



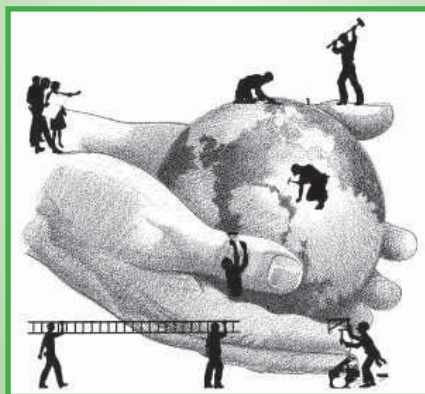
▶ CULTURAL LEADERSHIP ◀

UNDERSTANDING THROUGH THE AFRICAN AMERICAN - JEWISH EXPERIENCE

Cultural Leadership exists to create a more just and equitable community by educating high school students to recognize and resolve issues of privilege and injustice through the lens of the African American and Jewish experience.

Our students develop leadership skills, build relationships, facilitate dialogues and create change in their circles of influence.

Tikkun Olam



Eyes on the Prize

2009 ANNUAL REPORT

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Dear Cultural Leadership Supporters and Family,

Class 5 of 2009 was another great year for Cultural Leadership! The applicant pool grew larger, the Recruitment Selection Committee did a super job, and the result was 32 fabulous participants! We are delighted that we finally opened the program to ALL students who want to change the world - to be activists, community organizers, and “troublemakers of the best kind.”

And, DO WE EVER NEED THEM! St. Louis is slipping behind other cities in large part due to the racial inequality that continues to deny so many of our citizens the economic and educational opportunities that others take for granted. This issue has not been a priority of leaders around the region, but it IS the mission of Cultural Leadership. St. Louis needs this new generation of young people who understand these issues and will take actions to correct injustices.

There are many thanks for a wonderful year...

– *to our pioneers* – Stephanie Holzbauer, Winnie Hawker and Anna Rathje – our first non-Black, non-Jewish students in Cultural Leadership. What richness, diversity and love you brought!

– *to the parents* of our Class 5 students who attended programs on Sundays and learned so much from each other that they are going to continue to meet together!

– *to Phil* – Dr. Phil Hunsberger - who shepherded five classes of students to deeper understanding of the issues. Good Luck with Educational Equities!

– *to Cindy* – Dr. Cindy Neu – who thoughtfully co-facilitated with Phil for Classes 4 and 5 – and now 6!

– *to Jenny Harris* for being a super Program Director. Your students will be lucky to have you as their science teacher...wherever you land!

– *to Josephine Goode Evans, Susan Kincaid, and Albert Rose* for your service as caring, devoted board members. And *Welcome to our nine new board members* – you can see the list of all board members to the left!

– TO YOU, OUR SUPPORTERS - Cultural Leadership would not exist without you.

With warm personal regards, Karen

Highlights of the Year - Class 5 - 2009

Yet another year has passed and we can now officially celebrate our 5-year anniversary. Class 5 graduation took place on January 3rd at the Soulard Preservation Hall. Cultural Leadership family, friends, and alums came in droves to celebrate their achievement. It was yet another example of the amazing power Cultural Leadership has to create and continue to expand our “activist” community. Class 5 graduates not only have the support of their 29 classmates, but as shown from the large presence at graduation, they can count on the donors, parents, friends, speakers, and, of course, the alums from all the previous classes to be allies in their social justice work. It is our sincere hope that you, our donors and part of the Cultural Leadership family, take pride in this wonderful group of young people that your support helped create throughout this year.

As we considered what about last year to share with you, we decided to take a different route than usual. We believe that one of the greatest lessons a future leader can learn is to respond in a productive way to problems, roadblocks and, at times, failure, by being willing to change that which is not working and try something new. As proud as we are of our successes over the past years, we are equally proud of the ways we have faced challenges with an open-mind, innovation, and a willingness to take risks. 2009 held its fair share of challenges; here's how we responded.

Class 5 was the first to include non-Black, non-Jewish students. And what a great addition they were (are). Cultural Leadership, like its predecessor Operation Understanding DC, was originally only for Black and Jewish high-school students. However, as Cultural Leadership's mission expanded to training high-school students to be activists, using the Black and Jewish experience as a foundation, that exclusionary policy no longer made sense. We were teaching our young people not to discriminate, but we were doing just that! Our kids were telling us they had friends who were not Jewish or Black who wanted to be in Cultural Leadership, so we knew there were other great young people out there whose participation in Cultural Leadership would benefit us all.



Eliana Parnas and ReNeaSha Ford

It's been very meaningful for her to be part of a group of diverse kids. She's been to places (even neighborhoods and houses of worship in St. Louis) that she would have never gone to otherwise. - Class 5 parent

Thus, we changed our policy in 2009 and Class 5 was a resounding success. Our three non-Black, non-Jewish students brought great new, vital perspectives to discussions and our Black and Jewish students gained allies who could understand their culture, religion, history, and experience. This policy is now the standard by which we select our students.

In Cultural Leadership, I have learned more about African American culture and history than in my previous 11 years of formal education combined. - Class 5, Jewish alum

February and March are programming months dedicated to learning about African American and Jewish history, culture, and religion. We used to have just one program a month to go over this vast amount of education, which of course wasn't enough. So, last year we added another program in

both February and March to the Class 5 curriculum. It's still not enough to cover our rich histories, cultures, and religions but it is 100% better than before!

I really loved learning about the Jewish culture and history because it showed how much both cultures have endured all those years. And I also love how much I learned to take pride in my own history and culture. - Class 5, African American alum

Another big change to our curriculum this past year was the addition of community organizing. We realized during the end of Class 4, inspired in part by President Obama, that not teaching our students the perspective and skill of community organizing was a glaring omission on our part. During Class 5, we embedded community organizing ideas and tactics into the entire year so our students could understand the framework of power in society, and acquire the skills to organize their classmates for important issues.

If I don't change the world, who will? I can do this. I want to do this. I will do this. - Keliah Johnson

Also, last year, we discontinued one program that did not produce the results we wanted, and replaced it with a new program called, "Ethics and Morals."

Our goal is to give the students exercise and practice in

determining the ethical and moral standards by which they make decisions and take action. We are very excited about the potential skills our students will gain as a result of this new program.



Class 5 students at the *America I Am* exhibit at the Atlanta Civic Center

In planning our Transformational Journey each summer, we keep apprised of current events and, when relevant, include them in our trip. Class 5 was the first to visit Whitwell, TN, a small town in the southeast corner of the state. In this tiny town of 1200, the middle school started what became



Jumping for justice

known as the Paperclip Project – a community effort to collect six million paperclips to represent the Jewish people killed in the Holocaust. Their efforts were rewarded by thousands of people across the country and indeed the globe, who mailed in paperclips along with stories, pictures, and letters. They collected over 30 million paperclips, which is a testament to the power of a community dedicated to teaching their young people about this important history. Those paperclips now sit in a railcar formerly used to transport Jews into Poland’s death camps, as a memorial to those who perished. That small town is now a permanent stop on our Transformational Journey.

A fire has been lit under her. She’s radical about change and justice. - CL parent

A change we made to our curriculum was to have a combined student/parent program. During the course of a year with Cultural Leadership, our students meet once or twice a month and our parents meet roughly every six weeks, but we didn’t have the parents and students meet together. By the end of a year, our parents created a strong community of friendship and support among themselves, and our students considered themselves a family, but we offered little interaction between the two. For our final program in Class 5, we invited the parents to join the students as they listened to St. Louis’s own activists tell their stories and discuss social justice issues, the strategies they used, and progress they made. We

I learned that there are so many bad things going on in this world and we are the future and our voices need to be heard. I learned that just listening to people, hearing their stories and understanding can lead to great things. - Class 5 student

realized that the wisdom and experience of parents can shed light on issues for our students. Likewise, the “youth outlook” and idealism of our students can shed light on issues for our parents. Looking to explore this connection further, Class 6 will have two programs where parents are invited to attend and discuss with their young people. And, we will continue to explore ways to strengthen the relationships between all parts of our community.

I see the world differently now because I see it as a world of infinite possibilities. I also realize how important a community is to individuals, especially individuals who want to make change. I think that the past is much more present with me, in a good way, as a support. On the other hand, the past is also a weight that I bear, and a responsibility I must remember. – Class 5 student

When we discuss leadership with our students, we take particular care to acknowledge the inevitability of setbacks. Every accomplishment for social justice in this country occurred on the back of many previous attempts that, at times, felt like tiny baby steps toward the ultimate goal, or that failed entirely. Everyone who has been a great leader in this country experienced moments of triumph, as well as moments of defeat. We realize it is only in the wake of these setbacks that we are given the rare opportunity to learn from our mistakes and try again. Cultural Leadership promises to live by this creed and teach it to our students. We will always look for ways to improve our program and curriculum to build stronger and more capable leaders for our

Cultural Leadership is broadening my child's perceptions and perspectives. She is learning how to instigate and participate in change and becoming more resourceful and assertive. – CL parent

future. We know how important it is to train our young people for this social justice work. And it is our promise to you, our donors, that we will always look critically at what we do and that we will constantly make the necessary changes to train the best possible leaders to carry on this vital work.



Some of the Many Influential People We Met on the Trip

Geoffrey Canada – president and CEO of the Harlem Children’s Zone in New York City

Carroll Gibbs – author and lecturer who focuses on the contributions of Africans and African Americans to society

Lawrence Guyot – civil rights activist; headed the Mississippi Freedom Democratic Party in 1964

Dr. Sybil Jordan Hampton – grew up in Little Rock, AR; member of the second class of black students entering Central High School in 1959 – the year after the “Little Rock Nine”

Rabbis Brad Hirschfield and Irwin Kula – co-presidents of CLAL, the National Center for Jewish Learning and Leadership

Ed Koch – United States Congressman 1969 – 1977 and the Mayor of New York City 1978 – 1989

Jerry Mitchell – investigative reporter for the The Clarion-Ledger in Jackson, MS; he convinced authorities to reopen cold murder cases from the Civil Rights Era

Letty Cottin Pogrebin – founding editor of *Ms.* magazine, feminist journalist, and early leader in the women’s movement

Bryan Stevenson
– founder and Executive Director of the Equal Justice Initiative, Montgomery, AL

Hollis Watkins
– veteran Civil Rights activist from Jackson, MS and founder of non-profit organization Southern Echo



Class 5 on their trip

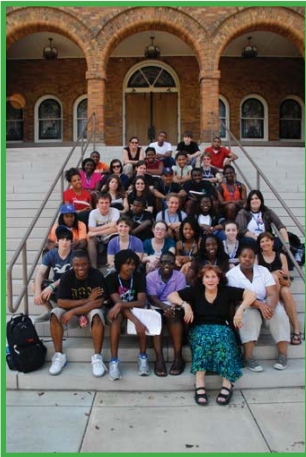
Statement of Activities for the Year Ended December 31, 2009

Revenue	
Contributions	\$208,747
Program Fees	15,019
Miscellaneous	43
Interest Income	<u>638</u>
Total Revenue	224,447
Expenses	
Support Services	
Administrative	74,343
Fundraising	13,081
Program Services	<u>181,790</u>
Total Expenses	269,214
Change in Net Assets	(\$44,767)



Class 5 in front of Brown Chapel Church in Selma, AL

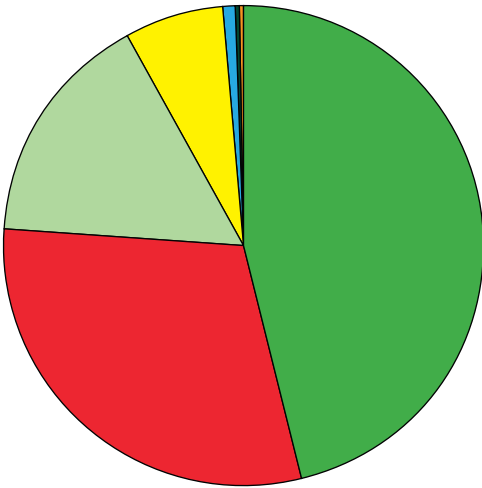
Statement of Financial Position December 31, 2009



Class 5 in front of the 16th Street Baptist Church in Birmingham, AL

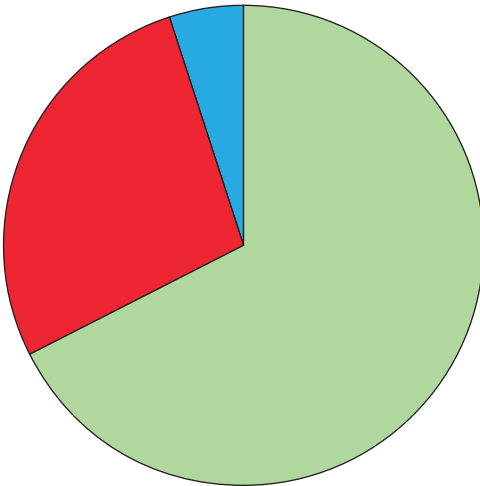
Assets	
Current Assets	
Cash and cash equivalents	\$98,826
Accounts Receivable	<u>995</u>
Total Assets	99,821
Liabilities and Net Assets	
Current Liabilities	
Payroll liabilities	<u>5,353</u>
Total Liabilities	5,353
Net Assets	
Net Assets, beginning of year	139,235
Change in net assets	<u>(44,767)</u>
Net Assets, end of year	94,468
Total Liabilities and Net Assets	\$99,821

2009 Income



- Individuals
- Foundations
- Corporations
- Program Fees
- Houses of Worship
- Interest Earned
- Other Income

2009 Expenses



- Program
- Administrative
- Fundraising

Class 5 at the Slavery and Civil War Museum in Selma, AL



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