FOURTH ANNUAL
Nelson Chair Roundtable on Networking
Community Based Programs

March 24-25, 2011

sponsored by
Office of the Honorable David S. Nelson
Professional Chair
The Roundtable focus this year is on building leadership capacity and the circumstances of African American boys and men in our society.

Wednesday, May 23rd, 2011
7:00  Dinner for out of town participants

Thursday March 24th, 2011
8:00  8:30  Breakfast
8:30  9:00  Welcome and Introductions;
Dr. Anderson J. Franklin

9:00  9:30  Self Enhancement Inc.
Tony Hopson, Sr. Portland, OR

9:30  10:00  Brotherhood/Sister Sol
Susan Wilcox, Ed.D. & Cidra Sebastien,
New York, NY

10:00  10:30  Coffee Break

10:30  11:00  Afterschool Partnership
Lauren Bierbaum, Ph.D., New Orleans

11:00  11:30  Operation Reach Inc.
Kyshun Webster, Ph.D., New Orleans

11:30  12:00  Urgent Inc.
Saliha Nelson, Miami, FL

12:00  1:00  Lunch

1:00  1:30  Young People’s Project
Omo Moses, Boston and national locations

1:30  3:00  Topic 1: Program Development,
Implementation and Community Challenges
Chaired by Dr. Franklin

3:00  3:30  Coffee Break

3:30  5:00  Topic 2: Addressing Violence in the Community
Chaired by Dr. Franklin
Resource Person: Ann E. Tobey, Ph.D.,
Associate Professor, Wheelock College

Friday March 25th, 2011
8:30  9:00  Breakfast

9:00  10:30  Topic 3: Program Evaluation and Research
Chaired by Dr. Franklin

10:30  10:45  Coffee Break

10:45  12:15  Topic 4: Policy and Funding
Chaired by Dr. Franklin
Resource Persons:
Edmund Gordon, Ed. D.,
Richard March Hoe Professor
Emeritus of Psychology and Education, Columbia University
Michael Nettles, Senior Vice President
and Edmund W. Gordon Chair of Policy Evaluation and Research Center, Educational Testing Service

12:00  1:00  Lunch

1:00  1:30  Topic 5: Leadership and Management
Chaired by Dr. Franklin
Resource Persons:
Walter Henderson, Principal, John Winthrop Elementary School
Catherine Wong, Director of Urban Outreach Initiatives, Boston College

3:00  5:00  Discussion
5:00  ---  Free Evening

Saturday, March 26th, 2011
9:00  10:30  Breakfast for out of town participants
Dr. Anderson J. Franklin is the Honorable David S. Nelson Professor of Psychology and Education in the Department of Counseling, Developmental and Educational Psychology at Boston College Lynch School of Education and Professor Emeritus of Psychology from The Graduate School of The City University of New York. Dr. Franklin holds a Ph.D. in Counseling Psychology from the University of Oregon.

He directs the Nelson Chair Roundtable for Networking Community Based Programs and the Boston College Collaborative Extended Learning Project strengthening ties between schools, families and community partners engaged in out of school time activities to address the achievement gap and mental health of students.

He was 2010 Commencement speaker and awarded an Honorary Doctorate of Humane Letters from Lewis and Clark College in Oregon, and recipient of the 2010 Outstanding Alumnus Award from the University of Oregon College of Education, as well as the American Psychological Association’s Presidential Citation for outstanding service as Distinguished Elder/Senior Psychologist at the 2009 National Multicultural Conference and Summit. Dr. Franklin has had appointments as the Saul Z. Cohen Chair in Family and Children Services at the Jewish Board for Family and Children Services, Mellon Distinguished Lecturer, and Rockefeller Fellow along with honors from a variety of organizations. His research interests are in resilience and psychological well-being.

He is co-author with Dr. Nancy Boyd-Franklin of Boys Into Men: Raising our African American Teenage Sons published by Dutton. His last book is From Brotherhood to Manhood: How Black Men Rescue Their Relationships and Dreams From the Invisibility Syndrome by John Wiley & Sons which was placed on Essence magazine best sellers list.
Honorable David S. Nelson

was born in 1933 in Roxbury, Massachusetts, to parents who were Jamaican natives. He received his B.S. from Boston College in 1957 and graduated from Boston College School of Law in 1960. Judge Nelson began his professional career with the Boston law firm of Crane, Inker and Oteri, where he worked until 1973. From 1968 to 1969, Judge Nelson served as a United States Commissioner for the United States District Court, District of Massachusetts. In 1971, Judge Nelson became the first African-American to serve as an Assistant Attorney General for the State of Massachusetts, as Chief of the Consumer Protection Division. In 1973, he was appointed Justice of the Superior Court of the Commonwealth of Massachusetts. Judge Nelson received the “Judge of the Year Award” from the Massachusetts Academy of Trial Attorneys in 1977.

On March 23, 1979, President Jimmy Carter appointed Judge Nelson as a judge to the United States District Court for the District of Massachusetts, making him the first African-American to serve in this role.

Judge Nelson was active in the community and at Boston College, where he served on the Board of Trustees for five terms and was its chairman from 1984–1987. In 1979, he received an honorary Doctor of Laws Degree from BC and served as the commencement speaker. In 1995, the University established the Honorable David S. Nelson Professional Chair, to be held by an African-American professor who reflects the “educational aspirations and human qualities” so prominent in Judge Nelson’s career and his civic involvement. Judge Nelson retired from the federal bench in 1995 and died on October 21, 1998.

Roundtable Mission

The Roundtable’s mission is to bring together effective Community Based Programs that work with underserved populations experiencing disparities in education, health, and employment. In bringing these programs together, the aim is to create and sustain a Roundtable forum for a small number of invited programs, expert consultants, and others who have a shared commitment to improving their effectiveness in fulfilling their mission and work in the community. In recognition of the independence and frequent isolation of these programs from adequate support systems, the Roundtable intends to promote networking, foster program to program mentoring, cultivate mutual resources through the sharing of knowledge and skills, further the development of effective models, enhance understanding of the population and community demographics, and address challenges of implementation, staff development and funding acquisition. Part of the objective is to create the space for these programs to revisit their respective visions and missions and to learn how to utilize an extended network of support with program partners to accomplish this goal. The Roundtable is the source of critical discussion and feedback from other invited program leaders, community and professional advisors, and related resource personnel. The small number of participants is deliberate in order to facilitate an intimate, “think-tank” atmosphere, thereby maximizing interaction and exchange of ideas within a supportive learning environment. By fulfilling this mission the Roundtable will have served to enrich best practices by strengthening ties between community based programs in a manner that enhances their capacity to more effectively address the multitude of challenges facing the populations they serve.
Creation of the Roundtable began with a belief that there are effective Community-Based programs around the country addressing the conditions in the community independent of traditional organizations and services. The mission of the Roundtable was to identify these effective programs and provide the means for them to share best practices and network in a Program-to-Program mentoring model. It was set up as a “think tank” forum where invited presentations and in-depth discussions between approximately twenty participants took place for several days. Six featured programs each presented their mission, philosophy, intervention, outcomes, and challenges to effectiveness. Following each presentation a focused roundtable discussion ensued utilizing other invited resource people. The Roundtable was also established to facilitate sharing of mutual expertise and learning between Boston College faculty, students and the community-based programs. The ultimate aim of the Roundtable is to develop a network of systematic collaboration and mutual social justice advocacy between community programs.

**Themes from the 2010 Roundtable**

**Program Evaluation**

Our programs must constantly find ways to prove their effectiveness to funders and the public. Yet at times the very process of program evaluation can be at odds with the declared vision and mission of a particular program. A tension exists between how programs can bring validation to the “truth” (that our programs are, in fact, highly beneficial to those served), without sacrificing the fundamental values that make them this way. Thus, how do we evaluate program effectiveness without abandoning, or not fully representing, our vision?

There is an immense pressure from funders and evaluators for Randomized Controlled Trials (RCTs), however those doing community work know that this methodology does not always accurately represent the truth. Sometimes things can and do get worse before they get better, and community programs that start out poorly turn around after a variety of adjustments. Due to the limitations of RCT in terms of who and what is observed, outcomes can be narrowly or inaccurately reported. Sometimes what seems like deterioration in outcomes may be a result of successful outreach to the larger target population that resulted in an increase influx of persons in need of service. Outcomes from RCT clearly can be challenging to convey to funders as well as laypeople who look for different indicators of success. There is a need for alternative program evaluation methods to be able to show the validity of program interventions in addition to RCT.

**Organizational Values: Identifying and Enacting Them Effectively**

How do you institutionalize an organization’s vision and mission? While leadership is important, our programs should not just be about the person leading them. We want the culture to be about the organization. As program leaders we have the opportunity to say who we stand with, as well as what we stand for. Creating a community within our organizations affords us the opportunity to make a unique contribution to the field.

It is our responsibility to check in regularly with our staff, personnel, and constituents about the performance of the organization and ask “where have I fallen short?” Some programs benefit from “institutional report cards.” Program participants and co-workers are vital sources of feedback in this process.
**DOING WELL vs. DOING GOOD: SCALING UP PROGRAMS without Compromising Quality**

We have an obligation not just to individual participants but also for systemic, policy-wide change. We need to balance the need to placate funders without sacrificing the vision and mission of our programs. The question is how do we scale up without losing the unique, effective working relationships and culture that smaller programs can create?

One possibility is that we need to scale deep and wide instead of scaling up. Perhaps we can learn more about how to do so from expanding programs within our organization’s work with our own constituents before extending it to others. We know that programs are not always replicable or transportable, as they are very much context-dependent. There is a faulty assumption that underlies the notion of scaling up; it is an oversimplification that programs are all “Xerox-able”. Making the same structure bigger may well render it inept and unviable. In lieu of increasing the overall size of some programs, we should instead replicate the same small format in similar areas and conditions where it is needed.

**Collaboration**

The Roundtable promotes economy of effort; it addresses how we can maximize impact given minimum resources. It is our collective responsibility to build a participatory network that raises leadership issues we should be thinking about. We want to make networking not just about sharing resources and support, but as an opportunity to be an advocate. The issue at hand is how we can attempt to replicate and create Roundtable networks in our own communities. How do we establish and strengthen these new ties? We know that each community and location has its own culture. Technology, like the internet, allows us to make new connections over distances and to network through websites, webinars, and online communities. Many community-based programs need resources, funds, and trained personnel to take full advantage of contemporary technology.

**Staffing**

Success has a lot to do with the right staffing, for our staff are the cornerstone of our programs’ functioning and existence. In a sense, becoming staff in our community organization, and participation in running our particular programs is a lifestyle decision and commitment.

**Primary Prevention as a Focus**

Prevention is very important but not supported in a manner that is necessary. We need to focus our energies on putting the necessary resources in place before individuals are in dire need of intervention.
THE BROTHERHOOD/SISTER SOL
NEW YORK, NY

Founded in 1995, The Brotherhood/Sister Sol provides comprehensive, holistic and long-term support services to youth who range in age from eight to twenty-one. We offer wrap around evidence-based programming. We focus on issues such as leadership development and educational achievement, sexual responsibility, sexism and misogyny, political education and social justice, Pan-African and Latino history, and global awareness. We provide four-six year rites of passage programming, thorough five day a week after school care, school and home counseling, summer camps, job training, college preparation, employment opportunities, community organizing training, and international study programs to Africa and Latin America. We publish assorted curricula and collections of our members’ writings and train educators from throughout the nation on our approach. Founded in 1995, The Brotherhood/Sister Sol has earned national recognition for our evidence-based model, receiving awards from Oprah Winfrey, and institutions such as the Ford Foundation, Abyssinian Development Corporation, Brown University, the New York Women’s Foundation and the New York State Department of Education, among others.

Susan Wilcox, Ed.D.
Program & Professional Development

Susan joined The Brotherhood/Sister Sol (BHSS) in 1995, serving as the Chair of our Board of Directors before helping to expand our organization to include Sister Sol and becoming a Co-Executive Director. She held that position through 2003, and again from 2006 through summer 2009. In 2006 Susan helped launch Liberating Voices/Liberating Minds (LVLM), our publications and professional development initiative. She compiled, edited and designed Brother, Sister, Leader: The Official Curriculum of The Brotherhood/Sister Sol and wrote Why Did This Happen? Content, Perspective, Dialogue: A Workshop Model for Developing Young People’s Reflective Writing. She coordinates LVLM, staff development, organization evaluation, and our International Study Program in Africa and Latin America. Over the past 20 years, she has coordinated education and development programs in Africa, Europe, Latin America and the Caribbean with Operation Crossroads Africa, Inc., International Youth Leadership Institute and BHSS; consulted in the areas of program and curriculum development and research (including for Children’s Television Workshop, Blackside Film & TV Production, Inc, New Visions for Public Schools, Community Involvement Program (Brown University); contributed to diverse publications (including After School Matters, Teach Freedom: Education for Liberation in the African-American Tradition, The Sophist’s Bane); and taught at Teachers College and Eugene Lang College/The New School University. Susan earned her Doctorate in Curriculum and Teaching from Teachers College/Columbia University, an Ed.M. in Educational Technology (Harvard University Graduate School of Education) and a B.F.A. (Parsons School of Design/The New School University). She is also a designer and photographer.
Born in Puerto Rico, Cidra has developed her community organizing and leadership skills from the love and encouragement of her family, travel experiences and academic studies. Cidra became involved in organizing and activism after reading The Autobiography of Assata Shakur and while a member of the Nia Youth Collective, Sista II Sista Freedom School for Young Women of Color and the International Youth Leadership Institute—all programs that engage young people in global awareness, social change and leadership. She studied English Arts and Secondary Education at Hampton University, graduating magna cum laude with a B.A. in English Arts. There she organized and facilitated campus events around social change and was the Student Coordinator for Project Sonshine, a mentoring and tutoring collaboration with Hampton University students, local churches and low-income housing communities that annually served over 200 young people. Cidra interned at BHSS in summers of 1999 and 2000, co-founding the Liberation Program, a youth-led collective that nurtures and trains young people who are committed to social justice, and helping edit Brother, Sister, Leader: The Official Curriculum of The Brotherhood/Sister Sol. During her senior year, Cidra completed the Children’s Defense Fund Institute for Collegiate Leaders. After college, she joined the Bro/Sis family as a Sister Sol Chapter Leader and Liberation Program Organizer. She joined the Directors Circle in 2004, continuing to work as a Sister Sol Chapter Leader and Liberation Program Organizer. She has also co-led our International Study Program in Ghana (2001) and South Africa (2005). Cidra is currently working on a Master’s degree in art, education and organizing at the New York University Gallatin School.

AFTERSCHOOL PARTNERSHIP INITIATIVES

INITIATING SUCCESS FOR NEW ORLEANS AFTERSCHOOL

NEW ORLEANS, LA

Improving Quality: Children need access to safe, secure, and enriching environments; caring, well-trained adults; and age-appropriate programming. Afterschool Partnership supports the kinds of high quality out-of-school-time programs that help kids learn, grow, and achieve success throughout their lives.

Sustaining Summer Learning: Children from low-income neighborhoods lose 2 to 3 months of academic learning each summer, but summer learning opportunities can help students close the achievement gap and return to school each fall ready to learn and excel. Afterschool Partnership provides support, technical assistance, and quality management for over fifty programs each summer.

Advancing Public Investment: Youth are our country’s greatest resource! By leveraging public funding for youth programming, Afterschool Partnership helps youth-focused programs to develop talent, increase job readiness, and prepare young people to engage fully with their communities throughout their lives.

Building Capacity – Younited for Youth: Every
child deserves access to a range of healthful, educational, and fun out-of-school time options that provide continuous care and learning for kids all day, every day, from birth to adulthood. Afterschool Partnership has created a city-wide vision for youth success, so that all programs, schools, and government agencies work together to meet the needs of every child in New Orleans.

**Encouraging Youth Engagement – Younited for Youth:** Youth-driven initiatives give young people the opportunity to discover their strengths and make real contributions to their neighborhoods, schools, and peer groups. Initiatives such as YouthLine and the New Orleans Youth Council provide a forum for young people to engage directly with policy-makers and stakeholders, and to inform city-wide decision-making that effects all New Orleanians.

**Developing Professionals:** Youth workers require education, training, and real-time supports in order to do their jobs well, to feel fulfilled, and to create opportunities for youth. Afterschool Partnership is committed to creating a stable, trained, and enthusiastic workforce that is committed to youth success.

**Increasing Advocacy:** All youth deserve to be represented in the local, state, and national debates that impact their daily lives. Afterschool Partnership serves as an advocate for young people at the municipal, state, and federal levels by engaging elected officials and public agencies in ongoing conversations about our vision for youth success.

**Dr. Lauren J. Bierbaum**

Director

Dr. Lauren Bierbaum has over a decade of experience working in education and youth development. Her areas of expertise include program development and evaluation, strategic planning and organizational development, and qualitative research methodologies. Lauren has served as the Director of Research at the Greater New Orleans Afterschool Partnership since May 2008. Her current work focuses on:

- The coordination of research and technical assistance provision to youth programs throughout the Greater New Orleans area;
- Leveraging the results of local research to support capacity-building and systems-level initiatives;
- Consultation to various public and private stakeholders on federally and locally funded initiatives (including place-based initiatives such as Promise Neighborhood, hunger-fighting initiatives, and the ongoing re-organization of the New Orleans recreation department); and
- Primary research on local youth issues, including educational equity, quality of youth-serving programs, and systems of education reform.

Lauren has previously worked as a market research consultant with firms in the Philadelphia area for corporate clients such as Hallmark, Hershey Foods, and Ortho-McNeil Pharmaceuticals. She also serves as adjunct faculty at the University of New Orleans. Lauren holds an M.S. in Child Development and a Ph.D. in American Studies, both from Yale University.
The mission of the Young People’s Project (YPP) is to develop students aged 8-22 from traditionally marginalized populations as learners, teachers, leaders and organizers through math and media literacy, community-building, and advocacy in order to build a unique network of young people who are better equipped to navigate life, are active in their communities, and advocate for education reform in America. Founded in 1996 in Jackson, Mississippi as an outgrowth of the Algebra Project, YPP is a near peer-learning model that organizes high school and college students to create high quality, math based, out to school time learning environments for elementary students.

Since 1996 YPP has used mathematics to:
- Create meaningful work experiences for 500 high school and college students, who create high quality learning experiences for over 5,000 elementary and middle school students annually;
- Grow from one school to fifteen cities – Chicago (IL), Cambridge and Boston (MA), Jackson, Shaw and Duck Hill (MS), Los Angeles (CA), Miami (FL), Detroit, Wayne, Ann Arbor and Ypsilanti (MI), Mansfield (OH), New Orleans (LA) and Hamilton College (Utica).

- Develop a network of nearly 2,000 students, teachers, alumni, family and community members;

YPP creates opportunities for high school students to develop as learners, teachers, leaders and organizers through a continuum of experiences across three areas of work: Education, Neighborhoods, and Communities, and Education Policy and Advocacy. These experiences prepare young people to find a path to success and equip them with the skills, and encourage the leadership, integrity and goodwill to work with each other, in their communities and across cultural and geographic boundaries to improve the quality of education for all children.

YPP envisions a day when every young person – regardless of ethnicity, gender or class – has access to a high quality education and the skills, attributes, and community support s/he needs to successfully meet the challenges of their generation.

YPP has grown with strong support from local and national funders including The National Science Foundation, which has provided critical multi-year support that enabled the development of curriculum, assessment tools and YPP’s Training of Trainers Program; and The Atlantic Philanthropies, which has funded the development of a business plan for enduring social impact.
Omowale Moses
National Director

Omowale Moses is the National Director and was a founding member of the Young People’s Project (YPP), which works with high school and college students to utilize mathematics as a tool for personal and community transformation, seeking to “organize young people to radically change their education and the way they relate to it.” YPP evolved out of the Algebra Project, which grew out of the civil rights activism of the Algebra Project’s founder and winner of the MacArthur Foundation’s Genius Award, Robert P. Moses, Omo Moses’s father. Mr. Moses was born in Tanzania, East Africa, in 1972. One of four siblings, he grew up in Cambridge, becoming a scholar athlete and leading his high school basketball team to a state championship in 1990. He attended Pittsburgh and George Washington Universities on full athletic scholarships. At George Washington, where he majored in mathematics and minored in creative writing, he received the Black Issues in Higher Education Sports – Scholar Award as well as the school’s Creative Writing Award. In February 2010, NBC News and theGrio.com chose Mr. Moses as one of its “History Makers in the Making.”

OPERATION REACH INC
NEW ORLEANS, LA

Engaging, Empowering and Inspiring Children, Youth and Families for more than 10 years

Operation REACH engages, empowers, and inspires children, youth and families through innovative community-based learning opportunities. We accomplish this mission by:

• Developing high-quality, innovative programs that are accessible to all communities;
• Partnering with community institutions, foundations, parks and recreation departments, government agencies and schools; and
• Providing training and other technical supports for change agents working to reform youth service delivery systems.

Since its founding in 1999, Operation REACH has developed a cradle to career pipeline of educational programs to maximize and enhance student learning in the after-school hours; engage college students in their communities; increase parental involvement in the education system; and empower children, youth and families in the New Orleans area to become leaders of progressive change in their communities. In 2008, Operation REACH’s signature Gulfsouth Youth Action Corps brought this philosophy of youth-focused community education to the Atlanta, Mobile and Birmingham areas through partnerships with progressive youth organizations. At Operation REACH, we believe in bringing community assets and resources together to leverage and sustain high-quality opportunities for underserved children, youth and families to have sustainable community-based options for engagement in civic culture. As a believer in this community-focused process, we are committed to providing other community resources and stakeholders with a valuable opportunity to join us in engaging, empowering and inspiring our communities.

Operation REACH embodies a value that we strive to support among youth: social entrepreneurship. The organization’s roots go back more than 20 years, to the
Lower Ninth Ward home of 11-year-old Kyshun Webster, who began a summer tutoring program for classmates who were struggling with reading and writing. When the students grades jumped the following year, Kyshun’s teachers took notice, and his pet project began to expand, eventually taking over every room in his family’s home and growing to include a staff of tutors. Nearly 10 years later, Kyshun returned to the St. Bernard housing project with a group of his Xavier University classmates to launch what would become Operation REACH’s signature Home for Homework after-school initiative. Today, Operation REACH has been recognized nationally for promoting youth leadership and social entrepreneurship and for expanding youth services.

- Operation REACH, Inc. is one of the first Louisiana-born organizations to receive seed funding for expansion from the Corporation for National Community Service.
- Operation REACH founder and CEO Dr. Kyshun Webster has been honored by the Tiger Woods Sharing and Caring Award Program, declaring him a “local hero”.
- Over the past decade, Operation REACH has worked with a diverse group of partners, including the U.S. Attorney’s Office, the Foundation for the Mid South, The New Orleans Recreation Department, The Chrysler Foundation and PBS&J.
- Operation REACH recently received a multi-year investment from the W.K. Kellogg Foundation to strengthen its work in developing community-focused youth leadership across the American South.
- Operation REACH founder and CEO received the 2009 Innovator of the Year Award from Mississippi Governor Haley Barbour through the Southern Growth Policies Board.

**Social Responsibility:** We believe in people expressing a sense of their shared commitments to their communities. We believe that everybody is a social change agent, particularly youth, as leaders of today, simply waiting to be discovered and elevated to make a difference in the transformation of their communities.

**Asset-Based Approaches:** When schools fail, communities should step in to ensure that no child is left behind. We believe in bringing community assets and resources together to leverage and sustain high-quality opportunities for underserved children, youth and families to have sustainable community-based options for learning and engagement in civic culture.

**Servant Leadership:** Operation REACH believes that the highest expression of human leadership is through service to the broader community. We believe everybody is a leader.

**Educational Equity:** Operation REACH acknowledges that educational inequities persist and that low wealth individuals and people of color are disparately left behind. We believe that academic achievement is a pathway out of poverty and is critical.

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**Kyshun Webster, Sr., Ph.D.**
**Founder and CEO**

New Orleans native and public school graduate, Kyshun Webster, Sr., Ph. D., is a nationally recognized educator and certified teacher who has worked in the nonprofit sector as a community educator since he was 12 years old with the start of his own peer tutoring program in his parents’ garage in the Lower Ninth Ward of New Orleans. Raised in the St. Bernard Housing Development, he returned there to start his first formal after-school tutorial program and officially incorporate Operation REACH, Inc. in 1999. Kyshun has received numerous local and national awards, including an Angel Award from Blue Cross Blue Shield, being declared a “local hero” by the Tiger Woods Sharing and Caring Award Program, and 2009 Louisiana Innovator of the Year by the Southern Growth Policies Board. Most recently, Kyshun was recognized with the national Character’s Unite Award
from the USA Network which recognizes extraordinary individuals who have made significant efforts to fight prejudice and discrimination, while increasing tolerance, respect and acceptance. Kyshun’s latest endeavors focus on the implementation of parental involvement programs required under the federal No Child Left Behind policy. He has been utilized as a policy consultant and expert witness for legislative initiatives on parental involvement in education, for both the Minnesota and Louisiana legislatures. As the founder and CEO of Operation REACH, Inc., he has grown the organization to a national organization that engages more than 300 AmeriCorps members through the Gulfsouth Youth Action Corps each year in engaging, empowering, and inspiring more than 10,000 children and youth across the American South. With national support from organizations like the Corporation for National and Community Service and the W.K. Kellogg Foundation, Operation REACH, Inc. has built a cradle-to-career pipeline of programs that engage children and youth, ages 4 months through 25 years in developing academic and social skills that lead to success in life.

URGENT INC.
URBAN RENEWAL GREATER ENHANCEMENT NATIONAL TEAM
MIAMI, FL

URGENT is a Miami, FL based 501 (c) 3 Community Based and Development Corporation founded in 1994 by a small group of concerned urban residents who wanted to see positive change in their community. Today, URGENT celebrates over 15 years dedicated to empowering and revitalizing urban communities through individual skill building, empowerment education, strengthening families and community building using the arts, culture, civic engagement and youth development approaches. This approach to working in communities assumes that overall personal and community well-being is tied to the many aspects of people’s lived experience including the family, community, workplace, cultural beliefs and traditions, economics, the physical world and the web of personal and social relationships that serve as assets and support growth and opportunity. As result, URGENT’s efforts are comprehensive, addressing those systems that both adversely affect individual and community well-being. Urgent remains committed to promoting solutions to the issues faced by today’s urban communities. Current programs target the Miami-Dade communities of Overtown, Liberty City, Little Haiti and Goulds and include:

Rites of Passage Prevention Program (2001-Present)- Promotes positive female development for girls ages 10-18 through skill building, career development, summer internships, arts & culture, health risk education, leadership development and advocacy to support a positive transition from adolescents to adulthood.

Youth Empowerment Summer Camp: (2002-Present)- Provides girls ages 6-13 six weeks of academic support, social skills development, arts and culture, health and wellness instruction, recreation, etiquette, entrepreneurship training, snacks/lunch and fieldtrips.

Youth Empowerment After School: (2006-Present)- Provides boys and girls ages in grades 2-5 with academic support, social skills development, arts and culture, science, math, cultural music appreciation, health and wellness instruction and recreation.

Intergenerational Project: (2001-Present)- A multi-component year-round program which promotes the continued care of grandchildren by grandparents while seeking to increase caregiver capacity to create stable and healthy families and prevent the use of foster care. The program offers approximately caregiver training and support, parenting skills building, sitter service, case management and family field trips.
Saliha Nelson currently serves as Vice President of URGENT, Inc. a non-profit community based and development organization dedicated to empowering and revitalizing urban communities. Since 1999, Ms. Nelson has created gender specific prevention and intervention programming for girls, grandparents raising grandchildren and empowerment after school programs. Ms. Nelson believes it is necessary to empower youth with their creative genius, cultivate their talents, build skills and provide opportunities for youth to reach their full potential. Ms. Nelson is a founding member of the Girls Coalition of Miami-Dade and currently serves on the steering committee. She also serves on Miami-Dade County Public Schools Student Services Advisory Council. Most recently, Ms. Nelson served as Chairwoman of the City of Miami Overtown Community Oversight Board, was awarded the City of Miami’s Women Taking the Lead to Save Our Planet commendation and the Intergenerational Award from the Alliance for Aging for Miami-Dade and Monroe Counties. Ms. Nelson studied abroad at the American University in Cairo during her junior year in college. She received her B.S. in Social Policy and Education with a concentration in Psychological Services from Northwestern University in Evanston, IL. Currently, Ms. Nelson is pursuing a Master's Degree in Community and Social Change at the University of Miami with the goal of increasing her capacity to inform her work to achieve greater impact in transforming urban communities into thriving centers for education, family life and economic prosperity.

SELF ENHANCEMENT INC.
PORTLAND, OREGON

OUR MISSION
Self Enhancement, Inc. (SEI) is dedicated to guiding underserved youth to realize their full potential. Working with schools, families and partner community organizations, SEI provides support, guidance and opportunities to achieve personal and academic success. SEI brings hope to individual young people and enhances the quality of community life.

WHO IS SEI?
We are Self Enhancement, Inc. (SEI), a non-profit organization supporting at-risk urban youth. SEI has grown from a 1-week summer basketball camp to a flourishing agency serving thousands of students in the greater Portland, Oregon area, with plans for national replication.

HOW IS SEI DIFFERENT?
Whereas others see only statistics, we see strong individuals, tomorrow’s business leaders, teachers and citizens. We help our students see themselves and their potential the same way. Then we help them find their strengths, ignite their passion and identify the plan that will move them in the direction of their dream. And we stay with them every step of the way – 24/7, 365 days a year from age eight through 25.

OUR PROGRAMS
SEI knows that for students to succeed, they need more than a drop-in, part time program. They need support before and during class, after the bell rings, and beyond – services the public education system just can’t afford or provide. Here’s how we fill the void:
IN-SCHOOL PROGRAM: While class is in session, our full-time, paid service coordinators provide academic guidance and monitor each student’s scholastic achievement, attendance, and behavior.

AFTER-SCHOOL ENRICHMENT: When school lets out, SEI’s instruction continues. We provide homework tutorials, enrichment classes, exposure to the arts, computer instruction, and recreation from Monday through Saturday.

SUMMER PROGRAM: Our 6-week summer program engages hundreds of students in classes, music, athletics, field trips, performing arts and internships.

POST HIGH SCHOOL PROGRAM: We help high school students go further by helping them study and prepare for college entrance exams, as well as offering financial aid workshops, career exposure and job interview skills classes.

PARENT INVOLVEMENT: At-risk youth often come from at-risk households. So we offer family resource services such as counseling, parenting classes, energy assistance and housing programs, as well as other useful training.

Tony Hopson, Sr.
Founder & CEO

Tony Hopson is a native of Portland, Oregon, resides in the Northeast community, and is a respected neighborhood and community leader. He graduated from Portland’s Jefferson High School in 1972. He went on to graduate from Willamette University with Bachelor of Arts degrees in Psychology and Sociology and a teaching certificate in 1977. That same year he earned a counseling certificate from Portland State University. In 1991 he received an Honorary Doctorate in Public Service from Willamette University. From 1977 to 1985, Hopson taught, counseled and coached for Portland Public Schools.

Hopson founded Self Enhancement, Inc. (SEI) in 1981 as a one-week summer camp committed to improving collegiate and employment opportunities for high school students. The initial camp served 80 students. In 1988, under the auspices of the Albina Ministerial Alliance (AMA), and through a grant from the Meyer Memorial Trust, SEI became a year-around program. Since then, SEI has expanded to serve more than 2,000 students a year in various programs and has been recognized with awards such as the Oregon Award for Public Service and being named a “Point of Light” by President George H.W. Bush. The program has been recognized nationally as a model program for youth development. In 2006, SEI was recognized by the Edna McConnell Clark Foundation from New York as one of the premier youth development programs in the nation, and with their support, is preparing to replicate the SEI program in other underserved areas across the nation. Presently, SEI has replicated its program in Miami, Florida in partnership with Alonzo Mourning and Dwayne Wade. In addition, during a capital campaign that began in 1989, SEI raised over $10 million to build the 62,000 sq. ft. Center for Self Enhancement which opened its doors in 1997. The center offers a variety of activities and services for youth and families in inner-Portland and is a hub of the community. Self Enhancement employs 120 people, most of whom live in Northeast Portland. Hopson has also been recognized for his activism and community leadership by receiving the State of Oregon’s “Gold Schmidty Award,” the “Teamwork Award” from Christian Women Against Crime, the Urban League of Portland’s “Equal Opportunity Award,” the Albina Ministerial Alliance’s “Bridge Builder Award,” Alpha Kappa Alpha Sorority’s “Emerald Award,” the Black United Fund’s “Legacy Award,” the “Aubrey R. Watzek Award” from Lewis & Clark College, the “Community Award” from the Portland Observer Newspaper, the “Living Legend
Award" from Willamette University, the “First Citizen Award” from the Portland Metropolitan Association of Realtors, the “Oregon Ethics in Business Award” from the Samaritan Counseling Center, and the “Distinguished Service Award” from the University of Oregon. Hopson is a very active volunteer and leader in the Portland community. He is a Trustee on the Oregon Health & Science University (OHSU) Foundation, is a Willamette University Trustee, and sits on the Portland Trail Blazers Executive Advisory Board.

Hopson is the father of three sons. In his spare time, he enjoys music, travel and water sports.

HONORARY PARTICIPANT

Edmund W. Gordon, Ed.D.
Richard March Hoe Professor Emeritus of Psychology and Education
Teachers College, Columbia University

Edmund W. Gordon is the John M. Musser Professor of Psychology, Emeritus at Yale University, Richard March Hoe Professor, Emeritus of Psychology and Education and Director of the Institute of Urban and Minority Education (IUME) at Teachers College, Columbia University. From July 2000 until August, 2001 he was Vice President of Academic Affairs and Interim Dean at Teachers College, Columbia University.

Professor Gordon’s distinguished career spans professional practice, scholarly life as a minister, clinical and counseling psychologist, research scientist, author, editor, and professor. He held appointments at several of the nation’s leading universities including Howard, Yeshiva, Columbia, City University of New York, Yale, and the Educational Testing Service. He has served as visiting professor at City College of New York and Harvard. Currently, Professor Gordon is the Senior Scholar and Advisor to the President of the College Board where he developed and co-chaired the Taskforce on Minority High Achievement.

Dr. Gordon completed his Bachelor of Science degree in Zoology at Howard University. He also earned the Bachelor of Divinity degree in Social Ethics from Howard’s Graduate School of Divinity. He obtained the Master of Arts degree in Social Psychology from the American University and the Doctor of Education degree in Child Development and Guidance from Teachers College, Columbia University. Professor Gordon has been awarded the Masters of Arts degree (honorary) from Yale University, the Doctor of Humane Letters degree (honorary) from Yeshiva University, from Brown University, and from Bank Street College, and the Doctor of Science degree (honorary) from Mount Holyoke College. In May 1993, he was awarded the Teachers College Medal for Distinguished service to Education by Columbia University, and in May 1998 he was awarded an honorary Doctor of Humane Letters degree from Howard University.

Professor Gordon has been recognized as a preeminent member of his discipline and his profession. He holds the honor of having been elected as Fellow of various prestigious associations including the American Psychological Association, the American Psychological Society, and Fellow Life Member of the American Association for the Advancement of Science among many others. In 1968, Professor Gordon was elected membership in the National Academy of Education.

Dr. Gordon’s prolific scholarship is documented in his authorship of more than 175 articles in scholarly journals and book chapters, and in 15 books and monographs authored or edited by him.