

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

Haim Baruch

COMMUNITY
BUILDING

A WORLD OF DIFFERENCE® Institute

New York, New York

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| C o n t a c t (s) | Caryl M. Stern-La Rosa, Director, Education Division, ADL, 212-885-7700 |
| P u r p o s e | To combat prejudice, promote democratic ideals, and strengthen pluralism. |

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

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

Background

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

Program Operations

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

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

Outcomes

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

Bicultural Training Partnership

Minneapolis-St. Paul, Minnesota

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| C o n t a c t (s) | Vijit Ramchandani, Senior Consultant and Program Manager, 651-642-2067 |
| P u r p o s e | To strengthen leadership across the Twin Cities’ Southeast Asian communities and develop plans to effectively address issues and opportunities for these communities. |

Background

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

Program Operations

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

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

Outcomes

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

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

Building Just Communities: Reducing Disparities and Racial Segregation

St. Paul, Minnesota

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

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| C o n t a c t (s) | Jay Schmitt, Executive Director, 612-333-1260 |
| P u r p o s e | To address racial segregation and poverty through leadership development and strategic planning. |

Background

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

Program Operations

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

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

Outcomes

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

Center for Prejudice Reduction

Great Neck, New York

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| C o n t a c t (s) | Amy Levine, Executive Director, 516-466-4650 |
| P u r p o s e | To encourage dialogue and education to reduce violence and discrimination brought about by hate and bigotry. |

Background

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

Program Operations

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

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

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

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

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

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

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

*Center for Prejudice Reduction
(continued)*

Outcomes

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

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

Common Ground

New Orleans, Louisiana

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| C o n t a c t (s) | Lance Hill, Director, 504-865-6100 |
| P u r p o s e | To create forums through which Southerners can discuss and improve race relations. |

Background

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

Program Operations

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

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

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

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

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

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

Lance Hill

*Common Ground
(continued)*

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

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

Outcomes

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

Community Building Task Force

Charlotte, North Carolina

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| C o n t a c t (s) | Dianne English, Director, 704-333-2595 |
| P u r p o s e | To promote understanding of the growing racial and ethnic diversity in the Charlotte-Mecklenburg, North Carolina area. |

Background

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

Program Operations

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

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

Outcomes

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

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

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

Community Enhancement Program Flint, Michigan

The facilitators from the People’s Institute for Survival and Beyond are some of the most skilled and effective educators I have ever met... They made us all think critically and analytically about one of the most vexing problems facing this country.

*Charlie Nelms
Former Chancellor
University of
Michigan–Flint*

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| C o n t a c t (s) | Margaret Williamson, President, 810-767-1040; and Tom Lindley, Chairperson, 810-766-6227 |
| P u r p o s e | To assist a broad base of community leaders in understanding the multi-faceted challenges of race relations. |

Background

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

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

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

Program Operations

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

Outcomes

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

Community Minority Cultural Center, Inc. Lynn, Massachusetts

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| C o n t a c t (s) | Calvin Young, Executive Director, 781-477-7090 |
| P u r p o s e | To promote multi-culturalism and to provide cultural enrichment programs for all youth and adults so they can take pride in the achievement of all ethnic groups and races. |

Background

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

Program Operations

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

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

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

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

We’re going to map out our own destiny. We’re going to be more aggressive about opening doors for ourselves that were never opened before.

*Abner Darby
Former Executive Director*

COMMUNITY BUILDING

*Community Minority Cultural Center, Inc.
(continued)*

Outcomes

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

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

Community Outreach Program

Washington, D.C.

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| C o n t a c t (s) | Kristen Nokes, Project Manager, 202-429-1965 |
| P u r p o s e | To encourage citizen participation in government and increase understanding of public policy issues. |

Background

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

Program Operations

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

As part of the outreach, citizens attend workshops on the electoral process and voter registration.

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

Outcomes

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

NATIONAL ORGANIZATION

COMMUNITY BUILDING

*I recently received
the voter registra-
tion packet, and
I...felt instantly
liberated. I smiled
all the way to the
mailbox. I live in
a neighborhood
that is truly in
trouble, and I
guarantee that if
I set a table out-
side my house, peo-
ple would line up.*

*Allison Bently
Baltimore, Maryland*

CommUnity-St. Louis

St. Louis, Missouri

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

Maggie Potapchuk

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| C o n t a c t (s) | Maggie Potapchuk, Project Director, 314-241-5103 |
| P u r p o s e | To decrease racial polarization in the St. Louis community. |

Background

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

Program Operations

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

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

Outcomes

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

Cultural Diversity Resources

Moorhead, Minnesota

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| C o n t a c t (s) | Yoke-Sim Gunaratne, Executive Director, 218-236-7277 |
| P u r p o s e | To strengthen the bonds between ethnic groups and reduce fear, misinformation, and barriers that keep people apart. |

Background

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

Program Operations

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

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

Outcomes

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

“When I came here I was nervous and scared,” says Nazar, who spent a year in a Turkish refugee camp before being resettled in Fargo about 2 years ago.

“Now, we know each other, and we’re not afraid anymore.”

*Nazar
Program Participant*

Dialogue: Racism

Houston, Texas

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

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| C o n t a c t (s) | Nancy Linden and Cherry Steinwender, Co-Executive Directors, 713-520-8226 |
| P u r p o s e | To work proactively to eliminate racism and promote appreciation of diversity. |

Background

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

Program Operations

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

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

Outcomes

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

El Puente

Brooklyn, New York

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| C o n t a c t (s) | Luis Garden Acosta, President, 718-387-0404; and Frances Lucerna, Academy Principal, 718-599-2895 |
| P u r p o s e | To bridge communities of different races, cultures, and economic classes to build stronger neighborhoods in Brooklyn and beyond. |

Background

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

Program Operations

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

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

Outcomes

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

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

Green Circle Program

Philadelphia, Pennsylvania

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

Background

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

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

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

Program Operations

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

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

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

*Toby Perloff
Participant and
Facilitator*

Green Circle Program (continued)

Outcomes

GCP is active in 49 States and has 1,800 current members, in addition to many other GCP-trained individuals who serve as volunteer facilitators.

GCP has shown significant growth during the past 2 years. The Program provided curriculum materials

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

Healing Racism Institute

Little Rock, Arkansas

| | |
|----------------------------|--|
| C o n t a c t (s) | Cathy Collins, Executive Director, 501-244-5483 |
| P u r p o s e | To dismantle racism and reduce prejudice within the city of Little Rock through education, policy development, and celebration. |

Background

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

Program Operations

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

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

Outcomes

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

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

Participant

Hope in the Cities

Richmond, Virginia

| | |
|---------------------|---|
| C o n t a c t (s) | Robert L. Corcoran, National Director, 804-358-1764 |
| P u r p o s e | To foster a healing process through honest conversations on race, reconciliation, and responsibility. |

Background

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

Program Operations

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

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

Outcomes

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

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

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

Interior Alaska Center for the Healing of Racism

Fairbanks, Alaska

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

| | |
|----------------------------|--|
| C o n t a c t (s) | Kandie Christian, Co-Chair, 907-455-7046 |
| P u r p o s e | To create an environment in which people of all races can address one another through open and honest discussion. |

Background

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

Program Operations

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

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

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

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

*Interior Alaska Center for the Healing of Racism
(continued)*

Outcomes

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

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

Latino-Jewish Leadership Series

Los Angeles, California

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

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|-----------------------------------|---|
| <p>C o n t a c t (s)</p> | <p>Arturo Vargas, Executive Director, NALEO, 323-720-1932; and Gary Greenebaum, Executive Director, AJC, 310-280-8080.</p> |
| <p>P u r p o s e</p> | <p>To encourage discussion, dialogue, and interaction among members of the Hispanic and Jewish communities.</p> |

Background

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

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

Program Operations

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

Outcomes

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

Leadership Conference Education Fund

Washington, D.C.

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|----------------------------|---|
| C o n t a c t (s) | Karen McGill Lawson, Executive Director, 202-466-3434 |
| P u r p o s e | To inform the American people of the progress made in civil rights, the continuing challenges, and the strength of the Nation's diversity. |

Background

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

Program Operations

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

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

Outcomes

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

NATIONAL ORGANIZATION

COMMUNITY BUILDING

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

*William Taylor
President*

Leadership Development in Interethnic Relations

Los Angeles, California

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

Participant

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|----------------------------|--|
| C o n t a c t (s) | Jan Armstrong, Program Director, 213-748-2022, ext. 18 |
| P u r p o s e | To equip people with the skills and background to effectively address interethnic relations in their communities. |

Background

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

Program Operations

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

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

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

Leadership Development in Interethnic Relations (continued)

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

Outcomes

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

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

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

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

National Coalition Building Institute

Washington, D.C.

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

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

Contact(s)

**Cherie R. Brown, Executive Director,
202-785-9400**

Purpose

To build anti-racism response teams that facilitate prejudice-reduction workshops and intervene in intergroup conflicts.

Background

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

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

Program Operations

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

Outcomes

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

National Conference for Community and Justice

New York, New York

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| C o n t a c t (s) | Scott Marshall, Director of Program Services, 212-206-0006 |
| P u r p o s e | To promote understanding and respect among all races, religions, and cultures through advocacy, conflict resolution, and education. |

Background

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

Program Operations

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

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

Outcomes

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

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

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

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

*Sanford Cloud, Jr.
President and CEO*

National MultiCultural Institute

Washington, D.C.

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

Elizabeth Salett

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|----------------------------|--|
| C o n t a c t (s) | Elizabeth Salett, President, 202-483-0700, ext. 224 |
| P u r p o s e | To increase communication and respect among people of different racial, ethnic, and cultural backgrounds. |

Background

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

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

Program Operations

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

Outcomes

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

Pío Pico/Lowell Neighborhood Education Project

Santa Ana, California

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

Background

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

Program Operations

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

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

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

Pío Pico/Lowell Neighborhood Education Project (continued)

neighborhood and determine which ones they can solve collaboratively. Currently, the Association is working to increase educational and recreational afterschool and evening programs for families.

The Association also has sponsored several cross-cultural dialogues facilitated by the Orange County Human Relations Council.

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

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

Outcomes

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

Seeking Common Ground

Denver, Colorado

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| C o n t a c t (s) | Melodye Feldman, Executive Director, 303-388-4013 |
| P u r p o s e | To create peace among individuals and in communities through integration, communication, socialization, and leadership development. |

Background

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

Program Operations

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

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

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

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

Seeking Common Ground (continued)

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

Outcomes

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

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

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

Study Circles Resource Center

Pomfret, Connecticut

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|----------------------------|---|
| C o n t a c t (s) | Martha L. McCoy, Executive Director, 860-928-2616 |
| P u r p o s e | To help communities involve large numbers of their citizens in deliberative discussion and constructive action on the issues they care about, thus creating communities that are more inclusive, more democratic, and better able to solve local problems. |

Background

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

Program Operations

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

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

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

NATIONAL ORGANIZATION

COMMUNITY BUILDING

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

Martha L. McCoy

Study Circles Resource Center (continued)

Outcomes

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

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