Project REACH:

An Innovative Approach to Empowerment Through Personal Development

by

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B.S., Computer Science and Economics (1986)
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Submitted to the Department of Urban Studies in Planning
in Partial Fulfillment of the Requirements of the Degree of
Master of City Planning

at the

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ABSTRACT

The drastically declining enrollment and retention of African-Americans in higher
education will have devastating implications on the growth and development of the
African-American community as well as the nation at-large. This crisis is not only
impacted by external (institutional) forces but by personal (internal) impediments.
Moreover, most conventional enrichment programs and college support programs
provide minimal services around the external obstacles and do not address the
personal impediments.

Therefore, the African-American community must take the leading role in the
educational attainment of its youth. Time is of the essence and the African-American
community can no longer afford to allow its talented youth to totally rely on limited
institutional enrichment programs. The African-American community must structure
and design its own solutions to the underrepresentation of African-Americans in higher
education.

Project REACH, designed and implemented by committed, sensitive African-American
citizens, represents a community-based (self-help) approach which empowers African-
American youth to overcome external as well as personal impediments to enrollment
and retention in higher education. REACH is administered through the Freedom
House in Roxbury, MA, a historical community development and service agency.
REACH attempts to create college graduates and future community leaders through
six developmental services that it provides to disadvantaged African-American and
Hispanic youth from Boston: (1) personal development; (2) academic and financial
development; (3) professional development; (4) community service; (5) college
support; and (6) technology (computers, telecommunications).

Results, to date, have shown that the REACH model is effectively impacting the
enrollment and retention of African-Americans in higher education. After the first
semester of college, a REACH Scholar Grade Summary showed that the average GPA
for REACH students was 2.4 (C) with a maximum of 3.6 (A-) and minimum of 1.0 (D).
Ninety-eight percent (98%) of the students had a grade of 'C' or better GPA and there
were no academic casualties.

THESIS SUPERVISOR: Mel King
Adjunct Professor in Dept. of Urban Studies
Introduction

More than 80% of all African-Americans attend predominantly white Institutions; however, the overall enrollment and retention rates for African-Americans are drastically declining, and little progress is being made to effectively address this crisis. According to the American Council on Education (ACE), between 1976 and 1985 the percentage of African-American high school graduates entering college dropped from 33.5% to 26.1% while high school graduation rates rose to 75%.\(^1\) As the decade began, African-Americans made up 11% of the total college enrollment. After the presidential election of 1980, African-American enrollment declined to 8.8% (a 20% decrease).\(^2\) In 1980, 283,000 African-American students entered college; four years later only 57,743 graduated, approximately 20%. If half of the African-American students entering college in 1980 had graduated, African-Americans would have accounted for nearly 15% of baccalaureate degrees conferred to all students in 1984, instead of only 6%.\(^3\) W.A. Allen, in a national study, showed that the black attrition rate is three to five times higher than that of whites. He showed that only

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30% of all African-American students enrolled at predominantly white institutions graduate, compared to 70% of those enrolled at historically black institutions. In fact, African-American youth are overrepresented in vocational schools, community colleges, the military, penal institutions, and unemployment.4

The disastrous implications have become more visible as increased crime, gang-violence, poverty, drug usage, and unemployment permeate the inner-city. The growth and development of the African-American community as well as the economic vitality of the nation are threatened. Statistics show that by 1990 the minority population will comprise a greater percentage of the workforce. (The Bureau of Labor Statistics, 1985, projects about 58%). A growing and undereducated African-American population will become an underprepared workforce. According to researcher Henry Levin, this underskilled workforce will have many adverse effects:


According to the American Council of Education (ACE), minorities make up 32% of the enrollment in proprietary, business, and technical schools. Blacks represented 19% of the active duty forces in 1984, up from 14.8% in 1978. Unemployment figures indicate that many of the Black youth who are not in college or the military are probably unemployed. While the 1986 unemployment rates for whites aged 18-19 and 20-24, with four years of high school were 13.8% and 9.4%, respectively, the corresponding figures for Blacks were 40.6% and 26.7%. This report does not account for the change in numbers of disadvantaged in penal institutions, based on the increase in crime and drug charges, it may be safe to assume that this figure has risen dramatically:
(1) reduced economic competitiveness of the nation as well as states and industries that are most heavily impacted by these populations;

(2) higher costs of public services associated with impoverishment and crime;

(3) massive disruption in higher education; and

(4) ultimately, the emergence of a dual society with a large and poorly educated underclass, which could possibly lead to serious political conflict and social disruption.

Thus, it is a cultural as well as an economic imperative that a viable solution to the crisis of African-American underrepresentation in higher education be found and implemented.

Since the advancements of the 60's, institutions (educational, government, and business) have had more than twenty-five years to understand the multi-cultural nature of the American society and to apply the necessary resources, effort, and commitment to properly address African-American enrollment and retention. These institutions have had numerous opportunities to promote pluralism and solve the crisis of underrepresentation of African-Americans but, have been unsuccessful. Franklyn Jenifer, chancellor of public higher education in Massachusetts states,

Attempts are made to cure events, not the core of the problem...I think the real cause has nothing to do with prejudices as we have historically understood it, but with the institutional practices and policies which appear to be neutral at first blush and are implemented by non-racist and liberal people, and which sometimes impact disproportionately on racial minorities...This is the kind of racial problem that America has never been able to address. To really cure that,

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one has to look at the nature, mores and cultures of our institutions.6

In light of these institutional failures, the African-American community must take the leading role in the educational attainment of its youth. A community-based (self-help) approach is essential. African-Americans are beautiful, intelligent, and god-gifted human beings. The development of their natural talents and future success can not continue to be totally dependant upon unpredictable and unreliable institutions of America. This thesis will focus on how a community-based model can address external obstacles and empower African-American youth through personal development to overcome internal impediments to enrollment and retention in higher education. The commitment of a community-based model to help African-Americans develop confidence, long-term planning, realistic self-assessments and optimism is vital to the successful persistance of African-Americans in higher education. As social psychologist Jeff Howard expresses, “The progress of any group is affected not only by the public policy and by the racial attitudes of society as a whole, but by the group’s capacity to exploit its own strengths”.7

The focus here in no way relieves other institutions of their responsibility to effectively address the enrollment and retention of African-Americans. The battle to hold America and all its institutions to principles of justice and equality must continue. However, while the war is being fought, African-Americans must


be "personally developed" in order to overcome obstacles impacting enrollment and retention. It is the moral responsibility of the African-American community to unify its actions, maximize its resources, develop and deliver appropriate services that empower its community members. Dr. James Turner, director of Cornell's African Studies Dept., says "What made the difference in the 1960's was that those students had the reinforcement coming from their community".8

Through my research, undergraduate experiences (Class of 86'--Trinity College, Hartford, CT) and recent professional experience, (Coordinator of Student Services at Project REACH, an innovative development program for minority college students) this thesis will identify critical impediments impacting African-American enrollment and retention in higher education. It will then illustrate how Project REACH, as a comprehensive community-based outreach model, can strategically address these impediments by the empowerment of African-American youth through personal development.

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Chapter One entitled, "Higher Education and The Disadvantaged Child" will examine external and personal (internal) impediments to enrollment and retention for African-Americans in higher education. Chapter two entitled, "The Project REACH Model" will discuss the conceptualization and implementation of a community-based approach to enhance the enrollment and retention of African-Americans in college. This chapter will extensively highlight the strategic and comprehensive support services of the REACH model in light of the various impediments outlined in chapter one and analyze their impact on African-American students.
Chapter One:
Higher Education and the Disadvantaged Child

Impediments to enrollment and retention of African-Americans in predominantly white colleges have been traditionally defined in terms of external (institutional) factors; however, there also are a variety personal (internal) factors involved.

External Impediments

In the 80's the most significant external impediments to enrollment and retention of African-Americans in higher education:

(1) federal budget cuts in vital financial aid programs;

(2) poor academic preparation; and

(3) limited role models and enrichment programs that provide: proper attention and encouragement, advice and guidance.

Federal budget cuts in vital financial aid programs

With private college costs averaging over $14,000 annually and state college costs over $6,000 annually, the typical African-American family income can not meet the high cost of education. In fact, since the 1970's, real income of African-American families has eroded. The Center on Budget and Policy
Priorities in Washington D.C. produced some alarming figures that showed the income for a typical White family in the U.S. rose from $31,998 in 1978 to $32,274 in 1987. While the median income for a Black family dropped from $18,952 in 1978 to $18,098 in 1987, only 56 percent of the median for White families.  

Because of rising college costs and low incomes, African-Americans have historically relied heavily on financial aid assistance. However, Federal aid cutbacks from $22.2 billion to $20.7 billion (in constant 1986 dollars) since 1980 have significantly impaired enrollment and retention for African-Americans. Moreover, the amount of funds available for African-Americans is significantly reduced as white middle-class groups gain access to the financial aid pool.

Increased financial burdens have placed additional stress on African-Americans with the shift from grants to loans. According to a recent report entitled, "Trends in Student Aid: 1980 to 1988," Federal loans have increased

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A Special Report by the New England Board of Higher Education entitled, "Equity and Pluralism: Full Participation of Blacks and Hispanics in New England Higher Education" (p. 2, 1989), illustrated a significant relationship between historical access to higher education and personal income.

10 "Missing Persons: After years of growth, black enrollment is dropping. Why?", Newsweek On Campus, February 1987, p. 16.


from 48.4% of the total federal aid awarded in 1980-81 to 67% in 1987-88. Grants have dropped from 47% in 1981 to 31% in 1987. Many African-American students are now foregoing opportunities because of their unfamiliarity and reluctance in borrowing large amounts of money. Deborah Pointer, associate dean of admissions and financial aid at Cornell says, "You're asking some students to borrow for four years more than what their family is earning, and that's a pretty scary situation." 

Poor academic preparation

Poor learning conditions at home and school severely impact the development of cognitive, linguistic and other academic skills necessary for higher education. According to Henry Levin in "The Educationally


13"Only 5% of UNCF (United Negro College Fund) students took out loans compared to 50% in 1987," Marilyn Marshall, "The Alarming Decline in the Number of Black College Students," Ebony, pp. 46, September 1987.


Disadvantaged: A National Crisis," 86% of African-American children are born in households where parents have low income and little education. These children tend to complete fewer years of schooling, are more likely to drop out of high school or show lower test scores in virtually all academic subjects than their advantaged peers.\textsuperscript{15} Moreover, low expectations and little positive reinforcement from parents, as well as teachers tend to impede the academic readiness of many African-American youth. Gary Orfield, author of a comprehensive study on minorities participation in higher education states, "In metro areas that we're looking at, I think that most Black students are in high schools where you can't get prepared for a competitive college."\textsuperscript{16} A recent report in "Black Issues in Higher Education" showed that between 45% to 75% of all minority students, are enrolled in non-academic high school programs or tracks.\textsuperscript{17}

\textit{Limited role models and enrichment programs}

The following recent statistics vividly portray the dilemma of most African-American children: Infant mortality is twice as high among African-Americans as


whites, unemployment is two to three times as high, and poverty is three times higher among blacks than among whites, with the gap in all these areas increasing. Eighty-six percent of all black youth live in poverty; 1 out of 22 African-American males will be killed by violent crime; 51% of violent crime in the U.S. is committed by African-American youth; 1 out of every six African-American males will be arrested by age 19; 40% of African-American children are being raised in fatherless homes; over 45% of teenage African-American youth are unemployed; high school drop-out rates are approaching 50% in several major cities; and African-Americans have 56 cents to spend for every one dollar for white families.18

Most African-American youth live in socially isolated neighborhoods inhibited from contact or continual interaction with individuals and institutions that represent mainstream society. These neighborhoods are marked by high crime, gang violence, unemployment, excessive drug usage, abandoned buildings and lots, inadequate, overcrowded housing and schooling conditions. Consequently, few positive role models and support systems provide African-American youth with the proper motivation and guidance needed to fulfill dreams and aspirations.19

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19 Forty percent of the counselors in predominantly white upper-income schools, spend half or more of their time on college counseling compared to six percent of the counselors in predominantly black low-income schools: Nina McClain, "Survey:College hopefuls not getting
The pressing need to develop and maintain positive Black role models with whom young Blacks can personally identify with is an ever-pressing obligation of the local community...Much too often, their only means of such information are through television and other media...Young Black males are particularly vulnerable in this setting--they are anxious to be accepted by peers and to display their manhood. Many of them follow the path of least resistance and give in to the illegal temptations to which they are exposed.20

The scope and range of services provided by most conventional state and federal enrichment programs are limited by funding. These programs serve only 10% of all those eligible, and offer little, if any, financial assistance and ongoing support beyond a student's entrance to college. Most traditional enrichment programs offer services in academic and classroom preparation.

For example, the MIT/Wellesley Upward Bound in Cambridge MA, and the Urban Scholars Program at the University of Massachusetts–Boston, typical enrichment programs, invest most of their resources into the development of traditional academic skills. These programs identify talented urban high school students and prepare them for college through 6-week (on average) summer live-in sessions. Most of the college preparation is in terms of motivation, classroom and academic skills, SAT assistance, and financial aid planning. These programs do not spend much energy addressing the personal development of African-Americans (i.e. self-confidence, goal-setting, self-appraisals, etc.).

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The scenario is the same for most college support services. According to Dr. James Anderson, associate professor of psychology at Indiana University, most college support services are no more than spurious attempts to meet minimal requirements of state and federal mandates. Anderson states that most of the energy expended in retention goes into "defensive, highly emotional reactions." He argues that it is the lack of these programs to consider non-academic or personal factors which diminishes a programs impact.21

Personal Impediments

In addition to traditional external obstacles, recent studies have shown that a myriad of personal impediments disproportionately impact African-American enrollment and retention at predominantly white campuses.22 William Sedlacek


in "Black Students on White Campuses; 20 Years of Research," provides the most comprehensive study of the personal obstacles confronting African-Americans at predominantly white institutions. According to Sedlacek the success or failure of a minority student depends upon his/her ability to:

1. possess a positive self-concept or confidence;
2. make realistic self-appraisals in personal and academic development;
3. understand and deal with racism;
4. demonstrate involvement in community service;
5. prefer long-range goals to short-term goals or immediate needs;
6. have an available strong person for support;
7. demonstrate experience in a leadership position; and
8. obtain knowledge of career or field of interest.

Positive self-concept or confidence

Sedlacek demonstrates that the way African-American students feel about themselves was related to their success at predominantly white institutions. African-American students who possess a strong self-concept or confidence in


racial identity and could also identify or feel a part of the institution were more likely to stay in college. Sedlacek points out "that in addition to the usual school pressures, a black student must typically handle cultural biases and learn how to bridge his or her culture with the prevailing one at a university." Retention was higher for black students who could make this transition and maintain a high level of self-esteem.

*Realistic self-appraisals in personal and academic development*

An important variable that exists in combination with self-concept is how well African-American students at white colleges are able to assess how they are doing (academically and socially). Sedlacek states, "Success for any student involves the ability to 'take readings' and make adjustments before the grades are in or before fully developing a lifestyle that is not conducive to success." This task is harder for African-American students because white faculty members, students, and staff often view black students differently than they do white students and as a result give information that is not straightforward. Sedlacek explains how white faculty members, due to stereotypes, give less consistent or overly positive reinforcement and lower grades to black students causing inaccurate self-appraisals and distrust. African-American students who were able to make realistic self-assessments (many times via African-American students, faculty, and staff) generally progressed higher.
Understand and deal with racism

Sedlakček explains that an African-American student can have difficulty with racism because of naivete about it or preoccupation with it. African-American students who: 1) understand how both individual and institutional racism works; and 2) know how to effectively handle it in way that provides minimum interference with their goals, are more likely to stay in school and make high grades. Many white faculty members and students feel that black students were accepted on the basis of "lower standards" and thus label blacks as less able than whites. These attitudes are manifested in subtle to openly hostile environments on many campuses. Troy Duster, a sociology professor at the University of California at Berkeley quotes,"...Reagan has made racism a more legitimate thing to do. The conservative era conjoins with a perception that society, as it relates to black people, has gotten worse....and college campuses are not socially isolated, they reflect the stratification system and the attitude of the larger society".23 From cross-burnings, racial slurs, abusive white fraternity gestures to black students, beatings and rapes, black faculty assaults, and full fledged riots, overt racist attacks have sparked multiple black student protests on predominantly white campuses.

Demonstrate involvement in community service

Sedlacek also indicates that in order to be successful, African-American students usually need to have identification with and be active in a community. He argues that the community may be "on or off campus, large or small, but it will commonly be based on race or culture." Sedlacek illustrates how blacks seem to be more community oriented than whites.

Long-range goal setting

African-Americans with lower aspirations and goals that are vague were more likely to leave school. Sedlacek found that African-American students who made plans and long range goals were more successful than those who did not. Sedlacek points out that because of racism, African-Americans have had a more capricious experience in setting goals and receiving reinforcement for their accomplishments than whites. Miriam Goldberg in "Factors Affecting Educational Attainment in Depressed Urban Areas" also argues that African-Americans "recognize limitations in economic power and advancement and create values and behavior which further limit mobility...because success and security are uncertain African-Americans are more 'present-' than 'future-oriented'."24

Available strong person for support

African-Americans have on average more economic problems at home than whites, they constantly must deal with racism and face unique adjustments to white colleges. They are particularly in need of resources in which they can turn to for advice, guidance, and support. The availability of such resources can critically impact their success on campus. Often times African-American faculty and staff are not available and African-American students turn to friends and family for support.

Leadership experience

Sedlacek clearly links leadership experiences with successful African-American college students. He shows that scores of African-Americans on the leadership portion of the American College Testing Program correlate positively with GPA's. African-Americans have shown the ability to organize and influence others, often within their cultural-racial context. However, according to Sedlacek, it is likely to be validated by white faculty, students, or personnel workers.
Knowledge of career or field of interest

Finally, because African-Americans have been historically excluded from employment and career information networks, they have had to develop ways of learning and obtaining pertinent information outside the system. According to Sedlacek, successful African-American students must generally find knowledge of career or field interest through creative and culturally relevant ways.

While both external and personal factors impede enrollment and retention for African-Americans, overcoming the latter is significantly more valuable. A firm understanding of society and the appreciation of self-worth can lead to the accomplishment of ambitious goals and big dreams. Uncontrollable external forces, while important, become second nature. Limited research has shown that high enrollment and retention of African-Americans has occurred at traditionally Black colleges because students can overcome personal obstacles. The dilemma is that most conventional support programs do not provide services geared toward empowering African-Americans to overcome


personal impediments.

While these conventional programs are somewhat valuable and necessary in helping African-American students overcome external obstacles, a critical strategy in solving low retention and enrollment is one that extensively addresses the personal impediments. Moreover, given the historical unpredictability and unreliability of federal and college support programs, it is imperative that the African-American community establish a viable community-based to deliver the services. This approach will create a more sensitive and long-term vehicle to higher education. However, the real question is: How does the African-American community design and implement such a model? This question will be addressed in chapter two.
Chapter Two:  
The Project REACH Model

Development of the REACH Model

In December of 1987, a group of concerned African-American educators assembled to discuss methods of improving post-secondary opportunities for disadvantaged minority high school students in Boston. After several meetings, the group formed into a Board of Trustees named the "Oversight Committee" and began planning specifications of an innovative enrichment and support program for a cross-section of "high" potential African-American young people.26

The Committee envisioned a comprehensive support program that would give disadvantaged African-American and Hispanic high school students in Boston an opportunity to attend college. This program would help students:

1. define, shape and frame goals;
2. cultivate pride in self and community;
3. refine skills;
4. plan for the future;
5. gain admission to college;
6. perform well and graduate from college;

26A list of the Oversight Committee member is located in the appendix on pp. 63-64.
(7) find and manage resources;
(8) build positive relationships; and
(9) explore new work and career options.

The long-term mission of the program would be to produce a large percentage of future African-American and Hispanic leaders for Boston. This vision was the conceptual framework by which the Committee developed its planning strategies. The result of their intensive planning efforts was a $400,000 proposal to the Stratford Foundation, a local foundation in Boston, for a comprehensive enrichment and support program entitled Project REACH (Road to Educational Achievement).

Project REACH's primary objective would be to assist disadvantaged African-American and Hispanic high school students with the attainment of a college education. It would accomplish this objective and long-term mission of producing community leaders by enhancing 'total' student development through six critical developmental services:

(1) personal development;
(2) academic and financial development;
(3) professional development;
(4) community service;
(5) college support; and
(6) technology (computers, telecommunications).
This critical support would be given to fifty (50) African-American and Hispanic high school seniors for all four years of their college career. A product of this program would be an African-American or Hispanic college graduate with the ability to achieve his/her desired goals, contribute to larger society, and lend to the development of his/her community. Each year, REACH would accept a new class of fifty high school seniors in addition to the REACH Scholars it already serves and new funding would be allocated to support the additional students.

In light of these very ambitious goals, the Oversight Committee, selected The Freedom House Inc. (FH), a non-profit community organization in Roxbury, to administer the program based on its mission, experience with programs of educational excellence for minorities and its institutional capacity to manage the project. The Freedom House, under the direction of an innovative President, Dr. Toye Brown, has established an environment and vision based on the total development of African-American people—“Developed People + Resources = Developed Communities.” 27 This environment coupled with FH’s strong relationships with many Boston Schools, businesses, community organizations, and universities provide an excellent foundation for the REACH model.

Upon approval of the proposal by the Stratford Foundation, Project REACH was formally established in February of 1988 with a full-time Director, Richard Mullins Ph.D., secretary, and various part-time consultants to operate its

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27A description of the Freedom House mission and services is located in the appendix pp. 65-70.
components. It has now expanded its administrative staff with the addition of a Program Operations Manager and Administrative Assistant. The current organizational structure entails:

Oversight Committee
(17 members)
Chairman--John Sims, V.P Digital Equipment Corp.

Project Director
Richard Mullins Ph. D.
The above are responsible for policy and management

REACH Staff

<table>
<thead>
<tr>
<th>Administrative</th>
<th>Services</th>
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<tbody>
<tr>
<td>Operations Manager</td>
<td>Coordinator of Student Services (2)</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Coordinator of Technical Services (2)</td>
</tr>
<tr>
<td>Support Secretary</td>
<td>Financial Aid Consultant</td>
</tr>
<tr>
<td></td>
<td>Recruitment Director</td>
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<tr>
<td></td>
<td>Internship Consultant</td>
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</tbody>
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Dr. Mullins' diverse experience as the President of his own technical consulting firm, Executive Director of Massachusetts Pre-Engineering Program (MassPEP), Operations Vice President of the National Action Council for Minorities in Engineering (NACME), to mention a few, have significantly impacted the unique and innovative programmatic design of the REACH model. According to Mullins,
Project REACH is unique in several ways. Its center of operation is in the heart of an urban community; its evolutionary commitment to the "process of development" (Freedom House mission); its commitment to using technology as a developmental tool; and its use of programmatic philosophy which supports students in organizing and managing their growth and development.

Under the direction and guidance of Dr. Mullins, Project REACH carefully delivers and applies its six vital support and student development services.

Personal development

The personal development enrichment is designed to help students of color better understand and overcome internal obstacles that may prevent them from reaching or realizing their potential. A three-day Efficacy training workshop, conducted by the Efficacy Institute in Lexington, MA, helps students develop a mental framework which will empower them to overcome many of the personal impediments impacting the enrollment and retention of African-Americans at predominantly white institutions. The workshop lays out concepts that enhance self-confidence and esteem, improve goal setting and risk taking, help understand racism, facilitate the factors that affect performance, and assist in the proper assessment of successes and failures.28 Students are encouraged to apply these concepts at college and in all REACH activities in order to achieve maximum benefits. Periodic Student Development Conferences (summer, winter vacation, and spring break) and personal

28An overview of Efficacy concepts and activities is located in the appendix on pp. 71-73.
counseling sessions are held to reinforce and examine the usage of these concepts.

Academic and financial development

As a part of its seven-week summer program, REACH offers academic developmental services. REACH conducts diagnostic assessments to help students identify academic strengths and weaknesses. This assessment facilitates realistic self-evaluation and allows REACH to better place students in its summer classes. Enrichment classes are taught by African-American teachers to enhance basic and intermediate math, English and computer skills. College preparation workshops and personal counseling sessions are critical services which cultivate student development. REACH also features a special 10-month program for high-school juniors (REACH PREP) that assist students in college planning, financial aid searches, and SAT tutorials.

The financial aid services offered during the summer program provide critical financial aid counseling and planning with a consultant, and feature a series of Money Management workshops. Moreover, it grants scholarship awards to all students based on an analysis of student's need. In 1988, scholarships averaged over $3,000 per student.
Professional development

The summer program offers professional development through a variety of meaningful internships. Students develop mentors and role models while gaining first-hand work experience. Internships are created by a consultant in a student's area of interest. REACH interns work in banks, community organizations, TV and radio stations, day care centers, law firms, corporations, and other places.

Community service

The summer program initiates community service projects in which student groups address critical issues impacting the community. Students work on the projects throughout the academic year. Groups report on their progress at Student Development Conferences. In 1988, students created projects that addressed homelessness and educational issues which prompted volunteer work in the community. This team building exercise enhances community development and cultural awareness, and improves problem solving, leadership and interpersonal skills.
REACH features a unique College Support Component that consist of two parts--the Student Services Unit and the Technology Services Unit. The Student Services Unit is managed by two part-time Coordinators who are responsible for assisting students with their entire academic year planning--college and summer courses, jobs/internships, financial aid, community service activities, etc. An essential function in this unit is helping students with their enrollment, adjustment, and overall persistence in college. The unit carries out this function by maintaining regular communication by telephone, developing networks with college support service administrators, and collecting pertinent information through surveys and computer database systems which monitor student academic, personal, and financial progress. The Student Service Unit is also in charge of coordinating personal counseling sessions to reinforce Efficacy concepts, planning for special student events and conferences, and managing the mentoring service that links students with role models in the community.

The Technology Services Unit is the component that bonds the other services of REACH together. The two part-time coordinators in the unit teaches students how to communicate with the REACH Office, other students, and various resources through the REACH Communication System (RCS) and online telecommunications. The RCS is a state-of-the-art voice messaging system that allows students and staff to communicate and leave messages with one
another at any time of the day (24 hours). These systems are designed to enable the project to monitor student progress and provide maximum student support. In the not so distant future, this unit will also support an electronic mail system that will allow student/staff communication through computers and telecommunication activity.

Recruitment and Admissions

The recruitment and admission process of the 50 high school seniors is quite innovative. Under the leadership of a part-time recruitment director, REACH recruits and distributes preliminary applications to students through workshops at the Freedom House, high schools visits, college fairs, radio and newspaper advertisements and word-of-mouth. Because of the severe shortage of African-Americans in higher education, REACH places special emphasis on this population during recruitment. In 1989, REACH received over 300 preliminary applications for its 50 vacancies.

After the preliminary application deadline, REACH conducts a series of formal information sessions with each student who returned the preliminary application. At the information sessions parents and students are informed


about the requirements of the REACH program, given a final REACH application, and introduced to the Freedom House environment. This year (1989) Dr. Humphries, President of Florida A&M, spoke at an information session on how African-American youth must take advantage of their growing population in the workforce. In the period before the final application deadline students are invited to REACH application review and help sessions, an African-American male workshop, and an introductory two day Efficacy training session. Selection of the 50 high school seniors is based upon student performance in high school, interview results, application and essays, and potential leadership qualities. REACH also attempts to select a diverse population of urban students with different career interests, ethnic backgrounds, and gender.
The illustration of the REACH program cycle below displays how the various developmental services are coordinated within the REACH model.

<table>
<thead>
<tr>
<th>REACH Service</th>
<th>Date</th>
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<tbody>
<tr>
<td>Recruitment</td>
<td>October-April</td>
</tr>
<tr>
<td>Application, Interviewing, and Selection Process</td>
<td>February-June</td>
</tr>
<tr>
<td>Summer Program:</td>
<td>July-August</td>
</tr>
<tr>
<td>Personal Development</td>
<td></td>
</tr>
<tr>
<td>- Efficacy</td>
<td></td>
</tr>
<tr>
<td>- Personal counseling sessions</td>
<td></td>
</tr>
<tr>
<td>Academic Development</td>
<td></td>
</tr>
<tr>
<td>- Diagnostic tests</td>
<td></td>
</tr>
<tr>
<td>- Classes</td>
<td></td>
</tr>
<tr>
<td>- College Prep workshops</td>
<td></td>
</tr>
<tr>
<td>- Personal Counseling</td>
<td></td>
</tr>
<tr>
<td>Financial Aid Awards</td>
<td></td>
</tr>
<tr>
<td>Community Service Projects</td>
<td></td>
</tr>
<tr>
<td>Internships</td>
<td></td>
</tr>
<tr>
<td>College Support:</td>
<td>August-May</td>
</tr>
<tr>
<td>Student Services</td>
<td></td>
</tr>
<tr>
<td>Technical Services</td>
<td></td>
</tr>
<tr>
<td>Student Development Conferences</td>
<td>December and June</td>
</tr>
</tbody>
</table>
Will Project REACH Work?

In 1988, REACH made it possible for 54 disadvantaged African-American and Hispanic high school students from Boston to attend 32 U.S. colleges which included Ivy League schools, historical black colleges and several Massachusetts college and university programs such as:

- Bentley College
- Boston University
- Cornell University
- Howard University
- Morehouse College
- Northeastern University
- Regis College
- Roxbury Community College
- Syracuse University
- Univ. of Mass. at Amherst
- Univ. of North Carolina
- Wellesley College
- Boston College
- Colgate University
- Harvard University
- Lincoln University
- Norfolk State University
- Princeton University
- Simmons College
- Spelman College
- Trinity College
- Univ. of Maryland
- Virginia State University
- Wheaton College

Results from a college acclimation survey conducted by the author on the all REACH students after their first semester in college (December 1988) indicated that there were no major adjustment problems in major categories such as: being away from home; social environment of school; instructor and student attitudes; financial independence; and roommates among the REACH Scholars.30 Moreover, all the students indicated that REACH had a significant

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30 A copy of the survey and Complete survey results are located in the appendix pp. 72-77.
effect on their experience at college; especially in areas of support (36%), confidence (26%) and classroom skills (17%):

Without the help and concern of Project REACH, I think it would not have been possible for me to attend college.

The Math and English skill enhancements were a great help! I was exposed to things in Math and English last summer that were never introduced to me in high school.

I feel that Project REACH helped me get a handle on things that I otherwise would have gone crazy over. It has helped me by my going to talk with my professors all the time and my gaining the confidence to know that I will succeed although times are rough.

MY head is held high. I am proud to be Black, come form the City, and do well.

REACH has given me much needed support. Like a true family, REACH is always there when I need help. It has functioned as an insuperable support network.

Besides being there financially for me to attend school, Project REACH has given me more than my share of support and patience. They were there when everything was happening in my life and they are still there.

Efficacy has helped me tremendously to internally strengthen myself. REACH prepared me as well as anything, short of experience could for college. The scholarship has taken the financial burden from my shoulders. Although I work, I do not have to. I can devote more time, when necessary to my studies.

I arrived with confidence and still have confidence. I've become a lot more responsible with my monies and studies even though there is plenty of room for improvement.

I am prepared mentally to deal with the environment which can be intimidating to those who have not been through Efficacy. I have not lost my identity and also have not lowered myself to the level of some of the Blacks who have a negative outlook on life.

I like to take risks that are moderate. Also I try to be a positive influence in an atmosphere that sometimes seems negative.
REACH is always there for me to turn to when I'm in trouble or just need someone to talk to.

The talks I had not only with the students but with the REACH staff has encouraged me to do my best. I was also prepared in one of my classes to take a lower level in order not to overdo myself in my first year.

I have been prepared for college by my advance study skills that I have learned from Project REACH.

Part of my preparation has been successful due to Efficacy training, Math and English classes, advising sessions with Harold Horton, and general support from the Project REACH developers.

Project REACH has helped me develop professionally. College is no joke and I am the only one who can make my college days a successful road to educational achievement.

After the first semester of college, a REACH Scholar Grade Summary (conducted by the author) indicated that the average GPA for REACH students was 2.4 (C) with a maximum of 3.6 (A-) and minimum of 1.0 (D). Ninety-eight percent (98%) of the students had a grade of C or better GPA and there were no academic casualties.31 These figures surpassed the REACH objectives of 95% of students with C or better GPA and 8% academic casualties.

<table>
<thead>
<tr>
<th></th>
<th>AVERAGE GPA</th>
<th>MAXIMUM GPA</th>
<th>MINIMUM GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>2.4</td>
<td>3.6</td>
<td>1.0</td>
</tr>
<tr>
<td>Females</td>
<td>2.4</td>
<td>3.6</td>
<td>1.0</td>
</tr>
<tr>
<td>Males</td>
<td>2.3</td>
<td>3.6</td>
<td>1.1</td>
</tr>
<tr>
<td>College in-state</td>
<td>2.4</td>
<td>3.4</td>
<td>1.1</td>
</tr>
<tr>
<td>College out-of-state</td>
<td>2.4</td>
<td>3.6</td>
<td>1.0</td>
</tr>
</tbody>
</table>

31 Complete survey results are located in the appendix pp. 78-79.
Attend Black Colleges 2.6 3.6 1.7  
Attend White Colleges 2.4 3.4 1.0  
Live on-campus 2.3 3.6 1.0  
Live off-campus 2.5 3.3 1.1  

Why are the results so positive? REACH's comprehensive developmental services empower students to overcome external as well as personal impediments impacting enrollment and retention of African-Americans in higher education.

I. External Impediments:

(1) Federal budget cuts in vital financial aid programs.

REACH offers scholarships to assist all students in meeting college costs and expenses. In 1989, REACH scholarship assistance averaged over $3,000 per student. The REACH financial aid consultant helps students and parents properly analyze their financial situation, provides planning assistance, and determines the REACH scholarship awards. Moreover, REACH collaborates with the Higher Educational Center in Boston, to assist students in financial aid planning and scholarship (private and public) searches.

(2) Poor academic preparation.

As a part of its extensive summer program REACH conducts diagnostics tests in English and math to assist both REACH Staff and students in determining academic strengths and weaknesses. REACH students engage in a variety of enrichment classes in English, math, and computers to properly enhance academic development. REACH instructors provide extensive tutoring and personal counseling sessions to address student issues and concerns.
Limited support systems and role models that provide proper attention and advice.

A fundamental concept of the REACH model is the creation of positive relationships that support 'total' student growth and development. A sensitive and committed REACH Staff, from Project Director to Secretary, provide extensive advising and counseling in all areas of development: academic, financial, emotional and personal. The professional and highly visible REACH Staff, primarily African-Americans, inherently serve as tangible role models for students.

REACH facilitates each student in developing support networks through:

a. Efficacy training activities and discussions that focus on how to identify and harness the power of resources that provide positive reinforcement towards growth and development;

b. community service group projects which help students learn to support each other;

c. professional internships that expose students to real-work environments and African-American mentors;

d. Student Development Conferences that allow all students as a group to dialogue on critical issues and experiences;

e. an aggressive College Support Unit (Student Services and Technical Services) that assists students in locating and utilizing college support services and provides students with a 24-hour communication device (RCS);

f. the Freedom House environment which offers a variety of developmental programs for youth of color and a host of personal computers and technology. Moreover, the Freedom House provides numerous role models with the illustrious African-American guests and organizations it constantly entertains.

II. Personal Impediments:

1. Inability to possess a positive self-concept or confidence;

Efficacy training workshops build confidence by helping the student to:

a. understand how myths of intellectual inferiority are continually perpetrated upon and internalized by African-Americans;

b. define him/herself as a significant person whose development is important to oneself, to the community from which one comes, and to the nation as a whole;
c. apply the attribution theory which help students control their psychological reaction to success, failure, and critical 'other influences'. Students learn how to develop confidence by attributing successes to ability and failures to lack of effort;
d. understand the 'process of development' which teaches students how to interpret and use feedback to locate a "moderate risk zone" and gather support in order to take on more challenge;
e. identify a social context that will support growth and development.

REACH Student Development Conferences and personal counseling sessions reinforce and re-examine all Efficacy concepts. Moreover, the REACH environment located in the Freedom House, inherently enhances self-esteem and confidence. The Freedom House is located in the heart of Roxbury, and has a prestigious history in community development and service. The facility, owned and operated by people of color, elicits pride in African-American culture and history.

(2) Inability to make realistic self-appraisals in personal and academic development:

In defining the 'process of development' at Efficacy, students learn how to properly interpret and balance the use of feedback (information drawn from previous experiences) and other influences (psychological and/or institutional that influence behavior) to make realistic assessments of their 'total' development process. Students incorporate the attribution theory of success and failure to the development process in determining strengths and weaknesses and future plans.

(3) Inability to understand and deal with racism:

Efficacy workshops focus on how myths of intellectual inferiority are continually perpetrated upon and internalized by African-Americans thereby inhibiting performance. Discussions and role playing activities help students identify and understand institutional and personal racism. More importantly, students are shown that by mastering the principles involved in the 'process of development' they can be empowered to overcome any obstacle. REACH Student Development Conferences and personal counseling sessions support students in dealing with racism.
(4) Inability to demonstrate involvement in community service:

REACH requires students to create community service projects that address critical issues impacting the African-American community. Students work on the projects at college and report on their progress at Student Development Conferences. The community service projects stimulate actual volunteer work experiences and help students practice 'giving back' to the community.

(5) Inability to prefer long-range goals to short-term goals or immediate needs;

A critical concept focused on in the Efficacy workshops is goal-setting. Students learn to through the 'process of development' to identify a "moderate risk zone" (MRZ) of development to derive goals from. The MRZ allows students to make realistic, challenging, specific, and measurable goals. The use of feedback coupled with the attribution theory help students determine when to extend the line of challenge.

(6) Unavailability of strong person for support:

As mentioned above, a fundamental concept of the REACH model is the creation of positive relationships that support 'total' student growth and development. A sensitive and committed REACH Staff, from Project Director to Secretary, provide extensive advising and counseling in all areas of development: academic, financial, emotional and personal. An omnipresent compassionate REACH environment allows students to develop trust in the REACH model. Moreover, a dependable Student Service Unit that monitors and supports students at college coupled with a 24-hour communication device (RCS) enables REACH to become a readily available strong resource of support.

(7) Inability to demonstrate experience in a leadership position:

REACH community service group projects allow students to engage in leadership experiences. Students take the lead role in designing and developing group activities and responsibilities. Moreover, various group activities in Efficacy and Student Development Conferences enable students to practice leadership skills.
(8) Inability to obtain knowledge of career or field of interest.

REACH enhances student knowledge of career interests through meaningful internships. REACH offers a variety of professional internships which provide critical first-hand work experiences and allow students to develop mentoring relationships with professionals in their career interests. Moreover, REACH collaborates with the Higher Educational Center in Boston to provide career planning and advising resources.

The matrix below illustrates how the comprehensive REACH Services address the external and personal impediments impacting the enrollment and retention of African-American youth in higher education.

<table>
<thead>
<tr>
<th>IMPEDEMENTS</th>
<th>REACH SERVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXTERNAL:</td>
<td>REACH Scholarship</td>
</tr>
<tr>
<td>(1) Decline in Federal Financial Aid</td>
<td>Financial Aid advising and Planning</td>
</tr>
<tr>
<td>Assistance</td>
<td>Scholarship search</td>
</tr>
<tr>
<td></td>
<td>REACH Summer Enrichment Classes</td>
</tr>
<tr>
<td>(2) Poor Academic Preparation</td>
<td>REACH Academic Diagnostic testing</td>
</tr>
<tr>
<td></td>
<td>REACH academic tutoring, planning, and advising</td>
</tr>
<tr>
<td>(3) Limited support systems and role-models</td>
<td>REACH PREP</td>
</tr>
<tr>
<td></td>
<td>Sensitive REACH environment</td>
</tr>
<tr>
<td></td>
<td>'Total' development services: academic, financial,</td>
</tr>
<tr>
<td></td>
<td>personal and emotional</td>
</tr>
<tr>
<td></td>
<td>Student Dev. Conferences</td>
</tr>
<tr>
<td></td>
<td>Personal Counseling Sessions</td>
</tr>
<tr>
<td></td>
<td>Internships and Mentors</td>
</tr>
<tr>
<td></td>
<td>Community Service Project</td>
</tr>
<tr>
<td></td>
<td>College Support</td>
</tr>
</tbody>
</table>
### PERSONAL:

<table>
<thead>
<tr>
<th>Issue</th>
<th>Services/Environments</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Inability to possess a positive self-concept or confidence</td>
<td>Efficacy Workshop&lt;br&gt;Student Dev. Conferences&lt;br&gt;Personal Counseling Sessions&lt;br&gt;Freedom House/REACH environment</td>
</tr>
<tr>
<td>(2) Inability to make realistic self-appraisals in development</td>
<td>Efficacy Workshop&lt;br&gt;Academic Diagnostics</td>
</tr>
<tr>
<td>(3) Inability to understand and deal with racism</td>
<td>Efficacy Workshop&lt;br&gt;Student Dev. Conferences&lt;br&gt;Personal Counseling Sess.</td>
</tr>
<tr>
<td>(4) Inability to demonstrate involvement in community service</td>
<td>Community Service Projects&lt;br&gt;Personal Counseling Sessions</td>
</tr>
<tr>
<td>(5) Inability to prefer long-range goals to short-term goals or immediate needs</td>
<td>Efficacy Workshop&lt;br&gt;Student Dev. Conferences&lt;br&gt;Personal Counseling Sessions</td>
</tr>
<tr>
<td>(6) Unavailability of strong person for support</td>
<td>REACH / Freedom House environment&lt;br&gt;Sensitive REACH environment&lt;br&gt;‘Total’ development services: academic, financial, personal and emotional&lt;br&gt;Student Dev. Conferences&lt;br&gt;Personal Counseling Sessions&lt;br&gt;Internships and Mentors&lt;br&gt;Community Service Projects&lt;br&gt;College Support</td>
</tr>
<tr>
<td>(7) Inability to demonstrate experience in a leadership position</td>
<td>Community Service Projects&lt;br&gt;Student Dev. Conferences&lt;br&gt;Efficacy Workshop</td>
</tr>
<tr>
<td>(8) Inability to obtain knowledge of career or field of interest.</td>
<td>Internships and Mentors</td>
</tr>
</tbody>
</table>
A recent survey was conducted by the author to determine the impact REACH is having on personal impediments to enrollment and retention. The results overwhelmingly showed that REACH significantly impacted each personal impediment. The greatest impact occurred with REACH's availability as a strong support resource. The lowest but still significant impact was on the students involvement in community service and their ability to obtain information in their career or field of interest.

Percentages From Survey on the Impact of REACH Services on the Personal Impediments

<table>
<thead>
<tr>
<th>IMPEDIMENT</th>
<th>IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Much</td>
</tr>
<tr>
<td>1. Self-Esteem/Confidence:</td>
<td>4%</td>
</tr>
<tr>
<td>2. Making realistic self-evaluations</td>
<td>4%</td>
</tr>
<tr>
<td>Personally and academically:</td>
<td></td>
</tr>
<tr>
<td>3. Understanding and dealing with racism:</td>
<td>10%</td>
</tr>
<tr>
<td>4. Involvement in Community Service:</td>
<td>14%</td>
</tr>
<tr>
<td>5. Preferring long-range goals to short-term</td>
<td>3%</td>
</tr>
<tr>
<td>goals or immediate needs:</td>
<td></td>
</tr>
<tr>
<td>6. Project Reach's availability for support:</td>
<td>0</td>
</tr>
<tr>
<td>7. Enhancing leadership skills:</td>
<td>3%</td>
</tr>
<tr>
<td>8. Obtaining knowledge of career or field</td>
<td>14%</td>
</tr>
<tr>
<td>interest:</td>
<td></td>
</tr>
</tbody>
</table>
Project REACH appears to have all the right ingredients that can help African-American youth overcome external and personal impediments to enrollment and retention in higher education. Under the innovative and prudent leadership of the Oversight Committee, REACH is constantly building and developing practical procedures to operate more effectively and efficiently within its limited resources. The newly added Program Operations Manager is conducting critical assessments in each of REACH’s service area to optimize resource allocation and utilization. The Student Services Unit recently ended a series of planning meetings with the Director, which resulted in the development of the framework for a "REACH Academic Year Guidebook" containing all the REACH Scholar operational procedures and expectations.

The Technology Service Unit is conducting planning sessions with the Director to determine how it will implement a new electronic mail system and telecommunication system CSSRN (Community Shared Service Resource Network). The electronic mail system will allow students to communicate with REACH Offices and other students via computer. CSSRN will link REACH students by computer with multiple development programs offered by schools, businesses, and community organizations.

Like any start-up operation, REACH has had its share of confusion and frustration. REACH’s small workforce of part-time people is periodically inundated with multiple responsibilities and tasks. However, REACH is aggressively tightening its operational nuts and bolts to provide optimal support to students. Moreover, REACH students and staff possess the energy, commitment and attitude needed to move REACH toward the accomplishment
of all its objectives and beyond. According Dr. Mullins, Director:

Project REACH is an opportunity to develop young people for the future. Much of the opportunity is related to the degree to which the project can help young people to organize themselves and take responsibility to meet the challenges of the future and the requirements of becoming developed people... REACH is limited only by the vision and perseverance of those chosen to advance the concept.
Conclusion

The drastically declining enrollment and retention of African-Americans in higher education will have devastating implications on the growth and development of the African-American community as well as the nation at-large.

This thesis points out that the enrollment and retention of African-Americans is not only affected by uncontrollable external forces but by controllable personal variables. Most conventional enrichment programs and college support programs do not address the personal impediments and provide minimal services around the external obstacles.

Therefore, the African-American community must take the leading role in the educational attainment of its youth. The African-American community must structure and design its own solutions to the underrepresentation of African-Americans in higher education.

Project REACH, designed and implemented by committed and sensitive African-American citizens, represents a viable community-based (self-help) approach which empowers African-American youth to overcome the external as well as personal impediments to enrollment and retention in higher education. REACH will create college graduates and future community leaders through six developmental services that it provides to disadvantaged African-American and Hispanic youth in Boston:
(1) *personal development* which enhances self-confidence, goal-setting, self-assessment and realization of potential;

(2) *academic and financial development* which strengthens academic skills, enhances college preparation and provides scholarships;

(3) *professional development* which offers meaningful internships and mentors;

(4) *community service* which enhances community development and cultural awareness and improves leadership and interpersonal skills;

(5) *college support*; and (6) *technology* which sharpen computer skills and provide maximum support to students in college.

REACH has been able to address traditional external impediments and empower African-American youth through personal development to overcome internal obstacles impacting enrollment and retention in higher education. This assistance and internal revitalization has given those African-American youth a more positive perspective on what life has to offer and impacted on their performance at college.

Results, to date, show that REACH enabled 54 students to enroll in 32 public and private colleges across America including ivy league and historical black colleges. After the first semester of college, a REACH Scholar Grade Summary indicated that the average GPA for REACH students was 2.4 (C) with a maximum of 3.6 (A-) and minimum of 1.0 (D). Ninety-eight percent (98%) of the students had a grade of C or better GPA and there were no academic casualties. These figures surpassed the REACH objectives of 95% of students with a grade of C or better GPA and 8% academic casualties.
REACH is more than a paragon that addresses the enrollment and retention crisis of African-Americans in higher education. REACH is a symbol of hope in the African-American community. REACH, created by sensitive and concerned African-American citizens, exemplifies that members of the African-American community can unify efforts and maximize resources to provide educational opportunity to African-American youth irrespective of the obstacles in society. This is the type of leadership, attitude, and responsibility that members of the African-Americans must have to meet the growing needs of the community.

REACH can only support 50 students per year and therefore can not single-handedly solve the crisis of enrollment and retention of African-American youth in higher education. However, the REACH model and concepts can be replicated on every block in every city in America, by concerned individuals and organizations. In light of the valuable knowledge gained from the REACH experience, the following recommendations illustrate how the concepts of the REACH model can be replicated in the African-American community:

1. Parents and all concerned citizens must run for school boards and other trustee positions to ensure that all institutions create environments that address issues of community and personal development. Moreover, parents and citizens should be involved in the design of partnerships between corporate businesses, high schools, and universities to assist in the proper development of academic, personal, financial services for African-American youth. REACH members (Trustees, Staff, students) can facilitate in the design and implementation.

2. African-American professionals (executives, athletes, entertainers, etc.) must be more active in the community-- as tangible mentors and role models to youth to enhance self-confidence and realization of potential and lend encouragement and guidance. Professionals must contribute to or sponsor their own scholarships to assist students in college costs.
3. African-American businesses and community service organizations must sponsor internships that provide students with first hand work experience. They must also contribute to or sponsor scholarships.

4. African-American Church's, community organizations, businesses, professionals and must establish partnerships and maximize resources to create comprehensive enrichment programs (like Project REACH) which find and 'personally' empower children of all ages to overcome external and internal variables.32 REACH members (Trustees, Staff, students) can facilitate in the design and implementation.

5. The African-American middle class must invest more time, energy, and money in the urban community. They must utilize their advanced skills and economic advantage to initiate and develop REACH models in their community as well as in the urban community.

6. The African-American educators must do more research in terms of designing solutions to the problems impacting growth and development in the African-American community. Society has not shown the sensitivity needed to create long-term viable programs that will assist African-Americans in recovering from the economical, social, and psychological damages of oppression, discrimination, and racism. This thesis should serve as the impetus for future research in community-based models of outreach.

7. National African-American support agencies like the NAACP, Urban League, Operation PUSH and fraternity and sorority organizations, must network and design REACH models at local branches. REACH members (Trustees, Staff, students) can facilitate in the design and implementation.

32 The I Have A Dream Foundation (IHDF) through the efforts of business leaders, philanthropists, community residents and leaders, local university students and faculty, provide critical tutoring services, career advising, cultural activities, and guarantees college tuition (scholarship) for high school graduation to young African-American students in inner-city elementary schools. The IHDF, founded by millionaire Eugene Lang in 1981, is headquartered in New York City and houses programs in more than 20 different cities around the country. By helping African-American youth realize and cultivate their intellectual potential at an early age and showing them a clear uninhibited opportunity to higher education, African-Americans are given a fair chance to achieve high goals and fulfill big dreams. Results have shown that the IHDF is successful a community-based organization empowering disadvantaged minority youth to overcome external and internal barriers to higher education---- Charles Dervarics, "I Have a Dream Foundation Guarantees College Tuition for High School Grads." Black Issues in Higher Education, Vol. 4, No. 21, p. 3, February 1, 1988.
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Eileen O'Brien, "Hodgkinson Urges Increased Funding for TRIO Programs", Vol no. 15, Oct 13, 1988, pg 16

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APPENDIX
Figure 1

College Enrollment of 18-24 Year Olds as a Percentage of 18-24 Year Old High School Graduates by Race Ethnicity for Selected Years

LEGEND

1971
1976
1981
1985


Figure 2

High School Graduates as a Percentage of Total Population Aged 18-24 Years by Race Ethnicity for Selected Years

LEGEND

1971
1976
1981
1985

### Table 1
High School Completion (1) and College Entrance Rates for Population 18-24 Years Old by Race/Ethnicity: United States, Selected Years (Number in Thousands)

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total population 18-24-yr.-olds</td>
<td>23,668</td>
<td>26,919</td>
<td>28,965</td>
<td>27,122</td>
</tr>
<tr>
<td>Number completing high school</td>
<td>18,691</td>
<td>21,677</td>
<td>23,343</td>
<td>22,349</td>
</tr>
<tr>
<td>Number enrolled in college</td>
<td>6,210</td>
<td>7,181</td>
<td>7,575</td>
<td>7,537</td>
</tr>
<tr>
<td>H.S. graduates as a percentage of total</td>
<td>79.0%</td>
<td>80.5%</td>
<td>80.6%</td>
<td>82.4%</td>
</tr>
<tr>
<td>College entrants as a percentage of 18-24-yr.-old H.S. graduates</td>
<td>33.2%</td>
<td>33.1%</td>
<td>32.5%</td>
<td>33.7%</td>
</tr>
<tr>
<td>College entrants as a percentage of 18-24-yr.-old population</td>
<td>26.2%</td>
<td>26.7%</td>
<td>26.2%</td>
<td>27.8%</td>
</tr>
<tr>
<td><strong>White:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total population white 18-24-yr.-olds</td>
<td>20,533</td>
<td>23,119</td>
<td>24,486</td>
<td>22,632</td>
</tr>
<tr>
<td>Number completing high school</td>
<td>16,693</td>
<td>19,045</td>
<td>20,123</td>
<td>18,916</td>
</tr>
<tr>
<td>Number enrolled in college</td>
<td>5,584</td>
<td>6,216</td>
<td>6,549</td>
<td>6,500</td>
</tr>
<tr>
<td>H.S. graduates as a percentage of total</td>
<td>81.8%</td>
<td>82.4%</td>
<td>82.2%</td>
<td>83.6%</td>
</tr>
<tr>
<td>College entrants as a percentage of 18-24-yr.-old H.S. graduates</td>
<td>33.5%</td>
<td>33.0%</td>
<td>32.5%</td>
<td>34.4%</td>
</tr>
<tr>
<td>College entrants as a percentage of 18-24-yr.-old population</td>
<td>27.2%</td>
<td>27.1%</td>
<td>26.7%</td>
<td>28.7%</td>
</tr>
<tr>
<td>Percentage of the total 18-24-yr.-old population</td>
<td>86.6%</td>
<td>85.9%</td>
<td>84.5%</td>
<td>83.4%</td>
</tr>
<tr>
<td><strong>Black:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total population Black 18-24-yr.-olds</td>
<td>2,866</td>
<td>3,315</td>
<td>3,778</td>
<td>3,716</td>
</tr>
<tr>
<td>Number completing high school</td>
<td>1,789</td>
<td>2,239</td>
<td>2,678</td>
<td>2,810</td>
</tr>
<tr>
<td>Number enrolled in college</td>
<td>522</td>
<td>749</td>
<td>750</td>
<td>734</td>
</tr>
<tr>
<td>H.S. graduates as a percentage of total</td>
<td>62.4%</td>
<td>67.5%</td>
<td>70.9%</td>
<td>75.6%</td>
</tr>
<tr>
<td>College entrants as a percentage of 18-24-yr.-old H.S. graduates</td>
<td>28.2%</td>
<td>33.5%</td>
<td>28.0%</td>
<td>26.1%</td>
</tr>
<tr>
<td>College entrants as a percentage of 18-24-yr.-old population</td>
<td>16.2%</td>
<td>22.6%</td>
<td>19.9%</td>
<td>19.8%</td>
</tr>
<tr>
<td>Percentage of the total 18-24-yr.-old population</td>
<td>12.1%</td>
<td>12.3%</td>
<td>13.4%</td>
<td>13.7%</td>
</tr>
<tr>
<td><strong>Hispanic(2):</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total population Hispanic 18-24-yr.-olds</td>
<td>1,338</td>
<td>1,551</td>
<td>2,052</td>
<td>2,221</td>
</tr>
<tr>
<td>Number completing high school</td>
<td>694</td>
<td>862</td>
<td>1,144</td>
<td>1,396</td>
</tr>
<tr>
<td>Number enrolled in college</td>
<td>179</td>
<td>309</td>
<td>342</td>
<td>375</td>
</tr>
<tr>
<td>H.S. graduate as a percentage of total</td>
<td>51.9%</td>
<td>55.6%</td>
<td>55.8%</td>
<td>62.9%</td>
</tr>
<tr>
<td>College entrants as a percentage of 18-24-yr.-old H.S. graduates</td>
<td>25.8%</td>
<td>35.8%</td>
<td>29.8%</td>
<td>26.9%</td>
</tr>
<tr>
<td>College entrants as a percentage of 18-24-yr.-old population</td>
<td>13.4%</td>
<td>19.9%</td>
<td>16.6%</td>
<td>16.9%</td>
</tr>
<tr>
<td>Percentage of the total 18-24-yr.-old population</td>
<td>5.6%</td>
<td>5.7%</td>
<td>7.1%</td>
<td>8.2%</td>
</tr>
</tbody>
</table>

NOTES:
1. High school graduation rates include GED recipients.
2. Since these high school completion rates were calculated by adding the numbers of individuals in this age group enrolled in college as of October of that year and the number of high school graduates not enrolled in college, these rates include individuals who entered college without receiving a high school diploma or a GED. Several states do not require entering high school students to have a diploma or GED. Therefore, these high school completion rates will be significantly lower than figures that do not include the relatively small population of students receiving a GED.
3. Hispanics may be of any race.

### Table 3A
Bachelor's Degrees by Race Ethnicity for Selected Years \(^{(1)}\)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>499,602</td>
<td>54.4 (^{(2)})</td>
<td>469,625</td>
<td>50.2</td>
<td>476,148</td>
<td>50.8</td>
<td>14.7</td>
</tr>
<tr>
<td>Women</td>
<td>418,786</td>
<td>45.6 (^{(3)})</td>
<td>465,175</td>
<td>49.8</td>
<td>492,163</td>
<td>49.2</td>
<td>17.5</td>
</tr>
<tr>
<td><strong>Minority</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>10,171</td>
<td>2.0</td>
<td>10,910</td>
<td>2.3</td>
<td>12,402</td>
<td>2.5</td>
<td>21.9</td>
</tr>
<tr>
<td>Women</td>
<td>7,793</td>
<td>1.9</td>
<td>11,022</td>
<td>2.4</td>
<td>13,472</td>
<td>2.8</td>
<td>72.9</td>
</tr>
<tr>
<td><strong>Hispanic</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>17,964</td>
<td>2.0</td>
<td>21,832</td>
<td>2.3</td>
<td>25,874</td>
<td>2.7</td>
<td>44.0</td>
</tr>
<tr>
<td>Women</td>
<td>10,171</td>
<td>2.0</td>
<td>10,910</td>
<td>2.3</td>
<td>12,402</td>
<td>2.5</td>
<td>21.9</td>
</tr>
<tr>
<td><strong>Black</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>59,122</td>
<td>6.4</td>
<td>60,673</td>
<td>6.5</td>
<td>57,473</td>
<td>5.9</td>
<td>-2.8</td>
</tr>
<tr>
<td>Women</td>
<td>25,614</td>
<td>5.1</td>
<td>24,511</td>
<td>5.2</td>
<td>23,018</td>
<td>4.7</td>
<td>-10.2</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>811,599</td>
<td>89.0</td>
<td>807,119</td>
<td>86.4</td>
<td>826,106</td>
<td>85.3</td>
<td>1.8</td>
</tr>
<tr>
<td>Men</td>
<td>444,682</td>
<td>89.0</td>
<td>406,173</td>
<td>86.5</td>
<td>405,085</td>
<td>82.3</td>
<td>-8.9</td>
</tr>
<tr>
<td>Women</td>
<td>366,917</td>
<td>87.6</td>
<td>401,116</td>
<td>86.2</td>
<td>421,021</td>
<td>88.4</td>
<td>14.7</td>
</tr>
<tr>
<td><strong>Asian/Pacific Islander</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>11,193</td>
<td>1.2</td>
<td>18,794</td>
<td>2.0</td>
<td>25,395</td>
<td>2.6</td>
<td>124.9</td>
</tr>
<tr>
<td>Women</td>
<td>6,318</td>
<td>1.3</td>
<td>10,107</td>
<td>2.2</td>
<td>13,554</td>
<td>2.8</td>
<td>114.5</td>
</tr>
<tr>
<td><strong>American</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>1,498</td>
<td>0.4</td>
<td>3,593</td>
<td>0.4</td>
<td>4,246</td>
<td>0.4</td>
<td>21.4</td>
</tr>
<tr>
<td>Women</td>
<td>1,916</td>
<td>0.4</td>
<td>1,700</td>
<td>0.4</td>
<td>1,998</td>
<td>0.4</td>
<td>4.3</td>
</tr>
<tr>
<td><strong>Non-Resident</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>1,582</td>
<td>0.4</td>
<td>1,893</td>
<td>0.4</td>
<td>2,248</td>
<td>0.5</td>
<td>42.1</td>
</tr>
<tr>
<td>Women</td>
<td>4,131</td>
<td>1.0</td>
<td>6,265</td>
<td>1.3</td>
<td>9,126</td>
<td>1.9</td>
<td>120.6</td>
</tr>
</tbody>
</table>

**NOTES**

\(^{(1)}\) Some institutions did not report the racial ethnic data for earned degrees. Data for some of these nonreporting institutions were imputed. Because of underreporting and nonreporting of racial ethnic data, totals on this table may be slightly smaller than totals appearing on other tables. Because of rounding, details may not add to totals.

\(^{(2)}\) Degrees awarded to men as a percentage of all bachelor's degrees awarded that year.

\(^{(3)}\) Degrees awarded to women as a percentage of all bachelor's degrees awarded that year.

\(^{(4)}\) Degrees awarded to this group as a percentage of all bachelor's degrees awarded that year.

\(^{(5)}\) Degrees awarded to men in this group as a percentage of all bachelor's degrees awarded to men that year.

\(^{(6)}\) Degrees awarded to women in this group as a percentage of all bachelor's degrees awarded to women that year.

**SOURCES**


Table 3B
Total Master's Degrees Conferred by Race Ethnicity for Selected Years(1)

<table>
<thead>
<tr>
<th></th>
<th>1975-76 Total</th>
<th>Percent</th>
<th>1980-81 Total</th>
<th>Percent</th>
<th>1984-85 Total</th>
<th>Percent</th>
<th>Percent Change 1975-76 to 1984-85</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL</strong></td>
<td>309,263</td>
<td>10.00%</td>
<td>294,183</td>
<td>100.0%</td>
<td>280,421</td>
<td>100.0%</td>
<td>-9.3</td>
</tr>
<tr>
<td>Men</td>
<td>165,474</td>
<td>51.5%</td>
<td>145,666</td>
<td>49.5%</td>
<td>139,419</td>
<td>49.7%</td>
<td>15.7</td>
</tr>
<tr>
<td>Women</td>
<td>143,789</td>
<td>46.5%</td>
<td>148,517</td>
<td>50.5%</td>
<td>141,004</td>
<td>50.3%</td>
<td>1.9</td>
</tr>
<tr>
<td><strong>MINORITY</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>10,418</td>
<td>9.8%</td>
<td>13,910</td>
<td>10.5%</td>
<td>29,841</td>
<td>10.4%</td>
<td>-1.9</td>
</tr>
<tr>
<td>Women</td>
<td>17,494</td>
<td>11.7%</td>
<td>17,393</td>
<td>11.7%</td>
<td>16,157</td>
<td>11.3%</td>
<td>0.7</td>
</tr>
<tr>
<td><strong>HISPANIC</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>5,299</td>
<td>1.7%</td>
<td>6,461</td>
<td>2.2%</td>
<td>5,864</td>
<td>2.4%</td>
<td>29.5</td>
</tr>
<tr>
<td>Women</td>
<td>2,432</td>
<td>1.7%</td>
<td>3,376</td>
<td>2.3%</td>
<td>3,805</td>
<td>2.7%</td>
<td>56.5</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>20,345</td>
<td>6.6%</td>
<td>17,133</td>
<td>5.8%</td>
<td>11,919</td>
<td>4.9%</td>
<td>-31.5</td>
</tr>
<tr>
<td>Women</td>
<td>7,809</td>
<td>4.7%</td>
<td>6,158</td>
<td>4.2%</td>
<td>5,200</td>
<td>3.6%</td>
<td>-33.4</td>
</tr>
<tr>
<td><strong>WHITE</strong></td>
<td>262,771</td>
<td>85.0%</td>
<td>241,216</td>
<td>82.0%</td>
<td>223,628</td>
<td>78.1%</td>
<td>-14.9</td>
</tr>
<tr>
<td>Men</td>
<td>139,507</td>
<td>84.3%</td>
<td>115,562</td>
<td>79.3%</td>
<td>106,059</td>
<td>74.0%</td>
<td>-24.0</td>
</tr>
<tr>
<td>Women</td>
<td>123,264</td>
<td>85.7%</td>
<td>125,654</td>
<td>84.6%</td>
<td>117,569</td>
<td>82.3%</td>
<td>-4.6</td>
</tr>
<tr>
<td><strong>ASIAN/PACIFIC</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISLANDER</td>
<td>3,910</td>
<td>1.3%</td>
<td>5,282</td>
<td>2.1%</td>
<td>7,782</td>
<td>2.7%</td>
<td>99.0</td>
</tr>
<tr>
<td>Men</td>
<td>2,409</td>
<td>1.5%</td>
<td>3,773</td>
<td>2.6%</td>
<td>4,842</td>
<td>3.4%</td>
<td>101.0</td>
</tr>
<tr>
<td>Women</td>
<td>1,501</td>
<td>1.0%</td>
<td>2,509</td>
<td>1.7%</td>
<td>2,940</td>
<td>2.1%</td>
<td>95.9</td>
</tr>
<tr>
<td>INDIAN</td>
<td>783</td>
<td>0.3%</td>
<td>1,034</td>
<td>0.4%</td>
<td>1,256</td>
<td>0.4%</td>
<td>60.4</td>
</tr>
<tr>
<td>Men</td>
<td>429</td>
<td>0.3%</td>
<td>501</td>
<td>0.3%</td>
<td>583</td>
<td>0.4%</td>
<td>16.2</td>
</tr>
<tr>
<td>Women</td>
<td>354</td>
<td>0.2%</td>
<td>533</td>
<td>0.4%</td>
<td>673</td>
<td>0.5%</td>
<td>89.6</td>
</tr>
<tr>
<td><strong>NON-RESIDENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALIEN</td>
<td>16,074</td>
<td>5.2%</td>
<td>22,057</td>
<td>7.5%</td>
<td>26,952</td>
<td>9.4%</td>
<td>67.7</td>
</tr>
<tr>
<td>Men</td>
<td>12,372</td>
<td>7.5%</td>
<td>16,587</td>
<td>11.4%</td>
<td>19,674</td>
<td>13.7%</td>
<td>59.0</td>
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<tr>
<td>Women</td>
<td>3,702</td>
<td>2.6%</td>
<td>5,470</td>
<td>3.7%</td>
<td>7,278</td>
<td>5.1%</td>
<td>96.6</td>
</tr>
</tbody>
</table>

**NOTES:** (1) Some institutions do not report the racial ethnic data. Data for some of these nonreporting institutions were imputed. Because of underreporting and nonreporting of racial ethnic data, totals on this table may be slightly smaller than totals appearing on other tables. Because of rounding, details may not add to totals.

(2) Degrees awarded to men as a percentage of all master's degrees awarded that year
(3) Degrees awarded to women as a percentage of all master's degrees awarded that year
(4) Degrees awarded to this group as a percentage of all master's degrees awarded that year
(5) Degrees awarded to men in this group as a percentage of all master's degrees awarded to all men that year
(6) Degrees awarded to women in this group as a percentage of all master's degrees awarded to women that year

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>2,434</td>
<td>81.2</td>
<td>25,908</td>
<td>78.9</td>
<td>23,914</td>
<td>74.1</td>
<td>-12.8</td>
</tr>
<tr>
<td>Men</td>
<td>220,852</td>
<td>80.2</td>
<td>17,310</td>
<td>76.6</td>
<td>15,017</td>
<td>41.9</td>
<td>-27.9</td>
</tr>
<tr>
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<td>6,582</td>
<td>84.6</td>
<td>8,598</td>
<td>83.9</td>
<td>8,917</td>
<td>81.0</td>
<td>35.5</td>
</tr>
<tr>
<td>Asian/</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Pacific</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>LA N CENTERED</td>
<td>583</td>
<td>1.7</td>
<td>677</td>
<td>2.7</td>
<td>1,106</td>
<td>3.4</td>
<td>99.7</td>
</tr>
<tr>
<td>Men</td>
<td>480</td>
<td>1.8</td>
<td>555</td>
<td>2.9</td>
<td>802</td>
<td>3.8</td>
<td>67.1</td>
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<tr>
<td>Women</td>
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NOTES: (1) Some institutions did not report the racial/ethnic data for earned degrees. Data for some of these nonreporting institutions were imputed. Because of under-reporting and nonreporting of racial/ethnic data, totals on this table may be slightly smaller than totals appearing on other tables. Because of rounding, details may not add to totals.

(2) Degrees awarded to men as a percentage of all doctorate degrees awarded that year.
(3) Degrees awarded to women as a percentage of all doctorate degrees awarded that year.
(4) Degrees awarded to this group as a percentage of all doctorate degrees awarded that year.
(5) Degrees awarded to men in this group as a percentage of all doctorate degrees awarded to men that year.
(6) Degrees awarded to women in this group as a percentage of all doctorate degrees awarded to women that year.

Table 3D  
First-Professional Degrees Conferred by Race/Ethnicity for Selected Years(1)

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<td>Percent</td>
<td>Total</td>
<td>Percent</td>
<td>Total</td>
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<td>1.9</td>
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</table>

Notes:  
(1) Some institutions did not report the racial/ethnic data for earned degrees. Data for some of these nonreporting institutions were imputed. Because of under-reporting and nonreporting of racial/ethnic data, totals on this table may be slightly smaller than totals appearing on other tables. Because of rounding, details may not add to totals.  
(2) Degrees awarded to men as a percentage of all first-professional degrees awarded that year.  
(3) Degrees awarded to women as a percentage of all first-professional degrees awarded that year.  
(4) Degrees awarded to this group as a percentage of all first-professional degrees awarded that year.  
(5) Degrees awarded to men in this group as a percentage of all first-professional degrees awarded to men that year.  
(6) Degrees awarded to women in this group as a percentage of all first-professional degrees awarded to women that year.  
"Missing persons: After Years of Growth, Black Enrollment is Dropping. Why?" Newsweek on Campus, February 1987, page 16.
Purchasing Power and Changing Composition of Grants and Loan Aid in the 1980s
(Constant 1982 Dollars in Billions)

Estimated Student Aid by Source for Academic Year 1987-88
(Current Dollars in Millions)

Note: "Other Federal Programs" include SSG, ICL, Military, Other Grants and Other Loans.
Source: The College Board, Trends in Student Aid, 1980 to 1988
## Aid Awarded to Postsecondary Students in Current Dollars (in Millions) (Academic Year)

### Federally Supported Programs

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<td>3,443</td>
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<td>362</td>
<td>343</td>
<td>361</td>
<td>374</td>
<td>410</td>
<td>400</td>
<td>396</td>
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<td>77</td>
<td>74</td>
<td>60</td>
<td>76</td>
<td>76</td>
<td>73</td>
<td>74</td>
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<td>524</td>
<td>615</td>
<td>603</td>
<td>645</td>
<td>556</td>
<td>659</td>
<td>761</td>
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<td>597</td>
<td>682</td>
<td>677</td>
<td>703</td>
<td>764</td>
<td>853</td>
<td>23.0%</td>
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<tr>
<td>GSL, PLUS and SLS</td>
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<td>7,222</td>
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<td>7,576</td>
<td>8,608</td>
<td>8,829</td>
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<td>(6,497)</td>
<td>(7,250)</td>
<td>(8,143)</td>
<td>(8,328)</td>
<td>(8,350)</td>
<td>(8,796)</td>
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<td>(78)</td>
<td>(145)</td>
<td>(221)</td>
<td>(255)</td>
<td>(462)</td>
<td>(1,776)</td>
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<tr>
<td>(PLUS)</td>
<td>(3)</td>
<td>(67)</td>
<td>(122)</td>
<td>(171)</td>
<td>(244)</td>
<td>(246)</td>
<td>(917)</td>
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<td>14,419</td>
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<td>0</td>
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<td>773</td>
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<td>269</td>
<td>301</td>
<td>333</td>
<td>346</td>
<td>364</td>
<td>359</td>
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<td>55</td>
<td>64</td>
<td>68</td>
<td>64</td>
<td>72</td>
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<tr>
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<td>109</td>
<td>216</td>
<td>263</td>
<td>327</td>
<td>372</td>
<td>315</td>
<td>224</td>
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<td>1,524</td>
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<td>4,565</td>
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## Aid Awarded to Postsecondary Students in Constant 1982 Dollars (in Millions) (Academic Year)

### Federally Supported Programs

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<td>347</td>
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<td>589</td>
<td>589</td>
<td>556</td>
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<td>587</td>
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<td>618</td>
<td>623</td>
<td>663</td>
<td>711</td>
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<td>(6,884)</td>
<td>(7,431)</td>
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<td>(201)</td>
<td>(255)</td>
<td>(401)</td>
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</tr>
<tr>
<td>Veterans</td>
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<td>1,333</td>
<td>1,088</td>
<td>915</td>
<td>753</td>
<td>677</td>
<td>645</td>
<td>-66.3%</td>
</tr>
<tr>
<td>Military</td>
<td>227</td>
<td>241</td>
<td>263</td>
<td>285</td>
<td>304</td>
<td>307</td>
<td>316</td>
<td>299</td>
<td>32.1%</td>
</tr>
<tr>
<td>Other Grants</td>
<td>135</td>
<td>112</td>
<td>87</td>
<td>62</td>
<td>58</td>
<td>60</td>
<td>56</td>
<td>50</td>
<td>-55.2%</td>
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<td>298</td>
<td>330</td>
<td>273</td>
<td>195</td>
<td>182.0%</td>
</tr>
<tr>
<td>Subtotal</td>
<td>4,356</td>
<td>3,804</td>
<td>2,513</td>
<td>1,777</td>
<td>1,470</td>
<td>1,297</td>
<td>1,158</td>
<td>1,054</td>
<td>-75.8%</td>
</tr>
<tr>
<td>Total Federal Aid</td>
<td>16,022</td>
<td>15,345</td>
<td>13,178</td>
<td>13,417</td>
<td>13,847</td>
<td>14,088</td>
<td>13,829</td>
<td>15,370</td>
<td>-4.1%</td>
</tr>
<tr>
<td>State Grant Programs</td>
<td>893</td>
<td>945</td>
<td>989</td>
<td>1,049</td>
<td>1,115</td>
<td>1,162</td>
<td>1,242</td>
<td>1,248</td>
<td>43.8%</td>
</tr>
<tr>
<td>Institutionally Awarded Aid</td>
<td>2,296</td>
<td>2,304</td>
<td>2,464</td>
<td>2,731</td>
<td>2,939</td>
<td>3,258</td>
<td>3,518</td>
<td>3,896</td>
<td>66.7%</td>
</tr>
<tr>
<td>Total Federal, State, and Institutional Aid</td>
<td>19,210</td>
<td>18,553</td>
<td>16,631</td>
<td>17,198</td>
<td>17,901</td>
<td>18,509</td>
<td>18,589</td>
<td>20,459</td>
<td>6.5%</td>
</tr>
</tbody>
</table>

---

CWS = College Work Study Program  
GSL = Guaranteed Student Loan Program  
SEOG = Supplemental Educational Opportunity Grant  
ICL = Income Contingent Loan Program  
SLS = Supplemental Loans for Students  
NSSG = National Direct Student Loan Program  
PLUS = Parent Loans for Undergraduate Students  
Source: Trends in Student Aid 1980 to 1988. The College Board
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Mr. Otto P. Snowden
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Ms. Consuello Thornell
Vice President
Bell Associates
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Cambridge MA 02138
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Freedom House Program Offerings
THE FREEDOM HOUSE VISION

By The Year 2000

Life in the year 2000 will require *higher levels of personal development* than in the 1980s. Freedom House intends to respond to this challenge by working to create a Boston environment that encourages all people to participate successfully in:

- The job market
- Public and private quality education programs
- Business development
- Open and attainable housing throughout the city
- Social, cultural and recreational resources

The profile of Boston’s *developed* people:

- People exhibiting a set of behaviors and patterns of success in life: educated, employed, entrepreneurial, homeowners, and active in working for better schools and community upliftment.

- All children completing elementary and secondary school in a state of development—*being the best they can be*.

- Adults duplicating the same level of development (personal accomplishment) in their own children.

- Financial, social and educational structures in place that are self-perpetuating as a base for managing development, controlled from within the community.

**DEVELOPED PEOPLE + RESOURCES = DEVELOPED COMMUNITIES**

These principles have been influenced by Freedom House staff in association with:

The Efficacy Institute, 297 Broadway, Arlington, MA 02174

Freedom House, Inc., 14 Crawford Street, Boston, Massachusetts 02121-2499 (617) 445-3700
DEVELOPED
PEOPLE
+
RESOURCES
=
DEVELOPED
COMMUNITIES

Freedom House - New Directions

Freedom House is a community based human development organization.
Our primary mission is to mobilize financial and human resources to engage minority people of all ages in the process of Self Development.
Listing Of Freedom House Programs

PROGRAMS FOR YOUTH, AGES 10 to 22:

ACCESS PREP - Provides Black professionals as mentors to middle school students to serve as career and education guides. Mentors and students are matched along career interest or other interests. Mentors and students maintain weekly contacts.

Boston Youth Development Project (BYDP) - Provides case management and services integration for at-risk and high risk youth ages 12 to 22, in or out of school. The task of the program is to use existing services for the betterment of youth and their families.

R.I.S.E. Teen Club (Reaching Inwardly for Student Enlightenment) - Promotes youth development, leadership and achievement through various educational and cultural enrichment activities as add-ons to home and school experiences.

Ralph J. Bunche Oratorical Contest - Provides a forum for competitive oral presentation for students of color in grades 9 through 12. Students compete for cash prizes and awards. Prize winnings are saved toward alternative high school education or college.

Project REACH (Road to Educational Achievement) - A youth development and financial assistance program established to assist 50 Boston inner city minority youth per year, nearing the point of completing high school, to advance themselves through college attendance or pursuing post secondary skills training. The long-term goal is to develop a generation of young leaders for Boston's minority community.

Science & Engineering Scholarship Program - To assist Massachusetts area minority high school graduates to pursue undergraduate studies in the fields of science, computer science and engineering through renewable financial grants.

The After School Program for Middle School Students - Provides middle school students from the inner city, identified as "at-risk," with concrete learning experiences designed to invest in them the learning process and expand their confidence in themselves, their neighborhood and their culture and that of others. Also provides computer literacy toward skills development.

Tutoring Program - Provides tutorial assistance to any student in grades K through 12. Study hall areas are provided along with a computer laboratory. This is an informal, drop-in, homework assistance program for neighborhood children.
Summer Youth Computer Applications/Foreign Language Program - Provides Roxbury/Dorchester area youth an opportunity to learn how to use computers to perform a variety of tasks and to communicate in Spanish.

PROGRAMS FOR YOUNG ADULTS AND SENIOR ADULTS:

The Roxbury Goldenaires - Offers activities and opportunities for Seniors to meet new people, find jobs, become volunteers, and get assistance with financial management for personal development. Also provides transportation and trips to a variety of recreational facilities throughout New England. Special emphasis is placed on recruitment of men and women, age 55 and over.

Homebuyer's Savings & Investment Group - To increase awareness of opportunities for homeownership among minorities of all ages. To match community residents desiring to own a home, regardless of income level, with public agencies and private financial institutions willing to provide mortgages. Workshop leaders and investment counselors help working people develop behaviors of saving for a down payment on a home. Adults are also educated on money management and the credit requirements for successful home buying.

Adult Computer Applications Training Program - To provide hands-on computer instruction to Boston area minority adults, with little or no prior computer experience, in the use of the three major types of applications software: Word Perfect, Lotus, and dBase III.

Community Schools Shared Resources Network (CSSRN) - CSSRN is FH's telecommunications, computerized information sharing system which will link the agency, its staff and Boston's minority community to a vast array of on-line services, organizations, individuals, and opportunities (education, employment, training, scholarships, etc) be they local, national or international.

Education and Personal Development Resource Center - To provide comprehensive, integrated personal guidance and telecommunications network services to minority youth, adults and community agencies on educational, training, employment and financial aid opportunities.

Adult School Re-entry Planning Program - To assist minority adults who have been out of school for several years to return to college to complete their education.
Efficacy: Fundamental Assumptions

I. Development is critical to well-being and the continued prosperity of individual people, and the society. It is both a means (a pool of developed people is a central ingredient to solving the problems of blacks and other minorities, and to advancing group interests), and an end (providing for the development of succeeding generations is the central unifying objective for all successful groups).

II. Development is not an endowment or a trait, fixed at birth. It is a lifelong process based on a technique—a learnable, teachable Process of Development.

III. There are formidable obstacles to the development of people, especially minorities. Some obstacles are external/institutional, some are internal/psychological (and cultural).

IV. Honestly confronted, and openly acknowledged, the obstacles can be handled. With proper commitment of all involved, the Process of Development can be managed.
EFFICACY INSTITUTE

VISION STATEMENT

Development is our transcendent value.

Development is the process of building identity, character, analytic and operational capability, and self confidence. Intensive effort, high standards, co-operation, risk taking, positive expectations and support are fundamental components of the development process.

No individual, or political/social/economic system, has the right to deny or impede development. People can be evaluated in terms of the vigor of their embrace of their own development, and their support of the development of the people around them. Communities can be evaluated in terms of their ability to support the development of the people who compose them.

MISSION STATEMENT

Our mission is to understand the process of development, understand the obstacles to development, and to use that knowledge to design technologies to promote development. We will transfer those technologies to other people and organizations with a similar commitment. We will strive for consistent quality and evidence of measurable improvement in the intellectual development of the people, institutions and communities with whom we work.

Our philosophy toward development will be reflected in our internal organization as well as in our relationships toward our clients.
EFFICACY CONCEPTS

The following outline provides a broad overview of the conceptual framework presented in Efficacy seminars and curricula.

1. WHO AM I?
   a. Helping the student to define him/herself as a significant person whose development is important to oneself, to the community from which one comes, and indeed to the nation as a whole
   b. Defining the objectives of the program for students
   c. Setting initial expectations for performance improvement

2. RISK-TAKING
   a. Group experiences which present concepts concerning risk-taking behavior
   b. Application to real life of lessons learned in the group exercises
   c. Introduction of the concept of the Zone of Moderate Risk
   d. How to define the Zone
   e. How to function in the Zone
   f. The developmental rewards of risk-taking

3. OBSTACLES TO THE PROCESS OF INTELLECTUAL DEVELOPMENT
   a. Rumors of intellectual inferiority
   b. Negative pressure from the peer group
   c. Introduction of the notion of "Bringing Low," i.e. the means for enforcing the standard of mediocrity in academic achievement
   d. Definitional mechanisms for Bringing Low:
      (1) Observational assignments
      (2) role-playing exercises
   e. Learned helplessness

4. VISION
   a. The relationship between one's vision and achievement
   b. How to develop a vision for your life
   c. Visualization exercises
   d. Sharing of life visions

5. GOAL-SETTING
   a. Goal-setting as a tool to translate visions into reality
   b. A practical method for setting and accomplishing goals
   c. One- and two-week goal-setting exercises
   d. Discussion of obstacles to goal accomplishment and sharing of means to overcome such obstacles
   e. Goal-setting for the academic year
   f. Periodic review of success in reaching the goals established for the year

6. WIN-WIN
   a. Examples of the costs and benefits of win-lose and win-win strategies in a game setting
   b. The definition of win-lose and win-win approaches to life
   c. Win-win approaches to academic achievement
   d. How and why to develop networks that support your development
I) COLLEGE_ENVIRONMENT

1) IS COLLEGE "LIFE" WHAT YOU EXPECTED IT TO BE? YES___ NO___

PLEASE EXPLAIN YOUR ANSWER:

--------------------------------------------------------------------------
--------------------------------------------------------------------------
--------------------------------------------------------------------------
--------------------------------------------------------------------------

2) A: WHAT DO YOU LIKE ABOUT COLLEGE:

--------------------------------------------------------------------------
--------------------------------------------------------------------------
--------------------------------------------------------------------------
--------------------------------------------------------------------------

B: WHAT DO YOU DISLIKE ABOUT COLLEGE:

--------------------------------------------------------------------------
--------------------------------------------------------------------------
--------------------------------------------------------------------------
--------------------------------------------------------------------------

3) PLEASE INDICATE HOW YOU HAVE ADJUSTED TO THE FOLLOWING:
(use the following scale)

1 = not well
2 = OK
3 = extremely well
4 = not applicable

A) BEING AWAY FROM HOME: _____
(EXPLAIN)

--------------------------------------------------------------------------
--------------------------------------------------------------------------
--------------------------------------------------------------------------
--------------------------------------------------------------------------

B) LIVING AT HOME: _____
(EXPLAIN)

--------------------------------------------------------------------------
--------------------------------------------------------------------------
--------------------------------------------------------------------------
--------------------------------------------------------------------------

C) SOCIAL ENVIRONMENT: _____
(EXPLAIN)

--------------------------------------------------------------------------
--------------------------------------------------------------------------
--------------------------------------------------------------------------
--------------------------------------------------------------------------

74
D) OVERALL INSTRUCTOR ATTITUDES: _____
(EXPLAIN)

E) FINANCIAL INDEPENDENCE: _____
(EXPLAIN)

F) LOCATION OR CITY OF SCHOOL: _____
(EXPLAIN)

G) DORMITORY CONDITIONS: _____
(EXPLAIN)

H) ROOMMATE(S): _____
(EXPLAIN)

4) WHAT SOURCES WERE OR HAVE BEEN THE MOST HELPFUL IN YOUR ADJUSTMENT AT COLLEGE?
EMOTIONAL ADJUSTMENT

1) HOW MUCH EMOTIONAL STRESS AND STRAIN HAVE YOU EXPERIENCED? (please check one)
   ALOT:___  SOME:___  NONE:___

   PLEASE EXPLAIN YOUR ANSWER:______________________________________________

2) PLEASE LIST SOURCES YOU HAVE USED FOR EMOTIONAL SUPPORT?

II) ACADEMICS ADJUSTMENT

1) HOW WOULD YOU RATE YOUR HIGH SCHOOL PREPARATION IN THE FOLLOWING ACADEMIC SKILL AREAS: (1=NOT GOOD 2=OK 3= VERY GOOD)

   MATH:___
   EXPLAIN:______________________________________________

   WRITING:___
   EXPLAIN:______________________________________________

   READING:___
   EXPLAIN:______________________________________________

2) HAVE YOU MADE ANY ADJUSTMENTS IN YOUR STUDY HABITS? YES___ NO____

   PLEASE EXPLAIN: __________________________________________

3) DO YOU REGULARLY USE YOUR EFFICACY COLLEGE STUDY GUIDE? YES___ NO____

   EXPLAIN: __________________________________________
I) HOW YOU HAVE BEEN ABLE TO APPLY SOME OF THE EFFICACY PRINCIPLES AT COLLEGE?

II) REACH EVALUATION

1) HAS PROJECT REACH HAD ANY EFFECT ON YOUR PREPARATION OR CURRENT SUCCESS IN COLLEGE?
   YES___ NO___
   PLEASE EXPLAIN: ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

2) WHAT SHOULD REACH DO DIFFERENTLY TO PREPARE OTHERS FOR COLLEGE?
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

3) INDICATE THE DEGREE TO WHICH YOU PARTICIPATED IN REACH?
   ALLOT:______ SOMEWHAT:______ LITTLE:______

4) PLEASE LIST AND EXPLAIN WHICH FUNCTIONS OF THE REACH SUMMER PROGRAM HAVE BEEN THE MOST HELPFUL TO YOU THUS FAR AT COLLEGE?
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

V) REACH ASSIGNMENTS:

1) DID YOU RETURN YOUR COLLEGE CONTACT INFORMATION FORM? YES___ NO___

2) DID YOU RETURN YOUR YEARLY ACADEMIC CALENDAR? YES___ NO___
REACH SCHOLAR ACLIMINATION SUMMARY

1) COLLEGE ENVIRONMENT:

ASPECTS OF COLLEGE LIKED:

<table>
<thead>
<tr>
<th>Aspect</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independence</td>
<td>37.3%</td>
</tr>
<tr>
<td>Meeting People/Classmates</td>
<td>25.5%</td>
</tr>
<tr>
<td>Student Organizations/Activities</td>
<td>19.6%</td>
</tr>
<tr>
<td>Classes</td>
<td>9.6%</td>
</tr>
<tr>
<td>Teachers</td>
<td>7.8%</td>
</tr>
</tbody>
</table>

ASPECTS OF COLLEGE DISLIKED:

<table>
<thead>
<tr>
<th>Aspect</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workload</td>
<td>22.9%</td>
</tr>
<tr>
<td>Student Attitudes</td>
<td>20.0%</td>
</tr>
<tr>
<td>Food</td>
<td>20.0%</td>
</tr>
<tr>
<td>Distance From Home</td>
<td>17.1%</td>
</tr>
<tr>
<td>Quality of Professors</td>
<td>11.4%</td>
</tr>
<tr>
<td>Roommate</td>
<td>8.6%</td>
</tr>
</tbody>
</table>

ADJUSTMENTS TO:

<table>
<thead>
<tr>
<th>Aspect</th>
<th>NOT WELL</th>
<th>OK</th>
<th>GOOD</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being Away from Home</td>
<td>5.1%</td>
<td>29.1%</td>
<td>48.7%</td>
<td>17.9%</td>
</tr>
<tr>
<td>Living at Home</td>
<td>0.0%</td>
<td>20.6%</td>
<td>5.9%</td>
<td>73.5%</td>
</tr>
<tr>
<td>Social Environment</td>
<td>0.0%</td>
<td>39.5%</td>
<td>61.5%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Instructor Attitudes</td>
<td>5.3%</td>
<td>52.6%</td>
<td>42.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Financial Independence</td>
<td>20.5%</td>
<td>48.7%</td>
<td>28.2%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Location of School</td>
<td>7.7%</td>
<td>43.6%</td>
<td>45.2%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Dormitory Conditions</td>
<td>5.1%</td>
<td>41.0%</td>
<td>35.9%</td>
<td>17.9%</td>
</tr>
<tr>
<td>Roommate(s)</td>
<td>7.7%</td>
<td>25.6%</td>
<td>43.6%</td>
<td>23.1%</td>
</tr>
</tbody>
</table>

II) EMOTIONAL ADJUSTMENT

LEVEL OF EMOTIONAL STRESS:

<table>
<thead>
<tr>
<th>Level</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A LOT</td>
<td>33.3%</td>
</tr>
<tr>
<td>SOME</td>
<td>59.0%</td>
</tr>
<tr>
<td>NONE</td>
<td>7.7%</td>
</tr>
</tbody>
</table>

M ost Common Sources of Stress:

<table>
<thead>
<tr>
<th>Source</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor Time Management</td>
<td>34.5%</td>
</tr>
<tr>
<td>Heavy Workload</td>
<td>31.0%</td>
</tr>
<tr>
<td>Exam Preparation</td>
<td>17.2%</td>
</tr>
<tr>
<td>Relationships</td>
<td>10.3%</td>
</tr>
<tr>
<td>Boyfriend/Girlfriend</td>
<td>6.9%</td>
</tr>
</tbody>
</table>

M ost Common Sources of Support:

<table>
<thead>
<tr>
<th>Source</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friends (on campus)</td>
<td>22.2%</td>
</tr>
<tr>
<td>Family/Parents</td>
<td>15.7%</td>
</tr>
<tr>
<td>Student Organization</td>
<td>18.7%</td>
</tr>
<tr>
<td>Reach</td>
<td>10.0%</td>
</tr>
<tr>
<td>Advisor</td>
<td>7.8%</td>
</tr>
<tr>
<td>Upperclassmen</td>
<td>6.7%</td>
</tr>
<tr>
<td>God</td>
<td>5.6%</td>
</tr>
<tr>
<td>Prof/Admin</td>
<td>5.6%</td>
</tr>
<tr>
<td>Friends (off-campus)</td>
<td>4.4%</td>
</tr>
<tr>
<td>Efficiency Studies</td>
<td>4.4%</td>
</tr>
</tbody>
</table>
III) ACADEMIC ADJUSTMENT

RATING OF HIGH SCHOOL PREPARATION:

<table>
<thead>
<tr>
<th></th>
<th>NOT GOOD</th>
<th>GOOD</th>
<th>VERY GOOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH SKILLS</td>
<td>33.3%</td>
<td>38.9%</td>
<td>23.0%</td>
</tr>
<tr>
<td>ENGLISH SKILLS</td>
<td>20.5%</td>
<td>33.3%</td>
<td>46.2%</td>
</tr>
<tr>
<td>READINGS SKILLS</td>
<td>5.1%</td>
<td>38.5%</td>
<td>56.4%</td>
</tr>
</tbody>
</table>

PCT OF STUDENTS ADJUSTING STUDY HABITS: 92.3%

COMMON ADJUSTMENTS IN STUDY HABITS:

- LONGER STUDY TIME: 57.6%
- TIME SCHEDULING/PLANNING: 36.4%
- STUDY GROUPS: 6.1%

PCT OF STUDENTS USING EFFICACY STUDY GUIDE: 28.2%

IV) REACH EFFECTS

PCT OF STUDENTS PROJECT REACH HAD SIGNIFICANT ON: 100%

COMMON EFFECTS OF REACH ON STUDENTS:

- FEELING OF SUPPORT: 35.7%
- INCREASED CONFIDENCE
  - IDENTITY AND MOTIVATION: 28.2%
- ENHANCED CLASSROOM SKILLS: 16.7%
- RELIEVE FINANCIAL STRESS: 16.7%
- IMPROVED FINANCIAL BUDGETING: 4.8%

COMPONENTS OF REACH MUST HELPFUL THUS FAR:

- EFFICACY: 36.4%
- OVERALL SUPPORT/COUNSELING: 27.3%
- COURSES: 12.7%
- MONEY MGMT: 12.7%
- ACTIVITIES/CookOUTS: 5.5%
- INTERNSHIPS: 5.5%
AGGREGATE INFORMATION:

<table>
<thead>
<tr>
<th></th>
<th>AVE</th>
<th>MAX</th>
<th>MIN</th>
<th>A's</th>
<th>B's</th>
<th>C's</th>
<th>D's</th>
<th>F's</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA FOR ALL STUDENTS</td>
<td>2.7</td>
<td>3.8</td>
<td>1.7</td>
<td>4.4%</td>
<td>40.0%</td>
<td>55.6%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>MID-TERM EXAM SCORES</td>
<td>2.4</td>
<td>4.0</td>
<td>1.0</td>
<td>6.7%</td>
<td>40.0%</td>
<td>40.0%</td>
<td>10.0%</td>
<td>3.3%</td>
</tr>
<tr>
<td>CLASSES TAKEN</td>
<td>4.4</td>
<td>6.0</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXAMS TAKEN</td>
<td>1.6</td>
<td>4.0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DETAILED COURSE INFO:

<table>
<thead>
<tr>
<th>Course Category</th>
<th>AVE GPA</th>
<th>MAX GPA</th>
<th>MIN GPA</th>
<th>AVE EXAM SCORE</th>
<th>MAX EXAM SCORE</th>
<th>MIN EXAM SCORE</th>
<th>PCT COURSES TAKEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPLIED SCIENCES</td>
<td>2.6</td>
<td>4.0</td>
<td>1.0</td>
<td>2.9</td>
<td>3.6</td>
<td>2.0</td>
<td>8.5%</td>
</tr>
<tr>
<td>BUSINESS/ECONOMICS</td>
<td>2.6</td>
<td>3.3</td>
<td>1.7</td>
<td>2.2</td>
<td>3.3</td>
<td>1.0</td>
<td>9.2%</td>
</tr>
<tr>
<td>ENGINEERING/COMP.SCI</td>
<td>2.1</td>
<td>4.0</td>
<td>1.0</td>
<td>1.8</td>
<td>3.0</td>
<td>1.0</td>
<td>4.6%</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>2.9</td>
<td>4.0</td>
<td>1.7</td>
<td>2.6</td>
<td>4.0</td>
<td>1.7</td>
<td>26.1%</td>
</tr>
<tr>
<td>FOREIGN LANGUAGES</td>
<td>3.4</td>
<td>4.0</td>
<td>1.0</td>
<td>3.2</td>
<td>4.0</td>
<td>1.0</td>
<td>11.1%</td>
</tr>
<tr>
<td>HUMANITIES</td>
<td>3.4</td>
<td>4.0</td>
<td>1.3</td>
<td>2.9</td>
<td>4.0</td>
<td>1.3</td>
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GENERAL STUDENT INFORMATION:

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<th>AVE GPA</th>
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<td>COLLEGE OUT-OF-STATE</td>
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<td>3.6</td>
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<td>3.6</td>
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<tr>
<td>ATTEND WHITE COLLEGE</td>
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<td>1.7</td>
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<tr>
<td>LIVE ON-CAMPUS</td>
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<td>3.3</td>
<td>1.9</td>
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<tr>
<td>LIVE AT-HOME</td>
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<td>3.6</td>
<td>1.7</td>
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<td>REACH SUMMER INTERN</td>
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GRADE SCALE

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</table>
Harold W. Horton  
14 Boston Street, Unit 3C  
Somerville, MA 02143  
(617) 666-8759

EDUCATION: Massachusetts Institute of Technology, Cambridge, MA  
M.C.P., Public Policy, Planning, and Management with emphasis in Education  
- Expected May, 1989  
  Course work in:  
  Community Development  
  Organizational Strategy  
  Institutional Planning  

Harvard University, Graduate School of Education, Cambridge, MA  
- 1987 - 1989  
  Course work in:  
  Educational Policy  
  Financial Management/Budgeting  

Trinity College, Hartford, CT  
B.S., Computer Coordinate with Economics - May 1986  
  Course work in:  
  Economic Theory-Micro/Macro  
  Hardware/Software Engineering  
  Pascal, Fortran, Basic, Lisp  
  Quantitative Economic Modeling

EXPERIENCE  
Coordinator  
Student Services, Project REACH, (Minority Youth Development Program), Roxbury, MA  
Directly responsible for planning and developing database systems and surveys to monitor student progress at college and to evaluate project effectiveness. Conducted personal counseling sessions; Supervised and trained interns; Taught workshops and seminars; Assisted in the coordination of special events and activities. Extensive analytic use of Lotus 1-2-3 and DBASE III+  
June 1988-present

Consultant  
Affirmative Action Office, Cambridge Public Schools, Cambridge, MA  
Utilizing Lotus 1-2-3, conducted extensive study on the school system's recruiting, interviewing, and hiring practices for minorities. Developed database systems to manage and organize information on applicants.  
Summer 1988

Research Assistant  
Minority Recruitment Office, Department of Urban Studies and Planning, MIT, Cambridge, MA  
Designed and developed a comprehensive handbook of financial-aid resources for graduate students. Major responsibilities included: the collection, preparation, and clear presentation of resources in a formal handbook.  
Spring Semester 1988
Research Assistant
Department of Urban Studies and Planning, MIT, Cambridge, MA
Assisted Phillip Clay, Ph.D, Associate Professor of Urban Studies and Planning, in analyzing and evaluating the results of a national survey on housing problems in America's cities. Primary tasks involved comparing and evaluating the current Boston housing agencies and programs with those of other big cities. Worked extensively with Lotus 1-2-3 to prepare, analyze, and interpret data to be used in a formal report. Fall Semester 1987

Research Assistant
Offices of Ahana (Afro-American, Hispanic, Asian, and Native American students) Boston College, Chestnut Hill, MA
Assisted Senior Consultant in developing, implementing, and analyzing the initial stage of a three-staged formal evaluation of the Ahana Program. Primary responsibilities included active participation in the design of student questionnaire, communication with Ahana staff, and extensive analytic use of Lotus 1-2-3. Fall Semester 1987

Management Consultant
Management Information Consulting Division, Arthur Andersen and Company, Hartford, CT
Passed intensive four week COBOL training program. Developed survey and interviewed clients on a Telecommunication and Networking project. Participated in a major COBOL programming project in the development of a data base for a client. Interviewed and consulted consistently with clients during the design of an operations manual for a new computer system. Attended two-week intensive training program to enhance my interpersonal, management and business analytical skills. Received training and experience with Lotus 1-2-3 and Design I software packages. Sept 86-Aug 87

Counselor
Youth Group Church Camp, First Assembly Church, East Hartford, CT
As dorm resident, I provided leadership and peer counseling to all campers. Responsibilities included coordinating sports activities, mediating dorm discussions, and promoting general welfare of all campers. Summer 1986

U.S. Postal Service Clerk
U.S. Postal Service, Hartford, CT
Working this full-time job while attending undergraduate college full-time, I financed by academic as well as personal expenses. Passed extensive professional training to operate computerized mail distribution machines. Selected two consecutive years to coordinate an annual testing series on machines. Spring 1982-1986

Commercial Bank Intern
Connecticut National Bank, Hartford, CT
Designed and developed a cost/savings method that would automate the existing bank's inventory system and recapture approximately $400,000 annually. Little experience with MIS system. Fall Semester 1985

Assistant to Customer Engineers
IBM Corp., Hartford, CT
Provided assistance to engineers in repairing, installing, and replacing all IBM machines at various accounts. After training, I independently installed engineering changes on IBM machines. Conducted inventories on IBM machine parts. Summers 1980-1982
**Coordinator of Accessible Housing for the Handicapped**

Corporation for Independent Living, Hartford, CT

Compiled and maintained listings of available and non-available handicapped housing units by telephone contacts. Communicated on a daily basis with handicapped people in need of housing. Presented a major housing report to Executive Director and other housing officials.

Fall Semester 1981

**Highschool Tutor**

Upward Bound Dept., Trinity College, Hartford, CT

Assisted highschool students in Mathematics and English while providing leadership and peer counseling.

Fall Semester 1981

**Promoter/Producer**

MITS Productions, Hartford, CT

Founded MITS (Moving in the Spirit) Productions to promote various gospel concerts in Hartford. Managed promotional and production costs of over $30,000.

Sept 1983 - Aug 1986

**COMPUTER SKILLS:**

Hardware: IBM PC
Macintosh SE
Digital - Vaxmate
-Rainbow

Software: LOTUS 1-2-3
DBASE III+
Wordperfect
Microsoft Word
MacPaint

**Statistical:**
SST
SPSSPC+

**HONORS/ACHIEVEMENTS:**

Appeared in various local newspapers and radio stations including "The Mayor's Talk Show" - WKNRD Radio, and received a certificate of appreciation from the Hartford Housing Authority, for producing a Christmas gospel concert benefiting the needy families and senior citizens in Hartford.

Appeared in a cover story in the "Hartford Courant" Calendar Section that featured another gospel concert production.

Played the trumpet in the recording of a popular gospel record.

**ACTIVITIES:**

Member - Economics Club, Trinity College
Member - Trinity Coalition of Blacks, Trinity College
Disc Jockey - WRTC, Trinity College
Member - Intramural basketball and softball teams, Trinity College
Member - Bible Study Group, Trinity College
Member - Students of Color in Planning, MIT