HOPE HELPS: EFFECTIVE PROGRAMMING FOR AT-RISK YOUTH

BY

DANICA KEIKO KOESTNER

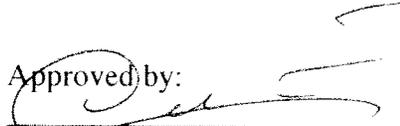A Thesis Submitted to The Honors College

In Partial Fulfillment of the Bachelors Degree
With Honors in

Sociology

THE UNIVERSITY OF ARIZONA

MAY 2013

Approved by:

Dr. Celestino Fernandez
Department of Sociology

The University of Arizona Electronic Theses and Dissertations
Reproduction and Distribution Rights Form

The UA Campus Repository supports the dissemination and preservation of scholarship produced by University of Arizona faculty, researchers, and students. The University Library, in collaboration with the Honors College, has established a collection in the UA Campus Repository to share, archive, and preserve undergraduate Honors theses.

Theses that are submitted to the UA Campus Repository are available for public view. Submission of your thesis to the Repository provides an opportunity for you to showcase your work to graduate schools and future employers. It also allows for your work to be accessed by others in your discipline, enabling you to contribute to the knowledge base in your field. Your signature on this consent form will determine whether your thesis is included in the repository.

Name (Last, First, Middle)

Koestner, Danica, Keiko

Degree title (eg BA, BS, BSE, BSB, BFA):

BA

Honors area (eg Molecular and Cellular Biology, English, Studio Art):

Sociology

Date thesis submitted to Honors College:

May 1, 2013

Title of Honors thesis:

HOPE HELPS: EFFECTIVE PROGRAMMING FOR AT-RISK YOUTH

The University of Arizona Library Release Agreement

☑ Yes, make my thesis available in the UA Campus Repository!

Student signature: _____ Date: 5/1/13

Thesis advisor signature: _____ Date: 5-1-13

☐ No, do not release my thesis to the UA Campus Repository.

Student signature: _____ Date: _____

ABSTRACT

In this paper I explore the construct of "hope" and how it shapes programming for at-risk youth. I review different literature and narratives that outline the importance of hope as well as the success of hope. Hope is essential for programming in non-profits working with this demographic (and for most at risk populations), and I expect it to be fostered through mentors, opportunities and self-esteem. To assess these ideas, I survey local non-profits that help at-risk youth in Tucson. I first assess their organization through their website alone, then conduct a survey on a very small sample to get a more in-depth picture of whether and how hope shapes their programming efforts. Throughout the paper it is evident that hope is imperative. Many non-profits do indeed include some aspect of hope in their programming which is linked to their levels of success.

INTRODUCTION

Growing up I wanted to be a professional singer, some days an actress, and other days a lawyer, a doctor, or a teacher. These phrases and ideas that a child could pursue such a career was typical for me as well as many of my peers. After a long full day of infecting the other gender with "cooties," playing tag, and eating dinosaur chicken nuggets, we all believed that the world was truly ours for the taking. Each and every one of us had dreams, high aspirations, and the full faith that we could achieve them. This self-esteem, hope for the future, and direction for our lives was present as early as we could talk. My peers and I grew up confident in our skills as well as what we had to offer the world. Our parents, teachers, friends' parents, and other positive influences in our lives spurred us on to excel in school and achieve success in life.

During college I interned at a non-profit that served at-risk youth through the healing power of the arts. I quickly witnessed that my childhood was starkly different from many of the youth I worked with at this non-profit. This was what began my interest in at-risk youth. Throughout college I spent a few spring breaks working with youth on the Navajo reservation. I recognized the same issues and concerns with the kids on the reservation as well. Why was there such a stark contrast between my upbringing and the upbringing of the majority of children who are "at-risk?" It was in a college classroom that I heard a phrase that impacted my thinking about this demographic greatly. It was from Father Gregory Boyle, founder of Homeboy Industries. We were assigned to read his book for class and his philosophy greatly shaped the concept for this paper. He contended that it was due to the lethal absence of hope that so many youth in the Los Angeles inner city were joining gangs. "Gang violence is really about lethal absence of hope. A hopeful kid isn't going to succumb to peer pressure." (*Father G Sees Past Tattoos, To the Heart* 2010). This demographic of youth grows up in situations and environments that

communicate to them that they are hopeless. Nihilism is pervasive throughout these individuals. Without hope, what does the future hold for these youth? I count myself blessed to have had a hopeful childhood, even throughout rough moments; there was always a presence of hope for tomorrow and for the future.

Many sociologists have studied poverty, mobility, education, and various related topics. In this paper I will be exploring the concept of hope, and how it manifests in effective programming for at-risk youth. To effectively help and impact at-risk youth, hope is an essential component to any educational and/or social service initiative. Throughout this paper I will explore different literature, narratives, and facts that stress the importance of hope as well as how hope is fostered. To get a grasp on the local level of hope I surveyed non-profits that work with at-risk youth. I examined the websites of 13 non-profits as well as interviewed six of the 13 about how they program for this demographic. Literature and narratives strongly suggest that hope through mentors, building self-esteem, and providing opportunities have the potential to greatly impact an at-risk individual. A survey and analysis of many non-profit organizations' practices in the Tucson area clearly demonstrates an attempt to create a hopeful atmosphere in each organization. This paper will showcase the necessity of hope, as well as the benefits of hope. Because the current funding climate for non-profits is unstable and many cuts target essential components of non-profits that aid at-risk youth, it is important to know the essential components of non-profits that cannot afford to be cut. The purpose of this paper is to demonstrate how the presence of hope is both necessary and helpful for the effective aid of this demographic.

LITERATURE REVIEW

What is hope? "Hope has been a topic of theoretical interest for several prominent Western philosophers and theologians, and this interest has continued up to the present day" (Peters 1993:1). There are many philosophers and great thinkers that have pondered the concept of hope. Philo calls hope "the nearest and dearest possession of the human soul" (Peters 1993:3). Merriam Webster defines it as a desire accompanied by expectation of, or belief in fulfillment (Merriam-Webster). In the Judeo-Christian scriptures, the original Hebrew and Greek words translated as an indication of certainty. "Hope" in Scripture means "a strong and confident expectation." Hope in the Old and New Testaments usually signifies a strong and confident expectation in God to complete His plan for the world (Peters 1993:2). Luther emphasized hope's importance in helping an individual endure the persecution and tribulation in life (Peters 1993:4). Hume describes "hope as the feeling that arises when a person thinks about any prospective event that appears pleasureful and that is uncertain but not impossible" (Peters 1993:4). Hope is central to an individual's existence, but also is coupled with expectations and thoughts regarding the future. Mill thought that hope was valuable to help individual improvement (Peters 1993:7). Hope is an important part of an individual's self esteem and outlook on life; therefore it affects one's actions. "Hope provides direction for actions and life" (Peters 1993:147). Fromm states, "without hope a person begins to die" (Peters 1993:9). Many at-risk youth grow up in neighborhoods where there is no direction and foreseeable escape of the negativity surrounding them. This absence of the possibility of positive future expectations therefore begets the absence of hope. If hope is the nearest and dearest possession of the soul as Philo argues or essential for human existence, then it truly is not just an absence, but also a lethal absence of hope in so many at-risk youth (Cook, McDermott, Rapoff, Snyder 1997:xiv).

Among at risk youth there is a large lack of hope, "most violent youth, regardless of their

family situations, tend to feel isolated, hopeless, and disengaged… These youth often experience an overwhelming loneliness and hopelessness" (Barr et al. 2001:35). If "hope helps us to maintain our moral strength and courage in the face of adversity" then it should be at the forefront of helping this youthful demographic living daily in a negative situation (Peters 1993:147). At-risk youth are usually from impoverished families. The problems associated with poverty are vast and numerous, including rampant "joblessness, crime, delinquency, drug trafficking, broken families, and dysfunctional schools" (Wilson 2008:556). Many youth who are in low-income neighborhoods are at-risk for negative behaviors as well as dropping out of school. Poverty dramatically increases risk of school failure, poor health, and teen pregnancy (National Center for Health Statistics 2012). With so many negative influences and inescapable circumstances, it is no wonder that hope is almost extinct in this population.

Of all high-school dropouts in 2010, 8% were Black and 15.1% were Hispanic. Since many inner cities and low-income neighborhoods are made up of predominately Black or Hispanic youth, when talking about at-risk youth one is often talking about Black or Hispanic youth as well. Another racial group that is labeled at-risk is American Indians or Alaska Natives, with a dropout rate of 12.4% in 2010. Unfortunately, many people involved in the lives of at-risk youth usually have not completed high school and do not encourage life choices that improve one's socioeconomic status or quality of life. Another issue facing many at-risk youth is crime and the violent behaviors associated with it. "In 2009, courts with juvenile jurisdiction disposed more than 1.5 million delinquency cases" (Juveniles 2013). In 2008 approximately 60% of children in the United States of America were exposed to crime, abuse, or violence (Juveniles 2013). Though many are exposed to, witness, or partake in crime, those involved with crime sometime also experience death at an early age. Many youth today are planning their funerals

instead of their high school graduation. They often consider themselves "lucky" if they have made it to the second decade of life. In 2010, the total deaths for all races and both sexes for ages 5-19 totaled 16,166. What is surprising to find is that when looking at cause of deaths in 2010, the age group with the largest amount of homicides was the 15-24 age group. These youth are "grappling life-death situations on a daily basis" (Dantzler 2006:69). Without hope it seems impossible to achieve anything for a child growing up in this environment. These statistics exemplify why hope is necessary for this demographic to not merely survive, but to thrive in this lifetime. If we wish for these individuals to live a full life they must experience true hope. "Through hope one can realize his or her potential and create a better world" (Peters 1993:11).

Many stories and accounts of successful youth demonstrate mentors, opportunities, and raising self-esteem as key influences. These are the sources of hope that I have focused upon for this paper. The founder of a Boys and Girls Club in Los Angeles described the youth he works with as "desperate for a sense of belonging, protection and respect" (Dantzler 2006:181). Because no one took the time or energy to let the voices of these kids be heard and listened, the first step the founder took in gaining their trust was often simply listening to them talk about life (Dantzler 2006:76). This small pleasure of having a person listen to you is so foreign to many children in poverty. Though it is not afforded to all children, it has been shown to be very influential. When assessing the profile of a non-violent youth, the first thing mentioned is the presence of positive role models (Barr et al. 2001:37-38). Another characteristic of non-violent youth was "a close, trusting bond with a nurturing adult outside the family" (Barr et al. 2001:37-38). On the other hand, violent youth tend to feel hopeless and "… like they are outsiders, that no one cares for them, that no one cares about them" (Barr et al. 2001:35). The presence of a caring adult to serve as a positive role model is an essential part of non-violent students, and therefore

should be critical in helping at-risk youth. Through a mentor, youth can witness hopeful thinking and a positive alternative to the adverse situations in which they were raised and currently live.

Positive mentors are key to building hope in an individual's life. "In their words and through their deeds, mentors epitomize the processes that are inherent in hopeful thinking" (Snyder et al. 1997:180). Research shows that having hopeful friendships and interactions enhances one's feeling of hope (Snyder 2000:124). The presence of attentive, caring role models is related to higher hope in children. Mentors enable youth to see a positive alternative to their negative surroundings and foster an environment of trust and security. This environment enables the formation of self-esteem and confidence in these youth. Through a consistent positive role model, at-risk youth can begin to identify the positive in their lives and believe in their own potential. Many times the presence of mentors creates unique opportunities that otherwise would not be afforded to these youth, often revealing a world of opportunities. Having a caring adult or mentor in the life of an at-risk child can be all that they need to succeed and overcome adversity in life. Hope begets hope; this idea of raising hope for an individual child can raise hope for the entire community in time. If we infuse hope into the inner cities and ghettos through each at-risk youth, each youth can in turn infuse hope into their own communities.

So why are mentors so effective? One reason is that they promote self-esteem in the youth they meet with one-on-one. The fact that they take the time to get to know the youth and listen to them communicates to the youth that they are important, and that they are valuable. Oftentimes at-risk youth do not receive such attention or care at home, so this is why the outside mentor can drastically change the course of a youth's life. "Higher self-esteem=higher hope" (Myers 1992). Raising the child's self-esteem raises their levels of hope. It enables them to envision a future greater than the life they currently may see. A mentor has the ability to create

belief in the youth's own abilities and therefore give the youth a chance to rise up (Frank 1996).
This empowerment helps them to learn how to pick themselves back up when knocked down by
the struggles of life. This creates problem-solving skills in the child to utilize when facing
adversity. It is a new way of thinking for many at-risk youth, but an essential way of thinking for
at-risk youth. Though this inner-strength is not always present in at-risk youth, it is imperative
for future success and for their overall well-being. Self-esteem acts as an emotional armor to
protect them from temptations and dangers of the street (Williams 1994:239). In non-violent
youth, one needs to develop self-esteem, a sense of hope about the future, and the belief in
oneself (Barr et al. 2001:37-38). The idea of raising self-esteem is obviously an important one
and can create hope in the at-risk youth demographic. The presence of self-esteem is a key
essential for successful programming.

The last source of hope is the presence of opportunities. Non-violent youth have the
opportunity to be exposed to examples of positive behaviors and not just negative ones (Barr et
al. 2001:37-38). Conversely, many youth who are at-risk have been exposed to many negative
behaviors, and often see this frequently. The opportunity of being around a positive influence is
itself a unique and hopeful opportunity for at-risk youth. Unfortunately, there are limited
resources for inner city at-risk youth and few adults to actually help them along the path of life
(Williams 1994:93). Giving at –risk youth opportunities reaps numerous positive outcomes
because many times opportunities are not otherwise afforded to them due to social class, racism,
and various other factors. Many police officers and employers "statistically discriminate"
because they do not want to hire "trouble" (Williams 1994:73). This lack of opportunities is
rampant across all impoverished neighborhoods. One initiative called "The Writers Crew" was a
highly positive experience for inner city youth that provided them with a mentor and urged the

kids to communicate and find their voice. One participant stated that as a result of the program he began to see educational possibilities he had not seen before (Williams 1994:87). This could not have come to fruition without the presence of older mentors who invested into those kids as well as opened the kids' eyes to the possibilities the world around them offered. The trusting relationship that was fostered, as well as the empowerment experienced in their group meetings, were all stepping stones in getting the participants to take hold of future opportunities. It also opened their eyes to the possibility of future educational and work opportunities. The opportunity of positive spaces and places is often taken for granted in affluent communities. The presence of after-school resources is an opportunity for youth to partake in positive alternatives as well as escape the negative and temptation filled after-school time block. It is proven that juvenile offenders of violent crime peak during after school hours (Juveniles 2013). When these positive opportunities are available, youth now have the opportunity to choose which path they wish to embark upon. Having the opportunity to choose which path to take is empowering for youth and gives them their own voice. Oftentimes many youth who are at-risk are never given an opportunity to be able to choose a positive alternative to the negative life surrounding them daily. This opportunity is a chance for them to escape their gloomy surroundings. Other opportunities given are ones of expression. Many organizations give the kids a chance to express their emotions in a healthy and legal way. These kids have seen and gone through a lot for their age, and oftentimes have much to say and express. Encouraged positive expression gives opportunity for kids to express themselves without getting into trouble with the law. Many unique and diverse opportunities can be given to at-risk youth through organizations and mentors that truly care and commit to providing hopeful opportunities.

Although the concept of hope is abstract and hard to grasp, its effects are felt in disadvantaged areas on a daily basis. According to the National Center for Charitable Statistics, in 2009 there were 21,846 non-profits organizations in Arizona. This grew 43.1% since 1999 (NCCS 2013). This shows the growth of non-profits in the Arizona region, which alludes to the growth in the needs of the citizens of Arizona. There are many people, and also many youth who are at-risk and need hopeful assistance. I collected a random sample of local Tucson non-profits that work with at-risk youth to see how "hopeful" their programming for this demographic was. I collected these data through their websites as well as through survey questions. Overall, I found that most non-profits that work with at-risk youth include hope in their programming. With the growth of non-profits in Arizona, it is encouraging to see that hope is still a part of organizations helping at-risk youth in need.

METHODOLOGY

My data collection consisted of two different parts. The first half was an analysis of 13 non-profits in the Tucson area that work with at-risk youth. I measured the presence of hope through coding the webpage of each organization. I collected data through analyzing their webpages and identifying the use of the word hope-manifest coding. I then assessed if they provided opportunities to youth, raised their self-esteem, as well as if they provided mentors. I compiled my sample list through referrals as well as through a Google search. Though it could be said that many are somehow linked, the referrals were mostly from Child Protective Services and therefore varied in affiliations and services provided to youth. The second part of my methodology was conducting a one-page survey (see Appendix A) that was emailed out to institutions. The survey inquired on the presence of hope, indicators of hope, and the institution's

success rates. I received six completed surveys. This information really assisted me in understanding the landscape of local non-profits and how prevalent hope is in these institutions.

For the website evaluations, I recorded if there were any agencies that explicitly stated hope as a part of their organization. I then recorded if any mentors were provided for the youth they served or if they provided any meaningful one-to-one interactions for the youth. This was sometimes implied through interactions with staff being "loving" and/or "nurturing." Next I recorded if self-esteem was part of their organization through focusing on key terms such as: transform their heart, empower, or motivate. I categorized any organization that utilized the phrase "offers the opportunity" as one that provides opportunities. These opportunities varied from acquiring job-training skills to utilizing tools for self-expression. Regardless of the nature of the opportunity, they all served as a means to escape at-risk youth's negative surroundings.

For the surveys of non-profit organizations, I read through them all and coded a positive or negative for each source of hope explained above. I also made note if they mentioned any lack of success in their organization or programming efforts.

Again, it should be noted that only six of the 13 organizations returned competed surveys, thus some of the results are representative of this limited sample and may not necessarily apply to the others. Still, given the literature and my findings, I would posit that the findings have broad application.

RESULTS

When assessing the WebPages of a handful of non-profit organizations in the Tucson area that work with at-risk youth, all possessed at least one indicator of hope, if not multiple. See the table below for the results of the webpage analysis.

Name	Hope	Mentor	Opportunity	Self Esteem	Total
Boys and Girls Club		X	X	X	3
Youth on their Own			X	X	2
Gap Ministries	X	X	X	X	4
Mentoring Tucson's Kids	X	X		X	3
CPS		X	X		2
Springboard	X	X	X	X	4
Devereux	X		X	X	3
Fred G. Acosta Job Corps		X	X		2
In my Shoes		X	X	X	3
Vision Quest			X	X	2
Project Soar		X		X	2
Higher Ground Youth Center		X	X	X	3
Rebelarté			X	X	2
Total	4	9	11	11	35

The most common two indicators were self-esteem and opportunity. Eleven out of the 13 institutions included wording alluding to services that provided opportunities as well services that raised self-esteem. One example of self-esteem was when Vision Quest stated that their mission was to "nurture a young person's spirit and soul" (http://www.vq.com/quest/about/). An example of "opportunity" was Higher Ground Youth Center, which provided a community center for people who need services and people who provide services. This opportunity for youth to transform through partnerships and programs is unique to this institution, and not available to all youth in Tucson (http://higherground.me/about). Out of the 13 institutions analyzed through webpages, only nine mentioned the presence of mentors or meaningful one-to-one interactions with youth. Lastly, only four institutions explicitly stated that they provided hope or wanted to instill hope in their youth. It is also interesting to note that of the four institutions who explicitly stated hope as a key part of their programming, all but one were religiously affiliated. Although all non-profits analyzed were found to possess indicators of hope, only four explicitly stated that they provided it. All institutions had more than one indicator of hope, proving that despite the

lack of explicitly stating it, all institutions are at some level hopeful. Six institutions had only two

indicators of hope, five institutions had all three indicators of hope, and only two institutions

evaluated had all three indicators of hope as well as explicitly stated on their website that they

provided hope. The two institutions that fell into this category were Gap Ministries and

Springboard Home for Youth in Crisis. Gap Ministries has the mission of providing hope, help,

and healing through the empowerment of God. Springboard helps teen girls find help and hope

through Christ-centered instruction. These two institutions appear the most hopeful according to

the webpage analysis. Their belief in hope seems to strongly and explicitly stem from their

religious beliefs that hope is found and fostered through the divine power of God.

Out of the 13 institutions whose webpages I analyzed, six of them completed surveys

with questions regarding their institution and the presence of hope within their organization.

Results for the surveys conducted on six of the organizations can be found in the following table.

Name	Hope	Mentor	Opportunity	Self Esteem	Total
Boys and Girls Club	X	X	X	X	4
Youth on their Own	X		X	X	3
Gap Ministries	X	X	X	X	4
Springboard	X	X	X		3
Mentoring Tucson's Kids	X	X	X	X	4
Rebelarté	X	X	X	X	4
Total	6	5	6	5	22

All findings showcase that Tucson non-profits are hope-filled. Though all institutions

measured hope and success differently, all claimed success and hope as present in their

programming efforts. Based on the surveys, the only institution that did not use mentors was

Tucson Youth on Their Own, since they focused much more heavily on providing necessary

services to their youth. On the website analysis showed that Springboard was one of the most

hopeful, with all three indicators present as well as explicit use of the word hope. Through their survey, however, the institution did not claim to focus on self-esteem but instead on the movement away from a self-centric point of view to a God-centric point of view for their lives. The answer to that question was interesting to me since I had found ample words and phrases that suggested they instilled a sense of hope and purpose into the girls they worked with. Providing a concrete definition of self-esteem would have provided clearer results and less contrasting results in the presence of self-esteem raising initiatives. Other than Youth on Their Own and Springboard, the remaining non-profits conveyed the use of all 3 indicators of hope. This proves that non-profits that serve at-risk youth in Tucson are on the right track and are providing effective programming to this demographic.

All non-profits defined success differently. Some defined it as a child being changed for the better in any small or large way, while others provided success rates that were all positive and encouraging. Regardless of how success was defined, all organizations surveyed stated that they were success. All organizations that possessed hope as part of their programming had reports of success. Although on their websites only four of the 13 explicitly stated that hope was part of their programming, through surveying six of the organizations, each institution claimed to instill hope into their youth. Of the organizations that completed a survey, two of them already explicitly stated that hope was part of their programming during the webpage analysis. Even though more institutions were analyzed through website, the explicit statement that hope is instilled through their programming scored higher in the surveying. For a comparison of each indicator of hope between webpage analysis and surveys see the following graph.

Hope Indicator Comparison
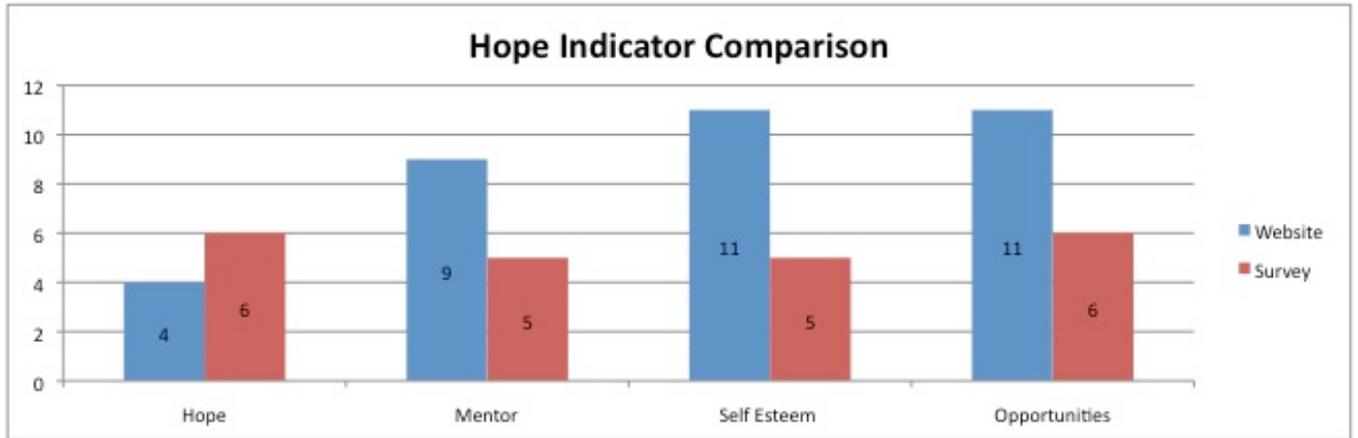
CONCLUSION

With the stark reality that many inner city youth face along with the lack of funding given to youth who are at-risk, it is important to focus energy and monies on effective programming models. A lasting and impactful programming model is one that incorporates the concept of hope. Hope is essential for effective programming, and essential for true change in the lives of the youth whom many non-profits desire to help and empower. Although hope has not been proven to cause success, these findings show that hopeful Tucson non-profits also are successful non-profits. The problems of the inner city still persist, which exemplifies the need for reforms to non-profits that create hope-focused and hope-centered programs. It is promising to see the Tucson area non-profits are hopeful as well as successful. Religiously affiliated organizations seemed to be the most hopeful in terms of the webpage analysis, and through surveys only two organizations were missing one component of hope in their programming methods. These sources of hope are essential pieces for effective non-profits and also imperative for successful service to any at-risk youth.

APPENDIX A.

NON PROFIT INSTITUION SURVEY

Q1: What demographic does your organization work with?

(How do you define _____)?

(Ex: how do you define "at-risk.")

A:

Q2: What is your goal in serving this demographic?

A:

Q3: To what extent does your organization provide mentors?

A:

Q4: Do you provide opportunities? And what are the opportunities provided?

(Ex: job training, self-expression, talent showcases, pursue hobbies)

A:

Q5: To what extent do your programs instill self-esteem, if at all?

A:

Q6: Would you say that your programming gives hope, and in what ways?

A:

Q6: What are your measures of success?

A:

Q7: How successful has your programming been?

A:

Q8: Personally, what do you think is essential in helping this specific demographic?

A:

References

Barr, Robert D. and William H Parrett. 2001. *Hope fulfilled for at risk and violent youth: K-12 programs that work*. VA: Allyn & Bacon.

Conan, Neal (Interviewer) and Fr. Gregory Boyle (Interviewee). 2010. *Father G Sees Past Tattoos, To the Heart* [Interview transcript]. Npr.org. Retrieved April 9, 2013 (http://www.npr.org/templates/transcript/ transcript.php?storyId=124580071).

Cook, William, Diana McDermott, Michael A. Rapoff, and C.R. Snyder. 1997. *Hope for the Journey*. Boulder, CO: Westview Press.

Dantzler, Lou. 2006. *A Place to Go A Place to Grow*. Los Angeles: Holtzbrinck Publishers.

Fast Facts: Dropout Rates." National Center for Educational Statistics. Retrieved April 12, 2013 (http://nces.ed.gov/fastfacts/display.asp?id=16).

Frank, Ivan C., 1996. *Building Self-Esteem in At-Risk Youth*. Westport, CT: Praeger Publishers.

"Higher Ground Youth Center." Retrieved April 10, 2013 (http://higherground.me/ about).

"Juveniles." Crimesolutions.gov. Retrieved April 11, 2013(http://www. crimesolutions.gov/topicdetails.aspx?id=5).

Kornblum, William and Terry Williams. 1994. *The Uptown Kids: Struggle and Hope in the Projects*. New York: G.P. Putnam's Son.

Merriam-Webster. 2013. "Hope" Retrieved April 20, 2013 (http://www.merriam-webster.com/dictionary/hope).

Myers, David. 1992. *The Pursuit of Happiness*.

National Center for Charitable Statistics. 2013. "Number of Nonprofit Organizations in Arizona, 1999 – 2009" Retrieved April 11, 2013 (http://nccsdataweb.urban.org/PubApps/profile1.php?state=AZ).

National Center for Health Statistics. Health, United States, 2011: With Special Feature on Socioeconomic Status and Health. Hyattsville, MD. 2012.

Peters, Curtis H. 1993. *Kant's Philosophy of Hope*. New York: Peter Lang Publishing Inc.

Snyder, C.R., ed. 2000. *Handbook of Hope: Theory, Measures, and Applications*. San Diego, CA: Academic Press.

"VisionQuest." Retrieved April 11, 2013 (http://www.vq.com/quest/about/).

Wilson, William Julius. 2008-2009. "The Political and Economic Forces Shaping Concentrated Poverty." *Political Science Quarterly* 123 (4): 555-571.