't have gotten any place else. It makes you want to change things.*

*Jorge Acosta  
Youth Together  
Student*

*Youth Together Project  
(continued)*

**Outcomes**

As a result of the Youth Together Project, 350 young people have increased their awareness and understanding of their own and other groups' cultural and racial histories and backgrounds. The Project has empowered young people to believe that they have the ability to change themselves,

their friends, and their schools into positive forces working for justice and peace. Youth Together also has enabled school communities to work together to change the policies and practices that give rise to racial conflicts and divisions. Youth Together currently is developing a curriculum guide that will be available for dissemination and replication in the fall of 1999.