

Melanne
I don't think
you'll be able to make
sense of my comments
but I had a lot of
them -

December 17, 1998

let's discuss when
you have a minute.
Shirley

MEMORANDUM FOR THE PRESIDENT

From: Christopher Edley

Through: Maria Echaveste

cc: John Podesta
Bruce Reed
Gene Sperling
Minyon Moore
Ann Lewis
Melanne Verveer
Paul Begala
Sidney Blumenthal
Michael Waldman
Elena Kagan

Shirley -
could you read
the education
draft & give
me your comment

RE: Race Book

Attached for your review and comment is a draft of the *Introduction* section as well as the education portion of the workplan chapter of the Race Book.

Assume the role of
Armed Corps + service
(esp. student service) is
addressed elsewhere.
The policy recommendation seems
pretty consistent with the
discussions, although the emphasis
(equal opportunity) is different.
Just one page is devoted to pre-K years,
but they are crucial as we all know -
need more on how inadequate health
care, parent ed, etc. impact the
ed attainment of low-income
children

Administration's focus on ^{elementary} reading is important + not emphasized.

Math is mentioned but also not emphasized

Message is confusing regarding the importance of high quality schools

V. desegregated schools

Missing section on why vouchers don't solve the problem

Charter/public school choice as afterthought

Tone is mixed - is this a policy doc or a public doc - who is the audience

Doesn't talk about tracking
" " " after school -

BOOK SUMMARY OUTLINE

Introduction

Part I: The America We See

- Getting the facts straight: Demographic trends. What the best social science evidence is about disparities, discrimination, intergroup relations and attitudes. The overt and subtle influence of race on lives, and on our political and policy struggles.
- Is the glass half full, or half empty?

Part II: The America We Want

- A vision of what racial and ethnic justice mean for the 21st Century, including: *Opportunity* so broadly and deeply shared that there is no visible evidence of a legacy of slavery, colonialism or conquest; *community* so deeply felt that we celebrate our diversity and draw social and economic strength from our interactions and relationships; *hearts* healed of hatred and fears and prejudices, so that we are connected with one another across lines of class and color, caring about our neighbors, and living by the great commandment.
- Some of the vexing questions — the seeming clashes in values and perceptions that make progress on race so difficult. Modeling how to respectfully engage each other, searching for a way to pursue a common vision of a just community. (Examples: English-only; racial profiling; self-segregation by college students; etc.)

Part III: The Community We Must Build

- Promising practices from communities and organizations around the nation. (A few examples drawn from the hundreds collected by the Advisory Board and PIR staff.)
- How these projects can help us advance the *community* and *heart* elements of our vision for One America.

Part IV: The Opportunity We Deserve — A Workplan for the Nation

- Education
- Jobs and Economic Development
- Community Security and Crime
- Civil Rights Law Enforcement
- Strengthening Democracy and Civic Engagement

Part V: The Leadership We Need for the Road Forward

- Creating Partnerships in Communities and Organizations
- Leadership and Action in Key Sectors (faith community, higher education, etc.)
- Leadership and Action in the Federal Government (reinvigorating the Civil Rights Commission, etc.)

Conclusion

OUT OF MANY, ONE:

RACIAL AND ETHNIC JUSTICE IN 21ST CENTURY AMERICA

*Grandfather
Look at our brokenness.*

*We know that in all creation
Only the human family
Has strayed from the Sacred Way*

*We know that we are the ones
Who are divided
And we are the ones
Who must come back together
To walk in the Sacred Way*

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

--Ojibway Prayer

America's greatest promise in the 21st century lies in our ability to harness the strength of our racial diversity. The greatest challenge facing Americans is to accept and take pride in defining ourselves as a multi-racial democracy. At the end of the 20th century, America has emerged as the worldwide symbol of opportunity and freedom through leadership that constantly strives to give meaning to democracy's fundamental principles. These principles--justice, opportunity, equality, and racial inclusion--must continue to guide the planning for our future.

--Report of The President's Advisory Board, President's Initiative on Race¹

¹ The Advisory Board's Report to the president, President's Initiative on Race, *One America in the 21st Century: Forging a New Future* p.1 (GPO, 1998).

INTRODUCTION

At century's end, color in America remains a vexing paradox of ideals and ordeals, of hopes and fears. We must embark on the new century recommitted to right the wrongs. To do so, we must set a course that leaves behind our tainted legacy, leading us to strengthen opportunity, unite in a new spirit of community, and to redeem the purity of our individual hearts.

We are rightfully upheld in the eyes of the world as the most successful multi-racial democracy in human history. Emerging democracies and nations in the throes of horrific, often bloody ancient ethnic conflicts look to America as a model of peaceful co-existence. But, in our best moments we have always aspired to a higher standard -- one in which we not only tolerate difference, but actually celebrate the many races and cultures that make America. After more than 200 years, we still struggle to live by our Nation's founding creed, "that all men are created equal."

Each year, nearly a million people come legally to America. Today, nearly one in ten people in the United States was born in another country; one in five schoolchildren are from immigrant families. Today, largely because of immigrants, there is no majority race in Hawaii or Houston or New York City. In nine of our ten largest public school systems, over 75 percent of the students are minorities. Within five years there will be no majority race in our largest state, California. In a little more than 50 years there will be no majority race in the United States.

All of this is happening against a backdrop of unparalleled peace and prosperity. Our economy has never been stronger. Our people have never been more confident in the future. And in the absence of a compelling racial crisis like the riots of the 1960s, many of our citizens have been lulled into thinking that America's racial problems are a thing of the past. That is simply not true.

An old enemy still lurks in the shadows. It continues to poison our perceptions, undermine our progress and threaten our future. Racism has been America's constant curse, predating the nation's founding by a century and a half. And race has also been our constant struggle. Many lives have been lost, many dreams deferred while we have grappled with this demon. And truth has too often also been a casualty, caught in the crossfire of our contradictions.

Consider this: We were born with a Declaration of Independence which asserted that we were all created equal and a Constitution that enshrined slavery. We fought a bloody civil war to abolish slavery and preserve the union, but we remained a house divided and unequal by law for another century. We advanced across the continent in the name of freedom, yet in doing so we pushed Native Americans off their land, often crushing their culture and their livelihood. Our Statue of Liberty welcomes poor, tired, huddled masses of immigrants to our shores, but each new wave has felt the sting of discrimination, and for many that discrimination has burdened their native-born children and grandchildren. It is time we faced these contradictions

squarely as a critical step, not only to healing the wounds of our past, but also of unleashing the power and promise of our future. We must become One America in the 21st century.

It is my hope that this report will help lay the foundation for a renewed national commitment to racial healing in America. At the beginning of this century, the great African American scholar and civil rights leader W.E.B. Dubois said that "The problem of the 20th century will be the problem of the color line." He was right. America's color line started centuries ago and stretches into our lives today. It was right there, plain as day, throughout my childhood in the segregated south.

As a boy growing up in the '50s in dirt poor Hope, Arkansas, I was perplexed by the stark lines drawn in black and white that separated neighbor from neighbor. The black children went to different schools, ate at different restaurants. The rough gravel streets they walked and played on stood in bleak contrast to the smooth paved roadways on the white side of town.

But these disparities were mostly background music to me until 1957, when the high stakes drama of the Little Rock Nine shook me and the nation out of our indifference. I was only 11 years old at the time. I had moved to Hot Springs to live with my grandparents. Like most southerners then, I never attended school with a person of another race until I went to college. But the reality of unequal treatment based on race had always gnawed at my soul. It wasn't until I saw the courage and sacrifice of those nine black children who endured constant attacks, both physical and emotional, to integrate Little Rock's Central High School that I realized I could no longer be a spectator in the struggle for equality. It was at that moment I decided I must join ranks with the forces of change. It was Little Rock that made racial equality a driving obsession in my life.

earlier
College -
mostly
white
his
grandfather
who
brought
him
Springfield
banned

The crisis in Little Rock occurred more than 40 years ago. People have asked me, why, in the absence of any similar great national crisis, should the American people focus anew on the challenge of racial reconciliation. That is a good question, and it has a good answer. I believe there is no more critical mission for our nation than to ensure that our diversity is not the great problem, but the great promise of the 21st century. This effort is especially important right now because, as we grow more diverse, our ability to deal with the new challenges this presents will determine whether we really bind ourselves together or tear ourselves apart. And even more importantly, our ability to exercise world leadership for peace, freedom and prosperity in a world gripped with tense, often bloody racial and ethnic and religious conflicts depends in large part on our ability to be a model for the world.

Consider also the great untapped potential of our expanding diversity. In the global economy of the 21st century, where free trade and open markets will link nations in new partnerships for mutual progress, it will be to our advantage that America looks like the world. It is already happening. Andrew Young -- former mayor, Congressman and U.N. Ambassador -- credits the diversity of his marketing team for landing the Olympics in Atlanta. When members of our Armed Forces join with soldiers of nations from every continent to preserve peace or provide

Andrew's
experience 2

humanitarian aid in far flung regions of the globe, America's diversity is a strength. Our shuttle missions and space explorations are increasingly conducted by multi-national teams, working side by side in space and in the process building bridges of trust and understanding right here on earth.

Bosnia
story -
all the
same
can't
get
along

To those who say, why now, I say because our work is not yet done. It is true that we have moved out of the epicenter of racism that rocked our nation from the time of the Indian conquest and slavery until the great breakthroughs of the civil rights era. But we are still experiencing the aftershocks. Though people of color have more opportunities than ever today, we still see evidence of unequal treatment. It is borne out most strikingly in the litany of disparities in jobs and wealth, in education, in criminal justice that so often still break down along the color line.

If we are ever going to truly overcome, we must begin to see our diversity as a source of solidarity and strength, not division and weakness. And we must begin by first, getting the facts right and then daring to be honest with ourselves and each other. That was one of the most potent reasons I launched the nation's first presidential initiative on race in 1998. And that is one of the core goals of this report.

In these pages, I will offer a rough blueprint and a bold challenge that calls every citizen to action in a renewed commitment to racial reconciliation. I will lay out three pathways for our journey: the pathway of opportunity, taking steps to make sure everyone benefits from America's growing prosperity by closing the opportunity gap; the pathway of community, building stronger bridges to connect people across lines of class and color by challenging them to unite around a common agenda; and the pathway of the heart, coming to grips with the conscious and unconscious ways our obsession with race has distorted our views of ourselves and each other.

In part one, *The America We See*, I will present the facts about race in America today, including demographic trends, evidence of disparities, and evidence of progress. In part two, *The America We Want*, I will outline my vision for the future by challenging us to think outside the box about a set of vexing questions surrounding our growing diversity. In part three, *The Community We Must Build*, I will explore the ways in which groups and communities are connecting people and toppling racial barriers. In part four, *The Opportunity We Deserve*, I will present workplans designed to ensure equal opportunity in education, criminal justice, jobs and economic development and civil rights enforcement. And finally, in part five, *The Leadership We Need: The Road Forward*, I will issue a call for the leaders in every community and every sector of American life and commerce to develop their own workplans for racial reconciliation.

It's up to all of us

*

attitudes - which is

What will the America we want look like? What vision should guide our work? To begin with,

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attitudes - mindset

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opportunity will be shared so deeply and broadly that an observer will see no evidence of a past with slavery or conquest or nativist discrimination. Whatever forms of misery remain, they will not be the special burden of any racial or ethnic group. Second, the sense of *community* must be so powerful a force that our social and economic lives pull us out of ethnic enclaves. Rather than merely tolerate our differences, we will celebrate and draw strength from them. And finally, our *hearts* will be healed of the crippling influences of prejudice and fear, free to appreciate the common humanity we share as the gift of our Creator. And lest we backslide into racial rivalries and distrust, we will be steeled against it because we will study history and never repeat it.

Each of these elements -- opportunity, community, heart -- is necessary, and each is possible only in combination with the others. For example, we will never have a broad consensus on a bold opportunity agenda unless we care about each other as one community. Moreover, our laws and policies will only take us so far. It is true that, through law, we have torn down many of the barriers that have for generations kept so many from getting a fair shot at the American dream solely because of their race or color. But while more of this work remains, I believe at this juncture our most fundamental challenge is to make a journey of the heart.

*

Undergirding all the facts and plans presented here are a set of ethical precepts that I believe must guide us on this journey. The first is a spiritual law common to every major world religion. We hear its echo in our call for One America. It is the law of oneness. *E pluribus unum*: Out of many, one. We must stop living under the delusion of separation. We are all born of the same creative source. There is no "other." In Christianity it is expressed as loving thy neighbor as thyself. In Islam we are instructed to "Do unto all men as you wish to have done to you and reject for others what you would reject for yourself." The Talmud teaches us, "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." As a nation that takes pride in both the depth and diversity of religious expression, we must embrace racial reconciliation as a way to honor our highest spiritual values. *muslem?*

The second underlying ethical precept is my belief that we should approach this issue with proper humility. After all, if any one of us had all the answers we would have settled this problem a long time ago. We must not lock ourselves into old arguments and rigid beliefs. We must always search for the kernel of truth in what the other side is saying. With open minds and hearts, we can find common ground.

And third, we must recognize the ways we have allowed our racial differences to get inside our heads, causing many whites, for instance, to deny the existence of white privilege and many people of color to see themselves as perpetual victims, attributing every setback to racism.

*

I want to thank The Advisory Board to the President's Initiative on Race for all they did during 1998 to re-engage the American people in the hard work of improving race relations. Led by the eminent scholar and historian, John Hope Franklin, the Advisory Board spent the year criss-crossing America, examining race, racism and the potential for racial reconciliation using a process of study, constructive dialogue and action. The other members of the Board were Linda Chavez-Thompson, Reverend Dr. Suzan D. Johnson Cook, Thomas H. Kean, Angela E. Oh, Bob Thomas and William Winter. The Board presented its final report to me in September, 1998 and many of their findings are reflected in this book.

No President or Advisory Board could be expected to resolve America's vexing racial problems in one year. We believe we have made a good start. Now, we must all continue to work together to find a way to cherish and celebrate what is unique about our distinctive racial and cultural identities, while uniting around a common vision of what it means to be One America.

*I dream a world where man
No other man will scorn,
Where love will bless the earth
And peace its paths adorn.
I dream a world where all
Will know sweet freedom's way,
Where greed no longer saps the soul
Nor avarice blights our day.
A world I dream where black or white
Whatever race you be,
Will share the bounties of the earth
And every man is free,
Where wretchedness will hang its head
And joy, like a pearl,
Attends the needs of all mankind-
Of such I dream, my world!*

Langston Hughes

PART IV: THE OPPORTUNITY WE DESERVE

[Introduction to Part IV]

...

1. A HIGH QUALITY EDUCATION FOR ALL

INTRODUCTION

On September 25, 1957, nine black students walked through the doors of all-white Central High School in Little Rock, Arkansas. It had been three years since the Supreme Court's historic decision in *Brown v. Board of Education* declared racial segregation in America's schools to be unconstitutional, and the conflict at Central High would become the first major confrontation over court-ordered school desegregation. I was 11 years old at the time, living 50 miles away in Hot Springs, but I vividly remember the "breaking news" television coverage and countless discussions about those brave young Americans approaching Central High School escorted by Federal troops as a mob of white protesters glared, shouted and spat at them. The courageous efforts of the Little Rock Nine served as a catalyst for the integration of thousands of segregated schools around the nation and, over a period of years, produced great strides in opportunity and understanding. One of many lessons from those struggles is that our schools and our nation are stronger when persons of all races learn together. I believe this in my own heart. I have seen it with own my eyes.

Warner

On November 6, 1998, I had the privilege as President of hosting the Little Rock Nine at the White House and announcing that each of them would be receiving the Congressional Gold Medal for their courage and contribution to our nation. At the ceremony, my friend Ernest Green spoke on behalf of the nine honorees and said something of great significance. He explained that while they understood in 1957 the importance of their effort to end racial segregation in Little Rock schools, more than anything else, the Little Rock Nine were simply seeking the highest quality education they could find. "We simply thought we were doing the right thing," Ernie said, "and that it was our duty as students in Little Rock to try to advance and receive the best education available."

For generations, and even more so today, education has been the cornerstone of opportunity in America. The foundation of our modern democracy and free enterprise economy is our belief in the great capacity of all citizens to lift up America while lifting up themselves. This in turn requires that each person have the educational opportunity to develop to his or her full potential. Excellence

in education is the right of every American. This is true whether your forebears came here on the deck of the Mayflower or in the hull of a slave ship; whether they were natives in America before the first Europeans arrived, or came as immigrants from Asia or Latin America less than a generation ago. We have not always lived up to that ideal. Today, at last, we must recognize that we do not have a person to waste.

The denial of full and fair educational opportunity -- whether through malice, indifference or inadvertence -- threatens the very foundation of our nation. In the knowledge economy of the 21st century, education will play an even greater role in determining America's future prosperity and our place in the world. And as our nation grows more diverse, our strength will depend more and more on whether we provide educational opportunity to those children of color who today receive the least.

Education is also the most powerful arena for strengthening our American community. When young people learn together and serve together across racial and ethnic lines they begin to break down stereotypes and the walls that have kept us apart. I have seen this work across our nation. Our diversity is a great asset in education, but one that we exploit too little. Thurgood Marshall, who led the fight for school integration a generation ago, put it best when he said, "Unless our children begin to learn together, there is little hope our people will ever learn to live together."

In sum, excellence and integration in education are not just individual rights, they are also our fundamental responsibilities. And I consider them vital to our national strength and security.

*

The question before us today is how do we guarantee the finest education in the world for all our children as we confront the very real challenges of our expanding diversity. Consider the fact that since 1976, the percentage of minority students in public schools has increased from 24 percent to 35 percent. The number of Hispanic students has doubled and the number of Asian Pacific American students has tripled. Some schools are becoming diverse in ways we never dreamed of. The schools of Fairfax County, Virginia, for example, have students from more than 180 countries who speak more than 100 different languages. By 2035, there will likely be no majority race in our public school population. Already, 9 of the 10 largest school districts have greater than 75 percent minority enrollment, and 19 of the 20 largest districts have greater than 40 percent minority enrollment. [Insert table showing demographics of selected school systems.]

Over the last few decades, we have made important progress in educating children of all races. Though improvement has often been slow and uneven, test scores, high school graduation rates, and college participation rates have increased for all racial and ethnic groups. In some cases, these improvements have been greater for students of color than for whites, thus narrowing achievement gaps. For example, since 1976, even as the pool of students taking college entrance exams has grown dramatically, average SAT scores for students of color have increased 21 points for Mexican Americans (from 781 to 802 out of 1600), 24 points for Asian Pacific Americans (from 932 to 956), 42 points for American Indians (from 808 to 850), and 58 points for blacks (from 686 to 744), while average scores for whites have increased only 2 points (from 944 to 946). Nonetheless, as the wide disparities in SAT and other measures illustrate, substantial challenges in education remain. [Insert graphs with SAT and NAEP trends by race.]

Clearly, it is in the national interest to have more of our students performing at the highest levels. Racial gaps in achievement persist throughout the "pipeline" -- from preschool through higher education. Consider these stark examples:

- According to the National Assessment of Educational Progress (NAEP), average reading proficiency scores for 17-year-old black and Hispanic students are lower than the average score for 13-year-old white students.
- Although 93 percent of whites and 87 percent of blacks ages 25 to 29 have a high school degree, only 62 percent of Hispanics and approximately 66 percent of Native Americans are high school graduates.
- While the importance of a college degree is growing, so is the gap between whites and persons of color who have a degree: 33 percent of whites ages 25-29 have a four-year college degree or higher, compared with just 14 percent of blacks and 11 percent of Hispanics.

I believe these disparities stem in large part from continuing gaps in educational opportunity. Minority children are still less likely than white children to have access to vital educational resources, including high-quality teachers, modern school buildings, current technology, challenging coursework, and more. Many minority students confront not just one, but all of these deficiencies in their schools.

*Lucy
School in
minority
city
Hispanic students*

text box

Students attending predominantly minority secondary schools, for example, have only a 60 percent chance of getting a math teacher with a math degree and as little as a 50 percent chance of getting a science teacher with a degree in the subject being taught. Seventy percent of predominantly minority schools have at least one serious building deficiency, such as poor heating, lighting, or ventilation. Black and Hispanic students are 20 percent less likely than whites to use a computer at home or in school, and recent studies indicate that computers are used less effectively in predominantly minority schools. Furthermore, children for whom English is a second language often have inadequate resources to learn English and to participate fully in other subjects. In California, more than 20 percent of all students are Limited English Proficient (LEP), yet for every bilingual teacher who speaks Spanish or an Asian language, there are 81 LEP Hispanic students and 561 LEP Asian Pacific American students.

end box

In addition, while some schools are more diverse than ever before, racial segregation remains a problem both among and within our schools, and there is evidence that the situation is getting worse:

- Today, more than one-third of all black and Hispanic students attend schools with greater than 90 percent minority enrollment.
- Rates of segregation are worse for Blacks than they were 15 years ago and, for Hispanics, 25 years ago.
- Nearly 90 percent of these racially isolated schools also have a majority of children in poverty, and therefore face extra burdens typical of deeply poor communities.
- If you compare students in schools that are overwhelmingly minority (90 percent or more) with those that are overwhelmingly white, a minority student is 16 times more likely than a white student to be in a high-poverty school.

It is clear that we have not yet met our aspiration -- I consider it an obligation -- to provide all children with what Ernest Green and the Little Rock

Nine bravely sought forty years ago -- a high quality education for all students, regardless of race, and the chance for all students to learn together. To the parents of children who attend our best schools I pose this simple question: How would you feel if you had to send your child to a school with a leaky roof, outdated textbooks, no computers, and teachers teaching subjects in which they lack basic competence? Too many of our children face this reality every day. And more often than not, they are children of color. — *Journal of Nat'l Pt*

There are many reasons for the persistence of these problems, but we must not let complexity obscure the dire consequences of inaction. Issues such as continued residential segregation by race and class as well as our system of funding schools based largely on local property taxes require our immediate and focused attention. Just a few decades ago, our laws mandated that white, black and Hispanic students attend separate schools, with black and Hispanic children relegated to inferior schools. Those laws are gone. But residential segregation remains, especially in urban centers, and it has been exacerbated by "white flight" as more and more middle class whites and others have moved to the suburbs or sent their kids to private schools.

This has left many poor, minority communities struggling to fund their schools from a limited and often shrinking tax base. These same schools have trouble attracting and keeping the best teachers and must cope with all of the challenges of life in high poverty communities. The result is that, nearly a half-century after *Brown v. Board of Education*, many black and Hispanic children still attend inferior schools. We no longer say that white and minority children must go to separate schools. But we do say that each local community bears primary responsibility for funding its schools, and if children are underserved because a community is extremely poor, and if a state declines to level the playing field, so be it. And if that perpetuates America's color divide, let some future generation balance the accounts.

These conditions are morally unacceptable. They are also socially and economically destructive. While we point fingers in every direction, individual opportunity and our national strength suffer. How much genius and creativity are we failing to harness because of continuing racial disparities in educational opportunity? What would our lives be like today if we had provided every American regardless of race or class with the educational opportunity to succeed to his or her full potential? Would we have a cure for cancer? Or AIDS? Would we have more efficient energy sources and technologies that greatly reduced pollution? Would we have a new global movement for world peace and human rights? How far would we have progressed in weaving our diversity into one great fabric of community, and in purging our hearts of stereotypes and fears?

It's not clear
to me how the
school funding policy
is being
addressed
School financing

has
expl'n
DC?

very
strong

Chen

Each of us has a responsibility to help overcome present disparities and to build in America the highest quality educational system extending from birth to college and beyond. As a former governor, I know that education is and should be primarily a state and local issue. But in our increasingly diverse, interconnected and global society, quality education is also a national priority. And it is a matter of fundamental fairness.

★

Throughout my presidency, education has been among my highest priorities, and we have made important progress. [See text box on Administration proposals and accomplishments(to come).] We have embraced the idea of high standards for all students, and we have taken some steps to close the opportunity gap in education. Our effort, for example, to help local schools hire 100,000 new teachers and reduce class size in early grades will help eliminate racial disparities in class size and have positive effects on student achievement. But, much work remains to be done. Let me discuss three primary goals for the years ahead -- not just for federal action, but for all of us.

First, as we raise the bar for everyone, we must eliminate racial gaps in primary and secondary educational achievement. Those achievement gaps mark the distance from the America we see to the America we deserve. In the America we *deserve*, every child must have a high quality education from preschool through high school, including high standards and full and fair access to the best our schools can offer. And because the stakes are so enormous, we need a revolution in accountability for public officials, administrators, teachers, parents, and students themselves. Without stronger mechanisms for accountability, tied to appropriately measured educational outcomes, the goal of high quality is a mere aspiration, not a commitment.

Second, we must close racial disparities in college participation and graduation. Over the last three decades, the importance of a college degree to economic advancement has grown dramatically. Today, a person with a college degree earns 77 percent more than a person with only a high school diploma, compared to a 57 percent advantage in earnings twenty years ago. Yet the proportion of blacks, Hispanics, and Native Americans receiving college degrees remains less than half that of whites. This must change. Improving K-12 achievement is the most important step, but, we can't stop there. We can and must make it possible for more students of color to go on and succeed in college.

Third, we must promote integration in education so that students have the opportunity to learn together in ways that enrich the learning environment, improve race relations, and prepare students to thrive in the diverse world that

awaits them. In this sense, integration must be properly understood as one important element of quality in our educational system. As the Advisory Board stated in its final report, "Simply put, high-quality, integrated schools provide a more complete educational experience for all students than high-quality, segregated schools."

With these goals in mind, in the balance of this chapter, I offer a workplan to guide us all in the struggle for equity and excellence in education over the coming decade. Let me first highlight the centerpiece for renewed federal leadership, which focuses on the problem of disparities in primary and secondary educational opportunity and achievement.

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CENTERPIECE OF THE FEDERAL WORKPLAN: THE COMPACT FOR EQUAL OPPORTUNITY IN EDUCATION

I propose a **Compact for Equal Opportunity in Education** -- quite simply, a new covenant to benefit America's children. In those states and school districts willing to enter into this covenant:

- The federal government will offer substantial new funds and greatly expanded flexibility in the use of current federal funding.
- In return, the state or school district would establish a comprehensive plan and strong system of accountability for results in closing the measurable achievement gaps between minority and non-minority and between poor and non-poor students in public schools.
- The federal government would not dictate the means used, and the state or district could even propose its own goals and timetables, with all the public scrutiny that entails. But the decision to award the federal funds and enter into a Compact would be based on a competitive, public review of the applicant's comprehensive strategy by an independent, diverse, peer review panel, including experts in successful school reform strategies.

Let me explain briefly why I think we must take this new approach. There is a tragic irony at work in American education. Too often, the children who need the most are least likely to get it. In part, this is because of long-standing inequities in educational funding formulas, especially the traditional reliance on local property taxes. Schools in a sea of poverty are too often overwhelmed, or

nearly so, by the extraordinary challenges they face. Students who live in low-income neighborhoods often bring the many burdens of their lives and their communities to school with them. Simple calculations of expenditures-per-pupil don't capture the subtleties, including: homelessness, family crises, or hunger; crime in hallways, streets and homes; and the simple, grinding pressure of poverty that may make family support harder to come by. Add to those problems the aging inner-city school buildings, disparities in teacher training, high proportions of students with special language needs -- and you have a recipe for disaster.

Up until now, we have generally tackled this problem with piecemeal, fragmented approaches, including efforts at the federal level. Over the decades, the intentions have been good, and the progress has sometimes been meaningful. Earlier in my Administration, we worked with the Congress to enact Goals 2000 and a major reform of the bedrock Federal grant program intended to help states and districts educate poor children, the so-called Title I program. Now funded at almost \$8 billion per year, the program is distributed by a formula related to the number of poor children, and the law now tells states that accept the money (all do) that they must raise standards and use tests or some kind of assessment to hold themselves accountable for making progress in improving education outcomes for poor children. I believe that these reforms are moving us in the right direction, and there are important signs of promise and progress. But the pace is too slow, and our ambitions must be still higher.

old phrasing -
? Admin. support these reforms

But I believe the racial disparities and underachievement we have tolerated for so long justify the burning impatience felt by many parents, civic leaders and educators alike. I share their impatience, and therefore believe we need a new approach. We can forge a new federal-state partnership to break the cycle of disadvantage and eliminate gaps in student achievement. Still more piecemeal programs -- federal or state -- will not bring about the sweeping changes needed to close the substantial racial gaps in opportunity and achievement, making public schools work for all of the public.

Let me be clear: this is not Washington encroaching on local authority. In my years as a governor, working both within my state and on national policy, I came to fully appreciate that education is primarily a state and local responsibility. But I have also seen that sometimes a child's opportunity can be limited by the resources a local community can raise with a property tax, or the accident of whether the state is wealthy or poor, generous or stingy in aid to local schools. On the other hand, I have seen that Federal education programs are often too confining, with their red tape and narrow categorical purposes. And across the board, I have seen education treated as an island, cutoff from the mainland of challenges in the surrounding community. Yes, education is primarily a state and local responsibility -- but to be successful, all public officials at all levels must

work together, across political boundaries in a metropolitan area, and across whatever agencies or departments can play a role in supporting children, families and their communities.

This Compact will provide new, greater flexibility but in return demand greater results. It springs from my belief that, given an equal chance, all our children can succeed. It is my hope that the flexibility built into this proposal will spur emulation, innovation and tailoring of approaches to fit local needs. For example, I expect *but would not require* that each Compact for Equal Opportunity in Education include such things as: (a) strategies focused on putting high-quality teachers in high-need schools, and plans to reduce disparities in other resources; (b) ways to engage families, businesses and other local institutions; (c) strategies for breaking through the red tape of various federal, state and local programs in education as well as related fields, and ways to build partnerships across jurisdictional lines of school districts and local government agencies; (d) creative responses to the needs of immigrant children with limited English skills; (e) ways to promote higher expectations for achievement and to take aggressive action when there is failure; (f) practical mechanisms to identify educationally bankrupt schools or even districts, triggering receivership; and (g) plans for accountability at all levels, so that performance is measured fairly and has consequences.

Too much detail?
Need to track
ESA plans

These are not mandates. I am proposing neither a formula nor a cookbook. Communities that are not interested in a new Compact to close achievement gaps can simply ignore this challenge, and leave the money on the table for others. We will continue to work with them in the basic Title I program to raise standards and performance. But for those states and communities willing to join in this bold national effort, the independent review panel will judge whether the programs proposed show a strong promise of success. And states or districts must show results over time or lose funding to others who have adopted measures that produce progress.

As the Advisory Board on Race said in its final report to me, "To a great extent, we know what to do to promote educational equity and excellence; we just have to have the courage as a nation to do it. If we are successful here, fundamental change will follow." In the long-term, if we eliminate gaps in student achievement by race, we will ensure minority access to college and to a better future, and we will promote integration by making all public schools, and therefore the communities they serve, attractive to all Americans.

* * *

A WORKPLAN FOR THE NATION

The nation's agenda in education is a broad one. To Build One America, we must:

- Close racial gaps from preschool through high school to maximize the God-given potential of every child;
- Increase college participation and graduation; and
- Promote integration in education to enrich the learning experience for all students and to strengthen our American community.

*

CLOSING RACIAL GAPS FROM PRESCHOOL THROUGH HIGH SCHOOL

The Compact for Equal Opportunity in Education, together with other efforts such as Headstart and Title I, represent an important Federal contribution to our national effort. But there are several important steps that require commitments from us all -- as we sit around the table in the Cabinet Room weighing legislative ideas, as a parent sits with a child around the kitchen table helping with arithmetic or grammar, as teachers work together on a strategy to get an alienated teenager engaged in learning. Here are some key things we must do together, focused on closing the morally unacceptable racial gaps in education achievement.

- ***Support families and promote early learning opportunities***

A child's development in the earliest years is crucial to the rest of his or her life. Children who do not reach school ready to learn will spend a significant amount of time catching up to their peers and may never fully overcome initial learning gaps. The key here is families. Parents must be every child's first teachers.

The most important thing parents can do in the early years is read to their children. We have set a national goal of having all our children read independently and well by the end of third grade. To help achieve that goal, researchers tell us that parents should read to their children at least 30 minutes per day. In just the last few years, the percentage of parents who are reading to their children on a regular basis has increased dramatically, and that increase has been greatest among parents of color. This is important progress. But we can do better. Today, parents of white children are still more likely to read to their children. One reason for this difference is the gap in literacy among adults. Approximately 40 million American adults cannot read English or read only at the lowest level, and

persons of color are overrepresented in this group. Parents who cannot read cannot teach their children to read, and may not put as much emphasis as they should on their child's school work generally. We must take action to increase adult literacy for this and other important reasons.

Beyond the parent's role, we must mobilize other aspects of the caring "village" my wife Hillary has spoken about so often. It is long past time to recognize that children of all races must have access to high-quality pre-school. Quality preschool boosts child development, which leads to higher achievement in school, better social adjustment, and even decreased involvement in crime. Head Start plays an important role here by providing quality pre-school to nearly one million children of low-income families. But we are currently serving less than 50 percent of eligible students, including only 35 percent of eligible Hispanic students. There is more to do.

*Precept in
Reading*

*early
Head Start*

Finally, families must remain involved in their children's education throughout school. A child's chances of success, regardless of race or class, are immeasurably increased when his or her family participates in the child's education. The more directly involved parents are in each child's school, the greater the return. All schools should have parent compacts that clearly define parents' role in the school. As a national goal, I believe that every parent should do some form of volunteer work in their children's schools every month (and employers should provide the flexibility to help parents do so).

- ***Overcome racial gaps in K-12 educational opportunity***

Over the last several years, we have embraced the idea of high academic standards for all students, including the use of tests to ensure that those standards are met. Half our states now have or will soon introduce high school tests that students must pass to graduate. These standards and tests can play a crucial role in ensuring the quality of teaching and learning in our schools, but only if we give all students a full and fair opportunity to meet the standards and pass the tests. If all our children are going to be held to the same high standards, and they should be, then all students must have an equal opportunity to meet those standards and succeed to their full potential.

Present racial gaps in educational opportunity are dramatic, especially in our poorest, most racially isolated communities where large percentages of minority children are struggling to learn in our lowest quality schools. Students in these communities face disadvantages in so many areas that it is impossible to adequately discuss them all. But let me mention several issues that I believe are most crucial.

Teaching. First and foremost is the lack of high-quality teachers. Study after study confirms what many of us have always known -- teachers are our most valuable educational resource. As class size decreases and teacher quality increases, all students perform better, especially poor and minority students. Yet today, poor and minority children are more likely to be taught in moderately larger classes by less-qualified, less-experienced teachers. Nearly 50 percent of teachers in poor, minority schools leave after only 3 years. Students of color are also more likely to be taught by teachers without certification, without a degree in their field, and with lower test scores -- and all of this at schools where student underachievement is commonplace. Studies show that controlling for these factors, much of the racial disparity in student achievement disappears. We have taken an important step with Federal legislation in 1998 to help schools decrease class size. Now we must ensure, through recruitment, training, and professional development, that the teachers in those classes are fully prepared in the subjects they teach and in effective pedagogical methods. More of our brightest Americans must be encouraged to become teachers; colleges must commit to better teacher education; and more of our best teachers, including teachers certified by the prestigious National Board for Professional Teaching Standards, must be inspired and given incentives to teach in our highest-need communities.

Curriculum. Educational opportunities are not equal if students do not have equal access to challenging courses. That is why it was so important to me that federal legislation early in my Administration gave a vital boost to the high-standards reform movement, including the effort to ensure that poor children are offered challenging course work. Progress, however, is too slow. Still, poor and minority children are far less likely than middle class and white students to take a solid course in algebra, rather than "math for consumers." Still, minority students are far more likely than whites to attend a high school that offers few or no Advanced Placement courses, like calculus or second-year chemistry. And, most unfairly, research suggests that too many children are put in "tracks" or so-called "ability groups" that supposedly offer extra help, but in reality can be a detour to a second-rate curriculum leading to a third-rate dream. When a student's school doesn't even have enough solid math classes to go around, taught by qualified teachers, is it any surprise that college entrance test scores suffer? If the courses most relevant to the jobs in tomorrow's economy are in the suburban schools but not the inner city 15 miles away, should we be surprised if America's economic divide widens in the years ahead? We share an obligation to face these disparities in opportunity, and end them.

Buildings. Teachers cannot teach and students cannot learn effectively in overcrowded, deteriorating, or unsafe schools. What are we saying to our young people who go to schools with leaky roofs and crumbling walls or who are forced to study in converted trailers. We are saying that school doesn't matter; education

doesn't matter; *they* don't matter. That is the wrong message, and it is harmful. These conditions are most dramatic in our inner cities, where large percentages of minority students attend outdated, dilapidated schools often just miles away from the grandest imaginable suburban schools complete with the latest technology. We cannot expect our children to raise themselves up in schools that are literally falling down. We must take action to modernize our schools and build new schools where needed.

Technology. Closely related to this is the importance of overcoming racial and class disparities in access to technology. By the year 2000, 60 percent of the new jobs in America will require advanced technological skills. To prepare all students for these jobs and to improve education more generally, every school must have a sufficient number of computers, access to the Internet, and training on how to use technology effectively. The new "E-rate" championed by Vice President Gore is providing precious technology resources for many of our schools, but state, local and private efforts are needed. If we fail at this, the color divide will be compounded by a digital divide.

English acquisition. There is strong consensus across racial and ethnic lines that all students should learn English, and we must provide the necessary resources to help all students learn English within three years. The current needs are great: In addition to a shortage of bilingual teachers, only 30 percent of teachers with Limited English Proficient (LEP) students in their classes have received any training in teaching LEP students. There are many possible models of success in teaching English, and the best approach depends on each student's needs. But whatever approach is chosen, it must be judged by its success at teaching LEP students English and helping them achieve at the same level as students for whom English is their first language.

At the same time, the ability to speak additional languages is a great asset in our increasingly diverse world and global economy. We should encourage foreign language learning, starting in early grades, so that all students are fluent in at least one language other than English. This is one important arena in which our nation's growing language diversity can be beneficial. If we want our children to know many languages, it helps that they go to school with children who speak many languages.

Safety. Most of our schools are safe, but violent crime and fear of crime are real factors in about 10 percent of schools. Moreover, while the numbers are low, black and Hispanic children are significantly more likely than whites to fear being attacked in school, to report having street gangs in school, to see a gun in school, and more. Let me be clear: Violence destroys opportunity. It shatters both limbs and dreams. It teaches that force or might is more important than learning.

That is why I have proposed a comprehensive school safety initiative that supports efforts by schools and communities to eliminate guns, drugs, and violence from our schools.

- ***Hold high expectations for everyone***

In addition to better resources, we must promote high expectations for all students. In large part this means holding all students to high academic standards and making sure that tracking does not restrict learning opportunities. Too often, students are tracked based not on their educational needs but on their skin color or accent. This is discrimination in the form of low expectations by teachers and other adults. It is wrong.

Building higher expectations often starts with simply expecting more from students. Consider this: Surveys show that African American and Hispanic students feel they can bring home lower grades than their white and Asian Pacific American peers before their parents will get upset. Other surveys show that minority students most hope to impress their teachers, not their parents, with their academic performance. These surveys suggest that if students of all races are to be inspired to succeed, parents must demand more, and teachers must expect a lot.

Peer influence is also important. Too many children of all races seem to view being a good student as “uncool.” Some research suggests that this situation is even more dramatic for minority students, for whom educational success may be perceived not only as uncool but also as “acting white.” Consider the dramatic account in Ron Suskind’s book, *A Hope in the Unseen*, of a schoolwide assembly at a poor, predominantly black high school in Washington, D.C. The assembly was one of several to honor students who received straight “A’s” with \$100 awards donated by a local radio station.

At the start, the assemblies were a success. The gymnasium was full, and honor students seemed happy to attend, flushed by the cash. But after a few such gatherings, the jeering started. It was thunderous. “Nerd!” “Geek!” “Egghead!” And the harshest, “Whitey!” Crew [gang] members, sensing a hearts-and-minds struggle, stomped on the bleachers and howled. No longer simply names on the Wall of Honor [which listed honor students], the “whiteys” now had faces. The honor students were hazed for months afterward. With each assembly, fewer show up. (p. 3)

Other honor students were even threatened with violence, including Cedric Johnson, the honor student chronicled in Suskind’s book who, I am thrilled to say, is now a student at Brown University. Cedric did not attend the assembly to pick up his \$100. “I just couldn’t take that abuse again,” Cedric explained to his

Charles
public
schools -

Tracking

teacher. "I hate myself for not going." (p. 6).

Cedric beat the odds. But most students cannot be expected to succeed to their full potential in environments like Suskind describes. Of course, no student should ever have to fear violence because of academic success. We must also, however, convince students of all races that education is "cool," and that being smart is not acting "white," or "black," or "brown," or any other color. Role models are important here, and I urge people who succeed to reach back to their communities to show students that educational achievement is the key to success in all aspects of life.

In the end, however, the expectations of teachers are probably the safety net for kids who can't find encouragement or support from peers or parents. But, there are millions of students winning As and Bs from their teachers while scoring miserably on all kinds of standardized tests that compare them with students elsewhere. And there are social promotions that move a student along because teachers and administrators simply don't expect that certain kids can and should achieve at grade level. Well, these educators aren't living up to our expectations for *them*.

- ***Increase responsibility and accountability for everyone in education***

We are all responsible in different ways for overcoming racial gaps in educational opportunity. We must all be held accountable for the results of our efforts. For public officials and school administrators, this means attaining measurable reductions in achievement gaps and increasing educational performance. Parents and CEO's, business leaders and clergy should demand success. This also means increasing public school choice and providing detailed information on school quality so that parents can make informed choices. For teachers, this means providing substantial opportunities for professional development but requiring that teachers demonstrate competence in their subject area and excellence in the classroom. For parents, this means building partnerships between schools and families and requiring that parents be engaged in their children's education through "parent compacts". For students, this means promoting high standards and ending social promotion while giving all students the help they need to achieve.

What's
how to do?
how much?
the impact?

We must set clear, ambitious goals for education, give administrators, teachers, parents, and students the resources and authority to achieve those goals, and hold them accountable for results. I strongly believe that tests, including voluntary national tests, play an important role in measuring our success at teaching and learning, along with other forms of assessment. But we must be sure to always use the right tests, for the right purpose, in the right way.

*

Let me explain briefly why I believe that private school vouchers, paid for with the public's tax dollars, are a far less promising approach than the workplan I have described. [A couple of paragraphs to be inserted here, including mention of the dangers of draining resources, making the public schools more likely to fail with the "stayers"; the value of the "common school" ideal and the problem of resegregation; the incredible multi-billion cost. But also: the importance of finding alternatives to the market-driven model of vouchers to ensure that are powerful incentives for school improvement -- through testing, sharper accountability, etc.]

but must
go with
altern -
DC example?
on charter

*

INCREASING COLLEGE PARTICIPATION AND GRADUATION

While improving K-12 opportunity and achievement is the long-term solution in education, we must take additional action to increase college participation and graduation. Let me mention just three that are central to our pursuit of racial and ethnic justice.

- ***Expand college enrollment and financial aid***

We must continue to expand college access and ensure that all students who want and deserve to go to college can afford it. I am proud that we have made much progress in this area. But much more can be done. Black, Hispanic, and Native American students are still less likely to go to college than white or Asian Pacific American students. In many cases, this is simply because students from disadvantaged backgrounds are less aware of college options and of how to take advantage of those options. Evidence shows that we can increase participation in college by building partnerships between colleges and high-poverty schools. These partnerships can increase college expectations and provide support services, such as mentoring and tutoring. We have taken important action to develop these partnerships through our GEAR UP program. We must build on that to ensure that every degree-granting college partners with high-poverty schools to make the dream of college a reality for more low-income and minority students.

Algebra

Over the last several years, we have retooled and dramatically increased financial aid for college, including substantial increases in Pell Grants, which are received by more than half of all minority college students. Nonetheless, the high cost of college remains the major reason why many students decide not to attend

college and why too many minority students drop out. Money for college is available to all who need it, and we must get that message out. But we must also take additional action to help families that face undue hardships due to the loss of a college student's contribution to family income.

- ***Close racial disparities in graduation rates and increase minority participation in graduate and professional schools***

Getting into college is only half the battle. Colleges must take greater responsibility for ensuring that more of their students finish successfully. Graduation rates for persons of color remain far below that of whites. Of those students beginning college in 1989 and seeking a bachelor's degree, 48 percent of white students and 47 percent of Asian Pacific American students earned a degree by 1994 compared with 34 percent of blacks and 32 percent of Hispanics. Studies prove that support services such as counseling, tutoring, and mentoring in college can significantly increase graduation rates, especially for Hispanic students. We should expand these efforts. Minority-serving institutions typically go the extra mile to retain their students, and more colleges should follow their lead. For example, Xavier University of Louisiana, a small historically black university with only 3000 students, leads the nation in producing black physics, chemistry, and biology graduates and sends more black graduates to medical schools and pharmacy schools than any other college or university in the nation. Norman Francis, President of Xavier University, attributes Xavier's success to demanding hard work while providing all students with the support services they need to succeed, including advising, tutoring, and assistance in applying to graduate schools.

Community colleges play an important role in expanding educational opportunity, especially for Hispanic students. These colleges also serve as a bridge to further education. Studies show that where there are clear agreements linking 2-year and 4-year colleges, more minority and other students successfully transfer from community college and more transfer students receive bachelor's degrees. Two-year and 4-year colleges must build strong, clear relationships to enhance coordination, increase student transfer rates, and increase graduation rates.

Finally, students of color are underrepresented across the board in graduate education. This situation is especially dramatic in the science and technology arenas. Almost 94 percent of all doctorates in science and engineering are earned by whites or Asian Pacific Americans, and the number of black doctorates is smaller now than 20 years ago. This is untenable. As a simple demographic matter, if we want breadth, depth and excellence in these professions, we must be inclusive.

- ***Support minority-serving institutions and build college partnerships***

Third, we must support minority-serving institutions, including historically black colleges and universities (HBCUs), Hispanic-serving institutions (HSIs), and Tribal colleges. These institutions have played and continue to play a vital role in educating students of color. Sixteen percent of black college students attend HBCUs, but HBCUs award 28 percent of all bachelor's degrees received by blacks. And HSIs award more than 50 percent of all bachelor's degrees received by Hispanics.

In addition, we must encourage partnerships between minority-serving institutions and predominantly white research universities. These partnerships can enrich academic offerings available to students. In addition, the partnerships can increase diversity by providing opportunities for students and faculty to interact in different environments.

★

PROMOTING INTEGRATION TO ENRICH THE LEARNING EXPERIENCE FOR ALL STUDENTS

Parents, students, institutions, and communities should have the right to choose a racially and ethnically diverse education. After a burst of progress in the late 1960s and early 1970s, segregation in schools is worsening because of housing and demographic trends as well as a shift away from legal actions requiring school desegregation. Furthermore, diversity in higher education, though strongly supported by the higher education community and the nation, is under attack on several fronts.

We must renew our belief in the value of integration in education. As my Advisory Board said in its final report, the goals of quality and integration in education are complementary. Diversity is not about political correctness. It has real, tangible benefits, not only for all students, but to our society. Diversity improves teaching and learning by providing a range of perspectives that enrich the learning environment. It teaches good citizenship by showing students how to interact comfortably with people different from themselves. It improves students' preparation for employment by teaching them how to function in diverse work settings. And it fosters the advancement of knowledge by spurring study in new areas of concern. The actions we must take in this area include:

- ***Reduce racial segregation among and within schools***

Today, 67 percent of black students and 74 percent of Hispanic students

attend primary and secondary schools with greater than 50 percent minority enrollment, and more than one-third of black and Hispanic students attend schools with more than 90 percent minority enrollment. We must reduce this racial segregation and isolation among schools. The single most important thing we can do to promote integration is to make all schools good schools that attract diverse student bodies. But there are also innovative ways to give more parents and children the option of an integrated education, including the expansion of interdistrict magnet and charter schools, schools located at large employers and on university campuses. We must also promote housing integration efforts designed, in part, to promote school integration.

Even in so-called integrated schools, too many students are resegregated into different classes, with students of color overrepresented in remedial and special education classes. Furthermore, students sometimes self-segregate in inappropriate ways. We must take action to ensure that tracking based on biased expectations and faulty policies does not resegregate students.

Furthermore, schools must promote opportunities for positive cross-racial interactions. Studies show that having students of different races work together toward common goals can breakdown racial stereotypes, improve race relations, and improve the academic achievement of the lower achieving students.

- ***Promote the benefits of diversity in higher education***

We must also increase integration in higher education. College and university leaders have long known that diversity in the student body is essential to providing all students with a complete educational experience. According to Neil Rudenstine, President of Harvard University, "The conception of a diverse student body as an educational resource -- comparable in importance to the faculty, library, or science laboratories -- is the most direct expression of an idea that we have seen emerging over the course of more than a century." Studies show that where the "resource" of racial diversity is used effectively, all students benefit. However, diversity in higher education is poorly understood in the public arena and is under attack on several fronts. Most dramatically, in states where affirmative action has been outlawed, data show a dramatic decrease in the numbers of students of color accepted at the most prestigious institutions. For example, in 1998, the University of California, Berkeley had to reject more than 800 highly qualified black, Hispanic, and Native American applicants each of whom had a 4.0 or higher GPA and scored 1200 or higher on the SAT.

I address elsewhere the issue of affirmative action. But here I want to make the more general point that as a nation we must recognize the great value of diversity in higher education. In their recent book *The Shape of the River*, William

G. Bowen and Derek Bok showed that students of all races want a diverse educational experience. According to surveys of black and white graduates of selective universities who began college in 1989, a majority of both blacks and whites believe that "the ability to work effectively and get along with people of different races and cultures" is "very important." A majority of both blacks and whites also believe their undergraduate experience was of "considerable value" in developing those skills based on interactions with students of different races. And the vast majority of both blacks and whites believe that their school should continue to place the same or greater emphasis on diversity. We must preserve and develop appropriate mechanisms to ensure diversity in the short- and long-term. Furthermore, colleges and universities must promote the educational benefits of diversity by creating supportive campus environments and by promoting positive cross-racial interactions among students.

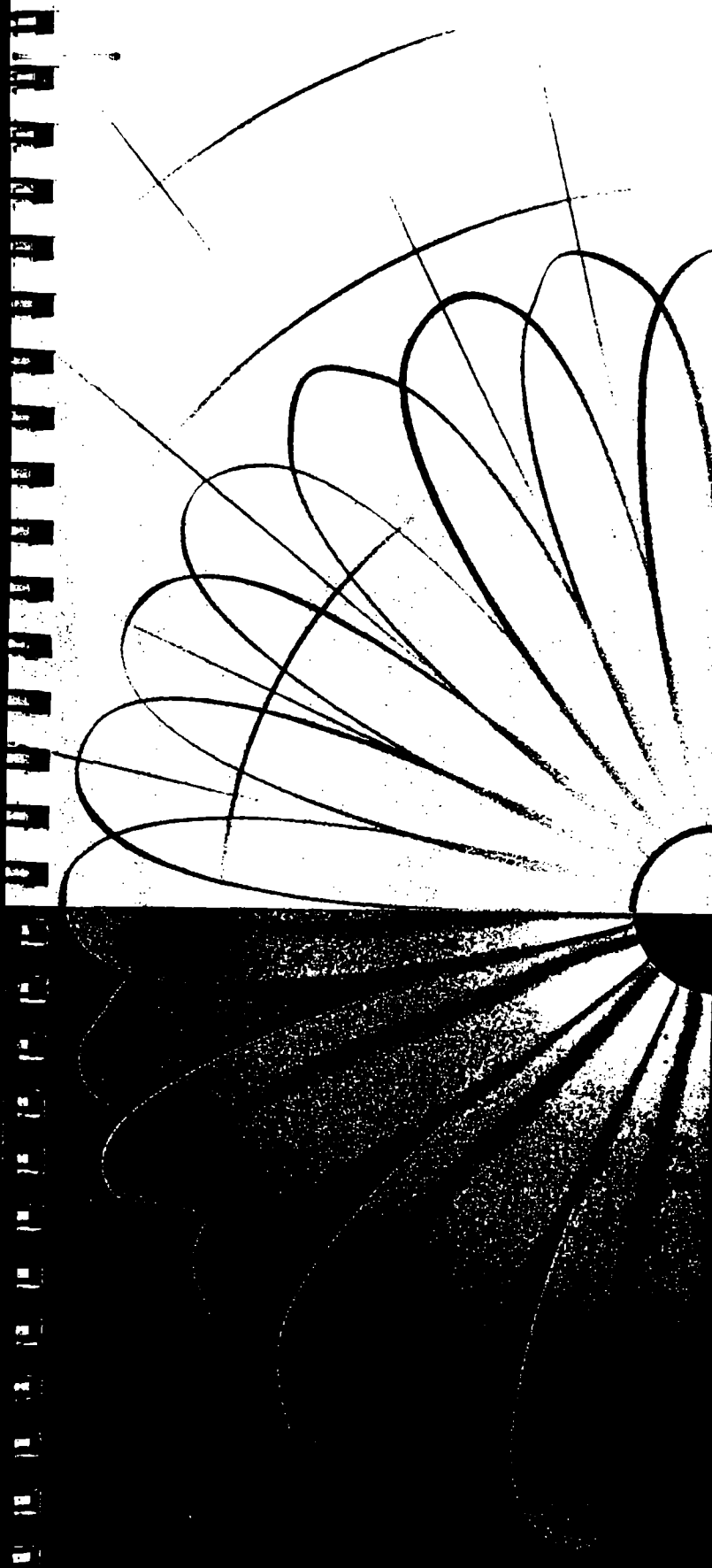
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CONCLUSION

Tearing down the walls of disparity and division in American education is as vital to our future as the defeat of fascism was in World War II, or the global stabilization of struggling economies is today. For too long we have professed support for equal opportunity without grappling with the glaring inequities faced by too many of our children. I know this won't be easy. We have spent years building walls and patching cracks along the color line. But we must not fail to act. The costs of delay are mounting. Our children and our nation are in danger of falling behind in a world that is forging ahead.

Remember, these are all our children. Each of them is eight years old but once. The choices we make will put them on a track to nowhere or a track toward achieving their full, God-given potential. If we do not prepare them well, they may spend a lifetime struggling to find a way in from the cold margins of the new economy. And if our children learn apart, they won't know how to live together. This requires more than passing laws against hateful conduct. It requires a passage of spirit, from the old world of racial separation, to a new world of shared hopes, common values, and unity. Education is the vessel that will get us there. It must be our number one priority. Nothing less is at stake than the strength of our economy and the soul of our nation.

How we meet the challenge remains a window on our hearts.



PATHWAYS

TO ONE

AMERICA

IN THE 21ST

CENTURY

PROMISING

PRACTICES

FOR RACIAL

RECONCILIATION

The President's Initiative on Race

December 1998

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 grips of prejudice and discrimination. They illuminate new pathways of hope as we dedicate ourselves to building One America in the 21st century.

Acknowledgments

We greatly appreciate the work of the Initiative staff for their contributions to this document. 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 President's Initiative on Race fruitful. Thank you for all your work and commitment to improving race relations in America.

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*A*mong 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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ARTS

Multi-Media

AND SPORTS

Lift 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,
Laureate Poet of the United States
The Pulse of the Morning, 1992

THERE WAS AN ERROR IN THE QUOTE.
THIS IS THE CORRECTED VERSION.

City at Peace

Washington, D.C.

Contact(s)

Rose M. Wheeler, Executive Director,
202-529-2828

Purpose

To help young people from diverse backgrounds develop the skills to cope with growing up in an urban society.

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 week-end 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, 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.

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 Wheeler
Executive Director

Community Change, Inc.

Boston, Massachusetts

Contact(s)

Paul Marcus or Carol Rinehart, co-directors,
617-523-0555

Purpose

To address issues of institutional racism.

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.

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.

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

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.*

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.

Background

The initial focus of DIALOGO™: An Education Program to Improve Human Relations was to introduce Latin American culture to school communities. 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. The program also promotes community development.

teachers to see beyond stereotypes. The program fosters learning about Latin American cultures and the United States. As a result of DIALOGO™, several teachers have said that it may be more important to teach about contemporary Latin American issues than about a past that encouraged 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 businesspeople, 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 the Latin American Resource Center to create an afterschool mentoring exchange program for Latin American students who are having difficulty with the 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, who now are seeking to support efforts to address these issues.

Program Operations

DIALOGO™ achieves its goals through many avenues. Program staff work 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. Moreover, DIALOGO™ provides teachers with multi-disciplinary curricular units, freeing them from the often cumbersome planning process and allowing them more time to teach. It also 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

*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
Founder*

DreamYard Drama Project

New York, New York

C o n t a c t (s)	Tim Lord, Jason Duchin, and Chris Hendrickson, Co-Directors, 212-828-9512
P u r p o s e	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*

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, religious 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.

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.

Flames

Brooklyn, New York

Contact(s)	Gerard J. Papa, Founder, 718-236-6100
Purpose	To provide a structured environment for young people of diverse economic backgrounds that promotes their development as responsible members of a diverse society.

Background

In the mid-1970s, the white neighborhood of Bensonhurst, in Brooklyn, New York, was deeply segregated from the black and Latino populations of adjacent Coney Island. In 1974, the community started the Flames Neighborhood Youth Association, which featured a basketball team comprising white youth from the neighborhood. In 1975, there were two basketball teams, with both white and black youth. By 1976, the association had become known as Flames and had evolved into a volunteer non-profit organization for young people of all races in Bensonhurst.

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. The program is a positive force in the community, and many believe it has cooled racial tensions. 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.

*Gerald Papa
Founder*

Gallery 37

Chicago, Illinois

Contact(s)

Cheryl Hughes, Director, 312-744-7131

Purpose

To increase the employability of youth, coordinate mentoring relationships between youth and adults, and facilitate community outreach throughout Chicago.

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 the decline in the academic achievements of young people ages 14-21 as well as in funding for the arts. Gallery 37 addresses these concerns by developing the job skills of youth entering the workplace and working to dismantle the de facto segregation in the public elementary school and secondary school systems. Every year, the program offers young people an opportunity to become apprentice artists, receive paid arts training, and create artwork 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 architecture, woodcarving, African dance, textile design,

and video production programs. 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 apprentice artists, organized into groups, 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 as well as to gain a better understanding of one another.

Outcomes

From its modest beginning in 1991, when Gallery 37 employed 260 students, the program had grown to 2,500 youth by 1997. 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, 16 U.S. cities, including Racine, Wisconsin, and Jacksonville, Florida, 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 that address specific problems.

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

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 released 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.

*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
Project Manager*

Multicultural Music Group, Inc.

New York, 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 program 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 program, the Integrated Arts Component. This component comprises four artistic residencies: dance, music, drama, and the visual arts. Using this component, 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.

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 Component to other schools and districts in New York City. Moreover, as part of the Integrated Arts Component, 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.

*Music transcends
most social barriers.
It is a method to
understand and
learn to appreciate
the uniqueness
of our cultural
heritage.*

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.

NATIONAL ORGANIZATION

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

Publicolor

New York, New York

Contact(s)

Ruth Lande Shuman, President and Founder, 212-722-2448

Purpose

To train youth volunteer painters how to use the power of color to transform public spaces.

Background

Publicolor is a nonprofit organization that organizes volunteer youth painters to use 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 in their education and to develop their job skills by training them as community painters. Through Publicolor, dismal public spaces are transformed into places of hope and positive energy with a cultural influence. Program participants come from many backgrounds, including Asian, Hispanic, African, Caribbean, and European. In July 1997, Publicolor won a contract with the New York City Board of Education to transform 15 schools, with \$15,000 for each school.

Program Operations

Publicolor organizes students, teachers, parents, and community members in paint clubs at each school. Through discussion and design training, clubs are taught how to transform their schools into positive 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, the value of collaboration, and how to paint like professionals. 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.

Publicolor makes lasting change by engendering a new sense of pride and ownership through the school transformations: Morale is up, graffiti is vastly reduced, communities exist where none had taken root.

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 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 solving race relations problems.

Program Operations

During 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 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 five pilot cities: Baltimore, Boston, Minneapolis/St. Paul, Raleigh/Durham, and San Francisco. Raleigh/Durham will use the broadcasts to foster guided dialogue around rapidly changing local demographics. San Francisco plans to use the broadcasts as "hooks" to inspire better media coverage and analysis of pressing concerns. Baltimore will organize broadcast-driven interfaith activities that request places of worship to use storytelling as a vehicle for community building. Each television program will invite viewers to events, sneak previews, and other public forums to encourage long-term, race-related coalition building. At a recent event at Grace Cathedral in San Francisco, approximately 250 people viewed and discussed the societal implications of Macky Alston's moving film *Family Name*, a poignant search for links between white and black families in North Carolina that share the same last name and his discovery that his white, slave-owning family was related to black, former slaves.

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
Executive Director*

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 station outreach staff to directors of national organizations, from community activists to 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 will be accessible to virtually all Americans. Nationally, audiences will benefit from a multi-dimensional, diverse "virtual series" of ideas, perspectives, and voices. In the five pilot cities, the programming provides inter-racial 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. The Initiative is being closely monitored by TRI funders such as the Ford Foundation, the MacArthur Foundation, and the Corporation for Public Broadcasting.

UNITY: Journalists of Color, Inc.

Arlington, Virginia

C o n t a c t (s)	Walt Swanston, Executive Director, 703-841-9099
P u r p o s e	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 examine how the news media cover people of color and gays and lesbians.

Leading up to the 1999 convention, UNITY members will work with the chapters of the four minority journalist associations to help them improve news coverage in communities of color and teach those who are not journalists about career options in the news industry. Moreover, the 1999 convention will present 60 to 70 workshops to

*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)

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

C o n t a c t (s)	Katie Christie, Director, 305-274-1851
P u r p o s e	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*

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

*James Autry
Writer, poet, and
former Fortune 500
Senior Vice President*

B u s i n e s s

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.

To avoid waste of human potential and the consequence to society, organizations that intend to enter the 21st century environment prepared to achieve their goals must engage in the process of managing diversity as a core component of their work.

Diversity—A Passage to the Future at Xerox

Stamford, Connecticut

C o n t a c t (s)	Sonya Allen, Manager, Diversity Strategy and Programs, 203-968-3875
P u r p o s e	Continual development of a workplace in which individuals are unencumbered by traditional barriers, stereotypes, expectations, or restrictions.

Background

Xerox 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 tools 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.

NATIONAL ORGANIZATION

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)

NATIONAL ORGANIZATION

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

C o n t a c t (s)	Samuel E. Mathis, Jr., Vice President, 407-245-5350
P u r p o s e	Continual development of diversity as integral to corporate business strategy.

Background

Darden Restaurants, Inc., created a 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, Vice President for Urban Affairs, 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 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. 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 1,850 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, will be followed by a series of dinners to be 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
Vice President for
Urban Affairs
Greater Seattle
Chamber of Commerce*

Memphis Diversity Institute

Memphis, Tennessee

Contact(s)

Leslie M. Saunders, President and CEO,
901-578-2504

Purpose

To encourage changes in behavior and attitude among the citizens of Memphis to achieve a better understanding of the value of diversity.

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 achiev-

ing 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 beginning its research 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. As of January 1, 1999, MDI will offer 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.

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 Saunderson
Executive Director
Memphis Race Relations
and Diversity Institute*

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, New Mexico, El Paso, Texas, and Valdosta, Georgia, 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 bank 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 J.C. Penney 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. Hass
Chairman and CEO
Levi Strauss & Co.*

NATIONAL ORGANIZATION

We the People @ IBM

North Tarrytown, New York

NATIONAL ORGANIZATION

C o n t a c t (s)	J.T. Childs, Jr., Vice President, Global Workforce Diversity, International Business Machines, 904-332-2280
P u r p o s e	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. 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 an executive who is also a member 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 continue to discuss and study possible partnerships between community organizations and IBM. 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 26 worldwide diversity councils first 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 council identified five issues to be addressed by each geographic region: cultural awareness and acceptance, multi-lingualism, diversity of the management team, the advancement of women, and workplace flexibility and balance. These issues affect IBM's day-to-day workplace, cross all borders, and have an impact on business.

Outcomes

As of 1998, people of color represented 14 percent of IBM's management. As a result of the success at providing employee opportunities, IBM's commitment to workforce diversity has been recognized by many independent organizations and publications.

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. (Ted) Childs, Jr.
Director of Workforce
Diversity
IBM*

*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*

E d u c a t i o n

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

Contact(s)

Dr. Donna Christian, President
202-362-0700

Purpose

To conduct research on and educate the public about educational, cultural, and social concerns where language is a decisive factor.

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 Language and Public Policy Program, 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 focuses on the education sector and 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 differ-

ences 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 Education, a network of national and 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 white students, where all students in a classroom receive instruction in both Spanish and English. This model also includes 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 to improve the quality of teaching in linguistically and culturally diverse schools and published these findings in *Teaching Tips*. 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, Project Director (Miami office), 305-899-3040

Purpose

To highlight the valuable role that institutions of higher education can play in dialogues on race relations.

Background

The Central and South Florida Higher Education Diversity Coalition is made up of 11 colleges and universities the State 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 historically black institutions, religious schools, commuter schools, 2-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 College, 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-campus 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 their need for literacy, general equivalency diploma (GED), English as a Second Language (ESL), and/or citizenship preparation. To pilot-test the

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)

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, Tampa, and Daytona Beach. 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 attitudes 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 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 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 (Common Bonds) was established through the coordinated efforts of the Austin Independent School District and the University of Texas.

Program Operations

In 1996, the Austin School District 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 Common Bonds 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 recreating 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. The staff begins 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 employees 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
Administrative
Supervisor, Common
Bonds Professional
Development Academy*

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 both 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 in her curriculum. She sought the assistance of Buffy Sainte-Marie, who was also a teacher, to develop an American Indian 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 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 participating States. The American Indian schools represent various tribes, including: Cocur D'Alene, Cree, Menominee, Mohawk, Ojibwe, 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 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 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 (both American Indian and non-American Indian) by 41 percent. The Cradleboard Teaching Project is currently developing lesson plans for the National Museum of the American Indian that will teach museum visitors about the tribal objects and artifacts in its collections.

NATIONAL ORGANIZATION

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

*Seventh grade
American Indian
student asked why
she would like other
to know about
American Indian*

for Racial Reconciliation

Cultural Diversity in Education Program

Champaign, Illinois

Contact(s)

Pauline Kayes, Director, 217-351-2541

Purpose

To instruct educators in Illinois on the importance of inclusive classrooms and 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 pedagogies, 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 facilitate 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 1,000 faculty members, administrators, and staff from both urban and rural 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, Project Coordinator,
509-454-3662

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 homelands of the Yakama Tribe, 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 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 to develop a program that would address these racial tensions and equity issues for students in kindergarten through 12th grade. As a result of this grant, the university developed the Exemplary Multicultural Practices in Rural Education (EMPIRE) program, a consortium of 13 elementary schools and secondary schools within the Yakima region, whose goal is to build a collaborative network to encourage multi-cultural change. 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 conducts theater workshops, assisting students in producing plays that center around the topics of stereotyping and gangs. In addition to these projects, EMPIRE has transformed a school library into a tutorial learning center for at-risk students; has purchased books, tapes, and videos with multi-cultural themes for inservice and classroom use; and has translated school handbooks 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

Exemplary Multicultural Practices in Rural Education (continued)

In an effort to build community within the Yakima region, the program hosts powwows and "Heritage Days," which celebrate the American Indian heritage, and sponsors community service projects, multi-cultural dances, fairs, and athletic events. These activities focus on learning about and appreciating other cultures as well as one's own, and are based on the premise that people can best learn to respect other cultures when they first respect their 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 1998. EMPIRE has been featured in several publications, including *A Matter of Spirit*, published by the Intercommunity Peace and Justice Center. Since 1991, EMPIRE has held two conferences per year, a fall planning retreat at which EMPIRE 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.

Facing History and Ourselves

Brookline, Massachusetts

Contact (s)	617-232-1595
Purpose	To teach the dangers of indifference and the value of civility to middle school and high school students.

Background

Facing History and Ourselves was founded 22 years ago by two Brookline, Massachusetts, middle school teachers who developed a model for teacher education that linked history to the moral questions adolescents confront in their daily lives. Facing History currently is a far-reaching program with projects in Los Angeles, Chicago, New York, and Memphis. Through this national educational organization, middle school and high school students learn about the dangers of indifference to events occurring in society and the value of making moral and ethical choices.

Program Operations

The value of moral decisionmaking is taught by examining the policies and individual choices that resulted in the genocide of millions of Jews and others during the Holocaust. Through the study of the Holocaust and other historical events, students confront the complexities of history in ways that promote critical and creative thinking. Such thinking, in turn, empowers students to face the challenges before them as well as the opportunities they have for creating positive change. Students express ideas through art, music, and creative writing as well as through Internet discussions with students across the United States and throughout the world.

In addition to its work with students, Facing History and Ourselves provides teachers with professional development opportunities through workshops, seminars, and institutes. Teachers who participate in these programs have access to followup support

from Facing History's regional offices, including speakers, videotapes, and periodicals. Facing History also publishes a primary resource book, *Facing History and Ourselves: Holocaust and Human Behavior Resource Book*, to help teachers implement the Facing History program in their classrooms. Moreover, the program provides onsite classroom support and offers consulting for restructuring schools, implementing community-school connections, and improving classroom practices.

Outcomes

Since its start 22 years ago, Facing History and Ourselves has greatly expanded. The program currently reaches 800,000 students and 19,000 teachers each year; in 1997, the program trained 1,500 educators. Facing History includes a police training project that educates police recruits on racial issues and moral decision making. It also has created study guides for multi-cultural literature in a combined effort with Boston-based Voices of Love and Freedom, a multi-cultural education program. Moreover, Facing History has reached out to teacher's colleges to educate students before they begin teaching. Currently, Facing History is working with Harvard University on a seminar led by Carol Gilligan, a professor and the author of *In a Different Voice*, a book on the development of adolescent girls. In its efforts to reach more students and teachers, Facing History has expanded its program to Europe. Additionally, for the past 11 years now, Facing History and Ourselves has cosponsored an annual conference on human rights and justice. Last year's event drew more than 400 people.

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, 410-617-5138

Purpose

To provide support to faculty members who wish to introduce multi-cultural perspectives into specific courses.

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 3-4 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.

*Excellent and
impressive faculty
development
institute; a very
valuable experience.*

*Dr. Deborah Haskins
Psychology Department
Loyola College*

For Our Children in Urban Settings Program Miami, Florida

C o n t a c t (s)	Dr. S. Lee Woods, Program Director, and Craig C. Williams, Program Coordinator, 305-919-5820
P u r p o s e	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.

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.

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
communities through relevant classroom
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 in spring 1993, 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 was no established multi-cultural curriculum in Los Angeles.

efforts occurring during summer 1993. The following school year, the revised product was published, training teams were reconstituted, and an additional 150 teachers received direct training.

The second round of training focused on a variety of topics, including cultural identity development, changing demographics, and multi-cultural education. Additionally, in summer 1994, a 9-day "Training for Trainers" program was offered to teachers who were interested in training other teachers in their schools. 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.

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 a diverse group of consultants from the Los Angeles County Office of Education. After the pilot phase, evaluative data was collected and summarized. Suggestions to improve the program were incorporated into revision

Outcomes

To date, approximately 750 educators from Los Angeles County and surrounding counties have participated in the program. Additionally, the Museum of Tolerance in Los Angeles has requested the assistance of E Pluribus Unum in helping review and enhance its programs for educators and principals.

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.

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 to foster the inclusion and success of all students. The program supports teachers—as well as the entire educational community—in their efforts to make the needed changes to curriculums and instruction of students to encourage their empowerment. These efforts promote cultural inclusion, educational equity, justice, self-esteem, and intergroup harmony.

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 changes to meet the needs of all the students they served. The plans focused on school climate, governance, decisionmaking and accountability, multi-cultural curriculums, parent-community collaboration, recruitment, and professional development.

In the year following the pilot training, the principals met in groups to advise 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, and they develop strategies to lead whole school reform, so that students from diverse racial, ethnic, social, and cultural groups experience educational equity, empowerment, and success. Gathering knowledge and skills on how to develop and maintain classrooms that value and empower all members of the learning community is also an important aspect of the retreat. The training lasts approximately 12 hours per day. The fee for participating is \$300 to \$400 per person and covers materials, lodging, meals, and trainers/training expenses.

Outcomes

Changes at school sites as well as in curriculums and instruction have been dramatic. Furthermore, staff at schools that are implementing these changes have rallied behind the effort to meet these goals for all students. Curriculum territoriality has also diminished. Equally important, racial tension between staff and students as well as among students has been greatly reduced.

National Asian Family/School Partnership Project Boston, Massachusetts

NATIONAL ORGANIZATION

Contact(s)

Mr. Bouy Te, Project Director
617-357-8507

Purpose

To improve educational opportunities for Asian immigrant students and to assist elementary schools and secondary schools by securing meaningful parent participation from immigrant Asian parents.

Background

The success of any student depends greatly on the participation of his/her parent(s) or guardian(s). Unfortunately, for many Asian parents, cultural differences in educational systems, homeland politics, and family traditions have created obstacles that hamper their participation in their children's academic success. Recognizing the difficulties created by these issues for Asian families, the National Coalition of Advocates for Students (NCAS) started a program to address these concerns in 1995. The National Asian Family/School Partnership Project (NAFSPP) draws on the experiences and information gathered by NCAS during 3 years of fieldwork on public education issues affecting Asian families. NCAS outreach to Asian families helps eliminate disparities, improve inter-ethnic dialogue, and bridge cultural differences. 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 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 students; and to assist Asian 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, Thai, and Vietnamese communities in six cities.

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 parents; a needs assessment and staff development

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

National Asian Family/School Partnership Project (continued)

program provides support 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 community-based organizations. Furthermore, NAFSPP works on community coalition building to provide Asian 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, NAFSP 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.

NATIONAL ORGANIZATION

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 school settings.

Background

The DeWitt Wallace-Reader's Digest Fund launched the Pathways to Teaching Careers Program in 1989 in response to growing concerns 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. The program also prepares these participants, known as Pathway Scholars, for the challenges and rewards of working in hard-to-staff urban and rural public schools.

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, Pathway 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.

Program Operations

Through the provision of scholarships and other support services, the Pathways to Teaching Careers Program provides opportunities for non-traditional teaching 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

Outcomes

The Pathways to Teaching Careers Program is currently operating in 41 colleges and universities nationwide. More than 2,600 teaching candidates have enrolled in the Pathways Program. Approximately two-thirds of these individuals are people of color. Of those involved in the program for more than 2 years, 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 have completed the requirements for teacher certification and approximately 77 percent were placed in permanent teaching positions.

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*

Project Common Ground

St. Paul and Stillwater, Minnesota

C o n t a c t (s)	Anne Anderson, Director, 612-351-8086
P u r p o s e	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, and the superintendent of the Stillwater schools, located in a suburban area, received a grant from the Amherst H. Wilder Foundation 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 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, 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.

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.

*When a person
sees another person
through a window,
she/he is learning
something new.*

*When a person sees
another person
through a mirror,
she/he is seeing
herself/himself.*

Yvette Acosta-Arroyo
Equity Support
Coordinator
Samuel S. Fels Cluster

Teaching Tolerance

Montgomery, Alabama

Contact(s)

Fax, 334-264-3121

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 integration of the Alabama legislature, the integration of the Alabama State troopers, and the reform of State prisons. Dees and Levin did not work alone. Committee 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 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 among 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 1994. The project's third teaching kit, *Starting Small*, aims to help 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 50,000 school and community organizations.

Y o u t h

*O*ur children must never lose their zeal
for building a better world. They
must not be discouraged from aspiring toward
greatness, for they are the leaders of tomorrow.
We have a powerful potential in our youth,
and we must have the courage to change old
ideals and practices so that we may direct
their power toward good ends.

Mary McLeod Bethune

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. 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.

Program Operations

Career Beginnings was implemented and organized through Civic Strategies. Its purpose is to mobilize community business people, school staff, parents, and students to help at-risk students graduate on time and develop hopeful visions of their futures. 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 an extensive student services program that will specifically help students of color and low-income students stay 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
President*

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 15 percent have entered the workforce or military. Recognized as a proven leader among school-to-work programs,

Career Beginnings was used as a model for Federal school-to-work legislation.

Civic Strategies' other educational program, Higher Ground, reaches 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 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

C o n t a c t (s)	Olger C. Twyner III, Director, 212-854-3897
P u r p o s e	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 one of the largest private donors of college scholarships and monetary awards to students in the Los Angeles Unified School District.

Program Operations

The Fulfillment Fund provides disadvantaged youth with a comprehensive portfolio of program activities, all designed to increase the likelihood that they will attain 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 infor-

mation, 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 has helped more than 1,800 youth. 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 go on to attend college, compared with approximately 55 percent of other public school students.

*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*

H.D. Woodson HOOP DREAMS

Scholarship Fund

Washington, D.C.

Contact(s)	Susie Kay, Founder and Director, 202-414-0904
Purpose	To raise college scholarship funds for 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, community-based 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 African-American student population at H.D. Woodson High School—the inner-city school where Kay teaches—and the largely white professional community in the city.

Program Operations

Although fundraising efforts occur throughout the year, HOOP DREAMS itself is a 1-day, three-on-three basketball tournament that involves students and professionals, held every June. In 1997, the HOOP DREAMS tournament attracted 64 teams and raised \$18,000 in scholarship funds. In 1998, the program organized a gala event, attended by

more than 500 professionals. All the 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. In addition to academic materials, that are assessed by a selection committee of school faculty and staff.

Outcomes

Since 1996, HOOP DREAMS has raised nearly \$120,000 and awarded 20 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 has been featured in the Washington Post.

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

*Susan Beth Kay
Director*

Hoop of Learning Partnership

Phoenix, Arizona

Contact(s)

Contact(s): Patricia E. McIntyre,
Counselor, 602-285-7392

Purpose

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.

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 drop-out/general equivalency diploma assistance.

Outcomes

Since its inception, Hoop of Learning has grown from 28 students to 120 students per year. Ninety-eight percent of participating students currently are attending school. The program has provided higher learning institutions with improved strategies to retain American Indian students.

Program Operations

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

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

I Have a Dream Foundation

New York, New York

Contact(s)	Mark Maben, Director of Communication
Purpose	To provide traditionally underrepresented students a comprehensive set of educational services, including intensive mentoring, academic support, and an early guarantee for paid college tuition.

Background

I Have a Dream is a college tuition-guarantee program based on the belief that through individualized attention and the assurance of a 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 a scholarship 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 170 projects in 63 cities with more than 15,000 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)

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

Program Operations

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

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

Outcomes

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

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

Multicultural Youth Project

Chicago, Illinois

C o n t a c t (s)	Grace Hou, Executive Director, Chinese Mutual Aid Association, 773-784-2900
P u r p o s e	To address the unique issues faced by immigrant and refugee youth while bridging the gaps among 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 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, CMAA founded the Multicultural Youth Project, a coalition of multi-ethnic social service agencies, in 1995. The coalition consists of CMAA, 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 among 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, 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 lead-
ership in diverse
communities. Our
role as adults is to
steer, not to inhib-
it youth leadership.*

*Grace B. Hou
Executive Director*

North Carolina Students Teach and Reach Program

Raleigh, North Carolina

Contact(s)

Contact(s): Arlene Wouters,
919-832-2700

Purpose

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.

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.

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

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

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. 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 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.

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's program year is divided into three sections: educational seminars and retreats that occur twice a month; study and travel; and speeches and diversity workshops led by students. During the seminars and retreats, students learn about issues and events relevant to understanding black-Jewish relations. The study and travel involves a month-long trip within the United States to places of importance for both African Americans and Jews. Students meet with civil rights leaders, explore museums, and perform community service projects. The third element allows students to deliver speeches and conduct diversity workshops in organizations in the Washington metropolitan area.

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

*...the goal is to
undermine
America's preoccu-
pation 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 per-
haps ultimately
resolve our
differences.*

*Adam Jentleson
participant*

Operation Understanding DC (continued)

back to 1995, Operation Understanding DC 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 have met regularly throughout the year. In essence, the students are serving as role models for their parents.

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

and imams, regularly participate in discussions on issues such as the 1995 Million Man March and welfare reform. They have also formed partnerships with one another so their congregations may have cross-religious experiences. Operation Understanding DC is currently recruiting students for a fourth class. Roughly 55 students have completed the program, and countless others have been affected by their leadership. Alumni are engaged in a process to continue their development as they enter colleges and universities nationwide.

People Respecting Other Peoples

San Francisco, California

Contact(s)

Dr. Howard Pinderhughes, Director,
415-502-5074

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., Coordinator,
904-749-9999

Purpose

To reduce racial tensions 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, which resulted in the development of Project Harmony. [Did the sheriff's office develop it or the school—and should the other organizations involved be mentioned?] 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 num-

ber 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—20 young women and 20 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 in 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, 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 partici-

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

Dr. H. Douglas Lee
President
Stetson University

Project Harmony *(continued)*

pants with a control group. In this study, Project Harmony students had measurably greater awareness of cultural diversity as well as better group-building and conflict resolution skills. The improvements of students involved in Project Harmony also had a positive effect on the entire

school. For example, after the project was implemented on a full scale, racial incidents declined by 30 percent, suspensions declined by 25 percent, and overall discipline referrals declined by 31 percent.

Sponsor-A-Scholar

Philadelphia, Pennsylvania

Contact(s)

Debra Kahn, Executive Director,
215-790-1666

Purpose

To expand, through education, life options and opportunities for low-income Philadelphia youth.

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
Executive Director

Background

Philadelphia Futures was founded in 1989 to help public school students to stay in school, excel in their studies, and pursue college degrees and careers. The organization currently operates 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 and white.

Program Operations

Sponsor-A-Scholar is Philadelphia Future's 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, 92 percent of SAS seniors entered college immediately after graduation from high school; 86 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, 12 communities have adopted 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 White, Event Coordinator,
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, joined forces to create Team Harmony, a series of events to help young people, regardless of their backgrounds, learn to respect each other'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 joined forces with Leonard Zakim of the Anti-Defamation League's organization, A WORLD OF DIFFERENCE Institute, to continue the effort he and Lewis had started.

Program Operations

Based on the 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 teachers 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. The 1997 event included more than 11,000 participants from 600 schools, and participation continues to expand. 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 Team Harmony and the A WORLD OF DIFFERENCE Institute, there currently is a network of thousands of middle school and high school students and teachers working to end prejudice and discrimination in more than 600 Massachusetts, New Hampshire, and Rhode Island schools.

*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.*

*Team Harmony
Participant*

United National Indian Tribal Youth, Inc.

Oklahoma City, Oklahoma

NATIONAL ORGANIZATION

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

Contact(s)

J.R. Cook, Executive Director,
405-424-3010

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 American Indian and Alaska Native 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.

cation skills, and contribute to their communities. Youth councils conduct several annual projects to promote cultural preservation, environmental awareness, 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, and the environment.

Program Operations

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

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

C o n t a c t (s)	Margaretta Lin, Project Director, 510-834-9455
P u r p o s e	To prevent youth violence and foster racial justice in schools by educating high school youth leaders 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 Foundation and the Y and H Soda Foundation.

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 all together, like a united group, we are harder to ignore, and we got things to say. It feels better to get power from this group than from the gang life...it helps people. There's things I've gotten from this group, like new community, that I couldn't have got any place else. It make me 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

Methodology and Promising Practice Assessment Worksheet

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 as well as 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: Art, Multi-Media, and Sports; Business; Community Building; Community and Economic Development; Education; Government; Health and Human Services;

Appendix

(continued)

Religion; 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, pp. 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. The purpose of this worksheet is to help you assess the strength of the each key characteristics for Promising Practices. Moreover, the worksheet may help you think through important questions regarding efforts working toward racial reconciliation. Please be advise that this is a working document which is intended to guide your work and match your interest in race-related fields and by no mean is it definite in nature. For your added convenience, we reiterate in italicized font the definitions and over arching 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?

Never Rarely Sometimes Frequently Almost Always

- To what extent is there full diversity among program managers and board members?

- 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 and 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 and 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 and Alaska Native ___ White ___ Other

Appendix

(continued)

Educates on Racial Issues—explicitly educates participants so that they in turn 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?

None Very Little Some A Significant Amount

3. How much does the average participant learn about the ways that race, racism, and culture affect contemporary social issues?

None Very Little Some A Significant Amount

- 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 internalized racism?

None Very Little Some A Significant Amount

- 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?

Never Very Little Some A Significant Amount

Raises Racial Consciousness—explicitly emphasizes the 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?

Appendix

(continued)

- 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?

Never Very Little Some A Significant Amount

- Does the program help the participants make connections between issues of race and other issues that can cause societal divisions, such as those concerning gender, class, and 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?

None Very Little Some A Significant Amount

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?

Never Very Little Some A Significant Amount

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

- Does the program provide 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?

Appendix

(continued)

- 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?

Never Very Little Some A Significant Amount

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 to 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?

None Very Little Some A Significant Amount

- Does the program foster greater participation in civic causes that can promote leadership in racial reconciliation?

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?

Never Very Little Some A significant amount

- Does the program include processes in which 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?

Never Very Little Some A Significant Amount

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 with tools to hold institutions accountable for practices that undermine racial reconciliation?

Appendix

(continued)

1. To what extent does the average participant increase his/her skills in recognizing and countering racism in organizations they patronize?

Never Very Little Some A Significant Amount

- 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?

None Very Little Some A Significant Amount

4. What program activities analyze and/or change institutional policies and practices so that they lessen racial disparities and divisions?

Assesses the Program's Impact—measures an organization's accomplishments, considers the challenges it faced 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?

0%	1-4%	6-10%	11-25%
None	Modest Amount	Some	A Substantial Amount

- Does the program continually adjust its goals and practices in light of reassessments and changes in local racial demographics?

Appendix

(continued)

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 page viii, 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?

Never Very Little Some A Significant Amount

T*he 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

melanore

This looks basically
fine - my only gripe is
that it is missing national
service, which is intended to
bridge racial divides as you know.
City you ought to be here, PBL
Allies too, also learn some
(or getting a example
homies)

Maybe it's too late to add, but it's
a shame.

Comments are due 10/1/20

Shirley

WHITE HOUSE STAFFING MEMORANDUM

Date: 1/6 ACTION / CONCURRENCE / COMMENT DUE BY: 1/12Subject: Promising Practices - Race Initiative

	ACTION	FYI		ACTION	FYI
VICE PRESIDENT	☒	☐	NASH	☒	☐
PODESTA	☒	☐	REED	☒	☐
ECHAVESTE	☒	☐	RUFF	☐	☐
RICCHETTI	☒	☐	SOSNIK	☐	☐
LEW	☒	☐	SPERLING	☒	☐
BEGALA	☐	☐	STEIN	☒	☐
BERGER	☐	☐	STERN	☐	☐
BLUMENTHAL	☐	☐	STREETT	☐	☐
FRAMPTON	☐	☐	TRAMONTANO	☒	☐
IBARRA	☒	☐	VERVEER 	☒	☐
KLAIN	☒	☐	WALDMAN	☐	☐
LANE	☐	☐	YELLEN	☐	☐
LEWIS	☒	☐	<u>Mathews</u>	☒	☐
LINDSEY	☐	☐	<u>Johnson, Ben</u>	☒	☐
LOCKHART	☐	☒	<u>Kagan</u>	☒	☐
MARSHALL	☒	☐	<u>Sacarides</u>	☒	☐
MOORE	☒	☐			

REMARKS:

Comments to Clara Shin (x65506)

RESPONSE:

THE WHITE HOUSE
WASHINGTON

99 JAN 6 PM 3:43

MEMORANDUM FOR DISTRIBUTION

FROM: Maria Echaveste

SUBJECT: Promising Practices Compendium

DATE: January 6, 1998

As you may know, an important activity sponsored by the President's Initiative on Race was the identification of "Promising Practices for Racial Reconciliation." We plan to publish a compendium highlighting some of these promising practices. These programs are organized by sector: (1) arts, multimedia and sports; (2) business; (3) community building; (4) community and economic development; (5) education; (6) government; (7) health; (8) religion; and (9) youth.

For your review, I am distributing a mock-up copy of the publication. To make the review process a more efficient one, your mock-up copy includes four sectors; arts, multimedia and sports; business; education; and youth. Another group will be reviewing the text of the complete publication. I am, however, attaching a complete list of those programs included in the other sector chapters. In addition, please find enclosed quotes we will be using for each sector cover page.

Thank you for your attention and please forward comments to Clara Shin by COB Tuesday, January 12. Thank you.

To: Maria Echaveste

From: Melanne Verveer and Shirley Sagawa

Re: Comments on Intro and Education chapters of Race book

Date: January 27, 1999

We met with Chris Edley last week and gave him some comments directly. It looks as if the January 21 circulated predates our meeting. We assume he is planning to incorporate those comments.

One of the topics we discussed was the need for the draft to be consistent with the ESEA proposal, and not to confuse readers who might not understand the relationship between the two. A related issue is ensuring the chapter is as strong as possible regarding what schools can and should do regardless of federal policy. Too much emphasis on a federal proposal that requires legislation takes away from the "bully pulpit" aspects of the chapter.

Other comments:

p. 9, 1st full paragraph, under (e) -- in addition to promoting higher expectations and taking aggressive action against failure, should add "for all children" and call for the end of harmful tracking of children into deadend curriculum options.

p. 10 -- re: early learning opportunities. Could we mention the "Prescription for Reading" campaign initiated by Mrs. Clinton? Physicians responding to this challenge agree to "prescribe" reading for their young patients, and give them a book at every checkup. It is an example of how others in the community can promote reading. We can provide additional details.

Second, it makes sense to mention the need to apply the latest research on reading development in Head Start and other early childhood programs.

Third, it would be useful to underscore the link between health and education, early brain research, etc.

p. 11 -- re: K-12 educational opportunity. Improving reading curricula and teaching based on the latest reading research is very important if we are to close the gap. America Reads would fit here as well.

P. 12 -- re: teaching. It's unfair to say there is a "lack" of high-quality teachers. The problem is that there is a shortage of high quality teachers and that they are not distributed throughout the system in a way that optimizes achieving for the students who need them most. I would also mention the need to support new teachers (which would address the point raised in the text about new teachers quitting after three years). Strategies include mentors, better assignment policies,

and higher quality professional development opportunities.

p. 15 -- re: Increased accountability. This is the first mention of public school choice -- it's buried too. We would like to see the vouchers section when it is drafted. Believe there should be a positive mention of charter schools.

January 21, 1999

MEMORANDUM

To: John Podesta
Bruce Reed
Gene Sperling
Minyon Moore
Ann Lewis
Melanne Veveer
Paul Begala
Sidney Blumenthal
Michael Waldman
Elena Kagan

From: Maria Echaveste

RE: Race Book

Attached for your review and comments is a draft of the *Introduction* section as well as the education portion of the workplan chapter of the Race Book. Per our discussion, please forward all comments to my office by 5 p.m. Friday.

Eric Schwartz - NBS
Call Chris
69141
Melanne Verveer

Shirley -
I just got this.
Pls give it a look
a when I get it
back from you, I'll
read it too
Melanne - This looks the same
as before - I put comments
in text - S.

BOOK SUMMARY OUTLINE

Introduction

Part I: The America We See

- Getting the facts straight: Demographic trends. What the best social science evidence is about disparities, discrimination, intergroup relations and attitudes. The overt and subtle influence of race on lives, and on our political and policy struggles.
- Is the glass half full, or half empty?

Part II: The America We Want

- A vision of what racial and ethnic justice mean for the 21st Century, including: *Opportunity* so broadly and deeply shared that there is no visible evidence of a legacy of slavery, colonialism or conquest; *community* so deeply felt that we celebrate our diversity and draw social and economic strength from our interactions and relationships; *hearts* healed of hatred and fears and prejudices, so that we are connected with one another across lines of class and color, caring about our neighbors, and living by the great commandment.
- Some of the vexing questions — the seeming clashes in values and perceptions that make progress on race so difficult. Modeling how to respectfully engage each other, searching for a way to pursue a common vision of a just community. (Examples: English-only; racial profiling; self-segregation by college students; etc.)

Part III: The Community We Must Build

- Promising practices from communities and organizations around the nation. (A few examples drawn from the hundreds collected by the Advisory Board and PIR staff.)
- How these projects can help us advance the *community* and *heart* elements of our vision for One America.

Part IV: The Opportunity We Deserve — A Workplan for the Nation

- Education
- Jobs and Economic Development
- Community Security and Crime
- Civil Rights Law Enforcement
- Strengthening Democracy and Civic Engagement

Part V: The Leadership We Need for the Road Forward

- Creating Partnerships in Communities and Organizations
- Leadership and Action in Key Sectors (faith community, higher education, etc.)
- Leadership and Action in the Federal Government (reinvigorating the Civil Rights Commission, etc.)

Conclusion

OUT OF MANY, ONE:

RACIAL AND ETHNIC JUSTICE IN 21ST CENTURY AMERICA

*Grandfather
Look at our brokenness.*

*We know that in all creation
Only the human family
Has strayed from the Sacred Way*

*We know that we are the ones
Who are divided
And we are the ones
Who must come back together
To walk in the Sacred Way*

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

--Ojibway Prayer

America's greatest promise in the 21st century lies in our ability to harness the strength of our racial diversity. The greatest challenge facing Americans is to accept and take pride in defining ourselves as a multi-racial democracy. At the end of the 20th century, America has emerged as the worldwide symbol of opportunity and freedom through leadership that constantly strives to give meaning to democracy's fundamental principles. These principles--justice, opportunity, equality, and racial inclusion--must continue to guide the planning for our future.

--Report of The President's Advisory Board, President's Initiative on Race¹

¹ The Advisory Board's Report to the president, President's Initiative on Race, *One America in the 21st Century: Forging a New Future* p.1 (GPO, 1998).

INTRODUCTION

At century's end, color in America remains a vexing paradox of ideals and ordeals, of hopes and fears. We must embark on the new century recommitted to right the wrongs. To do so, we must set a course that leaves behind our tainted legacy, leading us to strengthen opportunity, unite in a new spirit of community, and to redeem the purity of our individual hearts.

We are rightfully upheld in the eyes of the world as the most successful multi-racial democracy in human history. Emerging democracies and nations in the throes of horrific, often bloody ancient ethnic conflicts look to America as a model of peaceful co-existence. But, in our best moments we have always aspired to a higher standard -- one in which we not only tolerate difference, but actually celebrate the many races and cultures that make America. After more than 200 years, we still struggle to live by our Nation's founding creed, "that all men are created equal."

Each year, nearly a million people come legally to America. Today, nearly one in ten people in the United States was born in another country; one in five schoolchildren are from immigrant families. Today, largely because of immigrants, there is no majority race in Hawaii or Houston or New York City. In nine of our ten largest public school systems, over 75 percent of the students are minorities. Within five years there will be no majority race in our largest state, California. In a little more than 50 years there will be no majority race in the United States.

All of this is happening against a backdrop of unparalleled peace and prosperity. Our economy has never been stronger. Our people have never been more confident in the future. And in the absence of a compelling racial crisis like the riots of the 1960s, many of our citizens have been lulled into thinking that America's racial problems are a thing of the past. That is simply not true.

An old enemy still lurks in the shadows. It continues to poison our perceptions, undermine our progress and threaten our future. Racism has been America's constant curse, predating the nation's founding by a century and a half. And race has also been our constant struggle. Many lives have been lost, many dreams deferred while we have grappled with this demon. And truth has too often also been a casualty, caught in the crossfire of our contradictions.

Consider this: We were born with a Declaration of Independence which asserted that we were all created equal and a Constitution that enshrined slavery. We fought a bloody civil war to abolish slavery and preserve the union, but we remained a house divided and unequal by law for another century. We advanced across the continent in the name of freedom, yet in doing so we pushed Native Americans off their land, often crushing their culture and their livelihood. Our Statue of Liberty welcomes poor, tired, huddled masses of immigrants to our shores, but each new wave has felt the sting of discrimination, and for many that discrimination has burdened their native-born children and grandchildren. It is time we faced these contradictions

squarely as a critical step, not only to healing the wounds of our past, but also of unleashing the power and promise of our future. We must become One America in the 21st century.

It is my hope that this report will help lay the foundation for a renewed national commitment to racial healing in America. At the beginning of this century, the great African American scholar and civil rights leader W.E.B. DuBois said that "The problem of the 20th century will be the problem of the color line." He was right. America's color line started centuries ago and stretches into our lives today. It was right there, plain as day, throughout my childhood in the segregated south.

As a boy growing up in the '50s in dirt poor Hope, Arkansas, I was perplexed by the stark lines drawn in black and white that separated neighbor from neighbor. The black children went to different schools, ate at different restaurants. The rough gravel streets they walked and played on stood in bleak contrast to the smooth paved roadways on the white side of town.

But these disparities were mostly background music to me until 1957, when the high stakes drama of the Little Rock Nine shook me and the nation out of our indifference. I was only 11 years old at the time. I had moved to Hot Springs to live with my grandparents. Like most southerners then, I never attended school with a person of another race until I went to college. But the reality of unequal treatment based on race had always gnawed at my soul. It wasn't until I saw the courage and sacrifice of those nine black children who endured constant attacks, both physical and emotional, to integrate Little Rock's Central High School that I realized I could no longer be a spectator in the struggle for equality. It was at that moment I decided I must join ranks with the forces of change. It was Little Rock that made racial equality a driving obsession in my life.

The crisis in Little Rock occurred more than 40 years ago. People have asked me, why, in the absence of any similar great national crisis, should the American people focus anew on the challenge of racial reconciliation. That is a good question, and it has a good answer. I believe there is no more critical mission for our nation than to ensure that our diversity is not the great problem, but the great promise of the 21st century. This effort is especially important right now because, as we grow more diverse, our ability to deal with the new challenges this presents will determine whether we really bind ourselves together or tear ourselves apart. And even more importantly, our ability to exercise world leadership for peace, freedom and prosperity in a world gripped with tense, often bloody racial and ethnic and religious conflicts depends in large part on our ability to be a model for the world.

Consider also the great untapped potential of our expanding diversity. In the global economy of the 21st century, where free trade and open markets will link nations in new partnerships for mutual progress, it will be to our advantage that America looks like the world. It is already happening. Andrew Young -- former mayor, Congressman and U.N. Ambassador -- credits the diversity of his marketing team for landing the Olympics in Atlanta. When members of our Armed Forces join with soldiers of nations from every continent to preserve peace or provide

humanitarian aid in far flung regions of the globe, America's diversity is a strength. Our shuttle missions and space explorations are increasingly conducted by multi-national teams, working side by side in space and in the process building bridges of trust and understanding right here on earth.

To those who say, why now, I say because our work is not yet done. It is true that we have moved out of the epicenter of racism that rocked our nation from the time of the Indian conquest and slavery until the great breakthroughs of the civil rights era. But we are still experiencing the aftershocks. Though people of color have more opportunities than ever today, we still see evidence of unequal treatment. It is borne out most strikingly in the litany of disparities in jobs and wealth, in education, in criminal justice that so often still break down along the color line.

If we are ever going to truly overcome, we must begin to see our diversity as a source of solidarity and strength, not division and weakness. And we must begin by first, getting the facts right and then daring to be honest with ourselves and each other. That was one of the most potent reasons I launched the nation's first presidential initiative on race in 1998. And that is one of the core goals of this report.

In these pages, I will offer a rough blueprint and a bold challenge that calls every citizen to action in a renewed commitment to racial reconciliation. I will lay out three pathways for our journey: the pathway of opportunity, taking steps to make sure everyone benefits from America's growing prosperity by closing the opportunity gap; the pathway of community, building stronger bridges to connect people across lines of class and color by challenging them to unite around a common agenda; and the pathway of the heart, coming to grips with the conscious and unconscious ways our obsession with race has distorted our views of ourselves and each other.

In part one, *The America We See*, I will present the facts about race in America today, including demographic trends, evidence of disparities, and evidence of progress. In part two, *The America We Want*, I will outline my vision for the future by challenging us to think outside the box about a set of vexing questions surrounding our growing diversity. In part three, *The Community We Must Build*, I will explore the ways in which groups and communities are connecting people and toppling racial barriers. In part four, *The Opportunity We Deserve*, I will present workplans designed to ensure equal opportunity in education, criminal justice, jobs and economic development and civil rights enforcement. And finally, in part five, *The Leadership We Need: The Road Forward*, I will issue a call for the leaders in every community and every sector of American life and commerce to develop their own workplans for racial reconciliation.

*

What will the America we want look like? What vision should guide our work? To begin with,

opportunity will be shared so deeply and broadly that an observer will see no evidence of a past with slavery or conquest or nativist discrimination. Whatever forms of misery remain, they will not be the special burden of any racial or ethnic group. Second, the sense of *community* must be so powerful a force that our social and economic lives pull us out of ethnic enclaves. Rather than merely tolerate our differences, we will celebrate and draw strength from them. And finally, our *hearts* will be healed of the crippling influences of prejudice and fear, free to appreciate the common humanity we share as the gift of our Creator. And lest we backslide into racial rivalries and distrust, we will be steeled against it because we will study history and never repeat it.

Each of these elements -- opportunity, community, heart -- is necessary, and each is possible only in combination with the others. For example, we will never have a broad consensus on a bold opportunity agenda unless we care about each other as one community. Moreover, our laws and policies will only take us so far. It is true that, through law, we have torn down many of the barriers that have for generations kept so many from getting a fair shot at the American dream solely because of their race or color. But while more of this work remains, I believe at this juncture our most fundamental challenge is to make a journey of the heart.

*

Undergirding all the facts and plans presented here are a set of ethical precepts that I believe must guide us on this journey. The first is a spiritual law common to every major world religion. We hear its echo in our call for One America. It is the law of oneness. *E pluribus unum*: Out of many, one. We must stop living under the delusion of separation. We are all born of the same creative source. There is no "other." In Christianity it is expressed as loving thy neighbor as thyself. In Islam we are instructed to "Do unto all men as you wish to have done to you and reject for others what you would reject for yourself." The Talmud teaches us, "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." As a nation that takes pride in both the depth and diversity of religious expression, we must embrace racial reconciliation as a way to honor our highest spiritual values.

The second underlying ethical precept is my belief that we should approach this issue with proper humility. After all, if any one of us had all the answers we would have settled this problem a long time ago. We must not lock ourselves into old arguments and rigid beliefs. We must always search for the kernel of truth in what the other side is saying. With open minds and hearts, we can find common ground.

And third, we must recognize the ways we have allowed our racial differences to get inside our heads, causing many whites, for instance, to deny the existence of white privilege and many people of color to see themselves as perpetual victims, attributing every setback to racism.

*

I want to thank The Advisory Board to the President's Initiative on Race for all they did during 1998 to re-engage the American people in the hard work of improving race relations. Led by the eminent scholar and historian, John Hope Franklin, the Advisory Board spent the year criss-crossing America, examining race, racism and the potential for racial reconciliation using a process of study, constructive dialogue and action. The other members of the Board were Linda Chavez-Thompson, Reverend Dr. Suzan D. Johnson Cook, Thomas H. Kean, Angela E. Oh, Bob Thomas and William Winter. The Board presented its final report to me in September, 1998 and many of their findings are reflected in this book.

No President or Advisory Board could be expected to resolve America's vexing racial problems in one year. We believe we have made a good start. Now, we must all continue to work together to find a way to cherish and celebrate what is unique about our distinctive racial and cultural identities, while uniting around a common vision of what it means to be One America.

*I dream a world where man
No other man will scorn,
Where love will bless the earth
And peace its paths adorn.
I dream a world where all
Will know sweet freedom's way,
Where greed no longer saps the soul
Nor avarice blights our day.
A world I dream where black or white
Whatever race you be,
Will share the bounties of the earth
And every man is free,
Where wretchedness will hang its head
And joy, like a pearl,
Attends the needs of all mankind-
Of such I dream, my world!*

Langston Hughes

PART IV: THE OPPORTUNITY WE DESERVE

[Introduction to Part IV]

...

1. A HIGH QUALITY EDUCATION FOR ALL

INTRODUCTION

On September 25, 1957, nine black students walked through the doors of all-white Central High School in Little Rock, Arkansas. It had been three years since the Supreme Court's historic decision in *Brown v. Board of Education* declared racial segregation in America's schools to be unconstitutional, and the conflict at Central High would become the first major confrontation over court-ordered school desegregation. I was 11 years old at the time, living 50 miles away in Hot Springs, but I vividly remember the "breaking news" television coverage and countless discussions about those brave young Americans approaching Central High School escorted by Federal troops as a mob of white protesters glared, shouted and spat at them. The courageous efforts of the Little Rock Nine served as a catalyst for the integration of thousands of segregated schools around the nation and, over a period of years, produced great strides in opportunity and understanding. One of many lessons from those struggles is that our schools and our nation are stronger when persons of all races learn together. I believe this in my own heart. I have seen it with own my eyes.

On November 6, 1998, I had the privilege as President of hosting the Little Rock Nine at the White House and announcing that each of them would be receiving the Congressional Gold Medal for their courage and contribution to our nation. At the ceremony, my friend Ernest Green spoke on behalf of the nine honorees and said something of great significance. He explained that while they understood in 1957 the importance of their effort to end racial segregation in Little Rock schools, more than anything else, the Little Rock Nine were simply seeking the highest quality education they could find. "We simply thought we were doing the right thing," Ernie said, "and that it was our duty as students in Little Rock to try to advance and receive the best education available."

For generations, and even more so today, education has been the cornerstone of opportunity in America. The foundation of our modern democracy and free enterprise economy is our belief in the great capacity of all citizens to lift up America while lifting up themselves. This in turn requires that each person have the educational opportunity to develop to his or her full potential. Excellence

in education is the right of every American. This is true whether your forebears came here on the deck of the Mayflower or in the hull of a slave ship; whether they were natives in America before the first Europeans arrived, or came as immigrants from Asia or Latin America less than a generation ago. We have not always lived up to that ideal. Today, at last, we must recognize that we do not have a person to waste.

The denial of full and fair educational opportunity -- whether through malice, indifference or inadvertence -- threatens the very foundation of our nation. In the knowledge economy of the 21st century, education will play an even greater role in determining America's future prosperity and our place in the world. And as our nation grows more diverse, our strength will depend more and more on whether we provide educational opportunity to those children of color who today receive the least.

Education is also the most powerful arena for strengthening our American community. When young people learn together and serve together across racial and ethnic lines they begin to break down stereotypes and the walls that have kept us apart. I have seen this work across our nation. Our diversity is a great asset in education, but one that we exploit too little. Thurgood Marshall, who led the fight for school integration a generation ago, put it best when he said, "Unless our children begin to learn together, there is little hope our people will ever learn to live together."

In sum, excellence and integration in education are not just individual rights, they are also our fundamental responsibilities. And I consider them vital to our national strength and security.

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The question before us today is how do we guarantee the finest education in the world for all our children as we confront the very real challenges of our expanding diversity. Consider the fact that since 1976, the percentage of minority students in public schools has increased from 24 percent to 35 percent. The number of Hispanic students has doubled and the number of Asian Pacific American students has tripled. Some schools are becoming diverse in ways we never dreamed of. The schools of Fairfax County, Virginia, for example, have students from more than 180 countries who speak more than 100 different languages. By 2035, there will likely be no majority race in our public school population. Already, 9 of the 10 largest school districts have greater than 75 percent minority enrollment, and 19 of the 20 largest districts have greater than 40 percent minority enrollment. [Insert table showing demographics of selected school systems.]

Over the last few decades, we have made important progress in educating children of all races. Though improvement has often been slow and uneven, test scores, high school graduation rates, and college participation rates have increased for all racial and ethnic groups. In some cases, these improvements have been greater for students of color than for whites, thus narrowing achievement gaps. For example, since 1976, even as the pool of students taking college entrance exams has grown dramatically, average SAT scores for students of color have increased 21 points for Mexican Americans (from 781 to 802 out of 1600), 24 points for Asian Pacific Americans (from 932 to 956), 42 points for American Indians (from 808 to 850), and 58 points for blacks (from 686 to 744), while average scores for whites have increased only 2 points (from 944 to 946). Nonetheless, as the wide disparities in SAT and other measures illustrate, substantial challenges in education remain. [Insert graphs with SAT and NAEP trends by race.]

Clearly, it is in the national interest to have more of our students performing at the highest levels. Racial gaps in achievement persist throughout the “pipeline” -- from preschool through higher education. Consider these stark examples:

- According to the National Assessment of Educational Progress (NAEP), average reading proficiency scores for 17-year-old black and Hispanic students are lower than the average score for 13-year-old white students.
- Although 93 percent of whites and 87 percent of blacks ages 25 to 29 have a high school degree, only 62 percent of Hispanics and approximately 66 percent of Native Americans are high school graduates.
- While the importance of a college degree is growing, so is the gap between whites and persons of color who have a degree: 33 percent of whites ages 25-29 have a four-year college degree or higher, compared with just 14 percent of blacks and 11 percent of Hispanics.

I believe these disparities stem in large part from continuing gaps in educational opportunity. Minority children are still less likely than white children to have access to vital educational resources, including high-quality teachers, modern school buildings, current technology, challenging coursework, and more. Many minority students confront not just one, but all of these deficiencies in their schools.

text box

Students attending predominantly minority secondary schools, for example, have only a 60 percent chance of getting a math teacher with a math degree and as little as a 50 percent chance of getting a science teacher with a degree in the subject being taught. Seventy percent of predominantly minority schools have at least one serious building deficiency, such as poor heating, lighting, or ventilation. Black and Hispanic students are 20 percent less likely than whites to use a computer at home or in school, and recent studies indicate that computers are used less effectively in predominantly minority schools. Furthermore, children for whom English is a second language often have inadequate resources to learn English and to participate fully in other subjects. In California, more than 20 percent of all students are Limited English Proficient (LEP), yet for every bilingual teacher who speaks Spanish or an Asian language, there are 81 LEP Hispanic students and 561 LEP Asian Pacific American students.

end box

In addition, while some schools are more diverse than ever before, racial segregation remains a problem both among and within our schools, and there is evidence that the situation is getting worse:

- Today, more than one-third of all black and Hispanic students attend schools with greater than 90 percent minority enrollment.
- Rates of segregation are worse for Blacks than they were 15 years ago and, for Hispanics, 25 years ago.
- Nearly 90 percent of these racially isolated schools also have a majority of children in poverty, and therefore face extra burdens typical of deeply poor communities.
- If you compare students in schools that are overwhelmingly minority (90 percent or more) with those that are overwhelmingly white, a minority student is 16 times more likely than a white student to be in a high-poverty school.

It is clear that we have not yet met our aspiration -- I consider it an obligation -- to provide all children with what Ernest Green and the Little Rock

Nine bravely sought forty years ago -- a high quality education for all students, regardless of race, and the chance for all students to learn together. To the parents of children who attend our best schools I pose this simple question: How would you feel if you had to send your child to a school with a leaky roof, outdated textbooks, no computers, and teachers teaching subjects in which they lack basic competence? Too many of our children face this reality every day. And more often than not, they are children of color.

There are many reasons for the persistence of these problems, but we must not let complexity obscure the dire consequences of inaction. Issues such as continued residential segregation by race and class as well as our system of funding schools based largely on local property taxes require our immediate and focused attention. Just a few decades ago, our laws mandated that white, black and Hispanic students attend separate schools, with black and Hispanic children relegated to inferior schools. Those laws are gone. But residential segregation remains, especially in urban centers, and it has been exacerbated by "white flight" as more and more middle class whites and others have moved to the suburbs or sent their kids to private schools.

This has left many poor, minority communities struggling to fund their schools from a limited and often shrinking tax base. These same schools have trouble attracting and keeping the best teachers and must cope with all of the challenges of life in high poverty communities. The result is that, nearly a half-century after *Brown v. Board of Education*, many black and Hispanic children still attend inferior schools. We no longer say that white and minority children must go to separate schools. But we do say that each local community bears primary responsibility for funding its schools, and if children are underserved because a community is extremely poor, and if a state declines to level the playing field, so be it. And if that perpetuates America's color divide, let some future generation balance the accounts.

These conditions are morally unacceptable. They are also socially and economically destructive. While we point fingers in every direction, individual opportunity and our national strength suffer. How much genius and creativity are we failing to harness because of continuing racial disparities in educational opportunity? What would our lives be like today if we had provided every American regardless of race or class with the educational opportunity to succeed to his or her full potential? Would we have a cure for cancer? Or AIDS? Would we have more efficient energy sources and technologies that greatly reduced pollution? Would we have a new global movement for world peace and human rights? How far would we have progressed in weaving our diversity into one great fabric of community, and in purging our hearts of stereotypes and fears?

Each of us has a responsibility to help overcome present disparities and to build in America the highest quality educational system extending from birth to college and beyond. As a former governor, I know that education is and should be primarily a state and local issue. But in our increasingly diverse, interconnected and global society, quality education is also a national priority. And it is a matter of fundamental fairness.

*

Throughout my presidency, education has been among my highest priorities, and we have made important progress. [See text box on Administration proposals and accomplishments(to come).] We have embraced the idea of high standards for all students, and we have taken some steps to close the opportunity gap in education. Our effort, for example, to help local schools hire 100,000 new teachers and reduce class size in early grades will help eliminate racial disparities in class size and have positive effects on student achievement. But, much work remains to be done. Let me discuss three primary goals for the years ahead -- not just for federal action, but for all of us.

First, as we raise the bar for everyone, we must eliminate racial gaps in primary and secondary educational achievement. Those achievement gaps mark the distance from the America we see to the America we deserve. In the America we *deserve*, every child must have a high quality education from preschool through high school, including high standards and full and fair access to the best our schools can offer. And because the stakes are so enormous, we need a revolution in accountability for public officials, administrators, teachers, parents, and students themselves. Without stronger mechanisms for accountability, tied to appropriately measured educational outcomes, the goal of high quality is a mere aspiration, not a commitment.

Second, we must close racial disparities in college participation and graduation. Over the last three decades, the importance of a college degree to economic advancement has grown dramatically. Today, a person with a college degree earns 77 percent more than a person with only a high school diploma, compared to a 57 percent advantage in earnings twenty years ago. Yet the proportion of blacks, Hispanics, and Native Americans receiving college degrees remains less than half that of whites. This must change. Improving K-12 achievement is the most important step, but, we can't stop there. We can and must make it possible for more students of color to go on and succeed in college.

Third, we must promote integration in education so that students have the opportunity to learn together in ways that enrich the learning environment, improve race relations, and prepare students to thrive in the diverse world that

awaits them. In this sense, integration must be properly understood as one important element of quality in our educational system. As the Advisory Board stated in its final report, "Simply put, high-quality, integrated schools provide a more complete educational experience for all students than high-quality, segregated schools."

With these goals in mind, in the balance of this chapter, I offer a workplan to guide us all in the struggle for equity and excellence in education over the coming decade. Let me first highlight the centerpiece for renewed federal leadership, which focuses on the problem of disparities in primary and secondary educational opportunity and achievement.

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**CENTERPIECE OF THE FEDERAL WORKPLAN:
THE COMPACT FOR EQUAL OPPORTUNITY IN EDUCATION**

I propose a **Compact for Equal Opportunity in Education** -- quite simply, a new covenant to benefit America's children. In those states and school districts willing to enter into this covenant:

- The federal government will offer substantial new funds and greatly expanded flexibility in the use of current federal funding.
- In return, the state or school district would establish a comprehensive plan and strong system of accountability for results in closing the measurable achievement gaps between minority and non-minority and between poor and non-poor students in public schools.
- The federal government would not dictate the means used, and the state or district could even propose its own goals and timetables, with all the public scrutiny that entails. But the decision to award the federal funds and enter into a Compact would be based on a competitive, public review of the applicant's comprehensive strategy by an independent, diverse, peer review panel, including experts in successful school reform strategies.

Let me explain briefly why I think we must take this new approach. There is a tragic irony at work in American education. Too often, the children who need the most are least likely to get it. In part, this is because of long-standing inequities in educational funding formulas, especially the traditional reliance on local property taxes. Schools in a sea of poverty are too often overwhelmed, or

nearly so, by the extraordinary challenges they face. Students who live in low-income neighborhoods often bring the many burdens of their lives and their communities to school with them. Simple calculations of expenditures-per-pupil don't capture the subtleties, including: homelessness, family crises, or hunger; crime in hallways, streets and homes; and the simple, grinding pressure of poverty that may make family support harder to come by. Add to those problems the aging inner-city school buildings, disparities in teacher training, high proportions of students with special language needs -- and you have a recipe for disaster.

Up until now, we have generally tackled this problem with piecemeal, fragmented approaches, including efforts at the federal level. Over the decades, the intentions have been good, and the progress has sometimes been meaningful. Earlier in my Administration, we worked with the Congress to enact Goals 2000 and a major reform of the bedrock Federal grant program intended to help states and districts educate poor children, the so-called Title I program. Now funded at almost \$8 billion per year, the program is distributed by a formula related to the number of poor children, and the law now tells states that accept the money (all do) that they must raise standards and use tests or some kind of assessment to hold themselves accountable for making progress in improving education outcomes for poor children. I believe that these reforms are moving us in the right direction, and there are important signs of promise and progress. But the pace is too slow, and our ambitions must be still higher.

~~But~~ I believe the racial disparities and underachievement we have tolerated for so long justify the burning impatience felt by many parents, civic leaders and educators alike. I share their impatience, and therefore believe we need a new approach. We can forge a new federal-state partnership to break the cycle of disadvantage and eliminate gaps in student achievement. Still more piecemeal programs -- federal or state -- will not bring about the sweeping changes needed to close the substantial racial gaps in opportunity and achievement, making public schools work for all of the public.

Let me be clear: this is not Washington encroaching on local authority. In my years as a governor, working both within my state and on national policy, I came to fully appreciate that education is primarily a state and local responsibility. But I have also seen that sometimes a child's opportunity can be limited by the resources a local community can raise with a property tax, or the accident of whether the state is wealthy or poor, generous or stingy in aid to local schools. On the other hand, I have seen that Federal education programs are often too confining, with their red tape and narrow categorical purposes. And across the board, I have seen education treated as an island, cutoff from the mainland of challenges in the surrounding community. Yes, education is primarily a state and local responsibility -- but to be successful, all public officials at all levels must

work together, across political boundaries in a metropolitan area, and across whatever agencies or departments can play a role in supporting children, families and their communities.

This Compact will provide new, greater flexibility but in return demand greater results. It springs from my belief that, given an equal chance, all our children can succeed. It is my hope that the flexibility built into this proposal will spur emulation, innovation and tailoring of approaches to fit local needs. For example, I expect but would not require that each Compact for Equal Opportunity in Education include such things as: (a) strategies focused on putting high-quality teachers in high-need schools, and plans to reduce disparities in other resources; (b) ways to engage families, businesses and other local institutions; (c) strategies for breaking through the red tape of various federal, state and local programs in education as well as related fields, and ways to build partnerships across jurisdictional lines of school districts and local government agencies; (d) creative responses to the needs of immigrant children with limited English skills; (e) ways to promote higher expectations for achievement and to take aggressive action when there is failure; (f) practical mechanisms to identify educationally bankrupt schools or even districts, triggering receivership; and (g) plans for accountability at all levels, so that performance is measured fairly and has consequences.

These are not mandates. I am proposing neither a formula nor a cookbook. Communities that are not interested in a new Compact to close achievement gaps can simply ignore this challenge, and leave the money on the table for others. We will continue to work with them in the basic Title I program to raise standards and performance. But for those states and communities willing to join in this bold national effort, the independent review panel will judge whether the programs proposed show a strong promise of success. And states or districts must show results over time or lose funding to others who have adopted measures that produce progress.

As the Advisory Board on Race said in its final report to me, "To a great extent, we know what to do to promote educational equity and excellence; we just have to have the courage as a nation to do it. If we are successful here, fundamental change will follow." In the long-term, if we eliminate gaps in student achievement by race, we will ensure minority access to college and to a better future, and we will promote integration by making all public schools, and therefore the communities they serve, attractive to all Americans.

* * *

A WORKPLAN FOR THE NATION

still reads
like a
speci-
fic
proposal -
maybe should
say -
"I believe the
federal
govt, states, &
local pol. govts
will want to
pursue...
(a) strategies
what money?

For all
children
and to end
tracking of
children
in the
schools
and
communities

The nation's agenda in education is a broad one. To Build One America, we must:

- Close racial gaps from preschool through high school to maximize the God-given potential of every child;
- Increase college participation and graduation; and
- Promote integration in education to enrich the learning experience for all students and to strengthen our American community.

*

CLOSING RACIAL GAPS FROM PRESCHOOL THROUGH HIGH SCHOOL

new program?

The Compact for Equal Opportunity in Education, together with other efforts such as Headstart and Title I, represent an important Federal contribution to our national effort. But there are several important steps that require commitments from us all -- as we sit around the table in the Cabinet Room weighing legislative ideas, as a parent ^{helps} ~~sits with~~ a child ~~around the kitchen table~~ helping with arithmetic or grammar, as teachers work together on a strategy to get an alienated teenager engaged in learning. Here are some key things we must do together, focused on closing the morally unacceptable racial gaps in education achievement.

- ***Support families and promote early learning opportunities***

A child's development in the earliest years is crucial to the rest of his or her life. Children who do not reach school ready to learn will spend a significant amount of time catching up to their peers and may never fully overcome initial learning gaps. The key here is families. Parents must be every child's first teachers.

The most important thing parents can do in the early years is read to their children. We have set a national goal of having all our children read independently and well by the end of third grade. To help achieve that goal, researchers tell us that parents should read to their children at least 30 minutes per day. In just the last few years, the percentage of parents who are reading to their children on a regular basis has increased dramatically, and that increase has been greatest among parents of color. This is important progress. But we can do better. Today, parents of white children are still more likely to read to their children. One reason for this difference is the gap in literacy among adults. Approximately 40 million American adults cannot read English or read only at the lowest level, and

*Mention
Presumption for
Reading*

persons of color are overrepresented in this group. Parents who cannot read cannot teach their children to read, and may not put as much emphasis as they should on their child's school work generally. We must take action to increase adult literacy for this and other important reasons.

Beyond the parent's role, we must mobilize other aspects of the caring "village" my wife Hillary has spoken about so often. It is long past time to recognize that children of all races must have access to high-quality pre-school. Quality preschool boosts child development, which leads to higher achievement in school, better social adjustment, and even decreased involvement in crime. Head Start plays an important role here by providing quality pre-school to nearly one million children of low-income families. But we are currently serving less than 50 percent of eligible students, including only 35 percent of eligible Hispanic students. There is more to do.

Finally, families must remain involved in their children's education throughout school. A child's chances of success, regardless of race or class, are immeasurably increased when his or her family participates in the child's education. The more directly involved parents are in each child's school, the greater the return. All schools should have parent compacts that clearly define parents' role in the school. As a national goal, I believe that every parent should do some form of volunteer work in their children's schools every month (and employers should provide the flexibility to help parents do so).

- **Overcome racial gaps in K-12 educational opportunity**

Over the last several years, we have embraced the idea of high academic standards for all students, including the use of tests to ensure that those standards are met. Half our states now have or will soon introduce high school tests that students must pass to graduate. These standards and tests can play a crucial role in ensuring the quality of teaching and learning in our schools, but only if we give all students a full and fair opportunity to meet the standards and pass the tests. If all our children are going to be held to the same high standards, and they should be, then all students must have an equal opportunity to meet those standards and succeed to their full potential.

Present racial gaps in educational opportunity are dramatic, especially in our poorest, most racially isolated communities where large percentages of minority children are struggling to learn in our lowest quality schools. Students in these communities face disadvantages in so many areas that it is impossible to adequately discuss them all. But let me mention several issues that I believe are most crucial.

Should mention
need to apply
latest reading
research in Head
Start + other
early childhood
programs -

Should we make
the link
between ed. +
health care?
early brain
research?
Could say a lot
more in this
§

Section on
Reading research
America reads?

shortage + distribution - not lack of

Teaching. First and foremost is the lack of high-quality teachers. Study after study confirms what many of us have always known -- teachers are our most valuable educational resource. As class size decreases and teacher quality increases, all students perform better, especially poor and minority students. Yet today, poor and minority children are more likely to be taught in moderately *odd word choice* larger classes by less-qualified, less-experienced teachers. Nearly 50 percent of teachers in poor, minority schools leave after only 3 years. Students of color are also more likely to be taught by teachers without certification, without a degree in their field, and with lower test scores -- and all of this at schools where student underachievement is commonplace. Studies show that controlling for these factors, much of the racial disparity in student achievement disappears. We have taken an important step with Federal legislation in 1998 to help schools decrease class size. Now we must ensure, through recruitment, training, and professional development, that the teachers in those classes are fully prepared in the subjects they teach and in effective pedagogical methods. More of our brightest Americans must be encouraged to become teachers; colleges must commit to better teacher education; and more of our best teachers, including teachers certified by the prestigious National Board for Professional Teaching Standards, must be inspired and given incentives to teach in our highest-need communities.

Do more to support new teachers - w/ mentors, appropriate assignments, prof. development

Curriculum. Educational opportunities are not equal if students do not have equal access to challenging courses. That is why it was so important to me that federal legislation early in my Administration gave a vital boost to the high-standards reform movement, including the effort to ensure that poor children are offered challenging course work. Progress, however, is too slow. Still, poor and minority children are far less likely than middle class and white students to take a solid course in algebra, rather than "math for consumers." Still, minority students are far more likely than whites to attend a high school that offers few or no Advanced Placement courses, like calculus or second-year chemistry. And, most unfairly, research suggests that too many children are put in "tracks" or so-called "ability groups" that supposedly offer extra help, but in reality can be a detour to a second-rate curriculum leading to a third-rate dream. When a student's school doesn't even have enough solid math classes to go around, taught by qualified teachers, is it any surprise that college entrance test scores suffer? If the courses most relevant to the jobs in tomorrow's economy are in the suburban schools but not the inner city 15 miles away, should we be surprised if America's economic divide widens in the years ahead? We share an obligation to face these disparities in opportunity, and end them.

Buildings. Teachers cannot teach and students cannot learn effectively in overcrowded, deteriorating, or unsafe schools. What are we saying to our young people who go to schools with leaky roofs and crumbling walls or who are forced to study in converted trailers. We are saying that school doesn't matter; education

doesn't matter; *they* don't matter. That is the wrong message, and it is harmful. These conditions are most dramatic in our inner cities, where large percentages of minority students attend outdated, dilapidated schools often just miles away from the grandest imaginable suburban schools complete with the latest technology. We cannot expect our children to raise themselves up in schools that are literally falling down. We must take action to modernize our schools and build new schools where needed.

Technology. Closely related to this is the importance of overcoming racial and class disparities in access to technology. By the year 2000, 60 percent of the new jobs in America will require advanced technological skills. To prepare all students for these jobs and to improve education more generally, every school must have a sufficient number of computers, access to the Internet, and training on how to use technology effectively. The new "E-rate" championed by Vice President Gore is providing precious technology resources for many of our schools, but state, local and private efforts are needed. If we fail at this, the color divide will be compounded by a digital divide.

English acquisition. There is strong consensus across racial and ethnic lines that all students should learn English, and we must provide the necessary resources to help all students learn English within three years. The current needs are great: In addition to a shortage of bilingual teachers, only 30 percent of teachers with Limited English Proficient (LEP) students in their classes have received any training in teaching LEP students. There are many possible models of success in teaching English, and the best approach depends on each student's needs. But whatever approach is chosen, it must be judged by its success at teaching LEP students English and helping them achieve at the same level as students for whom English is their first language.

At the same time, the ability to speak additional languages is a great asset in our increasingly diverse world and global economy. We should encourage foreign language learning, starting in early grades, so that all students are fluent in at least one language other than English. This is one important arena in which our nation's growing language diversity can be beneficial. If we want our children to know many languages, it helps that they go to school with children who speak many languages.

Safety. Most of our schools are safe, but violent crime and fear of crime are real factors in about 10 percent of schools. Moreover, while the numbers are low, black and Hispanic children are significantly more likely than whites to fear being attacked in school, to report having street gangs in school, to see a gun in school, and more. Let me be clear: Violence destroys opportunity. It shatters both limbs and dreams. It teaches that force or might is more important than learning.

That is why I have proposed a comprehensive school safety initiative that supports efforts by schools and communities to eliminate guns, drugs, and violence from our schools.

- ***Hold high expectations for everyone***

In addition to better resources, we must promote high expectations for all students. In large part this means holding all students to high academic standards and making sure that tracking does not restrict learning opportunities. Too often, students are tracked based not on their educational needs but on their skin color or accent. This is discrimination in the form of low expectations by teachers and other adults. It is wrong.

Building higher expectations often starts with simply expecting more from students. Consider this: Surveys show that African American and Hispanic students feel they can bring home lower grades than their white and Asian Pacific American peers before their parents will get upset. Other surveys show that minority students most hope to impress their teachers, not their parents, with their academic performance. These surveys suggest that if students of all races are to be inspired to succeed, parents must demand more, and teachers must expect a lot.

Peer influence is also important. Too many children of all races seem to view being a good student as “uncool.” Some research suggests that this situation is even more dramatic for minority students, for whom educational success may be perceived not only as uncool but also as “acting white.” Consider the dramatic account in Ron Suskind’s book, *A Hope in the Unseen*, of a schoolwide assembly at a poor, predominantly black high school in Washington, D.C. The assembly was one of several to honor students who received straight “A’s” with \$100 awards donated by a local radio station.

At the start, the assemblies were a success. The gymnasium was full, and honor students seemed happy to attend, flushed by the cash. But after a few such gatherings, the jeering started. It was thunderous. “Nerd!” “Geek!” “Egghead!” And the harshest, “Whitey!” Crew [gang] members, sensing a hearts-and-minds struggle, stomped on the bleachers and howled. No longer simply names on the Wall of Honor [which listed honor students], the “whiteys” now had faces. The honor students were hazed for months afterward. With each assembly, fewer show up. (p. 3)

Other honor students were even threatened with violence, including Cedric Johnson, the honor student chronicled in Suskind’s book who, I am thrilled to say, is now a student at Brown University. Cedric did not attend the assembly to pick up his \$100. “I just couldn’t take that abuse again,” Cedric explained to his

teacher. "I hate myself for not going." (p. 6).

Cedric beat the odds. But most students cannot be expected to succeed to their full potential in environments like Suskind describes. Of course, no student should ever have to fear violence because of academic success. We must also, however, convince students of all races that education is "cool," and that being smart is not acting "white," or "black," or "brown," or any other color. Role models are important here, and I urge people who succeed to reach back to their communities to show students that educational achievement is the key to success in all aspects of life.

In the end, however, the expectations of teachers are probably the safety net for kids who can't find encouragement or support from peers or parents. But, there are millions of students winning As and Bs from their teachers while scoring miserably on all kinds of standardized tests that compare them with students elsewhere. And there are social promotions that move a student along because teachers and administrators simply don't expect that certain kids can and should achieve at grade level. Well, these educators aren't living up to our expectations for *them*.

- ***Increase responsibility and accountability for everyone in education***

We are all responsible in different ways for overcoming racial gaps in educational opportunity. We must all be held accountable for the results of our efforts. For public officials and school administrators, this means attaining measurable reductions in achievement gaps and increasing educational performance. Parents and CEO's, business leaders and clergy should demand success. This also means increasing public school choice and providing detailed information on school quality so that parents can make informed choices. For teachers, this means providing substantial opportunities for professional development but requiring that teachers demonstrate competence in their subject area and excellence in the classroom. For parents, this means building partnerships between schools and families and requiring that parents be engaged in their children's education through "parent compacts". For students, this means promoting high standards and ending social promotion while giving all students the help they need to achieve.

We must set clear, ambitious goals for education, give administrators, teachers, parents, and students the resources and authority to achieve those goals, and hold them accountable for results. I strongly believe that tests, including voluntary national tests, play an important role in measuring our success at teaching and learning, along with other forms of assessment. But we must be sure to always use the right tests, for the right purpose, in the right way.

*This is buried -
should get higher
priority - No
mention of
charter schools*

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Let me explain briefly why I believe that private school vouchers, paid for with the public's tax dollars, are a far less promising approach than the workplan I have described. [A couple of paragraphs to be inserted here, including mention of the dangers of draining resources, making the public schools more likely to fail with the "stayers"; the value of the "common school" ideal and the problem of resegregation; the incredible multi-billion cost. But also: the importance of finding alternatives to the market-driven model of vouchers to ensure that are powerful incentives for school improvement -- through testing, sharper accountability, etc.]

We need to see this

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INCREASING COLLEGE PARTICIPATION AND GRADUATION

While improving K-12 opportunity and achievement is the long-term solution in education, we must take additional action to increase college participation and graduation. Let me mention just three that are central to our pursuit of racial and ethnic justice.

- *Expand college enrollment and financial aid*

We must continue to expand college access and ensure that all students who want and deserve to go to college can afford it. I am proud that we have made much progress in this area. But much more can be done. Black, Hispanic, and Native American students are still less likely to go to college than white or Asian Pacific American students. In many cases, this is simply because students from disadvantaged backgrounds are less aware of college options and of how to take advantage of those options. Evidence shows that we can increase participation in college by building partnerships between colleges and high-poverty schools. These partnerships can increase college expectations and provide support services, such as mentoring and tutoring. We have taken important action to develop these partnerships through our GEAR UP program. We must build on that to ensure that every degree-granting college partners with high-poverty schools to make the dream of college a reality for more low-income and minority students.

Over the last several years, we have retooled and dramatically increased financial aid for college, including substantial increases in Pell Grants, which are received by more than half of all minority college students. Nonetheless, the high cost of college remains the major reason why many students decide not to attend

college and why too many minority students drop out. Money for college is available to all who need it, and we must get that message out. But we must also take additional action to help families that face undue hardships due to the loss of a college student's contribution to family income.

- ***Close racial disparities in graduation rates and increase minority participation in graduate and professional schools***

Getting into college is only half the battle. Colleges must take greater responsibility for ensuring that more of their students finish successfully. Graduation rates for persons of color remain far below that of whites. Of those students beginning college in 1989 and seeking a bachelor's degree, 48 percent of white students and 47 percent of Asian Pacific American students earned a degree by 1994 compared with 34 percent of blacks and 32 percent of Hispanics. Studies prove that support services such as counseling, tutoring, and mentoring in college can significantly increase graduation rates, especially for Hispanic students. We should expand these efforts. Minority-serving institutions typically go the extra mile to retain their students, and more colleges should follow their lead. For example, Xavier University of Louisiana, a small historically black university with only 3000 students, leads the nation in producing black physics, chemistry, and biology graduates and sends more black graduates to medical schools and pharmacy schools than any other college or university in the nation. Norman Francis, President of Xavier University, attributes Xavier's success to demanding hard work while providing all students with the support services they need to succeed, including advising, tutoring, and assistance in applying to graduate schools.

Community colleges play an important role in expanding educational opportunity, especially for Hispanic students. These colleges also serve as a bridge to further education. Studies show that where there are clear agreements linking 2-year and 4-year colleges, more minority and other students successfully transfer from community college and more transfer students receive bachelor's degrees. Two-year and 4-year colleges must build strong, clear relationships to enhance coordination, increase student transfer rates, and increase graduation rates.

Finally, students of color are underrepresented across the board in graduate education. This situation is especially dramatic in the science and technology arenas. Almost 94 percent of all doctorates in science and engineering are earned by whites or Asian Pacific Americans, and the number of black doctorates is smaller now than 20 years ago. This is untenable. As a simple demographic matter, if we want breadth, depth and excellence in these professions, we must be inclusive.

- ***Support minority-serving institutions and build college partnerships***

Third, we must support minority-serving institutions, including historically black colleges and universities (HBCUs), Hispanic-serving institutions (HSIs), and Tribal colleges. These institutions have played and continue to play a vital role in educating students of color. Sixteen percent of black college students attend HBCUs, but HBCUs award 28 percent of all bachelor's degrees received by blacks. And HSIs award more than 50 percent of all bachelor's degrees received by Hispanics.

In addition, we must encourage partnerships between minority-serving institutions and predominantly white research universities. These partnerships can enrich academic offerings available to students. In addition, the partnerships can increase diversity by providing opportunities for students and faculty to interact in different environments.

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PROMOTING INTEGRATION TO ENRICH THE LEARNING EXPERIENCE FOR ALL STUDENTS

Parents, students, institutions, and communities should have the right to choose a racially and ethnically diverse education. After a burst of progress in the late 1960s and early 1970s, segregation in schools is worsening because of housing and demographic trends as well as a shift away from legal actions requiring school desegregation. Furthermore, diversity in higher education, though strongly supported by the higher education community and the nation, is under attack on several fronts.

We must renew our belief in the value of integration in education. As my Advisory Board said in its final report, the goals of quality and integration in education are complementary. Diversity is not about political correctness. It has real, tangible benefits, not only for all students, but to our society. Diversity improves teaching and learning by providing a range of perspectives that enrich the learning environment. It teaches good citizenship by showing students how to interact comfortably with people different from themselves. It improves students' preparation for employment by teaching them how to function in diverse work settings. And it fosters the advancement of knowledge by spurring study in new areas of concern. The actions we must take in this area include:

- ***Reduce racial segregation among and within schools***

Today, 67 percent of black students and 74 percent of Hispanic students

attend primary and secondary schools with greater than 50 percent minority enrollment, and more than one-third of black and Hispanic students attend schools with more than 90 percent minority enrollment. We must reduce this racial segregation and isolation among schools. The single most important thing we can do to promote integration is to make all schools good schools that attract diverse student bodies. But there are also innovative ways to give more parents and children the option of an integrated education, including the expansion of interdistrict magnet and charter schools, schools located at large employers and on university campuses. We must also promote housing integration efforts designed, in part, to promote school integration.

Even in so-called integrated schools, too many students are resegregated into different classes, with students of color overrepresented in remedial and special education classes. Furthermore, students sometimes self-segregate in inappropriate ways. We must take action to ensure that tracking based on biased expectations and faulty policies does not resegregate students.

Furthermore, schools must promote opportunities for positive cross-racial interactions. Studies show that having students of different races work together toward common goals can breakdown racial stereotypes, improve race relations, and improve the academic achievement of the lower achieving students.

- ***Promote the benefits of diversity in higher education***

We must also increase integration in higher education. College and university leaders have long known that diversity in the student body is essential to providing all students with a complete educational experience. According to Neil Rudenstine, President of Harvard University, "The conception of a diverse student body as an educational resource -- comparable in importance to the faculty, library, or science laboratories -- is the most direct expression of an idea that we have seen emerging over the course of more than a century." Studies show that where the "resource" of racial diversity is used effectively, all students benefit. However, diversity in higher education is poorly understood in the public arena and is under attack on several fronts. Most dramatically, in states where affirmative action has been outlawed, data show a dramatic decrease in the numbers of students of color accepted at the most prestigious institutions. For example, in 1998, the University of California, Berkeley had to reject more than 800 highly qualified black, Hispanic, and Native American applicants each of whom had a 4.0 or higher GPA and scored 1200 or higher on the SAT.

I address elsewhere the issue of affirmative action. But here I want to make the more general point that as a nation we must recognize the great value of diversity in higher education. In their recent book *The Shape of the River*, William

G. Bowen and Derek Bok showed that students of all races want a diverse educational experience. According to surveys of black and white graduates of selective universities who began college in 1989, a majority of both blacks and whites believe that “the ability to work effectively and get along with people of different races and cultures” is “very important.” A majority of both blacks and whites also believe their undergraduate experience was of “considerable value” in developing those skills based on interactions with students of different races. And the vast majority of both blacks and whites believe that their school should continue to place the same or greater emphasis on diversity. We must preserve and develop appropriate mechanisms to ensure diversity in the short- and long-term. Furthermore, colleges and universities must promote the educational benefits of diversity by creating supportive campus environments and by promoting positive cross-racial interactions among students.

* * *

CONCLUSION

Tearing down the walls of disparity and division in American education is as vital to our future as the defeat of fascism was in World War II, or the global stabilization of struggling economies is today. For too long we have professed support for equal opportunity without grappling with the glaring inequities faced by too many of our children. I know this won’t be easy. We have spent years building walls and patching cracks along the color line. But we must not fail to act. The costs of delay are mounting. Our children and our nation are in danger of falling behind in a world that is forging ahead.

Remember, these are all our children. Each of them is eight years old but once. The choices we make will put them on a track to nowhere or a track toward achieving their full, God-given potential. If we do not prepare them well, they may spend a lifetime struggling to find a way in from the cold margins of the new economy. And if our children learn apart, they won’t know how to live together. This requires more than passing laws against hateful conduct. It requires a passage of spirit, from the old world of racial separation, to a new world of shared hopes, common values, and unity. Education is the vessel that will get us there. It must be our number one priority. Nothing less is at stake than the strength of our economy and the soul of our nation.

How we meet the challenge remains a window on our hearts.

City Year

Boston, Massachusetts

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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 social economic backgrounds.

Background: City Year, an AmeriCorps program, 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, S.C., Columbus, Ohio, Philadelphia, Rhode Island, San Antonio, San Jose/Silicon Valley and Seattle. City Year corps members represent a cross section of their communities, male and female; inner city and suburban; African American, Asian, white, Latino and American Indian; low, middle and upper income. The corps includes college graduates, high school graduates and young people without high school diplomas.

Program Operations

City Year unites young adults, ages 17-23, 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 a regimen of high-spirited calisthenics to prepare themselves for a day of excellent service. After their "community huddle," corps members in distinct 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 the homeless, turn vacant lots into community gardens, operate recreational programs for senior citizens, or a host of other projects. Corps members participate in civic activism through community service, leadership training, volunteer opportunities and special community events. Corps members develop

leadership skills by organizing citizens into service programs such as the "Serve-A-Thon; organizing winter and spring camps for public school children; and running Young Heros---a Saturday service corps for eighth graders---and many other programs. (The Young Heros Program was recognized by the President's Initiative on Race as a Promising Practice.) 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.

Outcomes and Significant Accomplishments

More than 400 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 including problem solving, negotiating, planning and organizing events, crisis management and public speaking. The program has inspired today's youth to take action and become decision makers in their communities while addressing and meeting their communities social needs. City Year programs have been supported by more than 300 corporations, often by sponsoring teams of volunteers.

Website

www.city-year.org

Quote for sidebar

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.