



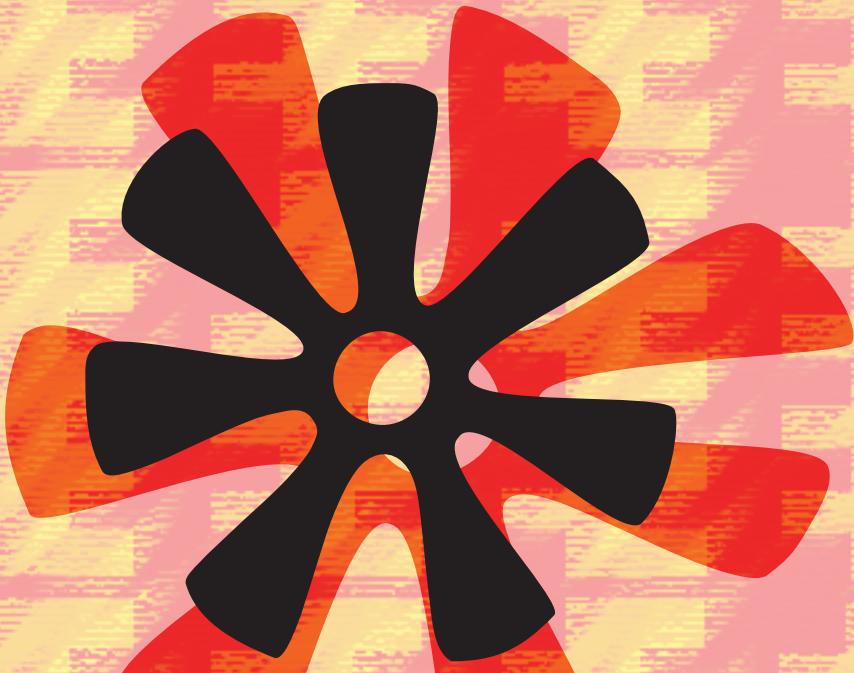
Boston College

Lynch School of Education

3rd Annual Nelson Chair Roundtable on Networking

Community Based Programs

March 25 - 26, 2010



sponsored by

Office of the Honorable David S. Nelson
Professional Chair

**NELSON CHAIR ROUNDTABLE ON NETWORKING
COMMUNITY BASED PROGRAMS**
March 25th-26th, 2010
Campion Hall Room 139

SCHEDULE

Wednesday, May 24 th , 2010			Thursday March 25 th , 2010		
6:00		Dinner	6:00	7:30	Community Reception
Thursday March 25th, 2010			Friday March 26th, 2010		
8:00	8:30	Breakfast	8:30	9:00	Breakfast
8:30	9:00	Welcome and Introductions	9:00	9:45	New Program Presentation: Self Enhancement, Inc Tony Hopson, Portland, Oregon
9:00	9:45	Roundtable Updates and Review of Mentoring Model Dr. Anderson J. Franklin	9:45	10:30	Discussion and Feedback
9:45	10:45	Program Updates: The Role of Men; Michael Connor The BAKARI Project; Thomas Parham HEAF; Deidre Franklin-Jackson & Merle McGee SANKOFA, Paulette Hines	10:30	10:45	Break
10:45	11:00	Break	10:45	11:30	New Program Presentation: Louis D. Brown Peace Institute Tina Chery, Dorchester MA
11:00	12:00	Program Updates: The Full Frame Initiative; Katya Fels-Smyth Ten Point Coalition; Rev. Jeffrey Brown Center for Homicide Bereavement; Holly Aldrich & Mary Harvey	11:30	12:15	Discussion and Feedback
			12:15	12:30	Lunch served
12:00	1:30	Lunch	12:30	1:30	Dr. Edmund W. Gordon – Conversational Hour
1:30	2:15	John Winthrop Elementary School-BC Roundtable Collaborative Project Principal Walter Henderson, Sheena Collier, & Dr. Anderson J. Franklin	1:30	2:30	Forum: Program Development and Evaluation
2:15	3:00	Discussion: Creating Community, School and Family Partnerships	2:30	3:30	Forum: Recruitment, Training, and Retention of Staff
3:00	4:00	Open Forum & Networking	3:30	4:30	Forum: Funds, Public Policy and Out of School Time Activities
4:00	4:30	Coffee Break	4:30	4:45	Coffee Break
4:30	6:00	Department of Counseling, Developmental & Educational Psychology and Nelson Chair Roundtable Colloquium: Validity, Science & Participatory Justice Studies Dr. Michelle Fine Devlin Hall Room 008	4:45	5:30	Open Forum & Networking
Saturday, March 27th, 2010					
					McGuinn Hall, 3 rd floor Lounge
			9:00	10:30	Breakfast: Reflections and Debriefing
			10:30	12:00	Roundtable's Future: Goals & Projects



ANDERSON J. FRANKLIN, PH.D.

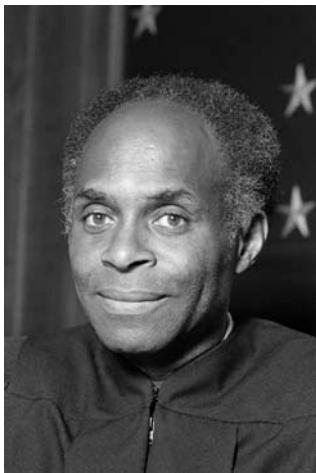
is the Honorable David S. Nelson Professional Chair in the Department of Counseling, Developmental and Educational Psychology at the Lynch School of Education. He has been a psychotherapist in private practice, specializing in work with African-American men, and is a past president of The Society for the Psychological Study of Ethnic and Minority Issues, a division of the American Psychological Association, and a former member of the Committee on Ethnic Minority Affairs.

Dr. Franklin, who holds a Ph.D. from the University of Oregon, is now Professor Emeritus of Clinical and Social Personality Psychology at The City College and Graduate School of The City University of New York (CCNY). He received the American Psychological Association President's Citation for education, mentoring and advocacy for social justice as a Distinguished Elder Psychologist from the National Multicultural Conference and Summit. He is a recipient

of the "Distinguished Psychologist" award from the Association of Black Psychologists and the New York Association of Black Psychologists of which he was a founding member and Past President. 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.

Dr. Franklin lectures and consults with a variety of domestic and international organizations on issues of diversity, and is co-author, with Dr. Nancy Boyd-Franklin, of *Boys into Men: Raising our African American Teenage Sons* (Dutton, 2000). His last book, *From Brotherhood to Manhood: How Black Men Rescue Their Relationships and Dreams from the Invisibility Syndrome* (John Wiley & Sons, 2004), was named to *Essence* magazine's 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.

2009 EXECUTIVE SUMMARY

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 2009 ROUNDTABLE

The following themes emerged from presentations, think-tank sessions and informal brainstorming at the 2009 Roundtable.

Evaluation

Due to the current economic climate, funding cuts have been a major issue facing all programs. As such, there is more pressure than ever to provide program evaluation to empirically document program effectiveness, thus enhancing the likelihood of continued and/or increased financial support from funders.

As programs consider the evaluation process, it is important to recognize that the data generated do not provide information alone. It is the evaluators and the researchers who interpret the data that tell the “stories” of programs and the manner in which they affect change in the lives of participants. Thus, evaluation does not simply rely on the application of statistical principles; it relies on use of a conceptual framework to guide the evaluation process. Evaluators need to find the research context that helps them to tell the full story of the program in a meaningful way that is useful in furthering the effectiveness of the program.

Quantitative Evaluation: Concerns and Recommendations

Traditional research methods in program evaluation tend to focus on pre-intervention and post-intervention outcomes, thereby overlooking key underlying process

factors impacting the outcome. In doing so, indirect effects of the intervention are often lost in the evaluation, resulting in a one-dimensional or limited view of a program’s outcomes and effectiveness. It is therefore critical to examine mechanisms such as mediators and moderators within data analysis to foster a richer, more comprehensive understanding of how and why the intervention is associated with particular outcomes.

The impact of programs will likely vary across individuals. Therefore, it is extremely important to consider the individual differences of the population being measured. When groups are measured in aggregate without any controls for individual differences, we can see a low effect size that does not accurately represent the extent of an intervention’s impact. Therefore, there is great value in documenting characteristics of participants and their life circumstances. The greater the information available regarding participants, the better able we are to detect the impact of an intervention, and further, to examine moderators to see if the intervention impacts certain individuals differently than others.

Participatory Action Research as an Evaluative Tool

It is also imperative to broaden the vista of program evaluation to include input and/or “knowledges” from program participants, the communities within which they are embedded, and program staff. Participants’ research “input” can consist of actual data as well as

information or guidance on how to assess outcome in a way that is contextually-grounded and therefore more relevant. Participatory action research uses this approach so as to develop evidence-based evaluation “*in vivo*” or in other words actually live *from* the work being done, as opposed to *on* the work being done.

Building a research team consists of building a common knowledge base with researchers partnering with subjects. In such a team, diversity of knowledge and experience is viewed as an asset to facilitate more comprehensive and relevant assessment. The unit of analysis becomes the individual participants, the program itself, the inter-program relationships, the policy issues, and system change and alliances.

Applying a PAR Approach to Evaluating the Roundtable as an Intervention

Data collection at the individual level may focus on cross-program factors such as participants’ retention, isolation, trust, persistence, and ethnic identity, as well as individual program factors that are more idiosyncratic to the goals of the program, such as crime rates, family functioning, and citizenship. At the

program level, factors such as staffing, funding, collaboration with individuals and systems, and “migrateability” (i.e., the ability for a program to exist and be effective in different settings and/or with different populations) may serve as indicators for measurement. Cross-program factors could include shared challenges, goals, and perspectives.

Policy issues are often intertwined with system change and alliances. Within and across programs, partnerships with other systems (i.e., schools, state and federal agencies) are often necessary to further a program’s success, but are rife with complexity. An overarching question faced by programs surrounds what is to be lost and gained by partnerships. Often there is an inherent struggle in finding a way to engage in alliances without being co-opted. Programs need to determine if there are non-negotiable elements of their structure and function that may not be compromised such that “progressive values do not become recessive genes.” Such challenges are nuanced within individual programs, but also exist across all Roundtable programs, and serve as an important unit for ongoing discussion in addition to data analysis.

2010 ROUNDTABLE PRESENTERS AND COMMUNITY PROGRAMS

THE BAKARI PROJECT

The Bakari Project was designed and conceptualized by Dr. Thomas Parham, of Irvine, California in consultation with his colleagues in the 100 Black Men of America, Orange County Chapter (100 BMOC). It was developed as an intervention model with the specific intention of anchoring the 100 BMOC chapter’s educational initiative, and is an outgrowth of the Passport to the Future Program. Derived from the Swahili language, the word Bakari means “one who will succeed.” The program is conceptualized in a six (areas of mastery)

times four (years of intervention) model that provides the user with instructional modules to teach program participants skills that will help them become more socially conscious, responsible, and respectable young men and women. Currently, the program is being applied and evaluated in its use with juvenile offenders in the New York City area, in a collaborative project between John J. College of Criminal Justice, The Center for Alternative Sentencing and Employment Services (CASES), and the Brooklyn Juvenile Court.

Dr. Thomas A. Parham Director

Thomas A. Parham, Ph.D. is Assistant Vice Chancellor for Counseling and Health Services, as well as an adjunct faculty member, at the University of California, Irvine. Dr. Parham received his Bachelor’s degree in Social Ecology from the University of California, Irvine.

He completed his Master’s degree in Counseling Psychology at Washington University in St. Louis and received his Ph.D. in Counseling Psychology at Southern Illinois University at Carbondale. He is licensed to practice psychology in the state of California.

Dr. Parham is a Past President of the national Association of Black Psychologists. He is also a member of the American Counseling Association and the American Psychological Association. He is Past President of the Association for Multicultural Counseling and Development (a division of ACA). He is

also a member of the Orange County Chapter of the 100 Black Men, where he has served as Chair of the Education Committee. He is the architect of the "Rites of Passage" program for the 100's "Passport to the Future" program and for the Los Angeles based "College Bound" program.

BOSTON TEN POINT COALITION

The Ten Point Coalition was created in 1992 after gang members violently disrupted a funeral service in a local church, causing a number of urban pastors to take on the responsibility of redirecting the lives of an entire generation of young people trapped in a cycle of violence and self-destructive behavior. These pastors talked with, listened—and learned—from young people themselves. In the process, the Ten Point Plan and Coalition was born—an alliance of inner-city ministers whose mission it is to mobilize the Christian community on behalf of black and Latino youth, especially those at risk for violence, drug abuse, and other destructive

behaviors. The Boston Ten Point Coalition grew to become an ecumenical group of 67 churches, whose clergy and lay leaders work to organize the Greater Boston community, one neighborhood at a time, one young person at a time. The BTPC is a faith-based group committed to reducing violence among high-risk inner city youth. In the 1990s, Boston experienced a dramatic reduction in crime (79% between 1990-1998) called the "Boston Miracle". Its approach, a collaborative model involving clergy, law enforcement, courts, and community agencies, became a template for cities around the United States.

Reverend Jeffrey L. Brown Director

Rev. Brown is recognized by Boston Magazine as one of the up and coming "movers and shakers" in the Boston area and by the Boston Phoenix as one of the "local heroes" of 1998. "An innovative theologian rethinking the [local] black church for the 21 century", Reverend Jeffrey L. Brown is the pastor of Union Baptist Church in Cambridge, the oldest and largest Baptist church in the city. He has held this post since 1988. Reverend Brown is a co-founder of the nationally recognized Boston Ten

Point Coalition and a part of the World Council of Churches "Peace to the City" campaign, giving him an opportunity to train and teach his principles of violence reduction and collective leadership to communities around the globe. Locally, Rev. Brown created Positive Edge, a city-based street-worker program for Cambridge in 1993. Rev. Brown, as project historian, helped create Cambridge's African American Heritage Trail.

THE CENTER FOR HOMICIDE BEREAVEMENT

The Center for Homicide Bereavement (CHB) at the Victims of Violence Program provides bilingual/bicultural services to those who have experienced the loss of a loved one or ones to murder. In the life-altering aftermath of homicidal loss, the CHB staff offers outreach, crisis counseling and support, ongoing traumatic grief counseling with adults, children and families, advocacy, and homicide bereavement support groups. In addition, CHB offers community-

based forums for homicide survivors designed to facilitate mutual aid and support, to help survivors identify and sustain self-care strategies, and to commemorate the lives of the victims. In the CHB office, in families' homes, and in the community, the aims of all CHB services are to provide timely, sensitive and confidential care to those experiencing devastating loss, to reduce isolation and foster healing connection with others.

Holly Aldrich, LICSW
Founding Coordinator

Holly Aldrich, Licensed Independent Clinical Social Worker, has practiced clinical and community social work for the past 29 years specializing in the field of psychological trauma and traumatic grief. She is the founding Coordinator of the Center for Homicide Bereavement, a service of the Victims of Violence Program at the Cambridge Health Alliance. She is also a

former Coordinator of the Community Crisis Response Team and has worked extensively with traumatized communities in Massachusetts, Alaska, New York, and Eastern Europe. Ms. Aldrich provides training and supervision to clinical and community practitioners throughout Massachusetts and has a private practice in Cambridge.

Mary R. Harvey, Ph.D.
Founding Director

Mary R. Harvey, Ph.D. is an Associate Clinical Professor of Psychology in the Department of Psychiatry at Harvard Medical School and founding director of the Victims of Violence Program of the Department of Psychiatry at the Cambridge Health Alliance. Dr. Harvey is a Fellow of the American Psychological Association and a Member and former Board Member of the International Society for Traumatic Stress Studies (ISTSS). In 1996 ISTSS honored her as a recipient of the society's Sarah Haley Award for outstanding service to traumatized populations. A clinical and a community

psychologist, she has lectured widely and written extensively about the ecological context of interpersonal and sexual violence, the treatment of psychological trauma and expressions of recovery and resiliency in trauma survivors. In April, 2007 the Massachusetts Office for Victim Assistance honored Dr. Harvey with a Lifetime Achievement Award for her service to individuals, families and communities traumatized by violence. Dr. Harvey's private clinical practice is located in Cambridge, MA.

THE FULL FRAME INITIATIVE

The Full Frame Initiative is a new enterprise working to ensure that over the next decade, thousands of our country's most marginalized people have access to programs practicing the Full Frame Approach. We believe that communities constantly seed Full Frame resonant start ups, but few make it to sustainable—many capitulate to more traditional models. To support the work where it is already occurring and increase the likelihood more organizations will make it from start up to sustainable, we are using a three-pronged network strategy:

1. *Seeding a Learning Network to forge connections and build a case and a shared knowledge set;*

2. *Shifting the Context to reduce systemic barriers (at policy and systems levels) faced by nascent Full Frame Programs face in moving from start-up to sustainable; build visibility and marshal support, and inform and transform public discussions to demonstrate that positive, sustained change is possible using an Approach that is far more humane than the status quo; use media and other channels to make a societally relevant case.*
3. *Providing support, technical assistance and legitimacy to dramatically increase the likelihood that nascent efforts will stay "Full Frame" as the organization moves from start-up to sustainable.*

Katya Fels Smyth
Founder and Principal

Katya Fels Smyth is Founder and Principal of the Full Frame Initiative, to which she brings nearly two decades of experience in program development and services,

community networking, and creating social will to address seemingly intractable social problems. Katya has continued advancing the Initiative's priorities as a

Research Fellow at the Malcolm Wiener Center for Social Policy at Harvard's Kennedy School of Government. Prior to launching FFI in 2007, Katya founded and led On The Rise, Inc., a Cambridge, MA-based organization providing innovative and effective support and community to the area's most disenfranchised women.

In her 11 years at On The Rise, the organization helped over 1000 women achieve new levels of safety and personal agency. Katya graduated from Harvard in 1993 and received an honorary Doctorate of Divinity from the Episcopal Divinity School in 2004.

THE HEAF CONTINUUM

Founded in 1989, HEAF is a college preparatory and youth leadership organization that helps high-potential, underserved students from Harlem, Washington Heights and the Bronx to develop the intellectual curiosity, academic ability, social values and personal resilience they need to ensure success in school, career and life. HEAF serves students from middle school through their acceptance to and graduation from four-year colleges. Our vision is to ensure that all NYC students demonstrating basic proficiency in math and English have an equal opportunity to be admitted to competitive

public high schools and the nation's most competitive colleges and universities. The HEAF Continuum is a multi-year, sequential program that includes academic acceleration, leadership, character development and service. Students attend after-school, Saturday and summer classes in math, language arts, humanities, science and the arts. Students also take youth development classes and participate in retreats and service projects where they learn communication, negotiation and leadership skills through a variety of fun, team-building activities.

**Deidre Franklin-Jackson, Ph.D.
Director of Counseling and Youth development**

Dr. Franklin-Jackson joined the HEAF family in 2002. Since joining HEAF, Dr. Franklin-Jackson has taken the lead in developing leading-edge gender-specific social and emotional programs for youth. She has also developed the Counseling Service component of HEAF including a fieldwork placement program for master's level counseling students. In 2005, she was awarded an

NIH Loan repayment research grant for health disparities. Her research interests include race-related stress, mental health disparities for African Americans and retaining African American boys in the educational system. She received her B.S. from Howard University and holds an Ed.M. from Harvard University and a Ph.D. from Teachers College, Columbia University.

**Merle McGee
Vice President of Programs**

Ms. McGee joined HEAF in 2002 after an extensive career in youth development and mentoring. Since joining the organization, she has made tremendous strides in expanding HEAF's youth development and leadership programs to reflect best practices in the field. She has brought adventure-based leadership programs to HEAF students. She has also used her skills as a trainer to create internal opportunities for professional development for staff members through the creation of modules for staff improvement and reflection in the areas of leadership, teamwork and program planning and implementation. In 2003, she received a certificate

from The Harvard School of Education for successful completion of the Project Zero Summer Institute. She received her B.F.A. from the Tisch School at New York University and holds an M.S. in Non-Profit Management from the New School University. Ms. McGee was named a Bowne Research Fellow in August 2004 and completed the Institute for Not-for-Profit Management's Leadership Development Program at Columbia Business School in 2005. She has been an instructor for the NYU Wagner Capstone program for the last two years and she is a 2007-2008 Coro New York Leadership Fellow.

THE ROLE OF MEN PROGRAM

The Role of Men Program (ROM) is a community-centered project designed to enhance the position and vitality of African-American Men in the lives of their children, their families and the community. The focus is on African-American fathers who are often labeled "at risk", but who may in fact become "at promise" with appropriate supportive training, education and mentoring. The program design includes recruitment/selection (and referral, as necessary); four formal training components consisting of Parent training, Personal-Legal Issues, Educational training, Vocational

training; and follow-up. Men who complete the training participate in a culturally sensitive graduation ceremony whereby they are honored for their success and encouraged to continue learning and growing as they use their newly acquired skills to interact with their children. The primary ROM program is located in Long Beach, but others have been in place in several communities in California since 1995 (the model is available for each health care jurisdiction throughout the State). To date, over 800 men have successfully completed ROM training at the Long Beach facility.

Michael Connor, Ph.D. Founder

Michael E. Connor earned a Doctorate in Clinical Psychology from the University of Hawaii in 1972 and his Clinical License (State of California) in 1974. He was a Professor of Psychology at California State University, Long Beach from 1971 through 2008, except for 1995-96 when he took a leave of absence to be a Founding Faculty member at Cal State, Monterey Bay. Currently, Professor Connor teaches part-time, consults to numerous community action programs, profit and non-profit businesses, and private agencies across the nation as relates to racial-cultural diversity and parenting-child development issues, with emphasis on fathers and fathering. Dr. Connor began offering workshops for working men who desired to improve relationships with

their children in 1975. He developed and taught a university level course, "Fathers and Fathering", one of the few university level classes on Fathers (which was part of the regular curriculum) in the country. In 1994, Dr. Connor commenced working with the State of California's Black Infant Health Program of the MCH, which resulted in the development of the model for the Role of Men program. His recent book, *Black Fathers: An Invisible Presence in America* (2005), goes beyond the stereotyped negative depiction too often offered about Black men to discuss the many important and varied roles involved fathers of African American descent play in their families.

SANKOFA

This Program provides training and consultation to Educators, Counselors and Youth Service Providers on the topic of Adolescent Violence Prevention. The aim of our research-validated program is to reduce the incidence of interpersonal violence among adolescents. Key to this project is its innovative multi-level violence prevention training curricula specifically designed for adolescents and their parents/guardians. This program has proven both beneficial and appealing to multicultural participants. Program objectives include:

- Instilling in youths a clear sense of personal values and life goals;

- Increasing youths' awareness of the relationship between everyday choices and the potential for realizing hopes and dreams for the future,
- Promoting in youths a positive sense of belonging and connection to family, school, and community,
- Enhancing youths' confidence in choosing constructive alternatives to fighting and other forms of violence,
- Heightening youths' motivation to use positive conflict management and coping strategies,
- Developing youths' skills critical to conflict management and avoidance.

The SANKOFA Program provides violence prevention instruction for youths, their parents/guardians,

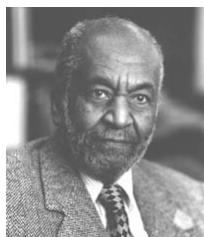
Paulette Moore Hines, Ph.D.

Paulette Moore Hines, Ph.D. is the Executive Director of the Center for Healthy Schools, Families & Communities (CHSFC) and the Director of the Office of Prevention Services & Research, divisions of University Behavioral HealthCare, University of Medicine & Dentistry of New Jersey. She is a Clinical Assistant Professor at UMDNJ-Robert Wood Johnson Medical School and was one of the founding faculty of the Multicultural Family Institute of New Jersey. Dr. Hines also serves as co-director of the Cultural Competence Training Center of Central New Jersey and is Chief Psychologist for University Behavioral HealthCare. Dr. Hines is the principal or co-investigator on numerous federal and state grants concerned with youth violence, cultural

educators, and other professionals who work with youth.

competence, at-risk youth, HIV/AIDS, unwanted/unplanned pregnancies, integrating mental health in schools and school drop-out. She is the author of a number of articles, chapters, and book reviews and has made numerous conference presentations on the topics of African American families, multi-problem families, hope, culturally based interventions, and youth violence and victimization. Dr. Hines is the Immediate Past President of the American Family Therapy Academy (2005-2007). Dr. Hines has a Ph.D. degree in Clinical Psychology from the University of Delaware. She has been a licensed psychologist in the State of New Jersey since 1979 where she maintains a private practice.

HONORARY PARTICIPANTS



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.



Michelle Fine, PhD

Women's Studies and Urban Education at the Graduate Center
The City University of New York

Michelle Fine is a distinguished Professor of Social Psychology, Women's Studies and Urban Education at the Graduate Center and has taught at CUNY since 1992 and is a founding member of the Participatory Action Research Collective at the GC. From 1981 – 1992, she was on the Human Development faculty at the University of Pennsylvania. Dr. Fine's research has been organized through participatory action research and focuses on how youth think about and contest injustice in schools, communities and prisons. The Participatory Action Research and Design (PAR) Collective at the CUNY Graduate Center dreams wildly about critical inquiry, social theory and the politics of social justice for youth. With the craft of PAR, our projects seek to reveal theoretically and empirically the contours of injustice and resistance while we challenge the very bases upon which traditional conceptions of "expert knowledge" sit. Over the past decade, a growing PAR Collective has sprung up at The Graduate Center of the City University of New York (CUNY). A coalition of activists, researchers, youth, elders, lawyers, prisoners, and educators, we have to date launched projects on educational injustice, lives on the streets and under

surveillance, and the collateral damage of mass incarceration.

Most of our projects have been situated in schools and/or community-based organizations struggling for quality education. Research camps have been designed with youth and educators in some projects, with young people who have been pushed out of schools and with mothers organizing for quality education in communities under siege. On other projects, we have created vibrant advisory boards of youth, community elders, educators and/or activists to shape the work and hold us accountable to the needs and desires of local communities.

Dr. Fine's recent awards include the 2008 Social Justice award from the Cross Cultural Winter Roundtable, the 2007 Willystine Goodsell Award from the American Educational Research Association, the 2005 First Annual Morton Deutsch Award, an Honorary Doctoral Degree for Education and Social Justice from Bank Street College in 2002 and the Carolyn Sherif Award from the American Psychological Association in 2001.

SELF ENHANCEMENT INC.
PORLAND, 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.

DID YOU KNOW?

- Only 51% of African American students graduate from high school
- SEI's high school graduation rate for 2008 & 2009 was 100%
- Over 85% of SEI students pursue higher education or occupational training

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.

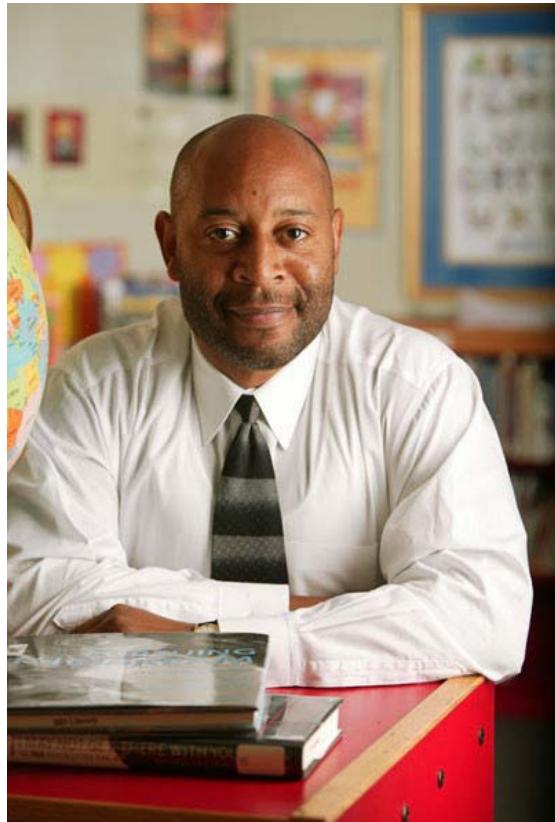
POST HIGH SCHOOL PROGRAM: We help high school students go further by helping them study and prepare for college entrance exams, as well as offering financial aid workshops, career exposure and job interview skills classes.

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 **Founder**

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 Schmidy 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.

LOUIS D. BROWN PEACE INSTITUTE

DORCHESTER, MASSACHUSETTS

Louis David Brown dreamed on a wide screen. He was 15 and a tenth grader at West Roxbury High School in the fall of 1993, and he'd already decided he was going places. College was high on his agenda, then graduate school, where he intended to earn a doctoral degree in aerodynamic engineering. But his long term goal, the one he talked about a lot with his family and friends, was to become the first black--and youngest ever--president of the United States.

So chances are you might have heard about Louis in the year 2015 or so, when he would have been in his mid-thirties and maybe living in the White House. As a teenager, he was already working towards the goals he set for himself, earning good grades in school and beginning to investigate the problems of crime, violence, and racism that he could see in Dorchester, Massachusetts where he'd lived his whole life. The first step to learning to govern a country, he believed, was to learn about problems in your own community and try to help solve them.

But big as his dreams were, and as hard as he pursued them, Louis' dreams were shattered just as he was starting to firm them up. On December 20, 1993, on his way to the Christmas party of the group he'd just joined, Teens Against Gang Violence, Louis was killed. He was an innocent victim, caught in a gun fight on the corner of Geneva Avenue and Tonawanda Street near Fields Corner in Dorchester, just as he was about to enter the subway ramp to catch a train to Mattapan Square. It was the middle of a winter afternoon, five days before Christmas.

Louis' parents, Joseph and Clementina (Tina) Chery, tried to protect their son from violence they knew existed in their neighborhood, as it does all over this country. They drove him everywhere, insisted on tight curfews when he was out with friends, and created a strong, supportive home atmosphere for him, along with

his five-year-old sister Alexandra and two-year-old brother Allen.

But since his death, his parents wonder if there was anything else they could have done.

In 1994, Joseph and Tina Chery founded the Louis D. Brown Peace Institute dedicated to carrying on Louis'

legacy of working toward preventing violence in their community. The institute seeks to achieve its mission by developing programs such as The Louis D. Brown Peace Curriculum that encourages the avoidance of violence by young people, and creating activities that instill values and enrich the lives of the community.

The mission of the Louis D. Brown Peace Institute is clear; to create and support an environment where families can live in Peace and Unity.

Our Goals and Objectives are three fold:

Schools: To develop programs and activities that teach and instill the values of peace and enrich the lives of

"By keeping our doors open, our lines clear, and our support readily available, we are working to alleviate the survivors' human instincts of retaliation and revenge."

According to Matthew 18:19-20, Jesus says "Again, truly I tell you, if two of you agree on earth about anything you ask, it will be done for you by my Father in heaven. For where two or three are gathered in my name, I am there among them."

This is our opportunity for the Church leaders, the congregation, youth groups, the community base organizations, The public officials, the schools, the academic institutions and the overall community to gather together in agreement for Peace. It shows that the community has faith in God and that together, through him, we can speak Peace into our lives. John 14:27 "I leave my peace with you. I give my peace to you. I do not give it to you as the world does. Do not let your hearts be troubled. And do not be afraid.

young people. **Families:** To assist and empower survivors of homicide victims with tools that not only rebuild their lives but also their communities; through Education, Collaboration, and Policy Advocacy.

Community: To inform and educate the public about the causes and the consequences of violence on the individual, the family and the community, while transforming the community into an environment where young people are valued by adults and by their peers for their peacemaking efforts.

Our Philosophy: Simple yet complex; to reach people, no matter where they are on their journey, in order to

Clementina M. Chéry
Co-founder

"Although I struggle with forgiveness, I embrace the necessity of it."

Originally born in Honduras, Central America, Clementina Chéry, known to most as "Tina," was raised and currently lives in the Dorchester neighborhood of Boston, Massachusetts. In 1993, she was a stay-at-home mom, who enjoyed spending time with her three children. On December 20, 1993, things abruptly changed for Ms. Chéry and her family. Tina Chéry's oldest son, then fifteen-year-old Louis David Brown, was shot and killed on his way to a Christmas party given by a group called Teens Against Gang Violence (a violence prevention, intervention and peer leadership development program).

To honor her son's memory, Ms. Chéry co-founded the Louis D. Brown Peace Institute, an education, outreach, training and resource center committed to providing vital crisis management and counseling services to family members of homicide victims. Subsequently, she developed the Peace Curriculum, a nationally recognized program that teaches the value of peace to students from kindergarten to high school. It integrates reading, writing, classroom discussions and community service to enable students to examine, understand and practice the concepts of peace and peacemaking. The goal of the Peace Curriculum is to create an environment in which all young people can be safe. In a November 1996 report entitled "One City's Success Story," U.S.

assist them and their families to become more involved in the change process.

Our Core Principles: Love, Unity, Faith, Hope, Courage, Justice and Forgiveness.

Our Foundation: Is built upon Peace and within this foundation we have a strong commitment to work with families (both victims and offenders).

Our approach: is to listen, acknowledge, mobilize and collaborate with the community at large.

Attorney General Janet Reno cited the Louis D. Brown Peace Curriculum as one of the programs that contributed to the City of Boston's reduction in juvenile crime.

To transform her pain and anger into action, Tina Chéry also began reaching out to Boston's other survivors of violence. Ms. Chéry's goal was to give Boston's



community of survivors of violent crime a voice and a safe space and environment that her family didn't have when Louis was killed. She founded the Survivors Outreach Services program to assist families immediately after a murder, helping with personal matters, from coordinating the family's support network, providing guidance, assisting with funeral planning, to navigating the criminal justice system. Ms. Chéry saw a gap in the service delivery system for survivors of homicide victims. She decided to forge a new path to healing and reconciliation through the creation of innovative programs, which teach and apply the core seven principles of peace (love, unity, faith, hope, courage, justice and forgiveness) anchored in restorative justice theories.

On Mother's Day, May 10, 1996, Ms. Chéry inaugurated the annual Mother's Day Walk for Peace, a 3.6 mile-long walk around the Dorchester neighborhood of Boston. Every year, thousands of people across the state gather to participate. Among those walking are elected officials, law enforcement professionals, neighbors, clergy, educators, advocates and family members and friends of people who've been murdered. Approaching its 14th year, The Mother's Day Walk for Peace serves to remind people of the fragility of peace and of the necessity for working together to promote and maintain a safe and nurturing environment.

Tina Chéry led the initiative to form an ad hoc committee called Survivors of Homicide Organized for Change, a statewide coalition formed to establish Massachusetts' Survivors of Homicide Victims Awareness Month (November 20-December 20). During this month, events and educational activities take place and provide sustenance and strength to survivors who find the holiday season difficult to cope with. She is also the co-founder of (1) a network of mothers whose loved ones were killed and mothers whose loved ones are in prison or deported and (2) For Men By Men, a unique network of fathers whose children were murdered.

Ms. Chéry, an internationally recognized peace education and violence prevention leader has been featured for her work in numerous periodicals, including The Boston Globe Magazine, The Boston Herald, Hope Magazine, The Dorchester Reporter, Jet

and Black Enterprise magazine. She was also featured on the Lifetime television program New Attitude, and has appeared on numerous television talk shows, including the Gordon Elliot Show and CBS This Morning. Most recently, she was featured in an anthology of phenomenal women called "Womankind: Faces of Change Around the World."

She is a founding member and past president of the National Coalition for Survivors of Violence Prevention, an organization that provides a united voice to survivors of violence in their efforts to enact national policies on violence prevention. She has also designed and published half-a-dozen original brochures on grief, loss, and healing as well as a children's activity book entitled Always In My Heart.

Ms. Chéry is also the proud recipient of many awards including the 2008 Teen Empowerment Hope and Caring Award, 2007 UMASS Boston Chancellor's Medal Award, 2003 Roxbury Multi-Service Center Humanitarian Award; Search for Common Ground, 2001 International Service Award, the 1999 American Cardinals Encouragement Award, the American Red Cross 1998 Clara Barton Humanitarian Award, Parents' Plus/The Boston Parents' Paper Family Advocate of the Year 1999 Role Models Award, the Massachusetts Victim and Witness Assistance Board 1996 Community Contribution Award, Community Works' 1995 Irv Zola Award, Teens Against Gang Violence 1995 Peace Award, the Boston Plan For Excellence 1994 Outstanding Community Service Award, and a Boston Police 1994 Special Citation Award.

Ms. Chéry has numerous plans to bring the struggles of survivors of homicide to the forefront in the violence prevention movement. She has developed a Survivor's Leadership Academy for crime victims – the first of its kind in the nation. She is finalizing her book entitled "Women of Courage and Peace," a chronicle of survivors of homicide victims who she has met and who exemplify the courage and strength to move from pain and anger to power and action.

Ms. Chéry is the co-author of *PEACEZONE*, an elementary school-based program (k-5th grade), that is designed to increase students' ability to heal from

trauma and loss, make positive decisions, and avoid risk-taking behavior. Ms. Chéry is also the co-author of an article entitled "Homicide Survivors: Research and Practice Implications" published in the American Journal of Preventive Medicine. Ms. Chéry has developed a crisis response manual entitled "What To Do After Leaving The Hospital: A Step-by-Step Burial and Resource Guide" and strategies for finding peace after the murder of a loved one.

Tina Chéry is currently, a student at Springfield College, majoring in Human Services with a minor in Criminal Justice. Aware of the value of education, she hopes to be able to connect theory with her years of practice. Ms. Chéry has received numerous honors for her leadership and service, and is a Lady of the Order of St. Gregory the Great, the highest honor bestowed by the Pope John

Paul II on a lay Catholic. On Sunday, May 18th 2008, Ms. Chéry received an honorary doctor of laws degree during Regis College's 78th annual commencement.

An inspirational catalyst for peace, Ms. Chery is a much sought after consultant and motivational speaker. Undoubtedly, the title that she is proudest to hold is "Mother" of her two living children, Alexandra Ashley, 20, and Allen Blake, 17.

Have Trust in Unity, Have Hope for Justice, Have Love for Life, Have Faith in Courage, Have Patience for Forgiveness. - Yung1Blizz