THE EM·BR·ACE FOUNDATION:
INCREASING PUBLIC SCHOOL EFFECTIVENESS

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The EMBRACE Foundation:

Increasing Public School Effectiveness

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DEDICATION

For Bettye and Spunky, who will always remain in my heart. To my family, my friends, my advisors Jeroen Pinckaers and Lynda Koolish, and my partner in love, who stood with me at my lowest points, and held my hand as I soared.

Thank you.
ABSTRACT OF THE PROJECT

The EMBRACE Foundation
Increasing Public School Effectiveness
by
Leilia René Johnson
Master of Arts in Liberal Arts & Sciences
San Diego State University, 2010

Despite legislative criminalization of segregation (that is not often comprehensively
enforced), the enactment of equal opportunity laws, and other such actions to reduce and
eliminate discrimination in college admittance, university admissions statistics amongst
ethnic groups continue to show disparities to this day. Additionally, studies prove significant
percentages of students who initially felt prepared for college prior to admittance have failed,
have switched majors, dropped out, or took more than five years to complete their desired
course of study due to elevated levels of work expected when compared to high school
courses. This ultimately leads to smaller numbers on a national scale of men and women
from underrepresented groups with post-secondary education degrees and management and
above jobs as compared to their Caucasian counter parts.

In order to assist in providing a support system that sufficiently prepares students for
college and the professional world, increase the number of successful college students from
underrepresented groups, and eradicate the pattern of public high school curriculum that does
not prepare students for college, I am building a non-profit college preparatory program. The
EMBRACE (Educating Minds; Bridging Races, Attaining College Experience) Foundation
will be a preparation and transitional student resource to enter college and the working world.
The Foundation is intended as a supplement to traditional public high school curriculum in
California that is inadequate for several reasons, such as limited funding, understaffing, lack
of imaginative and engaging learning, and curriculum that have not been adapted to the needs
of increasingly diverse classrooms. EMBRACE focuses on the transition from high school to
college and the professional workforce with an emphasis on increasing diversity, facilitating
life-long learning, and advocates community involvement. The mission of the Foundation,
stated in the Business Plan (Appendix A), is not to further fracture society by identifying and
amplifying the differences between one another. The mission highlights the importance of
difference while working communally in an increasingly global society and consumer
market.

EMBRACE’s local and global vision includes a social movement of change toward
excellence in every aspect for everyone, regardless of privileges or disadvantages.
EMBRACE’s uniqueness hinges upon utilization of interdisciplinary thought within its
infrastructure established in the Core Policies (Appendix B), while expressing the
significance of interdisciplinary learning and teaching to students, staff, and mentors that
become involved with the Foundation.

EMBRACE hopes to serve as an encouraging community forum for traditionally
underserved students by creating a network of familiar ties once they begin their journeys on
a college campus. Eventually, for the continued growth of the Foundation, I hope to
establish partnerships, through Memorandum of Agreement Contracts (Appendix C), with local schools and universities in the surrounding area to allow students to join the EMBRACE program to raise the number of students served. EMBRACE hopes to generate a meaningful spark within all students it enrolls that is life changing and will affect the community positively. To realize these goals, I will gather research from current literature and statistics to discuss programs that already exist. Accordingly, I can extrapolate the impact EMBRACE hopes to generate in the surrounding community through juxtaposition and by providing a business plan for this project.
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INTRODUCTORY STATEMENT

In the face of current global change, the academic world must adapt to the new climate that exists both in the professional and academic spheres. Students finishing their Bachelor’s and similar degrees are finding it harder and harder to find employment that fits their qualifications immediately after graduation. Factors such as the current slowed world economy (that will eventually fluctuate back to a profitable state) and growing skepticism of old industries (such as oil companies) are constantly springing up and closing doors on conventional means to success. EMBRACE seeks to circumvent these trends by offering students not only avenues to knowledge, but life experience and work experience that many college students are lacking right after high school. While the number of outreach and retention programs has increased in the past few decades, little research exists that details how well these programs work. However, there is, in fact, documentation that certain aspects of outreach, retention, intervention, and other college preparatory programs do have a positive affect for student participants. For instance, an existing intervention program, Summer Research Opportunities Program, has three primary components, one of which is a Mentored Research Project. 90 percent of the participants rated the mentoring experience with a college faculty member as extremely important to their academic goals and future. EMBRACE also features mentoring amongst its services. The summary and review of related literature portions of this project will explore the possible impact EMBRACE as a whole can have on the surrounding San Diego County school community based on the compartmentalized analysis of what college preparatory services are found to be beneficial. Additionally, through statistical analysis and input from professors, current and aspiring college students, and high school teachers, this project documents the validity in founding EMBRACE and how significant it will be to participants. EMBRACE members, from the

staff to student levels, also agree to a commitment to personal excellence not only in 
academia, but in the community as well. The Foundation’s goal is to inspire students to 
experience learning beyond what is needed to answer the questions of any particular test to 
become dynamic learners for the duration of their lives. The empirical research and 
progressive goals discussed in this project will reinforce the legitimacy of the objectives of 
the program to prepare students for the future as it is currently forming in the global climate.

The business plan, catalogued within Appendix A, will outline the logistics of 
EMBRACE as a working model. The plan will detail hiring practices, expectations of 
employees, volunteers, and participants that will be agreed to upon signing Conditional 
Contracts (Appendix D); fundraising strategies, implementation, and the mission and vision 
statement, among other components. The most immediate goal of EMBRACE is to educate 
students to the benefits of a diverse society and increase the population of traditionally 
underserved students ranging from non-white ethnicities, first generation college students, 
and low-income students simply because statistics document these groups as the least 
populous in the college setting. I include this perspective because the current pedagogy 
assumes a one-size-fits-all approach to schooling, which ignores and distorts the highly 
stratified, diversified, and pluralistic nature of American society.4 Allowing the persistence 
of this narrow approach to education perpetuates the absurdity that conflates treating people 
the same with treating them equally.5 As a result, the EMBRACE program prioritizes the 
importance of engaging underrepresented students, although the program encourages 
participation for any students who will benefit from the program. This is why the career goal 
of EMBRACE is to aid all public school students in California with the transition to college 
and eventual completion of his or her higher education degree as well as start a movement to 
change the public school system in California to adequately train students to achieve 
individual success. I argue that educating current and future youth to the advantages and 
sensitivities of diversity as well as life-long learning is one avenue to achieve a successful 
transition from high school to college while reducing the proliferation of discrimination in 
American society. The organization’s staff will respect that some students do not have an 
affinity for or desire to attend higher learning institutions. Consequently, EMBRACE also

5. Ibid., 356.
offers job preparedness training so participants can be competitive in the workforce as well as to facilitate the realization of a career passion. Once a profession is chosen, EMBRACE staff seeks to provide and assist students in locating beneficial resources for their respective career.

Essentially, this project serves as a persuasive device to facilitate the founding of EMBRACE as well as the legitimacy of outreach and retention programs overall. The project will document the continued disparity in admittance of traditionally underrepresented student groups to higher educational forums and serve as a solution to remedy the attendance discrepancies. Especially since current research studies, such as the report in 2006 headed by UCLA professor Jaana Juvonen, also quoted students from underrepresented groups (lower-income, first generation, and non-white high school juniors and seniors) as stating that a lack of faculty, staff, and fellow students on campus who resemble them either ethnically or from similar backgrounds causes many of these students to leave the university setting because they do not have someone to relate to, or feel comfortable being mentored by.\(^6\)

Unfortunately, more than 50 years after *Brown v. Board of Education* most United States students continue to be educated largely in ethnically segregated schools.\(^7\)

The project proposes the encouragement of activism from current college students, university faculty and staff, secondary education teachers, and parents since it will outline an optimistic resolution for increasing underrepresented student numbers. Optimistically, these individuals will opt to serve on the Foundation’s Board of Directors once they complete the Application and submit to a panel interview (Appendices E and F) to ensure the spirit of the Foundation remains intact. With this non-profit endeavor, I seek to demolish the misunderstanding from critics in certain arenas that private organizations, the government, and philanthropists simply provide “handouts” to at-risk students. Instead EMBRACE will assist students in discovering their own passions and pensions for education, higher thinking, and learning, which is necessary to enjoy the college environment. By exploring the

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\(^7\) Wolpert, “Students Feel Safer in Ethnically Diverse Schools, UCLA, UC DAVIS Psychologists Report.”
foundation of EMBRACE from a research oriented and interdisciplinary perspective, a functional and plausible basis for success for any college bound student will be established.

The project dissects the California secondary public school system to critique the current state expectations for graduation and how high school students are anticipated to prove their proficiency in the required curriculum, as well as the structural obstacles they face. One such impediment is the “culture of failure,” that persists within the public education system which is analyzed as one factor for the widening education gap. This concept encapsulates the academic disengagement that fuels the cycle of self-deprivation non-white students experience in the current school system. Another reason for the representation discrepancies is my argument, from personal experience, third-party input, and statistical evidence that high school does not prepare students for the rigorous nature of college level coursework. In some states, schools have been able to close larger high schools and open several smaller schools to better serve their districts. A study completed on hundreds of high schools in the National Education Longitudinal Study found that schools that had restructured to personalize education and develop collaborative learning structures produced significantly higher achievement gains and that the gains were more equitably distributed across the student body.\(^8\) However, many less fortunate public high schools are so dependent upon maintaining their statistical relevance for state funding that the quality of education can at times be diminished by cutting the amount of time in class (as in a high school district in San Diego’s East County,\(^9\) name withheld), and class sizes simultaneously increase. For instance, extracurricular activities such as music programs, sports, etc., that enrich student learning are cut in order to fit budget spending, teachers lose their positions, schools become impacted, and the list continues. EMBRACE hopes to serve as a tool of alleviation for schools that do not have the budget to restructure, but especially for students whose intellectual growth is threatened by budgetary conditions.

As a necessity to ensure a thorough and accurate depiction of the call for outreach and retention programs such as EMBRACE, this project interprets statistical and other various trends in the academic, professional, and commercial realm through an interdisciplinary

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9. Brances, Kathleen (name changed), e-mail message to author, June 30, 2010.
approach. It is significant because it explicitly seeks to establish or integrate a bridging or synthesis of methods and procedures in academics, the professional world, or in whatever specialization it is utilized. Interdisciplinary thinking is a crossing of pedagogies that opens veins of dialogue between disciplines and allows access to theories, ideologies, perspectives, and wide ranges of information that would otherwise be isolated in one discipline due to epistemological narcissism. Interdisciplinary academics facilitate the creation of new subjects that are adequate to handle our practical and conceptual needs that some specialization may not accommodate, as well as the development of new disciplines. Interconnected dialogues are necessary to the infrastructure and the established goals of EMBRACE since they encourage life long learning through conjunctive interaction amongst educators and students alike. Within academia, as educators that come to invest more and more of their intellectual energies in such work, the expectation is that this approach will extend more and more often to their teaching engagements as well. The same outcome is expected from utilizing interdisciplinary teaching techniques in the EMBRACE program; students will adopt the habits of mind that will be sustained outside of the classroom as well.

Developing this project and organization with an interdisciplinary perspective provides a comprehensive view of the gaps as well as bridges between the professional, commercial, and academic worlds. For instance, exposing students to different professional viewpoints can greatly improve the effectiveness of discussion-oriented learning by helping to make hidden assumptions, embedded ideals, and implied value judgments more overt, explicit, and tangible. Poised with information about the demands of, skills that are required for success, and the ideologies amongst the academic, professional, and commercial

13. Ibid., 160.
15. Ibid., 4.
16. Ibid., 23.
fields within reach of participants, EMBRACE can then adjust its services accordingly to be that much more proficient as a program where other outreach and retention organizations may fall short. Access to said information is achieved through cross-disciplinary work, especially in a dynamic world, where knowledge is increasingly transient and the ability to transform and manipulate knowledge to solve more complex problems is integral for economic success and sustainability, there is surely a need to overcome these barriers and allow interdisciplinary approaches to flourish. Additionally, including an interdisciplinary pedagogy within the core values of EMBRACE will equip student participants with a broad view outside of the program and give them an edge amongst their potential peers and competitors in the job market. They will absorb information that is useful in its flexibility across disciplines and exposes the dangers of academic and intellectual fragmentation in a globalized world.

To further develop the importance of an interdisciplinary perspective, I will illustrate how it benefits this project by discussing several characteristics and trends in the U.S. For instance, I uncover the economic tendencies in this country from the past, present, and future that directly impact the types of jobs that become available to the American citizenry. Accordingly, lulls in overall public spending due to current, future, or past economic recessions will reduce the demand for luxury items such as high fashion clothing. In this example scenario, designers, distributors, and manufacturers will see a drop in sales and opportunities that affect their profit margins. Economic propensities such as this are important to note for a number of reasons. One being aspiring fashion students who participate in the EMBRACE program are privy to knowledge about the importance of acquiring a more all encompassing intellectual viewpoint to utilize which enables them to maneuver easily within the fashion world as well as the job market during economic downtimes. In other words, they will be informed not to rely simply on the specifics of fashion, but to also attain fashion marketing skills, managerial skills or experience, buyer knowledge, etc. so they can remain valuable and attractive when looking for a job. Another important issue from an economic viewpoint addresses the lack of funding for schools from state and federal government during recessions which also impacts the ability of the

18. Ibid., 3.
secondary school systems to prepare students for college and/or the professional world. To accompany the brief economic analysis, I will explore historical proclivities (including the impact of immigration and colonization patterns on America), cultural dimensions within the United States, and general political trends.

While as non-profit program, EMBRACE has nothing but positive implications for the future of underrepresented youth and all college bound students, I will be unable to actually found EMBRACE before completion of this project and study its impact in real time on participants. I am relegated to statistics and projections in terms of the type of influence the project will have on the community.
METHODOLOGY

I seek to employ the methods outlined within this section to create the opportunity for personal intellectual growth as well as life experience for those that participate in my program, EMBRACE. However, one limitation of this project is the lack of personal capital and resources to commence operations and offer services to San Diego County public high school students, which would allow accurate measure of EMBRACE’s impact on the target group, rather than solely relying on theoretical speculation to complete this project. To circumvent this shortfall, I will include the point of views from several students, teachers, and professors that have discussed their insight on this subject from current research and literature. I have highlighted principle passages and researched important topics that were mentioned, such as the myth of a “perfect classroom,” in order to include them in this project for in-depth analysis. Each high school and college faculty member noted in the current literature sources communicated his or her insight concerning several issues including, although not limited to, student performance in high school and during their first terms in college, the role that state education standards take in student development, and the education gap between public high school and college. They also offered advice regarding effective contingency plans to improve public education, as well as first-hand perceptions of the conditions of student development while they are in high school taken from their experiences with California high schools and the university system within this state. The information I gained assisted in orienting my academic project for immediate completion, and further developed the long term goals of EMBRACE to meet the unique needs of my target student group, once I am able to begin the program’s services.

Although, for this project, I am able pull from my personal experiences with the transition after my graduation from high school in 2002, and going straight to the University of California, Santa Cruz that following fall (which was a motivating factor in creating EMBRACE), I felt it was necessary to take a multi-perspective approach to analyze this transitional period in a students’ academic career. This would create the most comprehensive illustration possible for me to identify gaps, inadequacies, helpful resources, and all similar components that quantify the time between high school graduation and the first term in
college. Simply investigating the freshman college student perspective does not allow ample scrutiny of the ethnic, economic, and gender based discrepancies surrounding the transition from high school to college. Similarly, the student perspective does not provide access to identify the resources, or lack there of, that schools and teachers have to assist students in the secondary school systems. It is also imperative to extract information (for the purpose of research) that uncovers how high school faculties view student development through the students’ progression through high school in order to accurately gauge the effectiveness of the secondary public school system. It is equally essential to discern if the faculty themselves feel productive, or inefficient, as learning facilitators. Assembling such information is crucial to adequately assess the elements within the classrooms that are effective and those that need improvement.

For instance, Martin James, a college preparatory program and Social Sciences teacher in public high school noted that the physical tools at his disposal are very good; it is the social culture of failure prevalent amongst the students that is overwhelmingly persistent in his school.¹⁹ From this viewpoint, it is clear that simply feeding facts to students is not enough to ensure their success after high school. Peers, teachers, parents, and school officials must nurture an environment that encourages progression rather than allowing an “I can just get by” attitude in the classroom. EMBRACE seeks to provide the methodology and ideology to overcome student apathy directly to participants, and the information presented in this project will hopefully strengthen my program as a facilitator of life-long learning by giving the students the resources needed to bolster their own learning. By offering interactive events, classes, activities, and trips, the students will be able to actually experience how learning can be adapted to their personal perspective and create a culture of self-motivated exploration and self-discovery. EMBRACE, through an application and interview process as outlined in Appendices G-L, will employ highly experienced and qualified Executives, Managers, Staff members, and Mentors in order to ensure the EMBRACE Scholars attain these experiences.

One such event to empower students that EMBRACE hopes to offer is a visit to a cultural fair for a specific ethnic group, or a multi-cultural fair, such as the Annual African Marketplace Cultural Faire in Los Angeles. From a previous excursion to this particular fair,

¹⁹. James, Martin (name changed), e-mail message to author, June 30, 2010.
I can attest to each student’s ability to engage with the history they read about in their textbooks and experience it in a tangible way. Rather than simply reading statistics and quotes, students can interact with such poignant pieces from history as a warning poster that was displayed at the fair and originally directed toward both freed men and slaves. The poster stated that anyone caught harboring a fugitive slave, or even out in the town at a certain time with or without papers documenting their freedom could result in their imprisonment and subsequent punishment. The tragedy about this poster is that most African-Americans at that time could not read, and those who did, could not read well. The imagery on the poster depicted a slave ship carrying several slaves on its deck, while white Americans waited for it to dock at the shore. The slaves were barely clothed and drawn in a smaller proportion than that of the white men on shore. This portrays their insignificance in comparison to white men by illustrating them in a shrunken stature. Students will be able to connect to the reality of this country’s history on an emotional level, rather than just a factual level. They can then, during group discussion facilitated by the EMBRACE Mentors accompanying the students on this trip, verbalize how these historical events make them feel, if they have ever experienced persecution of any kind, and even suggest methods to each other that discourage prejudice amongst their peers. An encounter with this poster, and the many other items at the fair, such as actual shackles, a replica of the inside cargo hold of a slave ship, and art work created by African groups, will aid students in living their shared history. This creates specific incidents that link their memories to the historical information which also becomes more meaningful. Students will undoubtedly become more curious about their history since they were able to make a connection with it. To ensure that students will actually engage and actively participate in the offerings of the program, they too will submit an application and undergo an interview (Appendix M) with the Education & Recruitment Director.

To further illustrate the disadvantages of a lacking educational system, James continued his analysis of the current public school system by sharing that most students are not prepared for college for a number of reasons (even if they get in) and as a result, will eventually drop out.20 Some of those obstacles hindering James’ students include trauma from neglect, violence, an inability to read or think critically, or even to read well at all once.

20. James, Martin (name changed), e-mail message to author, June 30, 2010.
they enter as freshmen. In a public high school setting, this lowers the bar of expectations for high school students as they progress in their matriculation. In order to meet state standards, the high school administration simply needs students to pass the standardized tests and complete the graduation exit exams without anticipation for or preparing the students to receive stellar scores.

Furthermore, recent studies and literature included the perspective of public school students in various stages of their academic careers. They retrospectively evaluated their experiences within the education system, which is valuable to the completion of this project. Several of the students were able to identify key items that were not present and may have increased their chances for success in order to better facilitate the transition to college as well as factors that were indeed helpful. The influence from these ideas disclosed by these students increases the ability for EMBRACE to assure its effectiveness to the community by adapting them to the program’s target group and services. As expected, there are students who did not find significant difficulty during their first term or year in college following high school graduation. Justifiably, their input is just as significant to this project since they can offer information that is helpful to design a beneficial college preparatory program. Their recollections can be tailored into methodologies and ideologies that are shared with high school students through EMBRACE not only for their academic advantage, but also for their personal developmental welfare as well throughout their adult lives.

Additionally, to adjust the scope of this project to current and future student needs and to create relevancy for the project, I gathered numerous articles, statistics, reports, research series, and books documenting the development of education in this country. Several books provided information about the mental health of college students once they reach the university environment, ways to close the gap between high school and college, as well as offering methods that university faculty may employ to foster and retain a diverse setting on his or her campus. I argue that educating current and future youth to the advantages and sensitivities of diversity as well as life-long learning is one avenue to achieve a successful transition from high school to college while reducing the proliferation of discrimination in American society.

21. James, Martin (name changed), e-mail message to author, June 30, 2010.
The case study titled “The Substantive and Symbolic Consequences of a District’s Standards-Based Curriculum” documented the effects of the Delgado Unified School District’s (a pseudonym) decision to adopt local standards for the district that fell below state standards.\textsuperscript{22} Originally, district administrators intended to raise standards on a year-by-year basis to eventually match state standards under the assumption that students would meet the lower standards.\textsuperscript{23} However, this method of lowering standards with the intention of gradual enhancements, as many of the teachers in this district observed, cultivated an environment for deficient curriculum that generated an atmosphere of substandard performance from the students;\textsuperscript{24} a venerable district sanctioned culture of failure in the high schools. Understanding the various conditions students, teachers, and districts function within will aid me to better identify the root causes for education gaps in California’s public high school system and suggest realistic solutions that EMBRACE can employ.

Another vital component to the methodology used for this project is the necessity to explore research that not only defines interdisciplinary, but to reference sources that also detailed the value of an interdisciplinary approach to studying issues such as the impact outreach and retention programs have. Orienting this project in an interdisciplinary format creates access to a background for the subject matter which justifies its research significance. Essentially, detailing the abstract theories and statistics from several disciplinary angles and cross-sections can make tangible many of the intangible concepts that surround education reform. For instance, identifying which avenues and solutions are truly effective for supporting students’ personal growth and development and which current methodologies are simply topical and will not stymie the continued existence of an educational gap for underrepresented student groups. By revisiting historical, economic, and political patterns in regards to their relationship with cultural and class development within this nation, I am able to document how they intertwined to help construct our current public education system and the gap that survives to this day. This suggested approach avoids the possibility of modeling


\textsuperscript{23} Haymore Sandholtz, et. al., “The Substantive and Symbolic Consequences of a District’s Standards-Based Curriculum,”170.

\textsuperscript{24} Ibid., 170.
an unproductive solution that only corrects one issue. For instance, establishing a scholarship for underrepresented students is desirable, however, it solely provides students with the capital to afford college, but does not address their critical thinking needs. Therefore, an economic viewpoint of the educational system is not sufficient on its own for reorganizing and improving state education standards for student needs. Recognizing cultural sensitivities, current communication avenues, political factors, and other such elements will produce the most complete analysis and subsequent resolutions for this project.

In order to measure the success of EMBRACE, I have also developed an Exit Survey for the student participants to complete. It asks their goals, if their needs were met, what their negative and positive experiences were, and other questions of a similar nature. The survey also asks that students provide their contact information on a separate sheet. This is to protect their privacy when completing the survey. The contact information will allow the Foundation’s staff to follow the progress, or lack there of, for EMBRACE Scholars in order to tailor the services of the program to be more effective. A copy of the survey is included in Appendix N. Additionally, everyone involved in the operations of EMBRACE will be held accountable based on the following five standards of evaluation, titled “D.R.E.S.S. for Success,” which have a direct correlation to the policies and procedures as ratified by the Board of Directors. They are Dependability, which encapsulates shared responsibility and the notion that everyone will be dedicated to helping their coworkers and the EMBRACE Scholars realize their potential; Responsibility, which is based on establishing system-wide accountability at all levels within the foundation; Evaluation which establishes checks and balances to streamline and perfect EMBRACE’s services; Society, which promotes inclusiveness and ensures that everyone is working to realize the mission statement; and Strength & Structure which embodies the institutionalization of the mission statement into the infrastructure of the Foundation so that every action is a step toward realizing the goals of the organization. Each value will instill team building and team work as well as an atmosphere that encourages self-correction and self-reporting without fear of retaliation for certain mistakes. Essentially, these values ensure a synergistic program for the empowerment of the Scholars and community as well.

Finally, I completed several courses that I felt ultimately validate me as a credible authority on the subject of creating a program that will hopefully result in diverse community
in the academic and professional worlds that accurately represent the population of this nation. The foundational business plan for EMBRACE was designed throughout the duration of an entrepreneur course. This class gave me the fundamentals to running a business of any caliber. I was exposed to the legal expectations and ramifications a business owner will encounter, the financial uncertainty, the emphasis on thorough planning that is necessary, as well as the mental and emotional hardships that are almost guaranteed to occur as the business is first established. These educational preparations were essential to the construction of this project to generate a comprehensive business plan, syllabus, and research study with viable information for exercisable use.
REVIEW OF RELATED LITERATURE

As previously noted, most students in this country attend schools of all levels that are more than 50 percent Caucasian.\textsuperscript{25} This statistical condition of the academic climate is not an accurate representation of the country’s workforce, increasingly diverse population, or of the international interactions America has on economic, political, and leisure levels. Underrepresented students in starkly segregated classrooms and communities are statistically illustrated to have difficulties navigating in a climate that reacts to their presence as an “other,” or someone that must conform to the majority academic culture. For the education system to be effective for all students, immediate change on a grass-roots stage is necessary for remediation of such a telling discrepancy between our educational system and the current global market climate. Thurston Domina addresses one particular solution to ignite change, outreach and retention programs, in his article, “What works in College Outreach: Assessing Targeted Schoolwide Interventions for Disadvantaged Students.” He states that outreach, retention, and intervention programs raise the possibility of college attendance for at-risk youth.\textsuperscript{26} Although it has proven historically difficult to track the direct impact of outreach and retention programs due to the lack of uniformity across state school districts, Domina notes that there exists evidence of increased 4-year college enrollment (six percent higher enrollment than the control group\textsuperscript{27}) of target students that were unsure of future plans\textsuperscript{28}, or maybe were not given the opportunity to choose post-secondary education as a feasible option. These statistics are important because they foster not only the argument to increase the amount of outreach and retention programs offered, but the room for existing programs to improve their services in order to be undeniably significant in helping students that participate to realize their future goals.

\textsuperscript{25} Wolpert, “Students Feel Safer in Ethnically Diverse Schools, UCLA, UC DAVIS Psychologists Report.”
\textsuperscript{26} Domina, "What Works in College Outreach," 129.
\textsuperscript{27} Ibid., 130.
\textsuperscript{28} Ibid., 147.
Since the effectiveness of a program varies in correlation with the characteristics of students involved\textsuperscript{29}, it is imperative that a program gathers thorough feedback on the needs of its target group. It is not enough to assume that each student, for instance, is familiar with the college admissions process, or what interdisciplinary thinking is. Program facilitators must research their target demographic, and also actively survey the students, schools, and teachers of that group in order to tailor their services and perfect their effectiveness. This ensures the program’s longevity and most importantly, the success of the student. Additionally, Domina believes program designers should take into account which groups are most likely to benefit from the program’s services to avoid gaps in success rates and efficiency.\textsuperscript{30} Above all else, programs and their leaders must stay true to what will most significantly assist the students and community it serves. Then, and only then, will California experience meaningful growth and change in its youth and what they can accomplish.

Another poignant solution for improving public education that offers proven results is the development of dual or joint-enrollment courses and middle-colleges found throughout the nation at the secondary education level. Dual or joint-enrollment classes allow students still attending their home high school to take college courses and earn credits toward their post-secondary degree completion. Middle-colleges are either abstract programs or actual facilities that select high school students for participation. These organizations offer courses that are challenging and prepare students for the demands of a college classroom.\textsuperscript{31} While some middle-college programs run concurrent with the high school academic year (students continue to attend their home school), others permit students to live on an actual college campus, as does The College Academy which is studied in Jane Koszoru’s article, “When a High School Goes to College.” In its early years of service, the first graduating class saw an astonishing 98 percent of its members continue their academic careers by completing their bachelor’s degrees.\textsuperscript{32} The College Academy’s (C.A.) infrastructure allows students to choose courses they find an interest in, which then ignites a personal relationship with the material.

\textsuperscript{29} Domina, “What Works in College Outreach,” 148.

\textsuperscript{30} Ibid.


taught. This specific connection to learning is integral to ensuring at-risk students will continue their academic success outside of the classroom setting.

On a public high school campus in California, choosing an interesting or relevant course is nearly impossible for students to achieve. Each student is generally locked into a Board of Education pre-established track of general education courses needed to graduate and receive a diploma. The inability to choose courses creates apathy toward and disengagement from the material and results in low performance from the students. For middle-colleges like C.A., living on campus and enrolling in courses with other active college students creates strong networking ties with other post-secondary education oriented individuals, initiating not only a support system, but a motivational relationship that will help high school students relate to the college experience as something tangible and attainable. Additionally, Koszoru notes one reason for the failure of traditional high school structuring stems from stagnant communication within the educational system. She shares information from the Education Commission of the State that acknowledges “the lack of interconnections among the various levels of the education system – elementary, middle, high school, and post-secondary – in terms of both curricula and administration” causes an often insurmountable academic rift for students. Such inadequacy prevents students from being prepared as they progress from one level of the public school system to the next. Further, students are unable to perceive the relevance of what they have learned and what they will learn if they are not informed of the connections between each system and their futures. Apathy, low performance, drop-outs, decreased degree completion, and a reduction in a skilled workforce persist as a result. Organizations such as C.A. circumvent these educational gaps through practical means. Students who participate realize how to apply learning for their specific benefit based on their passions and educational strengths.

For many students, there is a false impression that their academic performances during years prior to their junior and senior years of high school have no significant impact.

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34. Ibid., 27.
35. Ibid., 27.
36. Ibid., 28.
37. Ibid., 28.
on their post-secondary educational goals. This is because students are told that colleges weigh their admittance decisions most heavily on the junior year, and the beginning of the senior year, since admission is granted during the spring of their senior year. Unbeknownst to the students, while admission criteria may not consider performances from their earlier high school years, every level of secondary education is important in a developmental sense. It is nearly impossible to coast through high school, and expect to make a successful transition to the academic or professional spheres. The research quoted in the article “Does High School Matter? An Analysis of Three Methods of Predicting First-Year Grades” written by Gary Pike and Joseph Saupe supports the argument that public high school does in fact matter\textsuperscript{38} with regards to the performances of students once they enter post-secondary education and the professional market within the U.S. This conclusion is based on test scores from public high schools, differing organizational structures between schools, and the quality of the high school which demonstrates that each becomes a factor in identifying at-risk students and are directly correlated to their first year college grades.\textsuperscript{39} If a school has a strained budget, a high student to teacher ratio, and other such constraints limit how effective a specific school is, and even to some degree, a how effective the respective district can be when attempting to enrich a student’s life. Academic interventions, such as outreach programs, were shown to increase student grades by an average of one letter grade each semester when methods for surpassing the above listed factors were incorporated into the structural foundation of the college preparatory programs.\textsuperscript{40} Statistical results such as these are telling. Revamping the policies and standards of the secondary school systems in this nation to be effective so that students are all but guaranteed a successful transition to a beneficial academic and/or professional career after high school is essential for the development of a well-adjusted workforce and human being, as well as reliable potential leaders.

Linda Darling-Hammond addresses another option for public school improvement that advocates higher order thinking and active learning amongst secondary school-aged students.


\textsuperscript{39} Pike and Saupe, “Does High School Matter?” 188-89.

\textsuperscript{40} Ibid.,187-188.
youths. She suggests the dismantling and subsequent restructuring of current individual high school infrastructures. Basically, one relatively large school, in terms of its population, is closed, split into several smaller schools (in differing locations), and reopened with dramatically decreased student populations. In her article “Reinventing High School: Outcomes of the Coalition Campus Schools Project,” Darling-Hammond, et. al. documents the powerful results of this method. Not only do students and families choose which school in their district to attend, but students benefit from retaining decision making power over which classes they take, thus personalizing their education,\textsuperscript{41} and reducing student indifference to learning. The faculty at these schools offer interdisciplinary curriculum that focuses on inquiry and intellectual skills that in turn promote active learning and critical thinking.\textsuperscript{42} Student inquiry, rather than feeding students the answers, helps them to interact with the material so they can relate to it and discover for themselves what is important about the information according to their personal perspective since this is a precondition to creativity.\textsuperscript{43} Identifying with the material in the classroom, much like identifying with a character in a movie, causes the experience to be much more memorable and meaningful because of the epistemological discourse of creativity based upon a social realist conception of knowledge.\textsuperscript{44}

The common factors amongst schools analyzed in this article that ensured each school’s success were small class sizes, administrations that allow for academic personalization and strong relationships, and a school wide performance assessment system, along with several other aspects.\textsuperscript{45} Each of these key items should be implemented throughout all California public school systems in a uniform matter and actually enforced. Of course they must be tailored to each school districts specific needs, but the fundamental goals of improved education for every student should remain intact.

\begin{itemize}
\item \textsuperscript{41} Ancess, Darling-Hammond, and Wichterle Ort, “Reinventing High School,” 642.
\item \textsuperscript{42} Ibid., 642.
\item \textsuperscript{44} Thompson, “Creativity, Knowledge, and Curriculum in Further Education,” 50.
\item \textsuperscript{45} Ancess, Darling-Hammond, and Wichterle Ort, “Reinventing High School,” 653.
\end{itemize}
A significant amount of attention must also be centered on what causes have created and fed the ever-widening education gap that exists between the secondary and post-secondary education levels. In an attempt to unravel the education gap between high school and college, David T. Conley concentrates on the specifics of the public school system, the policies, or lack thereof, that address the transition from high school to college, and what parents, educators, and anyone interested in improving education can do within the current system. In his book, *College Knowledge: What it Really Takes for Students to Succeed and What We Can Do to Get Them Ready*, he notes the steady increase, for decades, in the desire from high school students to attend college after high school and either receive a degree, credentialing, or complete coursework. The statistical incline is based on the general understanding that presently the best paying jobs are occupied by college graduates. However, statistics demonstrate that the percentage of college students receiving bachelor’s degrees has remained relatively constant over the past twenty-five years.46 One factor for this discrepancy is the failure of the secondary education system to make a clear distinction to public high school students the difference between college-eligible and college-ready.47 Students are under the impression that they simply need, for instance, to attain a certain grade point average, or take, for instance, three years of high school English along with the other core courses once they complete their senior years in order to successfully reach their post-secondary educational goals.

Students must be informed that the secondary education curricular requirements are only one portion of the tools necessary for success in college. Many universities expect extracurricular activity, not to ensure that students are keeping busy, but to assess each student’s ability to navigate a rigorous agenda, which mimics the atmosphere they will encounter on a college campus. Unfortunately, students in the public high school system become accustomed to providing the correct answer rather than the thoughtful one,48 and are often unprepared to defend their answer choice with critical thinking and logical reasoning. Regrettably, the U.S. educational system (in general terms) is designed so students will meet

47. Conley, *College Knowledge*, xi.
48. Ibid., xii.
admissions requirements, but not necessarily be able to perform at college-level expectations.49 Especially in California, the Master Plan for Education anticipates that 66 percent of all students attending public higher education institutions are to enroll in a community college, even though the state claims its system of higher education to be universally accessible for all people.50 Basically, the system was designed consciously not to have strong linkages between secondary and post-secondary education51 in order to remain selective and produce college graduates that were “the best of the best.”

Conley also states that teachers work in a system that provides them little consistent direction on what they should do for, or ask from students to help them become college ready.52 He suggests a heavier reliance on the Advanced Placement (AP) course system (regulated by the College Board), as long as it experiences a few well-placed adjustments. As it stands, in the California public school system, only high performing students are eligible to take AP courses, and the classes are not progressively coherent from year to year, or subject to subject. Conley notes that the courses lack a foundation of critical thinking that students can build on when they enter the next course level which results in the students engaging in relatively more difficult work, but not experiencing complementary learning or cross-disciplinary learning.53 Altering AP courses so that they are open to all students interested in taking them or that will benefit from instruction designed to develop their critical thinking skills. Essentially, AP will be able to teach students to create a synthesis of learning from one grade-level to the next54 and form a public school system that connects students with learning rather than minimally preparing them to meet college admittance requirements.

AP courses aside, four-year instructional programs in public high schools are not usually designed to be intellectually coherent. The focus, as noted previously, is more on content coverage than on student development; classes and requirements do not consciously
develop student cognitive abilities or key learning skills.\textsuperscript{55} In recognition of these inherent and deliberate educational gaps, college preparatory programs of all configurations allow students to avoid loosing out on their aspirations for postsecondary education or attaining the career of their dreams. They will have access to the rigors of college in some programs, while others will connect them with mentors that are currently in the university system, giving them firsthand knowledge of what college may demand of each student, among numerous other benefits. Conley argues that students, who encounter a meaningful high school curriculum, as well as college preparatory programs for a significant period of time, will profit even if they do not go directly to college. He states that students acquire the foundational knowledge and skills that they can develop the intellectual habits of mind further in whatever direction they choose.\textsuperscript{56}

As it stands, academically and intellectually lacking high school settings harbor expectations based on lowered assumptions about what students are capable of or interested in doing.\textsuperscript{57} Conley believes. As long as these assumptions linger, they evolve into self-fulfilling prophecies amongst educators and students alike, a veritable culture of failure. Students basically are expected to drop to a level of the bare minimum of intellectual development, and therefore do only what is nominally expected of them.\textsuperscript{58} This condition is epitomized in the jargon of the No Child Left Behind Act in 2001 since it omits the “whole child concept” from its standards of progress.\textsuperscript{59} This concept includes the students’ personal and emotional development as they correlate to their social, economic, and political environments, which the No Child Left Behind Act excludes.\textsuperscript{60}

Without teachers or legislation equipped to prepare and nurture students in terms of their entire development and circumvent the culture of failure, students are sentenced to become complacent in their condition. For instance, they assume if at the high school level they receive high marks by term close for doing only what is minimally required, they will

\textsuperscript{55.} Conley, \textit{College Knowledge}, 52.
\textsuperscript{56.} Ibid., 53.
\textsuperscript{57.} Ibid., 54.
\textsuperscript{58.} Ibid.
\textsuperscript{60.} Ibid.
often mistakenly conclude the same can be done in college, unless they are informed otherwise. These habits result in students that are not inspired by education, but feel forced to complete it. This state of obligation forms out of a lack of culturally sensitive faculty with the capacity to navigate through the pluralistic American education system. Students do not develop a connection to learning that illustrates how it can help them achieve their passions, goals, and realizing their inner aspirations. Allowing public high schools to remain in this vicious cycle of self-deprecation is a disadvantage for students in the immediate sense, and in the long run, lowers the possibility of achievement for future leaders and the country as a whole.

Conley suggests another vital element for the improvement of public education that supplements my theory to utilize college preparatory programs. He notes that almost no public school district in the nation has a common template or format to write course outlines, syllabi, and other such pertinent class materials.\(^61\) These circumstances unfortunately, provide the opportunity for teacher and staff practices to vary from class to class and also between and amongst grade levels.\(^62\) If the curricula are maintained uniformly, not only in accordance with state and district standards, but also in terms of what most benefits the growth of the students, there will be less room for student apathy and disengaging behavior from the education realm while in the secondary public school system. College preparatory programs play a substantial role in reinforcing what is encountered in the classroom, as well as introducing real-world concepts as they relate to the academic and professional arenas.

Diversity is another real world condition that should blend into the folds of the education process. Because the non-white populations in America are steadily burgeoning while non-Hispanic white ethnic groups are growing the slowest, our public education system should be restructured accordingly. In fact, research projections detailing population estimates from the U.S. Census Bureau as early as 2030 show that the African American population will increase by 20 million.\(^63\) Keeping these facts in mind, it is imperative to adjust our public education system and post secondary system to meet these needs as well as

\(^61\) Conley, *College Knowledge*, 63.

\(^62\) Ibid.

create a workforce that carries legitimacy in the collective mind of the citizenry. Scholars, academics, and professionals in various disciplinary groups advocate policies in the secondary and post-secondary worlds as one specific apparatus to enrich the higher educational experience and develop well-rounded individuals that will constitute future leaders and the workforce. Winnifred R. Brown-Glaude analyzes the arguments at the center of the debates regarding increasing diversity in the higher education setting in her book, *Doing Diversity in Higher Education: Faculty Leaders Share Challenges and Strategies*. She recognizes that all sides of the debate emphasize the specific policies that focus on the diversity issue but those same policies also overlook the underlying problems that necessitate the implementation of such legislation. The true focus, Brown-Glaude insists, should be on the structural inequalities for which the policies were created. If more time and energy was spent creating remedies for the inherent mechanisms within this nation’s academic and professional spheres that discriminate against certain class, ethnicity, and gender groups, there would be no need for these seemingly controversial policies, such as Affirmative Action. It would be commonplace for experience, achievement, and accomplishment to be rewarded regardless of economic, religious, ethnic, or any other identifying characteristic. Also, there would be a sense of urgency attributed to the emphasis of improving the education system rather than bickering about which individuals and groups are granted access to said system.

Currently, white men continue to earn the majority of professional and doctoral degrees, especially in the science, technology, engineering, and mathematics disciplines, which is significant given the importance of graduate and undergraduate degrees with regards to career opportunities and leadership positions in the professional market. Due to the narrow focus on the specific policies that attempt to increase diversity in higher education, change continues to occur slowly and allow trends such as the one noted above to persist. Without direct attention given to the structural deficiencies, the groups that benefit most from

65. Ibid.
66. Ibid., 4.
diversity policies will continue to exist in disproportionately low populations on college campuses and achieve limited upward mobility in the professional spheres.

In addition to the content of the debates concerning diversity in higher education, Brown-Glaude presents the recent trends surrounding college enrollment and graduation. According to the American Council on Education, between 1993 and 2003, post-secondary institution enrollment of African American, Native American, and Hispanic students each increased by 42.7, 38.7, and 68.8 percent, respectively. However, this study also revealed that graduation rates for African American (36.4 percent) and Hispanic students (42 percent) fell behind the rates for white students (58 percent). Among the mitigating factors that cause this discrepancy, such as steadily rising tuition costs, is that students are ill-prepared by their high schools for what college expects of them. Students are forced to retake classes at the college-level because they were not taught how to engage the material in their public high school, but instead taught to pass the standardized tests or exit exams in their districts. Rather than an introduction to the critical thinking and logical rationalization that college courses demand for students to defend their answer choices, students assume they can simply drift through their courses by completing the assignments given to them, which mimics the accepted behavior they exhibited during high school. The implementation of college preparatory programs as early as possible in public high schools is a proven solution to reverse this detrimental outcome for students as they enter college. First-year students are made more aware of what can be done personally to achieve academic and professional goals, as well as acquire the habits of mind that can be carried with them in or out of the university setting after participation in college preparatory programs.

In general, families across America rely on the public school systems to provide their children with a solid foundation that will cultivate their growth during their most impressionable years. Regrettably, most states, especially California, have been cutting their funding for K-12 education and state universities, which has forced school boards to approve annual tuition hikes to offset income loss. For instance, for the 2003-04 academic year at

68. Ibid.
69. Ibid.
UCLA, the resident undergraduate total annual fee was $5819.52, and SDSU’s full-time undergraduate fee was $1468.00. During 2008-09 fiscal year for the state, the official California budget was approved to include $55.6 billion for the K-12, community college, and university systems. However, the 2009-10 budget decreased to $45.1 billion, resulting in student costs for the fall of 2010 for UCLA and SDSU to become $9736.13 and $2115.00, respectively. Since the 2006-07 fiscal year, the state education budget has steadily decreased and is projected to continue to experience cuts in the upcoming years. Brown-Glaude relates that the average family salary does not rise along with tuition increases; as a result, federal loans now constitute 51 percent of the national total financial aid for students in college. Inevitably, a large portion of students simply can not afford college even with the option for loans since, for undergraduate students, loan eligibility is often dependent upon the parent’s household income. Additionally, more than six of every ten dollars California schools receive are from state funding. Decreased education budgets limit what districts can do with their funding which culminates in school closings, cut academic and extracurricular programs, slashed teacher salaries as well as faculty employment, and a lowered quality of the public school curriculum, among other monetarily dependent components. All of these factors exacerbate class differences among students;


decrease college enrollment among students from the working and lower classes, and contribute to our society’s widening economic gap.\textsuperscript{79}

Outside of the education system, Brown-Glaude analyzes how the combined characteristics of ethnicity and class affect the lower-income bracket students of color and how ethnicity and class compound their experiences.\textsuperscript{80} Residential racial segregation is much higher among African Americans than any other racial or ethnic group within America.\textsuperscript{81} Once these students enter a college campus for the first time, they may experience culture shock which can elevate their anxiety and inhibit their abilities to perform comfortably and adequately. Students are left vulnerable to feel alienated for the first time in their lives, unwelcomed, and home-sick, resulting in dismal first term grades or an increased chance for dropping-out altogether. The issue of diversity in higher education then is not simply helping underrepresented student groups pay for quality courses that are intellectually challenging, but to examine the broader impediments to their K-12 and post-secondary educations.\textsuperscript{82} College preparatory programs that educate students to the benefits of a diverse workforce and academic setting prepare them to persevere in an atmosphere that may not be entirely welcoming and conducive to their comfort zones.

Embedded within the diversity in higher education debate is the concept of interdisciplinary education and demographically heterogeneous interactions on a professional as well as intellectual level. Newly graduated high school students entering the adult working world must be equipped to navigate an increasingly globalized world, which includes constantly adapting technologies, political and business ideologies, as well as cultural idiosyncrasies that must be taken into account as globalization reaches further across the world. Brown-Glaude concedes that the new global worker in American society and elsewhere must have sophisticated adaptable technological skills as well as the ability to interact efficiently with a diverse citizenry without attempting to supersede another culture or dismiss their legitimacy. Since the progression of globalization on an international scale is an amplified version of the professional and technological developments within this country,

\textsuperscript{79} Brown-Glaude,\textit{ Doing Diversity in Higher Education}, 5.

\textsuperscript{80} Ibid.

\textsuperscript{81} Ibid.

\textsuperscript{82} Ibid.
It is important that education runs parallel to the professional world. She adds that an academic curriculum that includes interdisciplinary thought and is set within a diverse community prepares students to become not just academically inclined, but also productive professionals in the dynamic American job market. Furthermore, experience with diverse ideologies and groups, as well as an interdisciplinary perspective in the post-secondary setting is entirely desirable since many of our nation’s past, current, and future leaders matriculate in our country’s universities. Subsequently, in order to remain current with the international growth of the globalized market, university graduates, high school students, and potential leaders all need to have legitimacy in the eyes of a diverse citizenry, which makes diversity an obligation, according to Brown-Glaude.

Although reports and studies involving actual students, such as the investigation lead by UCLA professor Jaana Juvonen, have shown that a diverse student body and faculty in an academic environment are most conducive to a successful, nurturing, and comfortable environment for students, efforts by university faculty members that served as change agents on their respective campuses were not well rewarded by their respective institutions. Diversity and the efforts made to increase it are seen as a luxury rather than a necessity. Focus for most public school boards and campuses that receive government funding remains on meeting district and state standards to retain what little funding they receive. Brown-Glaude explains that support for faculty initiated programs is not institutionalized and there is not accountability for a lack of progress in implementing diversity on campus within existing programs. As the current lackadaisical attitudes toward diversity persist amongst educational administrators presently, what would motivate faculty to increase their efforts?

Not only are diverse academic climates important for marginalized students to thrive in, but the research has shown that faculty in disengaged or hostile environments that do not actively support diversity efforts are more likely to drop their personal actions for change or

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84. Ibid.
85. Ibid., 7.
86. Ibid.
87. Ibid., 9.
88. Ibid., 20.
leave the institution entirely.\textsuperscript{89} Students will miss out on networking and mentoring opportunities with a wide range of faculty members that would broaden their worldviews and heighten their passions for continued learning. Without a thorough restructuring of the education system that emphasizes the concept of scholarship of engagement\textsuperscript{90} for faculty, staff, and students, college preparatory programs are imperative at every level of the public school system. They will serve the needs of the students and the community by preparing them for each educational level as well as orienting them to the demands of the postsecondary and professional realms.

The research examined in Brown-Glaude’s book establishes arguments in favor of diversity as well as outreach and retention programs that not only serve student needs, but involve university faculty for their benefit as well. She recognizes that at the most basic level, marginalized people within this nation have multiple, layered identities and social locations within the citizenry, simultaneously experiencing both oppression and privilege.\textsuperscript{91} Through historical patterns of institutionalized and societal discrimination, differences like ethnicity, class gender, and sexual orientation are identified and given value or even criminalized in American society.\textsuperscript{92} In the current profit economy that exists within this nation, institutionalized rejection of difference is an absolute necessity which exploits outsiders as surplus people to execute the grunt work that fuels the country.\textsuperscript{93} Educating the citizenry to the benefits of a diverse academic environment and professional workforce can undermine the accepted ideology that there is a necessity to have the “unknown other” that should be marginalized. A societal system that uses these layered identities to create inequities must be challenged by discourses and practices of diversity in a useful manner in order to disrupt and mediate discrimination.\textsuperscript{94} As a responsible collective, the citizenry within this nation is entitled to satisfaction for the progress it has experienced with regards to diversity, yet it can not remain complacent with said progress.\textsuperscript{95} In order to dismantle the

\textsuperscript{89} Brown-Glaude, \textit{Doing Diversity in Higher Education}, 84.
\textsuperscript{90} Ibid., 62.
\textsuperscript{91} Ibid., 18.
\textsuperscript{92} Ibid., 41.
\textsuperscript{93} Ibid., 42.
\textsuperscript{94} ibid., 41.
complacency that plagues our nation, issues of diversity must be made relevant to the members of the public. One method is to educate families to the severe disadvantages their children will encounter if they are not exposed to the benefits and strategies of a diverse environment. The administration of a pro-differences message through an outreach program that uses mentoring as a common diversity strategy which generates supportive academic microclimates\textsuperscript{96} will progress the efforts to improve the public education system’s effectiveness to match the pace of globalization that the world is experiencing. These programs also allow students to extract and reach their personal passions and potentials. The skills and habits of mind that students attain through participation in these programs will follow them outside of the classroom settings.

Michael W. Kirst and Andrea Venezia encapsulated discussions within their book \textit{From High School to College: Improving Opportunities for Success in Postsecondary Education} that described the process of “remediation” first-year students experience because they were lacking coherent habits of mind that would facilitate their progress. Over 50 percent of all students, regardless of ethnic background, take remedial courses at a post-secondary institution,\textsuperscript{97} which is remediation at an astounding rate. Many high school administrations fail to adequately inform students that meeting admissions requirements is not enough to ensure academic success while in the post-secondary system. This glaring discrepancy also lies in part in the historical split between the levels of our educational system and the subsequent lack of communication and connection between them.\textsuperscript{98}

Presently, there is a systemic failure on the part of colleges, particularly community colleges, to convey clear information about the preparation that is necessary for high school students if they are expecting to complete a college degree.\textsuperscript{99} If secondary and post-secondary administrations collaborated on a clear system of evaluation by which to prepare students with, or at least notified each other about the changes in graduation standards, students could avoid the stagnation of remediation. Students that complete these remedial courses are

\textsuperscript{96} Ibid., 92.

\textsuperscript{97} Michael W. Kirst and Andrea Venezia. \textit{From High School to College: Improving Opportunities for Success in Postsecondary Education} (San Francisco: Jossey-Bass, 2004), 1.

\textsuperscript{98} Kirst and Venezia, \textit{From High School to College}, 2.

\textsuperscript{99} Ibid., 16.
shown to be less likely to complete a degree within four years, or are more likely to leave college before completing a degree.

The standard of living has increased over the decades across the nation. As a result, in order to maintain a comfortable lifestyle, at least a coherent program of post-secondary training, if not a university degree, is typically necessary to match the middle-class equivalent of the 1950s which generally could have been achieved with a high school diploma. The intensity and quality of the secondary school curriculum is the best predictor of whether a student will need remedial courses once he or she enters a post-secondary institution and go on to complete a bachelors degree. Generally, administrative policies are slow to be developed and implemented at the local public school level, let alone approved for national standards. Existing college preparatory programs and middle-colleges are a supreme opportunity to allow students to experience the demands of a university environment.

Existing policies across the K-12 and post-secondary education segments, particularly those concerning the transition from high school graduation to college admission, are fragmented and confusing as well as lacking significant enforcement and accountability. Administrators and educators are not held responsible for low college retention rates once high school graduates leave their campuses. Subsequently, any policies that focus on the high school to college transition remain without tests for revision and therefore go unaltered unless a significant number of complaints are raised. Students are forced to endure the lack of articulate standards and clear signals concerning adequate academic preparation, and limited knowledge of what it takes to enroll and finish, especially for first generation college students. First-year student experiences once on a university campus generally include stumbling into an atmosphere of reviewing material they may or may not have encountered in high school. Similarly, first-year and transfer students are required to take placement exams, generally in the math and English subject areas, for which they are not

100. Kirst and Venezia, *From High School to College*, 2.
101. Ibid., 9.
102. Ibid., 3.
103. Ibid., 5.
prepared because secondary education faculty are not privy to the content of these tests and can not give students the materials to study for these exams.

While insufficient communication is certainly a driving force behind the education gap, there are several other areas that widen the gap and disconnect between secondary and post-secondary education. As noted previously in this project, high school students are drilled on facts and memorization by being taught to the exit exam standards, which can often drastically differ from admission and placement test standards. Emphasis is thus turned from developing critical thinking skills that are immensely crucial in the post-secondary setting. Students retain the impression that test scores are the underlying determinant of their success and progress toward their academic career goals. Furthermore, a large number of students believe that what they do in high school, especially before their junior and senior years, has no significance particularly due to the myth that “second-chance” community college institutions will allow them to start over after high school. Students are then complacent in getting-by through their high school careers and doing what is minimally required of them to graduate and meet university admissions standards since there is no immediate incentive to connect with the educational material in a meaningful manner. Essentially, the disconnection between K-12 and post-secondary education is built into the structure of our educational systems. A study sponsored by the National Association of System Heads revealed that only ten states in this country have high school graduation requirements in English aligned with college admission requirements, and only two states have their requirements aligned in math. Inevitably, this causes an overwhelming majority of students to not only be ill-prepared for the rigors of college, but they are unaware of the stark differences between high school and college, unless they are introduced to them through college preparatory programs. Undeniably, there are an insufficient number of administrative policies that address the transitions within this nation’s public education

104. Kirst and Venezia, From High School to College, 16.
105. Ibid.
106. Ibid.
107. Ibid.
108. Ibid.
system. Inevitably, this only perpetuates the glaring separation between performance output and the expectations of students once they reach college.\textsuperscript{109}

Kirst and Venezia also address the increase in diversity that our country is currently experiencing as it relates to the public education system. They note that in 1999, 38 percent of the public school students in America were students of color, which is an increase from 1976.\textsuperscript{110} Ten years later, the percentage increased to 45.2 percent in 2009, and it is anticipated to continue to increase in the near future.\textsuperscript{111} The infrastructure of the public education system in this nation should adapt to the local diversity increase as well as the global trend\textsuperscript{112} each nation is experiencing in order to be equipped to prepare students to interact with disparate cultures, learning styles, and morality systems. Otherwise, not only will students be inexpert in globalized culture, the country as a whole will be outdated when attempting to compete on an international scale with new innovations and global output. The future leaders of our nation that are educated in our academic system will be at a disadvantage without early and persistent involvements with diverse populations and academic setting. For instance, African American students are only about one-half as likely and Hispanic students are one-third as likely to earn a bachelor’s degree by age twenty-nine as white students in this nation.\textsuperscript{113} Similarly, African American and Hispanic twelfth graders in the public high school system have the reading and math comprehension equivalent of white eighth grade students.\textsuperscript{114} In addition to an increase in administrative policies, an adjustment to district and state education standards, and the prevalence of college preparatory programs, parents, teachers, and counselors must also be educated to the demands of the university environment.\textsuperscript{115} This will allow all parties to guide students to the correct courses, skills, and competencies\textsuperscript{116} they will need to thrive as an adult after high school. While this

\textsuperscript{109} Kirst and Venezia, \textit{From High School to College}, 15.
\textsuperscript{110} Ibid., 6.
\textsuperscript{112} Kirst and Venezia, \textit{From High School to College}, 11.
\textsuperscript{113} Ibid., 13.
\textsuperscript{114} Ibid., 14.
\textsuperscript{115} Ibid., 18.
\textsuperscript{116} Ibid.
is particularly true for first-generation and underrepresented students,\textsuperscript{117} all students will benefit from an effective district curriculum that focuses on student needs and streamlining the transitions within the public education system. Currently, one in four of the students who enter four-year colleges and almost half of those who enter two-year institutions do not return for their second year,\textsuperscript{118} and without the above proposed adjustments, this trend may continue or even increase.

Although the long term goals of EMBRACE concern the futures of all students in San Diego and California, focus on the benefits EMBRACE will have for underrepresented student groups is crucial, as demonstrated in the recent studies discussed here. The existing education system is not equipped to address the needs of students in underrepresented groups. These students face unique obstacles in public school systems dominated by mainstream or majority culture values.\textsuperscript{119} For instance, standardized tests are biased to common English words spoken in the majority culture’s home. Non-white ethnic groups do not always speak English in the home, and therefore the correct choice on the test is not readily apparent to them. As such, these tests are improper gauges for college admittance and preparedness. Additionally, global demographics are continuing to change, with increases in non-white populations. As a result, diversity is increasing in importance with respect to education and the professional workforce. Students will need supplemental guidance, resources, materials, and other similar teaching aids, that EMBRACE provides, so students will experience a successful transition to post-secondary education arenas.

Furthermore, multicultural education is a more viable strategy for decreasing school achievement disparity since compensatory remedies (such as Head Start) have not closed the gap.\textsuperscript{120} Individuals that undergo culturally aware curriculum can successfully navigate in a diverse world, which is important for their personal success and growth as they transition from secondary education to adulthood.

\textsuperscript{117} Kirst and Venezia, \textit{From High School to College}, 18.

\textsuperscript{118} Ibid., 11.


\textsuperscript{120} Gibson, “Approaches to Multicultural Education in the United States,” 95.
Recent literature has also shown that standards based curriculums can be a detriment to students of every background since they ask for students to excel in skills that are not conducive to a successful college or professional career. Standards based, or scripted teaching, is especially popular in urban districts.\textsuperscript{121} This is where most underserved students are located and educated, and why it is especially harder for them to access creative thinking outlets that help them engage with learning and expose them to critical thinking.\textsuperscript{122} States have implemented these standards in order to reverse low-performance statistics in these school districts. Unfortunately, these mandates do not acknowledge or address what is lacking structurally in the school, its instruction methods, and how it administers its teaching to diverse student populations.\textsuperscript{123} However, there have been numerous outreach, intervention, and retention programs that sought to aid students in retaining these skills, such as how to score better on a multiple choice test. An adverse outcome from these standards and programs that help students to better meet these standards is that learning becomes that much more inaccessible because students must, yet again, conform to the standards of the majority group, rather than the educators, administrators, or districts adapting to their learning styles and needs. EMBRACE refuses to simply supply quick-fix tips to pass an exam or memorize facts, but instead seeks to teach students “how to learn”, how to make learning fun, and help them build skills they can employ in any aspect of their respective lives. This assumption is based on the true post-secondary education experience. Students are asked to defend their answers; refute, rebut, and expand arguments fluently; coherently theorize; participate in vigorous discussion; create elaborate labs, works of art, and written projects, among numerous other assignments, none of which have any connection to how well a student preformed on a standardized test. EMBRACE will expose students to these activities and give them appropriate guidance as to how to successfully engage the material they will be expected to produce.

The EMBRACE program recognizes the importance of connections with the college experience on a personal level and hopes to foster this type of relationship for participating


\textsuperscript{122} Ibid.

\textsuperscript{123} Ibid.
high school students by enlisting current college students as mentors. As related in several works discussed in this review, immersion into education, which EMBRACE will provide, is a caveat to progress. Students and mentors will draw on individual experiences as they relate to their academic choices and goals. In this way, mentors will act as role models rather than simply tutors feeding the students answers. This method considers education as a creative process rather than a standards-based process. With academic disengagement at an all-time high, with 41 percent of students reporting boredom in their senior year compared with a low of 29 percent in 1985,124 creative teaching methods are imperative. Both creative learning and effective teaching requires educators to know their students personalities, strengths, and weaknesses, and respond to them individually.125 Engaging with mentors, cultural sensitivity learning, teaching, and experiences within EMBRACE, and other creative methods will enhance and facilitate the ability of student participants to successfully transition from high school to college or the professional world.

Most existing college preparatory programs assume that their goals for classroom reform can be achieved within the traditional education system.126 These programs ignore the structural and societal causes behind public education system deficiencies since it is the school, not the child or child’s culture, which must be improved to promote educational equality.127 For instance, relying on cultural sensitivity training or education can at times create more tension by positing a single identity for one culture and alienating student members of that culture.128 To circumvent this, EMBRACE will educate students to the variety within a culture while informing students that nothing is universal within or between cultures throughout the educational process. The program will not romanticize a culture, but instead historicize and place its various moral values and proclivities in relative terms to various contradictions and interconnectivities throughout the culture. Also, EMBRACE will address and educate the student participants to the sociological inequities that have lead to prejudices and discrimination of the ethnicities within this country. Through discussion,

124. Kirst and Venezia, From High School to College, 17.
125. Sawyer, “Creative Teaching,” 12.
127. Ibid., 96.
128. Ibid., 101.
students can develop remedies and avoid engaging in them. As a metaphorical place holder until a productive plan for an overall public education system deconstruction and restructuring can be realized and implemented, EMBRACE hopes to provide services lacking in the public school system to students on a smaller scale.

Any interested party is a vessel for change, whether they are a teacher, parent, university faculty member, administrator, or public servant. As such, it is important to remember that as educational reform is attempted, there will be resistance and imperfections since it is a huge undertaking and touches on very sensitive topics. However, once the revision and restructuring process is begun, the reform transitions will become smoother and the goals of culturally sensitive education will become implicit which is the ultimate goal.
EXECUTIVE SUMMARY AND CONCLUSIONS

Whether it is referred to as focused learning, experimentation, progress, or education, consuming new knowledge develops the individual in immeasurable ways. Learning takes on several forms that are not limited to dwelling in a lecture hall. Excelling, or even just starting out in a sport activity builds muscle-mass, increases lung capacity, perfects hand-eye coordination, and improves memorization skills if practiced regularly. Taking up an instrument can teach discipline, allows exposure to familiar and unique musical styles and cultures, and can serve as an outlet for stress relief. Openness to a new skill or language and general informational knowledge allows humans to develop into their natural capacities and realize hidden potential. The passions and personalities that make each individual distinctive are sharpened during emersion into a subject or skill. Research proves academic interventions that supplement secondary public school education as early as the sixth-grade will greatly increase a student’s ability to achieve a connection to learning as well as make a smooth transition from high school to college, if he or she so desires. Middle-colleges, outreach programs, and retention programs have a positive correlation to the academic success of students that were initially unsure of their futures, especially in the underrepresented student groups.

However, the inability of students and educators to access the resources that facilitate learning or refusal to exercise the intellectual and physiological faculties generally inherent at birth can create an atmosphere of minimum performance and a culture of failure. For California public school students entering the collegiate arena that are typically underserved, educational practices are not at the foremost concern in relation to basic survival needs and are ignored because education is not considered to be in stride with what is “hip” in popular culture. Deep-rooted cultural skepticism against the majority culture can generate academic disengagement amongst non-white students and families. Historical separatism within this country is the cause of this trend to equate academically inclined or interested students with “acting” white. Traditionally in this country, simply learning to spell one’s name was a privilege given to the house slave that was generally treated “better” than field slaves, which undoubtedly caused animosity. This bitterness toward education was incorporated into an
identity that would separate the African American from his master and also became a defense mechanism that carried through the generations. Eventually, it developed into a culture of failure in almost every non-white population within this nation. Distrust of the majority culture breeds this skepticism of accepting education as a fundamentally beneficial arena. Additionally, a large portion of public school teachers are often pressed to meet standards, coping with overcrowded class rooms, and untrained in dealing with students from ethnically diverse backgrounds and their learning styles. These factors result in a public education system that de-prioritizes the connection to learning and creates barriers to sustained learning. In this system, students of all backgrounds are susceptible to fall short when trying to compete for college admittance or in the job market, or are even hindered from discovering his or her personal passions. EMBRACE, as a non-profit college preparatory program seeks to overturn, or at the least, alleviate the effects of the past on the present.

Many non-profit organizations exist as an aid for students that have fallen pretty to an inept public school system. There are programs that focus their efforts on tutoring students in the most technically difficult subjects (math and science) and those that concentrate on preparing students for standardized tests. Other programs recruit first-generation college students while others offer the opportunity to accumulate college credits while still in high school. Unfortunately, there are few programs and administrative policies that focus on the transition from high school to college and generating an atmosphere of life-long learning, in and out of the classroom.

EMBRACE is a program that recognizes the barriers to success that abound for first-year college students in the university setting. The EMBRACE (Educating Minds; Bridging Races; Attaining College Experience) Foundation, as a non-profit organization, will provide academic success skills and job training skills to highly motivated high school freshmen, sophomores, juniors, and seniors in the San Diego County areas. Its focus is to develop a blueprint that illustrates what a successful transition should look like, which increases the success rate of first-year students when compared to a program that solely emphasizes college admittance. As shown in this project, a methodical, long-term approach that does not rely on quick-fixes and gathers the needs of students and educators has the greatest impact on students, whether they are struggling or not. During the years that their minds are still developing the most, they will be able to absorb information that will provide them with the
essentials for success in and out of the classroom. EMBRACE hopes to address every angle of education that will benefit the students that pass through its program as well as listen to their needs in order to continually adapt its services to allow for optimal functionality.

The target group, officially titled EMBRACE Scholars for the purpose of the program, will be recruited from diverse ethnic and economic groups who are traditionally a part of the most statistically underrepresented factions in the academic and professional worlds. A highly experienced and qualified individual will be recruited as the Education & Recruitment Director. He or she will help develop the selection criteria, oversee the selection process, and help approve Scholar admittance to the program. The EMBRACE Scholars will be attracted by the overwhelming dedication to the staff’s commitment to maintaining a nurturing, inspiring, educational, motivational, and professional environment for the students to thrive in. The Scholars will gain first-hand experience in how to engage professionally, approach their academic and professional careers practically, and how to interact fruitfully with their peers from dedicated EMBRACE staff. This is possible because of the standard of excellence, community involvement, and an overall willingness to work in a diverse environment that staff are expected to adhere to within the organization.

Consequently, the foundational infrastructure of the program is beholden to five principle guidelines that espouse the core values to excellence in and out of the classroom, titled “D.R.E.S.S. for Success”, the first of which is Dependability. This value suggests that each individual within the program is afforded the guarantee of support in any capacity. Staff, volunteers, mentors, and the student participants sign agreements that specify their dedication, not only to themselves, but to the program by placing the interests of the program and those it serves above their own while associated with the organization. Therefore, each individual is aware that shared responsibility allows for the realization of one’s potential because a safe space for growth is created within the program.

Responsibility, the second principle of the program, refers to the accountability of all individuals, regardless of their position or authority within the organization. Scholars are expected to engage enthusiastically with the endeavors they encounter in the program. They are also encouraged to remain open-minded as well as open-hearted to their experiences within the program so they may grow in every manner possible. Placing these expectations in the Scholars’ hands will reinforce the concept that they are in fact responsible for their
own educational success and growth. The student mentors, Bright Future Mentors, within EMBRACE are also held to the principle of Responsibility since they are acting role models for student participants. They are also encouraged to grow professionally while holding a mentoring position. Staff will be reminded that they are not simply working for a paycheck, but to enrich the lives of disadvantaged youth, because their hard work will essentially affect their futures. The long term goal is to create a habit within the community supporting the promotion of an atmosphere of personal responsibility and accountability for all to facilitate a meaningful education for all students.

A system of checks and balances will be established within the program to enforce the principle, titled Evaluation, in order to ensure that the services offered by EMBRACE are streamlined and perfected. An adherence to the concept of a dynamic organization will keep the program relevant and adaptable to the technological and academic advancements that may develop. The next principle, Society, promotes a synergistic community within the program that ensures volunteers, staff, Scholars, and mentors are actively working to actually the mission statement of EMBRACE. As noted in the Business Plan, EMBRACE seeks to provide a creative environment for students to explore education and learning in a meaningful capacity while offering academic success skills and job training skills to these highly motivated students. Because the organization is committed to maintain an encouraging attitude and environment, the students will carry this with them after they complete the program which allows the Scholars to impact the local community positively. Supporting this ideal within the program will inspire the Scholars to strengthen the ideology of society locally, which is another facet of this particular value of excellence within EMBRACE. The sense of inclusivity this principle of Society promotes is what sets the organization apart from other college preparatory programs in the area.

Finally, the principle of Strength & Structure embodies the realization of EMBRACE’s mission statement within the infrastructure of the organization which certifies that every action taken is a step toward achieving the desired goals of the program and its individuals as well. Each principle denotes a valuable guideline designed to create a positive network that encourages an atmosphere of professional, personal, and academic excellence, first and foremost.
The first three to five years of the program’s operation will focus on establishing a successful track record and reputation as an educational entity. By selecting students from underserved groups who are highly motivated to attend a higher education institution, it is possible to achieve this goal. Within five to ten years, EMBRACE seeks to provide our services to all target students in the San Diego area, including at-risk students of the middle-school and high school ages, in order to give them access to resources and educational services which they otherwise do not have access to. Once a positive trend of the EMBRACE Scholars admitted to and graduation from higher learning institutions is established, the program seeks to develop a course that is incorporated in the state’s Department of Education requirements for public school graduation in California. This course is intended to mimic the core values of EMBRACE that promote a enriching relationship with education beyond simply passing an exit exam or receiving a high grade on an assignment. The course aims to expose all students, regardless of family background, economic status, cultural characteristics, or their nationality to the understanding of education rather than the stresses of memorizing facts. Additionally, the long term vision of EMBRACE includes offering financial and merit grants or scholarships (which will be overseen by the Fundraising and Financial Directors jointly) to EMBRACE Scholars.

Another facet of the program that sets it apart from many existing organizations is its use of current college students, Bright Future Mentors, to help guide, educate, and tutor the Scholars. The mentors will serve as role models by providing appropriate and straightforward insight from their personal experiences at the onset of their college careers. Interacting with peers that have similar goals and dreams will encourage the Scholars and help to make their ambitions more tangible. Additionally, the mentors are a direct resource for networking and optimizing the on-campus resources at whichever college or university the Scholars are admitted to. In order to meet the standard of excellence and support outlined above, the mentors will need to have an excellent academic and work history record. As such, the mentors will be recruited from a group of candidates who are as equally motivated to achieve success as the Scholars. As a result, each party will learn from the other as well as motivate the other in a dynamic cycle that will smooth the transition from public high school to the college or university setting.
The current literature, statistical analysis, and the development of The EMBRACE Foundation’s business plan combined to generate the theoretical base of this project which states that educational and societal change is not the responsibility of any one individual or group. Every student, every educator, every citizen within California and this country that constitutes the local, national, and global community is accountable for advocating and creating progressive change. Since the current literature has proven that secondary education does in fact matter with respect to a student’s future, ample and intensive planning, strategizing, and information gathering is vital from an individual up to a governmental level. Undoubtedly, cooperation, not accusations, will drive the increase in the quality of the California public school system from 47th in the nation to the top ten. Parents must take interest in their children’s progression and instill in them from a young age that education in every form is beneficial and a positive, not a chore. Public servants should advertise personal growth and development in education as an element with equivalent import to monetary wealth and military prowess, establishing it as a significant driving force behind the identity of America as a world leader. As the international stage is inundated with new technologies and political dynamics, how can Americans and the government expect to remain at the forefront of the global community if we do not educate our masses accordingly? The business community must reward educational excellence as well as life experience, rather than giving positions to the candidates that will hurt their bottom lines the least. Additionally, businesses should incorporate a philanthropic agenda into their infrastructures in order to benefit the community that utilizes the goods and services they provide. Eventually, these efforts will become second nature and common place within American culture rather than treating education as an elitist achievement.

This elitist ideal grew from the very bloody American history that includes the demonization, systematic torture, and animalization of various ethnic groups that immigrated or were brought here forcibly as property. For instance, African Americans were at one point seen as three-fifths of a person, only to gain positive positioning in terms of representation within the House and Electoral College. They were denied basic human rights, such as

marrying whomever they choose, raising their own children, retaining their cultural identities and languages, physical safety, and deprived of a coherent education beyond fearing the wrath of their master. Slaves were at the mercy of beatings, rapes, and even having their lives taken from them with little to no protection. Positing the identity of chattel on African Americans was the remedy to justify these horrific conditions. Hispanic Americans, Asian Americans, some European nationalities (Irish, Italians, etc.), and indigenous groups were also made to suffer from the discrimination and prejudices of the majority group. From the infamous Trail of Tears, to the government ignoring the Treaty of Guadalupe Hidalgo, this country has not built a successful image of tolerance for all mankind.

One explanation for this phenomenon stems from colonization and the idea of Manifest Destiny, that “conquering” America is an inherent right and therefore the destiny of the white man. For centuries, ideologies supporting the concept of racial superiority were so entrenched in the public psyche, that even after slavery was abolished, voting rights were enacted, and segregation outlawed, hatred continued to run rampant within this nation. Part of this trend was apparent in the condition of the education system for non-white students. A school for African American students could have children from various ages, ranging from five to fifteen in one over-crowded classroom, being taught by one teacher, sharing a few outdated, hand-me-down text books. Generally, the conditions were also lacking, such as no desks or materials for the students. Just down the road, the school for white children was in a much more pristine condition and even had the facilities that allowed age appropriate separation for instruction. While this is no longer the standard reality today, lower-income areas are notorious for having poorer educational conditions, such as overcrowding, inadequate facilities, and ill-trained staff. In Demopolis, Alabama, one rural school in a predominantly rural, black area has text books that speculate on the outcome of the Vietnam War and speak of landing on the moon as an ambitious dream.132 In Wounded Knee, South Dakota, windows at the school for indigenous children are boarded up and cause health issues for the students and staff because of circulation issues, while another school was deemed by a judge to be unfit for human inhabitance, even as an institution of

incarceration.\textsuperscript{133} Any one of these factors suggests that education should be reformed to be undeniably equal across every school district.

Across the continent, different ethnic groups have relocated, blended, and even become concentrated in certain areas. Some of the neighborhoods and cities that have experienced the cultural influx, such as New Orleans in Louisiana, have been more receptive to the interactions. Some school districts are struggling to enact policies that will allow English as a Second Language Learners to attend schools without communication barriers, and others are battling to refuse teaching students that are not fluent in English, as under the No Child Left Behind act which assumes through testing standards that students can learn English in three years.\textsuperscript{134} Generally, American schools are taught with a teacher-oriented methodology in which the instructor lectures or talks for most of the lesson, and then asks for student participation or for students to complete an assignment. There are some cultures that engage in collaborative communication and learning, and as they integrate into the American system, they may struggle to adapt and in turn encounter low performance issues that reflect negatively on their grades. There are still other cultures that favor showing respect through silence, and may not participate as readily as the other students may. Therefore, they are poorly evaluated by educators and also tend to struggle within the American public education system. Due to a conditional synthesis of the above discussed factors within this nation, public education as a whole must be reformed to recognize the historical and cultural patterns that impact students today. They are in dire need of an academic system that puts their needs first, and is equipped to handle the economic and cultural differences amongst the students.

At several levels of American society, there are those who disagree with, and at times attempt to discourage or halt, adjustments to the public education system that will facilitate improved access to instruments of sustained learning for individuals of all backgrounds. One argument that has remained popular since its origins in the 1960s is that of “reverse discrimination.” This phrase is founded on the belief that affirmative action or racial quota policies are discriminatory against majority group members. However, this term is intrinsically problematic for a number of reasons. First, it must acknowledge the existence of discrimination against the underrepresented group members in order to legitimize the term.

\textsuperscript{133} Allen, Bonous-Hammarth, and Teranishi, \textit{Higher Education in a Global Society}, 353.

\textsuperscript{134} Ibid., 354.
By ignoring the original issues of disadvantages by coining this phrase, attention is shifted away from collaborating on coherent and workable solutions to establish equality for everyone in all facets of American society. Neoconservative opponents have captured the civil rights movement’s language of equality, reshaped it to promote their own agendas, and thus reversed the movement’s goal of expanding resources and access to all citizens.135 Basically, factions are created by acknowledging this term which only deepens the disconnect between those in positions of privilege and those desiring equality.

EMBRACE seeks to supersede this possible argument of opposition by opening the program to all students that are interested while promoting the benefits of a diverse student body, workforce, and faculty in American society. The Foundation recognizes, however, that statistically most students who will benefit from the resources and opportunities that are offered in the program are from underrepresented groups economically and ethnically. It is an unfortunate fact that individuals of color must retain several layers of their personal identities in order to survive in this current society. No matter how successful, or how many degrees are attained, people of color are recognized first by their skin pigment, and secondly by their accomplishments or lack thereof. As a result, they must work that much harder to maintain a specific status than those members of the “default” majority society. To disrupt structures of ethnic dominance and animosity in American society, citizens of color developed strategies of evasion through which they could appear to accept what was believed about them while simultaneously asserting their own sense of cultural legitimacy and human worth.136 Unfortunately, this devalues non-white ethnicities since it perpetuates the myth that the majority group represents the norm. EMBRACE acknowledges this discrepancy and seeks to provide students, mentors, and staff, resources where the majority of the material within the program will be designed to empower these students to develop the ability to navigate within an increasingly globally diverse world without alienating other groups. In other words, EMBRACE services both the students that need and desire the resources it provides. It also offers habits of mind that students are encouraged to take with them and mirror in their every day lives. They can raise their families with a more opened mind-set,

136. Ibid., 41.
inciting the type of long-term change this country needs in order to improve the education system.

Furthermore, reverse discrimination can not exist when the default power structure allows most privilege and opportunity to majority group members. How can an underprivileged and underrepresented group discriminate against the powers that be? For instance, all Commanders in Chief have been white males, except the most recent incumbent. Also, in a study done in 2006-2007, at traditional university and college campuses across the nation, only five percent of full-professors were African-American, while 39 percent of full-professors were women, versus the more than 56 percent that were white males.\textsuperscript{137}

While statistics such as these have improved over the decades, it still rings true that the societal infrastructure within this country is flawed because many in this country, as Dr. Boyce Watkins, PhD rationalized, refuse to acknowledge that our very racially charged history continues to have an impact in the present.\textsuperscript{138} Reading comments on articles posted online and overhearing comments in-passing from day-to-day demonstrate the trend of clinging to stereotypes. There are individuals, of every ethnicity, that believe simply proclaiming American citizenship is sufficient for overcoming discrimination and gaining acceptance. However, this vein of thinking is flawed in several ways. Not only does it ignore the very real tensions that discrimination breeds, but it consistently dismisses the best suited remedy of open, productive conversation to discover the causes of discrimination and solutions for destroying it. As a matter of fact, there are citizens currently in this country that are proud Americans, but because of their country of origin, they are first suspected of being illegal aliens.

The climate of racial discrimination will persist unless meaningful dialogue is established that will lead to fruitful action from a grass-roots level and up. EMBRACE provides a stepping stone to beginning such a dialogue. Students that participate in the program will have the opportunity to share their experiences and hopefully stimulate change. The program itself is designed to present a working model for confronting discrimination, not


from a place of anger or separatism, but in order to perform actual and symbolic actions for change and growth.

As stated previously within this project, education funding on local, state, and federal levels has been in jeopardy for a continuing period of time. Opponents to academic reform believe it is expendable because, not only is it a significant portion of most state budgets\(^{139}\), it is not a revenue generating service. Many lobbyists feel shifting funds from education to other areas is a must, especially during recessions. As of February 10, 2009, 20 acts to cut the education budget for the K-12 system were enacted, while 13 were proposed and 28 cuts were enacted in higher education with 16 proposed across the nation.\(^{140}\) At least 36 of the states in this country have opted to reduce the funds delegated to their education budgets.\(^{141}\) The general consensus amongst the citizenry, however, concludes that education is a high priority and it should be reformed. If policies continue to cut funding which leads to faculty layoffs, closed schools, over-crowded classrooms, and other academically nullifying circumstances, the quality of public education will continue to decrease in this country. It is an unfortunate byproduct that many students that are victims of a poor education may become a burden to society and in the long run cause costs to raise for the state systems. This becomes an even larger burden to society than initially delegating adequate funds to education.

Gaining legitimacy for this type of reform is imperative, and begins on a small scale, which EMBRACE is designed to create locally. EMBRACE seeks to employ several ideals to incite change and create a community condition that advocates the growth of education as a responsibility for all, and not just the duty of educators or the state. Outside collaboration from disparate academic and professional areas is imperative and will accompany the “D.R.E.S.S. for Success” principles outlined above. Interdisciplinary cooperation will generate the optimal and most well-rounded infrastructure for EMBRACE. Support and advice will be sought from local businesses, schools, religious organizations, community groups, and other non-profits that embody a comparative philanthropic outlook to that of


\(^{140}\) Ibid.

\(^{141}\) Ibid.
EMBRACE. This interconnectivity will create a network of respect amongst these organizations and community that values the development of disadvantaged and advantaged students as well. Additionally, employees, volunteers, and Board members will be recruited from a variety of backgrounds and experiences in order to create a deep well of resources for the benefit of the students and the program. It is also important to recognize when discipline specialization is necessary, and when an interdisciplinary approach is more appropriate, as well as when to blend the two. This will create the most effective and efficient college preparatory program possible.

Along with an interdisciplinary outlook, continual, extensive research of the trends in college preparatory program endeavors will be conducted to discover what tactics are successful and those that are less than productive. EMBRACE staff and the Board of Directors will then be able to delineate solutions for the education gap that disproportionately effects underrepresented groups, rather than relying on short-term mechanisms for success. Internal staff, as well as the invitation to experts from other fields, will conduct this research and develop new policies or revise existing policies within the organization’s infrastructure.

The objectives of the EMBRACE organization are no doubt ambitious and complex due to their sensitive subject matter. EMBRACE seeks to service students that will become well-rounded young adults on their quests for personal discovery and become advocates for focused learning and the benefits of diversity. The participants will achieve these goals through interdisciplinary teaching and learning techniques encountered during the program. Students will work together to develop a concept of shared territory\textsuperscript{142}, academically and interpersonally, through rigorous discussion and activities. They will discover the ethics and morals of other disciplines and cultures which will help them to synthesize a global outlook that is adaptable for each of their individual learning styles and passions. An assessment strategy that ensures effectiveness and adherence to the goals of interdisciplinarity will reduce academic stagnation. Similarly, purposeful assessment will avoid the possibility of academic facilitators that are more deeply rooted in one discipline to teach primarily from their specialization\textsuperscript{143} within an interdisciplinary program.

\textsuperscript{142} Chandramohan and Fallows, \textit{Interdisciplinary Learning and Teaching in Higher Education}, 47.

\textsuperscript{143} Ibid., 49.
It is a firm conviction of mine that such change will not take place unless an individual, a team, or an organization is motivated and prepared to make uncomfortable and unpopular decisions. Social movement leaders throughout this country’s and the world’s history began their journeys, often times, as outcasts, heretics, and outlaws, only later to be glorified as heroes and visionaries. As an organization, EMBRACE seeks to stand as a source of empowerment, a resource for knowledge, and a safe environment for anyone interested in achieving success to explore his or her inner potential and possibilities for excellence. Recognizing the short-comings of the current education system is the first step to organizing change. A meticulous plan of action that includes an interdisciplinary infrastructure that specializes in the transition from high school to post-secondary education will create coherent solutions to the obstacles underrepresented students encounter. This program is poised and ready for critiques since they will be noted and solutions for them incorporated into the infrastructure. As such, the administration for EMBRACE realizes that attention must be delegated to the built-in restrictions that affect the public education system. There is a drastic lack of policies that do not address the transition from high school to college. Those that do exist, are poorly regulated, out of date, and are deficient in enforcement. Local, state, and federal budget cuts to education funding severely limit any options for revision or improvement education administrators may seek to enact.

EMBRACE will act as a placeholder until public education has been sufficiently reformed to the satisfaction of the citizenry it serves. Additionally, I believe the academic and professional success resources EMBRACE offers are essential and should be included in public school curriculum. As such, the final, long-term goal is incorporating tenets from EMBRACE into a general education class, subject to the approval of the state board, for all high schools in California as a graduation requirement. As a result, regardless of their background, culture, disadvantages, or privileges all will have access to the tools necessary to succeed in an academic or professional setting. Students can engage in learning in an imaginative way that results in excitement for education. They will discover that school can be a passion rather than a task, a test to pass, or a grade to secure.

Also, the elitist education model this country adheres to is old-fashioned and exclusionary since it does not readily comply with the increasing interconnectivity globalization and technology development is creating. Graduates from the secondary and
post-secondary education systems must be able to adapt and navigate in a diverse professional and academic world. Educating only a small demographic in this country will not satisfy this agenda. Similarly, societal anxieties surrounding such buzz-phrases as “reverse discrimination,” and numerous cultural prejudices persist that within this nation, hinder the opportunities of underrepresented students. EMBRACE seeks to incite active participation in the academic realm from parents, educators, businesses, public figures, and students in order counteract such adverse conditions. While the ambitions of this program may be grand, they are not impossible and are urgently vital.
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APPENDIX A

THE EMBRACE FOUNDATION
BUSINESS PLAN
EXECUTIVE SUMMARY

The EMBRACE (Educating Minds; Bridging Races; Attaining College Experience) Foundation is a non-profit organization that will provide academic success skills and job training skills to highly motivated high school freshmen, sophomores, juniors, and seniors in the San Diego County areas. These students, officially titled EMBRACE Scholars, will be recruited from diverse ethnic and economic groups who are traditionally a part of the most statistically underrepresented factions in the academic and professional worlds. The Education & Recruitment Director will oversee the selection and admittance of these students. Simultaneously, EMBRACE staff (screened and approved by the Human Resources & Legal Director as well as the Founders), will maintain a professional, nurturing, educational, inspiring, and motivational attitude/environment amongst students and staff with the purpose of impacting the surrounding community positively. Staff members will be held to a standard of excellence, community involvement, and an overall willingness to work in a diverse environment.

Our goal is to instill EMBRACE Scholars with the proficiencies they need to make a successful transition from high school to college to increase retention rates of underrepresented groups on college campuses. Due to relatively small communities of non-white students at most university campuses and public high school curriculum that does not prepare graduating students for the rigorous demands of college courses, EMBRACE seeks to bridge the gap and ensure that new students have the resources necessary to remain in college and develop an inclination for self-motivated growth and empowerment.

The first three to five years of operation will focus on establishing a successful track record and reputation as an educational entity by selecting students from underserved groups who are highly motivated to attend a higher education institution. Within five to ten years, EMBRACE seeks to provide our services to all target students in the San Diego area, including at-risk students of the middle-school and high school ages, in order to give them access to resources and educational services which they otherwise will loose. After securing a positive trend in EMBRACE Scholars’ admittance to and graduation from higher learning institutions, the Founders seek to develop a course that becomes a state requirement for public school graduation in California. This course is intended to mimic the core values of EMBRACE that desire a significant relationship with education beyond simply passing an exit exam or receiving a high grade on an assignment. The course aims to expose all students, regardless of family background, economic status, cultural characteristics, or their nationality to the understanding of education rather than the stresses of memorizing facts. Additionally, the long term vision of EMBRACE includes offering financial and merit grants or scholarships (which will be overseen by the Fundraising and Financial Directors jointly) to EMBRACE Scholars.

Current college students will be recruited by the Education & Recruitment Director to serve as mentors and tutors who will provide personal experiences from a college students’
perspective in order to prepare EMBRACE Scholars for success and personal growth on any campus or any profession. These students, the Bright Future Mentors (B.F.M.), will also facilitate teaching high school participants the benefits of life-long learning and how it can be achieved. B.F.Ms will be pooled from a group of students who are as equally motivated to succeed in the academic world as the EMBRACE Scholars. They will need to have an excellent academic and work history record (if this is not their first job). B.F.Ms will act as positive role models for the EMBRACE Scholars to access as resources for their progress toward an academic or professional career. Other staff members (directors, assistants, etc.) who are dedicated to education and to the community will also participate in a less direct role to inspire, mentor, educate, and enrich the lives of students. Those employees who seem driven by monetary compensation, personal agendas, or do not hold the concern for students’ advancement as the highest priority, will be reassigned to jobs that do not require student contact; or in extreme cases, will be asked to leave the program in accordance with the policies and procedures approved by the Board of Directors.

INTRODUCTION

EMBRACE will form partnerships with local schools, like minded companies, and private organizations in order to gather funding and materials necessary to provide a resourceful environment for high school students. During the course of the program, B.F.M.’s and Scholars agree to meet during the Spring Semester and Summer Semester months of the school year to complete the agenda. During the spring, Scholars will be assigned a B.F.M.’s based on their proposed major of choice once they enter college. For the Fall Semester, Scholars will complete check-ins with their assigned B.F.M.’s in order to track their progress and seek any assistance they may need. A group of EMBRACE Scholars are matched with B.F.M.’s according to their home high school district during the summer. In order to achieve the atmosphere of a university classroom, volunteer faculty from participating local colleges and universities, as well as EMBRACE staff, will teach abbreviated college courses to the Scholars during the summer so they will be better prepared for the rigorous nature of college class work.

FINANCIAL PLAN

Budget

The following is a tentative budgetary breakdown of the initial costs to establish the EMBRACE Foundation which contains monetary estimates and projections. This proposal will be reevaluated and monitored monthly during the first 18 months of inception to track, streamline, and maximize spending so that monetary needs are kept current and accurate. Budget adjustments will be submitted by the Finance Director and approved by the Board of Directors and Founders.
## Estimated Expenses in the First Year

<table>
<thead>
<tr>
<th>ITEM</th>
<th>DESCRIPTION</th>
<th>COST</th>
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<tbody>
<tr>
<td>Incorporation</td>
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<td></td>
<td>Liability</td>
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<td></td>
<td>Employment Practices Liability Insurance</td>
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<td></td>
<td>Worker's Compensation</td>
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<tr>
<td></td>
<td>Umbrella/Gap</td>
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</tr>
<tr>
<td>Compensation</td>
<td>Total/Position</td>
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<tr>
<td>Executives</td>
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<tr>
<td>Managers</td>
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<td>$384,800.00</td>
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<td>Assistants (as necessary)</td>
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<td>$156,000.00</td>
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<td>Staff</td>
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<td>$374,400.00</td>
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<tr>
<td>Mentors (stipend)</td>
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<td>Benefits</td>
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</tr>
<tr>
<td>Dental: Employee Pays 50%</td>
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<td>$650,000</td>
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<td>3322 Sweetwater Springs Blvd.</td>
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<td></td>
<td>Spring Valley, CA. 91977</td>
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<tr>
<td></td>
<td>$15/S.F./YEAR</td>
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<tr>
<td>Utilities</td>
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<td></td>
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<td></td>
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<tr>
<td></td>
<td>Cable</td>
<td>$627</td>
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<tr>
<td>Transportation</td>
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<td>Charter Bus for Events/Excursions (5)</td>
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<td>$4,250</td>
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<tr>
<td></td>
<td>Students Pay a Percentage (?)</td>
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### Equipment

<table>
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<th>Staff</th>
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<tbody>
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<td>Office/Workspaces</td>
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<tr>
<td>Break room/Lobby</td>
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<td>General Supply</td>
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<td>Functionality Equipment</td>
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### Mentors

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### Students

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<tr>
<td>Miscellaneous</td>
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**Estimated INITIAL Year Total:** $3,382,351

### Estimated Income in the First Year

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<td>Government</td>
<td>(Max Amount per Year/Opportunity)</td>
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</tr>
<tr>
<td></td>
<td>Federal Grants</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Education Research &amp; Development Center Program</td>
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<tr>
<td></td>
<td>PPOHA Program</td>
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<tr>
<td></td>
<td>Off-Campus Community Service Program</td>
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<td></td>
<td>College Access Challenge Grant Program</td>
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</tr>
<tr>
<td></td>
<td>Local Grants</td>
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</tr>
<tr>
<td></td>
<td>County of San Diego Cable Grant Program</td>
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<tr>
<td></td>
<td>The City of San Diego Social Services Grants</td>
<td>(varies in amount)</td>
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<tr>
<td>Fundraising</td>
<td>Private Organizations</td>
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<tr>
<td></td>
<td>National Urban League</td>
<td>$15,000</td>
</tr>
<tr>
<td></td>
<td>NAACP</td>
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</tr>
<tr>
<td></td>
<td>Black Panthers</td>
<td>$20,000</td>
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<td></td>
<td>I HS - Hayek Fund for Scholars</td>
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<tr>
<td></td>
<td>The Center for Public Justice - Leadership Award</td>
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<td>Delta Sigma Theta Sorority, Inc.</td>
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<td>Aga Khan Foundation</td>
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<td></td>
<td>National Education Association - NEA Grants</td>
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<tr>
<td>Private Foundations</td>
<td>(request amount)</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>Ambrose Monell Foundation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AmerUs Charitable Group Foundation</td>
<td>$50,000</td>
<td></td>
</tr>
<tr>
<td>Corporation for National and Community Service</td>
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<td></td>
</tr>
<tr>
<td>William Randolph Hearst Foundation</td>
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<td></td>
</tr>
<tr>
<td>Foundation for Change</td>
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<td></td>
</tr>
<tr>
<td>Jacobs Center for Neighborhood Innovation</td>
<td>Partner</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Businesses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Partners/Donors</td>
<td>Google - In-Kind Product Donations (varies in value)</td>
</tr>
<tr>
<td>3M Community Giving</td>
<td>$89,000</td>
</tr>
<tr>
<td>Southwest Airlines</td>
<td>(varies in value)</td>
</tr>
<tr>
<td>McDonald's</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Rubio's</td>
<td>20% of Funds Raised</td>
</tr>
<tr>
<td>ABC</td>
<td>Partner</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Acquiring Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Private Foundations</strong></td>
</tr>
<tr>
<td>EMBRACE Directors will petition organizations like the Urban League, NAACP, The Center for Public Justice, and other similar entities for sponsorship and/or support. We will ask them to provide mentoring for the staff and executives, advocate the business to the public, and allow personnel to speak to the students about their organizations and their impact on the community. And once private organizations have become familiar with EMBRACE and its influence on the students we serve, we will seek sponsors on our behalf within the other organizations’ network of benefactors, businesses, and communities. Since we will then be competing for the same funding, EMBRACE will introduce contributing private foundations to our original funding network so they in turn may take community level interest in the private groups that support us.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Local Business Donation and Sponsorship</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The EMBRACE Fundraising Director, Founders, and Business &amp; Marketing Director will petition businesses that would be interested in lending their services, personnel, and products for the advancement of EMBRACE. One goal will be to ask businesses to allow job shadowing in specific business fields to allow students real-life experience for personal growth. Job shadowing also assists each student in choosing a major that</td>
</tr>
</tbody>
</table>
becomes a pathway to a career that he or she will genuinely enjoy. Other than monetary donations, business owners can offer volunteer opportunities to their employees to come and speak to the students about their jobs, and the business can also provide internal incentives for those volunteers who participate (PTO hours, bonuses, etc.). Additionally, we will solicit businesses to donate products, such as books, desk top computers, notebooks, laptops, “smart classroom” equipment, t-shirts with business logo, etc. EMBRACE Directors will also lobby a commercial business space owner to lower rent costs (by donating the rest of the rent) as a tax write off incentive.

In order to be successful with our inquiries, when soliciting businesses the Founders will appeal to their previously established sense of philanthropy and their need to create a positive reputation in the community, tax write-offs, and the possibility of qualified future employees (students who participate in the program and complete any training or college degrees necessary). Not only do the Founders hope for aid through donation, but also long term relationships with local businesses that are committed to community involvement and improvement in addition to the success of EMBRACE Scholars and B.F.Ms as well. A long term partnership will give Scholars and Mentors connections in the professional world once they have chosen a profession or their first job.

*State and Federal Funds*

EMBRACE will apply for and take advantage of available government funding awarded to non-profit organizations as a supplement for initial capital. The Founders will search for grants for which we qualify, and seek them for the maximum number of years that an entity can reapply. EMBRACE Directors will also petition local public servants for public support and financial or otherwise intangible donations. Just as EMBRACE hopes to form relationships with businesses that have reputations for dedication to youth projects and education, public servants of similar backgrounds will be sought. This upholds the youth empowering goals of EMBRACE and its staff.

*Fundraising*

Along with several other options, EMBRACE students and staff are encouraged to sell sweatshirts with the EMBRACE logo, attend charity events (host blood drives, feed the homeless, cancer walks), and petition PTAs to raise funding for the organization. Engaging in such activities provide students the experience of putting on an event which gains them organizational and critical thinking skills. They will also realize how their hard work leads to positive consequences while benefiting the community.

*SWOT ANALYSIS; Strengths, Weaknesses, Opportunities, Threats*

*Strengths*

At its onset, EMBRACE will have several strengths to its advantage. For instance, the two Founders have higher education degrees (one with a BA, the other, a BA and MA with a Ph.D. in progress), both have experience in educational settings (tutors, mentors, coordinator for outreach program, volunteer for outreach program), prior first-hand knowledge of other college prep, non-profit programs (Destination Higher Education, Upward Bound, AVID, Summer Science Bridge), and educational training that provided the Founders with expertise for the demands of the program. The Founders are also
knowledgeable about what it takes to create a successful business and will complete thorough and accurate research to ensure that the business will have all necessary insurance, trained and qualified employees, and a precise budget to present to potential donors and sponsors. We will also hire on and receive volunteer hours from highly qualified advisors with backgrounds working in education (as teachers, superintendents, etc.), business, and community projects. Any and all legal documentation as it pertains to the protection of the organization, staff, and students will be concretely fleshed out by legal counsel and aimed toward the benefit of the Scholars, which is EMBRACE’s highest priority.

Weaknesses
EMBRACE has no historical reputation in the community and parents will question our ability to help their children. Initially the organization will be bound by a dependence on outside funding for start up capital, which limits our ability to acquire every resource we believe necessary for the educational and personal development of our students and staff. Also we prefer to hire expert staff which is adverse to our income stability, and may deter qualified candidates from applying with us which could potentially limit our applicant pool. Lastly, there are education budget cuts on the state levels that threaten funding sources for educationally oriented entities now and potentially in the future. Since there are so many other organizations seeking funding it will be difficult to successfully petition donors above all others without first establishing a unique reputation and successful record in the surrounding community.

Opportunities
There are a few characteristics EMBRACE carries that are a positive influence to perspective sponsors. EMBRACE has a great influence on the community and surrounding areas because it seeks to aid the youth rather than itself. EMBRACE allows more underserved college bound students the tools needed to understand how to get into colleges and universities, and the skill to be admitted, as well as the ability to spark self-initiated personal growth. There are few extreme competitors in the community that offer the same services and in the same manner that EMBRACE offers.

Threats
Despite the strengths and opportunities EMBRACE has at face value, there are education budget cuts pending on the federal level, continued education budget cuts on the state level, and possible complaints about equal opportunity access (some may claim they can not participate because they are not from an underrepresented group which is discrimination against them) that the organization may have to contend with. However, participation is open to all that apply regardless of their background or economic status.

SERVICE PLAN
EMBRACE hopes to connect motivated and at-risk students with academia in an imaginative manner. The staff and B.F.M.’s experience and education, as well as their continued dedication to learning, provide students with role models who will cultivate the students’ own enthusiasm for continued intellectual growth. Through group mentoring,
one-on-one and group tutoring, interest tailored educational activities, and other explorations, students can overcome “teach-to-the-test” learning and engage in higher level thinking. Once the students are comfortable with and excited about learning, they will be given insight into academic success skills that will help them to better sustain the information they encounter.

Students participating in EMBRACE experience positive reinforcement in a manner that is personally adapted to their needs since the amount of students served within their mentor groups during the program will be significantly smaller than their high school class sizes. Support that most likely is lacking in the high school setting due to budget cut backs and overcrowding is thus supplemented through EMBRACE. Counseling and counseling resources are also offered to students by certified counseling staff should they encounter an issue that causes them to seek such support.

Ideally to begin in the spring semester, run through the summer semester, and concurrent with the fall semester, students will spend between five to ten hours a week (during the summer) with college mentors at the EMBRACE facility and two to five hours a week (during the fall and spring) with college mentors. During the school year, students will be assigned a B.F.M. based on their major of interest and the school district they attend. These smaller groups will meet with their B.F.M.’s at the EMBRACE facility during an agreed upon time that is established collectively with their mentor during approved office hours. Also during the summer months, students will take an abbreviated college course taught by actual university faculty so they may develop a true sense of the rigor of such courses, as well as have the ability to practice the critical thinking skills they are gaining.

After a successful connection with the program, their B.F.M., the educational experience, and the fervor within themselves to commit to cultivate their own intellect, the following partial list of college preparatory services are available for EMBRACE students:

*Test taking skills* – the students will have access to test taking strategies that fit their individual learning styles. They will also be taught tips, such as reading the answers to a multiple choice critical reading test question, then going over the passage searching for the key terms rather than reading the entire passage, which can be time consuming.

*Note taking skills* – based on their individual learning styles, students will learn how to get the most out of their notes and set them up in a way that is functional for them. For instance, rather than writing down everything the teacher says or puts on the board, make diagrams and graphs as visual aids. Or going back after the class has ended, and copying down notes again as a memorization device. Also, listening for emphasis from your teacher as they are lecturing so as to discern the more important information that may show up on a test.

*Stress/anxiety awareness and alleviation techniques* – tricks to reduce stress levels before and after a test, during a test, and during an assignment. For instance, specific ways to avoid procrastination, setting small goals and milestones for a large assignment, obtaining a study buddy who helps hold
you accountable for assignments, and forming study groups to ease the pressure of learning complex subjects. Also, things nutrition regimens that maintain alertness during the day rather than feeling bogged down or bloated and tired. Additionally, coping with stress anxiety in healthy ways – good stress versus bad stress, knowing when you are overwhelmed and to seek assistance from classmates, teachers, friends, and other campus resources.

Learning styles – education and tips that will help EMBRACE students understand what works best for them in a classroom setting. This strategy concerns whether Scholars are visual, audio, or tactile learners. This will also help students to choose which teachers will present the material in a manner that is easiest for them to grasp it once they understand their learning styles.

Transition/Adjustment preparations for living on campus and for college courses – college mentors will explain communal living (sharing a bathroom, room, or apartment) with complete strangers, ways to overcome culture shock and homesickness, and tips that will help them be productive in a setting that is bound to have large amounts of distractions (parties, campus events, etc.).

Tutoring for current classes – the college mentors will also act as tutors to help EMBRACE Scholars with current courses they are taking.

Mentoring – current college students will act as role models and examples to the students by sharing their personal experiences and possibly forming friendships with students who may end up going to their university. This will ease the transition for students to have a familiar face on campus that they know can be a resource to them.

College Application assistance – assistance with completion of college applications and possible help with funding for the applications (waivers, grants, etc.) if the budget for EMBRACE permits.

Research skills – EMBRACE students will be given information on how to use resources for a research project and understand which sources are most credible and reliable. For instance, using Wikipedia as a source versus a scholarly journal. Students will also be taught how to extract information and how to sort out the most important pieces rather than including everything they find in a report.

Professor Meet & Greets – students will have the opportunity to meet college faculty and make connections with them before they enter college. They will be able to ask questions and the faculty will be able to explain their interests, the endeavors they are involved in, accomplishments, and their experiences establishing their careers.
College course(s) – Actual courses (one that a Founder has personally developed) translated into abbreviated forms for students to get a hands-on experience of possible structures and the demands of a college classroom so they will be prepared once they enter the university setting.

Campus field trip(s) – students will have the ability to view an actual college campus and decide if that particular school is right for them or not. They will also be able to make contacts and network with faculty and staff on those campuses.

B.F.Ms, I, and certain staff and Directors, will facilitate the majority of the actual college preparatory program services. Visiting faculty and volunteer business owners will also act as guest speakers and teachers for the students to implement the above services. Although the previously outlined tools are extremely helpful in almost any setting, they are taught only as enhancement tools for the students. They are at no time to be relied upon as sole instruments for learning. Without proper engagement to learning and higher thinking, these assets become short-cuts to learning, which undercuts the heart and soul of EMBRACE. Students will be encouraged to research and delve into academic resources to dole out information for themselves rather than only given answers and “quick-fixes” in order to pass a test. These academic success skills are provided as retention tools (and will be presented as such) rather than as the secret to attaining knowledge.

For all EMBRACE Scholars and specifically for students who may decide, or have already decided, that college is not the path for them, EMBRACE will also offer the following Job preparedness skills:

Interviewing:
  i. Mock interviews – college mentors will set up interviews that will give EMBRACE students experience in an interview situation so as to prepare them, critique them, and help them to be less nervous and therefore more successful in an interview
  ii. Self Presentation – students will learn tips to make the best first impression possible when going on an interview.
  iii. Etiquette – body language and placing, eye contact, voice projection, handshakes, etc.

Job shadowing (with possible job placement) – business donors who partner with EMBRACE and that have agreed to offer their workspaces for students interested in their specialty field will offer this opportunity. Students can actually experience a few hours in the job environment of their choice and have a better understanding of the skills and expertise needed to flourish in that field.

Business Professionals/Owners Meet-and-Greets – similar to faculty meet-and-greets, EMBRACE students will be able to ask entrepreneurs and business professionals questions about their careers for first-hand knowledge of the professional world. These business professionals will
also offer students their testimonials about their experiences, what an employer looks for in an applicant, and tips of the trade.

Regardless of the path he or she has chosen, both job preparedness and academic success skills will be offered to students during the EMBRACE program. Each individual will confront the passions within themselves that may be hidden, or even well known to the student, asked to explore these passions, and apply what excites them to their educational or professional career. Then, and only then, will students be provided the above outlined tools.

**Operation Plan**

The main objective of EMBRACE’s operation is to provide the greater San Diego area, starting in East County, with the services of EMBRACE. The organization will be broken up into two meeting types to run beginning in the spring semester, and subsequently during the summer (and fall semesters for non-high school seniors). During the initial three to five year period, we hope to serve between 20-40 public high school students, ranging from ages 13-18, from the Grossmont Union High School District. Following progressively stellar performance evaluations and increased revenue from donations, we desire to serve 60-100 students ranging from middle-school to high school grades from the San Diego City and County areas after six to ten years. In order to support the needs of these students and the functionality of EMBRACE, 40-50 employees (five Directors, five managers, a variable number of assistants, ten to fifteen staff members, and five to ten mentors) will be screened and hired according to their experience and qualifications. The number of staff, assistants, and managers will fluctuate as necessary to adequately support each department.

During the spring semester, of the high school calendar year, B.F.Ms will meet with EMBRACE participants two to five hours per week. During the spring (and fall if applicable) EMBRACE meetings are separated by school district and grouped by student’s selected major; which will be based on the major they are thinking of going into. This is done to make it easier for students to meet around the same time, in their group.

Throughout the summer, students will meet between five and ten hours a week at the EMBRACE facility with the college mentors. Meetings will be held as one collaborative group, except for the mini college course when students will choose which courses most interest them to experiment with.

The EMBRACE facility will be centrally located within East County so that it is easily accessible by private and public transportation. After the initial three to five year period, it will be centrally located within San Diego, for instance in the area between Grossmont College and San Diego State University. This will allow EMBRACE to service a large number of schools within the city and county.

The Education and Recruitment Director as well as the Human Resources and Legal Director will work together to run the day-to-day operations of EMBRACE in terms of evaluating and maintaining staff relations and progress. The Recruitment Director will be responsible for the hiring of B.F.Ms through the offer of an internship with EMBRACE. The H.R. Director will be responsible for insuring the staff and mentor are properly scheduled, and have the proper tools for success. For the safety of students, staff, and mentors, all staff and mentors will go through a background check and finger printing prior to being hired. Externally the Business Director will be in charge of the day-to-day. The Finance Director
will manage the funding allocated to the facility; pay for rent, utilities, wages, and insurance for the facility.

ORGANIZATIONAL STRUCTURE

Form of Business Ownership

EMBRACE is a tax-exempt non-profit mentoring organization that forms partnerships with local high schools and universities. The Founders will work in conjunction with the Board of Directors who evaluates and institutionalizes the everyday functions and goals of EMBRACE. The standers of evaluation will follow the guidelines as they relate to the mission and vision statement of EMBRACE: Accountability, Inclusivity, Evaluation, Shared Responsibility, and Institutionalization. Every individual will be held accountable to ensure the progress, safety, and growth of The EMBRACE Scholars in regards to these five values. They will be made aware of their specific responsibilities and how they feed into the overall goals and mission of EMBRACE. They will screen and approve the hiring of executives who will be in charge of recruiting students, financial distributions, hiring and coaching staff, etc. The Founders will approve all major decisions as established by the Board as well as establish the rules and regulations that all staff (including executive staff) will abide by, which will be drafted by legal counsel. There will be a Finance Director, Fundraising Director, Education Director, Human Resources & Legal Director, and a Business & Marketing Director. Initially, one person may hold more than one of the positions until EMBRACE grows successfully, needing more staff. The ideal would be for each Director to have an Administrative Assistant. There may be one or two in the beginning to help with more than one department. In addition to the directors, there will be a staff of current college students to act as mentors and tutors. They will be required to have a background in working with students in a tutoring, mentoring, college prep setting. This may include, though is not limited to, actual work hours or working toward their degree in Education.

The college student mentors will have the majority of the face time with the students in EMBRACE. The Founders would also like to hire a counselor who is trained in working with students who are going through difficult times in the event an issue arises that a student tutor is unable to handle comfortably.

The program will also work with University faculty willing to donate their time to teach sample college courses to the students. For instance, a Math professor or lecturer who is willing to spend an hour each week with the students in a mock class so they will understand the demands of a college course, as previously stated.

There will be at least one scheduled monthly staff meeting (and any emergency meetings where necessary) to gauge the department successes, needs, gaps, etc. that must be addressed. We will also cover staff issues and needs, such as any training or additional staff who might be necessary. The meetings will consider financial matters, community involvement and impact, and check to ensure that we are adhering to the EMBRACE mission statement. Early on we may discover that more than one meeting a month is necessary (bi-weekly meetings) to adequately attend to the issues and needs we come across. These meetings are detailed in the bylaws.
The leadership structure will be as follows (initially these may blend into one or one to two people will be in charge of more than one of these areas until full staff is acquired):

**Board of Directors**

Members of the Board of Directors for EMBRACE are expected to exemplify the mission and vision statements of the organization in every respect through a genuine dedication to the program, the community, and the students it serves. Members are asked to identify organizational goals and ensure they are met by issuing orders to be delegated by Executives and their staff, construct directives for each department, and by tracking progress of each department and the organization as a whole through quarterly and annual audits. Through oversight and leadership, the Board outlines how projects generated within EMBRACE should be run and handles risk-management to prevent and remedy any discrepancies or errors that may occur. Members will be held to the highest standards of accountability in both the areas of leadership and oversight through annual Board audits. Board members are the only individuals to have actual access to the bank accounts and approve all monetary transactions on behalf of EMBRACE. Including the previously outlined duties, responsibilities of the Board include creating, editing, and approving press releases; receive regular training, education, and mentoring about their responsibilities; policy and strategic planning; annually evaluates the performance of the board, executives, managers, and organization in achieving its mission. Each member of the Board are qualified (by scrutiny of the specifications below) individuals of the local community who are nominated to serve on the Board to ensure diversity and equal representation of members of the public. They are expected to serve without payment, with cases for reimbursement for out-of-pocket expenses as summarized in EMBRACE bylaws.

QUALIFICATIONS – Must be dedicated to public service and wholeheartedly invested in the mission statement of EMBRACE; They must agree to regularly attend meetings, and if they can not make this commitment, they should not accept the nomination; Volunteerism should be willing and accompany a sense of devotion to thoroughly complete assignments on time for the benefit of the students participating in the program; Enthusiastically participates in training and engages in re-education in order to stay informed of the activities, technologies, and information of the utmost quality for the advantage of EMBRACE participants and the organization as a whole; Interacts in a positive manner with other Board members with the intent of relationship building to achieve the highest standard of excellence in order to best accomplish the goals and vision of the Foundation; Will actively participate in most, if not all, fundraising events.

**Board of Executives**

*Business &Marketing Director*

A. DESCRIPTION – The selected candidate works closely and transparently with all external partners including third-party vendors, advisors, and consultants. The incumbent creates and coordinates comprehensive, creative,
interactive, thorough, and effective proposals to submit to businesses and
third-party vendors for their support and sponsorship. He or she oversees the
administrative functions of EMBRACE as well as the facility on a day-to-day
basis to ensure efficient and consistent operations as the organization progresses. These functions include, although are not limited to, resolving business issues related to work area, third-party interaction, coordinate business continuity plan exercises, and problem analysis and resolution. This individual also works intimately with the Finance and Fundraising Directors to sufficiently allocate funds for the maintenance of EMBRACE. The Director serves as a mentor to the staff in this department by utilizing strong leadership skills, acting as an optimistic support system, and demonstrating a commitment to team work and relationship building. He or she provides strategic planning and critical thinking in on-going projects for the organization. The position demands multiple skill domains including (though not limited to) knowledge of educational services, fair business practices, global thinking and decision making, and leadership. The incumbent will also participate in the coaching and corrective action process for Business Department staff.

B. QUALIFICATIONS – Five (5) years or more of experience in positions of increasing responsibility; Graduate degree in a business, finance, accounting, or related field which may take place of two (2) years of experience; Strong skills in strategic and critical thinking, negotiation, and relationship building; Experience with change management and consensus building; Demonstrated experience working with or must show constructive interest in working with diverse groups; Effective, articulate, clear and confident communication skills, both verbal and written; Independent, self-motivated worker with the ability to successfully organize/triage tasks efficiently as well as multi-task; Decisive, flexible, problem solver and results oriented with the ability and desire to achieve goals quickly; Effective use of performance improvement tools and proactive in bringing issues to the Board of Directors and Founders; Documented experience coordinating, managing, organizing, or supervising a Finance Department, staff, or event(s) (Project Management); Exhibits the highest values of excellence, integrity, and innovation; Proficiency in Office Suite (or equivalent software), and knowledge of database software.

C. PREFERENCES – Community involvement (volunteerism, public school board service, etc.); experience working with entities that serve children (juvenile justice systems, after school programs, church groups, etc.); bilingual.

Education & Recruitment Director

A. DESCRIPTION – The selected candidate develops and guides efforts to strengthen relationships and partnerships with other educational programs and philanthropically driven organizations to enhance and support the EMBRACE educational program. The director provides oversight, direction, and coordination of the ongoing development of educational materials unique to EMBRACE. He or she also develops, in collaboration with advisors,
university faculty, and the Founders, educational material that is imaginative, creative, entertaining, and promotes higher order thinking skills for participating students. The Director provides management and direction for the staff and college mentors within the department as well as serving as a mentor to the staff. He or she coordinates the recruitment and screening process with demonstrated strategic planning and organizational skills. The incumbent will also participate in the coaching and corrective action process for Education Department staff. Integration of the performance improvement process (developed by the Director based on the results of an exit survey completed by participating students) is managed by the Director. The position demands multiple skill domains including (though not limited to) knowledge of ethical integrity, fair business practices, global thinking and decision making, and leadership.

B. QUALIFICATIONS – Five (5) years or more of experience in positions of increasing responsibility with regards to education, teaching, leadership roles, youth empowerment and education; Graduate degree in education, social-work, child development, or a related field which may substitute for two (2) years of experience; Public speaking, philanthropic, and fundraising experience with effective, articulate, clear, and concise communication skills (written and verbal); Independent, self-motivated worker with the ability to efficiently organize and triage tasks as well as multi-task; Exhibits the highest values of excellence, integrity, and innovation; Proficiency in Office Suite (or equivalent software), and knowledge of database software; Strong skills in strategic and critical thinking, negotiation, and relationship building; Experience with change management and consensus building; Demonstrated experience working with or must show constructive interest in working with diverse groups, at-risk youth, and/or special needs groups; Effective use of performance improvement tools and proactive in bringing issues to the Board of Directors and Founders; Documented experience coordinating, managing, organizing, or supervising staff, or event(s) (Project Management) utilizing leaderships skills that demonstrate the ability to facilitate multiple projects.

C. PREFERENCES – Community involvement (volunteerism, public school board service, etc.); experience working with entities that serve children (juvenile justice systems, after school programs, church groups, etc.); bilingual.

Finance Director
A. DESCRIPTION – The individual that is appointed to this roll oversees the logistics of spending for EMBRACE. He or she provides strategic planning and authorizes the allocation of the raised funds, grants, donations, etc. that are received on behalf of the Foundation. He or she establishes and directs the ongoing development of an organized and effective bookkeeping system so that it can be easily deciphered and accessed. The Director and Manager of the Finance Department collaboratively supervise the accounting staff that updates the bookkeeping processes and information entry. He or she will also serve as an optimistic support system by mentoring the staff in the Finance
Department. Along with the Fundraising Director, the Founders, and Business & Marketing Director, the Finance Director forms and maintains a budget in order to set realistic monetary goals as well as decide appropriate fund delegation within the organization to optimize utilization of resources. The position demands multiple skill domains including (though not limited to) knowledge of educational services, fair business practices, global thinking and decision making, and leadership. The incumbent will also participate in the coaching and corrective action process for Finance Department staff.

B. QUALIFICATIONS – Five (5) years or more of experience in positions of increasing responsibility; Graduate degree in a business, finance, accounting, or related field which may take place of two (2) years of experience; Strong skills in strategic and critical thinking, negotiation, and relationship building; Experience with change management and consensus building; Demonstrated experience working with or must show constructive interest in working with diverse groups; Effective, articulate, clear and confident communication skills, both verbal and written; Independent, self-motivated worker with the ability to successfully organize/triage tasks efficiently as well as multi-task; Decisive, flexible, problem solver and results oriented with the ability and desire to achieve goals quickly; Effective use of performance improvement tools and proactive in bringing issues to the Board of Directors and Founders; Documented experience coordinating, managing, organizing, or supervising a Finance Department, staff, or event(s) (Project Management); Exhibits the highest values of excellence, integrity, and innovation; Proficiency in Office Suite (or equivalent software), and knowledge of database software.

C. PREFERENCES – Community involvement (volunteerism, public school board service, etc.); experience working with entities that serve children (juvenile justice systems, after school programs, church groups, etc.); bilingual.

Fundraising Director

A. DESCRIPTION – The incumbent develops, executes, and evaluates strategic planning related to the implementation on fundraising methods, venues, events, and the organizational infrastructures and guidelines for fundraising practices on behalf of EMBRACE. The Director will enforce the ethics designated for the department and ensure that all funds are properly and impartially with the goal of identifying and advancing opportunities for revenue streams that will assure financial stability for EMBRACE and the students it serves. He or she implements and maintains clear, concise, accurate, and up-to-date bookkeeping system uniform, although parallel, to the Finance Department’s records. The Director will function as the liaison for donors, sponsors, grant administrators, etc. that offer services and funds to the Organization in order to develop and guide efforts to strengthen relationships and partnerships with these entities. Accordingly, the Director creates and manages the dissemination of educational materials (brochures, t-shirts, flyers, commercials, etc.) that “advertise” the services, goals, values, and ethics of EMBRACE and what it intends to provide for the community.
He or she oversees the grant writer(s) and functions as final editor who in turn submits proposals for approval to the Board of Directors and Founders. Additionally, the Director provides leadership and operational oversight with intentions of mentorship to the staff of the Fundraising Department. The incumbent works closely and collaboratively with the Business & Marketing Director, the Founders, and the Finance Director in strategic organizing of all fundraising needs and allocation of appropriated funds. The Director will also participate in the coaching and corrective action process for Fundraising Department staff. The position demands multiple skill domains including (though not limited to) knowledge of educational services, fair business practices, global thinking and decision making, and leadership.

B. QUALIFICATIONS – Five (5) years or more of experience in positions of increasing responsibility with regards to grant writing, finance, project management, bookkeeping, or a related field; Undergraduate degree (graduate degree preferred) in business, finance, social work, business administration, or a related field which may substitute for two (2) years of experience; Public speaking, philanthropic, and fundraising experience with effective, articulate, clear, and concise communication skills (written and verbal); Independent, self-motivated worker with the ability to efficiently organize and triage tasks as well as multi-task; Exhibits the highest values of excellence, integrity, and innovation; Proficiency in Office Suite (or equivalent software), and knowledge of database software; Strong skills in strategic and critical thinking, negotiation, and relationship building; Experience with change management and consensus building; Demonstrated experience working with or must show constructive interest in working with diverse groups; Effective use of performance improvement tools and proactive in bringing issues to the Board of Directors and Founders; Documented experience coordinating, managing, organizing, or supervising staff, or event(s) (Project Management) utilizing leaderships skills that demonstrate the ability to facilitate multiple projects.

C. PREFERENCES - Community involvement (volunteerism, public school board service, etc.); experience working with entities that serve children (juvenile justice systems, after school programs, church groups, etc.); bilingual.

Human Resources & Legal Director

A. DESCRIPTION – The Director of this department develops and guides efforts to strengthen relationships and communication amongst the staff, executives, Founders, and Board of Directors in an on-going environment of growth and change. In conjunction with the Human Resources Manager, he or she organizes and oversees the hiring, recruiting, coaching and corrective action, training, and new hire education processes of the employees. Additionally, The Director utilizes his or her proficiency in policy development, documentation, and implementation in regards to the policies and procedures of the employment practices of EMBRACE. The incumbent, along with the Manager, oversees the staff who maintains employee files. He or she finalizes
any corrective action or coaching from the other departments as well as the Human Resources Department. The Director oversees employment law compliance and acts as the legal liaison (along with the Legal Advisor) for outside entities and legal inquiries.

B. QUALIFICATIONS – Five (5) years or more experience in positions of increasing responsibility with regards to human resources, human resources management, management, or a closely related field; Graduate degree in human resources, business administration, or a closely related field; Strong, effective, clear, articulate, and concise communicator in writing, business presentations and in interpersonal communication; Highly developed and demonstrated teamwork, strategic and critical thinking, negotiation, and relationship building skills; Demonstrates a high degree of confidentiality and unusual common sense; Able to direct the efforts of a team of diverse human resources professionals; Experience with change management and consensus building; Demonstrated experience working with or must show constructive interest in working with diverse groups; Expert in employment law and employee relations and communication; Demonstrated ability to see the big picture and provide useful and strategic advice and input across the Foundation and on the senior executive team; Proficiency in Office Suite (or equivalent software), and knowledge of database software; Strong skills in strategic and critical thinking, negotiation, and relationship building; Demonstrated experience working with or must show constructive interest in working with diverse groups, at-risk youth, and/or special needs groups; Effective use of performance improvement tools and proactive in bringing issues to the Board of Directors and Founders.

C. PREFERENCES – Community involvement (volunteerism, public school board service, etc.); experience working with entities that serve children (juvenile justice systems, after school programs, church groups, etc.); bilingual.

Managers

One (1) or two (2) managers will be selected for each department once they have demonstrated their qualifications and expertise as related to each specific department’s function. In accordance with policies and procedures, he or she directly oversees any assistants and staff members on a personal, day-to-day basis in order to ensure that the goals and needs of the department are being met. The manager documents employee performance reviews, establishes employee goals, submits coaching to the Director, evaluates the staff, and facilitates peer mediation when necessary. Additionally, he or she manages the operational and fiscal activities of the department as delegated by the Director. The primary duties of the managers for each department include, although are not limited to:

Plan and develop systems and procedures to improve the operating quality and efficiency of the department.

- Analyze and document business processes and problems. Develop solutions to enhance efficiencies.
• Coordinate and implement solutions from process analysis and general department projects.
• Direct staff in the development, analysis, and preparation of reports.
• Responsible for staff scheduling to include: work assignments/rotations, employee training, employee vacations, employee breaks, overtime assignment, back-up for absent employees, and shift rotations.
• Assist staff to resolve complex or out of policy operation problems.
• Coordinate with Human Resources for appropriate staffing levels.
• Schedule and conduct department meetings as delegated by the Director.
• Responsible to meet department productivity and quality goals.
• Other duties as assigned.

Management Advisor(s) – These individuals will consist of respected members of the San Diego academic and business communities that are as concerned with education in regards to students as the EMBRACE Founders. They will act as Advisors to ensure EMBRACE employs an ethical, appropriate, comprehensive, and engaging agenda keeping only the personal and intellectual progress of the students at the forefront. They will sign a Memorandum of Agreement and Advisor Contract that outlines their duties and services to the Foundation.

Staff
Qualified staff members, who are chosen in accordance with the drafted requirements of each specific position, adhere to the responsibilities as authorized and organized in each respective department by the Directors and Managers. These duties include, but are not limited to:
• Customer Service.
• Filing.
• Event scheduling and set-up.
• Data entry.
• Bookkeeping/accounting.
• Report creation and maintenance.
• Interaction with parents, students, third-party vendors, public servants, university faculty, etc.
• Other duties as assigned.

Advisor(s)
Legal Counsel – This individual, whether they volunteer their time or are employed with the Foundation, will act as legal advisor for the protection of students, staff, and the best interests of EMBRACE. They will help develop and implement any and all contracts or legal documents for the Foundation as necessary. Their expertise as a lawyer should not precede their commitment to their community since this will coincide with the goals of EMBRACE. They too will sign a Memorandum of Agreement and Advisor Contract.
Mentors

The mentors chosen are current undergraduate or graduate students in any major or field study presently enrolled in any accredited post-secondary institution. Each mentor exhibits outgoing, enthusiastic, and passionate characteristics as vibrant communicators with strong public speaking and written communication skills. He or she listens to the student, understands the obstacles the participating students perceive in school or life, and helps him/her identify possible solutions through conversation rather than outright direction. Mentors must be interested in working with diverse students, at-risk youth, and/or special needs groups, no matter their culture, economic status, religious backgrounds, or political beliefs. The mentors help students appreciate the importance of continued education, both personally and professionally, in and out of EMBRACE and how beneficial a diverse environment is in our increasingly global world. Additionally, he or she may work with the students to develop long-range goals for their academic and personal lives. The success of this relationship will depend on the mentor helping the student reduce these goals to short-term, manageable, weekly activities.

ADVERTISING

The advertising objective is to promote the reputation of EMBRACE to assure that: recruitment foundations will use EMBRACE; inform the public of its services as they benefit the community; funding sources will support EMBRACE; and college students will volunteer to be staff.

The marketing strategy will be to successfully advertise EMBRACE to not only schools, students and parents, but potential funding sources as well. This will be accomplished by the Education and Recruitment Director who will create and maintain a network of contacts who will serve as the recruitment source for the program. EMBRACE will use a combination of free of charge and charged advertising to enter the market. Gaining recognition as an organization that educates students on the ins and outs of getting into college, giving them real college experiences, and a fun place for students to be with like minded individuals.

The Education and Recruitment Director will begin a reputation for EMBRACE before the initial opening of our doors. The Education and Recruitment Director will begin by opening accounts on Facebook, My Space, Twitter, and other social networking websites that can spread our name and what we do without cost to our organization. They will place information about EMBRACE on local School District websites, classified ads, and have information booths at school orientations. At our information booth we will have a sign-up sheet so we can continue communication through e-mailing potential EMBRACE students as well as inform parents of why we are beneficial to their children.

Brochures will be developed to advertise the benefits of EMBRACE to both potential recruiters, participants, and the community. The information booths will have these brochures providing our contact information and give students and parents a greater understanding of what EMBRACE offers. The brochures will also be available at schools, tutoring centers, and local libraries.
We will establish a website for students, parents, businesses, and any other interested parties to visit and learn more about EMBRACE. A marketing effort will also be implemented to attract and retain quality college mentors for the program with the possibility of hire within the program and with our business partners. Reward activities will be planned for college mentors. These activities will be used to recruit new college mentors from the friends and associates of current college mentors. Finally, television ads will be created to reach a broader audience and continue with the ultimate goals of the advertising of EMBRACE.

CONCLUSION

EMBRACE hopes to become an asset to the San Diego community at large through several avenues. Not only does it seek to provide a safe space for aspiring students to realize their personal goals and aspirations, but the Foundation hopes to supply a meaningful individual journey for every student it serves so he or she may achieve successful professional and academic experiences. EMBRACE also strives to inspire each student to make a difference in the surrounding community during his or her time within the Foundation, even after he or she completes the program. Our goal in establishing the EMBRACE organization is to facilitate a trend of community involvement, giving back, achieving higher education, and unselfishness not only amongst participating students, but also their parents, siblings, and peers. A legacy of educational and professional excellence within San Diego and California as well is what EMBRACE seeks to achieve. EMBRACE adheres to an unwavering dedication to partner with local businesses and private organizations with established reputations of selflessness and community giving to ensure this tradition of educational and professional excellence for all youths will come to fruition. For organizations, individuals, and businesses that care about these issues, this is a wonderful opportunity to put their ideals into practice. A lovely byproduct of having community values is that the community at large responds with enthusiasm that advertising can never attain.
APPENDIX B

EMBRACE CORE POLICIES
Organization/Society By-Laws

1. In these by-laws:
   a) “Society” means _____The EMBRACE Foundation_____
   b) “Registrar” means the governing body of the State of California appointed to register new businesses.
   c) “Special Resolution” means a resolution passed by not less than three-fourths of such members entitled to vote as are present in person at a general meeting of which notice specifying the intention to propose the resolution as a special resolution has been duly given.

Membership

2. Those to whom the Society is ultimately accountable shall be the members of the Society. This will include a minimum of five (5) subscribers to the policies, procedures, rules, and regulations incorporating said society, and other such persons as described herein.

3. Every member of the Society shall be entitled to attend any meeting of the Society and to vote at any meeting of the Society and, if of legal age, to hold any office.

4. Membership in the Society shall not be transferable.

5. Membership in the Society shall consist of those who support the objects of the Society and/or
   a) Contribute to its support in an amount to be determined, and/or
   b) Reside in _San Diego City or County, California_ and/or
   c) Have sufficiently demonstrated need of the Society to the satisfaction of the Board of Directors as outlined by said Board.

6. No formal admission to membership shall be required and the entry in the active contributors and members the Administrative staff of the name and address of any individual shall constitute admission to membership in the Society. Organizations may be admitted to membership in the same manner.

7. Membership in the Society shall cease upon the death of a member, or if by notice in writing to the Society, he/she resigns his/her membership, or if he/she ceases to qualify for membership in accordance with these by-laws.

Fiscal Year

8. The fiscal year of the society shall be from ____March 15____ to ____March 14____.
Members’ Meetings

9. Every member shall have one vote and there shall be no proxy voting.

10. a) An ordinary or special general meeting of the members called by the Chair or directors may be held at any time and shall be called if requested in writing by ¾ of the members.

                  b) An annual general meeting (AGM) of the Society shall be held within three months after the end of each fiscal year of the Society.

11. Seven (7) days notice to members is required for an ordinary general or special general meeting of the members. The notice must specify the date, place and time of the meeting and in the case of special business, the nature of such business shall be given to the members. Such notice is to be given to the members by means deemed by the directors to be effective. This may include the use of newsletters, newspapers, television, radio, public bulletin boards, e-mail and/or other electronic means. The non-receipt of any notice by any member shall not invalidate the proceedings at any general meeting.

12. One month’s notice followed by weekly reminders is required for an annual general meeting. The notice must specify the date, place and time of the meeting and, in the case of special business, the nature of such business shall be given to the members. Such notice is to be given to the members by means deemed by the directors to be effective. This may include the use of newsletters, newspapers, television, radio, public bulletin boards, e-mail and/or other electronic means. The non-receipt of any notice by any member shall not invalidate the proceedings at any annual general meeting.

At the annual general meeting of the Society the following items of business shall be dealt with and shall be deemed ordinary business:

   a) Minutes of the previous annual general meeting
   b) Consideration of the annual report and evaluation of the directors and Society
   c) Consideration of the annual financial report of the Society and, if required by these by-laws, the appointment of auditors for the ensuing year.
   d) Election of directors and, if required by these by-laws, election of officers
   e) Consideration of suggestions, adjustments, concerns, etc. from the executives (if any)
   f) Special Resolutions about changes in by-laws (if any)

All other types of business transacted at an ordinary general, annual general or special general meeting of the members shall be deemed special business.

13. No business shall be transacted at any members’ meeting of the Society unless a quorum of members is present at the commencement of business and such quorum shall consist of ¾ and at least ¼ of the Board of Directors.

14. If, within one-half hour from the time appointed for a members’ meeting, a quorum of members is not present, the meeting, if convened upon the requisition of the members, shall be dissolved. In all other cases it shall stand adjourned to such time and place as a majority of the members then present shall direct. At such adjourned meetings the members present shall constitute quorum only for the
purpose of winding up the Society.

15. The Chair, or in his/her absence, the Vice-Chair, or in the absence of both of them, any member appointed from among those members present, shall preside as Chair at members’ meetings.

16. At a members meeting the Chair shall have a vote. In the case of an equality of votes, the motion shall be revisited at a later date to be determined upon further investigation, research, and discussion.

17. The Chair may, with the consent of the meeting, adjourn any meeting from time to time and from place-to-place, but no business shall be transacted at any adjourned meeting, other than the business left unfinished at the meeting from which the adjournment took place, unless notice of such new business is given to the members.

18. At any meeting, a declaration by the Chair that a resolution has been carried. Entry in the minutes along with proof of the number or proportion of the members recorded will validate the resolution. If a poll is demanded it shall be held by show of hands or by secret ballot as the Chair may prescribe and the result of such poll shall be deemed to be the resolution of the Society.

**Directors**

19. Unless otherwise determined by special resolution, the number of directors shall not be less than five (5) or more than eight (8). The minimum of five (5) subscribers to the policies, procedures, rules, and regulations shall be the first directors of the Society, or those who accept nomination and/or invitation to subscribe to the policies, procedures, rules, and regulations.

20. Any member of the Society of legal age (or with guardian consent) shall be eligible to be elected to serve on the Board of Directors for the Society.

21. Directors shall be elected by members at annual general meetings of the Society as per bylaw #12 (d). If organizations are admitted to membership, the members may elect, as a director, a representative nominated by each of the organizations. The remaining directors shall be elected by the members from among their number.

22. At the annual general meeting of the Society, the directors shall retire from office but shall hold office until the dissolution of the meeting at which their successors are elected. Retiring directors shall be eligible for re-election.

23. In the event that a director resigns his/her office or ceases to be a member in the Society, whereupon his/her office as director shall be vacated, the vacancy thereby created may be filled for the unexpired portion of the term by unpaid staff (volunteers, mentors, etc.) from among the members of the Society.

24. The Society may, by special resolution, remove any director before the expiration of the period of office and appoint another person in his/her stead. The person so appointed shall hold office during such time only as the director in whose place he/she is appointed would have held office if he/she had not been removed.

25. Directors who have, or could reasonably be perceived to have, a conflict of interest with respect to the affairs of the society, have a duty to declare this interest. Such a declaration is to be made to the members upon nomination or, if serving as a director, when the possibility of a conflict is realized.
A conflict of interest does not preclude a member from serving as a director provided that he/she withdraws from decision making on matters pertaining to that interest and that such withdrawal is duly recorded.

26. Directors are not entitled to remuneration for service but may be reimbursed for reasonable expenses incurred in the conduct of their duties. Such expenses maybe specified in advance by the Board of Directors and signed into agreement through a Memorandum of Agreement or Reimbursement Contract.

27. The responsibility for the management of the activities of the Society shall be vested in the directors who, in addition to the powers and responsibilities outlined by these by-laws or otherwise expressly conferred upon them, may exercise, within the limits of the law, all powers as may be required by the Society to achieve its purposes. In particular, the directors shall have power to set policy to guide the management of the society, engage staff, and to determine his/her/their duties, responsibilities and remuneration. The directors may appoint an executive committee and other committees consisting of directors and/or other such persons as they may determine are required.

**Directors’ Meetings (Board Meetings)**

28. Meetings of the Board of Directors shall be held as often as the business of the Society may require but not less than quarterly. A meeting of directors may be held at the close of every ordinary or annual general meeting of members of the Society without notice. Special board meetings may be called by the directors. If notice is required it shall specify the time and place thereof and shall be given either orally or in writing to each director within a reasonable time before the meeting is to take place. Non-receipt of such notice by any director shall not invalidate the proceedings at any meeting of the directors.

29. No business shall be transacted at any meeting of the Board unless at least \(\frac{3}{4}\) of the directors are present at the commencement of such business.

30. The Chair or, in his/her absence, the Vice-Chair or, in the absence of both of them, any director appointed from among those directors present shall preside as Chair at meetings of the Board.

31. At a directors’ meeting, the Chair shall have a vote. In the case of an equality of votes, the motion shall be revisited at a later date to be determined upon further investigation, research, and discussion.

**Officers**

32. The officers of the Society shall be a Chair, a Vice-Chair, a Secretary and a Treasurer. The offices of Treasurer and Secretary may be combined.

33. The Board may elect one of their number to be the Chair of the meetings. The Chair shall be responsible for the effectiveness of the Board of Directors and shall perform such other duties as may be assigned to her/him by the Board from time to time.

34. The Board may also elect from their number a Vice-Chair. The Vice-Chair shall perform the duties of the Chair during the absence, illness or incapacity of the Chair or during such period the Chair may request him/her to do so.
35. There shall be a Secretary of the meetings who shall be responsible for the minutes of the meetings of members and directors, and shall perform such other duties as may be assigned to him/her by the members. The directors may also appoint a Recording Secretary who is not a Director, for the purpose of taking minutes.

The minutes of all the meetings of the Society and other legal books and records of the Board of Directors shall also be the responsibility of the Secretary.

36. The Board shall also appoint an executive who will hold the Finance Director Position for the Society who shall be responsible for overseeing financial management practices, insuring that the Directors understand the financial situation of the Society and may carry out other such duties as the Board may assign.

Audit of Accounts

37. The directors are responsible for insuring that members receive annually a written report on the financial position of the Society as developed and maintained by the Finance Department. This statement shall be in the form of a balance sheet showing the particulars of its liabilities and assets, and a statement of its income and expenditures for the past year. A copy of the financial report, as a true and fair account of the society’s financial affairs, shall be signed by the auditor or, if there is no auditor, by two directors and shall be filed with the Registrar within fourteen days after the annual general meeting in each year as required by law.

38. An auditor for the Society may be appointed annually by the members of the society at the annual general meeting and, on the failure of the members to appoint an auditor, the directors may do so.

Miscellaneous

39. The Society has power to repeal or amend any of these by-laws by a special resolution passed by the members, subject to the approval of the Registrar.

40. The Society shall file with the Registrar, with its Annual Financial Statement, a list of its directors with their addresses, occupations, and dates of appointment or election, and, within fourteen days of a change of directors, notify the Registrar of the change.

41. The Society shall file with the Registrar a copy in duplicate of every special resolution within fourteen days after the resolution is passed.

42. If the Society has a seal it shall be in the custody of the Secretary and may be affixed to any document upon a resolution of the Board of Directors.

43. The annual financial statements and minutes of membership and directors meetings may be inspected by any member with one week’s notice at the registered office of the Society. All other books and records of the Society may be inspected by any member at any reasonable time within two days prior to the annual general meeting, at the registered office of the Society.

44. Contracts, deeds, bills of exchange and other instruments and documents may be executed on behalf of the Society by the Chair or the Vice-Chair and the Secretary, or otherwise, as prescribed by a resolution of the Board of Directors.
45. The borrowing powers of the Society may be exercised by special resolution of the members as approved by the Board of Directors.

46. The Board shall insure that the Society’s assets are protected against damage or loss, and, if it is determined that considerable risk is involved, the directors themselves are adequately protected against liability resulting from a legal action, suit or proceedings in respect to the execution of the organization’s mission.

The above is a sample. Adoption of these stipulations by a board without discussion and revision is not intended.
Legal Policy - Advisor

Policy Title: Legal Advisor-Expectation/Scope of Services

Policy #01

Purpose:
Document the purpose, scope of involvement, and responsibilities regarding the retention of a Legal Advisor on behalf of the EMBRACE Foundation. The services rendered between both entities will be explicitly outlined and agreed upon at the time of signing the Memorandum of Agreement contract.

Description of Services:
The Legal Advisor may or may not be a hired employee from a third party firm or private practice. It is the expectation of EMBRACE that the Advisor place the interests of the Foundation above his or her own while offering advice, legitimizing contracts, producing legal documents, and other such services. It is also expected that he or she will act in the best interest of the safety of the students EMBRACE services, its employees, volunteers, mentors, and the Board of Directors. If at any time there is a conflict of interest or one is perceived, it is the responsibility of the Advisor to formally document this conflict and act accordingly to avoid the conflict as outlined in EMBRACE’s Conflict of Interest Policy. The Advisor will act in the following capacities that include, but are not limited to:

- Represent EMBRACE as Counsel during litigation and other legal activities
- Identify and give the proper legal framework as appropriate for each unique situation
- Ensure there are no conflicts with State or Federal laws within EMBRACE’s rules, regulations, actions, and policies and procedures
- Collaborate in negotiations with business associates, vendors, sponsors, and other third party organizations to insure the best interests of EMBRACE and its core values and missions are upheld and to avoid any violations or conflicts with State and Federal laws when finalizing agreements and contracts
- Offer sound, concise, clear, and appropriate advice when necessary
- Refuse any gifts, gratuities, monetary awards, or similar items that are intended to persuade or dissuade the Advisory responsibilities as outlined in this policy and the Memorandum of Agreement contract and/or will create a conflict of interest that supersedes the interests of EMBRACE and the students it services.

The Legal Advisor will be subject to the same Hiring Practices (background check, interview, reference check, etc.) as outlined in the New Hire paperwork and the Employment Practices Policy. He or she will be expected by EMBRACE to adhere to the Commitment of Excellence as outlined in the Code of Conduct Policy. Upon hire, the Advisor will receive a copy of said policies and will also receive any revised copies when appropriate.

The above is a sample policy. Adoption of these stipulations by a board without discussion and revision is not intended.
Human Resources Policies

Policy Title: Employment Practices

Policy # 02 - Hiring /Employment

Purpose:
As the Foundation is committed to being an exemplary employer, the Executive Director will ensure that the human resource practices the organization adhere to the principles of fairness and respect, and that the Foundation abides by all laws and government regulations. More specifically, the Executive Director, the Board of Directors (Board), and the Human Resources & Legal Director will be accountable for the development of detailed policies and procedures that ensure that:

1. Recruitment and hiring practices are open, thorough, fair, and based on merit.


3. All employees have job descriptions and that these are regularly reviewed by the Human Resources & Legal Director, and approved by the Board of Directors.

4. Personnel records are treated as confidential and that appropriate restrictions are in place regarding their use and who has access to them.

5. Human resource policies and procedures are provided to all staff and are also available electronically on the Foundation’s website.

6. Every staff member is formally evaluated on an annual basis, that the evaluation criteria are in line with best practices in other organizations, and that they are known by all employees.

7. Employees are recognized for excellent performance.

8. Every employee is entitled to a specified amount of time off with pay in the event of sickness, a death in their immediate family, medical appointment and unexpected family obligations. The Foundation reserves the right to request verifiable documentation in the event these circumstances arise for any employee.

9. There is a formal grievance or conflict resolution procedure in place for staff that involves the Board as the final arbitrator.

144 The Executive Director, the Board, and Human Resource & Legal Director’s performances will be evaluated annually, in part, on the implementation of these and other policies.
10. The Association will strive for diversity in its employment practices with respect to race, culture, and disability.

11. Staff have professional development opportunities made available to them and that an annual training plan is prepared and implemented with the resources available.

12. If employment is not granted, candidate will receive communication as to the factors that lead to this decision regarding his or her application.

The above is a sample policy. Adoption of these stipulations by a board without discussion and revision is not intended.

Policy Title: Policies and Procedures

Policy #03 – Coaching Policy

Purpose:
To outline the EMBRACE Foundation’s corrective action procedures to be followed when dealing with below standard performance to include the violation of any and all EMBRACE policies. General employee, Board member, volunteer, and mentor are expected to follow the standards of conduct to include (although not limited to) the Commitment to Excellence as outlined in the New Hire paperwork, the Code of Conduct policy, and at the conclusion of this policy, are identified as examples of the standard of performance each individual is held to.

Guidelines:
All EMBRACE employees, mentors, Board members, and volunteers are expected to meet and/or exceed standards in work performance. Management and Executives will be responsible to communicate performance expectations and below standard performance, and take the appropriate steps to provide the employee an opportunity to improve.

Employees will be held personally responsible for being aware of and understanding appropriate EMBRACE policies, rules, regulations, and standards. These policies can be changed or modified at any time upon revision by the Board of Directors. Employees will receive notice of these changes and will be held responsible for adhering to their guidelines.

When an employee violates a policy, regulation, or fails to meet performance expectations, corrective action up to and including discharge from employment may be appropriate. Corrective action, other than discharge, may be taken in an attempt to correct the performance of an employee, or to help them meet the standards expected for continued employment or volunteerism with EMBRACE. Discharge may be appropriate, depending upon the circumstances involved, at any time during employment with or without any prior corrective action.

Management will practice consistent corrective action by taking appropriate steps when employees fail to comply with established policies or meet performance standards. Corrective action taken by Management will be administered without favoritism or discrimination. Corrective action that appears to be retaliation by the employee or management will not be tolerated and may lead to further corrective action.

It is the expectation of the Foundation that employees, volunteers, Board members, and mentors who receive corrective action, short of discharge from employment or service,
will improve their below-standard performance. Any individuals who fail to improve their performance to meet standards may be discharged.

The following guidelines have been developed to illustrate different types of corrective action measures that may be taken. The guidelines are provided for management to consult, but do not constitute a mandatory step-by-step procedure that must be followed in all cases. Depending upon the nature of the performance issue, it may be appropriate to move directly to a final warning or discharge from employment. Human Resources are to be consulted with at the onset of corrective action and included in any suspensions or discharges from employment.

**COACHING**
Coaching is not part of the formal corrective action process although it should be documented in the official personnel file. Coaching should offer clear methods, benchmarks for improvement, trainings, or job duty clarification for the employee in a joint effort to solve performance or communication issues. The coaching method should allow the employee the opportunity to discuss work performance and collaborate on plans for improvement with Management. A clear timeline for improvement should be established during coaching.

**INFORMAL CORRECTIVE ACTION**

**Clarification of Expectations for Performance**
This statement should cite the specific performance issues and areas of improvement and may include reasonable assistance to meet performance expectations. This should be supported by scheduled and/or continued access to Management to help the employee, volunteer, or mentor meet the standards and goals identified in the written statement. This will inform the individual that if improvement is not shown, he or she may be subject to the formal corrective action process. The documentation includes previous coaching in the performance area and is placed in the employee's personnel record. If the corrective action process continues from informal to formal, the Clarification of Expectations may be sent forward, with the formal documentation, to the employee's personnel record.

**FORMAL CORRECTIVE ACTION**

**Written Warning**
A written warning is used for more serious or repeated cases of rule infractions or continuing unacceptable performance. This step in the corrective action process will describe the unacceptable performance and specify the improvement and actions required within a designated time frame. A written warning will include cumulative below-standard performance in the time period designated for improvement and is to be inserted in the official personnel file.

**Final Written Warning**
As with the written warning, the final written warning may make reference to any previous warnings the employee has received. A final warning will indicate that any
repetition of the cited behavior or any other below-standard performance may result in discharge from employment and is to be inserted in the official personnel file.

**Suspension (Administrative Leave)**

Suspension from work may be used to investigate a work related issue when Management determines that the individual should not be at work during the investigation. In most cases, suspension will be utilized prior to a discharge from employment. Management should suspend the individual (if it is an employee, without pay) in order to thoroughly investigate the situation and supporting documentation. The investigation will include a review of all relevant information, including documentation and past performance evaluations. Employees completely exonerated from all issues related to the suspension will be retroactively compensated at their regular rate for the suspension.

**Discharge from Employment or Service**

Discharging an individual at the conclusion of corrective action is the last step in what has usually been a series of interventions on the part of Management. The discharge document should summarize the steps taken to remedy the performance issue(s) and explain the discharge as a result of continued, unacceptable and/or unresolved below-standards of performance. This step should also be approved by the Human Resources & Legal Department.

At the time of voluntary or involuntary discharge, pursuant to the Unemployment Insurance Code Section 1089, the employee will be provided with a change of status notice which includes the following information:

1. Name of the employer,
2. Name and social security number of the employee,
3. Nature of the action in general terms (discharge, position elimination, leave of absence or change in status from employee to independent contractor), and
4. Date of action.

**GENERAL EMPLOYEE, VOLUNTEER, AND MENTOR STANDARDS**

The following is a partial list of unsatisfactory job performance issues which may result in immediate formal corrective action or discharge from employment or service. This list does not include every possible performance issue which might result in immediate corrective action or discharge. EMBRACE at all times reserves the right to take corrective action appropriate to the seriousness of the performance issue.

**Breach of the EMBRACE Foundation’s Commitment to Excellence and/or Confidentiality Agreement** - Each individual must know what is expected of him or her by the EMBRACE Policies. Each employee must abide by these standards and procedures, and be sensitive to situations that could lead them or others to violate these expectations. If an individual is unclear as to his or her obligation under these polices,
he or she must seek out clarification from his or her Manager, Directors, or Executive Director.

**Breach of Confidentiality** - unauthorized access use or disclosure of confidential financial, employment related, or any other personal information. A misuse of the materials mentioned above (or anything held similar to the information mentioned above) may result in discharge from employment.

**Dishonesty** - such as falsification of company records (timecards) or reports; theft or misappropriation of EMBRACE money, supplies, materials or equipment, or the use of said materials for personal reasons or gain may result in the corrective action process; engaging in illegal acts on EMBRACE time or premises.

**Failure to Cooperate** - such as failure to actively collaborate or participate with management, coworkers, volunteers, students, and faculty in matters relating to the performance of duties, activities, and operation of the facility or the facilitation of learning for students.

**Gross Misconduct** - such as verbal or physical abuse of students, employees or volunteers; defacing, damaging or destroying EMBRACE property; making public statements slanderous to EMBRACE, its Management, or its trustees. Further gross misconduct would include a conviction for a felony; possession of firearms or other weapons on EMBRACE property; possession or sale of illegal or controlled substances; traffic safety violations if related to job duties; sale or disclosure of proprietary information or products of EMBRACE without authorization. Arrests of individuals for alleged criminal performance will be evaluated by Management, Executives, and the Board of Directors on a case by case basis for appropriate action.

**Insubordination** - actions or behaviors which are disrespectful, undermining, and/or non-supportive of the mission and goals of the department(s) or organization. Additional examples are, but not limited to: willful failure to follow instructions given by Management, or other person(s) given in-charge responsibility; violation of company rules, regulations or policies; failure to report work-connected illness or injury; solicitation on EMBRACE property.

**Sexual Harassment** - includes, but is not limited to: unwanted sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature where either; (1) submission to such conduct is made an explicit or implicit term or condition of employment, promotion, agreement to service, or work assignment ; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individuals; or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive working or learning environment. This includes verbal, physical, or visual harassment.
Substance Abuse - such as possession, use, or being under the influence of alcohol, illegal drugs or chemical agents by an employee, volunteer, student, mentor, or Director while on duty or on EMBRACE premises.

Threats - any statement, written or verbal which directly or indirectly threatens harm to any person or property, will be taken seriously and will result in immediate suspension from employment and possible discharge. EMBRACE will determine whether criminal complaints will be filed against any person who makes such threats.

Unethical Behavior – such as, although not limited to, engaging in inappropriate behaviors on EMBRACE premises, or where such acts damage the Foundation’s image or reputation in the community, or with its donors or students.

Unlawful Harassment - behavior which is directed at a person because of gender, race, color, ancestry, religion, national origin, disability, medical condition, age, marital status, or sexual orientation, and which has the purpose or effect of substantially interfering with an individual's work performance, or creating an intimidating, hostile or offensive work or learning environment. This includes verbal or physical harassment.

Unsatisfactory Attendance - such as excessive absenteeism and tardiness, failure to give adequate notice of absence, patterns of absenteeism or tardiness, or failure to report for scheduled shift.

The above is a sample policy. Adoption of these stipulations by a board without discussion and revision is not intended.

Policy #04 - Code of Conduct Policy: General

Purpose:
To establish clear directives for all employees, students, volunteers, mentors, and business associates, to understand the standards and ethics that outline the EMBRACE Foundation’s business and educational practices.

Code of Conduct – Commitment to Excellence
A written Code of Conduct shall be established by the Human Resources & Legal Department in conjunction and by final approval of the Board of Directors, and shall be made available to all covered persons. The Code of Conduct shall, at a minimum, include:

a. EMBRACE’s commitment to full compliance with all Federal and State non-profit program requirements, including its commitment to prepare and submit accurate claims;

b. EMBRACE’s requirement that all Covered Persons are expected to comply with all Federal and State non-profit program requirements and with EMBRACE’s policies and procedures;

c. EMBRACE’s requirement that all Covered Persons are expected to report suspected violations of any Federal or State non-profit program requirements or EMBRACE’s policies and procedures;
d. The consequences to both EMBRACE and Covered Persons for failure to comply with Federal and State non-profit program requirements, and EMBRACE’s policies and procedures; and

e. The right to use the confidential Compliance Connection Hotline for reporting concerns or violations, EMBRACE’s commitment to maintain confidentiality as appropriate, and non-retaliation with respect to good faith disclosures.

f. The expectation that all employees, mentors, volunteers, and Board members will place the interests of the students they serve and the interests of the Foundation above their own interests in pursuit of providing a significant learning experience and healthy education environment for participating students.

g. Adherence to the five principle guidelines within the Commitment to Excellence, titled “D.R.E.S.S. for Success.”

h. A discussion of applicable fraud and abuse laws, and whistleblowers protections under such laws.

The Code of Conduct shall be reviewed on an annual basis by the Board of Directors to determine if revisions are appropriate. Any revisions shall be distributed, or made available, within 30 days after such revisions are finalized. Each covered person shall certify that he or she has received, read, understood, and shall abide by the revised Code of Conduct within the course of the annual performance evaluation. An electronic copy of the Code of Conduct is available to all employees on the Foundation’s website.

The promotion of, and adherence to, the Code of Conduct shall be an element in evaluating the performance of all employees. All new hires shall certify that he or she has received, read, understood, and will abide by the Code of Conduct within 30 days of date of hire.

The above is a sample policy. Adoption of these stipulations by a board without discussion and revision is not intended.

Policy #05 - Code of Conduct Policy: Working with Minors

Purpose:
To establish clear directives for all employees, students, volunteers, mentors, and business associates, to understand the standards and ethics that outline the EMBRACE Foundation’s educational and business practices in regards to conduct and services rendered to the minors who participate in the program in order to insure their safety and well being.

Code of Conduct – Working with Minors
A written Code of Conduct shall be established by the Human Resources & Legal Department in conjunction with and by final approval of the Board of Directors, and shall be made available to all covered persons. The Code of Conduct shall, at a minimum, include:
a. The requirement that employees and mentors working directly with minors be certified with a current CPR card. Individuals hired without a card, as a contingency of official employment will be required to obtain one within the agreed upon time frame at the time of hire on a case-by-case basis. EMBRACE reserves the right to refuse hire if a card is not obtained;

b. Report any signs of, or outright witnessing of physical, emotional, verbal, mental, or any other type of abuse on EMBRACE premises or during excursions, fundraisers, events, and field-trips;

c. EMBRACE’s requirement that all Covered Persons are expected to report suspected violations of any Code of Conduct stipulations or EMBRACE’s policies and procedures;

d. The consequences to both EMBRACE and Covered Persons for failure to comply with the stipulations within the Code of Conduct, and EMBRACE’s policies and procedures; and

e. The right to use the confidential Compliance Connection Hotline for reporting concerns or violations, EMBRACE’s commitment to maintain confidentiality as appropriate, and non-retaliation with respect to good faith disclosures.

f. Employees, mentors, volunteers, and Board members that will be working with students are asked to provide at least two (2) references that can attest to their conduct with minors is in good standing. These references should not be relatives and should be recent (within the past twelve [12] months) co-workers, volunteers, management, or subordinates from a field related to education or services provided to minors.

g. Covered Persons will not under any circumstances have unsupervised access to student participants. This includes, but is not limited to providing rides to and/or from home and school, inappropriate behaviors or conduct on EMBRACE premises or during EMBRACE sponsored excursions, and inappropriate conversations on or off of EMBRACE premises or during EMBRACE sponsored excursions.

h. Ensure that any other individuals do not have unsupervised access to student participants on EMBRACE premises or during EMBRACE sponsored events and excursions. It is the expectation that Covered Persons will report any misconduct witnessed or overheard.

i. The expectation that all employees, mentors, volunteers, and Board members will place the interests of the students they serve and the interests of the Foundation above their own interests in pursuit of providing a significant learning experience and healthy education environment for participating students.
j. A discussion of applicable fraud and abuse laws, and whistleblowers protections under such laws.

The Code of Conduct shall be reviewed on an annual basis by the Board of Directors to determine if revisions are appropriate. Any revisions shall be distributed, or made available, within 30 days after such revisions are finalized. Each covered person shall certify that he or she has received, read, understood, and shall abide by the revised Code of Conduct within the course of the annual performance evaluation. An electronic copy of the Code of Conduct is available to all employees on the Foundation’s website.

The promotion of, and adherence to, the Code of Conduct shall be an element in evaluating the performance of all employees. All new hires shall certify that he or she has received, read, understood, and will abide by the Code of Conduct within 30 days of date of hire.

*The above is a sample policy. Adoption of these stipulations by a board without discussion and revision is not intended.*

Policy #06 - Conflict of Interest Policy

**Purpose:**

All employees, mentors, volunteers, and Board members have the responsibility to place the interests of the EMBRACE Foundation above their own and those of others in terms of their conduct and dealings. Members of the Board of Directors and staff are expected to reveal any personal, family or business interests that they have, that, by creating a divided loyalty, could influence their judgment and hence the wisdom of decisions. A conflict of interest exist wherever an individual could benefit, disproportionately from others, directly or indirectly, from access to information or from a decision over which they might have influence, or, where someone might reasonably perceive there to be such a benefit and influence. This policy provides general guidelines for staff, volunteers, mentors, and Board members to avoid actual or potential conflicts of interest when completing their duties on behalf of the Foundation.

Examples of possible conflict of interest situations with respect to our Foundation include but are not limited to:

- a board member has a personal or business relationship with the Foundation as a supplier of goods or services or as a landlord or tenant
- accepting gifts in violation of the Code of Conduct Policy
- a staff member has a personal or financial relationship with a client of the Foundation outside of the workplace
- disclosure of proprietary information
- the Foundation is employing someone who is directly related to a board member or other staff member

Conflicts of interest (real and perceived) are unavoidable and should not prevent an individual from serving as a director or staff member unless the extent of the interest is so significant that the potential for divided loyalty is present in a large number of situations.
Procedure for Resolution in the Event of a Conflict of Interest:

1. Members of the Board and staff have a duty to disclose any personal, family, or business interests that may, in the eyes of another person, influence their judgment.

2. The Board as a whole has a duty to disclose specific conflicts of interests to Foundation members, staff and external stakeholders where that interest may, in their judgment, affect the reputation or credibility of the organization, and to disclose the Board’s procedure for operating in the presence of such conflicts.

3. Board members and staff have a duty to exempt themselves from participating in any discussion and voting on matters where they have, or may be perceived as having, a conflict of interest. Such exemptions should be recorded in minutes of meetings.

4. Any business relationship between an individual (or a company where the individual is an owner or in a position of authority) and the Foundation, outside of their relationship as a Board or staff member must be formalized in writing and approved by the Board.

*The above is a sample policy. Adoption of these stipulations by a board without discussion and revision is not intended.*

Policy #07 - Dress Code Policy

**Purpose:**
To establish EMBRACE’s standards for employee, volunteer, mentor, and student dress and grooming that promotes professionalism in the workplace as well as a safe environment for the students it services. It is EMBRACE’s expectation that all employees' attire and personal grooming will meet these standards. The Foundation reserves the right, at its sole discretion, to determine what constitutes appropriate attire or appearance.

**Categories of Attire and Appearance:**
Appropriate appearance by individuals falls under the following:

**Category I** - Conservative daytime business fashion, as opposed to evening wear or social occasion style. Styles which create a distraction or draw unusual comments are not acceptable. Clean, polished leather or leather type shoes or sandals must be worn. Male employees who have contact with the public wear ties and dress shirts. Blue jeans or denim fabric are not permitted, unless attending an EMBRACE sponsored excursion that does not include business or organizational contacts. Management will determine which category of attire is to be worn in each specific department. Exceptions to this policy may be made by management to meet special needs or special occasions.

**Category II** - May include pants, skirts or culottes. Blue jeans, denim fabric, T-shirts or sweatshirt material are not permitted. Shoes must be closed toe. Management will determine which category of attire is to be worn in each specific department.
Exceptions to this policy may be made by management to meet special needs or special occasions.

**Category III** - Conservative street clothing may be worn. Clean, polished leather or leather type shoes must be worn. In some areas, solid colored T-shirts, denim and sneakers may be permitted. Management will determine which category of attire is to be worn in each specific department. Exceptions to this policy may be made by management to meet special needs or special occasions.

**Enforcement:**

Employees, mentors, and volunteers of EMBRACE are expected to project a professional image at all times. Clothing should be clean, pressed and in good repair. Jewelry must be conservative in style and not present a potential safety hazard. Personal hygiene and grooming, to include hair, beards and fingernails, must be maintained at acceptable levels. Wearing stockings/socks may be required based on management discretion.

Any styles, makeup or personal grooming practices which draw unusual attention, draw unfavorable comments from the public, or cause discomfort or safety hazards to co-workers or the public are unacceptable. Management may specify types of clothing in work areas. Hair fashions must be neat and clean.

Body piercing that is excessive or does not meet the standards of professional business attire is not permitted.

Examples are (but are not limited to):

1. All hoops and bars should be removed while the employee is at work to include tongue, lip, and eyebrow piercings.
2. No visible body piercing (i.e. nipples, bellybutton).
3. Moderate number of ear piercing.
4. Visible tattoos that are excessive in design or size should be covered.
5. Recommended length for fingernails is one-quarter inch.

Management will determine the category of work attire in each department and limit body piercing depending on business necessity. Name badges and other identification materials issued by EMBRACE must be worn at all times while on duty.

The above is a sample policy. Adoption of these stipulations by a board without discussion and revision is not intended.

**Policy #08 - Pay Practices Policy**

**Purpose:**

To establish EMBRACE policy guidelines for compensation practices and to define, when necessary, those requirements identified by the CALIFORNIA INDUSTRIAL WELFARE COMMISSION (IWC) AND FAIR LABOR STANDARDS ACT (FLSA). The EMBRACE Foundation may at each fiscal year alter pay practices based on business necessity.
1. **Acting Capacity**
   Employees assigned to a position with a higher pay grade in an Acting Capacity are eligible to receive a rate of pay that is at least equal to the minimum of the salary range of the temporarily assigned higher position, or 5-10% above the employee's current pay depending on qualifications, whichever is higher.
   
   Employees must perform 80% of the job responsibilities of the position at the higher pay grade.
   
   The Acting Capacity differential will apply when it is known or suspected that an employee will be assigned to this position with a higher pay grade for 30 calendar days or more.
   
   There is no Acting Capacity adjustment in compensation for intermittent or sporadic assignments, (i.e., vacation, personal leave days) that are less than 30 calendar days duration.
   
   When an employee retained in an Acting Capacity or Higher Classification is subsequently reassigned to their original responsibilities, their pay is reduced to their original pay prior to the Acting Capacity or Higher Classification.

2. **Higher Classification**
   A differential of 5-10% will apply when an employee is assigned to a non-exempt position with a higher pay grade for a minimum of 8 hours.

3. **Equity and Market Adjustments**
   Equity reviews include an analysis of the employee's pay rate, tenure in the current job, past performance ratings, and if appropriate, directly related education and experience previous to EMBRACE employment. These factors are compared to the same data for other employees in the same job classification in the same department and facility. Market reviews consider the same factors as an equity adjustment plus the amount of the pay suggested through market pay analysis.

4. **Holiday Premium**
   Premium pay of time and one-half will be paid to employees who are required to work on EMBRACE designated holidays. Holiday hours for time worked in excess of 12 hours will be paid at the rate of two times the employee's regular rate of pay. Employees are expected to take the holiday off when it occurs, unless the needs of the operating unit require that an employee work. Each holiday is observed on the calendar day it occurs. Holiday Pay is considered premium pay and payment of such does not affect nor cancel any overtime hours worked within the work week.

5. **Jury Duty**
   All full time, part time employees, and per diem employees with scheduled shifts will be allowed time off for jury duty. Following 90 days of continuous employment, employees summoned to serve as juror in a California Municipal or Superior Court or a Federal Court (whether as a grand juror or a petit juror) are granted up to a maximum of 80 paid hours of scheduled time per fiscal year. Jury Duty Service is that time required for examination as a prospective juror or spent under the control of the Court or Jury Commissioner. Employees are not required
to work each scheduled day they have served 4 or more hours under the control of the Court or Jury Commissioner. Employees on telephone alert by the Court are required to work on those scheduled days which they are not required to be present in Court. Employees are required to provide the jury duty attendance record to show proof of service.

Time off is not granted under this policy for service on a County Grand Jury panel. Any service contemplated on a County Grand Jury must be approved by the Manager or designee in advance of any commitment to serve as a Grand Juror.

6. **Merit Increases**

Sharp HealthCare will annually determine whether a merit increase program will be effective for each fiscal year, based on business necessity. A staff Performance Appraisal and Merit Increase Guide will be communicated annually with the guidelines for the Merit Program which is based on employee annual evaluations.

7. **Overtime**

The employee's regular rate of pay is the rate on which the overtime premium is based. Overtime is defined as that which is required by IWC and FLSA regulations. Employees must record and be paid for all hours actually worked, regardless of whether the work was pre-approved by management. The corrective action process will be used when employees fail to record or obtain approval prior to working in excess of scheduled time.

8. **Pay Ranges**

Pay ranges will be established by the Finance Department, with final approval by the Board of Directors, for each position. Individual employee pay rates will be within these pay ranges. Pay range structures will be reviewed annually by the Board of Directors for possible changes.

9. **Promotional Increases**

Promotions do not change the employee's appraisal date unless the promotion is to a management level position. For promotions (job changes) involving one pay range, it is recommended that pay increases be from 0 to 5% of current pay, or the minimum of the new range, whichever is greater. For promotions (job changes) involving more than one pay range, pay increases will be from 5 to 10% of current pay, or the minimum of the new range, whichever is greater.

**Affect on Merit and Performance Appraisal Date:** For staff positions, promotions do not change the employee's appraisal date unless the promotion is to a management level position.

For staff to staff level promotions, the current manager should conduct a performance appraisal measuring performance from the anniversary/hire date up to the promotion effective date. On the next appraisal date, the manager will evaluate the performance using a weighted average of the two evaluations to determine the 12 month performance score which will determine the merit increase amount if, any.
For staff to management level promotions, the appraisal date will change from the employee's hire/anniversary date to the common Annual Management Appraisal Date (March 1). The employee will receive a pro-rated merit increase amount for performance from the last staff appraisal date up to the next management review date.

When an employee is promoted from one management position to another management position, there is no change to the performance appraisal date.

10. **Travel**

Travel time during the workday and or in addition to regular working hours must be counted as hours worked if it is related to the employee’s job. Travel time may incur overtime costs. All requests for travel must be approved in advance by submitting a Travel Request Form, Education Reimbursement Form, or Education Travel Request Form as appropriate.

1. **Attendance at Conferences:** Lectures, meetings, and training programs are counted as hours worked unless all three of the following criteria are met:
   a. Attendance is outside the employee’s regular working hours.
   b. Attendance is voluntary.
   c. The program is not directly related to the employee’s job.
      1. Or if the course is for the purpose of preparing the employee for advancement and is not intended to make the employee more efficient in his/her present job.
      2. The employee must not perform productive work.

2. **One Day Travel Out of Town:** All travel time of an employee sent out of town by Sharp HealthCare must be counted as hours worked.
   a. Time spent traveling out of town to a required event; business meeting, or training session
   b. Hours spent traveling between home and terminal of a common carrier is not counted.
   c. Meal times may be deducted from hours worked.

3. **Overnight Travel:** If an employee’s duties requires travel out of town, travel during both normal working days and days off are counted as hours worked.
   a. Hours spent traveling between home and terminal of a common carrier is not counted.
   b. Time spent as a passenger on an airplane, train, bus, or taxicab.
   c. Time spent traveling to and from and out of town event.
   d. Meal times may be deducted from hours worked.
   e. Time should not be recorded for sleeping or personal pursuits not connected with travel such as spending an extra day before or after a conference or making necessary travel connections.
12. Reporting Time Pay

If an employee reports to work on a scheduled workday but is not put to work or is furnished with less than half of the scheduled day’s work, the employee must be paid for the greater of (1) half of the usual or scheduled day’s work (up to four hours), or (2) two hours at the regular rate of pay. If an employee reports to work a second time in a scheduled workday and is furnished less than two hours of work, the employee must be paid for two hours at the regular rate of pay.

The two hour minimum addresses those situations when there is no usual or scheduled work day. This would also apply, for example, where an employee is called in for an unspecified number of hours on a scheduled day off or to attend a mandatory department meeting on a non scheduled work shift.

The two hour minimum does not apply if the employee agrees in advance to work less than (2) hours a day. Other exceptions to payment of reporting time pay requirements apply when inability or failure to provide the scheduled amount of work results in specific causes beyond the employer’s control such as (1) inability to continue normal business operations due to threats to employees or to property or recommendation of civil authorities; (2) failure of sewer system or public utilities; (3) interruption of work due to causes outside of employer’s control; (4) employees own request to leave work early for personal reasons; (5) if the employee is sent home early due to disciplinary action or is discharged.

The above is a sample policy. Adoption of these stipulations by a board without discussion and revision is not intended.

Policy #09 - Sexual Harassment Policy

Purpose:
To establish EMBRACE policy that provides a work environment free of unlawful harassment or retaliation. Unlawful harassment is prohibited in any form, including sexual harassment, or harassment based on, or related to: gender, age, race, color, ancestry, religion, national origin, disability, medical condition, marital status, sexual orientation, veteran or military status, or any other characteristic protected by the state or federal employment discrimination laws. Unlawful retaliation is also prohibited in any form and will not be tolerated.

Text:
This policy applies to all agents, volunteers, students, mentors, and employees of the Foundation, including supervisors, managers, and executives, and prohibits unlawful harassment of or retaliation against individuals in the workplace and/or learning environment by any person, including non-employees. It also extends to unlawful harassment of or by vendors, independent contractors, donors, sponsors, and others doing business with the Foundation, or retaliation of or by vendors, independent contractors, and others doing business with EMBRACE. This policy prohibits unlawful/sexual harassment in any form, including verbal, physical, and visual harassment. It also prohibits retaliation of any kind against individuals who file complaints in good faith or who assist in a company investigation. Validated reports of retaliation (through investigation) will not be tolerated.
Unlawful/sexual harassment may take many forms including:

- Verbal Conduct, such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations or comments.
- Visual Conduct, such as derogatory or sexually-oriented posters, cartoons, drawings or gestures.
- Physical Conduct, such as assault, blocking normal movement or interference with work directed at you because of your sex or other protected characteristic.
- Use of Computers, including the Internet and the e-mail system, to transmit, communicate or receive sexually-suggestive, pornographic or sexually explicit pictures, messages or material.
- Threats and Demands to submit to sexual requests in order to keep your job or avoid some other loss, and offers of job benefits in return for sexual favors.
- Retaliation for having reported the unlawful harassment.

This policy applies to all phases of the employment and/or service relationship, including recruitment, testing, hiring, upgrading, promotion, demotion, transfer, layoff, termination, rates of pay, benefits, and selection for training.

Complaint Procedures:

**Complaint Reporting**

Any individual who believes he or she has been unlawfully and/or sexually harassed or retaliated against, whether by an employee or non-employee, is to report the facts of the incident and names of persons involved promptly to his or her manager or to Human Resources. The employee is not required to use the usual process of communicating with their immediate supervisor or manager, but may contact senior management or Human Resources directly. It is the responsibility of each employee to immediately report any violation or suspected violation of this policy to one or more of the individuals identified above.

Management must report all incidents of unlawful/sexual harassment or retaliation to Human Resources immediately. A member of management who learns of unlawful/sexual harassment or retaliation and does not report the incident may be subject to disciplinary action up to and including termination of employment.

**Complaint Investigation**

Reported incidents of unlawful/sexual harassment or retaliation will be promptly and thoroughly investigated. Human Resources along with at least one (1) member of the Board of Directors is responsible for investigating complaints and reporting findings to the appropriate level of management. Information relating to an unlawful/sexual harassment or retaliation complaint will be handled strictly on a need-to-know basis.
No reprisals or retaliation against persons complaining of unlawful/sexual harassment or retaliation will be taken or condoned. All employees are responsible for assisting and cooperating in an investigation.

**Complaint Outcomes**
Corrective action commensurate with the severity of the offense will be taken, which may include discharge from employment, even for a first offense. The complainant will be notified that appropriate action has been taken.

*The above is a sample policy. Adoption of these stipulations by a board without discussion and revision is not intended.*
Financial Policy - Governance

Policy Title: Financial Management Practices

Policy #10

Financial Condition:
The Executive Director, the Board of Directors, and any affiliated associations, organizations, or other such entities will not undertake actions that will jeopardize the financial strength of the Foundation. In particular, the Executive Director will not, without Board approval:

- make unbudgeted expenditures of more than $100.00
- transfer budgeted funds from one major program or expenditure category to another
- fail to submit payroll and other taxes as required by law
- fail to settle payroll and other liabilities in a timely manner
- enter into new banking arrangements
- enter into new contractual arrangements with vendors that involve annual commitments of more than $1,000.00 or, are longer than two years.
- enter into contractual relations in which the Association is the vendor that involve commitments for services of more than $1,000.00 annually.

Budgeting:
The Executive Director will not jeopardize the fiscal integrity of major programs or the organization as a whole. In particular, the Executive Director will not, without Board approval:

- allow budgets to be developed which are based on insufficient information to make reasonably accurate projections of revenues and expenditures
- allow budgets to be presented that are inconsistent with previous presentations
- present budgets that anticipate an operational deficit

Financial Management:
The Executive Director will not make decisions that do not reflect the prudent use of financial resources. In particular, The Executive Director will not, without Board approval:

- Engage in purchasing items costing $100.00 or more where there has not been an assessment of the quality and price offered by different vendors.
- Allow any one individual complete authority over a financial transaction. (There must be two signatures on every check.)
- Purchase or enter into a contract in situations where he/she has a conflict of interest.

Protection of Assets:
The Executive Director will not operate without protecting the physical, financial and intellectual assets of the organization. In particular, The Executive Director will not, without
Board approval.

- Operate without adequate fire, theft, and liability insurance in effect
- Operate without the safekeeping of key legal and contractual documents
- Operate without procedures for the backing up and safekeeping of computer records

The above is a sample policy. Adoption of these stipulations by a board without discussion and revision is not intended.
External Accountability

Policy Title: External Accountability

Policy #11

Purpose:
The Board has a duty to ensure that the organization is accountable for its performance to members, funders, stakeholders and the wider community.

Accountability to Whom:
The members are the group on whose behalf the board governs. Primary accountability is to them. Members will be individuals, groups or organizations who have an “ownership interest” in the organization as defined within the Foundation’s bylaws.

The organization will also be accountable to its funders, those who have contributed money or services to support the organization’s purposes. For the purposes of this policy, funders include individual donors, corporations, foundations and governments. An overview of current funders is located on the Foundation website, or a hard copy can be requested.

The organization will also demonstrate accountability to its stakeholders, those other individuals, groups and organizations that support our purposes, and are affected by our success or failure in achieving those purposes but do not have a ownership or financial interest in the organization. A listing of our main stakeholders is also posted on the Foundation website, or a hard copy list can be requested.

Accountability for What:
The organization’s external accountability practices will focus on the organization’s performance in relation to:

- Its mission, specific objectives and/or outcomes as stated in the bylaws and business plan
- adherence to core values as stated in the bylaws and mission statement
- prudent use or stewardship of financial, human, and other resources.

In demonstrating our accountability we will endeavor to

1. Distinguish the organization’s external accountability to members, funders and stakeholders from our responsibilities to staff, clients, consumers and volunteers.

2. Separate the accountability to funders for the performance of individual programs from the accountability of the organization as a whole. Program specific accountability will be a staff not a board responsibility.

3. Make our governance structure, board composition, meeting practices and board recruitment processes more transparent to members, funders and stakeholders.
4. Build into our accountability efforts specific measures that encourage ongoing dialogue with members, funders and stakeholders on the direction and priorities of the organization.

**Accountability by What Means:**
The organization will use multiple means, beyond the Annual General Meeting that is required in our by-laws, to demonstrate its commitment to external accountability including (examples only):

- A newsletter
- Periodic reports to funders (in addition to those required for financial accountability)
- Web site
- Formal consultation meetings
- Special reports to members
- Annual report
- Financial audit
- Press releases

*The above is a sample policy. Adoption of these stipulations by a board without discussion and revision is not intended.*
Auditing

Policy Title: Audit Committee Accountability and Responsibilities

Policy #12

Purpose:
The role of the audit committee is to ensure the financial health and stability of the organization through oversight of the policy that establishes the Executive Director’s responsibility for adequate financial controls, budgeting and financial reporting practices and the facilitation of the annual external audit.

Composition:
The audit committee will consist of at least three persons; two members of the board of directors, one of whom will be the treasurer; and one external person who may be either a former board member or someone from an external stakeholder organization. The Executive Director or chief financial officer will be an ex-officio member of the Committee. All members are expected to be financially literate.

Meetings:
The Audit Committee shall meet at least twice a year or more frequently at the request of the Board, the Treasurer or Executive Director.

Accountability:
The Audit Committee is accountable to the Board of Directors

Responsibilities:
The audit committee shall:

- Develop, recommend and review the Financial Management Policy of the organization
- Meet annually with the auditor to review the general scope and procedures of the audit and any specific areas of policy requiring special attention.
- Meet with the auditors to receive the audited statement and their recommendations
- Provide the board with the highlights of the external auditor’s report.
- Provide advice to the Executive Director, if requested by her/him to do so, on budget priorities and revenue and expenditure predictions.
- Recommend what aspects, if any, of the Financial Management Policy ought to be reviewed in the evaluation of the Executive Director.

The above is a sample policy. Adoption of these stipulations by a board without discussion and revision is not intended.
APPENDIX C
MEMORANDUM OF AGREEMENT
1. **PURPOSE:** The purpose of this Memorandum of Agreement (MOA) is to establish a mutual framework governing the respective organizational relationships, responsibilities, and activities between the EMBRACE Foundation and its Board of Directors, San Diego County, California, and the [Customer Name]. This agreement is primarily for _________________________________. The areas of responsibility and relationships presented herein provide the concept under which the program will be executed.

2. **DESCRIPTION OF SERVICES/GOODS TO BE PROVIDED:**

   a. Goods and/or services that EMBRACE – OR – [Customer Name] (circle one) may provide under this MOA include ___________________________________________ and such other related goods or services as may be agreed upon and documented in an addendum in the future.

   b. Nothing in the MOA shall be construed to require [Customer Name] to use EMBRACE or to require EMBRACE to provide any goods or services to [Customer Name], except as may be set forth in this MOA and corresponding addendum agreements, if utilized.

3. **RESPONSIBILITIES OF THE PARTIES:** The following paragraphs identify responsibilities of the organizations involved:

   a. EMBRACE Responsibilities. EMBRACE shall provide [Customer Name] with goods and/or services in accordance with the purpose, terms, and conditions of this MOA and implementing arrangements, as appropriate. Specifically, EMBRACE will provide the following services and/or goods.

      (1) Utilize its in-house technical and contract resources to support [Customer Name] in the areas of ________________________.

      (2) Provide ____________________________.

      (3) Prepare ____________________________.

      (4) Negotiate ____________________________.

      (5) Provide ____________________________.

      (6) Provide ____________________________.

      (7) Provide ____________________________.

      (8) Provide ____________________________.

      (9) Provide ____________________________.
(10) Identify EMBRACE project manager.

(11) If necessary, ________________________.

b. The [Customer Name] Responsibilities.

(1) Provide ______________________________.

(2) ________________________________.

(3) ________________________________.

(4) ________________________________.

(5) ________________________________.

(6) ________________________________.

(7) ________________________________.

(8) ________________________________.

(9) ________________________________.

(10) If necessary, ________________________.

4. MANPOWER: No additional manpower is anticipated to be required from either party. Each party will execute its responsibilities from the resources allocated through the normal allocation process. If additional resources are needed outside of what is documented in this contract, and addendum agreement must be drafted.

5. FUNDING:

a. Before commencing work, [Customer Name] shall provide EMBRACE with a suitable reimbursable funding document, which should cite this MOA. [Customer Name] shall pay all costs associated with EMBRACE’s provision of goods and/or services under this MOA, or donate the goods/services equal to the costs of the agreement.

b. If EMBRACE determines that its actual costs under this MOA will exceed the amount of reimbursable funding authority provided, then it shall promptly notify [Customer Name] of the amount of additional funding necessary to complete the required work. [Customer Name] shall either provide the additional funding to EMBRACE, or require that the scope of work be limited to that which can be paid for by the funding then available or direct termination of work under this MOA.
c. Upon completing the work under this MOA, EMBRACE shall return to [Customer Name] any funding in excess of the actual costs. However, the return of excess funding shall in no way limit [Customer Name]’s duty in accordance with this MOA to pay for any costs, such as contract claims or other liability, which may become known or arise after completion of the work under this MOA.

6. APPLICABLE LAWS: The applicable statutes, regulations, directives, and procedures of the United States and the State of California shall govern this MOA and all documents and actions pursuant to it. Unless otherwise required by law, all contract work undertaken by EMBRACE shall be governed by the State of California’s Department of Education policies and procedures.

7. CONTRACT CLAIMS AND DISPUTES

a. All claims and disputes by contractors arising under or relating to contracts awarded by EMBRACE shall be resolved in accordance with Federal and/or State law and the terms of the individual contract. An outside, third party agency shall have dispute resolution authority for these claims.

b. EMBRACE shall be responsible for handling all litigation involving disputes and appeals, and for coordinating with the Department of Justice, as appropriate. EMBRACE shall notify [Customer Name] of any such litigation and afford [Customer Name] an opportunity to review and comment on the litigation proceedings and any resulting settlement negotiations, as appropriate.

8. DISPUTE RESOLUTION: In the event of a dispute between the parties, [Customer Name] and EMBRACE agree to use their best efforts to resolve that dispute in an informal fashion through consultation and communication, or other forms of non-binding alternative dispute resolution mutually acceptable to the parties. The parties agree that, in the event such measures fail to resolve the dispute; they shall refer it for resolution to a third party, non-biased agency or such other entity as agreed to by the parties.

9. RESPONSIBILITY FOR COSTS: If liability of any kind is imposed on the public relating to EMBRACE’s provision of goods and services under this MOA, then EMBRACE will accept accountability for its actions, but [Customer Name] shall remain responsible as the program proponent for providing necessary funding to discharge the liability and all related costs. This obligation extends to all funds legally available to discharge this liability, including funds that may be made legally available through transfer, reprogramming or other means. Should [Customer Name] have insufficient funds legally available, including funds that may be made legally available through transfer, reprogramming or other means, it remains responsible for seeking additional funds from another source for such purpose, although nothing in this MOA shall be construed to imply that another source will appropriate funds sufficient to meet the liability.
10. PUBLIC INFORMATION:

   a. Justification and explanation of [Customer Name]’s programs before the Department of Education in California and other agencies, departments, and offices of the this entity shall be the responsibility of [Customer Name]. Upon request, EMBRACE may provide any assistance necessary to support [Customer Name]’s justification or explanations of program conducted under this MOA.

   b. [Customer Name] is generally responsible for all public information. However, EMBRACE may make public announcements and respond to all inquiries relating to the ordinary procurement and contract award and administration process. The [Customer Name] and EMBRACE shall make their best efforts to give the other party advance notice before making any public statement regarding work contemplated, undertaken, or completed pursuant to this MOA.

11. COMMUNICATIONS AND COORDINATION REPRESENTATIVES: To provide for consistent and effective communication between the USAESCH and [Customer Name], each party shall appoint a principal representative to serve as its central point of contact on matters relating to this MOA. The principal representatives for this MOA are listed below.

   "[EMBRACE Representative Name]"
   "[Embrace Representative Title]"
   "[EMBRACE's Address]"
   Phone:
   Fax:

   [Customer Representative Name]
   [Customer Title]
   [Customer Mailing Address, City, State, Zip]
   [Customer Telephone Number]

12. MISCELLANEOUS:

   a. Other Relationships or Obligations. This MOA shall not affect any pre-existing or independent relationships or obligations between the parties.

   b. Survival. The provisions of this MOA that require performance after the expiration or termination of this MOA shall remain in force notwithstanding the expiration or termination of the MOA.

   c. Severability. If any provision of this MOA is determined to be invalid or unenforceable, the remaining provisions shall remain in force and unaffected to the fullest extent permitted by law and regulation.
13. REVIEW: This agreement will be reviewed annually to ensure adequate identification of support requirements. Additional reviews may take place when changing conditions or circumstances require substantial changes or development of a new agreement. Minor changes may be made at any time by correcting the existing document or attaching a memorandum to the basic document. Changes must be coordinated and initialed by a representative of both parties.

14. AMENDMENT, MODIFICATION AND TERMINATION: This MOA may be amended or modified only by written, mutual agreement of the parties. Either party may terminate this MOA by providing written notice to the other party. The termination shall be effective upon an agreed upon date. In the event of termination, [Customer Name] shall continue to be responsible for all costs incurred by EMBRACE under this MOA through the termination date and for the costs of closing out any on-going contractual actions.

15. EFFECTIVE DATE: This agreement becomes effective upon the date of the last approving signature and will remain in effect indefinitely until superseded, rescinded, or modified by written, mutual agreement of both parties.

16. ACCEPTANCE OF AGREEMENT:

"[EMBRACE Representative Name]" _____________________ DATE
"[EMBRACE Representative Title]"
"[EMBRACE Mailing Address, City, State, Zip]"

________________________   _____________________
[Customer Representative Name]                             DATE
[Customer Representative Title]                             [Customer Mailing Address, City, State, Zip]
APPENDIX D

CONDITIONAL CONTRACTS
EMBRACE Scholar Participation and Accountability Agreement

In order to participate in The EMBRACE Foundation’s events, field trips, courses, and other components of the program, I, ___________________________, agree to respect myself, those around me, and the EMBRACE program. Respecting myself, the program, and others includes, but is not limited to such actions as: using the EMBRACE facilities and properties in the correct manner; dressing appropriately as instructed by the Education & Recruitment Staff/Director; committing to adequate attendance; asking questions when something is unclear; alerting a staff member or Bright Future Mentor (B.F.M.) when I notice something has gone wrong or may go wrong; alerting a staff member or B.F.M. when I or another Scholar are in any kind of trouble; and full participation in the program. I WILL NOT UNDER ANY CIRCUMSTANCES INTERACT WITH ANY EMBRACE SCHOLARS, STAFF, DIRECTORS, OR MENTORS IN ANY INAPPROPRIATE MANNER DURING OR AFTER OFFICE HOURS ON EMBRACE’S PREMISES. I understand that this rule is in place for my own safety and well-being and I will report to the proper authority if I have been asked to participate in behavior that makes me uncomfortable or if I witness inappropriate behavior. I also understand that this program asks me to be involved in the following activities, but may not be limited to:

- Respect people’s privacy and circumstances
- Respect the diversity of the program
- Participate in out-of-town trips
- Visit professional places of business
- Visit public service offices
- Put on fundraisers
- Learn new subjects and skills
- Volunteer for charities or other fundraisers
- Meet new people
- Enjoy myself! 😊

Since I am a representative of The EMBRACE Foundation, during these and all activities while I am in the program, I will carry myself in a mature manner and respect the sites and people we visit outside of the EMBRACE facilities. I also agree that I will not take advantage of or misuse the resources at my disposal without fully participating in the program. By signing this form, I attest that I have received a copy of the EMBRACE Scholar packet and this document which I agree to abide by. I understand that breaking any of these rules may result in my expulsion from the program and I am signing of my own free will.

<table>
<thead>
<tr>
<th>EMBRACE Scholar Name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Parent Name</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Witness’ Name</td>
<td>Signature</td>
<td>Date</td>
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</table>
The EMBRACE Foundation

EMPLOYEE AGREEMENT AND ACCOUNTABILITY CONTRACT

As a recently hired employee with the full-time equivalent of part-time, per diem, or full-time status, it is the expectation that you will uphold the values, mission statement, and interests of The EMBRACE Foundation as established by the Founders, Board of Directors, and Executive staff. As a condition of employment, it is required that a signed copy of this document is placed in the official employee file and a copy given to the individual whose signature is notarized below.

BY SIGNING THIS FORM, I ACKNOWLEDGE AND AGREE that I have received a recent copy of the rules, regulations, policies and procedures, and my individual job expectations. I also agree to abide by the contents of the above listed documents to ensure the safety of my coworkers, The EMBRACE Foundation’s affiliates, mentors, and the EMBRACE scholars. Further, I acknowledge that it is my responsibility to disclose any actual, potential, or perceived activities, behavior, conduct, etc. that are adverse to the interest(s) of The EMBRACE Foundation and the well being of its employees, scholars, affiliates, and mentors and that I will not encounter any retaliation upon disclosure(s) of said conflict(s).

I AM SIGNING THIS FORM OF MY OWN FREE WILL AND AGREE TO UPHOLD THE CONTENTS OF THIS CONTRACT.

<table>
<thead>
<tr>
<th>Employee Name</th>
<th>Employee Signature</th>
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<tbody>
<tr>
<td>Department</td>
<td>Job Title</td>
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<tr>
<td>Manager Name</td>
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<td>Date</td>
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<tr>
<td>Human Resources Representative</td>
<td>Human Resources Signature</td>
<td>Date</td>
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</table>
The EM BRACE Foundation

ADVISOR CONTRACT: Clarification and Agreement of Expectations

This form is a binding agreement between The EMBRACE Foundation and the third party Advisor. It is a requirement that the Advisor receives a copy of this contract.


BY SIGNING THIS FORM, I AGREE TO UPOLD ITS CONTENTS AND ACKNOWLEDGE THAT THE MOA MAY BE VOIDED BY THE EMBRACE FOUNDATION WITHOUT PRIOR NOTICE.

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<thead>
<tr>
<th>Advisor’s Name</th>
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<th>Witness’ Signature</th>
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The EMBRACE Foundation

Bright Future Mentor Accountability and Participation Contract

I AGREE TO act responsibly in all situations as described by The EMBRACE Foundation prior to the start of my service. I will not put myself or any EMBRACE Scholar, employee, another mentor, or any individual in harm’s way while performing my mentoring duties as assigned by the Education & Recruitment Department. I WILL NOT INTERACT WITH ANY EMBRACE SCHOLARS WITHOUT DIRECTOR/STAFF SUPERVISION OR BEHIND CLOSED DOORS DURING OR AFTER OFFICE HOURS, OFFER THEM PERSONAL TRANSPORTATION, TUTOR THEM IN THEIR HOMES, OR PUT MYSELF OR THE SCHOLAR IN ANY OTHER INAPPROPRIATE SITUATION WHILE ON EMBRACE’S PREMISES. I agree to abide by the contents of this contract, the EMBRACE policies and procedures, any relevant laws, and the Memorandum of Agreement (if applicable). I agree to disclose any potential, actual, or perceived breach(es) of the polices and procedures as outlined by the Foundation.

I ACKNOWLEDGE THAT A BREACH OF THIS CONTRACT MAY RESULT IN THE TERMINATION OF MY SERVICES, MY STIPEND, AND MY OFFICIAL AFFILIATION WITH THE FOUNDATION.

I AM SIGNING THIS FORM UNDER MY OWN ACCORD AND HAVE RECEIVED A COPY.

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<tr>
<th>MENTOR’S PRINTED NAME</th>
<th>MENTOR’S SIGNATURE</th>
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<th>WITNESS’ PRINTED NAME</th>
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CONFIDENTIALITY AGREEMENT CONTRACT

It is a condition of employment and service to the Foundation to read and sign this contract. Employee and EMBRACE Scholar information is protected by The Embrace Foundation’s policies, and to some extent, relevant laws. It is the intent of the Foundation, its Board of Directors, mentors, and all employees to secure and maintain the confidentiality of information that may be obtained for business purposes, or expressed willingly and in an un-coerced fashion by an individual, unless the information is released by explicit written consent. ANY CONSENT TO RELEASE CONFIDENTIAL INFORMATION MUST HAVE THE SIGNATURE OF THE EMBRACE SCHOLAR AND HIS OR HER PARENT IF HE OR SHE IS A MINOR. In my position, I may come across confidential information that is sensitive or private in nature and may include personal affects of relatives, vendors, affiliates, the scholar(s), fellow employees, or other EMBRACE associates in any form, including electronic, verbal, or written disclosures that may be provided to EMBRACE or actively sought.

IN READING AND SIGNING THIS FORM, I ATTEST AND ACKNOWLEDGE TO:

- Protect the confidentiality of EMBRACE trade secrets, Scholars, mentors, affiliates, and all EMBRACE associates;
- Refrain from inquiring about, obtaining, or gathering any confidential information that does not directly relate to my job functions or service duties on behalf of The Foundation;
- Disclose any actual, potential, or perceived breaches of confidential information;
- Dispose of any hard copy paperwork that contains sensitive information in the proper fashion, which includes placement in shredders rather than regular trash receptacles;
- Not share sensitive information with any individual not directly employed by The Foundation or any other individual that it is not a part of their job description to access such information. This includes, but is not limited to passwords, EMBRACE financial information, and office keys;
- Return any EMBRACE property, including ID badges, keys, and any confidential paperwork if I am terminated or leave The Foundation willfully;
- Not remove confidential files, databases, etc. from The Foundation’s premises unless expressly instructed to do so by Management, the Executives, or the Board of Directors;
- Not share, change, destroy, or misuse any confidential information unless it is part of my job duties to do so, or instructed to do so by Management, the Executives, or the Board of Directors.

I HAVE READ AND UNDERSTAND THIS AGREEMENT AND ACKNOWLEDGE THAT FAILURE TO COMPLY WITH OBLIGATIONS REGARDING CONFIDENTIALITY MAY RESULT IN CORRECTIVE ACTION UP TO AND INCLUDING TERMINATION. I ALSO UNDERSTAND THAT I MAY BE SUBJECT TO OTHER CONSEQUENCES ALLOWED BY LAW. FINALLY, I AM SIGNING UNDER MY OWN WILL AND ACKNOWLEDGE THAT THIS AGREEMENT WILL SURVIVE THE TERMINATION OF MY OFFICIAL RELATIONSHIP WITH THE EMBRACE FOUNDATION TO ENSURE THE CONFIDENTIALITY AND SAFETY OF THE EMBRACE SCHOLARS AND OTHER FOUNDATION ASSOCIATES.

<table>
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<tr>
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<tbody>
<tr>
<td>Affiliation</td>
<td>Department (if applicable)</td>
<td>Supervisor (if applicable)</td>
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<tr>
<td>Witness’ Name</td>
<td>Signature</td>
<td>Date</td>
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APPENDIX E

BOARD OF DIRECTORS APPLICATION
The EMBRACE Foundation Board of Directors Application Form

Educating Minds; Bridging Races; Attaining College Experience

Thank you for your interest in being a part of our Board of Directors. All candidates are asked to complete this form for screening purposes. We are an equal opportunity employer, and although this is an unpaid position, your nationality, ethnicity, gender, and other distinguishing characteristics will not encumber your appointment to this position. However, while this information is voluntary on your part, we are required by law to document the workforce to the Equal Employment Opportunity Commission (EEOC). Please use blue or black ink, or type to complete this form.

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<th>PERSONAL</th>
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<td>NAME:</td>
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<td>CONTACT INFORMATION:</td>
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WHAT IS THE BEST TIME OF DAY DO CONTACT YOU?

HAVE YOU EVER BEEN CONVICTED OF A CRIMINAL OFFENSE?

DEMOGRAPHICS:

PLEASE LIST THE MOST APPROPRIATE CATEGORY YOU IDENTIFY WITH IN THE SPACE PROVIDED ABOVE: ASIAN, MIDDLE EASTERN, AFRICAN, AFRICAN AMERICAN, PACIFIC ISLANDER, NATIVE HAWAIIAN, ALASKAN NATIVE, AMERICAN NATIVE, WHITE, HISPANIC/LATIN@, BLACK, TWO OR MORE RACES.
### EDUCATION AND WORK HISTORY (PLEASE ATTACH A SEPARATE SHEET IF NECESSARY)

**HIGHEST LEVEL OF EDUCATION COMPLETED:**

**HIGH SCHOOL NAME:**

<table>
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**DIPLOMA/GED EQUIVALENT?**

**COLLEGE/UNIVERSITY NAME:**

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<th>CITY</th>
<th>STATE</th>
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**DEGREE/CERTIFICATION?**

**LIST THE THREE MOST RECENT POSITIONS YOU HAVE HELD**

1. **POSITION/TITLE**  
   **JOB DUTIES/NATURE OF WORK**  
   **SUPERVISOR’S NAME AND TITLE**  
   **ADDRESS OF FACILITY**

2. **POSITION/TITLE**  
   **JOB DUTIES/NATURE OF WORK**  
   **SUPERVISOR’S NAME AND TITLE**  
   **ADDRESS OF FACILITY**

3. **POSITION/TITLE**  
   **JOB DUTIES/NATURE OF WORK**  
   **SUPERVISOR’S NAME AND TITLE**  
   **ADDRESS OF FACILITY**

### INTERESTS AND EXPERIENCES

*PLEASE READ EACH ITEM BEFORE RESPONDING TO ELIMINATE REPEAT ANSWERS*

You may respond to the following questions in blue or black ink, or attach a type-written sheet.
1. Why are you interested in being a part of The EMBRACE Foundation?

2. Why are you interested in being a part of The EMBRACE Foundation’s Board of Directors?

3. What experience do you have in youth services?

4. What skills, perspective, insight, background, etc. will you bring to The EMBRACE Foundation?

5. Are you now, or have you ever been, an active part of your community? In what capacity? If not, in what ways would you like to improve your community?

6. Please describe an instance in which you had to take charge and make tough choices that would impact a sizable group of people, an event, or implementation of a plan of action.

7. What experience do you have with volunteerism, charities, or philanthropy? This can range from hosting a charity event, to volunteering in one, to caring for a foster child, or taking someone into your home.

8. Please describe your background in project management or strategic planning.

9. Please describe your experiences working with or for diverse groups of people, or an organization that services diverse groups.

10. Is there anything else you would like to add that was not asked in the above questions?

AFFIDAVIT MUST BE SIGNED AND DATED

CERTIFICATION: I CERTIFY THAT THE ANSWERS GIVEN BY ME TO THE FOREGOING STATEMENTS ARE CORRECT AND WITHOUT OMISSIONS. I AUTHORIZE THE EMBRACE FOUNDATION TO INVESTIGATE ANY INFORMATION THAT MIGHT ASSIST IN DETERMINING MY QUALIFICATIONS AND ELIGIBILITY TO SERVE ON THE BOARD. I RELEASE THE FOUNDATION FROM ANY LIABILITY FOR DAMAGE WHICH MAY RESULT FROM ANY SUCH INVESTIGATION. IF, UPON INVESTIGATION ANY THING CONTAINED IN THIS APPLICATION IS FOUND TO BE UNTRUE, I UNDERSTAND I WILL BE SUBJECT TO DISMISSAL AT ANY TIME DURING THE PERIOD I SERVE ON THE BOARD OF DIRECTORS. I UNDERSTAND THAT THIS APPLICATION IS NOT AN OFFER OR GUARANTEE OF SERVICE ON THE BOARD. I DO ALSO UNDERSTAND THAT MY SERVICE ON THE BOARD IS SUBJECT TO TERMINATION IF I VIOLATE ANY OF THE POLICIES, RULES, AND REGULATIONS AS ESTABLISHED BY THE FOUNDATION.

___________________________________________________________________________________________________________

SIGNATURE                               PRINTED NAME                                    DATE
APPENDIX F

PANEL INTERVIEW QUESTIONS – BOARD OF DIRECTORS
1. Our foundation is dedicated to guiding youths on their paths to self-discovery and creating a connection with life-long learning. We are devoted to easing the transition from high school to the professional and academic world so they can achieve their dreams and realize their passions in life. How do these goals and ideals align with your opinions on education?
   a. How can you help guide the Foundation to achieve these goals while on the Board?

2. Do you feel a major responsibility of a leadership position is to help others achieve personal growth?
   a. Why/why not
   b. How do you generally implement this? Give an example if possible.

3. Who do you feel is responsible for ensuring our youths receive a quality education?

4. How will your political perspectives and professional experiences impact your role on the Board?

5. What are your experiences with auditing, revising, or drafting administrative policies?

6. Please elaborate on the following responses to your application questions. (PANEL MEMBERS: CHOOSE AT LEAST ONE EACH.)

7. Is there anything you would like to add or ask that was not previously addressed?

________________________________________________________________________
Candidate’s Name
________________________________________________________________________
Interview Date
________________________________________________________________________
Panel Member: Name and Title
________________________________________________________________________
Additional Comments:
APPENDIX G

EXECUTIVE AND MANAGER APPLICATION
The EM\textsuperscript{B}R\textsuperscript{A}CE\textsuperscript{F} Foundation

Employment Application

Executive and Management Positions

Thank you for your interest in employment with The EMBRACE Foundation. We are an equal opportunity employer and your nationality, ethnicity, gender, and other distinguishing characteristics will not encumber your appointment to this position. However, while the demographic information is voluntary on your part, we are required by law to document the workforce to the Equal Employment Opportunity Commission (EEOC). Please use blue or black ink, or type to complete this form.

**WHICH POSITION ARE YOU INTERESTED IN? PLEASE CIRCLE YOUR CHOICE BELOW.**

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<th>POSITION:</th>
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<td>MANAGEMENT</td>
<td>EDUCATION &amp; RECRUITMENT</td>
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**PERSONAL**

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<th>HAVE YOU EVER BEEN CONVICTED OF A CRIMINAL OFFENSE?</th>
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**DEMOGRAPHICS:**

*PLEASE LIST THE MOST APPROPRIATE CATEGORY YOU IDENTIFY WITH IN THE SPACE PROVIDED ABOVE:*

- Asian
- Middle Eastern
- African
- African American
- Pacific Islander
- Native Hawaiian
- Alaskan Native
- American Native
- White
- Hispanic/Latino
- Black
- Two or More Races.
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<th><strong>EDUCATION AND WORK HISTORY</strong></th>
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<td><strong>DEGREE/CERTIFICATION?</strong></td>
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<td><strong>PLEASE LIST YOUR JOB HISTORY IN THE LAST FIVE YEARS (ATTACH A SEPARATE SHEET IF NECESSARY)</strong></td>
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<td>ADDRESS OF FACILITY</td>
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attach a separate sheet with at least three professional or academic references that are not related to you through immediate family or marriage. Include their job title, contact information, and nature of acquaintance.

**INTERESTS AND EXPERIENCES** *PLEASE READ EACH ITEM BEFORE RESPONDING TO ELIMINATE REPEAT ANSWERS.*

You may respond to the following questions in blue or black ink, or attach a type-written sheet.

1. Why are you interested in being a part of The EMBRACE Foundation?

2. Please describe your most memorable leadership experience.

3. What experience do you have in youth services?

4. What skills, perspective, insight, background, etc. will you bring to The EMBRACE Foundation?

5. How important is the sense of satisfaction you receive from your position?

6. Please describe an instance in which you had to take charge and make tough, possibly unpopular, choices that would impact a sizable group of people, an event, or implementation of a plan of action.

7. What experience do you have with volunteerism, charities, or philanthropy? This can range from hosting a charity event, to volunteering in one, to caring for a foster child, or taking someone into your home.

8. Please describe your background in project management or strategic planning.

9. Please describe your experiences working with or for diverse groups of people, or an organization that services diverse groups.

10. Is there anything else you would like to add that was not asked in the above questions?

---

**AFFIDAVIT MUST BE SIGNED AND DATED**

**CERTIFICATION:** I certify that the answers given by me to the foregoing statements are correct and without omissions. I authorize the EMBRACE Foundation to investigate any information that might assist in determining my qualifications and eligibility for employment. I release the Foundation from any liability for damage which may result from any such investigation. If, upon investigation any thing contained in this application is found to be untrue, I understand I will be subject to dismissal at any time during my employment with the Foundation. I understand that this application is not an offer or guarantee of employment for any length of time. I do also understand that my service with the Foundation is subject to termination if I violate any of the policies, rules, and regulations as established by the Foundation’s Board of Directors. Documentation of eligibility to work in the United States will be required in compliance with the Immigration Reform Act of 1986.

_________________________  ___________________________  ________________
SIGNATURE                              PRINTED NAME                                    DATE
APPENDIX H

PANEL INTERVIEW QUESTIONS – EXECUTIVES AND MANAGERS
*ALL INTERVIEW QUESTIONS INCLUDED IN THIS PROJECT WILL NOT BE MADE AVAILABLE PRIOR TO THE INTERVIEW. THESE ARE EXAMPLES ONLY AND THE CONTENT WILL CHANGE*

EMBRACE
Panel Interview Questions – Executive and Manager

1. How important is the relationship of respect to your job duties?
   a. How do you show co-workers and subordinates respect
   b. How do you reward instances of respect amongst staff
   c. Do you think it is something automatic or something earned

2. Do you feel a major responsibility of a leadership position is to help others achieve personal growth?
   d. Why/why not
   e. How do you generally implement this? Give an example if possible.

3. Would you categorize yourself as strict/authoritarian leader, moderate/hands-off, etc?
   f. Do you micro/macro manage

4. How do you implement corrective action?

5. How do you ensure that staff, co-workers, the department meets goals or carries out a plan of action if goals are not met?
   g. Generalized department goals – collaborative team effort
   h. Delegate to specific individuals/groups – compartmentalized team effort

6. How do you reward the department?
   i. Thank you cards
   j. Lunches
   k. Etc.

7. Our foundation is dedicated to guiding youths on their paths to self-discovery and creating a connection with life-long learning. We are devoted to easing the transition from high school to the professional and academic world so they can achieve their dreams and realize their passions in life. Would you be willing to spend some of your working hours with the students and Bright Future Mentors during excursions and/or courses? We prefer at least one staff member per group of EMBRACE Scholars and their assigned B.F.M(s) to ensure their safety and progress during the program. You may be asked to accompany an overnight trip. (You will not be penalized if you can not attend, and you may be compensated for your time if the budget permits.)
8. What are your career goals?

9. Please elaborate on the following responses to your application questions. (PANEL MEMBERS: CHOOSE AT LEAST ONE EACH.)

10. Is there anything you would like to add or ask that was not previously addressed?

________________________________________________________________________
Candidate’s Name
________________________________________________________________________
Interview Date
________________________________________________________________________
Position Sought
________________________________________________________________________
Panel Member: Name and Title

Additional Comments:
APPENDIX I

STAFF APPLICATION
Thank you for your interest in employment with The EMBRACE Foundation. We are an equal opportunity employer and your nationality, ethnicity, gender, and other distinguishing characteristics will not encumber your appointment to this position. However, while the demographic information is voluntary on your part, we are required by law to document the workforce to the Equal Employment Opportunity Commission (EEOC). Please use blue or black ink, or type to complete this form.

**IN WHICH DEPARTMENT ARE YOU INTERESTED IN WORKING? PLEASE CIRCLE YOUR CHOICE BELOW.**

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<thead>
<tr>
<th>BUSINESS &amp; MARKETING</th>
<th>FUNDRAISING</th>
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<td>EDUCATION &amp; RECRUITMENT</td>
<td>FINANCE</td>
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<td>HUMAN RESOURCES &amp; LEGAL</td>
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**PERSONAL**

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**WHAT IS THE BEST TIME OF DAY DO CONTACT YOU?**

**HAVE YOU EVER BEEN CONVICTED OF A CRIMINAL OFFENSE?**

**DEMOGRAPHICS:**

*Please list the most appropriate category you identify with in the space provided above: Asian, Middle Eastern, African, Pacific Islander, Native Hawaiian, Alaskan Native, American Native, White, African American/Black Hispanic/Latin@, Two or More Races.*
**EDUCATION AND WORK HISTORY**

(PLEASE ATTACH A SEPARATE SHEET IF NECESSARY)

**HIGHEST LEVEL OF EDUCATION COMPLETED:**

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**DIPLOMA/GED EQUIVALENT?**

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**PLEASE LIST YOUR JOB HISTORY IN THE LAST FIVE YEARS (ATTACH A SEPARATE SHEET IF NECESSARY)**

1. **POSITION/TITLE**

   **JOB DUTIES/NATURE OF WORK**

   **SUPERVISOR’S NAME AND TITLE**

   **MAY WE CONTACT: YES/NO**

   **ADDRESS OF FACILITY**

2. **POSITION/TITLE**

   **JOB DUTIES/NATURE OF WORK**

   **SUPERVISOR’S NAME AND TITLE**

   **MAY WE CONTACT: YES/NO**

   **ADDRESS OF FACILITY**

3. **POSITION/TITLE**

   **JOB DUTIES/NATURE OF WORK**

   **SUPERVISOR’S NAME AND TITLE**

   **MAY WE CONTACT: YES/NO**

   **ADDRESS OF FACILITY**
Please attach a separate sheet with at least three professional or academic references that are not related to you through immediate family or marriage. Include their job title, contact information, and nature of acquaintance.

AFFIDAVIT MUST BE SIGNED AND DATED

CERTIFICATION: I certify that the answers given by me to the foregoing statements are correct and without omissions. I authorize the Embrace Foundation to investigate any information that might assist in determining my qualifications and eligibility for employment. I release the Foundation from any liability for damage which may result from any such investigation. If, upon investigation any thing contained in this application is found to be untrue, I understand I will be subject to dismissal at any time during my employment with the Foundation. I understand that this application is not an offer or guarantees employment for any length of time. I do also understand that my service with the Foundation is subject to termination if I violate any of the policies, rules, and regulations as established by the Foundation’s Board of Directors. Documentation of eligibility to work in the United States will be required in compliance with the Immigration Reform Act of 1986.

SIGNATURE                                    PRINTED NAME                                    DATE
APPENDIX J

STAFF INTERVIEW QUESTIONS
EMBRACE

Staff Interview Questions – Managers, please add questions as you see fit.

1. Why are you interested in being a part of The EMBRACE Foundation?

2. How important is respect during any given work day? How do you show coworkers respect? How do you react if you feel disrespected?

3. What experience do you have in youth services?

4. What skills, perspective, insight, background, etc. will you bring to The EMBRACE Foundation?

5. How important is the sense of satisfaction you receive from your position?

6. In your current or most recent position, please describe a typical day of work (department specific question).

7. What do you know about the Foundation? We are dedicated to aiding youths with the transition to college and the professional workforce by helping them develop the tools to find their passions and connect with life-long learning. Would you be willing to participate in events and activities held for the benefit of the EMBRACE Scholars?

8. Do you feel giving back once you have received success, growth, or accolades is the responsibility of everyone or only of someone in a leadership position?

9. Please describe your experiences working with or for diverse groups of people, or an organization that services diverse groups.

10. Is there anything else you would like to add that was not asked in the above questions?

_________________________________________________________________________
Candidate’s Name

_________________________________________________________________________
Interview Date

_________________________________________________________________________
Position Sought

_________________________________________________________________________
Panel Member: Name and Title

_________________________________________________________________________
Additional Comments:
APPENDIX K

BRIGHT FUTURE MENTOR APPLICATION
Thank you for your interest in mentoring for The EMBRACE Foundation! This is the first step to in your future to community giving through our Foundation. This application may be completed in MS Word (it is available on our website) or filled in with blue or black ink. Answer every item and do not leave any blanks or your application will not be considered. If something does not apply to you or your situation, please type or write “Not Applicable” rather than leaving it blank. If you have any questions, you may contact the Education & Recruitment Department.

Instructions: Email, mail, hand in, or fax this form to the Education & Recruitment Department. The contact information is available on the website. Complete this form entirely. Candidates will be contacted within a week of receipt of the application through the method selected below for further consideration.

Contact Information and Demographics
Name: Last ________________________    First ___________________    Middle ____________________
Major: ______________
Minor: ______________
Gender: ___________
Academic year:    □ Freshman □ Sophomore    □ Junior    □ Senior □ Transfer Student □ Graduate Student
Local Address: Street ____________________    Apt/Unit ______    City ____________    State ______    Zip _____
Phone Number (that you use most frequently): (     )      -
If this is a cell number, may we send you text messages? (for emergency updates, cancellations, etc.):    □ Yes □ No
Email (that you check most frequently):
_________________ _________________
Which is your preferred method of contact? We will use this method to set up an interview appointment, and for any future correspondence purposes. ________

Please select the ethnicity with which you most closely identify. This will NOT effect your selection as a Bright Future Mentor. We are required by law to identify the workforce to the Equal Employment Opportunity Commission (EEOC):

□ African    □ African American    □ Alaskan Native    □ American Native
□ Asian    □ Black    □ Hispanic    □ Latin@
□ Middle Eastern    □ Native Hawaiian    □ Pacific Islander
□ Two or More Races    □ White
Work and Academic History
Have you had previous tutoring or mentoring experience (paid or unpaid)?
☐ Yes ☐ No
Please describe:

Faculty Reference (at least one):
Name _________________________________  Department ____________
                      Phone (     ) -       and/or Email ___________________

Professional Reference (not related by immediate family or marriage):
Name: ________________________________
Nature of Acquaintance: ____________________________
                      Phone: (     ) -       and/or Email: ___________________

List employment history or attach a resume:
Job Title   Supervisor/Manager       Phone Number         May we contact?
______________  _________________ (    )    -       ☐ Yes ☐ No
______________  _________________ (    )    -       ☐ Yes ☐ No
______________  _________________ (    )    -       ☐ Yes ☐ No

What interests, skills, talents, knowledge, do you possess, accomplishments or milestones have you achieved, or organizations do you participate in that make you an asset and have prepared you to be a role model or mentor? ATTACH A SEPARATE SHEET IF NECESSARY

Have you been an EMBRACE Scholar? ☐ Yes ☐ No

Interests and Experiences YOU MAY ATTACH A SEPARATE SHEET IF NECESSARY

What areas are you most interested in tutoring?
Interests and Experiences – continued –
What areas do you think you are strongest in tutoring?

Are you open to learning new disciplines other than your area of interest?

Why are you considering becoming a Bright Future Mentor?

Why is education important to you?

What are your goals for the next 5-10 years?

What else would you like to add that was not already asked in the application?

Name ______________________________ Signature ______________________________ Date ______________________________

Education and Recruitment Department Use Only
Date Received: ___________________________ Department Representative: ___________________________
Call Back Date: _______________________
Interview Date: _______________________

APPENDIX L

BRIGHT FUTURE MENTOR INTERVIEW QUESTIONS
1. On your application, you listed certain areas that most interested you and that you felt you were strongest in. Why are you interested in those areas?

2. If a student asks you to help them in a situation that makes you uncomfortable, what would you do?
   
   a. If it were you with the uncomfortable situation, what would you want the party you confided in to do?

3. If you have tutored previously, what did you enjoy or dislike most about it?
   
   a. What is your ideal tutoring situation?

4. What kind of studier are you? i.e. group or solitary
   
   a. When working on a project, do you prefer to work in a group or on your own?
   
   b. In a group, do you want to take charge or take a delegated role?

5. What other extracurricular activities are you involved in?
   
   a. Would you be able to take overnight trips to other Universities?
APPENDIX M

EMBRACE SCHOLAR APPLICATION
AND INTERVIEW QUESTIONS
**EMBRACE Scholar Application**

Thank you for your interest in The EMBRACE Foundation! This is the first step to securing your future in academic and professional success through our Foundation. This application may be completed in MS Word (it is available on our website) or filled in with blue or black ink. Do not leave any blanks or your application will not be considered. If something does not apply to you or your situation, please type or write “Not Applicable.” If you have any questions, you may contact the Education & Recruitment Department.

**Instructions**: Email, mail, hand in, or fax this form to the representative that visited your school, your teacher, or to the Education & Recruitment Department. The contact information is available on the Foundation website. Within a week of receipt, candidates will be contacted through the preferred contact method you selected below to complete the interview.

**Contact Information and Demographics**

Name: Last ________________________    First ___________________
      Middle ____________________

Desired Major: ______________     and Minor: ______________
Desired College or Profession: ______________

Gender: ___________

Academic year: ☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior

Local Address: Street       ____________________     Apt/Unit      ______
      City   ____________    State  ______   Zip  _____

Phone Number (that you use most frequently): (     )      -
      If this is a cell number, may we send you text messages? (for emergency updates, cancellations, etc.):
      ☐ Yes ☐ No

Email (that you check most frequently):  ________________________________

Which is your preferred method of contact? We will use this method to set up an interview appointment, and for any future correspondence purposes. ________

Please select the ethnicity with which you most closely identify. Your choice will NOT affect your selection as an EMBRACE Scholar and will not remain in your official file:

☐ African ☐ African American ☐ Alaskan Native ☐ American Native
☐ Asian ☐ Black ☐ Hispanic ☐ Latin@
☐ Middle Eastern ☐ Native Hawaiian ☐ Pacific Islander
☐ Two or More Races ☐ White

1. Why are you interested in this program?

2. What do you picture yourself doing in the next five years?

3. What areas are you strongest in? What areas do you feel are your weakest?

4. What do you hope to get out of the program?
The EMBRACE Foundation Graduation Exit Survey and Communication Agreement

The volunteers, Bright Future Mentors, and staff at The EMBRACE Foundation have a deep commitment to provide the most nurturing, supportive, innovative, challenging, and embracing environment. We strive to offer effective support services, tools, success skills, and opportunities for your personal growth intellectually so that you may thrive in all academic and professional endeavors. In order to sustain the services that are beneficial, and improve those that are lacking, your input is extremely important.

Also, your voice matters. We are genuinely concerned about and dedicated to support your continued intellectual and professional development and achievements. In order to keep track of your accomplishments and help meet your needs, we ask that you provide (on a separate sheet so that you can complete this survey anonymously if you like) your contact information so we can check in on you periodically and so that you can inform us of your experiences.

Your Name (OPTIONAL)__________________________________________________
Date of Graduation from EMBRACE________________________________________
Grade Level______________________________________________________________
Reason for Joining EMBRACE (ex. Find a college that’s right for me)_______________________________________________________________________

Did you meet your goals during your time with EMBRACE? _________________________
Future Academic/Professional Goals__________________________________________
College or University Applied/Admitted to (if applicable)_________________________
Field of Interest (Major or Job Field)__________________________________________

How would you rate the following according to your personal experience with EMBRACE on a scale of 1-5? (One being extremely poor, five being excellent)

1. Bright Future Mentors’ (B.F.M) interest in your goals, accomplishments, and education ___________________
2. Attentiveness of staff to your needs ___________________
3. Feeling of knowledge retention ___________________
4. Level of knowledge staff, B.F.M.’s, Directors, participating faculty in your area of interest and overall ___________________
5. Quality of the facility ___________________
6. Quality of outings and events

7. College campus tours

8. Interactions with fellow EMBRACE Scholars

9. Opportunities to pursue your area of special interest

10. Opportunities to learn something outside of your area of interest

11. Quality of the equipment in the facility

12. Quality of job shadowing and career preparation opportunities

13. Interactions with faculty and entrepreneurs

14. Interactions with staff

15. Your overall impression, level of enjoyment, satisfaction

Please write a brief (a few sentences) for each of the following. There are no right or wrong answers. This simply helps us to tailor and streamline our services to meet your needs and help you achieve your academic and professional goals.

1. Would you recommend EMBRACE to your friends or students in your age group? Why or why not?

2. How would you rate your level of participation in the program? For instance, did you attend every day? Did something keep you from attending regularly? Please describe anything (from lack of a ride, to accidently sleeping in) that may have kept you from a scheduled EMBRACE activity.

3. What other types of information, services, activities, fundraisers, etc. would you have liked to have seen provided by EMBRACE?
4. Which mini-college course, activity, event, fundraiser, etc. was most fun for you? 
   Most beneficial for your area of interest? Least fun for you?

5. Do you have any other comments, suggestions, or concerns that you would like to 
   add? For instance, if you have any, what were your negative experiences? What will 
   you remember the most?
The ℰM&lt;sup&gt;BR&lt;/sup&gt;ACE Foundation

*Educating Minds; Bridging Races; Attaining College Experience*

Contact Information

Please provide the method of contact that you most actively use and is most reliable. This may be an email, cell number, your personal web page, or even your address to receive letters. We will never contact you without your permission. However, we encourage you to make the initial effort to remain in contact with The EMBRACE Foundation so we can continue to connect you with services and resources that will help you achieve your goals and aspirations. We also would like to post on our web page your achievements because we are proud of all you accomplish, big or small. Please feel free to leave this page blank if you do not wish to remain in contact. Also, turn it in separately from the Exit Survey if you would like your responses to the survey to remain anonymous. Thank you!

________________________________________
Your Name

________________________________________
Best Form of Contact

________________________________________
Contact Information

________________________________________
Best Time of the Day to Reach You (if you are providing a phone number)

________________________________________
Do you prefer text messages?
EMBRACE student participants (Scholars) will be given a syllabus similar to the one outlined below. While they will have the full version, they will be expected to complete only a portion of the work. This is also true for the other abbreviated college level courses the Scholars will take in other disciplines such as the sciences, languages, and arts.

**FROM PARIS (TX, USA) TO PARIS (France) – An International and Interdisciplinary Exploration of Racism**

**Instructor** Leilia R. Johnson  
**Phone** 619/123-4567  
**Office** C130  
**E-mail** Leilia.Johnson@happy.com  
**Office Hours** Before and after class and anytime by appointment.

**Description:**
This course will explore the historical patterns of racism in both France and The United States, and through comparison, will seek to explain the current climate of race in both countries. We will discuss common causes, unique signifiers, and possible “remedies” for any racial issues uncovered during the course of this class not only in class, but during one or two “live chats” in an assigned chat room. Each week you will find the optional readings posted to the class website, video clips, poetry, and various other media geared toward the theme for that week. I will also post announcements and send an email with the week’s schedule and expectations. Using an interdisciplinary approach that discovers historical patterns, economical trends, and cultural pressures, we will breakdown not only the causes for racism in both countries (if it does exist), but make viable predictions for race relations in the future after application of our “remedies” and scenarios.

**Goals:**
Define racism in France, in The United States, and universally → NO RIGHT OR WRONG ANSWER
Define interdisciplinary and why it can be helpful,
Increase our understanding of cultural sensitivities and cultural values.
Open a dialogue that explores the links between race relations and all other aspects of a county’s make-up: politics, economics, foreign policy, etc.
Broaden our cultural understandings through an interdisciplinary approach.

**Texts:**
I will provide some texts in scanned form (since we will not be reading the entire books), some books may be accessed online, or you may check them out from any university or San Diego library to save money, otherwise they must be purchased online or at any bookstore. I will also include lecture documents and other detailed “handouts” that will be posted to the Course Materials tab in BlackBoard and distributed in class. Each week the new reading will be available for that corresponding week so that we can keep pace with each other. Below you will find the information for how to find each text:

**Class Handouts**
- Interdisciplinary learning and teaching in higher education : theory and practice / edited by Balasubramanyam Chandramohan and Steve Fallows  
  - Some of the key features in this unique book are: staff development distance learning mass communication courses, faculty insight to interdisciplinary techniques, and key elements to a successful plan of study
- Multi-Ethnic France: Immigration, Politics, Culture and Society - Alec Hargreaves  
  - In *Multi-Ethnic France*, Alec G. Hargreaves unmasks the prejudices and misconceptions faced by minorities of Muslim heritage and lays bare the social and political neglect behind the riots of 2005.
- **Racism**: a short history - George M. Fredrickson
• An erudite comparison of racism and anti-Semitism throughout Western history, George M. Fredrickson's amazingly concise Racism: A Short History explains how medieval anti-Semitism influenced the racist rationalization of the African slave trade.

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• **Affirmative Exclusion: Cultural Pluralism and the Rule of Custom in France** by Jean-Loup Amselle and Jane Marie Todd
  - Jean-Loup Amselle explores the issue of multiculturalism by delving into the history of France’s confrontation with ethnic difference.

• **Diversity Management and Discrimination** (Research in Migration and Ethnic Relations) - Wrench
  - What can the ideology and practice of diversity management offer those concerned with ethnic inequality, racial discrimination, and issues of social and economic inclusion and exclusion? John Wrench traces the emergence of diversity management in the US in the late 1980s, and explores its subsequent development in Europe.

• **Dismantling Racism** by Joseph R. Barndt
  - The book focuses on the task of dismantling racism, how we can work to bring it to an end and build a racially just, multiracial, and multicultural society.

• **Deconstructing the Nation: Immigration, Racism and Citizenship in Modern France** (Critical Studies in Racism and Migration)- Maxim Silverman
  - *Deconstructing the Nation* analyzes the connection between racism and the development of the nation-state in modern France from the 1960s to the present.

• **Race and Ethnic Relations in Today's America** (Interdisciplinary Research Series in Ethnic, Gender and Class Relations) - Greg Oswald
  - This text has two aims: to acquaint undergraduate students with the main developments in the field of US race and ethnic relations in the 1990s, and to challenge misconceptions, especially those held abroad.

**Purchase or Acquire at ANY Library**

• **Racism in France: The Civilizing Mission of Whiteness** - Tony S. Jugé
  - It is argued in this research that whiteness contributes to an unnamed hegemonic oppression that is reproduced at the micro and macro levels and is expressed by whites through their lack of understanding about race.

• **Races on Display: French Representations of Colonized Peoples, 1886-1940** (Paperback) - Dana S. Hale
  - Looking at official propaganda and commercial representations in France during the Third Republic, this book explores the way the French increased the value of their racial identity at home at the expense of their colonized brothers and sisters.

• **God and Race in American Politics: A Short History** - Mark A. Noll
  - [Noll] has produced yet another admirable synthesis of a huge body of American history and historiography. . . . [T]houghtful Christian readers will find this work indispensable in understanding the big picture of race, religion, and politics in American history.

(Paul Harvey *Christianity Today*)
• Race Politics in Britain and France: Ideas and Policymaking since the 1960s by Erik Bleich
  o Providing the first detailed historical exploration of racial policy development in the two countries, this study traces the sources of Britain's race relations structures and France's anti-racism approach. Erik Bleich argues against the accepted beliefs that attribute policy outcomes to the role of powerful interest groups or to the constraints of existing institutions.

• Black Skins, French Voices: Caribbean Ethnicity And Activism In Urban Areas-David Beriss
  o Black Skins, French Voices is situated at the intersection of changing French ideas and policies regarding ethnic diversity and Antillean demands for recognition. It shows the creative and exciting struggles of Antilleans to remake French culture on their own terms.

• Racist America: roots, current realities, and future reparations - Joe R. Feagin
  o Feagin's voluminous, relentless book testifies to both the strengths and the flaws of applying a sociological approach to the intricate issues of racism in America. Copyright 2000 Reed Business Information, Inc.

• Policing Paris: The Origins of Modern Immigration Control Between the Wars - Clifford Rosenberg
  o "...Policing Paris integrates current discussions of the bad treatment of immigrants from the colonial empire into a larger tradition of the reception of European foreign workers in France.”—Herman Lebovics, State University of New York at Stony Brook, author of Mona Lisa's Escort: André Malraux and the Reinvention of French Culture

Requirements:

Reading Journals → DUE DURING LAST WEEK OF A SECTION
The class is divided into sections, each with required and optional readings. Accordingly, there will be 4 total Journals for the course. You will be expected to compose a journal entry at the end of each section. Your journal may describe personal reactions, arguments, suggestions, etc. to the readings and discussions of the readings. It would be wise to do better quality work since these can be incorporated into your final paper/project. Although, be aware that outright copy/pasting from the journals will not be acceptable in the final paper/project.

Attendance → SIGN IN SHEET
As with any course, routine attendance is necessary to pass. Since this is an interactive course, your presence is significant, plus the bulk of assignments will ask you to incorporate class discussions to receive passing credit. There will be a sign in sheet that will be passed in class at my discretion. The more sign-ins, the more credit you receive.

Participation
This is a discussion heavy course. Active engagement in the material discussed in class is required and this will be apparent through your write-ups and assignments. Feedback is important to the success of this course as well as your personal success. I will respond to journals, I will participate in live chats, and I will give you personal notes for your submitted documents. I expect you to also respond to your classmates’ questions each week in addition to receive maximum credit.
Final paper or project (your choice)

1. **Discussion/Research Paper** – The paper must be between 5-10 pages long, 1.5 line spacing with 1in. margins. Remember, the shorter your paper, the more concise and well constructed it must be. In other words, every paragraph must explore some “novel” ideas, theories, points of view, etc. at length and with great insight. A longer paper (that is also well constructed of course) will have more room to expand on ideas. Keep in mind that length alone will not give you a passing grade. Papers need to be well organized, edited, focused, and relevant. I will provide example papers and topics to those students that choose the paper option and I would also encourage you to have your topic approved with me before you begin writing. The topic choices should coincide with one of the sections, compare two or three of the sections, or maybe an original idea of your own. If you choose the original option, you MUST approve your topic with me. More detailed instructions and tips will be posted closer to the assignment date.

2. **Project-SINGLE PERSON** – This may consist of a video, song, slideshow, or some other electronic media form that can be submitted for the class to access. It will incorporate one or more (three at most) of the discussion sections. You will need several pieces: proposal, outline, resources (bibliography), which will all be turned in with a short 2-4page paper, 1.5 line spacing, and 1in. margins. The short paper will briefly summarize your project and detail the research and findings uncovered while doing your project. You MUST approve your project idea with me before beginning. Write out a rough proposal (that can later be finalized for the official proposal) and submit to me through email or communications on blackboard. More detailed instructions and requirements will be posted closer to the assignment date.

3. **Project-GROUP** – The group project is similar to the single person project except the paper will be 5-7 pages with the same formatting requirements. This option also has the same components as the single person project, except there will also be a Contribution List that details what each member did. This will not count against you unless it becomes apparent that the bulk of the work was on one or two members of the group. You can have a maximum of 4 (four) in your group with a requirement of 7-10 pages. BE CREATIVE. Your ideas MUST be approved with me before beginning your project. More detailed instructions will be posted closer to assignment date.

**Evaluation:**
- Attendance → 10%
- Participation → 15%
- Journals → 35%
- Final Paper/Project → 40%

Extra Credit → A modified credit/no credit scale: may raise your grade, for example, from a B- to a B+, or one full letter grade depending on quality. Otherwise, it will not harm your grade if not turned in or not done well. (SEE HANDOUT FOR INSTRUCTIONS)
## Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
</table>
| 1. Section 1 – INTRODUCTION | Definitions & Introduction  
- Define Key Terms  
- Introduce the course and goals | 1. Interdisciplinary learning and teaching in higher education: theory and practice / edited by Balasubramanyam Chandramohan and Steve Fallows Chps. 1&3 (handout)  
Orientation Assignment: informal “icebreaker” and activity to adjust our thinking for this course. |
| 2. Section 1 – INTRODUCTION | Expanding Definitions – Fluid or Static?  
- Importance/Impact of Key Terms  
- How do they operate in U.S. and French societies | 1. Racism in France – Toney S. Jugé  
2. God and Race in American Politics: A Short History -Mark A. Noll  
Class Discussion: Choose 2 chapters from each book that WILL NOT be assigned at a later date to read. Discuss your reactions to the content, things you learned, etc. |
| 3. Section 1 – INTRODUCTION | Interpersonal Explorations  
- Sharing Experiences  
How do we Relate to the Course | Journal 1 Due and 5 Peer responses to Journals due by the end of the week. We will form discussion groups and have class discussions. |
| 4. Section 2 – HISTORY | Origins & Politics  
- Causes of Racial Tensions  
- Explore Each Countries’ Political Structure & History  
- How governments do or don’t Address Racially Motivated Disruptions | 1. Multi-Ethnic France: Immigration, Politics, Culture and Society - Alec Hargreaves SECTIONS 1.3 & 1.5 (handout)  
2. God and Race in American Politics: A Short History (Hardcover) Mark A. Noll CHAPTER 1  
3. Race Politics in Britain and France: Ideas and Policymaking since the 1960s by Erik Bleich CHAPTER 5  
Respond to the Discussion Questions that will be written on the board for each reading assignment. Along with at least 1 paragraph response, include |
<table>
<thead>
<tr>
<th>Section 2 – HISTORY</th>
<th>Culture &amp; Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore Each Countries’ Cultural &amp; Economic History</td>
<td></td>
</tr>
<tr>
<td>How do these Elements Play a Role in Race Relations</td>
<td></td>
</tr>
</tbody>
</table>

1. Affirmative Exclusion: Cultural Pluralism and the Rule of Custom in France by Jean-Loup Amselle and Jane Marie Todd<br>
   CHAPTER 2 (handout)

2. Racism in France: The Civilizing Mission of Whiteness - Tony S. Jugé<br>
   INTRODUCTION

3. Races on Display: French Representations of Colonized Peoples, 1886-1940 (Paperback) - Dana S. Hale CHPS. 2 & 3

<table>
<thead>
<tr>
<th>Section 2 – HISTORY</th>
<th>Contradictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore Historical Developments that Should Have Improved Race Relations</td>
<td></td>
</tr>
<tr>
<td>Collaborative Class Discussion</td>
<td></td>
</tr>
</tbody>
</table>

Journal 2 Due and 5 Peer responses to Journals due by the end of the week. We will form discussion groups and have class discussions.

<table>
<thead>
<tr>
<th>Section 3 – PRESENT</th>
<th>Status Quo</th>
</tr>
</thead>
<tbody>
<tr>
<td>How is Society Today?</td>
<td></td>
</tr>
<tr>
<td>How do we View Race Today?</td>
<td></td>
</tr>
<tr>
<td>What Have we Learned From the Past?</td>
<td></td>
</tr>
</tbody>
</table>

1. Deconstructing the Nation: Immigration, Racism and Citizenship in Modern France (Critical Studies in Racism and Migration) - Maxim Silverman (handout)

2. Race and Ethnic Relations in Today’s America (Interdisciplinary Research Series in Ethnic, Gender and Class Relations) - Greg Oswald (handout)

Choose a chapter from each of these books. Compare and contrast the contents. What would you add to the authors research focus? Do you think they have a distorted view of race relations? Do you agree with their views? Why or why not? Bring these to class.

<table>
<thead>
<tr>
<th>Section 3 – PRESENT</th>
<th>National Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus of Each Country – Foreign Policy, HealthCare, etc.</td>
<td></td>
</tr>
<tr>
<td>How these impact Race</td>
<td></td>
</tr>
</tbody>
</table>

COMPLETE READINGS FROM LAST WEEK
The lectures will focus on political concerns and policies pending within
<table>
<thead>
<tr>
<th>Section 3 – PRESENT</th>
<th>Popular Culture &amp; Race</th>
<th>Relations both France and the U.S. Bring to class a short write up of your personal opinions of the national focus for each country we are focusing on. For instance, do you believe France is concerned with education reform within the next decade? Is the U.S. seeking to improve its image across the globe? Discuss how race plays a role in your selected area of concern. We will form groups 1) based on topic 2) with several topics within them. You will have the chance to write a short response to one of the writings you found most interesting in each group. We will present some of these to the class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Section 3 – PRESENT</td>
<td>What are the Taboos and Conventions of Society</td>
<td>Journal 3 Due and 5 Peer responses to Journals due by the end of the week. We will form discussion groups and have a guest lecturer.</td>
</tr>
</tbody>
</table>
| 10. Section 4 – FUTURE | Scenari-NO vs. Scenari-YES | 1. Black Skins, French Voices: Caribbean Ethnicity And Activism In Urban -David Beriss CHAPTER 6  
2. Diversity Management and Discrimination (Research in Migration and Ethnic Relations) - Wrench CHAPTER 2 (handout)  
3. Racist America: roots, current realities, and future reparations - Joe R. Feagin CHAPTER 8 |
<table>
<thead>
<tr>
<th>11. Section 4 – FUTURE</th>
<th>Government Intervention</th>
<th>Class Discussion: Based on what we have read and discussed thus far, argue predictions, policy suggestions, and scenarios for future race relations in France, the U.S., or both. We will also form discussion groups and present our ideas to the class.</th>
</tr>
</thead>
</table>
| | What can Government do?  
2. Dismantling Racism by Joseph R. Barndt CHAPTER 7 (handout) |
| 12. Section 4 – FUTURE | Criticisms – US & France  
- Is Race an Important Issue?  
- Have the Countries done all they can to Alleviate Tensions? | Class Discussion: what works, what doesn’t, or both with current governmental policies to battle racism. For instance, Affirmative Action within the U.S. or whether or not “racial blindness” in France actually works.  
Journal 4 Due and 5 Peer responses to Journals due by the end of the week. We will form discussion groups and write peer responses. |
|---|---|---|
| 13. Section 5 – CONCLUSIONS | Final Preparations  
- Review Course Materials  
- Begin Project and Paper Proposals | Submit proposals and project ideas.  
We will form discussion groups that will focus on the themes and concepts we have encountered. We will discuss solutions, projections, and reflections on the past.  
Learning Activity – This will be handed out in class and due by the end of the week. |
| 14. Section 5 – CONCLUSIONS | Discussion and Finals  
- Review Course Materials  
- Work on Finals | Finalize projects and paper topics. Begin working on final papers/projects. We will form discussion groups and have short lectures and/or videos. |
| 15. Section 5 – CONCLUSIONS | Discussion and Finals  
- Presentations  
- Review Course Materials | Continue working on finals. Most class time will be devoted to project/paper completion. Bring laptops and any other resources you may need. |
| 16. Section 5 – CONCLUSIONS | Presentations & Discussion | The week will consist of presentations of final projects and discussion. |

Resources:  
http://www.cpjustice.org/  
http://academic.udayton.edu/race/intro.htm  
Discussion Paper Instructions – handout  
Single Person Project Instructions – handout  
Group Project Instructions – handout  
Extra Credit Instructions – handout  
Learning Activity – handout  
Examinations:  
NONE! 😊