YOUTH today

SPECIAL ISSUE ON JIM CROW 2012

JUNE / JULY 2012 WWW.YOUTHTODAY.ORG VOL. 21 NO. 1

The New Jim Crow

The Plight of Today's African-American Youth

PHOTO BY RICHARD ROSS

INTRODUCTION

By Sara Fritz

There are now two different versions of African-American history. The first is the inspiring story of slaves who were given their freedom after the Civil War. The second is the tale of a harsher reality in which black Americans have moved from slavery through a series of lesser racial caste systems over the last 150 years. Many of America's young black men are ensnared in the second story.

The lives of these young men are controlled by what author Michelle Alexander describes as "the new Jim Crow." The old Jim Crow was a series of laws that limited the freedom of black people after emancipation. When the Jim Crow era ended with the civil rights victories of the 1960s, Alexander says, a new, more colorblind system emerged, based on law-and-order politics, that leads millions of young black men to drop out of school and end up in prison. Along the way, they are denied literacy skills, a family life, a job and full citizenship in the United States.

At the center of this story is a pervasive fear of "the other." Dressed in baggy pants and carefully angled baseball caps, even the most mild-mannered young black men can sometimes trigger fear in the hearts of neighbors, teachers, employers and officials in the juvenile justice system, both black and white. Teachers are more likely to punish them for misbehaving. Police are more likely to stop them on the street. Judges are more likely to give them long jail sentences.

Unlike the old Jim Crow laws, the current caste system is not necessarily based on racial hatred, but it often serves the same purpose. Even liberal white Americans and middle-class blacks like Alexander – people who see themselves as defenders of racial justice – are disappointed to discover that they have been part of a system that is basically discriminatory.

"Racial caste systems do not require racial hostility or overt bigotry to thrive," Alexander says. "They need only racial indifference."

To be sure, there are many boys who have earned harsh punishment. But there also are those who have been swept up in a system built on wrong assumptions. Once arrested, even innocent youths are encouraged to plead guilty and negotiate for a lesser punishment. And once they have criminal records, the door to brighter opportunities may be closed forever.

Until recently, Alexander, a law professor at Ohio State University, shared the widely held view that poverty and bad choices were leading a higher proportion of young black males down the wrong path.

"Quite belatedly," she says, "I came to see that mass incarceration in the United States had, in fact, emerged as a stunningly comprehensive and well-disguised system of racialized social control that functions in a manner strikingly similar to Jim Crow."

While Alexander's work focuses primarily on the incarceration rate for black young men, like-thinkers in the fields of education and youth development are applying these ideas in schools and universities and in some workplaces.

The experience of Terrell Townsend, 18, of Washington, D.C., shows how this new approach is offering a second chance to young men who already have been caught in the snare of the new Jim Crow.

Townsend served time in a juvenile facility after being arrested in connection with his role in a street mugging. While there, he was introduced to a program that has since placed him in a local charter school, where he is thriving. He has not solved all of his problems with school discipline, but his teachers suddenly see him as college material.

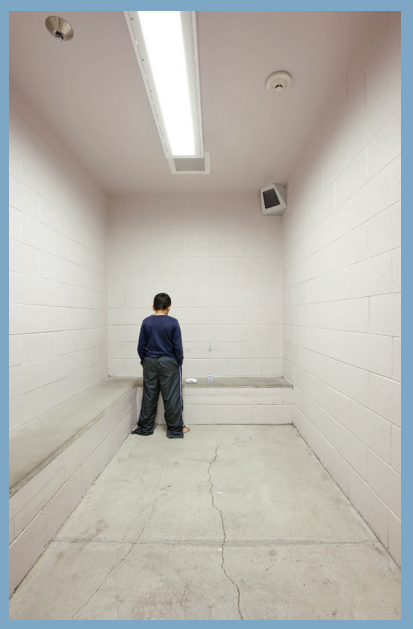
This special issue of *Youth Today* examines the plight of juvenile African-Americans in the education, justice and employment arenas of life. It was underwritten in part by the generous support of the Open Society Institute.

YOUTH today

NEW EDITORIAL PAGES

© 2012 YOUTH TODAY, ALL RIGHTS RESERVED

Richard Ross
Juvenile-in-Justice News and Documentary Photography Wins National Magazine Award 2012



For the past five years, Ross has traversed juvenile detention centers across the United States. The stunning collection of photographs that resulted from his laborious work shines a light on an area of juvenile justice often held behind lock-and-key. See Richard Ross's photography every week at the Juvenile Justice Information Exchange, JJIE.org.

UPCOMING SHOWS:

June 2012: Juvenile-in-Justice at Paris West University Nanterre La Défense.

August 25 - November 11, 2012: Juvenile-in-Justice at Nevada Museum of Art, Reno, Nev.

October 9 - November 1, 2012: Juvenile-in-Justice photography exhibit at Kennesaw State University's Art Gallery at Sturgis Library, Kennesaw, Ga.

September 27 - October 26, 2012: Reporting Back: A Survey of Documentary Photography, as part of FOTOFOCUS, Northern Kentucky University Department of Visual Arts Galleries.

September 13 - December 12, 2012: Juvenile-in-Justice at Gage Gallery, Roosevelt University, Chicago, Ill.

January 5, 2013: Juvenile-in-Justice at Ronald Feldman Gallery, New York, N.Y.

Photographs © Richard Ross

Stories and Columns on www.youthtoday.org

Louisiana 'Strayed' from Commitment to Juvenile Justice Reform

Nearly a decade after Louisiana committed itself to making sweeping changes in the state's struggling juvenile justice system, some advocates contend that the governor and leaders in the state's Office of Juvenile Justice are "backsliding" on their commitments to reform.

Find the complete story online under Juvenile Justice.

Children's Well-being Should Be Central to Courts' Mission

An expert panel talked about the need for the nation's juvenile and family courts to lower walls blocking the sharing of data crucial to the well-being of children in the system.

Find the complete story online under Child Welfare.

'Drop Out Factories' Decline, Nation Pushes for Graduation Benchmark

Nationally, high school graduation rates have improved in the last decade, but 10 states, mostly in the South, have seen declines since 2001. With more than 1 million dropouts annually coming from only 12 percent of U.S. schools, new initiatives to stop the trend are gaining support.

Find the complete story online under Education.

Juvenile Crime Rates Falling in New York State

The state of New York, when tracked separately from New York City, saw a 17 percent decline in juvenile crime rates between 2010 and 2011. But in New York City, where the number of juvenile arrests each year is nearly equivalent to the number throughout the rest of the state, youth crime fell just 3 percent.

Find the complete story online under Juvenile Justice.

Runaway Youth Helped Using 10-Question Tool

Each year some 2 million kids run away from home, only to face increased risk of abuse, drug addiction and homelessness. To get runaways the help they need, police in Minnesota are using a short survey to assess their needs quickly and place the kids with the proper service agencies.

Find the complete story online under Child Welfare.

Longtime Nonprofit is Casualty of Economic Conditions

After nearly 35 years in operation, Public/Private Ventures, a national nonprofit working to improve the effectiveness of social programs around the country, will close by the end of July.

Find the complete story online under Child Welfare.

New Rules Protect Juveniles in Adult Prisons

A recent Justice Department ruling established standards meant to protect juvenile offenders in adult prisons from sexual and physical abuse. The landmark ruling is the first federal effort to protect inmates.

Find the complete story online under Juvenile Justice.

YOUTH today

EXECUTIVE DIRECTOR/PUBLISHER
Leonard Witt, *lwitt@youthtoday.org*

EXECUTIVE EDITOR
John Fleming, *jfleming@youthtoday.org*

GUEST MANAGING EDITOR
Nancy Lewis

GUEST EDITORIAL PAGE EDITOR
Phil Goldsmith

ASSISTANT EDITOR
Ryan Schill, *rschill@youthtoday.org*

MULTIMEDIA REPORTER
Clay Duda

CONTRIBUTING WRITERS
Sandy Bergo, Sara Fritz,
Eric Ferkenhoff, Darnell Little
Chandra Whitfield,
Catherine Dunn MacRae

COPY EDITOR
Jean Christensen

DESIGNERS
Claire Lesesne, Maria Stephens

STUDENT ASSISTANTS
John Lash, Alicia Newton,
James Swift, Nick Bagley

ADVERTISING/MARKETING DIRECTOR
Carole Arnold, *carnold@youthtoday.org*

ADVERTISING SALES
Vanessa Schill, *vschill@youthtoday.org*

Youth Today is a publication of the
Center for Sustainable Journalism
at
KENNESAW STATE UNIVERSITY
1000 Chastain Road
Kennesaw, Ga., 30144
Phone: 770-423-6924
Fax: 770-423-6740
E-mail: info@youthtoday.org
Web: www.youthtoday.org

SUBSCRIPTIONS
youthtoday.org/subscribe

Inside This Issue

PHOTO BY CLAY DUDA/ STAFF

ABOUT YOUTH TODAY

Youth Today provides high-quality independent journalism and training for professionals who work to ensure that all of our children, and especially disadvantaged children, reach their full personal, educational and societal potential.

Youth Today and the online Juvenile Justice Information Exchange, JJIE.org, are published by the Center for Sustainable Journalism at Kennesaw State University, located just outside of Atlanta. The Center for Sustainable Journalism has one central mission: to ensure that high-quality, ethically sound journalism continues to have a vibrant place in our democracy.

Special Thanks to the **Harnisch Foundation, The Annie E. Casey Foundation** and the **Open Society Campaign for Black Male Achievement** for their support for the Center for Sustainable Journalism and *Youth Today.*

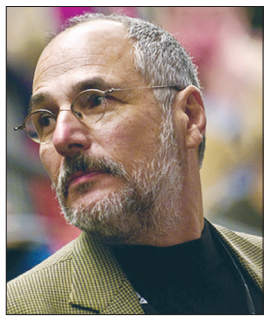
Youth Today (ISSN 10896724) is published bi-monthly. Subscriptions are available for one year at $65, prepaid.

Periodicals postage is paid at Athens, Ga., and additional mailing addresses. POSTMASTER: Send address changes to YOUTH TODAY, Center for Sustainable Journalism, Kennesaw State University, 1000 Chastain Road, MD #2212, Kennesaw, Ga. 30144.

Youth Today reserves the right not to accept an advertiser's order. Publication is the only final acceptance of an advertisement. Bulk copies of issues are available at special rates.

For more information contact info@youthtoday.org or 770-423-6924.

A Big Welcome and Thank You



By Leonard Witt

Welcome to the first edition of *Youth Today* published by the Center for Sustainable Journalism at Kennesaw State University. I want to thank all of you who have devoted yourself to ensure that all of our children are best served by government agencies, nonprofits and especially by their communities and families. The work you do is extremely important and our pledge is to provide you with the news, information and professional development tools you need to best serve all youth, no matter their station in life.

Before accepting the responsibility of publishing *Youth Today*, we were publishing the online *Juvenile Justice Information Exchange*, JJIE.org, the only entity covering juvenile justice issues every day with professional journalists. In the past, mainstream media had the financial wherewithal to have regular beat reporters cover youth-oriented issues, but hard times meant cuts and topics like the daily coverage of juvenile justice issues were also cut. Our goal was to fill that void. Within a year we had 33,000 unique visitors each month. People cared.

So when *Youth Today*, under its former owner, hit an economic bump in the road, we stepped forward to take it over. It was a natural fit for what we have been doing at the JJIE.org. The former ownership of *Youth Today* may have left behind little in financial resources, but a strong legacy of loyal readers like you remains.

You paid and you expect high quality news and information, tips on grants and early looks at new, groundbreaking reports and research. All of that will help you improve how you do your job. In this era of overworked individuals like yourself, we will provide tips on how best to get you through each day and, of course, how to help the kids you serve get through their days, weeks and months into a productive and meaningful adulthood.

We and you have a very important obligation. We can't fail; we can't wait for others to make things better. Now that *Youth Today* is housed at Kennesaw State University, located just outside of Atlanta with its 24,000 students, we are more than just a room full of journalists, we are part of a community of scholars who can leverage what we do. For example, we will be providing free university quality webinars to you as a subscriber. These online webinars will be provided by our PhD program in conflict management and our advanced degree programs in social work, criminology, communication and educational leadership.

> "...Our pledge is to provide you with the news, information and professional development tools you need to best serve all youth, no matter their station in life."

In time, we will be offering certificate programs. For example, if you want to learn more about public relations, public speaking and crisis communication, you will be able to take a series of online courses, which will help you become an in-house expert. The same will be true for certificates in policymaking, child welfare, youth justice and conflict resolution.

As a loyal *Youth Today* subscriber you will get those webinars and courses for free or at deeply discounted prices. You are special because of the work you do, and we want to treat you as well as we can.

We would also like you to reciprocate because we firmly believe you collectively know far more than we do. We want you to learn, share and engage with the other *Youth Today* subscribers. Our editor John Fleming is always looking for story ideas, investigative tips and for folks to write commentary for us.

We aim to run more than 150 idea and opinion pieces in the next year here and online. So if you want your voice amplified, contact John at jfleming@youthtoday.org or contact me, lwitt@youthtoday.org, at any time with Youth Today questions, critiques or suggestions. Together we can make every day a better day for our youth. Thanks again for the work you do. It is important.

Leonard Witt, Youth Today*'s publisher, is the executive director for The Center of Sustainable Journalism at Kennesaw State, the third largest university in Georgia, located just outside Atlanta.*

'It's the Kids, Stupid'

YOUTH *today*

In 1992, when Bill Clinton was running for president, his campaign manager, James Carville, frequently reminded him, "It's the economy, stupid." The incumbent president, George H. W. Bush, had been running high for a time, riding the wave of the end of the Cold War and the successful completion of the Persian Gulf War.

But a funny thing happened on the way to the election. A recession rolled over the nation like a creeping coastline fog. Heeding Carville's advice, Clinton adopted a laser-like focus on the slumping economy, Bush's once sky-high approval rating plummeted, and the result is now history.

Republican presumptive candidate Mitt Romney is adopting the same strategy this year against President Barack Obama. Romney attacks Obama about the loss of jobs; Obama counters how much worse it would be if not for his intervention policies.

Granted, jobs – or the lack of them – is a critical issue facing the nation and is worthy of presidential debate. But, by focusing on the general job market, we run the risk of losing focus on the challenges facing our youth, many of them written about in this issue of *Youth Today*.

Financially strapped public education systems across the country are failing to prepare our youth for the future; prisons are overcrowded with too many young people, overrepresented by people of color; there is a dearth of summer jobs, to say nothing of permanent employment for teenagers and young adults, many already weighed down by debt.

In a couple of months, the political rhetoric, which has already been in high gear, will reach a fever pitch when the Republican and Democratic parties hold their national conventions.

After the normal hullabaloo, the two candidates and their running mates will be nominated, seconded and chosen by acclimation and then hit the campaign trail once again, trolling for votes.

If the 2008 presidential race was about the renewal of hope, 2012 is shaping up to be about the lack of hope, particularly for our youth. And if the future is not rosy for the next generation, it can only be considered bleak for our country.

If America's future is to be strong and bright, it is incumbent upon both candidates to sharpen their attention on our youth and lay out practical policies to restore their hope and aspirations.

Let the candidates remember – and if need be, let us remind them – "it's the kids, stupid."

Tell us what you think

Youth Today and its readers welcome your thoughts about youth work and youth issues, and what you see on our pages. Just write to jfleming@youthtoday.org, or Editor, *Youth Today*, Center for Sustainable Journalism, Kennesaw State University, 1000 Chastain Road #2212, Kennesaw, Ga., 30144. Please include your name and contact information, as well as where you work, and your city and state.

Letters and e-mails should be no more than 350 words and may be edited for space. If we make major revisions beyond spelling and grammar, we'll send the item back to you for approval.

N-word

Let's Find Another Way to Show Affection

Richard Pryor and other famous African-Americans have tried to desensitize it, but the N-word still carries hate. When I listen to today's music, the N-word flows continuously. Jay-Z, one of my favorite rappers, says he uses the word to undermine its power over African-Americans. But in my house, my mother has one rule: Don't say a word you wouldn't feel comfortable saying to Malcolm X or Martin Luther King Jr., even if you are trying to undermine its power.

By Christian Collins

If my mother stood in the hallway at my school listening to my friends greet each other she would be shocked. This racial slur is fondly spewed from the mouths of today's youth to show affection. I see the word as destructive. And yes, I'm guilty of having used it. But let me explain why I'm permanently erasing the word from my vocabulary.

I grew up around people who let the word spill from their mouths like water. At age 6, I started saying the word, not knowing any better. At 18, I no longer use the word whose meaning I have made strides to fully understand.

I wonder if my peers know the origin of the ethnic slur. Of course, it was used during slavery to refer to an African-American.

The word is derived from the Latin word for the color black – *niger* – according to the *Random House Historical Dictionary of American Slang*. Those who enslaved Africans used it in different and more derogatory variations in the 18th and 19th centuries. Slave masters used the word with venom.

In my family, the word is frowned upon. Four generations, including mine, have shied away from using it. Being around my nearly 90-year-old great-grandmother, Big Mama, reminded me of how far we have come. When she was younger, blacks and whites couldn't sit together. Even before Dr. King, Big Mama was advocating for equality. My mother told me about Big Mama being chased every day by the other kids because of her skin color. Her skin was nearly pale white because of her multiracial Native American, black and white heritage. But kids still spewed hateful words at her. She wasn't accepted because of her bloodline.

Every time the N-word was used, my father's eyes would tighten. He decried it. The hurt and pain he endured during the civil rights movement showed on his face. The memories of being hosed down by the police and having police dogs chase him were forever etched in his memory. Stories like these are why words like the N-word really matter to my family and me.

Nigga, nigga, nigga, nigga, nigga, nigga
I try not to say it but I feel much bigger,
Nigga nigga nigga nigga Oprah please pardon us
But "where my brothers at?" doesn't sound hard enough

—Sha Stimuli, "The N Word"

The frequency of the word's use in pop culture is alarming. I can only imagine my ancestors standing in the hallway at my school and their faces turning from shock to hurt, their legacies forever tarnished by the words teens today choose to use.

I envision them asking teens today: "Do you know that was the last word said to me before they hanged me? Do you know how many whiplashes were placed upon my back for you? I fought for you to be able to stand here. My life and my actions were for you to be treated like a human being. I gave my life so you could use the word that plagued *my* life? Where is your appreciation for us?"

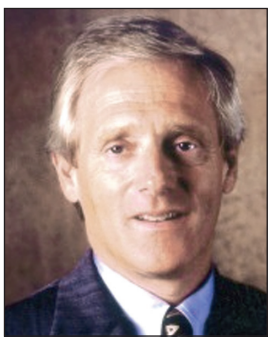
To honor our black roots, we must progress. But progression means leaving behind the word that has haunted us for so long. Let's find a new way to show affection for each other.

Change starts with me. I pledge never to say the word again. There are other more respectful and intellectual words that can be used. I take this pledge not only for myself, but also for people like Rosa Parks and Dr. King who inspired change. I will honor my father, my great-grandmother and my ancestors by making a change in myself.

Christian Collins is a recent high school graduate who enjoys hearing a rapper use a substitute for the N-word. This article originally appeared in VOX Teen Newspaper, *published by the nonprofit VOX Teen Communications of Atlanta.*

Miracle in Philadelphia or Shuffling Deck Chairs on the Titanic?

More than 220 years ago, the eyes of our emerging nation were focused on Philadelphia, as our Founding Fathers gathered there to try to create a more perfect union by crafting a new Constitution to replace the flawed Articles of Confederation.



By Phil Goldsmith

Today, those interested in the future of public education should keep their sights on the City of Brotherly Love again, as its leaders try to remake – some say dismantle – its public school system.

What happens in Philadelphia may well determine the fate of urban public education elsewhere in the nation.

Philadelphia's woes are similar to those in other urban school districts. The district is in deep financial debt and plagued by violence in many of its schools, and it has too few students reading or doing math at proficiency levels and too many dropping out with no jobs to go to.

Faced with these financial and academic failures, the School Reform Commission (SRC), the school district's five-member governance structure, recently unveiled a major blueprint to overhaul the city's schools.

This won't be the first time an attempt has been made to overhaul the district. In fact, the SRC replaced the former local board of education in 2001, when the Commonwealth of Pennsylvania took over the city schools. Regardless, the debt has grown worse, and test scores, while improving somewhat, have not kept pace with other cities.

Republican Gov. Tom Corbett and Democratic Mayor Michael Nutter, both of whom have appointing authority, recently appointed new members to the SRC, setting the stage for the recently announced "Blueprint for Transforming Philadelphia's Public Schools."

The blueprint does indeed call for an unprecedented overhaul of the school district: Close 40 of its 257 school buildings in the next 12 months; reduce the central office bureaucracy from 600 to 200 employees; demand financial givebacks from its major unions to the tune of $156 million; increase the share of students attending charter schools from 25 percent to 40 percent; outsource (perhaps) the running of support services such as transportation, facilities management and food services; and, finally, reorganize the remaining schools into small groups called "achievement networks" that will be bid out to be overseen by nonprofits, charter management companies, universities or possibly existing school district employees.

Needless to say, the ink on the plan was barely dry when the battle lines were drawn.

The unions, which are in the crosshairs of the restructuring, are calling it union busting; prominent African-American church leaders are calling the "dismantling" of the district a civil rights issue; others claim it is wholesale privatization. Diane Ravitch, the New York-based nationally renowned education historian and analyst, weighed in, calling the plan no more than "shuffling deck chairs on the Titanic."

> "...Those interested in the **future of public education** should keep their sights on the City of Brotherly Love again, as its leaders try to remake – some say dismantle – its public school system.
>
> What happens in Philadelphia may well **determine the fate of urban public education** elsewhere in the nation."

Helen Gym, founder of Parents United for Public Education – Philadelphia, told district officials the plan was wanting because "the most basic things parents and staff and students have called for – more teachers in our schools, bilingual counselors, nurses, arts and music, libraries, fresh food in the cafeteria, new buildings and playgrounds – are completely and utterly absent from your plan."

To the plan's critics, Nutter barked back, "Grow up and deal with it."

Time will tell whether the critics will heed the mayor's advice. It is doubtful. After all, Philadelphia is a tough union town – and the teachers' union is among the toughest. It is also a city of prideful neighborhoods that don't take kindly to change, particularly to their neighborhood schools.

But the very fact that this dramatic plan is now in play and some powerful state, city, and school district leaders – Republicans and Democrats – will try to implement it speaks to the frustration over the dismal state of urban public education.

As of now, it is simply a plan on paper. Scores of public meetings need to be held and many details have to be fleshed out before implementation can begin.

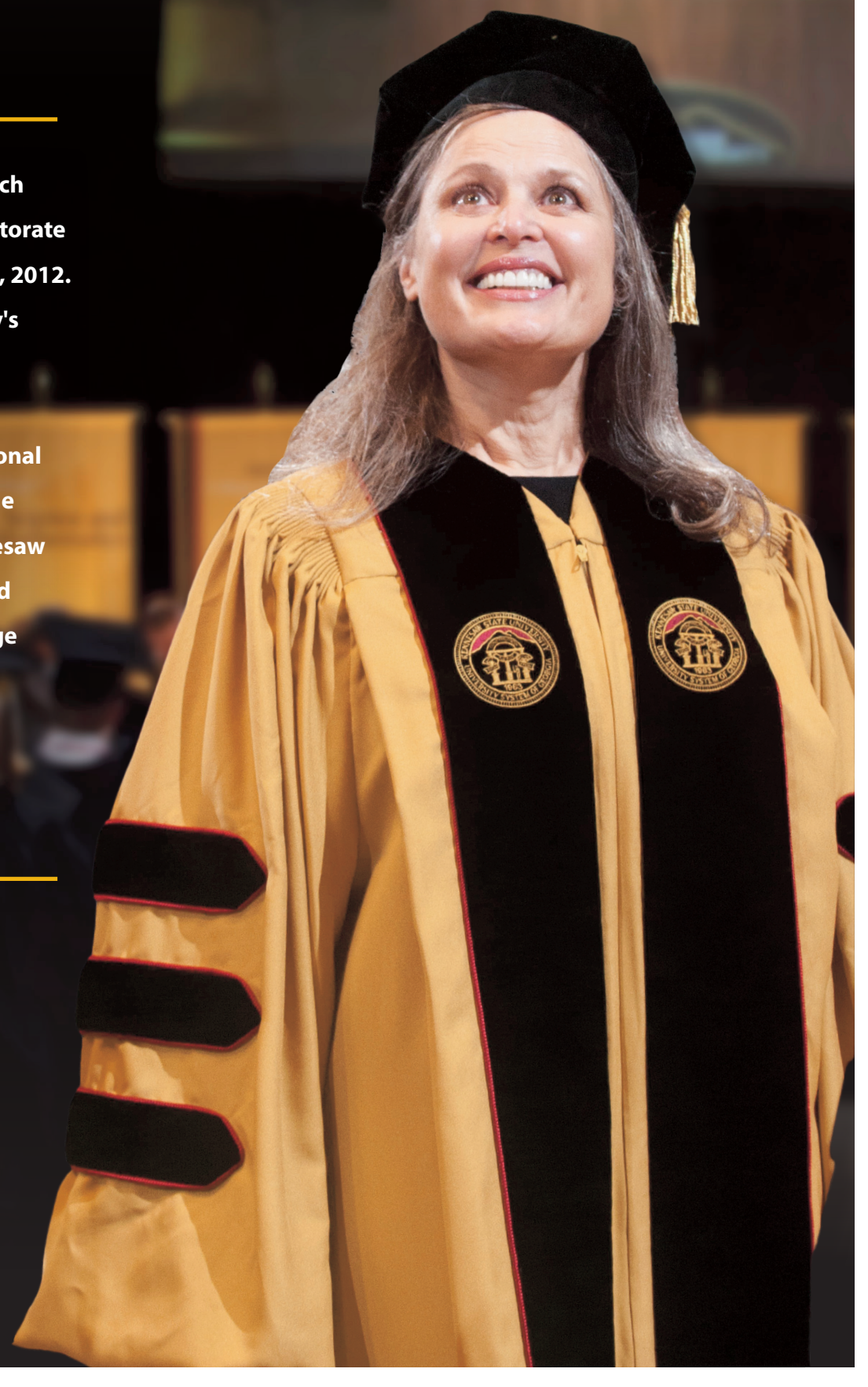
More importantly, pressing issues should be addressed: If public education as we know it is dismantled, what actually takes its place? And just how will that improve the educational attainment of tens of thousands of the city's children who come from impoverished homes with little or no constructive parental involvement or support?

For those concerned about the future of urban education, the Philadelphia story is worth keeping an eye on. Will it prove to be another "Miracle in Philadelphia" like the one in 1787 or, as Diane Ravitch predicted, simply another attempt at "shuffling deck chairs on the Titanic"?

Phil Goldsmith has held several senior positions in Philadelphia, including chief executive officer of the School District in 2000-2001.

Congratulations

Ruth Ann Harnisch



Ruth Ann Harnisch, president of the Harnisch Foundation, was awarded an honorary doctorate from Kennesaw State University on May 10, 2012. She was the 14th recipient in the university's 49-year history.

"Ruth Ann Harnisch's intellectual, inspirational and financial support has made possible the Center for Sustainable Journalism at Kennesaw State University, without which there would be no Juvenile Justice Information Exchange nor *Youth Today*."

– Leonard Witt, Executive Director
The Center for Sustainable Journalism

Kennesaw State University

The $1 Million TED Talk

By Ryan Schill

Bryan Stevenson didn't want to go to TED, the genre-defying annual conference full of big thinkers and big ideas. He brushed it off, claimed he was too busy and, besides, he didn't know anything about it. He was preparing for a big case that was just days away – one that could result in a total ban on juveniles being sentenced to life without parole.

Winning the case is a cornerstone goal of a litigation campaign by Equal Justice Initiative (EJI), the Alabama nonprofit Stevenson founded to fight discrimination and injustice in the legal system.

"Well, I have to say I wasn't really interested in going," Stevenson said in a recent interview. "It was March, and I was so busy preparing for the Supreme Court case and frankly I didn't know what [TED] was."

Stevenson's staff, however, knew exactly what TED was and understood how important it could be in raising awareness of just the kind of issues Stevenson has been working on most of his career. They insisted he go. He got on a plane and flew to California.

"And I'm so glad I did," he said. "It was a great experience. There is so much energy around it. I was really astonished by that."

Founded in 1984, the four-day TED conference, short for Technology, Entertainment and Design, annually attracts 1,500 diverse audience members to Long Beach, Calif. to listen to big names and top innovators who are challenged to "give the talk of their life" in 18 minutes or less. The results are often powerful monologues that receive hundreds of thousands of views online.

TED's slogan is "Ideas Worth Spreading," and the conference prides itself on unearthing creative new concepts and putting them in front of a generous community of forward-thinking individuals eager to pitch in. If presented honestly and with passion, the TED community will rally around the cause, donating money, resources and whatever is necessary to help it succeed. The real stars at TED are the unknown speakers who blast out of nowhere to surprise the audience with inspiring talks about thought-provoking ideas, important issues and ground-breaking advances in science and technology – their talks often enhanced by rich data and creative PowerPoint presentations.

"[I]t was intimidating," Stevenson said. "There were so many speakers who had charts and slide shows and that's just not my style."

"I didn't prepare any differently than I normally do," he said. "I knew the material, of course, but I didn't do anything differently. I worried about being so naked in my presentation…."

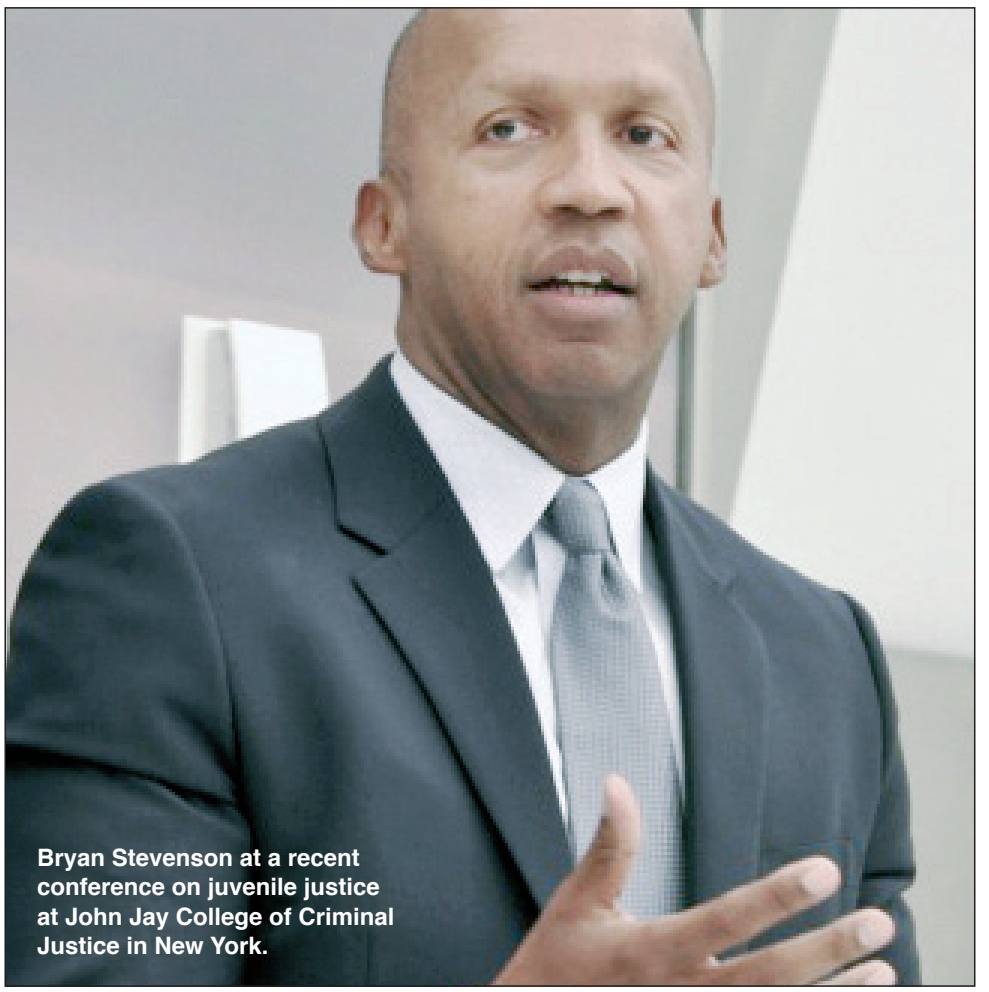
On that day in early March, Stevenson, alone at the front of the dark stage, drove home the point that children should not be in adult prisons, they should not be tried as adults and they should never be sentenced to die in prison. He told deeply personal stories of his rural Alabama childhood and his inspiring relationship with his teetotaler grandmother, the daughter of slaves. He spoke about race, poverty and a justice system he says provides little justice for the poor – and even less for children.

"The opposite of poverty is not wealth," he said. "The opposite of poverty is justice."

Throughout, Stevenson never moved more than a few paces on the stage's round, red carpet and his voice remained soft, clear and calm, creating a beautiful, still place from which to speak about ugly, uncomfortable truths. It was a guided meditation through the United States' troubled history with race, class, poverty and justice and the audience responded with rapt attention.

"We need to find ways to embrace these challenges, these problems, the suffering," Stevenson said, "because ultimately, our humanity depends on everyone's humanity."

As an attorney, Stevenson often represents kids charged with serious crimes such as murder or armed robbery, and sometimes a judge orders the child be tried as an adult. Stevenson recounted a late night



Bryan Stevenson at a recent conference on juvenile justice at John Jay College of Criminal Justice in New York.

PHOTO BY JOHN FLEMING/ STAFF

contemplating how this could be so, a smile playing on his lips as he described writing a tongue-in-cheek brief about his conclusion.

"How can a judge turn you into something you're not? [He] must have magic power."

Stevenson spoke about his work at EJI and the upcoming cases before the Supreme Court involving two juveniles tried as adults and sentenced to die in prison via life without parole.

He left the TED crowd with a final thought, a quote from Theodor Parker, a 19th Century Unitarian minister, that was made famous by Dr. Martin Luther King Jr.

"The moral arc of the universe is long," he said, "but it bends toward justice."

And then, while Stevenson stood alone in the stage spotlight looking slightly embarrassed, the audience got to its feet and applauded. And they kept applauding, delivering what TED Curator Chris Anderson said was the longest and loudest standing ovation in TED history.

When the applause eventually died out, Anderson, whose nonprofit organizes TED, took the stage to speak with Stevenson. Audience members wanted to know how they could help and Anderson asked what Stevenson's funding needs were.

"We are trying to raise $1.5 million for a campaign that ends excessive sentencing of children and stops the practice of putting kids in adult jails and prisons, where they are 10 times more likely than other incarcerated people to be the victims of sexual assault and violence," Stevenson replied. "We just started this effort, and support from the TED community could be huge."

According to a blog posted by Anderson the day after Stevenson's talk, Anderson invited the audience to contribute to Stevenson's effort. Within moments conference attendees pledged nearly $1 million in support. TED is known as a generous community, but the response to Stevenson's cause was unprecedented. After the addition of a $100,000 contribution from TED itself, Anderson says he cut Stevenson's organization a check for $1.12 million.

But Stevenson, speaking later about his TED experience, pushed aside the question of money.

Yes, he said, it resulted in some money being raised but, "it wasn't so much about the money; it was about the moment. It was a wonderful experience."

Anderson, however, was not so quick to brush it off.

"It's truly thrilling to see what happens," Anderson wrote, "when someone comes to TED and induces a whole new view of the world in our audience – and does so in such a powerful and inspiring way."

Ryan Schill is the Assistant Editor. He can be reached at rschill@youthtoday.org.

What Made the TED Talk So Powerful

Kelly Decker, vice president at Decker Communications, a consulting company that trains businesses in better communication techniques, wrote a blog about what made Stevenson's talk so successful, singling out three elements:

- **Personal stories** about his grandmother showed Stevenson to be vulnerable, earning him the audience's trust.
- The speech was polished, but his words and actions conveyed his **considerable passion**.
- Stevenson moved the audience toward action instead of just conveying information, **calling the audience to be brave and embrace challenges and suffering**.

SPECIAL SECTION: JIM CROW 2012

The Racial Gap in Learning, Discipline

PHOTO BY RICHARD ROSS

By Sandy Bergo

When is a three-day suspension simply three days out of school, and when is it the first step into the school-to-prison pipeline?

More and more, scholars and researchers are concluding that getting into trouble and having trouble learning are intertwined – most suspensions these days stem from relatively minor conduct infractions – but the experts haven't decided whether the misbehavior or the trouble learning comes first. And they don't know whether either or both contribute to black students being punished more frequently and more harshly than white students.

U.S. Department of Education statistics show clear disparities: A survey by the department's Office for Civil Rights found black students were three and a half times more likely to be suspended or expelled than white students during the 2009-10 school year. The survey covered public schools attended by 85 percent of all students in the United States.

Other Education Department numbers show blacks lag about 5 percentage points behind whites on test scores, a gap that has remained fairly static since the late 1980s. For the previous 15 years, black students had been narrowing the gap.

Although relatively recent zero tolerance policies have been blamed for high dropout and incarceration rates for black youth, research has found that unequal treatment started long before those policies.

In their article "The Achievement Gap and the Discipline Gap: Two Sides of the Same Coin?" Anne Gregory, Russell Skiba and Pedro Noguera conclude that suspensions increase the disconnection between marginally achieving youth and their schools, causing the students to be "less invested in school rules and coursework and, subsequently, less motivated to achieve academic success."

Of course, said Ivory A. Toldson, senior research analyst for the Congressional Black Caucus Foundation, suspensions are often used to punish the very actions that signal students are already disengaging: being late to class or missing assignments, not paying attention in class or falling asleep.

Rather than one causing the other, "the two gaps can really feed on each other," leading to a snowballing effect on students, said Gregory, an associate professor of psychology at Rutgers University. She said black students are more likely to be cited for "defiance," and her research is trying to determine why.

The toxic combination of punishment and tuning out starts early for boys. Oscar A. Barbarin III, a psychology professor at Tulane University and an expert on the achievement gap, said many young boys are naturally boisterous and prone to roughhousing, which puts them out of sync with teachers who want children to sit down and be quiet.

"Because of their behavior, they are subjected to more discipline, which begins then to sour their taste [for] school," he said.

A long-simmering problem

A 1975 study by the Children's Defense Fund was the first major report to show that a disproportionate number of black children are suspended, compared with other children. Since then, according to Indiana University professor Russell Skiba, research has consistently shown black students are punished more often and more severely than white children. The fact that this story is told again and again, and nothing changes, alarms Skiba.

"Why don't we have hearings in front of Congress? If there is a racial difference, we ought to be doing something about this," he said in an interview.

Ten years ago, Skiba's research began to answer the question of whether the harsh treatment of black children is deserved.

His team investigated the racial divide, using records from an unnamed large Midwestern public school system. The researchers found that the underlying reasons teachers sent black middle school children to the principal's office were different from those for white children.

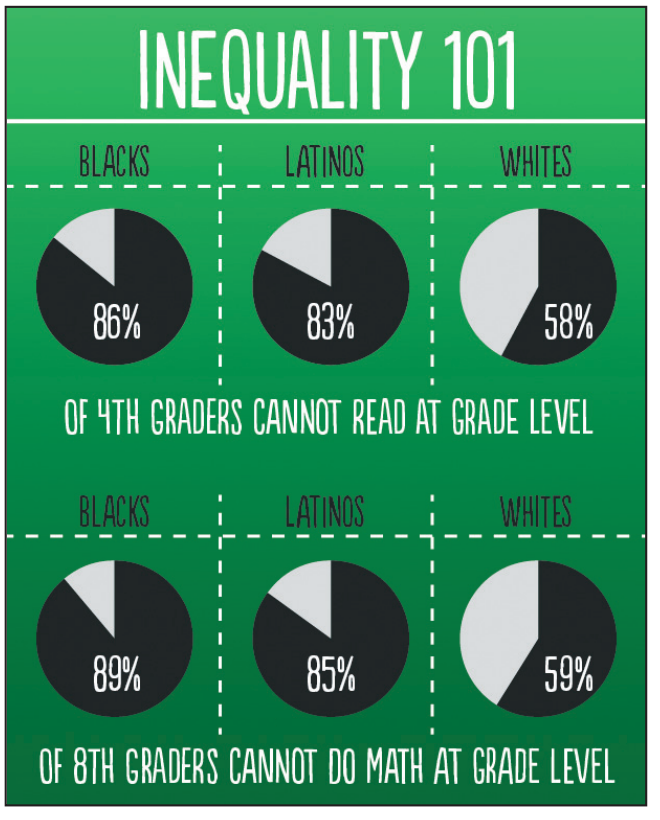
In his 2002 report, "The Color of Discipline", Skiba contrasted the offenses cited for black students: "disrespect, excessive noise, threat, and loitering" to offenses cited for white students: "smoking, leaving without permission, vandalism, and obscene language."

Skiba concluded black students were disciplined in situations that were "more subjective in their interpretation" than for white students.

A later study where classrooms were observed suggested some black students were unfairly punished by some teachers.

Researchers observing young schoolchildren and their teachers felt "indignation, disgust, [and] sadness" at incidents they witnessed of black children being unfairly singled out for punishment, wrote Barbarin, of Tulane, in a 2006 article in *Young Children*, a professional journal published by the National Association for the Education of Young Children. In contrast, he said, breaking the rules was tolerated for white children.

Barbarin said prejudice did not taint



SOURCE: THE CHILDREN'S DEFENSE FUND
GRAPHIC: EUNICE RO

the interactions of all, or even the majority of, classrooms under observation and, more often than not, teachers treated their students with fairness and warmth. But when children were mistreated, it was troubling to witness. "Boys of color were under constant restriction and hardly ever got to play on the playground. [For punishment, the teacher] would make them sit quietly at picnic tables in the hot sun for 30 minutes," wrote one researcher.

Barbarin concludes that some teachers overreact and misinterpret boys' behavior as hostile or challenging, rather than playful.

Youth Today findings

An analysis of recent suspensions in Texas by *Youth Today* raises questions of whether the teachers' actions are untainted by race.

Texas – the site of a landmark study of discipline in schools released last year that showed 60 percent of seniors had been suspended or expelled during middle school or high school – has tried to reduce the overall number of disciplinary actions. *Youth Today's* analysis of suspensions since the larger study shows that the changes made after had no impact on the so-called discipline gap between races. The overall number of suspensions fell, but black children still received proportionally more suspensions and expulsions than white children.

The finding is consistent with a nationwide study of elementary and middle schools at which "positive behavior supports" using praise and positive reinforcement have improved the school environment in general, but have not been successful in reducing the racial disciplinary gap.

The Texas data, obtained through an open records request, show that suspensions of all students fell 13 percent after the school disciplinary code was amended in 2007, taking into account such factors as learning disabilities.

But the racial gap remained as large as before in cases that allowed teachers and administrators to make judgment calls.

For those so-called "discretionary" punishments, the disciplinary rate of black students was twice that of all other students. During the most recent data available, for the 2010-11 school year, there were 659,000 black students and 542,000 discretionary suspensions among them, but for all Texas public school students – 5 million of them – there were a total of 2.1 million discretionary suspensions. This trend was consistent for every school year from 2007-08 through 2010-11.

A way to tackle the question of race head-on must be found, said Skiba, who is a professor in counseling and educational psychology at Indiana University. He has concluded that "explicit attention to issues of race and culture may be necessary for sustained change in racial and ethnic disciplinary disparities." He said it's a difficult discussion to start with white teachers because they are uncomfortable talking about race. They will answer questions as though they are colorblind out of fear, he believes, of being labeled racist.

Something is wrong

The Texas study, released last July by The Council of State Governments Justice Center and the Public Policy Research Institute at Texas A&M University, found that black students were 31 percent more likely to receive discretionary punishments than white students. But, the study found, the racial mix of students who receive mandatory suspensions and expulsions is quite different. Mandatory punishments are few in number and prescribed by state law for the worst offenses, such as taking drugs or guns to school. In that category – where administrators are not allowed to exercise discretion – black students are 23 percent less likely to be suspended or expelled than white students.

The finding that black and white children are treated differently when school personnel make judgment calls, but not when punishments are automatic, smacks of racial bias. But the pivotal question of whether adults meting out the punishments are racially biased was not addressed in the Texas study.

Gregory, the lead author of the "Two Sides of the Same Coin" article, said no research has found that black students are more unruly than white students. "It's not about higher rates of misbehavior," she said in an interview.

Educators agree something has gone wrong. Michael D. Thompson, director of The Council of State Governments Justice Center, said school leaders are keenly aware of the test score gap between black and white students and express concern that they are doing an inadequate job of educating African-American kids. "They are not in denial about it. They want to do better," said Thompson.

The study of discipline in Texas schools also demonstrated that being suspended or expelled from class is often the first step on the path to dropping out of school.

Nationally, dropout rates for blacks are almost twice as high as for whites. Among young people who were age 16 through 24 in 2009 – the latest year available – 5.2 percent of white students had dropped out of school, compared with 9.3 percent of black students, according to the U.S. Department of Education.

What to do?

Encouraging more black men to teach as a way to ameliorate the racial disparities in discipline and achievement was an initiative discussed extensively at the Congressional Black Caucus Foundation's annual legislative conference in Washington, D.C., last September. While he supports the idea, Toldson, the foundation's research analyst, argues that it's important to work with the teaching force as it is – 63 percent white female.

"I think there are a lot of positive aspects to increasing the number of black male teachers, but I don't think that in and of itself is going to bring about the changes that we seek," Toldson said during an interview later at his Washington office.

He and others advocate improving teachers' "cultural awareness" to equip them better to relate to, and teach, black children. Toldson isn't thinking of seminars or workshops for teachers. He prefers something more personal and direct.

Toldson, who has a doctorate in counseling psychology, believes teachers would make headway in the classroom if they invested time getting to know their students outside of school. Walking a student home occasionally could provide an informal setting for asking about students' families, churches, their struggles, their reactions to the violence they see, their feelings about school.

"Sometimes we believe it's harder to talk to the kids than it actually is," said Toldson.

Gregory, of Rutgers, also has doubts about the effectiveness of lecturing teachers on cultural sensitivity.

"It's not easy to do professional development, because people feel blamed, unfairly blamed," she said.

Retired teacher Mike Charney, who worked as an American Federation of Teachers representative on issues of teacher expectations and raising black student achievement, said teachers must learn to be more fluid with kids who test them.

"Jumping to punishment as their first response to different ways of acting can lead to these disparities," said Charney.

He said some teachers feel they've lost their authority and control of their classroom if – as an example - black students don't take their seats as quickly as teachers would like. The issue becomes: Who is in charge? which escalates to sending students to the principal's office. In his years as an inner-city Cleveland schoolteacher, Charney found that getting to know his students as individuals and learning about the successes in their lives, rather than dwelling on who was screwing up or challenging his authority, made all the difference in getting through to students.

Speaking for the National Association of Secondary School Principals, Judith Richardson, director of Diversity, Equity, and Urban Initiatives, said in schools where black students are punished more often, racial prejudice definitely plays a role, though she doesn't believe the bias is deliberate.

"There's always a bias in the system toward people who look like you. It's because there is a comfort level," said Richardson.

The schools that have effectively changed that equation are those that have improved school safety and the quality of the education for students on an individual level. "They don't look at all kids. They look at each kid," she said. Richardson makes the point that the answer is not to let standards for proper behavior slide. She said students crave safe, orderly schools. "You're not going to have achievement until the discipline issue has become a non-issue."

But it may not be simple.

The Education Department's Office for Civil Rights has been paying more attention to the issue of unfair disciplinary practices in schools during the past few years, opening 14 major investigations into school districts where statistics point to racially biased treatment. So far, the office is working with the schools and has not reached any conclusions as to whether there have been civil rights violations.

The civil rights office is also collecting more extensive data, and in a recently released report, another pattern emerged: The problems occur in suburban schools, too. The report contains data from three suburban counties that border the District of Columbia – Montgomery and Prince George's counties in Maryland and Fairfax County, Va. – demonstrating that black students in those public school systems are more likely to be suspended than white students.

A better approach

It's not that a simple suspension upends a child's life. Often, it is what follows. Many school systems assign suspended students to alternative schools, such as Atlanta's Forrest Hill Academy. Students say they rarely learn anything while in such schools, and are far behind when they return to regular classes, if they ever do. Some drop out, their solution to being disciplined at a school they simply aren't interested in attending.

Terrell Townsend, 18, of Washington, D.C., is an example of the good things that can happen when a school works to capture a disaffected youth's attention. Townsend was disciplined often throughout his school career in the District of Columbia's largely failing school system.

He spent two years at Dunbar High School, which in the days before integration was the District's premier school for black students. A new school building was built after desegregation, and it embraced the open school plan of the 1960s and 1970s – which proved to be a disaster.

When Townsend went there, the building had no doors or privacy for individual classrooms. Rooms were noisy. Partitions, or "fake walls," as Townsend calls them, separated classes. Students took advantage of the building's shortcomings.

"Books, chairs, all that would come over," he said.

Just as disruptive were the false fire alarms that students triggered to force evacuations.

"It was wild in there," Townsend said.

He often got into fights – over things as trivial as someone stepping on his shoe. It was only after he met one of the founders of a Washington charter school, named for poet and author Maya Angelou, and the man took a personal interest in him, that Townsend began to see school as fun.

The Maya Angelou founders – Yale University law professor James Forman, the son of the civil rights leader of the same name, and David Domenici, a lawyer and son of former U.S. Sen. Pete Domenici (R-N.M.) – are part of a new cadre of civil rights activists who see education as their new frontier.

For Townsend, his attention was piqued by dissecting a frog. Previously, in biology class, he had only been shown a film of a frog being dissected. When he finally was able to dissect his own frog, he was struck by the sensation of "touching the bones."

"It was, point-blank, the experience," he said. "That did it."

At Maya, as the school is known, Townsend enjoys going to class. He likes the teachers. He likes being praised and recognized when he does well. Math, once difficult, became fun because his teacher, Heidi Simonsen, smiles and jokes with the kids. "She is just happy all the time," said Townsend. Even if there's something on his mind, he said it's impossible to feel angry when she's around.

During an interview at the school, Townsend was mostly guarded, until Domenici's name came up. Then his faced opened into a huge smile. "I felt David Domenici was always one of those people in my corner."

Domenici believes Townsend is college material and has been urging him to continue his schooling. Townsend is reticent to leave the comfort of his neighborhood, though he realizes the advantages of going to college.

Dream big

Maya Angelou isn't the designated alternative school for suspended or expelled students in the District, but it is an alternative that reflects the ambitions of its founders to propel young people like Townsend to dream big.

Both men's parents pushed for change that had enormous impact. Domenici's father, when he was a senator, advocated successfully for changes in the way insurance companies cover mental health care. Forman's parents organized civil rights workers in the South.

As hard-fought as those crusades were, fundamentally changing educational opportunities for black children sometimes feels harder, maybe even impossible. Forman and Domenici are among committed reformers who have vowed to overcome the institutional resistance and public indifference that has stalled progress.

"The three civil rights issues that I'm committed to work on [for the next generation] are better schools, less violence, and fewer prisoners. Those are my goals. Education is not the only way, but it is a key way to intervene on all three," said Forman. "If you go to college, as a black man, you have taken yourself out of the prison game."

Sandy Bergo is a Washington, D.C.-based writer who recently wrote about for-profit colleges for Youth Today.

PHOTO BY RICHARD ROSS

SPECIAL SECTION: JIM CROW 2012

No Real 'Alternative'

Atlanta's school for disruptive students reclaimed after privatization

By Chandra Thomas Whitfield

Over the past two years, Patrick Welch has grown accustomed to prison life. The metro Atlanta native must wear a uniform every day. He frequently must step through metal detectors and be patted down by security officers who are checking for weapons and drugs. He can't move about his living space freely. Common personal items – including cash – are considered "contraband" and therefore are banned. He eats, sleeps and socializes exclusively with the 500 men in his unit.

As an inmate at Coffee Correctional Facility in far southeastern Georgia, Welch, 20, said he was well-prepared for prison life after spending eight months at an Atlanta Public Schools alternative school for disruptive students. A civil rights attorney described the school, Forrest Hill Academy (FHA), as a "prison before prison for the kids."

Officially, the school was designated as the educational home for hundreds of Atlanta youths moving in and out of the juvenile justice system and those teetering on the edge. In 2008, the American Civil Liberties Union of Georgia sued the school system for operating the middle and high schools as what the group said was actually a "warehouse for poor children of color."

The increased imposition of zero tolerance policies across the country has spawned similar alternative schools, used to separate suspended students and others with behavioral problems from regular classrooms.

Before he was arrested in 2009, convicted of robbery, hijacking a vehicle, gang participation and theft by taking and sentenced to six years in prison under Georgia's First Offender Act, Welch was one of the eight named plaintiffs in the 2008 lawsuit seeking improvements at the school.

Welch's mother, Patti Welch, said in an interview that conditions at FHA turned her son off from school.

"Patrick never had any homework; it was ridiculous," she recalled. "He started skipping school a lot because he told me he got tired of sitting in a room all day with no teaching, no learning, no motivation – nothing."

Prison Before Prison

The ACLU lawsuit against the school system and the private company that operated Forrest Hill, Community Education Partners Inc. (CEP), cited a litany of problems at the school: no gym, no library, no common cafeteria, security worthy of a prison and, sometimes, physical restraint of students.

The for-profit CEP was paid about $7 million a year from 2002 to 2009 to oversee the education of FHA's nearly 450 students.

"Our clients felt and expressed to us that they were not receiving the constitutionally adequate education to which they were guaranteed by the Georgia Constitution," said Chara Fisher Jackson, legal director of the Georgia ACLU. "The privatization aspect has lots of concerns for us, to have a private entity be the primary responsible party for what has been determined to be a state obligation."

The ACLU asserted that CEP's failure to help students academically or behaviorally, or to provide them with meaningful opportunities to return to a traditional school, contributed to its reputation as merely a "dumping ground for unwanted students." The school's motto, "Be Here, Behave, Be Learning," reflected CEP's priorities, the suit claimed.

Each morning, students were separated by sex and walked through metal detectors. Some students, the suit alleged, said security officers of the opposite sex sometimes subjected them to invasive body searches. "It seemed almost Draconian," said Atlanta-based civil rights attorney Gerald Griggs, after reviewing the ACLU's allegations.

Students were restricted from taking anything into or out of the building – even textbooks and notebooks, which were considered contraband. CEP officials said that all essential items – even feminine hygiene products for the girls – were provided on site. Once inside, students retreated to sex-segregated classes in isolated pods within the building known as "learning communities." They remained there throughout the school day.

"They would make you take your shoes off and pat you down like the police pat you down," Welch said. "It bothered me that we didn't have a lot of freedom in there. It felt like you was in jail at that school."

Above: A civil rights attorney once described Atlanta's Forrest Hill Academy as a "prison before prison for the kids."

Left: The learning environment has recently improved at Forrest Hill Academy, once known more as a dehumanizing institution.

PHOTOS BY CLAY DUDA/ STAFF

Fisher Jackson said Welch's concerns were valid.

"All of the things that we know enhance the educational process – not just our opinion, but what has been empirically proven to enhance education and what kids really need to succeed – those things were not available at Forrest Hill Academy," she said.

Standardized test scores showed that the student body – almost entirely African-American and poor – was failing miserably, with little to no meaningful intervention. Although the school enrolled grades six through 11, most students arrived with math and reading skills at a third-grade level. They didn't do much better after their time at Forrest Hill (usually one to two semesters), state figures suggest. At one point, nine out of 10 students were unable to pass the state standardized test for math proficiency. Data from the 2006-07 school year show that 91 percent of the academy's students failed the state's assessment test in mathematics and 66 percent failed the reading portion.

Students from as many as three different grades were often combined in classes, all working on the same material, according to the lawsuit.

"They would give you little easy work, man," recalled Welch. "They would give you a worksheet and let you look in the book for the answers. The teachers would just sit there all day. They would just hand you work, but don't go over it with you."

ACLU officials claimed some teachers and administrators hit students, threw books at them and slammed them against walls and floors. School resource officers and police officers regularly restrained students in chokeholds, the suit alleged. FHA in general failed to provide adequate security for a safe environment.

Ultimately, the school system

terminated CEP's contract and resumed control of FHA. The school system agreed to adhere to a state-mandated curriculum similar to that of other Atlanta public schools and to provide special services for students with disabilities.

The lawsuit was settled in December 2009 and earlier this year the ACLU moved to end its monitoring of the school.

"This litigation was very important, beyond what happened at Forrest Hill, because it raised awareness about these issues, even in other school systems," said Marlyn Tillman, a client liaison for the suit. "A lot of people said they didn't know that these issues existed before this case. There's a lot of misconception out there that these are the 'bad kids;' that they are the 'throwaway kids.' I don't think you should throw any kids away."

Fisher Jackson agreed, calling the FHA victory far-reaching.

"It's now run by the Atlanta Independent School System; they no longer contract out to a private for-profit company to administer the education policies at the school," she said. "And I think [APS] has taken significant steps to address our concerns and are monitoring those closely to make sure that student rights are respected and that students receive the quality education that they need."

A new beginning

Tucked off a tree-lined road in Southwest Atlanta, the forest green color scheme sprinkled throughout the pristine tan brick building is the only reminder of the CEP days, Assistant Principal Kelli Swinson said during a recent tour. "This mural had the letters CEP painted on it, so we painted over it," she said. "We didn't want any trace of CEP left here."

Swinson and Principal Robert Robbins pointed to other changes, including an entirely new faculty and administrators who came on board after APS regained control.

"I think there's more order in this school, and at this school, there must be order," insisted Robbins, a veteran APS principal who was appointed to the post for the 2011-12 school year.

The school, for example, still has no gym or common cafeteria; but students have access to a new library and career center. Each morning, they still undergo airport-style security measures, but now officers of the same sex as each student conduct the screenings. Students may bring in notebooks and writing utensils, Swinson said. Textbooks may be checked out, but are not routinely distributed to students.

Swinson said most classrooms have a teacher and a paraprofessional assistant paired together. The student/teacher ratio maxes out at 18:1 (compared with 32:1 in most traditional APS schools).

"A lot of the students come in with the old [school's] mentality; they heard that this wasn't a real school," said middle school language arts teacher Ronnie Banyard Jr. "They're so surprised when they're met with such rigorous work. They say, 'They told us we weren't going to be doing [such challenging] work here.'"

Both ACLU and FHA officials confirm that the "dehumanizing" and "unconstitutional" body searches that were commonplace under CEP no longer happen. "Not under this watch," said Swinson. "We haven't had many problems with anyone trying to bring in weapons. Sometimes the girls try to sneak cell phones in under their shirts, which they know is against the rules. If [the metal detectors] start buzzing, we ask them to remove it themselves, or we call their parents."

The isolated sex-segregated "communities" within the building remain. "It keeps the distractions down," said Swinson, noting that some other APS schools also use the single-sex model. "Nobody's trying to impress anyone of the opposite sex or prove anything. This helps students focus better on their work. "

Low standardized test scores remain a challenge, however. This spring, FHA was listed among 78 underperforming "priority" schools under Georgia's current adaptation of the federal No Child Left Behind (NCLB) policy (state education officials applied for waivers to make adjustments). The "priority" distinction qualifies the school for three years of state assistance to help bring up scores.

Both Swinson and Robbins said FHA grapples with the same issues most alternative schools nationwide face – a negative reputation, limited resources and little control over who makes up the student body and at what point in the semester students arrive.

"It's like the first day of school every day for the teachers," said Swinson, a hint of exasperation in her voice. "We just try to do the best that we can with the students we are given."

Despite the ACLU's move to end monitoring, several areas of disagreement remain: over access to counseling services, whether Individualized Education Plans are being prepared for each student, retaining special education students more than 45 days and the surge of low-performing students who are shifted to FHA just before standardized tests are to be administered systemwide.

There are also continuing problems concerning the placement of special education students. Some critics insist they should be separated from others at FHA and provided more services.

Swinson said the school follows an "immersion" model, which keeps special education students in traditional classroom settings. The smaller class sizes allow the teacher and paraprofessional to help more students individually, she said.

Swinson and Robbins said they will submit a proposal soon to the APS Board of Education requesting, among other changes, that middle and high school students be separated into two different FHA sites.

"This building is not equipped for high school kids," said Robbins. "It is not ideal for high school science classes, because we don't have the [facilities and equipment] that we need for that. There's some stuff you can't do with portables [work stations]. We need more space."

As for Welch, he said he's pleased to hear that conditions have greatly improved at FHA. He wonders if the current environment might have made a difference during his time there.

"I chose to get involved with the suit because I wanted to do something to help other kids in that situation," said Welch. "Nobody should be treated like we did."

He said in retrospect that he wished he had taken his education more seriously. He hopes to return to school once he's released from prison. To others experiencing behavioral problems in school, Welch advises:

"Put God first, accept being wrong, and strive to better and change yourself," he said. "And listen to your parents. Stay off the streets."

Chandra Thomas Whitfield is a 2011 Soros Justice Media Fellow.

Left: Middle school girl students work on projects in the school's Media Center.

Below: Ninth grade girls' classroom lecture. A week before summer, most art and student projects that once adorned the walls have been taken down.

PHOTOS BY CLAY DUDA/ STAFF

SPECIAL SECTION: JIM CROW 2012

The Legacy of Jim Crow

In one rural Virginia county, schools - and students - have never escaped racism

By Sara Fritz

Greyhound bus station in Rome, Ga., September 1963.

PHOTO BY ESTHER BUBLEY/ SPECIAL

FARMVILLE, Va. – Parents here are literally begging the Prince Edward County supervisors to increase property taxes next year to make up a $2 million shortfall in the public school budget and prevent teacher layoffs. But none of them are surprised that the supervisors have said no.

Over the past 60 years, this county government has been notoriously cheap, especially when it comes to paying for public education. In fact, the supervisors' opposition to higher property tax rates has proven to be the most enduring remnant of the old Jim Crow era. This is, after all, the only local jurisdiction in the United States that actually abolished public education for five years – between 1959 and 1964 – to delay racial integration of the schools.

Dozens of parents and teachers showed up at the supervisors' meeting on April 17 in what they already knew would be a futile effort to change the county's reputation.

"This is becoming an 'us-against-them' community again," Barbara Arieti, a school counselor, warned the supervisors. "I don't know why you can't grasp the concept of 'we.' "

The Rev. Samuel Trent, also a parent, reminded the supervisors that "Prince Edward is a school that nobody wants to send their children to."

Not one person spoke out against an increase in property taxes. Carolyn DeWolfe, whose grown children were educated in the local public schools during the 1970s, said that pleading with the supervisors for more money for public education has often been considered "a rite of spring" in this rural south-central Virginia community. Parents' and teachers' efforts in the past two years have been based on the need to make dramatic improvements at the high school, which in 2010 was officially designated as one of the lowest-performing schools in Virginia.

Meeting to discuss the budget again one week after hearing the testimony of teachers and parents, the supervisors explained that they were against a tax hike because many local taxpayers could not afford to pay it. Vice Chairman Howard Simpson said the schools always have had the funds "that the board thought they have to have."

The beginning

The long-term stalemate over education spending here had its beginning a century ago, when local white supremacists argued there was no point in spending money on classes for African-American children because they would only end up going to work in the fields. And it continues today, primarily because of the prominent role still played by the local private school that was created in the late 1950s with public money to educate the children of the town's white elite. The hatred engendered by this constant reminder of the county's dark past is, as one school official described it, "the ugly reality that is always just below the surface."

The story of Prince Edward County Public Schools demonstrates how the unresolved racial issues of the 1950s and 1960s are at the root of today's achievement gap between black and white children in our nation's schools. For the past three years, the county schools have failed to meet the standards set by the No Child Left Behind law. In 2008-09, some 95 percent of the white children passed the English portion of the state test, known as Standards of Learning, while only 79 percent of black students did. A comparison of results on the math test was 89 percent for white children, 66 percent for blacks. Many educators believe that closing the gap between racial outcomes in schools across the country should be the most important civil rights objective in this decade.

Prince Edward County has the third-lowest property tax rate in the state: 42 cents on every $100 of assessed value. That compares to $1.09 in Fairfax County, Va., outside Washington, D.C. As a result of the county's long history of neglecting funding for public education, more than 20 percent of Prince Edward's adults – mostly African-Americans – do not have high school diplomas.

The county board's historical willingness to settle for low-performing schools has slowed economic growth and created a permanent black underclass in this once prosperous tobacco-growing community. The policy has succeeded in shrinking the property tax base in Prince Edward County, as well as the public school enrollment. Heather Edwards, a parent of two students and a French teacher at Longwood College, in her presentation to the board, noted that many people who work in Prince Edward County have chosen to buy houses in one of the surrounding counties where the schools are known to be better.

"These families would be happy to pay a higher tax rate … would own real estate in the county, they would buy goods and services in our county, would be leaders in our community, if only they felt this community were one that values education," she said.

Prince Edward's role in history

While Prince Edward County's history of racial turmoil is not as well-known as that of Philadelphia, Miss., or Birmingham, Ala., it played a very important role in the civil rights era of the 20th century. In the early 1950s, Prince Edward's segregated black high school was so overcrowded that many students were taught inside flimsy tarpaper shacks erected in the school yard. The white community and the county's black parents were shocked when the black high school students staged a strike in 1951 to protest the overcrowding of their school. Adult African-American residents, who were always treated as lesser beings by the white establishment, would not have had the nerve displayed by their striking children. As a direct result of that strike, Prince Edward County was chosen as one of seven defendants in the NAACP's landmark case seeking school integration, Brown v. Board of Education of Topeka.

When the Supreme Court ruled in favor of school integration in 1954, Prince Edward's supervisors were flabbergasted. It never occurred to them that the court would rule against them. In those days, every important local decision was made not by the supervisors

but by a small group of wealthy white men whom sociologist Edward H. Peeples has described as an oligarchy. The group's spokesman, J. Barrye Wall, then publisher of The Farmville Herald, said it was necessary for the county to close the public schools in response to the high court ruling, to protect the rights of the local government to decide how its own tax dollars would be spent.

At the time, Gordon Moss, a history professor at Longwood University here, was the only white man in town who regularly spoke up for integration of the schools. Wall and Moss had previously been part of a men's group that met weekly at the Episcopal church.

According to Moss, that is where Wall privately discussed his real feelings about schools and taxes. "[The] primary purpose is to destroy public education for both, yes, the Negro children of the county but also the white children of the county in order that they might maintain an unlimited cheap labor supply for the few, for the industries of the county," Moss said.

Wall, who died in 1985, never publicly acknowledged that he had spent his life fighting a lost cause. In fact, he declared in a 1979 interview with American Heritage magazine that he expected his point of view would prevail in the long run. "I was and am for separate education for white and black," he said. "We were defending states' rights, state sovereignty. The principles for which Lee and the South fought weren't settled at Appomattox – and still aren't. The South lost – we lost – but it's not settled."

The Prince Edward schools were not forced to deal with desegregation until after the Supreme Court rejected the county's arguments for a second time in 1958. While other Southern communities briefly toyed with the tactic of closing their schools in response, not one of them did it nearly as long as Prince Edward. When then-Attorney General Robert F. Kennedy came here on May 11, 1964, he irritated the white locals by saying: "The only places on Earth not to provide free public education are Communist China, North Vietnam, Sarawak [a state of Malaysia], Singapore, British Honduras and Prince Edward County, Va." Even before the public schools were closed, however, the oligarchy established a new private school for white children, knowing that an estimated 1,800 black students would go without education.

The long-term effects

The lives of these local black children were forever diminished by the five-year school shutdown. James Lyle, a bright second-grader at the time, said years later that he sometimes still cried as he drove around town in his pickup truck, thinking of the opportunities he had missed. About 70 black children were sent away to attend schools in other parts of the country, but most stayed home.

The Prince Edward Academy – now known as Fuqua School – was established using "tuition grants" given to parents by the state and the county. Classes began in church basements around the county, and a new private school building was in use long before the public schools reopened. After the tuition assistance was ruled unconstitutional, a local bank made loans with easy terms available to those white parents who could not afford the school.

By all accounts, any local person who expressed even the mildest dissent during the shutdown was bullied into keeping quiet. The ringleader for that endeavor was said to have been Charles "Rat" Glenn, a prosperous builder whose company erected the new private school buildings. The late Les Andrews, a former school board member, recalled how he and his children were ostracized because he spoke in favor of reopening the public schools. Andrews said the reaction of the community was particularly unfair, because he had always opposed integration. He only wanted the county to live up to its duty to provide public education.

When the public schools finally reopened in September 1965, only a handful of white children were in attendance. Most of the white parents continued to send their children to Prince Edward Academy. And even though the proportion of white students in public schools has now increased to about one-third, School Board Chairman Russell Dove says they are still somewhat segregated, because whites are routinely placed in the Talented and Gifted program, while blacks usually are assigned to regular or special education classes.

Fuqua might have folded for lack of financial support in the early 1990s, but it was saved when a rich native, J.B. Fuqua, gave more than $10 million to keep it alive. Fuqua President Ruth Murphy, who was hired with the new money, has been able to recruit some African-American students for the private academy in recent years. But Murphy's efforts to improve the school's image have never met with the approval of the African-Americans who were denied schooling in the 1950s and 1960s. For them, Fuqua stands as a constant reminder of their own humiliation. Murphy, who often speaks out in favor of racial justice, accidentally made matters worse in the black community recently by telling The Washington Post that when she first saw her newest black student, a football player, she thought he looked like a drug dealer.

In the late 1960s and the 1970s, the public schools recovered from the shutdown better than expected. But the quality of the schools has deteriorated in recent years, and teachers have put most of the blame for that on disruptive black male students. One school administrator said many teachers in the county schools do not believe these boys are capable of learning.

> James Lyle, a bright second-grader at the time, said **years later** that he **sometimes still cried as he drove around town** in his pickup truck, **thinking of the opportunities he had missed**. About 70 black children were sent away to attend schools in other parts of the country, but most stayed home.

Many children left behind

Many residents were unaware of the growing problems in the schools until 2010, when the high school was designated by the state of Virginia as a low-performer. Until then, the school administrators had been able to paper over many of the problems. So the news came as another surprise, even to those citizens who had been attending school board meetings.

Cambridge Education, a global consulting company, was hired to assist in the turnaround process that is under way in many low-performing schools around the country. Prince Edward County received about $1.5 million over three years from the federal government to implement the turnaround, most of which went to Cambridge. School Superintendent David Smith said the best part of the turnaround was the selection of a new principal and two other top administrators at the high school. Among other things, Cambridge pulled a bunch of students out of the special education program because they were judged as being perfectly capable of earning a regular diploma.

It will be hard for the high school to sustain the results of the turnaround with less money in the budget. Although the county will contribute more than $8 million to the school's annual budget of $26 million, it refuses to make up for the cut in state spending for schools, which has created a $1.8 million shortfall. The school board has identified numerous teaching positions that are likely to be eliminated because of the shortfall. The school board's Dove estimated the board would have to cut at least seven or eight teaching positions.

Superintendent Smith said in an interview that while he is disappointed by the funding cuts, Prince Edward Public Schools can still do a good job educating all the children, black and white. "There are many things you can do (for the students) without money," he said. "The turnaround was one of the best things that could happen to our high school." The achievement gap that separates black and white students is often misinterpreted by those white residents in Prince Edward County who still believe that African-Americans are not as smart as white people. While that theory has long been discredited, it nevertheless has had an impact on the expectations of teachers and of black students, especially in Prince Edward County.

Robert G. Smith, former superintendent of schools in Arlington, Va., and an expert on the subject of closing the black-white achievement gap, cites study after study proving that the intellectual capabilities of African-American children are undermined in an atmosphere in which they are treated as second-class citizens. It is impossible to imagine any black child could grow up in this county without feeling what former President George W. Bush often called "the soft bigotry of low expectations."

Narrowing the gap

The Arlington Public Schools and many other successful school districts around the country have succeeded in narrowing the achievement gap by using a race-conscious approach that has never been tried in the Prince Edward schools. Without such training, Smith says, white teachers and even some black teachers do not realize that their expectations for students have been shaped by white middle-class cultural norms that black kids do not always understand. Minority children are often classified as disruptive when they violate these white norms, according to Smith.

In the past, experts believed the best way to make teachers more sensitive to the cultural differences was to teach them more about African-American culture. Smith uses the opposite strategy: He teaches white teachers to recognize how their expectations for student achievement have been shaped by their own lives of white privilege.

Smith's approach comes from the new field of scholarship known as "whiteness studies," which began with a 1986 essay by Peggy McIntosh, associate director of the Wellesley College Center for Research on Women, who observed that white people are blind to the existence of white privilege, which they regard as nothing more than the normal way of doing things. Smith acknowledges that discussion of white privilege might be difficult for teachers who have taught for a long time in an environment where racial differences have caused so much pain.

Meanwhile, even though the county supervisors are refusing to raise taxes for public schools, The Farmville Herald has taken a more enlightened view than it did in the 1950s. Herald Editor Ken Woodley has written two editorials recently, calling on the supervisors to listen to the parents and teachers who show up for the annual public hearing on school spending. At the most recent hearing, Woodley said, "Nobody spoke against additional funding (for schools), but somehow Nobody won."

Sara Fritz, former publisher of Youth Today, *is writing a book about the racial history of Prince Edward County.*

Prince Edward County, Va.

Population: 23,368 (2010 Census)
Percent white: 62.17
Percent black: 35.82

Income
Per Capita $14,510
Family Median $31,301
Percent below Poverty Line 18.9
Female-headed households 14.9 percent

School Population: 2,600

Virginia's county government structure is unusually strong – especially compared to those in other Southern states – primarily because it was established during the colonial period.

In the southern part of the state, race issues have caused county supervisors to aggressively hold on to control of all matters related to public education. Using a complex ability-to-pay formula, the state sets a minimum that counties must spend on schools. Counties can then decide how much above the minimum they will contribute. In Prince Edward, supervisors set the property tax rates and they also appoint members to the school board.

SPECIAL SECTION: JIM CROW 2012

It Starts in the School

The Reality of Racial Disparity

By Eric Ferkenhoff

PHOTO BY RICHARD ROSS

CHICAGO – Julie Anderson is 55, white and squarely in the middle class. "I'm not exactly liberal," she said. But sometimes a person's views shift when hard facts are laid bare before her.

Anderson confronts such facts weekly, when she makes the six-hour, 350-mile drive from her home in Chicago to visit her son at Illinois' Menard Correctional Center in Chester.

For the past 17 years, he has been serving a sentence of life without parole for murder, most of it in lockdown. He was 15 when he was arrested and transferred to adult court for prosecution.

"It's like we're imprisoning an entire race of people," Anderson said of the makeup of Menard's population, which averages just over 3,400 inmates, 62 percent of them black. In contrast, less than 15 percent of the state's nearly 13 million people are black.

"It's happening. We tell everyone else, every other country, what to do. Look in your own backyard," Anderson said.

Incarceration, and the long-term deprivation of rights that accompanies it, is now almost the norm for many African-American men. For example, one in five Cook County (Chicago) black men between the ages of 20 and 29 is in prison or under parole supervision.

While the number of adults in state and federal prisons has grown nearly six-fold in the past three decades, topping out at about 2 million, the number of juveniles in custody nationwide has dropped by nearly a third since 1997. The juvenile population was 71,000 in 2010, the last year a national census of juvenile prisoners was taken. But the proportion of blacks to whites has remained constant: Basically, five African-American youths are in custody for each white youth.

A popular theory blames the nation's war on drugs for the large percentage of black juveniles in jail, but drug arrests – especially arrests of black juveniles for drug crimes – have dropped precipitously in recent years.

Offsetting that decline have been the sharp increases in the number of black youths jailed for relatively minor crimes – simple assault, robbery, theft, and public order and so-called status offenses – the kinds of charges that often originate in schools and other public places under "zero tolerance" policies. The intent of the policies is to beat back even the most minor offenses by taking to court cases that were once handled by a lecture from the principal or a teacher, or parents.

Critics argue that zero tolerance policies have turned many urban schools into bunkers and placed a premium on safety at the expense of education. Police officers have largely replaced educators as the new "first responders," cracking down on even minor offenses, which can stain a youth's record and ruin the youth's career.

Institutional Racism?

Some see this reality as just the latest version of Jim Crow, replacing laws that blocked black achievement with policies that do the same thing.

Pamela Rodriguez, head of TASC (Treatment Alternatives for Safe Communities), an Illinois organization seeking restorative justice, says the first step in reducing disproportionate minority contact (DMC), is to put a buffer between the police and at-risk youth.

"People focus on sentencing and other violations in the detention system," she said. "But we need to do something with the initial contact between youth and the law before we can possibly revolutionize this issue and really start to change it."

The first line for many is education.

"Kicking kids out of school is the first big step in the minority trajectory into the juvenile system," Rodriguez said. "The other path into the system is child welfare. But if you don't want to go that far back, then it has to be at the point of police contact."

Chicago aldermen recently demanded that the city's school system reduce the number of suspensions and expulsions by 40 percent, which would be on top of a 43 percent reduction in expulsions this year.

Cook County President Toni Preckwinkle even suggested blowing up the juvenile justice detention center, where 75 percent of inmates are black compared with about a third of city juveniles who are black.

"I meant that we shouldn't have a jail for kids. Period," she said. "My administration is working toward secure homes – small group homes – scattered around the city that would offer a more humane alternative. I certainly wouldn't mind being part of the demolition of the JTDC in the future, or I look forward to its repurposing, possibly by the state."

Not every city is making headway, according to critics. New York City was taken to task for lopping about $150 million off its budget for child welfare and school-related programs, at the very time advocates argue a tighter safety net is needed.

And in Los Angeles, there was outcry over the high number of summonses – upwards of more than 33,500 – issued to youth in the school system. The Center for Public Integrity, which released those findings, also highlighted the fact that a disproportionate number of the children targeted were black or Hispanic.

Whatever the reasons, the numbers add up to human rights violations, according to Alison Parker, director of the U.S. office of Human Rights Watch. She attributes the disproportionate number of black youths in the correction system to police making the obvious arrests.

"Police are enforcing drug laws on the streets. They're not going into suburban living rooms, into university dorm rooms and private places," Parker said. "There might be more whites than blacks who are offending, but it's easier to patrol a street. … On the street, it's all right there."

For John, a 15-year tactical officer from Chicago's South Side who targets gangs, drugs and youth violence, keeping the streets safe while balancing rights is a tricky line to walk. (He asked not to be identified because he is not authorized to speak for the police department.)

"There are good people – very good people – living on a dangerous block, and they see the risks, so they call us out, which means more visits and stops by police," he said.

"It's a cycle, but it's not like it seems. The hard part is the fact that the same neighborhoods that call us out have people who don't like the heavy police presence, and they say we're targeting or sweeping. It's not the case. You can't ignore it when people are firing guns, when people are dealing and when people are dying and the good people get caught up."

"A lot of people want to blame the racist cop, to attribute it to the white officer picking up the black kid just because," Parker said. "But it's not just racist cops sweeping the streets; it's more embedded in the system."

Origins of the juvenile system

The whole basis of the juvenile justice

system – which originated in Chicago in 1899 – is that young people are not fully developed and are unable to keep their impulses in check but are also more amenable to rehabilitation. Juvenile justice is supposed to offer youths a way to reset their bearings after teetering off course, so their whole lives aren't warped by one event.

That approach seems to have been turned on its head, starting in the 1980s and early 1990s with predictions of "super-predator" youths – who never materialized. Over a decade, the thrust of juvenile justice moved from rehabilitation to punishment.

Skip forward two decades, and now a simple incident in school can lead to lifelong exile from upward mobility and to deprivation of civil rights. Youths arrested and charged for incidents in schools often lag in their school work and fall even further behind while serving suspensions or juvenile sentences.

13
PERCENT OF JUVENILES ARRESTED ARE BLACK

Too often these youths drop out of school completely, practically ensuring they will have to struggle their whole lives for worthwhile, good-paying work. Forecasts see few jobs in coming decades for people without at least a high school education, and a continuing bias against black men with criminal convictions.

Recent studies assert that the judgment portions of the human brain aren't fully developed until around age 25; still, many states are pushing younger and younger children into the adult correctional system because of behavioral issues.

31
PERCENT OF REFERRALS TO JUVENILE COURT ARE BLACK

Disparity

The unequal application of law enforcement to minorities wasn't a focus of the original law establishing the U.S. Justice Department's Office of Juvenile Justice and Delinquency Prevention (OJJDP) in 1974.

44
PERCENT OF THOSE DETAINED BEFORE TRIAL ARE BLACK

Though racial disparities in the juvenile justice system were suspected then, it was not until the amendments of 1984 that ameliorating disproportionate minority confinement became an OJJDP goal.

Amendments to the act in 1988 and 2002 broadened the scope of the problem from mainly confinement to the different treatment of minorities at every level of the juvenile justice system. Addressing those discrepancies became the basis for awarding grants to states and localities.

34
PERCENT OF THOSE FORMALLY PRESENTED AT JUVENILE COURT (CHARGED) ARE BLACK

A report that analyzed 1997-98 data found that the bias against black youth merely began on the street, but in many states had become institutionalized throughout the juvenile justice process. Although blacks make up about 13 percent of the country's overall juvenile population, the study found they constitute:

- 26 percent of juvenile arrests.
- 31 percent of referrals to juvenile court.
- 44 percent of those detained before trial.
- 34 percent of those formally presented at juvenile court (charged).
- 32 percent of youth adjudicated delinquent (found guilty).
- 46 percent of youth waived to adult court.
- 40 percent of youth in residential placement.
- 58 percent of youth admitted to state (adult) prisons.

The study found that the bias existed in 31 of the 36 states examined.

Alternate approaches

The Annie E. Casey Foundation and the John D. and Katherine T. MacArthur Foundation have poured millions of dollars into alternative detention programs over the past decade. Their brand of juvenile justice programs seems to be turning the tide, as some jurisdictions and a few states return to the juvenile justice concept of offering support programs to keep juveniles out of jail. Part of the change can be attributed to sharp and continuing budget shortfalls in most states – they simply don't have the $20,000-plus it costs to keep a juvenile locked up for a year.

It's a long way back to restorative justice. Bart Lubow, director of the Annie E. Casey Foundation's Juvenile Justice Strategy Group, said at an April conference of the Juvenile Detention Alternatives Initiative, in Houston, that "policymakers, justice system practitioners and whole communities are prepared to eschew the policies of mass incarceration that have been at the center of crime policy for the past four decades."

"The cutting back on the harsh treatment of troubled youth will not necessarily correspond with an uptick in violence," Lubow told a gathering of 700. "Indeed, rehabilitation services – as they more and more take the place of punitive laws – will ease the transition and cap crime rates."

Juveniles in adult jails

The move toward alternatives to incarceration for youths has not breached the law-and-order divide or calmed those who demand harsh penalties for youths who commit violent crimes and some drug crimes.

Though recent studies show that the longer juveniles are held in adult jails – either awaiting trial or after being convicted of adult charges – the more likely they are to return to crime and, ultimately, prison. Some states have raised the age of juvenile jurisdiction, sparing more youth from exposure to adult jails.

Other states have made different drastic changes. West Virginia halted the practice of solitary confinement for juveniles in response to a lawsuit by two young inmates of the Industrial Home for Youth in Salem. California debated realigning its entire juvenile justice system. Colorado is studying whether youth can be charged as adults without first getting the approval of a judge, which is now required. Georgia tried, but failed, to push through the legislature a complete rewrite of the juvenile justice system.

32
PERCENT OF YOUTH ADJUDICATED DELINQUENT (FOUND QUILTY) ARE BLACK

But there have also been new revelations of severe racial discrimination.

In late April, a Justice Department review found "serious and systemic failures" in the juvenile justice system in Memphis, Tenn. – findings Thomas Perez, assistant attorney general for the Civil Rights Division, said could shed light on the treatment of minorities elsewhere.

46
PERCENT OF YOUTH WAIVED TO ADULT COURT ARE BLACK

The Justice review showed that African-American youths in Memphis and surrounding Shelby County were arrested and jailed at twice the rate of whites. The same was true for the rate at which African-Americans' cases were sent to adult court. "Whether or not someone intends to discriminate is not relevant under human rights law," said Parker of Human Rights Watch.

"It's whether [racism is] happening – the statistics show it's the case – and if it's as widespread as it is in the United States, then it's a human rights violation."

Life without parole

About 60 percent of. states have automatic waiver laws that require anyone charged with certain crimes – often including homicide, felony sexual assault, kidnapping, armed robbery and armed carjacking – to be tried as adults. The automatic waivers usually apply to anyone 15 or older. The result: 2,600 people are now serving life without parole sentences for crimes they committed when they were younger than 18, according to the Juvenile Law Center. Sixty percent of those inmates are black.

40
PERCENT OF YOUTH IN RESIDENTIAL PLACEMENT ARE BLACK

"When a black boy kills, it may be no more heinous than when a white boy does," Parker said. "It's the same crime, but maybe the black boy doesn't present as well, show as much remorse, is indigent, is lacking counsel – or maybe there is bias on the part of police or prosecutors. We can examine all of those actors, and we should, but also there's embedded, structural racism in the system."

About 450 of the 2,600 inmates nationwide who are serving life without parole for offenses committed as juveniles are imprisoned in Pennsylvania, which mandates life without parole for anyone convicted of murder. The state leads all others in the number of people serving life without parole for crimes they committed as juveniles – and that number has grown by more than 100 in the past three years. African-Americans are 1.5 times more likely to be sentenced to life without parole in Pennsylvania as whites, according to Human Rights Watch.

Although many argue that life without parole is a lesser sentence than a death sentence, both guarantee that the inmate will die in prison.

Human Rights Watch cited the United States as one of only two countries in the world that impose life without parole sentences on juveniles. The other is Somalia.

A 2005 Human Rights Watch report first focused attention on the imposition of life without parole for juveniles in this country. Among other things, the report found that basic human rights were violated through sexual and physical violence at the hands of other inmates and correctional officers.

The same year, the U.S. Supreme Court took the death penalty for juveniles off the books, ruling that their minds were not yet fully developed and death sentences amounted to cruel and unusual punishment.

Two years ago, the court ruled that juveniles not convicted of murder could not be sentenced to a term that did not provide a meaningful opportunity for parole. But the high court did not define what a "meaningful opportunity" is, and some inmates sentenced as juveniles to life without parole have been resentenced to such lengthy prison sentences that parole is highly unlikely.

In March, the court heard arguments in Miller v. Alabama and Jackson v. Hobbs, which seeks to overturn all juvenile life without parole sentences – including those imposed in murder convictions – on the grounds that life without parole is essentially a death sentence.

A ruling is expected before the current session of the court ends later this month.

58
PERCENT OF YOUTH ADMITTED TO STATE (ADULT) PRISONS ARE BLACK

The notion that the approach to juvenile offenders should be softened is nonsense, according to those who believe crime is at 48-year lows precisely because people are being held accountable and tough sentences are being imposed.

"I have the education, I could afford a lawyer, and it was stacked against me," Anderson told a small sentencing forum in early March, in a synagogue just north of Chicago. "But [inmates of color], their families, who I see when I visit – they had no chance at all."

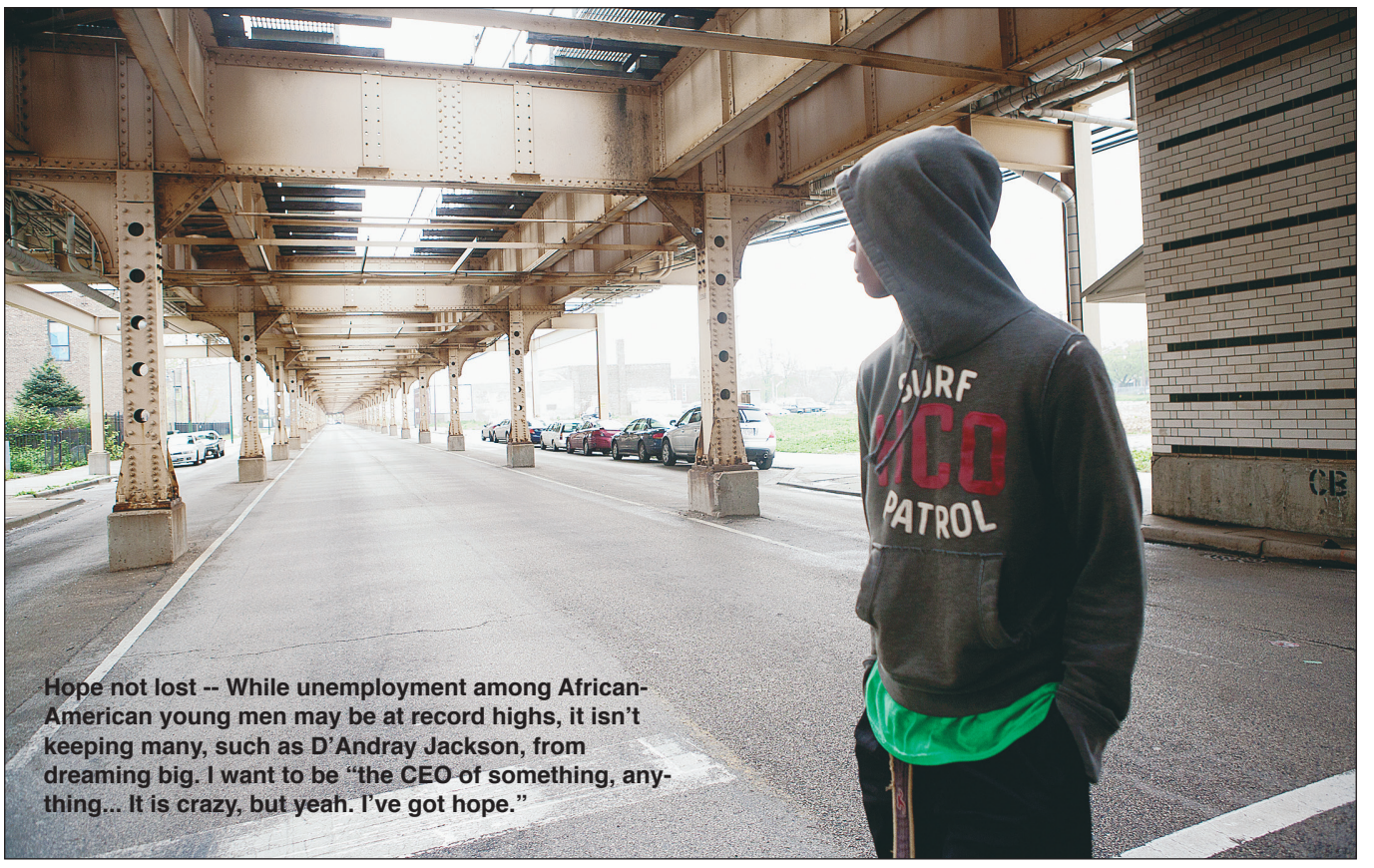
Asked to elaborate, she explained, "Everyone brings their strengths to the table in court, during trial, whether it's clear language or emotion. But these people had nothing."

Eric Ferkenhoff, a former Chicago Tribune *crime and education reporter, is an assistant professor of journalism at Northwestern University's Medill School.*

SPECIAL SECTION: JIM CROW 2012

Grim *Job Outlook for Young African-Americans*

By Eric Ferkenhoff



Hope not lost -- While unemployment among African-American young men may be at record highs, it isn't keeping many, such as D'Andray Jackson, from dreaming big. I want to be "the CEO of something, anything... It is crazy, but yeah. I've got hope."

PHOTO BY ERIC UNGER

CHICAGO – Don't tell D'Andray Jackson hope is lost; he'll have none of it.

His arms tucked inside a sweatshirt on a cool morning, D'Andray shrugs off the hard math that suggests he, as a young black male, isn't supposed to make it.

His school, Beidler Elementary on Chicago's west side, ranked 1,531 out of 2,068 elementary schools statewide. It's a poor showing, but with 26 percent of the students meeting state averages in reading and math – up from just 2.7 percent eight years ago – there have been gains.

"I have a lot of hope," said D'Andray, 15, an eighth-grader standing atop busted concrete early on a school day. Asked about career dreams, he shoots high.

"I'm thinking business," he said. "The CEO of something, anything. … It is crazy, but yeah, I've got hope."

D'Andray's hope belies the employment record for black youth.

The black youth (ages 16 to 19) unemployment rate for April was 38.2 percent, compared with the white youth unemployment rate of 22.8 percent. Experts say the employment rate is a more telling figure. In April, just 15.5 percent of black youth were employed, compared with 28.3 percent of white youth the same age.

White young people 20 to 24 years old had an unemployment rate of 7.8 percent, compared with blacks in the same age range, who had an unemployment rate of 11.5 percent.

Education is one of the prime requirements for obtaining and keeping a job, according to the experts, and with the high school dropout rate for black youth nearly twice that of white youth, blacks' employment will be affected throughout their lives.

U.S. Department of Education statistics show that 5.2 percent of white youth between the ages of 16 and 24 are high school dropouts, while 9.6 percent of black youth in the same age range have dropped out. But those numbers do not reflect the overall percentage of the workforce without high school diplomas.

Few jobs without a diploma

While the national unemployment rate stood at 8.1 percent in April, according to the Bureau of Labor Statistics (BLS), the unemployment rate for whites without a high school diploma was 11.7 percent and the unemployment rate for blacks without a diploma was 20.1 percent.

Here in D'Andray's neighborhood, the effects of the recession have played out large. Homes and businesses are boarded up and shuttered. Public workers, previously in the most stable of jobs, have been laid off, as state and city budgets have adjusted to shrinking revenues.

"What's going on, right?" said Joshua Lindsey, echoing Marvin Gaye's signature line, as he stood before a mural of the late vocalist.

Lindsey, 30, who grew up on Chicago's far south side, was strapping on a safety vest for a temporary job at a construction site under the elevated tracks on Chicago's near west side. He has been shifting jobs, shuffling shifts and trying to make ends meet most of his working life.

It's a fate that may befall thousands of black youths, including those unable to land the summer jobs that often are crucial for their families' well-being.

Some 31 percent of black youth were unemployed that month, twice the percentage of whites and 11 percentage points higher than Hispanics.

The youth employment rate is top-of-mind for many these days, including those in the race for the White House. Presumptive Republican nominee Mitt Romney took a shot at the Obama administration in April, saying the "youth unemployment rate is double the unemployment rate for all Americans."

The PolitiFact website analyzed the numbers and Romney's claim. While the group mostly sided with Romney's conclusions that the rate of unemployment is much higher for youth, it was not an embarrassment to be thrown in President Barack Obama's lap. In fact, PolitiFact found, analyzing Bureau of Labor Statistics numbers, that the ratio of black to white youth unemployment rates has remained pretty much steady since George W. Bush took office in January 2001.

Efforts by the Obama administration to put a lid on youth unemployment have not kept pace with job losses during the five-year economic downturn. Among other things, the administration has touted increasing the ranks of AmeriCorps workers, who help disadvantaged neighborhoods and at-risk populations, to 83,000, as well as pumping billions into modernizing schools, and establishing a new $1.5 billion fund called the Pathways Back to Work to bridge the summer months with employment.

According to an analysis of BLS data, in the summer of 2007, just before the recession, a total of 7.2 million 16- to 19-year-olds were employed. Last summer, youth employment topped out at 5.2 million. In April, the number of 16- to 19-year-olds employed was 4.2 million.

These are not the statistics that Lindsey was raised to believe in. Nor do they even hint that the country has shaken much of the embedded racism and discriminatory schooling, hiring, housing and law enforcement that were hailed as being eliminated by civil rights victories more than 40 years ago.

"The youth these days … I tell them: 'Make better decisions as you get older,' " Lindsey said. "Stay productive, because it's all about the decision-making. … Growing up in these poverty-stricken areas, there's a lot of vices, temptations to do things to make money quickly. Go to school. Work."

The alternative is, very often, run-ins with the law. There has been an overall increase in the amount of public cash spent on policing, despite a recent study by the Justice Policy Institute that showed an often adverse correlation between investment in police and the dividends paid to society.

"More kids are being arrested for [minor] offenses, more jails are being filled, and more

people are ending up with records," said Tracy Velazquez, the institute's executive director. "And this makes it harder for them to get jobs and housing, and to go to school and better increase their education" and their chances at breaking free from the cycle. "There's a trickle-up effect of costs through the whole system."

The causes

Studies disagree with one another over the causes of high black unemployment and low employment numbers, especially among youth.

But most agree it starts with the schools. Many minority youth, who this year showed progress in science and helped close the racial gap in test scores, are concentrated in urban settings. Most of the nation's poorest performing schools – the highest dropout, truancy and early pregnancy rates; the lowest graduation rates; and the lowest number of students meeting state and national testing standards – are in urban settings.

"So many of the students that are at risk are hopeless and rudderless, and they really don't believe that they can accomplish anything," said Blondean Davis, a longtime Chicago educator and administrator who runs the successful Southland College Prep Charter High School just outside of Chicago. "But where is the charismatic leader? Where is this person who can say, 'You can do this. I know you can do this. I have faith in you and I'm going to show you the way to do it?' "

Education is among the chief barometers of success, according to most employment studies, and the U.S. Department of Education recently found that, especially in Southern states, many schools were failing to graduate up to 70 percent of their high school students, setting up a generation of potentially lost youth caught in a wicked cycle of poverty and crime.

After all, where there is no income, there is little to tax – and with little to tax, there is not much to feed the public coffers needed to fund social programs that would, in turn, benefit the impoverished.

Poverty feeds off itself

In 2010, according to a study by the University of Wisconsin-Madison, some 15 million youth between the ages of 16 and 24 were ill-prepared to take on high-paying jobs. The report, citing the Center for Labor Market Studies, zeroed in on failed education and inadequate training as the chief culprits, and noted that holders of college diplomas made three times as much as high school dropouts.

Raising expectations

In Chicago, once called the worst school system in the nation, the rate at which public high school students went on to college went up 12 percentage points, to 55.7 percent, between 2004 and 2010, according to the system's director for secondary school counseling, Barbara Karpouzian.

"We're doing something right," Karpouzian said, adding that the paradigm for counseling students has shifted over the past 10 years from therapeutic to a complete set of services focusing on academic, social and career possibilities.

"There's been a lot of work, and we're always giving them a message of hope," she said. "We never say that the chances aren't good. The desire is to begin the hope process as early as possible, to get them thinking of being a doctor as early as elementary school – in third or fourth grade."

But there is the tricky period – summer – and especially the months between graduation and "the time they step on a college campus in the fall. There's a gap that's quite risky if we don't fill it."

Unemployment, studies show, leads to boredom, high-risk behavior and, very often, criminal activity or behavior that is interpreted as such in cities like Chicago.

"We can examine all of these actors, but somehow, there's this embedded, structural racism seeping into the system," said Alison Parker, the Cleveland-based director of Human Rights Watch's U.S. Program.

You won't get any argument about that point from Lindsey, the 30-year-old construction worker. "The system is set up against the black man," he said.

"Entirely. For whatever reason, I don't know. Just plain hatred, and the only thing we can do is empower ourselves."

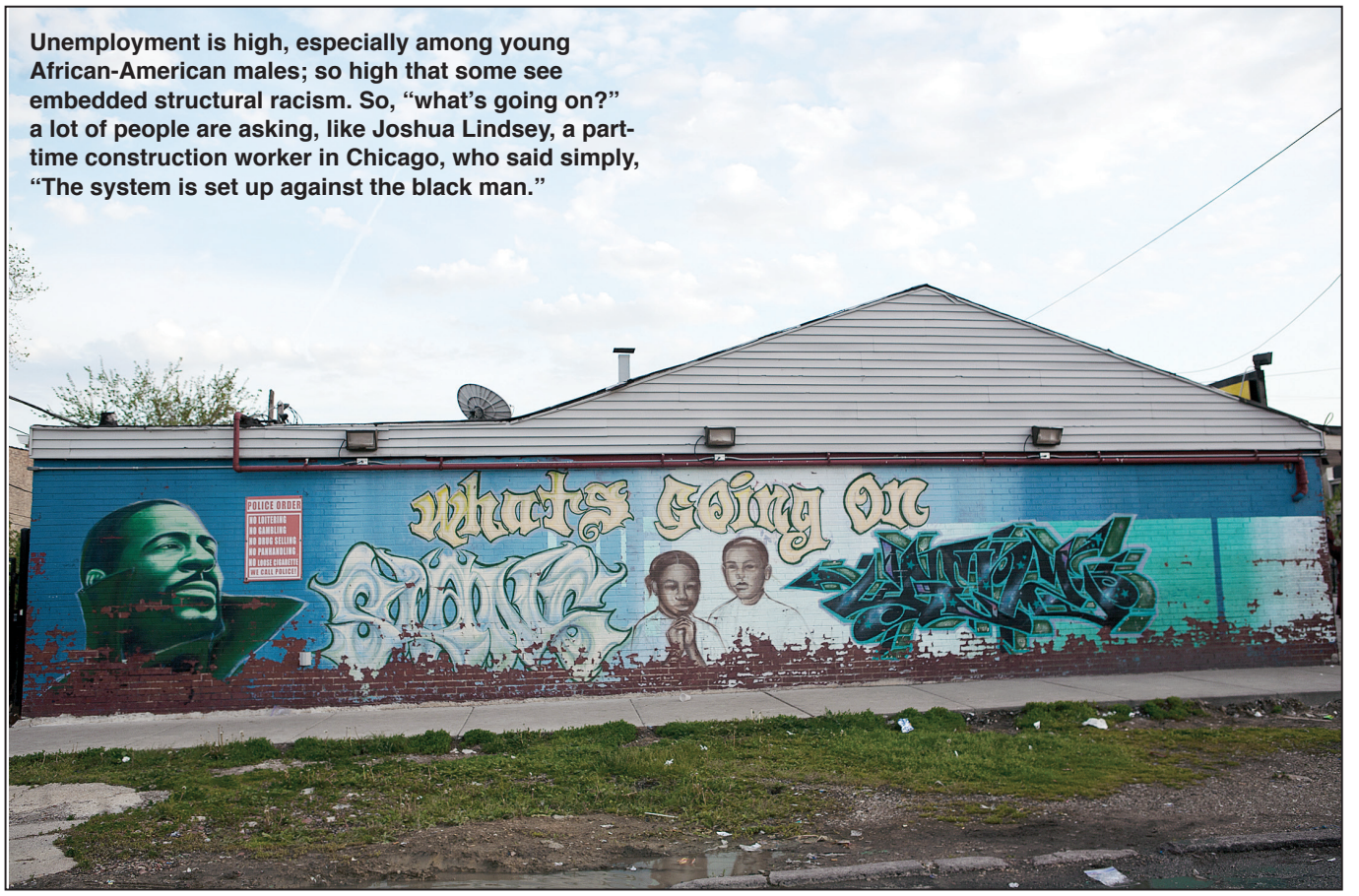
Bonnie Wade is associate director at UCan, which works with minority and LGBT youth to move them out of the child welfare and justice systems and into everyday life.

"We have to look at it from a different lens," she said. "It's not just 'This is what you're up against, this is the trouble you're facing and the deck is stacked.' That is true – so true. But if there's a way to punch with the truth while giving a caring hold at the same time, we can start from a strength-based place. For example, ask the kids: What do you know? You have everything inside you to succeed. You've made it to 18 or 20, or whatever. You've graduated or gotten your GED. You've done something right."

Wade is optimistic about the promise of today's at-risk youth. "Young people are resources themselves. They're thoughtful, and we have to pull the promise out of them."

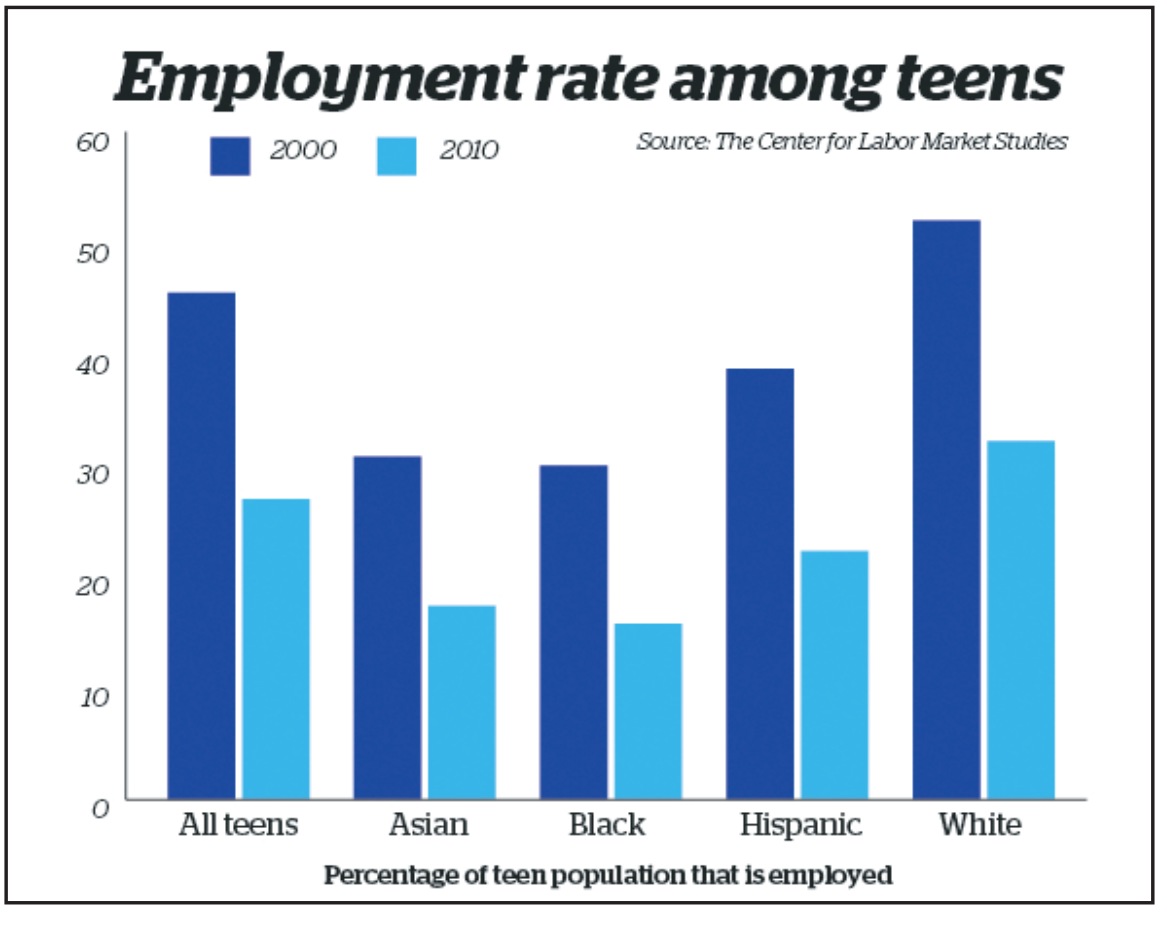
Yet even Wade knows the rules of the game aren't so fair. As Lindsey noted, once a kid runs afoul of the law – something that happens far more often in the open-air markets of urban cities than in private residences or properties in suburban or rural areas – it's harder to hang on to that job. Once a job is lost, studies show that blacks face a longer wait – 27 weeks – to find a new job, compared with 19.7 weeks for whites and 18.5 weeks for Hispanics.

"When we get young people to believe and provide them the space and grace to dream," Wade said, "then, as adults, we let them go and find out what they can do, there's no telling where they can go with these lives. It's not all big dreams. Maybe it's working as a waiter, or making it in business or finding something else steady that's a life you can hang your hat on. They're kids; they make so many mistakes. But they can fly."



Unemployment is high, especially among young African-American males; so high that some see embedded structural racism. So, "what's going on?" a lot of people are asking, like Joshua Lindsey, a part-time construction worker in Chicago, who said simply, "The system is set up against the black man."

PHOTO BY ERIC UNGER



Eric Ferkenhoff, a former Chicago Tribune *reporter, is an assistant professor at Northwestern University. Darnell Little, also of Northwestern University, contributed to this report.*

SPECIAL SECTION: JIM CROW 2012

The New Jim Crow: Mass Incarceration in the Age of Colorblindness

By Cathi Dunn MacRae

This groundbreaking book by lawyer, advocate and scholar Michelle Alexander – in a new paperback edition with a foreword by Cornel West – reframes race relations in America by examining the insidious effect of mass incarceration of African-Americans since the War on Drugs began. In our "colorblind" society that cannot discriminate by race, says Alexander, "it is perfectly legal to discriminate against criminals."

When she was a civil rights lawyer handling affirmative action and employment discrimination cases, Alexander dismissed any notion of an invisible "racial caste system." Only after becoming director of the Racial Justice Project of the American Civil Liberties Union (ACLU) in California did she suspect that mass incarceration was "a stunningly comprehensive and well-disguised system of racialized social control that functions in a manner strikingly similar to Jim Crow," she writes.

Media coverage of the crack cocaine "epidemic" in the 1980s and 1990s convinced many that President Ronald Reagan launched the War on Drugs in 1982 to stem the crack tide. Yet drug crime was declining, and crack did not emerge until 1985.

What was the drug war's impact? "In less than 30 years, the U.S. penal population exploded from around 300,000 to more than 2 million," mostly through drug convictions, says Alexander. Now the U.S. incarceration rate is six to 10 times higher than other industrial countries: 750 people in prison for every 100,000 in the population. The United States holds the world record in racial minorities imprisoned: "three out of four young black men" in Washington, D.C., "can expect to serve time in prison." Similar incarceration rates occur "in black communities across America."

In addition, she notes:

• People of all races "use and sell illegal drugs at remarkably similar rates."

• "White youth are more likely to engage in drug crime than people of color."

• Black men are imprisoned "on drug charges at rates 20 to 50 times greater than those of white men."

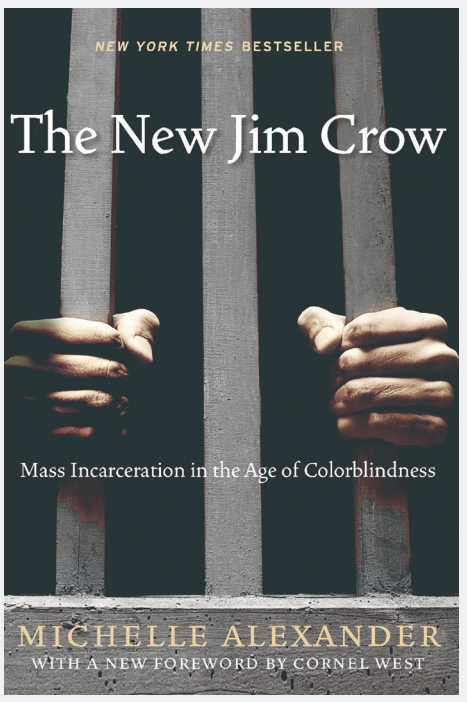
Colorblindness was so complete, U.S. citizens didn't notice that this war victimized mostly black males caught with small amounts of marijuana and cocaine. White people with the same drugs were ignored.

Black women, however, did notice the rarity of men in their communities; in 2002, black women outnumbered noninstitutionalized black men by 3 million, according to the U.S. Census Bureau.

Few appreciate "the enormity of the crisis at hand," Alexander laments. Her book argues that "mass incarceration is, metaphorically, the New Jim Crow and that all those who care about social justice should commit themselves to dismantling this new racial caste system."

Alexander builds her case by revisiting America's history of race relations since slavery. Periods of racial tolerance did occur, but by the turn of the 20th century, Southern segregation laws disenfranchised and ostracized blacks in "virtually every sphere of life," says Alexander. This "racial order" was called Jim Crow – named after a minstrel show character.

PHOTO BY RICHARD ROSS



After "the death of Jim Crow" – often attributed to the Supreme Court's 1954 Brown v. Board of Education decision – the 1960s Civil Rights Movement evolved into the Poor People's Movement to redistribute economic and political power. In response, conservative whites sought "a new system of control" with "race-neutral language" that would put blacks "back in their place, without being exposed to the charge of racism," says Alexander. Created through "law and order," a "new racial caste system" seeded the mass incarceration at the heart of Alexander's exposé.

Each president who followed Reagan forged his own version of the "get tough on crime" regime. Although 90 percent of the unprecedented millions locked up for drug offenses "were black or Latino," this mass incarceration "was explained in race-neutral terms," she says. "The New Jim Crow was born."

"Today a criminal freed from prison has scarcely more rights, and arguably less respect, than a freed slave or a black person living 'free' in Mississippi at the height of Jim Crow," Alexander says. His criminal record "authorizes precisely the forms of discrimination we supposedly left behind – discrimination in employment, housing, education, public benefits, and jury service." Such "legalized discrimination" stigmatizes all black men, notes Alexander, "whether they have ever been to prison or not." It's especially difficult for youth; "young + black + male" equals "reasonable suspicion" in "schools and public spaces."

> "The United States holds the world record in racial minorities imprisoned: "**three out of four** young black men" in Washington, D.C., "can expect to serve time in prison."

Few Americans, including the civil rights community, "recognize mass incarceration for what it is: a new caste system thinly veiled by the cloak of colorblindness," says Alexander. "Our collective denial is a major stumbling block to public understanding of the role of race in our society," which "sharply limits the opportunities for truly transformative action."

Alexander points out that to "stop debating crime policy as though it were purely about crime," we must talk about race – which makes everyone uncomfortable. "Colorblindness, though widely touted as the solution, is actually the problem," she contends. Her detailed recommendations for "embracing a permanent commitment to color consciousness" are both compelling and courageous.

Finally, Alexander reminds us that in 1968, Martin Luther King Jr. called for "racial justice advocates to shift from a civil rights to a human rights paradigm" that would lead to a multiracial democracy.

Those who have not encountered Alexander's reasoning and evidence firsthand might be skeptical of some of her claims. One must witness how skillfully she builds her case with conviction and clarity, urging all races to work toward repairing our broken nation. Michelle Alexander's courageous assessment allows us to inquire about uncomfortable truths and to work out how to live freely together, conscious of our many colors.

Contact: (212) 629-8802, www.thenewpress.com.

Newsmakers

By Clay Duda

Government

Wendy Spencer has taken the helm as chief executive officer of the Corporation for National and Community Service (CNCS) – a federal agency charged with promoting service and volunteerism around the nation.

At a time when its resources are in great demand, Spencer outlined her strategies for strengthening national service and volunteerism to staff members during her first week at CNCS. She replaces Patrick Corvington, who resigned after about a year.

Wendy Spencer

Spencer is the agency's first CEO to come directly from the national service field, bringing years of knowledge and extensive on-the-ground experience to the post. Since 2004, she has served as CEO of the Florida Governor's Commission on Volunteerism and Community Service, commonly known as Volunteer Florida. She received the Governor's Award in 2005 for her leadership in response and recovery work after record-setting disasters that hit the state the previous year.

Spencer also has served as director of the Florida Park Service, worked as campaign director for the United Way of the Big Bend and led marketing for the Macon County, Ga., Chamber of Commerce, among other positions, before joining the CNCS.

At a time when its resources are in great demand, Spencer outlined her strategies for strengthening national service and volunteerism to staff members during her first week at CNCS.

In a video interview on her first day on the new job, Spencer recounted service commitments and called for community members and nonprofit leaders to share ideas on how to make service more effective. At the time of Spencer's confirmation in March, the Senate also approved appointments of four CNCS board members from the nonprofit, civic and corporate sectors.

The new board members are **Rick Christman**, CEO of Employment Solutions in Lexington, Ky.; **Marguerite Kondracke,** senior adviser and former president and CEO of America's Promise Alliance; **Lisa Quiroz,** senior vice president of corporate responsibility for Time Warner Inc.; and **Phyllis Segal**, vice president of Civic Ventures.

Foundations

Carla Thompson, the former deputy director of the Office of Child Care at the U.S. Department of Health and Human Services has joined the W.K. Kellogg Foundation as vice president for program strategy.

In the new position, Thompson will manage the foundation's work with communities and grantees around the nation in the program areas of family economic security and education and learning. In fiscal 2010-11, those program areas awarded 177 grants, totaling $130 million, that focused on child education, child health and family security.

Carla Thompson

Thompson has a dual background in education and social work. Prior to joining the Office of Child Care, she served as assistant superintendent for early childhood education for the District of Columbia public schools where she oversaw virtually every aspect of the early childhood education program.

Thompson holds a bachelor's degree in social work from Syracuse University and a master's in social work from the University of Pennsylvania and expects to earn her doctorate in 2013. She is slated to take over the new position June 11.

"Our mission at the foundation is to strengthen and create conditions that propel vulnerable children to achieve success, and we are committed to helping change the social dynamics that hold too many of them back," said Sterling Speirn, president and CEO of the W.K. Kellogg Foundation. "Carla will help communities marshal their resources to assure that all children have an equitable and promising future."

Meet Today's
Social Challenges
with a MASTER'S
in SOCIAL WORK

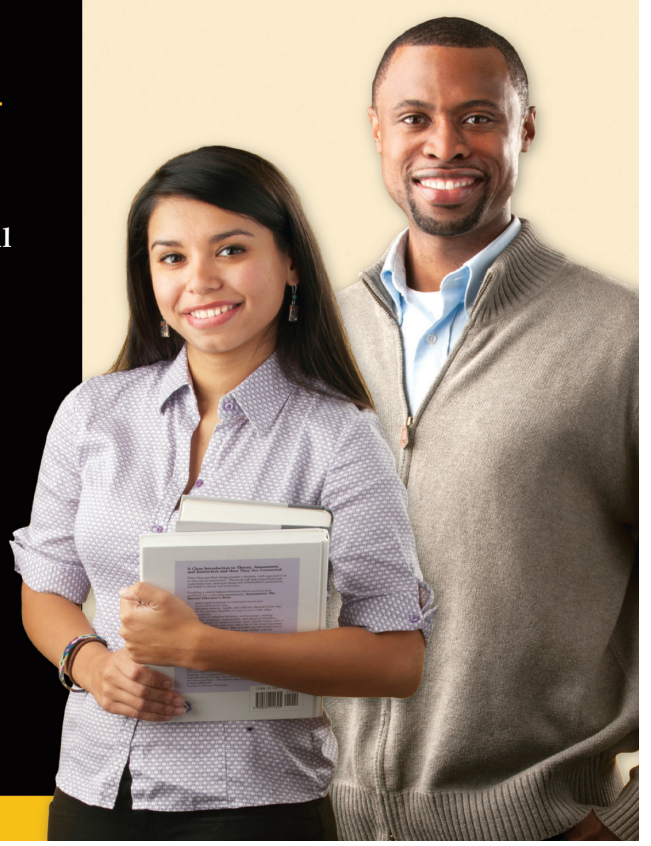
Kennesaw State University's WellStar College of Health and Human Services is dedicated to preparing professionals who want to change the world, one individual at a time. The Master's in Social Work prepares students to provide innovative solutions to common issues in the fields of social work and human services. Our graduates emerge committed to social and economic justice while alleviating critical social problems.

The Kennesaw State Master's in Social Work program offers:

- Expert, seasoned faculty
- Rigorous curriculum integrating theory and application
- Top-notch clinical placements
- International field experiences

For more information, visit: health.kennesaw.edu

Kennesaw State University
WellStar College of Health and Human Services



Fei Li has been named the George Gund Foundation 2012-14 Fellow. Li was to receive dual master's degrees in nonprofit organizations and social service administration from Case Western Reserve University, in Cleveland, in May and has worked as a project manager with Casa Ricci Social Service in her native China.

The fellowship, established in 2004, provides an opportunity for young professionals to play an active role within the Gund Foundation and contribute to civic life in the greater Cleveland area, while contributing to national policy deliberations dealing with child welfare issues. Each fellow is selected through a national competitive application process and commits to serving for two years.

In the new position, Carla Thompson will manage the foundation's work with communities and grantees around the nation in the program areas of family economic security and education and learning.

Veteran communicator **Melissa Skolfield** has been tapped to fill the role of managing director of communications for the Pew Charitable Trusts. In her new role, Skolfield will oversee all of Pew's communications and media programs, with an emphasis on advocacy strategies and message development, building Pew's digital presence and raising the profiles of the institute's goals, policy experts and initiatives.

Skolfield joined Pew from a post as vice president of communications at the Brookings Institution. Prior to joining Brookings in 2005, she worked as communication counsel to House Minority Leader Nancy Pelosi, (D-Calif.), after six years as assistant secretary for public affairs at the U.S. Department of Health and Human Services (HHS).

Skolfield received a bachelor's degree in economics and behavioral science from Rice University and a master's in public affairs from the School of Public and International Affairs at The George Washington University.

Nonprofits

Sam Duran, the founder and long-time CEO of San Diego County-based Urban Corps, has announced he will retire next month after more than 23 years at the helm of the organization dedicated to helping train, educate and employ local at-risk youth and young adults. He will be succeeded by **Robert Chávez,** a former community development coordinator for the City of San Diego Redevelopment Agency.

Melissa Skolfield

Urban Corps – a conservation corps and charter school offering paid green-job training and a second chance for young adults ages 18 to 25 to earn their high school diplomas – has worked with more than 10,000 San Diego County young adults over the past two decades.

Since the organization's founding in 1989, Duran has increased the corps' original budget of $120,000 to more than $9 million.

"The great impact the Urban Corps has made in the county over the years is as obvious as it is impressive," Chávez said in a statement. "I'm very excited for the opportunity to continue the corps' multi-faceted mission of helping young adults succeed in life and supporting the environment."

Bruce Bowman, the former executive vice president and chief operating officer of Washington, D.C.-based KABOOM! has taken the reins as the nonprofit's president, a newly created position.

Bowman will help the organization leverage new partnerships and expand capacity to further its three-pronged mission of "mapping, building and advocating" for play spaces for area youth.

Robert Chavez

Since 1996, KABOOM!, has dedicated itself to helping fight the so-called "Play Deficit" – a trend of children spending less time playing outdoors than previous generations. Since then, it has crowd sourced to map more than 89,000 places to play, built more than 2,000 playgrounds and successfully advocated for play policies in hundreds of cities across the United States.

Bowman served as an active member of the KABOOM! board of directors before taking on the role of COO in 2006.

James Siegal, recent chief of staff with the Corporation for National and Community Service (CNCS), will join KABOOM! as the new COO.

The Board of Directors of Free Arts for Abused Children is pleased to announce that **Shauna McClure** has been named Executive Director for Free Arts for Abused Children.

"After an extensive search effort, we are very excited to welcome Shauna as our new Executive Director," said Free Arts for Abused Children President Sharon Morrill.

"Shauna comes to us with the background, knowledge and talents to ensure that Free Arts will continue to flourish as we strive to serve a growing need in our community. We are confident Shauna will bring leadership and creativity to Free Arts' programs and a deep sense of commitment to our region's nonprofit sector. Shauna has served nonprofits at all program, fundraising, executive and leadership levels, and has a breadth of experience and perspective."

McClure, a veteran writer with longstanding ties in the nonprofit arts sector and the Hollywood entertainment community, most recently served as Executive Director for the Hollywood Arts Council, where she was instrumental in securing public-private partnerships in support of the Council's programs. Prior to her tenure at the Council, McClure was a freelance grant writer in Washington, D.C. with a focus on national and international arts organizations.

"Free Arts hired Shauna for her ability to move programs forward," said Morrill. "But we also know she has been a key advocate and fundraiser for children's programs."

"I am looking forward to my journey with Free Arts for Abused Children," remarked McClure. "I have long witnessed the tremendous transformational power of art in the lives of children, and I am thrilled to be part of that process."

McClure lives in Hollywood with her husband, Kevin Hook, and their son, Liam.

Founded in 1977 as the Free Arts Clinic, Free Arts for Abused Children was born out of the determination of two women who understood the inherent therapeutic value of the arts. Free Arts for Abused Children inspires hope in the lives of children who have experienced abuse, neglect and homelessness through positive interactions with caring adult volunteers.

THIS END UP®
FURNITURE COMPANY

See our *NEW* Furniture styles today at **thisendup.com**

(800) 979-4579 www.thisendup.com
THIS END UP® FURNITURE CO.

GOT NEWS?

Do you have news about personnel changes at your agency? Email Ryan Schill at rschill@youthtoday.org.

Research & Report Roundup

EDUCATION

Building a Grad Nation (2012): Progress and Challenge in Ending the High School Dropout Epidemic

Alliance for Excellent Education

High school graduation rates continue to improve nationally and across many states and school districts, with 12 states accounting for the majority of new graduates over the last decade. Tennessee and New York continue to lead the nation, with double-digit gains in high school graduation rates over the same period. The number of "dropout factory" high schools – and the number of students attending them – also declined significantly over the last decade, particularly within suburbs and towns and in the South, and at a more accelerated rate within cities. Free, 100 pages. www.americaspromise.org.

High school graduation rates continue to improve nationally and across many states and school districts, with 12 states accounting for the majority of new graduates over the last decade.
-Alliance for Excellent Education

On the Clock: Rethinking the Ways Schools Use Time

Education Sector

This report shows that extending the school day has far-reaching consequences for the effectiveness of the education the students receive, and changes must be made in other areas (curriculum and teaching methods) to compensate for these effects. Free, 22 pages. www.educationsector.org.

EMPLOYMENT

Young, Underemployed and Optimistic: Coming of Age, Slowly, in a Tough Economy

Pew Research Center

Combining data from the U.S. Bureau of Labor Statistics and the results from a survey of 2,048 adults nationwide (including 808 young adults), researchers present their conclusions about the state of young adults in the labor force of today's economy.

Some key findings include:

• A plurality of the public (41 percent) believes young adults, rather than middle-aged or older adults, are having the toughest time in today's economy.

• Large majorities of the public say it's harder for young adults to reach many of the basic financial goals their parents may have taken for granted. More than eight in 10 (82 percent) say finding a job is harder for young adults today than it was for their parents' generation.

• Adulthood begins later than it used to: In a 1993 Newsweek poll, 80 percent of parents with young children said children should be financially independent from their parents by the age of 22. Today, only 67 percent of parents hold that view. Three in 10 (31 percent) of today's parents say children shouldn't have to be on their own financially until age 25 or later. Free, 67 pages. www.pewsocialtrends.org/files/2012/02/young-underemployed-and-optimistic.pdf.

Working for a Better Future: How expanding employment opportunities for D.C.'s youth creates public safety benefits for all residents.

Justice Policy Institute

Improving public safety in the District of Columbia depends on a comprehensive approach, with multiple strategies spanning all city agencies, as well as the community at large. One facet of such a comprehensive approach is to improve outcomes for youth so fewer are caught up in the justice system or become a victim of crime, or both. This is one in a series of briefs addressing ways improving youth outcomes can also result in better public safety outcomes for Washington, D.C., as a whole.

Free, 16 pages. www.justicepolicy.org.

HEALTH

Young Adults' Contraceptive Knowledge, Norms and Attitudes: Associations with Risk of Unintended Pregnancy

Guttmacher Institute

This report shows that programs to increase young adults' knowledge about contraceptive methods and use are urgently needed. Given the demonstrated link between method knowledge and contraceptive behaviors, such programs may be useful in addressing risky behavior in this population.

More than half of young men and a quarter of young women received low scores on contraceptive knowledge, and six in 10 underestimated the effectiveness of oral contraceptives. Among women, for each correct response on a contraceptive knowledge scale, the odds of expecting to have unprotected sex in the next three months decreased by 9 percent, the odds of currently using a hormonal or long-acting reversible method increased by 17 percent, and the odds of using no method decreased by 17 percent.

Fear of side effects, norms and attitudes that favor extramarital pregnancy or undervalue the importance of contraception, pregnancy ambivalence and mistrust of government's role in promoting contraception were also associated with one or more risky contraceptive use behaviors. Subscription required. http://www.guttmacher.org/pubs/journals/4410712.html.

JUVENILE JUSTICE

Basic Decency: An Examination of Natural Life Sentences for Michigan Youth

American Civil Liberties Union, Second Chance 4 Youth

This report examines the arguments for and against reforming Michigan's laws that mandate a life without parole sentence for youths involved in certain homicide crimes.

It addresses the disadvantages children face in the adult criminal justice system and analyzes the data resulting from the implementation of a life without parole sentence. The report also explores the fiscal and human costs of sentencing a young person to life without parole in Michigan. In addition, it reveals troubling racial discrepancies in the system. Free, 44 pages. www.aclumich.org.

What's Really Up, Doc?: A Call for Reform of the Office of Juvenile Justice

Juvenile Justice Project of Louisiana and Families and Friends of Louisiana's Incarcerated Children

Nearly a decade after initial reforms (sweeping juvenile justice reform legislation that passed in 2003), Louisiana has seen significant "backsliding" in juvenile justice reform at the statewide level. This report, written with information obtained through public records requests, statistics from the Office of Juvenile Justice, media accounts, interviews with youth and families, and work within the detention facilities has documented these failures at the Office of Juvenile Justice:

• A failure of leadership to implement and sustain reform at the facilities.

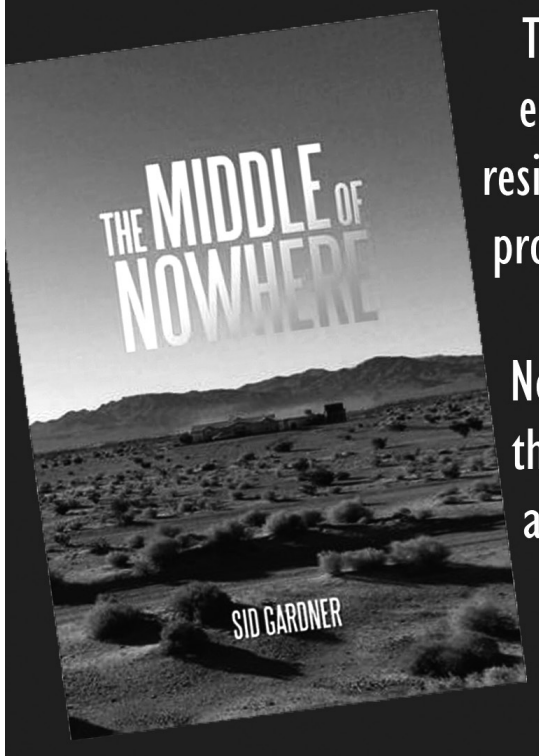
• An inability to implement LAMOD, or the "Louisiana Model" based on Missouri's therapeutic juvenile justice programming, in secure-care facilities.

• A lack of parent engagement.

• Devastating budget cuts that have hampered programming and shuttered community-based services, while continuing to focus a disproportionate percentage on secure-care facilities.

This report highlights and suggests actions to take to implement the changes outlined in the 2003 reform legislation. Free, 43 pages. http://youthtoday.org/hotdocs/Whats-Really-Up-Doc.pdf.

THE MIDDLE OF NOWHERE
BY SID GARDNER



Thousands of youth end up in isolated residential treatment programs every year.

Now there's a novel that tells the story about the best and worst of these programs.

Visit us online at www.sidgardner.com, BarnesandNoble.com or Amazon.com to order your copy TODAY!

Resources: Publications, Videos and More

By Cathi Dunn MacRae

Not Just a Game: Power, Politics, & American Sports

Directed by Jeremy Earp
Written by Dave Zirin, Jeremy Earp and Chris Boulton
Media Education Foundation
62 minutes. BETA/DVD/DVCAM; free online study guide, transcript, and other resources.

This compelling documentary, based on Dave Zirin's bestselling book "The People's History of Sports in the United States", asserts that sports are a cultural and political force that reflects and shapes our national identity – even though "we've been told that sports and politics don't mix." As the film's passionate narrator, Zirin juxtaposes historical and recent images from his wide experience as sports editor of *The Nation* magazine and commentator on sports in print, radio, television and online.

Ever since seeing a team mascot beat up a man in Arab clothing at a basketball game in Madison Square Garden just before the Gulf War in 1991, Zirin has built his career on "trying to understand that murky place where sports and politics collide," he says. American sports have always shaped "cultural attitudes, norms and power arrangements." Sports history reveals our struggles with these structures, which affect our "notions of who we are and how we see each other through gender, race, and class."

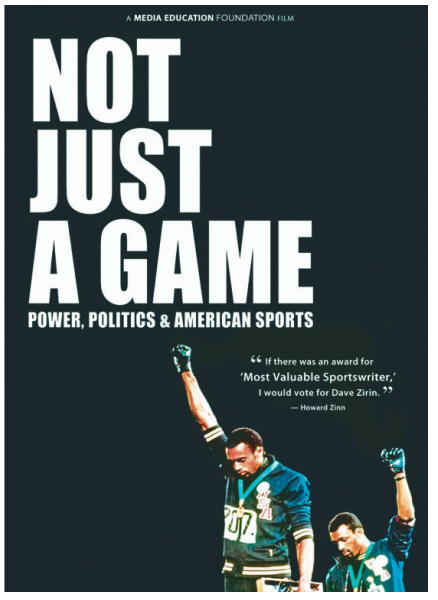
Zirin gives tennis champion Billie Jean King enormous credit for fighting for women's equality in sports and for gay liberation; he says homophobia still keeps gay male athletes in the closet.

Before Title IX – the 1972 law requiring equal opportunity for girls in sports education – only one in 35 girls played sports. Today it's one in three – but sports media coverage has "nearly evaporated," says Zirin, "from a high of 9 percent of airtime devoted to women athletes in 1999 to an unbelievable 1.6 percent in 2009."

The film's final third is devoted to the barrier of race. "White male power was so embraced as the athletic norm that the credibility of black athletes was thrown into as much question as the athletic abilities of women and gays," says Zirin. In 1910, Jack Johnson, the first African-American heavyweight boxing champion, defeated his white challenger before a hostile all-white crowd, followed by riots in the streets that killed 19 "Negroes" and five whites.

Fast forward 40 years: Clips from *The Jackie Robinson Story*, the 1950 biopic of the first African-American to play Major League Baseball, show Robinson determined to "make the grade," asserting that "democracy works for those who are willing to fight for it."

Such statements make it seem that "Robinson just smiled, worked hard, never



complained, and eventually broke the color barrier," says Zirin. But they conceal the racism exposed in a CBS News report of the Ku Klux Klan threatening to shoot Robinson if he appeared on Atlanta's baseball field. In the 1960s, Robinson joined Martin Luther King in the civil rights movement, speaking out about the structural barriers to individual achievements like his.

Zirin contrasts boxing star Muhammad Ali – who merged civil rights and anti-war struggles by joining the Nation of Islam and resisting the Vietnam War draft – with later superstars such as Michael Jordan, who now runs a division of Nike. When Jordan played basketball for the Chicago Bulls, "he too often acted as though Nike ran him," quips Zirin.

In contrast to Jordan's self-interest, the story that concludes this thought-provoking film is about unselfish commitment. In the 1968 Summer Olympics, African-American runner Tommie Smith won a gold medal and John Carlos won a bronze. They carried their shoes to the winners' platform "to protest poverty in America," says Zirin. As the national anthem played, they raised their fists in black gloves, showing solidarity with blacks everywhere.

For this gesture, meant to inspire others, Smith and Carlos were expelled from the Olympics. "Their athletic careers were ruined," says Zirin. "They received death threats and were treated like traitors to their country." They and their families suffered for years.

"We are five steps below the ladder," Carlos told a BBC interviewer, "and every time we try to touch the ladder, they put their foot on our hands."

Zirin makes a convincing case that some of the most crucial struggles and victories in sports have occurred in the arena of social justice. This incisive film invites us to ponder the deeper significance of sports in American culture for all ages, genders and colors.

Contact: (800) 897-0089
www.mediaed.org.

Need to fill a job opening with a highly qualified youth service professional?

The majority of Youth Today readers serve in executive or senior management positions.

60% *of readers hold a master's or other graduate-level degree.*

Our Employment Listings are THE go-to resource for youth service industry professionals.

YOUTH today
the newspaper on youth work

advertise your employment listing with us
770-423-6924 • advertise@youthtoday.org

Resources: Publications, Videos and More

The R Word

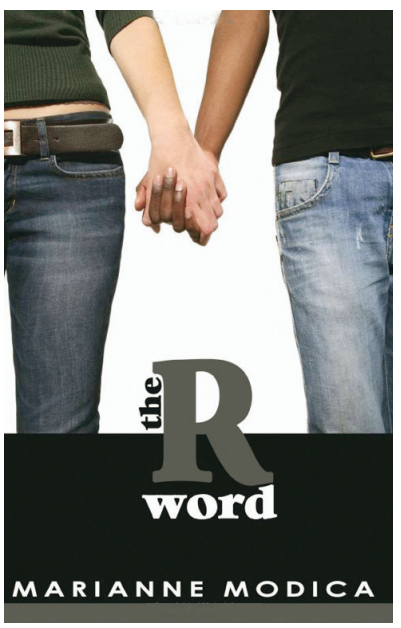
By Marianne Modica
Morning Joy Media
297 pages.

The "'N word' equivalent for white people is 'the R word,'" says Marianne Modica in her Foreword to this young adult novel. People cringe when they are called "racist." A professor at Valley Forge Christian College, Modica trains future teachers in multicultural education. Racism is expressed subtly today, she says, "in ways that are so much a part of our lives that we don't notice them."

Through the eyes of Rachel, a sheltered Italian-American high school junior in a Philadelphia suburb who befriends city youths of color, Modica's novel explores cultural misperceptions among groups who are isolated from one another. It touches on inequalities in educational facilities and long-standing racial hatreds, on a personal and societal level.

Raised by her grandparents and policemen uncles Tommy and Johnny, Rachel has no memory of her policeman father, who was killed in the line of duty, or her mother, who abandoned her. When her best friend moves away, Rachel joins an after-school club run by Sister Gloria, an African-American nun from "The Tolerance Project."

What Rachel doesn't tell her overprotective family is that the meetings are not at school; a special bus takes Rachel to Sister Gloria's office in the city near the other students' schools. Rachel is the only white person in the group. Spanish-speaking Sandra comes from Northside School. Three African-Americans – Henry and brother-sister duo Darrin and Damara – go to Jefferson. Only large, friendly Henry, who tries to put Rachel at ease, has heard of Rachel's school, Coventry Township.



Naming themselves Colores (Spanish for colors), the group discusses service projects. They decide to help with a Saturday fundraising fair at Damara's church, but Rachel has no transportation. When Henry offers to drive her in his beat-up car, Rachel panics at the thought of her family's reaction to a black guy taking her into the city. Henry agrees to pick her up at the mall, which becomes routine.

Henry finally asks Rachel if she is keeping him away from her house "because I'm a guy or because I'm black?"

"Both," Rachel admits, calling her family "old-fashioned."

She is devastated when Henry uses the word "racist," asking, "What else would you call it? They don't want you hanging around with a black guy."

Rachel realizes she has been lying not only to her family and friends, but also to herself. "Before I met you all, I never thought about race," she says. "I'm sorry."

This turning point in their relationship – and Rachel's consciousness – triggers further life-changing events. The watershed moment is Colores' tour of one another's schools: Rachel is outraged – and her friends are stunned – by shocking disparities between the modern suburban school and the decrepit city schools. The group's letter of protest to the school board spurs community efforts to address these gaps.

When Rachel's relationships with her new friends are revealed to her family, she learns of the origins of her family's hesitancy about embracing other races. Rachel and Henry have realized they're in love; their families grow to accept it.

Overlapping catastrophes seem rushed at the end, and details are missing about Henry's acceptance by Rachel's family. An epilogue seems too happily-ever-after.

Yet Modica's sensitive handling of the challenges and rewards of Rachel's intercultural friendships encourages today's youth, who are more accepting of interracial relationships than previous generations.

Novels with a strong mission can become preachy, but Modica makes readers believe in her characters. This absorbing story moves at the brisk pace that teenagers enjoy, and its characters behave like people they know.

Modica provides discussion questions for classroom or workshop use. An Afterword anticipates her critics: For those who think school desegregation is complete, she explains that her fictional schools represent real schools "in urban/suburban school districts around our country." Today's students assume that "racism is no longer a problem," Modica concludes. "Because many of us think we're not supposed to talk about race anymore, racism is much harder to see now than it used to be, and things that are hard to see are even harder to change."

Contact: (610) 256-2906
www.morningjoymedia.com.

Cathi Dunn MacRae covers intellectual freedom issues for Voice of Youth Advocates *(VOYA); she is its former editor-in-chief. She also specializes in teen writing and reading.*

More than 84 percent of *Youth Today* readers make purchasing decisions for their organizations.

Are you reaching your target market?

you *can*...

advertise with us

YOUTHtoday
the newspaper on youth work

770-423-6924
advertise@youthtoday.org

Resources: Grants

GRANTS AWARDED

George Gund Foundation

Cleveland, Ohio
(216) 241-3114
http://www.gundfdn.org/

• Chess for Success Inc., Cleveland, $9,000 for Cleveland Municipal School District chess program.
• The Cleveland Foundation, $700,000 for Portfolio of Excellent Schools Initiative.
• Literacy Cooperative of Greater Cleveland, $200,000 for program support.
• Economic Growth Foundation, Cleveland, $10,000 for education research.
• Council for a Strong America, Fight Crime: Invest in Kids, Powell, Ohio, $45,000 for operation support.
• Case Western Reserve University, Cleveland, $7, 244 for Center for Innovative Practices' juvenile justice related survey, research and analysis, and $38,000 for Schubert Center for Child Development's work on policy related to juvenile justice reform.
• Advocates for Youth, Washington, D.C., $55,000 for Science-based comprehensive sexuality education.
• Family Planning Association of Northeast Ohio Inc., Painesville, $50,000 over two years for teen clinics.
• Sexuality Information and Education Council of the United States, New York, $40,000 for Ohio sex education initiatives.
• Shoes and Clothes for Kids Inc., Cleveland, $10,000 for purchasing and distribution.

Northwest Area Foundation

St. Paul, Minn.
(651) 224-9635
www.nwaf.org/home.aspx

• National Association for Latino Community Asset Builders, San Antonio, $50,000 to expand regional partnerships in leadership development and small business strategies.
• Latino Economic Development Center, Minneapolis, $250,000 for its Minnesota Rural Farming and Agricultural Latino Co-op Initiative.
• Mountain States Group, Boise, Idaho, $125,000 for an initiative to foster green enterprise development and expansion among disadvantaged entrepreneurs, women, minorities and refugees.
• Consensus Council Inc., Bismarck, N.D., $175,000 to support a statewide coalition that advocates for policies to reduce poverty and build prosperity.
• Minnesota Council of Nonprofits, St. Paul, $75,000 to engage racial justice advocates in tax and budget analysis and to protect anti-poverty programs from state budget cuts.
• Oregon Center for Public Policy, Silverton, $50,000 to build the capacity of anti-poverty groups engaged in tax policy debates.
• Rural Dynamics Inc., Great Falls, Mont., $207,000 to support its Family Economic Security Program and several other asset-building services it offers in rural and reservation communities in Montana and North and South Dakota.

M. J. Murdock Charitable Trust

Vancouver, Wash.
(360) 694-8415
www.murdock-trust.org/

• Boys and Girls Club of Albany, Ore., $250,000 for new building for teen and athletic programs.
• Camp Korey, Carnation, Wash., $147,000 for building renovations to serve young people with life-altering conditions.
• Catholic Social Services Center, Anchorage, Alaska, $300,000 for facility purchase and renovation to serve homeless women and children.
• Children's Cancer Association, Portland, Ore., $120,000 for MyMusicRX program expansion to serve children and their families.
• Elevate Oregon, Portland, $294,000 for new staff and equipment to serve students in East Multnomah County, $294,000.
• Evergreen Freedom Foundation, Olympia, Wash., $225,000 to expand leadership program to further civic education.
• International Justice Mission, Washington, D.C., $220,000 for new staff for national youth education program to end slavery.
• La Clinica del Valle Family Healthcare Center Inc., Medford, Ore., $250,000 for new dental clinic to serve low-income families and youth.
• McKay High School, Salem, Ore., $7,000 for student molecular biology investigations.
• Montana Children's Home & Hospital doing business as Shodair Children's Hospital, Helena, Mont., $225,000 for new facility for family education.
• Northwest Indian Colleges, Bellingham, Wash., $400,000 for campus technology improvements for enhanced, culturally based education.
• Trillium Family Services Inc., Portland, $250,000 for old school renovation to enhance services for youth with acute mental illness.
• Warner Pacific College, Portland, $414,000 for Urban Call to Action initiative to serve underrepresented students.
• Woape Inc., Brightwood, Ore., $75,000 to provide job skills training for youth.
• World Forestry Center Inc., Portland, Ore., $215,000 for capital improvements to enhance educational facilities.
• Young Life, Colorado Springs, Colo., $240,000 for multicultural/urban ministry expansion to serve Tacoma and Seattle youth.

William T. Grant Foundation

New York
(212) 752-0071
http://www.wtgrantfoundation.org/

Research grants - recipients include:
• University of New Orleans, Department of Psychology, $515,382 for Parenting New Teen Drivers.
• Johns Hopkins University, Institute for Policy Studies, $395,823 for The Role of the Family Setting in Young Adult Outcomes During Economically Turbulent Times.

Youth Service Improvement Grants - recipients include:
• Educational Benchmarking Framework, New York, N.Y., $25,000 for the GO Project.
• New Heights Youth Inc., $25,000 for College Bound, New York.
• New York Youth at Risk, New York, $25,000 for Second Year Curriculum Development Project.

Ford Foundation

(212) 573 5000
New York, N.Y.
http://www.fordfoundation.org/
• Center for Community Change, Washington, D.C., building economic security over a lifetime through advocacy, litigation and reform, $750,000.
• United States Public Interest Research Group Education Fund, improving access to financial services through advocacy, litigation and reform, $450,000.
• Urban Habitat, Oakland, Calif., connecting people to opportunity through capacity building and technical assistance, 850,000.
• Foundation for Newark's Future, Newark, N.J., more and better learning time capacity building and technical assistance in an effort to expand learning time models which engage students, and increase academic proficiency to build skills and self-confidence, $1,100,000.
• Wayne State University, Detroit, Mich., Detroit Revitalization Fellows to cultivate, develop and retain a talent pool of young leaders to build the capacity of organizations actively working to shape the Detroit of tomorrow, $1,000,000.

GRANTS AVAILABLE

CHILD WELFARE

Grant: Family Connection Grants: Child Welfare/TANF Collaboration in Kinship Navigation Programs – For projects that will develop and implement Kinship Navigator programs to: (1) Assist kinship caregivers through information and referral systems and other means, to learn about, find and use existing programs and services to meet their own needs and the needs of the children they are raising; and (2) Promote effective partnerships between public, private, community and faith-based agencies to better serve the needs of kinship caregiver families

Funder: Administration for Children and Families.
Eligibility: State, county, city or township governments, Native American tribal governments (federally recognized), Native American tribal organizations (other than federally recognized tribal governments), nonprofits other than institutions of higher education.
Deadline: July 16.
Amount: A total of $5 million, with grants ranging from $550,000 to $750,000. Contact: http://1.usa.gov/FCgrants

Grant: National Communication System for Runaway and Homeless Youth Grant – To establish and operate a National Communications System (hotline) for youth who have run away, or are considering running away, and their families. The hotline must provide a neutral and confidential channel of communication that is available on a 24-hours-a-day, 365-days-a-year basis throughout the United States.
Funder: Administration for Children and Families.
Eligibility: State, county, city or township governments, special district governments, public- and state-controlled institutions of higher education, Native American tribal governments (federally recognized), public housing authorities/Indian housing authorities, nonprofits other than institutions of higher education, private institutions of

NACC
Join the National Association of Counsel for Children at their 35th National **Child Welfare, Juvenile and Family Law Conference**
August 14–16, 2012 | Chicago, Illinois
More information available at:
www.naccchildlaw.org/?NationalConference

higher education, for-profit organizations other than small businesses, small businesses. Deadline: July 13.
Amount: One award of $1 million to $1.6 million.
Contact: http://1.usa.gov/HRgrant

CIVIC ENGAGEMENT

Grant: Youth Program – Bureau of Land Management Utah Youth Initiative – To work with youth organizations and conservation corps for the purposes of introducing youth ages 16 to 25 to careers in the BLM and accomplishing needed work. BLM is interested in working with youth to complete conservation projects that enhance the students' classroom learning by providing opportunities to gain experience, learn about public lands, further their understanding and appreciation of natural and cultural resources, and pique their interest in natural resource careers.
Funder: Bureau of Land Management.
Eligibility: Unrestricted. See contact information.
Deadline: June 30.
Amount: 20 awards totaling $323,000; maximum award is $100,000.
Contact: http://1.usa.gov/YPgrant

EDUCATION

Grant: Promise Neighborhoods Program – To support nationally significant programs to improve the quality of elementary and secondary education at the state and local levels and to help all children meet challenging state academic content and student academic achievement standards.Funder: U.S. Department of Education
Eligibility: See contact information.
Deadline: July 27.
Amount: Seven awards totaling $27.8 million.
Contact: http://bit.ly/PNPgrant

Grant: Art Works – To support activities to make the arts more widely available, especially in areas where the arts can strengthen communities, particularly in projects that extend to underserved populations. Funding will be based on four goals: creation, engagement, learning, and livability; applicants will be asked to identify which of these is most relevant to their projects in their application. Also supports investigations about the impact of the U.S. arts sector.Funder: National Endowment for the Arts.
Eligibility: See contact information. Deadline: Aug. 9.
Amount: Unspecified number of grants, ranging from $10,000 to $100,000.
Contact: http://bit.ly/AWgrant

Grant: Best Buy Community Grant Program – To give teens access to opportunities through technology.
Funder: Best Buy Children's Foundation.
Eligibility: Organizations that have 501(c)(3) tax status and are serving a diverse population of teens and providing teens with access to opportunity through technology.
Deadline: July 1.
Amount: Grants of up to $10,000 each, for a total of $2.8 million.
Contact: http://bit.ly/BBCgrant

Grant: Navy and Marine Corps STEM Education Grants – To foster an interest in, knowledge of and study in science, technology, engineering and mathematics nationwide.
Funder: U.S. Department of Defense. Eligibility: City or township governments, independent school districts, public institutions of higher education, tribal organizations, nonprofits, for-profits, small businesses.
Deadline: Sept. 20.
Amount: Multiple awards of up to $200,000 each, totaling $10 million.
Contact: http://bit.ly/NMSTEMgrant

Grant: Grants for Music Education for Children, College and Adult Students, and Instructors – Supports music education, primarily for children. Projects may encourage expression in all musical forms. Preference for projects for disadvantaged children 18 years old or younger (those with low skills, low income, or disabilities, and/or in foster care and hospitals). May also target college students, instructors, or adult students.
Funder: The Mockingbird Foundation. Eligibility: Schools, community centers, hospitals, shelters, workshops, camps, and scholarship programs.
Deadline: Aug. 1.
Amount: Unspecified number of grants ranging from $100 to $5,000.
Contact: http://bit.ly/MEDgrant

JUVENILE JUSTICE

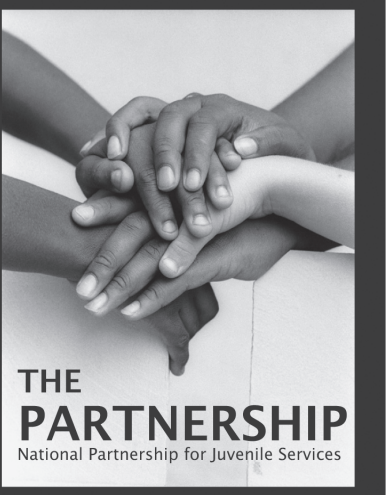
Grant: Model Demonstration Projects on Re-entry of Students with Disabilities from Juvenile Justice Facilities into Education, Employment, and Community Programs – To promote academic achievement and to improve results for children with disabilities by providing technical assistance, supporting model demonstration projects, disseminating useful information, and implementing activities that are supported by scientifically based research.
Funder: U.S. Department of Education.
Eligibility: State, county, city or township governments, special district governments, independent school districts, public- and state-controlled institutions of higher education, Native American tribal governments and organizations, nonprofits other than institutions of higher education, private institutions of higher education, for-profit organizations other than small businesses.
Deadline: June 18.
Amount: Three awards of $400,000 each.
Contact: http://1.usa.gov/MDPgrant
Job Training
Grant: Personnel Development to Improve Services and Results for Children with Disabilities: Personnel Preparation in Special Education, Early Intervention, and Related Services – The purposes of this program are (1) to help address state-identified needs for highly qualified personnel – in special education, early intervention, related services, and regular education – to work with children, including infants and toddlers, with disabilities; and (2) to ensure that those personnel have the necessary skills and knowledge, derived from practices that have been determined through scientifically based research and experience, to be successful in serving those children.
Funder: U.S. Department of Education. Eligibility: Public- and state-controlled institutions of higher education, private institutions of higher education, others. Deadline: June 25.
Amount: 39 grants of up to $250,000, totaling $9.75 million.
Contact: http://1.usa.gov/PDISgrant

Grant: American Honda Foundation Grants Program – Supports projects that meet the needs of youth, especially minority students. Emphasis is on broad, innovative and forward-thinking projects with national scope.
Funder: American Honda Foundation. Eligibility: Nonprofits, public school districts, private and public elementary and secondary schools.
Deadline: Aug. 1.
Amount: Multiple grants of $20,000 to $75,000.
Contact: http://bit.ly/AMFgrant

Research Grant: OJJDP Community Based Violence Prevention FIRE (FieldInitiated Research and Evaluation) Program – To support research and evaluation studies about how communities can prevent and reduce violence involving youth.
Funder: Office of Juvenile Justice and Delinquency Prevention.
Eligibility: State, county, city or township governments, public and state-controlled institutions of higher education, Native American tribal governments, nonprofits other than institutions of higher education, private institutions of higher education, for-profit organizations other than small businesses, small businesses.
Deadline: June 28.
Amount: Unspecified number of grants from $100,000 to $500,000.
Contact: http://1.usa.gov/OJJDPCgrant

Grant: Alcohol Marketing and Youth Drinking – To investigate the factors that mediate and moderate the impact of alcohol advertising and other alcohol promotions on youth drinking.Funder: U.S. Department of Health and Human Services.
Funder: U.S. Department of Health and Human Services.
Eligibility: Institutions of higher education, nonprofits, for-profits, small businesses, governments, independent school districts, public housing authorities, and tribal, faith-based and community-based organizations.
Deadline: May 8, 2014.
Amount: Not specified.
Contact: http://1.usa.gov/AMYDgrant
Substance Abuse
Grant: Expand Substance Abuse Treatment Capacity in Adult and Family Drug Courts – To expand and/or enhance substance abuse treatment services in existing adult and family "problemsolving" courts.
Funder: Substance Abuse & Mental Health Services Administration
Eligibility: Unrestricted. See contact information.
Deadline: June 21.
Amount: 52 awards totaling $14.1 million, award maximum is $350,000.
Contact: http://1.usa.gov/ESATCgrant

Grant: Transitional Living Program and Maternity Group Homes – To provide transitional living programs that provide a safe and appropriate shelter for up to 21 months of services with adult supervision, life and interpersonal skill building, career counseling and job skills, counseling, and medical care as appropriate.
Funder: Administration for Children and Families.
Eligibility: State, county, city, special district or township governments, independent school districts, public- and state- controlled institutions of higher education, Native American tribal organizations (other than federally recognized tribal governments), nonprofits other than institutions of higher education, private institutions of higher education.
Deadline: July 10.
Amount: 82 grants, $100,000 to $200,000, totaling $16.2 million.
Contact: http://1.usa.gov/TLPMGPgrant



18th National Symposium on Juvenile Services

October 14-18, 2012
Las Vegas, Nevada

The Symposium brings together leadership and direct care professionals from juvenile services and other human services professionals for training and the opportunity to network and share innovative program service approaches being implemented within the juvenile justice system throughout the country.

REGISTRATION (before Sept. 1)

NPJS Member	$195
Non-Member	$225
Nevada Resident	$175

EXHIBITOR REGISTRATION
Please call 859-333-2584 or visit www.npjs.org/symposium.php for complete details on registering as an exhibitor.

SYMPOSIUM LOCATION
The Riviera Hotel
2901 Las Vegas Boulevard South
Las Vegas, NV 89109

ROOM RATE
$45 per night (plus tax) with the exception of $94.00 (plus tax) for Saturday evening.

RESERVATIONS
(800) 634-6753
Reference: National Partnership for Juvenile Services Group Rate.

QUESTIONS?
Please visit www.npjs.org for additional conference information, participant and exhibit registration forms.

CONTACT INFORMATION
npjshelp@gmail.com
859.333.2584

Kennesaw State University
Student Success Services
Center for Young Adult Addiction and Recovery

Community. Education. Research.

The Center for Young Adult Addiction and Recovery is committed to providing the help you need.

Kennesaw State University's Center for Young Adult Addiction and Recovery assists students by:

- Creating a safe and accepting environment, as well as assisting with intervention services and community referrals;
- Providing access to the Collegiate Recovery Community program, which supports college students in recovery from addiction integrate into the mainstream college experience while achieving high academic success; and
- Offering addiction education and young adult addiction and recovery research.

To learn more about the **Center for Young Adult Addiction** and **Recovery and the Collegiate Recovery Community**, visit: www.kennesaw.edu/studentsuccess/crc

Stay informed with the latest grants available...

GRANTS*today*

a weekly e-newsletter exclusively for

YOUTH*today*

subscribers

E-mail us at
info@youthtoday.org
to sign up!

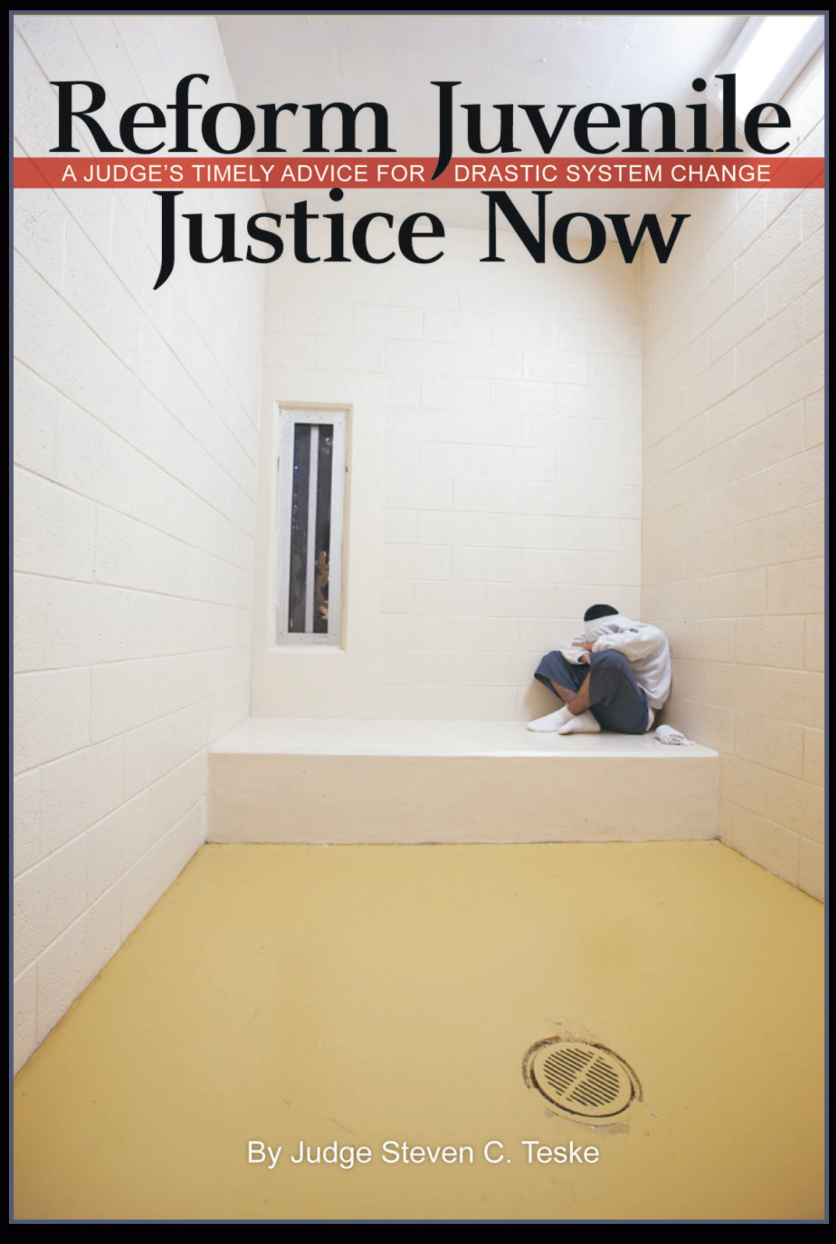
www.youthtoday.org

Index of Advertisers

AVAILABLE NOW

Reform Juvenile Justice Now

A Judge's Timely Advice for Drastic System Change



Judge Teske challenges all of us to rethink, to re-engage and to do better to give the brightest possible futures to the most vulnerable children, youth and families.

-Nancy Gannon Hornberger, Executive Director, Coalition for Juvenile Justice

JuvenileJustice INFORMATION EXCHANGE JJIE.org

Buy now!
$4.99
eBook available on smashbooks.com

YOUTHtoday
the newspaper on youth work
Center for Sustainable Journalism at Kennesaw State University,
1000 Chastain Road Kennesaw, Ga., 30144

NONPROFIT ORG.
U.S. Postage
PAID
Athens, GA
Permit No. 11

YOUTHtoday subscribers
get so much more.

SUBSCRIBEtoday

Your yearly subscription
of only **$65** includes:

- **A full year of Youth Today print edition, published bi-monthly.**
- **24 hour-a-day access to YouthToday.org, filled with the latest grants available, news, best practices, latest research and information.**
- **YT Weekly Grants e-Newsletter.**
- **YT Monthly Youth Today e-Newsletter.**
- **Your choice of two free on-demand webinars on topics of interest to youth services professionals.**
- **Sign up for any additional webinars at a special YT reader rate of $30 each.**

youthtoday.org/subscribe.cfm