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The Magazine of The Heinz Endowments

OUT-OF-SCHOOL SYSTEMS

When the last school bells rings, there is still a village of supporters, including funders, promoting quality out-of-school programs that many students need to boost their academic achievement and personal development.

inside

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The Heinz Endowments was formed from the Howard Heinz Endowment, established in 1941, and the Vira I. Heinz Endowment, established in 1986. It is the product of a deep family commitment to community and the common good that began with H.J. Heinz, and that continues to this day.

The Endowments is based in Pittsburgh, where we use our region as a laboratory for the development of solutions to challenges that are national in scope. Although the majority of our giving is concentrated within southwestern Pennsylvania, we work wherever necessary, including statewide and nationally, to fulfill our mission.

That mission is to help our region thrive as a whole community—economically, ecologically, educationally and culturally—while advancing the state of knowledge and practice in the

fields in which we work. Our fields of emphasis include philanthropy in general and the disciplines represented by our five grant-making programs: Arts & Culture; Children, Youth & Families; Education; Environment; and Innovation Economy.

In life, Howard Heinz and Vira I. Heinz set high expectations for their philanthropy. Today, the Endowments is committed to doing the same. Our charge is to be diligent, thoughtful and creative in continually working to set new standards of philanthropic excellence. Recognizing that none of our work would be possible without a sound financial base, we also are committed to preserving and enhancing the Endowments' assets through prudent investment management.

h magazine is a publication of The Heinz Endowments. At the Endowments, we are committed to promoting learning in philanthropy and in the specific fields represented by our grant-making programs. As an expression of that commitment, this publication is intended to share information about significant lessons and insights we are deriving from our work.

Editorial Team Linda Bannon, Linda Braund, Donna Evans, Carmen Lee, Douglas Root, Robert Vagt. Design: Landesberg Design

About the cover When classes are over and school hallways are as empty as those in the cover photograph, that doesn't mean learning opportunities for children have ended. Nonprofits, school officials and funders in Pittsburgh and around the country are uniting to offer quality after-school programs that provide students with academic support and personal enrichment.

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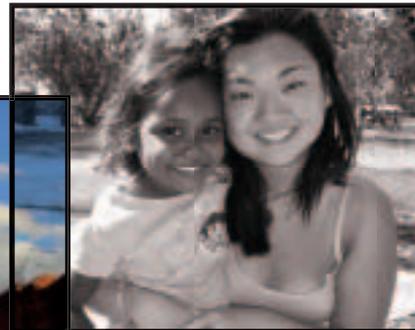
Study-abroad programs provide high school and college students with rewarding experiences that stretch beyond postcards and museum tours and offer passports to leadership and maturity.

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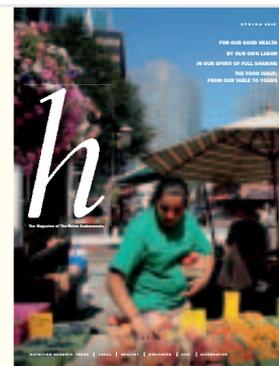
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feedback

Our Spring issue was devoted to providing readers with common-sense approaches to making their everyday diets safe, healthy and sustainable. The stories covered a range of topics on promoting, producing and ensuring access to fresh, nutritious food.



From Our Table to Yours

After reading the Spring issue of *h*, I have one recommendation: Reprint copies to distribute widely. At the very least, reprint the pullout. Your stories of local-to-national movements toward healthful eating and living are inspirational, and the lists of farmers' markets, food guides, websites, books and magazines are invaluable resources. As an author (with Dr. Keith Berndtson) of a Prevention Health Book—"The Immune Advantage: The Single Most Important Thing You Can Do For Your Health," Rodale, 2002—I believe strongly in providing easy access to information. The first step toward improved health moves seamlessly into the second if you know what you can do and why.

That's why Dr. David Servan-Schreiber's book "Anticancer: A New Way of Life," which was mentioned in his *h* Q&A interview, became my go-to guide after I was diagnosed with breast cancer last year. He helped me understand how I could improve upon my excellent medical care. For example, I became even more conscientious about my food choices after learning how certain chemical compounds can reduce inflammation and slow down the growth of cancer cells. Granted, I benefited from an astute early diagnosis after a digital mammogram and superb care with the benefit of a targeted drug. But I like having even more control over my health.

With a combination of healthful eating and exercise, I'm banking on a healthy future. Good bet that you'll find me this year at the Rachel Carson Homestead Association's Sustainable Feast at the Rachel Carson Bridge in downtown Pittsburgh.

Ellen Mazo
Director of Government Affairs
Children's Hospital of Pittsburgh of UPMC

The Spring issue of *h* could not be timelier as Congress considers the Child Nutrition Reauthorization bill. The proposed legislation, which is stalled in the House, is the most aggressive in history. It would address obesity with new nutrition standards to improve the quality of food in schools, regulate indirect expense charges such as utility and waste-removal costs, and support technical improvements in the process of certifying for meals. But, despite congressional public relations efforts to show that lawmakers want to find solutions to childhood obesity and to promote wellness and healthy foods, the bill falls short in funding. Currently, federally supported school food programs are underfunded by 30 cents per meal, and the bill only increases the funding by 6 cents per meal.

The "No More Junk (Food) in the Trunk" article in this special food issue of *h* magazine identifies Pennsylvania's robust attempt to address the problem. Since few schools have voluntarily adopted Pennsylvania's School Nutrition Standards, the state Board of Education will mandate compliance to the updated version in addition to daily physical activity. As director of the Pittsburgh Public Schools' Food Service department, I'm proud that it is one of the few school districts that have embraced School Nutrition Standards (including several "Best Practices") through its wellness policy.

Our menu planning has undergone many subtle changes simultaneously, including limiting salt, sugar, processed foods and high-fructose corn syrup; eliminating fried foods, trans fats, bovine growth hormone, and artificial colors and sweeteners; increasing whole-grains, fiber, whole-muscle meat and vegetarian options; and serving only skim or 1 percent milk (eliminating flavored milks at breakfast). Food Service also has recently taken control of vending machines from schools to ensure compliance with School Nutrition Standards.

Many of these changes reflect how adulterated the U.S. food supply is—among the highest in industrialized countries. I'm happy to see the revolution!

Michael Peck
Food Service Director
Pittsburgh Public Schools

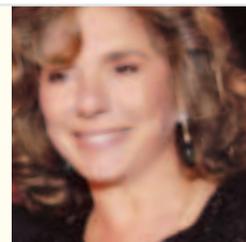
My patient was at the office for his routine well-child visit this summer. To the surprise of both the child and his parent, his growth chart revealed this his weight percentile was significantly greater than his height percentile for his age, placing his body mass index, or BMI, in the obese range. Unfortunately, his situation has become all too common among school-age children here in Pennsylvania and across the country. Families perceive that their child is no different than the norm.

In our fast-paced society, busy work and activity schedules often preclude preparation of a well-balanced breakfast or dinner-time meal. Many families will resort to serving quickly prepared processed or fast foods. Additionally, impoverished families may not be able to afford healthier fresh produce. At school, lunches or vending machines frequently offer students poor dietary choices that are high in unhealthy fats and sugars.

The proposed Pennsylvania state legislation that would require schools to provide healthy food choices in cafeterias and vending machines in addition to 30 minutes of exercise each school day is an important first step to help children learn to lead healthier lives now and in their futures. Without such first steps, we will only continue to see a decline in the health and longevity of future generations.

Brian Clista, MD
Pediatrician
Healthquest Pediatrics

message



Barry Lavery

By Teresa Heinz
Chairman, The Heinz Endowments

Buried in a stack of research materials that the Endowments staff had given me several years ago in our work on education reform was an academic white paper exploring “authentic learning.”

The document is a publication of the EDUCAUSE Learning Initiative, a nonprofit whose mission is to advance higher education through the intelligent use of information technology in teaching.

The paper’s author, Marilyn Lombardi of Duke University, writes in the introduction that students say they are eager to solve real-world problems, and “often express a preference for doing rather than listening. At the same time, most educators consider learning by doing—authentic learning—the most effective way to educate.” She then goes on to quote University of Southern California professor and information technology expert John Seely Brown on its benefits: “Learning becomes as much social as cognitive, as much concrete as abstract, and becomes intertwined with judgment and exploration.”

There is a powerful message inherent in these observations that also is echoed in other research we’ve collected: Traditional classroom-based instruction no longer suffices in preparing our young people to successfully navigate an increasingly complex world.

In decades of grant making to improve education in southwestern Pennsylvania, we in philanthropy have always had an idea that the

Our cover story reports on how foundations in the Pittsburgh region and across the country are leading efforts to improve the quality of programs that have students doing, not just listening. For the Endowments alone, annual programmatic and strategic investments—about \$3.5 million to \$4 million for the past five years—have supported local, regional and statewide efforts.

Another story traces the evolution of the Endowments’ travel–study programs, beginning with the private philanthropy of Vira I. Heinz in the late 1950s, when she recognized that women undergraduates had the same in-classroom learning about world cultures as men, but were being short-changed on foreign travel–study opportunities that would allow them to learn through experience. Her personal underwriting of travel scholarships has been enhanced and broadened to become the Vira I. Heinz Scholarship Program for Women in Global Leadership. A total of \$370,000 in grants now covers the cost of foreign travel for 45 women from 15 colleges and universities each year. The program also has been used as a model for new travel–study support grants that reach those who cannot afford the costs.

Also featured is a short news item on this summer’s class of 34 Youth Philanthropy interns, who worked in teams to award \$200,000 in grants to 14 organizations addressing environmental improvement.

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traditional secondary and higher education systems often do not meet other important learning needs. Certainly, those systems have not done well in providing extra learning opportunities to those students historically denied them because of race or low economic status. As early as the turn of the last century, H.J. Heinz, who founded the prepared foods company that now reaches around the world, dedicated Sarah Heinz House to serve as an after-school program center for young people in some of Pittsburgh’s poorest neighborhoods. He spoke about the importance of giving disadvantaged students out-of-school learning, mentoring from working professionals “...and other such good influences that will cause them never to want to depart from the right paths.”

In the modern period of organized philanthropy, Endowments grants have funded similar centers, programs and services. But in recent years, several of our program areas have joined in a more concerted strategy to provide all children in our region with high-quality learning opportunities that have them doing and not just listening.

This issue of *h*, in fact, showcases some of the Endowments’ chief investments in after-school learning, and announces a new grant-making agenda in the Education Program that focuses on providing quality learning experiences to African American students and those who are economically disadvantaged.

These students always talk about the insights that come from the experience of doing as the most effective learning method.

In a column published in the Boston Globe in July, I and two leading scientists, Terry Collins of Carnegie Mellon University and John Warner, president of the Warner-Babcock Institute for Green Chemistry, called for the same types of considerations and questions to be part of new approaches in teaching subjects such as chemistry. We were cheering the President’s Cancer Panel in its call for more aggressive initiatives in green chemistry to reduce environmental causes of cancer. Between the lines, we were implying what is at stake if we fail to provide more hands-on learning connections that invite students to think as creative professionals. Big problems will continue to plague us, and wonderful opportunities will pass us by.

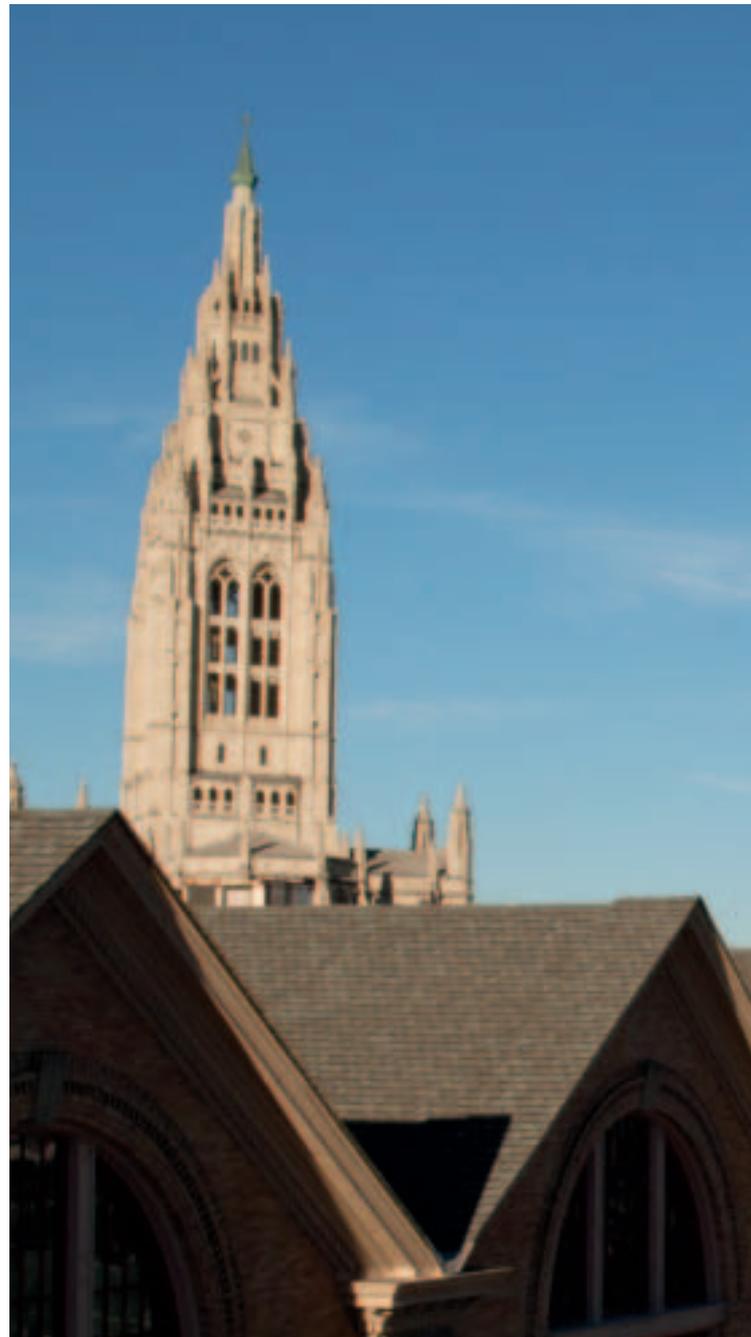
At the Endowments, we are trying to show that philanthropy can be a decisive force in ensuring that when the last class bell sounds, these authentic learning opportunities will be waiting and students will run to them. *h*

NO PLACE LIKE HOME

With its repeated "Most Livable City" wins, Pittsburgh is also known as a favorite "settling-down" town for an age range running from family-centered 40-somethings to active octogenarians. But winning over the dynamic 20–40 youth set has proved stubbornly elusive. *h* reports on some bright spots in foundation and nonprofit efforts to turn Pittsburgh into "Hipsburgh." by Lexi Belcufine Photos by Joshua Franzos

T

Tom Baker, 31, graduated a decade ago from Millersville University in eastern Pennsylvania and within a few years moved across the state to Pittsburgh so he and his wife, Erin, could attend graduate school. Although Baker grew up in the city's Greenfield neighborhood, the couple had no plans to stay in the area. But after 15 months of running bases for a Pittsburgh Sports League softball team and participating in professional development programs such as the Coro Center for Civic Leadership, they simply couldn't leave.



Tom Baker, vice president of programs for Big Brothers Big Sisters of Greater Pittsburgh, stands in the city's East Liberty section where the agency is based.

“I think when you build up that important friend core, it feels good, it feels like home.”

TOM BAKER





“In Pittsburgh, people can afford to think beyond their personal well-being because it is cheaper here to live. That makes the community seem closer.”

CATHY CHUNG

“You develop relationships—business relationships, service relationships,” he says. “From softball to the boardroom, you have fun together, and you do important work together. When you build up that friend core, it feels good. It feels like home.”

Today the self-proclaimed “boomerang-er”—a Pittsburgh native who leaves, only to return—lives in Ross Township, north of the city. He is the vice president of programs for Big Brothers Big Sisters of Greater Pittsburgh, and has been selected as a 2010 recipient of the local Jefferson Award for Public Service. And he says his wife, who’s from a Philadelphia suburb, possibly loves her new home even more than he does.

The Bakers defy the mixture of conventional lore and myth that suggests young adults are choosing to leave the region, usually in search of better employment opportunities. The couple’s experience and other encouraging indicators reveal that the waterfall-like exodus of young people often associated with Pittsburgh may be slowing to a faucet drip. As the former blue-collar city gets a “green” makeover, boasting cutting-edge institutions in education, medicine and technology, more young adults appear to be drawn to the city by the promise of jobs, revitalized young adult-focused organizations and broad efforts to improve the quality of life for all southwestern Pennsylvanians—often through foundation support.

Lexi Belcufine, an Endowments summer communications intern, is a junior majoring in journalism and English at The Pennsylvania State University. This is her first story for h.



Architect Cathy Chung, outside the offices of TAI + LEE architects, the Polish Hill firm where she works.

“Our general support for nonprofits gives young people the opportunity to hook their idealism to action and is probably as important as anything else we do here,” Vagt says.

An exact monetary contribution of the Endowments to the retention of young people is hard to pin down. But the scale of support for programs that might directly or indirectly affect someone’s decision to stay can range from a \$20,000 grant to the Pittsburgh Urban Magnet Project, an organization that promotes civic engagement, professional development, recreation and other activities to keep young people in the region, to an investment so far of \$6.6 million in the Pittsburgh Promise scholarship program that helps city high school graduates pay for post-secondary education in the state.

Other Pittsburgh philanthropies have a similar perspective about keeping young adults in the region.

“The approach has been to connect quality of life and economic development so that they are supportive of the kinds of things young people are interested in,” says Scott Izzo, director of the Richard King Mellon Foundation. “However, I think one other piece is to move young people, young professionals, into decision-making positions.”

The Richard King Mellon Foundation’s efforts, for example, to connect Pittsburghers with nature, beautification and outdoor activities have helped attract and retain young people, Izzo explains. Groups such as Bike Pittsburgh, Venture Outdoors and Riverlife—which have each received support from Mellon, the Endowments and other foundations—have provided residents with opportunities to enjoy and preserve the region’s rivers and rolling hills, and helped to boost its appeal to both youth and the young at heart.

Other organizations that the Richard King Mellon Foundation has supported offer young adults access to a variety of professional and recreational endeavors. Among them are the Sprout Fund, also an Endowments grantee, which redistributes grants and has a board whose members are all under the age of 40; the Cool Space Locator, which focuses on attracting interesting businesses hoping to relocate to unique venues; and the UltraViolet Loop, a service designed to help young adults access entertainment by providing a circuit of buses that connect neighborhoods, universities and the city’s South Side on weekend nights.

Although the retention of young adults is not a direct goal of The Heinz Endowments, President Bobby Vagt says its grant making can indirectly affect a young person’s decision to stay in Pittsburgh.

“By doing what we do in terms of our primary responsibilities, it has the secondary effect of helping retain youth,” Vagt says. “But is it important to us? Absolutely. Are we glad that the things we do attract and keep folks here? Absolutely.”

He explains that the Endowments helps Pittsburgh attract or retain young adults in three key ways: supporting the city’s academic institutions, as well as its culture and lifestyle; offering career opportunities, particularly in “jobs on the edge,” like those in technology and “eds and meds”; and, most important, though slightly less tangible, by supporting nonprofits.

Such investments, along with the region's moderate cost of living, and cultural and health care offerings, have contributed to a string of positive reviews in major publications such as the Washington Post and New York Times, which have spotlighted Pittsburgh as a beacon of revitalization among Rust Belt cities. Businessweek recently selected it one of the best regions in which to ride out the recession, and it has been named the most livable city by The Economist. Also this year, the Huffington Post called Pittsburgh one of the best cities for the recently graduated.

But the population numbers show that Pittsburgh still has further to go in replicating its glory years as a destination city for manufacturing firms and workers. Included in this era is 1950, when the number of city residents peaked at 676,806 people, nearly twice the number counted in the 2000 census.

Not only are there more young professionals in Pittsburgh than 10 years ago, but they are more educated than those of the past, with more having bachelor's or higher degrees, says Sabina Deitrick, co-director of the center's Urban and Regional Analysis Program. By next summer, the census numbers should provide a clear answer to this question: Is Pittsburgh finally gaining more young people than it is losing?

For young professional groups such as the Pittsburgh Urban Magnet Project, or PUMP, and Urban League Young Professionals, the answer appears to be a resounding, "Yes." In the past decade, both organizations have more than doubled their number of active members.

PUMP Executive Director Erin Molchany believes that young adults' increasing participation in young professionals groups

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Hillary Robinson, Carnegie Mellon University

Census predictions for this year are that the overall population of the city, most recently estimated at around 310,000, will have decreased less in the past decade than in any other since between 1940 and 1950—the last 10-year period that Pittsburgh grew. Its prospects seem more favorable when counting young adults, with preliminary reports noting increases in the number of college-aged residents and individuals 25 to 44 years old.

Another encouraging indicator of more young adults in the region is that in the past decade, the region's 25 institutions that award bachelor's degrees—from the Art Institute to Carnegie Mellon University—have seen a 20 percent increase in enrollment, according to a study by the University of Pittsburgh's University Center for Social and Urban Research. That change directly corresponds to an increase in young professionals staying in Pittsburgh.

translates into an increasing desire to be in Pittsburgh.

“We are optimistic that means that young people are more interested than ever in connecting with the city, connecting with the region, having a voice and developing social networks,” she says. “That is usually because they want to stay here.”

Formed to support young adults who are African American or other people of color, the Urban League Young Professionals is an affiliate of the Urban League of Greater Pittsburgh. The group comprises mostly transplants—people who have moved to the city and are often searching for a sense of community and support, says President Sabrina Saunders, 29.

“Pittsburgh natives who have been here for their entire lives sometimes don't have the most positive things to say about the city. However, I think that's everywhere,” she observes. “The story that I hear is, ‘I could never live in my hometown the way I live here. The opportunity is just not there. The cost is too high.’”

She also believes Pittsburgh is a great place for young professionals to test their leadership mettle. “It is much easier to be visible in this city than in any other. You can move to the city and within a year be one of the most prominent young people as a result of the decisions you make. You can’t do that everywhere else.”

An obvious example of the city’s openness to young leadership is Pittsburgh Mayor Luke Ravenstahl, who is only 30 years old. As part of an effort to leverage his own youthful appeal, Ravenstahl launched the Propel Pittsburgh Commission in 2007 to help retain young people in the city. This 35-member board, consisting of 20- to 35-year-olds, meets six times per year to discuss policy matters affecting young professionals and submits quarterly reports to City Council and the mayor, who is the commission’s chairman. The group has made various recommendations to council and the mayor, and also has held its own events to reach out to the members’ peers.

Joanna Doven, the mayor’s spokesperson, adds that other aspects of Pittsburgh that continue to draw young professionals include the city’s affordability and recreational and cultural amenities. “Pittsburgh is a place where you can stay engaged and have an impact on your community,” she says. “When a young professional comes here, they stay because they are invested.”

Among those who appear to be heeding calls from a range of sources to make Pittsburgh home are artists. For the past decade, Carnegie Mellon’s College of Fine Arts graduates have provided the city with 45 to 50 new residents each year, estimates Hillary Robinson, immediate past dean of the College of Fine Arts and a professor in the School of Art. Of the college’s five schools, students from the School of Music are most likely to settle down in the region, followed by arts, design, architecture and drama.

“Artists are staying in Pittsburgh, which I think is something people don’t realize,” says Robinson, a 2005 transplant from Northern Ireland. “I moved here on instinct, and I thought, ‘What a wonderful city this is for artists to live in. It has got all of the right things, such as an attractive skyline, inexpensive property, great arts organizations and amazing places within an hour’s flight.’”

And while artists’ careers tend to fall into a not-for-profit category, recently graduated designers and architects are lured by Pittsburgh’s business opportunities and growing technology industry. In particular, Robinson says that in one year, of 40 graduates from the School of Architecture—which ranks in the

top 10 programs nationally—nine accepted jobs in Pittsburgh. The school works so closely with real neighborhoods, such as Garfield and the Hill District, that students become invested in the areas’ continued growth.

“They are really concerned with the city and the neighborhoods in the city, and how they can make them better,” she says. Cathy Chung, 24, is one such graduate.

Born in Taiwan, Chung moved with her family to New York City when she was 10 years old, and for college, she sought a location that wasn’t a “typical East Coast city.”

It was at Carnegie Mellon’s College of Fine Arts that Chung participated in the Solar Decathlon—a competition of 14 teams from across the country that built solar-powered houses. Chung says she learned a valuable lesson about architecture: Being a good designer wasn’t enough; she had to be a team player, too.

Through this project, she also was able to appreciate a lot about the city, from its sustainable approach to architecture to its “greening” grassroots movements. And she thought people in Pittsburgh were nicer than those in New York.

“In Pittsburgh, people can afford to think beyond their personal well-being because it is cheaper here to live,” Chung says. “That makes the community seem closer. People will actually smile at you here.”

Since graduating from Carnegie Mellon in 2008, she has been working for an architecture firm in Pittsburgh and recently bought a “fixer-upper” on Polish Hill—cementing her commitment to Pittsburgh’s economy and revitalization.

While involvement in young professionals’ groups was vital to Baker’s decision to stay in the city, Chung says she made connections through school, Solar Decathlon and now her job. She also wasn’t the only member of the Solar Decathlon team to stay in Pittsburgh. About five of her teammates have bought property in the city since graduation.

Robinson believes that, to continue retaining young artists and professionals, the city must work to ensure that there is inexpensive housing available in neighborhoods experiencing rejuvenation. She says that ensuring the highest quality of public education—particularly the integration of the arts into a well-rounded curriculum—also will be important to young professionals when they begin having children.

One way the Endowments is working to make Pittsburgh schools more attractive to young families is through the Pittsburgh Promise scholarship program, which provides city

Sabrina Saunders, president of Urban League Young Professionals of Greater Pittsburgh, outside the Pittsburgh City-County Building, where she works as manager of Mayor Luke Ravenstahl's Office of Youth Policy.



SABRINA SAUNDERS

“It is much easier to be visible in this city than any other. You can move to the city and within a year be one of the most prominent young people as a result of the decisions you make.”



district students with financial aid of up to \$5,000 for each year they attended a local high school. If Pennsylvania makes graduation exams mandatory, that will jump to \$10,000 per year for students who pass the exam.

Executive Director Saleem Ghubril believes the Promise should be an incentive for native Pittsburghers to stay and for other individuals who are looking for somewhere to live to move here.

“My hunch is that the promise of up to \$40,000 per child in the form of a college scholarship, coupled with an urban public school system that is on the rise, and neighborhoods that are affordable and attractive, makes a compelling case to stay in, or move to, Pittsburgh,” he says.

If it weren’t for the program, Promise scholar Jazmine Henderson, 20, is unsure if she would have stayed in the region. After graduating from a two-year medical assistant program at the Kaplan Career Institute, she now works for UPMC.

“I’m set on staying in Pittsburgh, because our city is great for someone in the medical field,” she says. “Pittsburgh is growing, and I want to stay and help in my field however much I can.” Henderson also would like to further her education—something that UPMC has offered to help her do.

While many young professionals are drawn into such jobs, the Urban and Regional Analysis Program’s Deitrick says breaking the image of a blue-collared steel city can be hard and will take time. She thinks that the city will attract more young people, such as Baker, Chung and Saunders, by ensuring that members of the media and government understand and promote the most up-to-date data, because the exodus of the young may not be as big a problem as some think it is.

Ghubril adds that the attraction and retention of young adults could greatly increase in the next few years if the local economy is able to grow.

Baker agrees, saying that many of his friends who have moved in the past few years did so for jobs. But he also believes that even in a struggling economy, Pittsburgh still is the right place for young professionals to call home.

“If you want to go to New York City and blend in, that’s fine,” he says. “But if you want to make a name for yourself and get to know people and feel like you live in a big city with the benefits of a small community, then I think Pittsburgh is a great place for you.” *h*

TELLING TALES (ABOUT) OUT-OF- SCHOOL

SHEDDING THEIR STEREOTYPICAL IMAGES AS BABYSITTERS AND LAST-RESORT TUTORS, AFTER-SCHOOL PROGRAMS ARE NOW IN THE VANGUARD OF EDUCATION REFORM, THANKS TO FOUNDATION SUPPORT THAT HAS THEM PARTNERING WITH PARENTS, SCHOOL OFFICIALS AND FUNDERS TO PROVIDE EXCITING OUT-OF-CLASSROOM LEARNING. BY CHRISTINE O'TOOLE PHOTOS BY JIM JUDKIS

Christine O'Toole is a Pittsburgh-based freelance writer and frequent contributor to h. In our special Spring issue devoted to food and healthy eating, her opening essay provided an overview of the challenges and opportunities for improving how we select, prepare and consume food.



The Pittsburgh Public Schools' Summer Dreamers Academy put a new twist on summer school by including activities that made the experience feel like camp. Among the outdoor events was kayaking, which is what these middle school students from Pittsburgh King school were preparing to do on the rivers that border the city's downtown.



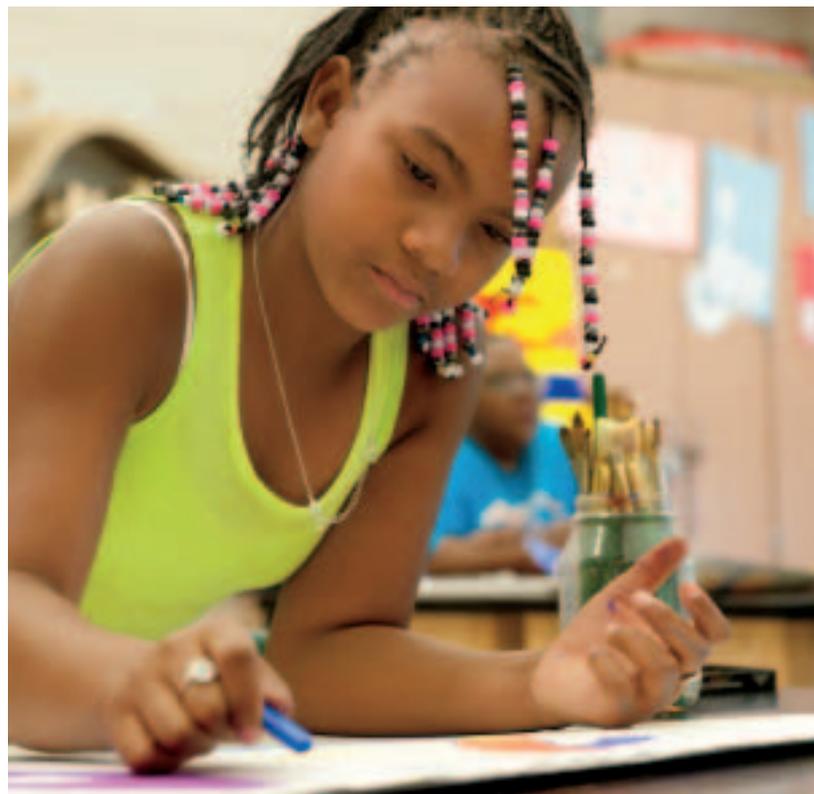


Summer Dreamers participants explored their creative sides through a variety of projects organized by local nonprofits. Above left, Chris Thompson and Ashley Hankins are “tree huggers” in a play about littering and recycling that students wrote and performed at the Eco-Warrior Camp developed by the Pennsylvania Resources Council. Above right, the environmental theme continues as



Pittsburgh Center for the Arts staff show campers how to recycle old clothes, shopping bags and other items to create unique ensembles. Teacher Karen Page looks on as Annika Fedak delights in the swirling effect of the layered fringe she added to her skirt in her ECO ART Fashion Design class. Below left, Jaylen West, center, and Ceaira White, right foreground, design and paint signs for a peace rally to promote an end

to violence in schools and communities. The art activism project was developed by the Marilyn G. Rabb Foundation. Below right, campers are given the chance to tell their stories and interpret their world using art and creative writing in the Pittsburgh Center for the Arts 2-D Sampler program.



When the buses roll away from Pittsburgh's Lincoln Middle School on a muggy spring afternoon, the shouts and laughter punctuate the end of the school day as clearly as the clanging school bell. For these sixth- to eighth-graders from the city's Larimer neighborhood, the end of the school day is their chance to relax.

But few of them will go straight home. Some are heading to sports practice; some are en route to tutoring sessions or club meetings at a nearby church community center. And about a third will be completely on their own until evening—the most challenging and potentially risky situation of all.

Nationally, the peak hours for juvenile crime and victimization are late afternoon and evening. A 2006 report from the U.S. Department of Justice showed that 61 percent of violent crimes committed by youth occur on school days, spiking as soon as classes end. Twenty percent of the offenses—murder, rape, robbery, aggravated and simple assault—occur between 3 and 7 p.m.

A disturbing example in the Pittsburgh region took place last April when 60 to 100 children—mostly girls and mostly middle-schoolers—brawled on a playground next to a day care center in the borough of Homestead. The ugly after-school fight left three police officers injured, sent four of the youth to jail and made local headlines.

That clash and the national data prove that, despite their protestations to the contrary, even older children need supervision until they're safely home. Parents have known that for decades.

"They have nowhere to go. They're bored. And you wonder why they get into trouble?" says Carmella Jones, who's advocating for an after-school program at her 12-year-old son's middle school in Homestead. "The older kids need it the most."

But after-school programs do more than keep adolescents safe. They can change student attitudes and achievement. Their impact on academic

performance—particularly standardized test scores—has galvanized school officials to support them. The Study of Promising After-School Programs, a 2007 review of about 3,000 low-income, ethnically diverse children, found that elementary and middle school students who regularly attended high-quality programs for two years had standardized math score gains of up to 20 percentiles and 12 percentiles, respectively, compared with unsupervised peers. Annual data from the 21st Century Community Learning Centers show that students in those federally funded programs improve both their reading and math grades by more than 40 percent.

Yet, compared to child care offerings for younger children, publicly funded programs for "tweens" and teens struggle across the country. Their budgets remain a tenuous amalgam of government funds, private donations and family contributions, and a consensus on the best programs for this age group has been hard to reach. There's no standard curriculum, schedule or price tag, nor can school districts afford to pick up the bill. As a result, trying to establish comprehensive regional, statewide or national guidelines and strategies has required patience and perseverance. The problem is, "after school" isn't school. It's life.

Wayne Jones, a Heinz Endowments officer in the Children, Youth & Families Program, has directed the foundation's grant making in developing after-school systems since 2002. He points out that "out-of-school-time" programs—an umbrella term for activities that happen after classes end for

the day, on weekends or during the summer—have a long history, particularly in Pittsburgh. “It’s not as if after-school programs were just invented,” he says. “They’ve been around for more than 100 years.”

And they’ve been a part of the Heinz philanthropic legacy for that long. Howard Heinz founded Covode House in 1901 as a club for immigrant boys on the city’s economically and socially struggling North Side. This pioneering effort in youth programming later became Sarah Heinz House, which was one of the first members of the national Boys & Girls Clubs of America. Since then, the Endowments’ support of various after-school programs has run deep and long. As its grant making expanded to include out-of-school-time infrastructure development, the foundation’s annual programmatic and strategic investments have ranged from an estimated \$3.5 million to \$4 million for the past five years.

LAYING THE GROUNDWORK

Across the country today, after-school programs are ubiquitous. While extra-curricular programs such as sports teams, singing groups and chess clubs help young teens pursue specific interests, after-school programs—especially those that depend on public funding—offer a broader menu of cultural, recreational and academic activities. National research shows that it’s

not the specific pursuits, but careful attention to participants’ social, emotional and academic growth, that make for high-quality after-school programs.

As kids grow up, however, they drop out of organized programs. A recent report by the Harvard Family Research Project revealed the decline: Middle-schoolers represent only 18 percent of all children in after-school programs, while high school students comprise 12 percent.

“We do a decent job around younger kids, but we tend not to have as many programming opportunities for youth and young adults,” says Jake Wheatley, a state representative from Pittsburgh who has urged Pennsylvania officials to create a comprehensive after-school system. “We haven’t done a good enough job of explaining the value to parents.”

Carmella Jones says it’s not parents, but politicians and community officials, who undervalue after-school programs. “My neighbors are all for it. You can’t keep kids in the house all day, but if they go to a park, there is danger—like shootings. They need a safe place to go.” But when she urged a local mayor to get involved, she says, the response was, “What do you want us to do, be your babysitter?”

It’s not that these types of programs have no support in the Pittsburgh region. In Allegheny County, out-of-school-time programming

PICK AND CHOOSE

Helping families find after-school programs that meet their children’s needs is the mission of the Southwestern Pennsylvania Afterschool Resource Collaboration. One of its tools is an online searchable database of after-school programs, which enables families and schools to find suitable programs based on neighborhood, activity, age level and other preferences.





currently receives \$55.8 million in public and private contributions. Almost half of that amount, or \$24 million, comes from the Pennsylvania Office of Child Development and Early Learning; Allegheny County's Department of Human Services provides about \$9 million; and local foundations collectively invest \$7.6 million. The balance is a combination of support from a variety of sources.

But such a tangled web of funding streams and oversight makes it a challenge to identify, monitor and champion high-quality programs. That's why the development of comprehensive systems has become a priority among after-school advocates in the Pittsburgh region and across the country.

Nationally, the Wallace and the Charles Stewart Mott foundations have led efforts to create and evaluate strong after-school systems. The Endowments and the Grable Foundation have followed suit in southwestern Pennsylvania. Their support for both school districts and social service providers through Allegheny Partners for Out of School Time, or APOST, has been an essential first step toward creating a coherent, statewide system for offering and promoting quality after-school programs for Pennsylvania youth.

"To do change, you need to figure out how to engage all the youth development partners and excite those who don't understand," explains Hillary Salmons of the Providence [Rhode Island] After School Alliance, which counts the Wallace and Mott foundations among its funders. The six-year-old program for middle-schoolers has been cited as a model for after-school programming. "It's like a big organization effort across the entire community."

Providence has an after-school hero in its mayor, David Cicilline, who has insisted that



out-of-school programs provide "high-quality learning opportunities from the moment [youth] wake up until they go to sleep at night." A similar champion has yet to emerge among Pennsylvania's patchwork of small municipalities and school districts. But after a decade of patient work, the foundation for the statewide system has been laid.

In southwestern Pennsylvania, the Endowments has invested \$550,000 to help fund the creation and expansion of an online searchable database of after-school programs. Also supported by the Richard King Mellon Foundation, the database was developed by the Southwestern Pennsylvania Afterschool Resource Collaborative and designed by 3 Rivers Connect, a nonprofit that creates information analysis tools for communities. The online system allows parents, schools and youth counselors to search for the right program with a few clicks: neighborhood, program type, hours, age level or activity. The SPARC database then scans 1,500 programs to find options. This information also puts schools in a better position to work with after-school partners in determining how to coordinate their roles.

With \$350,000 in grants from the Endowments, the Pennsylvania Statewide Afterschool/Youth Development Network has drafted guiding principles regarding after-school structure, management and activities. In keeping with a growing consensus on what constitutes quality in after-school offerings,

Among the more conventional after-school offerings are tutoring and educational programs offered by organizations like the nonprofit Wireless Neighborhoods. Above, tutor José Rodriguez reviews with Peabody High School student DeVaughn Jemison the materials that are being used this year. At left, Peabody student Breanna Rice works out an equation during a Wireless Neighborhoods session.

Some life lessons, such as teamwork and dedication, can be learned through the joy of play, which Summer Dreamers experienced in Ultimate Frisbee games coordinated by Three Rivers Fencing at Pittsburgh Obama school. Here, Desmond Hargrove, left in blue, throws around Kierre Durham, center foreground. In the rear from left, Zach Digregorio, Coach Sam Bellin and Trevaughn Bryant try to help block the play.





the organization aims to establish a network of programs that create positive relationships with peers, family and community; offer a mix of academic and non-academic activities to build skills; deliver content for structured and unstructured learning; and promote student choice, independence and leadership. To accomplish all this, it has enlisted its members to approach their government representatives for federal and state funding, coordinated a series of summits to share best practices, and created an online resource for research and evaluation.

Two years ago, state Rep. Wheatley sponsored a resolution that resulted in the state's first report on the availability and affordability of after-school programs. It was delivered to the state House's Legislative Budget and Finance Committee but has not been translated into a bill. In fact, there's no legislative momentum currently to put a statewide after-school system in place. Because of the heated race for governor of Pennsylvania, Kacy Conley, director of the Pennsylvania Statewide Afterschool/Youth Development Network, says her organization is working on ways to make inroads with a new state administration.

A MODEL TO FOLLOW

Efforts to create a statewide network for quality after-school programs can benefit from a successful predecessor. The Keystone STARS—Standards, Training, Assistance, Resources and Support—Quality Rating System has helped more than 400 child care centers measure their work against statewide benchmarks. Programs are ranked in four categories, from learning opportunities to professional development for staff. Caregivers voluntarily apply for certification, earning from one to four stars for their programs.

The STARS initiative, now seven years old, emerged from a scaffolding of long-term, early childhood programming support from the Endowments and the Grable and William Penn foundations. Connecting funding for school

SUMMER DREAMERS

In its old iteration, summer school was for losers. But a makeover made possible by federal stimulus money and foundation support redefined what happened in July and August at Pittsburgh Public middle schools.

The 2010 Summer Dreamers Academy was the district's first comprehensive strategy to connect academic goals with programs offered by community organizations. Based at six Pittsburgh schools, the free, voluntary five-week program combined a morning of literacy activities, led by district teachers, with an afternoon program that included arts or science exploration, and trips to the city's museums, community college and recreation groups. Each of the three dozen camps concluded with a specific event: a hip-hop dance performance, a peace rally or an overnight camping adventure on bicycles made by the students.

"I said there should be sports-related stuff, wildlife stuff and stuff with the arts," says Samantha Morgan, a 13-year-old swimmer and softball player who helped plan the offerings.

School officials bet big on the success of Summer Dreamers, applying \$10 million in federal stimulus funds to test the program for two years. Local foundations also supported the project, including the Endowments, which contributed \$150,000. When the district opened registration to the program—which included two meals and free transportation daily—Program Director Allison McLeod expected that 1,600 of the district's fifth- to

seventh-graders would sign up. After an initial flurry of 2,200 responses, an average of 1,200 students a day attended the program through mid-August.

The changes "made the [experience] feel like camp, not school," explains McLeod. "It's a new way of thinking for the district, to prioritize summers. We're doing something to engage students year-round, get them Promise ready."

The district is counting on the year-round activity counteracting summer learning loss—a well-documented case of out of sight, out of mind. Students in the Pittsburgh program received their own copies of popular books to read and discuss in morning literacy sessions. The extra emphasis on literacy was designed to bolster reading skills that have remained stubbornly low among middle school students; the 2010 state assessment tests showed that 26 percent of district sixth-graders scored at the lowest level, below basic.

Early results from the program's first year are expected within a few months. Middle-schoolers took the ForeSight test during the first weeks of the school year. The results will compose a snapshot of students' grade-level progress and indicate if Summer Dreamers participation has helped students stay on track.

And as educators and funders eagerly await the results, school officials already are pondering ways for the district to find funds to extend the program beyond 2011.

districts, community programs and universities, it has been acknowledged as a national model for early learning. In addition to creating incentives for improvement, the program has given families a frame of reference in selecting child care that not only meets but exceeds basic state requirements.

"What has changed in Pennsylvania is that now parents look to see the star level. There is a demand for this," says Conley. "We're looking to see how we can expand on that model. We want to connect folks for a consensus on what [after-school] quality looks like."

Marge Petruska, the Endowments' senior program director for Children, Youth & Families, knows from experience that creating statewide consensus takes years of patient effort. "With its efforts for quality child care, Pennsylvania has moved from the bottom third of all states to one of the top two," she notes. "It takes resources and leadership at all levels."

Similarly, she adds, "It takes time to build a statewide infrastructure that advances a public policy agenda, one that develops and supports quality standards and professional development, and creates a plan for a comprehensive and coordinated system of core funding for quality out-of-school programs and services."

EARLY COLLABORATIONS

As the Pennsylvania Statewide Afterschool Youth Development Network tries to build a statewide foundation, schools and agencies around Pittsburgh are working together on common goals. Through APOST, they are sharing data and ideas. And the Mount Ararat Community Activity Center in Pittsburgh's East Liberty section is one of the places where the ideas and the partners meet the children.

At the center, youth in the giggling crew from Lincoln Middle School step off the school bus and walk onto the front lines of Pittsburgh's after-school effort. The familiar faces that greet them are a mix of church staff, volunteers and tutors trained and employed by Endowments grantee Wireless Neighborhoods. The six-year-old nonprofit provides tutoring and learning opportunities to more than 500 low-income students in the city.

The middle school group clumps noisily to a Pathways to Health Careers workshop. Meanwhile, Stephen MacIsaac paces the hallway. Wireless Neighborhoods' youthful, rail-thin director greets Peabody High School students streaming into a math tutorial. He questions a young woman who's leaving the classroom—she shows a valid excuse—and eyes a young man whose pants are riding low.

“We’ve got to get Khalil a belt,” he tells Mary Bray. The unflappable Mount Ararat site coordinator takes the advice in stride. A longtime neighborhood resident, she knows her students so well that she often finds them on her front step, waiting for a ride to Peabody. They know she’s there nearly every day, checking with counselors and teachers on students’ progress.

And they are making progress. All of the 23 seniors attending the Mount Ararat center this spring graduated on time, and most attend college this fall, thanks to the Pittsburgh Promise scholarship program. Fueled by the encouragement of Mount Ararat staff, they have qualified for grants for their first two years of college. The citywide effort awarded its third annual round of scholarships in June and has given rise to a new district catch phrase: Promise readiness. To sustain the levels of academic achievement required by the ambitious program, the district is asking partners like Wireless Neighborhoods to create programs that directly support its classroom efforts.

Wireless Neighborhoods has deliberately matched its program goals to Pennsylvania’s student achievement standards, aiming to have regular participants meet or exceed average performance in reading and mathematics. The lessons in each student’s tutoring folders, created by the organization’s staff, align with the district’s grade-level curricula; other programs, like health careers mentoring, complement workforce development efforts.

Academics aren’t the only goal. Wireless Neighborhoods also aims to improve school attendance and social skills, while reducing disciplinary incidents. In that quest, it has reached deeper into the school system than many after-school providers, successfully negotiating the thorny issue of sharing student data, obtaining parent permissions and forming close alliances with school principals. The result: Both school and after-school staffs know a child’s schedule, interests and assignments.

John Walker, who’s attended Wireless Neighborhoods programs at Mount Ararat for the past three years, has earned Microsoft software certifications and joined a Saturday work program as a result of his involvement. “I love math and physics,” says the Peabody High School graduate. He’s planning to attend Community College of Allegheny County, an achievement Bray applauds.

“They need someone to push ’em,” she says. “And it fulfills me to see them graduate, to watch them grow up and calm down.”

WEAVING IT ALL TOGETHER

Still, coordination between providers and schools is meaningless if families can’t connect to the right after-school programs. While the online after-school database created by SPARC and 3 Rivers Connect offers choices to parents and guardians who have Internet access, it also underpins “Welcome Back to School” packets tailored to individual Pittsburgh Public schools. The information, in the form of colorful booklets, includes a list of available support programs in the immediate community.

Many families have been putting the information in the packets to use, says Holly O’Donnell, who became the district’s first coordinator of after-school programs last year after heading the successful DC Scores after-school program in Washington, D.C. And the Pittsburgh district’s future offerings will include arts and athletics as part of the after-school system she’s developing to support district goals.

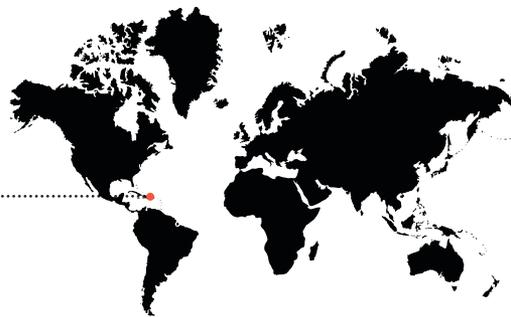
O’Donnell’s work in Pittsburgh reflects statewide after-school efforts and may not be any easier. Creating a centralized system of after-school information and programming that can be personalized to each student’s needs will be her first hurdle. Others follow. “After the first year,” she says, “we’ll figure out the real challenges— [reaching] the kids who aren’t in any programs.” *h*



ONCE AN EDUCATIONAL TOP-OFF AVAILABLE ONLY TO WELL-OFF STUDENTS AT EXCLUSIVE SCHOOLS, STUDY-ABROAD PROGRAMS ARE INCREASINGLY VIEWED BY FOUNDATIONS AS ESSENTIAL FOR PERSONAL DEVELOPMENT AND CAREER SUCCESS IN THE GLOBAL VILLAGE. BY JEFFERY FRASER

C L A S S R O O M S W I T H O U T

B O R D E R S



DOMINICAN REPUBLIC

Across the Dominican Republic are lush mountain forests, such as the one at left, and impoverished villages, like those in which Washington & Jefferson College student Nick Tyger has worked for the past two summers as part of the college's Magellan Project. Below left, Tyger takes the blood pressure of a man in a schoolroom clinic in Rio Arriba; below right, he holds a child whose mother is undergoing medical tests at another clinic in El Batey. Tyger, who wants to go to medical school, says he found both working with patients and spending time with Dominican children to be rewarding experiences.

Nick Tyger spent last summer in the Dominican Republic, living with a family in a cramped one-room house that afforded little privacy. He would rise each morning and make his way to a remote village, where he would help deliver medicine and basic medical care to its impoverished residents. • For the first time, he was on his own, immersed in an unfamiliar place and culture far from his rural Mount Pleasant home, east of Pittsburgh, and facing challenges unlike any he had encountered as a freshman on the campus of Washington & Jefferson College. • “Flying into Santo Domingo, I saw one main road and shacks everywhere,” says the 20-year-old pre-health major, now a junior with hopes of going to medical school. “It was eye-opening. Not only that level of poverty, but how quickly it came. Before I even landed, I was in the middle of it.” • This summer, he went back, having recruited some 30 U.S. college students and a few nurses to set up clinics in villages near the Dominican Republic’s border with Haiti, where medical care and other resources are stretched thin as the region struggles to recover from January’s devastating earthquake.

Jeff Fraser is a Pittsburgh-based freelance writer and frequent contributor to h. His Winter issue story examined how Endowments-supported programs are helping former inmates stay out of trouble after they are released and build better lives for themselves and their families.



AUSTRALIA

Ahra Kwon, a chemical engineering student at the University of Pittsburgh, opposite page right, enjoyed time with some of the Aborigine people of Australia, learning about their culture while she studied renewable energy and sustainable development last year as part of the Vira I. Heinz Scholarship Program for Women in Global Leadership. Kings Canyon, center, an impressive sandstone gorge cleaving one of the Outback's mountain ranges, is sacred to the Aborigines.

GERMANY

As a U.S. State Department intern in Germany last year, recent Washington & Jefferson graduate Dan Mason, below, became familiar with government offices such as the Reichstag building, background, which houses the German Parliament. Among the other notable landmarks in Berlin is the Neptune Fountain, shown below right, with the ornate Fernsehturm television tower in the background.

The influence such an experience has on shaping a young life is not lost on Tori Haring-Smith. As president of the small liberal arts college in Washington, Pa., she has nurtured the Magellan Project, the program that enabled Tyger to travel to the Dominican Republic, into a nationally recognized international education initiative. And personal experience defines her commitment to the program. While a graduating college senior in 1974, Haring-Smith explored the world's 13 smallest nations on a Thomas Watson Fellowship, named after the founder of IBM.

"It changed me profoundly," she says. "To essentially walk, train and bus around the world was an amazing experience. I felt at the





end that you could blindfold me and put me anywhere on the face of the earth, and I would know how to survive—whether I knew the language or not. I learned to adapt. I learned my strengths and weaknesses. I learned how to take care of myself untethered from my familiar culture.”

Interest in international study has been increasing in the United States among students, educators and schools every year for more than a decade. The number of American students receiving academic credit for international study, for example, reached 262,416 in 2007–08—a 130 percent increase over the number who studied abroad in 1997–98, according to a U.S. Department of State–funded report published by the nonprofit Institute of International Education.

But at the same time, the opportunity to travel and study in a foreign land fails to reach large numbers of certain student populations, including African American and Hispanic students. African Americans, for instance, accounted for only 4 percent of the U.S. college students who studied abroad in 2007–08, despite making up more than 11 percent of post-secondary enrollment. By comparison, white students, who make up about 64 percent of college enrollment, accounted for 82 percent of those who studied abroad.



Some philanthropies, including The Heinz Endowments, are trying to close that gap by helping to make these life-changing travel experiences available to students from a variety of backgrounds. Fueling that support is the belief that by assisting in funding and expanding study-abroad programs, foundations also are contributing to the formation of this country’s next generation of leaders.

“We have to prepare young people to be able to participate in a global society,” says Melanie Brown, the Endowments’ Education Program officer. “It’s about building on the idea of 21st-century learning. We want students to be able to live locally and act and think globally, to connect what they are doing day-to-day in Pittsburgh to the larger world, and to be able to travel abroad and bring back what they learn in the places they visit.”

The Endowments has a history of supporting the expansion of opportunities for student travel and study abroad that dates back to 1954. That’s when Vira I. Heinz, the first woman to serve on the board of the H.J. Heinz Co., began giving a \$1,000

check every year to cover the costs of sending one woman from the University of Pittsburgh to Europe for the summer. Her will directed most of her fortune to a philanthropy in her name that eventually became part of the Endowments. Today, supporting international travel and study is an important part of achieving the foundation's goals for its Education Program, which include helping young men and women to prepare for success in post-secondary education and to become responsible citizens and leaders within their communities.

Last year, for example, the foundation awarded several one-year grants to support study-abroad programs. They included \$370,000 to cover the scholarships and administrative costs of the Vira I. Heinz Scholarship Program for Women in Global Leadership; \$70,000 to support the expansion of the World Affairs Council's Global Education Initiative for high school students in the Pittsburgh Public Schools; \$80,000 to support the Magellan Project at Washington & Jefferson College; and \$25,000 to help establish a new global study and service program for women at Wilson College who are raising children alone or, for financial or other reasons, would otherwise have difficulty participating in a study-abroad program.

The increased student interest in studying abroad occurred even after the devastating attacks of Sept. 11, 2001, and despite the lingering threat of global terrorism. Such concerns, study-abroad program officials say, are usually confined to parents and are eased by careful selection of the countries students visit and by safeguards embedded in many study-abroad programs, such as in-country administrators who monitor the safety and well-being of students, strong lines of communication between the students and home, and thorough pre-trip planning and orientation.

What prevents even greater numbers of U.S. students from studying abroad is limited funding to cover the costs of sending them to other countries, which can range from \$1,000 to more than \$7,000 per student. These expenses can be in

addition to tuition or included in fees for special classes, depending on the program. Last June, the U.S. House of Representatives passed the Senator Paul Simon Study Abroad Foundation Act, which calls for raising enough public and private dollars to enable 1 million college students from diverse backgrounds to study in other countries each year. The bill is now pending in the U.S. Senate.

In the meantime, the burden of funding study-abroad opportunities continues to fall mostly on foundations and other private donors, schools and the students themselves. In addition to Endowments support, the World Affairs Council's Global Travel Scholarship Program, for example, received funding this year from the Alcoa, Eden Hall, Elsie H. Hillman, Roy A. Hunt and Kennametal foundations; UPMC; and several individuals. The Washington & Jefferson Magellan Project is largely financed by foundation grants, university discretionary funds, and donations from faculty and staff.

A glimpse at recent headlines underscores the importance of supporting efforts to increase the global awareness and education of today's students. The sovereign debts of faraway nations such as Greece roil U.S. and international financial markets, threatening an already fragile recovery from the deep global recession that spread nearly two years ago. Climate change lingers as a worldwide crisis for which a resolution hinges on the cooperation of disparate nations, each with its own political and economic interests that complicate negotiations for meaningful solutions. Diseases such as the H1N1 virus, SARS and the devastating AIDS virus recognize no borders and remain global threats.

Some programs designed to develop students' capability to become global citizens attempt to provide them with a richer international experience by requiring them to do more than simply visit another country.

At the Endowments, board members Judith Davenport, Wendy Mackenzie and Shirley Malcom recognized the potential of the foundation's legacy

travel scholarship to develop future women leaders. They advised staff in transforming the cultural education program, which had not changed much from its early years when it was supported by \$1,000 personal checks, into a competitive three-year, leadership-development initiative.

In 2008, the retooled and renamed Vira I. Heinz Scholarship Program for Women in Global Leadership was unveiled. Under the program, 45 women are selected who are sophomores at 15 colleges and universities in Pennsylvania, Ohio and West Virginia, and who have no previous experience with studying in other countries. Emphasis is placed on recruiting a diverse group of students—those from different racial, ethnic or socio-economic backgrounds as well as women with disabilities or who identify with the gay, lesbian, bisexual and transgender community. Each receives a \$5,000 scholarship for international study and is provided with mentoring, supervision and an invitation to attend two weekend-long leadership development retreats.

During the first retreat, the students gather to explore leadership qualities, such as integrity, accountability, global perspectives and self-knowledge. They also take part in activities to help them get the most out of their international experiences, including coming up with goals and action plans matched with their fields of study or career interests.

Following their travels, the women meet again in retreat to share their experiences. Their final year in the program includes working in teams to conceive and implement projects in their communities that reflect both what they learned during their international experience and one of the Endowments' five program areas: Education, Arts & Culture, Environment, Innovation Economy, and Children, Youth & Families.

“The recommendations of the three Endowments board members allowed the program to become something more than conventional travel study, specifically by emphasizing the

importance of pre- and post-travel leadership development and community engagement,” says Stanley Thompson, director of the foundation’s Education Program. “There is now an opportunity for participants to see that their time abroad is aligned with local learning, and that makes their experience truly global in nature. Moreover, as they return to their respective communities, they have expanded their repertoires in powerful and practical ways, collaborating with a variety of constituencies and sharing their personal visions of a transformed world.”

There is now an opportunity for participants to see that their time abroad is aligned with local learning, and that makes their experience truly global in nature. **Stanley Thompson**, director, Education Program

Ahra Kwon’s studies in Australia last year focused on engineering issues related to renewable energy and sustainable development in the global environment. A Vira I. Heinz scholarship enabled the 20-year-old chemical engineering major at the University of Pittsburgh’s Oakland campus to examine that country’s efforts to balance demand for energy with protecting the environment, as well as to travel and observe Aboriginal culture.

Back in Pittsburgh, she needed to come up with a community project—something aligned with her interests, her experience and Endowments programming—to fulfill her scholarship obligations. She joined a team of other Vira I. Heinz scholars, including fellow Pitt students Becky Reiser, who had done research on AIDS education in

Tanzania, and Krista Williams, who had studied African culture in Brazil, and a Carnegie Mellon University student, Nicole Rappin, who had conducted ethnomusicology research in Peru. They organized a barefoot soccer tournament in Pittsburgh, raised \$1,000 in entry fees and donations, and collected dozens of pairs of used running shoes. The money went toward building a water tower in a village in Tanzania, where a hospital was in need of a fresh water source. The shoes were sent to Nike's Reuse-A-Shoe program, where they were ground into material suitable to surface tracks or to be used as the subsurfaces of basketball and tennis courts.

This model of combining overseas study with leadership development and community service has drawn considerable interest from schools across the country, says the Endowments' Brown. And the program's emphasis on recruiting a diverse cohort of women addresses study-abroad programs' shortcomings in including African American and Hispanic students, as well as those of limited financial means, among those they send to other countries.

Students from privileged backgrounds are able to travel to Europe over the summer or participate in a program that takes them overseas, which provides them with rich experiences that shape their learning, explains the Endowments' Thompson. "But that's not something that has been encouraged, nor has it been accessible to other students, particularly African American students. We'd like to think of our program as opening doors to students who have been traditionally left out of those experiences."

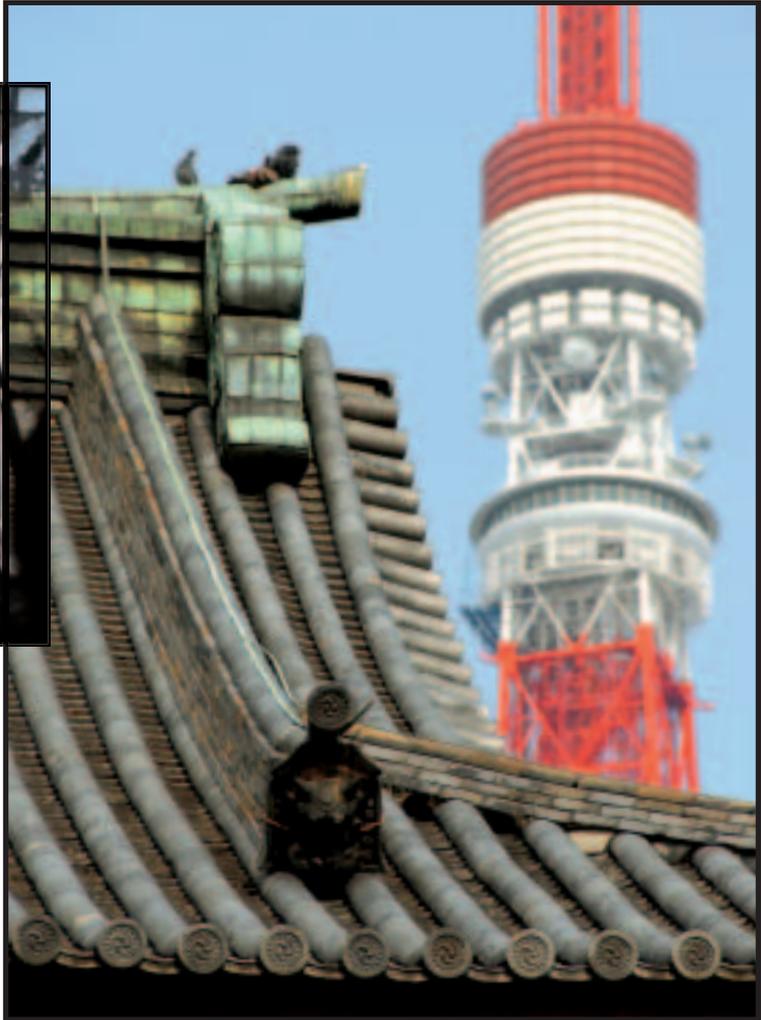
Allyce Pinchback, education program manager for the World Affairs Council of Pittsburgh, was one of those students. Following her junior year at Pittsburgh Public Schools' Schenley High School, she spent the summer of 2004 in Japan, studying the language, touring the country and mingling with Japanese students as one of the first western

Pennsylvania high school students to receive a Global Travel Scholarship from the World Affairs Council of Pittsburgh.

"I'd been to Disney World and to Virginia to visit family, but never abroad," she says. "I was nervous and a little scared and, yeah, I cried. But once we got to Japan, you really didn't have time to be nervous. And the experience was very cool. I remember sitting in Mr. Donut—Mr. Donut is popular in Japan—thinking, 'Wow, I'm really sitting here halfway across the world.' But at the same time, even though it was a foreign country, I saw people rushing to work, hanging out with their kids, doing the things that we do, and I realized that even though this is a completely different culture, we have a lot in common."

For Pinchback, it turned out to be a life-shaping opportunity. With the council's help, she applied to college and was admitted to the University of Pittsburgh on a full-tuition Helen Faison Scholarship, which is named in honor of the Pittsburgh Public Schools' first African American superintendent and is awarded to incoming minority freshmen of distinction. While at Pitt, she returned to Japan to study for a semester, and earned degrees in psychology and Japanese and a certificate in Asian studies. Following graduation, she was hired by the World Affairs Council to help with programs that advance the global awareness of students like her.

International travel scholarships such as the one that took Pinchback to Japan are part of the World Affairs Council's broader Global Education Initiative, which each year exposes 12,000 high school students to international issues through speakers, workshops and seminars. Last year, a G-20 student summit examined global environmental, energy and economic issues a week before world leaders gathered in Pittsburgh to discuss such concerns. In June, high school students examined global environmental issues, particularly those related to water, while leaders from around the



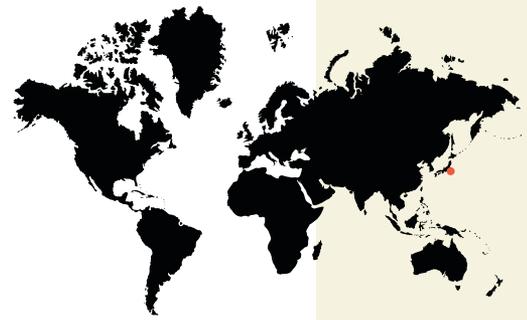
globe discussed those concerns in Pittsburgh, the host city for this year's World Environment Day.

Also this year, the council chose 12 high school juniors from among 54 students who were nominated by their teachers to receive the travel scholarships, which are the centerpiece of its Global Education Initiative. Awards averaging \$7,500 pay for students to participate in one of the structured study-abroad programs offered by The Experiment in International Living, a Vermont nonprofit, which for 78 years has organized international experiences for high school students that include travel, home-stays and language education.

Three of the students chosen are Pittsburgh Public Schools high school juniors—a population the council is recruiting in earnest as it attempts to extend study-abroad opportunities to minority students and others who might otherwise never consider themselves candidates. Recent support from the Endowments has enabled the council to set in motion a plan to recruit 10 travel scholars from the Pittsburgh Public Schools each year by 2012, a cohort large enough to make scholarships available to juniors in each of the district's high schools.

"We are trying to change the mindset that travel to another country is out of their grasp," says Annie Prucey, World Affairs Council vice president for education. "And we strongly feel that without these full scholarships, these students would never be able to have those kinds of opportunities."

That was the case for Dan Mason, a 21-year-old Washington & Jefferson senior who received

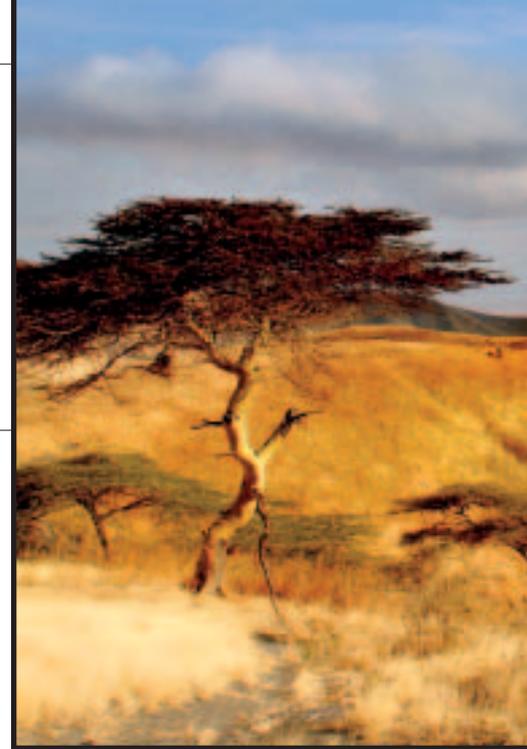


JAPAN

Allyce Pinchback, education program manager for the World Affairs Council of Pittsburgh, developed a love for international travel as a result of a life-changing trip to Japan while still a high school student in 2004, above left. The country's landmarks include the Tokyo Tower, a communications and observation tower in the Minato ward's Shiba Park. The modern structure looms in stark contrast over the Zojoji Buddhist temple.

TANZANIA

Vira I. Heinz scholar Becky Reiser, far right, spent time with women in Tanzania while doing research on AIDS education in their country. Known for beautiful landscapes such as the one pictured here, Tanzania is home to dozens of national parks, including the world-famous Serengeti and the Ngorongoro Conservation Area.



PERU

Much like other Vira I. Heinz Scholarship Program participants, Carnegie Mellon University student Nicole Rappin, below, took time to get to know the people of her host country, Peru, where she recently conducted ethnomusicology research. Nature and native history intersect across Peru in places such as the striking Huayna Picchu mountains, which can be seen through an archway at the Inca fortress of Machu Picchu.





\$3,000 from the Magellan Project to spend last summer at the U.S. Embassy in Berlin, Germany, working as a U.S. State Department intern. “An unpaid internship in Europe was not affordable,” says Mason, who grew up northwest of Pittsburgh in Economy, Beaver County, and is a first-generation college student. “When I wanted to study abroad, I met with some resistance because my family hasn’t traveled much. Florida is like a once-in-a-lifetime trip for them. I really had to sell it.”

In Berlin, he started with simple assignments, mostly copyediting staff reports. “Then, the real fun started,” he says. “I began writing the same reports I’d previously been reading for typographical errors. A few of them ended up being sent back to [Washington] D.C., which made me feel great, knowing something I wrote about, like terrorist suspects arrested by German police who were on the U.S. watch list, was being read back in D.C.”

“I felt like a real foreign service officer. Some sort of diplomatic or intelligence work is definitely an option for me. I loved it. It was the best summer I ever had.”

Yet, even with travel scholarships, the opportunity for an overseas experience comes at a price for many students like Mason.

“The difficult part for me was that the internship was unpaid,” he explains. “That’s what got me to apply to the Magellan Project, because I normally work two jobs in the summer, and my parents help me and it’s still not enough for college. [The Magellan scholarship] covered everything. But coming back was difficult, because I had to

buy books for the semester, and I had to empty my coffers. But I think it will pay off. It’s one shining part of my resume.”

The number of Washington & Jefferson students who study abroad each year has risen from four to 40 since 2005. Recently, the Institute of International Education recognized the Magellan Project for its successes with a 2010 Andrew Heiskell—former Time Inc. chairman—Award for Innovation in International Education.

Still, Haring-Smith felt the school could do more. For instance, most students who study abroad gain a great deal of self-assurance as a result, yet too many students on the small Washington County campus lack the confidence to even consider having such an experience. So layers were added to the Magellan Project. For students with little travel experience or who are hesitant to travel abroad, the school now offers a three-week travel-study course, structured and chaperoned by a member of the faculty. For those a bit more confident, but still not ready for independent study, a “collaborative Magellan” was created that sends them abroad with fellow students to study at foreign universities.

“I want students to say, ‘I can do anything,’” explains Haring-Smith. “Then, they can make a difference in the world.” *h*

here & there

CO2

CARBON FOOTPRINT STUDY A Heinz Endowments-funded study has found that Allegheny County operations, which range from heating nursing homes to lighting athletic fields, produce about 77,000 tons of greenhouse gases each year. Recommendations from the baseline evaluation included modernizing the heating and cooling systems and increasing recycling efforts. In response to the study, County Executive Dan Onorato said the inventory will help county officials adjust operations, reduce energy consumption and water usage, and track progress in meeting efficiency and environmental goals.



NEW CULTURAL CENTER CHIEF

The August Wilson Center for African American Culture welcomed a new president and chief executive officer this summer. André Kimo Stone Guess founded GuessWorks of Montclair, N.J., a management and consulting firm for nonprofit institutions and performing artists,

and served as vice president and producer, as well as director of finance and administration, for Jazz at Lincoln Center in New York City.



Keeping Track A new interactive website is now tracking the impact of Pennsylvania's growing natural gas industry. FracTracker.org enables searchers to find, map and contribute data using software developed by Rhiza Labs on Pittsburgh's South Side. The site is managed by the University of Pittsburgh's Center for Healthy Environments and Communities; hosted by the Foundation for Pennsylvania Watershed of Alexandria, Huntingdon County; and funded through the Endowments. Among the early evaluations on the site will be an environmental study of the Tenmile Creek Watershed in Washington County, which will provide baseline information in advance of Marcellus Shale drilling in the area. Supported by an \$87,320 Endowments grant, the work is a collaboration of researchers from Duquesne University, who will conduct the field studies, and from Carnegie Mellon University, who will complete an elemental analysis.



RACE MATTERS

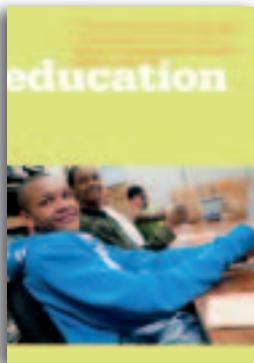
For three days in June, 40 men and women from across the United States who have devoted their careers to trying to resolve race and equity problems met in Pittsburgh to debate the issues and discuss possible solutions. The "Race in America" conference was sponsored by the University of Pittsburgh's School of Social Work and Center on Race and Social Problems, and was supported by a number of corporations, universities and foundations, including The Heinz Endowments. The event focused on seven areas: economics; education; criminal justice; race relations; health; mental health; and families, youth and the elderly. Among the speakers were Julian Bond, civil rights activist and chairman of the National Association for the Advancement of Colored People; Julianne Malveaux, president of Bennett College for Women; Ben Jealous, NAACP president and CEO; and several university scholars from around the country.



TRAIL CONNECTIONS A new section of the Three Rivers Heritage Trail has been completed as part of the Pennsylvania Department of Transportation's improvements to Route 28. The half-mile stretch along the Allegheny riverfront connects Pittsburgh and Millvale Borough.

A joint project of PennDOT, Friends of the Riverfront and the City of Pittsburgh, the trail section cost \$2.8 million. Funders included PennDOT, through the American Recovery and Reinvestment Act; the Pennsylvania Department of Conservation and Natural Resources; the Pennsylvania Department of Community and Economic Development; City of Pittsburgh federal earmarks; members of the Friends of the Riverfront; the Endowments; and the Laurel and Richard King Mellon foundations. Construction began last fall and was finished this summer.

EDUCATION UPDATE In its 25-year history, the Endowments Education Program has been committed to helping improve educational opportunity throughout southwestern Pennsylvania. After a six-month review of the foundation's education grant making over the years, the program is stepping up efforts to eliminate all inequity in educational opportunity for African American students and those, regardless of race or ethnicity, who live in poverty in Allegheny County. The



new approach will rely on a sharper focus and bolder strategies to remove policy and structural barriers to education equity, advance effective teaching and empower youth as education reformers. The Education Program's revised goals and strategies can be found on the Endowments website, www.heinz.org.

From Inmate to Entrepreneur The Entrepreneurial Mindset, a pilot program that trains former inmates to become entrepreneurs, celebrated its first 10 graduates this summer. The joint project of the University of Pittsburgh's Institute for Entrepreneurial Excellence and the Mon Valley Initiative was funded by the Endowments. Businesses that participants have started or are in the process of developing include a bar-restaurant, a youth center and a telephone service for people who are incarcerated. Graduates of the program can continue to receive help with their business plans through Pitt.

16TH ANNUAL HEINZ AWARDS

Endowments Chairman Teresa Heinz is once again recognizing 10 individuals for their innovative leadership in addressing the world's most pressing environmental problems. During a November ceremony in Washington, D.C., winners of the 16th annual Heinz Awards will each receive a monetary gift of \$100,000 and a medallion etched with an image of the late Sen. John Heinz.



This year's honorees are Dr. Terrence Collins, "green chemistry" pioneer; Dr. Frederick vom Saal, environmental health researcher; Dr. Cary Fowler, creator of the Svalbard Global Seed Vault; Dr. Gretchen Daily, environmental preservation expert; Dr. Daniel Sperling, alternative fuels researcher; Dr. Richard Feely, oceanic scientist; Dr. Lynn Goldman, pediatrician and environmental epidemiologist; Dr. Michael Oppenheimer, climate researcher; James Balog, environmental and nature photographer; and Elizabeth Kolbert, environmental journalist.



YOUTH PHILANTHROPISTS Unique student programs crossed paths this summer as Endowments youth philanthropy interns Ashley Cullens, at soundboard, and Tessa Hochberg, far right, interviewed middle school girls in the Pittsburgh Public Schools' Summer Dreamers Academy about safe cosmetics. Monitoring in the background is SLB Radio Productions staffer Jeff Baron. This marks the sixth year of the foundation's Summer Youth Philanthropy Program for high school graduates. The 25 interns were divided into eight teams, which each awarded a total of up to \$25,000 in grants to projects that address specific issues related to developing a sustainable community. Nine university students, including alumni of the Youth Philanthropy Program, served as intern mentors and advisors. In addition to the grant making, each team created video and radio documentaries that reported on environmental issues.

As part of their work, the interns explored the art and mechanics of grant making with an environmental theme. They investigated a variety of topics, developed requirements for funding, sent out requests for proposals and reviewed submissions. They also made site visits and discussed funding options in detail.

Programs recommended for Endowments support addressed issues ranging from educating women and girls about the health impacts of personal care products to improving parks in underserved neighborhoods to decreasing the amounts of hazardous substances entering Pittsburgh rivers. For more information about the Youth Philanthropy Program and this year's interns, go to www.heinz.org.

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Young and not so restless. PAGE 4



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