

# EDUCATION-RELATED ORGANIZATIONS AND PROJECTS

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For more information or to get involved with any of the following organizations, contact the CityBar Public Service Network at (212) 382-4713 or [cpsn@abcny.org](mailto:cpsn@abcny.org)

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## **The After School Corporation (TASC)**

The After-School Corporation (TASC) is a non-profit organization dedicated to building publicly supported systems of high quality after-school programs. The mission of TASC is to enhance the quality, availability and sustainability of after-school programming in New York City, State and beyond. It does so through funding, resource development, professional development and advocacy. TASC began in 1998 with 25 programs in New York City. The organization currently supports more than 200 programs, reaching over 40,000 children and their families. TASC was started with a challenge grant from the Open Society Institute (OSI), which pledged \$125 million and to date, TASC has leveraged more than \$375 million in public and private funds to support after-school its work. TASC programs offer kids a mix of academic, arts and sports activities. Programs are school-based and open from 3:00 – 6:00 pm every day that school is in session. TASC partners with more than 100 community-based organizations like the YMCA, Boys & Girls Clubs and neighborhood settlement houses that run the programs.

### Mentor

TASC recruits attorneys, paralegals and legal secretaries to serve as mentors for students who participate in its various after-school programs throughout New York City.

### *Research and Evaluation at the After School Corporation*

#### Pro Bono General Counsel

TASC is looking for a law firm or in-house legal department to serve as its pro bono general counsel. Areas of law include employment, trademark, tax code compliance and general contract review. The time commitment for this project is reasonable and offers a great opportunity for a law firm or corporate counsel office looking to establish an ongoing relationship with a successful non-profit organization.

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## **All Stars Project, Inc.**

The All Stars Project, Inc. (ASP) is a non-partisan, non-profit 501(c)(3) organization dedicated to promoting human development through the use of an innovative performance and development based model. The ASP creates outside of school, educational and performing arts activities for tens of thousands of poor and minority young people. It sponsors community and experimental theatre, develops leadership training and pursues volunteer initiatives that build and strengthen communities. The ASP actively promotes supplementary education and the performance learning model in academic and civic arenas.

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## **The Alliance for the Arts**

The Alliance for the Arts is the leading organization that gathers, analyzes and publishes information about the arts in New York - promoting New York's cultural life and identifying the needs, contributions and issues facing the arts community. The Alliance for the Arts provides arts information and research services. It gathers, analyzes and disseminates information by: publishing cultural guides; researching the economic and social impact of the arts; promoting arts education in the schools; serving individual artists. The Alliance has five main constituencies: New York's cultural community; the general public in the New York region and tourists; government and civic leaders who use and are influenced by the organization's economic and other research; children, parents and teachers using the organization's arts education guides; artists, curators and historians served by the Estate Project for Artists with AIDS.

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## **Alvin Ailey Dance Foundation, Inc. (AADF)**

The mission of the Alvin Ailey Dance Foundation (AADF) is to further the pioneering work of Alvin Ailey by establishing an extended cultural community which provides dance performances, training, and community programs for all people. As important as its artistic and educational mission, this performing arts community plays a social role, using the beauty and humanity of the African-American heritage and other cultures to unite people of all races, ages and backgrounds. AADF supports the activities of the Alvin Ailey American Dance Theater (AAADT) (including national and international tours), Ailey II (including national tours and education and outreach initiatives across the country), and The Ailey School (which has many programs, including classes for children, young adults and college students through its BFA program in affiliation with Fordham University). In addition, all divisions of AADF are involved in the Ailey Arts In Education and Community Programs, which inspire thousands of young people from diverse cultural, social and economic backgrounds.

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## **ArtsConnection**

ArtsConnection is New York City's largest and most comprehensive, not-for-profit, arts-in-education organization. For the past twenty years, ArtsConnection has made a profound difference in the lives of the City's children by providing exceptional programming in the performing, visual, literary, and media arts for metropolitan area public schools and at ArtsConnection's midtown Center. Connecting professional artists with children, teachers, and families, the organization's goal is to make the arts an essential part of education. Its programs and services to the field have enriched the lives of over three million children who represent the breadth of cultural and economic diversity in the City's five boroughs.

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## **Bodanna, Inc.**

Bodanna is a cultural venture that uses commercial pottery as a medium for developing job disciplines and artistic potential in gifted young adults from low-income communities. Ceramics was chosen because it is a hands-on, three-dimensional craft that demands imagination, thoughtfulness, technical expertise, planning and disciplines - the same skills required for success in the workplace. In 1999, Bodanna established a now-thriving and well-equipped ceramics center in Manhattan's East Village where it runs all the components of its social purpose business: the apprenticeship program, free classes for teenagers and a ceramic gallery.

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## **Boys and Girls Republic (BGR)**

In 1997 the Boys and Girls Republic (BGR), formerly named the Boys Brotherhood Republic, became a program of the Henry Street Settlement. Serving more than 700 students a year, BGR is a comprehensive, co-ed youth program addressing each child's academic achievement, social development, and emotional wellbeing. During the school year, BGR offers afternoon and evening activities for students ages 6-18, including homework help and tutoring, computer learning, recreation and athletics, arts education, and individual and group counseling services. In the summer, BGR hosts a sleep-away camp in Harriman State Park, New York. BGR's signature self-government model encourages young people to take an active role in shaping their society and becoming responsible citizens.

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## **Break the Cycle**

Break the Cycle is an innovative, national nonprofit organization whose mission is to engage, educate, and empower youth to build lives and communities free from dating and domestic violence. Break the Cycle furthers this mission by providing young people, ages 12 to 22, with preventive education, free legal services, and peer leadership opportunities. Break the Cycle is the only organization in New York City focused exclusively on preventing domestic violence among youth.

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## **Brighton Ballet Theater (BBT)**

Brighton Ballet Theater (BBT) runs an 18-year old nonprofit dance school dedicated to providing the highest quality dance education for girls and boys ages 2-19, as well as adults. Through the discipline and dedication that dance requires, BBT molds and develops healthy, passionate, responsible and well-rounded individuals who have the potential to succeed in any field. BBT serves as a cultural oasis, drawing on the rich traditions of Russian ballet, folk and character dance, modern and popular dance, and ballroom and Latin dance. Through its dance program, more than 500 students learn ethnic dances from various regions of the world.

BBT also runs its Professional Performing Company, a Russian ballet and folk dance group in New York City. Founded in 1987 in order to preserve and share the rich historical traditions of Russian dance in New York, BBT Company has also grown into the only presenter of new choreography by emerging Russian choreographers in the United States. Company dancers are all graduates and former soloists from the best dance theaters of the former Soviet Union: St. Petersburg Kirov Ballet, Moscow's Classical Ballet, Bolshoi Theater, Ukrainian State Theater of Classical ballet, Odessa Opera and Ballet Theater; who seek to share their impeccable training and love for dance on the stages of New York. In BBT short existence, the Company has already performed on such acclaimed stages such as Carnegie Hall, Lincoln Center Avery Fisher Hall, Tribeca Theater, Madison Square Garden and many more throughout the tri-state area. In addition to Russian ballet and folk dance BBT is also proud of its eclectic performance history, which includes a variety of International folk dances, as well as entertaining jazz and theatrical pieces performed for various special occasions.

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## **Building Excellent Schools (BES)**

Building Excellent Schools (BES) is a small non-profit organization that supports the design and start-up of high performing urban charter schools across the country. Its core program, the BES Fellowship, trains highly skilled and dedicated school founders to build charter schools tailored to the needs of individual communities while maintaining a commitment to student achievement.

### ***Building Excellent Schools Fellowship***

#### **Serve as a Board Member**

BES is currently seeking individuals to serve on the Founding Boards of these schools. The role of the Founding Board is to assist in the development of the school. Members of the Founding Boards help to prepare and submit the charter application; review the school's financial, legal, personnel, etc. policies; create a network of strategic partnerships; cultivate meaningful relationships with local organizations and community groups; and develop the Governing Board upon receipt of the public school charter (Founding Board members will be the first candidates for the school's Governing Board).

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## **The Center for Attention & Learning Disorders at Lenox Hill Hospital (CALD)**

Located in the Outpatient Center for Mental Health, the Center for Attention and Learning Disorders (CALD) is directed by a renowned clinical neurophysiologist. The Center serves children who may be suffering from multifaceted difficulties such as attention deficit hyperactive disorder (ADHD) and learning disabilities. Evaluations take into account emotional, biological and/or environmental factors. Personalized treatment programs may include remediation, psychotherapy, family counseling, behavioral and play therapies, as well as recommendations for appropriate educational settings. The mission of CALD is to empower children with learning disorders and ADHD and their families by (1) helping them understand the nature of their cognitive strengths and weaknesses and (2) helping them to address their weaknesses by making use of their strengths. Additionally, CALD is committed to training professionals in the evaluation and remediation of learning disorders and ADHD.

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## **The Chelsea-Elliott "I Have A Dream"(R) Program (IHAD)**

"I Have A Dream" is a national long-term education intervention program for disadvantaged children. Projects are created by sponsors who adopt entire grades from public elementary schools or entire age groups from public housing developments from the beginning of sponsorship through high school graduation. The sponsors, trained Project Director, staff and other volunteers provide "Dreamers" with comprehensive academic, social, cultural and recreational activities throughout their school years. Upon graduation from high school, all Dreamers are provided with tuition assistance to attend college or vocational school.

The Chelsea-Elliott project began in 1993 when the children were second and third graders. The program was open to all children that met such criteria in the Chelsea-Elliott housing development. They are now college freshmen, sophomores, or juniors, and this program is now over. The Project Coordinator has been with the program since the Dreamers were in fifth & sixth grade, but now works at the National "I Have a Dream" Foundation as Director of Project Management.

There is a new program, Chelsea-Elliott II that started with first graders in Fall 2004. Similar to the first Chelsea-Elliott program, Chelsea-Elliott II is an after-school program that combines academic tutoring, mentoring, athletic, community, social and cultural activities to create a comprehensive educational experience.

### **Workshop Instructor**

The program is looking for volunteers to teach a group of Dreamers about the law or the juvenile justice system. The class can either be a one-time occurrence or an ongoing seminar. Volunteers would work with Project Coordinator to develop an age appropriate curriculum. The school year program begins on September 27. Workshops can take place after school on Monday and Wednesdays from 5 - 6:30 p.m. The Summer program is six weeks long.

### **Mentor**

Through Chelsea-Elliott II, volunteers would develop a mentoring relationship with one of the children in the program. A yearlong commitment is required. Mentoring occurs every other Tuesday for two hours at the after-school site (the Dream Annex, located at the NE corner of 26th St. & 8th Ave). Potential mentors must fill out an application and be interviewed. Training and screening of mentors is provided through Mentoring USA.

### **Tutor**

Through Chelsea-Elliott II, the volunteer would tutor a first grader to help develop literacy and a strong academic foundation. The tutoring takes place on-site (the Dream Annex, located at the NE corner of 26th St. & 8th Ave) from 6:00 p.m. to 7:30 p.m. for one school year.

### **Project Development**

Volunteers are needed to develop a cultural, recreational, or educational outing for a group of Dreamers. The volunteer is expected to expose a child to the world of music, dance, fine arts, drama or sports through on and off-site activities. Volunteers would coordinate the outing through working with the chosen organization to solicit tickets, arranging for volunteers to chaperone, and working out all of the details with the Project Coordinator.

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## **Child Care, Inc. (CCI)**

Child Care, Inc. (CCI) is a non-profit early education and childcare resource and referral agency and a part of a national network of referral agencies. CCI strives to make high quality childcare and early education opportunities a reality for every child in New York City. Each year, CCI's referral service helps thousands of families make informed decisions about childcare. CCI promotes quality childcare by offering training to all types of childcare programs, including infant and preschool services, family childcare, and school-age care, as well as Head Start and Universal Pre-Kindergarten programs. CCI provides technical and financial assistance to start-up and expanded childcare programs. Grants and loans are also available for family childcare providers. CCI is recognized as a leader in the field with the in-depth knowledge of childcare programs and the vision necessary to promote public policies that support quality early care and education.

### ***Influencing Public Policy***

#### **Serve as a Board Member**

CCI is looking for a volunteer to serve on its Board of Directors. Candidates should be interested in childcare and early education issues. Currently CCI has twelve board members and the board meets approximately 5-6 times per annum. Each board member also serves on at least one committee of the board.

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## **The Children's Aid Society (CAS)**

The Children's Aid Society (CAS) is a voluntary, nonsectarian agency that provides a broad spectrum of health, education, recreation, and emergency services to New York City's neediest children and families. It is one of the oldest and largest welfare agencies in the country, founded in 1853 by Charles Loring Brace. The Society's services include: adoption & foster care; arts; camps; community centers; community schools; the After-School Corporation programs; counseling; education; health; housing immigration services; jobs; mentoring; nutrition; prevention; and youth mediation and court diversion.

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## **Civic Education Project (CEP)**

CEP is a private, international, non-profit organization that support higher education reform in societies engaged in political and economic transition. CEP believes that a civic democratic society requires critically minded and informed individuals. CEP works to develop the capacity of faculty and students in Central/Eastern Europe and the former Soviet Union to teach and carry out research in the social sciences, law and humanities. It accomplishes this by supporting Western-trained lecturers as teachers and innovators at universities throughout the region.

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## **Classroom To Life, Inc.**

Classroom To Life, Inc. is a non-profit organization committed to reaching underprivileged youth in urban communities. Classroom To Life exposes students who lack the financial means to travel abroad to new cultures through a seven-week traveling program designed to enhance their existing education. The program is delivered by professionals whose objective is to encourage children to discover how education and learning applies to life.

### **Non-Profit Advisement**

Classroom To Life needs an attorney to draft a "rights-and-responsibilities" policy for the parents of the children who participate in the program. The purpose of the policy is to detail the obligations and limitations of responsibility of the organization with regard to the children that travel with the program.

### **Board Development**

Classroom To Life is in the process of forming its Board of Directors and needs an attorney to help draft by-laws for the Board.

Ideally, Classroom To Life would prefer to work with a volunteer who is committed to youth and education and who is interested in forming a long term relationship with the organization. However, the organization is flexible and will consider lawyers who can commit on a project-by-project basis.

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## **Columbia Mock Trial Team**

Columbia University is a participant in the nation-wide undergraduate competitive activity known as Mock Trial, facilitated by the American Mock Trial Association (AMTA). Each September, AMTA distributes a packet of case materials, which constitute the national "case" for the year. Inside the packet are witness affidavits, evidence, photos and other relevant materials needed to construct a case. Eight member teams build a prosecution and a defense case from these materials, writing opening statements, direct exams, cross exams and closing arguments. Three times during the year, schools attend competitions in which their prosecutions compete with other schools' defenses and vice versa. The teams are scored on the basis of speaking ability, strength of strategy, believability of witnesses and knowledge of the law. Last year, Columbia ranked 9th in the 400-team league.

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## **Community Works**

Community Works is a nonprofit arts organization founded in 1990 with the mission to forge links between diverse cultures and communities, to improve educational attainment, and to extend the benefits of the arts to all people. Community Works serves over 100,000 students and community members through its highly acclaimed performances, workshops, exhibits, mentoring, and other model programs.

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## **The Constitution Works (TCW)**

The Constitution Works (TCW) is an after-school mentoring program that invites junior and senior students from the law-focused high schools to participate in this three-month program. The students work with legal professionals to critically examine the Constitution and various amendments. The program consists of two units that focus on the judicial and legislative branches of government. Students confront many issues within these units, such as permitting the police to conduct searches and seizures in precarious circumstances, a proposed legislative mandate banning the sale or distribution of "obscene" lyrics, and the death penalty for minors. The students work through the issues with a team of attorney mentors using critical thinking, writing, discussions, and role play as they develop respect for the law and legal professionals. The after-school program culminates in a mock trial or a mock senate floor debate.

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## **East Halem Tutorial Program (EHTP)**

The EHTP provides educational assistance to children and their families in East Harlem through tutoring, creative arts and other programs designed to help children reach their potential. With the help of volunteers, EHTP strives to establish within each child a sense of esteem and a love of learning.

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## **The East New York Preparatory Charter School**

The Foundations Academy Charter School provides pre-K through 8th grade students rigorous instruction ensuring grade level mastery and application of core academic subjects. The school provides a rigorous program that emphasizes the fundamentals of learning (phonics, writing, arithmetic), thus improving student performances and ensuring academic achievement. The Foundations Academy Charter School achieves these goals by: taking advantage of students' entrance at the pre-K level to start early and immediately address any existing academic deficiencies; ensuring the academic foundation students need before they move forward; utilizing specialized literacy, math, science and technology teachers that are best able to provide masterful instruction; increasing the length of school days and the length of the school year; providing additional remediation on Saturdays and during the summer months; enforcing strict behavioral rules through a clear code of conduct; and creating smaller classrooms (18-20 students) to facilitate more effective teaching and learning.

Creation of the Foundations Academy Charter School is made possible by Building Excellent Schools (BES), which supports the design and start-up of strong urban charter schools to educate some of this country's most underserved and deserving children. Its core program, the BES Fellowship, is a 12-month, full-time, comprehensive training program that prepares individuals, organizations and communities to create academically excellent urban charter schools. The Fellowship trains highly skilled and dedicated school founders to custom-build schools with proven design principles and practices drawn from the highest performing urban charter schools in the nation. This custom-built approach, aligned with each state's specific charter application requirements, allows BES to help founders flexibly adapt school design to the specific needs of individual communities while ensuring the non-negotiable commitment of each school to excellent student academic achievement. The Founder of the Foundations Academy Charter School is a recipient of the BES Fellowship.

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## **East Side House Settlement**

The MBCC is a local non-profit organization located in Mott Haven that offers a number of programs for almost 130 of the community's children and about 60 families. Currently, MBCC operates a federally funded Head Start program providing a wide array of social services to children between the ages of 2 and 5 years and their parents. Such services include home visits, social service referrals by an individually appointed case worker, preventative health care including routine physical and dental exams, immunizations and appropriate follow-up care, family and individual mental health counseling and educational and parenting workshops.

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## **Education Priorities Panel**

The goal of the Educational Priorities Panel (EPP) is to improve the quality of public education for New York City's children so that there is no longer a performance gap between city schools and those in the rest of the state.

EPP pursues this goal by seeking reforms of federal, state and city budget and administrative practices affecting children. Its objectives are: to bring badly needed resources to New York City and other urban school districts; to ensure that funds are distributed fairly; and to advocate that funds are effectively used for the benefit of students, especially those with the greatest needs for high-quality instruction.

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## **Educational Equity Concepts, Inc. (EEC)**

Educational Equity Concepts (EEC) is a national nonprofit organization that promotes a bias-free learning environment through the development of programs and educational materials for elementary school children. It aims to decrease discrimination in education based on gender, race/ethnicity and disability. It provides staff development, workshops, consultations and trainings for teachers, parents and educational administrators. It also conducts research on various issues concerning sex equity. Programs developed by Educational Equity Concepts include: a bias-free curriculum that discusses family structure, sexuality, AIDS, adoption and other topics; an equity based parent/child science program; sex role stereotyping and teen parents programs; disability awareness and inclusion; and a teacher's guide on teasing and bullying.

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## **Edwin Gould Foundation for Children**

The Edwin Gould Foundation supports institutions that serve young people and programs developed with the foundation promoting child welfare.

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## **The Experiment in International Living (EIL)**

An international educational exchange program. Program includes cross-cultural orientation, home stay, travel, language training, community service, and ecological/outdoor adventure.

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## **Flushing High School**

Flushing High School, which was founded in 1875, is the oldest public school in the city. Flushing High School is devoted to academic excellence as well as to the cultivation and understanding of the individual strengths and differences of the members of the school community. Its mission is to encourage democratic values and community service; to promote creativity and critical thinking; to promote high expectations for all students; to promote self-awareness and to foster career development.

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## **The Fortune Society**

The Fortune Society exists to help prisoners and those facing jail or prison time. The Fortune Society works to improve prison conditions and protect the rights of prisoners. Staffed primarily by ex-prisoners, Fortune is committed to providing the foundation from which new lives can be launched. The Fortune Society seeks to reverse current punitive criminal justice policy and to address the root causes of crime through outreach and advocacy. Fortune is committed to having its services and advocacy shaped by the prison and transition experiences of ex-offenders. The Fortune Society recognizes the importance of prevention by developing services that reflect the needs of our clients and their families. Fortune acts to reverse the current plague of prison construction and mass incarceration by changing minds and building lives.

### **"How To" Guides**

A volunteer could help with the creation and production of "How To" guides, which would be targeted to the youth that The Fortune Society works with. The topics of the guides could range from "What To Do If You're Stopped By Police" and "How To Act In Court," to "How To Get An Apartment (And Keep It)."

### **Tutoring**

The Fortune Society provides its clients with a variety of educational and mentoring services. Volunteers can provide group tutoring in reading, writing, math, ESL, and GED prep; or training in computer skills.

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## **French Institute/Alliance Francaise (FI/AF)**

The French Institute/Alliance Francaise (FI/AF) is a not-for-profit center for cultural exchange, based in Manhattan and administered by representatives of the business, education and arts communities of the city. FI/AF is also part of a not-for-profit cultural network of 11,000 centers in 130 countries with 350,000 students worldwide. Its objective is to disseminate France's language and culture abroad in order to increase understanding among all people of the world. FI/AF seeks to achieve its goals through its research and lending library, the largest in the U.S. devoted solely to French-language materials, and its many cultural programs, including FI/AF's highly popular weekly Cine-Club series, informative lectures, literary readings, and slide presentations, and innovative dance, opera, music and French theater productions.

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## **Friends of Island Academy (FOIA)**

Friends of Island Academy (FOIA) is a not for profit-organization that reaches out to incarcerated youth in Riker's Island and convinces them that they have an alternative in life. Its name is derived from the Board of Education high school, Island Academy, which is attended by the majority of these youth. Once released, FOIA provides job training, counseling, education, and mentoring as well as the support and guidance they need to break the cycle of incarceration. FOIA is built on the belief that young people need to be welcomed and guided, but they also need to be empowered and challenged. Each youth becomes a FOIA member and in doing so takes responsibility, first for themselves, and later for their peers and community. FOIA is the only organization of its kind in New York City focused solely on adolescent ex-offenders.

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## **Fund for the City of New York (FCNY)**

The Fund for the City of New York (FCNY) is a private operating foundation launched by the Ford Foundation in 1968 with the mandate to improve the quality of life for all New Yorkers. Through centers on youth, government and technology as well as core organizational assistance, the Fund introduces and helps to implement innovations in policy, programs, practice and technology in order to advance the functioning of government and nonprofit organizations in New York City and beyond.

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## **Girls Write Now (GWN)**

Founded in 1998, Girls Write Now guides and encourages teenage girls to develop their writing and communication skills through mentoring relationships with professional women writers. It offers underserved teenage girls in New York City a nurturing environment where they can expand their natural writing talents, develop independent creative voices and build confidence in making healthy choices in school, careers and life.

GWN mentors are a talented community of women writers drawn from many professions in the New York City area. Mentors are all drawn to the idea of helping girls develop as writers and have individual stories of how writing became a powerful vehicle for their own self-empowerment and self-expression. GWN mentees are teenage girls, between the ages of 13-17, who attend public schools in the five boroughs with limited extra-curricular programs. GWN seeks out girls who express interest in writing and whom their teachers identify as benefiting from the specialized and individual mentoring that GWN offers.

The GWN program is made up of two primary components: one-on-one mentoring sessions, which happen once a month between each participant and their mentor; and monthly group writing workshops, organized and sponsored by GWN. Each workshop is focused on a specific writing genre or theme not routinely found in the classroom.

Currently, GWN is entirely volunteer-operated.

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## **Grace Institute**

For over 100 years, Grace Institute has provided underserved New York women with the practical skills necessary for obtaining employment, developing self-sufficiency and improving the quality of their lives. Originally established by William R. Grace and his brother Michael in 1897 as a tuition-free, non-sectarian educational and vocational school for immigrant women, the school has evolved over the years to meet the demands of today's society.

Grace Institute serves women through a quality job-training program that nurtures and shapes the whole person while teaching the skills to enable them to contribute to 21st century society. Grace Institute provides discipline, direction, stability and community while students learn to be competitive in the market place. Students' self-esteem grows through this supportive learning environment with its focus on both personal and practical development. The Grace history of achieving excellence through high expectations is reflected in the programs and in the commitment to faculty and students.

### ***Business Skills Training Program***

#### **Serve as a Coach**

Women attorneys are needed to serve as "coaches" for students in the Daytime Business Skills Training Program. Volunteers will work in teams of two to mentor a group of four to five students. The time commitment is one lunch hour a month or as otherwise mutually agreed upon by the group. This project is ideal for women working full time who would like to become involved in a meaningful volunteer activity. Women of color, particularly African-American and Latino, are strongly encouraged to apply.

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## **Guggenheim Museum**

The Solomon R. Guggenheim Museum is a modern art museum situated in the heart of the Upper East Side in New York City. It is one of the museums owned and/or managed by the Solomon R. Guggenheim Foundation that has other locations in Venice, Bilbao, Berlin and Las Vegas. The Guggenheim Museum in New York, designed by the distinguished American architect Frank Lloyd Wright, is famous for its exceptional architectural design resembling a continuous spiral, as well for its extensive and diverse collection of unique modern art.

### **Arts Education**

Volunteers are needed to assist with the Teacher Resource Center and with Art Workshops at the Guggenheim Museum's Sackler Center for Arts Education. Volunteers can assist visiting teachers, maintain a system for books, videos, etc., distribute and stock art materials, or assist students in hands-on projects. Some training is available. Volunteers must be available weekday mornings (9:30 am - 13:30 pm) or weekday afternoons (3:30 pm - 5:30 pm).

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## **Hearts and Minds**

Hearts & Minds is an all-volunteer, non-partisan, non-profit organization working for meaningful change in issues including poverty, the environment, human rights, democracy, and addiction recovery. Our website and publicity campaigns serve as vital sources of information for people who want to get involved in socially beneficial activities such as volunteering, self-help and charitable giving. Our mission is to reach and help as many people as possible through mass communications locally, nationwide and worldwide. We direct people to effective resources that enable them to help themselves and others.

Our website – [www.change.net](http://www.change.net) – provides motivation, resources and direction, moving individuals to make more effective contributions to society. Our site has more than 500 web pages, has helped over 1,200,000 people and is being translated into ten other languages. The site is uniquely dedicated to countering apathy and fostering public involvement by inspiring and informing people to help solve persistent social problems. Furthermore, the Hearts & Minds website is a clearinghouse of information supporting over 750 other helpful organizations.

Our website, publicity efforts and upcoming printed publications will help us reach millions of people. Public service ad campaigns will eventually follow. Hearts & Minds brings volunteers and experienced professionals of all ages together in a dynamic, interactive setting with the objective of empowering the public and individuals.

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## **High School for Legal Studies**

The School for Legal Studies in East Williamsburg, Brooklyn is attended by students who want to pursue law-related careers.

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## **The High School for Public Service (HSPS)**

The mission of the High School for Public Service (HSPS) is to enable each student to develop the academic and social skills necessary to be an active participant in their communities and their society. Students are exposed to a rigorous, standards-based curriculum that will prepare them to assume positions in public service. HSPS's specially-designed Social Action/Community Service course helps students understand the reasons for community involvement and motivates them to become agents for social change. Students participating in the Law Academy have demonstrated both academic excellence and an interest in a career in the law.

### **After School Program**

HSPS is looking for volunteer attorneys to participate in their after school program. Volunteers typically give presentations to students on law and law-related subjects, although HSPS is flexible and open to suggestions on speaker topics based on volunteer interest.

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## **In Honor of Mandela Fund**

As a consequence of the legacy of Apartheid, more than 17 million South Africans were denied ownership of books and the fundamental human rights to an education, up to and including F. W. de Klerk's administration. As a result, they cannot read well enough to stay in school, compete in technological society, or understand the issues that will determine their country's future. The Mandela Fund's National Book Donation program ships quality books donated by individuals and educational institutions throughout the United States to South Africa aboard South African Naval Ships and Military transport aircraft. These books are in turn free of charge and without obligation to all South Africans.

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## **Jumpstart New York**

Jumpstart was founded in 1994 at the intersection of two national trends -public need for quality early childhood programs and the emerging national service movement, recruiting thousands of college students to community service. Jumpstart connects these trends by recruiting, training, supervising, and supporting college students to work with Head Start and other early childhood programs to provide one-to-one attention to young children struggling in preschool. Jumpstart is an outcome-based model that offers both summer and school year programs for children. During the school year Corps members work one-to-one with young children for individual attention twice a week. Over the summer, Jumpstart runs a full-time program designed to reach children who would have no other summer learning opportunities.

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## **The Justice Resource Center (JRC)**

The Justice Resource Center (JRC), located in the Law Advocacy and Community Justice School in the Martin Luther King High School, works to develop, implement, replicate, and evaluate law-related education with a positive impact on youth. Originally started in New York City, the Justice Resource Center's focus has broadened to the national level. The structure of the program enables students to learn about the functions of government, familiarize themselves with their role and responsibilities as citizens, and develop a heightened respect for the law. The JRC administers and/or facilitates the following programs: The National Mentor Program, Law-Related Teacher Training and Curriculum Development, Student Projects, Partnerships, and Replication of the Law & Justice School.

### ***Individual Mentor Program of the Law and Justice Institute***

#### **Individual Mentor**

JRC is looking for volunteer attorneys to serve as Mentors. Mentors are selectively paired with 9th grade students (Mentees) at Martin Luther King's Law and Justice Institute. A Mentor works with his/her Mentee, developing an on-going relationship. This relationship could include providing counseling on law-related questions, or offering advice on teenage issues. Examples of mentor activities include office visits, court visits, sports events, hobbies, cultural events, museums, plays or walking tours.

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## **Kings County D.A.'s Office**

The bureaus, units and divisions of the Kings County District Attorney's Office specialize in various areas of law and crime. Each bureau includes attorneys, investigators and paralegals that gather evidence, analyze information, and prepare as well as present cases for prosecution. Equally important are the many complimentary bureaus that support the agency's objectives in law enforcement, community development and the improvement of quality of life for Brooklyn residents.

### ***Legal Lives Bureau***

#### **Guest Speaker Panel**

The D.A.'s Office would like to develop a roster of guest speakers to participate in their Legal Lives Program. Volunteers would present a Legal Lives curriculum lesson to students at a participating school. Curriculum materials are provided and volunteers can make as little as one presentation to several presentations throughout the school year, depending on interest and availability.

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## **Learning Leaders**

Learning Leaders is a not-for-profit organization that recruits, trains and supports volunteers who help New York City's public school children. Volunteers work in coordination with teachers to provide additional instruction to students at either the Elementary, Junior High or High School level. Volunteers come from all walks of life and serve in schools near their home or work. Placements are available during the school day. Some early morning, after-school, evening and weekend placements are available. There are also opportunities to work with special programs (see below) and summer tutoring programs.

To become a Learning Leader, volunteers must complete an application and interview, provide three references, and attend three to four training sessions (depending on the program). To ensure the most successful outcome, commitment for all programs is a minimum of one academic year.

### **Core Instructional Program**

Learning Leaders is looking for instructors for the following programs:

**ELEMENTARY SCHOOL** - Work one-on-one or with a small group of students in reading or other subjects, or give general assistance to a teacher (Minimum 1-2 hours per week - Weekdays 9AM - 3PM).

**MIDDLE SCHOOL** - Tutor a student in school subjects or special projects. Enjoy the experience of supporting these young adolescents (Minimum 1-2 hours per week - Weekdays 9AM - 3PM).

**HIGH SCHOOL** - Work with students needing extra help with English, math or other school subjects. Prepare a student to take a GED test, Regents exam or SAT (Minimum 1-2 hours per week - Day, Evening or Weekend, based on school availability).

### **ART WORKS**

Learning Leaders is looking for a volunteer to introduce a third-grade class to the permanent collection of the Metropolitan Museum of Art, and lead small groups of third-graders on tours of the museum (Conduct 6 weekly classroom sessions, and/or lead 1-hour tours - Weekdays 9AM - 3PM).

### **College Planning**

Learning Leaders is looking for a volunteer to guide high school juniors and seniors through the college application process - from researching schools to applying for financial aid (Minimum 1-2 hours per week - Weekdays 9AM - 3PM).

### **Literary Leaders**

Learning Leaders is looking for a volunteer to lead a group of 5th or 6th graders in discussions of classic and multi-cultural literature (1 hour per week + prep time for 12 (ongoing) weekly sessions - Weekdays 9AM - 3PM).

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## **Legal Outreach, Inc.**

In 1982, Legal Outreach Co-Founder and Executive Director, James O'Neal, graduated from Harvard Law School and came to New York as Harvard's first Public Interest Law Fellowship recipient. Determined to serve at-risk teens, he taught law to students in Harlem, Bedford-Stuyvesant and the South Bronx. In the classroom, O'Neal discovered that he could sustain interest and develop skills by discussing legal issues prevalent in their communities, including child abuse and neglect, domestic violence, and police use of force. O'Neal then designed and wrote four innovative law-related curricula which continue to serve as the foundation of the organization's work in New York City's middle schools.

For the past 24 years, Legal Outreach has used the appeal of the law as a vehicle for motivating urban teens to strive for academic success. During that 24 year span, Legal Outreach has relied heavily on the strength of commitments from several New York institutions to supplement the curriculum and bring the law to life for young people. Partnerships with the Manhattan District Attorney's Office, Columbia Law School, the Neighborhood Defender Service of Harlem, and the Association of the Bar of the City of New York have provided NYC classrooms with guest speakers from the legal profession. Law students from NYU and Columbia have provided instruction in trial practice to Harlem middle school students participating in a Mock-Trial Competition, and partnerships with Columbia and Brooklyn Law Schools have led to the establishment of unique and rigorous summer law programs for eighth graders, known as the Summer Law Institutes.

This combination of law instruction, professional exposure, and simulated professional activities inspired many participants in the middle school programs to strive for more. Many, however, lacked the support and skills necessary to achieve their goals. To meet this need, in 1989 Legal Outreach established College Bound, a comprehensive, four-year program designed to equip students from underserved communities with the tools they would need to succeed. Since the graduation of the first College Bound class in 1993, 176 students have completed the program, and 100 percent have attended college! In fact, more than half of the program's graduates have matriculated to top-ranked colleges and universities including Harvard, Yale, Columbia, Swarthmore, Cornell, NYU, Bryn Mawr and many more.

Today, Legal Outreach annually provides law-related education programs to more than 2,600 junior high school students during the school year throughout the five boroughs. Sixty students each year participate in the Summer Law Institutes at Columbia and Brooklyn Law Schools, and fifty students are accepted each year into College Bound. Presently, 144 students participate in the four-year College Bound program at two sites: one in Harlem and one in Brooklyn.

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## **Literacy Partners**

Literacy Partners has provided successful adult literacy instruction in New York City for nearly 25 years. The need for literacy education is even greater than ever. Over one million New Yorkers cannot read well enough to function in today's complex world.

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## **Lower Eastside Girls Club**

Lower Eastside Girls Club is a multi-service nonprofit serving girls and their families. Services include after school programs, mentor programs, sport activities and educational programs.

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## **Murry Bergtraum High School for Business Careers - Business Advisory Council**

The Business Advisory Council of the Murry Bergtraum High School is a diverse group of corporations that assist in preparing students to be productive participants and outstanding citizens in the community and in the world of work. Council members include Estee Lauder Companies, Inc. and Simpson Thatcher & Bartlett, LLP.

### **Become a Council Member**

Murry Bergtraum is looking for volunteers willing to represent their employers as members of the Advisory Council. Council members serve in an advisory capacity to the school. Council members are also involved in a number of initiatives, including sponsorship, offering internships to students and providing guest lecturers. The Council meets four times a year.

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## **The Neighborhood School**

The Neighborhood School is an alternative, progressive public elementary school located in the East Village.

## **New Heights, Inc.**

Founded in 2000, New Heights is a full-scale, six-day-a-week program that provides academic, athletic, and leadership-building activities for more than 700 kids in troubled New York City neighborhoods -- preparing them for success in high school, college and life. New Heights uses basketball as a hook to engage kids in a comprehensive educational-athletic-life skills program that guides them away from self-destructive behavior and toward an adulthood of hope, promise and productivity. Through New Heights, young people are growing up to become educated, confident, healthy, self-motivated, inspiring and generous citizens.

New Heights is committed to making the world a better place. The organization works relentlessly to cause positive transformation in individuals, their communities and the educational system at large. To this end, New Heights aims to see: (1) talented youth from poor, educationally underserved communities have legitimate opportunities to become college graduates and live up to their full potential; (2) these individuals return to their communities as leaders, creating a “ripple effect” of opportunities for others and transforming the communities from which they came; and (3) the landscape of learning reconfigured in these communities and elsewhere, so that schools and learning environments are engaging, synergistic, intensive and provide access and opportunities for all. Through partnerships with organizations like the National Basketball Association and Stanford University’s Gardner Center for Youth and Their Communities, New Heights creates opportunities and provides support for urban youth to fulfill their potential in the classroom, on the court and in the community.

### **Academic Coaches**

New Heights is looking for volunteers to support its education and tutoring programs. Volunteers serve as "academic coaches" and help provide homework support, high school and college test preparation as well as student guidance.

### **Event Planning**

New Heights is looking for volunteers to help coordinate and attend basketball tournaments, school and career fairs, cocktail parties and fundraising events.

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## **New Visions for Public Schools**

New Visions for Public Schools works with the New York City school system, the private sector and the community to mobilize resources and develop programs and policies that lead to significant, lasting improvement in the achievement of all children. New Visions and its partners work in the classroom to shape programs that address the fundamental needs of teachers and students. Currently, New Visions is focusing on helping educators address the challenge of the new, higher academic standards for all students, while continuing its efforts to provide what areas of the school system still lack: up-to-date books and technology, working libraries, intimate and rigorous learning environments in small schools and opportunities for educators to learn and grow professionally.

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## **New York Legal Assistance Group (NYLAG)**

Founded in 1990, the New York Legal Assistance Group (NYLAG) is a not-for-profit law office that provides free civil legal services for low income New Yorkers. NYLAG provides a wide range of legal services for low income New Yorkers who would otherwise be unable to afford or receive legal help. Direct legal services offered include representation, consultation and impact litigation. A full service agency, NYLAG offers comprehensive assistance from a single location for clients with more than one legal issue. NYLAG units include General Legal Services, Matrimonial/Family Law, Domestic Violence, Immigration, Special Litigation and Legal Health. NYLAG also offers legal education seminars to social workers, medical professionals, and other advocates, and has volunteer programs for attorneys, students and individuals interested in helping New Yorkers with their legal needs.

### ***General Legal Service Unit***

#### **Project Rise Up**

Attorneys are needed to offer employment law training as well as college preparation assistance to minority teenagers throughout New York City.

### ***Matrimonial/Family Law Unit***

#### **Courtroom Advocates**

Attorneys are needed to train and supervise area law school students to assist domestic violence victims with filing orders of protection in family court.

### ***Immigration Protection Unit***

#### **Educating Immigrants from the Former Soviet Union**

Attorneys are needed to lead educational seminars, workshops and provide legal assistance to former Soviet Union immigrants in all areas of law.

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## **NYU Career Services**

The goal of the Career Services Mentor Network is to unite students investigating careers with professionals who are interested in providing information and guidance in their chosen profession. Students participating will be prepared for the Mentor Network through a counseling and screening process designed to assess their career planning readiness.

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## **Partnership for Student Advancement (PSA)**

The Partnership for Student Advancement (PSA) assists financially underprivileged and/or minority high school students in making a smooth transition from school to the workplace to ultimately achieve professional success and personal fulfillment. This is accomplished by: identifying qualified, motivated youth in underprivileged communities; evaluating each student's skills, aptitudes and interests through individualized testing; reviewing test results with parents and PSA counselors, including motivation assessment; holding training classes for students for business/office readiness; identifying appropriate career classes to attend; continuing to evaluate student interest after career class sessions; placement in appropriate intern position or job shadowing opportunities with constant guidance of PSA coaches to help the students remain focused on achieving personal goals; providing grant monies for the students for partial support of college or specialized study; working with the Department of Education and the educational, professional and business community in a partnered effort to foster and meet the needs of this program; and solicitation of funding from corporations, foundations, government agencies and individuals.

### **Fundraising/Grant Writing**

PSA needs a volunteer to assist it in developing sources of funding, including grants and fundraising events, and to assist in drafting grant proposals. Prior experience is not required but the appropriate volunteer should be willing to commit to a minimum six-month period with the organization.

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## **The Reach Out and Read - Greater New York (ROR)**

Reach Out and Read (ROR) is an innovative national pediatric early literacy program that introduces children to the world of books through the combined efforts of pediatricians, educators and volunteer readers. Parents are provided with the information, support and materials they need to make books a part of their children's lives. ROR trains doctors and nurses to advise parents about the importance of reading aloud and to give books to children at pediatric check-ups from six months to five years of age, with a special focus on children growing up in poverty. By building on the unique relationship between parents and medical providers, ROR helps families and communities encourage early literacy skills so children enter school prepared for success in reading. The program is based on three components: (1) in the examining room, physicians and nurse practitioners offer parents tips and age-appropriate advice about the importance of reading with their young children; (2) trained volunteers share books and stories with children while they wait for their appointments and model reading aloud techniques; and (3) at each well-child check-up from six months through five years, children receive a new, developmentally - and culturally - appropriate children's book from medical providers. By the time they begin school, children acquire a home library of at least 10 beautiful children's books.

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## **Reading Reform Foundation of New York**

Reading Reform Foundation of New York is a twenty-three year-old not-for-profit organization whose experience has shown that almost every child, regardless of economic and social status, can learn to read, write and spell if well taught. Its primary commitment is to train teachers to teach reading, writing and spelling in the most effective methods, based on research conducted over the years. Most teachers have not been exposed to this kind of teaching anywhere in their education.

Courses in Orton-Gillingham based, multi-sensory, phonetic approaches to teaching reading are offered in July and at other times of the year, can be taken for graduate reading credit, and are available to any teacher. The courses explain the rules of spelling and pronunciation that makes most of English logical and predictable. The organization also holds an annual conference on the teaching of reading, writing and spelling.

When invited by principals, Reading Reform Foundation sends master teachers into public elementary schools on a weekly basis for most of the academic year to train first, second, and third grade regular education teachers in multi-sensory methods of teaching reading, writing and spelling. Principals ask interested teachers, usually two per school, to make a commitment to this program. The teaching consultant holds a private conference weekly in a preparation period with each teacher to plan, model and demonstrate; then the consultant visits each teacher's classroom observing and training the teacher with the children. The organization requires that the teachers with whom it works to take a Reading Reform Foundation introductory course as a good basis for the collaborative work done in the fall. The success of the program depends upon the principals, teachers and Reading Reform Foundation staff working together. The organization serves approximately 60 classrooms and 1,500 students each year and believes that no one else is fulfilling the function of supporting classroom teachers in this way.

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## **Robert Louis Stevenson High School**

The Robert Louis Stevenson School serves a broad range of students who can be described as "underachieving," that is, functioning below the levels expected based on their potential. These students may have struggled with adjustment difficulties, problems with peers, mild depression or anxiety. Some have been diagnosed as learning disabled or Attention Deficit Disordered. These adolescents are sometimes at risk of acting out through school avoidance, disruptive and self-defeating behaviors. However, they are often described as bright and potentially capable students.

With a student body of about 75 and a student to staff ratio of 4:1, Stevenson offers a carefully designed program that provides the stimulation and challenge necessary for maturing intellects while offering the individualized instruction, specific help, and supportive community needed to help underachievers succeed. A challenging education program works in tandem with an encouraging and therapeutic environment to provide students with the optimal environment for addressing their special needs.

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### **St. Matthew's and St. Timothy's Neighborhood Center Inc.**

St. Matthew's and St. Timothy's Neighborhood Center, Inc. is a multi-service center serving approximately 1,600 residents of the Upper West Side annually. The Neighborhood Center operates three programs for young children, the West 84th Street Day Care Center, the West 83rd Street Pre-School, and the Escalera Head Start Program. Programs for school-age children include the Star Learning Center, a comprehensive literacy center for students grades 2 through 12, an after-school Program, Summer Day Camp, and the newly expanded Youth Peer Leadership Program. St. Matthew's and St. Timothy's offers a comprehensive range of services for those over 60 years of age including homebound and congregate meals, access to social services and entitlements, a teen escort program, and a volunteer visitation program.

#### ***STAR Learning Center***

##### **Volunteer Tutor**

The Star Learning Center is in need of volunteer tutors. The school year tutorial assistance runs from mid-September to mid-May. Tutoring takes place Monday through Friday between the hours of 3:30 and 7 pm. Volunteers are needed to tutor children and teens in reading, math or writing. New volunteers are accepted throughout the year until April. Minimum time commitment: two hours per week.

The Star Learning Center also runs a summer tutorial program from June to August. Again, the minimum time commitment is two hours per week.

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### **Teaching Matters, Inc. (TMI)**

Teaching Matters, Inc. is a non-profit organization devoted solely to educational excellence in teaching and learning with technology in the New York City region. In response to need for its services, TMI has expanded over the past four years and has helped over 1500 teachers to find a compelling reason to take a chance on technology. TMI has also expanded to school systems in Colorado and South Carolina.

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### **The Vera Institute for Justice**

The Vera Institute of Justice works closely with leaders in government and civil society to improve the services people rely on for safety and justice. Vera develops innovative, affordable programs that often grow into self-sustaining organizations, studies social problems and current responses, and provides practical advice and assistance to government officials in New York and around the world.

Today Vera's staff are leading more than two dozen separate projects that each aim to reveal more about the meaning of justice even as they make a difference in the lives of individuals. Those projects include efforts to improve school safety, reduce violence against women, help men in prison prepare to return home, strengthen police-community relations, and more.

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### **The Volunteer Lawyers Project (VLP)**

The Volunteer Lawyers Project (VLP) is a free legal services program for indigent residents of Kings County with cases in Kings County. It is the only program of its kind that operates borough-wide in Brooklyn and provides the critical legal services to solve fundamental problems affecting people's basic rights. The VLP is particularly involved in the representation of those affected with HIV/AIDS, battered women, and the elderly, though the organization attempts to assist any financially eligible client. The Project provides training in the areas of: Uncontested Divorces; Bankruptcy; Wills/Estates; Guardianships (for children); Child and Spousal Support; Adoption; and Custody and Visitation. Live trainings provide up to three free CLE credits. Volunteers must commit to accept at least one case per year in the area trained. Case referrals should be accepted within one year of training.

#### **General Volunteering**

Volunteer attorneys are needed to assist in CLE-accredited trainings in all areas.

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