

## *Help Yourself Academies*

- Enroll 24 disadvantaged third graders annually, a class size large enough to ensure that a significant number of students enter college from the class and small enough for one teacher to handle effectively;
- Operate on college campuses (we have programs across the country, and we will add at least three colleges each year);
- Involve parents (or surrogates) in regular sessions each month to ensure that what is gained in the academy is not lost at home;
- Provide students with a challenging curriculum that is rich in science, technology, engineering, and mathematics;
- Create one-on-one mentoring networks with college students, thereby establishing role models for the children and simultaneously channeling the idealism of college students into a “campus corps for children”; and
- Enhance relations between the college and the community through a board of local grade-school teachers and college personnel.

*No other program combines these elements.*

The Help Yourself Foundation, a 501(c)(3) charitable organization, was established in 2005 by Roger H. Hull. Dr. Hull, President Emeritus of Union College, earned his undergraduate degree from Dartmouth College, his law degree from Yale Law School, and his master's and doctorate degrees from the University of Virginia. After practicing law for three years in New York City, he served as Special Counsel to Governor Linwood Holton of Virginia, Deputy Staff Director and Special Assistant to the Chairman of the National Security Council's Interagency Task Force on Law of the Sea, and Vice President for Development and Planning and Adjunct Professor of Law at Syracuse University. He was President of Beloit College (1981-1990) – where the after-school academy was created at his urging – and President of Union College and Chancellor of Union University (1990-2005).



### **Help Yourself Foundation**

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Our mission is to change  
the lives of disadvantaged  
grade-school children  
through the creation  
of after-school academies  
on college campuses.



## *The Dream*

For most children, college is an expectation. For those at-risk, it is an elusive dream. The difference, all too often, comes down to support.

In America, far too many children live in poverty. Few will ever gain the knowledge or the skills to attend college.

Over the past three decades, colleges have often reached out to disadvantaged high-school students. High school, however, is too late. By then, most of these children have seen the dream drift by and have lost interest.

## *Changing the Dynamic*

We will reach these children in third grade – the last grade, experts say, at which a child's interest in learning can be sustained. What will we do?

- Create after-school academies on college campuses across the country;
- Attract the best minds to spark the children's imaginations;
- Instruct them in a demanding curriculum developed by National Board Certified Teachers; and
- Immerse children in a way of life that will broaden their horizons, stir their imaginations, and alter their views of themselves and their futures.

The program improves on the model established in 1988 at Wisconsin's Beloit College, now in its third decade. At Beloit's academy, 41% of the children stayed with the program through high school, and 95% of those children went on to college (compared to 36% of area students not participating in the program). We expect to exceed those results.

## *The Reality*

Children will experience immediate benefits by:

- Adopting good study habits and developing new interests and skills;
- Having passionate and knowledgeable teachers preparing them for the rigors of school;
- Feeling the joy of increased confidence and self-respect as their school performances improve; and
- Thinking of themselves as children with a future – and expecting college to be part of that future.

In 10 years, the first academy children, once considered probable drop-outs, will graduate proudly from high school and enter college. By then, several thousand at-risk children will be enrolled in academies nationally.

We will gauge their progress carefully through standardized tests, gather critical data, and continuously evaluate the program to ensure that we are restoring hope and securing the futures of impoverished children. In short, we will not allow poverty to rob these children of their dream because we will help them to reach out, catch that drifting dream, and turn it into reality.

## *Financing*

We will develop the curriculum and make it available to participating institutions, select the colleges, help them implement the program, and bring directors together annually. Participating colleges will select the students for the academies and assume other costs. However, as resources permit, we will provide funding on a challenge-grant basis to colleges that require assistance.