



ASSOCIATION FOR THE STUDY AND DEVELOPMENT OF COMMUNITY

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July 10, 2001

Cherie Brown
National Coalition Building Institute
1120 Connecticut Ave., NW
Suite 450
Washington, DC 20036

Dear Cherie:

Enclosed is a draft of the final evaluation report for the Sustainability Grant Program. Please let us know if you have any comments that you would like us to integrate into this report for a final version. Otherwise, this document fulfills our deliverable for a final evaluation report, as agreed between NCBI and ASDC.

If you have any questions, please feel free to call Kien Lee or me at (301) 519-0722. Thank you.

Sincerely,

David M. Chavis
President

Enclosure

METODI

Via Mauro Macchi 27, 20124 Milano, Italy ♦ tel: 39.02.6709556 ♦ fax: 39.02.6703052



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July 13, 2001

Cherie Brown
National Coalition Building Institute
1120 Connecticut Ave., NW
Suite 450
Washington, DC 20036

Dear Cherie:

Enclosed is a revised draft of the promising practices report. An electronic version is also included. Since the last draft you received dated June 28, 2001, changes have been made, based on your conversation with me on July-2, 2001 to include more stories from individuals who participated in NCBI training and whom ASDC followed up with during the last 18 or more months.

If you have any questions, please don't hesitate to call Kien Lee or me at 301-519-0722.
Thank you.

Sincerely,

David M. Chavis
President

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SUMMARY OF NCBI PROMISING PRACTICES

(REVISED)

July 9, 2001

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1. INTRODUCTION

1.1 Overview of NCBI

The National Coalition Building Institute (NCBI) is a nonprofit leadership training organization. Founded in 1984, NCBI has been working to eliminate prejudice and intergroup conflict in communities in the United States and throughout the world. NCBI has trained leaders and leadership teams in a wide array of settings, including schools, colleges and universities, public agencies, correctional facilities, law enforcement agencies, corporations, foundations, and local communities. Within such settings, NCBI has trained teachers, college and university administrators and faculty members, public leaders, law enforcement officers, presidents and Chief Executive Officers of corporations, foundation staff, and community members.

NCBI currently has 50 city-based leadership teams, known as NCBI Chapters; 30 organization-based leadership teams, known as NCBI Affiliates; and 62 college- and university-based teams, known as Campus Affiliates. It also has 13 chapters in five countries. These numbers continue to grow as trained individuals return to their communities and institutions and establish leadership teams.

In order to link and support its leaders throughout the nation and across the world, support networks at different levels and intersections have been established. NCBI leaders in a particular region of the country can connect to each other through a regional network led by a regional director. NCBI leaders who share a common experience or characteristic can connect to each other through a constituency (e.g., Latino Constituency, Women Constituency, Men Constituency, and Black African Heritage Constituency). NCBI leaders who work in a specific institution can provide support to each other through a national program (e.g., NCBI Campus Program and NCBI Public Sector Affiliate). Finally, all of these support networks are linked together through NCBI International located in Washington, DC.

The national and local new media has reported extensively about NCBI and its programs. *The Los Angeles Times* in April 1993 published a feature story about NCBI's effort to heal the pain felt by many Asian and African Americans after the riots. *The USA Weekend* in 1993 cited NCBI's work as one of seven ways to fight violence. *The Washington Post* in December 1994 published a story on the significance of NCBI's work in a high school in the District of Columbia. *El Hispano*, a bilingual regional newspaper that spans cities in Pennsylvania and New Jersey wrote about the NCBI Lehigh Valley Chapter and its efforts to build alliances between different ethnic groups. NCBI continues to find ways to share its successes and to convince the world that while it is a life-long struggle to eliminate prejudice and intergroup conflict, there are many people who are committed to this goal and have made it a part of their personal and professional lives.

1.2 Evaluation of NCBI

A new opportunity to share its story knocked on NCBI's door when it received a three-year grant from the W.K.Kellogg Foundation to develop and strengthen the capacity of its Chapters. The grant required NCBI to conduct an evaluation. Building on this request, NCBI decided to use the evaluation as a tool to learn more about its effectiveness and to document its promising strategies. The Association for the Study and Development of Community (ASDC) was contracted to conduct the task. The evaluation included an assessment of the development and capacity of 20 NCBI Chapters that received chapter sustainability grants; an evaluation of the effectiveness of two national training workshops, known as the National Leadership Training Institute, and one local train-the-trainer workshop; and follow up on the development of trained leaders over a period of 18 months. The data collection activities were as follows:

- For the chapter sustainability grants, ASDC conducted semiannual and annual interviews with chapter directors and analyzed their semiannual and annual reports. ASDC coded and examined the information for themes and patterns regarding strategies that worked or did not work and the conditions for building the chapters' capacity;
- For the training workshops, ASDC developed and administered a questionnaire that was distributed after each workshop; and
- For following up on the development of trained leaders, NCBI selected eight individuals who had participated in a National Leadership Training Institute and eight individuals who had participated in a train-the-trainer workshop. These individuals had been exposed to different degrees of NCBI work and were at various levels of leadership development. ASDC surveyed the individuals six months and 15 months after the workshops. During the first survey, written questionnaires were distributed to the participants. During the second survey, telephone interviews were conducted.

ASDC submitted interim and annual evaluation reports to NCBI that summarized the findings for the above activities. Except for the results of the follow up interviews with individuals who participated in NCBI training workshops, which are used to support the promising practices, the evaluation findings are not included in this document.

1.3 Data Collection for Promising Practices

In addition to the contract, but independent of the evaluation, ASDC helped gather information about nine promising practices. This document is a synthesis of the nine practices and an analysis of why they are considered promising. These practices were selected by the Executive Director of NCBI International for an in-depth examination, based on their track records for successfully developing and nurturing effective leaders, transforming conflict, and effecting institutions. For each promising practice, ASDC interviewed the leader and up to three participants for each practice. The participants were selected by the leader, based on their level of involvement and experience with the promising practice. The leaders and participants were asked to describe their involvement in the practice, the impact of the practice on them and the institutions and communities they were involved in, and the strengths of the practice.

1.4 Follow-Up Interviews with NCBI Trainees

In May 2000, ASDC contacted eight participants of the NLTI conducted in November 1999 and eight participants of a TtT Workshop conducted in December 1999. The participants were identified by the trainers and represented a wide range of individuals who had been exposed to and involved in NCBI to varying degrees. The 16 participants were asked to complete a questionnaire six months after their training that requested information about their activities and accomplishments since their participation in the training workshops, their application of the knowledge and skills acquired through NCBI, and the degree to which they may have had an impact on the institutions or communities they work in using NCBI strategies. ASDC conducted up to five follow-up calls with participants who did not respond within two weeks. Of the 16 participants contacted, nine (five NLTI and four TtT participants) submitted their questionnaires between May and September (between six and nine months after either training workshop), indicating a response rate of 56 percent.

In February 2001 (between 14 and 15 months after either training workshop), ASDC contacted the nine respondents to follow-up on their progress. A questionnaire was developed and administered by telephone. The questionnaire asked the participants about their activities, accomplishments, and lessons learned related to their NCBI work. ASDC conducted up to five follow-up calls. Of the nine initial respondents, five completed the follow-up questionnaire.

2. DEFINING THE CONTEXT

The nine promising practices are exemplary examples of how NCBI principles and methods are used to address prejudice and discrimination. However, before the importance, process, and impact of these promising practices can be fully understood, it is essential to explain NCBI's approach and major activities.

2.1 NCBI's Philosophy and Value

Within the core of NCBI is the belief that effective leaders lead to capable institutions that welcome diversity and fight discrimination and prejudice. NCBI believes that guilt is the glue that holds prejudice in place and that the more you target or blame others, the harder it is to help them reduce their bigoted attitudes. NCBI helps individuals develop the leadership skills to diminish the guilt by treating every person with dignity and respect rather than in a confrontational manner. In doing so, NCBI fosters three major values among its leaders and members and the values are:

- Every issue counts, so that a wide range of issues are addressed, including race, gender, class, sexual orientation, age, religion, and physical ability;
- There is a personal story behind every discriminating incident and as stories are shared, people gain new understandings about the impact of prejudice and discrimination and begin to see each other as who they are, and not who they represent; and

- Skill training and practice leads to self-empowerment, which leads to effective leadership.

NCBI also makes a very important assumption, which has to be adopted by leaders and members, and that is, effective diversity and prejudice reduction efforts involve ongoing work that has to become an integral part of the person's life.

NCBI's work is informed by the theory and techniques of Re-evaluation Counseling (RC), which is intended to help individuals heal themselves from painful experiences so that they can become liberated from their past and move on.

2.2 NCBI's Methods and Activities

NCBI's values are fostered through the following avenues and activities: National Leadership Training Institute, Advanced Leadership Institute, Train-the-Trainer workshops, associates and regional meetings, constituency retreats, and local chapter activities.

The *National Leadership Training Institute* is a five-day leadership training workshop that occurs three times a year. During the workshop, participants learn how to lead a one-day Prejudice Reduction Workshop that celebrates similarities and differences, identifies and addresses internalized oppression, and claims pride in group identities; facilitate conflicts using NCBI's Controversial Issue Process; handle conflicts when the person is a part of the conflict; and build alliances.

The Prejudice Reduction Workshop is a specific method developed and practiced by NCBI. During the workshop, participants conduct an "up/down" exercise, which allows them to learn about the similarities and differences among them; work in pairs to look at the "records" inside them that are internalized perceptions about their own groups and other groups; establish caucuses that help participants learn about ways in which people experience discrimination; conduct "speak-outs" that allow participants to hear from individuals their personal experiences with discrimination; and participate in role plays that teach them how to listen to bigoted comments and shift the person's attitude.

The Controversial Issue Process was developed by NCBI to train leaders to deal with controversial issues in a way that builds bridges. The Process provides methodology for airing and listening to entrenched positions on both sides of an issue and then reframing the issue to take the concerns of both sides into account and to come up with an acceptable solution.

The *Advanced Leadership Institute* is a three-day training program that is intended to help Chapter leaders with the programmatic aspects of their chapter sustainability plans. During the Institute, Chapter leaders are taught leadership principles and engage in co-counseling and healing work.

The *Train-the-Trainer workshop* is a compressed version of the National Leadership Training Institute. It is a three-day leadership training workshop that prepares participants to lead the Prejudice Reduction Workshop and to use the Controversial Issue Process. The number of

Train-the-Trainer workshops conducted by local chapters in their cities range from once a year to several times a year, depending on demand and availability of trainers.

During *associate and regional meetings* several times a year, NCBI leaders are brought together to practice and strengthen their leadership skills and to work on issues related to their personal struggles to value diversity. The leaders also use these meetings to share the strategies that they found have worked or not worked in their institutions and communities.

Chapter activities vary from location to location, depending on each chapter's capacity to obtain resources and implement activities. At the minimum, each chapter has monthly meetings and conduct train-the-trainer workshops. Chapters that are successful in grantwriting and fundraising are able to hire staff and obtain other support (e.g., institutional commitment and volunteers) to conduct community projects. For instance, the NCBI Seattle Chapter conducts a police-community relations project and the NCBI Maine Chapter implements a "White People Confronting Racism" project.

Through these avenues and activities, NCBI leaders and members continuously strengthen their skills in the following areas:

-
- ~~Recognize and speak out against discrimination and oppression;~~
 - Help others understand the complexities of prejudice and discrimination without instilling guilt or blaming anyone.
 - Become better leaders in their environment and institutions by working on their own biases and issues;
 - Support their leaders; and
 - Build allies across groups.

3. APPLICATION OF NCBI VALUES AND METHODS

NCBI values and methods have been primarily applied in two ways—with specific populations and with specific issues. Section 4 contains nine summaries of how NCBI values and methods have been applied to different populations and issues. These examples represent promising practices because of their current impact or potential impact for effecting social change.

The first three promising practices—the Black African Heritage Constituency Caucus, the Latino Constituency, and the Gay, Lesbian, Bisexual, and Transsexual (GLBT) Constituency—build on NCBI's method for establishing and supporting constituencies, based on race and ethnicity. These practices embody the value that effective leaders can lead to effective institutions and in order to become an effective leader, the person has to work on his/her own prejudices and internalized oppression.

The fourth promising practice, White People Confronting Racism, fosters the value that guilt is the glue that holds prejudice in place and that the more you target or blame others, the harder it is to help them reduce their bigoted attitudes. White People Confronting Racism is a

strategy that provides a place for White people to fight racism and strengthen their capacity to become allies to those who experience discrimination without feeling guilty about their skin color or privilege.

The fifth and sixth promising practices—the National Campus Program and the Public Sector Affiliate—foster NCBI values and practice NCBI methods in specific institutional settings. The National Campus Program, which includes 62 college- and university-based affiliates, helps staff, faculty, and students develop an institutional response to discrimination on campuses. The Public Sector Affiliate, which consists of NCBI leadership teams in 19 public agencies in New York State, shares a similar goal. It helps agency leaders and employees find a way to value diversity and respond to discrimination in public institutions.

The last three promising practices use NCBI values and methods to address specific community issues related to racism, sexism, and other forms of discrimination. These examples focus on community and police relations, violence prevention among youth, and the discrimination felt by homeless people and incarcerated women.

4. PROMISING PRACTICES

4.1 How Can Black And White Leaders Build An Alliance And Share In The Leadership Of An Organization Within A Coalition-Building Framework?

In the late 1980s, NCBI had only four or five Black leaders and few Black members. This situation may have been due to a perception that there was not a place for Black leadership in NCBI. A Black leader observed another possible reason: the friction among Black members and the misplacement of the oppression that they experienced, which prevented them from building cross-racial alliances. Black leaders in NCBI began to ask, "How can we, as a group, develop relationships with other people of color and help White people understand the impact of racism without needing to assimilate into Eurocentric definitions and values?" White leaders, in contrast, began to ask "How can we, as a group, create a place where Black leaders can feel comfortable enough to conduct their own personal healing while strengthening their capacity to build cross-racial alliances without compromising their values?"

The Black African Heritage Constituency Caucus was established to seek answers to the above questions. Its leaders are engaged in a thoughtful process about ways to develop and support Black leaders who will be able to lead without being obliged to conform to mainstream and Eurocentric expressions. The Caucus' methodology, which is rooted in NCBI principles, addresses internalized oppression in order to liberate Black leaders so that they can fight racism without being encumbered by the baggage of the past. The methodology includes peer counseling and other healing methods that build on African traditions (i.e., spiritualism, organized religious practices, and community enrichment traditions) and that foster understanding of and pride in Black African culture. This aspect of the methodology

distinguishes the Black African Heritage Constituency Caucus from other forms of Black leadership development.

The Caucus' methodology also has another distinct element: inclusion of all aspects of prejudices. Within the Caucus, issues related to sexism, homophobia, and other forms of "isms" are addressed in the healing process. The inclusion of a range of prejudices allows the Caucus to understand the struggles of other constituencies in NCBI (e.g., Gay, Lesbian, Bisexual, and Transsexual Constituency, Women's Constituency) and to support them in their missions.

The Caucus has had an impact on individuals as well as on institutions. One Black leader, said that participation in the Caucus had enabled him to hold up a mirror to himself and become more aware of his internalized oppression. The Caucus' healing process has helped him respond to others in an ally-building, rather than patronizing way. As a result, those with whom he works are able to see the reasons for their prejudices. His listening skills also have been greatly strengthened.

The Black leader institutionalized NCBI's principles on the college campus where he works. He established a team on campus that responds to discriminatory situations and inter-group conflicts. All the staff and students receive prejudice-reduction and conflict-resolution training that is based on NCBI's models. The Black leader described an instance when the response team was called to handle a situation that the college's Human Rights Office did not have the capacity to handle. The college traditionally held a Christmas party, and one year, a Jewish staff member lodged a formal grievance about this event with the Human Rights Office. He asked that the party be broadened to celebrate other traditions as well as the Christian faith. The NCBI response team was asked to handle this situation. The team facilitated a meeting between the party organizers and the individual who had filed the grievance and monitored the organizers' agreement to make the appropriate changes. The process took time but two years later, the celebration began to recognize the festivals of other traditions.

The Caucus' methodology and support for its Black leaders enable changes such as these to occur. The Caucus gives its leaders the capacity (knowledge, skills, courage, and commitment) to adopt and institutionalize NCBI principles into their personal lives and the communities in which they participate, and to apply their capacities in a way that is authentic.

4.2 How Can Latino Leaders Strengthen Their Unity With Each Other And Provide Effective Leadership For All Latino Groups?

The Latino Constituency was formally established in 1995 to provide support to Latino members and leaders in NCBI. Through the Constituency, Latinos have a place and means for working on internalized oppression and the factors, such as their country of origin, gender, and regional differences which contribute to the disunity among some Latinos. The strengthening of the Latino leaders in NCBI has also enabled them to nurture and support other emerging Latino leaders in their own communities and institutions.

One of the strengths of the Latino Constituency, which also reflects one of NCBI's principles, is to ensure that "everyone counts," regardless of the issues that the person is struggling with. Because of their belief in this principle, members of the Constituency have dealt with and continue to deal with gender issues and other types of factors that keep them apart. According to a Constituency leader, sexism and machismo often interfere with their progress as a group. During Constituency retreats, participants sometimes divide into two groups on the basis of gender, and to work on the oppressions that they feel are unique to their group. The Latino community in the United States is also very heterogeneous, and the principle that "everyone counts" allows them to be conscientious about this diversity among them. There are language differences based on country (e.g., Mexico or Colombia). Other sources of diversity include length of residence in the United States (e.g., Mexican American or recent Mexican immigrant), generational issues, and regions from which a person comes from in a country. Latino leaders expressed that they need to be able to understand, accept, and manage their own diversity before they can effectively work with other groups. The Constituency provides a safe space for them in which to work out their differences.

The Latino Constituency has provided a strong support network for Latino leaders and members of NCBI. Its members communicate frequently with each other, and the co-directors of the Constituency communicate with all the members at least once a month. The co-directors have also spent a considerable amount of time building the capacity of Latino leaders in the southwest United States. They traveled to Texas at least five times in 2000 to conduct retreats with NCBI Latino leaders. A retreat in Dallas was taped and broadcast by a local Latino station. These activities have motivated the Constituency to develop regional plans for fostering Latino leadership. Latino leaders contrasted this level of support and follow-up with that of other diversity programs, which tend to be one-time events that attempt to solve all racial problems, rather than a long-term process. In the leader's words, the Constituency is "like a family that keeps growing"; as such, it reflects the traditions of an extended family in Latino cultures.

The Constituency's support network and processes for leadership development (e.g., working on internalized oppression, differences within the Latino population, and ways to appreciate and support Latino leaders) have been effective for its members. A Latina leader on the staff of a university, with support from the Constituency and NCBI, gained the commitment of the university's president to establish an Office for Multiculturalism and Diversity in May 1998. Before she joined the staff, there were no multicultural initiatives at the university, and none of the employees was capable of coordinating such an effort. Today, the funds for multicultural activities on campus are allocated by the President's office. NCBI principles are integrated into all multicultural programs and activities.

Since the establishment of the Office for Multiculturalism and Diversity, several changes have occurred on campus, including:

- Student associations have formed to address specific topics, such as sexual orientation, support for international students, and traditions of Native Americans;
- Prejudice reduction workshops, based on the NCBI model, have been integrated into the nursing school curriculum;

- Prejudice reduction workshops are offered for extra credit as part of the courses for criminal justice, communications, and freshman orientation; and
- Multicultural classes, using NCBI principles and processes, are being conducted by the education and counseling departments.

A survey to assess the diversity and cultural aspects of campus life was conducted two years prior to and two years after establishment of the Office of Multiculturalism and Diversity. The survey included all the students on campus. The results indicated that the majority of students felt that, over time, they had gained a voice on campus and that there are now cultural events that reflect their traditions and address their needs. According to the NCBI Latina leader, the improvement can be attributed to the Office of Multiculturalism and Diversity, hence NCBI, because before the Office existed, there were no multicultural activities.

The NCBI Latina leader attributed her capacity to initiate and support the Office of Multiculturalism and Diversity to the support and training she receives from NCBI and the Latino Constituency. Her understanding of the diversity among Latinos has enabled her to be more inclusive in planning for the Hispanic Heritage Month. She has learned that, "When there is support, there is a lot of space for you to become a leader and your leadership is respected and encouraged."

Another Latina leader in NCBI said NCBI "changed her life" by enabling her to deal with the prejudices of her co-workers and to develop a more optimistic view on dealing with racism. NCBI helped her realize that there was nothing wrong with her, but that her co-workers were behaving negatively towards her because of their own "records." ("Records" is a term used by NCBI to refer to stereotypes about one group have been learned and internalized by members of another group.) She consistently pointed out the value of "records" in helping her understand the attitudes of her colleagues. She has also developed stronger listening skills, which help her respond to her colleagues' comments in a less defensive manner. By being less reactive, she is able to help her colleagues understand the roots of their prejudices.

The Latino leader also recalls how she was able to use her NCBI skills to help a volunteer work through her personal issues. This volunteer did not want feedback from anyone, consequently, she made a lot of mistakes in her work. The leader helped her identify the sources of her anxiety and deal with the pain so that she could heal and become more effective in her work. Over a two-year period, the volunteer became very conscientious about the quality of her work and the Latino leader heard that this person's new employer was pleased with her performance.

The Latina leader described how she used the knowledge and skills she acquired through NCBI and the support she has from the Latino Constituency to work with other Latinos, including her college-age sons. One of her sons was the only Latino in his class. She had to help them realize that their peers were responding to them based on their records and that there was nothing wrong with them. She also recalls the relief expressed by a group of Latino youth (14 to 18 years old) when they realized that they could freely express their experiences as newcomers to an all-White community during an NCBI workshop. The tears that came out that day during the workshop were overwhelming. Youth who were typically shy spoke out and shared their

experiences. She maintained contact with the youths' parents after the workshop and was told that the youth were coping better with their situations as newcomers to this country.

Both Latina leaders agreed that as a result of the Constituency's encouragement and support, they developed the confidence and skills to become leaders in their communities. One of the leaders accepted an invitation to participate in the organizing committee of the National Hispanic Leadership Institute. As one leader put it, "[The Constituency] is a safe place. You don't feel alone, and you can express yourself freely because you share a similar culture, language, and history."

4.3 How Can Gays, Lesbians, Bisexuals, And Transsexuals Deal With The Discrimination That They Feel?

The GLBT Constituency was established in 1995 to help GLBT members deal with the oppression that they experience, celebrate their cultures, and gain strength and skills to fight gay oppression. The Constituency's work strengthens GLBT leaders; provides a resource to NCBI chapters and campus and organizational affiliates that require assistance in addressing discrimination towards GLBTs in their institutions; and serves as a link to other constituencies within NCBI. The Constituency's work is a demonstration of NCBI's value that everyone and every issue count.

According to the GLBT Constituency Director, members often return from the annual constituency retreats rejuvenated and excited about new ways to become active in their communities, primarily because of the affirmation and skill development that they receive during the retreats. As a result, they also become more involved in their local NCBI Chapters. The Constituency Director felt that NCBI continues to place ending gay oppression, like all oppressions, at the center of its work. This is one way that NCBI work is different from other single issue diversity programs. The Constituency Director feels that the constituency work has enabled many GLBT people, including herself, to take pride in themselves, therefore enabling them to become effective leaders among heterosexual, homosexual, bisexual, and transgendered people. For several years now, she has led workshops at a leadership conference for the National Gays and Lesbians Task Force, demonstrating the use of the Controversial Issue Process during the workshop. Many activists who have attended these workshops have reported using these skills in their organizations with very good results.

A GLBT member in the Greater Mohawk Valley in New York State described how the Constituency has given her a place for working on her internalized oppression as a lesbian without making her feel ashamed or guilty about her identity. The experience and support that she gets from the Constituency and other NCBI leaders have given her the confidence and skills to approach the New York State Education Department about supporting a school project in Great Mohawk Valley. The request was approved and she is currently leading a team of adult and student leaders in addressing conflicts among students from three competing high schools in the area. She also has helped two local colleges establish an NCBI team on their campuses. According to her, one of the most valuable skills that she learned from NCBI was to listen. She described instances when she would have normally reacted in an angry manner to a bigoted comment, she has now learned to listen and empathize with the person's experience and without

being confrontational, help the person understand why his/her comments were oppressive and how to become allies to GLBT people.

In another situation, an African American gay man reported to the Constituency Director that he decided to address homophobia in his church. The homophobia had resulted in the exclusion of gays and lesbians in church activities. Using NCBI values and methods, he asked his church members to share their feelings about and experiences with homosexual people. He listened well to their thoughts and feelings and through their conversations, he helped them understand that there was no inconsistency between their religious beliefs and welcoming GLBT people into the church. In fact, excluding them would have been a sin in itself.

During many NCBI workshops, participants shift their attitudes toward GLBT people after they hear speak outs from GLBT participants. For example, a young gay man shared how his parents had thrown him out of his home after learning that he was gay. When participants were invited to share their reaction to his story, a heterosexual from another country announced that the story helped him understand the importance of including gay people in anti-discrimination policies. While he was once instrumental in framing anti-discrimination policies in his country to exclude gay people, he has now changed his mind and will reverse the policies.

In Laramie, Wyoming, after the murder of Matthew Shepard, several NCBI members were invited to the University of Wyoming to conduct a dialogue about the murder and to help heal the wounds felt by gay members and other citizens. As a result of the work, a campus affiliate was formed at the University of Wyoming. A team of NCBI leaders was established who were committed to ending the oppression of gay people. In Hawaii and Maine, after defeats of legislation to protect gay people, NCBI leaders convened a group of gay activists to do healing work in their communities on how the defeats affected them. Many activists had the opportunity to express their discouragement and grief and regain their enthusiasm and strength to continue their struggle for equal rights. In Louisville, Kentucky, GLBT and heterosexual NCBI leaders played an important role in a 15-year campaign to change civil rights protections to include gay people. Using their NCBI listening and ally building skills, they were able to change attitudes in the community and actually convinced a conservative alderman (who as a swing vote in the issue) to include gay people in the change.

Based on the above members' stories, it is clear that the Constituency's strength lies in its function to provide a safe environment for GLBTs to tell the stories of how gay oppression has hurt them, heal from the impact of internalized oppression and to develop skills for becoming effective leaders in their communities and institutions. Through this NCBI work, GLBT leaders are affirmed and strengthened. As a result, they become increasingly effective leaders.

4.4 How Can White Leaders Address Racism And Help Other White People Move Toward Change And Action?

People of color often say that they are tired of "educating" White people about racism. In Maine, where the majority is White, this statement is heard with particular frequency. According to several NCBI leaders in Maine, incidents triggered by racial tensions were also on the rise in

the state. These events spurred the NCBI Maine Chapter to design and launch "White People Confronting Racism: Vision to Action," a six-month project aimed at helping White leaders work on issues related to racism so that they could help others take action at the community and institutional levels. The project was supported by the UNUM Foundation and Lincoln Financial Group in Maine.

This project began with an interactive theater production, "White Lies." During this play, the writer (who also performed in the production) presented personal stories about racism and White privilege. The performance was followed by a facilitated group discussion. Participants then attended a one-day workshop on White racism. Following this, they attended monthly four-hour workshops over a period of six months. During these workshops, participants learned how "white culture," privilege, class background, and other societal constructs inform their thinking about race. They were challenged by exercises, discussions, and readings that offered different viewpoints to encourage looking at information in new ways. They developed the skills needed to build alliances with people of color. The participants were also requested to collaborate with one another to design community action projects that focused on institutional racism.

A total of 20 people completed the project. They included managers from the City of Portland, school administrators, state workers, members and staff of Maine Businesses for Social Responsibility, students, and consultants. The participants designed 11 short-term and 11 long-term action projects. Their proposed projects ranged from writing an article about a massacre during the Korean War to creating paid internships in the city government for high school students of color. The article was published in the *Portland Press Herald* on November 21, 1999.

Three participants who were involved in the project stated that they knew that they were going "to be challenged and to be uncomfortable" because of the experiential learning process that is a part of "Whites Confronting Racism." The unique aspect of "White People Confronting Racism" is its focus on the individual. Many other types of programs that deal with racism, by contrast, do not personalize the issue of racism. The participants believed that a second unique feature of "White People Confronting Racism" is that it challenges participants to design and conduct an action project in the community. This makes it clear the project's intent to effect change, not just to make participants feel better.

One participant reported that the project had a strong impact on his effort to become more appreciative of other cultures. Following the project, he participated in and supported a Hispanic community group by attending their activities and meetings. He also decided to diversify the board of directors of a business organization to which he belonged by actively identifying and recruiting minority candidates for membership. He succeeded in recruiting one minority member. He also visited a village in Korea and conducted research about a massacre that occurred in the village. He wrote an article about the massacre and how racism manifested itself during the war in Korea. He expressed that he would not have done either of these things had it not been for "White People Confronting Racism."

The writer of "White Lies" also reported personal change as a result of her participation in the project. She stated that the project provided her a forum for creating the theater production and for taking risks when she shares her personal stories about racism with her audience. Since

then, she has made four public performances of "White Lies" and three performances at a university.

All three participants who were interviewed, agreed that through NCBI, they learned that antiracism work is difficult, and that it has to be addressed collectively. They also learned that it is essential for antiracism strategies to be designed in a way that does not foster guilt or place blame on White people. When guilt and blame are removed, a White person can be more empowered to take action against racism. These elements are well integrated into the NCBI approach, as a result, participants found "White People Confronting Racism" very appealing, and they hoped it would be equally well received by other Whites.

4.5 How Can College and University Campuses Value Diversity and Respond to Prejudice and Discrimination?

The goal of the NCBI National Campus Program is to promote diversity and address issues related to prejudice and oppression using the NCBI model. Housed in the Office of Student Development and Activities at Columbia University in New York, the National Campus Program coordinates and provides support to 62 NCBI campus affiliates nationwide.

A NCBI campus affiliate is composed of a team of students, faculty, and staff who are committed to and trained in the NCBI models and are available as a resource to their college or university to conduct an intervention when a discriminating incident occurs. In some cases, the campus affiliates also serve as a resource to the surrounding communities. A new campus affiliate team starts with a train-the-trainer workshop. In this workshop, participants learn how to lead the Prejudice Reduction Workshop and how to use the Controversial Issues Process. A campus affiliate director is selected by NCBI in consultation with the team and campus administration. The team leader holds regular practice and planning meetings so that team members receive ongoing support and training.

Each affiliate team leader maintains monthly communication with the NCBI Campus Program Director and the Associate Director. Members of the team also receive ongoing training at the Annual National Campus Conferences. The Program Director and Associate Director are available for technical assistance and coaching to support the affiliates. The affiliates also participate in a listserve, where they share information on incidents that they have dealt with on their campuses and communities. The listserve is currently being refined.

In 2000, the NCBI Campus Program formed a partnership with the National Association of Student Personnel Administrators (NASPA) to provide training and other support to campus administrators to foster diversity in their institutions. The main activity of the partnership was to sponsor a national leadership institute for upper-level administrators at Columbia University in January 2001. Goals of the Institute were to:

- Take a stand on highly emotional issues in ways that strengthen community;
- Respond to attacks on leadership by building a strong, supportive team;

- Inspire others to take individual leadership initiative; and
- Foster a campus climate that looks at diversity issues honestly and respectfully.

Forty-five administrators attended the conference representing 23 institutions ranging from community colleges and private universities to large state and private research institutions. The training provided administrators with a comfortable learning environment in which they could practice their conflict resolution skills on actual issues that they are facing on their campuses. Participants also left with concrete strategies on how to promote diversity as an institutional resource.

Anecdotal evidence suggests that climates on some of the campuses where the majority of students are of European-American descent have become more welcoming to students of color. Since the introduction of the NCBI National Campus Program, the NCBI model has been institutionalized and integrated into existing structures on some campuses. For instance, at the University of Texas in Denton, NCBI was introduced as a community building initiative. The university's president launched the initiative by encouraging students, staff, and faculty to attend an NCBI workshop. Seventy-five people attended the workshop, and their responses to the new initiative were overwhelmingly positive. Since then, the commissioned police officers who are responsible for enforcing the law on campus have been trained to apply NCBI principles and methods in their duties. As a result, the officers' approach on campus is more community oriented, and dialogues between campus police officers and students occur frequently. The NCBI Campus Affiliate Director at the University of North Texas recalls how the campus police officers' changed attitudes encouraged students to share their concerns about the harassment of an African American student by local city police. The campus police officers, in turn, took the students' concerns to the city police. While this event did not lead to major and immediate changes, it did help the students realize that the campus police officers were receptive and willing to listen to their concerns. This positive experience encouraged them to continue to collaborate with the campus police officers.

The application of NCBI principles at the University of Texas in Denton also provided an opportunity and an avenue for several groups to address discrimination and prejudice. The Black Faculty Caucus, with support from NCBI and NCBI's Black African Heritage Constituency, strengthened its voice and was able to share the concerns of Black faculty members with the Faculty Union. One of their concerns was that the Faculty Union had several subcommittees on a range of issues, but not a subcommittee that deals with the concerns of the Black faculty.

Also at the University of Texas in Denton, NCBI has played a significant role in bringing the administration's attention to the various "isms" on campus, particularly homophobia. NCBI's controversial issue process was used to build alliances between European-American women and women of color. In the past, there was little to no collaboration between the women's center and a women's study program on campus. As a result of NCBI's ally building work, the leader of the center and the study program are collaborating with each other and with the campus's Social Equity Office to deal with larger social justice issues on campus. NCBI also took the first step in raising the issue of benefits for same sex couples and brought together the university's President, Vice President of Finance, faculty, and members of the Social Equity Office to discuss the issue and what it would take to move the issue forward. Since then, the NCBI Campus Affiliate

Director has raised the issue at the state level and succeeded in putting it on the agenda of social equity offices on 14 campuses throughout Texas.

Finally, NCBI workshops have been made a part of the courses offered by the city's Small Business Development Center that is located at the university. Workshop evaluations showed that course participants developed a better understanding for the experiences of groups other than their own. The NCBI Campus Affiliate Director believes that college and university campuses provide the greatest opportunity to make systems change because of the nature and make up of these institutions, which affect a wide range of people.

The NCBI Campus Affiliate at Kutztown University in Pennsylvania is just as active as the University of Texas in Denton. Since spring 1999, numerous NCBI activities have assisted groups on the campus to build alliances across racial, gender, ability, and other lines. Activities have included:

- Seven "Welcoming Diversity on Campus" workshops, each of which was attended by 20 to 75 people;
- Three dialogues on race, which are now integrated into a justice program on campus;
- A workshop to build alliances between White women and women of color;
- Four workshops to train 20 to 30 students, staff, and faculty on handling intergroup and intragroup conflicts;
- A leadership clinic, attended by 42 students, staff, and faculty, to develop leadership skills and explore ways to support leaders;
- Community building workshops for new students, and
- A dialogue, attended by 16 students, staff, and faculty to address the discrimination and prejudice felt by gays, lesbians, and bisexuals on campus.

As a result of activities such as those above, the Kutztown University is believed to be more welcoming now. Evaluations of the above workshops showed overwhelming support for the work that NCBI does on the campus. Upheld as one of the most effective campus teams in building community by the State Department of Education, Office of Civil Rights, and the Pennsylvania State System of Higher Education, this Campus Affiliate has consulted with several other colleges and universities in the region, including Moravian College, Lafayette College, Cedar Crest College, Penn State Berks County, and Albright College. Recently, the Campus Affiliate also started to assist organizations in the local area with diversity training and development. A prejudice reduction workshop followed by a controversial issues workshop were held at the Berks County Chamber of Commerce and the Affiliate members were invited to be guests on a local talk show.

At the Texas A & M University in Corpus Christi, NCBI principles have been integrated into all aspects of the Office of Multicultural Programs, which is led by an NCBI Campus Affiliate Director. NCBI workshops are also offered for extra course credit to students focusing on counseling, sociology, communication, nursing, and criminal justice. The Campus Affiliate Director has helped establish special interest student groups and has increased cultural awareness on campus through a variety of activities, such as National Hispanic Month. The Campus Affiliate Director not only has been a leader on her campus, but also within the Latino

community in the southwest region. The results of her work at the Texas A & M University is described in the story told about the Latino Constituency within NCBI.

The Texas A & M University's diversity effort served as an example to the Oregon State University (OSU) for addressing issues related to diversity. According to an NCBI affiliate at OSU, the university struggled for a year to design a diversity initiative that would be empowering and sustainable before it selected NCBI as a model. Today, NCBI principles have been integrated into the Office of Student Affairs' activities. Workshops based on NCBI's work, are offered as part of freshman classes, staff development training, and student leadership conferences. The director of the diversity program at OSU recalled how NCBI's controversial issue process was successfully used to facilitate a conflict between a fraternity, a woman's group, and community members. The conflict arose over claims concerning a fraternity's sexist attitudes. As a result of the facilitation, fraternity members became more aware of the implications of their behaviors. According to the director, introducing NCBI to the campus "increased awareness on campus. It forced people to take off their blinders, but without pointing fingers."

At Seton Hill College, issues related to diversity such as those described above were also present. A minority faculty who was asked to examine how the college could strengthen its cultural diversity program decided to invite NCBI to conduct a workshop as a trial for addressing diversity in a systematic way. The workshop was very well received by the 40 participants who liked the way the NCBI model encouraged honest inquiries. As a result, the Seton Hill Campus Affiliate was conceived. The Campus Affiliate has since then conducted one prejudice reduction and conflict resolution workshop every semester, student leadership training, leadership workshops for administrators and campus leaders, workshops for employees to explore issues of class, workshops about gender issues, Gentile/Jewish dialogues, discussions about religious inclusiveness, mediation services for freshmen, and support groups for specific student organizations (e.g., The Seton Hill College Gay/Straight Alliance).

As a result of the NCBI work, NCBI team members who hold positions of leadership on the campus have developed a strong presence and have become more compassionate and flexible with students and staff. For example, a senior member of the campus administration was able to transform the internalized oppression that she experienced as a woman. She was able to change her behavior from intolerance (particularly of mistakes by female staff members) to being more positive and supportive, which in turn improved her staff's performance. This change was repeatedly noted and reported by the staff members and others to the Campus Affiliate Director. In another case, a campus program director felt that she had been a victim of prejudice and did not wish to advocate for equal treatment of African Americans for fear that her behavior would be deemed unfair. Through her involvement with NCBI and support from NCBI members, she overcame that fear and learned that by advocating for the rights of African Americans, she was also advocating for equal treatment of all human beings.

Campus staff members have also become more aware of the hierarchy within the College and related class issues. A workshop was conducted for employees of the business office to learn how to handle rude students and faculty members and how they can be allies to each other in dealing with such mistreatment. An employee of the campus' maintenance department developed

the strength, with NCBI's support, to challenge "records" about working class citizens not being intelligent by pursuing a bachelor's and masters degree. He was offered a job at the College's writing center. These accomplishments helped him confront situations that prevented him from leading a healthy life (e.g., he requested a smoke-free environment in the building in which he works because he suffered from asthma and he worked through an abusive relationship with his brother).

Aside from NCBI's impact on campus administrators and staff, students have also benefited from their involvement in NCBI work. One of the NCBI student leaders at Seton Hill College initiated the Seton Hill College Gay/Straight Alliance and succeeded in obtaining financial support from the college and board of trustees. This is a significant achievement for a Catholic institution such as Seton Hill College.

The above descriptions are just a few examples of how NCBI principles have been successfully integrated into academic courses and other activities provided by universities and colleges across the country, and how individuals have been affected on those campuses. NCBI's strength on campuses lies in its ability to be used to address a range of issues and to build alliances across various groups. Many campus affiliates reported that awareness and sensitivity about the experiences of other groups have increased since NCBI has been introduced to their campuses.

4.6 How can Public Agencies Build Their Capacity To Address Issues Related To Prejudice And Discrimination?

The State of New York Governor's Office of Employee Relations, which coordinates training for every state agency in New York uses NCBI principles and methods as the major component of its diversity initiative. The Office established NCBI's Public Sector Affiliate in 1995 and since then, a total of 22 public agencies in New York have adopted NCBI principles and methods in their agencies.

Approximately 22 agencies or facilities have teams of trainers with a designated agency leader. The size of the teams range from four members in the smallest team to 20 in the largest team. The team leader is often either the person who contacted the Public Sector Affiliate Director or the person appointed by his/her agency. Team leaders communicate monthly with the Public Sector Affiliate Director. Approximately 66 percent of the team leaders are Equal Employment Opportunity compliance officers, affirmative action officers, or diversity managers. The leader helps to identify other team members and each team participates in one or more NCBI-sponsored workshops per year. All the teams also meet annually to practice their facilitation and ally building skills and to address their personal and institutional challenges. Most teams conduct NCBI workshops in their own agencies or train as part of a cluster team consisting of trainers from multiple state agencies.

The Public Sector Affiliate conducts activities at the state and local levels. In 2000, some of its statewide events included:

- The first ever New York State-sponsored dialogue on race held in January and attended by approximately 50 employees from various State agencies;
- A one-day leadership workshop for members of the Affirmative Action Advisory Council using the NCBI seven practices of principled leadership and the controversial issue process to explore and address some internal conflicts;
- Several workshops on men and women as allies in the workplace were conducted around New York state, which focused on cross-gender communication using NCBI model and principles; and
- A leadership development workshop in May for the Governor's Affirmative Action Advisory Council.

Individual agencies also continued to build their own capacity to work on issues related to diversity. Among agency-specific activities in 2000 were:

- A facilitator development workshop in February for the Office of Parks and Recreation;
- A train-the-trainer workshop for staff from all 28 New York State Office of Mental Health (OMH) facilities and ongoing support and coaching of new OMH training teams throughout 2000;
- A workshop in September for staff of the Commission on Quality Care;
- A presentation on "Diversity in the Sales Environment" at the Division of Lottery's annual conference in April;
- A one-day workshop in June to help employees of the Department of Agriculture and Markets to talk about issues related to ethnic, cultural, and gender differences.

Evaluations from 264 participants who attended workshops sponsored by 12 agencies in 1999 indicated a positive response to NCBI's principles and methods. Majority of the participants found the workshop content and process to be "excellent" or "good." Many participants commented that the workshops "opened their minds" and made them more aware of issues related to prejudice and oppression.

Anecdotal evidence suggests the climate in some of the agencies are shifting from resistance to more honesty around the issue of race. A representative from the New York State Education Department reported to the Public Sector Affiliate that the issue of race is being discussed at staff meetings more openly now. Representatives from the Department of Correctional Services, the Office of Mental Retardation and Development Disabilities, and the Office of Temporary and Disability Assistance also reported using the controversial issue process to resolve conflicts within their agencies before a complaint is filed.

A representative for the New York State Department of Motor Vehicles (DMV) provided a specific example of NCBI's impact on her agency. The impetus for adopting NCBI principles and methods at the agency was to build the capacity of DMV associates to better serve their diverse clientele in New York City and Long Island. Three DMV associates initially attended a NCBI train-the-trainer workshop. At the end of the workshop, a cluster training team was established to increase the number of workshops conducted in New York State, allowing agencies to send more staff members, in small groups at a time, for training. The representative

reported that the DMV conducts a minimum of two workshops each month and at least 40 people have attended each workshop. She also reported that staff and other participants of DMV have expressed that customer service has improved in some of their offices.

4.7 How Can Trust and Relationships Between Community Members And Police Officers Be Built Without Blaming Anyone?

In 1999 tensions were on the rise between Seattle police officers and residents of Seattle. Community residents of color reported being mistreated by law enforcement officers. They felt targeted by the police; however, the police department believed that there was no racial targeting in the city. Police officers felt that the risks they took to protect residents were unappreciated. They felt that many of their actions to ensure safety were misinterpreted. The situation was so volatile that most people believed that no amount of diversity or sensitive training could change it. The solutions had to come from both the community residents and the police department.

NCBI assumed an approach that was quite different from other efforts to strengthen community-police relations. It centered on giving community residents of color and police officers an opportunity to share their personal stories and experiences and engage in a dialogue about ways to foster mutual understanding and trust. The two groups, NCBI believed, have the potential to be powerful allies to each other. In order to do so, they have to transform their conflict by participating in a process where they can hear each other without blame, identify the issues that keep them apart, and work together to find positive solutions.

Initial efforts by the Seattle Police Department to collaborate with community residents of color began when the police chief expressed his intent to form community advisory councils. He was particularly interested in working with the African-American community because of the long history of oppressive practices in those communities. He announced the establishment of an advisory council comprised of African Americans and approximately 30 individuals showed up for the first meeting. They expected to be a part of a civilian review panel and not an advisory council. Some of the African-American participants did not return to the next meeting, but a core group of leaders started to meet regularly with the police chief. After some initial progress, they decided to conduct a retreat to build trust and get to know each other. A police officer who was involved in community efforts identified NCBI as a potential facilitator of the retreat.

Approximately 25 people attended the retreat, including the Police Chief, four officers, and six African American leaders who were known as vocal critics of the police attended the retreat. Using NCBI methods, police officers and African-American leaders were encouraged to share their personal stories and get to know in roles other than those they played in the community. They exchanged information about the perceptions that others have of their groups and what they liked and disliked about those perceptions. The African-American residents expressed their frustration about being stopped by police officers and treated unfairly. They also maintained that police were slow to respond to calls for assistance in two predominantly African American neighborhoods of the city. The police, in turn, expressed their distress for having to bare the brunt of the action of a "few bad apples." One police officer stated, "Somehow, we all become unfeeling, inhuman, and the community responds to us in that way."

Following the retreat, the police chief reported that voices were not raised once during the entire event. This was totally unlike previous sessions that he had participated in with community members. The sharing of stories helped the residents see that the police officers are human, and it created a sense of mutual empathy between the two groups.

NCBI continued to be involved in the Police Department's effort to reach out and build alliances with Seattle's residents. A year after the retreat, the police chief enlisted NCBI's assistance in establishing a Sexual Minorities Advisory Council that is comprised of gays, lesbians, bisexuals, and transsexuals (GLBT). The same inclusive process used to strengthen relationships between African American residents and police officers was successfully applied to strengthen relationships between GLBTs and police officers.

In June 1999, the Seattle Chapter of NCBI received a \$140,000 grant from the U.S. Department of Justice, that would enable it to deepen the ally-building and healing work between police officers and community residents of color through the development and implementation of the Reconciliation, Education Action, and Leadership (REAL) Project. The REAL Project built on the initial efforts between the Seattle Police Department and the Seattle Chapter of NCBI. In the REAL Project, NCBI principles are used to:

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- Ensure that everyone's (i.e., community members' and police officers') perspectives and concerns are heard, recognized, and responded to;
 - Train community members and police officers in NCBI leadership skills;
 - Assist community members and police officers in developing the capacity to build alliances; and
 - Facilitate the creation and implementation of community plans to improve community-police relations.

The REAL project showed great promise because it was building on relationships that had already been established and had the buy-in of the police chief. It began with a survey of residents of color to assess the quality of their interaction with police. The survey findings showed that residents of color were interested in pursuing and building an alliance with police. NCBI successfully conducted ten workshops with community members and police officers to facilitate their relationship building. Unfortunately, this momentum was lost within five months of the grant award when protests against the World Trade Organization (WTO) Conference in Seattle erupted. When the police chief retired soon after WTO eruption, many of his supporters also left the Police Department. Relationships and trust have to be built with the new police chief before the workshops can resume.

NCBI's efforts had a profound impact on the previous police chief. He reported many new and lifelong relationships, including relationships with four members of the African American Advisory Council and a relationship with the co-founder of Mothers for Police Accountability. (It is interesting to note that after working with NCBI, this organization changed its name from "Mothers Against Police Harassment" to "Mothers for Police Accountability" as an expression of the mothers' decision to work "with," and not "against," the police.) He expressed the significant experience of being called "brother" by an African-American who had

been a police in the 1960s. The chief was also very touched by the attendance of members from the Sexual Minorities Advisory Council at his retirement party. These relationships have given him new lessons about working with other people that he once believed he did not need. He believed that the other police officers who were at the initial retreat also developed many new relationships and continue to be a part of the African-American advisory council

According to the previous police chief, the impact of NCBI on individuals is more significant than is its impact on institutions. He stated that through his work with NCBI, he had developed the ability to listen to and influence individuals who profess prejudices. NCBI also helped him develop skills to "discharge" and "release" some of his own fears and resentment, and affected the way he views other people who are different from him. These knowledge and skills were very valuable to him when he was the police chief. He believes that if a sufficient number of individuals develop such capacity, it will eventually be possible to effect institutional change.

4.8 How Can The Discrimination Felt By People Because Of Their Socioeconomic Status In Addition To Their Race Be Addressed?

The Louisville NCBI Chapter in Kentucky is using NCBI principles and methods to improve the conditions and treatment of people in homeless shelters and prisons, two populations that often receive less attention from leaders and facilitators who promote diversity. These populations experience discrimination on the basis of their socioeconomic status, in addition to their racial background.

In 1997, the Louisville NCBI Chapter in collaboration with the Coalition for the Homeless received a two-year grant from the United Way to provide support to staff and families at homeless shelters. The activities and results of this grant included:

- Six hours of prejudice reduction work for all staff and volunteers at two shelters;
- Six hours of prejudice reduction and conflict resolution work for residents at the same shelters;
- Seven community hearings for residents about the conditions of the shelters;
- Twenty trained staff members of the Coalition for the Homeless;
- An orientation booklet for new families; and
- Tangential effects on shelter policies and volunteer programs (i.e., Girl Scouts Council).

Community hearings facilitated by NCBI trainers were conducted as part of the grant. Members of the Louisville NCBI Chapter remember clearly the impact of the community hearings on residents and staff of the shelters. During several speak-outs, women from the shelters shared with staff and members of the Coalition for the Homeless about the conditions and treatment they receive at shelters. Their descriptions made staff from a shelter realize that they make stereotype assumptions about homeless people and speak to them in a condescending and humiliating tone. The Coalition's director also became aware of the prejudice and inadequacy of a supervisor at a specific shelter. Consequently, the supervisor was replaced. The

Louisville NCBI Chapter Director was told that it was the first time that the director paid attention to staffing needs and since then, has encouraged more staff development training.

Also in Louisville, a member of the Louisville NCBI Chapter who works for the Girl Scouts Council established non-traditional programs for girls in the shelter and with girls and their mothers at the Women's Correctional Institute. The prison program at the Women's Correctional Institute is called "Girl Scouts Beyond Bars." This program requires volunteers to meet the girls every Saturday to participate in recreational activities (e.g., trips to the museum and library) and to talk about issues and challenges faced by the girls. The volunteers meet with the girls at the Correctional Institute once a month and at other places during the rest of the time. The volunteers also meet once a month to discuss their work and address concerns.

When the program began, there were 20 White volunteers and the NCBI chapter member was the only African-American staff person working on the program. This breakdown did not reflect the racial characteristics of the girls and their mothers, 80 percent of whom are African-American. The staff person began to visit churches, sororities, and community groups to engage African-American women volunteers in the program. Today, the program has 27 additional volunteers who are African-American.

As the program progressed and changes gradually took place, this staff person realized that part of the difficulty in recruiting and retaining African-American volunteers was due to the misunderstandings that African Americans and Whites have about each other and their expectations for the children in both racial groups. As a result, the program had to address two forms of discrimination at two levels: the perceptions among African-American and White volunteers of each other, based on racial stereotypes; and the perceptions between the volunteers and the women in prison and their daughters, based on class stereotypes. This staff person decided to use NCBI methods as a way to help the volunteers understand the importance of pluralism and diversity and to look inward and learn how to value themselves and others.

In October 1999, the volunteers and program staff members participated in a controversial issue process facilitated by NCBI trainers for their Peace Education Program. They discussed their differences for the first time. The volunteers discussed the needs common and unique to them as women and as women from different racial backgrounds. Since then, African-American and White volunteers have participated in sessions where they discuss and listen to each other's experiences, and arrive at a mutual understanding about one another's expectations for themselves, of each other, and of the children they work with. According to the staff person, the relationships between the White and African-American volunteers have become more collegial and honest, and there is mutual respect for each other's opinions.

The volunteers practice NCBI principles and methods with the girls and their mothers in the Correctional Institute. Through listening, mediation, and speak-outs, they help the girls and their mothers learn about each other. A volunteer shared with the staff person how she was able to facilitate and support a mother and her daughter when they discussed the mother's experiences before she went into drug recovery. Another White volunteer reported to an NCBI trainer that she has come to realize the importance of listening to other people's experiences, particularly of African-American women and their dreams for their children. Six months ago, this volunteer had

told the NCBI trainer that "they were making a bigger deal than they should about how they were racially different."

The experiences of the Louisville NCBI Chapter demonstrate the intersection between different forms of prejudice and the importance of addressing them simultaneously. The situations described in this example are not unique to Louisville or the chapter, however, this case example is exemplary of how NCBI principles and techniques can be used creatively to address different forms of discrimination in settings that typically receive little attention. In the words of an NCBI participant, "NCBI is like getting a vitamin pill. It makes everything else that you do stronger."

4.9 How Can Youth Become Leaders in Preventing Violence?

NCBI has developed and implemented youth violence prevention programs that are intended to help youth speak out about the violence they experience in their lives and at the same time, help youth develop the skills to lead prejudice reduction workshops and to become leaders. Through these programs, NCBI hopes to provide a method for students, teachers, parents, and school staff to deal with violence, starting from the bullying and teasing that students experience in elementary and middle schools.

The NCBI District of Columbia Chapter has conducted workshops with students from public and private schools in the District. Through these workshops, the students learned to:

- Create bridges between students from "affluent" private schools and "low income" public schools;
- Select in-school "peace keepers" who will be responsible for facilitating conflicts; and
- Develop plans for establishing "diversity teams" in their schools that will become responsible for responding to prejudice and discrimination among the students.

The first workshop began at the Wilson High School in 1992 when an NCBI member who was a part of the DC Public Schools' dispute mediation department used NCBI values and methods to address tensions in the high schools. Since then, Welcoming Diversity Clubs have been established at other schools in the Washington metropolitan area, including the Bethesda-Chevy Chase High School and Blair High School.

At the Bethesda-Chevy Chase High School, members of the Diversity Club reported that approximately 50 students have been trained to use NCBI strategies. The students got involved in NCBI work for different reasons. Some took the workshop when it was offered to the students in their grade, some were introduced to it by their sibling, and others saw the workshop as a good way to make new friends. After the positive experience in the workshop, they decided to join the Welcoming Diversity Club on campus. As part of the Club, the students have luncheons with international students to make them feel more welcomed on campus; participate in weekly discussions about different topics and issues that affect teens (e.g., the shooting incident at the Columbine High School, how diversity affects people); and develop ideas about the most effective use of NCBI workshops (e.g., when students transition from middle school to high

school). According to the students, their participation in the Club has helped them in the following ways:

"Say hi to someone she never would have before."

"Think about the words you use, like that's gay or hey, faggot."

"Understand that people get hurt when they say something derogatory."

"Foster unity within the school ...feeling of connectedness."

"When I hear something wrong, I never said anything. But now I learned to say something."

"Interrupt jokes and slurs outside of the school, for example with family members."

The students reported that they leave each discussion feeling that they share more commonalities than differences. The speak out sessions also allow students to express themselves if they have been hurt and remind them that people, no matter who they are, have feelings. The students also reported that they have been able to influence their close friends' attitudes toward people who appear different from them. One student described how a friend was about to blurt out, "That's so gay," when he stopped himself and instead said "That's so stupid."

According to the coordinator of the Club, NCBI one-day workshops have been conducted after tensions have erupted among students. After the workshops, teachers reported that the tensions were reduced. While NCBI work was not the only factor that contributed to the reduction in tension, it did play a significant role in the process. At the Bethesda-Chevy Chase High School, NCBI training is paid for by a foundation formed by a group of parents and students earn community service hours for participating in the training.

Youth who participate in NCBI work from other schools in the Washington metropolitan area (Wilson High School, Sidwell Friends Academy, and Bell Multicultural High School) are also involved in other city-wide activities. The students participate in annual youth leadership events supported by the DC Mayor's Youth Leadership Program and DC Youth Services Administration. One year, the students led a team of 65 youth from diverse backgrounds across the Washington metropolitan area in facilitating a "Youth Day of Dialogue."

The above activities indicate that there is a role for youth in prejudice reduction. With the knowledge and skills they are able to develop through NCBI, they have succeeded in increasing their confidence and competence in holding their peers (and even adults) accountable for their discriminating remarks. Based on the above experiences and incidents in many schools in the local Washington area, leaders have learned that caring for others is a key principle in preventing violence among youth.

5. IMPACT OF PROMISING PRACTICES

The promising practices have had a significant impact at the individual level, as reported by the individuals who participated in the practices. Through these practices, participants have dealt with internalized oppression and worked on personal issues that have prevented them from

becoming effective leaders. This impact was reported specifically by members of the Black African Heritage Constituency Caucus and the Latino Constituency. Many of the participants described how through NCBI, they learned to listen to other people's experiences with discrimination. Several participants who were involved in the GLBT Constituency and the Latino Constituency reported that their listening skills enabled them to respond to a bigoted comment in an empathetic manner that tries to understand the person's experience and change his/her attitude rather than in a confrontational manner. According to the previous Police Chief in Seattle, his enhanced ability to listen to and influence individuals who profess prejudices have taught him new lessons about working with other people that he once believed he did not need.

By creating and supporting effective leaders, the promising practices are beginning to demonstrate institutional impact. This is particularly true for the National Campus Program and the Public Sector Affiliate where participants have reported institutional changes that respond to prejudice and discrimination in a more responsive and responsible manner. By establishing leadership teams in universities and colleges and in public agencies, these institutions' capacity to address issues related to prejudice and discrimination have been enhanced. This is a major accomplishment for some institutions that did not have a mechanism for dealing with such issues before adopting and integrating NCBI methods into their policies and activities.

Reports by participants of the "White People Confronting Racism" project showed the effectiveness of the practice in removing the guilt that White people often feel about their privilege, which prevents them from becoming allies to other racial and ethnic groups. The practice also helped the White participants design and implement projects that allowed them to act on their goals to fight institutional racism.

In summary, the promising practices support NCBI's belief that effective leaders are the key to institutional change. Based on information provided by the participants, these practices have worked well in addressing prejudice and discrimination because they reflect NCBI's strengths in the following areas:

- Addressing all forms of prejudice and discrimination (e.g., racism, sexism, classism, homophobia, anti-Semitism) so that oppression can be addressed more comprehensively;
- Helping individuals develop the skills to respond to a range of issues and to become effective leaders;
- Providing the mechanism and support required to help individuals make prejudice reduction a part of their lives;
- Promoting prejudice reduction as a life-long struggle and not just a one-time event; and
- Creating methods and strategies that are replicable.

6. PERSONAL CHANGE AND INDIVIDUAL CAPACITY

The impact of NCBI on personal change and growth was further affirmed in a series of interviews that ASDC conducted with individuals who went through NCBI's National Leadership Training Institute (NLTI) and Train-the Trainer (TtT) Workshop. The process for these interviews was described in Section 1.4.

6.1 Initial Capacity Six to Nine Months After Training

All nine respondents who initially responded to ASDC's inquiry indicated that they developed new knowledge and skills in the major areas taught by NCBI during the NLTI and TtT workshop. The respondents developed many new insights (e.g., most people have good intentions, building allies takes time). They also experienced a new level of energy after they were able to identify the source of their distress or concern, which had obstructed them from reaching out and working with people who are different from them.

All nine respondents reported that they responded differently when confronted with an intergroup conflict after they participated in the NLTI and TtT workshop. Six reported that they listened better and were able to engage the other person in a dialogue about his/her feelings; three reported that they were more empathetic towards the other person's feelings; and two

According to an NCBI leader, his friends make comments about different races. He felt that he was becoming effective in asking them "to tell him a little bit more" and engaging them in telling stories so that he can shift their attitudes.

reported that they were able to challenge oppressive slurs and jokes in a non-confrontational manner. The respondents also indicated that their new knowledge and skills were applicable in a variety of settings, including in their home, community, and workplace.

Eight of the nine respondents reported that they were active in NCBI. Five respondents were in leadership positions and the remaining three provided support by writing grants and organizing workshops. Only one respondent reported no involvement in NCBI because of the lack of time.

Four of the nine respondents helped establish a NCBI affiliate on their campuses. One respondent reported that he/she helped the Unitarian Church in his/her community learn more about racism and another succeeded in making it a requirement for all college freshmen to attend a NCBI prejudice reduction workshop. The remaining three respondents' activities had not yet led to any institutional changes.

The respondents who were able to immerse themselves in NCBI work reported that the support they received from their institutions (e.g., NCBI work is a part of their job description) and from NCBI regional and constituency leaders was the primary reason for their ability to stay involved. For respondents who could not be as involved, competing work demands and time were the major barriers.

6.2 Improved Capacity More Than One Year After Training

The five participants who responded to the follow-up interviews had remained involved in NCBI more than one year after they attended the NLTI and TtT workshop. All five reported that they had participated in another TtT workshop at least once since then. Four respondents

have contributed to the formation of a local NCBI chapter or campus affiliate and three have conducted at least one campus or community training workshop.

All five respondents also reported personal growth, which they believed led to their improved capacity as leaders. They reported becoming better listeners and public speakers on topics related to discrimination and oppression, and feeling more approachable and less confrontational when dealing with such issues. Three of the five respondents reported that they have increased their commitment to finding solutions to the above problems (e.g., demonstrated more courage and ability to challenge friends, family members, and colleagues who make oppressive jokes and slurs). Three respondents attributed their improved capacity to their ability to recognize their own biases and personal pain that had previously acted as barriers to their growth.

A campus leader described how NCBI has taught her to be less judgmental and to understand that there is a reason for every person's bigotry and prejudiced behavior. She admitted that she still has a lot of growing to do in terms of believing that every group counts. As an African American woman, it is sometimes hard not to judge the values of "conservative White men." She described a situation that challenged her beliefs and NCBI skills. In a women studies course that she teaches, a White student continuously reacts angrily to the information that she provides to her students. The leader reported that in the past, she typically would confront the student in an angry manner and ask her why she felt entitled to challenge her authority in the classroom. NCBI taught her to be less defensive and to engage the student in a non-confrontational dialogue about the student's experiences with African Americans.

All five respondents, through their involvement in NCBI and activities to reduce discrimination and oppression, learned the following lessons:

- Institutional oppression is a universal problem that is everyone's responsibility;
- Solutions to oppression must engage the community because an individual cannot do it alone;
- Victims and perpetrators of oppression have to take part in developing the solutions;
- Listening and respecting different opinions are a critical part of the resolution process; and
- There are many individuals who are committed and willing to collaborate to fight oppression.

Over time, the respondents appeared to become more capable in handling issues related to discrimination and oppression. They believed that their improved capacity, particularly their skills in listening and engaging others in a constructive dialogue, made them better leaders in their communities and institutions. As a result, they were able to influence others to learn more about issues related to racism, sexism, and other forms of discrimination.

In a community where an NCBI leader works, there are growing tensions between Native Americans and European Americans because of the former's growing business presence and prosperity as a result of a local casino. Residents were afraid of losing their property because the Native American community had filed a suit against the New York State government regarding a piece of property that belonged to them. The Native American community was fighting for compensation for their property loss. When the NCBI leader described her work with Native Americans to a colleague, the person snapped at her and said, "They are all evil." According to the NCBI leader, she would typically start lecturing and preaching about oppression, but NCBI taught her to listen for the "ouch" beneath the reaction. When she listened, she learned that her colleague's five-year old daughter cannot sleep at night because she is afraid that the "Indians will take their home away." She was able to address her colleague's reaction in a calm and constructive way as a result of her NCBI skills.

The findings from the questionnaires implied that NCBI members who are supposed to conduct NCBI work as part of their job responsibilities are more likely to be successful in applying the knowledge and skills acquired through NCBI. A strong support network comprised of family members, friends, colleagues, and other NCBI allies, as well as leadership support from the NCBI members' institutions also play a critical role. For other members, it was a struggle for them to find time to even attend meetings.

Most importantly, NCBI provides a place for individuals to ~~work through their distress and~~ concerns which hinder their ability to respond to conflict and oppressive situations in a constructive manner that transforms themselves and others.

It also provides a network that individuals can count on to help them reflect on their actions and find solutions. The extent to which this network exists varies and depends on the individual's level of involvement with NCBI at the regional level and its constituencies.

7. CONCLUSION

In summary, information from the nine promising practices and individuals who participated in a National Training Leadership Institute and a Train-the-Trainer Workshop shows that working on issues related to prejudice and discrimination is a life-long commitment. The leaders of these practices and other NCBI leaders take on hard issues and attempt to change people's attitudes and behaviors. They help people respond to daily situations that may sometimes appear trivial, but if not addressed, will perpetuate the oppression that occurs at the institutional and systemic levels. These practices and the experiences of the leaders described in Sections 4 and 6 are evidence that a person's personal values and issues must be addressed as part of the process for addressing intergroup conflicts and building alliances at the community and institutional levels. When a person develops the ability to reflect on his or her own values and acquires a set of skills to help others do the same, then he or she also can help build effective institutions that promote equality and equity.