

Program Guide

The Quantum Opportunities

Best Practice Model



Education Attainment, Life Skills Training
And Youth Leadership Training That Works

The Eisenhower Foundation
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Table of Contents

Executive Summary	1
I. Introduction	6
II. A Brief History of Quantum Opportunities	10
III. The Quantum Opportunities Program Today	12
IV. Characteristics of Quantum Staff	15
V. Specific Best Practices	17
Educational Attainment	18
Life Skills Training and Youth Development	22
Youth Leadership Training	28
Sustained and Adequate Investment Over Four Years	48
VI. Steps for Implementation of Quantum Replication	54
VII. Program Evaluation	57
VIII. Evidence of Success from Past Evaluations	60
The U.S. Department of Labor Demonstration Program	61
Eisenhower Foundation Replications	61
Herndon, VA	62
Portland, OR	63
Dover, NH	64
Columbia, SC	65
IX. The Role of Quantum Opportunities In Eisenhower Foundation Safe Haven Investment Neighborhoods	67
Sources	71
Bibliography	73

Executive Summary



The Quantum Opportunities Program is an intensive, year-round, multi-component best practice model that invests in cohorts of disadvantaged teens over all four years of high school. Quantum's goals include grade improvement, high school graduation and advancement to post-secondary education or training. The model facilitates the many functional skills that are needed by youth for success in the home, workplace and community. It also seeks to reduce delinquency, crime, drugs and truancy.

Inequality has been growing in America for decades. Quantum provides poor youth with opportunities that rich prep school youth often take for granted.

Throughout the duration of an Eisenhower Foundation Quantum replication, youth participants, known as Associates, focus on:

- **Educational Attainment**: Quantum develops the academic skills of youth through mentoring and advocacy, computer-assisted instruction and homework assistance. Quantum staff help youth with school projects, encourage teens to pursue post-secondary education and engage in one-on-one tutorial sessions. Eisenhower Foundation mentor-advocates are required to get to know youth, make visits to school to discuss problems and find solutions with teachers and school counselors.

- **Life Skills Training and Youth Development**: Quantum builds the character and competence of youth by developing problem solving skills, life and social skills, and college and job options.

- **Youth Leadership**: Quantum motivates and trains youth to communicate effectively, understand media strategies, develop leadership and advocacy skills, volunteer as near-peers for younger kids, and orchestrate initiatives that make their communities better places to live. To meet the Youth Leadership requirement, the Foundation asks each Associate to achieve a personal outcome and a community outcome. The personal outcome is to graduate from high school and go on to a community college or a four-year college or university. The community outcome is to achieve change in the status quo for the common good by participating in youth-led projects.

- **Sustained and Adequate Investment Over Four Years**: To accomplish the above, Quantum staff undertake everything reasonable to keep all Associates in school -- functioning academically at grade level or above, staying out of trouble, behaving

responsibly, and staying on track to graduate and move on to advanced education or training. Mentor-advocates get to know the teachers, peers and family of Associates – and make visits home to discuss problems and find solutions. *Importantly, modest stipends are provided to Associates for every hour of participation.*

The program's motto is: "Once in Quantum, Always in Quantum." Associates are never dropped from the program and may return at any point during the four years. Similarly, Quantum strives to retain the same staff for four years. A key to the success of the program is outreach to those Associates who do not participate on a regular basis. Staff members work to overcome barriers that prevent Associates from regular participation.

A 1995 editorial on Quantum in the *New York Times* was headlined "A Youth Program That Worked." Since then, Eisenhower Foundation Quantum replications have demonstrated continued positive outcomes, based on scientific evaluations. For example, relative to the control group, Quantum Opportunities Associates in Eisenhower Foundation Quantum replications in New Hampshire, Virginia and Oregon:

- Graduated from high school more often (seventy-eight percent vs. forty-four percent);
- Dropped out of school less often (ten percent vs. forty-eight percent);
- Went on to postsecondary education or training more often (seventy-eight percent vs. thirty-eight percent); and
- Had significantly lower arrest rates (eight percent vs. twenty-three percent).

The present Program Guide is designed to help new Eisenhower Foundation sites build on these past successes, and on the lessons we have learned over ten years of replication and evaluation.

The Eisenhower Foundation funds indigenous nonprofit organizations to replicate the Quantum model locally, in partnership with high schools. The Eisenhower Foundation undertakes careful, scientific, pre-post, control group evaluations. The evaluations provide yearly feedback to local program managers, who then are asked by the Foundation to make “midcourse corrections” based on what works, and what doesn’t work.

In other words, the Foundation links good science to good management.

Our priority on assessing “what works” reflects the Eisenhower Foundation’s mission to raise the sophistication of evaluation in the field to next level.

All new sites should recognize that Quantum is just one of the scientifically proven best practice models being replicated by the Eisenhower Foundation. Other models include Youth Safe Haven-Police Ministations, Full Service Community Schools, the Argus Learning for Living job training and job placement model for high school dropouts, and the Argus model for exoffender job training and placement. Whenever possible, the Foundation is seeking to cluster such multiple solutions to multiple problems in the same inner city neighborhoods.

We call these Eisenhower Safe Haven Investment Neighborhoods. The Foundation encourages Quantum sites to help us expand their work into comprehensive multiple solutions clustered in the same geographic area. Such interwoven programs can build on one another and create cost-effective synergy during recessionary times with scarce resources.

I. Introduction



The Quantum Opportunities best practice model was best summarized in a 1995 editorial in the *New York Times*, titled, “A Youth Program That Worked”:

A random group of adolescents from welfare families can benefit greatly from an academic program that includes disciplined training, a stipend, money towards college and caring adult supervisors. That is the lesson of a Ford Foundation-financed program described in the Times recently by Celia Dugger.

The 100 teen-agers who participated from 1989 to 1993 graduated from high school went on to college, avoided childbearing and escaped involvement with the criminal justice system at a greater rate than did a comparable control group. The program's success offers hopeful lessons for budget cutting politicians and pessimists who think no intervention can change the downward trajectory of poor youths.

The experiment, called the Quantum Opportunities Program, is especially encouraging because the participants were not special or self-selected. The 25 participants at each of four sites -- Philadelphia, Oklahoma City, San Antonio and Saginaw, Michigan – were randomly chosen from lists of students entering ninth grade whose families were on welfare. They were rough kids from rough neighborhoods. Some were killed or landed in prison.

Those who stuck it out were required to participate year-round in academic tutorial and computer skills training, community service, and life skills training, like alcohol and drug abuse awareness and family planning.

Students were given a stipend of \$1.33 for each hour they participated. For every 100 hours, they received \$100 bonus payments and an amount equal to their total earnings, which accrued toward college or post-secondary training. The financial rewards became an incentive for students to continue in the program and welcome extra income for financially strapped families. Over four years, students spent an average of nearly 1,300 hours in program activities. The average cost per participant was \$10,600.

Many of the program's lessons went beyond books. Students were taken to museums, plays and concerts. The adult supervisors, from the Opportunities Industrialization Centers of America, became not just mentors, but surrogate parents or family members, with roots in the same community.

By the end of the program, 63 percent of the Quantum Opportunities Program participants graduated from high school, 42 percent were enrolled in a post-secondary program. 23 percent dropped out of school, 24 percent had children and 7 percent had arrest records. By contrast, of the control group, 42 percent finished high school, 16 percent went on to post-secondary schools, 50 percent dropped out, 38 percent had children and 13 percent had arrest records.

The Labor Department and the Ford Foundation will test the program in a larger demonstration of about 700 participants in five sites starting in September. Even as budget-cutters prepare to slash funds for youth development and job training, the success of the program shows that careful investments in disadvantaged youth can work.

Quantum Opportunities is an intensive, year-round, multi-component best practice model that invests in and provides financial incentives to disadvantaged teens during their four years in high school. Throughout the duration of an Eisenhower Foundation Quantum Opportunities replication, youth participants are identified as Associates. The Quantum Opportunities Program is based upon an intensive mix of four critical cornerstones:

- **Educational Attainment:** Quantum develops the academic skills of youth through mentoring, advocacy, computer-assisted instruction and homework assistance (helping youth with school projects, encouraging youth to pursue post-secondary education and engaging in one-on-one tutorial sessions). Eisenhower Foundation mentor-advocates are required to get to know the youth, make visits to school to discuss problems and find solutions with teachers and school counselors.

- **Life Skills Training and Youth Development:** Quantum builds the character and competence of youth by developing problem solving skills, life and social skills, and college and job options.

- **Youth Leadership:** Quantum motivates and trains youth to communicate effectively, understand media strategies, develop leadership and advocacy skills, volunteer as near-peers for younger kids, and orchestrate initiatives that make their communities better places to live. To meet the Youth Leadership requirement, the Foundation asks each Associate to achieve a personal outcome and a community outcome. The personal outcome is to graduate from high school and go on to a community college or a four-year college or university. The community outcome is to achieve change in the status quo for the common good by participating in youth-led projects.

- **Sustained and Adequate Investment Over Four Years:** To accomplish the above, Quantum counselors undertake everything reasonable to keep all Associates in high school – functioning academically at grade level or above, staying out of trouble, behaving responsibly, staying on track to graduate, and moving on to advanced education or training. Quantum mentor-advocates get to know teachers, peers and family of Associates. Home visits are made to discuss problems and find solutions. *Importantly, modest stipends are provided to Associates for every hour of participation.*

In addition to Quantum, the Eisenhower Foundation addresses the multiple problems of poor communities through its Safe Haven Investment Neighborhoods. In the Neighborhoods, we seek to replicate, evaluate and integrate a number of proven best practice models for the inner city and the truly disadvantaged, based on scientific evaluations. See Section IX for more.

II. A Brief History of Quantum Opportunities



The National Advisory Commission on Civil Disorders, known as the Kerner Commission after its Chair, former Governor of Illinois Otto Kerner, was established by President Lyndon Johnson to investigate the urban disturbances and rebellions of the nineteen sixties in the United States – and to provide recommendations for the future. In its final report in 1968, the Commission identified ineffective schools as a crucial underlying deficiency, along with the lack of employment opportunity. But inner cities and their high schools continued to decline, especially in the nineteen eighties and the early years of the new millennium. As a consequence, very few high schools were able to provide sufficient quantity and quality of resources and education necessary for youth to complete high school education, let alone to enter college.

In response, Robert Taggart, Director of the Office of Youth Programs at the United States Department of Labor in the late nineteen seventies, joined with Gordon Berlin of the Ford

Foundation and Benjamin Lattimore of the Opportunities Industrialization Centers of America. They developed a youth investment program that would encompass well-coordinated, intensive interventions – such as academic mentoring and tutoring, life skills training, youth development, and computer literacy.

The initiative was called Quantum Opportunities (Quantum). Its mission was to enable youth growing up in inner-city, poverty-ridden communities to beat the odds and, in the long run, escape poverty. Quantum assumes that limited basic academic skills are a primary cause of dropping out of high school and not enrolling in college. Minority disadvantaged high school freshmen with above average basic skills are much more likely to graduate than minority disadvantaged high school freshmen with below average basic skills. If a youth does graduate, but is far behind upon graduating from high school, options for the future are severely limited. This is all the more so during periods of economic recession, like the present.

The original Quantum model was funded by the Ford Foundation. The United States Department of Labor later funded a variation, which encountered difficulties. As a consequence, in 2003 Eisenhower Foundation convened a conference of former and current Quantum directors, funders, program officers and national experts. The conference led to recommendations for the next generation of Quantum replications, undertaken by the Eisenhower Foundation.

III. Quantum Opportunities Today



The new Eisenhower Foundation Quantum replication sites provide intensive, year-round sequenced education, youth development training, life skills training and leadership training over the four years of high school for a cohort of teens from the same community (and, more often than not, from the same high school). Through incentive-based activities, Quantum Associates are mentored by caring adults in a community-based setting. The main goals of the Eisenhower Foundation Quantum Opportunities program are to:

- Increase the percentage of youth who have positive attitudes toward school;
- Improve grades of youth;
- Increase the percentage of youth who successfully complete high school;
- Increase the percentage of youth who advance to post-secondary education or training; and
- Decrease the percentage of youth who engage in problem behaviors during their high school years.

The Eisenhower Foundation achieves these goals by asking each site to:

1. Establish an active partnership between local high schools and the non-profit organization hosting the program;
2. Provide a safe program environment, away from peers who may be a negative influence;
3. Provide mentoring to and advocacy for a cohort of thirty high school youth during their four years of high school, starting with their freshmen year. The mentor-advocates are well trained. The Foundation has developed a new Deep Mentoring curriculum for training. We seek to increase the number of youth with a positive relationship with at least one adult;
4. Provide tutoring (supplemented by on-line learning) to allow students to begin at their current reading and math levels (usually very low) and catch up quickly;
5. Provide a life skills training and a youth development curriculum that builds character and competence through problem solving strategies, social skill enhancement and exposure to the outside world; college counseling and placement and Summer employment;
6. Offer year-round structured programming – including programming in the Summer, when youth tend to be idle and most at risk of getting involved in problem behaviors;

7. Provide modest stipends for participation;
8. Reach out to youth who have drifted away from the program;
9. Assist the Foundation in evaluating the program during all four years of the program replication; and
10. Assist the Foundation in securing an additional cohort of thirty youth from the same high school(s) – control group youth – who are similar to Associates in age, gender, and grade level but who do not attend the Quantum program.

Eisenhower Quantum encourages each Associate to log in up to 180 hours per year in educational enrichment, tutoring, school related mentoring, up to 180 hours per year in life skills and youth development training, and at least 50 hours a year in youth leadership training.

Evaluation findings from this new generation of Quantum replications will be included in the next edition of this Program Guide.

IV. Characteristics of Quantum Staff



The program's motto is "Once in Quantum, Always in Quantum." This means that once recruited, Associates never can formally be dropped from the program. If they do stop participating they are allowed to return at any point during the four years. Staff members are able to undertake all that is reasonable and financially possible to retain all Associates. To uphold this policy, Quantum replications are expected to do their utmost to maintain the same staff in the program for four years – so that youth and staff can build trust and develop successful relationships. At the same time, a key to the success of the program is outreach to those Associates who do not participate on a regular basis. Hence, for a replication to be successful, Quantum staff must work daily on overcoming the barriers that prevent Associates from regular participation.

Staff hired by Eisenhower Foundation Quantum sites must meet the Foundation's approval – so that high quality mentors and advocates work with Associates. Staff members must make a long-term, full-time commitment to youth, with their many needs; exhibit proficiency in high school math and English; have experience in working with teens; undertake

advocacy and outreach with parents, teachers, the criminal justice system and other institutions; collaborate as team players; empower youth to do the same; retain strong ties to the community; organize effectively; be computer literate; possess writing and verbal skills; show patience with youth; possess a sense of humor; and be able to think “out of the box.”

For more on staff, see the discussion of the Four Cornerstones, in Section V, which follows.

V. Specific Best Practices



We now turn to the specific best practices that the Eisenhower Foundation requires each Quantum replication site to implement. At the beginning of this Program Guide, we said that the four cornerstones of Quantum are:

- Educational Attainment
- Life Skills Training and Youth Development
- Youth Leadership Training
- Sustained and Adequate Investment Over Four Years

We organize this section around the four cornerstones, as follows:

The First Cornerstone: Educational Attainment



When disadvantaged high schoolers graduate with above average basic skills (in English, math and other subjects), the chances that they will enroll in college are much higher than the chances for disadvantaged high school graduates with lower basic skill levels. Disadvantaged high school students with above average basic skills then are much more likely to complete a four year college than disadvantaged high schoolers with lower basic skill levels. Accordingly, the most fundamental goal of Quantum is to provide homework assistance and academic enrichment – so that Associates graduate from high school with above average basic skills.

Homework assistance provides Associates with an opportunity to complete assignments under the watchful eye of staff who can answer questions and suggest appropriate ways of completing the work. Quantum staff members also collaborate with teachers to verify that work is being done properly.

To catch-up or even advance beyond grade level, Quantum offers online computer learning, on an as-needed basis. Quantum staff develop individualized education plans to provide academic enrichment aligned with each Associate's regular school assignments.

Quantum uses tutors, peer mentoring and academic advice to enhance the experience of the Associates.

Paid Quantum staff, community volunteers and local college youth to serve as tutors. They can help with homework in general or specialize in tutoring a specific subject. Particularly useful are tutors with special skills, who can be called on to help Associates in specific areas – such as more advanced math, science and foreign languages.

Our experience predicts that one or more of the Associates in a Quantum program will show an aptitude for computers, and will benefit other Associates by working as a peer mentor. As discussed later, it is essential for all Associates to learn computer skills. It may be that other Associates show special aptitude in other fields. They should be recruited to share their expertise, though not neglect their own work.

The goal for academic guidance is to help Quantum students realize the maximum educational benefits available to them while engaged in the program. Academic guidance includes deciding on courses for graduation, examining grades and transcripts, selecting elective courses, and choosing extracurricular activities.

Quantum mentors, advocates and tutors focus Associates on improving grades in the courses in their schools. There is close collaboration with teachers. Priority is given to:

1. Time on Task. Learning is directly related to the time taken and effort made by an Associate to master skills at increasing levels of difficulty. Achievement increases when downtime and distractions are minimized, study is focused at the right level for each student, time-on-task is maximized, and extra hours are directed to learning.

2. Sequential Learning. The acquisition of basic skills is a sequential process. The process requires individualized, self-paced, competency-based instruction. Each Associate starts at his or her entry skill level in Math, English and other subjects. If a ninth grade Associate has skills, for example, in Math and English at a fifth grade level, tutors and on-line learning brings the Associate up to grade level. After an Associate is working at grade level, the focus of tutoring is to help the student achieve A's and B's. Each student progresses as rapidly as possible as mastery is demonstrated.

3. Progress Documentation. Effort and progress should be documented and rewarded. Problems must be identified immediately – so help can be provided. Learners should know where they stand and where they are going.

4. Individualized Attention. Learning is accelerated when caring teachers, mentors and advocates provide individualized attention, role models, good counsel, motivation, timely assistance and a human touch. Teachers assess, schedule, orient, advise, monitor, tutor, discipline and reward each learner as needed.

5. Different Learning Styles. Learning styles and preferences vary. Most learners like variety. Learning therefore is enhanced when there are diverse print, audio, video, computer, multimedia and internet materials that can be readily accessed at any time to meet any specific learning need. Improvement accelerates when learners have a say in these choices.

6. Self-Direction. Learning usually improves through self-direction. Quantum Associates need to be involved in choosing what to learn, taking responsibility for effort and achievement, setting their own pace, and determining their rate of progress toward agreed-upon goals.

7. Positive Reinforcement. Learning is easier for those who believe they can learn. Learning is enhanced by teachers, instructional methods and materials that provide frequent feedback and positive reinforcement. The instructional method should recognize individual effort and achievement. It should treat learners with fairness and respect.

8. Flexibility. Learning is more feasible when flexibly scheduled on an open-entry/open-exit basis to meet each learner's needs. Flexibility is preferable to rigidly organized group classrooms, where the learner is left behind if absent. Learning is accelerated when it is based on mastery, not seat time. The learner then has the opportunity to work hard, master skills and move on.

9. Support. Learning is nurtured in a structured yet supportive tough-love environment that deals with the personal problems that often undermine educational progress.

Solutions to those problems require immediate counseling and support – as well as firm, but fair rules of behavior and participation.

10. A Means to an End. In Quantum, learning is a stepping-stone to post-secondary education, vocational training, and employment. For some, learning is a means to citizenship.

The Second Cornerstone: Life Skills Training and Youth Development



Quantum seeks to increase positive behaviors – like better grades, continuation into post secondary education after graduation, and acquisition of better employment with upward mobility. (Quantum Opportunities seeks to reduce negative behaviors by high school youth – behaviors like truancy, drop outs, delinquency, crime and drugs.)

As youth grow, they “develop.” “Youth development” can be negative, positive or a mixture. Culture, gender, race, class, family, peers, friends and teachers are among the myriad factors that influence development.

“Positive youth development” is the process through which adolescents acquire the cognitive, social and emotional skills required to navigate life in a way constructive to the individual, her or his family and society as a whole. Quantum is designed to facilitate positive youth development.

The Eisenhower Foundation focuses Quantum on the realities faced by the truly disadvantaged. As we seek to nurture youth, we are acutely aware that their opportunities are blocked, usually in multiple ways. The family situations of Associates may not be supportive. Their schools may be dysfunctional. Their immediate communities may experience youth unemployment rates of well over fifty percent. Consequently, while we try to do our best in Quantum, we believe that, ultimately, positive youth development only can be successful for poor urban minority youth if inequalities are significantly reduced in the broader American economy, society and polity.

Many youth from disadvantaged backgrounds have not been exposed to other communities or traveled to other areas in their town or city. In one of our Quantum replications, many Associates had never been in an elevator, and were excited by an outing to the City Club on the top of a tall building.

Quantum youth do not have job networks or experiences. Few participate in extracurricular activities at school or have the opportunity to volunteer to help others. Most cannot attend summer camps or take piano lessons. Some have never experienced dining at a good restaurant, observed live theater, or attended a classical concert.

The youth development component of Quantum tries to give Associates some of these experiences. Quantum staff must work hard because the lack of experience means many skills must be developed in Associates. Here are some of the skills that Quantum staff seek to teach Associates:

1. Awareness Skills. It is important that, as youth develop, they understand how their habits, personality and other characteristics affect their interaction with others.

Awareness skill activities build confidence and self understanding. They help teens recognize and cope with peer pressure. They address issues of sex stereotyping and prejudice. They improve coping strategies. Sometimes these skills are taught in gender specific groups, where young men or young women are free to talk about sensitive issues.

2. Relationship and Social Skills. Quantum staff address emotions, friendships, romantic relationships, rejection, communication one-on-one and in groups, and recognition of potential problem situations. Staff teach manners, etiquette and non-confrontational behavior. By visiting restaurants, museums and public performances, Associates learn how to behave in public environments which they may not have previously experienced. While it is tempting to use attendance to qualify for trips to

desirable events, it is important to remember that all Associates need to learn important social skills.

3. Decision Skills. The consequences of positive and negative decisions are discussed with Associates. Examples of important decision issues include dropping out, marriage, parenting, attending college, working during school, saving, investing, living independently, using drugs and avoiding criminal behavior.

4. Family Skills. Family relationships and responsibilities are explored. How do Associates fit into their families? Do they understand their responsibilities as future parents? As appropriate to the locality, family planning and birth control are discussed.

5. Health Skills. Quantum develops an understanding of preventive medicine, nutrition, sanitation, physical and mental fitness. Health care, first aid and emergency care issues are examined. With the continuing threat from HIV/AIDS and Hepatitis B/C, as well as other diseases, an understanding of blood-borne pathogens and STDs is important. Often, a Quantum replication will enlist the aid of the Red Cross or YMCA to conduct first aid and CPR classes. In some cities, the local health department or fire department conducts free training. Alcohol, drug and tobacco abuse are other important topics.

6. Safety Skills. Accidents account for over half of all deaths among U.S. teens aged fifteen through nineteen. Older teens are twice as likely to die from an accident as from homicide (the second major cause of death) and suicide (the third major cause) combined.

Staff discuss risky behaviors, their consequences, and the means to avoid such behaviors.

7. Employment Skills. Associates explore careers, discuss employer expectations, learn how to look for and keep jobs, and review productive work practices and behaviors. They learn what reading, writing and computing skills are expected by employers.

8. Community and Civic Skills. There are many resources available in local communities. But youth often are not aware of the opportunities. Quantum staff therefore discuss utilization of resources like libraries, recreation facilities, neighborhood clinics, nonprofit organizations, helplines, public information sources, media and transportation.

The Foundation also wants Associates to understand and participate in local, state and federal government. Associates should understand the rights and responsibilities of citizens, the basic tenets of civil and criminal law, and the workings of the judicial and corrections systems. Some of this is covered in high school civics classes. But Quantum provides an opportunity to experience government – with, for example, trips to public meetings, campaign presentations and court hearings. As Associates turn eighteen, they are assisted in registering to vote, and for males, signing up for Selective Service.

9. Cultural Skills. Participants are exposed to art, music, literature, museums and role models. Youth discuss mainstream culture and the cultures of different ethnic and racial groups. They learn about how ethnic and racial cultures influence mainstream American

culture and vice versa. African-American, Hispanic and feminist perspectives are explored.

10. Consumer Skills. Quantum covers money management, independent living, budgeting, saving, investing and comparison shopping. Associates discuss how to spend wisely and are encouraged to invest for the future. When possible, arrangements are made for Associates to secure bank accounts, so they can learn money management in a real world environment.

11. Computer Skills. In contemporary society, everyone should be computer literate. It is critical that all Associates complete the program with a thorough familiarity of computers and state-of-the-art office software, including Microsoft Word, Excel and PowerPoint. They must be familiar with internet search engines, such as Google and Bing. Associates learn keyboarding, word-processing, databases, spreadsheets, desktop publishing and multimedia computing. Training also includes activities that help youth understand the inaccuracies and biases of information found on-line and the corporate-driven nature of the internet.

The Third Cornerstone: Youth Leadership



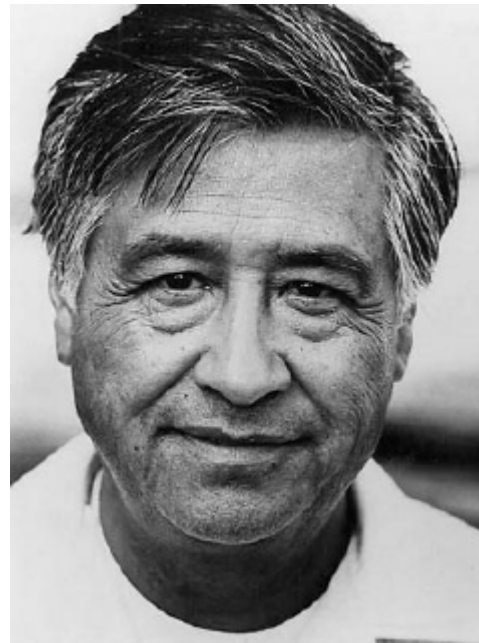
Sonia Sotomayor



Martin Luther King



Ellen Johnson-Sirleaf



Cesar Chavez

The third cornerstone of the Eisenhower Foundation's refinement of the Quantum Opportunities Program is Youth Leadership.

To meet the Youth Leadership requirement, the Foundation asks each Associate to achieve a personal outcome and to achieve a community outcome.

The Personal Outcome: Post Secondary Education

The personal outcome is to not only graduate from high school but to proceed on to post-secondary education. The Foundation considers post-secondary education to be enrollment in a two year community college A.A. program or a four year college or university program. The Foundation also may accept enrollment in other post-secondary education or training, but only after carefully reviewing the content and quality of the education or training. To the extent that available resources allow, the Foundation will assist Associates in securing post secondary placements.

First and foremost, the Quantum Opportunities Program improves grades and increases the likelihood of high school graduation. Completion of high school with good grades improves the likelihood of acceptance to a post-secondary education program. The Foundation views good grades, graduation near or at the top of one's high school class and continuation into post secondary education as valid measures of youth leadership – because such achievement makes a powerful statement to other students. The statement is that there are positive alternatives to dropping out and engaging in unproductive, self destructive or illegal behaviors. In addition, the

Foundation considers post-secondary education, especially as it leads to a degree, as increasing the likelihood that a Quantum Associate will be in a position to help others in the future.

The Community Outcome: Change in the Status Quo For The Common Good

However, even while an Associate is a high school junior or senior, the Foundation requests that the Quantum Youth leadership requirement be met not only by a personal outcome but also by a community outcome.

Specifically, the Foundation requires that Associates at any given Quantum site collaborate on a project that challenges, and, in fact, changes the status quo in a positive way in the immediate community where the Associate lives and goes to school. The change in the status quo needs to be recognized as positive and successful by others, outside of the Quantum program. In other words, there needs to be some manner of external validation of success.

Through this requirement to change the status quo for the common good, the Foundation is seeking to redefine the role of inner city youth in American society – and in the nation’s economy and polity. The Foundation is seeking to re-establish the positive dimensions of the empowerment of youth in earlier decades of American history – when, for example, young people played significant roles in the Civil Rights movement, the War on Poverty and the Peace Corps.¹

¹How do “youth leadership” and “community service” relate to one another? The Foundation believes that, if a Quantum youth leadership project can, in fact, improve the status quo for the better, that is a form of community service. But not all community service necessarily involves improvement in the status quo. An example is the saying, “If you live give a person a fish you feed him for a day, but if you teach a person to fish, you feed her for life.” Giving hungry people fish is a community service. But teaching people how to fish, through education and job training, has the potential for feeding them for life. Teaching how to fish changes the status quo in a positive way, by making people less dependent on handouts. Creation of such an outcome is an act of leadership, in our view.

Through the requirement that Quantum youth seek to change the status quo in a positive way, the Foundation wants to mobilize young people in inner city high schools to carry out projects that address inequality, greed, poverty, economic justice, racial justice, social justice, education reform, job training, job creation, the racially-biased prison-industrial complex, violence, crime, voter education and registration, campaign finance reform, media bias, and more effective communication of what works. To assist Quantum Associates in framing these issues, the Foundation will prepare background reports and briefing papers.

If a youth leadership project is done well, Quantum Associates can highlight it as an extracurricular activity in applications to community and four year colleges. A stellar youth leadership project can improve prospects for college admission. Participation in a youth leadership project can help Quantum Associates develop a form of literacy demanded by the most selective higher educational institutions and associated with employment that produces high incomes. This more powerful literacy invites meaningful engagement – and rewards rigor, creativity, personal expression, collaboration, thinking, analysis, planning and hard work.

The Foundation recognizes that each community has its own important issues and that each Quantum program is implemented by a nonprofit organization with a relationship to the community. Given this local context, we encourage each Quantum program to “bubble up” a youth leadership component based both on priorities of Associates and on local needs.

As they develop a youth leadership component, Quantum Associates may wish to discuss the achievements of leaders who have changed the status quo. For example, a very short list might include Caesar Chavez, the Dalai Lama, Marian Wright Edelman, Leymah Gbowee, Tawakhol Karman, Martin Luther King, Aung San Suu Kyi, Nelson Mandela, Rosa Parks, Ellen Johnson Sirleaf, Sonia Sotomayor and Desmond Tutu. (Leymah Gbowee, Tawakhol Karman and Ellen Johnson Sirleaf are the three women who shared the 2011 Nobel Peace Prize.)

Examples of Youth Leadership Programs

In the Foundation's new round of Quantum Opportunities replications (the results of which have not yet been written up) examples of youth leadership strategies include literacy training for parents, an AIDS/HIV awareness campaign and a scholarship program in which Associates secured contributions from local businesses.

The Quantum Youth Leadership component is still developing. To assist in that development, we have identified several related programs run by local nonprofit organizations.

In alphabetical order and with contact information at the end of this chapter, these programs are:²

- Alliance of Local Service Organizations: Chicago, Illinois
- Boston Youth Organizing Project: Boston, Massachusetts
- Central House Youth Media Project: Seattle, Washington

² Also see the Funder's Collaborative on Youth Organizing (<http://www.fcyo.com>) for a summary of issues currently of interest to youth across the nation.

- Inner City Struggle: East Los Angeles, California
- Oasis/Community IMPACT: East Nashville, Tennessee
- Philadelphia Student Union: Philadelphia, Pennsylvania
- Project Hip-Hop: Boston, Massachusetts
- Voices of Youth in Chicago Education: Chicago, Illinois
- Youth Build Immigrant Power: San Francisco, California
- Youth Leadership Institute: San Francisco, California
- Young People's Project: Jackson, Mississippi

Alliance of Local Service Organizations: Chicago, Illinois

Founded in 1998, the Alliance of Local Service Organizations serves the Logan Square neighborhood of Chicago. It also partners with organizations throughout the country. From the Alliance's storefront offices on Chicago's northwest side, staff regularly engage youth in gang violence prevention in this largely Puerto Rican community.

Recognizing that violence goes far beyond gangs, Alliance program youth also identified the pervasiveness of abuse in intimate relationships as a chronic problem that needed to be addressed. They saw their mothers and sisters being brutalized by their fathers, step-fathers, boyfriends and even casual acquaintances. They recognized that their own behavior was often part of the problem. Young women noted the limited community-based options providing them with support.

Accordingly, Alliance youth took action. They conducted surveys and focus groups to determine how significant the problem was and what steps might be taken to address it. The youth then transferred their knowledge to the streets, with a message that intimate partner violence was not acceptable. As their message gradually took hold, Alliance youth became major resources for those wanting help with abusive relationships. Working in groups, they took their message to community gatherings and community organizations. Their greatest success was in the development of a teen dating violence awareness program for high schools, which began to develop an audience beyond Chicago.

In cooperation with the United States Department of Justice Office on Violence Against Women, Alliance teen leaders refined their message. They were asked to travel to Columbus, Ohio to work with a private school on how to construct a youth-led teen dating violence initiative. The teens also presented at a Justice Department sponsored roundtable event – educating practitioners and policymakers from around the country on the results of their surveys, focus groups, and on the process of creating and implementing a youth-led teen dating violence initiative.

Boston Youth Organizing Project: Boston, Massachusetts

The Boston-area Youth Organizing Project is a youth-led, adult-supported organization that works for social change and justice in the Boston area. It began almost fifteen years ago as the Roxbury Church Collaborative, with the intent of addressing an upsurge in gang violence.

In weekly meetings, annual elections, seasonal retreats, a Summer Training Institute, and numerous public rallies, the Project trains and prepares the community's youth to choose and fight the battles that matter to them – using the tools of organizing to build their power. Since 1996, the Project has conducted a number of campaigns to bring about needed change in Boston and the nation. The campaigns have sought to improve schools, both at the local and national level. Participation in the National Campaign for Quality Education and the Alliance for Education Justice have been on-going activities. In addition, the Project has advocated for the hiring of more counselors for the continuation of summer job programs.

Consider one of the Project's many successful campaigns. Students received passes for use on public buses and the T, the Boston subway system. However, these passes only were good during regular school hours. Students staying after school for athletics and other extracurricular activities had to pay regular fare to get home. Recognizing the importance of these activities for the students, their futures and the community, the youth of the Project took their message to Transit Authority officials, School Board meetings and City leadership. Because of these efforts, the passes were extended to 6:00 PM.

With its success in getting T pass hours extended to 6:00 PM, the Project now is working to get improved transit access on weekends and during the summer.

All Project campaigns have necessitated youth taking their message to those officials who can make the necessary decisions. Officials have ranged from government agency executives to City Council members. Project youth have learned that, despite their age, officials will listen, if

the demand is reasonable, benefits the community and is well crafted.

Central House Youth Media Project: Seattle, Washington

In 2005, the Eisenhower Foundation funded [Central House](#), a Seattle non-profit organization that was providing [transitional housing](#) for homeless young adults. Central House developed a Youth Media Project at Ranier Beach High School in the spring of 2005.

Central House and Ranier Beach High had asked students to study how to use the media to influence policy. The students began the work with the belief that they had little chance of making an impact. After all, they were just students from a low-performing school. However, they did not give up. They chose to focus on how low performing students were treated unfairly.

The Ranier students paid special attention to a test that all high school students in Seattle were required to pass – the Washington Test of Student Learning. They concluded that there were several problems with the test. First, it was culturally biased. Second, it did not account for different learning styles, or the success of students in areas of expertise not covered by the test. Third, a student who didn't finish the school year was given a "0" on the test. The school system averaged scores for all students in a school. A low score for the school then could lead to funding cuts for the school. This was biased against schools like Ranier Beach High, which had a large number of students in the foster care system, and therefore had an extremely high turnover rate.

Focusing on the unfairness of the test and armed with state education department statistics, the students came up with a list of questions and set out with a video camera to find answers. They interviewed other students – as well as teachers, administrators and even state legislators. The result was the production of *What We Think*, a series of public service announcements expressing the views of the Central House Ranier Beach High students.

Through the production, the Central House students learned how to express themselves in public and how to defend their opinions. Before long, the mainstream media – including the *Seattle Times* and the *Seattle Post-Intelligencer*, and several television stations -- had begun to cover the story. From the perspective of the Central House students, the most important coverage was by the newspapers, which raised the issue of the fairness of the test. The students also managed to persuade a State Legislator to take the test, which he failed, causing him to add his voice to the debate.

Media coverage of the project empowered the youth – and set in motion a reexamination of the testing process by the State Legislature and the School District. In the end, the state did not change its policy, which was tied to federal funding for schools. But the school system did reexamine the fairness of the way grades were assigned to schools. The system concluded that schools such as Ranier Beach High should only be held accountable for the performance of students who had attended the entire year. As a result, while the school still struggles to serve its highly transient population, it no longer faces funding cuts based on the issue of attendance.

The Central House Ranier Beach High youth still had to take the test, but they had achieved considerable success on behalf of their school. Most important, they had learned that, even as high schoolers, they had a voice, if they chose to use it.

(See the References for the Eisenhower Foundation evaluation of the program and for the newspaper articles.)

InnerCity Struggle: East Los Angeles, California

InnerCity Struggle has worked with youth, families and community residents for the past sixteen years to promote safe, healthy and non-violent communities in East Los Angeles.

Among the nonprofit organization's many successes is a youth-led initiative that resulted in the construction of a new school.

Garfield High School in East Los Angeles was bursting at the seams. Overcrowding affected every aspect of the school, from long lines in the cafeteria that caused many students to forego lunch to classes so large that students had to sit on the floor. Said one student:

Most of our classes have forty students in them. You have to sit way in the back with no tables, and some have to stand up because there's no room for them. Its very stressful. Tiles are falling off the ceilings, and lunch is in a little area where you really can't sit down. Usually, only one or two bathrooms are open for 4,800 students, and they're in horrible condition.

Most disturbing of all, sixty percent of incoming ninth graders dropped out by senior year. The plight of the school was acknowledged by the School Board, which blamed the County Supervisor for failing to act. No progress was being made toward addressing the problem

– until InnerCity Struggle took charge.

InnerCity Struggle made presentations in classrooms to engage students in an effort to break the political logjam that was preventing the construction of a new school that would relieve overcrowding at Garfield High. The students educated the community and created a petition to expose the political stalemate. They found an ally on the School Board and persuaded other public sector institutions to act. As a result of the efforts of InnerCity Struggle, a new high school now is under construction.

InnerCity Struggle taught students how to effectively organize, implement and communicate the campaign to improve educational opportunities in East Los Angeles. The organization taught students the tools of an organizer’s trade: setting agendas, facilitating meetings, working phone banks, leading school-wide assemblies, and conducting classroom presentations. InnerCity Struggle began with the recognition that “everything comes from what the students’ questions are” and went on to equip the students to create their own media. A student summed-up the experience this way: “I always thought of going to college, getting a good job, and moving out of East Los Angeles to a ‘better’ city and community...Now I want to come back here to my community and help it out.”

In this initiative, as in many others, high school youth organized by InnerCity Struggle were on the forefront of change that affected their lives and the lives of thousands of youth in their community. In the process, InnerCity Struggle established a reputation for reliability and effectiveness that prompted local foundations to substantially increase its funding.

Oasis/Community IMPACT: East Nashville, Tennessee

Oasis/Community IMPACT is a grassroots organizing nonprofit group that has developed youth leadership for thirty six years in East Nashville, Tennessee. As in East Los Angeles (see InnerCity Struggle, above) the East Tennessee youth have valued educational opportunity and have worked to “change the odds” of succeeding in school and going on to college. They realized that their school did not adequately prepare them to think about going to college, let alone to navigate the admissions process. Few had parents who had gone to college, so the responsibility fell to over-worked guidance counselors. As a result, youth in East Nashville decided to take the issue of college access into their own hands.

Students in the program are called Youth Mobilizers. Oasis/Community IMPACT awarded scholarships to low-income youth in East Nashville only to find many of them foundering. They convened the Youth Mobilizers, who formed an Education Team to address the issue. The Youth Mobilizers framed the problem this way: “Too many students in East Nashville Schools, particularly low income students and those whose parents did not go to college, have the dream of going to college, but do not have access to the support and resources to get them there.”

Over the course of eighteen months, the Youth Mobilizers surveyed over 700 students, examined national trends, convened local student focus groups, and interviewed education experts. They then produced a study, *College Access: From the Inside Out*. The study is both a compendium of their findings and a useful guide to students, parents, and others who have a stake in solving the problem of access to higher education.

The Youth Mobilizers concluded that planning for college should begin in middle school. They also presented specific recommendations for actions that should be taken each year during high school. One of their recommendations was that every student should create a four-year plan geared toward college preparation.

The Youth Mobilizers communicated their recommendations to School Board members, teachers, parents and the students themselves – urging students to “bring [their] passion, talents, and experience to creating success for our schools and neighborhoods.” They asserted, “Students are important stakeholders and want to be part of the solution.”

Philadelphia Student Union: Philadelphia, Pennsylvania

The Philadelphia Student Union is a youth-led organization that “exists to build the power of young people to demand a high quality education in the Philadelphia public school system.” It was launched in 1995 by a group of students who concluded that, to succeed, school reform needed to involve students as leaders for change. Education remains the primary focus, but the Student Union now has reached out to help others in the community besides students.

Early projects focused on basic and uncomplicated issues – like ensuring that students had text books and improving building conditions. As the Student Union evolved, it took on more complicated issues with more sophisticated campaigns aimed at improving instruction and the culture of Philadelphia schools.

The Student Union helped create Student Success Centers in ten Philadelphia schools. The Student Success Centers provide a wide range of services – including counseling, conflict resolution, social work services, and career and college help. Students worked with Resources for Change, a school based social work organization, and Youth Empowerment Services, an organization specializing in work with out of school youth, to create a model for the Centers. In the process, student organizers met with School District officials. This access empowered the students.

Many other campaigns have been waged and won, including initiatives to reduce violence and create more equitable school funding.

Project Hip-Hop: Boston, Massachusetts

When Boston-based Project HIP-HOP (Highways Into the Past – History, Organizing, and Power) began in 1993, activists Nancy Murray, Pam Ellis and Bill Batson were tired of going to social justice events and seeing almost no people under the age of thirty. Just as the Young People’s Project, described below, uses math as the foundation for its work, the Project uses Hip-Hop to attract youth and the larger community to its message. Located in the Roxbury area of Boston, the program both attracts youth by using Hip-Hop and uses Hip-Hop to draw community support for issues of concern to youth.

A Summer Leadership Institute affords Project Hip-Hop youth an opportunity to receive training as cultural organizers, and to develop themselves as artistic leaders. The Institute sets the groundwork for the organizing the coming school year.

The Project's Street Theater Team consists of youth cultural organizers, who draw on Hip-Hop to create public performances that inform people and move them to action. Performing in the streets, on buses, in shelters and schools, the young artists and organizers engage directly in issues that deeply affect their communities. The concerns they address are not only their own, but also the concerns of the larger community. More than anything, they serve as the catalyst that sets the larger community of concerned but unorganized citizens into action. This catalyzing action is one measure of success.

Voices of Youth in Chicago Education: Chicago, Illinois

Founded in 2007, Voices of Youth in Chicago Education launched a landmark collaboration with Chicago Public Schools to create a youth-designed pilot project aimed at relieving the city's high school dropout crisis. United States Secretary of Education Arne Duncan has recognized Voices of Youth – as an organization that encourages the opinions of students in formatting their own education: “This project is the first step in a potential series of innovative programs to engage students in transforming Chicago's public high schools.”

Student leaders at Voices of Youth undertook a year-long study of the reasons for the Chicago dropout crisis and of potential solutions. The study included a survey of over 1,500 students, 110 teachers, and 65 parents – as well as site visits to successful schools in six states.

During this youth-led process, student leaders developed survey questions based on their own educational experiences, worked out data collection methods, performed ethnographic mapping of school communities, made site visits to successful schools in Illinois and across the country, reviewed relevant literature and proposed improved learning environments. The final

product was *Student-Led Solutions to the Nation's Dropout Crisis*, a report with findings and recommendations from the perspective of the students.

Based on this work, students from Voices of Youth have been invited to contribute to the debate on changes to the No Child Left Behind law at the local, state and federal level. The federal Department of Education is drawing on these student perspectives in creating reformed policy.

Youth continue to systematically gather information that can be used by those in power to help them make the correct decisions. By gathering the data themselves, the youth frame the questions from their perspective. This approach has given additional credence to the work of Voices of Youth – which is why the organization receives invitations to participate in decision making at the national level.

Young People's Project: Jackson, Mississippi

The Young People's Project was begun in 1996 in Jackson Mississippi. It was based on the Algebra Project, from which the founders were graduates and with which the organization remains affiliated.

The Young People's Project now is a national program, with youth from many locations participating in the transformation of their communities. It is currently located in Chicago; Boston; Jackson, MS; Miami; Petersburg, VA; Los Angeles; Eldorado, IL; and various locations in Michigan.

The Project focuses on math literacy and social change. It was founded on the belief that young people can change the conditions of their lives – and that math literacy is a good place to start.

The community change projects of the organization differ from location to location. But the fundamental idea is that youth begin by recognizing the benefits of math – and that, if their school doesn't provide the same opportunities for learning math as more affluent schools, they will never be able to compete for many of the best jobs of the twenty-first century. Hence, the first goal of a Young People's Project site is to persuade schools to provide competent math instruction. The second goal is to motivate youth to recognize the benefits of taking more advanced math classes. Working as near peer mentors, Project youth also motivate younger children.

The goal of greater math literacy positions the Young People's Project to lead or facilitate other kinds of community change projects. As Project youth become older and move from high school to college, the Project expects that they will continue acting as mentors for high school youth, motivating them to excel in math.

Youth Build Immigrant Power: San Francisco, California

Youth Build Immigrant Power was created by another nonprofit organization, Asian Immigrant Women Advocates, to help youth in the Asian community address the many problems faced by new Asian immigrants, particularly those with limited mastery of English.

Members of Youth Build Immigrant Power have invested heavily in improving the health and working conditions of garment workers. Together with adults, they have worked to change the lives of women in the garment industry, the majority of whom suffer from repetitive motion injury. Youth had a stake in making sure their mothers could come home from work and not feel pain.

Recognizing that garment workers and the garment management both could benefit from improved working conditions, Youth Build Immigrant Power members began to negotiate healthier conditions in factories. Youth researched the problem and offered important health and safety training to factory owners, emphasizing that it would increase productivity. They researched options for funding work station changes and raised \$33,000 from the County's community grants fund and the City's economic development fund. Youth Build Immigrant Power successfully installed ergonomically correct chairs in the stations of factory workers. The factories increased production at no cost to themselves, and the workers reduced the number of injuries related to the fatigue of sitting incorrectly at their sewing machines.

Youth Leadership Institute: San Francisco, California

For over twenty years, the Youth Leadership Institute has advocated for national policy change and organized at the community level. Based in San Francisco, but with centers in several California communities, the Institute trains youth to inspire their communities by being advocates for change. For example, over the past decade, the Institute's youth leaders organized and successfully campaigned for the passage of more than twenty ordinances to reduce access to alcohol and tobacco in communities, increase parent accountability and increase highway and

pedestrian safety.

Institute youth in Fresno took this campaign one step further. They began by recognizing that many people in their community had a poor diet – often resulting in obesity, diabetes, and hypertension. They also noted that their community lacked a full service food store, and that local convenience stores emphasized alcohol, tobacco and high fat/high sugar foods. Working with one store, Fresno Youth Leadership Institute members rearranged the stock, to better emphasize healthy food choices. Then they worked with local produce farmers to supply inexpensive fresh vegetables and fruits, which could be prominently displayed.

The process of converting the store was [videotaped](#) and a public health campaign developed. Citizens were made aware that they could obtain inexpensive, but healthy food at this particular market. Through these efforts, the store received an [award from the Central California Obesity Prevention Project](#). The store was able to increase its clientele, while providing healthier food, a win-win situation for everyone.

Note: (Additional information on these sites and youth leadership is available at <http://eisenhowerfoundation.org/YouthLeadership.php>)

The Fourth Cornerstone: Sustained and Adequate Investment Over Four Years



Quantum mentors, advocates and tutors meet young people at the start of their high school years, point them to a distant future of opportunity, and prepare them for their journey towards success. On this journey, Quantum staff stay with Associates, logging their achievements and guiding them each step along the way. The challenges are many: planning and delivering a variety of services over multiple years, adjusting to the changing needs of developing youth; tracking each and every hour of work, being a caseworker to many, and maintaining focus through good times and bad.

For most Quantum Associates, the normal challenges faced by teenagers in America are compounded by the extraordinary experiences found in poverty neighborhoods and often dysfunctional families. In any group of disadvantaged youth, there may be crimes, pregnancies, births, dropouts, substance abuse, runaways, truancy, unemployment, family chaos, abuse and death. Routine events in the lives of more advantaged youth create stress for many disadvantaged youth. The normal anxiety of a first job, for example, is heightened when there is no working family member to turn to for guidance and reassurance. Some family members and friends of Quantum Associates may try to sabotage their success. A sibling, close in age, might be jealous

of the different life experiences and mentoring relationships that the Quantum Associate enjoys. The same is true of peers, both friends and acquaintances. The fact that the Associates receive stipends can make the feelings of jealousy even worse. Past experience suggests that even some parents become jealous.

Sustained Mentoring and Advocacy. After-school programs such as Quantum are prime settings for the formation of close, enduring ties with caring adults. The quality of the relationships that are forged can directly influence the attendance of Associates and the benefits they derive from Quantum. Programs in which youth feel respected and cared for, and in which relationships endure for a reasonably long period of time, are more likely to foster strong ties. Experience shows there is value in offering both academic and non-academic activities as a means of fostering strong relationships.

In Greek mythology, Mentor was the trusted counselor of Odysseus. In Quantum, the Eisenhower Foundation builds on this definition – of a wise advisor guide and tutor – but also adds in the notion of an advocate, or intercessor, as developed by staff in Foundation replications in San Juan, PR, New Bedford, MA, and Dover, NH. Eisenhower Foundation mentors-advocates are expected to build their relationship with the Associates by getting to know their peers and family; visiting their homes to discuss problems and find solutions, when necessary; and meeting with teachers and school counselors. When possible, they should attend parent-teacher conferences on report cards (and stand in for parents when they don't come). Quantum advocates need to mediate between youth in trouble or on the verge of trouble and the criminal justice system. Often, this necessitates developing a relationship with the teachers, so that they

understand the counselor's relationship to the Associate and welcome the advocate's participation. Issues of confidentiality can be a problem, which may necessitate the involvement of senior school administrators. Accordingly, it is important that a productive relationship is developed between Quantum and the school at an early stage.

At a minimum, the Eisenhower Foundation requires that a mentor-advocate meet with an Associate, privately, one-on-one, at least every week.

Although parents and practitioners have long recognized the potential benefits of student-staff relationships, few researchers have considered the importance or impact of these ties. There is some evidence that such relationships offer a distinct form of support. The support falls somewhere between the caring and love received from extended family members and the more specific, targeted skills received from school teachers. Although teachers tend to provide instruction solely concerning academic skills, relationships with Quantum after school program staff members tend to involve mentoring and advocacy that focus on a combination of skills and life lessons.

Other studies of community-based youth programs have found that social support from adult staff is a major force motivating youth to participate in after-school programs. Staff are better able to provide this support, when there is a high staff-youth ratio, a high level of staff stability and time in the schedule for informal staff-youth interactions. Staff provide opportunities for youth who tend not to have access to adults through social networks or mentoring programs.

Continuity Of the Investment Over the Summer. Summer provides both problems and opportunities for programming. Because Associates often are not involved with their school during the summer, they can drift away into activities that conflict with Quantum. Some youth may go to live with a non-custodial parent during the Summer. Youth also have more time to get into trouble.

On the positive side, Quantum staff can provide new and exciting opportunities in the Summer. The decision on what activities to include in Summer programming is dependent on what is available in the area, but well-planned Summer programming is essential. Concerts and public screenings of popular movies can be new experiences for Associates. Staff should take advantage of opportunities that are popular with Associates, but that also push them to new experiences. For example, participation in ethnic festivals representing the cultures of the Associates is important, but festivals of other ethnic groups help Associates widen their world view, and can be even more beneficial.

Museums offer free admission on certain days, or at certain times. Others may offer free admission to part of their holdings, and still others have partners who will provide free tickets.

Not all Associates will like what they see and experience. Some may resist going. It is important to remember that their outward expression of dislike may be a response to their peers and may not mirror what they are feeling inside.

When youth are sixteen, they will be eligible for employment. Sites should work to identify Summer job programs, or even private sector jobs. Such jobs are difficult to find, but an attempt should be made. Even if Associates cannot secure jobs, they can gain experience in developing a resume, filling out job applications, learning how to dress for interviews and practicing job interviewing.

After Quantum Associates graduate from high school and before they begin post-secondary education, it is, of course, even more important to secure summer jobs, to help provide income for the Fall.

Summer is a good time to help Associates obtain a driver's license, assuming that their school does not offer driver's education and that they are old enough. Of course, separate parental permission must be obtained. If actual behind-the-wheel training is not possible, Associates can practice taking the written exam.

Summer also is a good time for Associates to take classes in first aid and CPR. The underlying Summer themes are to make Associates think, expand their horizons, continue the learning process, and keep out of trouble.

Using on-line learning, staff can help Associates improve their GPA or get a head start on course work for the next year. Children of parents who are not high school graduates often aren't aware of the implications of failing a class. When an Associate has failed, but is not planning on taking Summer classes, staff should consider sitting down with the youth, their

parents and their school counselor to urge the Associates to reconsider.

Quantum staff should do whatever is necessary to keep the Associates connected with the program.

Attendance-Based Stipends for Associates. To encourage the participation of Associates' in the program, the Foundation provides financial incentives in the amount of \$1.25 per program hour. As part of the life skills training and youth development component of Quantum, the receipt of stipends should become part of money management education.

It is not necessary to report the stipends to the IRS. Because they are stipends and not wages, they are not covered by federal, state or local minimum wage laws.

VI. Steps for Implementation of Quantum Replications



Successful replication of Quantum hinges on the program staff understanding the model and on two-way communication between the Quantum site and the Foundation. Success also depends on understanding by the Quantum staff of a number of important replication tasks. For the first year of operation of a Quantum replication, Figure 1 provides a timeframe within which each of the tasks is expected to be completed.

Figure 1

First Year Quantum Replication Tasks

Task	Time Frame
1. Negotiate and sign the MOAs. Finalize partnerships with school systems.	Pre-award
2. Negotiate and sign the contract, including the work plan and budget.	Pre-award
3. Identify the likely staff including the adult director, adult mentors, education specialist, social skills development counselor, near peers, financial managers, volunteers, and other staff.	Pre-award
4. Identify the physical facilities.	Pre-award

Task	Time Frame
5. Receive the drawdown from the Foundation for the first 3 months.	Month 1
6. Hire the staff. (The staff require Foundation approval.) Install the eXtralearning on line system.	Month 1
7. Move into and equip the physical facilities. Install state-of-the-art computer hardware and software. (The facilities, the location, the computer hardware, the computer software, and the eXtralearning system require Foundation approval.)	Month 1
8. With the assistance of the Foundation, identify 60 youth and secure parental consent. Allocate the youth into the program group (the Associates) and the control group.	Month 1
9. Plan and undertake a grand opening press conference community event – working with the Foundation.	Month 2
10. Plan and participate in initial on-site training of local paid staff and volunteers – working with the Foundation.	Month 2
11. Collect “before” evaluation measures – working with the Foundation and schools.	Month 2
12. Begin and continue the educational attainment component. Each Associate is required to participate for up to 180 hours until the end of the one year contract. Provide group and 1-on-1 adult mentoring and instructional guidance. Include nutritional meals.	Months 2-12
13. Begin and continue the life skills training and youth development component. Each Associate is required to participate for up to 180 hours until the end of the one year contract.	Months 2-12
14. Begin and continue the youth leadership component. Each Associate is required to participate for at least 50 hours up to the end of the one year contract.	Months 3-12
15. Pay Associates \$1.25 for each hour of participation.	Months 3-12
16. Provide Associates with advocacy and mediation by Quantum staff – as needed with criminal justice, social and other public agencies.	Months 2-12
17. Factor in other program components developed locally and approved by the Foundation. Include all Foundation-approved components in a revised work plan.	Months 2-12

Task	Time Frame
18. Keep participation rates high. Keep Associates in the program even if they switch schools or change residence.	Months 2-12
19. Request a drawdown for month 4 and receive funds from the Foundation. Do the same for each succeeding month.	Months 4-12
20. Obtain on-site feedback, further technical assistance and further training from Foundation staff. Refine best practices.	Months 5-10
21. Attend the national cluster workshop.	Month 7
22. Finalize local matches – working with the Foundation.	Months 2-12
23. Participate in the ongoing “process” evaluation – working with the Foundation.	Months 2-12
24. Secure “after” evaluation outcome data – working with the Foundation and schools.	Months 10-12
25. Receive “midcourse correction” evaluation feedback from the Foundation. Negotiate program modifications and institutional capacity building strategies with the Foundation.	Month 12
26. If warranted by good performance based on evaluation, and if the schools are in agreement, negotiate a contract, work plan and budget with the Foundation for 12 or more months.	Month 12

VII. Program Evaluation



In collaboration with the Eisenhower Foundation and local high schools, each Quantum site recruits sixty youth from the incoming freshmen class. Consent forms are signed by parents or guardians and by the youth. Through a process of random selection, thirty of these youth join the program as Quantum Associates. The other thirty become part of the Quantum Control Group. Control Group members receive a stipend for responding to a survey, taking a standardized test and allowing access to report cards, but they do not receive any services. It is the Control Groups performance against which the success of the Associates is compared.

At the time of their recruitment, the sixty youth must all come from the same high school (unless otherwise approved by the Foundation), not be older than fifteen years of age and be enrolled in the ninth grade as first time ninth Graders.

The Foundation's assessment of the outcomes of Quantum replications is based on experimental design, with pre-post measures and program Associate versus Control groups. In cooperation with local school Quantum staff, the Foundation collects the following kinds of data on Associates (and, where appropriate, Control Group youth) at each site. These data include:

- Daily participation;
- Report cards and school conduct records;
- Questionnaire/surveys administered to youth by the Foundation's and evaluation staff.

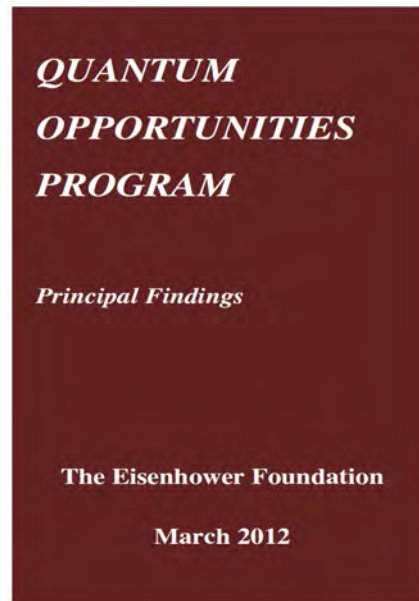
The Foundation evaluation staff visits all Quantum sites to conduct a series of informal interviews with Quantum staff, Quantum Associates and the program's key local partners (such as, for example, school board members, lead agency board members and school teachers). The information gathered during these interviews is combined with information provided by sites in their quarterly reports and with the Foundation's analysis of Quantum Associate's attendance, participation and grades. All of this information is used in the evaluation.

The Foundation feeds back evaluation findings to local Quantum program managers. This allows program staff to make "midcourse corrections," based on what works – and what doesn't.

In other words, the Foundation uses good science to improve management and programming.

For a student to be part of the Quantum program, either as an Associate or as part of the Control Group, Quantum sites must secure consent forms signed by students and their parents. Through the informed consent process, parents/guardians and students are assured that all information gathered is held in the strictest confidence.

VIII. Evidence of Success From Past Evaluations



Different versions of Quantum have been funded by the Ford Foundation, the United States Department of Labor and the Eisenhower Foundation, as follows:

Ford Foundation Replications

In 1994, researchers from Brandeis University reported on the outcomes of the original, Ford Foundation funded Quantum Opportunities Program, which operated from 1989 through 1993. Fifty disadvantaged students in each of four cities (Philadelphia, PA; Saginaw, MI; Oklahoma City, OK; San Antonio, TX) were randomly assigned to the Associates group or the Control Group. After four years of the program, the researchers found that, relative to the Control Group, Quantum Associates:

- Graduated from high school more often (sixty three vs. forty-two percent);
- Dropped out of school less often (twenty-three vs. fifty percent);

- Went on to postsecondary education more often (forty-two vs. sixteen percent); and
- Had a teen pregnancy less often (twenty-four vs. thirty-eight percent)

All of these differences were statistically significant.

Labor Department Replications

In 1995, the U.S. Department of Labor began a Quantum Opportunities demonstration program. However, there were significant deviations from the original model. In addition, none of the seven sites implemented the academic component as originally designed. The results were disappointing. The Associates were significantly better than the Controls in only one area – the percent of youth going on for advanced education or training.

Initial Eisenhower Foundation Replications

After its Quantum conference in 2003 (see Section II), the Eisenhower Foundation began replication of Quantum at four sites – Herndon, VA; Portland, OR; Dover, NH; and Columbia, SC. These sites were similarly evaluated using control groups. The outcomes for the first three sites were even better than for the students from the original Ford Foundation program, while the fourth site was an implementation failure.

Relative to the control group, Quantum Opportunities students in the three successful replications:

- Graduated from high school more often (seventy-eight percent vs. forty-four percent);

- Dropped out of school less often (ten percent vs. forty-eight percent); and
- Proceeded on to postsecondary education or training more often (seventy-eight percent vs. thirty-eight percent).

All of these differences were statistically significant

In the successful replications, fifty percent of the Associates who dropped out entered Job Corps and were on track to receive a GED and a useable skill. (We do not know how many of the Control Group drop-outs went on to Job Corps or similar programs.)

The participants in the Herndon, Portland and Dover replications experienced significantly lower arrest rates (eight percent), when compared to Control Group members (twenty-three percent). In part because of the intervention of Quantum staff, all the Quantum participants arrested for various transgressions were able to avoid trial and conviction – and therefore avoid a juvenile record.

See http://www.eisenhowerfoundation.org/docs/Quantum_Evaluation.pdf for the final published evaluation report on these replications. To better communicate what makes a Quantum replication work, and why some replications fail, here is more on these initial replications:

Herndon, VA. The Associates in the Herndon Quantum program all attended the only high school in a town with a large immigrant population (about forty-five percent) and a large upper-middle class population. A local police captain once described Herndon, a suburb of Washington DC, as a town where “half the population are immigrants and half the population hates immigrants.” The high school served a population that spoke twenty-seven different

languages – and yet one student had a parent who was a Nobel Laureate.

The Associates all were from the bottom two-thirds of their freshman class. Associates spoke English, but over half were from families where Spanish was the primary language. Few parents had completed high school or its equivalent, and so they were not prepared to assist their youth with homework. Most parents worked multiple jobs and were not available to help their teenagers with the many problems faced by a typical high school student.

Because parents often did not understand the necessity of their teenager attending school every day, the primary focus for the first two years of the program was on developing good attendance habits and homework completion. Quantum staff also worked to involve youth in Quantum for as many hours as possible.

Our evaluation showed that Quantum had a direct impact on school attendance, which then translated into higher grades. The higher the participation, the higher the attendance. The higher the attendance, the higher the grades.

This meant that Quantum in Herndon had an impact on grades, as well as on the scholastic behavior of the Associates. Positive changes in scholastic behavior (academic habits) has long-term implications for academic performance. Improved scholastic behavior proceeds beyond grade improvement that comes from simple homework assistance. The change in behavior should translate into better academic performance in the future, when Quantum staff are not present.

Portland, OR. The Eisenhower Foundation Quantum Opportunities replication in Portland, drew its Associates from two high schools that served the poorest areas of the city.

Many of the parents were unemployed, many had substance abuse problems and some expressed little concern for their children. For reasons that were not entirely clear, many of the youth in the Portland Quantum found themselves homeless at various times. In addition, the Portland Associates were very mobile, moving to other schools in Portland – as well as to Seattle, Vancouver and Los Angeles. Consequently, a major goal of this program was to maintain contact with those Associates who moved and to find homes for those without a place to live.

The Quantum outreach coordinator spent virtually all of his time tracking down the youth who moved locally. He tried to keep them involved. He worked with a large church congregation and several local social service programs to find a place to live for those in need (as many as six of the twenty Associates at one time). The program director used telephone calls and email to stay in touch with those who moved out of town. In one way or another, the staff maintained significant contact with all but one Associate.

While there could be little academic assistance provided to those who moved, the bond that formed between the staff and the Associates was so strong that they were able to keep the Associates on track toward graduation, away from legal problems and away from involvement with drugs. They were also able to keep them out of the foster care system.

Dover, NH. All of the Dover Associates initially lived in public housing, all attended the only public high school in town, all came from English speaking households, and most of their parents had completed high school. This site, then, was quite different from Herndon and Portland.

The primary goal of the staff at Dover Quantum was to help the Associates improve academically. With a high program attendance rate and a facility that was open long hours (until

9:00 p.m.), Quantum became a second home for many of the youth. Because the facility that housed the replication included a commercial kitchen, dinner was prepared and served every evening, with everyone in the community welcome. Associates were recruited to serve as near-peer mentors for youth in a Kid Quantum and a Mid Quantum, programs for elementary and middle school youth.

The primary lesson from the Dover replication was the importance of staff stability. Due to a number of factors, the staff at Dover had considerable turnover during the second and third years of operation. While attendance was generally high, there was a noticeable drop each time there was staff turnover. It then was necessary for the new director or coordinator to work to get everyone coming again.

Despite the problem of staff turnover, seventeen of the eighteen youth who remained in the community for the full four years graduated and went on for advanced education or training. To celebrate graduation, youth were asked to choose between a trip to Washington DC and a trip to Disney World. Instead, the Associates decided on a third option – ten days helping a community on the Gulf Coast to rebuild after Hurricane Katrina.

Columbia, SC. Quantum in Columbia, SC was a failure. The program director did not implement the model, interact with high school staff or keep the program open for enough hours. As a result, participation rates by Associates were low. The Eisenhower Foundation tried to turn the replication around through technical assistance, but was unsuccessful in identifying new staff leadership and securing more cooperation from the Board of the nonprofit organization that was responsible for implementing Quantum. As a result, the Foundation terminated funding before the four year cycle was completed.

New Quantum Replications

The Foundation is completing a new round of replications in Albuquerque NM, Baltimore MD, Boston MA, Milwaukee WI and New Bedford MA. The next edition of this Program Guide will summarize findings. See

<http://www.eisenhowerfoundation.org/pdfs/AlbuquerqueJournal.pdf>,

<http://www.eisenhowerfoundation.org/pdfs/BaltimoreTimesQuantum.pdf>,

http://www.eisenhowerfoundation.org/video/boston_quantum.wmv,

<http://www.jsonline.com/news/opinion/program-opens-up-the-future-toward-college-b9983810z1-221717271.html>

and http://www.eisenhowerfoundation.org/docs/NewBedford_04102012.pdf for news articles on these replications.

IX. The Role of Quantum Opportunities In Eisenhower Foundation Safe Haven Investment Neighborhoods



The Quantum Opportunities Program is just one of the scientifically proven best practice models being replicated by the Eisenhower Foundation. Other models include Youth Safe Haven-Police Ministations, Full Service Community Schools, the Argus Learning for Living job training and job placement model for high school dropouts, and the Argus model for exoffender job training and placement.

Figure 2 summarizes these models. Whenever possible, the Foundation is seeking to cluster such multiple solutions to multiple problems in the same inner city neighborhood. We call these Eisenhower Safe Haven Investment Neighborhoods.

Figure 3 illustrates a Safe Haven Investment Neighborhood that the Foundation is hoping to fully develop in East Baltimore. In the targeted geographic area, the Telesis Corporation, a community development organization led by an Eisenhower Foundation Trustee, is rehabilitating low and moderate income housing. A Safe Haven-Ministation will mentor primary and middle

school kids and be supported by problem oriented policing in the Neighborhood – to stabilize the streets in support of the housing rehabilitation. Middle School youth will participate in a Full Service Community School. High school youth will participate in a Quantum Program. The Safe Haven-Ministation, Full Service Community School and Quantum high school all are within a block of one another. Argus initiatives will train high school drop outs and ex-offenders returning the neighborhood in the rehabilitation of the Telesis housing.

The Foundation encourages Quantum sites to help us expand their work into comprehensive multiple solutions clustered in the same geographic area. Such interwoven programs can build on one another and create cost-effective synergy during recessionary times with reduced investment in the truly disadvantaged.

Figure 2
Milton Eisenhower Foundation Best Practice Models That Constitute Safe Haven Investment Neighborhoods

Best Practice Model	What Works Strategies	What Works Outcomes and Inputs	Local Cost Per Year
<u>Youth Safe Haven – Police Ministration Model</u> (For youth aged 6 to 13.)	<ul style="list-style-type: none"> • Civilians mentor youth after school. • Specially trained police officers also mentor youth. • Safe havens and ministrations share same space. • Program is strategically located in the community. • Food is provided. • Homework assistance and remediation are provided. • Youth social skills are developed. • Police meet and solve problems with community residents. 	<ul style="list-style-type: none"> • Grades improve. • School attendance improves. • Youth get into less trouble. • Police report less crime in the neighborhood. • Surveys show less resident fear and more resident satisfaction with police. 	\$130,000 for two to three civilian staff. Police match one to two police officers..
<u>Full Service Community School Model</u> (For youth aged 6 to 13.)	<ul style="list-style-type: none"> • School serves as a one stop shop for services for residents. • After school academic program offers homework assistance, remediation and enrichment. • School is open 365 days per year. • Mental health, physical health and dental services are provided. • Parental and community involvement are emphasized. • Additional services are provided when financially feasible. Examples include a food pantry, community policing, legal services and adult ed. 	<ul style="list-style-type: none"> • Grades improve. • Youth get into less trouble. • Community residents use services to improve their lives and become better parents. 	\$125,000 for one coordinator and one after school program specialists, plus tutors.
<u>Quantum Opportunities Model</u> (For youth aged 13 to 18.)	<ul style="list-style-type: none"> • Special computer-based Internet learning system brings all youth up to grade level in math, reading and science. (250 hours per year.) • Adults mentor youth in a supportive environment and away from peers who may exert negative pressure. • Programming is year round. • Youth participate in personal development activity. (250 hours per year.) • Youth participate in leadership development and community building ventures. (250 hours per year.) • Youth receive stipends for participation. • Stipends are matched upon completion of high school for participation in advanced education or training. 	<ul style="list-style-type: none"> • Grades improve. • Standardized test scores improve. • Likelihood of high school graduation increases. • Teen pregnancies decline. • Drug involvement declines. • Youth get into less trouble. • Likelihood of advanced education or training increases. • Youth become community leaders or more active community members. 	\$140,000 for two education and training staff and one outreach specialist. Includes cost of stipends and savings accounts.
<u>Argus Learning for Living Job Training, GED and Job Placement Model</u> (For high school drop outs aged 15 and older.)	<ul style="list-style-type: none"> • GED preparation and job skills training are provided. • Social skill development and job readiness training are provided. • Substance abuse counseling is given, as needed. • Job search and acquisition training is provided. • Trainees are placed in jobs. • Employment retention support is provided. 	<ul style="list-style-type: none"> • Trainees receive GEDs. • Employment increases. • Earnings increase. • Upward job mobility and advancement improves. • Trainees get into less trouble. • Recidivism declines. 	\$150,000 for one coordinator, one training specialist, one case manager and one part-time GED specialist.
<u>Argus Ex-Offender Reintegration Model</u> (For ex-offenders returning to the neighborhood.)	<ul style="list-style-type: none"> • GED preparation and job readiness training are provided. • Job skills and readiness training is provided. • Social skills are taught. • Family reconciliation is undertaken. • Personal and substance abuse counseling is provided. • Trainees are placed in jobs, with employment retention support. 	<ul style="list-style-type: none"> • Educational attainment increases. • Job acquisition, retention and advancement improve. • Recidivism declines. • Family and community life improves. • Drug involvement declines. 	\$160,000 for three or more staff.

Figure 3
Eisenhower Foundation East Baltimore Safe Haven Investment Neighborhood



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