

# FOIA MARKER

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**Collection/Record Group:** Clinton Presidential Records

**Subgroup/Office of Origin:** National Service

**Series/Staff Member:** Jim Kreidler

**Subseries:**

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**OA/ID Number:** 1283

**FolderID:**

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**Folder Title:**

[Creating a New Haven for Our Children - A Proposal to the Coca-Cola Foundation] [loose] [2]

**Stack:**

**S**

**Row:**

**66**

**Section:**

**2**

**Shelf:**

**4**

**Position:**

**3**

# Withdrawal/Redaction Sheet

## Clinton Library

| DOCUMENT NO.<br>AND TYPE | SUBJECT/TITLE                                            | DATE       | RESTRICTION |
|--------------------------|----------------------------------------------------------|------------|-------------|
| 001. resume              | [Personally Identifiable Information] [Partial] (1 page) | 00/00/0000 | b(6)        |

### COLLECTION:

Clinton Presidential Records  
National Service  
Jim Kreidler  
OA/Box Number: 1283

### FOLDER TITLE:

[Creating a New Haven for for Our Children - A Proposal to the Coca-Cola  
Foundation][loose]

2013-0661-F

jp4897

### RESTRICTION CODES

#### Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

#### Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

## HENRY J. FERNANDEZ, III

Mailing:  
Box 8A  
Yale Station  
New Haven, CT 06520

Residence:  
25 Broadway, Apt. B-1  
New Haven, CT 06511  
(203) 562-7333

### Education

- 1990-present      YALE LAW SCHOOL      NEW HAVEN, CT  
Candidate for J.D. degree in June 1993. Coursework in Business Organizations, Criminal Law, Evidence and Contracts. Clinical work in Non-profit Organization and International Human Rights.
- 1986-1989      HARVARD UNIVERSITY      CAMBRIDGE, MA  
A.B. degree *cum laude* in Government 1989. Awarded **Advanced Standing** and graduated in three years. Additional coursework in Computer Science, Sociology and Economics.

### Honors

Connecticut Bar Association Fellow  
Stride-Rite Community Service Grant  
John Harvard Scholarship  
Kennedy School of Government, Institute of Politics, Thesis Grant  
IBM Thomas J. Watson Scholarship (undergraduate \$8000/yr)  
Poughkeepsie Education Fund Scholarship (undergraduate \$4000/yr)

### Experience

- January 1992 to Present      LEADERSHIP, EDUCATION & ATHLETICS      NEW HAVEN, CT  
IN PARTNERSHIP (L.E.A.P.)  
Co-Founder and **Executive Director** of intensive educational and social development program for over 200 New Haven youth between the ages of 7 and 13. Organized community support, co-developed training sessions for 60 staff members, oversaw all staff, wrote grant applications, and successfully worked with both the public school district and the public housing authority to use existing community resources for initial 1992 Summer Component. Currently oversee School Year Component and work with Board of Directors to expand number of children served, improve training, and fundraise.
- Fall 1991 to Present      PROFESSOR GEOFFREY C. HAZARD      YALE LAW SCHOOL  
**Teaching Assistant** for first year civil procedure class. Write and grade assignments, answer students' questions, and prepare class materials.
- Summer 1991      RURAL ORGANIZING AND      LEXINGTON, MS  
CULTURAL CENTER (R.O.C.C.)  
**Legal intern** and advisor to R.O.C.C.'s grassroots organizers and community members in Holmes County, America's fourth poorest county. Advised community group in legal methodology necessary for successful desegregation of recreational space. Advised R.O.C.C. clients on freedom of information laws, housing subsidy programs, and voting rights infringements.
- Summer 1990      MISSION HILL SUMMER CAMP      ROXBURY, MA  
Co-founded and supervised educational and recreational summer camp for six to thirteen year olds in the Mission Hill public housing development. Developed curriculum, organized parental support, trained counselors in backwoods camping techniques, and along with junior counselor, led group of seven teenage children for eight weeks.
- January to June 1990      YOUTH CONTACT CENTRE      BULAWAYO, ZIMBABWE  
**Teacher** of Form Three and Form Four high school English and Math at school for students who could not afford the government educational system.



|                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| August to<br>December 1989                                                                                                                                                                                                                                                                                                              | HUMAN RIGHTS COMMISSION<br><b>Fair Housing Coordinator</b> for municipal civil rights enforcement agency. Designed forms and complaint filing process. Investigated and settled fair housing complaints under HUD and Cambridge fair housing laws. Trained city employees and service providers in discrimination laws.                                                                                                                  | CAMBRIDGE, MA      |
| August to<br>November<br>1989 & 1991                                                                                                                                                                                                                                                                                                    | COMMITTEE TO ELECT KEN REEVES<br>Organized media, database and voter identification portions of Kenneth E. Reeves successful bids for a first and second term on the Cambridge City Council. Via election to his second term on the Council, Kenneth E. Reeves became the first African-American mayor in Massachusetts and became Chair of the School Committee.                                                                        | CAMBRIDGE, MA      |
| Summers of<br>1988 & 1989                                                                                                                                                                                                                                                                                                               | MASSACHUSETTS COMMISSION<br>AGAINST DISCRIMINATION<br>As <b>Compliance Officer</b> , investigated, attempted settlement, and provided findings of fact to commissioners on alleged violations of civil rights laws. Testified at public hearing on my findings in sex discrimination case.                                                                                                                                               | BOSTON, MA         |
| November 1987<br>to January 1989                                                                                                                                                                                                                                                                                                        | PROFESSOR RODERICK HARRISON<br><b>Research Assistant</b> for Afro-American Studies and Sociology Professor. Wrote matrix manipulation computer programs using APL programming language for Professor Harrison's published paper on job mobility within U.S. Census job categories.                                                                                                                                                       | HARVARD UNIVERSITY |
| Summer 1987                                                                                                                                                                                                                                                                                                                             | FIRST BOSTON CORPORATION<br>Researched and reported on foreign dollar swaps and computer pricing models for Fixed Income Research Department.                                                                                                                                                                                                                                                                                            | MANHATTAN, NY      |
| Summer 1986                                                                                                                                                                                                                                                                                                                             | INTERNATIONAL BUSINESS MACHINES<br>Verified vendor accuracy for Finance Department. Developed LOTUS computerized spread sheet to replace hand-written bookkeeping of IBM travelers' cheques.                                                                                                                                                                                                                                             | POUGHKEEPSIE, NY   |
| <u>Activities</u>                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                    |
| September 1990<br>to present                                                                                                                                                                                                                                                                                                            | BLACK LAW STUDENTS ASSOCIATION<br>As <b>Community Affairs Chairperson</b> , created and run big sibling program which places BLSA members and undergraduate Yale students with children from the Elm Haven public housing development.                                                                                                                                                                                                   | YALE LAW SCHOOL    |
| January 1991<br>to present                                                                                                                                                                                                                                                                                                              | YALE LAW SCHOOL ADMISSIONS<br><b>Recruiter</b> for prospective students. Give tours, answer prospectives' questions and plan recruitment trips.                                                                                                                                                                                                                                                                                          | YALE LAW SCHOOL    |
| November 1986<br>to June 1989                                                                                                                                                                                                                                                                                                           | PHILLIPS BROOKS HOUSE ASSOCIATION<br>Member of the Cabinet (governing board) of the oldest and largest student-run public service organization in America. As Director of the Mission Hill Afterschool Program, raised funds, developed curriculum, recruited volunteers and solicited community involvement for this tutorial and recreational program for elementary school children from the Mission Hill Public Housing Development. | HARVARD UNIVERSITY |
| <u>Interests</u>                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                    |
| Soccer (Harvard Freshman Team, High School and Club).<br>Teaching (Yale Law School Street Law Program at Wilbur Cross High, New Haven).<br>Photography.<br>Mentorship (Little Brother Program).<br>Computer Programming and skills (APL, Pascal, and BASIC programming; knowledge of WordPerfect, LOTUS and several database programs). |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                    |

# MATTHEW KLEIN

P.O. Box 2198 Yale Station  
New Haven, CT 06520  
(203) 436-0224

35 Lourdes Avenue  
Boston, MA 02130  
(617) 522-2717

## EDUCATION

**YALE UNIVERSITY**, New Haven, Connecticut  
Candidate for B.A. History, May 1993  
Current G.P.A. 3.7

**BOSTON LATIN SCHOOL**, Boston, Massachusetts, Graduated June 1989  
President of Class, Co-Editor-in-Chief of Yearbook, Ward Fellowship for Dedication to Public Service

## EXPERIENCE

**LEADERSHIP, EDUCATION, AND ATHLETICS IN PARTNERSHIP (L.E.A.P.)** 1992  
*Co-Founder, Co-Coordinator.* Established and oversaw a \$200,000 educational summer program that served 240 children from four public housing developments in New Haven. Developed the model for L.E.A.P. based on past experience, recruited and hired a staff of 60, coordinated the enrichment program. Currently expanding L.E.A.P. to run through the academic year and serve 400 children next summer.

**U.S. ATTORNEY'S OFFICE** Summer 1991, Spring 1992; Boston, MA  
*Intern.* Researched public corruption case, assisted attorneys, provided clerical support, aided librarian.

**CAMBRIDGE YOUTH ENRICHMENT PROGRAM** Summer 1990; Cambridge, MA  
*Counselor.* Lived in a low income housing development as a mentor to 8 ten-year old boys. Developed an eight-week curriculum of multicultural academic, recreational activities using resources of Cambridge & Boston, led a six day camping trip to Washington D.C.

**STATE STREET BANK** Summer 1989, 1987; Boston, MA  
*Junior Clerk.* Processed stock transactions, oversaw customer credit, researched cases of default payments.

**OFFICE OF MASSACHUSETTS ATTORNEY GENERAL** Summer 1988; Boston, MA  
*Intern.* Worked in Victim Compensation Unit, Criminal Division. Verified claims, administered payments to victims of violence.

## ACTIVITIES

- **FRESHMAN COUNSELOR**, *Branford College.* Hired by the Yale College Dean's Office to live in freshman housing and advise 20 new students on academic and personal affairs.
- **CO-COORDINATOR**, *Outdoor Corps.* Oversaw entire program, including application process, fundraising, recruiting children, guiding student leaders in working with New Haven children.
- **DIRECTOR**, *GroupWork.* Assigned groups for after-school program, organized program wide events, and continue to spend an afternoon each week with three fourth grade boys.
- **STUDENT MANAGER**, *Branford and Saybrook College Dining Halls.* Hired, trained, scheduled, supervised 65 student workers, completed payroll, insured effective service. Promoted as a Freshman.

**OTHER.** Intramural Sports (Football, Basketball; Branford Football Rookie of the Year, 1989)  
Political Union (Liberal Party Officer, 1990-1991)  
Intern, New Haven Board Of Aldermen, 1992



# REGINA LYVESIA WINTERS

**PERMANENT ADDRESS:**  
639 East 57th Street  
Brooklyn, New York 11234  
(718) 763-3843

**SCHOOL ADDRESS:**  
50 Nash Street #2L  
New Haven, CT 06511  
(203) 777-8227

## EDUCATION

**YALE SCHOOL OF ARCHITECTURE**  
Master of Architecture expected in 1994.

**NEW HAVEN, CT**

**HARVARD UNIVERSITY**

**CAMBRIDGE, MA**

B.A. with honors received June 1991. Major in Visual and Environmental Studies. Concentration in architecture. Summa cum laude received for thesis completed on Aaron Douglas and the art of the Harlem Renaissance. Additional credits from Columbia University. Harvard College Scholarship. Elizabeth Cary Agassiz Certificate of Merit. Rudolph Arnheim Prize for Visual and Environmental Studies.

**GEORGE SCHOOL**

**NEWTOWN, PA**

1984-7. Albert G. Oliver Scholar. A Better Chance, Inc. (ABC) Scholar. International Affiliation Committee. Black National Achievement Scholar. Regents Scholar. International Baccalaureate Program. Junior Varsity Cross-Country. Prefect. Student exchange program in Bogota Colombia (Spring 1987).

## EXPERIENCE

**LEADERSHIP EDUCATION AND ATHLETICS IN PARTNERSHIP (L.E.A.P)**

**NEW HAVEN, CT**

Coordinator of and counselor for city-wide youth enrichment program. Counselor responsible for teaching and teaching 12 and 13-yr-olds in all subjects (focusing on visual and environmental studies and integrating field and classroom study). Coordinator responsible for curriculum development, fundraising and counselor supervision. Summer 1992-present.

**FLEMING CORPORATION ENGINEERS ARCHITECTS PLANNERS**

**NEW YORK, NY**

Responsible for budgeting, production and design of corporate brochure. Summer 1991.

**JP MORGAN, INC.**

**NEW YORK, NY**

Global Financial Markets Group Intern. Created data base and macros for GFM Program research system in LOTUS 123. Revised course, instructor and schedule information in T.R.I.M. System. Accessed market activity information in Bloomberg. Summer 1990.

**HOUGHTON LIBRARY**

**CAMBRIDGE, MA**

Department of Printing and Graphic Arts. Sales/Advertising assistant for library publications. Responsible for exhibition design and construction. Also involved in composition of exhibition catalogues and symposium lectures. Used graphic programs for Macintosh and IBM systems. Term-time 1987 - 1991.

**OPERATION CROSSROADS, INC.**

**LIBERIA, WEST AFRICA**

Part of design and construction team for an elementary school dormitory. Also responsible for teaching math and science at Jordan Agricultural Institute in Royesville, Liberia. Summer 1989.

## ACTIVITIES

National Organization for Minority Architecture Students- Co-Founder, 1992-present  
Dean's Advisory Committee on Student Grievances- Student representative, 1992-present  
Albert G. Oliver Program- Steering Committee; Executive Board, 1991-present  
L.E.A.P.- Executive Board, Curriculum Committee, 1992-present  
Yale Building Project- Field Team Manager

# Withdrawal/Redaction Marker

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Name: Roslyn Milstein Meyer, Ph.D.

(b)(6)

CLINTON LIBRARY PHOTOCOPY

Education: B.A., Yale University, 1971  
M.S., Yale University, 1973  
Ph.D., Yale University, 1977

|                       |                |                                                                                                                |
|-----------------------|----------------|----------------------------------------------------------------------------------------------------------------|
| Professional History: | 1979 - present | Clinical Psychologist                                                                                          |
|                       | 1982 - 1990    | Assistant Clinical Professor of<br>Psychology, Department of Psychiatry,<br>Yale University School of Medicine |
|                       | 1979 - 1989    | Clinical Docent, Department of<br>Psychology, Yale University                                                  |
|                       | 1978 - 1982    | Clinical Instructor of Psychology,<br>Department of Psychiatry, Yale<br>University School of Medicine          |
|                       | 1976 - 1979    | Supervised Psychotherapist                                                                                     |
|                       | 1975 - 1976    | Research Intern, West Haven Veteran's<br>Administration Hospital                                               |
|                       | 1974 - 1975    | Clinical Intern, Division Of Mental<br>Hygiene, Yale Health Plan, Yale<br>University                           |
|                       | 1974 - 1975    | Teaching Assistant, Yale University                                                                            |

[001]

Honors or Recognition: Summa Cum Laude  
Phi Beta Kappa  
Honors in Psychology

Research: Alienation and Psychopathology, M.S. Thesis published under Schimek  
and Meyer, Dimensions of Alienation and Psychopathology,  
Psychological Reports, 1975, 37, 727 - 732



The Assessment of Change During Intensive Treatment of Borderline and Schizophrenic Young Adults, published under Blatt, Ford, Berman, Cook and Meyer, Psychoanalytic Psychology , 1988, 5(2), 127-158

Parent - Daughter Relationships and the Daughter's Sexual Self-Concept, Sexual Behavior and Sexual Values, Ph.D. Dissertation, unpublished

Other Publications:     Student Guide to Sex on Campus, Signet Books, 1971, co-author

|         |                |                                                                                                             |
|---------|----------------|-------------------------------------------------------------------------------------------------------------|
| Boards: | 1992 - present | Member, Executive Committee, L.E.A.P. (Leadership, Education, Athletics in Partnership for New Haven Youth) |
|         | 1991 - present | President , Board of Trustees, The Foote School, New Haven                                                  |
|         | 1991 - present | Member, New Haven Steering Committee, A World of Difference, Anti-Defamation League, B'nai Brith            |
|         | 1991 - present | Member, National Council of Jewish Women, HIPPY Project                                                     |
|         | 1989 - 1990    | Member, Board of Directors, WOWPAC                                                                          |
|         | 1988 - 1991    | Chairman, Library Expansion Project, The Foote School                                                       |
|         | 1984 - present | Member, Board of Trustees, The Foote School                                                                 |
|         | 1990 - present | Vice President, Board of Directors, Yale Hillel                                                             |
|         | 1986-1989      | Treasurer, Board of Directors, Yale Hillel                                                                  |
|         | 1985 - present | Member, Board of Directors, Yale Hillel                                                                     |

Resume of  
Bernice H. Willis

Business Address:  
Southern Connecticut State University  
501 Crescent Street  
New Haven, Connecticut 06515  
TEL.: 203/397-4575

Home Address:  
385 Stevenson Road  
New Haven, Connecticut 06515  
TEL.: 203/397-0131

EDUCATION:

Doctorate: Ed.D., Duke University, 1976. Dissertation Title:  
"Relationship between Self-Concept and Race Among Fourth,  
Fifth and Sixth Grade Students."

Masters: Master of Arts, Peabody College at Vanderbilt  
University, Nashville, Tenn., 1963.

Bachelors: Bachelor of Arts, Oberlin College, Oberlin, Ohio,  
1959.

Other: American Management Association: Management Skills and  
Techniques and Training the Trainer Seminars, 1974.  
University of North Carolina at Chapel Hill, 1966 (12  
semester hours).  
Conover Hall, Shropshire, England, (3 month internship,  
blind/multiple handicapped), 1963.

PROFESSIONAL EXPERIENCE:

9/87 - present: DEAN, SCHOOL OF EDUCATION, Southern  
Connecticut State University, New Haven, Connecticut.  
Responsible for the administration and leadership of  
the School of Education including personnel, financial  
resources, internal and public relations, strategic  
planning and organizational change, and evaluation. The  
School of Education is comprised of eight departments with  
96 full-time faculty and over 3,000 undergraduate and  
graduate full- and part-time students.

12/86 - 8/87: PROGRAM MANAGER, INFORMATION MANAGEMENT AND  
TECHNOLOGY, SOUTHEASTERN EDUCATIONAL IMPROVEMENT  
LABORATORY, Research Triangle Park, North Carolina.

Responsibilities included development and implementation of  
the laboratory's information management system, including  
the acquisition, transformation, transfer, and storage of  
information both within the laboratory and  
between it and its collaborators; management of the  
technology program, including development of the  
programmatic initiatives and products; coordination of a  
seven-state collaborative software evaluation exchange



Bernice H. Willis

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PROFESSIONAL EXPERIENCE (Cont'd)

project, SEED, and a twelve-state education agencies' Job Training Partnership Act consortium; and state liaison for Alabama.

12/85 - 12/86: PROGRAM MANAGER, DISSEMINATION AND TECHNOLOGY, SOUTHEASTERN EDUCATIONAL IMPROVEMENT LABORATORY, Research Triangle Park, North Carolina.

Responsibilities included the development and implementation of a dissemination master plan that provided direction to the laboratory's dissemination activities and products; coordination of all laboratory dissemination efforts; and management of the laboratory's technology initiative.

9/81 - 11/85: DEPUTY DIRECTOR, SOUTHEASTERN REGIONAL COUNCIL EDUCATIONAL IMPROVEMENT, Research Triangle Park, North Carolina.

Responsibilities included assisting the Executive Director in managing fiscal affairs and the regional office; coordination and development of all Council materials and products; coordinated the dissemination of all Council products, including data and information from the Southeastern Educational Information System (SEIS); assisted with public relations activities, including establishing and maintaining communications networks; arranging and coordinating the design of a multi-state software evaluation and exchange model (Project SEED).

8/80 - 8/81: COORDINATOR - POLICY ANALYSIS/COMMUNICATION, SOUTHEASTERN REGIONAL COUNCIL FOR EDUCATIONAL IMPROVEMENT, Research Triangle Park, North Carolina.

Responsible for review of educational and public policy and publications, abstracting materials for dissemination; coordinating Council publications and products for dissemination; and assisted in planning, arranging and coordinating Council-related meetings and conferences.

1978 - 1980: ASSISTANT PROFESSOR IN SPECIAL EDUCATION, NORTH CAROLINA A&T STATE UNIVERSITY, Greensboro, North Carolina.

Teaching responsibilities included undergraduate and graduate courses in Special Education. Designed undergraduate degree program in special education which was approved by the University of North Carolina General Administration. Continued as a project director of a training project which was transferred from previous employment to the university.



Bernice H. Willis

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PROFESSIONAL EXPERIENCE (Cont'd)

1972 - 1977: ASSOCIATE DIRECTOR FOR PROGRAMS, LEARNING INSTITUTE OF NORTH CAROLINA, Durham, North Carolina.

As associate director for programs of a private, non-profit research and developmental organization, responsibilities included oversight of projects with aggregate funding of over a million dollars annually. Activities included working with Board, funding agencies, the business community, and the public. Major projects were a demonstration project for boys with emotional, academic and behavioral problems in a unique therapeutic setting and the North Carolina State Training and Technical Assistance Office for Head Start. Based upon the success of the demonstration project, the North Carolina Legislature authorized funding for four state operated programs utilizing the project model. Project Director of a federal funded training project with special education personnel. Provided consultation and technical assistance to local education agencies, assisted in evaluations of local education agencies' experimental/innovative projects; and provided assistance with staff development activities associated with pilot kindergarten program for North Carolina Department of Public Instruction.

1970 - 1971: VISITING ASSISTANT PROFESSOR, NORTH CAROLINA CENTRAL UNIVERSITY, Durham, North Carolina and GRADUATE INTERN, LEARNING INSTITUTE OF NORTH CAROLINA, Durham, North Carolina.

Provided graduate courses in special education. As graduate intern, duties included assisting local high school in organizing and facilitating change in their scheduling and instruction for mainstreaming special education students.

1966 - 1969: SUPERVISOR OF CURRICULUM AND TRAINING, WRIGHT SCHOOL, Durham, North Carolina.

A residential program for children with behavioral and academic problems. Responsibilities included: coordination of academic program with therapeutic process and the residential program; planning and coordination with public schools; training staff, public school teachers, and graduate students; evaluation of students' program and progress; liaison with other community agencies; and supervision of academic staff.



Bernice H. Willis

Page 4

PROFESSIONAL EXPERIENCE (Cont'd)

1965 - 1966: TEACHER, EDUCATION IMPROVEMENT PROJECT, DUKE UNIVERSITY AND DURHAM CITY AND COUNTY SCHOOLS, Durham, North Carolina.

1964 - 1965: SPECIAL EDUCATION TEACHER, NEW HAVEN PUBLIC SCHOOL SYSTEM, New Haven, Connecticut.

1963 - 1964: TEACHER-COUNSELOR, WRIGHT SCHOOL, Durham, North Carolina.

1959 - 1962: ELEMENTARY TEACHER, BATTLE CREEK PUBLIC SCHOOLS, Battle Creek, Michigan.

RELATED PROFESSIONAL EXPERIENCE:

Board Member and Secretary, New Haven Public Education Fund, 1991-

Coordinating Committee Member, Project CONNSTRUCT (Connecticut Structures and Enhances Science, Mathematics, and Technology Education), 1991-

Steering Committee Member, New Haven Initiative for Excellence in Education, 1987-1990.

Secretary - Connecticut Association of Colleges and Universities in Teacher Education, 1987-89; President 1990-

Connecticut State Department of Education Teacher Preparation Program Review Committee 1989 - present.

Ad Hoc School Restructuring Task Force Committee, Connecticut Education Association 1988 - present.

State Board of Education Advisory Committee for the 1991-1995 Revision of the Comprehensive Plan, 1988 - 89.

Teacher Examination Development Panel, Connecticut State Department of Education 1988 - present.

Field Reader: US Department of Education Secretary's Discretionary Program-Field-Initiated Grant Program, 1986; Division of Innovation and Development, Special Education and Rehabilitative Services, Department of Education. 1983, 1984, 1986, 1991; and Division of Personnel Preparation, Bureau of Education for the Handicapped, Office of Education/DHEW 1980, 1981.

Bernice H. Willis

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RELATED PROFESSIONAL EXPERIENCE (Cont'd)

Advisory Committee Member to Educational Services Offices  
Appalachia Educational Laboratory, 1981 - 1984.

Advisory Committee, North Carolina Leadership Training Seminar,  
Southern Coalition for Educational Equity, Inc., Pinehurst,  
North Carolina, 1982.

Consultant, Project LEEP, Greensboro, North Carolina, 1980 -  
1982.

Project Director, Learning and Education for Exceptional  
Paraprofessionals. Funded by Office of Special Education,  
U.S. Department of Education, 6/80 - 8/80.

Center Associate, national Research Center for Paraprofession-  
als in Special Education, CASE/NCTL - Graduate School and  
University Center, City University of New York, New York,  
New York, 1979 - 1980.

Member, Cooperative Planning Consortium of Special Education  
Programs, The Greater University of North Carolina, 1978 -  
1980.

Member, National Task Force on Certification Procedures for  
Paraprofessionals for Exceptional Students' Education,  
Washington, D.C. 1979 - 1980.

Project Director, Training Project for Paraprofessionals  
in Education for the Handicapped. Funded by Bureau of  
Education for the Handicapped, Office of Education/DHEW,  
1977 - 1980.

Washington Policy Seminar, Institute of Educational Leadership,  
George Washington University, Washington, D.C., June 1979.

Board of Directors, North Town, Inc., Chapel Hill, North  
Carolina, 1976 - 1981.

Consultant, North Carolina State Training Office for Head  
Start, Greensboro, North Carolina, 1975 - 1982.

Selection Committee, Terry Sanford Award, North Carolina  
Education Association, 1977 - 1978.

Advisory Board Member, Project First Chance, Wake County School  
System, Raleigh, North Carolina, 1976 - 1978.

North Carolina Task Force on Early Adolescence, 1976  
Ad Hoc Committee member, Resource Access Project, Chapel  
Hill, North Carolina, 1976.



Bernice H. Willis

Page 6

RELATED PROFESSIONAL EXPERIENCE (Cont'd)

Consultant, Orange County School System, Hillsborough, North Carolina, ESEA Project, Mainstreaming K-2 Grades, 1973-1974.

Associate Director, Health and Rehabilitation Services, Learning Institute of North Carolina, Durham, North Carolina, 9/72 - 9/73.

Research Associate, Learning Institute of North Carolina, Durham, North Carolina, 6/72 - 8/72.

Elementary Guidance Counselor, Durham County Schools, Durham, North Carolina, 1/72 - 6/72.

Graduate Intern, Learning Institute of North Carolina, Durham, North Carolina, 1970 - 1971.

PUBLICATIONS:

Willis, Bernice H. (Editor), The Key, Southeastern Educational Improvement Laboratory, Research Triangle Park, North Carolina: 1987.

Willis, Bernice H. (Co-Author), Survey of JTPA Eight Percent Set-Aside Follow-Up Survey, Southeastern Educational Improvement Laboratory, Research Triangle Park, North Carolina: 1986.

Willis, Bernice H. (Editor and Co-Author), Schooling and Technology series: Volume 1: State Level Policy Initiatives, 1983; Volume 2: The New Equation: Student, Teacher, Unlimited Information, 1983; Volume 3: Planning for the Future: A Collaborative Model, 1984; Volume 4: Technology and Learning: Changing Minds in a Changing World, 1985; and Volume 5: Bringing Ideas to Reality: Technology in our Schools, 1985, Southeastern Regional Council for Educational Improvement, Research Triangle Park, North Carolina.

Willis, Bernice H. (editor), Computers in Education, Southeastern Regional Council for Educational Improvement, Research Triangle Park, North Carolina: 1982.

Willis, Bernice H. (editor), Visions, Issues, and Reality: A Changing South, Southeastern Regional Council for Educational Improvement, Research Triangle Park, North Carolina.

Willis, Bernice H. (author or major contributor):

Utilizing Child Development Concepts with Special Needs Children, Behavior Management, and Speech and Language Stimulation (Training Modules), North Carolina A & T State University, Greensboro, North Carolina, 1980.

Focused Attention: A Guide for Developing Observation Skills for Staff and Parents, North Carolina A & T State University, Greensboro, North Carolina, 1979.

Just Right for Learning: Professional Handbook for Individualizing Instruction, ESEA Title VI-B Project, Elkin City Schools, Elkin, North Carolina, 1974.

Institute for Public Libraries in Service to Young Children, Higher Education Title II-B Project, School of Library, North Carolina Central University, Durham, North Carolina, 1971-1972, 1972-1973.

Needs Assessment Study, North Carolina Department of Youth Development, Raleigh, North Carolina, 1971-1972.

ESEA Title III Projects, 1971-1972:

Improving School Community Relations, Laurinburg-Scotland County Schools, Laurinburg, North Carolina.

Performing Accountability in Reading, Kinston City Schools, Kinston, North Carolina.

The Community School in Operation, Richmond County Schools, Rockingham, North Carolina.

Co-Authored these final evaluation reports:

Education Professional Development Acts, B-2,  
1970 - 1971 Projects:

- (1) Halifax County Schools, Halifax, North Carolina.
- (2) Moore County Schools, Carthage, North Carolina.
- (3) Harnett County Schools, Lillington, North Carolina.
- (4) Edenton-Chowan Schools, Edenton, North Carolina.
- (5) Union County Schools, Monroe, North Carolina.
- (6) Carteret County Schools, Beaufort, North Carolina.



PRESENTATIONS:

Minority Students: Bridging the Gap Between College and a Successful College Career, South Central Community College, March 1990.

Teaching All Our Children, workshop for Hamden Public Schools, 1989.

Connecticut Chapter of the National Alumnae Association for Bennett College, Nov. 5, 1988.

Southeastern Regional Conference of AERA:G, reactor panel on "Multiple Perspectives on Recent Educational Reforms in the Southeast," Atlanta, Georgia, March 1987.

North Carolina Association of Educators Winter Instructional Workshop, "Teachers Helping Parents to Help Children Learn," Raleigh, North Carolina, February 1987.

Fourth Annual Conference: Microcomputer Applications in Education, "Increasing Teachers' Use of Software Through Evaluations," Atlanta, Georgia, February 1987.

Florida Instructional Computing Conference VII, "Increasing Teachers' Use of Software Through Evaluations," Orlando, Florida, February 1987.

Policy Recommendations Prepared for the National Governors' Association Task Force on Educational Technology, 1986.

Regional Invitational Forum, Sharing the Vision: Technology's Applications in Schools, Atlanta, Georgia, November 1986.

Mississippi Educational Computing Association Conference, "Future Trends: Truth or Hype?" Jackson, Mississippi, October 1986.

Alabama Council for Computer Education, Project SEED, Montgomery, Alabama, October 1986.

Fifth National Invitational Conference on Problems, Issues, Plans, and Strategies Related to the Preparation of Black Public School Teachers, "Technology in the Public Schools: What Role Will Teacher Education Have?" Norfolk State University, Norfolk, Virginia, March 1984.

Bernice H. Willis

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PRESENTATIONS (Cont'd)

Teacher Education Lecture Series, North Carolina A & T University, Greensboro, North Carolina, November 1983.

North Carolina Leadership Training Seminar, "Goal Setting," Pinehurst, North Carolina, December 1982.

Hearing on Quality Education, NASDTEC Commission on Excellence in Education, Atlanta, Georgia, November 1982.

North Carolina Head Start Association, "Family Values, Understanding Different Ethnic and Cultural Values," Raleigh, North Carolina, 1980.

Kansas State Department of Education, Special Education Facilitators Meeting, "A Good Day for Children," Wichita, Kansas, 1979.

North Carolina Association for the Education of Young Children, "Working with Paraprofessionals - Training Modules," Winston-Salem, North Carolina, 1979.

National Association for the Education of Young Children, "Paraprofessionals in the Pre-school Setting - Ways to Stimulate Communication Development in Handicapped and Non-Handicapped Children," Atlanta, Georgia, 1979.

Early Education of the Handicapped Awareness Conference, "Partnerships with Paraprofessionals," Raleigh, North Carolina, 1979.

Greensboro Preschool Association, "Working with Handicapped Children," Greensboro, North Carolina, 1979.

National Conference on the Training and Utilization of Paraprofessionals in Education Programs for the Handicapped, "The Paraprofessionals and the IEP Process," Austin, Texas, 1979.

Special Study Summer Institute, North Carolina State Department of Public Instruction, "Competency Training for Teachers Serving the Trainable Mentally Handicapped," Raleigh, North Carolina, 1979.

Eastern North Carolina Head Start Programs Conference, "Observation Skills - Observing and Recording," Goldsboro, North Carolina, 1979.



Bernice H. Willis

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PRESENTATIONS (Cont'd)

North Carolina State Training and Technical Assistance Office  
for Head Start, Statewide Workshop, "Developing Observation  
Skills," Greensboro North Carolina, 1978.

Summer Institutes, Group Child Care Consultant Services,  
University of North Carolina, "Group Process and Decision  
Making," Chapel Hill, North Carolina, 1978.

Special Study Summer Institute, North Carolina Department of  
Public Instruction, "Speech and Language Stimulation,"  
Raleigh, North Carolina, 1978.

Lenoir Junior Woman's Club, "Learning Disabilities," Lenoir,  
North Carolina, 1976.

PROFESSIONAL ORGANIZATIONS:

American Association for Colleges of Teacher Education.

American Education Research Association.

Association for Supervision and Curriculum Development.

Connecticut Association for Colleges and Universities in Teacher  
Education. Secretary 1987-89, President 1990 - present.

**PAULA ARMBRUSTER**  
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 New Haven, Connecticut 06511  
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EDUCATION

|                           |                                                                                       |           |
|---------------------------|---------------------------------------------------------------------------------------|-----------|
| University of Connecticut | M.S.W.                                                                                | 1974      |
| Yale University           | Doctoral Program<br>19th Century Vietnamese History<br>& 20th Century Chinese History | 1964-1967 |
| Yale University           | M.A.<br>Southeast Asia Area Studies                                                   | 1964      |
| University of Connecticut | B.A. with Honors<br>Government                                                        | 1956      |
| Smith College             | Junior Year Abroad, (Geneva,<br>Switzerland)<br>International Relations               | 1954-1955 |

HONORS

|                                                                            |           |
|----------------------------------------------------------------------------|-----------|
| Pi Sigma Alpha Honorary National Political Science Fraternity              | 1956      |
| National Defense Education Act Fellow                                      | 1962-1964 |
| Johnson Wax Fellow and Visiting Professor<br>University of Surrey, England | 1984      |
| Elm/Ivy Award (Yale University/City of New Haven)                          | 1992      |

PROFESSIONAL EXPERIENCE

|                                                                                  |                                                                                                                                                      |                                      |
|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| Child Study Center<br>Yale University<br>New Haven, CT                           | Assistant Clinical Professor in Social Work<br>Director, Outpatient Services<br>Director, Social Work Training<br>Clinical Instructor in Social Work | 1980-<br>1984-<br>1983-<br>1974-1980 |
| School of Social Work<br>University of Connecticut<br>West Hartford, Connecticut | Associate Project Director<br>DHEW Child Welfare Training Grant                                                                                      | 1979-1980                            |
| National Security Agency<br>Washington, D.C.                                     | Intelligence Analyst                                                                                                                                 | 1956-1962                            |

YALE UNIVERSITY ACTIVITIES

Forum on Education and Society, Steering Committee, Child Study Center, 1991-



Preceptor, Community Project Curriculum, Department of Epidemiology and Public Health, 1991-

Preceptor, Minority High School Student Research Apprentice Program, Yale School of Medicine, 1989-

Clinical Faculty Appointments Committee, Child Study Center, 1986-

Children's Inpatient Psychiatric Service Planning Committee, Child Study Center and Yale New Haven Hospital, 1984-

Child Study Center Advisory Board, 1983-

Fellow, Pierson College, Yale College, 1975-

### SELECTED PROFESSIONAL ACTIVITIES

#### National

National Institute of Mental Health, Invited Implementation Conference on "Building Social Work Knowledge For Effective Services and Policies, A Plan For Research Development", April, 1992

Center for the Study of Social Work Practice, Columbia University School of Social Work, Invited Conference on "Research & Practice: Bridging the Gap," March, 1991

American Association of Psychiatric Services for Children, Program Committee, February, 1991

National Institute of Mental Health Review Committee for "Short Term Clinical Training Grants in Diagnosis and Treatment of Depressive Disorders." June, 1990

National Association of Social Workers Representative, Invited Workshop, Agency for Health Care Policy and Research, ADAMHA, July, 1990

National Institute of Mental Health Invited National Conference on "Clinical Training for Multi Disciplinary Services for Seriously Emotionally Disabled Children and Adolescents", September, 1989

National Consortium for Children's Mental Health Services, Washington, D.C.

Representative National Association of Social Workers, 1989-  
Chairperson, Program Advocacy Committee, 1991-

#### People to People International

Leader, Child and Family Mental Health Delegation, India,  
February, 1989

Leader, Child and Family Mental Health Delegation, China, May-  
June, 1987

Local

School-Based Health Clinics Citywide Advisory Committee, New Haven, Advisory Board, Chair, Evaluation Committee, 1992-

Child and Family Services in Support of Mayor's Family Development Agenda, New Haven, Committee Member, 1992-

Vocational-Independence-Supported-Transitional-Alternative of Westbrook, Inc. (VISTA), Westbrook, Board of Directors, 1992-

Child and Adolescent Service System Program (CASSP), New Haven, Executive Committee, 1992-

A Children's Soup Kitchen, New Haven, Chair, Children's Outreach Committee, 1992-

Leadership, Education, and Athletics in Partnership (L.E.A.P.), New Haven, Board of Directors, 1991-

Wilbur Cross High School Library Project, New Haven, Advisory Board, 1991-1992

Family Support Center, Hill Health Corporation, New Haven, Advisory Board, April 1991-

Southern Connecticut State University, School of Social Work, Field Placement Advisory Committee, New Haven, 1990-

University of Connecticut School of Social Work, Dean's Advisory Council, West Hartford, 1990-

The Annie E. Casey Foundation, Connecticut's Child Welfare Reform Initiative Planning Committee, New Haven, 1988-1989

The Connecticut Foster Parent Association, Vice-Chairman, 1988-1990

Young Women's Christian Association, Board of Directors, New Haven, 1987-1990

Community Child and Family Services, Board of Directors, New Haven, 1987-1990

New Haven Special Commission on Infant Health, Early Access Committee, 1987-1988

Connecticut Department of Children and Youth Services, Council of Chairpersons of the Regional Advisory Councils, Chairperson, 1985-1987

Connecticut Department of Children and Youth Services, Region II Advisory Council, 1983-1987

Chairperson, Advisory Council, 1985-1987

Chairperson, Executive Committee, 1985-1987

Chairperson, Budget and Planning Committee, 1986-1987

Chairperson, Services Integration Committee, 1983-1986



Department of Children and Youth Services - Yale University,  
Connecticut Children's Mental Health Needs Assessment Program,  
Steering Committee, 1985-1988

Health Systems Agency of South Central Connecticut Task Force on  
Child and Adolescent Psychological Needs, 1985-1986

Connecticut Association of Mental Health Clinics for Children, 1984-  
Ad Hoc Committee on Performance Based Contracts, 1991-1992  
Chairperson, Licensure and Care Standards Committee, 1988-1992  
Executive Committee, 1988-1992  
Department of Income Maintenance Committee, 1984-1987  
Legislative Committee, 1984-1987  
Health Maintenance Organization Committee, 1984-1987  
Joint Planning, Clinics and Department of Children and Youth  
Services Committee, 1984-1987, 1990-

Connecticut Department of Children and Youth Services, Consultant,  
1980-1988

Reunification Project 1980-1984

Family Support Services, 1984-1988

#### SELECTED PRESENTATIONS

"Clinical and Systems Factors in a Children's Psychiatric Outpatient  
Clinic", 120th Annual Meeting, American Public Health  
Association, Washington, DC, November 1992.

"Building a Children's Mental Health Safety Net: A School-Based Clinic  
Project", 2nd Annual Conference: Multiple Perspectives on  
Children and Adolescents with Emotional or Behavioral Disorders,  
Virginia Beach, Virginia, October 1992.

"Building a Professional Image: The Challenge for Social Work",  
Southern Connecticut State University, New Haven, Connecticut,  
April 1992.

"Socio-Demographic Factors Associated With Child Guidance Clinic  
Attrition", 5th Annual Research Conference, Research and Training  
Center for Children's Mental Health, Tampa, Florida, March 1992.

"The Development of Licensure Regulations: Children's Outpatient  
Mental Health Services, A Public/Private Collaboration",  
119th Annual Meeting, American Public Health Association,  
Atlanta, Georgia, November 1991.

"Who Drops Out of Children's Psychiatric Outpatient Services?", 1st  
Annual Conference on Multiple Perspectives on Children and  
Adolescents with Serious Emotional Disturbance, Virginia  
Beach, Virginia, October 1991.

"Socio-Demographic Factors Related to Attrition in a Children's  
Outpatient Mental Health Service", Yale Child Study Center  
Departmental Conference, New Haven, Connecticut, October 1991.



- "Socio-Demographic Characteristics of Child Guidance Clinic Dropouts", 4th Annual Research Conference Agenda, Research and Training Center for Children's Mental Health, Tampa, Florida, February 1991.
- "Child Guidance Clinic Dropouts: Socio-Demographic Factors", 37th Annual Meeting American Academy of Child and Adolescent Psychiatry Chicago, Illinois, October 1990.
- "Social Work Continuing Education: A Post-Master's Model for Children's Mental Health Service Delivery", Conference of National Association of Deans and Directors of Schools of Social Work, University of California, School of Social Welfare, Berkeley, California, October, 1990.
- "Socio-Demographic Factors Associated with Children's Mental Health Clinic Attrition", Third International Conference, Child And Adolescent Mental Health, Ottawa, Ontario, Canada, May 1990.
- "Drop Outs and Continuers in a Child Psychiatric Clinic", Bush Center in Child Development and Social Policy, Yale University, New Haven, Connecticut, May 1990.
- "Is Drop Out From a Child Guidance Clinic Affected by Socio-Demographic Characteristics?", 1989 World Congress for Mental Health, Biennial Congress of the World Federation for Mental Health, Auckland, New Zealand, August, 1989.
- "Socio-Demographic Characteristics of Drop Outs and Continuers from a Child Guidance Clinic: A Comparison", 66th Annual Meeting of the American Association of Orthopsychiatry, New York City, April 1989.
- "Current Issues in Child and Family Mental Health Services Research", National Institute of Neuro-sciences and Mental Health, Bangalore, India, February 1989.
- "Program Evaluation at a Child Guidance Clinic," Department of Child Psychiatry, Beijing An Ding Hospital, Beijing, China; Nanjing Child Mental Health Research Center, Nanjing, China, May - June 1987.
- "Brief, Intensive Clinical Intervention: Averting Out of Home Placements", 11th International Congress of International Association for Child and Adolescent Psychiatry and Allied Professions, Paris, France, July 1986.
- "Is Child Placement the Only Answer?", 62nd Annual Meeting of the American Orthopsychiatric Association, New York City, April 1985.
- "Working with Natural Parents of Children in Foster Care: The Reunification Project", University of Oxford, Department of Social and Administrative Studies, England, May 1984; British Association of Adoption and Fostering Regional Conference, Durham and Guildford, England, 1984.



GRANT SUPPORT

National Institute of Mental Health Institutional Clinical Training: Minorities - Children; Social Work. USPHS Grant #1-TO1-MH19686-01A1, funded 09/30/92-8/31/93, \$49,439. (Principal Investigator: Paula Armbruster).

State of Connecticut, Department of Children and Youth Services, Yale University Child Guidance Clinic. Grant #97-91-39, funded 7/1/89-6/30/92, \$266,330. (Principal Investigator: Paula A. Sinanoglu).

National Institute of Mental Health Institutional Clinical Training: General - Children; Social Work. USPHS Grant #1-TO1-MH19470-01, funded 07/01/90-6/30/93, \$237,928. (Principal Investigator: Paula A. Sinanoglu).

National Institute of Mental Health Yale Child and Adolescent Psychiatric Epidemiological Study. USPHS Grant #5-U01-MH46717-02, funded 9/30/89 - 8/31/92, \$2,515,885. (Principal Investigator: Philip Leaf, Ph.D.).

CURRENT RESEARCH

**Attrition study** - Examination of systems, and clinical and socio-demographic factors that predict dropout at 10 different clinic phases.

**London study** - (with Dr. Linda Mayes) Cross-cultural study of psychiatric disorders in children's mental health clinics. Comparing children age 6 and under seen at the Yale Child Study Center and the Anna Freud Center in London.

**School-based clinic study** - YCSC satellite clinics provide clinical evaluation and treatment services in New Haven schools. Examination of clinical and socio-demographic factors of children seen in the schools compared with children seen at YCSC Outpatient Clinic. Outcome of school treatment is evaluated.

**Home visit study** - An examination of why families drop out of a children's mental health clinic. Clinicians whose patients repeatedly cancel appointments or "no-show" are asked to follow up with a phone-call/questionnaire and/or a home visit. Patients who qualify for the study-- a) are in a single-parent household, b) live in New Haven, and c) have Title 19 insurance coverage.

**Borderline mothers/parents study** - Looking at rate of dropout of mothers with borderline personality disorder (aka "border-lines") vs. non-borderlines, controlling for age, SES, and ethnicity.

**Kazdin/Armbruster study** - Prospective study of attrition in two clinic populations with different interventions: psychodynamic vs. cognitive. Requires students to administer questionnaires to parents.



**LEAP study** - Looking at CBCL Teacher Report Forms and Piers-Harris Self-Concept Scales filled out by/about participants in LEAP summer project ('92). The impact of the program on participants' behavior and self-image is evaluated. Follow-up Self-Concept Scales to be given to a small sample at 10 months.

**Emergency room study** - Examination of children's referrals to emergency psychiatric services, regarding referral source, presenting problem, diagnosis, socio-demographic factors, ethnicity, and disposition.

#### PUBLICATIONS

SINANOGLU, P. A., MALUCCIO, A. N. (1981), Social Work with Parents of Children in Foster Care: A Bibliography. Child Welfare, 60(5).

SINANOGLU, P. A. (1981), Working with Parents: Selected Issues and Trends as Reflected in the Literature. In: The Challenge of Partnership: Working with Parents of Children in Foster Care, P. A. Sinanoglu and A. N. Maluccio (eds.). New York: Child Welfare League of America, Inc., pp. 3-21.

SINANOGLU, P. A., MALUCCIO, A. N. (eds.) (1981), Parents of Children in Placement: Perspectives and Programs. New York: Child Welfare League of America, Inc.

SINANOGLU, P. A., MALUCCIO, A. N. (eds.) (1981), The Challenge of Partnership: Working with Parents of Children in Foster Care. New York: Child Welfare League of America, Inc.

SINANOGLU, P. A., MALUCCIO, A. N. (eds.) (1981), Parents of Children in Foster Care: An Annotated Bibliography. Hebron, CT: Practitioners' Press, Inc.

SINANOGLU, P. A. (1981), Book Review: New Foster Parents: The First Experience, by P. W. Cautley. In: Social Service Review, September, 55(33): 511-513.

SINANOGLU, P. A. (1984), From Drift to Permanency: The US 1980 Legislation. Adoption and Fostering, 8(4):10-14.

SINANOGLU, P. A. (1985), The Reunification Project: New Haven, Connecticut. In: Working with Natural Parents: Implications for Social Work Practice, J. Tunstill (ed.). Guildford, England: Department of Sociology, University of Surrey, pp. 32-50.

SINANOGLU, P. A. (1990), Social Work Continuing Education: A Post-Master's Model for Children's Mental Health Services Delivery. In: Child and Adolescent Mental Health: Challenges For Social Work Education and Practice. Berkeley, California, National Association of Deans and Directors of Schools of Social Work, pp. 123-130.



ARMBRUSTER, P., KAZDIN, A.E., "Attrition in Child Psychotherapy." In:  
Advances in Clinical Child Psychology, Ollendick, T.H., Prinz,  
R.J. (eds.), Vol. 16, New York: Plenum, October 1992 (in press).

SUBMITTED FOR PUBLICATION

ARMBRUSTER, P., SCHWAB-STONE, M., "Child Guidance Clinic Dropouts:  
Socio-Demographic Factors." To: Hospital and Community  
Psychiatry, 12-01-92.

PROFESSIONAL CERTIFICATION

Connecticut Certified Independent Social Worker, Connecticut State  
Department of Health Services, Certificate No. 001188  
Academy of Certified Social Workers, National Association of Social  
Workers  
Registry of Clinical Social Workers, National Association of Social  
Workers  
Diplomat, American Board of Examiners in Clinical Social Work Health  
Care Providers

PROFESSIONAL ASSOCIATIONS

American Public Health Association  
American Orthopsychiatric Association  
Connecticut Society for Clinical Social Work  
Council on Social Work Education  
National Association of Social Workers  
World Federation for Mental Health

# Unique inner-city camp offers role models

■ **\$150,000 donated:**  
Area students get a chance  
to help guide youngsters.

By Josh Kovner  
Register Staff

**NEW HAVEN** — Absolam Massie, a strapping young man from Newhallville who majors in psychology and religion at Wesleyan University, has for years ached to lay out his route to success for the children of his old neighborhood.

Beginning June 29, Massie will get his chance.

He will be part of an ambitious, privately funded day camp in which 60 hand-picked college and high-school students will guide small groups of children through an eight-week whirlwind of activities.

Founder Ann Calabresi, a former teacher and long-time youth organizer, recruited a group of friends, mostly professionals, who raised \$150,000 in private donations for the camp since January.

The 30 college kids, who come from all



Michael Kiernan/Register

Camp counselors Sydney Murray, left, and Larry Redden, right, are greeted by Bernice Willis, dean of the SCSU education school, at a LEAP program get-together.

Turn to Camp. Page 7

NEW HAVEN REGISTER JUNE 17 PAGE 1



# Camp: Private citizens organize unique program for inner-city kids

Continued from Page 1

six New Haven area colleges, will live in empty apartments within the four areas chosen for the camp: the Newhallville neighborhood and the Elm Haven, Westville Manor and Church Street South housing developments.

There will be 240 children from low-income families in the camp, roughly 60 kids from each of the four areas. They range in age from 7 to 13. Each group of eight kids will have two counselors.

The camp is free. The children will get instruction in reading, math and science using themes from their lives. Their parents will be asked to be intimately involved.

The kids will go camping overnight and take trips to museums, auto-repair shops, artists' lofts, beaches, theaters, carpentry shops and other cities.

Counselors will visit a child's home or search the streets if a child doesn't show up. Part of the counselors' two weeks of training deals with what to do if they get too close to the kids.

During the school year, all 240 children will be placed in various public or private after-school recreation and education programs.

Then the kids will be asked to come back to the camp next summer. And on and on.

"The kids need to know someone who's making it and apply those same strategies," Massie said during a recent ice-breaking picnic for the counselors at Calabresi's

Woodbride farm.

Calabresi's husband, Guido, is dean of the Yale Law School.

"I want to help them discover mutual respect and help them acknowledge their own individuality," Massie said.

"Growing up in Newhallville, I was the only kid I knew who had both parents at home, and there were very few programs to occupy us during the summer. Except for my family, I had to go outside the community for role models, and I'm still really angry about that," he said.

Calabresi said her group is committed to running the camp for at least the next five summers and hopes to expand it each year. She said more money is needed.

She calls the program "LEAP," for Leadership, Education and Athletics in Partnership.

"If we're not aggressive with our programs and don't take some risks," Calabresi said Tuesday, "we will continue to lose our children."

The group of organizers sought guidance from public-housing parents, city school principals, youth

workers and others on the best ways to reach the children.

The group got permission from the New Haven Housing Authority to put up the college kids in vacant apartments that are under renovation. The school system donated classroom space.

And the group hired Henry Fernandez, a Yale law student who'd run a similar program in Boston, to direct the camp.

Fernandez and his assistants, fellow Yalies Bobbie Banks-Reid and Matthew Klein, interviewed dozens of college and high school

kids who had responded to questionnaires.

The counselors are now taking two weeks of training from local teachers, social workers and police officers at Yale Law School.

"The most important thing we looked for," Fernandez said recently, "was a deep identification with the children they'll be working with."

"What we didn't want to hear was a lot of, 'I want to do this and I want to do that.' We want them to constantly be thinking, 'What do the children need? What do

they care about?'"

To Verdell Roberts, principal of Lincoln-Bassett School in Newhallville and one of 29 advisers to the founders, the most promising aspects of the camp are the low ratio of campers to counselors and the proposed parental involvement.

The organizers "asked us where each of our kids is academically, so they'll get the remedial help they need in a creative, fun way — real hands on. That's my impression, at least. If it goes as planned, it'll be a great opportunity," she said.

## EDITORIALS

# New Haven Register

FOUNDED 1812

INCORPORATING THE JOURNAL-COURIER, FOUNDED 1755

WILLIAM J. RUSH

*Publisher and Chief Executive Officer*

## Inner-city camp fills many needs

Private program can widen world of 240 children.

An enormous, resourceful New Haven effort will help make up for the lack of public funds to assist disadvantaged children to make progress this summer. A privately funded, inner-city day camp will mix learning and fun for the 240 children who will attend it without charge.

This is an admirable, complex, pervasive undertaking generated by Ann Calabresi, the longtime youth organizer. She recruited friends, most of them professionals, who managed to raise \$150,000 for the eight-week program. Also recruited were 60 counselors, half of them students at New Haven area colleges, and half high school students here. They are role models to whom the children can relate.

Calabresi calls the program "LEAP" for Leadership, Education and Athletics in Part-

nership. It will go beyond the summer. Counselors take two weeks of training that includes visits to a child's home to understand the child.

This is a caring camp. It won't end after eight weeks. The campers will be asked to return next summer. During the school year they will be placed in public and private after-school enrichment activities. The ratio of campers to counselors is low.

The coordination for this program has been extraordinary. The counselors will stay at vacant apartments of the New Haven Housing Authority and the school system has donated classroom space. A Yale law student, Henry Fernandez, who ran such a program in Boston, was hired to direct the camp here. Many educators and parents are involved.

This camp merits all the support the people of the New Haven area can provide. It has the potential to open up great opportunity for children who would otherwise have nowhere to go.



## ALL HANDS ON DECK



Craig Cherry, 13, helped hoist the main sail on the Quinpiack, the city's flagship, in New Haven Harbor Wednesday. Craig was among dozens of kids in the city's LEAP summer educational and recrea-

tional program who took sunset cruises this week, courtesy of Schooner Inc., which owns the Quinpiack. LEAP serves kids in some of the city's neediest neighborhoods.

Michael Kiernan/Register



# For inner-city kids, a sail on the Sound

## L.E.A.P. youths enjoy benefits of floating classroom

By THOMAS R. VIOLANTE  
Correspondent

NEW HAVEN — With a bright orange sun settling in the west, the gaff-rigged schooner Quinpiack sailed stowed and under auxiliary power, headed for the dock.

The excited voices of children talking and laughing echoed across the water as the 91-foot sailboat edged into its berth under the careful hand of Capt. Carter Ackerman.

"It was the first time I've ever been on a sailboat," said a beaming Terrance Myers of New Haven. "I want to go again."

"Me, too," echoed Charles Salter of New Haven. "We saw crabs in the net and we caught a fish, too."

The 40 novice sailors were part of the 240 children between the ages of 7 and 13 enrolled in the L.E.A.P. program — Leadership, Education, and Athletics in Partnership — for New Haven youth. Founded a year ago, it has already made its mark on inner-city kids by featuring unique resources available in New Haven. For three days in August, it uses the Quinpiack, owned by Schooner Inc., a non-



Post/Thomas Brown

**Craig Cherry, Terrance Meyers and Jamar Washington, front to back, view an anchor that hangs from the Quinpiack's bow.**

profit marine education center, as a floating classroom.

Since 1975, Schooner Inc. has made pleasure and educational sailing available to residents in the New Haven region. According to

Executive Director Joan Huwiler, Schooner Inc. teamed up last week with L.E.A.P. and, thanks to a grant from Fleet Bank, took three groups of about 40 children for a 2½-hour educational sail around New Haven Harbor.

On deck, the learning experience was enjoyable and eye-opening. Assistant Education Director Dana McArdle retrieved marine specimens from the autotrawl net and distributed them to the kids, who stared wide-eyed at the marine life in the palms of their hands.

"My first job was to introduce them to New Haven Harbor," said McArdle, "to introduce them to the Sound and all the animals in here."

Her degree in marine biology from the University of New Hampshire qualified her as staff biologist for Schooner Inc., but her way with the kids comes from within. She enjoys teaching kids about the ocean.

"My goal was just to reach out to them with the most simplistic ideas, explaining that this harbor is made of salt water, that little lobsters float on top. . . . They were totally fascinated," McArdle said.

Is the L.E.A.P. program a good idea? "Oh, definitely," she said.

Executive Director Henry Hernandez agreed. "Our program operates out of public housing and public schools," thereby focusing on the daily needs of inner-city children, he said. Hernandez, who is in his last year at Yale Law School, finds time to run L.E.A.P. as well.

The organization still needs \$30,000 to complete this summer's activities.

*L.E.A.P., a non-profit organization, can be reached at 234-6464 for more information.*



# THE CONNECTICUT POST

410 State Street • Bridgeport, Connecticut • 06604-4560

## Dodd, Lieberman inspect New Haven LEAP sites

By THOMAS R. VIOLANTE  
Correspondent

NEW HAVEN — U.S. Sens. Christopher J. Dodd and Joseph I. Lieberman touched down in Connecticut Thursday morning, and their first stop was a visit to the LEAP program jointly sponsored by Yale University and the city of New Haven, with funding from public, private, and corporate donors.

LEAP, which stands for Leadership, Education and Athletics in Partnership, seeks to expose the city's minority children — those between the ages of 7 and 13 — to the combined resources of Yale University and the city.

Dodd and Lieberman toured the Westville Manor community, Lieberman's former state senatorial district, and visited Wexler School on Dixwell Avenue. There, LEAP children staged a performance of an original play titled "Boys from the Trod," about kids growing up in a neighborhood surrounded by poverty and drugs.

"We're looking to double the size of the program."

— Jonah Edelman

Dodd pointed out that the program was "an exciting opportunity to combine education and recreation" and pledged to look into any available federal funding that may help it.

Lieberman agreed and said, "I like the idea of the city, Yale, corporations, and private individuals cooperating in the funding" of the program.

LEAP spokesman Jonah Edelman, a recent Yale graduate, noted that fundraising has started for 1993.

"We're looking to double the size of the program and take in 400 kids, so we'll need to raise about \$350,000 by next year," he added.

Corporate and private donors are welcome. For more information, contact the LEAP office at 234-6464.

August 14, 1992



# New Haven program helps inner-city kids

## Cooperative effort links Yale, agencies, firms

By THOMAS R. VIOLANTE  
Correspondent

NEW HAVEN — A 12-year-old boy rides into the playground toward a group of his playmates. They are standing in a circle, tossing a basketball around, when the boy on the bike calls out for their attention, rides by and shoots all but two of them.

This chilling scene is the original, fictional work of seven young males aged 12 and 13 and their counselor, Alex Romain, a Yale graduate student, who belong to New Haven's LEAP program. LEAP stands for Leadership, Education and Athletics in Partnership.

Barely a year old, LEAP is a joint effort among the city, Yale University, the New Haven Foundation, the Coalition for Action by Students Together, corporate sponsors, and individuals who have pooled their resources and talents to make the program a success.

The play is over, and the audience sits riveted, including U.S. Sens. Christopher J. Dodd and Joseph I. Lieberman, who toured a LEAP community recently. Several people in the audience are visibly moved by the ending of "Boys in the Trod," the kids' views of life and death amidst poverty and drugs. But these kids of the "Trod" — slang for the Dixwell neighborhood — are working to make a change in their lives,



Thomas R. Violante

**U.S. Sens. Joseph Lieberman, left, and Christopher Dodd meet with children in the Leadership, Education and Athletics in Partnership program in New Haven.**

and the lives of those around them.

"This gives the kids a chance to grow, to experience life outside the inner city," said LEAP Executive Director Henry Fernandez, a Yale Law School student. "They now know there's a lot more out there waiting for them."

LEAP's 240 children, aged 7 through 13, live in their communities with counselors from the program. Senior counselors are students from seven surrounding colleges, and junior counselors represent the city's high schools. A team of seven kids with a senior and junior counselor spend

the entire summer living in the community and working together on classroom skills: math, English and science.

Afternoons are devoted to field trips, applying what was learned in the morning classes, and long-distance trips to cities such as Boston, Toronto and Washington, D.C.

Lieberman and Dodd have extended the group an invitation to visit their Washington offices when they travel there this week.

"This program brings together the enormous resources of Yale, the city, the shoreline and our recreation areas to expose kids to other points of view," said Jonah Edelman, spokesman for LEAP and a 1992 Yale graduate who is on his way to England on a Rhodes scholarship.

"We will expand this next summer from 240 to 400 kids, but we'll need more money," he said. The price tag is nearly \$350,000 to do this, he added.

Dodd and Lieberman have already said they will seek federal funds and whatever money is available to help Edelman achieve his fund-raising goal.

En route to Westville Manor in Lieberman's car to visit with the children, Mathew Klein, a Yale senior, hoped that "this will serve as a model for similar programs in other cities."

Lieberman said the program is "something very unique, with the city, Yale, private donors and corporate sponsors coming together in support."

After the play, the actors sat in a semicircle and told of their real-life experiences, which are not much different from the play. As the discussion concluded, Edelman noted that next year they hope to stage a play for the whole community.

"Based on our raising the funds," he said.

*Those interested in working with LEAP or in supporting it through contributions may call 234-6464, or write to LEAP at P.O. Box 3094, New Haven 06515-0094.*



# The Hartford Courant.

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Friday, August 14, 1992

★1

## Camp play shows bleak overtones of inner city

By MARK PAZNIOKAS  
*Courant Staff Writer*

NEW HAVEN — The boys giggled as the two United States senators sat down. No matter how nice the suit or how high the position, any grown man looks a little silly in a grammar-school chair.

The senators were in a dingy classroom at Wexler Community Elementary School, where seven day campers were about to do that typical summer-camp thing: put on a play.

But this camp is in a city where a new report says 34.2 percent of children live in poverty, and the play is not the usual fare for youngsters who are 11, 12 or 13 years old.

It ends with a drive-by shooting. Their play,

"Boyz from the Tribe," is set in the city's bleak Elm Haven neighborhood, right outside Wexler's smudged plexiglass doors.

The camp is one of four that make up LEAP for New Haven Youth, an experimental, privately funded program that has placed 240 children in intensive day camps. The ratio of counselors to students is 1-to-8.

The program is run by college students who are living for the summer in the four housing projects where the campers live and the camps are located.

U.S. Sens. Christopher J. Dodd and Joseph I. Lieberman visited the campers Thursday to see what the counselors are touting as a model that they hope to expand next year to serve 400 chil-

dren. They are seeking a federal education grant and foundation money.

The visit had been arranged before Tuesday, when the Children's Defense Fund released a study that said more than 10,000 children live in poverty in each of the state's largest cities: Hartford, New Haven and Bridgeport.

Based on percentages of children living in poverty, Hartford ranked sixth, New Haven 29th and Bridgeport 56th among U.S. cities.

"Did you know the numbers were coming out?" Dodd asked Jonah Edelman, a counselor who graduated from Yale this year and is headed to England on a Rhodes scholarship. He is living in

Please see Campers, Page A11

# Campers play out drug scene

Continued from Page 1

the Elm Haven project this summer.

"No, not until I saw it in the paper," said Edelman, whose mother is Marian Wright Edelman, president of the Children's Defense Fund.

Edelman planned to work for his mother this summer until Ann Calabresi, a longtime community organizer, told him she had some money and an idea: a way to keep youngsters 7 to 13 busy with a mixture of athletics and academics for the summer.

Calabresi, who is married to the Yale Law School dean, Guido Calabresi, and others raised \$200,000 in donations and hired Henry Fernandez, a Yale law student, who ran a similar program in Cambridge, Mass.

The counselors live in the projects with the children and are available after hours. Parents meet with the counselors at least once a week to talk about their children.

Edelman said the counselors are committed to placing all the children with mentors to follow and help them during the school year.

Children in the program are from the Elm Haven, West Rock, Newhallville and Hill projects. A 6-year-old boy was shot in the Hill neighborhood in June when his school bus was caught in a crossfire.

At Wexler, seven older boys are taught by Greg Hampton, who is

working toward a master's degree in African-American studies at Yale. He wrote the play, guided by his seven campers on subject matter and dialogue.

His collaborators were Jermaine Deas, 13; Maurice McGee, 12; Taveras Gray, 11; Maurice Jones, 12; Byron Nixon, 12; Earvin Burney, 12, and Frank Biggs, 11.

The name of the play comes from their name for the Elm Haven housing project: "The Tribe."

Hampton explained to Dodd and Lieberman that Byron plays a 15-year-old drug dealer named BJ. The other kids play Jermaine, Devon, New York, Mooky and Scarecrow, kids who hang out in Elm Haven.

After Hampton's brief explanation, the kids took over. Near the beginning of the play, BJ approaches the boys about dealing, a familiar experience for some of the campers.

BJ: "Yo, fellas, I got a little job for you going up by Wexler. I need to get rid of this junk, and I ain't got the time to do it myself."

Jermaine: "Naw we ain't interested, base head. I should bust you in your mouth just for asking."

New York: "You should chill out with the drug stuff, BJ. You goin' hurt someone one of these days, and it might be you."

Mooky: "How much loot you make a week, man? Do you have to pay taxes on that stuff?"

Devon: "Naw, he don't pay taxes, stupid. But he will pay somebody,

and pay 'em large, too. Drugs is stupid, BJ, and there are plenty of other ways of getting out of the projects besides killing the people that live here."

BJ: "Is that so, mama's boy? Name three of them for me."

Devon: "Going to school and getting educated. Getting a job that pays good for good hard work. And praying to God every night."

BJ: "Man. You stupid as you look. The schools don't give a damn about you and Massa James don't want black folk from the projects to do decent hard work for good pay. And where was God when that kid got shot in the head the other day?"

In the final scene, a stranger, presumably a rival drug dealer, wheels in on a bicycle. "Yo, BJ. What's up now?" the stranger calls, then opens fire with an automatic weapon.

The children flopped to the floor. Only two children escape the gunfire. One is Jermaine, who walks very slowly around the bodies. He stops at BJ, who is wounded but alive.

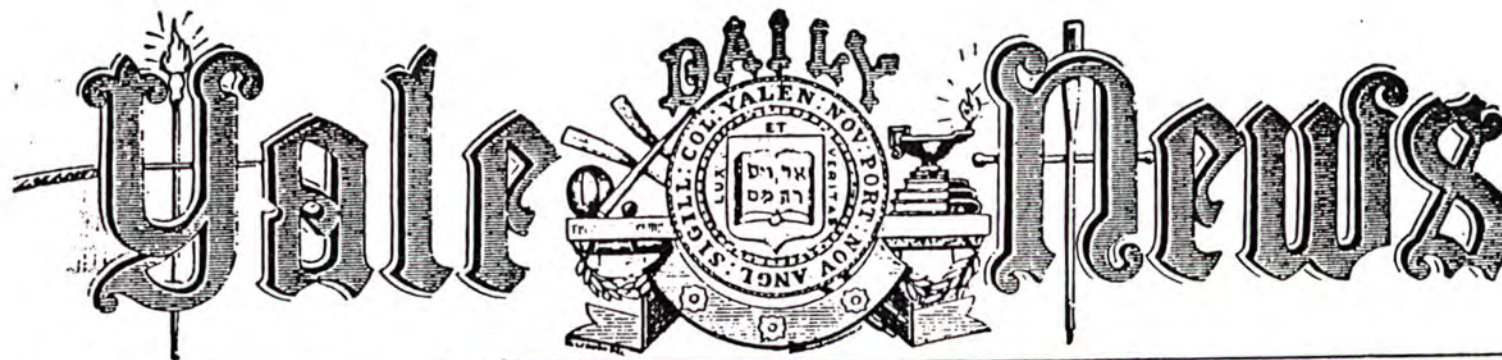
"Look at what you and your money got you. Are you happy now? Look at what you bought with all your loot, BJ," said Jermaine, played by Jermaine Deas. The boy buried his face in his hands.

The play was over.

Dodd and Lieberman looked at the children lying on the floor, then up at Jermaine. And then they applauded.

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NEW HAVEN, CONNECTICUT, FRIDAY, SEPTEMBER 11, 1992

## *City Youth LEAP and Learn in Summer*

By Rachel Kousser  
YDN Staff Reporter

Summer jobs are not always exciting, and summer camps are often even less so. But for 240 inner-city New Haven children and their counselors in LEAP, the long and hot Connecticut summer was a time of new discoveries.

It might even change some lives.

LEAP — Leadership, Education and Athletics in Partnership — was a residential, intensive, privately-funded summer program for inner-city kids run by students from Yale and six other area colleges. Counselors lived in the housing developments during the eight-week program and aimed to teach seven-to-13-year-

olds about the fun and importance of education.

"I expected it to be, like, boring," said participant Frankie Gomez. "It wasn't."

With LEAP, he traveled to Washington, D.C. and Baltimore, where he got to enjoy the "fish museum," complete with seals and a dolphin show. Next year, he plans to come back but this time as a junior counselor.

Living in the projects was a crucial factor in LEAP's success, participants said. Although some counselors said they faced initial suspicion from community members, they said being around the kids for 24 hours a day intensified and improved their relationships.

"It was kind of crazy ... like having a lot of little brothers and sisters," explained counselor Brad Williams '95. "The kids were always

looking out for you."

The LEAP program tried to show poor children how to "become empowered through education," said Matt Klein '93, co-coordinator of this year's program.

LEAP's combination of classroom instruction, field trips twice a week, and overnight camping excursions all added up to an experience far beyond the scope of the usual summer camp or school.

Other unique features of the program were its reliance on private funding and its ability to use hitherto untapped community resources, LEAP organizers said.

Public schools, New Haven Housing Authority, Dwight Hall and seven area colleges

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# New Haven Kids LEAP and Learn

LEAP, from Page 1

all worked together to get LEAP off the ground, and its first trial was a rousing success, community leaders said.

Plans for continuing and expanding the program are now under way, and organizers say they confidently expect to make LEAP available to about 400 schoolchildren next year.

**"It was the most rewarding experience I've had."**

**—Regina Winters ARC '94**

"Any time we meet with a successful program, we try to continue it," said Housing Authority director David Echols. The Housing Authority provided

apartments to counselors, who lived in four city housing projects along with their counselees.

LEAP's combination of in-class instruction and extensive field trips did not come cheap. The program's budget of about \$200,000 came predominantly from private donations, Klein said.

The "collaboration" between private funding and public assistance helped make the program successful, said Ann Calabresi, one of LEAP's organizers. "The private sector can do a lot."

Both counselors and participants gave the program rave reviews.

"I really fell in love with the kids," said junior counselor Tara Waller, who said visiting museums with her charges was "really enjoyable."

"It was the most rewarding experience I've had," said counselor Regina Winters ARC '94.



# Strange, the way things worked out this summer

■ **More good than bad:**  
An odd set of circumstances may lead to lasting change.

By Josh Kovner  
Register Staff

**NEW HAVEN** — It wasn't always pretty, this triumphant past summer in the city, this season of challenges that saw more kids in youth and job programs than at any time since the late 1970s.

Going in, youth workers worried that a delayed reaction to the Rodney King verdict in Los Angeles would stoke rage in New Haven.

Then a 6-year-old boy in a school bus was shot in the head a week before school let out. Hopelessness thickened the tongues of parents, educators and social workers as they tried to rebound.

There were five murders in July. Late in the month, a camper at the New Haven YMCA drowned during an outing in Torrington.

"We anticipated, we feared, that in the face of Rodney King and the overall violence in New Haven, our summer programs would go off half-cocked," recalled Sherill "Bummy" Moore.

He's chairman of a coalition of 19 youth organizations whose teamwork is credited with helping to shoot that forecast full of holes.

The problems could have caused youth workers to turn inward, to do what they'd often done in the past: focus on funneling kids into their agencies' summer programs, protecting their agencies' niches in New Haven's social service industry, surviving.

*Turn to Summer, Page 10*

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# Summer: Positive attitudes prevailed

Continued from Page 1

But 12 key players in the summer of 1992 said in separate interviews that the opposite happened. The adversity melted the turf boundaries, at least temporarily, and spawned a deeply rooted resolve to engage New Haven's children, to steer them into productive, meaningful lives.

They said several factors came together in a sweet conspiracy that no one could have scripted to set this summer apart.

Numbers alone didn't make this an extraordinary season, though some summer programs, including the New Haven Housing Authority's youth diversion centers, doubled in size. And 2,015 kids got summer jobs through the Private Industry Council, up 500 from last year.

Enrollment figures have generally been on the rise, and city Parks and Recreation day camps are filled to capacity most summers. Last summer, programs swelled as parents, inspired by peace rallies, made sure their children were busy in response to a murderous wave of violence that scorched New Haven in the spring of 1991.

This summer was special, the key players said, because the stage was set for lasting change. Here's why:

■ Fear — never realized — of a spillover from the Los Angeles riots, coupled with the recession and the shooting of 6-year-old Cesar Sandoval, drove the stakes up so high and made them so plain that people knew they couldn't sit on the sidelines this summer. They couldn't risk even the suggestion that an irrevocable despair was settling on New Haven's neighborhoods.

"We cut the bull..." said Verdall Roberts, principal of Lincoln-Basset School and a towering figure in the lives of many Newhallville residents. "People rolled up their sleeves and started communicating. That evolved into a provocative effort."

Frank Williams, director of city Parks and Recreation, said, "The message finally got through: Everyone's on the same side."

■ A \$300,000 state grant in mid-summer extended programs for two or three weeks for a couple thousand kids — a full slate reminiscent of the 1960s and '70s, when government grants weren't news.

■ Youth organizers made field trips more meaningful. In addition to taking the usual jaunts to beaches and lakes, kids camped out in the woods for three days, or went to Toronto, or New York's Apollo Theatre, or to Philadelphia's Museum of Anthropology and Archaeology, or Boston's Quincy Market.

"There was a purpose to the



Margo Cox, 9, and Taranisha Waller, 17, got together this summer through the LEAP program, in which hand-picked high school and college students became mentors to 240 city children.

Douglas Healey/For the Register

activities that I hadn't seen before," said Eleanor Boyd, the school system's anti-dropout coordinator. Enrollment is up slightly in city schools so far this term, but officials said it's too early to say how the success of the summer of 1992 is affecting attendance rates and behavior.

■ More uniformed cops on the street dampened the neighborhood drug trade, and several officers participated in summer programs on their own time, though the summer was not without its violence and tense moments. Gunfire, for example, scattered several participants at a festival near Roberto Clemente School earlier this month. Organizers of the event — held to celebrate the successful summer — later acknowledged that they failed to arrange for a police presence at the festival.

"(Chief) Nick Pastore's method of sending a lot of cops into an area for long periods of time was interfering with people coming into town to buy drugs and took some of the main sellers off the street," said Donald Morris, leader of a men's group, Brothers Getting Busy, that was particularly active this summer.

■ The years of talking about doing more for kids in New Haven started to pay off.

"Don't forget, the direction from City Hall has been one of connecting with youth," Pastore said.

■ The drowning of the YMCA camper spurred a state investigation that forced at least 20 city agencies to examine and improve their programs and learn better cooperation in the process, said Moore, chairman of the Citywide Youth Coalition.

Among the highlights of the summer was the LEAP program. Handpicked high-school and college students were mentors to 240 inner-city children divided into small groups of about eight. The college students lived in the neighborhoods during the summer.

"I learned as much as my kids did," said Taranisha Waller, a 17-year-old senior at the High School in the Community who helped guide a group of 9-year-old girls in the Westville Manor housing development in West Rock.

"These kids thought whites were all rich and better than them, and that if you didn't say

'excuse me' to an older black person, they would shoot you. These are frightening thoughts," Waller said.

"We gave them a little background in black history. We helped them see that all blacks aren't violent. We helped them set goals and talked about self-esteem."

"By the end of the summer," Waller said, "I think they realized they have opportunities, choices. I think they all feel better about themselves."

On 10 consecutive summer Saturdays in Newhallville, Brothers Getting Busy staged daylong festivals which drew at least 300 people each time, Morris said.

Through the efforts of Yale University's employee unions, New Haven's youth could use the campus gym, pool and other facilities for the first time this summer. And new anti-gang, pro-education groups such as SURE and Elm City Nation got the ear of dozens of young men.

The productive summer shaped a challenge of its own, the key players said: Harnessing the momentum and keeping it aloft year round.

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## Gaining power through education: LEAP is helping city children achieve success

Since nine-year-old Ronise Foy met Yale undergraduate Drema Brown last summer, she's discovered that even doing homework can sometimes be fun. On her weekly visits with her older friend, Ronise often spends time solving math problems, reviewing multiplication tables and reading.

Making learning an exciting adventure is one of Ms. Brown's goals as a counselor for the Leadership, Education, and Athletics in Partnership for New Haven Youth Program (LEAP), which aims to help economically disadvantaged children from New Haven achieve success. In the program, students from Yale and other universities in Connecticut serve as mentors to the inner-city youngsters, who participate in an intensive, all-day "camp" during the summer and then continue seeing their counselors on a more limited basis during the school year.

LEAP was founded by Law School student Henry Fernandez, Matt Klein '93 and Anne Calabresi, a former educator and long-time organizer of youth programs. The three inaugurated the program last June with the help of other Yale staff and members of the New Haven community. (See related story, below.)

The eight-week summer session provided 224 children between the ages of 7 and 13 with a wide array of educational and recreational activities. The children enrolled in the program live in three New Haven housing developments — Church Street South, Elm Haven and Westville Manor — or in the Newhallville neighborhood.

During the summer, the youngsters were divided into groups of eight, each with a senior counselor and a junior counselor. Students serving as senior counselors hailed from Yale, Albertus Magnus and South Central Community colleges, Southern Connecticut State and Wesleyan universities, and the University of New Haven. Students from the city's public high schools served as junior counselors. The students were paid to serve as counselors.

The 29 senior counselors moved into vacant apartments in the public housing developments where the youngsters in their group live. The apartments were provided by the Housing Authority of the City of New Haven.

"We wanted all of the counselors to understand the community their children come from so that they could really see what's going on in each child's life — be it an arrest in the neighborhood, a big block party or family conflict," explains Mr. Fernandez. "We also required that the counselors meet on a weekly basis with the children's parents. By knowing the circumstances of each child's daily life, the counselors were much more capable of helping the kids academically and socially."

The summer session ran daily 9:30 a.m.-4:30 p.m., but the children were often invited back to their counselors' apartments after hours for visits and "sleep-overs." Counselors devoted three mornings a week to teaching reading, writing, math, science and other subjects using the classrooms in neighborhood schools, made available by the New Haven school system. The remainder of the time was spent on field trips, recreational activities and camping trips. Other highlights included week-long trips to Boston, Washington, D.C. or Toronto; excursions aboard Schooner Inc.'s vessel "Quinnipiac"; and woodworking classes at the Eli Whitney Museum.

The LEAP counselors also tried to help children develop basic skills that will allow them to be successful in school and in life, according to Mr. Fernandez.

"Over the summer, we did things as simple as teaching the children how to behave in certain settings, such as a library, so that they could have access to resources available to them, and engaging them in activities that would enhance their self-esteem," he says. "A primary focus was to get the kids to see education as a useful tool in their lives, as something that gives them a sense of power. Many of these children have gotten the message from other kids in their neighborhood that gangs and guns bring power; we want to show them that there are other ways they can become important in their communities."

LEAP counselor Marsha Scipio '95, for example, tried to teach her group of 10- and 11-year-old girls about sisterhood and having respect for their own and others' cultures. "Knowing about your own culture and about the people who have made contributions to it can be a very empowering experience," she says. "So I geared a lot of my activities toward teaching the girls about how different people live. Then, to help them understand the differences, we visited New York City, where I showed them Little Italy, Chinatown and Harlem."

Beatriz Guerra '94 taught the 10- and 11-year-old girls in her group at Elm Haven about government and justice by holding mock trials in the classroom and taking the children to visit the State Capitol building in Hartford. She hopes she helped the children understand that they can bring about change in their communities by becoming involved in government and other fields that will enable them to have an impact on society.

Regina Winters, a student at the School of Architecture, asked her group of 12- and 13-year-old girls to construct a model of an ideal community using as a framework their own neighborhood of Westville Manor. To their commu-



Dremae Fair and his sister Ronise Foy (front row) are two New Haven children who participate in the LEAP program. They are pictured at the Family Support Center at the Church Street South housing development with (left to right) LEAP cofounder Henry Fernandez, counselor and South Central Community College student Daryl Nelson, the youngsters' mother, Sandra Foy, and LEAP cofounder Matt Klein.

nity — currently comprising a laundromat, pizza restaurant and candy store — the girls added a dance studio, fire and police stations, and a large grocery store. The exercise was designed, in part, to help the youngsters envision the ways their neighborhoods could grow and change.

According to Mr. Fernandez, even the smallest projects were generally educational. Some of the groups, for example, went grocery shopping before going on a camping trip, which helped them develop such skills as budgeting and accounting. Before one of his group's outings, Brad Williams '95 taught the eight- and nine-year-old boys from Elm Haven about recycling, respecting the environ-

**"Many of these children have gotten the message from other kids in their neighborhood that gangs and guns bring power; we want to show them that there are other ways they can become important in their communities."**

— Henry Fernandez, LEAP cofounder

ment and using public transportation by asking them to pick up soda cans and bottles in their neighborhood and then to travel by bus to a grocery store to return them for a deposit refund.

Since September, counselors have been meeting with the youngsters they taught over the summer either in groups or individually. In addition to helping with homework, the counselors — who are serving on a volunteer basis during the school year — have invited their young friends to cultural and recreational events on campus and joined them in activities ranging from going to the movies, taking hikes, or simply just getting together to talk.

"Whenever I do anything that I think the girls in my group would enjoy, I always invite them to come along," says Ms. Winters. "I'm always thinking of ways that I can

include them."

LEAP counselors, New Haven educators and others who work in youth services are already reporting positive changes in the children who are participating in the program, according to Mr. Fernandez.

For instance, Kaye Holtz-Harvey, director of the Family Support Center at Church Street South, says LEAP has sparked an interest in learning in many of the youngsters.

"I notice already that the children at Church Street South have a new sense that learning can be fun," she says. "I also see that they have come to appreciate people of other cultures while taking pride in their own. LEAP counselors have had an impact on these children that is enormously positive and inspirational."

Ronise's mother, Sandra Foy, agrees. "I've never in my life seen anything like it," she says. "Every other summer, my son, Dremae, has been kicked out of neighborhood programs for not behaving correctly. This year, he has a different attitude about school, and he is learning how to respect other people. I am very happy that these counselors took the time with Ronise, Dremae and other inner-city kids, and cared about them."

LEAP requires more funding for next summer's program, but for now, Mr. Fernandez, Mr. Klein and the counselors are relieved that there has been enough commitment, both financial and emotional, to keep the program running during the academic year.

"If we are really going to make a difference in the children's lives, we have to be able to keep our contact with these kids going," says Mr. Williams. "Recently, one of the boys in my group had some trouble at school and his mother asked that I go along with her to talk to his teacher. It brought home to me just how important our involvement in the kids' lives is to them and their families. For me, being a LEAP counselor has been like having eight little brothers."

### Community members' shared vision made LEAP program possible

LEAP was made possible through the efforts of numerous people on college campuses, in the New Haven school system and in the city's Housing Authority, along with individual donors who wanted to help area children.

Anne Calabresi, a community activist, had long thought about getting college students involved in a comprehensive program to enrich the lives of New Haven schoolchildren. She eventually met Yale students Henry Fernandez and Matt Klein, both of whom had run mentorship programs for youth in the Boston area and who had similar dreams.

"Most of the people involved in getting LEAP off the ground hadn't known each other before, but we were all dedicated to helping children and knew that even though New Haven doesn't have a lot of funds, it does have thousands of college kids who are a wonderful resource," says Ms. Calabresi, who is the wife of Law School dean Guido Calabresi. "We believe that a

lot of the intervention that needs to be done to show these children that we do care about them can be done by non-professionals. Our feeling was that ordinary human beings can make a difference."

Ms. Calabresi and the Yale students also enlisted the support of Paula Armbruster, assistant clinical professor of social work and director of outpatient services at the Yale Child Study Center. She helped gain the support of college presidents and other educators for the program, and they, in turn, worked to interest students in working as LEAP counselors. She also helped develop components of the two-week, mandatory training program for counselors. The sessions — which were led by teachers, social workers, police officers and neighborhood activists — dealt with such topics as violence prevention, group dynamics and ways to involve children in science and the environment.

LEAP founders also met with personnel from the New Haven

Housing Authority, school principals, managers of the housing developments, family support agencies, and teachers and staff in youth intervention programs to ascertain the needs of the children who would participate.

Funds for the program came from donations from individuals, corporations and universities, including the Office of the Secretary at Yale. LEAP also received grants from the Commission on National and Community Service and Youthbridge (a program sponsored by the U.S. Department of Higher Education) to help continue and expand the project.

"It is so important for us to keep LEAP going," says Ms. Calabresi. "We need to help the children in our cities have positive experiences that will allow them to have a picture of themselves as people who can do things. Every interaction between each child and the older person who is his or her mentor is a time of great potential. LEAP has resulted in a wonderful, intergenerational experience."