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Done!
12/14/98

ONE AMERICA IN THE 21st CENTURY THE PRESIDENT'S INITIATIVE ON RACE

The New Executive Office Building
Washington, DC 20503
Phone: 202-395-1010
Fax: 202-395-1020

Community Cycles

To Dick Little
Fax (612) 330-1507

From Annette Jackson
Phone 202-395-1010

Urgent

Attached is the final write up of your program to be included in the "Promising Practices" publication. We greatly appreciate your comments and suggestions on the existing write-up. However, we regret we can not accept any supplemental information at this time.

Most importantly, please verify the contact person's name, title and phone number. Also provide a copy of your organization's address, phone number, fax number and web address.

Fax any corrections to Annette Jackson by 2:00 pm (Eastern Standard Time) on Monday, December 14, 1998. Given the current publication deadline, if we do not receive a response from you, the aforementioned write-up will be published as is. Please call (202) 395-1010 with any questions.

Thanks!

ONE AMERICA IN THE 21ST CENTURY

The President's Initiative on Race

Post-it® Fax Note	7671	Date	12/14/98	# of pages	▶ 4
To	Annette Jackson	From	DICK LITTLE		
Co./Dept.	PIR	Co.	EHEP		
Phone #	202-395-1010	Phone #	612-330-1505		
Fax #	202-395-1020	Fax #	612-330-1507		

Promising Practices Team
The President's Initiative on Race
The New Executive Office Building, Room 3236
Washington, DC 20503
202/395-1010
202/395-1020 fax

Date: DEC. 14, 1998

Program Name: EDUCATION & HOUSING EQUITY PROJECT / COMMUNITY CIRCLE COLLABORATIVE Phone: (612) 330-1505

Address: 2211 RIVERSIDE AVENUE, AUGSBURG COLLEGE CB 185

Contact Person: DICK LITTLE

Fax: (612) 330-1507

We give our permission to have information about our organization included in publications by the President's Initiative on Race.

Signed: Richard C. Little

Title: EXECUTIVE DIRECTOR

Date: 12/14/98

Education and Housing Equity Project
 Community Circle Collaborative

Minneapolis-St. Paul, Minnesota

Executive Director

Contact(s): Dick Little, ~~Coordinator, 612-729-3220~~ 612-330-1505

Purpose: To build broad-based partnerships that engage area citizens in public discussion, analysis, and action that promote racially and economically inclusive communities with quality ~~housing and schools~~ and affordable housing.

Background

The Education and Housing Equity Project (EHEP) was founded in 1995 to advance public understanding of growing economic disparities and racial segregation in the Twin Cities metropolitan area and to develop constructive community responses to these problems. EHEP's mission is to act as a catalyst in building broad-based coalitions and partnerships that engage the metropolitan community in informed public conversations, analysis, and advocacy. EHEP promotes racially and economically inclusive communities that give families and citizens of all income levels, races, and ethnicities access to quality schools, ^{affordable livable wage} housing, and jobs throughout the metropolitan area.

In 1996, EHEP began a partnership with more than 20 organizations, including the Metropolitan Interfaith Council on Affordable Housing, the Minnesota Fair Housing Center, the Minnesota Minority Education Partnership, ~~and~~ the Minneapolis Initiative Against Racism. This

→ the Minnesota Churches Anti-Racism Initiative and the Study Circles Resource Center.

partnership, the Community Circle Collaborative, encourages metropolitan-wide dialogue about the challenges of education and housing segregation. The creation of the Collaborative was motivated by the

pressing need to link issues of school segregation and ~~desegregation~~, as well as the disparities in

educational achievement to the broader issue of segregated housing and communities, ^{and the} ~~which~~ ^{related issues of concentration of poverty and isolation (from opportunities)}. ~~results in concentrations of poverty.~~ The first dialogue was launched in 1997. ^{social + economic}
^{racial}

Program Operations

In 1997, 500 citizens from 35 communities ^{and all major racial and cultural backgrounds} participated in the Collaborative's community circle dialogues. Participants in the circle dialogues ^{met (5 to 15 in each circle)} as many as six times over 3 months to discuss two central issues: ⁽¹⁾ the impacts of existing patterns of residential, economic, and racial segregation on

the educational achievement and life opportunities of Twin Cities area children and families; and

^{(2) what ways} individuals and the community can ^{do to} enhance educational success, housing ^{choices} options, and

economic opportunities for ^{and adults} all children in the Twin Cities metropolitan area. The Collaborative

invited organizations such as schools ^{churches} and neighborhood councils to convene the circle dialogues.

The ^{Choices for Community} discussion guide was prepared to provide a focal point for the work. The conversations

culminated with a Metropolitan Citizens Forum; a final report synthesized the findings, conclusions, and recommendations of the circle dialogues. Throughout the year, many of the participants in the circle dialogues and the sponsor organizations formulated action plans and held town hall meetings in their schools and communities.

Outcomes and Significant Accomplishments

The Collaborative brought together more than 500 citizens and organizations in conversations

(ITALICIZE)

Circles have helped to inform and increase about issues of race. The Collaborative has increased public support for education equity and State legislation for affordable metropolitan housing. EHEP is planning a second round of conversations for the fall and winter of 1998 and 1999 that will build on the first round, and include a forum to connect citizens to efforts to address identified issues. At the conclusion of these conversations, EHEP and the Collaborative will cosponsor a Citizens Summit with the Minnesota Meeting and Minnesota Public Radio. An actionable agenda addressing issues of educational access, housing, and school desegregation is to be produced at the summit. The agenda will help shape the policy and action agendas of partners in the Collaborative and public decisionmaking bodies.

Community In 1999, 1,000 citizens are expected to participate in up to 100 Circle dialogues throughout the metropolitan area.

CIVIC Journalism Initiative.

↓ metropolitan area



ONE AMERICA IN THE 21ST CENTURY

The President's Initiative on Race

*The New Executive Office Building
Washington, DC 20503
202/395-1010*

PRESIDENT'S INITIATIVE ON RACE BACKGROUND AND POINTS OF PROGRESS

WHAT IS THE PRESIDENT'S RACE INITIATIVE?

This Initiative is a year-long effort, led by the President, to engage the nation in moving toward a stronger, more just, and more united American community, offering opportunity and fairness for all Americans. The President's Initiative is combining constructive dialogue, study, and action. It is examining the current state of race relations and our common future, looking at existing laws and policies and recommending new ones that can help to ensure that we remain One America, and enlisting individuals, communities, businesses, and government at all levels in an effort to understand our differences as we appreciate the values that unite us.

WHY A MAJOR INITIATIVE ON RACE?

Growing up in the South, the President saw for himself the great harm caused by racial discrimination and the difference that can be achieved by changing attitudes. That longstanding, deeply personal commitment has led him to make this Initiative one of his major second-term priorities. He knows that America can reach its full potential only by enlisting the full energies of all our people, and by giving all our citizens, of every background, the chance to make the most of their own God-given talents.

NOT A CRISIS, BUT AN OPPORTUNITY

This effort builds on the President's record throughout his first term (defending affirmative action, delivering major speeches on race and reconciliation, etc.). But unlike previous Presidential efforts in this area, President Clinton's initiative is the result not of a crisis, but of a unique opportunity:

- ▶ America is strong enough to look to the future. Having moved aggressively in the first term to get the country back on the right track -- reversing the rising tide of crime, welfare, budget deficits, unemployment, and income inequality -- the President believes that it is time for America to address the issue of race relations as we prepare for the 21st Century.

- ▶ Many "wedge" issues have been defused. On many of the issues that had been used to divide the country -- such as crime and welfare -- the President has begun to change the terms of the debate, pointing to solutions instead of pointing fingers and defusing tensions so that an honest dialogue about race can begin.
- ▶ Responsibility, community, and citizenship. This initiative will encourage Americans to take responsibility -- for ourselves, for our families, and for our community. It is a call to citizenship, because the President believes that being a good citizen includes recognizing the promise of America -- an America free of destructive bigotry, a nation that welcomes those who play by the rules, and a country of people that value and serve their communities.

OFFICIAL ANNOUNCEMENT

On June 14, 1997 during a commencement address at the University of California in San Diego, President Clinton announced the creation of a one-year initiative to examine the current state of race relations in America.

The President announced 5 goals for the Initiative on Race:

- 1) to articulate the President's vision of a just, unified America
- 2) to educate the nation about the facts of race in this country
- 3) to promote constructive dialogue to work through the issues of race
- 4) to encourage leadership at the federal, state, local, community and individual levels to bridge racial divides and
- 5) to identify and develop solutions in critical areas such as education, economic opportunity, housing, crime and health care

Three strategies will be used to achieve these goals:

- 1) constructive dialogue
- 2) study
- 3) action

Through dialogue, study, and action, we will increase our understanding of race, and propose and promote policies and solutions that can make a difference.

CONSTRUCTIVE DIALOGUE

Constructive dialogue can help to inform and to build support for constructive solutions to the issues of race. For an entire generation growing up after the civil rights movement, there has been little or no public attention of the values and ideals of racial reconciliation. (Unfortunately,

the little rhetoric present in public discourse has too often been negative, helping to perpetuate derogatory stereotypes.) This initiative will employ the power of the Presidency to encourage open, candid debate about difficult issues and to highlight actions by individuals, communities, businesses and government that are working in this area now.

STUDY

The issues to be addressed include: exploring different perceptions and experiences of Americans of different races, confronting harmful stereotypes, and examining serious problems that stand in the way of racial reconciliation. While the initiative will be largely forward-looking, it is also important to help educate Americans about the past so that the nation has a clear understanding of what has come before.

ACTION

Throughout this effort, attention will go to policies that can make a difference and solutions that can be implemented by individuals, community groups, businesses, state and local governments, and the federal government. This nation has made real progress, but we know that there is more that must be done.

THE PRESIDENT'S ADVISORY BOARD

The seven-member Advisory Board is providing advice and counsel to the President to improve the quality of race relations. The Advisory Board is advising the President on the means to promote a national dialogue on race issues; to increase our understanding of the history and future of race relations; to identify and create plans to promote increased opportunity in education, housing and health care; and to address crime and the administration of justice. President Clinton is determined "to improve the ability of all Americans to realize their full potential so we can, as one country equal and indivisible, move forward into the 21st Century." Advisory Board members are reaching out as surrogates for the President to meet with people working in the field of race relations and with the press and public to extend the dialogue.

ADVISORY BOARD MEMBERS:

JOHN HOPE FRANKLIN, of Durham, North Carolina, Chair of the Advisory Board, is a retired historian and educator, who most recently served as Professor of Legal History at Duke University Law School from 1982 to 1992. President Clinton awarded Dr. Franklin the Presidential Medal of Freedom in 1995. Dr. Franklin's scholarly work has focused on the Civil War and Reconstruction era, and includes the 1946 landmark study *From Slavery to Freedom*. Dr. Franklin received his A.B. degree from Fisk University in 1935, an M.A. from Harvard University in 1936 and a Ph.D. from Harvard University in 1941.

LINDA CHAVEZ-THOMPSON, of Washington, D.C., is Executive Vice President with the AFL-CIO. Ms. Chavez-Thompson has 29 years experience in the labor movement. She joined the American Federation of State, County and Municipal Employees in 1971 and became the first person of color to be elected to one of the top officer positions at the AFL-CIO.

SUZAN D. JOHNSON COOK, of Bronx, New York, is Senior Pastor of the Bronx Christian Fellowship. She is also the first female chaplain of the New York City Police Department. In 1983, the Reverend Dr. Cook became the first African-American woman to serve as Senior Pastor at Mariners' Temple Baptist Church, the oldest American Baptist Church in New York City. From 1993 to 1994, Dr. Cook was a White House Fellow, working for the White House Domestic Policy Council. Dr. Cook received a B.S. from Emerson College in 1976, an M.A. from Columbia University Teachers College in 1978, an M.Div. from Union Theological Seminary in 1983 and a D.Min. from United Theological Seminary in 1990.

THOMAS H. KEAN, of Madison, New Jersey, is the former Republican Governor of New Jersey. Governor Kean currently serves as President of Drew University in Madison, New Jersey. He is chairman of President Clinton's campaign to Reduce Teenage Pregnancy. He also served on the United States Delegation to the Women's Rights Conference in Beijing in 1995. Governor Kean holds numerous awards from environmental and educational organizations, including more than 25 honorary degrees. Governor Kean received a B.A. from Princeton University and an M.A. from Columbia University Teachers College.

ANGELA E. OH, of Los Angeles, California, is an attorney with the Los Angeles law firm of Beck, De Corso, Daly, Barrera & Oh, specializing in state and federal criminal defense. Following the riots in Los Angeles, she served as Special Counsel to the Assembly Special Committee on the Los Angeles Crisis. Ms. Oh received a B.A. and an M.P.H. in 1981 from the University of California and a J.D. in 1986 from the University of California.

ROBERT THOMAS, of Fort Lauderdale, Florida, is Executive Vice President for Strategic Marketing of Republic Industries. He is the former President and CEO of Nissan Motor Corporation, U.S.A. Mr. Thomas recently created a partnership with the Los Angeles Urban League to increase opportunities for women and minorities in automobile manufacturing. Mr. Thomas is also a director of Nissan Foundation, which issues grants to support community agencies in South Central, Los Angeles. Mr. Thomas holds a B.S. in Engineering from the U.S. Air Force Academy in 1967.

WILLIAM F. WINTER, of Jackson, Mississippi, is the former Democratic Governor of Mississippi and is currently in private law practice with the law firm of Watkins, Ludlam & Stennis. Governor Winter serves as Chair of the National Commission on State and Local Public Service and the National Issue Forum Institute. While Governor, he fought for education reform, equal opportunity for all citizens, and better relations between the races. He received a B.A. in 1943 and an LL.B. in 1949 from the University of Mississippi.

ALSO, CONSULTANT TO THE PRESIDENT AND ADVISORY BOARD

CHRISTOPHER EDLEY, of Cambridge, Massachusetts, will serve as a consultant to the Advisory Board and the President. Mr. Edley has been a Professor at Harvard Law School since 1981 and is co-director of The Civil Rights Project, a recently launched think tank based at Harvard University. Mr. Edley served as Special Counsel to President Clinton, where he directed a review of affirmative action. Mr. Edley received a B.A. from Swarthmore College in 1973 and an M.P.P. from the Kennedy School of Government and a J.D. from Harvard Law School in 1978.

LAURA HARRIS is a senior consultant to the Advisory Board. She is a member of the Comanche Nation. She has spent the past five years with Americans for Indian Opportunity, a New Mexico-based organization devoted to tribal leadership and governance issues. Ms. Harris managed a national leadership program for Native Americans. She was an aide to Senator Jeff Bingaman (D-NM) for six years where she was a legislative correspondent responsible for constituent relations. Ms. Harris received a B.A., in Political Science with an emphasis in Native American Studies from the University of New Mexico in 1984.

IN THE BRIEF THREE MONTHS SINCE THE ANNOUNCEMENT OF THE PRESIDENT'S INITIATIVE ON RACE, MUCH HAS BEEN ACCOMPLISHED:

- ▶ All of the **Initiative's core staff are in place.** The organizational structure and areas of responsibility have been delineated into three areas: Outreach, Policy Planning and Research, and Communication.

RECENT POLICY ANNOUNCEMENTS RELATED TO THE RACE INITIATIVE

EDUCATION:

(Drawn from remarks by the President to the NAACP National Convention, July 17, 1997)

- President Clinton has proposed a bold initiative to recruit and prepare teachers to serve in urban and rural communities. As part of the reauthorization of the Higher Education Act, the President forwarded to Congress a proposal for a new national effort to attract quality teachers to high-poverty communities by offering scholarships for those who will commit to teach in those communities for at least three years.
- There is a special emphasis on recruiting minorities into teaching because while a third of our students are minority, only 13 percent of their teachers are. This proposal responds to the nation's need for a diverse and excellent teaching force. It also includes funds to strengthen teacher preparation programs so that those who go into teaching are better prepared to teach their students.

FAIR HOUSING ENFORCEMENT:

At the President's direction, Housing Secretary Andrew Cuomo announced on September 30, 1997 that the Department of Housing and Urban Development will double its efforts to fight against housing discrimination.

- **Doubling the Number of Enforcement Actions Taken Against Housing Discrimination** --Since the President took office, the Administration has investigated 16,325 housing complaints, taken enforcement actions on 1,085 cases, reached out of court settlements on 6,517 cases, and collected \$17.8 million in compensation for victims of housing discrimination. In the next four years, HUD will double the number of housing discrimination enforcement actions.
- **Reaching out to States and Local Organization to Step up Efforts to Promote Fair Housing** -- HUD will issue \$15 million in grants to help 67 private, non-profit housing groups reduce housing discrimination. These grants will be used to investigate allegations of discrimination, provide housing counseling and education, and promote fair housing.
- **HUD Will File Civil Charges of Housing Discrimination in Four Separate Cases** --These cases show that housing discrimination is not a thing of our past, but an outrage that still exists today. Action by HUD on these cases illustrates three principles: people who break the law must be held accountable; sends a clear message that these kinds of actions will not be tolerated any time, anywhere; and puts a human face on discrimination.



ONE AMERICA IN THE 21ST CENTURY

The President's Initiative on Race

*The New Executive Office Building
Washington, DC 20503
202/395-1010*

FACSIMILE COVER SHEET

DATE: 11/19/97

TO: Dick Little

Education and Housing Equity Project

FAX: 612 871-8984 PHONE: _____

FROM: Linda Gray for Michael Wenger

Outreach and Program Development

PHONE: 202 395-1017 FAX: 202 395-1006

NUMBER OF PAGES TO FOLLOW: 6
(Not including this cover sheet)

COMMENTS:



THE BROOKINGS INSTITUTION

1775 MASSACHUSETTS AVENUE, N.W. WASHINGTON, D.C. 20036-2188
TELEPHONE 202-797-6000 FAX 202-797-6144

April 14, 1999

Mr. Dick Little
Executive Director
Community Circles on Housing, Education and Race
2211 Riverside Ave, CB 185
Minneapolis, MN 55406

Dear Mr. Little:

I am writing to invite you to participate in a panel discussion on innovative approaches to our nation's racial problems as part of a National Issues Forum entitled "Race in America: New Approaches to Bridging the Divide." The Forum will be held at the Brookings Institution on May 6 and 7, 1999, with your panel scheduled for the morning of the latter day. The audience will include members of the Brookings Board of Trustees and the Brookings Council as well as staff, policymakers, scholars, journalists and opinion-makers with a strong interest in the issue.

We have invited the distinguished historian Dr. John Hope Franklin to deliver an opening keynote address. Your panel would immediately follow Dr. Franklin's remarks. Other panelists will include representatives from the *Pacific Institute for Community Organization* in Oakland, the *Television and Race Initiative* in San Francisco, and *A Better Chance* based in New York City.

A second panel will address broader approaches to racial problems confronting the nation, examining trends in economics, politics, human welfare, the legal system, and advocacy. Invited participants include Harvard sociologist Orlando Patterson, University of Pennsylvania professor of sociology Elijah Anderson, economist and syndicated columnist Julianne Malveaux, Washington Post columnist William Raspberry, and Elaine Jones, director of the Legal Defense Fund, Inc. An address by Ben Johnson, newly-appointed director of the President's Initiative Race outlining the President's agenda on race, will follow the second panel.

The program begins on the evening of May 6 with a dinner and violin concert for Forum participants to be held at Brookings. Rachel Barton will perform material from her recent compact disc recording of Violin Concertos of Black Composers of the 18th and 19th Centuries. We invite you and your spouse to join us for dinner and the concert.

I hope you will accept our invitation to participate in this important Forum. We will defray your air travel and hotel expenses in accordance with the enclosed guidelines. If you have any questions please

Mr. Dick Little
April 14, 1999
Page Two

contact Joyce Ladner or Chris Foreman. Both are senior fellows in the Brookings Governmental Studies Program. Joyce may be reached at 202/797-6073, and Chris at 202/797-6087.

Sincerely,

A handwritten signature in black ink, appearing to read 'M. Armacost', with a large, stylized flourish extending upwards and to the right.

Michel H. Armacost
President

Enclosures

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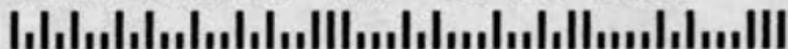
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MINNEAPOLIS MN 55417-1303

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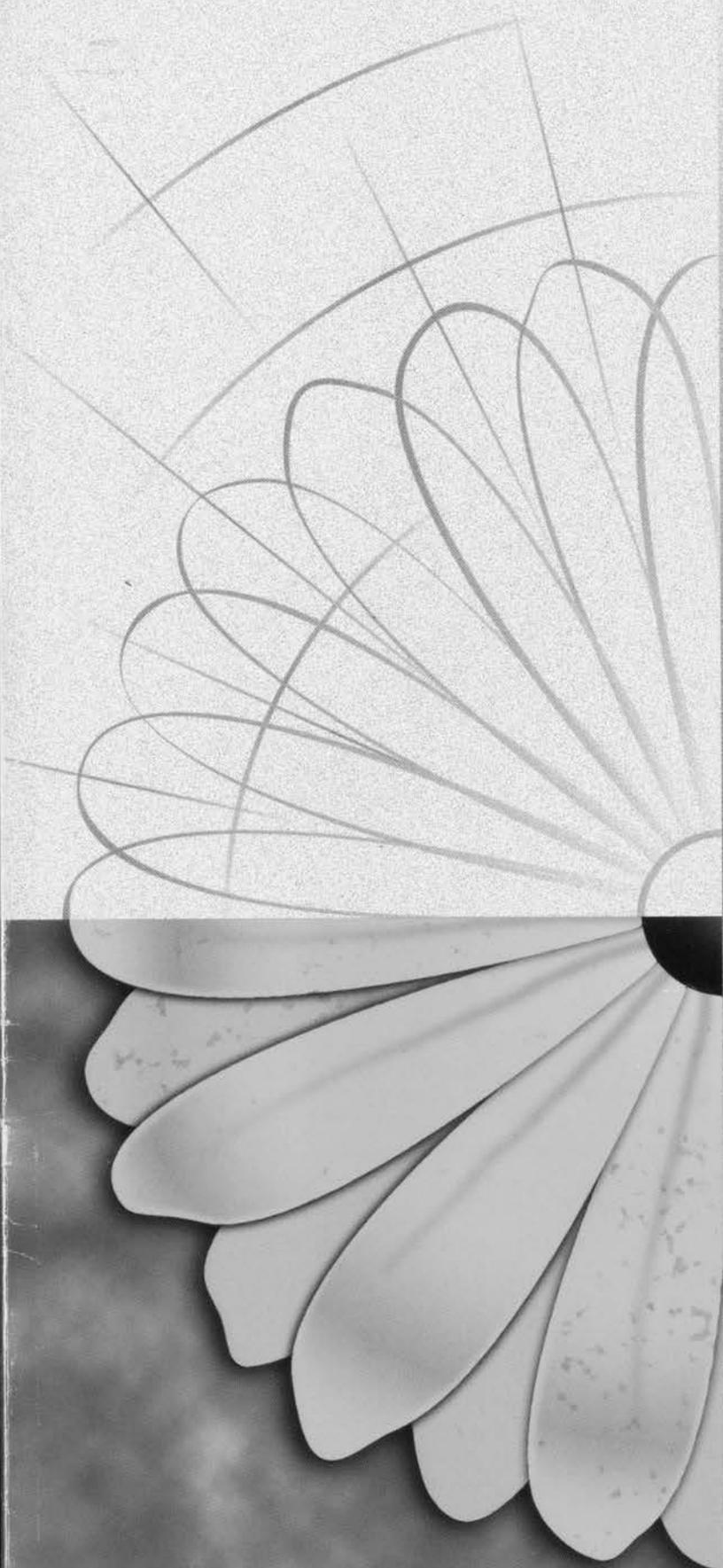
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PATHWAYS
TO ONE
AMERICA
IN THE 21st
CENTURY

PROMISING

PRACTICES

FOR RACIAL

RECONCILIATION

The President's Initiative on Race
January 1999

The unsung heroes of America's long march to racial reconciliation have always been ordinary citizens working together to make a difference. The programs described here are the latest offspring of their legacy. We have much to learn from them. They offer us tangible proof that our vision of one indivisible Nation can indeed be realized. They show us that when people of goodwill join hearts and hands, we can free ourselves from the destructive grip of prejudice and discrimination. They illuminate new pathways of hope as we dedicate ourselves to building One America in the 21st century.

Bill Clinton

Acknowledgments

The work on this document performed by the Promising Practices team of the President's Initiative on Race staff is greatly appreciated. Whether they provided administrative support, diversity training expertise, outreach, writing and editorial services, or interviewing skills, they are tireless, dedicated, and accomplished individuals who made the work of the President's Initiative on Race fruitful. Thank you for all your work and commitment to improving race relations in America.

Bruce Andersen	Lin Liu
Yolanda (Yoli) Anyon	Ana M. Carricchi Lopez
Randy D. Ayers	Josslyn Ly
Patrick (Pat) Aylward	Andrew Mayock
Elizabeth (Liz) Belenis	Jane T. (Jenny) Price-Smith
David Campt	Annette (Netty) Richter
Elizabeth (Beth) Castle	Peter Rundlet
Cedra Eaton	D'Neisha Smith
James T. (Terry) Edmonds	Susan South
Danielle Glosser	Chandler Spaudling
Lonnel Hamlett	Lauren Stevenson
Suzanne Hodges	Brenda Toineeta
Annette Jackson	Michelle Waldron
Allison King	Ann Yamauchi
D. Bambi Kraus	

And for her forethought in making this publication a goal of the Initiative, we would like to thank Judith A. Winston.

Among the most valuable activities sponsored by President Clinton's Initiative on Race was the identification of "Promising Practices for Racial Reconciliation." Across America groups of concerned and committed people are working effectively to facilitate constructive dialogues and to establish opportunities to bridge racial and ethnic divides. The list of Promising Practices includes community-based organizations at the local level as well as national organizations, all of which are carrying out important work related to racial reconciliation. These organizations and groups provide all Americans with examples of how we can successfully and fruitfully work together to overcome the historical obstacles of intergroup separation and distrust. The hundreds of organizations identified as Promising Practices also give us hope and inspiration for the future, for they serve as vanguards in collective and individual searches for ways to interact positively with others in our diverse society.

*Albert M. Camarillo
Professor of History, Stanford University
Director, Center for Comparative
Studies in Race and Ethnicity*

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Introduction

The President's Initiative on Race compiled information about efforts that are helping to fulfill President Clinton's vision of One America in the 21st century. These programs, called Promising Practices for Racial Reconciliation, represent the diligent, often volunteer, efforts of Americans who recognize that racial divisions and disparities are not easily overcome without focused action. The programs described herein illustrate the many approaches and pathways that can lead us toward racial reconciliation. We are grateful that the leaders of these Promising Practices have allowed us to showcase their organizations and programs as models that are making a difference.

For the purposes of this publication, we have defined a Promising Practice as an effort or program intended to increase awareness of racial issues, improve the lives of individuals who are affected by past and/or present discrimination, or eliminate racial prejudice and discrimination from societal institutions such as workplaces, schools, or retail establishments. These programs range from mentoring and tutoring support for people of color to innovative ways communities are banding together across racial lines. They may vary in scope, duration, and intensity, but all are making important contributions to racial reconciliation.

Racial reconciliation involves the healing of two aspects of American life. One is the racial divisions of our society, the other is its racial disparities. Racial divisions can be thought of as the barriers in our hearts and minds that lead to fear and distrust and perpetuate the racial stereotypes and misunderstandings that exist so often between people of different races. They manifest themselves in actions of overt bigotry as well as unconscious prejudice, and they are rooted in racial tensions in our country's history. Racial disparities cause the gaps in social and economic well-being that exist between the races. These disparities exist in education,

criminal justice, economic development, and health care. They are created not only through the discriminatory actions of individuals but also through the policies and procedures of organizations and other sectors of our society.

These programs demonstrate what leaders at all levels of public and private life can do when they commit themselves to finding common ground across racial lines. This publication highlights only a fraction of the community efforts working toward improving race relations. They were chosen because of their proven effectiveness and the valuable lessons they offer to all Americans. In the following pages, we provide you with some key characteristics used to assess the programs in this publication and some accompanying questions for each key characteristic that may help frame your thinking surrounding the work of racial reconciliation. (For a more detailed discussion of the methodology, citations of other program directories, and the program assessment worksheet, see Appendix B).

This document is best understood not as the final word, but as an important contribution to the country's ongoing dialogue about racial reconciliation. Quotations introduce every Promising Practice; those without attributions are from the programs' literature. We strongly believe this publication should be viewed as a reference tool to advance the work on racial reconciliation. Two other resources associated with the Initiative that we would like to bring to your attention are *Changing America: Indicators of Social and Economic Well-Being by Race and Hispanic Origin*, produced by the Council of Economic Advisers, and the *One America Dialogue Guide*, produced by Initiative staff. For a complete list of all the Promising Practices highlighted throughout the year, please refer to *One America in the 21st Century—Forging a New Future: The Advisory Board's Report to the President*. These documents are on our Web page at www.whitehouse.gov/Initiatives/OneAmerica.

Building the Framework: Key Characteristics for Promising Practices

During the course of the President's Initiative on Race, we encountered a wide variance of opinion on just what is meant by a quality program working for racial reconciliation.

We thought it would be helpful to begin with a brief description of the characteristics we looked for in our search for Promising Practices for Racial Reconciliation.

We reviewed each Promising Practice within the framework of eight key characteristics to ensure the program: ¹promotes racially inclusive collaboration, ²educates on racial issues, ³raises racial consciousness, ⁴encourages participants'

introspection, ⁵expands opportunity and access for individuals, ⁶fosters civic engagement, ⁷affects systemic change; and/or ⁸assesses the program's impact on the community. The program had to possess at least one of these characteristics.

Set forth below are the key characteristics and their definitions. Accompanying each characteristic are key questions used to assess the strength of each characteristic in a given program. As you read the compilation of programs, we hope this framework guides your thinking about the efforts being used to work toward racial reconciliation in America.

<p>Promotes Racially Inclusive Collaboration— creates opportunities for peer-to-peer collaboration that fosters mutual respect and meaningful joint tasks between people who fully represent the racial diversity of the local population</p>	<p><i>Key Questions</i></p> <ul style="list-style-type: none"> • Does the program foster peer-to-peer collaboration across racial lines? • To what extent do the program participants reflect the full racial diversity of the local community? • To what extent is there full diversity among program managers and board members?
<p>Educates on Racial Issues— explicitly educates participants so that they can educate others about the importance of historical and contemporary facts regarding race, racism, and/or culture</p>	<p><i>Key Questions</i></p> <ul style="list-style-type: none"> • Does the program educate participants about the historical contributions of diverse racial and cultural groups and/or issues of racism in society? • Does the program educate participants about the personal impact of subtle racial issues such as unconscious prejudice, unearned privilege, and racism against one's own group? • Does the program encourage participants to educate non-participants about issues of race?
<p>Raises Racial Consciousness— explicitly emphasizes program goals of reducing racism as well as lessening racial disparities and divisions</p>	<p><i>Key Questions</i></p> <ul style="list-style-type: none"> • Does the program explicitly take into account the unique perspectives of different racial groups? • Does the program encourage participants to see the connection between their activities and racial reconciliation? • Does the program raise participants' awareness about the interrelationship between race and other societal divisions such as those based on gender, class, sexual orientation, and/or power?

Encourages Participants' Introspection—
creates settings that encourage participants to examine their conscious and unconscious attitudes about race and culture

Key Questions

- Does the program directly encourage participants to examine and share their feelings about racial issues, including biases of which they may not be aware?
- Are participants encouraged to explore connections between their feelings and race-related issues in society?

Expands Opportunity and Access for Individuals—
increases opportunity and/or access for those who historically have been excluded

Key Questions

- Does the program provide some resource(s) that help participants, particularly those from historically disadvantaged groups, increase their opportunity to attain success?
- Does the program conduct followup sessions with participants to document their gains and to provide additional assistance?

Fosters Civic Engagement—
provides encouragement and opportunity for program participants and leaders to take action in addressing racial reconciliation

Key Questions

- Does the program provide participants with the skills to recognize racism and constructively engage others in discussions and/or actions that will foster racial reconciliation?
- Does the program foster greater participation in civic causes that can promote leadership in racial reconciliation efforts?
- Does the program include processes where established community and/or civic leadership can network with other people to address the causes and effects of prejudice and racism?

Affects Systemic Change—
reforms the ways in which organizations, institutions, and systems operate to lessen racial disparities and eliminate discrimination

Key Questions

- Does the program provide constituents/consumers tools to hold institutions accountable for practices that undermine racial reconciliation?
- Does the program address discriminatory behavior by people whose decisions may perpetuate racial disparities?
- Does the program include an effort to analyze and change the ways that policies and practices may perpetuate racial disparities and divisions?

Assesses the Program's Impact on the Community—
measures an organization's accomplishments, considers the challenges it faces, and reassesses the program's desired future outcomes

Key Questions

- Does the program attempt to assess the breadth and depth of its effect on people and/or organizations?
- Does the program continually adjust its goals and practices to keep pace with changing local needs and racial demographics?

Building the Framework: Key
Characteristics for Promising Practices

Characteristic	Definition
1. Clear Purpose and Vision	...
2. Collaborative Leadership	...
3. Professional Learning	...
4. Data-Driven Decision Making	...
5. Family and Community Engagement	...
6. High-Quality Instruction	...
7. Safe and Supportive Environment	...
8. Effective Communication	...
9. Continuous Improvement	...
10. Equity and Inclusion	...

Community Change, Inc.
Boston, Massachusetts

ARTS,
Multi-Media,
AND SPORTS

*L*ift up your faces, you have a piercing need
For this bright morning dawning for you.
History, despite its wrenching pain,
Cannot be unlived, and if faced with courage,
Need not be lived again.
Lift up your eyes upon
The day breaking for you.
Give birth again
To the dream.

Maya Angelou
Poet

Excerpt from *On the Pulse of Morning*, 1992

City at Peace Washington, D.C.

Contact(s)	Rose M. Wheeler, Executive Director, 202-529-2828
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Purpose	To help young people from diverse backgrounds develop the skills to cope with growing up in an urban society.
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Background

City at Peace was created in 1994 in response to the crises of drugs, violence, and racism affecting young people in the United States. The program grew out of a similar organization, Peace Child, which was devoted to fostering peace and friendship among youth. City at Peace teaches cross-cultural respect and understanding, conflict resolution skills, positive peer support, and other leadership tools for dealing with the complexities of growing up in a modern urban environment. About 70 percent of the participants are people of color.

Program Operations

Each year, City at Peace produces a musical based on struggles in the lives of its participants. The program recruits approximately 130 teenagers from the Washington, D.C., area to participate in weekend and afterschool rehearsal programs. Participants come from diverse racial and socioeconomic backgrounds. Expert staff guide students through theater training, improvisation, singing and dancing,

negotiation skills, and leadership principles. Performances begin approximately 6 months after initial rehearsals. Participants perform at local schools, community centers, and a major Washington, D.C. venue. Equally important, as the youth participate in the program, they share the stories of their lives with one another, developing interpersonal and intercultural relationships.

Outcomes

City at Peace produces two musical productions each year. The program has enabled trust, understanding, and relationships to form among the youth. Since its inception in 1994, participants have performed for more than 50,000 audience members across the United States. City at Peace has been featured in the *Washington Post* and on ABC News' "Nightline," and it has been recognized for its excellence by the executive director and president of Washington, D.C.'s National Theatre. In spring 1998, a feature-length, documentary film on City at Peace was released.

Community Change, Inc. Boston, Massachusetts

Contact(s)	Paul Marcus and Carol Rinehart, Co-Directors, 617-523-0555
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Purpose	To address issues of institutional racism.
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Background

Community Change, Inc., was organized in 1968 by the Rev. Horace Seldon, a minister based in Boston who wanted to establish an organization that would address issues of citywide institutional racism and its underlying causes and consequences. The mission of Community Change has expanded from only addressing issues of institutional racism to organizing and training local community activists. Throughout Community Change's 30-year history, the organization has remained small in size but has grown to become a giant in the fight against racism.

Program Operations

Community Change has three fundamental functions: It is a watering hole for anti-racism activists, it serves to unite voices for racial justice, and it acts as a catalyst for social change. Some of its current programs include the Drylongso Awards, the Library on Racism, and the Training Collective.

The Drylongso Awards takes their name from anthropologist John Langston Gwaltney's 1993 book, *Drylongso: A Self-Portrait of Black America*. "Drylongso" is an African word referring to ordinary

people who do extraordinary work. Community Change established these awards in 1989 to honor people who are doing extraordinary work to end racism in Greater Boston.

The Library on Racism houses an extensive collection of more than 2,000 books and resources, and it serves as a venue for holding dialogues on anti-racism organized through its lecture series. All of the Library's materials deal with race, racism, and multi-cultural issues. The Training Collective provides community members and other organizations with workshops to help them address institutional racism and build stronger networks to tackle these issues.

Outcomes

Community Change's programs are used and attended by many. For example, the Drylongso Awards ceremony boasts an attendance of nearly 250 people, the Library on Racism averages about 300 patrons per year, and the Training Collective operates from six to eight sessions per year. Overall, the organization is credited for providing community members with a location to organize and address everyday, common discrimination issues.

Dialogue, social interaction, and building interracial friendships are THE work of race relations. Dialogue is part of the work; placing our words into action is empowerment.

City at Peace is a support network in which young people from diverse backgrounds come to know and understand each other, to respect and care for each other, and to form lasting friendships that transcend the barriers of race, culture, and class.

Rose M. Wheeler

DIALOGO: An Education Program to Improve Human Relations

Raleigh, North Carolina

Contact(s)	Aura Camacho Maas, Executive Director, 919-870-5272
Purpose	To serve as a catalyst for the development of human relations and educational initiatives and the elimination of racial and cultural stereotypes.

Background

The initial focus of DIALOGO™: An Education Program to Improve Human Relations, a program of the Latin American Resource Center (LARC), was to introduce Latin American culture to school communities. Today, DIALOGO provides an ongoing setting for people from all backgrounds to explore issues of cultural identity, cultural understanding, and the development of human relations. Through various art forms, the program provides educational forums to discuss the value of culture, ethnicity, and race in the United States. DIALOGO includes the application of an integrated curriculum for kindergarten through 12th grade.

Program Operations

DIALOGO achieves its goals through many avenues, including program staff working with school officials, public officials, parents, and other community members to implement multi-cultural curriculums in academic programs, providing a systemic approach to effecting change in the community. DIALOGO provides teachers with multi-disciplinary curricular units, freeing them from the often cumbersome planning process and allowing them more time to teach. It offers teachers diversity training workshops, encouraging self-reflection and dialogue—at individual and group levels—among men and women of different races and ages. DIALOGO brings to local schools a traveling art exhibit and cultural, artistic performances

that allow students and teachers to see beyond stereotypes. The program fosters learning about Latin American cultures and the United States. As a result of DIALOGO, teachers have said that it may be more important to teach about contemporary Latin American issues than about a history that encourages continued stereotypes.

Outcomes

To date, about 10,000 students and 300 teachers have participated in DIALOGO. In 1994, DIALOGO received the North Carolina Best Arts in Education Program Award. Through outreach to school administrators, parents, public officials, and business people, DIALOGO is teaching the community about Latin American culture and multi-cultural issues. In the classroom, students express a sense of belonging; parents report feeling compelled to engage in a dialogue with family members. Because of DIALOGO, a group of non-Latin American students worked with LARC to create an afterschool mentoring exchange program for Latin American students who are having difficulty with their new language and culture.

Through DIALOGO, students are able to talk about such important issues as their fear of violence in schools and increasing gang activity. Executive Director Aura Camacho Maas presented the students' concerns to a group of North Carolina legislators, which currently is seeking to support efforts to address these issues.

DreamYard Drama Project

New York, New York

Contact(s)	Tim Lord, Jason Duchin, and Chris Hendrickson, Co-Directors, 212-828-9512
Purpose	To build leadership, promote literacy, and develop multi-cultural appreciation through an integrated arts program.

Background

The DreamYard Drama Project was founded in 1992 by actors Tim Lord and Maria Bello and writer Jason Duchin. The Project places professional artists in inner-city classrooms in New York City and Los Angeles to help children learn the skills to express, write, and perform their own stories. DreamYard artists and multi-cultural professionals work closely with teachers in year-long partnerships to ensure that reflection and creativity are essential parts of the students' curriculum. DreamYard, through work in urban schools, juvenile detention camps, and an online creative writing journal coordinated by teenagers, teaches children creative ways to express and celebrate their cultural differences through art. The majority of DreamYard participants are students of color: 60 percent are black and 30 percent are Hispanic.

Program Operations

DreamYard brings writers, directors, dancers, painters, and musicians into public schools, placement facilities, correctional institutions, and facilities offering alternatives to incarceration on a

sustained basis to work with a class for at least 1 year. Targeting districts without an arts program, these professionals work side by side with teachers to develop an integrated curriculum that cultivates artistic expression. Students learn observation, detailing and sequencing skills, and alternative forms of expression through art. Through this process, students and teachers engage in activities that foster introspection and dialogue. Additionally, the artists, students, and teachers collectively produce an annual children's theater festival that brings youth from different backgrounds to hear each other's voices and work together.

Outcomes

DreamYard has expanded its program into more than 100 classrooms since its inauguration. The program is currently working with thousands of students in schools, juvenile detention centers, and community centers. In 1998, 25 artists worked in New York City schools, and 3 participated in the Los Angeles program. Every year, DreamYard is formally evaluated by Bank Street College of Education in New York City.

DreamYard definitely connects. It helped me make up my mind about

my career....

I want to get my bachelor's and master's degrees and then get a stable job and go back to school to get my Ph.D. in psychology. I know I want to help, I want to give back.

*Meighan Ackon
Participant
10th Grader*

I encourage people who doubt the value of Latin Americans as neighbors to take the risk to engage in dialogue.

Communication and trust are what it is all about.

Let's exchange ideas about how we create a future based on mutual cultural respect.

Aura Camacho Maas

DuPage Media and Community Network Wheaton, Illinois

Contact(s) | Rev. Andre Allen, 630-260-0190

Purpose | To improve the coverage of people of color in newspapers, television, and radio.

Background

Following the O.J. Simpson verdict, community and media leaders in DuPage County, Illinois, explored how different racial groups can have radically divergent perceptions of the same social issue and examined the root causes of these disparities. In creating the DuPage Media and Community Network, they concluded that it was important for citizens and the media to join forces to review, discuss, and improve the representation of people of color in the media.

Program Operations

Several months after the initial meetings, the DuPage Media and Community Network organized a workshop on race relations for 60 people, including 10 media organization representatives. Participants examined how news coverage is created and how it is perceived by various parts of the community. Participants also discussed how

to increase positive coverage of people of color while decreasing the perpetuation of stereotypes. Following the meeting, the DuPage Media and Community Network organized seminars for community organizations to learn from media representatives how to disseminate their messages to the mainstream press, television, and radio. In addition to these major events, the group meets every other month to develop a strategy to involve additional media representatives in the network and examine current issues concerning news coverage of people of color.

Outcomes

Although no formal evaluation of the program has been conducted, most members of the DuPage Media and Community Network see noticeable changes within mainstream media. Network members continue to inform the community about media coverage, expand programming, and increase membership.

Flames Brooklyn, New York

Contact(s) | Gerard J. Papa, Founder, 718-236-6100

Purpose | To maintain an enduring, structured program that brings together young people from varied backgrounds and promotes their development as responsible members of a diverse society.

Background

Flames is a non-profit organization staffed entirely by youth and adult volunteers. In the mid-1970s, the white neighborhood of Bensonhurst, in Brooklyn, New York, was sharply segregated from the black and Latino populations of adjacent Coney Island. Flames, founded 2 years earlier as a single youth basketball team, bridged this racial divide in 1976 by establishing a few integrated Flames teams in a local makeshift gym. Several years of racial violence ensued, but persistent one-on-one interaction allowed racial tolerance ultimately to prevail within Flames and the larger community. Flames quickly evolved into a prominent model of interracial cooperation in Brooklyn.

Program Operations

Flames organizes more than basketball teams and leagues. It brings together diverse people to focus on a common cause, fosters team building across racial lines, and provides participants with a safe haven to work out personal differences. The best Flames players are required to serve as coaches and referees for designated hours during the week. Game schedules are designed to increase interracial exposure both on and off the court. Through group interaction, youth learn to work with one another.

Outcomes

Flames currently runs the largest interracial youth program of its kind in Brooklyn. Nearly 1,000 young people of diverse backgrounds, ages 8-20, join Flames each year. Most live in or near public housing. Another 1,200 young people from youth groups in wealthy suburbs, rural areas, and other towns annually travel to Brooklyn for Flames activities. In 25 years, some 20,000 students have participated in the program.

Prejudice stems from fear and ignorance. Once you're on a team, you're not dealing with a black kid or white kid. It's Ronald and Robert, real people.... I've learned here over the years that that's how you overcome ignorance.

Gerard J. Papa

A great deal of work is needed to build trust in the area of media relations. However, with each step, we come closer to understanding and respecting the value of diversity and ensuring proper coverage of ethnic and racial groups in media.

Gallery 37

Chicago, Illinois

Contact(s) Elaine Rackos, Director, 312-744-8925

Purpose To provide meaningful employment and training in the arts to Chicago's youth, coordinate mentoring relationships between youth and established artists, facilitate community outreach throughout Chicago, and foster cultural awareness.

Background

In early 1990, Block 37, a city block in the heart of downtown Chicago, was underdeveloped and still suffering from the economic recession of the late 1980s. Mayor Richard M. Daley decided to make positive use of this space. Chicago's Commissioner of Cultural Affairs, Lois Weisberg, devised a plan to revitalize Block 37 and create Gallery 37, which became a reality in 1991.

Gallery 37 was formed in response to concerns about a lack of meaningful job opportunities for young people ages 14 to 21 as well as a decline in arts funding. Gallery 37 addresses these concerns by using the arts as a medium to develop job skills of youth entering the workplace. It also works to dismantle the de facto segregation in the public elementary school and secondary school systems by bringing together youth from all backgrounds. Every year, the program offers young people an opportunity to become apprentice artists, receive paid arts training, and create art in a stimulating environment. Gallery 37 provides an integrated experience that attracts young people from diverse racial and socioeconomic backgrounds by keeping one variable constant: the opportunity to create art.

Program Operations

Every year, thousands of young people become apprentice artists with Gallery 37 and work under the supervision of professional artists in such programs as architecture, woodcarving, African dance,

textile design, and video production. Through art, participants develop an increased self-awareness, broaden their horizons and perspectives, reduce their fears of human differences, and become increasingly comfortable with diversity. The program currently runs year round at the original downtown site as well as in Chicago public schools, neighborhoods, and parks. The apprentice artists work 3 to 5 hours a day for 8 to 12 weeks. The program enables participants to develop valuable skills applicable to full-time employment and produce quality artwork that is sold or displayed in public spaces while gaining a better understanding of one another.

Outcomes

From its modest beginning in 1991, when Gallery 37 employed 260 students, the program had grown to employ more than 3,000 youth in 1998. By bringing together the Federal youth jobs program, the arts, the private sector, and a diverse group of students, Gallery 37 has created a unique and innovative solution to numerous social and economic problems. This empowering program has attracted national and international attention. Currently, 15 U.S. cities as well as Adelaide, Australia, and London and Birmingham, England, have similar programs. In 1997, Gallery 37 was selected for an Innovations in American Government award (administered by the John F. Kennedy School of Government at Harvard University) for creative government approaches to civic problems.

Multi-Cultural Advisory Committee on the Media

Chicago, Illinois

Contact(s) Cheryl Zaleski, Project Manager, 312-456-7745

Purpose To serve as a resource for the entire Chicago metropolitan area's print and electronic media on issues of race, ethnicity, and religion.

Background

In 1992, after the *Chicago Sun-Times* printed an article that some believed made unfavorable parallels between the behavior of raccoons and certain communities of color, the Human Relations Foundation of Chicago and the *Sun-Times* convened a group of individuals representing the city's racial, ethnic, and religious makeup and formed the Multi-Cultural Advisory Committee of the *Sun-Times*. In March 1995, the responsibility of developing the means for sustained monitoring of Chicago's media was transferred to the Human Relations Foundation, and the Advisory Committee's name was changed to the Multi-Cultural Advisory Committee on the Media (MCAC). The Foundation's goal was not merely to react to derogatory and inaccurate articles and news programs but to take a proactive stance in creating accurate media portrayals. For this reason, MCAC not only monitors media, it also works to establish mutually beneficial relationships between Chicago's major media outlets and the changing ethnic and religious communities that are reflected in MCAC's membership.

Program Operations

MCAC holds regular meetings between its members and the editors and general managers of the area's newspapers and television stations to ensure fair and accurate coverage of all of Chicago's communities of color. Participants at these meetings discuss story assignments, hiring policies, and how best to use MCAC as a resource for broadcast and print media organizations, including providing them with contact names in various fields of expertise, information on events happening in communities of color, and ways to collaborate on special projects. In addition, MCAC asks journalism schools to research various topics and organizes forums following each report's release.

Outcomes

In 1997, MCAC released several reports for its "Media and Public Policy" series. In spring 1998, MCAC issued a report on local television news coverage of Chicago's ethnic and racial communities. MCAC is establishing community organization-based media monitoring groups to watch local television news programs and read newspapers for a specified length of time, after which town hall forums or panel discussions will be held. During these forums, media executives will be available to listen to community feedback and address concerns about coverage or policies.

I have learned about so many cultures.... Being here has taught me that what I am and what I have to say and what I represent are important and should be shared. Each of us is an important part of the human race... we can make things better for all of us.

Margaret Elrod
Apprentice Artist
Age 18

Our strength is our diversity. When we meet with management, it is important that they don't see us as instigators but as constructive partners who are concerned with the portrayal of minorities in the media industry.

Cheryl Zaleski

Multicultural Music Group, Inc.

Yonkers, New York

Contact(s)	Luis Mojica, Executive Director, 914-375-4096
Purpose	To promote multi-cultural arts instruction as a tool for global understanding, cultural awareness, and academic improvement.

Background

The Multicultural Music Group (MMG), Inc., is a non-profit organization created in 1996 to incorporate multi-cultural instruction in classrooms. Because of the lack of multi-cultural topics in the teachers' training curriculums for arts education, MMG has been adopted by several schools and community school districts in New York City.

Program Operations

Through its programs, MMG strives to increase students' arts and academic proficiency in the New York City public schools as well as to increase the amount of teacher training programs in multi-cultural instruction. The organization also seeks to heighten aesthetic sensitivity for multi-cultural arts and to decrease the racial tensions among ethnic groups in New York City schools and surrounding communities. Through the Teacher Training Program, MMG contacts schools in multi-ethnic communities and provides a summer institute in multi-cultural student education for music teachers. This program comprises ten, 6-hour sessions in which teachers learn the historical and technical aspects of music from around the world.

To train the teachers, MMG developed a second component, the Integrated Arts Program. This Program comprises four artistic residencies: dance, music, drama, and the visual arts. Using this Program, teachers collaborate with artists and are taught ways to present the arts as a vehicle to

understand concepts from other disciplines such as language, grammar, reading, and phonics. This use of multi-cultural artistic concepts as an enhancement to student academic achievement is used in kindergarten through grade 12. In addition, MMG's Residence Program provides musicians from different cultures with the opportunity to work with educational institutions as artists in residence. As such, these musicians teach music educators and students how to create and perform the music of their expertise. Furthermore, MMG offers direct music instruction with a multi-cultural focus to schools where music classes either never existed or have been eliminated from the curriculum.

Outcomes

During the past 3 years, MMG has annually supported an average of 25 music educators and approximately 600 of their students to develop multi-cultural repertoires with the cooperation of artists from the Residence Program. Through the work of MMG, two schools in New York were removed from a list of schools under review for having low reading levels. This accomplishment helped MMG expand the Integrated Arts Program to other schools and districts in New York City. Moreover, as part of the Integrated Arts Program, MMG has collaborated with Columbia University on professional development and assessment. A multi-cultural arts curriculum increases racial harmony in the community and gives children the opportunity to develop a sense of cultural awareness and global understanding.

News Watch Project

San Francisco, California

Contact(s)	Fernando Quintero, Director, 415-398-8224
Purpose	To monitor the media and advocate for fair and accurate coverage of communities of color and gay and lesbian communities.

Background

The News Watch Project was conceived in 1994 to promote the goals of Unity '94, the historic gathering of the Nation's largest professional organizations representing journalists of color: the Asian American Journalists Association, the National Association of Black Journalists, the National Association of Hispanic Journalists, and the Native American Journalists Association. For more than 1 year, members of the four professional organizations monitored newspapers, magazines, and radio and television broadcasts for news coverage about or related to blacks, Asian Pacific Americans, Latinos, American Indians and Alaska Natives, and other ethnic groups. A News Watch team of journalists, educators, and research assistants critiqued these pieces; the four professional organizations each appointed a blue ribbon advisory board to participate in the review process. A report of the findings was published in 1994.

In 1997, News Watch expanded to include the National Lesbian and Gay Journalists Association as a Project partner. The Project receives foundation funding and operates as a non-profit program of the Center for Integration and Improvement of Journalism at San Francisco State University. The News Watch Project's operating principle is that news content free of stereotypes, personal and institutional bias, and cultural ignorance greatly improves the quality of journalism. To that end, the Project's mission involves a variety of monitoring and outreach activities.

Program Operations

The primary activities of the News Watch Project include its news monitoring and journalist education programs and publications (the *News Watch Project Journal* and a Web site). The *News Watch Project Journal*, a quarterly, publishes indepth analyses and multi-cultural insights into the news-gathering process. Past journal issues have included a look at the disproportionate representation of blacks in stories, headlines, and photographs about the poor. The Web site provides a forum for discussion and analysis of stories that perpetuate stereotypes of people of color, lesbians, and gay men; a style guide; and back issues of the *News Watch Journal*. Project staff also provide training on news content analysis to journalists, journalism educators, and community activists.

Outcomes

The News Watch Project has been a leading force in bringing together journalists, editors, journalism educators, and community activists to talk about diversity in news content as well as in newsrooms. On average, Project staff receive about four requests for speakers each month. A listserv has been established to facilitate dialogue among journalists on news coverage issues. Several colleges and universities, including the University of Missouri-Columbia, have incorporated the Project's journal and Web site into their journalism curriculums.

News Watch continues to expand its dialogue with journalists about news coverage of people of color. It is only through engaging each other on these issues that we can develop more fair and accurate news media.

Judy Gerber
Assistant Director

Publicolor

New York, New York

Contact(s)	Ruth Lande Shuman, President and Founder, 212-722-2448
Purpose	To train students as volunteer painters, using the power of color to transform public spaces in neglected neighborhoods.

Background

Publicolor is a not-for-profit organization that organizes inner-city students as painters using the power of color to transform public spaces, concentrating on dilapidated urban schools. Publicolor was founded by industrial designer Ruth Lande Shuman to encourage young people to value education and to develop job skills by training them as community painters. Through Publicolor's emphasis on color and collaboration, dismal public spaces are transformed into places of hope and positive energy, and the designs always reflect cultural diversity. Program participants are Asian, Hispanic, African American, Caribbean, and White. In July 1997, Publicolor won a contract with the New York City Board of Education to transform the 15 lowest performing schools, with \$15,000 for each school.

Program Operations

Publicolor organizes students, teachers, parents, and community members in Paint Clubs at each school. After group discussion of design fundamentals, Paint Clubs are taught how to transform their schools into inspiring and inviting places through the imaginative use of color. Club members select colors that will celebrate the diversity represented in their schools. Groups meet after school and on Saturdays for 8 to 12 weeks to

prime and paint hallways, stairwells, cafeterias, and entrance halls. During this time, members of the Paint Clubs develop potentially marketable skills by learning strong work habits, leadership skills, the value of collaboration, and professional painting skills. After the original assignment, Paint Club members continue to hone their skills on Saturday paint projects in community centers, homeless shelters, and medical facilities in their neighborhoods. Corporate and community volunteers painting alongside students act as mentors.

Outcomes

A recent evaluation by the Bank Street College of Education in New York City notes that students feel safer in schools transformed by Publicolor, incidents of graffiti are reduced, and the rise in morale leads to improved attendance. According to feedback from school administrators, some significant transformations take place inside schools participating with Publicolor. The vibrant and positive environment created by Publicolor leads to an improved attitude for both students and teachers alike, and a sense of pride and ownership appears to develop. The rise in self-esteem observed in Paint Club members who begin and end a project together leads Publicolor to conclude that "color, community, commitment, and completion" is a formula for success.

Television Race Initiative

San Francisco, California

Contact(s)	Ellen Schneider, Executive Director, 415-553-2841
Purpose	To harness the power of televised storytelling to focus sustained community dialogue and problem solving on race relations.

Background

The Television Race Initiative (TRI) is a multi-year media effort designed to stimulate and sustain community dialogue on issues of race relations through a "virtual link" of high-profile documentary films on the Public Broadcasting Service (PBS). Recognizing that most people find race difficult to talk about, TRI builds relationships with community coalitions dedicated to problem solving on race relations.

Program Operations

From 1998 through 2000, high-profile, provocative programs that deal with race will air nationally on PBS. TRI builds audiences and magnifies the impact of each PBS broadcast by creating a context for discussion and activities, such as hosting viewer and dialogue groups in conjunction with the programs, linking media stories to programs, and, most importantly, supporting opportunities to sustain citizen coalitions over time. Through rigorous support and ongoing technical assistance, TRI encourages these coalitions to use the broadcasts to support their particular objectives, such as recruitment, public policy campaigns, alliance building, media outreach, and dialogue.

TRI partners include national non-profit organizations, local and national media, public television stations, community groups, interfaith networks, businesses, and educational institutions. Based on local needs assessments and shaped by community members, TRI is an innovative tool for organizers to increase community problem-solving activities and stimulate race-related dialogue. Customized activities, designed by public television stations in collaboration with community groups, are focused in six pilot cities: Baltimore, Boston, Minneapolis-St. Paul, Norfolk, Raleigh-Durham, and San Francisco. Each television program will invite viewers to events, sneak previews, and other public forums to encourage long-term, race-related coalition building. For example, Raleigh-Durham will use the broadcasts to foster guided dialogue around rapidly changing local demographics. In San Francisco, community partners are building sustained relationships among non-profit organizations, faith-based institutions, and local media. At a recent event at Grace Episcopal Cathedral in San Francisco, approximately 100 people viewed and discussed the implications of Macky Alston's moving film *Family Name*, a poignant search for the descendants of the slaves and slave owners from his family's North Carolina plantations.

It takes significant time to build community partnerships. These partnerships, however, play a significant role on how media—public television in particular—can play a supportive role in the effort to find and promote solutions on race relations.

Ellen Schneider

*Television Race Initiative
(continued)*

Outcomes

TRI is a multi-year experiment designed to be a replicable model long after the actual implementation. Thorough evaluation is a cornerstone of the project. Immediately after each broadcast, exhaustive interviews are conducted with a full range of participants, from public television station outreach staff to directors of national organizations, from community activists to independent filmmakers. Currently, evaluators experienced in both media practices and community-based models are surveying partner groups to determine, for example, if TRI enriched their educational services, increased their access to local media sources, fostered new relationships, or helped sustain community

involvement. Current and future TRI programs are accessible to virtually all Americans. Nationally, audiences will benefit from a multi-dimensional, diverse "virtual series" of ideas, perspectives, and voices. In the six pilot cities, the programming provides interracial community coalitions with a media tool that supports their educational goals. In the future, TRI will be evaluated to explore the potential of storytelling on television as a tool to foster civic engagement. TRI also will serve to support the development of a new media model that can be extended and replicated. TRI is being closely monitored by its funders such as the Ford Foundation, the MacArthur Foundation, and the Corporation for Public Broadcasting.

UNITY: Journalists of Color, Inc.
Arlington, Virginia

Contact(s)

(Ms.) Walt Swanston, Executive Director,
703-841-9099

Purpose

To advance the coverage, increase the number, and promote leadership of journalists of color as well as to ensure inclusion of people of color in the discussions and decisions regarding diversity issues within the news industry.

Background

UNITY's foundation was forged by Will Sutton, an African-American reporter, and Juan Gonzales, a Puerto Rican reporter, who realized they shared common issues as journalists of color. What began as a series of coalition-building meetings blossomed into a national, multi-ethnic movement of journalists who were committed to making the news industry more representative of the communities it serves. In 1994, more than 6,000 journalists converged in Atlanta for UNITY '94 to begin working together to promote diversity issues in the media.

In January 1998, UNITY '94's board of directors voted to shift the organization's focus and change its name. The new organization, UNITY: Journalists of Color, Inc., is a powerful strategic alliance of journalists of color acting as a force for positive change in the fast-changing global news industry. This alliance includes the National Association of Black Journalists, the Native American Journalists Association, the Asian American Journalists Association, and the National Association of Hispanic Journalists.

Program Operations

UNITY '94 fulfilled the promise that journalists of different backgrounds could work together to reach a common goal. For the journalists who attended UNITY '94, the convention introduced new ways of thinking and solving problems that included diverse perspectives. UNITY '94 also allowed journalists to learn about one another's cultures and gave participants a sense of the combined power of journalists of color.

UNITY sponsors town hall meetings to get reporters and editors into communities of color. UNITY also supports News Watch, a national news-monitoring campaign. News Watch publishes a quarterly bulletin and has a Web site that examines how the news media cover people of color and gay men and lesbians. UNITY also has a mentoring project to help keep young professionals in newsrooms.

Leading up to the 1999 convention, UNITY members will work with the chapters of the four associations of journalists of color to help them improve news coverage in communities of color and teach those who are not journalists about

*Unity, like
democracy, is
hard work.
Balancing every
aspect of UNITY
by race, gender,
geographic origin,
political ideology,
print or broadcast,
was one tough
task.... And then
there were...
turf-protection
tendencies of the
four associations to
deal with. UNITY
was a miracle.
I still can't believe
we did it.*

*Joe Rodriguez
UNITY Program
Committee Co-Chair*

UNITY: Journalists of Color, Inc.
(continued)

career options in the news industry. Moreover, the 1999 convention will present 200 workshops to assist news media practitioners in improving their professional skills. The convention will also feature four sessions on current issues in the news and two luncheons featuring high-profile newsmakers. The primary goal of the UNITY '99 convention is to inspire and motivate the Nation's media companies to fully embrace diversity not only in words but also through action.

Outcomes

The 1994 convention had an extraordinary impact on how journalists of color are perceived by industry leaders and their colleagues. The convention was a testament to the fact that partnerships can work for the benefit of all. The UNITY town hall meetings have been held every year since 1994 in several cities. The UNITY '94 job fair resulted in 3,700 journalists of color being interviewed and 288 getting hired. Recruiters from companies that had never participated in the separate associations' job fairs attended. UNITY '99 will continue to work to advocate a multi-cultural agenda that promotes diversity in the news industry.

Voices United
Miami, Florida

Contact(s)

Katie Christie, Director, 305-274-1851

Purpose

To promote cross-cultural understanding through the arts and to empower young people to cultivate solutions to community problems and promote intercultural appreciation and understanding.

Background

Voices United, formerly Peace Child Miami, was created in 1989 by 17-year-old Katie Christie, a high school senior at Miami's New World School of the Arts. Christie believed that young people of different races and cultures did not get along or respect one another's differences. She also believed that young people faced a multitude of problems without ways to address their concerns. To respond to these challenges, Christie created Voices United to give the young people in Miami a voice. Voices United, a nonprofit organization, empowers young people to cultivate solutions to community problems and promote intercultural appreciation and understanding. Voices United also develops forums in which young people can share their visions and concerns using conflict resolution principles.

Program Operations

Each year, Voices United assembles a diverse cast of 150 young people ages 4 to 18 from more than 60 Dade County elementary schools, middle schools, and high schools. These young people participate in workshops and rehearsals from 10 a.m. to 5 p.m. every Saturday, from January through

June, that culminates in an original musical theater production. The process begins with workshops that focus on team building; conflict resolution; communication; leadership; development of self-esteem; and racial, religious, and cultural tolerance. The cast decides what message it wants to convey to its audiences, then writes the script and the music to reflect that message. At the end of the 5-month rehearsal process, the cast gives three performances to the public in Miami's Ashe Auditorium and a free performance in the city's Gusman Theater of Performing Arts for more than 1,600 Dade County students. To continue sharing their message, cast members also present workshops and performances at area schools.

Outcomes

Since 1989, Voices United has included more than 1,000 young people and has reached an audience of more than 25,000 people. The project has inspired many young people to become leaders. Program participants have created school-based clubs called "United Students" in six area high schools. Voices United also coordinates the "Leadership Forum," an annual 2-week summer retreat that teaches leadership skills to young people.

Breaking down racial barriers, promoting cultural diversity, and keeping hope alive are what the youth group Voices United is all about.

*Jasmin Thompson
Participant*

*Business has an enormous
capacity to reach into the
margins of our society and to help
create opportunities for everyone.*

*James Autry
Fortune 500 Businessman*

American Institute of Managing Diversity Atlanta, Georgia

Contact(s) | Sharon Parker, President, 404-302-9226

Purpose | To expand human awareness of diversity and drive the practice of diversity management by the development and dissemination of knowledge.

Background

The American Institute of Managing Diversity (AIMD) is a 14-year-old, non-profit, public interest organization dedicated to providing innovation, research, education, and leadership on diversity issues. The organization, founded in 1984 by Dr. R. Roosevelt Thomas, helps organizations understand the business and organizational imperatives for managing diversity.

Program Operations

AIMD provides ongoing insights into the strategic implementation of diversity management, identifies and categorizes trends in diversity management, and suggests new areas of research critical to its successful application. AIMD developed and disseminated a model for diversity management that promotes understanding of the cultural roots of an organization; the inclusion of diversity management in an organization's mission, vision, goals, and objectives; and the creation of an environment that values a diverse workforce. AIMD

has identified three key guidelines for implementing a more effective approach to addressing diversity issues: clarifying the bottom-line impact of diversity and connecting diversity initiatives to the organization's mission and goals; ensuring that the appropriate approach is used to achieve the appropriate results (for example, affirmative action to address issues of inclusion through numerical accounting and representation, understanding differences for issues of interpersonal relations, and managing diversity to focus on systems and organizational culture); and sustaining progress through organizational change.

Outcomes

During the past 14 years, AIMD has worked with many organizations to launch and sustain diversity programs, and it has developed several publications, including *Foundations of Managing Diversity*, *Diversity and Organizational Culture*, and *Diversity and Action Options*. AIMD is currently providing diversity training to more than 35 organizations.

Diversity—A Passage to the Future at Xerox Stamford, Connecticut

Contact(s) | Sonya Allen, Manager, Diversity Strategy and Programs, 203-968-3875

Purpose | Continual development of a workplace in which individuals are unencumbered by traditional barriers, stereotypes, expectations, or restrictions.

Background

Xerox Corporation believes that diversity can lead to increased productivity and creativity in the pursuit of excellence. Xerox management views the continual development of diversity leadership as a keystone to building a global organization that values and respects differences among its workers. A pluralistic environment benefits both the individual and the corporation. With the creation and provision of an inclusive workforce, Xerox believes the full array of workforce potential can be captured for a competitive advantage while maximizing each individual's potential. For the corporation, diversity boosts productivity and the bottom line. For the individual, it results in the provision of a progressive and empowering work environment in which realizing one's full potential is a corporate goal. Xerox has developed a variety of programs that promote inclusion and raise awareness of behaviors surrounding all types of "isms," including racism, culturalism (culturally based behavior and barriers), and classism.

Program Operations

Xerox has implemented a number of programs to promote cultural and racial understanding and to achieve diversity at all levels of the company. The Balanced Workforce Strategy is a plan to review

the company's representation of people of color and women in each pay grade and to improve its recruitment of qualified individuals into areas where they may be underrepresented. The Corporate Champions Program offers people of color the opportunity to voice their concerns to corporate officers. This Program educates the senior management on diversity issues and creates links within the company. Caucus groups work to create pools of qualified, successful employees who can rise up through the management ranks. The groups also serve as employee advocates and resources for education and communication.

Training and development are keys to success for all Xerox employees. The company has identified 23 leadership attributes as a basis for management development. These attributes also define what is needed for effective business leadership. The Xerox Management Institute provides traditional, classroom-based programs and develops new approaches in organizational learning. CEO Roundtables create opportunities for CEOs to gain insight into the status of cultural diversity directly from employee groups. The Roundtable discussions serve as a communication tool for both management and employees with regard to the company's diversity issues. Work-life programs at Xerox ensure that workers have the tools and flexibility they need to achieve success.

The Xerox corporate culture must be continually reshaped so that Xerox and Xerox employees alike obtain the full benefits of a workplace in which diversity is cultivated, nurtured, and rewarded.

*Paul Allaire
Chairman and CEO
Xerox Corporation*

*Diversity—A Passage to the Future at Xerox
(continued)*

The company recognizes that many outside factors influence work behavior and, in response, provides programs such as a dependent care fund, alternative work schedules, adoption assistance, mortgage assistance, and partial pay replacement for Family Medical Leave Act leaves of absence. The company also offers a childcare subsidy, a childcare resource and referral service, an employee assistance program, and an education assistance program. In addition, Xerox has also developed a toolkit titled, "Who Am I? Who Are You? Raising Children in a Diverse World." This toolkit helps adults have more effective discussions with children about issues surrounding diversity. By working with their children, adults become more familiar with their own attitudes about cultural diversity. The toolkit raises cultural awareness and sensitivity and increases appreciation of differences.

Outcomes

Xerox's efforts to improve and maintain corporate diversity are a part of its corporate plan and are supported by its senior management. In 1995, Xerox received the U.S. Department of Labor Opportunity 2000 Award for multi-faceted affirmative action and diversity programs. Also in 1995, Xerox was the first winner of the Perkins-Dole National Award for Diversity and Excellence in American Executive Management. Xerox has also been named among *Hispanic Magazine's* Hispanic 100 for companies with the most opportunities for Hispanics. In addition, Xerox has been cited in the Federal Glass Ceiling Commission reports on best practices. In 1997, Xerox worked with other corporations, including Honeywell, to benchmark their diversity initiatives.

**Diversity Management Department,
Darden Restaurants, Inc.
Orlando, Florida**

Contact(s)	Samuel E. Mathis, Jr., Vice President, 407-245-5350
Purpose	Continual development of diversity as integral to corporate business strategy.

Background

Darden Restaurants, Inc., created the Diversity Management Department in May 1996 to develop and sustain a business environment that recognizes and embraces individual differences among guests, employees, business partners, and all others in the community. Darden identifies progressive diversity management as critical to the ability to excel in an increasingly diverse and dynamic marketplace. Darden Restaurants' top priorities include developing diversity management competencies, linking employee satisfaction to guest satisfaction, and increasing local community presence. To achieve these goals, Darden developed diversity tools, benchmarks, and performance plans at all levels.

Program Operations

Through diversity training, employee networks, its Community Alliance Project, and its Minority Vendor Development Initiative, the Diversity Management Department enhances diversity at all levels of the Darden organization and in the communities in which it operates. Diversity training is introduced in leadership development, and its components include the support of varying cultural

beliefs and practices, increased support of multi-lingual employees, and the utilization of work-life benefits. These principles are applied in promotions, planning, performance reviews, and compensation analysis. Various employee networks within the organization represent the workforce and provide a source of insight for both the company and its employees. Employees in the specific networks learn from their peers and develop leadership, organization, and presentation skills from one another as well as by chairing committees. The employee networks recommend changes and improvements. They also help Darden Restaurants, Inc., to recruit people of color and provide cultural insights to new and veteran employees.

The Community Alliance Project is sustained by volunteer participation and financially supports different ethnic communities through corporate and individual memberships in chambers of commerce and organizations. The Minority Vendor Development Initiative ensures the certification of new and existing businesses that are owned by people of color. This initiative also includes forming strategic alliances with such companies and making extended contractual arrangements to facilitate startups and other mutually beneficial arrangements.

We use our diversity as a strength. We serve over 250 million meals each year to people from all walks of life. To succeed we have to meet or exceed the expectation of all these people. A diverse workforce and the diversity of our guests require our very best effort.

*Joe R. Lee
Chairman and CEO
Darden Restaurants*

*Diversity Management Department,
Darden Restaurants, Inc.
(continued)*

Outcomes

These programs have allowed Darden Restaurants, Inc., to establish diversity as a key part of its corporate business strategy. Diversity training groups and employee networks evaluate the effectiveness of the corporate diversity initiatives and help Darden make appropriate adjustments. The Community Alliance Project has allowed Darden to establish a

proactive relationship with communities and organizations of color. These relationships increase employee and guest satisfaction and generate new hires and business. The Minority Vendor Development Initiative allows Darden to develop relationships with vendors of color. Darden's diversity management department provides economic development support if it is needed by businesses owned by people of color.

**Forum on Race
Seattle, Washington**

Contact(s)

Herman L. McKinney, Executive Director,
Urban Enterprise Center, Greater Seattle
Chamber of Commerce, 206-389-7231

Purpose

To expand racial understanding through
dialogue among members of different races.

Background

The Forum on Race was created in early 1996 under the leadership of Herman L. McKinney of the Urban Enterprise Center, Greater Seattle Chamber of Commerce. The effort is simple, yet complex: to begin to address issues that will differentiate how we will behave as a society in the next millennium. The Forum on Race sets in motion racial conversations that will help people better understand one another, thereby opening up new possibilities to maximize the economic and social benefits for all.

Program Operations

The Forum launched It's Time to Talk, an initiative focused on two activities. The first component of the program brings to the community nationally and internationally acclaimed speakers who discuss how race has affected their personal and professional lives. The first of these featured former U.S. Senator Bill Bradley. Dr. John Hope Franklin, chairman of the Advisory Board to the President's Initiative on Race, spoke to an audience of 850 diverse community members. Other speakers have included writers Toi Derricotte and Mona Lake Jones; Julian Bond, Chairman of the National Association for the Advancement of Colored People and civil rights leader; and noted actress and playwright Anna Deavere Smith. These events are designed to bring

a large number of people together to engage in dialogue through the question-and-answer sessions with the featured speaker and through group discussions in reaction to the speaker's presentation. The Forum's second strategy is to establish a series of conversations in private homes, organized around dinner groups that bring people of different races together who may know one another in a professional capacity but have never shared personal experiences or perspectives or shared a meal together. Through developing personal relationships of trust, these dinner groups enable people to understand one another at a deeper level and thereby explore new avenues for working and living together.

Outcomes

More than 2,800 people have taken part in the It's Time to Talk program. The dinner gatherings have attracted several hundred people, with most participants meeting again for other dinners or to develop community projects. Supplementing private gatherings, a community dinner at St. Mark's Cathedral drew 150 persons. This large-group setting was rated a success and, in collaboration with Seattle's City Council, has been followed by a series of dinners held in community centers throughout the city. The activities of the Forum on Race have been covered in *The New York Times*, *The Seattle Times*, *Seattle Post-Intelligence*, *The Skanner*, *The Source*, and *The Wall Street Journal*.

*I'm convinced
racism is taught.
If we can change
and modify the
view of adults,
then it will
trickle down to
the children.*

Herman L. McKinney

Memphis Diversity Institute Memphis, Tennessee

Contact(s) | Leslie M. Saunders, President and CEO,
901-578-2504

Purpose | To instill the belief that people who understand and value diversity will prosper.

Background

In 1993, Goals for Memphis, a non-profit organization that works to provide a vision for the city of Memphis, sought to eradicate the city's image as one of the most racially divided cities in the Nation. The Memphis Race Relations and Diversity Institute was created to pursue this goal. After 4 years of intense study and dialogue that involved more than 200 community leaders, the Institute began its work as a provider of diversity awareness training to organizations and businesses in the Memphis area. It also identified the need for the city to have forums and vehicles through which people can discuss diversity-related issues. In 1998, it became the Memphis Diversity Institute (MDI), an independent, non-profit organization.

Program Operations

MDI provides five levels of training: diversity awareness, train-the-trainer certification, organizational communications training, strategic planning training for senior managers, and custom-designed specialty trainings. All of the Institute's educational opportunities reflect a commitment to increasing individual awareness and skills competency and facilitating the transformation of environments focused on promoting pluralism as the preferred way of work and life. MDI also designs multifaceted organizational and community assessments, dialogues, and educational resources. To recognize those businesses that have moved closer to achieving pluralism in their institutions, MDI has developed

a certification program. Businesses are certified if they have achieved all of the following goals: the diversity of their employees mirrors the diversity of their customers, the diversity of their vendors mirrors the diversity of their customers, and their community development donations are aimed at their customer base. In addition to certifying these organizations, MDI has designed a program to inform the public about businesses that have received the certification through the Passport to Pluralism Plan. This Plan offers consumers (Passport holders) discounts on services they receive from certified businesses.

Outcomes

Since opening its doors in 1993, MDI has provided training to more than 6,500 corporate and organizational managers representing more than 200 local organizations. MDI's extensive business contacts have allowed the program to deepen its training and expand its reach. Based on comments on evaluation forms collected after training sessions, the Institute has begun crafting additional courses to meet the needs of area organizations. On January 1, 1999, MDI began offering an 11-course curriculum to participants outside the Memphis business community. The Institute was recognized by the International Labor Organization as one of the top 20 diversity initiatives in the Nation. The Institute is supported by the involvement and financial support of 57 corporations and collaboration with 30 community-based organizations.

Project Change

Albuquerque, New Mexico, El Paso, Texas,
Valdosta, Georgia, and Knoxville, Tennessee

Contact(s) | Shirley Strong, Executive Director (San Francisco), 415-561-4880

Purpose | To reduce racial prejudice and institutional racism and improve race relations.

Background

Project Change began in 1991 as a community-driven, anti-racism initiative in locations where Levi Strauss & Co. had facility locations. Albuquerque, El Paso, and Valdosta were chosen as initial sites; the project was expanded to Knoxville in 1993. It identified three major priorities: equitable access to credit and capital, educational equity in public schools, and hate crimes prevention. In 1997, Project Change became a program of The Tides Center, a non-profit organization supporting the development of innovative social justice programs. Project Change is the only multi-racial, community-based, anti-racism program sponsored by a corporate foundation and has been widely recognized for its successful community impact.

Program Operations

The Project Change approach has five steps: assemble a diverse coalition of local citizens committed to improving race relations in their community and building trust across racial and ethnic lines; assess such local conditions as community history, employment statistics, education, and lending practices; educate the public about institutional racism by engaging local residents and community

leaders in examining problems that center on race; advocate positive changes in institutional policy and practice with targeted programs that encourage partnerships among diverse groups; and evaluate and share the lessons learned in local Project Change communities to encourage collaboration in the fight against racism elsewhere.

In Albuquerque, Project Change has established a strategic collaboration with the University of New Mexico (UNM) by creating the Project Change Fair Lending Center in partnership with the Institute for Public Law, the public service arm of the UNM law school. The Valdosta office has created a banking coalition to help disadvantaged people of color obtain home mortgages and access other banking services. The Knoxville and El Paso offices are providing leadership in community hate crime prevention in partnership with local law enforcement agencies.

Outcomes

Levi Strauss and Project Change have received a number of national and regional awards, including the inaugural Ron Brown Award for outstanding community-based programs; the League of Women Voter's Vision Award for commitment to creating communities of inclusion; and in Valdosta, the JCPenney Golden Rule Award for Civic Volunteerism.

Race relations remains a critical factor in the quality of community life. What's been missing has not been the will of many well-intentioned groups and people. What's been missing has been leadership in business and government. We've been too timid to put the R-word—racism—on our agenda for social change.

*Robert D. Haas
Chairman and CEO
Levi Strauss & Co.*

You can't just live your life through one particular cultural land. If you do, you're missing a lot. If your viewpoint is limited, then your world view is limited.

Leslie M. Saunders

We the People @ IBM

North Tarrytown, New York

Contact(s)	J.T. Childs, Jr., Vice President, Global Workforce Diversity, International Business Machines, 904-332-2280
Purpose	To promote workplace diversity and maintain an environment that fosters opportunities for all employees.

Background

The International Business Machines (IBM) Corporation has long regarded diversity in the workplace as an important element in a changing business environment. Diversity at IBM means welcoming all people to the workplace without regard for factors unrelated to job performance. IBM's appreciation of a diverse workforce stems from the basic belief that diversity provides the company access to talent that springs from many different places and allows IBM to understand and better serve an increasingly diverse customer base. In addition to promoting and sponsoring educational programs that contribute to diversity and opportunities for people of color, IBM recognizes the buying power of its diverse constituencies and seeks to strengthen and benefit from its corporate diversity. Indeed, IBM views workforce diversity as the bridge between the workplace and the marketplace. To address the complex issues associated with diversity in the workplace and marketplace, IBM relies on employees to advise the company on perceived barriers to advancement and their views of how best to serve their respective constituency as customers.

Program Operations

On July 14, 1995, IBM convened eight workforce diversity executive task forces representing Asian Pacific Americans, blacks, Hispanics, American Indian and Alaska Natives, gay men and lesbians, people with disabilities, white men, and women. Each task force is chaired by executives who are members of the constituency represented by the group. These task forces were initially asked to consider how to make the particular constituency feel welcome and valued at IBM, what IBM and the constituency members can do to maximize their productivity, and what IBM can do to maximize business opportunities through the buying decisions made by a particular constituency. The task forces also discussed/reviewed IBM relationships with community organizations. Through its internal diversity training program, IBM teaches employees how to respect and value those who are different and why this practice is important. These programs, along with 48 worldwide diversity councils, the first of which was established in 1992 within the IBM structure, help all employees realize their potential and make substantial contributions to corporate success. IBM's global workforce diversity

We the People @ IBM

(continued)

council has identified six global challenges to be addressed by each geographic region: the global marketplace, cultural awareness/acceptance, diversity of the management team, advancement of women, work/life balance, and integration of people with disabilities. These issues affect IBM's day-to-day workplace, cross all borders, and have an impact on business.

Outcomes

Today, people of color represent 14.4 percent of IBM's management and 11.7 percent of the IBM executive team. As a result of the success

at providing employee opportunities, IBM's commitment to workforce diversity has been recognized by many independent organizations, including the first-ever Ron Brown Award for Corporate Leadership for IBM's diversity programs, the National Action Council for Minorities in Engineering Leadership Award, the National Society of Black Engineers Employer of Choice (2 consecutive years), the National Business & Disability Council No. 1 Employer, and the American Indian Business Leaders Company of the Year Award, and has been named a top employer by such publications as *Working Mother*, *Working Woman*, *Latina Style*, and *Out-*

Consumers must be able to look in at the IBM company and see people like them. If our consumers understand that people like them are respected here, they will view us as a place worthy of spending their hard-earned dollars.

J.T. Childs, Jr.

I am an organizer, not a union leader. A good organizer has to work hard and long. There are no shortcuts. You just keep talking to people, working with them, sharing, exchanging, and they come along.

*Cesar Chavez
Founder
United Farm Workers of America*

COMMUNITY
AND ECONOMIC
DEVELOPMENT

Asian Neighborhood Design, Inc. San Francisco, California

Contact(s)	Maurice Lim Miller, Executive Director, and Janice Lee, Community Relations Coordinator, 415-982-2959
Purpose	To advance community development programs and policies that empower, transform, and improve the lives of low-income and disenfranchised individuals.

Background

Incorporated in 1973, Asian Neighborhood Design (A.N.D.), Inc., began by helping to improve low-income Asian Pacific American neighborhoods in the San Francisco Bay Area. Over the years, A.N.D. expanded its service to multi-cultural communities based on the philosophy that, to achieve the well-being of all, communities must help one another. Since then, A.N.D. has worked with several local and regional organizations to develop a more systemic approach to eliminating poverty. This approach includes programs that focus on business development, employment training, housing, and community development.

Program Operations

A.N.D. operates a 65,000-square-foot building technologies training center and manufacturing shop in West Oakland as part of its business development and employment-training program (it also operates a similar facility in San Francisco). At the technology center, students learn a variety of skills to prepare them for employment. They learn skills such as computer-automated drafting and design, computer-aided manufacturing, and computer numeric controlled (CNC) machinery, along with traditional skills such as cabinetmaking and carpentry. The employment-training program operates next to A.N.D.'s manufacturing business that makes cabinetry and furniture for affordable housing developments and corporations. In this way, students work with manufacturing professionals, many of

whom are former trainees, and participate in a peer-mentoring project while learning a trade.

A.N.D. has a variety of ethnic and religious partners in its community and housing development programs. Through these partnerships, A.N.D. provides leadership or assistance for urban planning efforts aimed at revitalizing neighborhoods, as well as architectural planning and development services to build or rehabilitate affordable housing and community service centers. A.N.D. also provides support services for low-income residents to help them stabilize their housing situations.

Outcomes

Since the training program's inception, A.N.D. has trained more than 1,300 people. Approximately 75 percent of participants in the employment-training program are placed in jobs; 90 percent of those placed retain their jobs for at least 90 days. Since the opening of the shop, A.N.D. has created more than 60 permanent and transitional jobs for community residents. Other A.N.D. accomplishments include developing a handbook for business owners who are making storefront improvements; rehabilitating properties with the intent of coordinating community-planning processes with neighborhood projects; providing architectural and housing development services to renovate or build thousands of affordable housing units; and providing services to help trainees, housing residents, and other community members to become self-sufficient through a new practice-based model.

Chicanos Por La Causa, Inc. Phoenix, Arizona

Contact(s)	Eloise Enriquez, Executive Director, 602-269-6485
Purpose	To increase education and employment skills of disadvantaged Phoenix-area residents while providing them with the necessary support services to transition successfully to permanent employment.

Background

Chicanos Por La Causa (CPLC), Inc., is a community development corporation formed in 1969 by concerned Hispanic citizens to address issues in their community. CPLC works with other area organizations to increase the employability of all disadvantaged community members. CPLC has established two primary locations that provide employment and training services: Via de Amistad and Chicanos Por La Causa Westside Workforce Development Center (CPLC-WWDC).

Program Operations

CPLC established Via de Amistad as a counseling center for adolescent parents and pregnant girls. Participants of the Via de Amistad program attend classes on child rearing, health care, self-esteem, nutrition, basic education, and employment and occupational skills.

CPLC-WWDC works with adults to develop and enhance program participants' educational and vocational skills. CPLC-WWDC was established to provide a comprehensive educational training and employment program for underrepresented,

unemployed, and economically disadvantaged populations and people of color. CPLC-WWDC takes a comprehensive approach to employment training. It assesses its clients' educational levels and skills. Using this assessment, clients work with a case manager to plan their courses and employment-training curriculum. CPLC-WWDC offers adult education classes, English as a second language programs, courses in professional and personal development, computer training, and support services. Special emphasis is given to preparing clients for personal and family crises. The program focuses on the well-being of the client and provides them with skills to enter the labor market.

Outcomes

In 1996 and 1997, CPLC-WWDC achieved a 98-percent placement rate with an average placement wage of \$7.08 an hour. CPLC has received several awards for its work, including the National Congressional Community and Economic Development Award in 1997, the National Council of La Raza's Affiliate of the Year in 1990, and the Eureka Foundation Award for 1995-96 and 1996-97.

[Our] goal is straightforward and direct: promote a strong sense of dignity among [our] constituency as well as support and encourage their self-sufficiency.

People can do anything if they have good opportunities, including safe, decent, affordable housing and good-paying jobs that allow them to grow.

Maurice Lim Miller

Community Circle Collaborative, Education and Housing Equity Project Minneapolis-St. Paul, Minnesota

Contact(s)	Dick Little, Executive Director, 612-330-1505
Purpose	To build broad-based partnerships that engage area citizens in public discussion, analysis, and action that promote racially and economically inclusive communities with quality schools and affordable housing.

Background

The Education and Housing Equity Project (EHEP) was founded in 1995 to advance public understanding of growing economic disparities and racial segregation in the Twin Cities metropolitan area and to develop constructive community responses to these problems. EHEP's mission is to act as a catalyst in building broad-based coalitions and partnerships that engage the metropolitan community in informed public conversations, analysis, and advocacy. EHEP promotes racially and economically inclusive communities that give families and citizens of all income levels, races, and ethnicities access to quality schools, affordable housing, and livable-wage jobs throughout the metropolitan area.

In 1996, EHEP began a partnership with more than 20 organizations, including the Metropolitan Interfaith Council on Affordable Housing, the Minnesota Fair Housing Center, the Minnesota Minority Education Partnership, the Minneapolis Initiative Against Racism, the Minnesota Churches Anti-Racism Initiative, and the Study Circles Resource Center. This partnership, the Community Circle Collaborative, encourages metropolitanwide dialogue about the challenges of education and housing segregation. The creation of the Collaborative was motivated

by the pressing need to link issues of school segregation and disparities in educational achievement to the broader issues of segregated housing and communities and the related issue of concentration of poverty and isolation from opportunities. The first dialogue was launched in 1997.

Program Operations

In 1997, 500 citizens from 35 communities and all major racial and cultural backgrounds participated in the Collaborative's community circle dialogues. Participants in the circle dialogues met as many as six times over 3 months to discuss two central issues: the impacts of existing patterns of residential, economic, and racial segregation on the educational achievement and life opportunities of Twin Cities area children and families; and what individuals and the community can do to enhance educational success, housing choices, and economic opportunities for all children and adults in the Twin Cities metropolitan area. The Collaborative invited organizations such as schools, churches, and neighborhood councils to convene the circle dialogues. A discussion guide, *Choices for Community*, was prepared to provide a focal point for the work. The conversations culminated with a Metropolitan Citizens Forum; a final report synthesized the findings, conclusions,

Community Circle Collaborative, Education and Housing Equity Project (continued)

and recommendations of the circle dialogues. Throughout the year, many of the participants in the circle dialogues and the sponsor organizations formulated action plans and held town hall meetings in their schools and communities.

Outcomes

The Collaborative brought together more than 500 citizens and organizations in conversations about issues of race. The Circles have helped to inform and increase public support for education equity and State legislation for affordable metropolitan housing. EHEP is planning a second round of conversations for the fall and winter of 1998 and

1999 that will build on the first round and include a forum to connect citizens to efforts to address identified issues. In 1999, 1,000 citizens are expected to participate in up to 100 Circle dialogues throughout the metropolitan area. At the conclusion of these conversations, EHEP and the Collaborative will cosponsor a Citizens Summit with the Minnesota Meeting and Minnesota Public Radio Civic Journalism Initiative. An actionable agenda addressing issues of educational access, housing, and school desegregation is to be produced at the Summit. This agenda will help shape the policy and action agendas of partners in the Collaborative and public decisionmaking bodies.

Getting people involved in addressing public issues is not a "nice" thing.... What you want people to say is not that it is a nice thing to do but that it's an absolutely necessary thing to do.

*Martha L. McCoy
Executive Director
Study Circles Resource
Center*

Dudley Street Neighborhood Initiative Roxbury, Massachusetts

Contact(s) Patricia Riddick, Director, Human Development, 617-442-9670

Purpose To empower residents to direct the revitalization of their neighborhood.

Background

In 1984, residents of the Dudley neighborhood in Roxbury/Dorchester, Massachusetts, came together to respond to the public and private disinvestment, redlining, arson-for-profit fires, and illegal dumping that had been occurring for decades in Boston's most impoverished area. These neighbors worked with community organizations to form the Dudley Street Neighborhood Initiative (DSNI), a resident-led collaboration for community-controlled, comprehensive revitalization.

Under the direction of a community-elected board of directors, DSNI is organizing the community to achieve its goals. Its current strategies include urban agriculture, resident leadership development, youth entrepreneurship training, opening and maintaining community centers and parks, tours of historic Dudley, and development of individual and community assets. DSNI sponsors an annual multi-cultural festival and other activities to encourage community pride and sharing among residents.

Outcomes

The Dudley neighborhood is the first in the country to take authority over vacant land in the most devastated part of the community. Since 1984, more than 300 vacant lots have been transformed into affordable housing, playgrounds, gardens, and community facilities.

Program Operations

DSNI brought together African-American, Latino, Cape Verdean, and white residents in the neighborhood to discuss the changes they would like in the neighborhood. These ideas were incorporated into a plan of action.

The rebirth of Dudley Street [is attributed to] residents who refused to live in an area defined by stereotypes and misconceptions. The result is a neighborhood with few abandoned lots, more affordable housing, and a vibrant community spirit.

Leonard Greene
The Boston Herald

Fifth Avenue Committee Brooklyn, New York

Contact(s) Brad Lander, Executive Director, 718-857-2990, ext. 16

Purpose To sustain the community's economic and racial diversity and ensure that all residents benefit from the area's redevelopment.

Background

The Fifth Avenue Committee (FAC) was created in 1977 to rebuild Fifth Avenue's Lower Park Slope in Brooklyn, New York. The catalyst for the formation of FAC was an anti-redlining campaign in which the group won a commitment from the Aetna, Inc., insurance company to finance 170 units of affordable housing and open a supermarket. The community movement led to the creation of an economic and service organization that today resides in a community with more than 43,000 people. The neighborhood is recognized for its diversity: 42 percent of the residents are Hispanic, 33 percent are white, 19 percent are black, and 6 percent are Asian Pacific American and other ethnic groups. FAC is a coalition of neighbors working to develop housing and job opportunities, prevent displacement of low-income residents, and ensure that all residents share in the benefits of a revitalized community regardless of their racial background.

Program Operations

FAC's work is carried out through a community-based board of directors and a collaboration of neighborhood leaders and active residents who serve on committees or participate in tenant associ-

ations. With an overall goal to preserve and strengthen the ethnic and economic diversity of the neighborhood, FAC has added jobs and economic opportunity to its agenda. Among its activities are an environmentally friendly dry-cleaning franchise, Ecomat Cleaners; an auto repair training business, South Brooklyn Community Auto Repair; and youth-adult entrepreneurship programs. FAC provides area residents with the necessary skills to start a business, works with other community organizations to ensure the participation of area residents in redevelopment projects, and provides an informal social network to repair the social fabric of the community.

Outcomes

FAC assists 5,000 people annually. It has renovated 500 housing units, which include nearly every vacant building in the neighborhood. FAC has helped more than 300 residents obtain jobs or implement career plans and has directly created dozens of jobs through its Ecomat Cleaners. FAC also supports commercial redevelopment and construction training and has engaged thousands of people in FAC's work related to housing, gardens, parks, jobs, and workfare.

FAC sees its role as a bridge that helps local residents pursue those dreams, along with more concrete concerns of adequate housing and services. Through its evolving mix of enterprise development, training and entrepreneurship, business relations and organizing, the Committee is finding ways to connect... assets to markets and economy to community. It is... building bridges to better job opportunities for low- and moderate-income people.

David Scheie
Associate Director
Rainbow Research

Greater Cleveland Residential Housing and Mortgage Credit Project Cleveland, Ohio

Contact(s)	Dr. Barbara Grothe, Deputy Director, Greater Cleveland Roundtable, 216-579-9980
Purpose	To identify and address discrimination in mortgage lending in the Cleveland metropolitan area.

Background

Following the release of the results of a major study conducted in Boston that documented discriminatory practices in mortgage lending, major business organizations in the Cleveland area established a program to break down barriers to racially equitable home ownership for the Cleveland metropolitan community. The Greater Cleveland Roundtable—a network of community, civic, and business leaders from the metropolitan area—met with the Federal Reserve Bank of Cleveland, the Cuyahoga County Department of Development, and the Ohio Civil Rights Commission to initiate a 4-year series of meetings and programs for businesses that provide home ownership opportunities for communities of color. Through the Greater Cleveland Residential Housing and Mortgage Credit Project, local bankers, real estate agents, appraisers, insurers, and other businesses involved in the home mortgage market agreed to take action to ensure access to mortgage credit.

Program Operations

At the first meeting of the Greater Cleveland Residential Housing and Mortgage Credit Project, approximately 100 key industry representatives agreed to cooperate to reduce racial differences and remove barriers in the home-buying process.

Seven task forces were formed to address racial differences in the treatment of people of color, particularly in appraisals, property insurance, and lending. The Project operated credit applications, with minimal direct funding but obtained substantial staff support from the Greater Cleveland Roundtable, the Federal Reserve Bank of Cleveland, the Cuyahoga County Department of Development, and the Ohio Civil Rights Commission.

Outcomes

Two major results have been noted since the program's inception. First, industry groups now have close, direct relationships with one another on the issues of fair and equal treatment in mortgage lending. Second, professional training programs for lenders, real estate agents, and appraisers have been developed. The work of the coalition that supported the Project is an example of ways local leaders of a major city are able to address the issue of racial discrimination without litigation. Following the Cleveland initiative, six additional local Federal Reserve Banks have adopted this model for addressing racial divisions. The Board of Governors of the Federal Reserve Bank is considering holding a major conference in spring 1999 to explore ways of expanding the Project into a national initiative.

Multicultural Services Program, Catholic Social Services Atlanta, Georgia

Contact(s)	Bui Van Tam, Director, 404-885-7465
Purpose	To assist immigrants in starting new lives and building better communities in Atlanta through economic self-sufficiency and cultural acclimation programs.

Background

Catholic Social Services (CSS) is a private non-profit, human service agency created by the Roman Catholic Church in Atlanta in 1953. Its mission is to deliver comprehensive non-sectarian social services in Atlanta and northern Georgia. Today, CSS provides help to more than 14,000 individuals and families from diverse ethnic, religious, and educational backgrounds. Seventy-eight percent of individuals served by CSS are near or below the poverty line. The Multicultural Services Program (MSP), an arm of CSS, focuses specifically on facilitating immigrant and refugee resettlement in Atlanta. Established in 1975, MSP is the oldest resettlement agency in Georgia. MSP works to educate both immigrants and native-born Americans about one another.

Program Operations

MSP helps its clients enter the mainstream of society as quickly as possible. The program provides services to clients from four community centers located in the heart of immigrant neighborhoods in South Fulton, Marietta, and Doraville. These centers offer clients a variety of collaborative programs such as social activities, orientation sessions, English classes, basic health care services, and referrals to mainstream service providers. The centers are open to all members of the community, including native-born Americans. Thus, clients from different cultures interact and learn about

one another. Project activities are primarily intended to affect the day-to-day lives of their clients. Most services, such as housing assistance, employment, school registration, and health screening, are practical and direct. However, once the client has been in the country longer than 90 days, most direct assistance is replaced by support services. Support services include vocational training, mental health counseling, information and referral, and community-building and outreach programs. MSP currently has 16 active partnering agencies.

Outcomes

MSP is one of the most successful Catholic refugee resettlement programs in the country, resettling an average of 800 refugees every year. In 1997, 90 percent of MSP new refugees were employed and self-sufficient within 3 months of their arrival in the United States. Also in 1997, MSP placed 604 clients in jobs, with an 85-percent retention rate; counseled 1,900 clients on how to obtain and retain employment; enrolled 62 clients in the Vocational Training Program; provided 360 clients with preventive health care and nutritional education; enrolled 300 service providers in mental health awareness and cultural sensitivity training; placed 60 Family Friend volunteers in refugee family homes; held 12 cultural orientation sessions; and enrolled 170 children in the After-School Project. MSP has served more than 20,000 people since 1975.

I came out of there so enriched, I wish I had words for it. It's a very demanding endeavor, but this is a two-way street that makes me feel good. I've done something right for someone who works hard and really deserves it.

*Phil Overton
Volunteer*

[This] project was unique because it was the first time, in the absence of racial strife in the community, that the civic leadership of a major city decided to tackle the problems of discrimination. There are very few examples of such intensive voluntary debate in American civic life.

*Malcolm Bush
Woodstock Institute*

Phoenix Indian Center Phoenix, Arizona

Contact(s)	Karen A. Thorne, Job Training Partnership Act/Adult Education Director, 602-264-7086
Purpose	To enhance the economic viability of Center clients by providing programs that promote self-sufficiency, self-esteem, and solid personal values.

Background

Established in 1947, the Phoenix Indian Center is a multi-faceted social service organization in the greater Phoenix and Maricopa County area. The Center provides employment training, education, and family support services to a predominantly American Indian population.

Program Operations

Working with several community-based organizations, the Phoenix Indian Center offers a variety of programs and services to American Indian residents of Maricopa County. Programs offered include drug and alcohol abuse counseling, mental health counseling, adult education, and senior citizen services.

Employment and training services are a high priority. Clients seeking employment and/or training assistance are assigned an employment counselor to help develop an action plan toward economic self-sufficiency. Job-readiness classes, vocational

and/or academic training, work experience, and community service employment are major program activities. The Employment & Training program of the Phoenix Indian Center emphasizes classroom coursework and hands-on work activities such as on-the-job training as a means to provide its clients with both the practical and educational background to find employment and begin meaningful careers.

Outcomes

Currently, more than 2,000 individuals are served annually by the Phoenix Indian Center. The Center serves the Phoenix metropolitan area and Maricopa County, off-reservation. In addition, links are established with the 21 Arizona tribes, tribes in other States, and off-reservation organizations to assist individuals relocating to the Phoenix area. Over the years, the Center has evolved into a multi-functional organization and has partnered with several businesses and educational institutions to provide greater opportunities for American Indians.

For nearly 50 years, the Phoenix Indian Center has been the unrivaled resource for American Indians living in metropolitan Phoenix. From its humble beginnings, the Phoenix Indian Center has evolved into a multi-function organization that serves a growing population of more than 45,000 residents of Maricopa County.

Start Up East Palo Alto, California

Contact(s)	Faye McNair-Knox, Executive Director, 650-321-2193
Purpose	To promote economic development by providing training, capital, and other assistance to establish locally owned and operated small businesses.

Background

The East Palo Alto business initiative Start Up is a non-profit organization that was founded in December 1993. Start Up is a collaboration between students at Stanford University's Graduate School of Business and residents of East Palo Alto and Menlo Park. The main mission of the organization is to promote economic development in and around East Palo Alto by facilitating the growth of small businesses owned by people of color. The objective of Start Up is to encourage the establishment of businesses that will foster revenue sources for the local community and improve the overall economic status of all residents.

Program Operations

Start Up offers an entrepreneurial training program, a loan assistance program, consulting and technical assistance, and an alumni network. The entrepreneurial training program consists of 50 hours of courses over 14 weeks. Course work includes marketing, financial analysis, and

specially tailored classes designed to fit each student's business needs. Program participants receive one-on-one business consultations with Stanford Graduate School of Business students or professionals who volunteer their time.

Graduates who complete a business plan may apply to Start Up for a loan of up to \$5,000; the loan must be paid back before a business may request a second loan. Start Up's peer-networking group meets monthly and allows participants to share their best practices and solve business issues.

Outcomes

Since 1994, Start Up has enrolled 228 East Palo Alto and Menlo Park residents; 167 participants have graduated from the entrepreneurial training program. Twenty-four small loans have been extended through a fund established by the Philanthropic Ventures Foundation. Eighty-nine percent of the graduates surveyed reported that their income has increased since they completed the training program.

We should all enjoy the satisfaction and sense of investment that comes from positive participation in the American workforce. I see that Start Up helps the community of East Palo Alto develop a sense of pride and ownership of businesses. One of the best contributions anyone can make is to invest in programs [such as this].

*L. Michael Bouyer
East Palo Alto
Resident and
Start Up Graduate*

Support Training Results In Valuable Employment

New York, New York

Contact(s)	Rob Carmona, Executive Director, 212-360-1100
Purpose	To train inner-city residents in securing private-sector jobs by emphasizing professional development skills and self-empowerment.

Background

Founded in 1984, Support Training Results In Valuable Employment (STRIVE) is a privately funded, non-profit, employment-training and placement organization that was conceived in response to the overwhelming chronic unemployment rate in East Harlem. Through three sites in Harlem and the STRIVE Employment Group—a network of 10 other community-based organizations that supports the program—STRIVE provides young adults unable to secure and maintain employment with the tools to successfully enter the job market. Today, STRIVE is a nationally recognized program operating in Baltimore, Boston, Buffalo, Chicago, Fort Lauderdale, Norwalk, Pittsburgh, Philadelphia, and San Diego. Its central office is in East Harlem, New York.

Program Operations

STRIVE operates a 3-week, job-readiness workshop based on the positive attitudes and good communication skills that are essential for finding and maintaining employment. The training model emphasizes rigorous self-examination, critical thinking, management relationships, and team building as a means to increase participants' sense of

empowerment. Upon graduation, program participants receive assistance with job placement. STRIVE also offers a career development program called Access Support and Advancement Partnership (ASAP) for graduates who have successfully maintained employment for 8 months. ASAP provides training to help program participants advance in the labor market and acquire livable-wage jobs in growth industries. Evening-hour training sessions are available to better suit participants' work schedules.

Outcomes

Although most of its clientele is African American and Latino, STRIVE works with all young adults. Eighty percent of STRIVE graduates are consistently placed in jobs, and 75 to 80 percent of those placed are able to retain employment for at least 2 years. In 1997, STRIVE's New York-based operations placed 2,641 young men and women in private-sector jobs. The most recent quarterly followup showed that roughly 77 percent were still employed. Among the many lessons this program imparts is the need to focus on attitudinal prerequisites that are essential for entry-level employment and the value of dedicating considerable resources to the post-placement development of each program graduate.

Two Towns: One Community

Maplewood and South Orange, New Jersey

Contact(s)	Barbara Heisler Williams, Executive Director, 800-256-7329
Purpose	To develop a strategy to promote enhanced and sustained racial balance in the community's living patterns and housing market.

Background

In 1996, the adjacent communities of Maplewood and South Orange, New Jersey, organized a study group to examine the changing racial demographics in their towns. Experts on integration maintenance programs were consulted. The South Orange/Maplewood Community Coalition on Race (initially called the Maplewood/South Orange Racial Balance Task Force) was created in May 1997 to achieve racial balance in the demand for housing and living patterns sustaining Maplewood and South Orange as communities of choice for everyone, regardless of race.

Program Operations

The South Orange/Maplewood Community Coalition on Race has initiated prointegrative moves to stem racial resegregation. The Coalition affirmatively markets the communities of Maplewood and South Orange to prevent resegregation, promotes the inclusion of people of color in the leadership of civic and community organizations, and encourages dialogue on race and race-related

issues. The Coalition's program is broad: promoting growth of neighborhood associations, reviewing municipal ordinances relating to property maintenance, working with community and civic organizations and religious and faith communities to engage residents in discussions relating to race, and fostering a brokers program in which local real estate agents support showing homes to underrepresented races and ensuring that there is no racial steering of prospective neighbors.

Outcomes

Through an ongoing series of public forums, the Coalition has engaged the community in several discussions on race and residence. According to Coalition monitoring reports, the housing market in the community has not only stabilized but flourished. In late 1997, the community had one-third fewer homes on the market than in 1996. Housing values have continued to grow. The Coalition has garnered widespread support, with 12 active committees involving hundreds of participants in its events.

There are many places where one can choose to live in a segregated community. We believe that there must also be places that are racially inclusive and stable from which to choose. Integrated, inclusive communities can significantly add to improved racial harmony and understanding, and there is inherent value in raising our children in integrated communities.

Barbara Heisler Williams

Participants are the primary beneficiaries of STRIVE. [However] the broader community benefits...because STRIVE produces citizens who have a greater sense of themselves and of personal, family, and civic responsibilities.

YouthBuild U.S.A.

Somerville, Massachusetts

Contact(s)

Dorothy Stoneman, President,
617-623-9900

Purpose

To expand opportunities in low-income areas for young adults who need education, job training, and productive roles in their communities.

Background

YouthBuild began in 1978 out of a group of East Harlem teenagers' desire to rebuild their community, which had a large number of unemployed youth, limited affordable housing, and an expanding homeless population. YouthBuild grew into a national program in both rural and urban communities only 10 years after its beginning. The primary goal of YouthBuild is to inspire young people to work on community service projects in their neighborhoods, enabling them to rebuild their communities while taking charge of their lives. The positive impact of the program is attributed to its growth. From 1991 to 1996, YouthBuild grew from 2 sites to 100 community-based programs in 34 States. YouthBuild U.S.A. is the national support center that provides technical assistance and training to organizations seeking to design and implement YouthBuild programs in their communities.

Program Operations

YouthBuild is designed to run 12 months and offers job training, education courses, and leadership development opportunities to unemployed and out-of-school young adults ages 16 to 24.

YouthBuild directs its program to low-income African-American, Latino, white, Asian Pacific American, and American Indian and Alaska Native youth. In 1996, more than 75 percent of program participants had dropped out of school, about 41 percent were on public assistance, nearly 50 percent were young parents, and 25 percent of the men in the program had been involved with the criminal justice system.

Central to the program's operation is the involvement of young people in meaningful work. Participants construct or rehabilitate needed homes for low-income and homeless families in their communities. The program integrates academics with vocational training. Participants in YouthBuild alternate a week of classes with a week of onsite construction training. The curriculum integrates academics—math, reading, and writing—with life skills, social skills, and leadership skills. YouthBuild's academic program is designed to prepare students for the general equivalency diploma (GED) exam, post-secondary technical training, or college. Through workshops and weekend retreats, participants learn decisionmaking, group facilitation, public speaking, and negotiating skills that prepare them to be advocates for issues that concern them and their communities.

YouthBuild U.S.A.

(continued)

Outcomes

More than 4,500 young people complete the program every year. Of those who participate in YouthBuild, 67 percent complete the program. About 40 percent of students in need of educational skills obtain their GED or a high school

diploma while participants in YouthBuild, and 14 percent go on to post-secondary education. Eighty-two percent of YouthBuild graduates obtain jobs paying \$6 to \$18 an hour or go to college. YouthBuild alumni receive post-program counseling, and every effort is made to see that all participants succeed in whatever careers they choose.

What makes a difference at YouthBuild is that people respected me for who I was from the beginning and took the time to help me deal with my problems. I started taking on more responsibility without anyone telling me to do so.

Tran Johnson
YouthBuild Boston

*People, like candles, dispel
darkness—one can illumi-
nate a corner; many can enlighten
the world.*

Haim Baruch

A WORLD OF DIFFERENCE® Institute New York, New York

Contact(s)	Caryl M. Stern-La Rosa, Director, Education Division, ADL, 212-885-7700
Purpose	To combat prejudice, promote democratic ideals, and strengthen pluralism.

Background

The A WORLD OF DIFFERENCE Institute was established by the Anti-Defamation League (ADL), which was founded in 1913 to combat virulent anti-Semitism and discrimination. ADL has been at the forefront of the struggle for civil rights in the United States. In 1985, ADL combined efforts with WCVB-TV in Boston to create A WORLD OF DIFFERENCE Institute, whose objectives are to work against racism, promote intergroup understanding, and teach the values of democracy.

Program Operations

Since it was first initiated, A WORLD OF DIFFERENCE has evolved into an international Institute with diversity education programs used by schools, universities, corporations, and community and law enforcement agencies throughout the United States and abroad. To implement these programs, A WORLD OF DIFFERENCE offers a choice of 1-day awareness diversity training sessions, multi-day programs, single-topic workshops and consultations, a skill-building workshop, and action planning sessions. These sessions allow participants to examine the concepts of stereotypes, examine perceptions about themselves and others, observe and interact with people of different cultures, and examine how diversity enhances their communities. Each training program is facilitated by an ethnically diverse team of two highly qualified training facilitators who effectively impart knowledge and techniques to foster interactive discussions on diversity issues.

A WORLD OF DIFFERENCE created many programs to address the variety of needs for diversity training in the Nation's communities. A CLASSROOM OF DIFFERENCE was developed to help pre-kindergarten through 12th-grade school educators confront prejudice, bigotry, and discrimination in their classrooms while simultaneously teaching their students to recognize and celebrate diversity. A CAMPUS OF DIFFERENCE helps foster cohesiveness on college campuses, where student self-segregation is often a notable concern. A COMMUNITY OF DIFFERENCE uses the collaborative efforts of family and parent organizations, youth service providers, and other civic organizations to address diversity issues in communities. A WORLD OF DIFFERENCE also initiated a law enforcement training program to address diversity issues within the ranks of the agencies and the communities they serve. Furthermore, A WORKPLACE OF DIFFERENCE was created to meet the challenges of an increasingly diverse workforce.

Outcomes

More than 300,000 elementary and secondary school teachers in public, private, and parochial school settings have participated in the award-winning A CLASSROOM OF DIFFERENCE. More than 135 colleges and universities have hosted A CAMPUS OF DIFFERENCE, while 400 more have used ADL anti-bias educational materials. More than 100,000 adult workers employed in more than 100 different corporations, government agencies, and small businesses in the public and private sectors have learned how diversity enhances the bottom line through A WORKPLACE OF DIFFERENCE.

Bicultural Training Partnership Minneapolis-St. Paul, Minnesota

Contact(s)	Vijit Ramchandani, Senior Consultant and Program Manager, 651-642-2067
Purpose	To strengthen leadership across the Twin Cities' Southeast Asian communities and develop plans to effectively address issues and opportunities for these communities.

Background

In the 1980s, the Southeast Asian population of the Twin Cities of Minneapolis and St. Paul increased rapidly, particularly the populations from Cambodia, Laos, and Vietnam. In response to this growth, leaders of the Cambodian, Hmong, Laotian, and Vietnamese communities; the St. Paul Foundation; the Amherst H. Wilder Foundation; Metropolitan State University; and many other organizations and foundations entered into a multi-year partnership in December 1991 called the Bicultural Training Partnership. The Partnership builds the capacity and strength of Southeast Asian mutual assistance associations, which help many new residents adjust and contribute to life in the United States.

Program Operations

Under the auspices of the Bicultural Training Partnership, groups of leaders selected by the four cultural communities are trained to facilitate organizational and cross-organizational efforts and to serve as bridges between their communities and the larger Twin Cities community. The Partnership has helped to educate other leaders and organizations about Cambodian, Hmong, Laotian, and Vietnamese cultures and the issues facing newer residents. The Partnership sponsors many projects led by task forces of community leaders and

county and non-profit social service providers. The projects use research, mentorships, training, and distribution of materials to expand broad-based planning and action designed to address housing, employment, youth, language, and cultural issues facing Southeast Asian residents. The Southeast Asian Leadership Program provides yearly training and activities for 25 to 30 community leaders. The leadership program training covers personal and group leadership skills; advocacy; and partnerships between conventional and Southeast Asian institutions, systems, and cultures.

Outcomes

More than 200 current, emerging, and potential leaders in the four Southeast Asian communities have successfully completed leadership training as a result of the Bicultural Training Partnership. Participants increase their knowledge about the broader community and learn many new skills. In addition, organizational capacity-building work was completed with 16 Southeast Asian community organizations and mutual assistance associations, and staff and leaders of more than 50 key mainstream organizations and institutions received management training. Community plans that address housing, employment, and living alternatives for elderly Southeast Asian residents are being implemented.

The Bicultural Training Partnership is a collaborative initiative of Services to Organizations, a division of the Wilder Foundation, which focuses on developing leadership and building community capacity in St. Paul.

It is important that you know how grateful we are to you...not only for bringing the program to our school but also for providing a quality of leadership, sincerity, and concern crucial for success in working with youngsters in our community. They can see that you really care.

*Mamie Thompson
A.I.D.P Counselor
I.S. 275, Manhattan*

Building Just Communities: Reducing Disparities and Racial Segregation

St. Paul, Minnesota

Contact(s)	Jay Schmitt, Executive Director, 612-333-1260
Purpose	To address racial segregation and poverty through leadership development and strategic planning.

Background

Building Just Communities: Reducing Disparities and Racial Segregation began in 1996 as an effort to reverse the growing trend of poverty and racial segregation in the Minneapolis-St. Paul metropolitan area. The organization began under the auspices of a congregational ministry that believed in using community action to address racial segregation.

Program Operations

Building Just Communities uses a multi-layered approach to build bridges to close the urban and suburban racial divides in the Twin Cities region. The program also seeks to increase economic opportunities and improve living conditions in impoverished neighborhoods. The goal is to provide local residents with leadership training and community organizing skills so community members can develop partnerships with local businesses, non-profit organizations, and environmental and

government agencies to better coordinate services and access for local residents living in poverty.

Outcomes

Building Just Communities has trained more than 100 community leaders to implement concrete actions that address the problems of racism and poverty in their neighborhoods. In the process, community leaders have worked with local non-profit organizations to train 50 Hispanic entrepreneurs in starting small businesses. The program also has formed an alliance among 20 Hispanic entrepreneurs to create a \$1.5 million retail business organization. In addition, Building Just Communities has worked with city officials to sponsor a job-training consortium to help 35 South Asian Americans secure living-wage jobs. Recently, the program has worked with Federal, State, and local authorities to secure the allocation of \$68 million to redevelop blighted metropolitan brownfields—environmentally unsafe land—into usable industrial land.

Center for Prejudice Reduction

Great Neck, New York

Contact(s)	Amy Levine, Executive Director, 516-466-4650
Purpose	To encourage dialogue and education to reduce violence and discrimination brought about by hate and bigotry.

Background

The Center for Prejudice Reduction (CPR) was founded in 1991 by the American Jewish Congress as a communitywide project serving Long Island. It is a clearinghouse for information on combating bigotry and discrimination. CPR provides schools, government agencies, religious and community groups, and businesses with resources on how to reduce the incidence of prejudice. To best serve the community on this issue, CPR created its Community Advisory Council, consisting of more than 100 organizations that work on eliminating prejudice and racism in the community. The Council serves as an important hub for sharing solutions on race and religious issues.

Program Operations

Each year, CPR hosts a conference on prejudice reduction for educators in the New York counties of Nassau and Suffolk. Organized by a racially diverse planning committee, the event aids school districts in the replication of anti-bias curriculums that address cultural, religious, and racial tensions on campuses. As a followup to the conference, CPR operates as a clearinghouse of speakers and programs for local community members.

Additionally, CPR has created the CPR Library, a multi-media collection that features books,

films, videotapes and audiotapes, curriculum materials, and other items, all of which are available for use by schools, government agencies, religious and community groups, businesses, and others. Moreover, CPR has developed the Crisis Response Service, which refers victims of all forms of prejudice to appropriate police and government officials, county human rights commissions, fair housing organizations, and religious and psychological resources. Moreover, American Jewish Congress staff members conduct vigorous followup on all cases.

Through the services that CPR offers, educators are provided with the resources necessary to use innovative strategies for teaching tolerance; employers are provided with the resources necessary for fostering diversity and tolerance in the workplace; synagogues, churches, and civic associations are taught how to handle community relations issues; and police, district attorneys, and officers of the court are provided with materials needed for programs on educating bias crime offenders.

Another CPR accomplishment is its StopBias Program, created in 1994. CPR and the Suffolk County district attorney work with adults and youth who have been charged with racial-bias offenses. Through StopBias, these offenders receive counseling on their negative behavior toward various cultural and religious groups.

The CPR educators' conference was an invaluable resource to our staff and provided a unique opportunity to view an entire spectrum of prejudice reduction techniques in one place and at one time.

*Raymond J. McDonough
Dean of Students
Hicksville High School*

We need to invest significant amounts of time to build relationships that foster better race relations and a base of leaders that will continually work collectively to harness the full potential for social change.

*Center for Prejudice Reduction
(continued)*

Outcomes

The annual conference for educators on prejudice reduction typically attracts hundreds of educators, law enforcement personnel, and community leaders. These community members represent 128

school districts from Suffolk and Nassau Counties. During the past 7 years, CPR has reached more than 1,200 educators through these conferences. Through StopBias, more than 100 bias offenders have been counseled, and the program has achieved a zero-percent recidivism rate.

Common Ground New Orleans, Louisiana

Contact(s) | Lance Hill, Director, 504-865-6100

Purpose | To create forums through which Southerners can discuss and improve race relations.

Background

Common Ground is part of a continuum of programs sponsored by the Southern Institute for Education and Research at Tulane University. The Institute was founded in 1992 to develop a long-term prejudice reduction program focusing on racial and religious divisions. Common Ground was created in 1993 to provide a catalyst for discussions to bridge racial and religious divides. The program provides extensive diversity and facilitation training sessions for community members that include teaching dialogue techniques, interracial and conflict resolution skills, and prejudice reduction skills. For the past 5 years, Common Ground has successfully trained thousands of citizens, providing the South with trained leaders who have the requisite tools for dismantling prejudice and preventing racial conflicts.

Program Operations

Common Ground works as a springboard in communities, bringing interethnic groups together to address the divisions of race and ethnicity that tear at communities. This dialogue is intended to change people's attitudes and open their hearts and minds.

Common Ground consists of moderated discussions among 5 to 10 participants, preferably from diverse backgrounds. The 6-hour discussions are

divided over three sessions, with a particular focus to each session. The first session attempts to set a non-adversarial tone for the discussions. Participants are led through exercises to develop trust, encourage sharing, and define objectives. The next session focuses on defining terms to create a common vocabulary. The last session challenges participants to assess the problems in their communities and find solutions.

In addition to these sessions, Common Ground offers moderator training courses and the *Common Ground Ethnic Relations Moderator's Study Guide* so that organizations can host their own discussions. The Southern Institute for Education and Research also has developed an organizing kit for groups that want to begin their own peer-moderated discussion programs.

The Institute has developed events that take this format and expand it to larger numbers. On November 15, 1997, the Institute sponsored "Campus Dialogue on Race and Ethnic Relations," which attracted 75 to 100 students from 10 Louisiana universities. The goal of this exercise was to hold a dialogue similar to that of a Common Ground discussion group and transform the dialogue into common action. The Institute also organized two "Day of Healing" conferences in New Orleans that engaged more than 350 participants in small-group discussions on improving race relations in New Orleans. The Institute produced two reports on the findings of the conference.

*"We need to talk."
How many times
have you heard
and believed this
phrase but didn't
know where to
begin? Talking
really does help.
We are here to
help facilitate
discussion regard-
ing race and to
provide avenues
for racial
reconciliation.*

Lance Hill

Common Ground (continued)

The Tolerance Education Project (TEP) is another program of the Southern Institute for Education and Research. TEP trains educators on how to address issues of tolerance and assists them in developing curricular reform in these areas. TEP also provides instructional materials and promotes networking among involved educators.

This networking for educators is supplemented by the Southern Catalyst Network—a regional alliance of organizations working on racial reconciliation that connects organizations that are working toward common goals.

Outcomes

Since this program began on the campus of Tulane University 5 years ago, the dialogue on race relations has spread. Nearly 2,000 people have participated in Common Ground discussions, and more than 100 moderators are trained every year throughout the Gulf Coast South region. The Southern Catalyst Network, Common Ground, and TEP initiatives reach communities across the Deep South.

Community Building Task Force Charlotte, North Carolina

Contact(s)

Dianne English, Director, 704-333-2595

Purpose

To promote understanding of the growing racial and ethnic diversity in the Charlotte-Mecklenburg, North Carolina area.

Background

In fall 1996, several racial incidents occurred that led to feelings of hostility among people in the Charlotte-Mecklenburg area, compounded by the growing polarization of the different ethnic communities. The chair of the Mecklenburg County Commission asked the Foundation for the Carolinas, a non-profit community foundation, to serve as a neutral convener of a task force on race and ethnicity. The Foundation accepted the challenge and developed the 53-member Community Building Task Force, formally launched in April 1997. Supported by public and private resources, including the local government, foundations, and businesses, the Task Force gathered information on demographics and existing multi-cultural organizations, held a series of "Listening Sessions," conducted a community conference, and prepared recommendations to continue the process of reconciliation beyond the life of the Task Force.

Program Operations

The Community Building Task Force began its work by creating a process to look at issues of race and color in an increasingly multi-ethnic community and changing the community summit on race from a one-time event into an experience that would encourage continued community and personal investment. The Task Force provided a diverse group of individuals—from the media, businesses, government, schools and universities, and non-profit and religious organizations—with

opportunities for meaningful interaction and for committing themselves to seeking short- and long-term solutions. Task Force members created and conducted focus groups, examined various interactive models for addressing issues of race and ethnicity, organized and hosted a community conference, and planned the second phase of its work. Currently, the program is in this second phase, the "Community Building Initiative," whose theme is "Building a Community Worthy of the Crown." This stage will focus on the work of six Issue Action Teams—three on education, two on economics, and one on public safety—created to address specific challenges within the Charlotte-Mecklenburg area. The Teams will examine how race and color affect these issues and formulate recommendations for action.

Outcomes

Community Building Task Force efforts have resulted in the creation of the Ethnic Identity Project, which involves teens exploring stereotyping, and a community conference, "Building Community: Something Has Begun," held in December 1997 and attended by more than 600 citizens. The Community Building Task Force received a Bridge Builders Award in 1998 for its commitment to building understanding and collaboration across racial boundaries. The Task Force is in the process of merging the work of Phase I and Phase II to develop an agenda for encouraging community diversity, which will be presented to the City Council, County Commission, and the community at large.

I am always mindful that we have only begun a process that we hope and believe will take us further down a path toward the ultimate healing that our community and our Nation must move toward for our own survival.

*Malcolm Everett III
President
First Union
National Bank of
North Carolina*

Community Enhancement Program Flint, Michigan

Contact(s)	Margaret Williamson, President, 810-767-1040; and Tom Lindley, Chairperson, 810-766-6227
Purpose	To assist a broad base of community leaders in understanding the multi-faceted challenges of race relations.

Background

During the past 20 years, Genesee County, Michigan residents have lived in a predominantly racially segregated community. In response to this existing prejudice and bigotry, community coalitions were formed. In 1996, the city of Flint and the Community Coalition sponsored a cultural relations conference, which served as a basis for developing a strategic plan to improve race, ethnic, and gender relations in the county. One of the outcomes of this conference was the formation of the Community Enhancement Program, which focuses on using dialogue as means for changing people's prejudice and biases toward one another.

Program Operations

The Community Enhancement Program developed the Community Dialogue process to address the need for dialogue among county residents on issues of race and prejudice. This process is a cornerstone of the Community Enhancement Program; it involves a series of six sessions that encourage participants to examine their roles in the future of the community. These dialogues resulted in four "Undoing Racism" workshops, the first three of which brought racially diverse community leaders together. Facilitated by the People's Institute for

Survival and Beyond, the 20-hour weekend seminar focused on participants transforming their attitudes about race and determining the roles they can play in ending institutionalized racism.

A second project of the Community Enhancement Program is a collaboration between the Community Coalition and United Way to provide area youth with opportunities for interaction and dialogue. The Interfaith/Intercultural Group, composed of urban and suburban youth, meets biweekly to address issues of race, leadership, and volunteerism. In this program, youth are given specific skill-related training exercises, service-learning opportunities, and the chance to form collaborative partnerships with various organizations.

Outcomes

After identifying prejudice and bias as impediments to the social and economic growth of the county, numerous efforts have been made to eliminate racism in individuals as well as institutions. More than 350 community leaders have participated in the dialogue groups and workshops. Additionally, the media, businesses, the University of Michigan-Flint, and the C.S. Mott Foundation have worked cooperatively with the Community Enhancement Program to broaden its forums in educating the rest of the community on issues of race.

Community Minority Cultural Center, Inc. Lynn, Massachusetts

Contact(s)	Calvin Young, Executive Director, 781-477-7090
Purpose	To promote multi-culturalism and to provide cultural enrichment programs for all youth and adults so they can take pride in the achievement of all ethnic groups and races.

Background

The Community Minority Cultural Center (CMCC), Inc., was founded in 1971. CMCC works to build relationships between Africans, African Americans, West Indians, Eastern Europeans, Latinos, and Southeast Asians. Located in a historically immigrant community, CMCC provides cultural enrichment programs to residents of the city of Lynn and disseminates information regarding social services and economic space opportunities. CMCC seeks a holistic and integrated approach to building community by addressing the needs for adult education and job training, cultural enrichment programs, and economic and youth development projects. CMCC is among the few organizations on the north shore of Massachusetts Bay founded and operated by people of color.

Program Operations

As part of its mission to serve Lynn's immigrant population, CMCC undertook a \$2.1 million renovation project to construct a community center. The center houses a gallery, classrooms, meeting spaces, a computer lab, a resource center, and multiple community organizations. CMCC hosts several programs, including the CMCC After School Education (CASE) program, the Matzeliher Fellows

Project, and the Student Access Coordination for the Greater Lynn School-to-Work Partnership.

CASE offers remedial, tutorial, arts and culture, computer, and exploratory classes that run the length of the school year. One of the most integral parts of the program is the CASE Lecture Series. Once or twice a week, police officers bring in videos, make presentations, and hold discussion groups related to drugs, health, sports, violence, gangs, and life skills. The lectures not only promote dialogue among a diverse group of youth, they also promote respect and relationships between youth and police officers. This experience gives the officers an opportunity to respond to the needs of the young people in an informed way. The officers provide the youth with suggestions on how to handle difficult situations in constructive ways.

The Matzeliher Fellows Project involves 12 to 15 high school students in the preparation and mounting of art exhibits. During the course of putting together these exhibits, students learn about and celebrate Lynn's cultural diversity and acquire marketable computer technology and research skills. CMCC also teaches school-to-work preparatory skills to enter the labor market for students and at-risk young adults who have limited English proficiency skills and come from disadvantaged backgrounds.

*We're going to map
out our own des-
tiny. We're going to
be more aggressive
about opening
doors for ourselves
that were never
opened before.*

*Abner Darby
Former Executive
Director*

*The facilitators
from the People's
Institute for
Survival and
Beyond are some
of the most skilled
and effective educa-
tors I have ever
met.... They made us
all think critically
and analytically
about one of the
most vexing prob-
lems facing this
country.*

*Charlie Nelms
Former Chancellor
University of
Michigan-Flint*

Community Minority Cultural Center, Inc.
(continued)

Outcomes

CMCC efforts have helped foster better community relations between police officers and local area residents. CASE serves 64 young people: 48 percent are Asian Pacific American, 25 percent are Hispanic, 19 percent are black, and 8 percent are white. The officers and youth involved in CASE have gotten to know each other through experiences unrelated to criminal activities and have learned to see each other as people. As a result of CASE and the CASE lectures, several young people in the

program have stopped wearing gang colors. The Matzeliger Fellows Project has produced two pieces of artwork titled "New Faces, Old Values" and "History in the Making: African Americans in Lynn and Beyond." CMCC also provides space for other community groups, including the Jewish Family Service's New American Center, the Metropolitan Indochinese Children and Adult Services, the Lynn Small Business Assistance Center, and the Union Street Corridor Community Development Corporation.

Community Outreach Program Washington, D.C.

Contact(s)

Kristen Nokes, Project Manager,
202-429-1965

Purpose

To encourage citizen participation in government and increase understanding of public policy issues.

Background

In October 1995, the League of Women Voters Education Fund (LWVEF) launched a massive community outreach campaign to reach diverse populations, with voter education and registration projects targeted at underrepresented communities. LWVEF believes that civic participation by all Americans will increase when collaborations are formed to represent diverse grassroots and civic organizations. LWVEF's goal is to increase voter turnout in presidential elections to more than 85 percent of registrations by 2000.

Program Operations

The Community Outreach Program targets underrepresented populations, particularly youth and people of color. A national coalition of organizations that includes the Southwest Voter Registration Education Project, the National Coalition of Black Voter Participation, the Organization of Chinese Americans, and Rock the Vote is committed to the project.

As part of the outreach, citizens attend workshops on the electoral process and voter registration. League of Women Voters chapters around the country work in cooperation with different organizations in their communities and sponsor educational workshops that are designed to engage participants in dialogue on race, the economy, immigration, and crime. The Program aims to teach communities to create broad-based community coalitions, and shares strategies and forums that work best when reaching out to diverse audiences.

Outcomes

The League of Women Voters is committed to the values of diversity, inclusiveness, and the power of inclusive decisionmaking for the common good. Communities are enhanced through increasing youth and multi-ethnic voter participation and civic activism. The Program has had several successful outreach efforts, such as in Las Cruces, New Mexico, where 95 percent of the new registered voters, who were predominately Hispanic, reported having voted when called by the League of Women Voters during followup program evaluations.

I recently received the voter registration packet, and I...felt instantly liberated. I smiled all the way to the mailbox. I live in a neighborhood that is truly in trouble, and I guarantee that if I set a table outside my house, people would line up.

*Allison Bently
Baltimore, Maryland*

CommUnity-St. Louis

St. Louis, Missouri

Contact(s) Maggie Potapchuk, Project Director,
314-241-5103

Purpose To decrease racial polarization in the
St. Louis community.

Background

CommUnity-St. Louis is a project of the National Conference for Community and Justice, an organization that has more than 60 years' experience in intergroup relations in the St. Louis region. Initiated by the religious community to create and strengthen long-term, anti-racism processes within faith organizations, the program has expanded to include major political, media, business, education, non-profit, and civic organizations. CommUnity began its development in 1992 and was formally established in 1997. The \$1.6 million regional intervention program decreases racial polarization and individual and institutional racism through programs that focus on increasing individual awareness of racism and creating racially inclusive organizations.

Program Operations

CommUnity-St. Louis offers many diverse programs. The Dismantling Racism Institute and Anytown Youth Leadership are 6-day residential programs that develop skilled leaders to address issues in their respective institutions. The CommUnity Dialogue Groups, facilitated by racially mixed teams, provide people with the opportunity to participate in five, 2-hour discussion sessions over a 6-month period. The CommUnity Collaboration Council, also facilitated by CommUnity-St. Louis, is made up of more than 20 organizations that have made dismantling racism a priority in their mission and community outreach efforts.

CommUnity-St. Louis staff members also meet with clients to develop and deliver individually tailored programs for organizations. When the program ends in 2001, the National Conference for Community and Justice will provide basic coordination of services in support of the institutions and people who have completed CommUnity training. CommUnity-St. Louis' goal is for these individuals and institutions to advance the mission of the organization through their own efforts.

Outcomes

More than 140 citizens have attended the Dismantling Racism Institute and made a 2-year commitment to participate in 40 hours of community service and then return to their respective institutions, where they facilitate meetings on creating more inclusive environments. More than 650 citizens attended the Building an Inclusive Community workshops, which were 1-day workshops held in community and organizational settings to promote multi-cultural awareness. Through CommUnity's efforts, more than 100 citizens have attended workshops and presentations on dismantling racism, and more than 120 residents have participated in CommUnity Dialogue Groups. The program is being replicated nationally, with the first new process taking place in Orlando, Florida.

Cultural Diversity Resources

Moorhead, Minnesota

Contact(s) Yoke-Sim Gunaratne, Executive Director,
218-236-7277

Purpose To strengthen the bonds between ethnic
groups and reduce fear, misinformation,
and barriers that keep people apart.

Background

Cultural Diversity Resources (CDR) was established in 1994 as a proactive, communitywide collaboration among four cities in two States. The organization came together to address diversity issues while working toward systemic community changes in Fargo and West Fargo in North Dakota and Dilworth and Moorhead in Minnesota. These communities were experiencing a growing influx of ethnically diverse populations but lacked a comprehensive and integrated communitywide framework to confront racial intolerance and ethnic divisions. The ethnically diverse population percentage has doubled every 10 years, with increases in people of color and refugees from half a dozen countries. Limited information and interaction among groups often result in mistrust, stereotyping, intolerance, and discrimination. Through the efforts and cooperation of community and business leaders, CDR has developed several initiatives that have resulted in improved racial awareness, understanding, and acceptance.

Program Operations

Since CDR has only three full-time staff members, it relies on a strong pool of committed volunteers and the active support of community leaders. The primary structure for CDR is a 15-member Board of Directors that represents the major ethnic groups and key stakeholders. There are also task forces focusing on youth, business,

and media issues. Programs include: diversity training where ethnically diverse volunteers are trained to facilitate diversity workshops for public and private entities; community education through monthly meetings for teachers and parents to discuss issues relating to diversity in public education; multi-ethnic leadership workshops on topics ranging from personality analysis to communication skills to networking resulting in a pool of new leaders who are more involved in the community and who can lend technical assistance to other groups; and setting up a clearinghouse to screen, train, and schedule bilingual interpreters on behalf of community agencies, thus maximizing resources and providing critical services to individuals with limited English proficiency. The organization also publishes a quarterly newsletter and a multi-cultural resource directory and hosts its Cultural Diversity Awareness Week each year, which features a variety show, cultural exhibits, and ethnic food.

Outcomes

Feedback regarding Cultural Diversity Resources has been promising. Program successes and implementation strategies have been shared with other States and several initiatives have been used as models by other communities. Outcomes have been measured through surveys, participants' feedback, information about attendance and participation frequencies, changes in awareness, knowledge, and practices of diversity issues.

"When I came here I was nervous and scared," says Nazar, who spent a year in a Turkish refugee camp before being resettled in Fargo about 2 years ago. "Now, we know each other, and we're not afraid anymore."

*Nazar
Program Participant*

CommUnity-St. Louis is a comprehensive project to dismantle racism by helping people identify the manner in which they promote or fail to promote racial justice.... [O]ur goal is to train a network of racial justice change agents who will be present at every major decisionmaking table in the St. Louis region.

Maggie Potapchuk

Dialogue: Racism Houston, Texas

Contact(s)	Nancy Linden and Cherry Steinwender, Co-Executive Directors, 713-520-8226
Purpose	To work proactively to eliminate racism and promote appreciation of diversity.

Background

In 1989, the Institute for the Healing of Racism was created to educate people about the roots of racism and to provide individuals with strategies to counteract racial intolerance. Founding members, who were from diverse backgrounds and dedicated to exploring racism on a personal level, developed resources to share with the community. One of its most prominent programs, Dialogue: Racism, started when a multi-ethnic group of individuals met to discuss how racism affected their lives. As the group grew larger and more diverse, members began to discuss the skills needed to fight racism and strategies for reaching out to the wider community. The program was initially limited to the Houston area, but it blossomed and spread into a national movement. Many of the newer groups called themselves the Institute for the Healing of Racism, so in 1992 the founding group changed its name to the Center for Healing Racism to set itself apart.

Program Operations

Dialogue: Racism is a 9-week program, held three times a year, that is designed to equip participants with techniques to deal with the effects that racism has had on social relations as well as to educate participants on the history of slavery and

reconstruction. The program curriculum covers how to define prejudice and racism and the perpetuation of overt racism, subtle racism, and stereotypes. The carefully developed programs are facilitated by two volunteer facilitators of different ethnicities. Workshops and other activities are conducted in free venues such as churches, community colleges, and universities. Organizers prefer church facilities because of the strong role faith communities can play in addressing segregation. Many workshop participants continue to meet with one another outside of the weekly discussions. Additionally, Dialogue: Racism offers a 4-week film series each summer in different locations throughout Houston, and it provides educational speakers to the Houston community. Program directors also serve as consultants for businesses, government agencies, and religious institutions across the Nation.

Outcomes

To increase its outreach, the Center has developed a curriculum for Dialogue: Racism that can be used in high school classes. It has also established a library and video collection as resources for students. More than 11,000 people in more than 15 States have participated in Dialogue: Racism, which received its first grant in 1996.

El Puente Brooklyn, New York

Contact(s)	Luis Garden Acosta, President, 718-387-0404; and Frances Lucerna, Academy Principal, 718-599-2895
Purpose	To bridge communities of different races, cultures, and economic classes to build stronger neighborhoods in Brooklyn and beyond.

Background

El Puente, headquartered in Brooklyn, New York, is a community and youth leadership movement focused on peace and justice. It was founded in 1982 by Luis Garden Acosta, who led a group of community activists to respond to a wave of violence in Brooklyn's Williamsburg neighborhood; 48 young people had been killed in that neighborhood during the previous year. El Puente works to bridge differences among races, cultures, economic classes, and communities to promote community development, voter participation, racial healing, and human rights.

Program Operations

El Puente operates the first public high school focused on human rights, the El Puente Academy for Peace and Justice. The Academy offers a holistic learning experience for its students. The school provides meals and a safe learning environment, enhances the students' self-esteem through the curriculum, and facilitates involvement in

community work projects that build on their academic learning. El Puente also operates a health center that vaccinates children, concentrates on family health, and works with AIDS issues. The Academy works to foster community development, protect the environment, and create parks. In addition, El Puente focuses on strengthening its community by building coalitions with other organizations. For example, El Puente joined with the Community Alliance for the Environment (CAFÉ) to bring together members of the black, Hasidic, Hispanic, Italian, and Polish communities.

Outcomes

In 1995, the *New York Times* cited El Puente as "A Bridge from Hope to Social Action." El Puente alumni have graduated from top universities. Moreover, members of El Puente have been active in local environmental issues and have worked on local cleanup projects. For example, El Puente and CAFÉ helped stop the construction of a trash incinerator in their community.

The best lesson we learned has been to look beyond the obvious differences and find common ground among different community groups. Building strong coalitions begins with an assessment of what communities need and finding the common values to rebuild a sense of community through empowering our youth as leaders.

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With regard to racism, which has affected us all to one degree or another, a critical part of the healing is to be able to raise our consciousness about our own thoughts, experiences, and feelings and share them honestly with true listeners.

Green Circle Program Philadelphia, Pennsylvania

Contact(s)	Niyonu Spann, Executive Director, 215-893-8400
Purpose	To promote the cultural understanding of children and adults while enhancing their self-esteem.

Background

The Green Circle Program (GCP) was conceived in 1957 by Gladys Rawlins as a program for children in kindergarten through sixth grade. Rawlins initiated the program while working as a social worker for the Race Relations Committee of the Philadelphia Yearly Meeting of the Religious Society of Friends (Quakers). GCP is an education initiative designed to promote positive intergroup relationships within a society that is becoming increasingly multi-ethnic. The Program helps people develop an appreciation and understanding of diversity while enhancing their self-worth. Three years after Rawlins initiated the Program, the Philadelphia Board of Education recommended that all elementary school principals in the city incorporate GCP.

Program Operations

GCP has three components. Green Circle I, the core program, focuses on children in kindergarten through sixth grade and strives to develop their intergroup awareness, cooperation skills, and feelings of self-respect. Green Circle II is designed for middle school and high school students and provides workshops in which students can develop their self-awareness, see the creative potential of conflict, increase their racial awareness, understand

issues of gender, and learn about effective leadership and cross-cultural discrimination. Green Circle III works with public school faculty and administrators as well as adults in corporations, community organizations, and human relations commissions across the country. Its focus is to develop participants' capacities for personal growth, assist them with interpersonal skills, and broaden their cultural awareness.

In a fully accepting and non-judgmental environment, children and adults are encouraged to express the feelings they have experienced when they have been either included or excluded from a caring circle. Because students' and adults' feelings are validated by other participants, they experience a stronger self-image and have a more accepting view of others. Furthermore, the circles assist them in expressing—rather than internalizing—the feelings and language of intolerance and prejudice in which racism can be so deeply rooted.

GCP operates through a number of host organizations and individual volunteers, such as the Girl Scouts of America, the National Conference for Community and Justice, and school districts nationwide. The Students Widening Circles Program, established in 1997, trains high school students in 10 States to facilitate GCP with students in their local elementary schools.

Green Circle Program (continued)

Outcomes

GCP is active in 49 States and has 1,800 current members, in addition to many other GCP-trained individuals who serve as volunteer facilitators. GCP has shown significant growth during the past 2 years. The Program provided curriculum materials

to 362 individuals and community groups in 1997, up from 285 in 1995. In the same time period, GCP increased the number of schools and community groups served directly by the national office by 25 percent. Moreover, GCP was highlighted at President Clinton's town hall meeting in Akron, Ohio, in December 1997.

With Green Circle active in 49 States, our message has formed a web across this country with the potential to entangle prejudice and intolerance and free our children's minds from the fear of the other. I'd like to work toward making the web as strong as it can be.

*Toby Perloff
Participant and Facilitator*

Healing Racism Institute Little Rock, Arkansas

Contact(s) Cathy Collins, Executive Director,
501-244-5483

Purpose To dismantle racism and reduce prejudice within the city of Little Rock through education, policy development, and celebration.

Background

In October 1994, the Racial and Cultural Diversity Commission invited Nathan Rutstein—author of *Healing Racism in America* and *To Be One: A Battle Against Racism*—to help develop the Healing Racism Institute in Little Rock, Arkansas. The Institute's main objective is to address and dismantle racism and empower individuals and communities to address issues of racism. During the first 2 years, Institute members met monthly. The growing interest and participation of community members led to changes in 1996; Institute members began meeting every 2 weeks. Given the increase in interest and membership, the Institute has introduced a beginning class and an advanced class to ensure that all participants receive the necessary training to confront racism and make positive changes.

Program Operations

The Institute holds facilitated discussions on race in which participants, ranging from school board members to grassroots organizers and high school students, address the impact of interpersonal and institutional racism. The series of sessions offered by the Institute are designed to build on one another, using a variety of methods to teach people the complexity of racism. Two skills are stressed throughout the sessions: the Art of Dialogue and the Art of Reflection. The Art of Dialogue teaches participants how to listen to and understand different perspectives in life. The Art of Reflection challenges

participants to contemplate their personal role in perpetuating racism and how they can begin to break the cycle of racism. The majority of the sessions closely explore the components of the cycle of racism, including stereotyping, white privilege, discrimination, internalized oppression, and destruction of cultures. Additional sessions move participants from an increased knowledge-base to action-based strategies by teaching participants how to make allies and use specific methods to dismantle racism.

Outcomes

Nearly 350 people have attended Institute discussions. In 1998, the Institute provided training to city hall employees. This resulted in city government examining the ways in which its employees relate to diverse groups of people and created a new awareness of the importance of diversity training for city employees. The Institute has become a permanent part of city hall training and has a goal of having all city employees participate. Five Institutes will be conducted in 1999. As a result of the participation of Elizabeth Eckford (a member of the Little Rock Nine) and Hazel Massery (a veteran of the civil rights movement) in the community Healing Racism Institute, it will be supporting their work when they share their personal stories of healing racism. Due to the increased level of community interest, the Institute will now conduct its sessions weekly and offer the Institute quarterly for the public.

Hope in the Cities Richmond, Virginia

Contact(s) Robert L. Corcoran, National Director,
804-358-1764

Purpose To foster a healing process through honest conversations on race, reconciliation, and responsibility.

Background

Hope in the Cities (HIC) was launched in 1990 as an effort to bring together political, business, and community leaders in Richmond to foster racial healing in the former capital of the Confederacy. HIC became a national network in 1993 when these leaders sponsored a conference called "Healing the Heart of America: An Honest Conversation on Race, Reconciliation and Responsibility." The event—which included an experiential "Walk Through History" that recognized previously unacknowledged sites in the city's racial history—drew 1,000 participants from 50 U.S. urban centers and 20 foreign countries.

Program Operations

HIC offers experience, resources, and a process of encouraging reconciliation and responsibility for positive changes to race relations. HIC has inspired and facilitated cross-racial partnerships in many communities throughout the country by convening neighborhood, regional, and national forums to provide opportunities for honest racial

dialogue. These forums help the public recognize the nature and root causes of racism, and they highlight models that promote the effective use of partnerships to address racism. As HIC has evolved, it has identified three key elements in its racial change process: the honest acknowledgment of the Nation's racial history, the agreement that everyone who has a stake in the process must be involved in the process of transformation, and the belief that each individual must take personal responsibility for the process.

Outcomes

In 1998, HIC was one of five organizations contributing to the President's Initiative on Race's *One America Dialogue Guide*. A recent Kellogg Foundation grant is allowing HIC to establish formal dialogue programs in up to 12 U.S. cities. In 1996, HIC launched its document, *A Call to Community*, at the National Press Club in Washington, D.C., with a diverse, bipartisan, and multi-faith participant group; this resource and others are in wide use and available from HIC.

*What does the
Lord require
of you but to do
justly, love mercy,
and walk humbly
with your God?
This is my creed.
This is the striving
of Hope in the
Cities. Whatever
color, we're all
Americans.*

*Rev. Sidney Daniels
Leader
Interfaith Action
for Social Justice*

*I wish all Little
Rock teachers
could be a part
of this training.
We need more of it.*

Participant

Interior Alaska Center for the Healing of Racism Fairbanks, Alaska

Contact(s)

Kandie Christian, Co-Chair,
907-455-7046

Purpose

To create an environment in which people of all races can address one another through open and honest discussion.

Background

After attending a lecture by Nathan Rutstein, author of *Healing Racism in America*, individuals who shared a desire to address and reduce racism in Fairbanks convened community discussion groups to talk about issues of racial tensions and possible methods of healing. A volunteer board worked closely with Dialogue: Racism in Houston, Texas, using materials provided by them. The Alaska group grew in number and intensified its study. At this point, they were advised to connect with The Center for Healing Racism in Chicago, Illinois, developed by Rita Starr, for assistance with methods to further explore the depth and breadth of racism in the community and develop a community program. After a year of study and program development, the volunteers created the Interior Alaska Center for the Healing of Racism.

Program Operations

The Center's mission is to educate people to recognize and internalize the reality of the oneness of humanity. Programming works to identify the cycles of racial conditioning and share how racism affects all of humanity. The Center has established its commitment to oneness through its staff and administration. All positions within the Center are held jointly by a person of color and a person who identifies himself or herself as white. Anyone interested in a board position must first

participate in Healing Racism courses. This policy is based on the Center's position that individuals working together to end racism must appreciate its basic principles.

The Center offers a series of courses on issues of racism: Healing Racism 1, 2, and 3. The first course teaches participants to identify and understand societal conditioning that contributes to institutionalized and systemic racism. Healing Racism 2 explores how individuals in racial and ethnic groups have been harmed and affected by the negative social conditioning learned in Healing Racism 1; course dialogue begins the healing process. Healing Racism 3 provides participants with tools to dismantle racism where they live, work, and play. These courses inspire the participants' personal transformations and plant seeds for them to become community change agents. Throughout all three courses, participants acquire the ability to identify and honor their own perspectives and feelings as well as to respect the perspectives and feelings of others. The courses provide an avenue for personal and community healing, as well as a means for friendships to develop between members of different ethnic groups.

The Center also provides facilitator training that allows course participants to return to the community as leaders. Participants are given opportunities to express their understanding of and commitment to healing the problems of racism through collective community service projects.

Interior Alaska Center for the Healing of Racism (continued)

Outcomes

Through its courses, conferences, and community outreach projects, the Center has directly affected more than 1,100 residents in the Fairbanks community. The personal changes experienced by course participants extend beyond the individual level, as participants continue to practice the principles of oneness in their everyday interactions

with others and often become course facilitators. The Center reaches out to the general public through community service projects such as the Calling All Colors Children's Race Unity Conference; roundtable discussion groups; and presentations at conferences, including the Alaska Women's Conference. The Center also communicates its goals through its newsletter and in broadcast media.

The successful adaptation of this program is the recognition that racism is a disease that reaches deep into the individual heart and mind and that only by addressing racism in our own hearts can men and women of all races generate a compelling power to eradicate this pernicious disease.

Latino-Jewish Leadership Series

Los Angeles, California

Contact(s) Arturo Vargas, Executive Director, NALEO, 323-720-1932; and Gary Greenebaum, Executive Director, AJC, 310-280-8080.

Purpose To encourage discussion, dialogue, and interaction among members of the Hispanic and Jewish communities.

Background

The Latino-Jewish Leadership Series is a joint effort between the National Association of Latino Elected and Appointed Officials (NALEO) Educational Fund and the American Jewish Committee (AJC). In March 1997, 100 Jewish and Hispanic elected officials from the Los Angeles area came together for the first Leadership Summit to discuss the challenges associated with building Hispanic-Jewish coalitions. The purpose of the event was to establish contact between leaders in both communities and to create a network through which problems and issues could be addressed.

Program Operations

After the initial summit, NALEO and AJC recognized the need for a sustained dialogue between the two communities. The Leadership Series was established to foster candid discussion and build coalitions. The Series, with more than six different sessions and engaging more than 300 participants, explored opportunities to enhance relationships

and work together on issues of common concern. The Series was held at the historic Los Angeles Central Library, a site chosen because of its importance in the community and its perceived neutrality. The sessions were moderated by Bill Rosendahl, a local television personality. Each session had between 30 and 50 participants from both communities and focused on issues related to academia, journalism, business, the community, elected officials, and labor. A neutral moderator and balanced participation allowed individual participants to engage in a free exchange of ideas on issues from their personal perspectives.

Outcomes

The Leadership Series has built trust and communication between the Hispanic and Jewish communities. The network of relationships created from these meetings has allowed community leaders to effectively address such civic issues as campaigning and voting. Leaders from both communities recently wrote an op-ed piece in the *Los Angeles Times* called, "Jews, Latinos Need to Forge Coalition, Not Engage in Conflict."

Leadership Conference Education Fund

Washington, D.C.

Contact(s) Karen McGill Lawson, Executive Director, 202-466-3434

Purpose To inform the American people of the progress made in civil rights, the continuing challenges, and the strength of the Nation's diversity.

Background

The Leadership Conference Education Fund (LCEF) is an independent, non-profit research organization established in 1969 to support educational activities relevant to civil rights issues. LCEF's mission is to strengthen the Nation's commitment to civil rights and equality of opportunity for all. LCEF believes an informed public is more likely to support policies promoting equal opportunity and to commit to improving intergroup understanding across differences.

Program Operations

LCEF serves as an information clearinghouse on civil rights issues. As such, the organization issues reports; sponsors conferences and symposia; and, through its civil rights education campaign, seeks to build a national consensus to combat bigotry of all kinds. LCEF reviews public policies related to civil rights and social and economic justice and examines intergroup relations in society's major institutions (education, the community, and the

workplace). LCEF also provides materials for parents and teachers to help them instill in children the value of accepting others and, thus, embracing the diversity of the Nation.

Outcomes

LCEF publications include *Talking to Our Children about Racism, Prejudice and Diversity*; *Building One Nation: A Study of What Is Being Done Today in Schools, Neighborhoods and the Workplace*; *Voting Rights in America: Continuing the Quest for Full Participation*; *All Together Now!*; *Educational Activities on Diversity*; and the *Civil Rights Monitor*, a quarterly publication of Federal civil rights efforts. Additionally, LCEF is the sponsoring organization for the Ad Council's anti-discrimination campaign, which produced award-winning public service announcements for television, radio, and print. LCEF also has developed a curriculum to engage young people in thinking about the struggles and progress of the civil rights movement and to challenge them to continue the progress into the 21st century.

We support the efforts of the civil rights groups that comprise our sister organization, the Leadership Conference on Civil Rights, to combat discrimination in all its forms. And we seek to build the public understanding that is essential for our Nation to continue its journey toward social and economic justice.

*William Taylor
President*

It is important for the leadership of a community to be 100 percent committed to the process of establishing communication between members of various ethnic and racial groups. Without it, the process will inevitably derail and can cause additional harm to community relationships.

Leadership Development in Interethnic Relations Los Angeles, California

Contact(s) | Jan Armstrong, Program Director,
213-748-2022, ext. 18

Purpose | To equip people with the skills and back-
ground to effectively address interethnic
relations in their communities.

Background

The Leadership Development in Interethnic Relations (LDIR) training program was established in 1991 in response to frequent requests for intervention in cross-cultural or interethnic disputes and rising racial tension in Los Angeles. Recognizing that people need skills, background information, and opportunities to effectively work together on race relations in their communities, LDIR designed the program to provide a combination of skill building, relationship building, and experience. Empowering people with skills and opportunities to find common ground and a shared vision and identify reachable goals enables them to proactively—rather than reactively—resolve issues in their own communities. Further, the program was designed to foster networks, coalition building, and ongoing race relations efforts and to develop promising youth and adult leaders who can shift existing paradigms about power, race, gender, and public interest.

Program Operations

LDIR is sponsored by three agencies, the Asian Pacific American Legal Center, the Southern Christian Leadership Conference/Martin Luther King Dispute Resolution Center, and the Central

American Resource Center/Centro Americano de Recursos, that have a commitment to interethnic work. The LDIR Operations Board oversees program funding and the administrative operations of the four program components. The Adult Training Component runs two, 6-month cycles a year to provide skills, background, and experience for 25 to 30 participants per cycle. The Youth Training Component offers high school-based classes for students and training for school personnel teams that will develop long-term human relations plans for their schools. Training is also provided to youth-serving community-based agencies. The Alumni Component keeps graduates of the Adult Training Component connected by offering advanced training and other alumni-driven work that positively affects race relations. The Technical Assistance and Replication Component provides module trainings to those who cannot commit to a 6-month cycle, as well as curriculums and technical assistance to organizations that wish to replicate the program.

LDIR uses a multi-level approach: the building of knowledge, awareness, and skills combined with experience. Given the fluidity of Los Angeles area demographics, sizable immigrant populations, and the proliferation of ethnic-specific neighborhoods, LDIR brings together individuals who in all probability would never meet to explore their individual and group identities in a safe and inclusive setting.

Leadership Development in Interethnic Relations (continued)

To encourage cross-cultural collaborative work, during each training cycle, geographically specific teams plan, develop, and implement a community project that positively affects race relations. To ensure that the work remains ongoing, it is done in conjunction with an established organization or institution in the community. The experiential component allows participants to practice the skills they learn throughout the training cycle: group dynamics, team building, planning, conflict resolution, and community organizing. Because the training is relevant to the participants' local context, the process is empowering and supportive of creative community problem solving.

Outcomes

More than 200 adult graduates of the program are actively seeking to improve race relations in their communities through efforts in their workplaces, organizations, churches, and coalitions. Many graduates are trained facilitators, mediators, and trainers who work tirelessly to eliminate racial tension.

LDIR graduates have significantly affected public policy efforts, voter education and registration, youth-serving organizations, and community coalitions.

The schools that have collaborated with LDIR continue their efforts to seek long-term solutions to racial tension on their campuses. Community-based programs are developing youth leaders who can effectively address race relations. For example, in a local high school, students who had taken the LDIR class successfully assumed a leadership role to resolve the issue of demeaning mascot names when American Indians requested a mascot name change at their school. Without appropriate training, other schools facing the same issue experienced heightened racial tension and litigated, rather than mediated, their differences.

Training has been provided to more than 5,000 law enforcement, medical, legal, business, social service, and educational professionals, who are now able to take more proactive and effective steps to decrease racial tension.

*I thought I
already knew how
to interact with
people from different
cultures, but LDIR
challenged me to
move from the level
of cultural awareness
to genuine respect
for difference and
to find ways to bear
everyone at the table
so that the result is
positive for everyone.*

Participant

National Coalition Building Institute Washington, D.C.

Contact(s)	Cherie R. Brown, Executive Director, 202-785-9400
Purpose	To build anti-racism response teams that facilitate prejudice-reduction workshops and intervene in intergroup conflicts.

Background

The National Coalition Building Institute (NCBI) is a non-profit leadership-training organization based in Washington, D.C. Founded in 1984, NCBI has been working to eliminate prejudice and intergroup conflict in communities around the country. NCBI has trained leadership teams in a variety of settings, including high schools, colleges, universities, corporations, foundations, and government agencies. Currently, NCBI has 50 city-based leadership teams, also known as chapters; 30 organization-based teams or affiliates; and more than 40 college and university teams, known as campus affiliates.

Program Operations

NCBI organizes teams composed of community leaders who are trained to develop concrete community action plans. Training programs are run by NCBI's Leadership for Diversity Institute and the Prejudice Reduction Training Institute. Trainers

attend 3-day seminars on how to handle personal and institutional discrimination and how to empower people to build constructive alliances. The trainers work with community groups to help explore racial stereotypes, oppression, and discrimination. The workshops are participatory in nature and empower individuals of all ages and backgrounds to take a leadership role in their communities and build inclusive environments that welcome diversity.

Outcomes

NCBI conducts approximately 3,000 training sessions each year. The Institute takes a proactive stance in addressing current events. For example, in the aftermath of the O.J. Simpson verdict, NCBI brought together 28 leaders from around the world to build a network of activists to fight racism. Following discrimination suits filed against Denny's restaurant, NCBI trained a team of in-house diversity trainers for the restaurant chain.

National Conference for Community and Justice New York, New York

Contact(s)	Scott Marshall, Director of Program Services, 212-206-0006
Purpose	To promote understanding and respect among all races, religions, and cultures through advocacy, conflict resolution, and education.

Background

The National Conference for Community and Justice (NCCJ), founded as the National Conference of Christians and Jews in 1927, is a human relations organization dedicated to fighting bias, bigotry, and racism in the United States. NCCJ works to accomplish its mission in four program areas: community, workplace diversity, youth and emerging leadership, and interfaith efforts.

Program Operations

NCCJ has initiated a variety of programs to meet its goals. NCCJ programs include local community dialogues that involve a cross-section of leadership and grassroots citizens and create a space for honest exchange about issues related to race, ethnicity, culture, and religion; youth residential programs that provide activities for high school students aimed at reducing prejudice and developing cross-cultural leadership skills; consultations and workshops on diversity for institutions such as school boards, police departments, and corporations; and multi-cultural and human relations education in schools. National programs include the National Conversation on Race, Ethnicity, and Culture, an annual satellite broadcast that provides a forum for the Nation's leading thinkers to discuss and debate critical human relations issues; the Workplace Diversity Network, a partnership between NCCJ and Cornell University to facilitate the exchange

of strategies and best practices for respectful and productive workplaces; and Seminararians Interacting, which brings together theologians from different faiths to learn about various religious traditions.

Outcomes

Through its regional offices, NCCJ reaches more than 300,000 young people each year from elementary school through college in programs designed to break down stereotypes and build respect. Of these youth, many attend intensive prejudice reduction/conflict resolution programs for high school students. These regional programs are known by several names in their home communities, among them Anytown, MetroTown, Unitown, Building Bridges, Brotherhood/Sisterhood Camp, and It's Your Move.

Moreover, NCCJ provides programs that help America's workplaces become centers of inclusion. In 1997, NCCJ provided intergroup workplace programming in more than 500 locations for more than 30,000 employees and managers. Also in 1997, NCCJ regional programs conducted community dialogues on interfaith and interracial issues to more than 18,500 individuals.

To date, the Seminararians Interacting program has worked with a network of 34 theological schools and brought together approximately 1,000 theological students and faculty for visits to one another's schools and for extended workshops.

NCBI's work with the Public Broadcasting Service staff has provided us with powerful tools for genuine dialogue. Their positive approach has helped us build relationships across PBS and given us a renewed sense of community in the workplace.

*Carole Dickert-Scherr
Vice President
Human Resources
Public Broadcasting Service*

The work of building just communities is never easy. But our vision is clear. NCCJ is striving to make America a better place for all of us, and I invite each of you to join us in the work of building communities of justice for all.

*Sanford Cloud, Jr.
President and CEO*

National MultiCultural Institute Washington, D.C.

Contact(s)	Elizabeth Salett, President, 202-483-0700, ext. 224
Purpose	To increase communication and respect among people of different racial, ethnic, and cultural backgrounds.

Background

The National MultiCultural Institute (NMCI), a private, non-profit organization, was founded in 1983 by Elizabeth Salett to train mental health practitioners to work with patients from a variety of cultures. NMCI broadened its mandate in the late 1980s to include work on such multi-cultural issues as diversity in the workplace, multi-cultural education, cross-cultural conflict resolution, and diversity training.

Program Operations

The Institute holds diversity conferences, conducts training, develops educational resource materials, and initiates special projects of interest to the field of diversity training. The conferences and workshops address professional issues relating to diversity, including training of diversity trainers, diversity in the workplace, multi-cultural education, cross-cultural conflict resolution, and multi-cultural issues in health. Managers, administrators, human resource specialists, independent trainers, educators, mediators, law enforcement officials, and mental health and social service providers attend these conferences. NMCI also works with corporations, government agencies, professional associations, non-profit organizations, hospitals, schools, and universities to help them achieve their diversity

goals. Consulting services include organizational needs assessments and training programs that focus on individual and organizational change. NMCI produces resource materials for educators, trainers, and mental health and social service professionals. These include beginner- and intermediate-level manuals on training of diversity trainers, books on a variety of multi-cultural issues, and videotapes on cross-cultural mental health issues.

Outcomes

NMCI enjoys a national reputation for its diversity training and its multi-cultural conferences. A variety of agencies and organizations has taken part in NMCI diversity training, consulting, and conference workshops, including the Newport News (Virginia) Public Schools; the East Baton Rouge (Louisiana) School System; the Kentucky Department of Technical Education; the Washington, D.C., Fire and Emergency Medical Service; the U.S. Department of Justice's Office for Victims of Crime; the Corporation for National Service's AmeriCorps Program; and Montgomery County, Maryland. More than 18,000 people from 45 States and several foreign countries have attended an NMCI conference or training program. Two conferences are held each year. The 13th annual conference in 1998 attracted an audience of 525 people.

Pío Pico/Lowell Neighborhood Education Project Santa Ana, California

Contact(s)	Judith Magsaysay, Principal, Pío Pico Elementary, 714-558-5608; Eleanor Rodriguez, Principal, Lowell Elementary, 714-558-5841; and John Brewster, Executive Director, Santa Ana Boys and Girls Club, 714-543-7212
Purpose	To promote cross-cultural dialogue and raise family, school, and community participation in the Pío Pico and Lowell school neighborhoods through literacy training and English as a second language classes.

Background

The Pío Pico/Lowell Neighborhood Education Project was created to address some of the needs of the 26,000 children and their families located in this neighborhood of Santa Ana, California. The neighborhood has the second-highest youth population in the United States, and is 96 percent Hispanic; Spanish is the home language for 95 percent of the schools' families. Most parents of these children did not have the opportunity to complete elementary or secondary education in their home country. In response to the educational needs of these parents, Pío Pico Elementary School and Lowell Elementary School entered into a partnership with the Santa Ana Boys and Girls Club and Santa Ana College (SAC) to provide English as a second language (ESL) classes. Spanish literacy classes are offered through Proyecto Hispano de Desarrollo De Educación Para Adultos, a non-profit organization.

Program Operations

There are three levels of ESL classes offered during the school day. The Boys and Girls Club provides space for these classes and SAC provides the instructors. The two schools provide child care for preschool children while their parents are in class. More than 100 parents attend classes four mornings each week. Additionally, speakers are brought in to give presentations on such parent-selected topics as health, discipline, and consumer protection. Introductory computer courses are also available after the ESL classes.

In addition to these education reforms, the Pío Pico/Lowell Neighborhood Association is helping to make community reforms. The Association holds monthly meetings of home and apartment renters, housing managers, and home owners as well as local businesses, schools, and police and city representatives to assess problems in the

Building communities requires more than interest.

We need committed individuals who are willing to construct alliances and advocate for the well-being of our neighborhood across racial lines.

People and institutions can change and grow. As individuals, we must try to surmount our own personal biases and cultural lenses. As institutions, we must enact systemic changes to ensure full participation of all members of our society.
 Elizabeth Salett

Pío Pico/Lowell Neighborhood Education Project
(continued)

neighborhood and determine which ones they can solve collaboratively. Currently, the Association is working to increase educational and recreational afterschool and evening programs for families. The Association also has sponsored several cross-cultural dialogues facilitated by the Orange County Human Relations Council.

Approximately one-third of the local businesses in this Santa Ana neighborhood are owned and operated by Korean Americans. Seeing an opportunity for community building, Pío Pico Elementary partnered with the Korean-American Federation of Orange County to create a rich cross-cultural exchange facilitated by the Orange County Human Relations Council. The Federation provides 15-week Spanish language classes for the local business people to better serve their clients. As part of the final exam, local fifth-grade students conduct interviews in Spanish with Korean-American merchants. The classes end with a Korean dinner for participants. Additionally, participants can attend free taekwon do classes at the Boys and Girls Club. Each year, a cross-cultural event, Celebrations of Independence, is

held. Students engage in classroom study of the struggles for freedom in both the Americas and Korea. A celebration with music, dance, and a dinner is held at the culmination.

Outcomes

The partnership has served to increase parent involvement in the schools, the Boys and Girls Club, and the neighborhood. Both schools have documented an increase in parental participation in school meetings. In addition, the Boys and Girls Club has seen a dramatic increase in attendance among elementary school-aged children because parents feel more comfortable with the setting now that they are attending classes there. The Pío Pico/Lowell Neighborhood Association has been one of the Santa Ana's most active community organizations. This Association has served as the first community involvement experience for many of the families. Many parents who have taken classes and attended meetings feel comfortable participating in efforts to improve their neighborhoods.

Seeking Common Ground
Denver, Colorado

Contact(s)	Melodye Feldman, Executive Director, 303-388-4013
Purpose	To create peace among individuals and in communities through integration, communication, socialization, and leadership development.

Background

Established in 1994, Seeking Common Ground (SCG) is a non-profit organization that operates programs for children and youth from diverse religious, racial, cultural, ethnic, and socioeconomic groups. Participants come together and learn about one another's unique perspectives; SCG believes that meaningful encounters with varied groups of people decrease stereotyping of these groups and that interethnic relationships must be developed to resolve conflicts and address stereotypes. SCG purposely focuses on communication, because staff believe the key to authentic change comes through interpersonal relationships. Programming begins at the individual level, and SCG expects participants to use the various programs as a catalyst for moving to the local, national, and international levels.

Program Operations

SCG operates programs for people who represent diverse communities, including religious, cultural, racial, ethnic, and socioeconomic groups. The diversity of the community also includes people with disabilities, people who live alternative lifestyles, and individuals with diverse political

views. SCG builds peace through an intentional process of integration, socialization, communication, and leadership. Using a network of partner agencies, SCG reaches into conflicted communities and intentionally brings differing parties together through socialization programs. By creating a safe environment in which people learn about one another through shared activities, discussions, recreation, and—when possible—living together, socialization occurs and walls dividing individuals can begin to be dismantled. Participants are introduced to "intentional communication," a process that relies on deep understanding as the key to diffusing conflict. In intentional communication, two individuals in conflict explore their thoughts and feelings together to understand each other. Through all SCG programs, participants are expected to assume leadership positions in the community to build harmony and promote acceptance.

One of SCG's most recognized programs is Building Bridges for Peace, a 20-day intensive residential program, half-day and daylong workshops, and a yearlong youth leadership program. Building Bridges for Peace initially brought together Palestinian, Israeli, and American high school students at a mountain retreat that lasted 3 weeks. The American students involved reflected the diversity

Seeking Common Ground believes that listening and speaking are skills that must be cultivated and practiced and that are crucial to effective problem solving.

Seeking Common Ground (continued)

of the greater Denver community, including Latino, black, American Indian, and white youth; and the Jewish, Christian, and Muslim faiths. Participants lived in integrated cabins, where they discussed and shared their cultural world views. After completing the program, both the Denver participants and the Middle East participants met monthly in their respective countries for workshops on such topics as discrimination, gender, family, and leadership. The Denver participants and the Middle East participants maintain contact through SCG. The program has since been conducted with participants from diverse racial, cultural, religious, and political communities in the United States.

Outcomes

To date, more than 200 young women have participated in Building Bridges for Peace. The experiences of the young women who participated in the initial Building Bridges for Peace program has

been documented and published in local and national newspapers, such as *The Denver Post* and *The New York Times*. The program has also been featured on all four Denver television stations.

Thousands of people have attended workshops and presentations. Participants acknowledge that the program has helped them recognize that people's world perspectives vary greatly and become open to hearing and honoring these differences; get to know individuals with other world perspectives so their own prejudices and stereotypes are reduced or proved false; improve their communication skills; and profit from listening to people with dissenting viewpoints. SCG constantly measures its success through written formal evaluations, observations, and direct contact with participants. After completing a required training course, 50 past participants of SCG's programs have joined the speakers' bureau.

Study Circles Resource Center Pomfret, Connecticut

Contact(s)

Martha L. McCoy, Executive Director,
860-928-2616

Purpose

To help communities involve large numbers of their citizens in deliberative discussion and constructive action on the issues they care about, thus creating communities that are more inclusive, more democratic, and better able to solve local problems.

Background

Established in 1990, the Study Circles Resource Center (SCRC) is a project of the Topsfield Foundation, Inc., a non-profit, non-partisan foundation dedicated to advancing deliberative democracy and improving the quality of public life in the United States. SCRC staff members offer organizing advice and support to community leaders, free of charge, at every stage of creating a communitywide study circle program. SCRC also provides free study circle guides, up to a limit of 500 pieces, for each communitywide program. These guides help study circle participants learn from one another, consider a range of viewpoints on the issue, and brainstorm about ways to take action.

Program Operations

Many of the cities and towns that SCRC works with are developing large-scale programs to involve hundreds (and sometimes thousands) of community members in dialogue and action on racism and race relations. Large-scale study circle programs are leading to meaningful action and change in public policy at all levels: individual, small group, community, and institutional.

Communitywide study circles also create new links between citizens and government, parents and teachers, community members and social service providers, and residents and police officers. In the study circle sessions, many participants talk about their attitudes and personal decisions to counter racist remarks or to sustain interracial friendships. Group participants also express a desire to be part of collective and systemic changes in their communities.

A study circle has many defining characteristics. For example, a study circle includes 10 to 15 people who meet regularly over a period of weeks or months to address a critical public issue. The discussions are facilitated by a person who is there not to act as an expert on the issue but to serve the group by keeping the discussion focused, helping the group consider a variety of views, and asking thought-provoking questions. Facilitators are trained and discussion materials are written to give everyone an opportunity to contribute and to explore areas of common ground. Overall, a study circle begins with a focus on individual experiences, develops into an investigation of broader perspectives, and finally becomes an exploration of possibilities for action.

We are finding ways for people to listen to each other, share openly their concerns, and get underneath the sound bites that dominate most political talk.... We hope that our work ...will lay the foundation for a strong, deliberative democracy.

Martha L. McCoy

*Study Circles Resource Center
(continued)*

Outcomes

Communitywide study circle programs currently are being organized in more than 120 cities and towns across the United States on issues such as race, education, crime, youth concerns, immigration, urban sprawl, and criminal justice. More than 50 of these programs are centered on racism and race relations. These programs use the SCRC guide *Facing the Challenge of Racism and Race Relations: Democratic Dialogue and Action for*

Stronger Communities. The efforts of study circle participants have resulted in changes in newspaper coverage of racial issues and of communities of color in Aurora, Illinois; the rebuilding of a church that was burned in Barnwell County, South Carolina; the creation of an anti-racism resource center in Wilmington, Delaware; the building of a supermarket in inner-city Fort Myers, Florida; and the publishing of a multi-cultural community cookbook in Lee County, Florida.

*If you plant for a year, plant a seed.
If for 10 years, plant a tree. If for
100 years, teach the people. When you sow
a seed once, you will reap a single harvest.
When you teach the people, you will reap
100 harvests.*

*Kuan Chung
Writer*

The Great Master Book of Kuan

Center for Applied Linguistics: Program in Language and Public Policy Washington, D.C.

Contact(s)	Dr. Donna Christian, President, 202-362-0700
Purpose	To improve communication through better understanding of language and culture.

Background

Since 1959, the Center for Applied Linguistics (CAL) has combined a wide range of basic and applied research with the delivery of services and dissemination of information related to language issues among people of color. Through its Program in Language and Public Policy, CAL addresses contemporary policy and social concerns. Since 1974, CAL has operated the federally funded Educational Resources Information Center on Languages and Linguistics (ERIC), covering English as a second language (ESL) education, bilingual education, foreign language education, and linguistics. The Refugee Service Center at CAL has assisted overseas refugee camps and resettlement sites in the United States since 1975. In 1989, the Adjunct ERIC Clearinghouse on ESL Literacy Education was created, entrusted to CAL, and devoted to adult ESL literacy issues.

Program Operations

CAL has pioneered studies on language situations in the United States and around the world, where race, ethnic group, socioeconomic status, and other factors interact with patterns of language differences. The Program in Language and Public Policy examines the linguistic challenges created by ethnic and cultural diversity. Its studies on African American Vernacular English and other vernacular English varieties have grounded the investigation of the role of language differences

in the development of literacy skills and other critical areas in education and the workplace. In response to the recent controversy about Ebonics, CAL worked with Howard University to establish the Coalition on Language Diversity and Education, a network of national professional educational organizations. It also compiled basic information about language variation and Ebonics for dissemination to participants in the debate. Current studies on the education of English language learners focus on a two-way model of bilingual education for Hispanic and Anglo students, where all students in a classroom receive instruction in both Spanish and English. CAL's work also deals with the implementation of academic standards in culturally and linguistically diverse schools and educational programs for immigrant students in secondary schools.

Outcomes

For more than 40 years, CAL has affected many sectors challenged by linguistic and cultural diversity. CAL provides critical bilingual resources to immigrants on topics such as home ownership and health care. By working with community-based organizations, CAL compiled information on how they partner with linguistically and culturally diverse schools to support students' school success. With this research and findings from studies on Ebonics and bilingual education, CAL has educated the public about common misperceptions of race, ethnicity, and culture.

Central and South Florida Higher Education Diversity Coalition Miami, Florida

Contact(s)	Fran Freeman, Director, Barry University, 305-899-3040
Purpose	To highlight the valuable role that institutions of higher education can play in dialogues on race relations when they work together.

Background

The Central and South Florida Higher Education Diversity Coalition is made up of 11 colleges and universities in Florida committed to incorporating diversity programs throughout their campus activities. The group was initiated by Barry University, 1 of 15 U.S. Roman Catholic colleges and universities that have an enrollment that is more than 50 percent people of color.

The composition of the Central and South Florida Higher Education Diversity Coalition is itself diverse. It includes public and private, historically black, religiously affiliated, and commuter institutions; 2- and 4-year colleges; and traditionally large universities. In addition to Barry University, the coalition members are St. Thomas University, the University of Miami, Bethune-Cookman College, St. Leo College, Florida International University, Florida Memorial College, Miami-Dade Community College, Nova Southeastern University, Palm Beach Atlantic College, and the University of Central Florida.

Program Operations

Barry University received a year-long planning grant from the Ford Foundation to develop new models for on- and off-campus diversity programs.

As a result, two new approaches to diversity programming emerged. With a second grant from the Ford Foundation for seed implementation, the on-campus model is being tested at Barry University, and the off-campus model is being tested by the Coalition.

Outcomes

Unlike tangible outcomes in other programs, the outcome of the off-campus model was to find and test new approaches to diversity as a regional issue in which higher education institutions are important stakeholders. To maximize the contribution and impact of higher education in addressing regional diversity issues, the 11 Coalition institutions are not attempting joint programming but are conducting selected diversity initiatives simultaneously.

Early consensus was reached by members of the Coalition that "service learning," which integrates community activity and academic study, offers an extremely promising vehicle for teaching students about race relations. Second, diversity awareness training coupled with service learning can increase student understanding of how race and culture affect the subjects they are studying.

After examining diversity issues in Florida, Coalition members targeted for their first service learning program those adults marginalized by

This program has shown me the potential for changing lives. Results have been so immediate and, consequently, so rewarding. For me, it has opened up a whole new world of possibilities. It has given me unexpected insight into people from other backgrounds and cultures.

*Lurdes M. Padron
Barry University
Undergraduate
Education Major*

*Central and South Florida Higher
Education Diversity Coalition
(continued)*

their need for literacy, general equivalency diploma (GED), English as a second language (ESL), and/or citizenship preparation. To pilot-test the project, 6 faculty members from each institution were asked to use this service learning objective in one or two of their courses and invite at least 20 students to participate. As a result, in September college students began providing assistance to sites and agencies that deliver adult basic education services in Miami, Orlando, and Tampa. It is anticipated that increased understanding among student and adult participants from different backgrounds will be a significant accomplishment of the program. The Coalition has been assisted by the Miami-Dade County School Board and the Miami office of the U.S. Department of Labor.

Because of the Coalition, Florida was one of two States selected for a statewide poll on public atti-

tudes toward diversity in higher education; the first poll of students on this subject was conducted on Coalition campuses. In fall 1998, the Coalition participated in the Racial Legacies and Learning project of the Association of American Colleges and Universities. At all 11 campuses, campus/community dialogues on race and a series of other diversity programs were held as part of this national initiative to foster learning and dialogue about America's racial legacies and promote opportunities for racial reconciliation.

The Coalition is proving to be an important vehicle through which a variety of public and private diversity programs can reach interested constituencies on college and university campuses. Future plans include the development of performance benchmarks and outcomes that can be measured, reported, and replicated.

**Common Bonds Diversity Training
Austin, Texas**

Contact(s) | Elena Vela, Administrative Supervisor,
512-414-1561

Purpose | To promote mutual respect, appreciation of differences, and the value of common bonds among all people.

Background

In 1995, children of color accounted for 59 percent of the student population in the Austin, Texas, school district. As a result of this growing student diversity, the Austin Independent School District (AISD) acknowledged an urgent need for teachers, counselors, administrators, and other district employees to acquire new techniques and skills to enable them to work more effectively with the students they were serving. To address this need, James Fox, the Superintendent of Schools from 1995-96, launched a challenging staff development initiative. Common Bonds Diversity Training was established through the coordinated efforts of the Austin Independent School District and the University of Texas.

Program Operations

In 1996, AISD selected an administrative supervisor to provide leadership and training for the Common Bonds project. Each district school was required to create a team of trainers composed of three employees, one administrator, one counselor, and one teacher. The teams were trained at the AISD Professional Development Academy using the "train the trainer" model. Once the training was completed, it was the responsibility of the teams to educate the remaining staff at their home

schools. To assist the teams in re-creating the trainings at their base institutions, each team was provided with a diversity module kit, which included a script and support materials.

Currently, the training program focuses on three areas—personal awareness, the value of ethnic diversity, and communication—to increase cultural sensitivity and create personal awareness of stereotyping, prejudice, and bias. Staff begin each training session by creating a safe and confidential environment where personal thoughts, feelings, and actions on diversity are viewed as the natural result of powerful social and psychological forces. This honest and open discussion is necessary to identify the underlying biases each participant holds. All training modules rely on activity-based discovery methods rather than on lecture-based exploration. Each session lasts approximately 3 hours.

Outcomes

Common Bonds has trained 291 educators to be future trainers in the Austin Independent School District. Those trained have in turn taught 5,291 faculty and staff members. In addition, the Professional Development Academy has trained 500 noncampus school district staff members. Moreover, as a result of this movement, a districtwide, multi-cultural curriculum task force has been formed to implement diversity issues in the

*As teachers,
counselors,
administrators,
and other employ-
ees learn personal
awareness and
communication
skills, they are
better able to
understand, to
value, to teach,
and to empower
each individual
regardless of race,
color, creed, or
national origin.*

Elena Vela

Common Bonds Diversity Training (continued)

curriculum. Another outcome of this program was the development of a community-diversity partnership between Common Bonds and the KLRU-TV (the local PBS affiliate) Journey Project. As a result, the partners have piloted a program in seven kindergarten through third-grade

elementary schools. Outreach efforts include presentations to the League of Women Voters of Texas, Texas Staff Development Conference, and University of Texas preservice teachers and preservice administrators. A fourth module is being developed that will focus on conflict resolution.

Cradleboard Teaching Project Kapaa, Hawaii

Contact(s) | Buffy Sainte-Marie, Founder, 808-822-3111

Purpose | To nurture the self-esteem of American Indian and non-American Indian children by improving cultural awareness and relations.

Background

In 1986, a fifth-grade teacher in Hawaii was concerned because she did not have a teaching unit that reflected the history and culture of American Indians, Alaska Natives, and Native Hawaiians in her curriculum. She sought the assistance of Buffy Sainte-Marie, who was also a teacher, to develop an American Indian, Alaska Native, and Native Hawaiian curriculum unit. Sainte-Marie first developed a 7-page unit for the fifth-grade teacher, then expanded the material into a 43-page curriculum unit that could be used for all grades. This work represented the founding of the Cradleboard Teaching Project, which has expanded beyond curriculum development to become a mechanism through which American Indian and non-American Indian students from around the country can exchange ideas about their cultures.

Program Operations

The Cradleboard Teaching Project created a curriculum about American Indians, Alaska Natives, and Native Hawaiians that meets the national standards in five core subjects. The program pairs American Indian schools with non-American Indian schools nationwide, and provides the curriculum, face-to-face conferences, live chat, and live video conferencing to 33 classes in 13 participating States. The American Indian schools represent various tribes, including Apache, Coeur D'Alene, Cree, Hawaiian, Menominee, Mohawk, Navajo, Ojibway, and Quinault. In addition to these schools, there is a multi-tribal, American Indian prep school that also participates in the program. Once schools

have become a part of the project, the non-American Indian students and teachers take tests to measure their baseline knowledge of American Indian, Alaska Native, and Native Hawaiian history and culture. In addition, all student participants prepare self-identity videos and other materials to communicate knowledge and increase understanding of their individual cultures.

The Cradleboard Teaching Project has two phases. During Phase I, teachers implement the Cradleboard National Curriculum, designed to provide American Indian, Alaska Native, and Native Hawaiian perspectives on various subjects while supplementing national standards in geography, social studies, history, science, and music. During Phase II, called Interactive Cultural Partnering, the students exchange their videos and materials to develop a sense of a collective cultural identity. Students also have access to the Internet; students throughout the country communicate with one another about their cultures and histories.

Outcomes

The program has raised the level of skill in online computer networking among participating children (American Indian and non-American Indian) by 41 percent. There has been a 73-percent increase in learning about American Indian, Alaska Native, and Native Hawaiian cultures. The first American Indian-produced interactive, multi-media CD-ROM called "Science—Through Native American Eyes" recently was released to participating schools. Project participants have created 62 curriculum units for core and cultural academic areas.

*I want people
to stop thinking
we're all extinct.*

*Seventh Grade
American Indian
Student asked what
she would like others
to know about
American Indians*

Cultural Diversity in Education Program, Parkland College Champaign, Illinois

Contact(s) | Pauline Kayes, Director, 217-351-2541

Purpose | To instruct educators in Illinois on the importance of inclusive classrooms and to promote the success of and achievement by culturally diverse students.

Background

In the early 1990s, because of the disproportionate retention and graduation rates of black and Latino students attending community colleges and universities, the Illinois Board of Higher Education recommended that the State's colleges and universities address these issues. The Board also suggested that the schools should evaluate whether educators were effectively prepared to teach a diverse student population. As a result, the Illinois Board of Higher Education, the Prairie Higher Education Consortium, and Parkland College developed the Cultural Diversity in Education Program (CDEP). The Program focuses on the assessment, evaluation, and transformation of the "total educational environment" of elementary schools, middle schools, high schools, and colleges. Participating faculty, administrators, and staff develop pedagogics, curriculums, policies, and services that support a diverse student population.

Program Operations

The Cultural Diversity in Education Program sponsors conferences, institutes, symposiums, and workshops for faculty and staff from kindergarten to grade 12 schools, community colleges, and universities. Two CDEP trainers visit the

schools and work with a group of 30-40 staff and faculty members. Trainers guide educators and staff through a series of six, 3-hour workshops titled: "An Overview of Diversity Work, Issues, and Concerns in Education," "Understanding How Our Biases, Assumptions, and Stereotypes Impact Educational Climate and Achievement," "Creating Inclusive Educational Communities for Culturally Diverse and Minority Students," "The Hidden Curriculum: Causes and Effects of Intercultural Conflict in the Classroom," "The Chilly Climate in the Classroom: Creating Inclusive Classrooms," and "The Chilly Climate Outside the Classroom: Creating Inclusive Student Support Systems." The trainers prepare participants to conduct workshops for their peers. The trainers generally return each year to work with a new group of faculty and staff.

Outcomes

Over the past 6 years, the Cultural Diversity in Education Program has worked with more than 2,000 faculty members, administrators, and staff from both urban and rural schools and colleges. CDEP is currently evaluating the effectiveness of the Program. To foster ongoing dialogue among Illinois educators who have been through the Program, CDEP has created the Illinois Diversity Web site.

Exemplary Multicultural Practices in Rural Education Toppenish, Washington

Contact(s) | Dr. Randie Gottlieb, Program Coordinator, 509-454-3662 or 509-865-8600

Purpose | To bring together educators, students, parents, and community members in a collaborative network to encourage positive multi-cultural change.

Background

Because of the growing diversity on the original homeland of the Peoples of the Yakama Indian Nation, communities of the Yakima Valley have found themselves increasingly polarized around issues of immigration, affirmative action, criminal justice, school reform, bilingual education, and similar controversies. This climate of blame and mistrust has spilled into Yakima schools to intensify ethnic and racial tensions on school grounds.

In 1989, Kansas State University received a grant from the Ford Foundation. The goal was to learn about and support effective multi-cultural practices in rural kindergarten through 12th-grade schools. As a result of this grant, the University developed the Exemplary Multicultural Practices in Rural Education (EMPIRE) program. From an original 4 schools in 1989, the consortium has grown to 13 elementary schools and secondary schools within the Yakima region. The goal is to build a collaborative network to improve multi-cultural attitudes and practices on campus. EMPIRE promotes positive race relations and an appreciation for ethnic and cultural differences and encourages schools to develop learning environments where children of all backgrounds can be successful.

Program Operations

With support from EMPIRE's board of advisers, each of the 13 schools designs and carries out its own project based on local resources and needs. EMPIRE schools plan a variety of programs and activities with emphasis on staff development, student awareness, parent involvement, and improvement of curriculum and instruction. The program trains teachers in cooperative learning and other inclusive instructional strategies; it invites tribal elders to speak with students and faculty and revises curriculums to include multiple perspectives. It also conducts classroom discussions on prejudice, stereotyping, and discrimination. Furthermore, student leaders are trained in multi-cultural awareness and conflict resolution techniques. Using art as a medium for change, EMPIRE teams have conducted theater workshops, assisting students in producing plays that center on the topics of stereotyping and gangs. In addition to these projects, EMPIRE teams have transformed a school library into a tutorial learning center for at-risk students; have purchased books, tapes, and videos with multi-cultural themes for inservice and classroom use; and have translated school handbooks into Spanish so all parents can be involved in their children's education.

*Now I stand up
when I hear an
inappropriate
remark. It takes
courage, but you've
got to respect
yourself and
take a stand.*

EMPIRE Student

What I found so overwhelming in terms of what I got out of the workshop was the whole notion of privilege. I had never looked at the area of white privilege and its impact on how I see and experience things.... I think as a result of that, I changed how I interact.

Participant

Exemplary Multicultural Practices in Rural Education (continued)

In an effort to build community within the Yakima region, the program hosts powwows and "Heritage Days" to celebrate different cultural groups and sponsors community service projects, multi-cultural dances, fairs, and athletic events. These activities focus on learning about and respecting other cultures as well as one's own.

Outcomes

The original EMPIRE consortium of 4 schools in the Yakima region has grown to 13 since 1989, with plans to expand to 20 schools in fall 1999. EMPIRE has been featured in several publications,

including *A Matter of Spirit*, published by the Intercommunity Peace and Justice Center, and *Multicultural Education*. Each year, EMPIRE organizes a fall planning retreat, at which teams develop their annual action plans, and a spring multi-cultural conference open to the entire community. EMPIRE schools report that academic achievement has risen, discipline referrals have declined, parental involvement has tripled, and community relations have improved. Participants also report significant personal and professional growth and an increased acceptance by other staff faculty of the need for multi-cultural reform.

**Facing History and Ourselves
Brookline, Massachusetts**

Contact(s)	Margot Stern Strom, Executive Director, 617-232-1595
Purpose	To promote democratic citizenship by engaging teachers, students, and communities in a study of history and ethics.

Background

Facing History and Ourselves was founded 23 years ago by two middle school teachers who developed an educational model that links history to the moral questions adolescents confront in their daily lives. Facing History currently has offices in Boston, Chicago, Los Angeles, Memphis, New York, and San Francisco. These offices provide teachers and other educators with new and stimulating ideas for teaching about the dangers of indifference and the value of the choices we make as individuals and as citizens.

Facing History and Ourselves introduces educators to its content and methodology at workshops and institutes. Teachers who participate in these programs have access to followup support from Facing History, including onsite support in designing or customizing curriculum to meet particular needs as well as access to speakers, videotapes, books, and other materials. Facing History also publishes a resource book, *Facing History and Ourselves: Holocaust and Human Behavior*, and a variety of study guides that support the teaching of particular topics or the use of a particular documentary film, CD-ROM, or literary work in the classroom.

Program Operations

Facing History and Ourselves uses the methods of the humanities—inquiry, analysis, and interpretation—to promote the knowledge, values, and skills needed to protect democracy. The interdisciplinary approach begins with issues of identity, moves to a consideration of history and judgment, and ends with examples of positive participation. Throughout, students and teachers confront the moral questions inherent in a study not only of racism, anti-Semitism, and violence but also of courage, caring, and compassion. Through a rigorous examination of the events that led to the Holocaust, students come to understand that few events in history are inevitable. Students are encouraged to express their newly acquired knowledge not only through essays and classroom discussions but also through art, music, creative writing, and Internet conversations with students across the country and around the world.

Outcomes

The effectiveness of Facing History's approach has been documented through long-term evaluation studies, classroom observations, and teacher interviews. Facing History currently reaches 1 million students and 20,000 teachers. Each year, about 1,600 educators are introduced to the program at 2-day workshops and week-long institutes. Facing History also provides schools with seminars and institutes for preservice teachers. In addition, it offers institutes on citizenship and decision making for law enforcement personnel. To keep its programs timely, Facing History engages in research and outreach efforts, including such exhibitions as the recent multi-media "Choosing to Participate," which was held in Boston in 1998 and will travel to other cities during the next few years. More than 8,000 students saw the exhibition in Boston and participated in related programming over a 6-week period.

NATIONAL ORGANIZATION

One thing that Facing History has done, it has made me more aware. Not only of what happened in the past but also of what is happening today, NOW, in the world and in me.

Student

Faculty Development Institute on Curriculum Infusion, Loyola College Baltimore, Maryland

Contact(s)	Dr. Pamela Paul, Director of Multi-Cultural Affairs, 410-617-2988
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Purpose	To provide support to faculty members who wish to introduce multi-cultural perspectives into specific courses.
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Background

According to Loyola College's mission and goals statement of 1989, "a Loyola graduate will be sensitive to racial and cultural diversity and dedicated to the service of others." In 1993, the College Council affirmed this goal by approving the "Plan for Diversity," which details the need for greater attention to diversity in Loyola's academic curriculums. Without denying the importance of the Western tradition, the 1993 Plan urges the development of courses that enhance students' awareness of their relationships to others. The Plan also seeks to prepare students for the reality of the increasingly diverse world in which they will live and work. The Faculty Development Institute on Curriculum Infusion constitutes an important step toward increasing diversity in the college's academic curriculums. The Institute is modeled after the Association of American Colleges and Universities' faculty development curriculum transformation institutes, titled "Boundaries and Borderlands: A Search for Recognition and Community in America."

Program Operations

The Institute provides faculty with the knowledge, resources, and skills needed to transform their courses and teaching methods to fully meet Loyola's goal of preparing students to lead and serve in a diverse and changing world. The Institute typically

runs for 3 to 4 weeks and consists of nine seminars conducted by a nationally recognized expert. The seminars begin with a 1-hour formal presentation, followed by a 4- to 5-hour experiential session in which faculty members learn through discussion of assigned readings, exploration of issues, and skills practice. The Institute also includes one seminar on pedagogy, which lasts three to four sessions and allows faculty members to teach material from a multi-cultural perspective and receive feedback from colleagues. Faculty members who participate in the Institute are expected to revise or develop a course in which multi-cultural scholarship is infused and complete at least one presentation to other faculty members on campus reflecting what they have learned. Faculty members also teach the transformed course at least once in the 2 years following the Institute and serve as a resource on curriculum infusion for their departments.

Outcomes

Loyola College has conducted four Institutes for its faculty, training 30 of 220 faculty members. As a result, 30 courses have been transformed, including 15 core courses required for all students. The faculty members who participated in the seminars have continued to foster dialogues about the issues related to a diversified curriculum in their departments and have promoted an inclusive environment on campus.

For Our Children in Urban Settings Program Miami, Florida

Contact(s)	Dr. S. Lee Woods, Program Director, and Craig C. Williams, Program Coordinator, 305-919-5820
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Purpose	To increase and foster the recruitment and retention of teachers of color through a professional development school model preservice education program within the Miami-Dade County Public School System.
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Background

The For Our Children in Urban Settings (FOCUS) Program was created in 1993 as part of a collaborative effort by Miami-Dade Community College, United Teachers of Dade County, and the College of Education at Florida International University (FIU). The Program seeks to improve the retention and recruitment of teachers of color within Dade County. To achieve its goal, an intensive recruitment effort was launched by FIU and its partners to recruit blacks, Bahamian Americans, Jamaican Americans, Haitian Americans, and other people of color from the Miami area to teach in Miami's inner-city urban schools. Initial funding came from the James L. Knight Foundation and was used for scholarships as well as for the professional development of FOCUS interns and school-based staff. FIU and Miami-Dade Community College provided faculty and staff for the Program.

Program Operations

A primary objective of the FOCUS Program and its community-based partners is to provide students with positive role models. To meet this objective, the Program offers a multi-disciplinary curriculum and provides student-teachers with

seminars, workshops, and conferences to enhance cross-cultural and cross-racial understanding. All FOCUS students serve a 2-year internship as teachers in elementary public schools and secondary public schools while taking a full schedule of classes at FIU's College of Education.

In addition to their specialized training, FOCUS students also have participated in an international effort to support education abroad by giving needed school supplies to a school in Haiti. The effort is intended to provide student-teachers with an opportunity to learn about Haiti's culture and school system and to encourage discourse between the two cultures, thus broadening the participants' knowledge and perspective of another culture.

Outcomes

Since 1993, FOCUS has placed 80 teachers of color in the Miami-Dade Public School System and the Broward County School System. Currently, 40 student-teachers are enrolled in the Program. Their expected graduation date is April 1999. In addition to these accomplishments, FOCUS' student-teachers created a nutrition program that is being implemented in four urban elementary schools in the 1998-99 school year.

Providing students with a safe and welcoming learning environment is very important. Teachers are part of the learning environment. Our efforts make sure students have well-trained teachers and role models.

**Los Angeles County Office of Education:
E Pluribus Unum: Multicultural
Institute for Teachers**
Downey, California

Contact(s)	Stephanie Graham, Consultant, 562-922-6410
Purpose	To help teachers and their students create and maintain healthy intercultural classrooms and inclusive curriculum and instruction.

Background

After the 1992 Los Angeles riots, staff in the Los Angeles County Office of Education created E Pluribus Unum: Multicultural Institute for Teachers. The purpose of this program was to help classroom teachers address the needs of all students by promoting diversity as part of their curriculums. In its pilot phase, 75 teachers from Los Angeles County schools were enrolled in a 7-day training program. This program provided teachers with an opportunity to examine their values and beliefs, develop a multi-cultural curriculum, and identify strategies to include all students in their instructional programs. Prior to E Pluribus Unum, there were no established guidelines to develop multi-cultural curriculums for Los Angeles County schools.

Program Operations

In E Pluribus Unum's first year, small teams consisting of two to four teachers and their administrators were trained in seven, 6-hour training sessions. These sessions were conducted by trainers from the Los Angeles County Office of Education.

After the pilot phase, evaluative data were collected and summarized. Suggestions to improve the program were incorporated into revisions. The following school year, the revised product was published, training teams were reconstituted, and additional teachers received direct training.

The second round of training focused on a variety of topics, including cultural identity development, changing demographics, and multi-cultural curriculum development. Additionally, in summer 1994, a 9-day "Training for Trainers" program was offered to teachers who were interested in training other teachers in schools throughout Los Angeles County. Participants acquired skills in cross-cultural communication, problem solving, decisionmaking, and conflict resolution. Since the pilot year, additional teachers have enrolled in the training program each summer. Thus, the program continues to expand as more and more teachers develop their capacities as trainers.

Outcomes

To date, approximately 750 educators from Los Angeles County and surrounding counties have participated in the program.

**Los Angeles County Office of Education:
Leadership for Equity, Antiracism,
Diversity, and Educational Reform**
Los Angeles, California

Contact(s)	Stephanie Graham, Consultant, 562-922-6410
Purpose	To help educational administrators lead effective schoolwide reform for equity and success for all students.

Background

The Leadership for Equity, Antiracism, Diversity, and Educational Reform (L.E.A.D.E.R.) program was developed in 1996 by the Los Angeles County Office of Education to provide administrative support to teachers as they worked to reform classroom practices for the inclusion and success of all students. The program supports administrators in their efforts to make systemwide changes to educational programs to ensure equity and success for all in the educational community.

Program Operations

In its pilot stage, L.E.A.D.E.R. included 25 principals from Los Angeles County schools. During the training program, the principals developed plans for implementing educational change to meet the needs of the diverse communities they serve. The plans focused on school climate, governance, decisionmaking, accountability, multi-cultural curriculum, development, rigorous standards for all students, and bias-free assessment.

In the year following the pilot training, the principals met in groups to coach one another on their progress in implementing these plans. As a result of these meetings, the principals established the current model for leadership training, which consists of 2½ to 3 days of intense, interactive sessions. The training takes place at a retreat where participants can examine their values and beliefs about diversity, stereotypes, prejudice, and cultural identity. They also learn about some of the manifestations of racism in school settings, and they develop strategies to lead whole school reform, so that students from diverse racial, ethnic, social, and cultural groups experience educational equity and success. The fee for participating is \$300 to \$400 per person and covers materials, lodging, meals, and trainers/training expenses.

Outcomes

Changes in school practices, policies, curriculum, and instruction have resulted in increased academic success for students, as evidenced by multiple measures, including standard test scores. In addition, intergroup communication and collaboration have improved in schools where staff have received training.

L.E.A.D.E.R. provides school administrators the opportunity to learn to recognize diversity in the classroom and supports them in their efforts to reform their school's racial climate for a better learning environment.

National Asian Family/School Partnership Project Boston, Massachusetts

Contact(s)	Mr. Bouy Te, Project Director 617-357-8507
Purpose	To improve educational opportunities for Asian Pacific American immigrant students and to assist elementary schools and secondary schools by securing meaningful parent participation from immigrant Asian Pacific American parents/families.

Background

The success of any student depends greatly on the participation of his/her parents or families. For many Asian Pacific American parents, the lack of understanding from U.S. public schools about their cultural differences in educational systems, homeland politics, and family traditions and the lack of school programs to address these topics have created obstacles that hamper Asian Pacific American parents from participating in their children's academic success. Recognizing the difficulties created by these issues for Asian Pacific American families, the National Coalition of Advocates for Students (NCAS) started a program to address these concerns in 1992. The National Asian Family/School Partnership Project (NAFSPP) Phase II draws on the experiences and information gathered by NAFSPP Phase I (1992-95) fieldwork on public education issues affecting Asian Pacific American families. NCAS outreach to Asian Pacific American families helps eliminate disparities, improves inter-ethnic dialogue, bridges cultural differences, and helps schools be more responsive to needs of Asian Pacific American students and families. NAFSPP is funded by the DeWitt Wallace-Reader's Digest Fund.

Program Operations

NAFSPP is a capacity-building project that focuses on producing partnerships among schools, communities, and parents. NAFSPP has three major goals: to prepare the parents of Asian Pacific American students to more effectively support and monitor their children's educational needs and advocate for their children in school; to assist participating schools in school improvements required to support the academic success of Asian Pacific American students; and to assist Asian Pacific American parents in overcoming feelings of isolation and fear that prevent them from fully participating in school life. NAFSPP primarily works with the Cambodian, Hmong, Lao, Thaidam, and Vietnamese communities in Chicago, Des Moines, Houston, Minneapolis, Philadelphia, and Richmond (California).

To best serve these communities, NAFSPP conducts the following activities and programs: a "training of trainers" institute provides school awareness and school advocacy training for Asian Pacific American parents; a needs assessment and staff development program provides support

National Asian Family/School Partnership Project (continued)

for participating schools; and a national media campaign highlights and disseminates the activities and resources of NAFSPP using Asian print and electronic media as well as publications of Asian Pacific American community-based organizations. Furthermore, NAFSPP works on community coalition building to provide Asian Pacific American families with the opportunity to work with families of other races and cultural backgrounds who have similar needs and concerns for their children in public schools. In addition to these activities, NAFSPP also developed an advocacy skill-building manual, a school assessment instrument, and a series of articles on school information for parents that were translated into several Asian languages.

Outcomes

NAFSPP has supported the development of several new strategies and programs, including a statewide network for Southeast Asian parents. NAFSPP has published a report titled *Unfamiliar Partners: Asian Parents and U.S. Public Schools*. Currently, NAFSPP trains approximately 2,000 parents in its awareness and advocacy training programs. The next phase of the Project will institutionalize the programs and expand programming to other cities.

I've noticed a lot of change in the last 3 years. Parents now come to me and say, "Can we do this?" And I say, "Yes, you can. You can always find a way to help your child."

School Site Teacher

Pathways to Teaching Careers Program New York, New York

Contact(s)	Samuel Cargile, Program Officer, 212-251-9710
Purpose	To increase the number of racially diverse and well-trained public school teachers in urban, rural, and low-income communities.

Background

The DeWitt Wallace-Reader's Digest Fund launched the Pathways to Teaching Careers Program in 1989 in response to growing concerns over high turnover in hard-to-staff public schools and that the proportion of teachers from multi-ethnic backgrounds was declining while enrollment of students from similar backgrounds was increasing. The Program develops and tests new recruitment models designed to increase the number of racially diverse and qualified public school teachers.

Program Operations

Through the provision of scholarships and other support services, the Pathways to Teaching Careers Program provides opportunities for diverse candidates to pursue careers in teaching. Program participants have included paraprofessionals such as classroom aides, returned Peace Corps volunteers, and adults seeking to change careers. The Pathways Program also seeks to diversify the population of public school teachers by including candidates from diverse racial and ethnic backgrounds. The Program shares a strong partnership with local school districts and universities. These institutions assist in the recruitment, selection, and subsequent placement of newly prepared teachers. Participating

colleges and universities provide participants with rigorous teacher preparation and training. A strong network of academic, social, and financial support is also provided to ensure that students successfully continue in the Program. Upon completion of the teacher certification requirements, Pathways scholars are placed in low-income rural and urban school districts that have the greatest need for well-qualified teachers. In exchange for the assistance they have received from the Pathways Program, the scholars make a commitment to teach in these low-income schools for at least 3 years.

Outcomes

The Pathways to Teaching Careers Program is currently operating in 41 colleges and universities nationwide. Almost 2,600 teaching candidates have enrolled in the Pathways Program. Sixty-one percent of these individuals are people of color. Cumulative data show 25 percent are returned Peace Corps volunteers and 75 percent are paraprofessionals and non-certified teachers. A recent evaluation of the Program revealed that approximately 60 percent of the students completed the requirements for teacher certification and of these, approximately 77 percent were placed in permanent teaching positions.

Project Common Ground St. Paul and Stillwater, Minnesota

Contact(s)	Mary Jo Weingarten, Deputy Superintendent, Stillwater Project Common Ground Executive Team, 651-351-8305
Purpose	To allow students to experience and appreciate diversity; develop leadership skills; increase sensitivity and inquisitiveness about other cultures; and learn ways to cooperate, solve problems, and build communities.

Background

In 1994, the superintendent of the St. Paul School District (located in an urban area), the superintendent of the Stillwater schools (located in a suburban area), and the President of the Amherst H. Wilder Foundation formed a partnership and applied for a desegregation grant from the Minnesota Department of Children, Families and Learning to create Project Common Ground. This pilot program is designed to promote understanding and interaction among students of diverse backgrounds while increasing their academic skills. The Project's goal is to increase interaction and cultural appreciation of students and staff. The superintendents chose Wilder Forest, a local center for community building and youth development, to serve as the Project site.

Program Operations

Over a 1-year period, students participate in a series of three 3- to 5-day educational team-building experiences. During these stays (which include overnights), students and teachers work in multi-ethnic, cross-district teams to learn about one another's histories, cultures, and strengths. Through historical reenactments and art, music, writing, and dance, participants learn leadership

skills, community building, and problem solving. The teachers involved in Project Common Ground work with Wilder Forest staff to incorporate academic objectives into their programming. Students continue their involvement in the program throughout the school year, as the Wilder experience is integrated into classroom activities, and inter-classroom contacts are maintained. Project Common Ground involves parents through its parents' nights and by having them provide assistance with events. The program is supported by school district funding, State desegregation funding, partner contributions, and civic group contributions.

Outcomes

In the first year, 240 students from 8 classrooms in the 2 school districts participated. Project Common Ground has expanded to 16 classrooms and approximately 495 students. Evaluations developed by the Wilder Research Center at the University of Minnesota were administered to the students, parents, and teachers who had been involved in the Project. These evaluations show that the program significantly improved interaction and appreciation across racial and cultural boundaries, inquisitiveness and sensitivity about other individuals and cultures, and teachers' attitudes and teaching styles relating to racial awareness.

We feel fortunate to have the opportunity to work cooperatively with St. Paul. Our kids lives are enriched.

Our students are going into a multi-cultural world. They need the opportunity to interact.... This has my full support and commitment.

Mary Jo Weingarten

Before Pathways to Teaching, it looked like I was going to have a long career as a paraprofessional, with no time and no money for college. Through Pathways, I was given the opportunity to change lives.

*Elijah West, Jr.
Pathways Teacher*

Samuel S. Fels Cluster of the Philadelphia School District Philadelphia, Pennsylvania

Contact(s)	Jan Gillespie, Fels Cluster Leader, 215-335-5037
Purpose	To develop responsible citizens who will be prepared to succeed in a diverse world.

Background

In 1996, administrators of the Samuel S. Fels Cluster of the Philadelphia School District initiated an extensive diversity training program throughout all eight of the cluster's schools. The Cluster serves more than 9,000 students of 40 ethnicities. The program's mission is to address the needs of its extraordinarily mosaic clientele while providing support and training for teachers to maximize effectiveness within multi-cultural classrooms. Its goal is to prepare students to live in a multi-cultural world.

Program Operations

One of the most important objectives for the Samuel S. Fels Cluster is to train teachers to address the needs of their culturally diverse students. Multi-cultural retreats, presentations, literature, and videos are furnished to the staff. Kindergarten through grade 12 teachers from each of the eight cluster schools attend a monthly 3-hour afterschool seminar. Teachers learn to enhance their curriculums by introducing issues of race, gender, class, and ethnicity into their classrooms. The seminar is based on Seeking

Educational Equity and Diversity Project on Inclusive Curriculum, a national program.

The schools have also adopted the Green Circle Curriculum, an interactive classroom format that teaches students the importance of inclusion and valuing diverse cultures and perspectives. Cluster staff, school staff, and parents are trained as facilitators to implement the program in every kindergarten through sixth-grade class. Additionally, the schools are supporting the creation of a diversity quilt. During Take Our Parents to School Week, parents and students are given materials and directions by experienced quilt makers on preparing a family square that will be incorporated into a school quilt. Each school quilt will be incorporated into a larger cluster quilt that will celebrate the diversity of the Samuel S. Fels Cluster.

Outcomes

The Philadelphia Inquirer gives space for a Fels Cluster column and support in publishing articles about the cluster's diversity submitted by teachers and students. A permanent student-created tile wall, a cultural tribute to diversity, welcomes all who enter Fels High School.

Teaching Tolerance Montgomery, Alabama

Contact(s)	Jim Carnes, Director, 334-264-0286
Purpose	To offer free, high-quality educational materials to help teachers promote interracial and intercultural harmony in the classroom.

Background

The Southern Poverty Law Center began as a small civil rights law firm in 1971. Located in Montgomery, Alabama—the birthplace of the civil rights movement—the Center was founded by Morris Dees and Joe Levin, two local lawyers who shared a commitment to racial equality. In the face of opposition from city and State officials, Dees and Levin pursued equal opportunities for people of color and the poor. They took cases that few other lawyers had the time and resources to pursue, and they helped implement the Civil Rights Act of 1964 and the Voting Rights Act of 1965. Some of their early lawsuits resulted in the desegregation of recreational facilities, the reapportionment of the Alabama legislature, the integration of the Alabama State Troopers, and the reform of State prisons. Dees and Levin did not work alone. Committed activists throughout the country responded to their requests for help and sent financial support. This allowed the Center to expand its civil rights litigation and to implement new programs to fight hate and intolerance. Today more than 400,000 individual supporters throughout the Nation make financial contributions to the Center, ensuring its long-term success. The Center is respected for its Teaching Tolerance education project as well as its legal victories against white supremacist groups, its tracking of hate groups, and its sponsorship of the Civil Rights Memorial.

Program Operations

Teaching Tolerance is an education project dedicated to helping teachers across the Nation foster respect and understanding among their students. The project was founded in 1991 in response to an alarming increase in hate crimes committed by youth. Its award-winning *Teaching Tolerance* magazine provides classroom teachers with practical ideas for promoting an appreciation of diversity and the values of democracy.

Teaching Tolerance's first two teaching kits, *America's Civil Rights Movement* and *The Shadow of Hate: A History of Intolerance in America*, chronicle the history of hatred and intolerance in the United States and the struggle to overcome prejudice. The documentary film that accompanied the first teaching kit, *A Time for Justice*, won an Academy Award in 1995. The project's third teaching kit, *Starting Small*, is a training tool for early childhood educators.

Outcomes

With the help of the Southern Poverty Law Center's supporters, *Teaching Tolerance* magazine is distributed free twice a year to more than half a million educators nationwide and in 70 other countries. The teaching kits *America's Civil Rights Movement* and *The Shadow of Hate* have been distributed, free of charge, to more than 70,000 school and community organizations.

*If all I see
are blacks as
waiters, dish-
washers, drug
dealers, and so on,
then I'm going to
develop a very
limited idea of
who I am and
who I can be. So
what we're really
doing with these
study circles is
getting together to
break down these
barriers, to rework
the internal process
that happens when
we form stereotypes.*

Participant

*We 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

G O V E R N M E N T

Center for Educational Equity Oakland, California

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.

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,

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.

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)

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.

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.

Center for Research on Education, Diversity & Excellence Santa Cruz, California

Contact(s)	Roland Tharp, Director, 408-459-3500
Purpose	To move issues of risk, diversity, and excellence to the forefront of discussions concerning educational research, policy, and practice.

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

Contact(s)	Kwame Cooper, Captain, Los Angeles City Fire Department Station No. 68, 213-485-5954
Purpose	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.

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

*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**

Contact(s)	Arlene L. Prentice, Juvenile Court Consultant, 717-783-7836
Purpose	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

Contact(s)

Liz Natter, Executive Director, and
Vivian Turner, Senior Program Associate,
606-278-8644

Purpose

To combat institutional racism by
increasing citizen participation in
local government.

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)

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.

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.

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

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.

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,

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.

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**

Contact(s) | Carol Zeigler, Coordinator, 515-281-3421

Purpose | 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.

Contact(s)	Shirley Wilcher, Deputy Assistant Secretary, 202-693-0101
Purpose	To increase the representation of people of color and women in skilled trades by promoting effective recruitment and training.

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.

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

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.

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.

Contact(s)	Millie Mateu, NASA University Program Manager, 202-358-0954
Purpose	To increase the Hispanic community's participation in NASA's educational programs in mathematics, science, and engineering.

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**

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.

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

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."

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.

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.

The subject of healing and the mind stretches beyond medicine into issues about what we value in society and who we are as human beings. Healing begins with caring. So does civilization.

*Bill Moyers
Journalist and Author*

ALANA (African, Latino, Asian, Native and American)
Brattleboro, Vermont

Contact(s) | Naima K. Wade, Director, 802-254-2972

Purpose | To build and reinforce relationships with communities of color and the population at large by addressing issues in health care, education, business, the arts, and human services in a culturally sensitive manner.

Background

In 1993, Brattleboro artist and activist Naima K. Wade and her daughter, Taina Rodriguez, established ALANA (African, Latino, Asian, Native and American) as a non-profit, collaborative, grassroots network of representative ethnocultural organizations in Vermont. ALANA's primary objective is to address issues that negatively affect communities of color: racism, cultural racism, institutional racism, and white privilege. ALANA operates programs in southern Vermont that educate the community; examine structures, policies, and attitudes that allow racism to exist within communities; and explore strategies for dismantling racism. ALANA provides leadership training that strives to provide grassroots empowerment while weaving the process of creative problem solving into the fabric of the community. ALANA recognizes the importance of building a strong, effective, diverse board of directors that is able to articulate and address the mission of the organization.

Program Operations

ALANA conducts diversity training workshops and experiential learning activities aimed at violence prevention, conflict resolution, and mediation. ALANA also trains and teaches faculty, students, school administrators, and non-profit organizations about the value of diversity and the negative impacts of bias, prejudice, discrimination, and institutionalized racism. It holds community education conferences and forums that teach communities at large about the history of the civil rights movement and offers specific techniques for building more inclusive participatory communities in Vermont schools, businesses, and neighborhoods.

ALANA has become a voice for people of color in Vermont, influencing social and health policy. ALANA operates five programs: the HIV/AIDS Education and Prevention Project, a program that assesses the need for HIV education in southern Vermont's communities of color; the BODY and SOUL Women's Health, Education, and Economic

ALANA (African, Latino, Asian, Native and American)
(continued)

Development Program, which is designed to improve the health and economic, spiritual, and social well-being of women; AWARE: A Multi-Cultural Youth Peer Education Program, which provides school children with a culturally sensitive curriculum; the CAN-DO Youth Empowerment and Leadership Project, a program that works with young people to help them understand the root causes of discrimination; and Community Education Forums, aimed at violence prevention and conflict resolution.

Outcomes

ALANA's Community Organization and Task Coalition, through its BODY and SOUL Women's Health, Education, and Economic Development Program, has completed the first women of color health curriculum in Vermont. ALANA also reports it is the first organization in Vermont to receive sponsorship from all political parties and numerous local and statewide progressive, grassroots volunteer organizations.

...to empower individuals to dismantle racism and build a more inclusive community. Living community life and having a successful experience depends on a sense of responsibility for oneself and to other people.

Asian Counseling and Referral Service Seattle, Washington

Contact(s) Janet SooHoo, Deputy Director,
206-695-7534

Purpose To provide a continuum of holistic, easily accessible, high quality, culturally competent, linguistically appropriate, community-based, and nationally recognized human service programs to Asian Pacific Americans.

Background

The Asian Counseling and Referral Service (ACRS) was created in 1973 as a small, grass-roots, mental health organization staffed by volunteer social workers. Today ACRS is a non-profit organization that promotes the social, emotional, and economic well-being and empowerment of Asian Pacific American individuals, families, and communities by providing and advocating for innovative, community-based, multi-lingual, and multi-cultural health services. ACRS provides a continuum of social services for populations that have historically been underrepresented. All services are provided in a manner that directly or indirectly promotes racial reconciliation and increases positive cultural dialogue. ACRS' model of cultural competence goes beyond service delivery. ACRS recognizes, promotes, and integrates elements of culture within its organization to ensure cultural competency at all levels (that is, management, board of directors, volunteers, human resources, and research/evaluation). ACRS has established strong partnerships with non-Asian organizations and communities to promote the value of diversity and advocate for issues of mutual concern.

Program Operations

ACRS programs help to provide Asian Pacific Americans equal access to health care and social services and reduce racial disparities in health care. ACRS programs include bilingual comprehensive mental health services that combine both Eastern and Western approaches and involve both individuals and families in counseling. At ACRS, nearly 13,000 clients are served annually by case workers who speak the same language and are of the same culture. These cultural similarities have made successful outcomes more likely. ACRS' aging and adult services help elderly and disabled clients live independently in their homes rather than in nursing homes. Food programs, referrals for legal assistance, and financial counseling are also offered to elderly clients. Children, youth, and family services provide programs for at-risk youth, including health services and counseling. Youth services also include cultural heritage education and education on race, stereotypes, and diversity. Vocational services are offered to teach English, develop job-search skills, and facilitate job placement for immigrants and refugees. These services help to reduce disparities in the workplace

Asian Counseling and Referral Service (continued)

and provide opportunities for Asian Pacific Americans as well as other immigrants and refugees. Emergency food and nutrition services, along with food bank services, are provided to low-income families.

Outcomes

Thirteen ethnic groups are served annually by ACRS' largely bilingual and bicultural staff. Collectively, staff members speak more than 25 different languages and dialects. In 1996, ACRS

was given the national Ernest M. Pon Award for its service to Asian Pacific American communities. The Health Care Financing Administration selected ACRS as one of its Best Practices in Culturally Competent Health Care Service Delivery. In 1997, ACRS supported the nutritional needs of more than 10,000 families. With the Cross Cultural Alliance, ACRS was able to ensure that people of color were not excluded from King County services by unfair eligibility requirements. In 1998, the National Asian American Association of Professionals recognized ACRS for its Outstanding Community Service.

For 25 years, ACRS has been promoting the social, emotional, and economic well-being of Asian and Pacific Islander families and communities. By taking the best of both worlds, we help clients attain the highest levels of self-sufficiency in Western society while respecting and maintaining their cultural identity.

Delhi Center Santa Ana, California

Contact(s)	Irene Martinez, Executive Director, and Margarita Chavez, Assistant Director, 714-549-1317
Purpose	To increase the participation of the Hispanic community in the areas of health and social well-being by empowering local residents with tools and services that enhance their quality of life.

Background

The Delhi Center was founded in 1969 through the efforts of local residents, church members, the Junior League of Newport Beach, and the Marine Corps. The Delhi Center is a community effort that addresses social, economic, and immigration issues in Santa Ana, California. Delhi offers HIV prevention and health services, teenage pregnancy counseling, parenting skills classes, and youth development programming. Recently, Delhi, through Santa Ana College, received a 3-year Federal grant to implement a neighborhood economic and community building development model. The Delhi Center offers its services from two facilities: Delhi Center and Delhi Park.

Program Operations

The Delhi Center promotes community solidarity, collaboration, and participation through culturally relevant interventions that strengthen leadership and build capacity for self-help. The Delhi Center provides family support services, including case management on social services, referrals to other human service agencies, and monthly food distribution. Delhi also provides workshops on immigration and naturalization, job searching, civic participation, and voting education. Among the primary services offered by Delhi are HIV/AIDS prevention and care services. By providing culturally

sensitive services to the Hispanic community such as case management and workshops on HIV/AIDS prevention and how to live with HIV/AIDS, Delhi helps destroy the stigma of HIV/AIDS. The Delhi Center is working in partnership with Santa Ana College; the City of Santa Ana; the Santa Ana Unified School District; the University of California, Irvine; the Private Industry Council; and local residents to implement a 3-year U.S. Department of Housing and Urban Development grant to promote social and economic opportunity. Delhi partnerships have three primary objectives: to re-create the social fabric of the community around the common values held by local residents, to use the network to create better access to economic opportunity, and to foster a better understanding of intraethnic relations at the local level.

Outcomes

The Delhi Center was credited with increasing awareness and the health education of its local residents through a community-based approach. Combined, Delhi Center facilities serve more than 20,000 individuals each year. In 1997, Delhi conducted 4,628 individual counseling sessions with clients who tested positive for HIV/AIDS. The Delhi Center has offered 40 HIV/AIDS prevention classes to a predominantly Hispanic community.

La Casa de Don Pedro, Inc. Newark, New Jersey

Contact(s)	Raymond Ocasio, Executive Director, 973-482-8312
Purpose	To provide for the welfare of low- and moderate-income families by fostering their self-sufficiency and helping them break the cycle of poverty.

Background

La Casa de Don Pedro, Inc. (La Casa), is a non-profit community-based organization. It was founded in 1972 by a group of Puerto Rican residents who sought to create an atmosphere of hope and optimism for their community in the aftermath of the 1968 Newark riot. La Casa's mission is to provide for the well-being of low- and moderate-income families by offering strategies that foster financial independence and self-sufficiency.

Program Operations

La Casa is committed to providing a comprehensive network of family and community services to a growing culturally and ethnically diverse community. The population served by La Casa in Newark's North Ward is approximately 55 percent Latino and 20 percent African American. The staff of more than 100 full-time employees reflect the community's diversity and are well equipped to meet their clientele's needs. La Casa offers more than 20 programs, including counseling, child care, education, mentoring, job training and

placement, homelessness prevention, community economic development, and housing. A key component of La Casa's economic development plan is the organization's credit union. Community residents and the Board of Directors meet regularly to discuss ways to improve services as well as future community development plans and initiatives. La Casa's strong emphasis on family and community building is reflected in many of its programs. La Casa's daycare program is one of the longest-running and most comprehensive programs offered. Children of diverse backgrounds enjoy family-style meals, learn, and play in an environment of respect that teaches the value of diversity.

Outcomes

La Casa currently serves more than 12,000 families annually. The organization is credited with establishing the first bilingual, bicultural daycare center in New Jersey. More than 100 children are enrolled in the yearlong program. Recently, La Casa's welfare-to-work program was awarded a contract with the county of Essex to provide job placement services to area residents.

In a time of diminishing resources and increasing needs, community-based organizations like La Casa are rooted in the community and are more effective in dealing with the social and economic issues of their constituency.

Raymond Ocasio

Maricopa Integrated Health System Customer Service and Cultural Diversity Program

Phoenix, Arizona

Contact(s)	Luis Gendreau, Community Relations Manager, 602-344-8726
Purpose	To improve patient care and customer service by increasing cultural sensitivity training for all service providers.

Background

Maricopa Integrated Health System (MIHS) is a service of the Maricopa County government and is the primary source for low-income health care in the Phoenix region. In 1995, the community relations department of MIHS created the Customer Service and Cultural Diversity Program to increase cultural sensitivity and understanding toward patients. In 1996, MIHS formed the Culturally Sensitive Care Committee as part of a systemic strategic initiative to provide the highest quality and most comprehensive culturally sensitive care possible to its patients. The Committee includes doctors, nurses, managers, and administrators. The Committee has focused on increasing awareness of cultural differences as they affect patient care and treatment of family members and other visitors. The patient population served by MIHS is approximately 47 percent Hispanic, 8 percent African American, 5 percent American Indian, 36 percent Caucasian, 1 percent Asian Pacific American, and 3 percent other. The service population at the outpatient clinics is approximately 80 percent Hispanic.

Program Operations

After consulting with ethnicity experts, MIHS' Culturally Sensitive Care Committee recommended the development of a multi-cultural diversity training program for all customer service staff. The Committee's research revealed that most cultural diversity programs focus on workplace diversity. Because the Committee intended to implement a more customer-based program, the Committee developed a model Cultural Diversity Program for all staff employees. The Diversity Program educates staff about culturally specific norms and mores. The curriculum's level of formality is determined by the results of a pretraining survey. Using the survey results, a trainer allows staff to explore issues of cultural differences in perception and practice. To increase the appreciation of these values and practices, employees share their own culture's views on these topics. MIHS also developed and maintains a directory of the foreign languages (currently 17) spoken by staff members.

Maricopa Integrated Health System Customer Service and Cultural Diversity Program (continued)

Outcomes

The Cultural Diversity Program received the 1995 Multicultural Diversity Award from the National Association of Counties. The success of the program led MIHS to produce an 84-page health care provider manual, *Providing Health Care to the*

Hispanic Community, which outlines a culturally sensitive strategy for servicing this population, and it plans to produce similar books for the African-American, American Indian, and Asian Pacific American populations. MIHS also published a Health Communications Guide to improve patient care by enhancing the communication process.

We aggressively pursue ways of learning and teaching about different cultures of the communities we serve because, to have positive outcomes, we need to understand that their perceptions of health care are different than ours.

Luis Gendreau

The Bridging the Gap Project, Inc. Atlanta, Georgia

Contact(s)	Gail A. Hoffman, President and CEO, 404-872-9400
Purpose	To improve the quality of life of refugee and immigrant communities by overcoming cultural barriers for crime prevention.

Background

The Bridging the Gap (BTG) Project was initiated in 1994 by people who had spent years placing refugees in the United States and helping them make the transition to a settled lifestyle. The project principals secured the sponsorship of several institutions, including the U.S. Department of Health and Human Services Office of Refugee Resettlement, the U.S. Department of Justice (DOJ) Community Oriented Policing Services, and the Governor of Georgia's Children and Youth Coordinating Council.

BTG was based on the idea that the biggest challenge in settling immigrants in this country stems not from racial barriers but from misunderstandings related to cultural diversity. The Project tries to reduce those misunderstandings with four primary strategies: a crisis intervention program; an education initiative for immigrants and landlords; diversity training for law enforcement officials; and a youth program. Programs focus on stereotypes and barriers to communication that create divisions among these groups.

Program Operations

The crisis intervention program was initiated to help non-English-speaking communities overcome their fear of law enforcement and call 911 for assistance. The immigrant community had perceived that police sometimes were hesitant to enter their communities. To assist non-English-speaking immigrants, BTG employs 34 staff members who speak 22 languages to respond to emergency crime situations. Staff receive calls for assistance and notify the police of the situations. The Project has designed separate education and training programs for police and immigrants to work more effectively with one another. As part of the Project, BTG convenes regular meetings of the Multicultural Crime Task Force to discuss issues related to serving diverse communities.

In addition, BTG has developed a mediation and education project to improve interaction between landlords and immigrants. The community-strengthening division convenes meetings to orient ethnic communities and educate them about life in the United States. The division also assists

The Bridging the Gap Project, Inc. (continued)

these communities in building relationships with mainstream social service providers. The Project has implemented translation services to give immigrants better access to public services.

BTG also focuses on immigrant youth, since many reported crimes are caused by young adults of diverse backgrounds who live in the same communities. The youth program includes support groups, mentoring, homework assistance, a newsletter, and a gang-prevention program. In addition, a Youth Challenge Day is an annual event that brings ethnic youth together with law enforcement officers to participate in sports activities and educational workshops. The BTG youth program provides a conflict resolution and diversity training program to a select group of youth living in areas plagued by hate crimes. Future plans include extension of BTG over a four-State area, encouraging more youth involvement, and expanding the education programs to a greater cross-section of the population.

Under the New American Services Program, BTG works in partnership with DOJ's Immigration and Naturalization Service to provide services such as photographing and distributing immigration forms. Under the Community-Based Citizenship Initiative, BTG offers civics classes, cultural awareness training, and English as a Second Language programs. Legal services for immigration issues complement the citizenship initiative.

Outcomes

Since the inception of these programs, BTG has fielded an increased number of calls from immigrants who realize that the program can assist them in a crisis. BTG's training programs have increased the ability of law enforcement officers to serve diverse communities. BTG has trained more than 3,700 law enforcement officers and educators and more than 3,500 immigrants.

Atlanta is a highly diverse community with a variety of citizen needs. Fortunately, the Bridging the Gap professionals remain committed to providing crucial help. Through community enrichment and neighborhood development, the Bridging the Gap Project has championed the cause of peace and neighborhood order and is truly making a difference.

*Beverly J. Harvard
Chief
Atlanta Police
Department*

Love thy neighbor as thyself.

Matthew 22:39

*Do unto all men as you wish to have done to
you and reject for others what you would reject
for yourself.*

Translated from The Koran

*Should anyone turn aside the right of the stranger,
it is as though he were to turn aside the right of
the most high God.*

Translated from The Talmud

*Sacred One,
Teach us love, compassion, and honor
That we may heal the earth
And heal each other.*

Excerpt from an Ojibway prayer

Can't We All Just Get Along?

Lima, Ohio

Contact(s) | David J. Berger, Mayor, 419-228-5462

Purpose | To foster interracial dialogue and activities that promote friendships and community improvement projects.

Background

In late 1992, Lima Mayor David Berger brought together the resources of the city's clergy, the Ohio State University at Lima, the media, and the Study Circles Resource Center to launch a major campaign to address racial divisions. Lima, a city of 46,000 with a black population of about 25 percent, is situated in a county whose population numbers an additional 110,000 individuals. The 1992 civil unrest in Los Angeles heightened racial tension in Lima and prompted a peaceful downtown march on May 1, 1992. On that same day, Mayor Berger brought together a group of prominent ministers who made a public plea for peace and unity. At this meeting, Mayor Berger realized that members of the local clergy rarely had the opportunity to work together and did not really know one another. He also realized that the ministers and their congregations could be a tremendous resource in bringing about racial reconciliation. From the events of this day, the Can't We All Just Get Along? program was born. The program relies on dialogue to effect changes and uses as its model the Study Circles Resource Center's dialogue methodology. The first series of study circles took place among the clergy. The focus was to provide a mechanism for people of diverse demographic backgrounds to get to know one another and examine how racism permeates and shapes the daily lives of Lima's citizens.

Program Operations

Can't We All Just Get Along? is a 4-week program that encourages dialogue so that individuals can explore racism as it affects their daily lives. Participants from predominantly white congregations are paired with people from predominantly black congregations in dialogue sessions. Program facilitators provide the group with techniques to keep the sessions focused and productive.

Outcomes

The program has involved more than 1,250 people and has taken place at 47 churches and the city's only synagogue. The initial program expanded to include non-church-affiliated groups such as business leaders, civic groups, and the general public. Youth participate in similar programs at their junior high schools and high schools.

The original church pairings have merged into 15 clusters that are governed by a council and chaired by representatives from Lima. Additionally, the program established the Resource Center for Violence Prevention in 1996 as a means of moving from discussion to action. The Center is implementing eight projects to promote diversity, one of which includes establishing a mediation center and organizing an annual diversity day. Local arts groups, including the Lima Symphony Orchestra, have established audience development committees to initiate outreach activities for people of color, and a branch of Key Club, the national community service organization with interracial membership, has been established at Lima Senior High School.

Catholic Charities, Archdiocese of Boston

Somerville, Massachusetts

Contact(s) | Claire A. Carroll, Director of Refugee and Immigration Services, 617-625-1920

Purpose | To provide social services to those in need, regardless of age, race, color, or creed.

Background

Catholic Charities, the social service agency of the Archdiocese of Boston, is dedicated to improving the lives of those in need in Eastern Massachusetts. Founded in 1903 as a child welfare agency, Catholic Charities has adapted its services to meet the changing needs of impoverished children, teens, working families, and senior citizens. Catholic Charities is the largest private provider of social service care in Massachusetts.

Program Operations

Catholic Charities offers 128 social service programs at 52 sites throughout the Archdiocese of Boston. The immigration and refugee department of Catholic Charities, Archdiocese of Boston, teamed with AmeriCorps to create the Refugee Awareness Building Project to work on various refugee resettlement issues. Through in-kind donations, the Project offers assistance to newly arrived refugees in setting up their first homes in the United States, learning about American social systems, and cultivating their public speaking skills. The Project also exposes American high school students to refugees' experiences, expanding their world view; promotes racial and ethnic understanding; and encourages students to engage in community service. In

the Community Orientation Program, an established neighborhood network helps newly arrived refugees become acclimated to their communities. "Work groups" are created to encourage individuals to build a cohesive community. These work groups consist of community activists, landlords, small business owners, and refugees. Community Orientation Program staff convene work group meetings and encourage group leaders to apply for small grant funding. Small grants of \$200 to \$500 are extended to individuals and neighborhood groups who are committed to building strong refugee communities. The small grants help in developing the program and providing the resources for continuing these networks.

Outcomes

Through the energies of 2,000 volunteers and 1,400 staff, Catholic Charities provides direct care to more than 145,000 people each year. The 12 refugees who participated in the Refugee Awareness Building Project visited 6 high schools and spoke with 120 high school students. The high school students held furniture drives and collected more than 200 pieces of furniture for those in need. In 1997, Catholic Charities helped 8,695 immigrants and refugees assimilate.

Catholic Charities is committed to helping poor working families and individuals. Our mission is to serve those most in need, to advocate for justice and social change, and to convene other people of goodwill to do the same.

Congress of National Black Churches Washington, D.C.

Contact(s)	Sullivan Robinson, Executive Director, 202-371-1091
Purpose	To empower communities by fostering unity, charity, and fellowship while establishing dialogue across denominational lines.

Background

In 1978, Bishop John Hurst Adams of the African Methodist Episcopal Church and representatives from other historic African-American denominations founded the Congress of National Black Churches (CNBC) to bring together black religious leaders to establish a dialogue across denominational lines. CNBC is a coalition of eight major historically black denominations representing 65,000 churches and a membership of more than 20 million people. These denominations include African Methodist Episcopal; African Methodist Episcopal Zion; Christian Methodist Episcopal; Church of God in Christ; National Baptist Convention of America, Inc.; National Baptist Convention, USA, Inc.; National Missionary Baptist Convention of America; and Progressive National Baptist Convention, Inc. CNBC, the leading African-American faith-based organization in the Nation, empowers communities through collective action, technical assistance, training, and the development of replicable models.

Program Operations

Working with other ministries, CNBC promotes justice, wholeness, and fulfillment in the African-American communities it serves. To assess the aspirations of these communities as well as the problems they face, CNBC administers eight national programs: affiliate relations, children

and family development, church rebuilding and arson prevention, economic development, a national anti-drug and anti-violence campaign, national health, voter education and training, and theological education and leadership development. CNBC works to bring different racial groups together through its programs, especially its church rebuilding projects, in which 40 percent of volunteers are white.

Outcomes

CNBC's National Health Program joined with the Health and Social Service Council to develop several initiatives nationwide, including a program that targets low immunization levels in preschool African-American children. Additionally, CNBC's Economic Development Program (EDP) currently operates in more than 100 churches in 15 cities across the Nation promoting programs that deliver comprehensive education, training, and technical assistance to first-time homebuyers. EDP also is an intermediary for the Housing Counseling of the U.S. Department of Housing and Urban Development, making its resources available to those most in need. Moreover, through its Children and Family Development Program, CNBC initiated Project Spirit, a church-based, afterschool program that offers a tutorial and living skills enhancement program for children ages 6 to 12 and parenting education for parents and/or guardians.

FAITHS Initiative San Francisco, California

Contact(s)	Dwayne S. Marsh, Program Director, 415-733-8500
Purpose	To promote dialogue and action among congregations that strengthen the economic, racial, and civic fabric of local neighborhoods.

Background

In November 1993, Joe Brooks, then The San Francisco Foundation's Program Executive for Neighborhood and Community Development, met with 15 pastors, interfaith leaders, and directors of faith-based social action organizations to discuss the best way for the Foundation to connect with communities. They decided that the faith community was the answer because, as Brooks says, "When we began exploring new ways to get closer to the community, it was obvious that congregations were often the only credible, ongoing institutions in poor neighborhoods."

When the Foundation surveyed faith organizations to determine the key needs and concerns of the faith community, the results indicated a strong interest in creating an interfaith alliance that would work with the philanthropic community to address the root causes of poverty and injustice. In May 1994, as a result of these efforts, The San Francisco Foundation created the Foundation Alliance with Interfaith To Heal Society—the FAITHS Initiative. The FAITHS Initiative is a multi-ethnic, interdenominational, interfaith population that includes churches, synagogues, and mosques. Its purpose is to promote social service and social action in the Bay Area faith community.

Program Operations

The FAITHS Initiative uses the creativity and resourcefulness of the religious community to extend the outreach efforts of The San Francisco Foundation beyond its traditional non-profit partners. According to Program Director Dwayne Marsh, the faith community sent the Foundation a powerful message regarding their mission: "We are not merely interested in providing social services and helping to fill the gaps resulting from cutbacks in government funding. We are concerned with the *prophetic*, with the systemic issues and root causes that lead to poverty and injustice."

To achieve its goals, this group of faith organizations sponsors an array of services that includes leadership development, technical assistance, and networking activities in three key areas: race and community relations, economic justice and opportunity, and civic participation. FAITHS uses community forums as one method to get at these key issues. For example, in February 1998 the Community Partners Forum brought together 111 community leaders representing 40 congregations and faith-based organizations to identify and share resources to improve race and cultural relations. Additionally, the Initiative works with the media to increase its coverage of race issues. FAITHS

The church is still the most influential route to excellence and achievement. We need a shared vision and commitment to shape a future for our youth to reach their maximum potential that includes parents, teachers, religious leaders, and members of our community.

*Bishop John Hurst Adams
CNBC Founder*

FAITHS has really opened my eyes to the powerful role that congregations play in helping to build community. That's what this work is really about. It's not about painting walls, it's about building communities.

*Sam Lawson
Christmas in April
San Francisco*

*FAITHS Initiative
(continued)*

also has convened a subset of the faith community to share participants' best practices for improving race relations and to receive training on effective community relations strategies. This subset is overseen by the Race and Community Relations Planning Team, which planned the FAITHS Initiative's first forum, "Race, Class, and Culture: Making Community Work in November 1996 and Beyond." In planning this event and the upcoming election, FAITHS brought together 256 congregation and community leaders to energize the work being done on issues of race, class, and culture.

Outcomes

The FAITHS Initiative has a network of more than 300 congregations in 5 counties. The 1996 forum brought together more than 270 clergy representing more than 10,000 families, and the FAITHS Initiative found that 90 percent of participants wanted more such community events. In addition to community forums, the FAITHS Initiative has established small grants ranging

from \$500 to \$5,000. These grants have helped initiate large-scale projects and specific community economic development training and technical assistance efforts for 70 congregations in the Bay Area. At the Community Partners Forum, for example, it was announced that a grant pool was available to the faith community to address race and community relations activities. At the same forum, a map of the network of organizations working on race showed 150 faith-based organizations by the end of the conference.

In addition to these efforts, FAITHS sponsored a collaborative effort to strengthen the community through the rehabilitation of 13 religious facilities serving local neighborhoods. The project united scores of congregation members, residents, community-based programs, small businesses, the corporate community, and the media. FAITHS also has established the Youth Leadership Development Program, which provides personal and professional mentorship for high school students throughout the Bay Area.

**Glide Memorial United Methodist Church
San Francisco, California**

Contact(s)	Janice Mirikitani, Executive Director of Programs, 415-771-6300
Purpose	To operate empowering human service programs that help individuals break the cycle of poverty.

Background

For more than 30 years, under the direction of Rev. Cecil Williams and Janice Mirikitani, Glide Memorial United Methodist Church has demonstrated that there is strength in diversity. Reverend Williams operates according to the philosophy that by providing unconditional love, support, and human services for people of all races, ethnicities, cultures, classes, ages, religious faiths, and sexual orientations, a sense of community is built and negative cycles can be overcome. Since 1963, Glide has provided a broad range of human service programs that not only assist the poor and homeless but also strengthen self-sufficiency within individuals. Glide is located in the Tenderloin District of San Francisco, an ethnically diverse neighborhood of Asian Pacific Americans, Hispanics, blacks, whites, and American Indians. Glide describes this area as a densely populated district where most of the city's homeless shelters and low-income apartments can be found. High rates of crime, extreme poverty, and intense drug activity characterize the Tenderloin, which also is home to a rapidly increasing number of poor children and families.

Program Operations

Glide develops programs that unconditionally value all members of the church and those they serve. Glide is, as the pastor says, "an extended family" of more than 8,200 members where "no prodigal is rejected, no dogma enforced, but certain commandments beyond the traditional 10 apply." Everyone in the Glide family is expected to take personal responsibility for their actions, volunteer to work in Glide programs, and bare their wounds to the congregation and seek healing for them. Everyone is expected to reach across the traditional barriers of color, class, and gender. Glide empowers people to break the cycle of poverty and welfare dependence by offering multi-generational programs that develop job skills for people who struggle to achieve self-sufficiency. Glide operates 41 social service programs, including substance abuse recovery, job counseling, computer skills training, and health care services. Glide also manages a program that provides three free meals a day, every day of the year. The church serves an average of 3,000 meals per day. Glide Community Development, Inc.,

*From the first to
the sixth floor,
each office and
meeting room at
Glide is inhabited
by recovering
people giving
or getting care.
They are dealing
with some habit
or substance they
used to block out
their feelings.
Each day when
folks walk through
the door at Glide,
they are choosing
recovery; they are
choosing life.*

Rev. Cecil Williams

*Glide Memorial United Methodist Church
(continued)*

a non-profit organization, constructed the Cecil Williams Glide Community House in 1997, an affordable housing complex that serves people recovering from addictions, homeless people, people living with HIV, and people traumatized by sexual and physical abuse. The nine-story housing community with onsite support services is located adjacent to the church.

Outcomes

Glide's church membership grew by 1,000 during 1997. It currently totals more than 8,200 parishioners: 40 percent black, 40 percent white, and a significant number of Asian and Hispanic immigrants. Glide creates opportunities and hope for those who are most often ignored, rejected, belittled, made powerless, marginalized, or excluded. In April 1997, Glide was featured in a *Life* magazine article, "A Church for the Twenty-First Century."

**Interfaith Action for Racial Justice, Inc.
Baltimore, Maryland**

Contact(s)

John C. Springer, Executive Director, and Rev. Frank Ellis Drumwright, Jr., Lead Organizer, 410-889-8333

Purpose

To promote understanding and tolerance among people of diverse racial backgrounds and religious traditions and to strive to end racism and ethnic prejudice.

Background

Interfaith Action for Racial Justice (IARJ), Inc., was founded in 1979 and originally called Baltimore Clergy and Laity Concerned (CALC). In 1994, CALC changed its name to Interfaith Action for Racial Justice to better reflect its mission and programs. On March 18, 1997, the organization launched a new 5-year initiative to increase interracial and interreligious understanding. This initiative, called "The Baltimore Metropolitan Area: A Call to Community—An Honest Conversation About Race, Reconciliation, and Responsibility," works to build a sense of community in Baltimore City and surrounding counties and cooperation across class and racial lines in dealing with pressing economic and social problems.

IARJ brings people together as a first step toward solving racial differences, then addresses other key regional problems such as economic development and residential growth.

To lay the foundation for community dialogues on race, IARJ first organized the Call to Community Working Committee, a diverse group of 72 people charged with designing and organizing the project. This committee sets up conferences for county executives, commissioners, and mayors representing six separate areas of Baltimore to discuss the region's future. The committee also organized a youth initiative involving 21 area colleges and universities, the State board of education, and other community organizations.

Program Operations

IARJ was established in the belief that racial reconciliation must be discussed in the context of education, employment, housing, and transportation because race and these regional concerns are intrinsically linked. Roughly 135 organizations in the business, civil rights, education, ethnic, religious, and community sectors in the metropolitan area collaborated to form this coalition. The project is designed not only to foster racial reconciliation but also to strengthen the sense of community in Baltimore City and five surrounding counties.

Outcomes

More than 500 people attended IARJ's kick-off event on March 18, 1997. In 1997, 13 conversations on race relations were held, each including a group of 12 to 15 people that met in 6, 2-hour sessions. The number of study circles grew to 21 in 1998. Additionally, IARJ sponsored "Congregations Pairing and Caring," which paired 24 religious congregations from many cultures and faiths across racial lines to build relationships and cooperate in social action. In 1998, the group also initiated an independent evaluation project to assess its effect on grassroots communities; this evaluation project will continue through 1999.

Our mission is to promote understanding and tolerance among people of diverse backgrounds and traditions and to strive to end racism and ethnic prejudice. We will carry out this mission by fostering dialogue, creating community, and engaging in action for justice.

Interfaith Action for Racial Justice, Inc.
(continued)

In recognition of its success in organizing, IARJ received the Central Maryland Ecumenical Council's 1992 Outstanding Service Award and was nationally recognized in *You Can Change America*. Furthermore, John Springer, IARJ Executive Director, was recognized by Baltimore's *City Paper* in November 1995 as one of "Ten People We Are Thankful For." The Center for

Living Democracy, a national clearinghouse of organizations working for change in the United States, selected Interfaith's initiative on "The Baltimore Metropolitan Area: A Call to Community" as one of 21 grassroots efforts nationwide doing particularly effective work in race relations.

Inter-Faith Bridge Builders Coalition
Utica, New York

Contact(s)

Rev. John E. Holt, 315-733-4227

Purpose

To celebrate the cultural and ethnic diversity in the community and promote racial reconciliation.

Background

In 1995, a Utica newspaper, *The Observer Dispatch*, convened a group of local clergy to discuss race relations in the area. As a result of this meeting, the clergy formed the Inter-Faith Bridge Builders Coalition to advocate for racial peace and justice and ensure fair and equal treatment for everyone.

Program Operations

The Inter-Faith Bridge Builders Coalition has implemented numerous activities to effect change in the community. Of these, the most powerful effort has been the initiation of study circles of 14 to 17 people, led by a facilitator, that discuss race relations and racism as well as ways of changing racist attitudes and public policy. Each group meets five times during a 3-month period. It is the facilitator's job to move the participants from the point of frank dialogue toward possible action steps.

The Coalition also organizes responses to incidents of racism and violence in the community. With an eye toward increasing the number of public forums available for constructive dialogues on race, the Coalition led a weekend-long cultural awareness event that included activities ranging from a speech by actress Yolanda King to an interfaith prayer service for racial reconciliation. As part of its outreach objectives, the Coalition also

provides diversity and tolerance training and mediation of racial problems in public schools, an annual cultural awareness event, support for communitywide education on race, and support and advocacy for a civilian police review board.

Outcomes

To date, more than 700 people have participated in study circles, and involvement in Coalition events has been significant. After a violent racial incident in Utica, 500 people attended a prayer service for racial reconciliation. After the burning of an African-American church, more than 100 people attended a prayer service. Diversity and tolerance training has been given to area church groups and at two public high schools. The Coalition also has helped to mediate tensions between Bosnian and Hispanic students. Several pulpit and congregation exchanges have brought together churches from the city and the suburbs and have had an impact on hundreds of people. One exchange was attended by more than 150 people.

In response to the Coalition's advocacy, the mayor of Utica has proposed a civilian police review board. Moreover, several public forums, attended by 50 to 100 people, addressed issues of race in school and government. The program has been highlighted in the Center for Living Democracy's *Bridging the Racial Divide* and *Interracial Dialogue Groups Across America: A Directory*.

We hope those who deny racism exists will discover the social cost of racism and that those who are apathetic will become engaged.... We are working to be part of the solution!

Journey Toward Wholeness

Boston, Massachusetts

Contact(s)

Susan Gershwin, Anti-Racism
Administrative Assistant, Faith in Action,
Unitarian Universalist Association,
617-742-2100, ext. 642

Purpose

To build an anti-racist, multi-cultural,
religious association that works to eradicate racism and all forms of oppression
in institutions and communities.

Background

The Journey Toward Wholeness Initiative had a clear purpose when it was adopted by the Unitarian Universalist Association (UUA) General Assembly in June 1997. By a nearly unanimous vote, the 3,000 General Assembly delegates agreed to carry forward the vision and strategy suggested by the UUA Racial and Cultural Diversity Task Force. The power and purpose of this initiative is clearly expressed in the Unitarian Universalist (UU) vision statement:

An authentically anti-oppressive, anti-racist, and multi-cultural Unitarian Universalist faith will be an equitable, pro-active, soul-transforming, prophetic force for justice within our congregations and our communities. This faith will be effective and accountable, both to itself and to our communities, through transformative spirituality, justice seeking witness, and action.

Program Operations

To put its vision statement into action, the UUA developed a task force to research and analyze how institutional racism functions in the UU movement. After 5 years of studying this issue, the task force developed an exemplary anti-racism transformational program to be used with UU

congregations. This model engages groups in the transformative process of becoming anti-racist, multi-cultural organizations as they move through six stages of a continuum. The first stage, called the exclusive stage, recognizes the racist status quo of dominance over and exclusion of racial and ethnic peoples. The continuum progresses through five additional stages: passive; symbolic change; analytic change; structural change; and inclusive. In the inclusive stage, diversity is an asset, and a congregation reflects the contributions and interests of diverse racial, cultural, and economic groups in determining its mission, ministry, policies, and practices. The Journey Toward Wholeness Initiative provides congregations and organizations with the resources, curriculums, programming, training, and consultation to move from stage to stage.

Using the 6-stage continuum model, more than 1,000 congregations, 24 districts, dozens of affiliate organizations, and more than 200,000 members have been encouraged to participate in anti-racism and anti-oppression programs and to develop anti-racism transformation teams. The UUA has authorized staff and leadership to develop the programs, allocate resources, and provide funding to promote the initiative. Furthermore, all UUA staff and board members are required to participate in anti-racism transformation training and to develop their work in consonance with the anti-racism initiative.

Journey Toward Wholeness (continued)

The UUA recognizes that sometimes the faithful response means choosing to accept being uncomfortable. The congregations and the individuals within them who participated in the transformative program certainly experienced some level of discomfort. The UUA, however, also understands that what provides the dominant culture with comfort may be what ensures its continued domination. In this case, those in the dominant culture must feel some discomfort so that others can feel a higher level of comfort.

Outcomes

The UUA Board of Trustees, the UUA Executive Staff Council, and several affiliate organizations, including the Unitarian Universalist Ministers Association, mandated anti-racism in their

mission statement. Almost 400 Unitarian Universalist leaders and staff and hundreds of congregations have participated in anti-racism transformation trainings as a result of the initiative. Moreover, hundreds of UU congregations that have participated in anti-racism training have established anti-racism committees. Many UUA congregations also are participating in citywide and interfaith organizations committed to racial justice. From sponsoring diverse cultural programs and peace camps, to advocating for legislation that helps eliminate poverty, to working to remove and prevent environmental pollutants in communities of color, to speaking out against racism, Unitarian Universalists are using their institutional power, in partnership with others organizing for change, to create a racially just world.

The work of becoming anti-racist and multi-cultural is deeply relational. Those of us already engaged in the process have learned much, but there is still much more to learn, synthesize, and share with others.

National Center on Black-Jewish Relations New Orleans, Louisiana

Contact(s)	Mildred Robertson, Office of Communications, Dillard University, 504-286-4711
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Purpose	To engage students and community activists in discussions on ways to improve race relations.
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Background

In 1989, Dillard University, a historically black college, founded the National Center for Black-Jewish Relations to reduce hostilities between members of the African-American and Jewish communities. During its first 8 years, the Center's activities were devoted to revitalizing the black-Jewish alliances that had been so successful during the civil rights movement of the 1960s. In 1998, the Center expanded its charter to focus on the new realities of the Nation's future. Because the country needs new models for producing a more just society, the Center asks African Americans and Jews what insights they can bring from their respective social experiences and intellectual traditions that can contribute to solving problems related to race and ethnicity.

Program Operations

Each spring, the Center sponsors an annual conference on a specific topic, with discussions, presentations, workshops, and informal interaction. The 1998 conference topic—"A Dialogue on Race from Women's Perspectives"—exemplified the

Center's recognition that women's perspectives and gender issues often have been separated from race issues. In designing each year's conference, the Center ensures that information and insights circulate among university scholars, students, and people in the surrounding communities. The Center intends to spur discussions among historians, cultural critics, teachers, and others who will use these ideas and put them into practice.

Outcomes

Each year, an average of 250 people attend the annual conference, which is free of charge. Most of the participants have been from the New Orleans and Baton Rouge areas, although some participants traveled from other parts of the country. Current plans for the Center include holding monthly meetings to encourage dialogue and to present student papers that examine opportunities for improving race relations. The purpose of this expanded structure is to create new networks so young, college-age African Americans and Jews can get to know one another and discuss problems and solutions.

Pacific Institute for Community Organization Oakland, California

Contact(s)	John Baumann, Executive Director, 510-655-2801
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Purpose	To help families build community organizations that encourage participation in the democratic system and to enable families to effectively address issues affecting their lives.
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Background

The origin of the Pacific Institute for Community Organization (PICO) was in the summer of 1967, when two Jesuit seminarians, John Baumann and Jerry Helfrich, left their theologate in rural California and traveled to inner-city Chicago, where they attended the Urban Training Center, a program designed to educate the clergy and the religious in the skills of social involvement. After their training, the men became actively involved with community organizing in Chicago. In 1972, they returned to Oakland and began the work of bringing community organizing to the West Coast. This effort marked the birth of PICO. Central to PICO's mission of empowerment is the development of individual leaders and congregations serving as institutional bases for community organizations.

Program Operations

PICO invests its resources in people and congregations, teaching them to successfully address the issues affecting their lives and communities. PICO believes that, through working together, people and congregations effectively bridge ethnic, cultural, and racial divides. Together they learn to appreciate the richness of one another's cultural heritages. The glue holding the members of these organizations together is not the common work on common issues but, rather, the relationships shared by individuals and families based on common values and visions. Throughout the years, PICO has developed thousands of local leaders through its PICO Program of National Leadership Development. The Program is offered twice a year to organization representatives who are interested

The PICO model enables families around the country to reach new plateaus of power to address the issues affecting their lives.

One of the tragedies of our time has been the collapse of the black-Jewish alliance that played a key role in the civil rights revolution and the movement toward a more humane and just society in America.... We believe we will generate constructive ideas on how to energize, catalyze, and mobilize the black-Jewish coalition once again.

*Pacific Institute for Community Organization
(continued)*

in joining the PICO network and to those who are currently members. The training covers areas of community organizing and leadership development such as research techniques, relationship building, organizational development and process, and an analysis of power structures. PICO also uses the PICO congregation-community model of community organizations in which congregations of all denominations serve as the empowering institutional base for community organizations. Core leadership teams are developed in each congregation, and these leaders do extensive outreach for individual and community needs to create a community vision, inviting families to participate in rebuilding the community. Leaders at all levels

are encouraged to articulate clearly the deeper values shared by all and also are encouraged to draw from their own religious traditions.

Outcomes

Today, more than 60 professional organizers are working in cities throughout the United States using the PICO model and network to empower local residents to take action and create safe, clean, and prosperous communities. The tangible results of these community-based groups are impressive and remind us that a group of ordinary people working together can do extraordinary things.

**Racism Awareness Program
Akron, Pennsylvania**

Contact(s)	Tobin Miller Shearer, Director, 717-859-3889
Purpose	To dismantle racism in Mennonite and Brethren churches by providing training, education, resource development, and consultation.

Background

The Racism Awareness Program (RAP) was initiated in 1993 to create a nationwide network of Mennonite and Brethren individuals who would be committed to ending racism in their communities. RAP expanded its mandate to provide anti-racism training, education, resource development, and consultation to the Mennonite and Brethren congregants who have made that commitment.

Program Operations

RAP offers individuals racial awareness training workshops and provides consultation on racism to both individuals and institutions. Moreover, RAP sponsors the Damascus Road Project, which brings together eight five-member teams for a four-part annual training cycle. The training includes workshops on building team development, finding biblical reasons to eradicate racism, analyzing institutional racism, and developing anti-racism teaching and organizing skills. These sessions also prepare the teams to develop short-term (1- to 5-year) plans and long-term (10- to

20-year) plans on how to fight covert and overt racism and conduct full-day anti-racism workshops.

Outcomes

Since its inception, the Racism Awareness Program has trained 25 teams of people, held more than 110 workshops, and produced numerous articles and written resources. RAP staff maintain bibliographies and files on racism, and they collect resources to support anti-racism efforts. The Program initially experienced active resistance from people of power within the organization, which was overcome through prayer, the articulation of an equally powerful alternative vision, and the powerful experiences and realities provided by people of color in the community. The greatest "lesson learned" that RAP can convey to groups undertaking similar anti-racism programs is that they must be aware that there will be controversy and conflict during the transformation process. These deep-seated struggles can be overcome through education and training, spirituality, and a clear mandate from leadership to continue to engage in this long-term effort until it reaches fruition.

In both church and society, the vision of a fully gathered community is not yet realized. All of God's children do not sit as full partners at the table. Racism separates, diminishes, denies, kills. And so we struggle.

Tobin Miller Shearer

Students Together Opposing Prejudice Sudbury, Massachusetts

Contact(s)	Sheila Goldberg, Coordinator, 978-443-3482; and Susan Murphy, Coordinator, 978-443-9166
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Purpose	To help students identify and eliminate prejudice, discrimination, and racism.
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Background

In January 1991, three religious congregations in Sudbury, Massachusetts, started the Students Together Opposing Prejudice (STOP) program to confront discrimination, prejudice, and stereotyping among junior high school youth. The congregations—one Jewish, one Roman Catholic, and one United Methodist—developed STOP in response to an anti-Semitic incident at a local public school. This incident—a swastika scrawled on a bathroom wall—followed several anti-Semitic and racially hostile incidents in the Boston area in the preceding months. STOP also seeks to make students aware of how stereotypes originate and are perpetuated and of what tools and resources are needed to become agents for change. As part of STOP, students also learn about one another's religious practices.

Program Operations

STOP consists of six 3-hour meetings that rotate among the different congregations. The first three sessions focus on helping students learn how to identify stereotypes, prejudices, and discrimination. Students also learn the essential elements of one another's religions. Youth from the host

congregation introduce their faith to the visiting members. Through teaching one another about their religions, students begin to develop awareness and understanding about each other as individuals. Increased understanding begins breaking down stereotypes about other cultural and religious beliefs. During these sessions, additional facilitated activities help students express their own uniqueness, articulate their own cultural traditions, and share their individual and collective experiences of racism. In later sessions, students learn strategies for confronting prejudice. Students who have completed the program are invited to return as facilitators.

Outcomes

Since its inception in 1991, more than 200 youth have participated in STOP, approximately 25 each year. A number of students stay involved as peer leaders throughout high school. The program has been featured as a model on several Catholic television shows. Anecdotal surveys of participants show that the students carry the lessons learned through STOP into their everyday lives. Students are encouraged to consciously continue teaching the lessons of STOP to others by example.

Task Force on Racism Chicago, Illinois

Contact(s)	James R. Lund or Sherwen Moor, 312-751-8390
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Purpose	To conduct long- and short-term projects to address racism within the Archdiocese of Chicago and to provide parishes and schools with the means to initiate or enhance efforts to combat racism.
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Background

The Task Force on Racism within the Archdiocese of Chicago dates back to the early 1990s when the Illinois Catholic Bishops made a commitment to undertake a 3-year effort to address racism. At an initial statewide conference that examined racism's effect on the institutions of society, the Archdiocesan Committee for Racial Justice was formed. A platform document resulted, outlining a systematic strategy to address racism in schools and parishes. When two racial incidents occurred in Catholic high schools, the Archdiocese accelerated its efforts and established the Task Force on Racism.

Program Operations

Projects of the Task Force are intended to affect individual attitudes and behavior as well as institutional practices in the workplace and in schools. One project focuses on creating a welcoming environment for students of all backgrounds and requires high schools and elementary schools to revise their curriculums and conduct diversity training for faculty. Additionally, parish leaders participate in overnight workshops on racial and

ethnic sensitivity as part of a strategic plan set in place by the late Joseph Cardinal Bernardin. Projects are driven by three underlying principles. The first principle states that the presence of a strong spiritual leader is integral to making people see that they must change their attitudes and behavior to reconcile their differences. The second says that there must be "leadership by example" in white communities and communities of color. The third principle declares that there must be measurable outcomes that show gains people can see and embrace.

Outcomes

One of the outcomes of the Task Force is the Parish Sharing Program, which links inner-city and suburban parishes and addresses issues of race and race relations. Growing numbers of parishes are becoming interested in building relationships that bridge racial and ethnic divides. In May 1997, two forums called "The Archdiocese of Chicago Faces Racism" were conducted; 1,200 pastors, school principals, and other parish leaders attended. The forums defined racism, examined racism through a theological lens, and considered the role of leadership in combating racism.

If we don't see the stereotypes that we carry within ourselves, then we can't help anyone else. This program has helped us first to look inside ourselves and find our own prejudices and then to recognize prejudice in others and find ways to change that prejudice in them.

Allison Ball
Participant

A strong spiritual leader can move people to change the way we reconcile our differences. We need to lead by example. We need to reconcile our Nation to create a just America.

Our 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*

A Better Chance, Inc. Boston, Massachusetts

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

Contact(s)	Alan Khazei and Michael Brown, Co-Founders, 617-927-2500
Purpose	To promote community service and increase awareness of social issues by tapping the civic power of young people from different racial and socioeconomic backgrounds.

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.

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"*

*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

Contact(s)

William Bloomfield, President,
617-636-9151

Purpose

To help students of color and low-income students get into and stay in 2- and 4-year institutions of higher education.

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

Civic Strategies (continued)

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

Contact(s)

**Olger C. Twyner III, Director,
212-854-3897**

Purpose

To instill in students the confidence, pride, curiosity, and hope needed to complete secondary school and embark on the path to higher education.

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.

Fulfillment Fund Los Angeles, California

Contact(s)	Andrea Cockrum, Executive Director, and David Roth, Director of Educational and Government Affairs, 310-788-9700
Purpose	To assist traditionally underrepresented students in completing high school and advancing their education.

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.

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.

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.

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.

Global Kids, Inc. New York, New York

Contact(s)	Carole Artigiani Nichols, Executive Director, 212-226-0130
Purpose	To prepare urban youth to become community leaders and global citizens.

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.

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*

Greater Philadelphia High School Partnership Philadelphia, Pennsylvania

Contact(s) Jon Amsterdam, Program Manager,
215-898-8713

Purpose To enable students of different back-
grounds to build personal bridges of
trust and friendship across the barriers
of race, class, and metropolitan geography.

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.

Contact(s) Susie Kay, Founder and Director,
202-414-0904; and Steve Boyd,
Assistant Director, 202-886-4646

Purpose To raise college scholarship funds for
Washington, D.C., public high school students
while building cross-cultural relationships
between students and local professionals.

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 schol-
arship program
for outstanding
Woodson seniors
who have beaten
the odds with hard
work and determi-
nation in the class-
room.... We try
to bridge two sepa-
rate 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

Contact(s)	Patricia E. McIntyre, Counselor, 602-285-7392
Purpose	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.

Program Operations

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

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.

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.

"I Have a Dream"® Foundation

New York, New York

Contact(s)	Joseph Arnow, Assistant to the President and CEO, 212-293-5480, ext. 18
Purpose	To provide traditionally underrepresented students a comprehensive set of educational services, including intensive mentoring, academic support, and tuition support to attend college.

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

Contact(s)	Valdimir Joseph, Executive Director, 404-335-0461
Purpose	To provide young men with positive alternatives to gang life, crime, and poverty.

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.

Multicultural Youth Project Chicago, Illinois

Contact(s)	Grace Hou, Executive Director, Chinese Mutual Aid Association, 773-784-2900
Purpose	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

Contact(s)	Arlene Wouters, State Director, Program for Communities and Schools of North Carolina, 919-832-2700
Purpose	To train college students to facilitate discussions on race in North Carolina secondary schools.

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.

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

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.

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.

Contact(s)	Karen Kalish, Founder and Executive Director, and Christian Dorsey, Program Director, 202-234-6832
Purpose	To rebuild the black-Jewish alliance and train youth to actively fight racism, anti-Semitism, and all forms of discrimination.

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

Contact(s)	Dr. Howard Pinderhughes, Co-Director, 415-502-5074; and Charles Perry, Co-Director, 415-241-6240
Purpose	To improve intergroup interaction by building a multi-cultural community through a youth-focused research, education, and action program.

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

Contact(s) | William A. Frye, Jr., Director of
Camping Services, 904-749-9999; and
Phil Shults, Assistant Director of
Camping Services, 352-447-2259

Purpose | To reduce racial tensions and violence
among youth.

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.

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

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.

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,

Project Harmony (continued)

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.

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*

Sponsor-A-Scholar Philadelphia, Pennsylvania

Contact(s) Debra Kahn, Executive Director,
215-790-1666

Purpose To expand, through education, life options and opportunities for low-income Philadelphia youth.

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

Contact(s) Beth Jennings White, Event Manager,
617-536-6033

Purpose To promote understanding and respect for differences among young people through participation in interracial projects.

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

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

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

Contact(s) | J.R. Cook, Executive Director,
405-236-2800

Purpose | 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.

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.

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

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.

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.

Youth Together Project Bay Area, California

Contact(s) | Margaretta Lin, Project Director,
510-834-9455

Purpose | 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.

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.

Appendix A

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El Puente			63
Exemplary Multicultural Practices in Rural Education	empire@heritage.edu	www.heritage.edu/empire/empire.htm	91
Facing History and Ourselves		www.facing.org	93
Faculty Development Institute on Curriculum Infusion, Loyola College	ppaul@mailgate.loyola.edu		94
FAITHS Initiative	dsm@sff.org	www.sff.org	135
Fifth Avenue Committee			37
Flames			7
For Our Children in Urban Settings Program			95
Forum on Race		www.seattlechamber.com	25
Fulfillment Fund	droth@fulfillment.org		158
Gallery 37	gallery37@aol.com	www.gallery37.org	8
Glide Memorial United Methodist Church			137
Global Kids, Inc.	globalkids@igc.apc.org	www.globalkidsinc.org	159
Greater Cleveland Residential Housing and Mortgage Credit Project			38
Greater Philadelphia High School Partnership			160

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PROGRAM	E-MAIL ADDRESSES	WEB SITE ADDRESSES	PAGE
Green Circle Program	NTLGCP@AOL.com		64
H.D. Woodson Hoop Dreams Scholarship Fund	skhoopdrms@aol.com	www.hoopdreams.org	161
Healing Racism Institute	ccollins@littlerock.state.ar.us	www.littlerock.state.ar.us/R&CFrontPg.htm	66
Hoop of Learning Partnership	mcintyre@pc.maricopa.edu	www.pc.maricopa.edu/departments/counseling/atrisk.html	162
Hope in the Cities	hopecities@aol.com	www.hopeinthecities.org	67
"I Have a Dream" TM Foundation			163
Indian Education Office—Minnesota Department of Children, Families and Learning	yvonne.novack@state.mn.us		114
Inner Strength, Inc.	innerstrength@mindspring.com	www.innerstrength.org	164
Interfaith Action for Racial Justice, Inc.	iarj@bcpl.net	www.bcpl.net/~iarj/Welcome.html	139
Inter-Faith Bridge Builders Coalition	JEHOLT@JUNO.COM		141
Interior Alaska Center for the Healing of Racism			68
Journey Toward Wholeness	mhoover@uua.org	www.uua.org	142
La Casa de Don Pedro, Inc.			125
Latino-Jewish Leadership Series		www.naleo.org	70
Leadership Conference Education Fund		www.civilrights.org	71
Leadership Development in Interethnic Relations			72
Los Angeles County Office of Education: E Pluribus Unum: Multicultural Institute for Teachers		www.lacoe.edu/tango/srv.qry?function=detail&layout_0_uid1=33841	96
Los Angeles County Office of Education: Leadership for Equity, Antiracism, Diversity, and Educational Reform		www.lacoe.edu	97

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PROGRAM	E-MAIL ADDRESSES	WEB SITE ADDRESSES	PAGE
Lt. Governor's Committee on Diversity			115
Maricopa Integrated Health System Customer Service and Cultural Diversity Program	lgendrea@mmcs1.maricopa.gov	www.maricopa.gov/medcenter/mmc.html	126
Mega Project/OFCCP, U.S. Department of Labor			116
Memphis Diversity Institute	feedback@managementbydiversity.org	www.managementbydiversity.org	26
Multi-Cultural Advisory Committee on the Media	cheryl@cct.org		9
Multicultural Music Group, Inc.	multimus@aol.com	www.multiculturalmusic.com	10
Multicultural Services Program, Catholic Social Services	mrsatlanta@abraxis.com		39
Multicultural Youth Project			165
National Asian Family/School Partnership Project	NAFSP2BT@AOL.COM	www.ncas1.org/projects.htm	98
National Center on Black-Jewish Relations	mrobertson@dillard.edu	www.dillard.edu	144
National Coalition Building Institute	ncbiinc@aol.com	www.ncbi.org	74
National Conference for Community and Justice			75
National MultiCultural Institute	nmci@nmci.org	www.nmci.org	76
News Watch Project		newswatch.sfsu.edu	11
North Carolina Students Teach and Reach Program		www.cisnc.org	166
Operation Understanding DC			167
Pacific Institute for Community Organization			145
Pathways to Teaching Careers Program	scargile@wallacefunds.org	www.dewittwallace.org	100
People Respecting Other Peoples			169

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PROGRAM	E-MAIL ADDRESSES	WEB SITE ADDRESSES	PAGE
Phoenix Indian Center	phxict@esc.ttrc.doleta.gov		40
Pfo Pico/Lowell Neighborhood Education Project	jmagsaysay@aol.com		77
Project Change	pcsanfran@projectchange.org		27
Project Common Ground		www.stillwater.k12.mn.us	101
Project Harmony			170
Proyecto Access NASA-HACU	mmateu@hq.nasa.gov		117
Publicolor			12
Racism Awareness Program	tms@mccus.org	www.mennonitecc.ca/mcc/regions/united-states/racism-awareness.html	147
Samuel S. Fels Cluster of the Philadelphia School District			102
Seeking Common Ground		www.ajp.com/scg	79
Sponsor-A-Scholar	philaf@philadelphiafutures.org or sasphila@philadelphiafutures.org	www.philadelphiafutures.org	172
Start Up			41
Students Together Opposing Prejudice	SGOLDB3482@aol.com		148
Study Circles Resource Center	scrc@neca.com		81
Support Training Results In Valuable Employment		www.strive-ehes.org	42
Task Force on Police and Urban Youth, U.S. Department of Justice Community Relations Service			118
Task Force on Racism	pjchicago@aol.com		149
Teaching Tolerance	teachingtolerance@splcenter.org	www.splcenter.org	103
Team Harmony		www.teamharmony.org	173
Television Race Initiative		www.pbs.org/pov	13
The Bridging the Gap Project, Inc.	btgah@mindspring.com		128

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<i>PROGRAM</i>	<i>E-MAIL ADDRESSES</i>	<i>WEB SITE ADDRESSES</i>	<i>PAGE</i>
Two Towns: One Community	coalition_som@juno.com	www.nj.com/twotowns	43
United National Indian Tribal Youth, Inc.	unity@unityinc.org	www.unityinc.org	174
UNITY: Journalists of Color, Inc.	unity1999@aol.com	www.unity99.org	15
Voices United			17
We the People @ IBM		www.empl.ibm.com/diverse/diverse.htm	28
Youth Together Project		www.arc99.com/youthtogether/index.html	175
YouthBuild U.S.A.			44

Appendix B

Methodology and Promising Practice Assessment Worksheet

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Methodology

One of the Initiative's objectives was to identify programs throughout the country that are working to improve race relations. During the course of the year, we discovered that it is primarily through the collective efforts of community-based programs that the vision of One America can be realized. It was our intent to provide you not merely with a list of programs, but also with a clear framework for how to think about race-related efforts. What follows is the methodology we used in our search for Promising Practices for Racial Reconciliation.

Given the large spectrum of programs that are working on race issues, we defined the parameters of our search by concentrating on non-profit, community-based efforts. These efforts educate participants on racial issues and/or promote dialogue across racial lines. Although a variety of formats can be used to discuss race, we believe racial dialogue requires a specific type of conversation. Racial dialogue involves at least three critical elements. It offers a conversation format designed so that each participant speaks and open-mindedly listens to others. It provides a facilitator who creates a safe learning environment so participants can examine their conscious and subconscious attitudes regarding race. It allows for participants' self-reflection as they explore the similarities and differences in others' perspectives, thus creating the opportunity for new insights.

Once we defined the parameters for the project, we began to contact various sources for suggestions and information on potential Promising Practices. These sources included local and national civic organizations; Federal, State, and local agencies; congressional offices; and the President's Advisory Board on Race. We also learned of Promising Practices through our participation in race-related conferences and by conducting Internet and other database searches.

After contacting these potential promising practices, we began to receive and review program material from hundreds of organizations. This material included mission statements, program objectives and outcomes plans, course curriculums, and workshop models. To gain a better understanding of a program, we conducted several phone interviews with program directors and other people familiar with the program's operations and outcomes. In addition, we conducted Lexis-Nexis legal and newspaper searches and coordinated a White House vetting process.

To organize the large amounts of information, and provide the public with a user-friendly document, we arranged the programs by sectors. These sectors were created based on the programs' activities and the means through which they fostered racial reconciliation. Program sectors included: Arts, Multi-Media, and Sports; Business; Community Building; Community and Economic Development; Education; Government; Health and Human Services;

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Religious; and Youth. We acknowledge that many of these programs' activities expanded into more than one sector; however, for this publication, each program is listed in only the sector that seemed to best capture the program's activities.

The programs included in this publication possess at least one of the eight key characteristics. (See Building the Framework: Key Characteristics for Promising Practices, pages viii and ix.) While we identified several programs that are national in scope, the write-ups included in this publication highlight their local, community efforts to improve race relations. Largely because of the community-level emphasis of our work, this publication should not be considered an exhaustive list of programs

making a positive contribution to racial reconciliation. Instead, it should be considered an addendum to other compilations such as:

- *Intergroup Relations Programs in the United States: Programs and Organizations*, National Conference for Community and Justice, 1998, New York.
- *Interracial Dialogue Groups Across America: A Directory*, Center for Living Democracy, 1997.
- *Counties Promote Racial Reconciliation in America: A Compendium of Exemplary Diversity Programs*, National Association of Counties, 1998.
- *Multicultural Diversity*, National Association of Counties, 1997.

Promising Practice Assessment Worksheet

We designed this worksheet as a tool for your use. These are considerations you may want to keep in mind as you evaluate organizations and programs. Moreover, the worksheet may help you think through important questions regarding efforts working toward racial reconciliation. Please be advised that this is a working document that is intended to guide your work and match your interest in race-related fields; by no means is it definitive in nature. For your added convenience, we reiterate in italics the definitions and the overarching questions for the key characteristics for Promising Practices for Racial Reconciliation.

Program Name _____

Promotes Racially Inclusive Collaboration—creates opportunities for peer-to-peer collaboration that fosters mutual respect and meaningful joint tasks between people who fully represent the racial diversity of the local population.

- Does the program foster peer-to-peer collaboration across racial lines?
 1. What are the activities in which participants collaborate as peers across racial lines?

 2. To what extent is the average participant involved in cross-racial, peer-to-peer collaboration?

Almost Always Frequently Sometimes Rarely Never
- To what extent do the program participants reflect the full racial diversity of the local community?
 3. What is the approximate racial breakdown of the local community served by this program?

___Asian Pacific American ___African American ___Hispanic

___American Indian or Alaska Native ___White ___Other
 4. What is the approximate racial breakdown of the participants in the program?

___Asian Pacific American ___African American ___Hispanic

___American Indian or Alaska Native ___White ___Other
 5. Considering program managers and the board of directors as a single group providing program governance, what is the approximate racial breakdown of the people who govern the program?

___Asian Pacific American ___African American ___Hispanic

___American Indian or Alaska Native ___White ___Other
- To what extent is there full diversity among program managers and board members?

Educates on Racial Issues—explicitly educates participants so that they can educate others about the importance of historical and contemporary facts regarding race, racism, and/or culture.

1. What program activities reflect an effort to educate participants about historical contributions of different groups and/or contemporary issues of race?

- Does the program educate participants about the historical contributions of diverse racial and cultural groups and/or issues of racism in society?
 2. How much does the average participant learn about the historical contributions of different racial groups?

A Significant Amount	Some	Very Little	None
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 3. How much does the average participant learn about the ways that race, racism, and culture affect contemporary social issues?

A Significant Amount	Some	Very Little	None
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- Does the program educate participants about the personal impact of subtle racial issues such as unconscious prejudice, unearned privilege, and racism against one's own group?
 4. How much does the average participant learn about subtle racial issues such as unconscious prejudice, unearned privilege, and intraracial discrimination?

A Significant Amount	Some	Very Little	None
----------------------	------	-------------	------
- Does the program encourage participants to educate non-participants about issues of race?
 5. To what extent does the average participant learn skills or is encouraged about how to educate non-participants about issues of race?

A Significant Amount	Some	Very Little	Never
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Raises Racial Consciousness—explicitly emphasizes program goals of reducing racism as well as lessening racial disparities and divisions.

- Does the program explicitly take into account the unique perspectives of different racial groups?
 1. What program activities demonstrate a conscious attempt to respond to the realities of race and culture in the local community?

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- Does the program encourage participants to see the connection between their activities and racial reconciliation?

2. To what extent does the program encourage participants to see their involvement in societal activities in light of racial reconciliation?

A Significant Amount Some Very Little Never

- Does the program raise participants' awareness about the interrelationship between race and other societal divisions such as those based on gender, class, sexual orientation, and/or power?

3. How much does the average participant learn about the relationship between issues of race and those of other divisions in society, such as gender, class, sexual orientation, and power?

A Significant Amount Some Very Little None

Encourages Participants' Introspection—creates settings that encourage participants to examine their conscious and unconscious attitudes about race and culture.

- Does the program directly encourage participants to examine and share their feelings about racial issues, including biases of which they may not be aware?

1. What program activities are designed to help participants examine and explore their conscious and unconscious feelings about race and culture?

- Are participants encouraged to explore connections between their feelings and race-related issues in society?

2. To what extent does the average program participant gain new insights about the link between attitudes and larger societal issues of race?

A Significant Amount Some Very Little Never

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Expands Opportunity and Access for Individuals—increases opportunity and/or access for those who historically have been excluded.

- Does the program provide some resource(s) that help participants, particularly those from historically disadvantaged groups, increase their opportunity to attain success?

1. What program activities grant participants access to resources (human, financial, or other) that help increase their opportunity to achieve success?

- Does the program conduct followup sessions with participants to document their gains and to provide additional assistance?

2. To what extent does the program conduct followup sessions to document participant's progress and provide additional assistance?

A Significant Amount Some Very Little Never

Fosters Civic Engagement—provides encouragement and opportunity for program participants and leaders to take action in addressing racial reconciliation.

1. What are the program activities during which participants receive encouragement, opportunities, or practical skills that will help them become community leaders for racial reconciliation?

- Does the program provide participants with the skills to recognize racism and constructively engage others in discussions and/or actions that will foster racial reconciliation?

2. How much does the average participant increase his/her skills in recognizing racism and constructively engaging others in discussions and/or actions that foster racial reconciliation?

A Significant Amount Some Very Little None

- Does the program foster greater participation in civic causes that can promote leadership in racial reconciliation efforts?

3. To what extent does the program foster participants' involvement in civic causes where they can address the cause and effects of racism and prejudice?

A Significant Amount Some Very Little Never

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- Does the program include processes where established community and/or civic leadership can network with other people to address the causes and effects of prejudice and racism?

4. To what extent does the program provide networking opportunities between established leaders and others concerned about racial reconciliation?

A Significant Amount Some Very Little Never

Affects Systemic Change—reforms the ways in which organizations, institutions, and systems operate to lessen racial disparities and eliminate discrimination.

- Does the program provide constituents/consumers tools to hold institutions accountable for practices that undermine racial reconciliation?

1. To what extent does the average participant increase his/her skills in recognizing and countering racism in organizations they patronize?

A Significant Amount Some Very Little Never

- Does the program address discriminatory behavior by people whose decisions may perpetuate racial disparities?

2. What program activities enhance the awareness of and/or change the behavior of people whose discretionary decisions affect the ways that an institution treats people of different racial groups?

- Does the program include an effort to analyze and change the ways that policies and practices may perpetuate racial disparities and divisions?

3. What program activities reduce the possibility of discriminatory behavior by institutional members whose discretionary decisions may perpetuate racial disparities?

A Significant Amount Some Very Little None

4. What program activities analyze and/or change institutional policies and practices so that they lessen racial disparities and divisions?

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Assesses the Program's Impact on the Community—measures an organization's accomplishments, considers the challenges it faces, and reassesses the program's desired future outcomes.

- Does the program attempt to assess the breadth and depth of its effect on people and/or organizations?

1. What portion of program resources (budget and/or management time) are spent assessing the impact of the program?

11–25%	6–10%	1–4%	0%
A Substantial Amount	Some	Modest Amount	None

- Does the program continually adjust its goals and practices to keep pace with changing local needs and racial demographics?

2. Describe the process(es) that allow the organization to keep pace with changing local needs and racial demographics?

Although not part of the Framework presented on pages viii and ix, an additional question is provided to help programs assess the innovativeness and replicability of their programs.

1. What are the activities in which the program is leveraging emerging technology and/or using new approaches in dealing with race issues?

2. To what extent has the program articulated a core model of operation that could be documented and disseminated to and adapted by other communities?

A Significant Amount Some Very Little None

The work of the President's Initiative on Race has just begun. There is no silver bullet or quick fix. This is about a long-haul commitment that must be made by all sectors of society. Moreover, it is local leadership that will transform the talk into reality.

The instinct, innovation, and strategy for implementation must be led by those who know the needs and concerns of their communities.

These Promising Practices represent the kind of leadership that envisions a future in which racial and ethnic divides can be overcome in the pursuit of leading our Nation closer to its highest aspirations.

—Angela E. Ob