



Youth to College Handbook

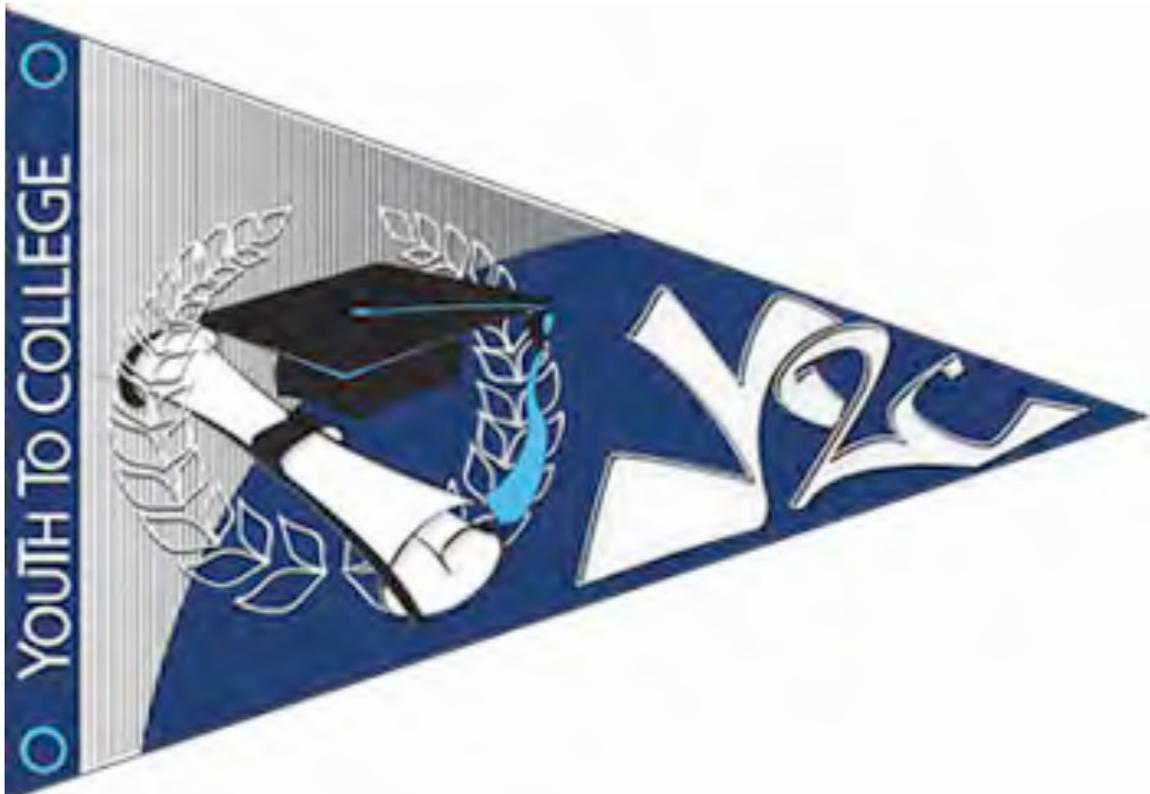


Youth to College Logo **Designed by: Tanya Susoev**

Tanya Susoev is currently pursuing a Bachelor's degree in English and her teaching credential at the University of San Diego. She enjoys studying diversity inclusion as well as peace and justice issues. Tanya is a student leader in the Center for Awareness Service and Action, and has demonstrated significant leadership and initiative in developing the art as service-learning component of our work. Due to Tanya's immense talent and involvement with the Youth to College program, she was asked to develop the program's logo in an effort to create an identity for this initiative.

"The pennant best displayed the prestige and dream of going to college," Tanya said, "while also incorporating gender-neutral images of education and the Y2C acronym to convey a cool-teen vibe." Tanya's goal was to make the logo attractive to our target audience, while also instilling the desire and dream of college into the minds of those who participate in the program.

Tanya is on track to graduate in spring 2008, leaving the University of San Diego with her great works, invaluable contributions and true artistic spirit for others to enjoy for years to come.





San Diego Youth to College (Y2C) Program Overview

The “Youth to College” program is designed to address the important issue of students from under-represented groups who do not know that higher education can be a viable option for them. The University of San Diego and three university partners—Mesa College, San Diego City College (SDCC), and University of California San Diego (UCSD)—partner with schools and after-school partners. This is part of national efforts to address the important issue of educational inequity. Research on college attendance emphasizes the important of: academic skills, peer influence, knowledge of the value of a college education and the practical steps to obtain it. This program seeks to build the chances that under-represented students will know that college is a viable choice for them. This program is sponsored by California Campus Compact with funding from the Corporation for National Service “Learn and Serve” program, and is a statewide project involving 12 campuses and 12,000 college students and youth each year for three years (2006-2009). The grant is \$40,000 annually with a \$60,000 match each year for three years.

As noted above, the purpose is to help interest and prepare students from underserved populations to attend college. While tutoring/mentoring is one strategy, the other is to do joint service-learning projects. The intention is also that university administrators will gain more understanding of what students see as barriers to college attendance.

We are currently focused on Linda Vista, and work closely with the Youth Coalition which has established a Family Success Center at Montgomery Middle School.

PROGRAM COORDINATOR
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Y2C Goals and Outcomes

During this year my GOALS are...

- Make college connections regardless of situation (academic, after school, recreation, etc...)
- Be a developmental asset in understanding college accessibility
- Use tools and resources provided to initiate college-related conversations and monitor results for grant purposes

At the end of my commitment my OUTCOMES are...

- Lasting relationships with students and community, based on academics and college awareness
- Knowledge of the San Diego community and issues surrounding local schools
- A strong connection with CSL/CASA and a shared USD identity
- Develop transferable leadership skills, knowledge, and awareness

Signature

Date



Policies and Volunteer Code of Conduct (Adapted from SDCS Manual)

As a member of the USD community, the Linda Vista community, a volunteer and a mentor I agree to the following:

1. Immediately upon arrival, I will sign in at the designated station.
2. I will wear required identification (if required by school or site).
3. I will use only adult bathroom facilities.
4. I will dress appropriately according to school or site's policies.
5. I will not contact students outside of school hours without parent/guardian permission.
6. I agree not to exchange telephone numbers, home addresses, email or any other home directory information with students for any purpose unless it is required as part of my role as a volunteer. I will exchange this information only with administrative or parent approval.
7. I will maintain confidentiality outside of school and will share with teachers and/or school administrators **any** concerns that I may have related to student welfare and/or safety.
8. I agree not to transport students without the written permission of parent/guardian or without the expressed permission of site administration.
9. I will not disclose, use, or disseminate student photographs or personal information.
10. I agree only to do what is in the best personal interest and educational interest of every child with whom I come in contact.

Signature

Date



The Role of a Mentor¹

There are many roles you as a mentor may take on during your time in the community. Which role, depends of the needs of your Mentee(s). On any given day, you may perform one of the roles or all of the roles.

Teacher

Sharing skills and knowledge required to academically excel. This requires the mentor to know subject matter and understand the most effective way of conveying that information to his/her mentee.

Trainer/Coach

Coaching involves giving feedback. A mentor must give different kinds of feedback as the situation demands: positive feedback to reinforce behavior and constructive feedback to help modify behavior. Both types are critical for the academic and personal growth of the mentee. Feedback should be frequent, specific and based on direct observation.

Guide

The mentor must offer his/her experience to help guide the mentee in the college preparation process. This involves helping them evaluate their education choices and directing them to resources.

Motivator

A Mentor must generate an inner drive that compels his/her mentee to succeed. He/she must encourage and support his/her mentee to talk about his/her fears, concerns and dreams. He/she must aid the mentee to think outside of his/her own possibilities for self.

Positive Role Model

Pointing out, demonstrating and explaining actions and values that offer the best chances for success and happiness; helping mentees to consider striving for a broader range of possibilities than they may see in their present environment.

Advocate

Some mentees will not have anyone in their lives that is pushing them towards academic success. A mentor must be an active supporter of the growth of his/her mentee.

Friend

Some mentees do not receive enough attention and concern from the adults in their lives. Mentors can provide a strong adult/child relationship.

¹ Portions of this document taken from the U.S. Department of Health and Human Services National Institute of Health and the UCSD Community Law project Youth Success Manual



Characteristics of a GREAT Mentor

Supportive
Patient
Respected
A Motivator
An Achiever
Open-Minded
Committed

Accepting
Listener
Encouraging
Responsible
Non-judgmental
Reliable
A Nurturer

Sets boundaries
Honest
Prepared
Helpful
Concerned
Kind
Positive

A Great Mentor Should...

- ☉ Identify your mentee's talents, strengths, and assets
- ☉ Encourage your mentee to think, act and evaluate
- ☉ Show appreciation for contributions and demonstrate confidence in your mentee
- ☉ Value your mentee no matter how they perform
- ☉ Find and point out positive aspects of behavior
- ☉ Suggest small steps in new or difficult tasks
- ☉ Have reasonable expectations
- ☉ Help your mentee use mistakes as learning experiences



A Mentor is NOT...

- Ⓢ A parent
- Ⓢ A savior
- Ⓢ A professional counselor
- Ⓢ A social worker/parole officer
- Ⓢ An ATM
- Ⓢ A buddy to waste time with

A Mentor should also NOT...

- Ⓢ Break promises
- Ⓢ Condone negative behavior
- Ⓢ Talk down to a mentee
- Ⓢ Force the mentee into anything
- Ⓢ Be inconsistent
- Ⓢ Become a crutch
- Ⓢ Expect too much or too little
- Ⓢ Cause friction
- Ⓢ Break confidentiality (except in case of harm)



Questions about Mentoring

What is mentoring?

Mentoring is a structured and trusted relationship that brings young people together with caring individuals who offer guidance, support and encouragement. Its purpose is usually to help educational success or to enhance the self-confidence and self-awareness of the youth.

Why mentor?

Young people want and need support. Many of them come from unstable home lives, and there are few sources of support beyond parents. Extended family and adult friends who served as natural mentors in the past are today less available to provide needed support to today's youth. In addition, many adolescents are increasingly isolated. With the increase of technology and the decrease of community spaces, there are fewer opportunities for young people to develop significant, lasting, nurturing relationships.

Does mentoring make a difference?²

All children have the potential to succeed in life and contribute to society. However, not all children get the support they need to thrive. The word "mentor" comes from the Greek for "steadfast" and "enduring." Mentoring is the one-to-one or group relationship that one or more adults develop with one or more young people to help them develop and succeed.

Consider the many benefits mentoring offers, including:

- ⊕ Improving self-esteem;
- ⊕ Keeping young people in school;
- ⊕ Helping improve academic skills;
- ⊕ Leading young people to resources they might not find on their own;
- ⊕ Providing support for new behaviors, attitudes and ambitions;
- ⊕ Increasing young people's ability to seek and keep jobs;
- ⊕ Enhancing parenting skills.

A public/ private ventures study found that students who regularly met with mentors for about a year were³:

- ⊕ 46% less likely than their peers to start using illegal drugs;
- ⊕ 27% less likely to start drinking;
- ⊕ 52% less likely to skip a day of school;
- ⊕ More trusting of their parents or guardians;
- ⊕ Less likely to lie to their parents or guardians;
- ⊕ More supported and less criticized by their peers and friends

² http://www.mentoring.org/mass/about_mentoring/

³ http://www.mentoring.org/mass/about_mentoring/



Linda Vista Community Profile

Community Background

The Linda Vista community is a microcosm of the predominantly heterogeneous population of the University of San Diego. There are thirty-nine cultures represented here with twenty-four languages being spoken. The area spans only four square miles, but within this space 33,000 people reside. In the last decade, Linda Vista’s population has increased 25%, and within the next twenty years, a similar rise is expected. Housing and economic problems plague the Linda Vista community, with most residents renting or living in multifamily homes. Consequently, the area has a low property tax base, which limits the state allocations to support the schools. Fifteen percent of Linda Vista households earn less than \$25,000 a year, which limits the financial support of the community. To highlight some of the issues in Linda Vista, at Chesterton Elementary, 50% of the students are eligible for free or reduced lunch, at Montgomery Middle, 80%, at Linda Vista Elementary the figure raises to 87%, and at Carson Elementary every student is eligible. In addition, community efforts are working to eliminate gang activity and drug use in the area.

While the community may lack the resources to contribute financially, Linda Vista has an assortment of programs designed to promote community involvement. Most of the schools are recipients of a *Healthy Start* grant, which assist referred families in a variety of ways including physical and mental health, parent involvement in student activities, academic resources, and parent education programs. Additionally, Montgomery Middle School has teamed with the YMCA as a part of the SIX to SIX program, giving students tutoring and extracurricular opportunities before and after school. Additional support comes from the *Linda Vista Collaborative*, a group of residents that are committed to making Linda Vista a better place to live and work.

School Demographic Profiles

<i>District Summary:</i>	http://studata.sandi.net/research/schoolprofiles/schpr000.pdf
<i>Carson Elementary:</i>	http://studata.sandi.net/research/schoolprofiles/SCHPR055.PDF
<i>Chesterton Elementary:</i>	http://studata.sandi.net/research/schoolprofiles/SCHPR061.PDF
<i>Linda Vista Elementary:</i>	http://studata.sandi.net/research/schoolprofiles/SCHPR173.PDF
<i>Montgomery Middle:</i>	http://studata.sandi.net/research/schoolprofiles/SCHPR316.PDF
<i>Kearny High</i>	
<i>Construction Tech:</i>	http://studata.sandi.net/research/schoolprofiles/SCHPR736.PDF
<i>Digital Media:</i>	http://studata.sandi.net/research/schoolprofiles/SCHPR733.PDF
<i>International Business:</i>	http://studata.sandi.net/research/schoolprofiles/SCHPR735.PDF
<i>Science Connect Tech:</i>	http://studata.sandi.net/research/schoolprofiles/SCHPR734.PDF
<i>Mark Twain High:</i>	http://studata.sandi.net/research/schoolprofiles/SCHPR362.PDF



Linda Vista Multicultural Fair

The Linda Vista Fair, held annually on the 6900 block of Linda Vista Road, (between Comstock and Ulric Streets) is intended to promote cultural awareness and understanding within the City of San Diego. Its numerous cultural exhibits, varied ethnic food offerings, and delightful artistic performances are eagerly anticipated by residents and visitors to San Diego.

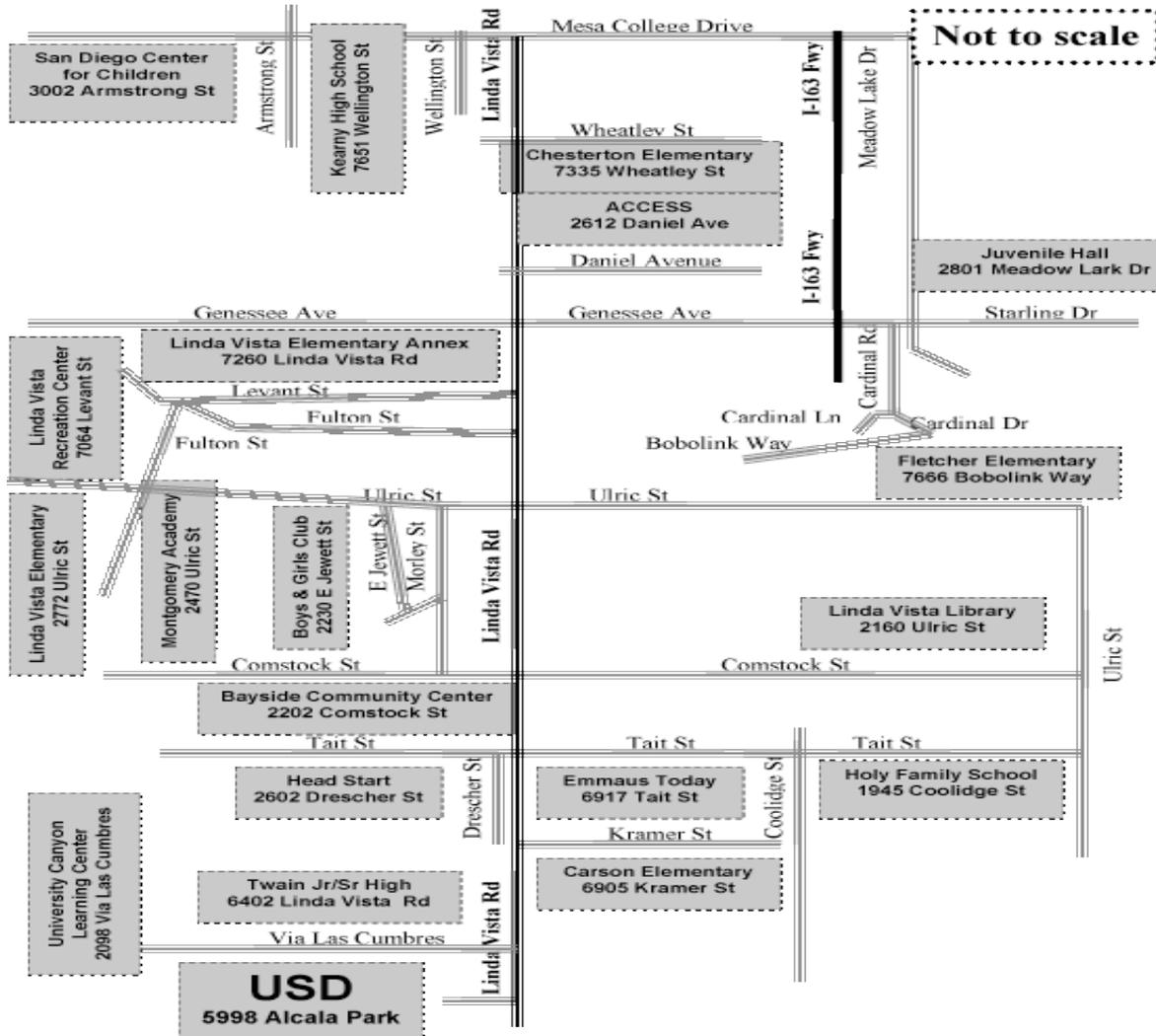
Photos from the 2006 Fair:

<http://www.lindavistafair.org/gallery/main.php>

Media Article from the 2006 Fair:

http://www.sandiego.edu/vista/archive_article.php?article_id=2007050311

Linda Vista Community Map





Intercultural Mentoring by Jean Saul

In any mentor-mentee relationship there will be cultural differences, such as age, economic status, ethnicity, language or education. The greater the differences in cultural experiences, the greater the opportunity for misunderstanding and judgmental actions. Mentor and mentee should question their assumptions of cultural differences for bias and stereotyping as they enter the relationship.

For example, college-age women use different slang, have different speech patterns and enjoy different music than older women. When asked to be a mentor for someone younger, consider carefully if you can participate fully in conversations with that background vocabulary and music. Ask yourself such questions as:

- *How long can I set aside my own preferences for grammar, slang, music or reading material?*
- *Can I value and honor her decision-making processes as unique and positive for her?*
- *Can I get past my prejudices and assumptions about her generation?*

Mentees need to ask similar questions about their assumptions of potential mentors' cultures:

- *Can I relate to someone who uses words and slang from another generation?*
- *Can I turn off my music for awhile or find ways to share it with my mentor?*
- *Can I value and honor her decision-making processes as unique and positive for her when they seem outdated to me?*
- *Can I get past my prejudices and assumptions about her generation?*

When mentee and mentor seek out what they have in common, perceived cultural differences may seem less significant. For example, mentee and mentor can agree they want to be in mission, want to study Scripture, want to work with other women and want to respect each other. Then when cultural differences pop up, mentor and mentee can acknowledge biases, can examine the facts and can learn how their biases are unfounded.

Working through cultural differences, can expand both women's interests and knowledge as mentor and mentee learn from each other.

Jean Saul, Ph.D., is executive secretary for leadership education for the Women's Division based in Denver, Colo.



Understanding Bias

Inside, each one of us carries hidden conscious or unconscious biases. Tolerance.org, a comprehensive online resource for people interested in dismantling bigotry and creating, in hate's stead, communities that value diversity states that:

Scientific research has demonstrated that biases thought to be absent or extinguished remain as 'mental residue' in most of us. Studies show people can be consciously committed to egalitarianism, and deliberately work to behave without prejudice, yet still possesses hidden negative prejudices and stereotypes. (www.tolerance.org/hidden_bias)

Understanding Bias⁴

A **stereotype** is an exaggerated belief, image or distorted truth about a person or group — a generalization that allows for little or no individual differences or social variation. Stereotypes are based on images in mass media, or reputations passed on by parents, peers and other members of society. Stereotypes can be positive or negative.

A **prejudice** is an opinion, prejudgment or attitude about a group or its individual members. A prejudice can be positive, but in our usage refers to a negative attitude.

Prejudices are often accompanied by ignorance, fear or hatred. Prejudices are formed by a complex psychological process that begins with attachment to a close circle of acquaintances or an "in-group" such as a family. Prejudice is often aimed at "out-groups."

Discrimination is behavior that treats people unequally because of their group memberships. Discriminatory behavior, ranging from slights to hate crimes, often begins with negative stereotypes and prejudices.

How do we learn prejudice?

Social scientists believe children begin to acquire prejudices and stereotypes as toddlers. Many studies have shown that as early as age 3, children pick up terms of racial prejudice without really understanding their significance.

Soon, they begin to form attachments to their own group and develop negative attitudes about other racial or ethnic groups, or the "out-group". Early in life, most children acquire a full set of biases that can be observed in verbal slurs, ethnic jokes and acts of discrimination.

How are our biases reinforced?

Once learned, stereotypes and prejudices resist change, even when evidence fails to support them or points to the contrary.

People will embrace anecdotes that reinforce their biases, but disregard experience that contradicts them. The statement "Some of my best friends are ____" captures this tendency to allow some exceptions without changing our bias.

How do we perpetuate bias?

Bias is perpetuated by conformity with in-group attitudes and socialization by the culture at large. The fact that white culture is dominant in America may explain why people of color often do not show a strong bias favoring their own ethnic group.

Mass media routinely take advantage of stereotypes as shorthand to paint a mood, scene or character. The elderly, for example, are routinely portrayed as being frail and forgetful, while younger people are often shown as vibrant and able.

Stereotypes can also be conveyed by omission in popular culture, as when TV shows present an all-white world. Psychologists theorize bias conveyed by the media helps to explain why children can adopt hidden prejudices even when their family environments explicitly oppose them.

⁴ "Hidden Bias" www.tolerance.org/hidden_bias/tutorials/02.html



Uncovering Bias

Psychologists at Harvard, the University of Virginia, and the University of Washington created “Project Implicit” to develop *Hidden Bias Tests* to measure unconscious bias in various forms. Over 5 million people have participated in these tests since 1999, averaging over 15,000 completed tests each week. Their projects as well as its participants’ results have been featured in a myriad of television, print, and radio Medias.

Wondering if you have any unconscious biases? Go to the links below and take a test to see what may be lingering in your psyche.

Selecting a Project Implicit Test

<https://implicit.harvard.edu/implicit/demo/>

About Project Implicit

<https://implicit.harvard.edu/implicit/demo/background/index.jsp>

<http://www.projectimplicit.net/generalinfo.php>

Frequently Asked Questions about Project Implicit and Understanding Your Results

<https://implicit.harvard.edu/implicit/demo/background/faqs.html>

More Activities on Bias

Writing for Change is a compilation of activities geared towards raising awareness of difference, power, and discrimination written by Susan M. Shaw Ph.D and Janet Lockhart. Teachers, students, trainers and others can use *Writing for Change* to expose bias in language.

This guide offers more than 50 free, downloadable activities for personal or instructional use. Many of the exercises in the manual cover the “-isms” that exist in our society. Most of them address a specific social justice topic and have a variation that suggests how to adapt it to one or more other topics.

Writing for Change

http://www.tolerance.org/teach/web/wfc/wfc_sctn1_4.jsp



Combating Bias⁵

Conscious attitudes and beliefs can change.

The negative stereotypes associated with many immigrant groups, for example, have largely disappeared over time. For African-Americans, civil rights laws forced integration and nondiscrimination, which, in turn, helped to change public opinion. But psychologists have no ready roadmap for undoing such overt and especially hidden stereotypes and prejudices.

Learned at an early age

The first step may be to admit biases are learned early and are counter to our commitment to just treatment. Parents, teachers, faith leaders and other community leaders can help children question their values and beliefs and point out subtle stereotypes used by peers and in the media. Children should also be surrounded by cues that equality matters.

In his classic book, *The Nature of Prejudice*, the psychologist Gordon Allport observed children are more likely to grow up tolerant if they live in a home that is supportive and loving. "They feel welcome, accepted, loved, no matter what they do." In such an environment, different views are welcomed, punishment is not harsh or capricious, and these children generally think of people positively and carry a sense of goodwill and even affection.

Community matters

Integration, by itself, has not been shown to produce dramatic changes in attitudes and behavior. But many studies show when people work together in a structured environment to solve shared problems through community service, their attitudes about diversity can change dramatically.

By including members of other groups in a task, children begin to think of themselves as part of a larger community in which everyone has skills and can contribute. Such experiences have been shown to improve attitudes across racial lines and between people old and young.

There also is preliminary evidence that unconscious attitudes, contrary to initial expectations, may be malleable. For example, imagining strong women leaders or seeing positive role models of African Americans has been shown to, at least temporarily, change unconscious biases.

'Feeling' unconscious bias

But there is another aspect of the very experience of taking a test of hidden bias that may be helpful. Many test takers can "feel" their hidden prejudices as they perform the tests.

They can feel themselves unable to respond as rapidly to (for example) old + good concepts than young + good concepts. The very act of taking the tests can force hidden biases into the conscious part of the mind.

We would like to believe that when a person has a conscious commitment to change, the very act of discovering one's hidden biases can propel one to act to correct for it. It may not be possible to avoid the automatic stereotype or prejudice, but it is certainly possible to consciously rectify it.

Committing to change

If people are aware of their hidden biases, they can monitor and attempt to ameliorate hidden attitudes before they are expressed through behavior. This compensation can include attention to language, body language and to the stigmatization felt by target groups.

Common sense and research evidence also suggest that a change in behavior can modify beliefs and attitudes. It would seem logical that a conscious decision to be egalitarian might lead one to widen one's circle of friends and knowledge of other groups. Such efforts may, over time, reduce the strength of unconscious biases.

It can be easy to reject the results of the tests as "not me" when you first encounter them. But that's the easy path. To ask where these biases come from, what they mean, and what we can do about them is the harder task. Recognizing that the problem is in many others — as well as in ourselves — should motivate us all to try both to understand and to act.

⁵ "What Can You Do About Unconscious..." www.tolerance.org/hidden_bias/tutorials/04.html



Juliet Hampton Morgan "A White Woman Who Understood"

July 2006 -- The American Civil Rights Movement was a movement of the people. Black and white, male and female, Jew and Christian, rich and poor -- ordinary people who came together across differences to advance this nation's core value of equality and demand an end to the discrimination against African Americans. Each year at the Civil Rights Memorial Center in Montgomery, Alabama, we welcome thousands of visitors, many of them students on school-sponsored trips. Among our goals is ensuring today's young people understand the quest for equality and justice is far from over, and that they can -- and should -- use their voices and talents as advocates for social justice. The stories of women -- and the stories of anti-racist white people -- are too often absent from teachings about the Civil Rights Movement. An exploration of Morgan's life, and the principles underscoring it, will deepen participants' connections to social justice issues.

- Lecia J. Brooks, Education Director, Civil Rights Memorial Center

The Southern Belle

Juliette Morgan was the only child of Frank and Lila Morgan of Montgomery, Alabama. She was a seventh-generation Southerner and a third-generation Alabamian born into a white family with high status in the community. Juliette's parents counted among their friends Zelda and F. Scott Fitzgerald and Tallulah Bankhead. The Morgans were welcomed into the finest shops, restaurants, galleries and concert halls. Morgan attended the best schools in Montgomery and graduated Phi Beta Kappa in 1934 with a degree in English literature and political science from the University of Alabama in Tuscaloosa. She went on to get her master's degree there in 1935. Academically, she was in the top five percent of her graduating class. She was a public school teacher, a librarian in Montgomery's Carnegie Library and later served as the director of research at the Montgomery Public Library.

Juliette Morgan was a woman of wealth, status, education and connections. She was an aristocrat of Montgomery society. On the surface, she appeared to be the definitive Southern belle.



One seemingly insignificant thing about Morgan's life separated her from her privileged friends. She had severe anxiety attacks. These attacks prevented her from driving her own car so, to get to work, she rode the city buses in Montgomery. On those buses, she saw white bus drivers "use the tone and manners of mule drivers in their treatment of Negro passengers." She watched them threaten and humiliate black men and women who paid the same 10-cent fare she paid.

From Socialite to Social Activist

In 1939, 16 years before the famous Montgomery Bus Boycott, Morgan began writing letters to the Montgomery Advertiser, the city's local newspaper, denouncing the horrible injustices she witnessed on the city buses. In these letters, she said segregation was un-Christian and wrong, and the citizens of Montgomery should do something about it. The response was immediate: Morgan lost her job at a local bookstore.

One morning as she rode the bus, Morgan watched a black woman pay her fare and then leave the front door of the bus to re-enter through the back door, as was the custom. As soon as the black woman stepped off, the white bus driver pulled away, leaving the woman behind even though she'd already paid her fare. Incensed, Morgan jumped up and pulled the emergency cord. She demanded the bus driver open the door and let the black woman come on board. No one on the bus, black or white, could believe what they were seeing. In the days that followed, Morgan pulled the emergency cord every time she witnessed such injustices.

News spread quickly, and bus drivers began to bait Morgan, angering her so she would get off the bus and walk the rest of the way to her destination, sometimes a mile or more. White passengers would mock her as she got off the bus. Her own mother told her she was making a fool of herself and tarnishing the family's good name.

Morgan refused to believe she was alone and wrote to her friend James Dombrowski, president of the Southern Conference Education Fund: "There are thousands who want to change our old order, but they are afraid of speaking out. I believe that it is our biggest problem -- overcoming the fear of decent white people."

Later, Morgan was hired at the Carnegie Library and her life remained uneventful for a time. She was involved in several local activist organizations. In 1946, she joined a controversial interracial women's prayer group where she met black female professionals who shared her passion for literature, music and politics.



The Montgomery Bus Boycott started in 1955, but in 1952 Morgan wrote the following in the Montgomery Advertiser: "Are people really naïve enough to believe that Negroes are happy, grateful to be pushed around and told they are inferior and ordered to 'move on back'? They may take it for a long time, but not forever." Her letters may not sound radical to modern ears, but they infuriated white segregationists.

The Montgomery Bus Boycott

On December 1, 1955, Rosa Parks refused to give up her seat on a Montgomery city bus. On December 12, 1955, Morgan wrote the following letter to the editor published in the Montgomery Advertiser: "The Negroes of Montgomery seem to have taken a lesson from Gandhi... Their own task is greater than Gandhi's however, for they have greater prejudice to overcome. One feels that history is being made in Montgomery these days... It is hard to imagine a soul so dead, a heart so hard, a vision so blinded and provincial as not to be moved with admiration at the quiet dignity, discipline and dedication with which the Negroes have conducted their boycott."

As she continued writing to the Montgomery Advertiser, Morgan began to receive threatening letters and telephone calls, and the mayor demanded the library fire her. While library officials did not fire Morgan, they did tell her she couldn't write any more letters. She promised to comply. She was silent for more than a year. Even though whites opposed to integration were bombing black homes and churches, Morgan restrained from writing letters to the Montgomery Advertiser.



On January 5, 1957, Buford Boone, editor of *The Tuscaloosa News*, addressed the White Citizens' Council, a group of local whites adamantly opposed to integration and supportive of segregation as a way of life in the South. Boone said the Council was to blame for the continuing violence. His address thrilled Morgan because, until that moment, she was the only local white person to publicly oppose the White Citizens' Council. She wrote to tell Boone how pleased she was:

There are so many Southerners from various walks of life that know you are right. ... They know what they call 'our Southern way of life' must inevitably change. Many of them even are eager for change, but are afraid to express themselves – so afraid to stand alone, to walk out naked as it were. Everyone who speaks as you do, who has the faith to do what he believes right in scorn of the consequences, does great good in preparing the way for a happier and more equitable future for all Americans. You help redeem Alabama's very bad behavior in the eyes of the nation and the world. I had begun to wonder if there were any men in the state – any white men – with any sane evaluation of our situation here in the middle of the Twentieth Century, with any good will, and most especially with any moral courage to express it.

Boone asked Morgan's permission to print the letter in *The Tuscaloosa News*. She was reluctant, of course, because she had promised her employers at the library she would not write any more letters. But she felt a personal responsibility to encourage like-minded whites to confront racism and hoped publishing her letter would cause other whites to take a stand as well. Morgan's letter was published in *The Tuscaloosa News* on January 14, 1957.

Morgan was bombarded by obscene phone calls and hate mail. White people boycotted the library where she worked. They called her an extremist. Teenage boys taunted and humiliated her in public and in front of her staff at the library. A cross was burned in her front yard. Some of Morgan's friends said she was mentally ill and demanded she be fired. Morgan's personal campaign against racism and injustice eventually caused her to become estranged from friends, former students, colleagues, neighbors and even her own mother. Because the library superintendent and trustees still refused to fire her from her job, the mayor withheld municipal funding to the library so her job would be cut. Anxiety and depression overwhelmed her until, on July 15, 1957, she resigned her position at the library.

The next morning, Morgan's mother found her dead in her bed with an empty bottle of sleeping pills by her side. Morgan had left a note that simply said, "I am not going to cause any more trouble to anybody." The toll of feeling alone in her work against racism had been too much for her.

Taking a Stand for Justice

For six generations, the benefits of white privilege carried the Morgans to prosperity. Juliette Hampton Morgan's white skin gave her entrance to the finest places in Montgomery. For much of Morgan's life, her privilege meant someone else did her laundry, cooked her meals and did her yard work. She was raised in a time and place where shops and restaurants displayed "Whites Only" signs. Jim Crow segregation reigned, and most whites considered black deference normal and reasonable.

Morgan's many friends, both white and black, arrived at her funeral. Her black friends left, though, when they discovered segregated seating would relegate them to the old slave balcony.



Two months after Morgan's suicide, editor Buford Boone won the Pulitzer Prize for his editorials denouncing the White Citizens' Council.

The Rev. Martin Luther King Jr. recalled Juliette Morgan's influence on him and the Civil Rights Movement in his book, *Stride Toward Freedom: The Montgomery Story*. Morgan was the first to draw an analogy between the boycott and Gandhi's practice of non-violent civil disobedience.

King wrote, "About a week after the protest started, a white woman who understood and sympathized with the Negroes' efforts wrote a letter to the editor of the *Montgomery Advertiser* comparing the bus protest with the Gandhian movement in India. Miss Juliette Morgan, sensitive and frail, did not long survive the rejection and condemnation of the white community, but long before she died in the summer of 1957, the name of Mahatma Gandhi was well known in Montgomery."

Postscript

Juliette Hampton Morgan was inducted into the Alabama Women's Hall of Fame on March 3, 2005, nearly 50 years after her death. On November 1, 2005, the Montgomery City Council voted to rename the main public library after Morgan. Her deeds continue to inspire people across different societal boundaries to work toward equity and justice for all.

Discussing The Story

1. What were some advantages Juliette Morgan had growing up in Montgomery, Alabama?
2. What separated Morgan from her privileged friends? Why was it important to her story?
3. What were ways white bus drivers dehumanized black passengers?
4. What did Morgan do every time she saw a black passenger mistreated? How did people respond?
5. After word spread among the bus drivers, what response did they have toward Morgan's actions? Why?
6. Eleven days after Rosa Parks was arrested and the Montgomery Bus Boycott began, to whom did Morgan compare the blacks of Montgomery and their struggle for freedom?
7. What happened to Morgan after she allowed Buford Boone, the editor of *The Tuscaloosa News*, to print her letter in his newspaper?
8. What did Morgan lose in her stance against racism in Montgomery?
9. What did Martin Luther King Jr. say about Juliette Hampton Morgan?
10. Summarize the ways Morgan stood up against racism.

Advantages

Juliette Hampton Morgan had many societal advantages. Among them were: white skin, education, upper-class wealth and gainful employment. List how these and other factors benefited Juliette Hampton Morgan.

Privilege

Now that you have discussed aspects of Juliette Hampton Morgan's privilege, identify situations in which you receive societal privileges over others. Your facilitator will ask for volunteers who might want to share. No one will be forced to share answers with the larger group.

In *White Antiracist Activism: A Personal Roadmap*, Jennifer Holladay lists some perks, advantages and societal benefits she receives as a white woman living in the United States:

- A perk: I can purchase travel-sized bottles of my hair care products at most grocery or drug stores.
- An advantage: Store security personnel or law enforcement officers do not harass me, pull me over or follow me because of my race
- Societal benefit: The schools I attended used standard textbooks, which widely reflected people of my color and their contributions to the world.

Think about the identity groups to which you belong. Refer back to Morgan's privileges (white skin, education, upper-class wealth and gainful employment) to help you brainstorm. List some of the perks or advantages you receive because of your group membership(s).

Groups to Which I Belong

Privileges of Belonging to These Groups

Sources: *Juliette Hampton Morgan: From Socialite to Social Activist*, by Mary Stanton, *Alabama Heritage*, Summer 2004

Induction of Juliette Hampton Morgan to The Alabama Women's Hall of Fame, by Mary Stanton, March 3, 2005

Alabama Department of Archives and History; www.tolerance.org



Privilege and Identity Resources

“Privilege is a system by which groups of people actively acquire or passively attach to reward without earning it, but rather simply by membership in advantaged groups.” -John A. Powell

Privilege can come in various forms:

- Ⓢ Race
- Ⓢ Gender
- Ⓢ Socio-economic status
- Ⓢ Sexuality
- Ⓢ Ableism
- Ⓢ Religion

Throughout the year issues of privilege and its various forms will be discussed.

Resources

Peggy McIntosh's full article *Unpacking the Invisible Knapsack*

<http://seamonkey.ed.asu.edu/~mcisaac/emc598ge/Unpacking.html>

Peggy McIntosh is an American anti-racist activist, a speaker and the founder and co-director of the National S.E.E.D. Project on Inclusive Curriculum (Seeking Educational Equity and Diversity).

Tolerance.org- Articles and Activities

Tim Wise- http://www.tolerance.org/news/article_tol.jsp?id=722

Making Cents of Privilege- <http://www.tolerance.org/teach/activities/activity.jsp?ar=661>

Privilege Activities- <http://www.tolerance.org/teach/activities/activity.jsp?ar=713&pa=4>

Tim Wise's Official Website

<http://www.lipmagazine.org/~timwise/>

Tim Wise is an American anti-racist activist and writer.

Paul Kivel's Official Website

http://www.paulkivel.com/wst_page12.html

Paul Kivel is a violence prevention educator that has written extensively on issues of privilege

Joe Feagin's Official Website

<http://sociweb.tamu.edu/faculty/feagin/>

Joe R. Feagin is a U.S. sociologist and social theorist who has conducted extensive research on racial and gender issues, especially in regard to the United States

Cornel West

<http://www.pragmatism.org/library/west/>

Cornel Ronald West is an American scholar and public intellectual. Formerly at Harvard University, West is currently a professor of Religion at Princeton

The Color of Fear

<http://www.stirfryseminars.com/pages/coloroffear.htm>

The Color of Fear is an insightful, groundbreaking film about the state of race relations in America as seen through the eyes of eight North American men of Asian, European, Latino and African descent.

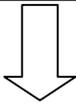


Stages in the Mentor/Mentee Relationship

STAGE ONE:

Initiating/Building

- Planning initial meetings
- Learning to communicate



STAGE TWO:

Testing

- Bridging differences
- Remaining committed



STAGE THREE:

Trusting

- Knowing your limits
- Accomplishing Goals



STAGE FOUR:

Termination

- Care and Concern
- Follow-Up plans

In this stage of the relationship the mentor and mentee are developing rapport and building trust. Expectations, goals, and general interests are discussed. Their may be many awkward moments at first, but do not get discouraged! Building trust takes weeks, sometimes months. For many students, trust IS NOT freely given, it is earned. However, putting in the time from the start and building that strong foundation will be what creates the rapport needed to effectively influence your mentee. Your mentee may come from a family where nothing can be taken for granted:

- People living in the household may come and go (multiple families)
- Frequent moves may occur during the course of the year
- The phone or electricity may be turned on and off periodically
- Food may be unavailable at times

Your mentee, regardless of grade level is still a child who is learning as he/she grows. To protect themselves from disappointment, students may “test” your commitment to staying with them. Mentees may be slow to give back their trust, perhaps based on past experiences with other adults. They may expect inconsistency and lack of commitment. During this time mentors can expect:

- Missed appointments
- Unreasonable requests
- Angry or depressed behavior
- Little academic progress
- Students not submitted completed work to their teachers.

Mentors must understand that this is NOT a rejection of them as people, but an attempt for the mentee to guard his/her heart from rejection. As a wise teacher once said, *“They don’t care how much you know until they know how much you care.”*

Once the testing is over, the rocky part usually ends and the exciting progress will begin to take shape. This can be a time of closeness where you are like family to the youth or a time where your relationship is focused on completing specific tasks. This will depend on your time together and level of commitment. Once a rapport is built be ready for the intense impact you can have on your mentee. During this time focus on accomplish concrete goals and building your mentee’s self confidence.

Stage four is quite possibly the most important stage in the Mentee/Mentor relationship. Terminating the mentoring connection is a crucial part of the relationship. Whether you are graduating or your time commitment is up, the way the relationship ends can shape how your mentee thinks about and learns from the experience. In any transition, the self-worth of the young person MUST be considered. Mentors should discuss strategies for terminating the relationship with the coordinators and leaders of the program. No matter what strategy is used, plan ahead with your mentee for the end of the relationship. It should not be a surprise to him/her than you are transitioning. Encourage him/her to verbalize feelings about the termination and help them to feel supported and in control by planning for the future together.



Effectively Communicating With Your Mentee

If sometimes you feel like your mentee is speaking a different language, they probably are! As a USD mentor you are coming from a position of privilege, but also possibly from a different ethnic, socioeconomic, or cultural background. In addition, the times have changed and because of things like MySpace, and text messaging, the way the youth communicate today is very different than even five years ago. As a mentor, you must be conscious of the way you communicate with your mentee and do so in a way that he/she will understand.

Communicating With Youth

- ⊗ Your mentee may feel uncomfortable talking openly at first. Be interested and attentive: Convey a *calm, non-judgmental* and *expressive* tone of voice that encourages the child to continue
- ⊗ Adolescents often dislike being put on the spot
- ⊗ Focus on developing the relationship first and getting specific information later. It is not a waste of time to talk about unrelated topics if the discussion shows your interest.
- ⊗ Do not make judgments

General Communication Guidelines

- ⊗ Be interested and attentive: Convey a calm, non-judgmental and expressive tone of voice that encourages the child to communicate
- ⊗ Use responsive phrases like “And...” “Tell me more...” “Then what happened?”
- ⊗ Listen patiently: Don’t hurry your mentee along
- ⊗ Hear the youth out: Don’t form an opinion or judge prematurely; get the whole story
- ⊗ Listen and look for non-verbal cues and BE AWARE of your own non-verbal messages!
- ⊗ Make eye contact

Roadblocks to Communication

DIRECTING, ORDERING, COMMANDING

- ⊗ These messages produce fear, resistance, and defensiveness and can arouse retaliation and/or rebellion. Such responses teach authoritarianism through discounting the other person’s feelings. E.g. “You *MUST...*” “Try harder!” “Stop Crying!”

THREATENING, WARNING, PUNISHING

- ⊗ These messages invite testing and produce anger and resistance

ARGUING, LECTURING, CRITICIZING

- ⊗ These increase defensiveness, lower self-esteem and induce feelings of guilt

KIDDING, TEASING, USING SARCASM

- ⊗ These messages create feelings of rejection and hostility and foster miscommunication

WITHDRAWING, DIGRESSING, AVOIDING

- ⊗ These messages can convey a lack of respect or being uninterested in your mentee

CROSS-EXAMINING, INTERROGATING, PRYING

- ⊗ These messages show interest in your mentee, but can often be invasive or intrusive



Communication Tips



Don't Say

You need to work harder!

You are immature!

You're saying that because you are angry at your mother.

How is school? Are you using drugs? Are you having sex?

You're going to fail if you do that!

If your mentee mentions:

Not graduating

Not finishing homework

Missing school

Suspension

Depression



Do Say

Let's set up a schedule to plan your week. I do this for me job.

I respect your opinion, but have you ever thought of looking at it another way?

What happened today to make you so angry?

What did you do at school today? Is anything upsetting you? Is there anything specific you want to discuss?

Are you sure that you have studied enough for your test?

Try saying:

Are you discouraged about your grades? Is there a particular class that is bothering you?

Is there a better way to organizer you time so your homework gets done? Would you like my help?

Is there a specific reason why you are missing school? How are things at home?

Did something happen today to make you angry? Is there another way you could have resolved that conflict?

What's bothering you? How would you like your life to be different? Do you feel like hurting yourself?



Setting Boundaries

It is important in any relationship to set boundaries, but it is particularly imperative in a mentor and mentee relationship. Boundaries are the limits of your mentoring relationship. They should be discussed and established early to avoid potential misunderstandings and confusion. Here are some suggestions.

- Ⓢ Mentoring is often voluntary. Avoid unhealthy dependence. You are not “on call” 24/7
- Ⓢ Respect confidentiality. Talk with your mentee about what that means.
- Ⓢ Do not try to take on serious issues alone. If necessary contact your coordinator/admin for help

Things to Avoid

- Ⓢ Attempting to interfere in parent and adolescent disputes (unless the child is in danger)
- Ⓢ Attempting to replace parents in situations which they should handle
- Ⓢ Giving out personal contact information (phone #, address)
- Ⓢ Driving the youth without parent/administration permission
- Ⓢ Power trips
- Ⓢ Losing your integrity
- Ⓢ Representing yourself as an authority
- Ⓢ Attempting to remediate the student’s academic problems
- Ⓢ Talking about subjects that would put you in a position where you could be liable (drug use, crimes, etc...)
- Ⓢ Breaking the law in order to help the child
- Ⓢ Expecting miracles or immediate changes



Student Reflection and Service-Learning

“Service-learning” is designed to generate learning through the process of reflection on an experience. This type of learning is a supplement to conventional lectures or readings.

The initial experience will be of a type that will inspire new feelings in the student, such as wonder, awe, guilt, outrage, confusion, unease, or bewilderment. This is often accomplished by placing students in situations that they would not normally find themselves in, such as tutoring in an underprivileged neighborhood, interacting with migrants or homeless persons, or working with juvenile hall inmates. By reflecting on the new feelings that arise during the experience, and on the experience itself, students are actually learning. Ideally, the service-learning process will continue beyond the experience-feeling-reflection stage and lead to the questioning of values, personal change, action, or commitment to creating a more just world. The first step is a meaningful reflection process.

We have identified three levels of reflection. Each level represents deeper exploration of the service-learning experience. An ideal reflection will encompass all three levels of reflection. Below are sample questions that correspond to each level as well as questions designed to transition to the next level of reflection.

First Level Experience Sample Questions

- What can you tell us about your experience?
- What was your project? What did you do there? Who was involved?
- Have you done something like this before?
- What did you like/ dislike about the experience? Can you tell us more about that?
- What were your expectations of the experience? How was it/ wasn't it like your expectations?
- Would you have done anything differently?
- How did the environment affect the way people acted?
- Who stood out for you in the group?
- How do you feel around the people you shared the experience with? Have your perceptions of the people changed since the experience?
- Would you recommend this placement/ experience to a friend?
- What advice would you give people in the future?

Second Level Experience Sample Questions

- How did this experience make you feel?
- Was your feeling unique in this experience?
- What adjective would you give to describe the experience?
- What metaphor would you give to describe the experience? Or for the feeling?
- What physical object would you select to help describe the experience? What does it represent to you?
- Can you give one positive and one negative image about your experience? Explain the reason behind your choices.
- What was the most comfortable aspect of this experience? Least comfortable?
- What similar settings lend themselves to this type of experience?
- Can the commonality of this experience lead to something else?
- How would others describe this experience?
- How does your experience compare with other's experiences?
- If given the chance, would you participate in this experience again? If not, why not?

Third Level Experience Sample Questions

Social Issues/ Economics/ Race/ Gender/ Age

- Why do you think economics made a difference in the situation?
- Did race make a difference? What about different life experiences?
- Were they male/ female?
- What is the immigration status? Were they with their family or on their own? Why?
- What cross-cultural issues do you perceive?

Ethics- Ought/ Should/ Right

- Let's think about the ethics involved in this?
- What is wrong with that?
- What justice issues are implicated?
- What about rights? Dignity?
- What are the consequences?

- What are the community values involved?

Self

- How does that relate to you?
- Do you have any ethical responsibilities?
- Is this something you should care about?
- What can you do about it?
- What choices are available to you related to this issue?
- What other questions do you need answers to/ about?
- What is the most important question to answer at this time for you?
- What sense do you make out of all of this?
- How great of an impact did these experiences have on you?
- How can you keep this experience alive?



Problem Solving

A mentor’s role is that of a listener, teacher, and guide for the mentee in the problem solving process. As a mentor, it is more important to share problem solving skills with your mentee rather than give advice or attempt to solve problems for them.

A-B-C Problem Solving Model

A is for Achieve Contact

Acknowledge and validate feelings and position of the student. Everyone is entitled to their feelings and when you try to talk the student out of those feelings the student may distrust you. Use active listening skills to show you understand their position.

B is for Boil Down the Problem

Clarify the issues and problems. Don’t assume. Ask: How often? Where? When? How? and whom the problem involves. When the child talks about the problem, he/she increases his/her own understanding of the situation. Re-phrases what they youth is saying so that he/she are able to hear the problem clearly. In addition, you can ask them to write the problem down. The issue can become more concrete this way and help him/her focus attention on solving it.

C is for Choice Making

Identify potential solutions. Ask the student to think of as many as possible. Next, brainstorm and identify the advantages and disadvantages of both. After, ask the student to make a choice and think through the consequences of their choice. Think through the possible steps if things don’t go as planned. Finally, thank the student for their efforts and give them credit for successful problem solving.

Youth in Trouble

Signs that an Adolescent Needs Outside Help

Suicide

Giving away possessions
Making a will
Talk about death and dying
Prolonged depression

Saying that their family would be better off without them
Being suddenly at peace (may indicate decision to end pain)
Evidence of a planned method

Drug or Alcohol Abuse

Irrational or “spaced out” behavior
A sudden increase in accidents
Frequent lying
Loss of interest in school
Secretiveness

Spending a lot of time alone
Severe mood swings
Alcohol on breath
Sleeping a lot
Red or bloodshot eyes

Physical/Sexual Abuse/Neglect

Non-accidental physical injury
Frequent “accidents”
Abrupt changes in personality
Withdrawal

Running away
Sudden onset of compulsive or self-destructive behavior
Reluctance to be with a particular family member
Physical defensiveness

Other General Warning Signs

Major weight loss
Problems at school
Law-breaking behavior

Poor self-image
Serious depression
Fighting



Resource Toolkit *By Subject*

Use the links below to review your elementary, middle and high school subjects as well as offer your mentee some academic support.

All Subjects

<http://highschoolace.com/ace/ace.cfm>

<http://school.discovery.com/homeworkhelp/bjpinchbeck/>

Math

http://www.mathematicshelpcentral.com/lecture_notes/calculus_1.htm

http://www.mathematicshelpcentral.com/lecture_notes/modern_algebra.htm

http://www.mathematicshelpcentral.com/lecture_notes/precalculus_trigonometry.htm

<http://www.clcmn.edu/kschulte/mathworksheets.html>

<http://www.gomath.com/>

<http://www.algebrahelp.com/>

<http://www.visualmathlearning.com/>

<http://www.gamequarium.com/math.htm>

<http://www.coolmath4kids.com/>

Science

<http://school.discovery.com/homeworkhelp/bjpinchbeck/bjscience.html>

<http://www.homeworkspot.com/high/science/>

<http://www.fordhamprep.org/gcurran/sho/sho/>

<http://www.biology-online.org/>

<http://chemed.chem.purdue.edu/genchem/index.php>

http://www.tps.k12.mi.us/staff/eferwerda/chem_links.htm

<http://www.physics247.com/>

<http://www.physicsclassroom.com/>

<http://www.fearofphysics.com/>

English/Reading/ESL

http://www.eslmonkeys.com/student/lessons/free_esl_lessons.php

<http://english-zone.com/index.php>

http://www.awesomelibrary.org/Classroom/English/Reading_and_Writing/Reading_and_Writing.html

<http://owl.english.purdue.edu/handouts/esl/eslstudent.html>

<http://www.ed.gov/parents/read/resources/edpicks.jhtml>

<http://teacher.scholastic.com/reading/>

<http://www.resourcesinreading.com/links.php>

Social Studies

<http://school.discovery.com/homeworkhelp/bjpinchbeck/bjsocial.html>

<http://www.socialstudieshelp.com/>

<http://www.factmonster.com/homework/hwsocstudies.html>

<http://www.homeworkspot.com/middle/socialstudies/>

<http://tutorial.teachtci.com/>



Resource Toolkit *General*

Suicide

National Suicide Hotlines USA
United States of America
Toll-Free / 24 hours a day / 7 days a week
1-800-784-2433 or 1-800-273-8255

SAN DIEGO COUNTY

Access & Crisis Line
24 Hours / 7 Days
1-800-479-3339 or 619- 641-6992 TDD

Child Abuse

San Diego County Children's Services
858-560-2191 or 800-344-2191

Pregnancy

Planned Parenthood Kearny Mesa Clinic
7526 Clairemont Mesa Boulevard
San Diego, CA 92111
Appointments: 1-888-743-PLAN (7526)

Domestic Violence

National Domestic Violence Hotline at 1-800-799-7233 (SAFE)

Hunger

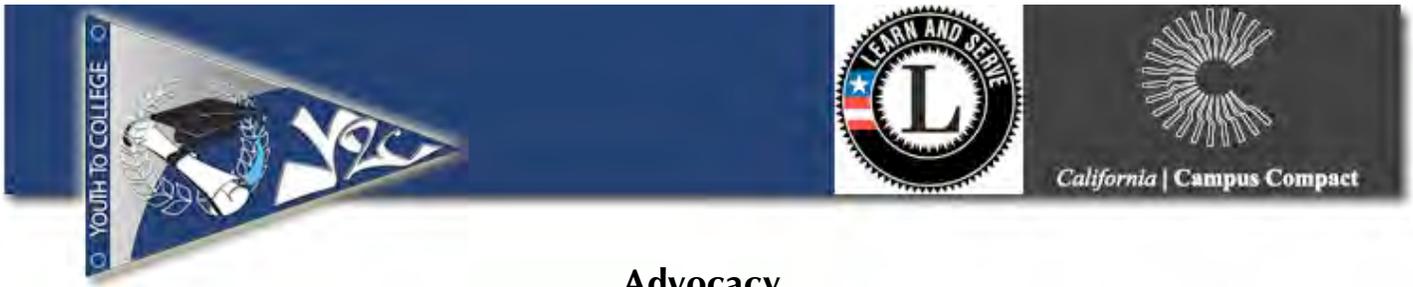
1-866-350-FOOD (3663)
Monday through Friday 8am to 5pm for
emergency food referrals or to sign up for one of
our programs
For emergency food on weekends or after hours
dial 211

Homelessness

San Diego Rescue Mission
619-687-3720
e-mail: info@sdrescue.org

Counseling/Psychological Health

San Diego Youth and Family Services
Counseling Cove
The clinic is located onsite of the SDYCS
Storefront Homeless Shelter on the first floor:
Phone: 619-325-3527 x211



Advocacy

Your direct service is greatly impacting the lives of our community's youth, but if you are inspired to address the systemic issue of the education crisis in our country, please visit Brenna Hughes (UC113) to discuss your thoughts/ideas and how to put them into action

Below you will find some resources that can introduce you to the depth and breadth of this issue as well as provide opportunities to get involved on a policy level.

JUSTICE OVERCOMING BOUNDARIES – SAN DIEGO (<http://www.justicesandiego.org>)

JOB's mission is to invest in the development of community leaders so that they may address issues that affect them, their families and their communities.

CHILDREN'S ADVOCACY INSTITUTE (<http://www.caichildlaw.org/>)

In 1989, Robert C. Fellmeth founded the Children's Advocacy Institute (CAI) as part of the Center for Public Interest Law at the University of San Diego School of Law. Staffed by experienced attorneys and advocates, advised by the CAI Council for Children, and assisted by USD law student interns, CAI works to improve the status and well-being of children in our society by representing their interests and right to a safe, healthy childhood. In addition to its academic program, which trains law students to be effective child advocates, CAI represents children in the state legislature, in the courts, before administrative agencies, and through public education programs.

YOUTH POLICY ACTION CENTER (<http://www.youthpolicyactioncenter.org/>)

The Youth Policy Action Center is a Web site that engages young people (and adults) in democracy: changing policies that change young people's lives.

EVERY CHILD MATTERS EDUCATION FUND (<http://www.everychildmatters.org>)

By employing systematic and adequately funded public education campaigns, the Every Child Matters Education Fund provide opportunities for focusing public attention on important children's issues including the prevention of child abuse and neglect, improving the health of low-income children, and finding solutions in child care, early childhood education, after-school programs, and responsible decisions on federal budget and tax issues.

VOICES FOR AMERICA'S CHILDREN (<http://www.voicesforamericaschildren.org/>)

Voices for America's Children is a nonpartisan, national organization committed to speaking out for the well-being of children at the federal, state and local levels of government. Since 1984, Voices has supported child advocates nationwide who have achieved public policy victories for children in early education, health, juvenile justice, child welfare, tax and budget decisions and other areas.

UNITED STATES DEPARTMENT OF EDUCATION (<http://www.ed.gov/index.jhtml>)

ED was created in 1980 by combining offices from several federal agencies. ED's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.



Acknowledgements

Rachel Osuna
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Rachel Osuna is a Community Service-Learning alumna who graduated with a Bachelor's degree in Sociology with a minor in Ethnic Studies in May 2006. While a student at USD, Rachel worked with CSL as the Juvenile Hall Site Coordinator and an Educational Scholar Advocate for San Diego youth. Rachel made a great impact as a student on this campus, and she continues to do so in her professional life.

In 2006, Rachel accepted a position as a Teach for America instructor in the Rio Grande Valley (Texas/Mexico Border). Her teaching experience enriched her wealth of knowledge, experience and passion for education. Due to her extensive training and experience, CSL asked Rachel to serve as a Youth to College Program Consultant during the summer of 2007, which resulted in this exceptional training manual. Rachel is solely responsible for compiling all of the materials enclosed, and her hope is that her hard work will help guide you as an influential and effective mentor in the lives of our youth. Rachel is currently teaching 9th grade World Geography at Jimmy Carter High School in La Joya, Texas and plans to return to San Diego in the summer of 2008.

Regina C. Serrano
Director, Community Law Project
University of California, San Diego

Regina Serrano is the Director of the Community Law Project at the University of California, San Diego and an active member in our Youth to College Regional Network. Her current responsibilities include overseeing a program that provides support to UCSD students interested in pursuing careers in Law and Public Policy. In the course of this work, she has over 60 law related and advocacy service learning internships in which UCSD students participate and provide outreach and direct support to the community. Regina graciously provided our office some of her incredible training materials that she developed for her students. We are thankful for her partnership in our Youth to College Initiative, as well as her sincere contribution to this training manual.



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