



Samuel A. Hartwell
Co-Chairman

April 3, 1997

Mr. Bruce N. Reed
The White House
Washington, DC 20501

Dear Bruce:

Anne Peretz, Rob Carmona and I are looking forward to our meeting with you on May 7th.

I am enclosing some background on STRIVE, Rob and myself (you know Anne, of course).

If you have something similar on yourself and your current work, I would be most interested in seeing it.

With best regards,

SAH/ljg



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Robert Carmona

East Harlem Employment Service opened its doors in 1985 and has consistently met its three main operating goals which are to train clients in three weeks; to achieve a job retention rate of 80% or better; and to do this at a cost of about \$1,500 per job placement. EHES has the financial support of a blue ribbon list of foundations, corporations, churches and individuals; it benefits from the total involvement of its board of directors; and it is managed by an able and energetic Executive Director, Rob Carmona, who heads a motivated, performance oriented staff of twenty persons.

EHES serves residents of New York's inner city. It recruits city-wide. It has more applicants than it can handle and priority is given to those most in need. No applicants are accepted who have an established work history or, in the judgement of EHES, can find good jobs on their own.

The training program is an intensive course that emphasizes job application and job readiness skills. Training is conducted through role playing and through the performance of tasks in a simulated workplace. Clients learn how to take orders, accept criticism and function as team members; how to think in terms of job advancement and long term careers; how to dress and speak appropriately; and how to use the telephone, write resumes and fill out applications.

Job openings are developed by EHES through contacting and courting New York employers of all descriptions. A key factor in the success of the program is the proper matching of candidates with job opportunities. Good employer relationships depend on satisfaction with EHES hires and on the demonstrated willingness of EHES to stand behind its graduates following employment. This involves giving attention to graduates who are having difficulty by learning both the employer's views and those of the graduate and providing counselling where needed.

EHES jobs are entry level opportunities in many different fields and, with a few exceptions, are jobs that have the potential of advancement and a career path. Occasionally, a young graduate will be placed in a so-called dead end job for a period of three to six months to gain work experience. These persons are replaced in better jobs upon successful completion of this employment.

Graduate follow-up is the key to EHES's program. EHES stays in contact with working graduates for two years following employment and tailors its follow-up to the needs of each individual. The frequency of contact is whatever it takes to keep graduates on-the-job or, if their employment is terminated, to replace them in new jobs. The follow-up process accomplishes many things, the most important of which is a high job retention rate. It also provides a measure of how well the EHES job developer is judging the ability of individual graduates to hold specific jobs and it is a window into the general demands of the market place. It is the basis for valid, up-to-date placement and job retention data.

After two years, EHES stands ready to assist any graduate for his or her lifetime. At this point it is up to the graduate to contact EHES. The program stays open two evenings a week and Saturday mornings for graduate visits. A more formal graduate services program is currently under development by a team consisting of EHES, Stanley Isaacs Neighborhood Center and Jobs For Youth Of Boston. This effort, being funded by The Ford Foundation, is aimed at raising the income of graduates from programs like STRIVE through career planning, further education and professional training.

East Harlem Employment Service approaches clients on the basis that most of their personal problems will be solved by a job and financial independence. Its method is to keep the training time short and find work for an individual as quickly as possible. This does not mean that it is a quick fix; it is a practical program that involves a tremendous amount of hard work by staff and clients; it is not a three week program; it is a two year program. It does not have all the answers for all unemployed inner-city residents, but it does meet the priorities of a great many of these persons. It operates on the cutting edge of its target population, as evidenced by its inability to place about 20% of its graduates and its inability to keep another 20% on the job.

EHES has been successfully replicated. In 1991 East Harlem Employment Service developed a plan with The Clark Foundation to help other community based organizations in New York set up STRIVE training centers. As a result, there are now thirteen centers in four Boroughs placing about 2,500 persons a year in jobs.

In 1988 East Harlem Employment Service helped form Three Rivers Employment Service in Pittsburgh. In 1991 Chicago Employment Service was established and in 1995 Boston Employment Service opened. These three organizations, also known in their respective areas as STRIVE, are modelled closely after the New York program and are generating comparable operating results. In January 1997, a STRIVE will open in Philadelphia as part of Metropolitan Career Center, a highly successful twenty year old inner city employment program.

EHES is 100% privately funded. It publishes quarterly and annual reports and attempts to maintain personal contact with each of its donors. It is a New York not-for-profit corporation, tax exempt under Section 501 (c) (3). Its guiding principles are to maintain focus and operational integrity while converting, as nearly as possible, 100% of its funding into direct client services.

| | <u>Audited</u> | | | | <u>Estimate</u> | <u>Budget</u> |
|---|-------------------------|--------------------------|------------------------|-------------------------|------------------------|-------------------------|
| | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 |
| Contributions | \$1,486,285 | \$1,270,933 | \$1,430,589 | \$1,616,415 | \$1,658,000 | \$3,081,700 |
| Revenue | | | | | | |
| Investment Income (loss) | 8,790 | 11,118 | (3,651) | 23,802 | 29,000 | 29,000 |
| Other | --- | 2,466 | 7,500 | 99,539 | 115,000 | 31,000 |
| TOTAL INCOME | \$1,495,075 | \$1,284,517 | \$1,434,438 | \$1,739,756 | \$1,802,000 | \$3,141,700 |
| Expense | | | | | | |
| Personnel | \$442,038 | \$493,192 | \$498,025 | \$581,467 | \$706,000 | \$752,500 |
| Professional Services | 22,199 | 29,353 | 36,900 | 44,230 | 46,000 | 45,800 |
| Occupancy Charges | 18,000 | 13,000 | 11,400 | 12,500 | 25,000 | 15,500 |
| Depreciation | 11,872 | 12,577 | 15,757 | 16,908 | 12,000 | 12,000 |
| Payments to Other Parties | 565,380 | 694,000 | 690,310 | 734,550 | 777,000 | 650,000 |
| Funded Programs | --- | --- | --- | --- | 143,200 | 1,509,900 |
| Other | 82,857 | 130,960 | 100,577 | 134,162 | 46,800 | 165,800 |
| TOTAL EXPENSE | \$1,142,346 | \$1,373,082 | \$1,352,975 | \$1,523,817 | \$1,756,000 | \$3,151,500 |
| Excess (Deficiency) of Income Over Expense | <u>\$352,729</u> | <u>\$(88,565)</u> | <u>\$81,463</u> | <u>\$215,939</u> | <u>\$46,000</u> | <u>\$(9,800)</u> |

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STRIVE GRADUATES

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 Malcolm Hurt
 William C. Ingram, Jr.
 Sonya Isaacs
 Raymond Jennings
 Elaine Livingston
 Ming Rowell
 Alvin Wise

TAX STATUS: Tax-exempt,
 public foundation
 LEGAL STATUS: Not-for-profit
 corporation (New York)

JOB PLACEMENTS

STRIVE ORGANIZATIONS

| | East Harlem Employment Service (NYC) | New York City STRIVE Affiliates (NYC) | Three Rivers Employment Service (Pittsburgh) | Chicago Employment Service (Chicago) | Boston Employment Service (Boston) | MCC/ STRIVE (Philadelphia) | TOTAL |
|------|--|--|--|---|---|----------------------------------|--------|
| 1985 | 56 * | | | | | | |
| 1986 | 86 | | | | | | |
| 1987 | 137 | | | | | | |
| 1988 | 208 | | 124 * | | | | |
| 1989 | 202 | | 139 | | | | |
| 1990 | 188 | | 149 | | | | |
| 1991 | 284 | 1,188 * | NA | 89 * | | | |
| 1992 | 409 | 1,389 | NA | 108 | | | |
| 1993 | 426 | 1,874 | NA | 155 | | | |
| 1994 | 428 | 2,156 | NA | 119 | | | |
| 1995 | 425 | 1,672 | NA | 150 | 144 * | | |
| 1996 | <u>485</u> | <u>2,091</u> | <u>NA</u> | <u>275</u> | <u>150</u> | | |
| | 3,334 | 10,370 | 2,240 | 896 | 294 | | 17,134 |
| 1997 | 500 | 2,465 | 476 | 275 | 175 | 115 * | 4,006 |
| 1998 | 520 | 2,875 | | | | | |
| 1999 | 530 | 3,170 | | | | | |
| 2000 | <u>540</u> | <u>3,370</u> | | | | | |
| | <u>2,090</u> | <u>11,880</u> | | | | | |
| | 5,424 | 22,250 | | | | | |

* First Year Of Operations

Job Training That Works

By KAY S. HYMOWITZ

NEW YORK—The new era of welfare reform is here, but one of its most vexing questions has yet to be answered: how to move the inexperienced and unskilled into the workplace. Traditional government job-training programs, focusing on skills like word processing, have a track record of failure. But a break-the-mold program called Strive offers a new approach. Dispensing with "hard skills," Strive's staff attends primarily to the manners and values of the work world.

Strive's guiding belief—that employers want to hire eager, presentable workers and are willing to train them once on the job—is borne out by academic research. William Julius Wilson, author of "When Work Disappears," interviewed 179 Chicago-area firms offering entry-level jobs. Mr. Wilson found that only 12% of employers said a lack of job skills was a major problem for inner-city applicants. They were far more likely to cite a lack of work ethic (37%), lack of dependability (17%) or bad attitude (17%).

Strive's trainers, who themselves have had to travel the gulf between the street culture their clients now inhabit and the office culture they seek to join, vigorously confront the self-defeating postures of passivity, racial blaming or the strut of "attitude." During one three-week workshop, Michelle, a giggly, prattling 18-year-old, goes crying to the head trainer when her silliness is challenged. Trainer Joelle James explains: "Although we deal with about 40 people every month, they're the same people with different faces. There are patterns. For instance, Michelle is immature, undisciplined. She is used to crying to get her way, particularly with men. We've seen her before."

When Gloria, 23, complains that the group was not given enough instruction to complete the day's assignment, the trainers prod: "Did you ask yourself what is your role in this? Did you show some initiative? Did you ask us to clarify?" One wonders if they are being too harsh until they call attention to the way Gloria is sitting. She leans back with her arms crossed over her chest—just the kind of subtle gesture of defiance bound to irritate a supervisor on the job. Other participants will be challenged to recognize their own resistance to authority, displayed in their bored facial expressions, smirks, slouching and unconscious clucks of disgust.

To overcome passivity and shyness, everyone is required to speak to a video camera for five minutes in the first week and to participate actively in all parts of the workshop. At one session, trainer Steve Berlack calls forward a good-looking, lanky 18 year-old named Corey. "You all know Corey," he says, gently mimicking

the way the young man, hands in pockets, looks down at his scuffling feet. "He stands around the projects with the other guys, and the girls come over, and gosh, they think he's so sweet." The women in the group, myself included, burst out laughing. We've seen him before.

Embarrassing as these encounters may be, they are essential to the Strive approach. It's a sharp contrast with government-funded job training programs, which make it impossible to fail—and thereby render success meaningless. "If a person drops out, you don't get paid," Strive's executive director, Rob Carmona, says of the traditional programs. "It's your goal to keep that person at all costs, so you make excuses for him every day, even if you know he's going out and smoking a joint during lunch."

The privately funded Strive, on the other hand, insists that its clients live up to strict standards of maturity and responsibility. Though the program accepts all comers, success depends on satisfying its pool of employers. So Strive's staff must weed out the intractably hostile, immature and withdrawn. Typically 35% of a Strive class quits after a three-hour orientation, and another 6% leave during the three-week workshop.

Corey is one of those who do not make it. In the third week his classmates are asked whether he should graduate. He has failed to participate, and even when they beg him to speak up, he can only mutter "I'm not sure" or "I don't know." They reluctantly, even tearfully, conclude he shouldn't graduate: They've learned to judge themselves through the eye of an employer, and they understand that their own futures are at stake in Strive's reputation. But they remind Corey that he can come back and try again. Strive prides itself on offering its clients a lifetime commitment and always giving them another chance.

The results of this approach could hardly be more convincing. At 19 sites in New York, Boston, Chicago and Pittsburgh, Strive has put about 14,000 people to work in five years at a cost of just \$1,500 each. And whereas most programs count themselves successful if participants are working after a final three-month follow-up, close to 80% of Strive graduates are still working after two years.

In a random sampling of 20 employers by New York University, 18 remarked on the confidence Strive graduates displayed during job interviews, as well as on their general motivation and good attitude. "Strive people understand what's expected of them," says Irving Brown, a manager of Choice Courier, who has hired more than 50 Strive graduates in the past year. "They understand that this is a job to give them

discipline and basic skills, which they can translate into a more meaningful job in the future. They know they're captain of their own fate."

All of which puts Strive's sometimes abrasive toughness in a different light. Underlying the prodding, teasing and confrontation is a genuine respect for the clients. While acknowledging the difficult hand life has dealt them, the staff insists on realism; plain-spokenness; and clear, impersonal standards of conduct. It's a far cry from the pity, condescension and indifference of many traditional programs. For those up to the challenge, it seems to work wonders.

Ms. Hymowitz is a contributing editor of the Manhattan Institute's City Journal, from whose Winter issue this article is adapted.

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Samuel A. Hartwell

Born 1930 Pittsburgh, PA

Princeton BA 1952

Harvard MBA 1956

US Army 1952 - 1954 (Korea)

1956 - 1964 Smith Barney

1964 - 1971 Glore Forgan General Partner

1971 - 1979 Merrill Lynch Managing Director

1979 - 1988 S.A. Hartwell Inc. President

1988 - G.S. Blodgett Corporation Co-Chairman

East Harlem Employment Service Co-Founder & Chairman

Three Rivers Employment Service Director

Chicago Employment Service Director

Boston Employment Service Director

MCC/STRIVE Director

Married, Four Children, Six Grandchildren

Home Williamstown, MA

March 24, 1997

Sam Hartwell

I was born in 1930 and raised in Pittsburgh. After college and military service in Korea, I got an MBA and went to work on Wall Street where I was a member of three firms over about 24 years, the last one being Merrill Lynch. I set up my own business in 1980 as a financial advisor to a number of industrial companies. In 1988 I joined a partner in the purchase of G.S. Blodgett Corporation, a Vermont manufacturing company, where I am Co-Chairman.

I hold a pilot's license with instrument and multi-engine ratings, but as a favor to general aviation, I have not flown since 1975. I have climbed a number of mountains including Kilimanjaro in Africa and Mt. Blanc in Europe.

In 1984 I co-founded East Harlem Employment Service, known as STRIVE, a non-profit organization that helps so-called unemployable young adults find jobs in New York City. Because of the many talented people who became involved in this effort, STRIVE has been enormously successful and similar organizations have been established in Pittsburgh, Chicago, Boston and Philadelphia with a sixth under consideration for Los Angeles.

My wife, Anne, has worked throughout her career in social service and political organizations, most often as a volunteer. Her political campaigns include those of Robert Kennedy, Adlai Stevenson and, most recently, Paul Tsongas. Her accomplishments include the conversion of me from an Eisenhower Republican to a Democrat with an unbroken Kennedy to Clinton voting record.

We have four children and six grandchildren whose combined decibel level have convinced me to check out before the great grandchildren arrive. Our family base is in Williamstown, Massachusetts.

April 3, 1997

Robert Carmona

Born 1951 New York, NY

College of New Rochelle BA 1979

Columbia University MSW 1981

1977 - 1980 Downstate Medical Center Counselor

1980 - 1982 Daytop Village Therapeutic Consultant

1980 - 1984 Greater New York United Way Fund Assistant Director Agency Relations

1984 - 1985 City Volunteer Corps Senior Planner

1985 - 1987 Wildcat Service Corporation Director Of Marketing

1987 - East Harlem Employment Service/STRIVE Executive Director

Three Rivers Employment Service Organizer

Chicago Employment Service Organizer

Boston Employment Service Board Member

MCC/STRIVE Board Member

Married, Two Children, One Grandchild

Home Teaneck, New Jersey

April 3, 1997



STRIVE

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Executive Director

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SUPPORT TRAINING RESULTS IN VALUABLE EMPLOYMENT

STRIVE'S
TRAINING:
AN OVERVIEW

INTRODUCTION

The STRIVE employment workshop is based on the idea that a positive attitude and good communication skill assists individuals in developing a solid foundation from which to launch themselves. Our goal is to prepare young adults, who have experienced difficulty in securing and maintaining gainful employment, with the tools to successfully negotiate today's job market. Throughout the three week workshop participants utilize various vehicles that enable them to exhibit and improve their skills at communication and receiving constructive criticism. The main focus of the workshop is attitudinal training. The STRIVE model provides a challenging environment which encourages the participants to expose negative attributes that might otherwise hinder their success in the world of work. The aim is to enhance self confidence and self motivation.

STRIVE incorporates the use of technology (i.e. personal computers and video equipment) which stimulates the level of interest and involvement amongst the participants.

PROGRAM ORIENTATION

Each workshop begins with a "group interaction" orientation session to provide information to prospective participants covering issues ranging from meeting the requirements of the dress code to effectively handling office politics. Mutual expectations are discussed to provide a level starting place from which to begin. A positive tone is set when participants are asked to shed their defences and give brief verbal biographies and explain the circumstances that brought them to STRIVE. Participants are evaluated according to educational achievement, work history and living situation. The use of computers is discussed and how the technology achieves workshop goals is explained.

CORE PROGRAM (ATTITUDINAL TRAINING)

In today's service oriented job market, entry-level candidates need to be self-motivated and possess strong interpersonal skills. While academic achievement and work experiences are valuable assets, they do not, alone, guarantee success in negotiating today's job market. STRIVE's training is based on the premise that many personnel directors and employment coordinators will take a chance on a prospect who has exhibited the applicable aptitude and the "right" attitude for the entry-level work environment. Seasoned instructors construct realistic role play situations, which provide a basis upon which participants are able to learn and grow. Oftentimes, these hypothetical workplace scenarios trigger innate potential in participants who, previously, did not have any concept of how to function in the work environment. STRIVE recognizes that experience, feeds confidence accordingly, significant time is allocated for sessions involving role play. Participants come to realize that preparation and confidence are key when it comes to solidifying and winning interview opportunities.

Audiovisual (videotape) technology is utilized to enhance the process in which a participant is able to critique him or herself as well as fellow participants. The sessions on interviewing skills are essential factors in the STRIVE process. Conventional methods in teaching interviewing skills are used. However, STRIVE's "Man on the Street" is a unique and dynamic feature employed in the latter half of each workshop. The instructors, equipped with a camcorder, will literally escort the participants to a business district in Manhattan (i.e. Citicorp Headquarters on Lexington Avenue, Wall Street or the World Trade Center) to interview business men and women on the street to find out what it takes to be successful on the job. Such a vehicle can be beneficial to the development of a participant in several ways and is usually enjoyed by everyone involved.

Lastly, in the realm of attitudinal training, STRIVE's employment workshop deals with basic qualities that are crucial to the success of any participant (during their time in the workshop or after). Qualities such as accountability, responsibility, attendance and punctuality are emphasized throughout the three week process. The notion of following up on directions and meeting deadlines are invoked in every group and individual project. We believe issues such as these cannot be minimized when one is considering full-time employment.

COMPUTER APPLICABILITY

STRIVE does provide the resources and instruction of the motivated participant to acquire considerable computer training in the areas of word-processing, data entry and typing. However, we do not consider ourselves a computer training organization. Rather, we utilize technology to establish self-confidence amongst our participants and graduates. Many of our participants are not computer literate when they come to STRIVE. If a young adult can master the fundamentals of such training, it stands to reason he or she will enjoy an enhanced sense of self-esteem and self-worth. Moreover, all participants are challenged to construct, with assistance, their own professional resumes and cover letters via hand-on computer application.

IN CLOSING

STRIVE implements a team approach to training, job developing and graduate services which, in turn, fosters group interaction amongst the participants in each cycle. It is not unusual for the job developers and graduate services coordinator to spend considerable time with the participants in group sessions during the training process. Job development and placement are the final bridges between the training process and actual employment.

Young Adults STRIVE for more than just a job.

PROJECT STRIVE is a privately funded, not-for-profit employment training and placement program. It serves New York businesses, and young people who want to work but have had difficulty finding jobs with a career potential. During a structured three week workshop our participants learn valuable employment skills and develop more positive attitudes toward work.

Hiring STRIVE workers saves employers time and money.

Neither employers nor applicants are ever charged a fee, so there is virtually no cost involved. STRIVE screens and tests its applicants on their skills and educational levels. In addition, participants have their work performance and attitudes evaluated on an ongoing basis during a real workshop. This workshop is kept intense and geared toward building enthusiasm and initiative. After experiencing the demands of an *unstipended* training period the participants are better prepared to meet the challenges of paid employment.

This type of preparation is the best insurance employers have that STRIVE graduates will get the job done, and therefore reduce the cost of recruitment and training.

Exacting standards are maintained in a high-tech training environment.

Participants complete a variety of difficult work assignments on state-of-the-art video equipment and computers. Some of the tasks measure general work behavior and attitudes, others teach specific vocational skills useful in today's workplace.

Typing and academic skills are evaluated and upgraded through the use of interactive software. All participants are introduced to database design, data entry, computer graphics and word processing. Workshop members create their own resumes and cover letters on computer, and they produce and film video clips that portray issues to be mastered on the job.

All workshop projects are designed to develop initiative and foster teamwork. STRIVE graduates are reliable and hard working, with a strong desire to succeed.

Funded and managed privately for greater flexibility.

STRIVE is privately funded and managed like a business; it neither receives nor seeks government funding. This allows STRIVE to respond more effectively to the needs of both participants and employers. It also provides the freedom to make day-to-day adjustments to meet the realities of the market place.

STRIVE provides qualified people for entry level and semi-skilled positions.

STRIVE's job development staff matches qualified candidates with job openings. However, all graduates must successfully apply and obtain positions through standard procedures. Hiring decisions are the employer's.

Jobs in which STRIVE alumni have been placed include data entry, mail clerk, graphic artist, construction worker, secretarial trainee, electrician's helper, cashier, administrative assistant, and food service.

But don't just take our word for it! Satisfied STRIVE employers include:

- Skadden, Arps, Slate, Meagher & Flom
- Starbucks
- Loews Corporation
- LeBoeuf, Lamb, Greene & MacRae
- Chadbourne & Parke
- Smith Barney
- Technology Service Solutions
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- Fifth Avenue Business Improvement District
- Mount Sinai Medical Center
- Metropolitan Life Insurance Co.
- Stanley Computer Systems
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- Choice Courier
- TIAA/CRRF
- Ogilby and Mather
- Knight Riffer
- Effective Systems Management
- Sherman & Sterling
- Madison Square Garden
- AMTRAK
- American International Group
- Mellon Bank

Follow-up ensures job progress

Long term placement and job advancement are STRIVE's main objectives. STRIVE has an Alumni Association which reflects an on-going commitment to its graduates. Alumni form the basis of a self-help network and may offer important new ideas for improving themselves and STRIVE. In addition, STRIVE maintains contact with employers in order to more closely assess their needs and further refine the job development and placement program.

PROJECT STRIVE
EAST HARLEM EMPLOYMENT SERVICE
1820 LEXINGTON AVE., N.Y., NY 10029 (212) 360-1100

STRIVE workers
learn to earn a future
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INTERNET ADDRESS: <http://wsj.com>

Job Training That Works

By KAY S. HYMOWITZ

NEW YORK—The new era of welfare reform is here, but one of its most vexing questions has yet to be answered: how to move the inexperienced and unskilled into the workplace. Traditional government job-training programs, focusing on skills like word processing, have a track record of failure. But a break-the-mold program called Strive offers a new approach. Dispensing with "hard skills," Strive's staff attends primarily to the manners and values of the work world.

Strive's guiding belief—that employers want to hire eager, presentable workers and are willing to train them once on the job—is borne out by academic research. William Julius Wilson, author of "When Work Disappears," interviewed 179 Chicago-area firms offering entry-level jobs. Mr. Wilson found that only 12% of employers said a lack of job skills was a major problem for inner-city applicants. They were far more likely to cite a lack of work ethic (37%), lack of dependability (17%) or bad attitude (17%).

Strive's trainers, who themselves have had to travel the gulf between the street culture their clients now inhabit and the office culture they seek to join, vigorously confront the self-defeating postures of passivity, racial blaming or the strut of "attitude." During one three-week workshop, Michelle, a giggly, prattling 18-year-old, goes crying to the head trainer when her silliness is challenged. Trainer Joelle James explains: "Although we deal with about 40 people every month, they're the same people with different faces. There are patterns. For instance, Michelle is immature, undisciplined. She is used to crying to get her way, particularly with men. We've seen her before."

When Gloria, 23, complains that the group was not given enough instruction to complete the day's assignment, the trainers prod: "Did you ask yourself what is your role in this? Did you show some initiative? Did you ask us to clarify?" One wonders if they are being too harsh until they call attention to the way Gloria is sitting. She leans back with her arms crossed over her chest—just the kind of subtle gesture of defiance bound to irritate a supervisor on the job. Other participants will be challenged to recognize their own resistance to authority, displayed in their bored facial expressions, smirks, slouching and unconscious clucks of disgust.

To overcome passivity and shyness, everyone is required to speak to a video camera for five minutes in the first week and to participate actively in all parts of the workshop. At one session, trainer Steve Berlack calls forward a good-looking, lanky 18-year-old named Corey. "You all know Corey," he says, gently mimicking

the way the young man, hands in pockets, looks down at his scuffling feet. "He stands around the projects with the other guys, and the girls come over, and gosh, they think he's so sweet." The women in the group, myself included, burst out laughing. We've seen him before.

Embarrassing as these encounters may be, they are essential to the Strive approach. It's a sharp contrast with government-funded job training programs, which make it impossible to fail—and thereby render success meaningless. "If a person drops out, you don't get paid," Strive's executive director, Rob Carmona, says of the traditional programs. "It's your goal to keep that person at all costs, so you make excuses for him every day, even if you know he's going out and smoking a joint during lunch."

The privately funded Strive, on the other hand, insists that its clients live up to strict standards of maturity and responsibility. Though the program accepts all comers, success depends on satisfying its pool of employers. So Strive's staff must weed out the intractably hostile, immature and withdrawn. Typically 35% of a Strive class quits after a three-hour orientation, and another 6% leave during the three-week workshop.

Corey is one of those who do not make it. In the third week his classmates are asked whether he should graduate. He has failed to participate, and even when they beg him to speak up, he can only mutter "I'm not sure" or "I don't know." They reluctantly, even fearfully, conclude he shouldn't graduate: They've learned to judge themselves through the eye of an employer, and they understand that their own futures are at stake in Strive's reputation. But they remind Corey that he can come back and try again. Strive prides itself on offering its clients a lifetime commitment and always giving them another chance.

The results of this approach could hardly be more convincing. At 19 sites in New York, Boston, Chicago and Pittsburgh, Strive has put about 14,000 people to work in five years at a cost of just \$1,500 each. And whereas most programs count themselves successful if participants are working after a final three-month follow-up, close to 80% of Strive graduates are still working after two years.

In a random sampling of 20 employers by New York University, 18 remarked on the confidence Strive graduates displayed during job interviews, as well as on their general motivation and good attitude. "Strive people understand what's expected of them," says Irving Brown, a manager of Choice Courier, who has hired more than 50 Strive graduates in the past year. "They understand that this is a job to give them

discipline and basic skills, which they can translate into a more meaningful job in the future. They know they're captain of their own fate."

All of which puts Strive's sometimes abrasive toughness in a different light. Underlying the prodding, teasing and confrontation is a genuine respect for the clients. While acknowledging the difficult hand life has dealt them, the staff insists on realism, plain-spokenness and clear, impersonal standards of conduct. It's a far cry from the pity, condescension and indifference of many traditional programs. For those up to the challenge, it seems to work wonders.

Ms. Hymowitz is a contributing editor of the Manhattan Institute's City Journal, from whose Winter issue this article is adapted.

CRAIN'S NEW YORK BUSINESS

FEBRUARY 3, 1997

Striving to create effective job training

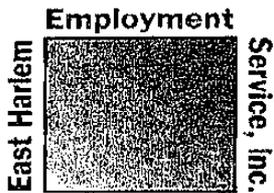
We absolutely agree with Stan Ponte, central staffing manager for The Gap Inc., who was featured in Steve Malanga's Jan. 6 column ("To make job training programs work, talk to the people doing the hiring"): The most effective job training and placement programs for welfare recipients should know what employers want. However, Mr. Malanga is painting with a broad brush when he writes that most people running training programs know more about government grant writing than job training.

Project Strive, for example, one of several privately run job training programs supported by United Way of New York City, has a history of securing employment for the hard-to-employ. Its strategy includes a network of 12 job training sites; 24 job developers interacting with about 1,000 employers annually; and working with clients after placement. Most Strive clients are still employed two years after placement.

The program's solid reputation among employers is based on Strive's hands-on management and communication with customers to ascertain their needs. In addition to basic skills, clients also develop proper business attitudes such as accountability, enthusiasm and reliability, among other intangibles.

As the debate over welfare reform continues, and more attention is paid to training programs, everyone must remember that not all training programs are alike and each should be judged on its own merit. The UWNYC is proud to support many programs that offer education and training, and help individuals in the private job market.

RALPH DICKERSON JR.
President
United Way of New York City
Manhattan



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STRIVE RECEIVES NATIONALLY RECOGNIZED QUALITY SERVICE AWARD FROM THE US SECRETARY OF LABOR

East Harlem Employment Service/STRIVE, New York City was recognized in Washington, DC on October 2 for demonstrating effectiveness in preparing youth and young adults for jobs and independent learning. Lorenzo D. Harrison and Lawrence Jackson joined representatives from 18 initiatives singled out in other communities at a ceremony led by Timothy M. Barnicle, assistant secretary of the U.S. Department of Labor for Employment and Training, and Erik Payne Butler, chair of the National Youth Employment Coalition. Harrison is Deputy Executive Director and Vice President of East Harlem Employment Service/STRIVE.

STRIVE is a privately funded nonprofit employment training and placement organization based in East Harlem that has expanded to comprise 18 sites in four cities and states throughout the Northeast region of the United States. STRIVE has the capacity to assist 3300 individuals per year region-wide at a cost of approximately \$1500 per participant. Historically, it has achieved a 75-80% placement and retention rate of inner-city residents in private sector jobs. It is currently engaged with the Ford Foundation to launch a comprehensive market driven career development program referred to as the Access, Support and Advancement Partnership (ASAP). ASAP employs state of the art technology, sector development and a fluid program design aimed at career advancement for ex-offenders, high school drop outs, single moms on public assistance, former substance abuser and others. STRIVE was incorporated in December 1984 and enjoys the benefit of a working and active board of directors.

Support Training Results In Valuable Employees

STRIVE PRESS RELEASE
PAGE 2

The 18 community initiatives were identified as Effective Initiatives by the National Youth Employment Coalition, a nonprofit that sponsors the Promising and Effective Practices Network (PEPNet). To achieve recognition, the programs had to demonstrate effectiveness in outreach methods, recruitment, training, job development and placement, management, youth development, preparation of youth for jobs, and soundness in data evaluating results. It should be noted that the review process engaged by NYEC for the PEPNet Awards was accomplished with the utmost integrity, objectivity and un-bias. The Coalition encourages all youth employment and training programs to join the quality movement by engaging in a self-assessment and a continuous improvement process, learning from the PEPNet Effective Initiatives, and documenting evidence of their own activities that achieve superior results. PEPNet will demonstrate that there are many youth employment programs that are effective in the preparation of young people for the workforce and life. Recognition and the annual designation of Effective Initiatives are just part of PEPNet, which seeks to promote effective program practices in all communities.

'It's programs like Strive that will help people get off welfare and help them support themselves.'

MIRIAM KEARSE-GASTON, *aspiring film producer*

Work program strives for change

By Taylor Batten
CONTRIBUTING REPORTER

Five years ago, Miriam Kears-Gaston was a single mother on welfare, sleeping with her two-year-old daughter on her sister's couch, her husband gone, her job prospects bleak.

Today she is the assistant to the chairman of the graduate film program at New York University, with plans to become a film producer. And she has been invited to join the board of directors of a major job-creation program.

Kears-Gaston's turnaround started when she attended Strive, a program that places thousands of down-on-their-luck people in decent-paying jobs in New York, Chicago and Pittsburgh.

"I don't think the opportunity to get a job like I have now would have crossed my mind," said Kears-Gaston, 31. "It's programs like Strive that will help people get off welfare and help them support themselves."

Strive, which opened in New York in 1985, each year places about 2,500 people, aged 18 to 30, in jobs there. About 450 more find work in Chicago and Pittsburgh.

Now a coalition of community activists and corporate leaders are hoping the program will help put people to work in Boston.

Strive's organizers in Boston hope to place 100 mostly minority residents in jobs in the first year alone. So far, Strive has raised about \$100,000 of the \$164,000 needed to start in Boston from foundations, corporations and individuals. No public money is involved.

Strive, also known locally as Boston Employment Service Inc., goes into business next month on Washington Street in Dorchester. In the months leading up to the opening, a group of corporate lawyers, business executives and community leaders united to rouse support for their problem-solving program.

The ills confronting society today are huge: crumbling cities, rampant crime, hopeless youths. The executives' response to those ills has been surprisingly simple: Even someone with little education or work experience can be productive if given a chance, and a little training.

"It's more than a premise, it's a fact," said Samuel A. Hartwell, a co-founder of New York's Strive and the chief financial officer of Blodgett



REUTERS PHOTO

MIRIAM KEARSE-GASTON
Graduate of Strive program

Corp. of Burlington, Vt. "The typical guy or woman coming in has only one major handicap — they have no idea how to get a job, how to dress, how to take criticism.

"They're survivors," he said. "They have a lot to offer in terms of motivation, energy, intelligence. We just work on the part they're missing."

Many of Strive's students are high school dropouts, and during the three-week training program, they learn how to conduct themselves during interviews, to write a resume and to dress professionally. They learn basic workplace skills that some of them failed to acquire before the program.

Activists say Strive reaches people who might otherwise never find a steady job with a chance for a career. While numerous Boston programs help high school students, Strive will serve people who are too old to qualify for those programs.

At the end of the program, Strive places graduates in entry-level jobs at banks, hotels, hospitals, government agencies, department stores and other companies. And it keeps them there. Two years later, 80 percent of them are still employed, Strive says.

The key, organizers say, is that Strive maintains contact with graduates for two years and promises career counseling throughout the graduate's life. Strive also works with employers to ensure they are benefiting from the program.

"If someone is in the inner city, and if they're surviving to age 18 or 19, they have survival skills," said Wayne Kennard, a lawyer with the



GLOBE STAFF PHOTO / WENDY MAEDA

Director Percy Hayles (left) sits outside Strive's Dorchester home with board members Kitt Sawitsky (center) and Wayne Kennard.

Boston law firm of Hale and Dorr, who is helping to organize the Boston Strive program. "If they can be directed, they can be a productive worker."

In New York, the program gets rave reviews from graduates like Kears-Gaston and their employers.

"Strive really has its act together," said Flo Robinson, a recruiter at Mt. Sinai Medical Center in New York. "When someone comes here for an interview, they dress appropriately, they speak effectively, they make eye-to-eye contact."

Said Francine Vitano, a personnel officer at Viacom International: "Boston employers should really look at it as an option for hiring, because all it takes is a chance, and they should be given that."

Percy Hayles, a 37-year-old youth leader in Dorchester and Roxbury, will head the Boston program.

"Basically we want to convince people of their own potential," said Hayles, who was recently named executive director. "It's a tough job. It's an enormous job. But it's a job needing to be done, and I'm confident."

Corporations are confident, too. Many officials say they are not participating out of a sense of charity. Instead, they recognize the link between healthy neighborhoods and healthy businesses.

"We told them, there's no way you can build that's high enough or strong enough to insulate the corporate world from the rest of the city," said Kitt Sawitsky of the Boston law firm of Goulston & Storrs. "Unless they're willing to reach out to that city, situations like the riots in Los Angeles will repeat themselves. Ultimately, it's not a charitable exercise."



Newsday / Donna Dietrich

Training director Frank Horton instructs STRIVE class on everything from attitude to attire.

Striving in Job Market

Groups runs boot camp for unemployed

By David Plank

STAFF WRITER

Fifty pairs of eyes look up at Frank Horton as he stalks around the tiny, dingy East Harlem basement that serves as the headquarters of STRIVE, or Support and Training Resulting in Valuable Employment, a group that last year quietly placed 2,000 young adults in full-time, permanent jobs.

Horton is glowering at a young woman, telling her that her attitude will not be tolerated.

"What's the matter?" he barks. "You're starting to come across snotty."

The young woman looks embarrassed. She says she doesn't know what he's talking about.

"You get a bad phone call?"

She nods.

"I hear that," Horton says. "Keep it out the door. If I was on the street, I'd curse you out."

This breaks the tension and even gets a few laughs. It is clear that most of the people in this room are wondering what on earth they have signed themselves up for. This is clearly not what many of them expected. In a few weeks, they may be working at Bloomingdale's, American Express

or Merrill Lynch. But in the meantime, they have to put up with Horton.

"Men do terrible in this program," he continues, and as the young woman he just reprimanded exhales at last, the males in the room begin to squirm.

"They don't like to be dressed down in front of a group or in front of women," Horton says. "They react emotionally, because of their pride. That's why one in four of us is in jail. Pride is a very expensive commodity."

STRIVE works with young people who otherwise might not be able to find jobs, teaching job-search fundamental such as attitude training, resume writing and interviewing techniques. They learn how to dress, both for interviews and for the jobs they hope will follow: no earrings bigger than a quarter; black and white dresses for the girls, white shirts and a tie for the boys; no gold chains. And no attitude.

"Inner-city young adults, mostly African-American and Latino, seem to be disenchanting and pessi-

Please see TRAINING on Next Page

BUSINESS

Striving for New Careers

TRAINING from Preceding Page

mistic about the system, and this gets twisted into an image of rebelliousness," says Lorenzo D. Harrison, STRIVE's deputy director. It is this rebelliousness that the organization seeks to overcome.

"What I see here is a bunch of lazy people with chips on their shoulders," says Denise DeSousa, 20, taking a long look around the room where she sat only weeks before. DeSousa graduated from STRIVE a month ago and has already found a job as a cashier in Brooklyn. She says STRIVE was just the thing she needed so she could take charge of her life.

"It pushed me back out there and made me want to make a turnaround for myself," she says. "I knew it was something I had to do to get back on with my life."

One company that has had success with its recruits from STRIVE is the Manhattan law firm of LeBoeuf, Lamb, Leiby and MacRae. Jennifer Tarlow, personnel manager at the firm, says the STRIVE alumni hired to work in its reproduction, mail and library departments have been professional and diligent. "They place eager and enthusiastic candidates with us," Tarlow says.

Taking charge of one's life may be the biggest lesson STRIVE teaches. Participants are required to maintain a professional appearance and attitude from the beginning to the end of the three-week program. Excessive tardiness or absence are grounds for dismissal. And people are dismissed.

"The people who stay with it are the ones who really want to make something out of their lives," DeSousa says. She offers the example of a classmate who refused to write a 500-word paper about herself. When the instructor told her she was fired, the woman got up and left. DeSousa doesn't know where she is now.

Rob Carmona, STRIVE's executive director, says the attrition rate is about 20 percent. The organization helps graduates find full-time jobs, and keeps track of its alumni for two full years. At the end of that time, STRIVE has found, 79 percent still have that first job.

Donna Christopher, 30, emigrated to America from St. Croix nine years ago. After working as a clerk for a few years, she lost her job. She has been unemployed for two years, and hopes STRIVE will be her ticket back into the workplace, maybe as a receptionist.

"Maybe this is the boost I need to get me back on my feet," she says. "When your company closes you, just can't get back into the work force."

About 25 graduates a month come out of each of the 10 community organizations in the STRIVE Employment Group, which is funded through individual and corporate donations, and by the United Way. The training costs \$1,500 per person — though participants pay nothing — and includes recruitment, training, placement and post-placement services.

YOUR DOLLARS AT WORK

UNITED WAY OF NEW YORK CITY



New York, New York

October 31, 1993

S U N D A Y

Striving to Win Program aids jobless

By Stephanie Tonnesen

STAFF WRITER

While having been laid off as a clerk for a construction company for two years, Robert Steptoe, a 29-year-old resident of Jamaica, lived on public assistance and by doing odd jobs, such as laying tile and landscaping.

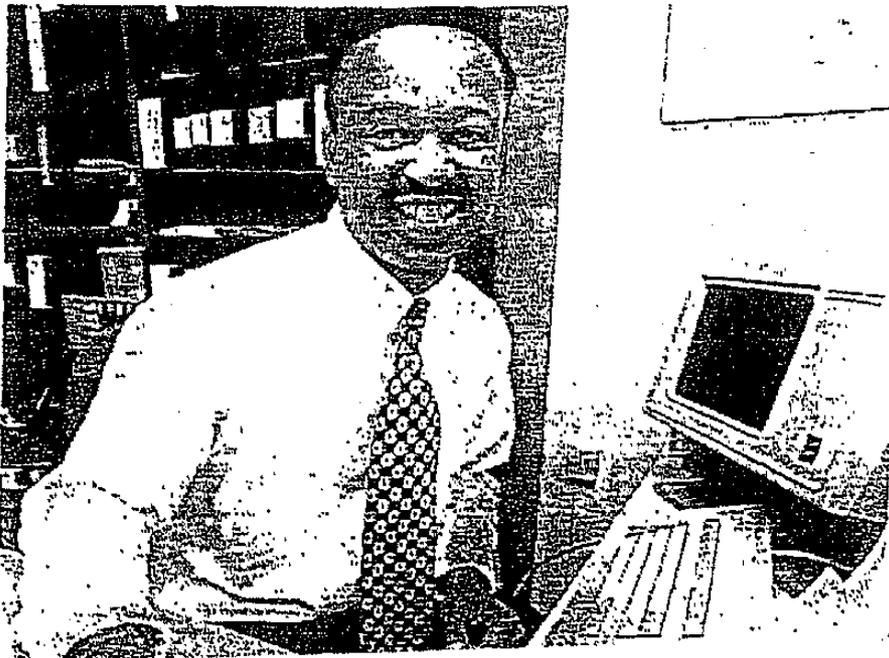
One day while looking through the newspaper, he found an advertisement for a program that offered employment and training workshops to help people re-enter the job market.

Steptoe entered the program and participated in workshops that taught him how to prepare a resume, handle a job interview and maintain the right attitude about himself.

After completing the program in February, he found a job at Forte Airport Services, which provides food to the airline industry. In three months, Steptoe worked his way up from the kitchen to assistant cost analyst.

"I thought I had it together but I really didn't. STRIVE enhanced the qualities that I knew I had," Steptoe said.

The STRIVE program (Support and Training Resulting in Valuable Employment), a collaborative effort between the United Way of New York City and the Clark Foundation, led to Steptoe's success in improving his attitude and finding a job.



THE PAGE IS DESIGNED TO HELP YOU RECOGNIZE THE STRIVE EFFORTS OF YOUR HIREDDAWAY SUPPORT. IT COMES TO YOU WITH OUR THANKS.

Urban League, STRIVE to train youth for jobs

The New York Urban League, in conjunction with Project STRIVE (Support and Training Resulting in Valuable Employment), an East Harlem job training program, will engage in a joint venture to provide job training and placement for the unemployed and unskilled in West Harlem.

Dennis M. Walcott, president and CEO of the New York Urban League (NYUL), said the league is proud to become a partner for progress with STRIVE to help prepare those who do not have the wherewithal or self-esteem to obtain employment and remain in their jobs.

Robert Carmona, executive director of STRIVE, stated: "It is an honor and privilege to be associated with NYUL in a serious and concerted effort to be of service to the West Harlem community. This effort is a win-win situation for both organizations and will strengthen each other's roles of service to the broader community."

Founded in 1985, STRIVE has successfully placed 80 percent of its graduates in jobs; and based on a policy of tracking its graduates, 80 percent of the placements manage to stay in their jobs.

Walcott said the joint program will service 100 people for the first year. In the program, students will learn interview techniques and skills, time management, responsibility, how to meet deadlines and how to work with fellow employees.

Carmona noted the program

individuals with low self-esteem and language barriers.

"With the strong reputation and portfolio of success STRIVE brings to the table and NYUL's outreach and ability to impact public policy on matters of mutual interest, we are going to meet the needs of hundreds of community residents who are looking for guidance and an opportunity to realize their own potential." Walcott and Carmona concluded.

For further information contact Saritha Clements at (212) 281-1200 or (212) 926-8000.

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THE NEW Black view

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PROFILE

STRIVE: Job Training for the Long Haul

BY MARY KEEFE

IT LOOKED LIKE ONE OF A THOUSAND corporate meetings: a large room filled with standard-issue office chairs, men wearing starched shirts and ties, women in dresses and blazers, not a hair out of place. Yet instead of taking place in Wall Street or midtown, this meeting occurred in the basement of a community center in East Harlem. The 27 participants were enrolled in STRIVE, a three-week employment training program designed to help people find permanent jobs and keep them.

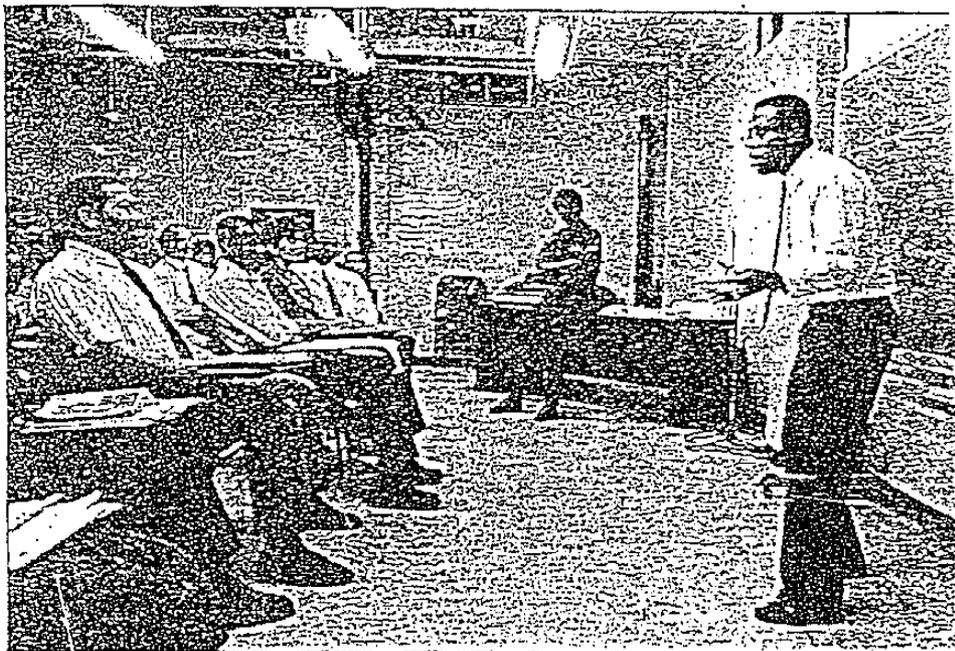
It was the third day of the program and each member of the group gave a five-minute speech that was recorded on video. For many, the experience was nerve-racking. Naïr Gonzalez, a lively 20-year-old, panicked during her speech but eventually completed it and later called five minutes "the longest time ever." Donna Valdes, who came to STRIVE because she has trouble staying at jobs, says she nearly didn't come to the class because of her fear of public speaking.

"You were nervous and you didn't want to get up here today. But you did it," announces Frank Horton, 29, a STRIVE graduate who now leads the program in East Harlem with equal measures of patience and toughness. "There's places you want to be in your life, but you are afraid... You expect people to understand that fear. We can understand it all day long, but until you cross that bridge and take on the responsibility, it won't change."

STRIVE, which stands for Support and Training Resulting in Valuable Employment, focuses on people who are often labeled "hard-to-employ." Of the 516 East Harlem STRIVE graduates between 1985 and 1988, 49 percent were high school drop-outs, 75 percent were on public assistance, 45 percent were parents and 97 percent were black or Latino. The average age was 23.

Low Self-Esteem

According to Horton, many of the people in the program are struggling with low self-esteem and language barriers. "Their confidence is ter-



Confidence builder:
Frank Horton leading a STRIVE session.

rible," he says. "My job is to deal with their attitudes. They have gone to job after job and not been successful." At STRIVE, he says, "before they know it they have 20 or 30 positive experiences since they walked in."

These positive experiences appear to pay off—since opening in 1985, the program has placed 79 percent of its 853 graduates in jobs. And follow-up calls four times a year show that 80 percent remain employed. "We don't think our training is complete until someone is stably employed," says Michael Frey, founder and president of STRIVE. To him, that means two years in a job that's not a dead end.

Frey started STRIVE five years ago to replicate a program he was impressed with while serving as director of the Henry Street Settlement. The job training effort is privately funded and meets needs that are ignored by government-funded programs under the federal Job Training and Partnership Act (JTPA). Many advocates criticize JTPA because the emphasis is job placement rather than job retention.

Since its inception, STRIVE has expanded and now has a second

branch located in a public housing project in the Bronx. The program is poised to take another leap because the New York-based Clark Foundation recently awarded it a \$4 million challenge grant. Over the next five years, the STRIVE staffers have to raise another \$8 million to fund expansion into eight new locations and to place 10,000 young New Yorkers in permanent jobs. The grant is a "particularly large one" for the Clark Foundation, and what sold the board was STRIVE's five-year record of job retention rates, according to Joseph Cruickshank, secretary of the foundation.

Rob Carmona, executive director of STRIVE, says that the key to STRIVE's job retention rates is extensive personal contact and individual calls to graduates at regular three-month intervals. The program is short and intensive, and once it is over, graduates have lifetime access for extra help with personal problems, assistance moving up the job ladder or into higher education.

Job developers at each STRIVE location work with New York employers to help find slots that graduates can apply for, although many people find their own jobs, Carmona

says. Most of the jobs are in back office operations, in areas like building operations and hospitals. The police department runs recruiting workshops at the Bronx location.

Program Meets Needs

Last October, Miriam Gaston read an ad for STRIVE in a newspaper after she'd been out of work for a year. She was looking for jobs, but everyone asked about computer training, which she lacked, and she was fearful about interviews. "I was nervous about what people would think of me and in an interview I would clam up and get nervous," she recalls. The program fit her needs because it was brief, included computer training and was free. At the time, Gaston was 26, supporting her two-year-old daughter on public assistance and living with her mother in Brooklyn.

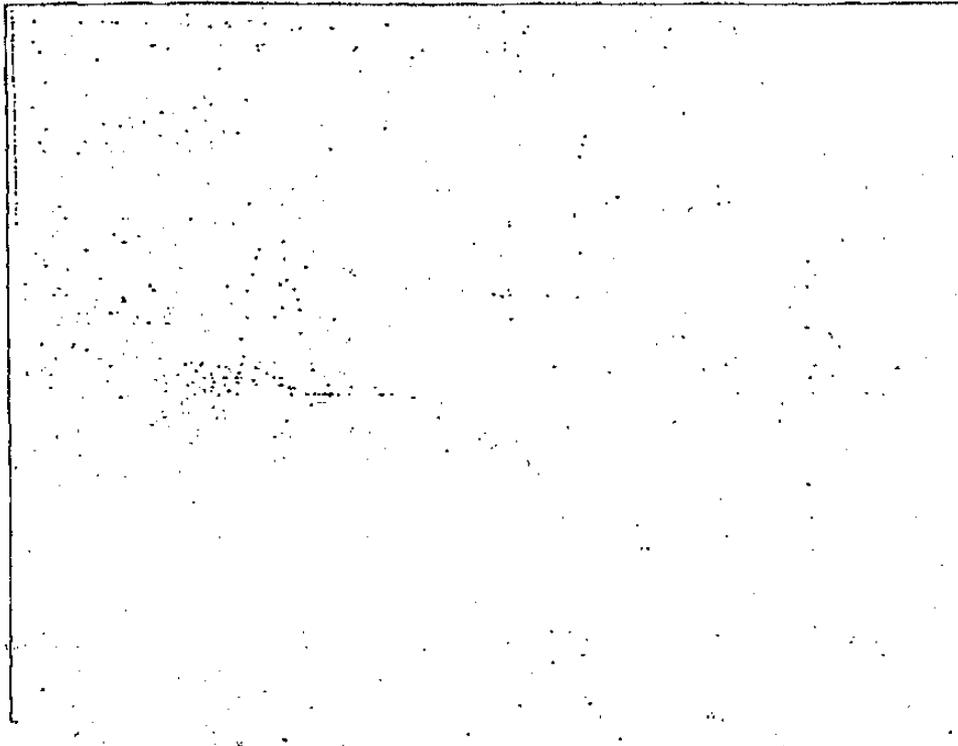
The quick training is part of the design, according to Frey. Many of the STRIVE participants are in dire need of a job and don't have the time or money for a lengthy training program. At STRIVE, participants train eight hours a day for three weeks, learning communication and interviewing skills, building confidence, and looking at how to handle on-the-job problems. Basic "learner-

friendly" computer training is available to everyone and day care is provided at one of the two branches.

Ten days after Gaston graduated from STRIVE, she landed a job as an administrative secretary at the graduate film department of New York University. Summing up why STRIVE has helped turn her life

around, she says, "Being on public assistance is not exactly an ego building experience so you don't always come in with the best attitude." At STRIVE, she says, "there's always a sense of pride and respect." □

Mary Keefe is a freelance writer focusing on community issues.





Project STRIVE

"Winners never quit and quitters never win"
-STRIVE MOTTO

This simple phrase forms the guiding vision for Bronx River STRIVE (Support Training Resulting in Valuable Employment), a private/public partnership between an affiliate of Bronx River Neighborhood Centers Inc. and the New York City Public Housing Authority. The initiative serves two critical functions. First, STRIVE prepares

Program Description

housing residents for the realities of New York City area work environments while building and improving professional work skills. Second, STRIVE introduces New York City employers to a talented pool of motivated, entry-level workers and then matches existing opportunities to STRIVE graduate skill levels.

STRIVE receives both private and public support. The program, which consists of a three week training course, job

placement, and follow-up support, has been active since August of 1988.

Effectiveness

Because of its dedication to high professional standards and rigid demands for participant excellence, STRIVE's effectiveness has been both consistent and impressive. Since 1988, more than 3,200 housing residents have completed professional training. Since the program's inception, 80% of all graduates found full-time employment.

Many of these positions have had higher annual salaries than those earned by Project STRIVE trainers.

Employment has brought economic security to these individuals and provided the professional skills and economic means necessary to foster self-reliance. Nearly

two out every five working alumni use their new positions to move out of public housing. Others are able to increase their family's standard of living.

But STRIVE's effectiveness is not measured solely by the number of employed graduates. Some participants and graduates do not receive jobs immediately due to their poor educational background and resulting weaknesses in grammar, vocabulary, and diction. For these individuals, STRIVE becomes the facilitator of internships and a referral mechanism for additional training through the GED and ESL (English as a Second Language) programs. By assisting those who do not gain immediate employment, STRIVE upholds its commitment to all persons with the desire and commitment to win. ■

Observable Outcomes

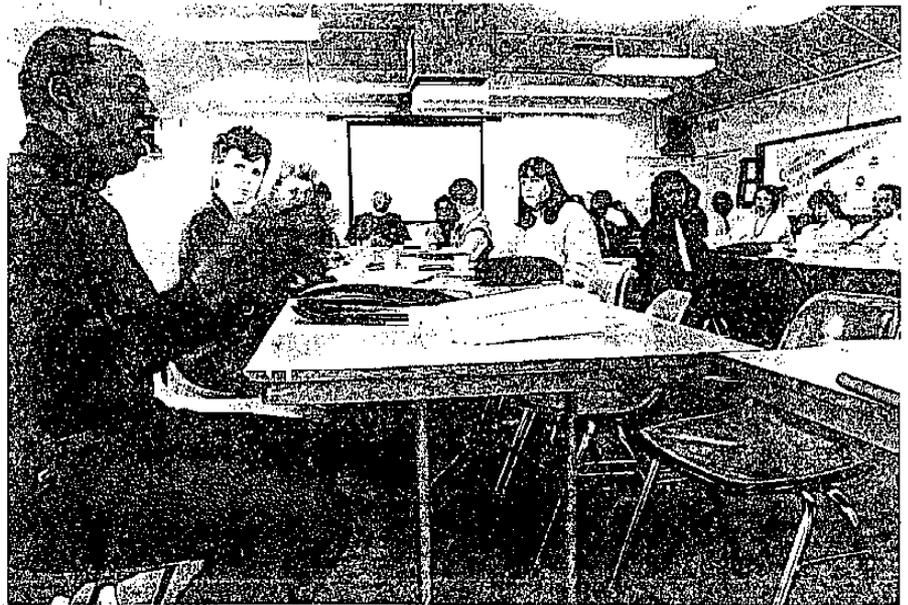
Business leaders, housing officials, and, most importantly, community neighbors of STRIVE graduates have each witnessed the successes of the program.

They include:

> **Positions gained are usually full-time, entry-level opportunities with career possibilities.**

> **Employment positions include tellers, data entry specialists, customer service agents, graphic artists, receptionists, electrician's helpers, and construction workers.**

> **The high quality of professional skills taught to STRIVE students represents a potential cost training savings to employers.**



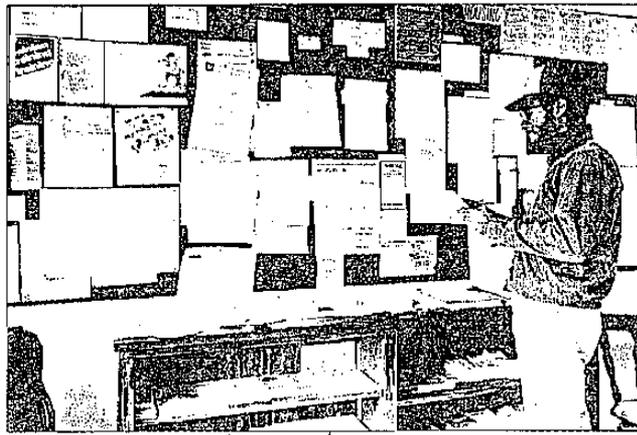
> Since completion of the first class, graduates have consistently been placed in the offices of leading businesses and prestigious corporations. STRIVE alumni proudly count themselves as team members of Chase Manhattan Bank, Manufacturers Hanover Trust, Smith Barney, and U.S. Trust, to name a few.

STRIVE Administration

The STRIVE Program is administered by a staff of six to ten training and resource professionals. Overall direction is provided by the Executive Director.

The **Executive Director is responsible for:** program delivery on a daily basis; weekly supervisory meetings with the Project Director; quarterly program evaluation; ensuring achievement of goals and objectives; supervision of program bookkeepers; and accuracy of all related financial reports.

The **Project Director's duties include:** management of day-to-day operations; budget preparation; fiscal management; staff supervision and training and evaluation; performance goals; placement management;



counseling service delivery; equipment needs assessments; service delivery evaluation; payroll time sheets; training record preparation and management; and follow-up and continued assistance components of the program.

The Placement Coordinator and Job Developer are responsible for:

negotiating on behalf of clients; mentoring participants; interfacing and maintaining outside communications with corporations, businesses, and community organizations; calculating statistical records of client interviews, placements and job retention; and intake procedures.

Trainers and Assistant Trainers are charged with the duties of: intake testing and evaluation and orientation; preparation of lesson plans and exams; and conducting

workshops in the areas of word processing, data entry, resume writing, interviewing techniques, and professional appearance.

STRIVE Funding

To Housing Authorities confronted with limited financial resources, the STRIVE program model represents an excellent example of a proven, "off the shelf" empowerment training program with little direct cost.

Through the private/public partnership agreement with Bronx

River STRIVE, the New York City Public Housing Authority provides only one resource to the program — physical space. Facilities such as administrative offices and classroom space are allocated to STRIVE, often making use of space that was under-utilized. The actual operating funds for the program are raised through a contracted professional fundraising consultant. The consultant is paid through a percentage of donations received.

Participant Selection and Support

Project STRIVE is structured to promote only those participants who are committed to making concrete efforts toward gaining meaningful employment.

Typically, the



announcement of a new workshop session will result in 75-100 persons attending an informational meeting. Nearly half this number will choose to walk away, with some 40-50 persons returning at a later date. The remaining persons are screened through the California Achievement Test, an exam which measures for eighth grade level reading and math comprehension. Those who do not pass



the exam are referred to other educational services. Present space capacity provides for a final class size of 30; 23-27 actually complete the course. The program graduates 12 classes per year with an average annual starting salary of \$15K. 85% of the graduates are placed and of those, 75% are still employed after 12 months.

Although STRIVE does not provide stipends for participants, it does coordinate several support services during the dura-

tion of the course. Since nearly 90% of participants are parents and need child care for their children in order to work, STRIVE arranges free day care. In addition, STRIVE refers children to Head Start and after school care programs.

Classroom Training

Participants attend training workshops, seminars and technology lessons in a classroom setting each day from 9:00 AM to 5:00 PM. The STRIVE curriculum is intensive and covers critical skill areas including: IBM and Macintosh computer word processing and software applications; typing; resume, cover letter, and business report writing; fax transmissions; computer graphics; video production; proper employer/employee relations; interviewing techniques; and positive professional attitude and motivation development.

Postgraduate Follow-Through

Perhaps one of the most important commitments STRIVE makes to its graduates is continued contact once they have been placed in the work environment. STRIVE uses computer tracking and regular contact with employers to monitor each graduate's progress. Graduates are provided

lifetime access to STRIVE resources and have an open invitation to return to the educational center for targeted skill enhancement, additional placement, counseling, and support.

As an added benefit to participants, and as a source of support for the

program, STRIVE maintains an active alumni association. Alumni assist STRIVE administrators with suggestions on curriculum improvement and potential job opportunities, while providing positive role models to participants.

10 KEYS TO SUCCESS

1. **Write a thorough operational plan encompassing program goals, fundraising procedures, targeted needs, and completion schedule.**
2. **Define staff needs through an outline of duties and responsibilities needed to achieve program goals.**
3. **Draft a list of needed program and classroom support equipment and supplies.**
4. **Create a comprehensive classroom training curriculum for all participants. Request samples from STRIVE and add skills training relevant to employers in your area.**
5. **Develop an aggressive promotion and recruitment plan utilizing newspaper articles, advertisements, newsletters, and flyers.**
6. **Prepare a series of screening measures to rank eligibility of potential participants or direct them to other services.**
7. **Assemble a list of in-house and outside multi-service referral contacts such as child care, ESL, social services, and drug treatment.**
8. **Actively gather, and update, lists of potential employers and secure pledges of placement assistance from corporate and business human resource directors.**
9. **Plan to provide follow-up services after employment. Encourage the creation of an alumni association. Keep track of each graduate's progress.**
10. **Consistently maintain high professional standards and expectations in the classroom while remaining positive and encouraging.**



Participants should not receive a stipend. The STRIVE experience has demonstrated that persons interested in taking a full-time three week training course without pay are the individuals most likely to succeed in a professional position later. Assistance with child care is another matter. If day care is accessible, participation could increase.

➤ **High levels of participant accounta-**

Points to Consider

bility must be maintained at all times. STRIVE demands excellence from all participants throughout the three week program. Teaching and reinforcing professional work ethics is a primary program goal. Each student is evaluated on rigid, real-life rules regarding punctuality, attendance, absence, lateness, proper dress, and meal breaks. Failure to adhere to the rules carries the penalty of immediate termination from the program.

➤ **Outside fundraising consultants play a vital and healthy role.** The use of a fundraising consultant elevates the profile of the program in decision-making and business circles that normally might not be contacted. Successful fundraising reduces housing community isolation from other communities in the area.

Fundraising also reduces the need for Housing Authority monies to fund the program.

➤ **STRIVE administrators and instructors should have educational backgrounds**

and professional experience in human resource management and training. Since STRIVE is a long-term solution to unemployment, persons familiar with unemployment issues, job

placement techniques, and personal achievement tactics should be recruited. Some STRIVE classroom instructors are recruited from the program's own pool of successful graduates.

➤ **Community involvement in fundraising,** job finding, career placement, and mentoring are on-going requirements of resident participant success and sustained growth of STRIVE. ■

TECHNICAL ASSISTANCE AVAILABILITY

- **Plan a field visit to Project STRIVE.** Public Housing Authority (PHA) administrators interested in learning more about STRIVE may contact Ms. Chanel Charles, STRIVE Instructor and Coordinator in care of: Bronx River Neighborhood Center, 1619 East 174 Street, New York, New York, 10472, or call (718) 617-8400 or 8401.
- **Identify similar type organizations in your community.** For example, Job Training Partnership Act (JTPA) programs, local and state Departments of Labor, employment centers, vocational schools, and job placement centers. Find out whether any of these organizations would be interested in providing services on your housing premises.
- **Investigate how this program can be adopted by your PHA or resident council through on-site training.** Through HUD's Drug Elimination Technical Assistance Program, expert job training, and economic development consultants can visit your PHA or resident council department on-site for consultation, program planning, program start-up, and training. For assistance with T/A applications, contact HUD's Drug Elimination Technical Assistance Program by calling (301) 251-5400.

4



This *Model Program Brief* was prepared by the Drug Control Policy Group, Severin L. Sorensen, President, for HUD's Drug-Free Neighborhoods Division under the direction of David Tyus, *Model Program Briefs* Coordinator. Opinions stated in this document do not necessarily represent the official position or policies of HUD. The recommendations made should only be implemented with the advice of counsel. Comments on this document may be directed to the Drug Control Policy Group, P.O. Box 34469, Bethesda, MD 20827, (301) 530-1169.

For further information on the *Model Program Briefs* series contact HUD's Drug Information and Strategy Clearinghouse, P.O. Box 6424, Rockville, MD 20850, or call (301) 251-5400.



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Internet: R.Mincy@FORDFOUND.ORG

To: Bruce N. Reed

As per your request, enclosed is my vita and
biographical sketch.

Biographical Sketch for Ronald B. Mincy

Ronald B. Mincy is the Program Officer for Employment and Welfare in the Ford Foundation's Urban Poverty Program. He monitors activities and policy discussions in employment training and welfare and makes recommendations for the Foundation's grantmaking in these areas. Prior to joining the Ford Foundation, Mincy led the Noncustodial Parents Issue Group for the Working Group on Welfare Reform, Family Support and Independence in the Clinton Administration, as a consultant from the Urban Institute. While at the Urban Institute, Mincy directed a policy-research project on the Urban Under Class. He has published widely on the under class, urban poverty, and incomes security policy. He has taught on the economics faculties of Purdue University, Bentley College, the University of Delaware and Swarthmore College, and the Foundation for American Communications. He has also cooperated as a panelist, consultant, expert witness and conference speaker with research, academic, media, government and philanthropic organizations around the country that are addressing U.S. labor market, family support, and urban challenges. His most recent book is Nurturing Young Black Males: Challenges to Agencies Programs and Social Policy.

RONALD B. MINCY
Program Officer, Urban Poverty Program

10748

EDUCATION

Ph.D. Economics, Massachusetts Institute of Technology, 1987
A.B. Economics, Harvard College, 1974

CAREER BRIEF

Dr. Mincy is a Program Officer responsible for a multi-million dollar grantmaking portfolio in Employment, Training and Welfare in the Human Development and Reproductive Health Program of the Ford Foundation. At the Ford Foundation, Mincy developed the Strengthening Fragile Families Initiative (SFF). SFF grants support basic research, policy research, communications, and development of the field of community-based responsible fatherhood programs. Unlike existing approaches used to help disadvantaged children and families, SFF takes the disadvantaged father, mother, and child born out-of-wedlock, to be the unit of intervention, even though the parents may not be involved in a continuing relationship. This unit of intervention is called a fragile family. Through the lens of SFF, Mincy has been working with grant makers, policy makers, program administrators, and practitioners to promote reforms in social welfare policy that strengthen fragile families.

Prior to joining the Ford Foundation, Mincy lead the Noncustodial Parents Issue Group for the Working Group on Welfare Reform, Family Support and Independence in the Clinton Administration, as a consultant from the Urban Institute. His earlier work at the Urban Institute was as the principal investigator for a three year- \$1 million policy-research project on the Urban Underclass. He has taught on the economics faculties of Purdue University, Bentley College, the University of Delaware and Swarthmore College, and the Foundation for American Communications. Earlier in his career, Dr. Mincy worked as an analyst for the Department of Labor studying minimum wage noncompliance and he worked as a consultant with the Minimum Wage Study Commission. His research has focused on public policies aimed at increasing living standards among the working poor; public and private interventions that support families, nurturing early adolescents in high-risk environments; estimates of the effects of minimum wage increases on the working poor and inequality; and estimates of the size, characteristics, and growth of the underclass.

PROFESSIONAL BACKGROUND

| | | |
|---------------------------------------|--|------------------------------|
| 1993-present Urban Poverty Program | The Ford Foundation, New York | Program Officer |
| 1990-1993 | The Urban Institute, Washington | Senior Research Associate |
| 1987-1990 | The Urban Institute, Washington | Research Associate |
| 1988-1989; Present | Swarthmore College | Visiting Associate Professor |
| 1985-1989 (on leave 1987-89) | University of Delaware | Assistant Professor |
| 1985 | Bentley College, Waltham, MA | Visiting Assistant Professor |
| 1980-1984 | Purdue University | Instructor |
| 1979-1980 | Employment Standards Administration, Washington, DC | Analyst |

ACADEMIC HONORS

Martin Luther King, Jr./Cesar Chavez/Rosa Parks Visiting Professor at the University of Michigan, January 1989, May 1991
National Fellowships Fund Graduate Fellow, M.I.T.; 1974-1979
A.B. Cum Laude, Harvard College, 1974
Dean's List, Harvard College, 1970-1974

RESEARCH EXPERIENCE

Publications

"The Disparate Racial neighborhood Impacts of Metropolitan Economic Restructuring," (with George Galster and Mitch Tobin) Urban Affairs Quarterly Forthcoming.

"The Administrative Evolution of Child Support Policy: Toward a Fragile Families Regime," In Mead, Larry (ed.) The New Paternalism. Forthcoming

"There Must Be Fifty Ways to Start a Family: Public Policy and the Fragile Families of Low Income Non-Custodial Fathers." (with Hillard Pouncy). In Horn, Wade et al.(eds.): The Fatherhood Movement a Call to Action. Forthcoming

"Child Support Reform: Moving the Debate Beyond Deadbeat Dads." (with Elaine Sorenson) Journal of Policy Analysis and Management. Forthcoming.

"Ghetto Poverty: Black Problem or Harbinger of Things To Come?" In Boston, Thomas D. (ed) African American Economic Thought: Volume 2: Methodology and Policy. New York: Routledge. Forthcoming.

"Out-of-Welfare Strategies for Welfare-Bound Youth." (with Hillard Pouncy) In Nightingale, Demetra, S. and Robert H. Haveman. (eds.) The Work Alternative: Welfare Reform and the Realities of the Job Market. Washington, D.C.: The Urban Institute Press. 1994.

"Foster Care And Underclass Areas," (with Shelia Ards). Douglas J. Besharov (ed). Reorienting Child Welfare's Response. Washington: Child Welfare League of America, Inc., 1994

"Understanding the Changing Fortunes of Metropolitan Neighborhoods": (with George Galster): 1980 to 1990, Housing Policy Debate 4:303-352

Nurturing Young Black Males: Challenges to Agencies, Programs and Social Policy, (ed). Washington, D.C.: The Urban Institute Press. 1994.

"The Underclass: Concept, Controversy and Evidence." In Danzinger, Sheldon, Daniel Weinberg, and Gary Sandefur, (eds.). Poverty and Public Policy: What do We Know? What Should We Do?, Cambridge: Harvard University Press. 1994.

"The Urban Institute Audit Studies: Their Research and Policy Context." In Fix, Michael and Raymond Struyk, (eds.) Clear and Convincing Evidence: Measurement of Discrimination in America. Washington, D.C.: The Urban Institute Press. 1994.

"Reducing Inequality Through a Higher Minimum Wage," (with Michael Horrigan). In Danzinger, Sheldon and Peter Gottschalk (eds.) Uneven Tides: The Trend in Inequality in the United States. 1993.

"Guiding Boys through the Transition to Adulthood: The Role and Potential of Mentoring," (with Susan Wiener): The Urban Institute Press, 1992.

"Workforce 2000, Silver Bullet or Dud?: Job Structure Changes And Economic Prospects For Black Males in the 1990s," Challenge, A Journal of Research on Black Men, May 1991, Volume 2, No. 1, p. 36-76.

"Raising the Minimum Wage: Effects on Family Poverty," Monthly Labor Review, July 1990.

"The Underclass: Definitions and Measurement," (with Isabel Sawhill and Douglas Wolf) Science 248(4954):450-453, 27 April, 1990.

"Growth of the Underclass 1970-1980," (with Erol Ricketts) The Journal of Human Resources, XXV(1):137-145, Winter 1990.

"Paradoxes in Black Economic Progress: Incomes, Families, and the Underclass," The Journal of Negro Education, Vol. VIII, No. 3, Summer 1989.

Papers.

Mincy, Ronald B. and Elaine Sorenson. "Deadbeats and Turnips in Child Support Reform." Paper presented to The Sixteenth Annual Research Conference, Association for Public Policy Analysis and Management, October 27-29, 1994. Chicago, IL.

"Out of Welfare Strategies for Welfare-Bound Youth". (with Hillard Pouncy). Prepared for presentation at the Conference, on Self-Sufficiency and the Low-Wage Labor Market, Arlington, Va., April 1994

"The Disparate Neighborhood Impacts of Economic Restructuring" (with G. Galster and M. Tobin). Paper prepared for presentation at the Allied Social Science Association/National Economics Association Meetings, Boston, MA, January 1994.

"The Under Class In the 1980s: Changing Concept, Constant Reality," (with Susan Wiener). Urban Institute Discussion Paper, July 1993.

"Understanding the Changing Fortunes of Metropolitan Neighborhoods, 1980 -1990," (with George Galster). Prepared for presentation at the Fannie Mae Annual Housing Conference, June 23, 1993.

"Reforming Services For High Risk Youth," at Children's Roundtable Retreat, Boca Raton, Florida, February 11-14, 1992.

"Social Distress in Urban Areas: Variations in Crime, Drugs, and Teen Births During the 1980s," (with Susan Wiener) Urban Institute Discussion Paper, July 1991.

"Marriage and Welfare Use Among Young Women: Do Labor Market, Welfare and Neighborhood Factors Account for Declining Rates of Marriage Among Black and White Women," (with Saul Hoffman and Greg Duncan). Prepared for annual meetings of the Population Association of America, March 1991.

"Underclass Variations By Race And Place: Have Large Cities Darkened Our Picture of the Underclass?." Urban Institute Discussion Paper, February 1991.

"Thirty Years of American Poverty: A Multi-Ethnic Perspective," (with Christine McRae) Urban Institute Discussion Paper, September 1991.

"Metropolitan Areas and The Underclass Neighborhood Interactions With Race and Poverty." Paper prepared for the American Economic Association Meetings, December 1990.

"A Mentor, Peer Group, and Incentive Model for Helping Underclass Youth," (with Susan Wiener), Urban Institute Research Report, September 1990.

"A Selected Bibliography of Research on Poverty, Welfare Dependency, and Marital Instability," prepared for the Hudson Institute (April 1987).

"A Selected Bibliography of Research on Poverty and Welfare Dependency for Chapter I of the Hudson Institute Welfare/Dependency Project," prepared for the Hudson Institute (October 1986).

"Using TOBIT at Krannert," An example on the Noncompliance Wage Function (October 1986).

"Aggregate Noncompliance Estimates Over the 1974-78 Period," Technical Report for the Minimum Wage Study Commission (September 1980).

"Exploring Noncompliance in Anticipation of the 1979 Noncompliance Survey," Technical Report for the Minimum Wage Study Commission (November 1979).

"Some Results of the 1976 Test Run," Technical Memorandum for the Employment Standards Administration, U.S. Department of Labor (December 1978).

"Methods for the Computation, Report, and Interpretation of Compliance Estimates," Technical Memorandum for the Employment Standard Administration, U.S. Department of Labor (December 1978).

Testimony

"Time Limited Welfare and the African-American Community" Testimony before The Congressional Black Caucus Foundation's 24th Annual Legislative Conference, September 1994.

Testimony before the New York State Commission for the Study of Youth Crime and Violence and Reform of the Juvenile Justice System, January 1994

"Preventive Strategies for Helping Underclass Youth" Testimony Before the Joint Economic Committee, May 1990.

"What Has Happened to the Underclass During the Economic Recovery," before the Joint Economic Committee, May 25, 1989.

"The Underclass: Neglecting an Opportunity for the Year 2000," before the Joint Economic Committee, Subcommittee on Investment, Jobs and Prices, April 18, 1988.

"AIDS and the Underclass," before the Presidential Commission on the HIV Epidemic (with Susan Hendrickson), April 5, 1988.

Presentations and Addresses

"Reinventing Anti-Poverty Policy by Focussing on the Increasing Demand for Skills," at the Eastern Economic Association Meeting, on March 20-21, 1993.

"The Underclass in the 1980's: Changing Concept, Constant Reality," at the 8th Annual Executive Forum of The Federal Executive Institute Alumni Association, on February 3-5, 1993.

"Marriage and Welfare Use Among Young Women: Do Labor Market, Welfare and Neighborhood Factors Account for Declining Rates of Marriage Among Black and White Women,":

Allied Social Sciences Meeting, December 1991.

IRP Workshop on Problems of the Low-Income Population, University of Wisconsin, June 1991

"Reducing Inequality Through a Higher Minimum Wage," (with Michael Horrigan)

Georgetown University Labor Seminar, October 1991

Russell Sage Conference on Inequality, May 1990

"Social Distress in Urban Areas: Variations in Crime, Drugs, and Teen Births During the 1980s" at Urban Opportunities Symposium, April 1991.

"The Economic Status of Minorities in Full Economic Recovery," at Partnership for Hope Spring Conference, April 1991.

"The Urban Institute Audit Studies: Their Research and Policy Context" at Conference on Testing for Discrimination in America, Rayburn Building, Washington, D.C. September 1991

"A Mentor Peer Group Incentive Model for Helping Underclass Youth," (with Susan Wiener), Urban Institute Report:

American Association for Policy Analysis and Research, Research Conference, October 1990.

East Coast Scientific Symposium on the Health of the Adolescent Male, September 1990.

Consortium for Social Sciences, Policy Research Conference, September 1990.

Congressional Research Service, Library of Congress, August 1990.

Strategic Planning Group, The United Way of America, March 1990.

"Poverty, The Underclass, and Public Policy," American University, Washington Semester Program, November 1989.

"Sources of Underclass Growth," University of Maryland, School of Public Policy, November 1989.

"The Growing Trend in U.S. Income Inequality," and "Social Security, Medicare and the Budget Deficit," Foundation For American Communications, Summer Institute for Journalists, August 1990.

"Workforce 2000: Silver Bullet or Dud?" Morehouse, Research Institute Planning Conference, October 1990.

"The Underclass: The Problem, It's Growth and Change, and Promising Interventions" to the Brookings Institution Perspectives on Public Policy Conference, March 20, 1990.

"Black Youth Unemployment: Historical and Comparative Perspective" at the Conference on Black Youth Unemployment, Hampton University, February 22, 1990.

"Poverty and the Underclass," The Brookings Institution Conference on Perspectives on Public Policy, May 23, 1989.

"The Minimum Wage and the Working Poverty Agenda," Spring Conference: The National Association for State Community Services Programs, April 20, 1989.

"Recovery of City Economies: Implications for the Underclass," Washington Journalism Center, March 8, 1989.

"The Underclass, Black Males, and Welfare-Reform Strategies," National Health Policy Forum, June 1, 1988.

"The Underclass: Measuring the Concern of Urban Black Americans," 21st Anniversary Policy Forum, the National Urban Coalition, May 18, 1988.

"Underclass Growth and Labor Shortage: A Window of Opportunity for the Disadvantaged Worker," Swarthmore College, April 22, 1988.

"The Underclass: A Paradox of Racial Progress," Conference on the Kerner Report: 20 years Later, Sponsored by the Institute for Public Policy of the University of New Mexico, 1988 Commission on the Cities and the Johnson Foundation (February 27-29, 1988, Racine, WI).

"Values and Economics in Welfare Reform," Welfare Reform Conference, Sponsored by the Rockefeller Foundation (February 16-18, 1988, Williamsburg, VA).

"Underclass Growth and its Implications for Progress in Integration." Panel Discussion "How Integrated is America?"; Sponsored by Newsweek Washington Bureau (January 20, 1988, Washington DC).

"The Role of Neighborhoods in National Urban Policy," submission for Meeting of Working Group on Urban Poverty, National Association of State Universities and Land Grant Colleges, (January 15, 1988, Boston, MA).

"Growth of the Underclass 1970-1980," (with Erol Ricketts) APPAM Research Conference, (October 1987, Bethesda, MD).

Urban Institute Conference "Issues for the Nation," Sponsored by the Urban Institute (September 17-18, 1987 Washington DC). Discussant for the Paper "Poverty and the Underclass" by Isabel Sawhill.

"Theories of Noncompliance and Enforcement," Society of Government Economists, ASSA, (September 1980, Denver, CO).

DISCUSSANT OR PARTICIPANT AT PROFESSIONAL MEETINGS AND CONFERENCES

Discussant on "Alternatives to the Work-Welfare Dimension of the Social Contract: Responsibilities of the Government and the Poor", April 1994

Moderated Panel on Welfare Reform at the APPAM 14th Annual Research Conference, October 29, 1992.

"Myths and Realities of American Families" sponsored by the National Forum on the Future of Children and Families, National Research Council, National Academy of Sciences, held in Milwaukee, WI (Chair)

Conference on Child Support and Child Well Being sponsored by the Ford Foundation and the Foundation for Child Development (Discussant).

Association for Public Policy Analysis and Management

Session on Welfare Reform II (Moderator)

Session on The People Left Behind: The Challenge of American Social Policy in the Nineties (Panelist)

Session on Models of Community-Based Empowerment (Discussant)

Foundation for Child Development, Conference on Child Support and Child Well Being (Discussant)

University of Chicago, Urban Poverty and Family Life Conference (Discussant)

Social Science Research Council, Planning Meeting on Social Policy for Families (Panelist)

Social Science Research Council, Planning Meeting on Industrial Restructuring and the Urban Underclass (Panelist)

Institute for Research on Poverty Workshop on Labor Market and Disadvantaged Workers (Panelist)

National Legislative Education Foundation 1990 Democratic Issues Conference (Panelist)

Society of Government Economists, Session on Welfare and the Family (Discussant)

Joint Center for Political Studies, Roundtable on the Underclass (Panelist)

Regional Sciences Association, Session on the Underclass (Panelist)

Research Foundation of the City of New York, Public Policy Forum on the Underclass (Panelist)

Aspen Institute, Rural Poverty Conference (Panelist)

University of Wisconsin Middle Size City Conference (Discussant)

PROFESSIONAL ACTIVITY

Current

Member, Council on Foundations

Member, Grantmakers Incomes Security Task Force

Member, American Economic Association

Member of the Policy Council, Association for Public Policy Analysis and Management

Member, Drafting Committee, Human Capital Initiative, National Science Foundation

1987-1993

Advisory Panel on AEI Project on "Disconnected Youth" on February 18, 1992.

A member of the Committee on Employment Studies, Manpower Demonstration Research Corporation.

A member of the Advisory Board for the Joint Center for Political and Economic Studies, Project on "Community-Based Responses to the Needs of Young Black Males."

A member of the Advisory Board of the Children's Defense Fund's Cost of Child Poverty Research Project

A member of the Advisory Board Rockefeller Foundation Advisory Committees on:

Community Working Group Meeting on Influencing the national debate on Poverty,

Community Planning and Action Meetings on local community initiatives;

Labor Market Opportunity; and

Social Welfare.

A member of the Social Science Advisory Board of the Poverty & Race Research Action Council which seeks to further research and advocacy issues at the intersection of race and poverty.

A member of the Advisory Committee on Urban Issues for the Committee for Economic Development's (CED):

A member of the National Academy of Sciences Forum on the Future of Children and Families

A member of the Advisory Board for the Homeless Families Renoucement Project, Edna McConnell Clark Foundation, New York City

A member of the Association for Public Policy Analysis and Management

A member of the Advisory Committee for the Joint Center For Political and Economic Studies

Consultant to ABC News on the documentary, "Black in White America."

Consultant to the Institute for Social Research, University of Michigan, on "Problems of the Underclass: Neighborhoods and Intergenerational Poverty and Dependency" and "Two Studies of the Nature and Effects of Persistent Rural Poverty"

Consultant to the United Way Mobilization for Americas Future Project

Consultant to the Minimum Wage Study Commission on Noncompliance with the Fair Labor Standards Act, 1979-80

Founding Member, The Funders Collaborative on Fathers and Families

Member, Grantmakers Income Security Task Force

Member, Grantmakers For Children Youth and Families

Referee, The Commonwealth Fund

Referee, The National Science Foundation

Referee, The Carnegie Corporation of New York

Referee, The Russell Sage Foundation

Referee, Review of Black Political Economy

Referee, Economic Inquiry

Referee, Journal of Policy Analysis and Management

Referee, Journal of Human Resources

Faculty Member, Foundation for American Communications, Summer Institute for Journalists

Member, Western Economic Association

Member, Working Group on Urban Poverty, National Association of State Universities and Land Grant Colleges

Member, American Statistical Association, Session on Poverty

Dr. Mincy is a Program Officer responsible for grantmaking in Employment, Training and Welfare in the Urban Poverty Program of the Ford Foundation. Prior to joining the Ford Foundation, Mincy led the Noncustodial Parents Issue Group for the Working Group on Welfare Reform, Family Support and Independence in the Clinton Administration, as a consultant from the Urban Institute. His earlier work at the Urban Institute was as the principal investigator for a three year-\$1 million policy-research project on the Urban Underclass. He has taught on the economics faculties of Purdue University, Bentley College, the University of Delaware and Swarthmore College, and the Foundation for American Communications. Earlier in his career, Dr. Mincy worked as an analyst for the Department of Labor studying minimum wage noncompliance and he worked as a consultant with the Minimum Wage Study Commission. His research has focused on public policies aimed at increasing living standards among the working poor; public and private interventions that support families nurturing early adolescents in high-risk environments; estimates of the effects of minimum wage increases on the working poor and inequality; and estimates of the size, characteristics, and growth of the underclass.

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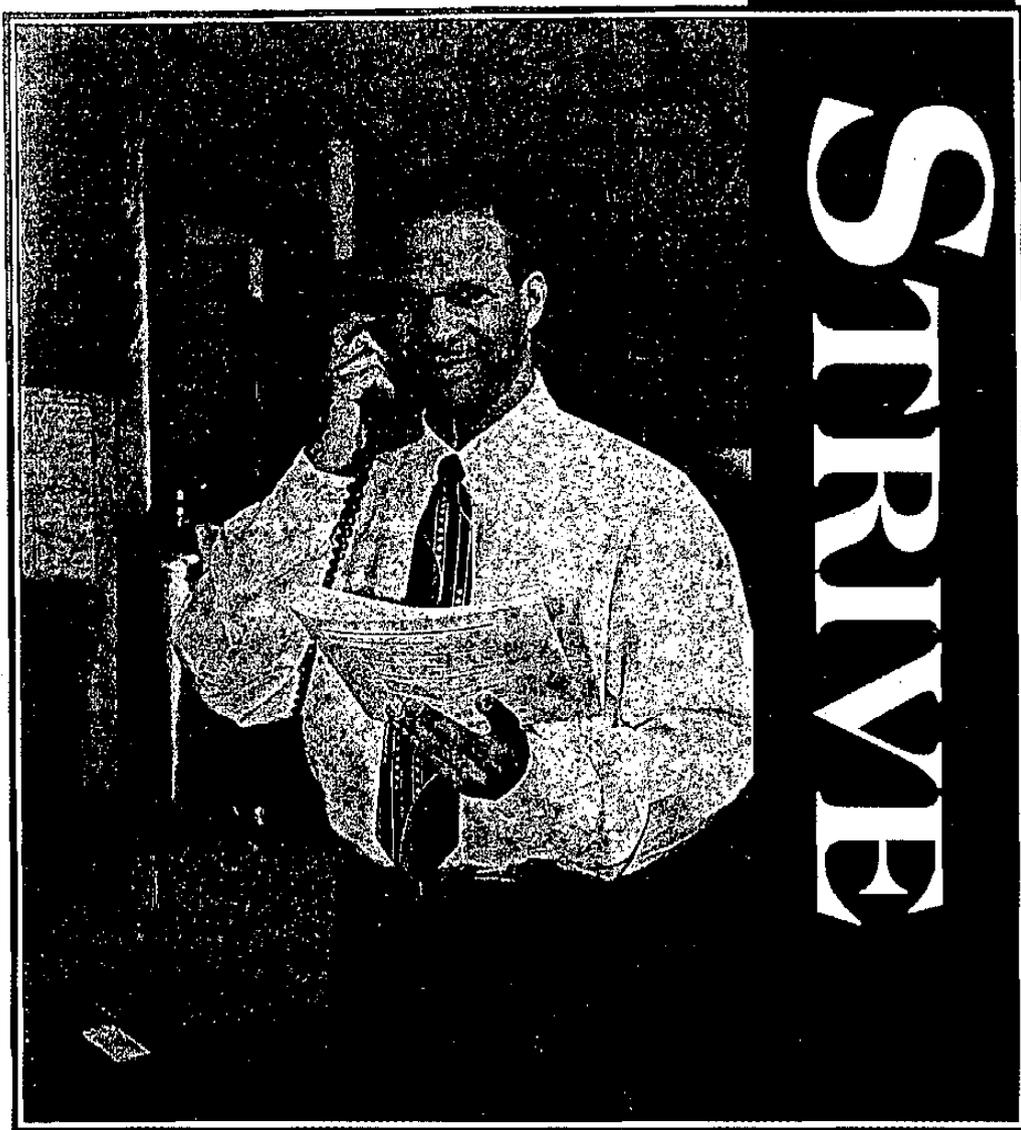
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1995

Annual Report



EAST HARLEM EMPLOYMENT SERVICE INC.

&

THE STRIVE EMPLOYMENT GROUP



10 SOUTH RIVERSIDE PLAZA CHICAGO, ILLINOIS 60606 312.906.8600 312.906.8822 FAX

MEMORANDUM

TO: George Stephanopoulos
Rahm Emmanuel
Bruce Reed

FROM: Lynn Curtis *Lynn Curtis*

DATE: September 25, 1996

OFFICERS AND EXECUTIVE COMMITTEE

PRESIDENT
Rev. A. Knighton Stanley
Peoples Congregational
United Church of Christ

VICE PRESIDENT AT-LARGE
Dr. Anthony Harris
Project Keep Hope Alive

FIRST VICE PRESIDENT
DEVELOPMENT/FUNDRAISING
Dr. Lynn Curtis
Milton S. Eisenhower Foundation

SECOND VICE PRESIDENT PROGRAMS
Mr. Ron Jenkins
Alpha Phi Alpha Fraternity

SECRETARY
Mr. Horace Turnbull
Harlem Boys Choir

TREASURER
Ms. Patricia Bell-Hilford
The CLUB, Action for Boston
Community Development

CHAIR, RESEARCH
Dr. Jacob U. Gordon
African-American Male
Leadership Academy

CO-CHAIRS, MEMBERSHIP
Mr. E. Ajamu Bahalola
Ervin's All American Youth Club
Mr. Earl B. King
No Dope Express Foundation

CHAIR, PUBLIC RELATIONS
Mr. Jah'Shams Abdul-MuMin
Al Wooden Jr. Heritage Center

CHAIR, SPECIAL PROJECTS
Mr. Stedman Graham
Athletes Against Drugs

EX OFFICIO MEMBER
Dr. Bobby Austin
African-American Men
and Boys Initiative
W.K. Kellogg Foundation

SECRETARIAT
Mr. Gordon Johnson
Jane Addams Hull House
Association

For our meeting at 2:00 pm today, we will propose a sole source contract to replicate Collaboration programs that work -- with an eye to locations that can best help the Administration in coming weeks. And with a concern for the remedial education, job training, life skills training, "soft skills" training, "corporate etiquette" training and work placement that need to be added at the grassroots level if state "welfare reform" has the remotest chance of succeeding.

The enclosed paper summarizes part of what works, and suggests how we also will communicate what works in a way that complements the priorities of the Administration.

Thank you for your consideration.

LAC/pg
Enclosure

CATHY

THE WHITE HOUSE

WASHINGTON

September 25, 1996

**Meeting with Dr. Lynn Curtis of the Eisenhower
Foundation**

2:00 - 2:20 pm Roosevelt Room

Rahm
George
Bruce
Dr. Lynn Curtis
Anthony Harris
Knighton Stanley

Dr. Curtis is here to tell about his group called the Collaboration. The Collaboration "seeks to repair the breach between black and white societies" by implementing grassroots empowerment programs: job training and mentoring for inner city youth.

The Collaboration seeks to receive federal matching dollars (10 million) over three years for these programs.

States Represented By the Collaboration

(Alabama)

Arkansas

California

District of Columbia

Florida

Georgia

Illinois

(Iowa)

(Kentucky)

(Louisiana)

(Maryland)

Massachusetts

Mississippi

Nebraska

(New Jersey)

New York

Ohio

(Oregon)

Pennsylvania

(Puerto Rico)

(South Carolina)

Tennessee

Texas

Wisconsin

National
African-
American
Male
Collaboration

MEMBER DIRECTORY

JANE ADDAMS HULL HOUSE ASSOCIATION
CHICAGO

JUNE 1, 1996

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The History of the National African-American Male Collaboration

In September of 1993, the W.K. Kellogg Foundation launched the African-American Men and Boys (AAMB) initiative under the guidance of Dr. Bobby Austin to address some of the challenges facing this group of males. Stage I included 13 programmatic projects and 2 technical projects. In Stage II an additional 17 projects were added to create model collaborations that could bring about long-term structural interventions at the community level.

Three principles have guided this initiative:

- 1) Use leadership development, capacity-building and skills-building to strengthen the leaders of the 13 new or expanded programs;
- 2) Develop a model, free-standing collaboration for projects to capitalize on each other's strengths and provide more resources and services than they would on their own and, ultimately, achieve ways of sustaining themselves; and
- 3) Find additional successful projects, develop criteria for establishing models for replication and focus on structures for leveraging funds that will lead to long-term sustainability and systems change.

The AAMB initiative strives to provide communities with a wide array of effective programs and resources to meet the needs of young men - not merely a focused drug prevention or anti-violence program. While many of the programs focus on a particular program of service, most include a wide array of opportunities for their participants. The strength of the AAMB initiative is the linking together of programs to form a network to learn from each other, share resources and expertise to strengthen and expand their own programs. By doing so, they can all offer more holistic, comprehensive services to meet the needs of black males and to address complex and interconnected problems in their communities.

From the spirit of the AAMB initiative grew the National African-American Male Collaboration in the summer of 1995. This model collaboration has demonstrated the whole is truly greater than the sum of its parts. Each participating agency now has the capacity and ability to draw on services, expertise and other resources from all the other projects in the collaboration.

The National African-American Male Collaboration forms a network of support, resources, talents and research to achieve a common purpose: *improving the quality of life for African-American males, developing healthy minds and bodies and building leadership skills in youth.*

Jane Addams Hull House Association

Secretariat

Gordon Johnson, President and CEO

As secretariat for the W.K. Kellogg Foundation, Hull House Association is responsible for coordinating the National African-American Male Collaboration and individually working with member agencies to enhance their capabilities. The Collaboration is a self-supporting, independent organization that offers possible funding and technical assistance to organizations and programs serving African-American males. For more than 100 years, Hull House Association has been effectively helping people to help themselves and continues this tradition by serving as a secretariat for Kellogg Foundation.

In coordinating the Collaboration, Hull House Association focuses on financial management, administration and operation and development and networking. As the coordinating agency for the Collaboration, Hull House Association works closely with Collaboration members to further develop the Collaboration and to enhance the resources and opportunities available to its members.

In designing and implementing methods to strengthen and enhance the participating agencies, Hull House Association recognizes three critical and interdependent aspects of organizational development:

1. **Training**
2. **Resource Development**
3. **Networking**

Since its founding in 1889 by Jane Addams, Hull House Association has worked in Chicago's communities, helping people to help themselves. Comprised of over 100 strength-based programs that encourage self-reliance, Hull House Association serves over 225,000 annually. Hull House Association programs encompass child care, child welfare services, family support education, recreation, senior services and economic development.

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Action for Boston Community Development

Career and Life United in Boston

Patricia Hilliard, Program Director

Career and Life United in Boston (CLUB) originated in 1989 as a demonstration program organized by the Action for Boston Community Development, one of the nation's oldest antipoverty agencies. Designed for African-American and Hispanic men between the ages of 17 to 25, CLUB focuses directly on economic, educational and social issues.

CLUB combines character-building and personal support with structured efforts to improve employment and income. It also increases education and job skills while assisting with social services and life issues. CLUB mentors, who assist in all aspects of the program, are men of color, people who look like the members.

Over a multi-year period, the comprehensive CLUB model offers each member support, educational and job opportunities as well as other resources essential to maintain employment, increase earned income, obtain more skills and education, and avoid involvement with the criminal justice system.

The individualized and personal support provided to CLUB members through peer support, mentors, group activities and participation of family members and others is vital in motivating and focusing the efforts of our young men. This membership experience is the cornerstone of the project.

The CLUB experience highlights the overwhelming importance of basic skills training, jobs and income as the fundamental and initial need of the men upon enrollment in the program. Through partnership with DET (Department of Employment and Train-

ing) and employers in the Boston area, CLUB has developed direct job development capability along with job preparation and job support activities.

Major CLUB accomplishments:

Hosted a successful six-part cable TV talk show that addressed a number of issues, including male/female relationships, career development and violence in the streets.

Ten CLUB men once considered "at-risk" are now in college. One is completing studies at Morehouse College in Atlanta and another is at Boston University on a full four-year scholarship.

The CLUB family hosted a "charette," a two-day symposium, that brought together CLUB members, mentors, community leaders, law-enforcement representatives, politicians, federal government program officers and labor-market researchers. The goal was to better educate this group about the needs of young men of color in the hope of effecting change.

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Alpha Phi Alpha Fraternity

Ronnie S. Jenkins, National Program Chairman

Born out of a desire to promote close association and mutual support among the small population of African-American males who were college students at the turn of the century, Alpha Phi Alpha Fraternity, Inc., has provided leadership development and community-service training to young African-American men for more than eight decades.

Alpha Phi Alpha Fraternity, Inc. through its network of 350 college chapters on campuses and 350 local alumni chapters, maintains extensive programming across the nation to enhance the quality of life for all humanity.

Alpha is establishing a National Training Center to train members to conduct the following programs: Mentoring, Scouting, Project Alpha, and Leadership Development/Citizenship Education.

Mentoring is the most important contribution that any organization or person can make to society. Children need adults who care and deliver. In partnership with Big Brothers/Big Sisters, Alpha's mentoring programs will help boys develop a sense of self-worth and pride that are critical in overcoming many societal barriers that challenge our black youth. Mentors will be available to give African-American boys guidance in their family, educational and social problems.

Another focus of our mentoring program is "Go to High School-Go to College," initiated in 1929. This program counsels youth on the importance of a post-secondary education and professions that show promise for advancement. This counseling thrust is augmented by a vigorous scholarship program for college-bound youth.

Project Alpha explores the problem

of teen pregnancy from the male perspective. This unique educational program, the first of its kind in the nation, helps young men learn about their role in preventing untimely pregnancies and operates in partnership with the March of Dimes and County Health Department's Family Planning divisions.

Alliance with Scouting is a partnership between The Scouts of America and Alpha Phi Alpha Fraternity, Inc. This program provides a practical way for Alphas to help neighborhood youth and helps build future leadership in the community.

Leadership/Citizenship Education Institutes train outstanding high school students, both male and female, in vital leadership skills. The Institutes focus on organizational skills, program development, public presentation, group dynamics, self-actualization, assertiveness training and parliamentary procedures. Regional Institutes are held annually by the five regions, most often on the campuses of historically black colleges.

Fifteen sites have been selected from five regions of Alpha Phi Alpha Fraternity, Inc. for participation in the W.K. Kellogg grant and in each of these sites a member of the fraternity is trained as a trainer and serves as a coordinator to conduct training with their regions. Every participating chapter has available to them the support and assistance they need in order to collaborate with local agencies and organizations, recruit males ages 8 to 18 and conduct these four programs with their communities.

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Al Wooten Jr. Youth and Adult Cultural Educational Center

Boys To Men Project

Jah'Shams Abdul-MuMin, Executive Director

The Boys To Men project is rooted in the values of traditional African and African-American cultural institutions emphasizing:

- **Extended family**
- **Spirituality**
- **"Elders" as teachers**
- **A high value placed on education**
- **A sense of responsibility for each other's actions and behaviors**
- **A sense that the individual's deeds reflect on the community**

The Boys To Men Project assists 120 elementary, junior and senior high-school African-American male students who are socially, emotionally and academically at-risk by providing mentors and tutoring and by promoting a sense of belonging, good citizenship and community pride through involvement in community-service projects.

The Boys To Men Project identifies and selects African-American boys living in South Central Los Angeles who come from fragmented or fatherless homes. Referrals are taken from targeted schools that identify at-risk boys. Other referral sources are from parents and community members.

The Boys To Men Project features a curriculum and activities enriched with African and African-American heritage to deal with the unique needs of young black males who have no relationship with their fathers. The project encompasses a comprehensive,

and integrated set of activities, with the primary goal of enabling participants to believe, learn and experience the feeling that there are positive things they can do well that benefit themselves, their families and the community.

After-school activities until 7:00 P.M. Monday through Saturday and full-day summer learning activities are conducted in a disciplined environment designed to respond to specific problems these boys face.

The project utilizes a service learning model that is sensitive to the African-American community in which the Heritage Center operates and the unique urban setting of South Central Los Angeles. The service learning activities offer concrete opportunities for participants to learn new skills, to think critically and to test new roles in real life situations in their community.

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FAX (213) 756-9159

Athletes Against Drugs

Stedman Graham, Executive Director

Athletes Against Drugs (AAD) is a non-profit organization founded in Chicago in 1985 by European Pro League basketball star Stedman Graham to help African-American boys lead healthy and productive lives.

Since its inception, AAD has provided a variety of programs affecting thousands of youth in the fourth through sixth grades. At a time in their lives when young people face significant turning points, AAD presents positive choices - with programs implemented through elementary schools, community centers, park districts and sports teams.

In many schools and communities today, programs like sports, arts, music and other extra-curricular activities along with drug prevention and career opportunities have been cut or shortchanged in the budget. Athletes Against Drugs recognizes the importance of these activities and effectively responds to the need by offering:

Drug Prevention Education

- In-Class Curriculum

Fitness & Career Awareness Program

- Sports Clinics
- Role Model Presentations
- Corporate Visits
- Community Projects
- Parent Workshops

Special Programs

- Junior Golf
- Community Events

In 1991, Athletes Against Drugs

formed a partnership with Chicago area schools and youth organizations to start a pilot program in eleven schools. Since then, Athletes Against Dugs has provided programs each year for over 2,000 kids in the fourth through sixth grades. Using multiple sites and methods for teaching kids, these programs have elicited a positive and enthusiastic response from the community, principals, teachers, parents and, most importantly, from the kids themselves.

Building on its initial successes, Athletes Against Drugs will be expanding into six cities to reach out to more African-American boys: Charlotte, North Carolina; Compton, California; Dallas; Miami; Pittsburgh and Washington, D.C. After extensive evaluation, program planning and development, AAD will train people in these communities to deliver the programs, secure resources and build support to sustain program efforts.

Anticipating the future success of the program in many cities, Athletes Against Drugs plans on using the infrastructure of national youth organizations to conduct a national campaign. As an overlay to individual community programs, AAD member athletes and media partners will spearhead this national effort. This effort will use public service announcements, outdoor advertising, press conferences and promotions. In this way, AAD hopes to have a positive, lasting influence on not just thousands of kids, but hundreds of thousands.

Contact: Stedman Graham
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180 North LaSalle, Suite 800
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(312) 263-4618
FAX (312) 263-4777

The Boston Health CREW (Community Resources for Empowerment and Wellness) Project

John A. Rich, M.D., M.P.H., Executive Director

The Boston Health CREW's motto is "Reaching out to the health of young men." The Boston Health CREW Project was created out of a recognition that young men of color often fail to access preventive health care. Most often, young men seek health care only for acute problems.

In addition, lack of insurance and lack of provider sensitivity to the needs of young men of color has left them as outsiders to the health-care system. We believe that by training young men to provide outreach and education to other young men in the community, we will encourage healthier lifestyle behaviors, prevent common diseases and improve access to available medical care.

CREW recruits and trains young men of color with strong leadership potential to become health outreach workers. These young men receive training as:

- Emergency Medical Technicians
- Community Outreach Workers

In addition, they receive training in:

- Leadership
- Public Speaking
- Desktop Publishing

Each young man serves a defined outreach area, including local churches,

schools and community-based organizations. Among these organizations are several local W.K. Kellogg Foundation-sponsored programs, including Bridging Bridges, Project LEEO (Leadership, Education and Employment Opportunities) and the CLUB (Career and Life United in Boston).

The Boston Health CREW members add a needed health component to existing community-based organizations. In a sense, the young men serve as "barefoot doctors," able to provide minor medical advice, crisis intervention and focused referral to health, employment and educational resources in the Boston area.

In addition Boston Health Crew facilitates the career development of outreach workers. Outreach workers receive career counseling that can lead them to careers in medicine, nursing, biotechnology or emergency medical services.

Contact: Dr. John A. Rich
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Boston, MA 02118
(617) 534-7399
FAX (617) 534-4676

The Boys Choir of Harlem

Horace Turnbull, Director

The Boys Choir of Harlem is an artistically driven organization dedicated to providing students with a broad-based education. Through a holistic program of education, counseling and the performing arts, The Boys Choir of Harlem prepares inner-city youth, primarily youth of color to become disciplined, confident, motivated and successful Americans.

The Boys Choir of Harlem was founded in 1968 as the Ephesus Church Boys Choir by Dr. Walter J. Turnbull, a nationally known educator, conductor and tenor. It was an alternative to the despair he found in the streets and schools of Harlem. Incorporated in 1975 as a non-profit, tax-exempt organization, The Boys Choir of Harlem has grown from a small community choir to a major performing arts institution of international renown.

The Boys Choir of Harlem uses the potency of music in African-American culture as the engine for change in children's lives. With performance as a hook to capture their attention, The Boys Choir of Harlem gives youth the opportunity to realize their creative potential through music and to extend achievements in music to other areas of their lives.

The Boys Choir of Harlem's comprehensive and integrated program addresses the profound social and economic disadvantages these children experience which have put them at greatest risk of dropping out and engaging in destructive behavior. Members of The Boys Choir of Harlem learn to overcome despair and lack of self-esteem while building confidence and self-discipline.

They learn to respect the seriousness of purpose and quality of excellence that is

the hallmark of The Boys Choir of Harlem, and they come to rely on it.

The Boys Choir of Harlem primarily serves inner-city African-American children:

- Boys ages 8-18 (fourth grade through twelfth grade)
- Girls ages 12-18 (seventh grade through twelfth grade)

Membership is open to children of all racial, cultural and ethnic backgrounds. Members come from all boroughs of New York, though the majority are from Central Harlem and Upper Manhattan. Open auditions are held at local Harlem schools, at The Choir's facility and at community sites and stores. No prior formal vocal or musical training is necessary; but children are tested for musical aptitude and vocal clarity. Satisfactory to excellent academic performance and behavior is required.

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Boys To Men

Dr. Nolan R. Shaw, Executive Director

Boys To Men (BTM) is a community and school-based program that provides a wide range of training and support services for pre-adolescent African-American boys. The program has four primary goals:

- **To provide pre-adolescent youth with a series of meaningful structured life experiences that enhance their social, intellectual and cultural development**
- **To build and strengthen the leadership skills and capacities of pre-adolescent youth**
- **To develop a sense of community responsibility, commitment and involvement among pre-adolescent youth**
- **To develop an effective on-going coalition of public schools, community-based social service agencies, parents, businesses and adult volunteers that will provide youth with the emotional, practical and technical guidance and support necessary for optimal development**

In order to achieve these goals Boys To Men offers six major programs: Saturday School, Read to Lead, Rites of Passage, Extended Day Activities, Sankofa Sports League, and the Young Entrepreneur Training Program.

These activities provide numerous opportunities for participants to develop and enhance their academic skills, explore career and vocational interest, develop an appreciation of their heritage and culture and acquire the skills required to become effective leaders in the schools and communities.

A Council of Elders, a Council of School Administrators and Friends of North Lawndale, a local neighborhood organization, are actively involved in planning and monitoring the progress and development of BTM, as well as the progress and development of each child enrolled in the program.

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Chicago, IL 60604
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The Duke Ellington School of the Arts

HE*ROSE Project

John F. Payne, osa, Director

The Duke Ellington School of the Arts is a unique oasis in an arid urban educational landscape. The school offers both a comprehensive pre-collegiate academic program and strong pre-professional artistic training to 500 students in grades nine through twelve.

The HE*ROSE Project is an expansion of the already existing Shepherding Program. The Shepherding Program is designed to respond to the educational and cultural realities of the District of Columbia by addressing the critical need to provide African-American students with a personalized framework for academic learning, artistic training and human development.

Shepherding begins before the first day of school. All incoming students attend a summer empowerment retreat, in which they receive insight into the development of self-esteem, self-confidence and goal-setting. Once school begins, each new student is assigned a "shepherd" – a faculty member who agrees to assist with the student's academic, artistic and emotional development. This is achieved through regular meetings and communication with the student, teacher and parents.

The HE*ROSE Project was started to address the needs of African-American boys at the Duke Ellington School of the Arts. This support can be academic, emotional or behavioral. In order to create an environment that enables young men to reach their

fullest potential, various resources must be available such as:

- Personalized monitoring of academic progress
- Rites of Passage workshops
- Individual and family intervention/counseling

The HE*ROSE Project in conjunction with the Shepherding Program offers an array of psycho-social, medical, housing and academic services to the entire student population. Specific resources and workshops for the male population have been implemented by the HE*ROSE Project to address the developmental issues of Ellington men. Our ultimate hope is to create an environment where African-American men can make a successful transition from adolescence to young adulthood.

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East End Neighborhood House

National Rites of Passage Institute

Paul Hill, Jr., Executive Director

As one of the oldest social service agencies in the city of Cleveland, East End Neighborhood House has been building bridges for generations. Founded in 1907 to serve the needs of predominantly Hungarian and Slavic immigrants, "The House" has evolved over time to meet the needs of today's multi-racial and multi-ethnic residents of the Woodland Hills and Buckeye/Shaker neighborhoods.

The mission statement of East End Neighborhood House is stated simply: "Enhancing the quality of life for families and individuals and to develop the full potential of those served."

East End staff operate 15 programs serving approximately 3,600 individuals. They range from a Child Day Care Center to a Senior Day Care Center and cover a multitude of much needed activities for the ages in between. Among them are: Foster Grandparent Program; Youth Employment Program; Adult Employment Program; Scouting; Piano Classes; and Rites of Passage.

The **Foster Grandparent Program** enables low-income persons over the age of 60 to actively participate in youth-related community services. The program's goal is to establish an integrated experience that benefits both generations and addresses many of the emotional and/or physical problems that plague today's youth.

Featured in *The Plain Dealer* as well as several national publications, **Rites of Passage** is one of East End's premier programs that reaches African-American boys. As a life-cycle development initiative that focuses on adolescent and adult transformation, the program leads to the

development of whole and centered people who become productive members of the community. East End Neighborhood House currently is home to the national Rites of Passage Institute that publishes a newsletter, provides training, networking and cultural and educational tours to West and Southern Africa and Brazil.

Between October 1993 and September 1995, 378 individuals from eight states participated in the Institutes' Servant Leadership Training Program where they learned, among other things, to mentor and serve African-American youth more effectively.

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Cleveland, OH 44104
(216) 791-9378
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Ervin's All American Youth Club

Youth Empowerment Project

E. Ajamu Babalola, President and CEO

Ervin's All American Youth Club, Inc., (EAAYC) a community-based program, was established by President, CEO and founder E. Ajamu Babalola and his wife Aseelah, and began as a boxing club in their backyard. EAAYC was officially incorporated in 1981.

Popular with the youth, the club grew quickly and gained community support. Today the focus of EAAYC is to provide year-round educational and cultural activities, stressing leadership training and entrepreneurial development primarily for African-American youth in the North Greenwood community of Clearwater, Florida. The youth residing in this area are over-represented in juvenile arrest statistics. Dropout statistics for the same group show a rate of 43 percent which exceeds the rate for all Pinellas County Public Schools.

Our youth need to know that they have a right and responsibility to exist as a people and make their own contributions to the forward flow of human history. This can be done by learning personal and community leadership skills. The children need to learn:

- How to build their own businesses
- How to control the economics of their community
- How to share in all the work and wealth

The Youth Empowerment program (Y.E.P.), sponsored by the W.K. Kellogg Foundation, is a hands-on approach to working with African-American males ages 8

through 18, developing their personal, vocational, social, leadership skills and academic potential to the best of their abilities.

EAAYC has received Sepia's Community Service Award for its devoted service to children at risk and the Daisy Award for outstanding Community Service, presented by the Clearwater Community Women's Club. The motto of Ervin's All American Youth Club is "Keeping our youth's feet off the street."

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The Federation of Southern Cooperatives / Land Assistance Fund / The Rural Consortium

African-American Men and Boys Program

Ralph Paige, Executive Director

The Federation of Southern Cooperatives/Land Assistance Fund is the sponsor organization for The Rural Consortium (TRC) of Community-based Institutions' African-American Men and Boys Program.

FSC/LAF is in its 29th year of operation as an association of 75 low-income cooperatives and credit unions. Over 100 of the poorest communities in America receive its services, which include technical training and assistance, marketing and land-retention strategies for black farmers, land owners and other rural residents.

On a combined basis, TRC serves over 125 persistently poor rural communities. The mission of TRC is to inspire, equip and sustain the individual well-being, and ensure personal, social and economic survival of rural African-American children, youth and families with a special emphasis on African-American men and boys.

TRC focuses on the development of a regional community-based peoples training institution and service delivery network. These promote a set of programs that continuously address the generational life challenges faced by African-American men and boys in the areas of self-esteem, skills building for social and economic survival and leadership development, particularly in relationship to themselves, their families and their community.

The program reaches at least 100

boys per year at each center for a total of over 2,000 over a three-year period. These 2,000 youths enter through the camp program and proceed through four elements of the program:

- **Employment Skills, Careers and Earnings Programs**
- **Academic Supplemental Education Programs**
- **Rites of Passage and Life Path Programs**
- **Family and Community Support Programs**

The Consortium has programs in six states with the capacity to serve youth and young men living within a 250 mile radius of seven land-based training centers. The partnership programs at each land-based training center addresses the life changing and inspirational needs of the African-American boys and young men.

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The Greater Boston Morehouse College Alumni Association

Bridging Bridges

Dr. John S. Wilson, Project Director

The Greater Boston Morehouse College Alumni Association, in partnership with Concerned Black Men of Massachusetts, has created an initiative to improve the condition of over 400 African-American boys and men ages 7 to 17 in the Boston area. The initiative, **Bridging Bridges**, forms a collaborative network of existing outreach efforts in an attempt to reduce much of the isolation and duplication characteristic of such programs.

Bridging Bridges aims to stimulate membership growth, program innovation, unprecedented collaboration and heightened effectiveness among outreach organizations in Boston and Cambridge, particularly those addressing the needs of African-American males. Our programmatic objective is two-fold: to create a new learning environment for member organizations and to arrange learning opportunities that emphasize both the necessity of legitimate means to economic development and the satisfaction of belief in oneself.

Our goals are pursued in the following format:

Monthly Leadership Forum

One Saturday each month, members of separate outreach organizations convene at Roxbury Community College to focus on topics relevant to their collective task of enhancing the life chances of over 400 young African-American males. The forum represents a new learning environment and a cooperative approach to education.

Leadership Fellow

At each Forum, learning activities feature leadership fellows who share their experience in the professions of business and industry, civic and community service, education, medicine, music, sports and theology. Past Fellows have included Dr. Hubie Jones, Dr. Spencer Holland, Top Gun Pilot Drew Brown, Dr. Tony Browder and rappers KRS-One and Chuck D. All have helped to foster visions of a brighter future to rebuild community and hope.

Learning Tracks

Organizations collaborate on field trips and retreats at colleges, corporations, museums, prisons, sports events and other sites offering a learning experience.

Essay, Rap and Speaking Contests

Annual contests provide incentives for younger males to build character, develop communication skills and reflect the values consistent with achievement.

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or

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The Institute for Responsible Fatherhood and Family Development

Charles A. Ballard, CEO

The Institute for Responsible Fatherhood and Family Revitalization was created in 1982 from the vision of its founder and president, Charles Ballard. The Institute works to change the lives of absent and non-attentive fathers and promote their involvement with their children. Its approach is based on modeling and intervention encouraging young fathers to develop positive self-esteem. Our team interacts with fathers to create environments which allow them to develop a mentality that produces an increased quality of life for their children. Fathers establish paternity and strengthen fathering skills, while improving work ethics and employment. They seek educational attainment and provide financial support for their children.

The foundation for delivery of services is based on the idea that the father's life has tremendous impact on the lives of his children and their mother. When comprehensive non-traditional services are provided to the father, life opportunities are enhanced for the children and mother. The major focus is on fathers, yet services are provided in a holistic approach to members of the family who impact the father's life. Therefore, "significant others" are provided services with this same dedication and commitment.

The Institute provides fathers with non-traditional one-to-one counseling; one-to-group counseling; and one-to-family outreach for mothers as well as other family members. The frequency and duration of

services is contingent upon issues to be resolved.

A 1993 evaluation of the Cleveland program and services conducted by Dr. G. Regina Nixon and Anthony E. King, of Case Western Reserve University, documented the positive impact the Institute has had on participants. Findings included:

- 97% spent more time with their children and are providing financial support
- 96% experienced an improved relationship with the child's mother
- 92% developed positive values and attitudes
- 70% of fathers completed 12 years of education and nearly 12% at least one year of college
- 62% are employed full time and 11% are employed part time.

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MAD DADS, Inc.

Eddie F. Staton, National President

MAD DADS (Men Against Destruction Defending Against Drugs and Social-disorder) was founded in May 1989 by a group of concerned African-American men in Omaha, Nebraska, parents who were fed up with the gang violence and the unmolested flow of illegal drugs in their community. We present ourselves as positive role models and concerned loving parents who are a visible presence in our cities against the negative forces that are destroying our children, families and communities.

It started out of pain – the pain of our children dying in the streets of their own communities. MAD DADS were tired of looking into the eyes of hollow youth who lack hope and who have ceased to dream. MAD DADS realized that we could hold no one responsible for this but ourselves; we allowed it to happen. So we united as a handful of community fathers who now know that we must be the force behind the change.

From a genesis of only 18 men in Omaha, MAD DADS has grown to over 25,000 men nationally, with 45 chapters in 13 states. Chapter locations include the following states: Nebraska, Texas, Colorado, Mississippi, New York, Maryland, Ohio, Iowa, Tennessee, California, New Jersey, Michigan and 31 cities in Florida. There are also divisions of MOMS and KIDS that work with us.

Since 1989, MAD DADS has approached runaways, drug abusers, gang members and other troubled youths, making over 17,000 individual contacts, 60 percent of them after midnight. In addition, MAD DADS has provided more than 87,000 volunteer hours on the streets. All these activities are designed to promote and demonstrate positive images of fathers engaging and

protecting our youth and our families.

Omaha, the founding chapter of community fathers and concerned men, provides the following activities as a model for newly forming chapters across the country:

- Weekend street patrols within troubled areas that report crime, drug sales and other destructive activities to the proper authorities
- Painting over gang graffiti and challenging the behavior of drug dealers and gang members
- Positive community activities for youth, such as block parties, rallies, night parades and car shows
- Chaperone community events and speak as surrogate fathers at non-traditional times and locations
- Visits to local jails and prisons to counsel and encourage

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The National Urban Coalition

M. Carl Holman Leadership Development Institute

Executive Leadership Program

Trabian Shorters, Executive Director

The National Urban Coalition is an urban laboratory for education, economic development, and leadership development programs. Since 1967, the NUC has worked locally, nationally, and internationally to build the capacity of people in urban centers to realize a higher quality of life.

M. Carl Holman, President of the National Urban Coalition from 1971-1988, practiced a visionary and inclusive style of leadership that made him a leader among leaders. Carl Holman set an example and created the environment that brought labor, government, big business, non-profits and education leaders together so that they could create confident relationships instead of make-shift remedies. The M. Carl Holman Leadership Development Institute exists to create and renew similar leadership communities.

The Executive Leadership Program (ELP), created by current NUC President and CEO Dr. Ramona Edelin, is an advanced 10-month program for emerging African-American leaders between 20 and 30 years old. The ELP takes 8-10 competitively selected fellows through a curriculum of focused readings, monthly retreats, field trips, discussions, writings, apprenticeship, mentorship and a public service project designed to develop their excellence, integrity, knowledge and networks.

The ELP offers these young professionals rare opportunities for fellowship with their high-achieving peers through monthly

seminars and to meet regularly with established leaders in public policy, economic development, education, media and related fields. Past mentors and speakers included: Adam Clayton Powell, Jr., Dr. Ronald Walkers, Dr. Edwin Nichols, Raul Yzaguirre, Ric Bela, Julianne Malveaux and Aileen Hernandez. Retreat topics include:

- Leadership
- Public Policy
- Organizational Management
- Culture
- Vested Interest & Economics
- Media
- Political Leadership
- Uses of Power
- A Net that Works

Thanks to the initial investments of the W.K. Kellogg Foundation, the first two teams of Executive Leadership Program Fellows (20 fellows) have founded organizations and corporations, joined the board of the National Urban Coalition, attended Harvard, established local programs and worked on education, humanitarian aid and political participation in the United States, Brazil, Somalia and Zambia.

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The Milton S. Eisenhower Foundation

Dr. Lynn Curtis, President

The Milton S. Eisenhower Foundation is the private sector continuation of the 1967 Kerner Riot Commission and 1968 National Violence Commission. Founded in Washington, D.C., in 1981, the Foundation and its Corporation for Investment in What Works, replicates multiple solution successes for children, youth, families and the inner city.

The Foundation builds the institutional and management capacities of non-profit organizations and communicates what works to citizens, the media and decision makers based on scientific evaluation paying particular attention to under-resourced communities.

Replication

The Foundation has financed, implemented and evaluated in other locations:

- **Comprehensive multiple solution inner-city programs**
- **Youth safe havens**
- **Big Brother/Big Sister mentoring**
- **Community policing mini-stations**
- **Job training and employment alternatives to JTPA**

The replications and their evaluations are currently being carried out by inner-city non-profit organizations in major metropolitan areas throughout the United States. The Foundation evaluates all replications, develops "how to" guidelines for public and private institutions and promotes by example the need to replicate what works on an ambitious scale in the United States and abroad.

Institutional capacity building

The Foundation works primarily with inner-city youth development non-profit groups to improve their organizational, financial and time management, facilitate leadership by principal staff and youth participants, provide more skills to principal staff so they can deliver services better with less burn out, improve fundraising, create better evaluations and develop linkages between sound evaluations and expanded funding. Currently this work is being carried out across the nation and in Puerto Rico.

Communication

To balance a media playing field dominated by a naysaying communications juggernaut that has convinced Americans that nothing works, the Foundation has launched the **Communicating What Works Movement**. It funds communications offices and directors at inner-city non-profit organizations; has launched a public journalism campaign to increase stories on what works and to reduce demonization of minority youth on television news; generates public service advertising on what works, created by local inner-city non-profits, not by national establishment organizations; has started a television school for proponents of what works; and organizes alternative venues to conventional media, including pamphleteering and an electronic data base on what works.

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National Center for Youth Entrepreneurship Services

Champ Cookies Youth Entrepreneurship Society

Ali A. Khan, President

Champ Cookies Y.E.S. has but one ambitious goal: to teach entrepreneurship education to inner-city African-American youth. The principal objective is to provide youth with basic business and entrepreneurial skills. In addition to providing employment opportunities, Champ Cookies Y.E.S. seeks to provide ongoing workshops and training programs to teach urban youth the important concepts of teamwork, money management and basic business principles. By teaching youth the value of earning income through hard work and building an enterprise, Champ Cookies is striving to heighten the self-esteem of urban youth and deter them from inner-city delinquency. Although originally conceived in Washington, D.C., it is anticipated that the concept of Champ Cookies Y.E.S. will be replicated throughout America's school systems and cities.

Ali A. Khan has spent the major part of his adult life working with and trying to improve the lives of young people. He and two other partners began Champ Cookies Y.E.S. program in 1988 as a way to steer youth away from the drugs and violence that have plagued D.C. since 1986.

This program has been highlighted on the Today Show, Good Morning America, City Under Siege, The Montel Williams Show and many local news programs. The New York Times, Washington Post, Scholastic Magazine, National Geographic and Jet Magazine have done exclusive articles on the work of Champ Cookies. Its slogan - "It's dough money not dope money" - has been resounding throughout the D.C. area for the

past six years.

Given direct training in developing an entrepreneurial enterprise and direct involvement in the manufacturing, production and marketing of products, students are able to:

- Identify the key principles that are necessary to start a business
- Develop a business plan
- Identify leading African-American business people and communicate their accomplishments
- Demonstrate good work habits, team work and job responsibility
- Demonstrate knowledge of marketing, customer relations and advertising
- Demonstrate knowledge of basic math, English, reading, communication skills and computer literacy

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No Dope Express Foundation

Earl B. King, CEO

No Dope Express Foundation (NDEF) was founded in 1987 by former NBA star Earl King. It's a national, non-profit organization based in Chicago with programs both in Chicago and Atlanta that promote educational excellence among African-American youth and their greater awareness of the pitfalls of drugs, crime and gangs.

No Dope Express Foundation provides year-round counseling, training seminars, camps and clinics and an athletic competition for children and adults. NDEF mainly focuses its program on those who need it most and are most difficult to reach.

NDEF guarantees a high-quality, hands-on program whose aim is two-fold:

- To focus its "No Dope, No Crime, No Gangs, Yes Education" on all persons of the community, yet placing more emphasis on the young
- To raise the self-esteem of the young and provide positive role models and future leaders for and from all communities

In the beginning, sports were used to attract the attention of those we wanted to reach. However, we also offer a variety of educational programs. We at NDEF are highly committed to education and make every effort possible to ensure that every child we encounter understands that commitment.

To communicate the No Dope Express Foundation's philosophy and house our activities, NDEF has diligently organized a networking relationship with various public and private institutions, such as:

- Churches
- Police Departments
- Schools
- The National Drug Enforcement Administration (DEA)

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Omega Boys Club

Joseph Marshall, Executive Director

The Omega Boys Club is family. The family is youth confronted with violence, crime and drugs. Regardless of background or circumstances, the Omega family takes them off the streets and guides them to college or jobs.

The family is adults, a dedicated caring staff who function as parents, teachers, and mentors. They give 100 percent to youth; they accept them as their own, instilling hope, changing minds and transforming behavior. They believe in youth and teach them to believe in themselves.

The family is funders, volunteers and friends who support the values of family and the process of change. They provide financial and material aid to support the family.

In March 1987, former public school teachers Joe Marshall and Jack Jacqua founded the Omega Boys Club, headquartered in San Francisco, to save the lives of youth lost to gangs, drugs and crime. They believed that troubled youth were underdeveloped resources who could be redirected to turn their lives around. They subsequently proved that, when eight of the first 15 club members started college. The Omega Boys Club not only showed them alternatives to crime, but financed their college education and invested in their futures. Since its inception, programs have evolved to respond to the needs of a rapidly growing family, both in the Bay area and around the country.

Some youth become family members through the popular weekly radio talk show "Street Soldiers." It airs on KMEL-FM in San Francisco Monday evenings from 10 P.M. to 2 A.M. and on KKBT-FM in Los Angeles. Listeners of all ages and backgrounds from homes, detention facilities and jail cells jam the station's phone lines. Most are seeking an immediate solution to their

problems. To augment the "Street Soldiers" on-air counseling services, the Club provides 1-800-SOLDIER, a 24-hour telephone counseling service in which trained Omega Boys Club staff members guide callers to find their own answers - often challenging them to give up guns, stop the violence and move away from life on the streets.

Employment Training and Entrepreneurship provides verbal, math, computer literacy and other essential skills to successfully enter the job market. Participants undergo training at the San Francisco Renaissance Entrepreneurship Center and the Career Resources Development Center. They also receive practical business experience provided by local entrepreneurs to ensure responsible performance in legitimate work.

The **Academic Program** provides life-skills education and training for all Club members. In the academic program, members attend the college preparation class. They also receive counseling, college placement assistance and scholarship support. The Omega Boys Club has placed over 140 of its members in more than 25 institutions of higher learning throughout the country. Many of the members are enrolled at historically black colleges and universities.

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Opportunities Industrialization Centers of America, Inc.

C. Benjamin Lattimore, Director, National Literacy Programs

Opportunities Industrialization Centers of America, Inc. (OICA) was founded 30 years ago by Reverend Leon H. Sullivan to address the needs of the nation's poor and the unemployed. Recognizing that job opportunities opened up the need for job readiness, Rev. Sullivan and 400 ministers took what began as a simple act of caring and started an extraordinary crusade.

From its humble beginnings in an old abandoned jailhouse in North Philadelphia, OICA has grown into a movement which has served over 1.5 million disadvantaged and underskilled men and women of all races. OICA works because it shapes attitudes as well as abilities. The philosophy of self-help and the OIC system of developing the "whole person" enables individuals to become self-sufficient.

OICA's mission is to continue to be the nation's leader in providing quality education, training and employment services through a national network of local affiliated organizations that will enable economically disadvantaged and unemployed people of all races and backgrounds to become productive and more fulfilled members of American society.

OICA is a network of 70 community-based employment and training centers located throughout the country. Each OIC affiliate operates under its own initiative, but with accountability to the national as well as local OIC board of directors. Sustained by the power of partnership, OICs are a concerted effort of business, government and the community.

The national office provides assistance to its affiliates through three specialized divisions:

- Field Service Coordination
- Government Relations
- National Literacy Programs

In 1989, a study by Sun Company, Inc. estimated that the first one million individuals who received OIC services produced more than \$150 billion in earnings for the U.S. economy. By joining the work force, these one million individuals generated more than \$22 billion in taxes and saved taxpayers \$35 billion in welfare payments.

OIC works because it trains people for the real economy offering prevocational and job- skills training in many different skill areas. Learning is geared to the interest of the individual, the demands of the economy and the opportunities in the local community.

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Our Family Table Foundation

Youth Internship and Job Training Program

Thelma Williams, Wesley Williams; Directors

Our Family Table Foundation was founded in September 1993 by Thelma and Wesley Williams. It was inspired by the Williams' work as caterers and draws on their extensive background as teachers. Mr. and Mrs. Williams saw how many young people they hired to help in their business lacked key educational and basic business skills. They also saw how the food business experience proved to be an effective teaching and motivational tool for these young people.

The program is designed to impart to young African-American men the skills they will need to be successful in their lives. Through the bakery and restaurant, we seek to create a nurturing environment where young people can fully develop educational, entrepreneurial and interpersonal abilities to fully compete in the 21st century. Graduates from the program are fully expected to have the know-how to create their own opportunities and pass on the benefits to their communities.

The internship component of the program combines job experience in the food business with a curriculum encompassing day-to-day business skills and general living skills. Under this curriculum, the students learn :

- Cooking and baking
- How to improve their personal effectiveness

- Problem resolution
- Organizing and coordinating banquet and catering services
- Value of community service

Upon completing the first half of the program, participants receive the opportunity to pass on their newly acquired skills in helping to mentor the new tier of beginning students.

To help address the real deficiencies of the public educational system and help students learn from a success model, the program seeks to adjust the curriculum to correspond to each student's individual level of academic achievement. The program also teaches young people to become self-starters who are able to create their own possibilities.

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Pathways Community Development Commission

Hurley M. Jones, Executive Director

Pathways Community Development Commission began as a program function of the City of Dermott, Arkansas, in 1992. Pathways C.D.C. provides entrepreneurial programs focused on self-development, social development and economic development. In addition to the program in Dermott, Pathways also operates programs in the four Arkansas counties of Ashley, Chicot, Desha and Drew.

The Commission operates as a human development agency created through a partnership of private non-profit foundations and state and local governments. Pathways extends the services of city government beyond traditional "municipal services" and tackles the issue of human development as a responsibility of the community.

The Commission operates four business training centers in three cities within Chicot county. Each offers hands-on learning through managing a business and a mentoring relationship through Foster Grandparents and African-American Boys. Pathways has attracted state and local government support, sustained support from local citizens and has created a county-wide network that provides entrepreneurship training and micro-business development.

Pathways also works to strengthen local institutions, such as schools, churches and local governments, to promote human development. In three years of operation, the goal of recruiting 135 individuals to participate in Pathways' Entrepreneurial Project, Mentoring Project and Work-Based Learning Project has been accomplished. Approximately 1,500 active job applicants in 1995 were classified either "experienced

non-manufacturing" or "inexperienced" in the area. Pathways' projects introduce these otherwise excluded individuals into the mainstream of the free-enterprise system.

A study of 48 graduates of the Pathways program was conducted in September 1995 and produced these results:

- Ten students went on to find employment
- Seven students went on to get a college degree
- Two students re-enrolled in high school
- One student joined the armed forces

All but five of the students were unemployed and out of school at the time they enrolled in the Pathways program.

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Peoples Congregational United Church of Christ

Peoples Cultural Arts Program

Dr. A. Knighton Stanley, Minister

The Peoples Cultural Arts Program (PCAP) of the Peoples Congregational United Church of Christ focuses on the developmental needs of young African-American men. Its primary goal is the development of skills for human and humane living in a multi-generational, multicultural and safe environment. The 75 participants are from the metropolitan Washington area with the vast majority from the District of Columbia. The risk that these young men face is injury or death from violence, family dysfunction, poor educational environments, systemic injustice and lack of community support.

PCAP assists youths in improving their decision-making and leadership skills. The ultimate objective is to enable them to make enlightened decisions and appropriate choices about their life course, including work (vocation), citizenship, ethical, cultural and artistic values and family.

The mode through which PCAP achieves this objective is first-hand experience and immersion in the visual, dramatic and music arts. To this end, young men develop team spirit and skills; are exposed to the finest artistic expressions of African-American and multicultural societies; develop self-confidence; and are provided an opportunity to develop skills and talents which may be used for their own enjoyment and/or in their life work. To achieve these objectives PCAP uses a three-pronged strategy which involves:

- **Mentoring and Advocacy**

- **Immersion in the Arts**
- **Values and Personal Development**
- **Community Building Skills, which culminate in a rite-of-passage experience**

The Arts Program is the central and distinguishing feature of this program. Founded on a strong belief in the power of the arts to change a youth's self-concept and world view, PCAP operates on the assumption that the arts have the power to inspire and to aid in the exploration and cultivation of the best in ourselves and others and that exposure to a higher aesthetic produces a new and acceptable ethic.

To this end, 75 young African-American men, their trainers and mentors have gathered for approximately two years and have developed arts components with high levels of performance and exhibition. Mentors work not only with young men in PCAP but with others. After two years, we find young men more prepared to cope creatively with an environment hostile to their futures.

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Piney Woods Country Life School

Dr. Charles Beady, Jr., President

Laurence C. Jones founded the school in 1909 in rural Rankin County Mississippi to provide poor black students with a "head, heart and hands" education. The students in 1909 were primarily sharecroppers' children. Dr. James S. Wade, the school's second president, guided the school to accreditation. Dr. Charles H. Beady is only the third president since the school's founding. He has established programs to enhance the academic program. Dr. Jones' house on campus has been preserved as a museum.

Piney Woods School targets African-American students who have the capability of making their lives extraordinary through excellence in education and the development of moral and ethical attitudes but do not have the opportunity to do so for financial or other reasons.

Considered "at-risk" of academic failure and/or delinquency, most of our students have experienced delinquency and other personal troubles. Most enter with a fear of growing violence in their homes and neighborhoods and with a low sense of self-esteem, but they possess a strong desire to make the most of their lives.

Piney Woods is based on a residential, community-based, academic model with:

- **A focused academic climate**
- **Consistent discipline**
- **Strong ethical and spiritual values**

The campus functions in much the way that a community would, with its own post office, security system, communal activities, outdoor amphitheater, sports field, etc. Cleanliness, neatness and good manners are high priorities. Many of the teachers and

staff live in houses on the campus, as does the president and superintendent.

The overarching goal of the program is preparation for higher education, although there are significant vocational training programs. The curriculum is traditional, with additional special programs, such as Writing Across the Curriculum to improve students' writing skills and Star Shooters. (Students earning less than a "C" over a nine-week period receive an "I". After two I's, they must study on Saturdays in a controlled environment).

Over 98 percent of the 1994 senior class went to college. Graduates attend the nation's outstanding colleges and universities, including the following: Princeton, University of Chicago, Smith, Harvard, Vassar, Tufts, Amherst, UC Santa Barbara, Oberlin, and Michigan State University, in addition to the fine historically black colleges and universities.

All 47 of our 1995 graduates were accepted into more than 20 of the finest colleges and universities in the country, with scholarship offers over \$1.5 million. Some of the 1995 graduates will attend Morehouse, Fisk, Spelman, Purdue, Williams and Middlebury.

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Project Keep Hope Alive

Dr. Anthony J. Harris, Director

Founded in 1992, Project Keep Hope Alive is a mentoring/education/leadership development program for African-American boys in grades one through six in the Commerce Independent School District, Commerce, Texas. This program is a collaborative effort by citizens of Commerce, the Commerce Independent School District and East Texas State University.

The program subscribes to the belief that values drive behavior. Therefore, there is major emphasis in positively influencing the participants' value system, and thus their behavior. One indication of the success of this goal is the dramatic reduction in the number of participants referred to in-school suspension. Another success indicator is anecdotal reports from teachers, parents and observers, who routinely report on the improved behavior of many of the participants. Related to this goal is the variety of enrichment activities that are provided: photography, choir, martial arts, wrestling, art and field trips.

One of the unique features of Project Keep Hope Alive is that the primary mentors are black male college students. This offers

each student mentored the opportunity to develop a healthy relationship with a positive black man. In addition, the program has an intergenerational aspect, whereby we attempt to connect several generations of black males in an effort to create a higher level of awareness of generational interdependence.

All activities take place on the campus of East Texas State University. On Mondays and Wednesdays, grades one through three come to campus; on Tuesdays and Thursdays, it's grades four through six. Project Keep Hope Alive is fully accredited.

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Project Leadership, Education And Employment Opportunities

Ricardo Torres, Executive Director

Project LEEO was founded in 1994 by four youth development professionals: Robert Lewis, Kevin "Brother Modeira" Payne, Greg Ricks and Charlie Rose.

In January 1994, the founders began planning a three-year program that would link "intervention" and "prevention" strategies - "intervening" in the lives of young adults who were far along the road to a criminal life. The program would train and educate these men to become youth workers capable of mounting intensive "prevention" campaigns to help steer younger people in more positive and constructive life directions.

Unlike many youth development and service programs, Project LEEO involves young people of color fulltime for three years. Project LEEO uses the best practices of national service, experiential education, youth development and higher education to create an alternative educational track for training Youth Workers. In the third year of the program, these young men return to their communities as certified Youth Workers to prevent the further involvement of their younger brothers and sisters in street and gang violence.

Rather than recreate a new organization to achieve these ends, Project LEEO builds on the best practices of Outward Bound, CityYear, YouthBuild and Public Allies to meet the needs of this population, specifically gang-affiliated and hard-to-reach young men. Through this model, Project LEEO strengthens youth development programs in inner-city communities and create a viable track for Youth Worker Certification.

Project LEEO strengthens youth and

community development by rechanneling the energy and leadership of hard-to-reach young men toward the revitalization of their communities. In support of this mission, Project LEEO will achieve the following objectives:

- **Build the capacities of young men from low-income communities threatened by violence to create, organize and implement positive alternatives to the cycle of hopelessness in their lives**
- **Collaborate with community-based organizations to support the development of gang-affiliated and hard-to-reach young people who are excluded from or lost in most existing models**
- **Create an alternative education and employment track for young men in urban communities**
- **Strengthen the Youth Development field and inner-city communities with "street smart" Youth Workers**

In July 1994, Project LEEO implemented its first three-year pilot program for 15 young men.

Contact: Ricardo Torres
c/o Project LEEO
126 Warren Street
Roxbury, MA 02119
(617) 442-2111
FAX (617) 442-2425

Project 2000 Incorporated

Dr. Spencer Holland, CEO

Project 2000 Incorporated (Project 2000) is a non-profit 501(c)(3) tax-exempt organization founded by Dr. Spencer H. Holland and incorporated in the District of Columbia in December, 1993.

The primary mission of Project 2000 is to provide continuing educational direction, guidance and financial support to inner-city African-American males from seventh to twelfth grades.

Academic support, mentorship and community service constitute the programmatic strategies of Project 2000, which are designed to support the academic achievement of student scholars during their secondary school years. Program activities are also being developed and implemented to enhance student scholars' positive psychosocial and life-skills development.

In collaboration with the District of Columbia Housing Authority, Project 2000 staff conduct study halls from 3:30 to 6 P.M. Monday through Friday at Project 2000 House, which is in walking distance of most student scholars' homes.

A wide variety of program activities, recreational and educational, are offered during Saturday Academy, such as:

- Substance Abuse Prevention
- Conflict Resolution
- Leadership Development
- Teen-Age Pregnancy Prevention

In collaboration with Project 2000 staff, Educational Development Mentors are recruited and trained to provide educational direction and guidance to student scholars through one-on-one and group mentoring activities. The ideal mentoring relationship will start with a student scholar in seventh

grade and follow him or her through the twelfth grade. Educational Development Mentors are encouraged to form an older brother/older sister relationship with the student scholar, not a parental relationship.

All student scholars are required to be involved in at least one Community Service Project per year. These projects can be in their schools, at Project 2000 House or in their community. Service Projects include (but are not limited to):

- Peer-Tutoring (In-School or Project 2000 House)
- Project 2000 Junior Teacher Assistant Program for Boys
- Other In-School Service Programs or Community-Based Service Programs

At the elementary school level, Project 2000 recruits and trains men to serve as Teacher Assistants in first- through third-grade classes. These volunteers focus on the educational needs of inner-city African-American boys where academic failure is endemic. Project 2000 staff also provide educational mentoring to the sixth grade boys at Stanton Elementary School from which it recruits its new seventh grade boys. Workshops are conducted twice monthly and these boys are encouraged to take advantage of study halls at Project 2000 House.

Contact: Dr. Spencer H. Holland
c/o Project 2000 Incorporated
411 Eighth Street, S.E.
Washington, D.C. 20003
(202) 543-2309
FAX (202) 547-2338

University of Kansas Center for Multi-Cultural Leadership

African-American Male Leadership Academy

Dr. Jacob U. Gordon, Executive Director

The purpose of the African-American Male Leadership Academy is to enhance the quality of life of African-American men and boys and their families. The goals of the Academy are:

- To provide African-American children and youth with the academic and social skills to succeed in our society
- To prepare African-Americans for creative and effective leadership as role models in African-American communities
- To develop character in African-American children and youth
- To develop in African-American men and boys a sense of belonging through active participation in family and community affairs
- To help African-American men and boys understand, appreciate and promote the cultural heritage of the black community
- To help African-American youth pass from individual status to that of an integrated member of the society and community by adopting the concept of collectivism as opposed to individualism

The core curriculum incorporates

integrated humanities and arts, math and the sciences, social studies, health and family education and leadership training. It covers Africa as the cradle of civilization; African cultures, values and rites of passage; achievements in the African past, including Egyptian civilization and the ancient kingdoms of Africa and contributions of peoples of African descent in world history. Successful African-Americans serve as role models and mentors to program participants. The mentors are comprised of family members, friends and acquaintances, service providers, employers, co-workers, peers, teachers and community leaders. An annual Black Leadership Symposium at the University of Kansas culminates in the Academy's activities.

To complement the mentoring, students participate in leadership training. Training includes the importance of shared leadership or rotating leadership, while reorganizing formal and informal leadership. In the training, students will learn to solve problems and make decisions.

Contact: Dr. Jacob U. Gordon
c/o University of Kansas
1028 Dole Human Development Center
Lawrence, KS 66045
(913) 864-3990
FAX (913) 864-5323

Xi Rho Chapter of Omega Psi Phi, Inc. and Behavioral Health Services, Inc. of Arkansas

Omega Little Brother Program

Walter Darnell, Project Director

The Omega Psi Phi Little Brother Program (OLBP) was developed in September 1975. The program was initially designed by the social action committee of the Omega Psi Phi fraternity, Xi Rho Chapter, to focus on fatherless male youth ages 8 to 19. The program was co-sponsored by the East Arkansas Regional Mental Health Center, now Behavioral Health Services of Arkansas.

The mission of OLBP is to provide a comprehensive Afro-centric leadership development mentoring program for at-risk male youth within the Delta that will help them become mature functioning adults in a complex world.

Additionally, OLBP brings together fatherless males in need of guidance, friendship and appropriate masculine role modeling with a dedicated group of adult male supporters who serve as mentors, guides and friends for these youth at risk.

The Omega Little Brother Program organizes its programs around what it calls a group-oriented module. In this module an adult supporter is placed with a group not to exceed five. The adult supporter meets with the group every two weeks in a structured environment with a significant amount of

unstructured and informal activities built in. The focus in the groups is:

- Group/rap sessions to deal with specific problem areas of the youth
- Recreational activities which include indoor and outdoor recreational components
- Socialization encounters which help youth to better improve their peer group relationships and focus on overall self-esteem building
- Group counseling sessions led by a mental health professional
- Parent support and family enrichment

The Omega Little Brother Program has chapters in Helena, Forrest City, Jonesboro and Marianna, Arkansas.

Contact: Walter Darnell
c/o Behavioral Health Service of Arkansas
604 Cherry Street
Helena, AR 72342
(501) 338-6744
FAX (501) 338-6361

The Youth Leadership Academy, Inc.

Ron Giles, Executive Director

Established in 1987 as a pilot project of INROADS/Wisconsin, Inc., The Youth Leadership Academy was created to address the plight of African-American males in Milwaukee. The Academy initially targeted African-American boys in grades three to five to confront the issues affecting their academic and personal development as future leaders.

Having grown to now serve grades three to eight, the Youth Leadership Academy became an independent not-for-profit organization in 1993. Currently, the Academy benefits from collaborative relationships with Alverno College, INROADS/Wisconsin, Inc. and Marquette University.

The Youth Leadership Academy seeks to nurture the development of leadership abilities of young African-American males, empowering them to improve the quality of their lives and assist them in becoming productive citizens. The Academy operates with

the philosophy of collaboration and advocacy on behalf of its members, their families and their communities.

The Youth Leadership Academy develops skills in African-American males that will help them become productive members of society. Listed below are the objectives of The Academy:

- To develop positive self-concept and high levels of self-esteem in participants
- To arouse and encourage intellectual curiosity

- To help young minority males learn to make the kinds of decisions that are in their best interest
- To develop academic, social and work skills necessary for future effective participation in the world of work
- To act as a clearinghouse for information and research on innovative techniques for educating and motivating children in an urban setting

Since 1987, The Academy has impacted the lives of over 300 African-American youth in grades three through eight in Milwaukee and Racine, Wisconsin. Each year the Academy produces graduates dedicated to spreading the discipline of leadership throughout the world community.

Contact: Ron Giles
c/o The Youth Leadership Academy, Inc.
750 North 18th Street
Milwaukee, WI 53233
(414) 344-8919
FAX (414) 344-8993

Jane Addams Hull House Association edited and compiled the member directory of Collaboration programs. Changes and comments should be sent to:

*National African-American Male Collaboration
Attn: Member Directory
10 S. Riverside Plaza, Suite 1720
Chicago, IL 60606*

Special thanks to: Roosevelt Roberts, Desiree Roman and Kelly Womer

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NATIONAL AFRICAN-AMERICAN MALE COLLABORATION

Member Directory

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6/13/96

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c/o Alpha Phi Alpha Fraternity, Inc.
1343 Victoria Falls Court SW
Atlanta, GA 30311
(404) 657-3140
FAX (404) 657-3152

NATIONAL AFRICAN-AMERICAN MALE COLLABORATION

Member Directory

Addendum

6/13/96

Ralph Paige
Federation of Southern Cooperatives/LAF
2769 Church Street
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FAX (404) 769-9178

NATIONAL AFRICAN-AMERICAN MALE COLLABORATION

Member Directory

Addendum

6/13/96

Walter Darnell
c/o Behavioral Health Service of Arkansas
604 Cherry Street
Helena, AR 72342
(501) 338-7543
FAX (501) 338-7350

Milton S. Eisenhower Foundation, Washington, D.C.: Replicate model inner-city programs, build the management and leadership capacity of non-profit organizations and communicate what works to citizens and decision makers.

National Center for Youth Entrepreneurship (Champ Cookies, Y.E.S.), Washington, D.C.: Encourage young men to become entrepreneurs by producing, marketing and distributing baked products.

National Foundation for Teaching Entrepreneurship to Handicapped and Disadvantaged Youth, Inc., New York, NY: Provide participating agencies with skills and opportunities to learn about, create and operate viable businesses.

National Trust for the Development of African-American Men, Washington, D.C.: Help incarcerated males become positive leaders in prison and in their communities through a prison-based leadership development program.

National Urban-Coalition, Washington, D.C.: Involve young urban minority college students, entrepreneurs and professionals, who are emerging leaders in a leadership program focusing on public policy relating to urban youth.

No Dope Express Foundation, Chicago, IL: Enhance the quality of life for urban youth through support of a leadership development and life-management skills program.

Omega Boys Club of San Francisco, CA: A highly successful gang intervention program called "Street Soldiers."

Opportunities Indt Philadelphia, PA: comprehensive strate ment for redirecting

Our Family Table I Cobbler Shop), Atl and life skills by sup set in a local food se

People's Congrega Washington, D.C.: project that assists yc self-concept, decisio the basic philosophy appropriate ethic."

Piney Woods Coun successful education: males' motivation an

Project 2000, Inco tutorial program to i personal developmer

Project Keep Hope educational and lead American males in gr School District whos children's academic psychosocial develop

Trustees of Health (Boston City Hospi men who will act as African-American me

Urban Institute, W leadership programs

Youth Leadership early intervention pr disadvantaged Africa risk factors of and st racism and discrimi



The participating organizations in the National African-American Male Collaboration represent diverse programs throughout the United States. Each organization is dedicated to building a solid foundation for African-American men and boys — an initiative that will benefit the entire community. The following agencies have developed strategic, on-going projects and continually seek ways to further the Collaboration's mission. Many of the programs are models that can be replicated in other communities.

African-American Male Leadership Academy, Lawrence, KS: A comprehensive youth leadership program implemented by the University of Kansas in three sites in Kansas: Wichita, Topeka and Kansas City.

Al Wooten Jr. Heritage Center, Los Angeles, CA: Enhance the lives of African-American male youth through a unique curriculum incorporating educational enrichment, community service, leadership training, mentoring, family involvement, personal growth and career and vocational guidance.

Alpha Phi Alpha Fraternity, Inc., Atlanta, GA: Develop a mentoring and rites-of-passage program within local chapters that includes intergenerational and leadership development and fatherhood and responsibility training.

Athletes Against Drugs, Chicago, IL: Use more than 150 professional athletes who have pledged a drug-free lifestyle to act as role models and help youth lead productive lives through year-round athletics, career and educational activities that provide alternatives to drug use.

Boys Choir of Harlem, New York, NY: Provide students nationwide with a broad-based, comprehensive program of education, counseling and performing arts.

Boys To Men, Chicago, IL: Develop local leaders and engage community residents to meet the needs of children and their families through support of a Leadership Education Zone.

City of Dermott/Pathways, Dermott, AR: Improve the lives of African-American male youth through a community-based mentoring, apprenticeship and entrepreneurship training program.

CLUB (Career and Life United in Boston), Boston, MA: Improve the quality of life for low-income, inner-city 17-25 year-old males through a leadership, education, career and life skills development program offered in a club setting. A program of

East Arkansas Region Brothers), Helena, MT: through a program of recreation, guidance and

Ellington Fund (Duke Washington, D.C.): A arts mentorship program

Ervin's All-American develop vocational and community-based leadership

East End Neighborhood African-American males adolescents and to prepare responsibilities.

Federation of Southern Atlanta, GA: Support practices" youth program life changes and vocational

Greater Boston More Boston, MA: Reduce outreach efforts that be network of programs, leadership skills.

Institute for Responsible Revitalization, Washington program to help improve communities.

Leadership, Education Opportunities, Roxbury prevention program to help gang activities become their community through ment and community service

MAD DADS, Inc., Orange intervention project for men and boys.



In communities throughout America, many social and economic challenges undermine opportunities for personal growth, self-sufficiency and hope — especially for African-American males. In response to these challenges, more than 30 organizations from across the country have joined to form the National African-American Male Collaboration, an innovative and grass-roots effort to help men and boys reach their fullest potential while ensuring the stability of their communities. The Collaboration's mission is to improve the quality of life for African-American males, develop healthy minds and bodies and build leadership skills in youth.

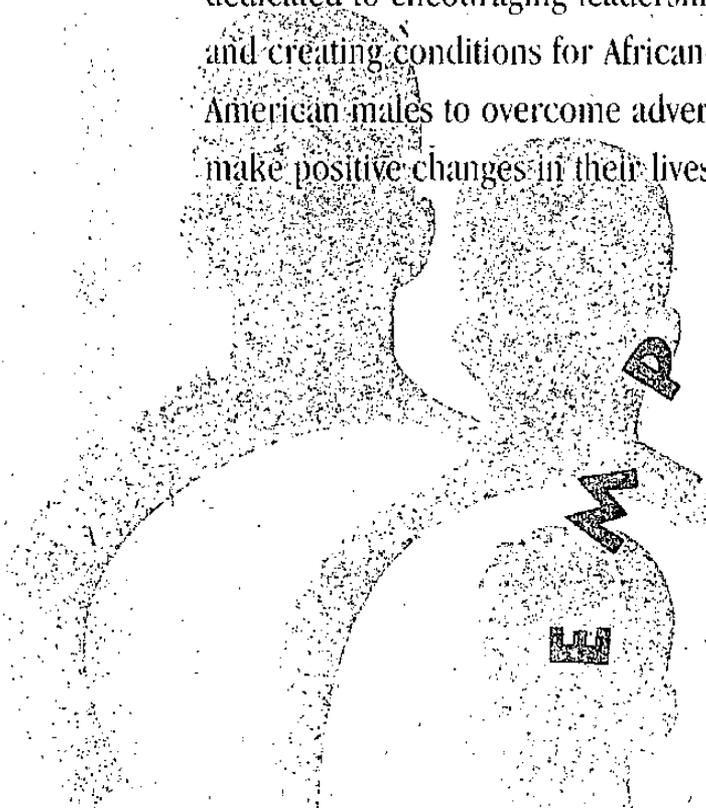
All of the participating organizations are dedicated to encouraging leadership skills and creating conditions for African-American males to overcome adversity and make positive changes in their lives.



The Collaboration program:

- LEAD
- DEV
- EMP
- ECOI
- DEV
- EDU
- JOB
- CAR

Member program working pooling goals, th from ins organiza addressi America of comm



The National African-American Male Collaboration forms a network of support, resources, talents and research to achieve a common purpose: improving the quality of life for African-American males, developing healthy minds and bodies and building leadership skills in youth. The impetus for the Collaboration comes from W.K. Kellogg Foundation's African-American Males Initiative with its vision to "develop individuals and families who give voice to an innovative and entrepreneurial impulse." The National African-American Male Collaboration is a 501 (c) (3) organization.

Jane Addams Hull House Association, a Chicago-based social service agency, is providing technical expertise and project coordination for the National African-American Male Collaboration. Founded in 1889, Hull House Association serves 225,000 people each year through innovative, community-based programs.

For more information on how you can support or join this effort, please call or write:

National African-American Male Collaboration
10 South Riverside Plaza, Suite 1700
Chicago, IL 60606

312.906.8600
FAX 312.906.8822

*National
African-
American
Male
Collaboration*

**DEDICATED
TO
BUILDING
A
BETTER
FUTURE**

TO



CONTRIBUTIONS

The funding and support have been generated by a simple question, "What can your organization do to help?" Below are some of the sponsors that have proudly contributed. Thank you all immensely for your support.

Ricardo Finley,
Project Manager
Project Keep Hope Alive



LOCAL CONTRIBUTORS

Brookshire's Food Store
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Apple Computer
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Dallas Stars
Eastman Kodak
Six Flags Over Texas
Texas Instruments

PRIMARY CONTRIBUTORS

W.K. Kellogg Foundation
East Texas State University

REMARKS

"Since we have become aware of Project **Keep Hope Alive**, we have continued to be involved.

We have seen the commitment of their staff, mentors, and supporters. The youth they serve are an **AT RISK** population in so much that if the program was not around no doubt many of those students would be heading to our agency."

Travis Wortham, Jr.
Superintendent
Texas Youth Commission

"I am most impressed by the desire of the students to try and meet the expectation of their Project **Keep Hope Alive** leaders. I see excitement, ambition, and goals being met; because now they have a purpose!

THIS KEEPS MY HOPE ALIVE."

Rhonda Clark,
Teacher
A.C. Williams Intermediate, Fifth Grade

"Project **Keep Hope Alive**, is truly a God sent program, being a single parent, I was concerned about my son having enough positive role models.

Through his role models, he is more confident that any goal he has in life isn't impossible to reach.

Darlene Woods-Porter
Parent
Commerce, Texas

PROJECT
KEEP HOPE
ALIVE



*A Mentoring Program
For
African-American
Males*

Project Keep Hope Alive
East Texas State University
P.O. Box 3402
Commerce, Texas 75429-3402
(903) 886-5916
Fax (903) 886-5581

HISTORY

Project **Keep Hope Alive** was founded in 1992 by Dr. Anthony Harris, Assistant to the President at East Texas State University.

Project **Keep Hope Alive** was developed to provide mentoring, positive role models, and to offer moral and academic development for African-American male students in grades 2-6 in the Commerce Independent School District.

In October of 1993 Project **Keep Hope Alive** was awarded a three year grant from the W.K. Kellogg Foundation.

Project **Keep Hope Alive**, in partnership with East Texas State University, and the Commerce Independent School District works to assure a quality program.

"This program is the business of planting seeds, nurturing the development of those seeds, and providing the support, and encouragement necessary to allow those seeds to grow into self-sufficient, self-confident, and self-respecting men."

Dr. Anthony Harris
Founder, and Project Director
Project Keep Hope Alive



PROJECT KEEP HOPE ALIVE

MOTTO:

Be the Best

"If you can't be a pine at the top of the hill, be a shrub in the valley, but be the best little shrub by the side of the rill. Be a bush if you can't be a tree. If you can't be the sun, be a star. It isn't by the size that you win or you fail, be the best of whatever you are".

-Author Unknown

GOALS

The goals of Project **Keep Hope Alive** are to:

- Plant a seed in the child's mind, something that will be remembered for a lifetime.
- Teach self pride, and cultural awareness.
- Improve academic skills.
- Expand horizons.
- Enhance the child's psycho-social development.
- Instill essential morals and values that contribute to a productive lifestyle.

"When I think about the opportunities that are ahead of these kids, and I think about being involved and making sure they have the opportunity. It is something that I get very excited about".

Stan Mckee
Assistant Director
Project Keep Hope Alive



Project **Keep Hope Alive** mentors help students with their homework daily, to help improve and provide an interest in academics.

ACTIVITIES

Project **Keep Hope Alive** has many different activities to offer. These activities are designed to work concurrently to ensure overall development potential. Some activities include:

- Kung Fu Classes
- Multimedia computer classes
- Educational learning skills
- Photography Classes
- Camping retreats and cultural field trips
- Project **Keep Hope Alive** newsletter
- Music classes (steel drums, choir, piano, etc.)



Learning the art and dynamics of Kung Fu teaches the Mentees of Project **Keep Hope Alive** discipline and self-esteem.

WHAT WORKS

**Lynn A. Curtis
President**

**Milton S. Eisenhower Foundation
September, 1996**

**Based On
A Lecture at All Soul's College
Oxford University
November, 1994**

and

**Testimony Before the
Committee on the Judiciary
United States House of Representatives
January, 1995**

The purpose of the following pages is to illustrate some examples of what doesn't work and what does work, based primarily on scientific evaluations, when it comes to many of the interrelated problems of the American inner city.

More details, along with citations, are found in two book length reports by the author, available from the Milton S. Eisenhower Foundation -- a twenty-five year update of the final report of the Kerner Riot Commission, published in 1993, and *Family, Employment and Reconstruction*, published in 1995.

After the disturbances in 1992 in Los Angeles which followed the Rodney King trial, a national CBS/New York Times poll asked a cross section of Americans whether they would be willing to support, financially and politically, more initiatives for urban America. A majority of the respondents nationally said they would be willing to do so -- as long as programs actually work. The next question in the poll was, "What is the major obstacle to doing more?" A majority of the respondents said that the major obstacle to doing more was "lack of knowledge."

That is not so. To a considerable extent, based on scientific evidence, we know quite a bit about what doesn't work and about what does work. Accordingly, it might make sense to create a national private and public sector policy that does less of what doesn't work and that uses the money so saved to help replicate what does work; at a scale "equal to the dimensions of the problem" (to quote the 1968 Kerner Riot Commission).

WHAT DOESN'T WORK

There are two policies, in particular, which need to be highlighted as not working. These policies are supply-side economics and prison building.

SUPPLY SIDE ECONOMICS

Supply-side economics means the notion that tax breaks should be given to the rich and to corporations -- so that they will invest more. When they invest more, so the theory went in 1980s and early 1990s, benefits would "trickle down" to the middle class and to the poor.

However, here are some of the results of "trickle down," supply-side economics:

- From 1977 to 1988, the incomes of the richest 1% in America increased by 120% and the incomes of the poorest fifth in America decreased by 10%.
- In the words of conservative writer Kevin Phillips, this meant that "the rich got richer and poor got poorer." (The middle class stayed about the same.)
- Today, the top 1% of Americans has more wealth than the bottom 90%.
- During the 1980s, child poverty increased by over 20% as the result of trickle down, supply-side economics.

- The United States now ranks 18th among the world's 22 industrialized nations in infant mortality.
- From 1981 to 1991, the national debt increased from \$800B to well over \$3T as a result of trickle down, supply-side economics.
- Enterprise zones, in which tax breaks were given to corporations so that they, hopefully, would move into neighborhoods like South Central Los Angeles and employ young minority dropouts, failed -- based on evaluations by the U.S. General Accounting Office and the Urban Institute and as reported by the conservative Economist magazine and by Businessweek.
- The Job Training Partnership Act, which is based on trickle down, supply side economics and which is the present primary federal program for job training for minority youth, also failed, based on scientific evaluations by Mathematica Inc. commissioned by the Reagan Administration. Young people in the JTPA program actually did worse than a sample of young people drawn from the streets.

PRISON BUILDING

Many naysayers base their policy not only on such (failed) supply-side economics but also on the argument that, in effect, prison building is the best short run policy for poor people and minorities.

It is true that, by keeping a person in prison, that person is deterred from committing a crime on the outside. (Of course, that person is not deterred from committing a crime inside prison.) However, there is little scientific evidence that more and more prisons deter more and more people on the outside from committing crime. For example, over the 1980s, while we tripled our national debt, we also tripled the number of our prison cells (to over one million). Yet violent crime by young teenagers increased almost 100% during that time. In addition, the U.S. has both the highest rates of violent crime and the highest rates of incarceration in the industrialized world. These comparisons over time and among nations provide minimal evidence to equate more prisons with less crime during the 1980s.

Such prison building is extremely expensive. For example, in a state like New York, it costs over \$100,000 to build a new prison cell. It cost about \$30,000 per year to keep someone in a high security cell. It cost more to go to jail than to Yale, as the Reverend Jesse Jackson has observed.

There are many other costs associated with prison building:

- Today, one out of every three young African American males is in prison, on probation or on parole at any one time nationally. (Some of this has to do with the long prison terms given for crack cocaine, disproportionately involving minorities, compared to the relatively short prison terms given for powder cocaine, disproportionately used by whites.) In this sense, prison building has become part of the nation's civil rights policy.
- Since the mid 1980s, about 80% of our new prisons have been built -- but since the 1980s only about 10% of our new schools have been built. So in some ways prison building has become part of our national educational policy.
- While we were tripling the number of prison cells over the 1980s, America reduced appropriations for housing the poor by 80%. Accordingly, prison building has become part of the nation's national housing policy for the poor.
- A large portion of the nation's new prisons have been built in rural areas. There, while inmates are disproportionately minority, prison staff and administrators are disproportionately white males. Prison building has become a kind of economic stimulus package for rural white males.

- Many of these rural prisons are privatized. The profit makers are white male controlled corporations. The inmates disproportionately are minorities. Prison building, then, is part of the supply side process in which the white rich have become richer and the nonwhite poor have become poorer. Washington, DC now has lobbyists who seek to pressure Members of Congress to provide more funding for the growing number of white controlled, privatized prisons.

WHAT WORKS

There are even more examples of what works, based on scientific evidence. These examples cover a spectrum of initiatives -- from younger to older Americans. They also cover a spectrum of child, youth, community and economic development. Just a few examples follow:

- According to the conservative CEOs on the Committee for Economic Development in New York in a 1985 report, perhaps the most cost effective federal program ever created is HeadStart preschool. For every dollar invested in HeadStart, according to these conservative CEOs, there are almost \$5 in benefits -- in terms of less crime, drugs and welfare dependency and more schooling, employability and personal development over the lifetime of children who participate in HeadStart. Yet only about half of all eligible children in America receive HeadStart -- while preschool

is regarded as a basic human right in countries like France and Sweden. Recent criticisms by naysayers of HeadStart have claimed poor management by local HeadStart sites. Yet Congress withdrew funds for management for HeadStart, thereby guaranteeing such criticisms.

- For children older than preschool age, the School Development Plan of Professor James Comer, Director of the Yale University Child Study Center, has parents, teachers and principals take over the management of inner city schools. Based on scientific evaluations, school performance has improved significantly in these Comer schools, compared to similar schools without such decentralized, neighborhood-based management.

- After school, a scientific evaluation by Columbia University has shown that safe havens, like boys and girls clubs where six-to-eighteen year olds come for both social support and discipline from big brother and big sister mentors, have been successful in reducing crime and improving school performance, compared to similar neighborhoods without such safe havens.

- To complement these findings, a recent evaluation of Big Brothers/Big Sisters of America by the Philadelphia-based Public/Private Ventures has shown that high risk youth who work for a year with big brother/big sister volunteer mentors do significantly better than similar high risk youth who do not have such volunteer mentors.

- For high schoolers, the Ford Foundation's Quantum Opportunity Program has shown that mentoring, stipends for community service and incentives to go on to college have been extremely effective in reducing crime, drugs and dropouts while increasing the likelihood of school completion, based on a control group evaluation by Brandeis University.
- For high schoolers, Project Prepare in Chicago, in which the Hyatt Hotel Corporation has installed an Hyatt Hotel kitchen in Roberto Clemente High School, has been extremely successful in keeping high risk young people in school and training them for jobs with upward mobility for which they are placed after graduation, based on an Eisenhower Foundation evaluation.
- For high school drop outs, the federal Job Corps program has been scientifically evaluated as successful in an Upjohn Institute published study, providing \$1.50 of benefits for every \$1 invested. The Argus Community Learning for Living Center in the South Bronx also has succeeded, based on scientific evaluations by the Eisenhower Foundation, with a formula of remedial education and job training in a strictly drug and violence free environment. Argus now is being replicated in other locations.
- Also for high school drop outs, YouthBuild USA provides training in housing rehabilitation. This provides solid jobs for dropouts and

simultaneously increases the low income housing stock. Such housing and economic development is best directed by community development corporations, run in the nonprofit sector -- perhaps best illustrated by the New Community Corporation in Newark, New Jersey. Financed by national nonprofit intermediaries like the Local Initiatives Support Corporation and James Rouse's Enterprise Foundation, such community development corporations now rehabilitate more housing for the poor than the U.S. Department of Housing and Urban Development.

- Led by the model, anti-redlining South Shore Bank in Chicago, which is being replicated in other locations, community-based banking also has proved crucial in financing such nonprofit community development corporations. South Shore also illustrates how forprofit and nonprofit community institutions can work in tandem.
- To stabilize the community to promote such banking and economic development, community-based, problem-oriented policing has been scientifically evaluated by the Police Foundation, the Police Executive Research Forum and the Eisenhower Foundation as successful in reducing crime.

The community-oriented policing promotes the community banking and economic development -- which, particularly when pursued by community development corporations,

generates jobs for high risk young people. Often they can better qualify for those jobs if they have participated in some of the education, remedial education and job training programs that have been scientifically evaluated as successful -- like the Quantum Opportunity Program, the Argus Learning for Living Center, YouthBuild USA, Project Prepare and the Comer School Development Plan. They can get as far as these adolescent education and job training programs if they stay out of trouble via boys and girls club-type safe havens after school during their childhood years. They can get as far as the safe havens if they have participated in HeadStart-type preschool when they are 3 to 5 years old.

This means that what works is based on "multiple solutions to multiple problems," to quote Professor Lisbeth Schorr at Harvard University. The most successful, scientifically evaluated programs are not single purpose. Rather, they create a sense of comprehensive interdependence.

The outcomes of these successful programs also are multiple. As in the case of HeadStart, typically in programs that work, the result is some combination of less crime, less drugs, less gangs, less welfare dependency, more time in school, better school performance, more employability, more financial self sufficiency and more community or economic development.

The examples of success include public sector initiatives, like HeadStart and Job Corps. Even more, they include models in the private, nonprofit sector. The private, nonprofit, nongovernmental sector therefore may be the best focal point for private and public investment in what works and replication of these successes.

THE PROBLEM

Can we find the private and public money to replicate such comprehensive interdependence as scale equal to the dimension of the problem? This often is posed as a financial question. But it really is a political question. This can be illustrated by how the U.S. Congress unwisely deregulated the savings and loan industry in the 1980s. Congress then found the resources to bail out the failures. The cost has been over \$500B to the American taxpayer. That decision was political -- Congress was bailing out itself as much as the savings and loans.

If, therefore, we know a great deal about what doesn't work, we know a great deal about what does work, and we can find the money if we really want to, then, the policymaker may ask, what is the problem?

The answer may be that the problem is not so much the boys in the Hood as the boys on the Hill. For example, the 104th Congress faithfully has proposed more spending on what doesn't work (like supply side economics and prison building) and less spending on what does work (like HeadStart, safe havens after school and community-based policing). And Congress has refused to pass the kind of campaign finance and lobbyist reform that would help remove big corporate money from the political process and that would therefore more easily allow Congress to build policy on what works.

THE MEDIA

The American media has been a co-conspirator with these boys on the Hill. One illustration is local television news. In large and small cities across the nation, that news is shown

in late afternoon and repeated in late evening. More Americans get their news from this source than from any other.

Typically, the local half hour news includes about nine or ten minutes of real news -- as well as sports, the weather and many commercials. Commercials are extremely important for local television news. Typically, they are the prime source of revenue for local television stations. In spite of polls which show that Americans are against violence and against negative images on television, the producers of local television news usually have followed a philosophy of, "If it bleeds, it leads." That is, local news producers typically have decided that stories with crime, violence and negative stereotyping (of, for example, welfare mothers and young African American males) will maximize the possibility that viewers will stay tuned. As George Gerbner, Dean Emeritus of the Annenberg School of Communications at the University of Pennsylvania, has observed, the result of this violent and negative programming is the "mean world syndrome." Day in and day out, the average, middle class, suburban American viewer is left with the feeling that nothing works. This increases the likelihood that the viewer will conclude that the only answers are prison building and supply side economics.

Those who argue for prison building and supply side economics also have been much more effective than those that argue for the successes summarized above in communicating their case through the media. This is not by chance. It reflects a carefully developed media strategy that began in the late 1960s. So, for example, today the largest naysaying think-tank in the U.S., the Heritage Foundation, has a television studio on its premises. There, associates of the Heritage Foundation learn how to be effective with seven second soundbites.

LESSONS

In perspective, the lessons from this brief overview suggest that we must:

- Acknowledge that we do know what works.
- Identify what works based on scientific evaluations.
- Insure that what works is well managed.
- Replicate the principles that underlie what works, but allow each locality to vary the theme so that local participants can have a stake in the process and create real ownership.
- Generate a new movement which much more articulately communicates what works.



10 SOUTH RIVERSIDE PLAZA CHICAGO, ILLINOIS 60606 312.906.8600 312.906.8822 FAX

MEMORANDUM

TO: George Stephanopoulos
Senior Advisor to the President

Rahm Emmanuel
Assistant to the President and Director of Communications

Benjamin Johnson
Assistant to the President & Director of Public Liaison

Bruce Reed
Deputy Assistant to the President for Domestic Policy

FROM: A. Knighton Stanley *A. Knighton Stanley*
President
National African American Male Collaboration

Anthony Harris *Anthony Harris*
Vice-President At-Large
National African American Male Collaboration

Lynn A. Curtis *Lynn A. Curtis*
Vice President for Development
National African American Male Collaboration

DATE: September 27, 1996

Thank you for the good meeting on 25 September with Mr. Stephanopoulos, Mr. Emmanuel and Mr. Reed in response to the enclosed letter of 23 August to Mr. Stephanopoulos and for the call from Mr. Johnson in response to the enclosed similar letter of 23 August to Mr. Ickes.

As those letters articulate, our request is for consideration of a three year, \$10M sole source contract based on funds from one or more agencies to replicate Collaboration programs in one stop shopping human capital neighborhoods around the nation.

OFFICERS AND EXECUTIVE COMMITTEE

PRESIDENT
Rev. A. Knighton Stanley
Peoples Congregational
United Church of Christ

VICE PRESIDENT AT-LARGE
Dr. Anthony Harris
Project Keep Hope Alive

**FIRST VICE PRESIDENT:
DEVELOPMENT/FUNDRAISING**
Dr. Lynn Curtis
Milton S. Eisenhower Foundation

SECOND VICE PRESIDENT: PROGRAMS
Mr. Ron Jenkins
Alpha Phi Alpha Fraternity

SECRETARY
Mr. Horace Turnbull
Harlem Boys Choir

TREASURER
Ms. Patricia Bell-Hilliard
The CLUB, Action for Boston
Community Development

CHAIR: RESEARCH
Dr. Jacob U. Gordon
African-American Male
Leadership Academy

CO-CHAIRS: MEMBERSHIP
Mr. E. Ajamu Babalola
Ervin's All American Youth Club
Mr. Earl B. King
No Dope Express Foundation

CHAIR: PUBLIC RELATIONS
Mr. Jah Shams Abdul-MuMin
Al Wooten Jr. Heritage Center

CHAIR: SPECIAL PROJECTS
Mr. Sedman Graham
Athletes Against Drugs

EX OFFICIO MEMBER
Dr. Bobby Austin
African-American Men
and Boys Initiative
W.K. Kellogg Foundation

SECRETARIAT
Mr. Gordon Johnson
Jane Addams Hull House
Association

At any one location, a number of successful Collaboration programs would be replicated. The replications would provide the mentoring, rites of passage, remedial education, job training, life skills training, "soft skills" training, "corporate etiquette" training, work placement, job creation, and job retention counseling that need to be added at the grassroots level if state "welfare reform" is to succeed, in our view.

For example, among the thirty-two Collaboration programs, we might, in a particular human capital neighborhood, replicate the Quantum Opportunity program and related mentoring of youth by the Opportunities Industrialization Centers of America and the Alpha Phi Alpha Fraternity, fatherhood counseling by the Institute for Responsible Fatherhood and Family Revitalization, life skills and cultural training by the Boys Choir of Harlem, entrepreneurial training by the National Foundation for Teaching Entrepreneurship, job creation and retention based on the Capital Commitment program which trains and places dropouts in telecommunications equipment repair, and police ministrations which serve as youth safe havens to make all of these neighborhood-based replications more secure.

Our replications would address an American domestic policy contradiction. Based on scientific evaluations, community-based organizations have proven to be some of the best venues for reducing child poverty, dependency, crime and drugs -- while increasing school completion, job training, job creation and economic development. Yet the enormous federal funding decreases of the 1980s put many of these groups out of business, weakened many others and often forced sometimes bitter competition among the rest for scarce resources.

Rather than compete, we collaborate. The thirty-two Collaboration members have come together. The thirty-two programs complement one another. We are computer networked with one another. We already have begun replications. But we now need Administration support to jointly select with you many neighborhoods across the nation where the comprehensive interdependence we have generated can be replicated to create welfare and child poverty reform that works.

The human capital neighborhoods so created promise to be lower cost, and more cost-beneficial, versions of empowerment zones.

The replications would be carefully evaluated and the results communicated to the public and decision makers via the national Communicating What Works movement.

September 27, 1996
Page 3.

Secretary Cisneros at HUD requested that he take the lead among Cabinet members. We will meet with him at 3:00 p.m. on 4 October to discuss Administration funding. We would very much appreciate White House support for HUD funding and White House representation at the meeting.

Similarly, we respectfully wish to know if the White House might possibly be able to transmit the Stephanopoulos and Ickes letters to Secretary Reich, Attorney General Reno, Secretary Riley, Secretary Shalala and Secretary Kantor with requests that they meet with us on potential Administration funding, following the model of the Cisneros meeting.

If there is Administration interest, would someone be designated in the White House to coordinate?

Thank you for your consideration, and best personal wishes.

LAC/pg
Enclosure



NATIONAL
AFRICAN-AMERICAN
MALE
COLLABORATION

14 SOUTH BOSTON PLAZA CHICAGO, ILLINOIS 60606 TEL: 312/906/8000 FAX: 312/906/8811

August 23, 1996

The Honorable George R. Stephanopoulos
Senior Advisor to the President
The White House
1600 Pennsylvania Avenue, N.W.
Washington, DC 20502

Dear Mr. Stephanopoulos:

Thank you for your ongoing dialogue with and assistance to the Eisenhower Foundation, which is a member of the Collaboration.

We are writing to request a meeting with you, other senior staff in the White House whom you may designate, and officers of the Collaboration.

We are pleased to enclose the book, *Repairing the Breach*, on the overall initiative, chaired by former Ambassador Andrew Young, along with the book's accompanying video, narrated by James Earl Jones.

The mission of the thirty-two member Collaboration is to implement the policy themes of the book. The venues for implementation are the thirty-two practical, day-to-day grassroots empowerment programs -- based on mentoring, rites of passages, job training, youth entrepreneurship and work placement. We seek to repair the breach between what the 1968 Kerner Commission called the two societies, Black and White, increasingly separate and less equal.

The prophesy of the Kerner Commission has come to pass. We believe that current welfare reform will make things worse, and we conclude that the Urban Institute's prediction of 1.1 million more children in poverty are based on sound analysis. Our constituency is the poor. Voter turnout among the poor has been declining. In 1990, about 14 percent of voters came from families with incomes under \$15,000; in 1994 only about 8 percent did so. In 1996, welfare reform unaccompanied by job creation is likely to further lessen the turnout of our constituents, some of whom say they are listening to Mr. Kemp's speeches on empowerment, entrepreneurship and urban policy.

MEMBERS AND EXECUTIVE COMMITTEE

PRESIDENT

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Peoples Congregational
United Church of Christ

1ST PRESIDENT-AT-LARGE

Dr. Anthony Harris
Project Keep Hope Alive

1ST VICE PRESIDENT

Development/Fundraising

Dr. Imani Curtis
Milton S. Eisenhower Foundation

2ND VICE PRESIDENT-PROGRAMS

Dr. Ron Jenkins
Alpha Phi Alpha Fraternity

MEMBERS

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Women's Day's Choir

MEMBERS

Dr. Patricia Bell-Hilliard
The U.I.B. Action for Boston
Community Development

MEMBER-RESEARCH

Dr. Jacob L. Gordon
African-American Male
Leadership Academy

MEMBERS- MEMBERSHIP

Dr. E. Amanu Babalola
John's All American Youth Club
Dr. Earl B. King
So Dope, Express Foundation

MEMBER- PUBLIC RELATIONS

Dr. Jahi Shams Abdul-MuMin
Dr. Wanda J. Heritage Center

MEMBER- SPECIAL PROGRAMS

Dr. Stephen Graham
Whites Against Drugs

1ST OFFICE MEMBER

Dr. Bobby Austin
African-American Men
and Boys Initiative
W.K. Kellogg Foundation

SECRETARY

Dr. Gordon Johnson
Gene Addams Hull House
Association

The Honorable George R. Stephanopoulos
August 23, 1996
Page 2

We seek a partnership with the Clinton Administration to turn around that alarming possibility. The Collaboration is required to match its private sector seed funding with public sector funding.

We respectfully request consideration of \$10M over three years, beginning with federal FY 1997, to create and replicate human capital neighborhoods -- in selected locations around the nation.

Each human capital neighborhood will replicate a comprehensive, interdependent, one stop shopping combination of networked Collaboration programs *that already have proven successful* -- for example, the Boys Choir of Harlem, Opportunities Industrialization Centers of America (which has spearhead the enclosed Quantum Opportunities Program), the National Institute for Responsible Fatherhood, the National Foundation for Teaching Entrepreneurship (see the enclosed Wall Street Journal article), MAD DADS in Omaha, the police koban/youth safe havens of the Eisenhower Foundation (see the enclosed New York Times article), Athletes Against Drugs and the Omega Boys Club of San Francisco.

Private sector economies of scale have been created by the thirty-two Collaboration members coming together, replicating desirable parts of their own programs among one another, networking electronically through a Collaboration computerized net and developing an internal Collaboration capacity to evaluate replications. The success of our proposed human capital neighborhoods will be spread via the Communicating What Works movement begun by the Eisenhower Foundation.

Our constituents believe that child poverty and racial division can be reduced best at the grassroots and local level, not by state level welfare bureaucracies. Existing experience and evaluations support that belief. By partnering with the Collaboration, the Administration can send a stronger message to our constituency -- that the Administration recognizes the importance of grassroots training and work programs.

In addition, the Collaboration will seek to further match such a \$10M sole source commitment -- not only with the private sector but with the states, as they devise plans for allocating their new child poverty block grant funds. We are confident that many states soon will realize that grassroots, nonprofit programs like ours, which already work and which are networking with one another, are critical for their success.

We therefore will seek to match federal against state dollars to develop human investment neighborhoods among our -- and your -- constituency.

The Honorable George R. Stephanopoulos
August 23, 1996
Page 3

Although young African American men and boys are in crisis, our thirty-two Collaboration programs also embrace women and girls. A number of our programs or models are Latino -- like Project LEEO in Roxbury, Massachusetts, co-directed by Mr. Ricardo Torres and Ms. Magda Escobar, and like Centro Sister Isolina Ferre in San Juan.

Thank you for your consideration. We will follow up to see if a White House meeting is possible.

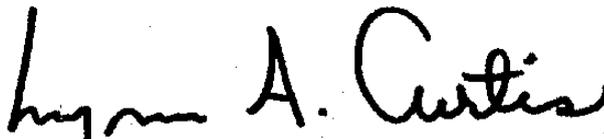
The Collaboration also is contacting Henry Cisneros, who earlier indicated a willingness to take a meeting, and Harold Ickes.

With best wishes, we remain,

Sincerely,



A. Knighton Stanley, D.Min.
President



Lynn A. Curtis, Ph.D.
Vice President for Development

AKS/LAC/pg
Enclosures



NATIONAL
AFRICAN-AMERICAN
MALE
COLLABORATION

10 North Riverside Plaza Chicago, Illinois 60646 312.906.8000 312.906.8822 FAX

August 23, 1996

The Honorable Harold M. Ickes
Deputy Chief of Staff
The White House
1600 Pennsylvania Avenue, N.W.
Washington, DC 20502

Dear Mr. Ickes:

We are writing to request a meeting with you, other senior staff in the White House whom you may designate, and officers of the Collaboration. We also are writing Mr. George Stephanopoulos, with whom we have been in dialogue, and Secretary Henry Cisneros, who earlier indicated a willingness to take a meeting.

We are pleased to enclose the book, *Repairing the Breach*, on the overall initiative, chaired by former Ambassador Andrew Young, along with the book's accompanying video, narrated by James Earl Jones.

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Organizational Committee

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Rev. A. Kingdon Smith
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and Boys Initiative
W.K. Kellogg Foundation

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Mr. Gordon Johnson
Jane Adams Hull House
Association

The Honorable Harold M. Ickes
August 23, 1996
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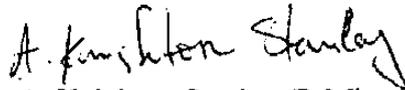
The Honorable Harold M. Ickes
August 23, 1996
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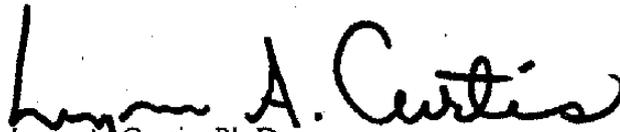
Thank you for your consideration. We will follow up to see if a White House meeting is possible.

With best wishes, we remain,

Sincerely,



A. Knighton Stanley, D.Min.
President



Lynn A. Curtis, Ph.D.
Vice President for Development

AKS/LAC/pg
Enclosures

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Marilyn Melkonian
Fred R. Harris
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Yvonne Scruggs
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Vice Chairs

—
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Raymond Shonholtz
Co-Chairs, Executive Committee

—
Soji Teramura
Treasurer

—
Lynn A. Curtis
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James P. Comer
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Bruce Kiernan
Leila McDowell
Donald J. Mulvihill
JoAnne Page
Mimi Silbert
A. Knighton Stanley
Harrison Steans
Vivien Stern
Elizabeth Sturz
Roger W. Wilkins

MEMORANDUM

TO: George Stephanopoulos
Rahm Emmanuel
Bruce Reed

FROM: Lynn Curtis

DATE: September 27, 1996

As part of the national Communicating What Works initiative, I am pleased to submit to you as promised information on excellent grassroots organizations, in the states you requested, that have cost-effective multiple solutions to interrelated welfare, poverty, employment, training, job retention, crime and drug issues.

If you have an interest in including these organizations in any events, in the next few weeks, I would request that you work through my office -- so we can provide appropriate briefings to the local people.

The organizations are:

California

Joe Marshall
Executive Director
Omega Boys Club
P.O. Box 884463
San Francisco, CA 94188-4463
(415) 826-8664
(415) 826-8673 (fax)

TRUSTEES

BOBBY W. AJUSTIN
Program Director
W. K. Kellogg Foundation
Battle Creek, MI

CHARLES P. AUSTIN, SR.
Chief of Police
Columbia, SC

CHRIS BACA
Executive Director
Youth Development, Inc.
Albuquerque, NM

THOMAS D. BARR
Partner
Cravath, Swaine & Moore
New York, NY

JAMES BERNARD
Founder
The Source
New York, NY

SOPHIE BODY-GENDROT
Professor and Director
Institute for North American Studies
The Sorbonne
Paris, France

JAMES P. COMER
Maurice Falk Professor
Yale Child Study Center
Yale University
New Haven, CT

ELLIOTT CURRIE
Professor
University of California, Berkeley
Berkeley, CA

LYNN A. CURTIS
President
The Eisenhower Foundation
Washington, DC

JOY G. DRYFOOS
Independent Researcher & Author
Hastings on Hudson, NY

THOMAS C. FRAZIER
Police Commissioner
Baltimore, MD

FRED R. HARRIS
Professor
Department of Political Science
University of New Mexico
Albuquerque, NM

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Housing Works
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McKinney & McDowell Associates
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MARILYN MELKONIAN
President
TELESIS
Washington, DC

DONALD J. MULVIHILL
Partner
Cahill, Gordon and Reindel
Washington, DC

LULU MAE NIX
Executive Director
National Institute for Integrated Family
Services, Inc.
Camden, NJ

JOANNE PAGE
Executive Director
The Fortune Society
New York, NY

YVONNE SCRUGGS
Executive Director
Black Leadership Forum, Inc.
Washington, DC

RAYMOND SHONHOLTZ
President
Partners for Democratic Change
San Francisco, CA

MIMI SILBERT
President
The Delancey Street Foundation
San Francisco, CA

A. KNIGHTON STANLEY
Senior Minister
Peoples Congregational United
Church of Christ
Washington, DC

HARRISON STEANS
Chairman
Steans Family Foundation
Chicago, IL

VIVIEN STERN
Director
National Association for the Care
and Rehabilitation of Offenders
London, England

ELIZABETH L. STURZ
President
The Argus Community
Bronx, NY

SOJI TERAMURA
Chief Executive Officer
Teramura International, Inc.
Washington, DC and Tokyo, Japan

JACK H. WATSON, JR.
Partner
Long, Aldridge and Norman
Washington, DC

ROGER W. WILKINS
Clarence J. Robinson Professor
of History and American
Culture
George Mason University
Fairfax, VA

MARVIN E. WOLFGANG
Director
Sellin Center for Studies in
Criminology & Criminal Law
University of Pennsylvania
Philadelphia, PA

Linda Miles
Executive Director
Al Wooten Jr. Youth & Adult Cultural Education Center
9106 South Western Avenue
Los Angeles, CA 90047
(213) 756-7203
(213) 756-9159 (fax)

Florida

E. Ajamu Babalola
Executive Director
Ervin's All American Youth Club, Inc.
P.O. Box 815
Clearwater, FL 34617
(813) 443-2061
(813) 449-2582 (fax)

Iowa

Fred Williams
Project Director
Learning for Living Program
Community YMCA
1611 11th Street
Des Moines, IA 50314
(515) 246-0791
(515) 246-0828

Kentucky

Rick Tennyson
Alpha Lambda Chapter
303 South 43rd Street
Louisville, KY 40212
(502) 772-0945
no fax

Louisiana

Joseph Byrd
Sigma Lambda Chapter
Xavier University
Box 101-C
New Orleans, LA 70125
(504) 483-7356
(504) 488-1662 (fax)

New Jersey

Father William Linder
Executive Director
New Community Corporation
11 Gray Street
Newark, NJ 07107
(201) 482-0682
(201) 482-2137 (fax)

New York

Steve Mariotti
President
National Foundation for Teaching Entrepreneurship
120 Wall Street
29th Floor
New York, NY 10005
(212) 232-3333
(212) 232-2244 (fax)

Horace Turnbull
President
Boys Choir of Harlem
2005 Madison Avenue
New York, NY 10035-1215
(212) 289-1815
(212) 289-4195 (fax)

Ohio

Charles Ballard
President
National Institute for Responsible Fatherhood
& Family Development
8555 Hough Avenue
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(216) 791-1468
(216) 791-0104 (fax)

Paul Hill, Jr.
Executive Director
East End Neighborhood House
2749 Woodhill Road
Cleveland, OH 44104
(216) 791-9378
(216) 791-9754 (fax)

Oregon

Johnnie A. Gage
Executive Director
Portland House of Umoja
4941 NE 17th Street
Portland, OR 97211
(503) 282-3296
(503) 282-3290 (fax)

Pennsylvania

C. Benjamin Lattimore
Executive Director
Opportunities Industrialization Centers of America
1415 North Broad Street
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(215) 236-4500
(215) 236-7480 (fax)

September 27, 1996

Page 5

Tennessee

Joe Jones
Executive Director
Community Policing/Youth Safe Haven Program
Boys Club of Memphis
189 South Barksdale
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