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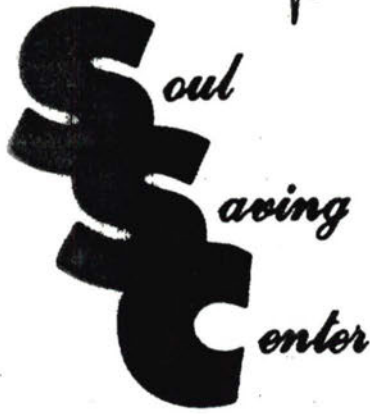
Correspondence

SOUL SAVING CENTER
P. O. Box 474
Hopkins Park, Illinois 60944

SEP 9 12 05

COPIES: _____

September 6, 1994



Action Office: fmha
Referral Code: 3



Bible Training

Camp Meetings

Day Camp Children

Counseling Services

Telephone

Personal

Mission

Prison Outreach

Home Visitation

Home Bible Classes

Vocational Training

Electrical Work

Photo Making

Dress Making

Carpenry

Recreation Activities

Horseback Riding

Ice Skating

Ball Games

Swimming

Home Employment

Dress-making

Food Production

Food Preparation

Culture

Dance

Piano

Film Making

Drama

Theatre Production

Mike Espy
Secretary Of Agriculture
U.S. Department of
Agriculture
14th & Independence Ave. S.W.
Washington, D.C.
20250-1310

Dear Mr. Espy,

I received "Getting Things Done For America", from the United States Department Of Agriculture. I do hope you give our area some attention. I have selected several sections of the pamphlet, (the most urgent needs), of our community that this project can help us with. I know we can not make this world a heaven, but we can keep it from becoming a hell.

A. PERSONAL NEED:

I do not have a degree, but have made many attempts to earn one. The lack of finance kept me under such great pressure, and my psychological insecurity, I could not study, often missed classes for the lack of transportation. While attending college I was caring for my retarded brother, and working, my brother was in my care for twenty six years, he died May 5, 1994.

Nine years ago I attempted for the last time to attend college, hoping to earn a degree. Under pressure I borrowed five thousand dollars with the intent to pay the loan off by working in poverty areas, since my interest is to aid the under-privileged, my community.

I had met doctors, therapist and other professionals who worked in my community told me they were working in this community to pay off the student loan, and told me it would be a good way to help finance my education, and that my loan would be forgiven working in the community.

When I borrowed the money I had this in mind, and thought this policy would surely relieve the pressure of money. To my regret I learned that the pressure did not all come from money, but in part the responsibility of caring for my brother.

SOUL SAVING CENTER
P. O. Box 474
Hopkins Park, Illinois 60944



2.

Bible Training

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Dress-making
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Culture

Dance
Piano
Film Making
Drama
Theatre Production

I was not able to attend workshops, spend extra time in laboratory, as was required by some subjects. The pressure of studying, working, caring for my brother proved to be more than I could endure. So I dropped out of school. No degree.

Soon after dropping out of school payment on the loan became due, which I was not aware of, therefore the loan fell into default. I have paid on the loan, but it gets more and more, instead of owing five thousand, I now owe six thousand.

I am sixty eight years old and receive three hundred and ninety five dollars a month from social security I am finding it impossible to meet my daily living expenses.

My interest in serving the community is still in effect. I have organized a non-for-profit culture center "SOUL SAVING CENTER". At present I am teaching ballet, piano, ceramics and art classes. No charge to students. I have been doing this since 1974. I do not receive a salary. I take out a little each month from my living expenses. I do received one hundred from two people who are trying to support my efforts.


My sole purpose is to make art and Christian values in the arts available to this community.

Is it possible to receive forgiveness for my loan under the new AmeriCorps National Service Program?

Enclosed:

1. Personal Resumi.
2. Life Story in part.
3. Copy of charter-"SOUL SAVING CENTER"
4. New Letter(monthly)
5. Application for AmeriCorp commitment to service.

Thank you,
Sincerely,


Thesley Beverly

The information in the section below is optional, will in no way affect your selection into the program, and will be processed separately. You have three options:

- (1) You may return the Optional Information with the application;
- (2) You may detach the Optional Information form and return it separately and anonymously; or
- (3) You may choose not to return the Optional Information form.

.....

Optional Information

I. Describe your ethnic background:

Black (African American) Hispanic (Latino) American Indian/Alaskan Native
 White/non-Hispanic Asian or Pacific Islander Other English Indian -
Irish - African

II. Do you have any special needs that require accommodation? Yes No
(specify) _____

III. Does your family receive public assistance (e.g., AFDC, Food Stamps): Yes No

If yes, please specify _____

Total annual household income from all sources \$ 395.00

How many people (parents\siblings, children) live with you? 0

.....

V. Educational Background

Check only highest level

- 1. Graduate/Professional degree
- 2. Graduate/Professional study
- 3. College graduate
- 4. Some college
- 5. Technical school/Apprenticeship
- 6. Associate degree
- 7. High school graduate
- 8. GED
- 9. Less than high school completed

Other (specify) America Theatre Wing, *Occupations & Recreation Therapy School
New York City Chicago, Il.
Continental Cablevision Production Internship
Los Angeles, Ca.

Beginning with the most recent, list all schools attended, including high school, any trade or technical schools, Job Corps, etc. Attach additional sheets if necessary.

Name of School	Location of School (City/State)	Dates Attended		Area of Study Major/Minor	Type of Degree/Certificate and Date Received (expected)
		From Mo./Yr.	To Mo./Yr.		
George Williams College	Chicago, Il.		1959		
Chicago State University	Chicago, Il		1975		
Olivet Nazarene College	Kankakee, Il.		1980		
Columbia College	Chicago, Il.		1985		

See Resumé

VI. References

Please list two individuals whom we may contact as references. We encourage you to list people who know you well such as teachers, employers, guidance counselors, or community members.

<p>1. Name: Bill Mitchell P.O. Box AA Address: Hopkins Park Il. 60944</p> <p>Apt. #:</p> <p>City: State: Zip Code:</p> <p>Telephone Number: 815-044-5448 Relation to you: Superintendent of School in Hopkins Park</p>	<p>2. Name: Hezekiah Brady Jr. Pembroke Twp Momence Il.</p> <p>Apt. #:</p> <p>Address:</p> <p>City: State: Zip Code: 60954</p> <p>Telephone Number: 815-944-5139 Relation to you: A Minister</p>
---	--

Thesley Beverly
P.O.B. 474
Hopkins Park, Il. 60944

	<u>PLACE OF EMPLOYMENT</u>	<u>POSITION</u>
1985-1990	Toque Christian School 5944 South Avalor Los Angeles, Ca	Art Instructor Drama Instructor Bible Teacher
	Langston Hughe Christian School 3921 West 104th Street Los Angeles, Ca.	Art Instructor
	Continental Cablevision 2900 Crenshaw Blvd Los Angeles, Ca.	Intern Cameraman, lighting, editing, character generator.
	ABC Visual Communication Photo Gallery 2040 Avenue Of The Stars Century City, Ca. 90067	Studio Butler
1990-1994	Soul Saving Center 13417 Central Ave. POB 474 Hopkins Park, Ill.	Director of Christian Culture Center.

Thesley Emanuel Beverly

... 1926

Jan. 27, 1926 .. Birthday

	<u>Place Of Employment</u>	<u>Position</u>
1985-1978	Soul Saving Center Hopkins Park, Il.	Director of Programs
1978-1977	Beverly's Resturant Hopkins Park, Il.	Proprietor and Cook
1977-1976	Pembroke Association for Human Development Hopkins Park, Il.	Instructor in Arts and Crefts.
1976-1974	Chicago State University Chicago, Il.	Dance Instructor Audiovisual Aid
1973-1972	Good Shepherd Manor Momence, Illinois	Co-Ordinator of Activit Arts and Crafts Instruc
1972-1969	United Parents Programs for Exceptional Children Kankakee, Illinois	Director of Recreation
1969-1970	Manteno State Hospital Manteno, Illinois	Assistant Administrator of Activity Therapy
1969-1968	Brooklyn State Hospital Brooklyn, New York	Occupational Therapy ar Art Instructor
1968-1967	New York State Youth Divi- sion New York, New York	Modern Dance Instructor
	J. F. Kennedy Culture Center- Public School "64" Brooklyn, New York	Modern Dance, Hindu and Ballet Instructor

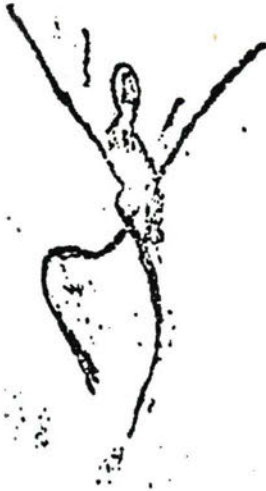
2. Place of Employment

<u>Date</u>	<u>Place of Employment</u>	<u>Position</u>
1968-1963	Methodist Hospital Brooklyn, New York 506 6 th St	Director of Occupational and Recreational Therapy Dance Therapy
1961-1960	Chicago State Hospital Chicago, Illinois	Activity and Dance Therapy Instructor
1959-1955	University of Chicago Theatre Chicago, Illinois	Dancer, Choreographer and Instructor
	George Williams College Chicago, Illinois	Dance Instructor Choreographer
	TV Channel 11 Chicago, Illinois	Dancer
	Chicago Southside Boy's Club	Dance Instructor
	Young Women Christian Assc.	Dance Instructor
	Max Straus Jewish Community Center, Chicago, Illinois	Dance Instructor
1955-1954	Piccadilly Theatre "Jazz Train" London, England Royal Command Performance Tour major cities in England and Scotland Paris, France Les Beverly Dancers, toured in France	Dancer, Director and Choreographer
	Irene Gairy School Of Dance	Instructor of Ballet
1947-1943	United State Navy	Ships Cook Third Class

Thesley Beverly

PROFESSIONAL TRAINING AND EDUCATION

<u>Date</u>	<u>School - Studio and Location</u>	<u>Area of Study</u>
1979-1985	Columbia College Chicago, Illinois	Filmmaking, script and photograph
1976-1977	Olivet College Kankakee, Illinois	Art. Oil Painting
1975-1973	Chicago State University Chicago, Illinois	Art, Oil Painting
1968-1967	Brooklyn Museum Art School Brooklyn, New York	Art, Oil Painting
	Saito Studio Brooklyn, New York	Sculpture
1965-1965	Jewish Home and Hospital For The Aged New York, New York.	Occupational Thera for the Aged
	New York University New York, New York	Rythmics for Ment Disturbed and Ret
1961-1960	Manteno State Hospital Training Center	Activity Therapy
1958-1957	Dorothy Charmatt's School of Creamics Chicago, Illinois	Ceramics
1958-1955	Nevil Black Dance Studio Chicago, Illinois	Modern Dance
	Fort Dance Studio New York, New York	Afro American D
1958-1958	George Williams College Chicago, Illinois	Psychology



THESLEY BEVERLY PRODUCTIONS

P. O. BOX 218 / HOPKINS PARK, ILLINOIS 60944

Dr. C. N. Somers, Director
Office of Educational Experimentation
Room E-116A
Chicago State University
9500 South King Drive
Chicago, Illinois 60628

INSTRUCTIONS IN

Ballet
Modern-Contemporary
Jazz
Afro-American
Tap
Ceramic
Sculpture
Clay / Wood
Needle Craft
Oil Painting
Leather Craft

Dear Dr. Somers:

EARLY LIFE

As far back as I can remember, I had always wanted to be a doctor or a dancer. Anxious to start on one or the other of the two careers, I enrolled at an early age in a correspondence course in taxidermy. This was to familiarize myself with the tools of surgery. Pursuit of this activity continued throughout my elementary and high school years. My dormant inclination to dance was awakened by an experience in sixth grade where my music teacher taught a tap dance routine to which I responded with great enthusiasm.

HIGH SCHOOL

Upon entering Wendell Phillips High School in Chicago, I majored in science which further stimulated my interest in medicine. Extra curricular activities were learning alto and bass saxophone, participating in high school band performances, and serving as a band teacher's aide. My after school hours were occupied in grocery stores where I worked as delivery boy and clerk, leader to butcher meat, care for food products, and relate with people in all walks of life. At the age of fifteen, I worked in a large restaurant, first as a bus boy, then as a salad man, and later as a short order cook.

NAVY CAREER

At the age of seventeen, I left high school to join the United States Navy. There I was assigned to cooking school and became a ship cook (third class) for two years. Concurrent with various duties in the service, I took a correspondence course in bookkeeping. In 1946, my volunteer service in the navy ended with an honorable discharge.

CIVILIAN LIFE

After returning to civilian life, I took an examination for a high school diploma at Wilson Junior College, which I received in 1946. Later, I enrolled in Jones Business College for one semester where I studied typing and bookkeeping.

STUDY AND PERFORMING

In 1947, I went to New York to pursue one or the other of my first ambitions - either medicine or dance. Access to medical school was closed, therefore I pursued the second alternative -- dance. Under the G. I. Bill of Rights, I studied dance full time under the auspices of the American Theater Wing in New York (an organization which coordinates the performing arts.) After three or four years of studying, I began working in small companies as an extra. My first professional job was with the New York City Center Opera Company in the production "Trouble Island." Later, I worked in the company of Archie Savage performing modern and jazz techniques, with Haddasa's Company performing in the classical Hindu style, and with Anna Sokolow's company working in the contemporary idiom. I continually studied modern and classical ballet with New Dance Group, Ballet Arts, and with individual teachers and schools among which were Michael Fokine, Martha Graham, Katherine Dunham, Charles Weidman, Hanya Holm, Jose Limon, and Charles Carlos. To further enhance my education in theater, I also studied choreography with Anna Sokolow, speech with Marian Rich, and spent many hours behind scenes observing the various phases of stagecraft.

PERFORMING ABROAD

Additional professional experience was afforded by a two week dancing engagement in the musical "Cabin in the Sky," followed later by "Jazz Train," a Broadway production which provided six months of employment in New York, and later, a one year tour of England and an eight month tour of Scotland and France. The highlight of the run in London was a command performance for the Queen of England. On days off during the London stay, I danced with Bosco Holder's group, and pursued a regular course in classical ballet. While in France, I formed my own group for which I did all the choreography.

TEACHING AND PERFORMING

On returning to the United States, I began teaching and performing in Chicago where I collaborated and studied with Nevill Black. I taught modern dance mostly in community centers, and also worked as a group leader with teen age boys' clubs coordinating activities of various kinds including arts and crafts. Max Strauss Jewish Community Center, Pershing Road Young Women's Christian Association, South Side Boy's Club, and South Side Community Art Center are among the places where I taught during this phase of my experience. On the adult level, I taught modern dance at Chicago University Work Shop, and also at George Williams College. My status as a student continued with my enrollment in a non credit course in psychology at George Williams College. My income at this time was supplemented by work in various concerts and night clubs.

DANCE THERAPY

Events took a new turn when I was offered a position at Chicago State Hospital, which I accepted as dance therapist and recreation worker. My duties were to provide recreation for sixty teen agers and three hundred patients in two regress wards. I supervised self expression in dance, physical exercises, entertainment, and trips. It was also my responsibility to observe the patients and write progress reports. During this time, I became interested in developing more skills, and therefore enrolled in activity training school where I learned ceramics, weaving, knitting, general games, and musical activity. I was awarded a certificate for this course.

RECREATION DIRECTOR--NEW YORK

After one year at Chicago State Hospital, I was offered a position at Methodist Hospital in Brooklyn where I had an opportunity to set up an activity department for the mentally ill. My efforts were concentrated on twenty-five short term patients for whom I directed craft projects; ordered equipment, and planned and supervised recreational activities. Additionally, I was required to give lectures for new staff members and student nurses. I initiated a ceramic department and designed a roof garden where patients practiced horticulture. I taught in an after school dance program in a public school under the Kennedy Cultural Program and also in a New York Youth Program for delinquent girls. Concurrently, I took a course in rhythemics for the retarded at New York University, and a course in occupational therapy for the aged at the Jewish Home and Hospital for the Aged. The two experiences resulted in a certificate.

ART EXPERIENCE

During my early days of studying dance, I modeled for artists to supplement my income. The environment stimulated me, and I began to paint on my own. While in Europe, I visited museums and art galleries which further increased my knowledge and interest in art. With this background, I eventually applied for and received a scholarship at the Brooklyn Museum which enabled me to complete two courses in oil painting. The experience was gratifying to the point where I explored other areas of art especially sculpture which I studied at a private studio.

FARMING

I returned to Illinois, a rural area in Kankakee County. Here for four years, I learned the art of caring for animals on my own several acres of land, raising chickens, hogs, ducks, and horses. Feed for the animals was raised on the farm along with truck produce.

ACTIVITY DIRECTOR -- KANKAKEE COUNTY

During the four years in Kankakee County area, I worked in Manteno State Hospital, United Parents Programs for Exceptional Children, and Good Shepherd Manor. In Manteno State Hospital, I was assistant administrator of activity therapy. My duties were supervision of the craft, ceramic and music departments. The United Parents Programs for Exceptional Children offered a new approach, providing recreation and social living for all retarded and handicapped persons. As director of recreation, I supervised six staff members in recruiting and individually transporting each client from home to various designated public places of recreation and social events. I also planned and scheduled special events such as square dances, parties and theater trips. I initiated a boy's scout group; a 4-H club; YMCA membership and a year round program for the retarded in Kankakee County.

In the Good Shepherd Home for Retarded Men, I worked as coordinator of activities and arts and crafts instructor for one hundred and eighteen retarded men. I taught sewing, tailoring, weaving, oil painting, and crafts. I designed and scheduled programs for individual needs. I initiated the ^{special} Olympics in Grant Park, the annual gladiola festival, and Christmas program and annual art show. Beyond the foregoing experiences, I worked one summer in the Kankakee Park District serving one hundred and fifty children and teen agers teaching games, arts and crafts.

PEMBROKE DANCE THEATER

I taught classical and modern dance to one hundred and twenty six children, initiated a dance theater, and staged two productions in the Pembroke township of Kankakee County. Subsequently, I received a grant from the Illinois Art Council.

CURRENT INVOLVEMENT

At the time of writing
I am currently teaching dance and ceramics at Parkway Community House, classical ballet at Sammy Dyer's School of Dance, and serving as dance advisor and choreographer to the Black Magic Dance Group.

MOTIVATION FOR DEGREE

From time to time, I have had positions offered to me which I could not accept because I lacked a degree. In general without a degree advancement is limited, and the "doors" simply do not open.

PERSONAL STATISTICS

I am single, living with my brother, Alfred, who is retarded. I was born in Chicago on January 27, 1926.

My transcript is being sent to you from Wendall Phillips High School. Enclosed is a resume and work recommendation.

State of Illinois

Department of Public Welfare

Activity Therapies Training School

This Is To Certify That
Thesley E. Beverly

has completed a course of practical and theoretical training in
Recreation And Occupational Therapy
designed to improve the quality of those non-medical therapies as
used in the treatment of the mentally ill and retarded of this State.

Dates FEBRUARY 14 to MAY 5 1961

Francis J. Gerty, M.D.
Director

Paul Neeths, M.D.
Administrator, Professional Services

Lis M. Williams
Chief, Activity Therapies

Beth A. Nelson
Director, Training School

Instructors

Dr. J. H. Foster, M.D.

John E. R. ...



THE BROOKLYN MUSEUM ART SCHOOL

EASTERN PARKWAY, BROOKLYN, NEW YORK 11238

TO: TO WHOM IT MAY CONCERN:

DATE: May 7, 1969.

RE: Mr. Theslèy Beverly,
R.R. #4 Box 32,
St. Anne, Illinois 60964.

This will certify the above named student is/was registered in this school for full/part time study in the following courses:

TERM	COURSE NUMBER	INSTRUCTOR	SESSIONS PER TERM	HRS. PER SESSION	HRS. STUDENT ATTENDED
Summer 1967	Life Drawing	Paul Waldman	8	2½	20
Spring 1968	Painting & Drawing	W. M. Hantman	15	2½	37½

CERTIFIED BY _____

Augustus Peck

Supervisor.

THE BROOKLYN MUSEUM INSTITUTE OF ARTS AND SCIENCES

PEMBROKE COMMUNITY CONSOLIDATED SCHOOLS

BOARD OF EDUCATION

VIVIAN NEMBHARD, President
MARY LOU PICKENS, Secretary
ROGERS LYNCH
CLIFFORD YARBOROUGH, SR.
LELA LOUISE HOWARD
BERNICE RUNNELS
ROOSEVELT SMYLY

DISTRICT #259

P. O. Box AA

Hopkins Park, Illinois 60944

Billy J. Mitchell, Superintendent

Hopkins, Park (815) 944-8168

ATTENDANCE CENTERS

IDA L. BUSCH ELEMENTARY SCHOOL
FREDDIE L. McCLINTON, Principal
(815) 944-5893
GEORGE WASHINGTON CARVER
ELEMENTARY SCHOOL
(815) 944-5069
LORENZO R. SMITH ELEMENTARY SCHOOL
ROBERT L. TURNER, Principal
(815) 944-5219

August 3, 1983

TO WHOM IT MAY CONCERN:

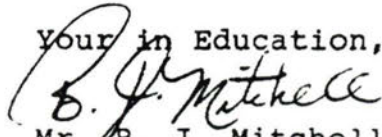
Mr. Beverly has been a friend and colleague of mine for the past twelve years. I can assure you that he is a person of good character, high morals, and can be easily trusted.

During the past twelve years, Thesley has demonstrated leadership, esprit de corp, and compassion in his work with children and his civic involvement with others.

Thesley's strong points are generous. I'll mention several that I believe to be his greatest asset. He seems to like people and consistently shows it. He knows how to get along with people both above and below him in a generally graded chain of command. He works well with people. Finally, I will say that Thesley has courage, drive, and determination to stick with a task until it has been completed. Evidence of this is his involvement with the youth of Pembroke.

Any consideration given him to advance his efforts to involve the youth of Pembroke Township will be well worthwhile to the total area of Kankakee County.

If we can be of any further help, please contact my office at (815) 944-5448.

Your in Education,

Mr. B. J. Mitchell

ELMER W. TWENTE, M. D.
45 PLAZA STREET, APT. 2 B
BROOKLYN, NEW YORK 11217
MAIN 2-5796

January 9, 1969

To Whom It May Concern:

I have known Mr. Thesley Beverley during the past four years. He is a man of the highest character and is superior in his ability to manage responsibility in an independent manner.

In his work as an occupational therapist he demonstrated warmth, human understanding and a high degree of creativity in his approach to professional problems.

I recommend Mr. Beverley highly and without reservation as a co-professional and good man worthy of prime consideration for employment.


Elmer W. Twente, M. D.

EST/rs

SIDNEY L. TAMARIN, M. D.
40 EIGHTH AVENUE
BROOKLYN, N. Y. 11218
NEVINS 9-0852

To Whom It May Concern, January 24, 1968

It was my privilege to work with Mr. Beverley during the time of his work on the Psychiatric Division at Mott Hospital. Though I was not in charge, my training as an administrator of a psychiatric unit for many years caused me to admire the employees and fellow workers intensely.

I always found Mr. Beverley perceptive, sensitive, conscientious and imaginative in his approach to patients. He applied himself deep and above the call to duty. He was able to relate well to the mentally ill. He reported that a conversation and a direction well from me. I was surprised with his demand of himself and others, that the patients' needs and helplessness be respected and cared for.

I am pleased to recommend him

Sidney L. Tamarin, M.D.
S. L. T.

WILLIAM A. FLORIO, M.D.
1080 BEDFORD AVENUE
BROOKLYN 25, N. Y.
BUCKMINSTER 2-4779

May 26, 1965

Mr. Vernon Stutzman, Executive Director
Methodist Hospital of Brooklyn
506 Sixth Street
Brooklyn 15, N. Y.

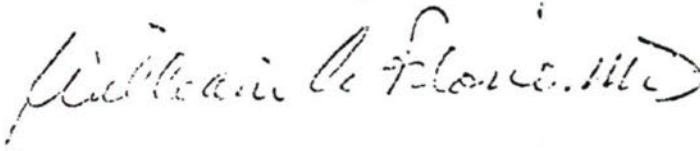
Re: Mr. Thesley Beverly

Dear Mr. Stutzman:

I wish to direct your attention to the fine work being done on the Psychiatric Service by our director of recreational activities, Mr. Beverly, and I feel this letter of commendation is in order.

Many of my patients have reported to me that they derived much inspiration, guidance, understanding and encouragement during their stay in the hospital from their contacts with him. I feel his relationships and motives are sincere and not simply put forth because the job demands it. I consider him a valuable asset to our Service and feel that some special recognition should be given to such an individual.

Sincerely yours,



WILLIAM A. FLORIO, M. D.

WAF/b

STATE OF ILLINOIS

DEPARTMENT OF MENTAL HEALTH
Albert J. Glass, M.D., Acting Director



CHAMPAIGN ZONE

KANKAKEE BRANCH OFFICE
BOX 11, HAMPTON HALL
100 EAST JEFFERSON
KANKAKEE, ILLINOIS 60881
TELE: 688-8887

July 21, 1970

Re: Thesley Beverly

TO WHOM IT MAY CONCERN:

As a member of the selection committee for the United Parents for Exceptional Children, I interviewed Mr. Beverly in the Spring of 1969 for the position of Recreation Director of the Kankakee Program. I was impressed at that time with the breadth of experiential background which Mr. Beverly had in the area of recreational and occupational therapy. His theatre career and his training in art lent, no doubt, to his success in later positions in therapeutic programs.

When Mr. Beverly assumed the position of director of the recreation program of the United Parents, the organization was in its infancy and the permanent overall director of program had not been appointed. At that time our agency worked closely with Mr. Beverly, who in the absence of an overall director, very ably threw himself to the development of the United Parents Program.

Despite his lack of formal leadership training, Mr. Beverly evidenced a sensitivity to the unique needs of individual children. He extended himself beyond his job role to assure that certain children participated in the program, to the extent of even picking them up and taking them home each day. He evidenced initiative, creativity and adaptability in the early stage of program development which led to an imaginative expansion of the original program plan in the area of recreation.

In addition to the above activities, Mr. Beverly used his earlier experience to help in fundraising and public relations work. Largely thru his interest and leadership, the parents ran a very successful Bazaar, which may become a yearly event. He designed and helped circulate program announcements and notices of activities.

Mr. Beverly is committed to the principle that all children deserve comprehensive programs in order to maximize their potential. Instead of becoming discouraged by the "tougher" cases involving profound retardation, crippling, and/or severe emotional disturbance, he becomes challenged at the prospect of widening the world of these afflicted young people. While he is sensitive in regard to his strong preference towards leading autonomously, I think that Mr. Beverly possesses the potential for disciplining this sensitivity when the best interests of youngsters can best be served thru co-ordinated effort and teamwork of persons with a variety of talents and kinds of contributions.



Alice Clover, ACSW, CSW
Program Director

AC/mlg

SIDNEY L. TAMARIN, M. D.

80 EIGHTH AVENUE

BROOKLYN, N. Y. 11218

NEVINS 8-0882

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I am pleased to recommend him.

Sidney L. Tamarin, M.D.
S. L. T.

WILLIAM A. FLORIO, M.D.
1000 BEDFORD AVENUE
BROOKLYN 25, N. Y.
BUCKMINSTER 2-4770

May 26, 1965

Mr. Vernon Stutzman, Executive Director
Methodist Hospital of Brooklyn
506 Sixth Street
Brooklyn 15, N. Y.

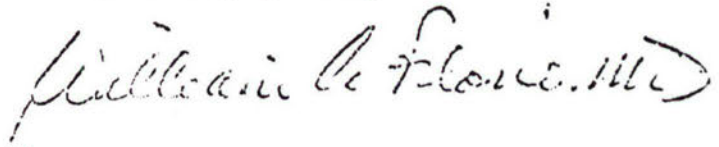
Re: Mr. Thesley Beverly

Dear Mr. Stutzman:

I wish to direct your attention to the fine work being done on the Psychiatric Service by our director of recreational activities, Mr. Beverly, and I feel this letter of commendation is in order.

Many of my patients have reported to me that they derived much inspiration, guidance, understanding and encouragement during their stay in the hospital from their contacts with him. I feel his relationships and motives are sincere and not simply put forth because the job demands it. I consider him a valuable asset to our Service and feel that some special recognition should be given to such an individual.

Sincerely yours,



WILLIAM A. FLORIO, M. D.

WAF/b

INTER-OFFICE MEMORANDUM

TO Lorenzo Paredes
FROM Dorothy Kozeluh, Acting Chairperson, HPER Department
DATE March 17, 1975
RE Thesley Beverly

The Department of HPER has recommended the following course equivalencies to Thesley Beverly for a total of 24 credit hours.

PE 107	Folk & Ethnic Dance	1 cr.
PE 118	Latin American Rhythms	1 cr.
PE 119	Square Dance	1 cr.
PE 129	Modern Dance	1 cr.
PE 130	Tap Dance	1 cr.
PE 132	Social Dance	1 cr.
PE 147	Rhythm Activities I	1 cr.
PE 148	Rhythm Activities II	1 cr.
PE 220	Rhythm Activities III	1 cr.
PE 256	Rhythm Activities IV	1 cr.
Rec110	Recreation Activities	2 cr.
Rec170	Recreation Leadership	3 cr.
Rec180	Camp Counseling	3 cr.
Rec232	Youth Serving Agencies	3 cr.
Rec240	Therapeutic Recreation	3 cr.
	TOTAL	<u>14 cr. hours</u> 24

DK/cs

The Gospel Crusade Institute of Ministry

Bradenton, Florida

This is to certify that

Thesley Beverly

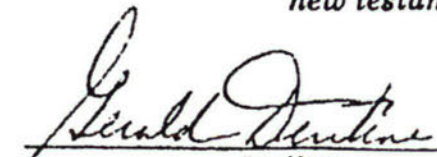
having satisfactorily completed the ten weeks (250 hours) of prescribed courses required of this Institute is hereby awarded this

ABLE MINISTER

Diploma

this Eighth Day of June, One Thousand Nine Hundred Seventy Nine

"Our sufficiency is of God; who also hath made us able ministers of the new testament" (II Corinthians 3:5b, 6a).



President



Director



Instructor

THE BROOKLYN MUSEUM ART SCHOOL

EASTERN PARKWAY, BROOKLYN, NEW YORK 11238

TO: TO WHOM IT MAY CONCERN:

DATE: May 7, 1969.

RE: Mr. Theslèy Beverly,
R.R. #4 Box 32,
St. Anne, Illinois 60964.

This will certify the above named student is/was registered in this school for full/part time study in the following courses:

TERM	COURSE NUMBER	INSTRUCTOR	SESSIONS PER TERM	HRS. PER SESSION	HRS. STUDENT ATTENDED
Summer 1967	Life Drawing	Paul Waldman	8	2½	20
Spring 1968	Painting & Drawing	W. H. Hantman	15	2½	37½

CERTIFIED BY

Augustus Peck

Supervisor.

State of Illinois

Department of Public Welfare

Activity Therapies Training School

This Is To Certify That
Thesley E. Beverly

has completed a course of practical and theoretical training in
Recreation And Occupational Therapy
designed to improve the quality of those non-medical therapies as
used in the treatment of the mentally ill and retarded of this State.

Dates FEBRUARY 14 to MAY 5 1961

Francis J. Gerty, M.D.
Director

Paul Neeths, M.D.
Administrator, Professional Services

Luis M. Williams
Chief, Activity Therapies

Beth A. Nelson
Director, Training School

Instructors

Dr. J. H. ...

John E. ...



Faculty Award

Presented to

Mr. Shelby Beverly

in recognition of your outstanding contribution to

Art Department at L. H. C. S.

Dr. G. L. Perry
Mr. Wanda Clemmons



Mr. Royce Clemmons

STATE OF ILLINOIS
INVOICE—VOUCHER

INSTRUCTIONS TO VENDOR

- Submit a separate invoice for each purchase order.
- Prepare seven copies of invoice on this standard form, ON DATE OF SHIPMENT, using ink or typewriter.
- The State is exempt from Federal excise taxes. If any item covered by this invoice is ordinarily subject to excise tax, CREDIT FOR SUCH TAX MUST BE SHOWN ON THE INVOICE BY DEDUCTION.
- RETAIN SEVENTH COPY and transmit all other copies to the department, division or institution for which ordered.

STATE OFFICE
Disposition of Copies

- White - Auditor of Public Accounts
- Pink - Control Accounting Division
- Goldenrod - Department
- BuM - Remittance
- Canary - Division or Institution
- Blue - Division or Institution
- Green - (Retained by Vendor)

ILLINOIS ARTS COUNCIL
Name of Dept. and Div. or Institution to which Delivered
111 NORTH MARSH AVE
CHICAGO IL 60602
Location to which delivered

Vendor Name and Address
Pembroke Exceptional Children's Center
Post Office Box 218
Maple Park, IL 60944
Attn: Mr. Thasley Dowerly
Employer's Social Security Identification Number **60944/70**

VENDOR LEAVE BLANK

Voucher Date 12-12-73	Voucher No. 3015
Appropriation Title Performing Arts	
Fund & Organization Unit Code 601-8257-000	

VENDOR FILL IN BELOW

Vendor's Invoice No.	Invoice Date
Terms NET CASE	
Shipping Point	Routing

Seller's Certification—Sign Original Only in Ink
I hereby certify that the goods, merchandise, wares or services listed below have met all the required standards set forth in the purchasing contract and are proper charges against the State of Illinois and that payment has not been received.

Obligation Liquidation

Req. No.	Purchase Order or Authorization No.	Amount

EXPENDITURE OBJECT

Code	Amount
480	\$500.00

Give Complete Description of Articles or Services Rendered	Quantity	Unit	Unit Price	Amount	
Performing Arts - Dance Grant \$95 (2A) to assist in the dance workshop.					\$95.00

BUDGETARY ACTIVITY

Code	\$ Amount
351	\$500.00

Delivery: - Complete Incomplete

VENDOR LEAVE BLANK

Invoice No.	Date - Mds. Received	Date - Checked Against Inv.	Certification of Receiving Agency It is hereby certified that the services or material represented in this voucher were received or authorized, that the amount is correct and hereby approved for payment.
The merchandise or service billed above has been received and complies with our specifications or request.			
Receiving Officer	Clerk	Head of Unit or Authorized Agent	
Approved - Director of Finance		Approved - Director, Chairman	

PURPOSE:

Soul Saving Center labor program is promoting Christ's value in work. Since we know idle hands are the devil's workshop - and idleness give way to evil thoughts, and ignorance. Soul Saving Center patterns its activities to the scriptures.

God first commanded man to ^{work} till the soil, reproduce (create) and have dominion (care) over the animals.

In order for Adam to be a complete man, he had to follow these three commandments. As we know, Adam failed to obey. Now it is our chance to obey, through the teachings, and spirit of Christ.

Work is important to our physical bodies, as well as our mental health. Our main interesting work should be for self improvement, and serving others. To improve our living surroundings, providing food and shelter. The valuable commodity man has is the ability to work. First to work for himself and family improving his surrounding, and shelter, then for others.

God commands us to ^{work} till the soil. What other place like Pembroke-Hopkins Park have the opportunity to obey His command.

DON'T WORK FOR MONEY. (Satan).

WORK FOR GOD (Mankind) Love.

Grow food, raise animals, plant flowers, beautify this garden of Eden God has given us.

1. MAN WAS MADE FOR GOD
2. WOMAN WAS MADE FROM MAN
3. CHILDREN WAS MADE FROM THIS UNION.

Eph. 5:21 Honor Christ by submitting to each other.

You wives must submit to your husband's leadership in the same way you submit to the Lord. For a husband is in charge of his wife in the same way Christ is in charge of his body the Church. (He gave his very life to take care of it and be its Savior. So you wives must willingly obey your husbands in everything just as the Church obeys Christ.

And you husbands, show the same kind of love to your wives as Christ showed to the Church when he died for her, to make her holy and clean, washed by baptism and God's Word; so that he could give her to himself as a glorious church without a single spot or wrinkle or any other blemish, being holy and without a single fault.

That is how husbands should treat their wives, loving them as part of themselves. For since a man and his wife are now one, a man is really doing himself a favor and loving himself when he loves his wife!

No one hates his own body but lovingly cares for it, just as Christ cares for His body the Church, of which we are parts.

A man must love his wife as part of himself; and the wife must see to it that she deeply respects her husband - obeying - praising - and honoring him.

DO YOU KNOW

Three thousand, three hundred people live in Pembroke Township.

NO JOBS.....

the few jobs that exist here are taken by people who live in other communities and spend their salary that they earn here outside of this community.

Merchants come into this community, sell us wares double priced, and take the money out of the community.

It cost this community long distance rates to call Kankakee. No other towns in this area are being charged long distance rates.

If three thousand people in this Pembroke-Hopkins Park area spends two hundred dollars a month in other communities, we will have spent six hundred thousand dollars a month. Seven million, two hundred thousand a year.

All this money is going out of this community, and most communities we spent this money in think ill of us, look down on us. Think we are lepers.

If you want a change get behind your appointed leaders, become aware of your neighbors needs. Speak out against injustice. VOTE. Call your elected leaders.

Don't sit back and watch your children and neighbors drown in poverty.

Prayer changes things too.

**SOUL SAVING CENTER
NEWS LETTER - Volume 2
APRIL 1994**

**GOD SPEAKS-
FAMILY DEVELOPMENT**

DO YOU KNOW?

PURPOSE :

The SOUL SAVING CENTER'S cultural program is giving instruction in the performing and visual arts free of charge.

We believe there are many talented people living in poor communities, that do not have access to the proper training necessary to reach their goals.

It is our desire to meet the needs of these individuals.

The only requirement is that each student is productive, has good behavior and attendance, and is willing to learn about Christ.

We welcome the support from anyone that is interested in contributing financially as well as volunteering to teach, or labor. Together we can change our predicament in this community.

We are planning workshops, exhibitions, and summer camping. It is important for people who are interested and wish to take part in these activities to enroll now.

**CALL: 944-5629- or write
The Soul Saving Center
P.O. Box 474
Hopkins Park, IL 60944**

- 1. MAN WAS MADE FOR GOD**
- 2. WIFE FITS INTO HUSBAND'S PLAN**
- 3. CHILDREN OBEY PARENTS**

"Children, obey your parents;" This is the right thing to do because God has placed them in authority over you. "Honor your father and mother." This is the first of God's Ten Commandments that ends with a promise. The promise is that if you honor your father and mother you will have a long life that is full of blessing.

And now a word to our parents: Don't keep nagging your children; that only makes them angry and resentful. Instead, bring them up with the loving discipline that the Lord, himself, approves of; with suggestion and Godly advice.

EPHESIANS 6

Idle hands are the devil's workshop;
Idle lips are his mouthpiece.

Commit your work to the Lord, then it will be a success.

Death and life are the power of the tongue; and they that love it shall eat the fruit thereof.

PEMBROKE/HOPKINS PARK

Pembroke's census count in 1991 was three thousand, three hundred and thirty.

If three thousand people spent one dollar a month outside of Pembroke; they will have spent three thousand dollars a month.

If three thousand people spent thirty dollars a month outside of Pembroke they will have spent ninety thousand dollars a month.

If three thousand people spent thirty dollars a month outside of Pembroke for twelve months they will have spent one million, eighty thousand dollars a year!

We know that we are spending more than thirty dollars a month outside of Pembroke even more than two hundred dollars a month.

Look at the communities where we are spending our money, they are growing and improving. Is Pembroke improving?

Money answereth all things. (Ecc.10:19)
Seek God for guidelines. (Prov.3:6)
Seek first the kingdom of God and all other things will be given. (Matt.6:33)

August 18, 1994

File R

The Honorable Mike Espy
Secretary
Department of Agriculture
Fourteenth Independence Avenue, SW
Washington, DC 20250

CORPORATION
FOR NATIONAL
SERVICE

Dear Secretary Espy:

I would like to personally invite you to participate in the launch of AmeriCorps, the President's national service initiative, on Monday, September 12th. On that day, the President, Mrs. Clinton, the Vice President, and Mrs. Gore will join 15 members of the Cabinet and agency heads as they spread out across the country to swear-in the first AmeriCorps Members. I would like for you to be the honored guest at the Corporation's launch event in Kansas City, Missouri.

All of the AmeriCorps Members in the state of Missouri will be transported to Kansas City so that you -- along with the governor, mayors, public officials, and local and national celebrities -- can officially inaugurate the Members and celebrate their commitment to service.

Approximately 20,000 AmeriCorps Members will be sworn in at different sites across the country on that day. The new Members will take the AmeriCorps oath to honor the American tradition of service and reinforce the national service movement to get things done. It will truly be a day of national service.

I hope you can join us on this historic day. Please have your staff contact Arlison Osborne at (202) 606-5000 ext. 272 if you have any questions or need any further information.

Sincerely,

Eli J. Segal
Chief Executive Officer

EJS:ao

Mike,

My special thanks to you in transforming AmeriCorps from campaign speeches to reality. We couldn't have done it without you!

1600 Vermont Avenue, NW
Washington, DC 20525
Telephone: 202-406-5000
Fax: 202-406-4926

Getting Things Done:
AmeriCorps, National Service
Learn and Serve America
National Senior Service Corps

CORPORATION FOR
NATIONAL
AND
COMMUNITY
SERVICE

Correspondence

June 17, 1994

Mr. Joel Berg
US Department of Agriculture
Room 538-A, 14th & Independence Ave SW
Washington, DC 20250-1300

Dear Mr. Berg: *Joel,*

Congratulations! Your agency's applications entitled "AmeriCorps/USDA Anti-Hunger, Nutrition, and Empowerment Team," "AmeriCorps/Team USDA - Public Lands" and "AmeriCorps/Team USDA - Rural Development" have been selected for negotiation as part of the first-ever AmeriCorps grants, in an amount of approximately \$2,600,000.

Interest in becoming an AmeriCorps program was intense -- we received applications requesting four times the funding we had available. The high quality of your agency's work and your commitment to strengthening communities were crucial elements in our decision to include your agency in this historic group of grants. And through your programs and the others selected with you, AmeriCorps Members will achieve our greatest objective: getting things done in communities across the country.

All final grant awards are contingent upon successful completion of grant negotiations. In the near future, members of our staff will contact your agency regarding these matters and specific issues, including your agency's proposed budgets. They also will provide you additional information regarding the next phase of the grant award process.

We have attached new material about AmeriCorps. We also would ask you to save August 1-3 for your agency representatives, during which we have tentatively scheduled a meeting here in Washington for AmeriCorps Project Directors. More information on this meeting and on AmeriCorps' official launch this September will be forwarded when available.

We ask your agency to keep its selections as AmeriCorps programs embargoed until Monday, June 20 at 1:30 p.m. EDT, when the White House will make the formal grants announcement. We will fax you a copy of the embargoed press release.

The President has called national service the American way to change America. Over the next year, your agency's programs will make a significant difference at the community level. That's where AmeriCorps delivers; and from all these focused efforts, large and small, urban and rural, new and established, will come a powerful current of creativity and energy. By making a difference, by building community, you are helping to make history.

We look forward to working with you and your agency in the days ahead.

Sincerely,

Eli J. Segal

Eli J. Segal
Chief Executive Officer

Joel
*You've worked hard
& well on this. My
special thanks.*
EL

Attachment

OFFICE OF THE EXECUTIVE SECRETARIAT
U.S. DEPARTMENT OF AGRICULTURE

EXECUTIVE CORRESPONDENCE COVER SHEET
Jul 4 1994

REFERRAL CODE: 35

CONTROL NUMBER: 3059972

REFERRED BY:

NAME: Mr. Eli J. Segal
POSITION: Chief Executive Officer
BUSINESS: Corporation For National and Community Service
ADDRESS: 1100 Vermont Avenue, N.W.
Washington, DC 20525

ACTION OFFICE: OC

SUBJECT(S): NATL SERVICE

SALUTATION:

SYNOPSIS: Regarding the possibility of setting up a partnership with
USDA and accrediting the D.C. Service Corps--which would be
supported by USD over the summer--as an AmeriCorps Program.
The Secretary has been designed to sign the response.

SPECIAL INSTRUCTIONS:

7/4/94 Denver, OES policy require and written response
as a followup to a telephone response. Please have
Joel Berg prepare a written response. Thanks. DKitchings

AGENCY	ACTION	DAYS
OC	FR	7
OES-CM	RV	1

Joel Berg
Responded
Verbally
6/20/93

OC

OFFICE OF THE EXECUTIVE SECRETARIAT
U.S. DEPARTMENT OF AGRICULTURE

EXECUTIVE CORRESPONDENCE COVER SHEET
Jun 28 1994

REFERRAL CODE: 35

CONTROL NUMBER: 3059972

REFERRED BY:

NAME: Mr. Eli J. Segal
POSITION: Chief Executive Officer
BUSINESS: Corporation For National and Community Service
ADDRESS: 1100 Vermont Avenue, N.W.
Washington, DC 20525

ACTION OFFICE: OC

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suported by USD over the summer--as an AmeriCorps Program.
The Secretary has been designed to sign the response.

SPECIAL INSTRUCTIONS:

AGENCY	ACTION	DAYS
OC	DR	3
OES-CM	RV	1

6/28/94
Due: 7/1/94

MA

CORPORATION FOR
**NATIONAL
AND
COMMUNITY
SERVICE**

DATE: JUN 20 A 8 36
OFFICE: OSEC

June 15, 1994

Action Office: osec
Referral Code: 6



* 3 0 5 9 9 7 2 *

35
to
OC
Attn:
Joel Berg

The Honorable Mike Espy
Secretary
United States Department of Agriculture
14th Street & Independence Avenue, S.W.
Washington, DC 20250

Dear Secretary Espy: *Mike*

As you know, we recently examined the possibility of setting up a partnership with the Department of Agriculture and accrediting the D.C. Service Corps — which would be supported by Agriculture over the summer — as an AmeriCorps program. Unfortunately, as we have told Ron De Munbrun, we are unable to do so at this time because we have not yet finalized how an AmeriCorps accreditation program would work, and it seems to make sense to resolve those issues before actually accrediting any programs.

That said, I would like to commend you and the Department of Agriculture for your forward thinking and genuine efforts to become involved in national service. If national service is to live up to its potential of having a significant impact on the education, public safety, human and environmental needs of our nation's communities, it is crucial for the Corporation to leverage funds and to actively encourage collaboration and partnerships — including partnerships with other Federal agencies. To the extent that partnerships such as the one you have proposed are already up and running at the time when we are ready to implement an AmeriCorps accreditation program, it will greatly facilitate the process of turning our vision into reality.

Again, your efforts are much appreciated by and helpful to the Corporation, and we look forward to continuing to work cooperatively toward the achievement of our mutual goals in national service.

Sincerely,

Eli J. Segal
Chief Executive Officer

*Mike,
Your national service
team has been great --
energetic, creative & disciplined.
My personal thanks.*

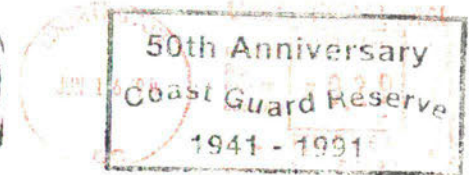
Eli 1100 VERMONT AVENUE, NW • WASHINGTON, DC 20525

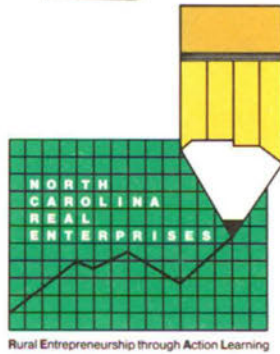
6-23

CORPORATION FOR
NATIONAL
AND
COMMUNITY
SERVICE

WASHINGTON, DC 20525
OFFICIAL BUSINESS

The Honorable Mike Espy
Secretary
United States Department of Agriculture
14th Street & Independence Avenue, S.W.
Washington, DC 20250





5/5/94

bel -

I really enjoyed meeting you -
thanks for taking time to learn
about REAL and for your
suggestions re: AmeriCorps. They
were very helpful. Good luck
with your requests. I'll be in
touch.

Regards.
Rich Larson

North Carolina REAL Enterprises
658-B Old Lystra Road
Chapel Hill, North Carolina 27514
(919) 929-3939

May 5, 1994

Mr. Eli J. Segal, President
Corporation for National and Community Service
1100 Vermont Avenue, NW, 10th Floor
Washington, DC 20525



Rural Entrepreneurship through Action Learning

Dear Eli:

I believe we've hit upon an excellent way to utilize a partnership between AmeriCorps and REAL Enterprises to address President Clinton's school-to-work initiatives and his concern for economic empowerment of distressed areas.

REAL Enterprises has submitted a planning grant application to the Corporation (title page and summary page enclosed) to use AmeriCorps professional corps and college graduate participants to expand and improve REAL's educational reform and entrepreneurial development efforts in rural America. The planning grant would prepare us to place 100 service participants in two categories:

1. college graduates with education degrees assigned to REAL teachers in 75 local communities (to "apprentice" as REAL teachers and coordinate community volunteers), and
2. pairs of professional corps participants (usually an MBA and an M.Ed.) in each state to help expand REAL and support REAL teachers and their "apprentices."

We're very excited about this proposal's potential to benefit rural communities, schools, teachers and youth. Thanks again for your interest in REAL and for encouraging us to consider partnering with AmeriCorps. I hope we'll have a chance to work together.

Sincerely yours,

Rick Larson
Executive Director

enclosure

bc: Joel Berg - bel - thanks for all your help and suggestions. I managed to get a draft of this to you but never had the time. I would appreciate any help you can offer w/ this proposal (you mentioned a note from Bob Nash possibly.) Thanks again.
Rick Larson

Refer to the Title Page Instruction on page 26. Please type or print in black ink.

FOR INTERNAL USE ONLY

TITLE PAGE AMERICORPS NATIONAL DIRECT APPLICATION

1. APPLICATION TITLE: REAL Enterprises Service Corps Planning Grant
 Single-Site Multi-Site

2. LEGAL APPLICANT: REAL Enterprises, Inc.
Contact Person's Name: Dr. Paul F. DeLargy, President
Address: 1160 S. Milledge Ave., Suite 130
City, State, Zip: Athens, GA 30606
Telephone/Fax: 706/546-9061 706/353-2014
Applicant's Congressional District: 10th

3. INSTITUTIONAL INFORMATION Federal Agency National Non-Profit Organization Professional Corps Prog. Multi-State Program
Employer's ID Number: 58-192-7965

4. PROJECT DIRECTOR: Richard S. Larson, Associate Director
Organization's Name: REAL Enterprises
Address: 948 Old Post Road
City, State, Zip: Chapel Hill, NC 27514
Telephone/Fax: 919/929-3939 919/942-3307

5. GRANT TYPE: Planning or Operating or Educational Awards Only

6. ISSUE AREA AND NATIONAL PRIORITIES: Educational School Readiness School Success Human Needs Independent Living Community Revitalization Environment Neighborhood Environment Natural Environment Public Safety Violence Prevention Crime Control

7. AREA(S) TO BE SERVED: Low and moderate income rural youth and adults (15%)
 Urban Rural Other
Congressional District of primary area served: NC, WV, WA: statewide
Congressional Districts of secondary areas served: AK, GA, OK, OH, MS, SD, VT, WS, WY: statewide

8. PARTICIPANTS: # of Full-time Participants 6 (pilot for planning purposes) # of Full-time Participants Needing Educational Awards 6
of Part-time Participants 0 # of Part-time Participants Needing Educational Awards 0
of Participants Needing Child Care 0 # of Children needing Child Care 0
of Expected National Recruitment Participants 2 (est.)
of Unfunded Participants 0

9. BUDGET: Corporation Funds Requested YR1 131,557* YR2 YR3
Total Budget Amount YR1 263,625 YR2 YR3
*plus education awards - \$28,250

10. PROGRAM OPERATES in an area of need as identified by the Corporation? Yes or No
Which One? areas with unemployment rate greater than the national average

11. PROJECT DURATION: Start Date 9/1/94 End Date 5/31/95 Number of Program Terms 1 (planning grant only)

12. CERTIFICATION: The applicant certifies to the best of his/her knowledge and belief that the data in this application are true and correct and that the filing of the application has been duly authorized by the governing body of the applicant and that the applicant will comply with the assurances required of applicants if the assistance is approved.

Date: 4/28/94 Name: Dr. Paul F. DeLargy Title: President
Telephone: 706/546-9061 Signature: Paul F. DeLargy

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PROGRAM NARRATIVE REAL ENTERPRISES SERVICE CORPS PLANNING GRANT

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• Principal staff	18

SUMMARY - REAL Enterprises Service Corps Planning Grant

Needs: REAL Enterprises directly addresses four of the Corporation's national priorities:

- **EDUCATION -- School Success: improving the educational achievement of school-age youth and adults who lack basic academic skills.** Youth and adults in the rural areas served by REAL need improved educational offerings to develop marketable workplace skills.
- **HUMAN NEEDS -- Home: rebuilding neighborhoods and helping people who are homeless or hungry.** Low-income youth and adults in rural communities need entrepreneurial training to create viable ventures providing primary or supplemental income.
- **PUBLIC SAFETY -- Crime prevention: reducing the incidence of violence.** Rural "at-risk" youth (who tend to be creative risk takers) need positive, legitimate channels and role models to offset the temptation to engage in illegal entrepreneurial activity.
- **ENVIRONMENT -- Neighborhood Environment: reducing community environmental hazards.** Rural communities need "green entrepreneurs" to solve environmental problems.

The planning process: Mission: To plan how to use college and professional school graduates to strengthen and expand REAL Enterprises' innovative approach to serving rural communities through school-based entrepreneurship programs. **Objectives: (1)** To ensure local community input in planning how to place 100 graduates in 12 states and 75 local communities implementing REAL as of 6/95. **(2)** To develop a successful recruitment, training, support and evaluation process for Americorps participants.

How REAL addresses the above needs: In partnership with rural high schools and community colleges, REAL creates experiential school-based entrepreneurship programs that foster entrepreneurship and small business development in rural America. REAL students develop businesses and services that meet the needs of their predominantly low-income communities. REAL teachers learn effective methods to help "at risk" students stay in school and develop knowledge and skills essential for a work world where small businesses play an increasingly important role. Americorps participants will help REAL teachers and state-level non-profit REAL organizations increase their effectiveness and expand. Yearly, 1500 rural youth and adults will be directly served by REAL and 75,000 indirectly. 75 rural communities will benefit.

Description of REAL, its primary partners and leadership: REAL, a national non-profit based in Athens, GA, provides teacher professional development, curriculum and resource materials, an electronic network, evaluation services, and technical assistance to 12 state-level non-profit REAL organizations, which in turn serve 45 rural high schools and community colleges implementing REAL on the local level. REAL's primary partners are: the state-level REAL organizations and SERVE (Southeast Regional Vision for Education, the federally-funded regional laboratory which provides REAL participants nationwide access to SERVE-Line, its electronic network). At the state and local level, REAL's partners are rural educational institutions, Small Business Development Centers, and business people volunteering as mentors and advisors to REAL students locally. REAL's President, Dr. Paul F. DeLargy, is a Founder of REAL and a nationally recognized community education pioneer. Associate Director Richard S. Larson, a former VISTA volunteer, has led North Carolina REAL Enterprises since 1990.

PROGRAM NARRATIVE REAL ENTERPRISES SERVICE CORPS PLANNING GRANT

a. Needs to be targeted. Describe the needs that are driving the planning process.

- **Need(s). What need(s) in the four issue areas and national priority areas will the program address?**

EDUCATION --School Success: improving the educational achievement of school age youth and adults who lack basic academic skills.

The needs most directly served by REAL (Rural Entrepreneurship through Action Learning (please see pp. 5-10 for a description of the REAL program) are in the realm of education. Youth and adults in the rural areas served by REAL need improved educational offerings which foster the skills, knowledge, and motivation they need to become successful and self-reliant. Those offerings must be relevant to the learners' circumstances, and students must help "set the agenda" if they are to be invested in the process. Students also need an education which develops their flexibility and equips them for challenges and opportunities which are not immediately apparent. In order to live and work successfully, students need improved training in critical thinking, problem solving, dealing with diversity and ambiguity, effective communication, and teamwork. Rural youth and adults need help confronting the changes which have affected their options for employment--the decline of family farms, the shrinking textile and tobacco industries, and the trends toward small, service, and technological businesses. Where the transition from school to work might once have been a step into a parent's shoes, many rural residents now have no choice but to leave their communities to seek employment. Schools need to enhance their efforts to develop entrepreneurship and enable their citizens to create their own opportunities.

Finally, rural educators themselves need help combating the isolation and lack of resources they so often face. While REAL focuses on meeting the needs of the entrepreneur, another

important impetus in growing the REAL program to include AmeriCorps participants is the desire to better serve the educators who deliver the program to rural youth and adults. Teachers, enthusiastic but stretched thin, desperately need additional support for themselves, their schools, and the entrepreneurs they assist in their programs. Their duties in the classroom and as members of the educational community make it a tremendous challenge to effectively implement and sustain the educational reforms their schools need to improve the workplace literacy of students. And, the teaching profession needs strategies to attract and retain young teachers who can better meet their students' needs and strengthen the relationships between education and business in rural communities.

HUMAN NEEDS--Home: rebuilding neighborhoods and helping people who are homeless or hungry.

To build wealth and escape poverty, low income youth and adults in rural areas need more and better opportunities to earn primary or supplemental income. Help in creating small or micro-businesses and support networks to improve their chances of success are needed, particularly in low and moderate income rural communities which lack the financial resources to which wealthier families and communities have access. In addition, people need reasons and resources to revitalize the buildings and neighborhoods which have been centers of trade and community interaction.

PUBLIC SAFETY--Crime prevention: reducing the incidence of violence.

Proactive approaches to reduce crime and violence are sorely needed in rural (as in urban) America. Rural "at risk" youth (who tend to be risk takers) need positive, legitimate channels and role models to offset the temptation to engage in illegal or haphazard entrepreneurial activity. Often the at-risk student battles social and familial disadvantages rather than deficits in intelligence or creativity. For many, the easiest and most available route to "success" seems to be crime. These young people need help visualizing viable paths to the success they desire but are ill-equipped to attain.

ENVIRONMENT -- Neighborhood Environment: reducing community environmental hazards.

REAL seeks to support entrepreneurs interested in creating "green" businesses. Rural youth and adults need greater awareness of the relevance and impact of environmental hazards on their communities and help identifying "green" opportunities to contribute to reform via commercial or non-profit ventures. Often, rural areas suffer the hazards "exported" from cities and are the last to benefit from creative solutions to environmental threats.

• **Process: What was the process for identifying the needs and who was involved?**

REAL instructors and students have contributed to the program's growth and development from its inception. The rate at which schools are adopting the program attests to the need for entrepreneurial education and more effective models for teaching it. The needs identified above have arisen from existing REAL programs across the country in which formal evaluation and evidence development are on-going efforts. By applying to participate, training educators to teach the course, providing resources, and focusing positive attention on the achievements of REAL entrepreneurs, schools are expressing the needs in their communities for the program and its outcomes. And of course, the call for better workforce preparedness is coming loud and clear from businesses and potential employees.

• **Community resources: How will the proposed program build on or collaborate with other programs in the community, including Federal programs that address these needs?**

REAL is organized as a public/private/non-profit venture; collaboration between REAL organizations and local schools and the (small) business community are the heart of the program. In addition to this fundamental degree of collaboration (which strengthens REAL's replicability and sustainability), the program actively collaborates with several of President Clinton's initiatives:

- **School-to-work:** Vermont's school-to-work development plan highlights REAL as a key strategy for rural communities where the employer base is too thin to provide sufficient jobs and training opportunities in the private sector. REAL will be highlighted as a Model Program at upcoming regional School-to-Work informational conferences in North Carolina. Other state REAL programs are actively pursuing inclusion in school-to-work plans under development in those states served by REAL.
- **Empowerment Zone/Enterprise Communities:** REAL's focus on job and wealth creation, particularly among youth, makes it a compelling strategy for rural communities applying for EZ/EC status. REAL is actively serving as a non-profit resource to North Carolina communities seeking EZ/EC recognition and is included in their plans.
- **Small Business Development Centers,** the SBA's outreach arm, are close partners and supporters of REAL at the state level. SBDC counselors frequently serve on local Community Support Teams and as technical assistance advisors to REAL students. In North Carolina, REAL also collaborates closely with the Small Business Centers housed at each of the state's 55 community colleges. Eighteen of these Centers -- which provide seminars, referrals and counseling to entrepreneurs and small business owners -- have embraced the REAL program as a way to strengthen their support and training of clients.
- **SERVE,** the federally funded regional laboratory serving the Southeastern states, is an important partner. SERVE provides REAL with toll-free access to SERVE-Line, an electronic mail and bulletin board system that has greatly increased communication and interaction among REAL teachers across the country. SERVE staff have also participated in in-service teacher training to promote use of its other education offerings.

(b) Planning activities: Describe the program concept.

- **Program concept:** What is the basic program concept that has been developed for meeting the identified need(s)? Identify specific objectives for the planning phase.

REAL (Rural Entrepreneurship through Action Learning) Enterprises creates experiential programs in rural high schools and community colleges that foster entrepreneurial knowledge and skills and enterprise development. REAL allows low and moderate income students (youth and adults) to actively address their need for meaningful work and their communities' need for economic and social revitalization. It is one piece of the complex education reform puzzle.

The concepts behind REAL were first developed in 1974 by Dr. Jonathan P. Sher, a nationally recognized authority on rural education and development. Dr. Sher's idea was to marshal the resources of rural schools to create "rural school community development corporations" to help students create their own job opportunities and build brighter futures for themselves in the face of declining economic opportunities in rural America. Building on Dr. Sher's promising idea, rural teachers, students and communities have worked closely with REAL's education and economic development pioneers to develop a program that is being replicated in schools across the country while remaining flexible enough to meet the needs of local participants.

REAL's unique approach cuts through barriers that traditionally divide business people from educators, liberals from conservatives, and those in education who favor basic skills from those who seek a system which fosters in young people and adults a sense of caring for their communities and their fellow citizens. The broad appeal of REAL has led to its expansion from a few isolated projects in Georgia and North Carolina beginning in the mid-1980's to a burgeoning and respected educational and economic development innovation working in 45 communities in 12 states (Alaska, Georgia, Mississippi, North Carolina, Ohio, Oklahoma, South Carolina, South Dakota, Vermont, Washington, Wisconsin and Wyoming).

How does it work? Rural youth and adults in REAL research, plan and operate enterprises of their own choosing and design. Instructors from participating high schools teach REAL courses for credit, usually as vocational or business electives, through which participants undertake the entrepreneurial process. Rather than being pigeon-holed as a vocational course, REAL attracts a diverse cross-section of students. REAL classes at the high school level are

characterized by an all-too-rare mix of at-risk and college bound students. In community college programs, GED's and retiring or laid-off technicians or middle managers frequently work side-by-side to develop their ventures. REAL has adopted this socioeconomic and educational diversity as a cornerstone of its approach, because it makes good sense. A diverse REAL class is a rich resource for budding entrepreneurs, who benefit from ready access to constructive criticism and a range of viewpoints.

Schools implementing REAL are not expected to finance student enterprises, which "graduate" from the school with their creators to become a part of the local economic base. REAL defines entrepreneurship broadly. While most ventures are organized for profit, students are also encouraged to create non-profit organizations which address community needs (e.g., the need for environmental cleanup or services for disadvantaged populations). Examples of REAL ventures include:

- a pressure-washing service in Beaufort, North Carolina, a coastal community;
- a shaved ice/sno-cone business operated by a partnership of Chattaroy, WA students;
- Black Swan Recyclers, a not-for-profit drop-off recycling program in a rural mountain county of North Carolina;
- The Way Off Broadway Delicatessen, an authentic NY Jewish delicatessen operated at North Carolina exit 31 off Interstate 95 as a cooperative by students from St. Pauls High School; and
- an in-school daycare, the only such program at the high school level to be certified by the State of Georgia.

REAL depends heavily on the local community for its success. Students are actively engaged in research and analysis of the demographics and economy of their town or county, and a Community Support Team of community leaders, local entrepreneurs, business people and small business assistance professionals act as mentors and advisors for participating students, furthering their understanding of work in the small business sector.

Its ability to foster real solutions to community and individual needs is only one reason for REAL's success. REAL prepares teachers to use experiential methods that give students the chance to actually *experience* the entrepreneurial process, not just study it abstractly. Educators appreciate REAL because it contributes to the professional development of teachers and utilizes the community to enrich the educational process for students and instructors, making it relevant, engaging and exciting.

REAL's student-centered approach has another advantage. It develops critical thinking and life skills that graduates will need regardless of their ultimate career choices. REAL students learn to conduct research, work effectively in groups, deliver convincing oral and written presentations, solve problems and make decisions.

REAL's contributions to the development of these critical skills and its "real-life" approach to the free-market system have earned it praise from the business community. Not surprisingly, small business assistance professionals appreciate REAL's emphasis on planning and the fact that the REAL class serves as a ready support network for entrepreneurs as they undertake the complex and stressful process of creating new ventures.

From a public policy viewpoint, as large corporations across America downsize and *small* businesses contribute more significantly to economic growth, it is essential that entrepreneurship and small business management knowledge and skills -- and their direct application -- be an integral part of any high school or community college's "school-to-work transition" program. And, in a time of scarce resources, rather than "reinventing the wheel," REAL partners with existing institutions -- local schools, business communities and small business assistance networks -- to create a coherent approach to rural education and development.

REAL programs are implemented locally by a partnership between high schools or community colleges and a state-level REAL organization (e.g., Oklahoma REAL Enterprises), which supports teachers and students locally and coordinates the implementation of REAL in that state. These state chapters are in turn supported by REAL Enterprises, a national non-profit charged with serving REAL at the state and local level through a variety of means. Together,

national REAL and state-level REAL organizations provide participating schools with these services and products:

- **professional development** for teachers, administrators and community volunteers in the areas of experiential teaching and enterprise development, delivered through a yearly national REAL Institute and periodic state-level in-service seminars;
- **curriculum and resource materials**, including the REAL Entrepreneurship Curriculum Guide, a unique guide to teaching entrepreneurship in an experiential manner, complete with over 120 group and individual activities, including exercises which introduce students to all levels of technology (from using a fax machine to manipulating computer spreadsheets);
- **funding for student enterprises** either through capital controlled by state level REAL organizations (e.g., NC REAL Enterprises Revolving Loan Fund) or accessible to REAL participants (e.g., South Dakota's Fast Start program);
- **communication** between and among teachers and students, via access to SERVE-Line (an e-mail and bulletin board system accessible to teachers nationwide) and through quarterly editions of The REAL Story, with national coverage and state-generated inserts; and
- **evaluation services** provided through a comprehensive set of instruments that measure the impact of REAL on participants' entrepreneurial activity, knowledge and skills, capture demographic data about them, and track their progress after completing the course.

Consistent with its broad-based appeal, REAL has received awards and recognition from a wide range of sources. REAL programs throughout the Southeast -- and particularly Edna Purvis' class in Swainsboro, Georgia where students have developed services and products as varied as a delivery service for elderly shut-ins, a bakery, and a t-shirt screen-printing business -- were cited in "Sharing Success in the Southeast: Promising Service-Learning Programs," developed by SERVE (SouthEastern Regional Vision for Education, the federally funded regional laboratory

dedicated to serving K-12 institutions in the six southeastern states) with funding from the US.

Department of Education's Office of Educational Research and Improvement (1993). REAL is an integral part of the state school-to-work plan in Vermont and REAL is a "model program" featured at planning conferences for the development of North Carolina's school-to-work plan.

Recognizing REAL's economic development potential, local banks, successful entrepreneurs and Chambers of Commerce in North Carolina are helping the low-wealth schools with which REAL typically works to fund teachers' professional development costs and scholarships for low-income community college participants. The newly formed National Coalition for Empowering Youth Entrepreneurs named REAL Enterprises a Model Program for its effectiveness, sustainability and replicability in February, 1994, and two REAL students were elected as officers of NCEYE.

The most important awards and recognition come, of course, from the participants whose words and actions tell us their lives have been enriched by the program. A few examples:

- Jimmy Taylor, a Rocky Mount, NC community college student who, with funding from North Carolina REAL Enterprises, planned and opened a used book/comic book store, stocked it with his substantial personal collection and left his full-time job as a supermarket manager to realize his dream of running his own store;
- Kendra Austin, a Riverside High School (Chattaroy, WA) student who earned a \$30,000 scholarship to study entrepreneurship at Johnson & Wales University based on her REAL experience implementing a business plan for an office supplies recycling venture in eastern Washington State;
- the parents of William Combs, a high school REAL student, who rallied around their son's effort to open a small engine repair service in a depressed, sparsely populated eastern North Carolina county dominated by large corporate farms because they've always wanted him to "have something of his own;" and
- the teachers who, at the July, 1993, REAL Institute, found new enthusiasm for the challenging and isolating task of teaching in a rural community:

--"The best professional two weeks of my life. I know I am a different person. Thank you."

--"FANTASTIC. Hope I can do it justice in my school."

--"I think everyone is leaving with a sense that 'we can do this' and know they have a good support structure of colleagues."

--"...breath of fresh air for the education system."

--"Great! What a way to teach!"

--"Outstanding: most organized, exciting, educating, wonderful experience ever!"

--"The best of any type of workshop or institute I've ever been a part of."

Proposal for a REAL Service Corps

President Clinton's bold expansion of national service through AmeriCorps offers a unique opportunity to build upon REAL's considerable successes to date and expand the program. In the next five years, we hope that programs in the eleven states currently implementing REAL can match North Carolina's promising effort to deliver REAL on a statewide basis. (This year 325 potential entrepreneurs (55% female and 43% African-American) are being trained through the 11 community colleges and 5 high schools now offering REAL in 18 of North Carolina's 95 rural counties. Additional expansion to nine new schools and community colleges in the 1994-95 school year will expand NC REAL's scope to a third of rural North Carolina.)

We have also targeted specific areas of the REAL program for refinement and improvement. REAL program coordinators have made heroic efforts to meet the growing demand for REAL, but they are, for the most part, inadequately staffed to accomplish the dual challenge of providing solid support for local teachers and students while undertaking required organizational development -- fundraising, networking, reaching out to new schools and building an effective Board of Directors.

REAL teachers and students have expressed the need for better coordination with and utilization of community volunteers eager to assist with REAL at the local level. REAL teachers

frequently lack the time and experience to make effective use of Community Support Team volunteers; similarly, entrepreneurial opportunities in the national priority areas of human needs and the environment beg for more attention and development. Too often, teachers have their hands full just meeting the demands of their teaching schedule and responding to the needs of their REAL students.

Washington REAL Enterprises has piloted a possible strategy for addressing the need teachers have expressed for classroom help. An Eastern Washington University School of Education student majoring in business education served during the past school year as an intern at Lakeside High School, in Nine Mile Falls, WA. The internship benefited the REAL teacher, Scott Jones, and the intern, who joined Scott at REAL in-service training seminars and became enthusiastic enough about REAL to want to bring it to the school where he is eventually employed. As a result of this pilot, Washington REAL has begun a project with Eastern Washington University to ensure that business education interns are informed about REAL.

With the help of AmeriCorps, we hope to expand this promising local experiment into a national program of service within REAL Enterprises. The **mission** for which we are requesting a 9 month planning grant is to prepare for expanding the geographic scope and improving the effectiveness of the REAL program through the addition of two categories of AmeriCorps participants beginning in June, 1995:

- college graduates with education degrees (1 per REAL school/community, a projected total of 75) who will be assigned to REAL teachers as "teaching partners" with responsibility for:
 - sharing the duties of teaching and facilitating activities in the REAL classroom, supporting the primary instructor and developing their own teaching skills;
 - coordinating community volunteer involvement in REAL classes;
 - surveying local small businesses to identify and match mentors to REAL students; and

- assisting the instructor and students with the community analysis process and identifying opportunities for the creation of service enterprises that could be undertaken by REAL students.
- pairs of professional school graduates (typically one Masters of Business Administration (MBA) and one Masters of Education (M.Ed.) recipient) who will be assigned to each state REAL organization (2 per state for a total of 24) with responsibility for:
 - providing on-site support to instructors and AmeriCorps "teaching partners;"
 - coordinating REAL teacher professional development on the state level; and
 - undertaking outreach to new communities, with the goal of developing clusters so that AmeriCorps "teaching partners" can serve multiple communities.

The specific **objectives** for the planning phase will be to:

1. ensure local community input in planning how and where to place 100 Americorps "teaching partner" and professional participants in the 12 states and 75 local communities expected to be implementing REAL as of June, 1995, and
 2. develop a successful recruitment, training, support and evaluation process for AmeriCorps "teaching partner" and professional corps participants.
- **Planning process: What is the anticipated planning process? What tasks will be carried out, and what is the timeline?**

Two important factors have contributed to REAL Enterprises' success to date:

 1. our continued reliance on local teachers and students for leadership of, and guidance and feedback about, the implementation of the program. This close collaboration between REAL organization staff and REAL participants ranges from the mundane (the design of application and evaluation forms) to the highly technical (involving "mentor teachers" in the planning and implementation of the REAL Institute).
 2. our willingness to "dive in and try" a particular approach, learn from the experience, reflect upon its lessons, and refine the process. Such an experimental approach is necessary when

developing a program that continually charts new ground. It was through this approach that the founding REAL states of Georgia, North Carolina and South Carolina developed our current focus on microenterprise lending (having learned that larger businesses and loans were not conducive to a successful educational or economic development outcome) and created the Curriculum Guide (having learned that teachers want flexibility but need *some* framework for teaching the REAL course).

We expect to use this same two-pronged approach with the planning grant. At the same time that we will be gathering and analyzing teachers' and state program consultants' needs and organizing the process of effectively and efficiently placing AmeriCorps participants in REAL communities, we propose to field test a "teaching partner" in two communities and a pair of professional school graduates in two states. We are extremely enthusiastic about the opportunity to expand and improve REAL through a partnership with AmeriCorps, and we know we need both the full participation and support of those implementing REAL on the local level *and* the chance to experiment on a small scale up front in order to make the best use of this opportunity.

We seek a chance to plan this initiative carefully, because the potential for the students and communities served by REAL Enterprises and for AmeriCorps participants is great. AmeriCorps participants who are college graduates with education majors will benefit from intensive, progressive professional development and the opportunity for a focused apprenticeship in their chosen career. We hope their experience will convince them to become REAL teachers. The AmeriCorps professional corps pairs will benefit from a first-hand opportunity to witness the marriage of business and education, and we hope they will stay on to staff the REAL state-level organization to which they've been assigned as it grows and achieves greater scope and impact.

The proposed 9 month planning effort (September, 1994 - May, 1995) will include the following steps:

- **(by September, 1994) Pilot the idea:** hire 4 AmeriCorps professional corps (2 each for two states) and 2 AmeriCorps participants (1 each for two communities within those

- states) in order to learn how best to identify, train, support and evaluate them in state REAL organizations and in local REAL programs. These participants would be placed in REAL organizations in West Virginia and Washington.
- **(by September, 1994) Hire a national service coordinator for REAL Enterprises** who will be responsible for implementing the remaining action steps of the planning grant. (See "Principal Staff" under (c) below for a description of the national service coordinator's position.)
 - **(September - October, 1994) Carefully assess local school needs:** At existing and prospective REAL sites, determine what roles AmeriCorps "teaching partners" can play and what strengths are needed at particular sites. For example, School A might need a "teaching partner" strong in business education since the REAL teacher there does not have strong business skills; achieving ethnic diversity might be School B's primary need. REAL teachers and local Community Support Team members from each site would be primarily responsible for determining their needs.
 - **(July - October, 1994) Carefully assess REAL state organization needs:** Since not all MBA's and M.Ed.'s are created equal, we need to assess the roles individual REAL state organizations need AmeriCorps professional participants to play. For example, State X may need an MBA with non-profit revolving loan fund experience and an M.Ed. with curriculum and instruction strengths, while State Y needs an MBA with marketing expertise and an M.Ed. with a concentration in administration.
 - **(November, 1994 - May, 1995) Develop and implement a recruitment plan** for AmeriCorps "teaching partner" and professional participants, based on the needs identified by local schools and state REAL organizations. We would seek to attract "the

best and the brightest" participants possible, utilizing the national recruitment system where possible and learning from the recruitment successes and challenges of organizations such as Teach for America and the MBA Corps.

- **(March - April, 1995) Apply for an AmeriCorps operating grant to implement this plan.**

- **(April - May, 1995) Develop a training, support and evaluation plan for the participants which accomplishes three basic objectives:**
 - familiarize/integrate them with the needs of REAL communities, REAL students, teachers, state-level coordinators and volunteers;
 - build a sense of solidarity between and among AmeriCorps "teaching partner" and professional participants; and
 - by providing meaningful job experiences, strengthen their commitment to utilize their training to benefit areas in need.

Potential support strategies following orientation might include: identification of "host" Community Support Team members; visits to states piloting the service corps and visits with successful REAL teachers and students; on-going in-service training within and across states (bi-monthly within states, quarterly on a national basis); cross-training site visits within and among states; and electronic mail and toll-free (800) telephone access to state REAL organizations and REAL's national service coordinator.

The evaluation of service participants would be the responsibility of teams composed of participants' customers and supervisors. Professional corps participants would be evaluated by a team composed of the state REAL program coordinator and the teachers and students served by the professional participants. AmeriCorps "teaching partners" would be evaluated by a team

composed of the REAL state program coordinator and the teacher, Community Support Team members and students served by the "teaching partner."

The term of service for REAL AmeriCorps participants would begin at the June, 1995 REAL Institute with orientation and placement.

- **Community Involvement. Who (prospective participants, representatives of the community served, community-based agencies with a demonstrated record of experience in providing services, and labor organizations) will be involved in the planning process? How will the group reflect the community to be served?**

As mentioned above under "Planning Process," REAL teachers and Community Support Team members at the local level will be primarily responsible for determining the needs of their communities and describing the role to be served by an AmeriCorps "teaching partner." State REAL program coordinators and their Boards of Directors will develop the profile of the Professional Corps participants needed in their states. In addition to these partners, we will seek the perspective of community leaders and resources (e.g., church leaders, planning agencies, environmental and community development non-profits) with a knowledge of the human and environmental needs of the states and local communities where REAL operates. Their input will be used to identify a "laundry list" of potential projects that would be helpful in addressing the challenges these communities face.

(c) Institutional and personnel information. Describe the qualifications of the administering entity and the program leadership.

- **Institutional strengths. What is the entity's past experience and track record in designing new programs?**

The implementation of the REAL idea began in the mid 1980's in North Carolina and Georgia, and REAL Enterprises (the national organization tying state and local REAL programs together as a "federation") was incorporated in 1990. As non-profit entrepreneurs, we have rich experience in designing new programs. Indeed, one of our greatest strengths as a program is

responding to the needs of rural communities, teachers and schools by developing new strategies to meet the needs of our "customers." Our success begins with devoting organizational energy to careful needs assessment and incorporating participant feedback into our work. Feedback is gathered through on-going surveys and assessments, as well as periodic "Lessons Conferences" designed to gather input from a broad spectrum of participants and stakeholders. Thanks to this process, we have been able to modify REAL in several important ways:

- adding "adult" REAL through community colleges in response to strong interest displayed by communities seeking to meet the entrepreneurial education needs of their adult populations;
- instituting teacher and Community Support Team (volunteer) training, as well as a "Team Building Session" permitting school staff in a position to support REAL teachers (e.g., principals, vocational directors, guidance counselors) to assist in planning REAL implementation;
- developing a REAL Entrepreneurship Curriculum Guide in response to teacher requests for more direction about course structure; and
- partnering with key agencies to further the program's goals in a cost-effective and efficient way. Examples include partnering with SERVE to provide electronic mail access and with the Microenterprise Loan Program in North Carolina to provide funding for student enterprises.

We view the chance to partner with AmeriCorps as a way to continue our on-going commitment to meeting the needs of REAL participants.

- **Principal staff: What is the program director's background, experience, and major accomplishments in designing new programs? If one has not yet been hired, what qualifications must the candidate fulfill?**

We plan to hire a national REAL service director to lead the planning grant activities outlined above on pp. 14-16. The successful candidate for the position should have demonstrated knowledge and experience in the field of education and/or small business development and the capacity to embrace the philosophy and methodology of REAL. Experience working as or with service participants would be an asset. The director must be able to efficiently assess the REAL program and its needs and be able to create a structure by which participants are placed. For this, he or she will need facility with strategic planning and the ability to assess people's strengths and weaknesses. The director will be responsible for "selling" the opportunity to prospective participants and therefore should be comfortable in the role of presenter/promoter. The job will involve a moderate amount of travel, and the candidate should be able to adapt to that and other stresses of a fast-paced work environment. Excellent writing, record-keeping, and organizational skills are a must in order to ensure the appropriate use of funds and documentation of the planning process. The director must have the vision necessary to design appropriate training and support for participants, using the pilot sites as the basis for that vision but anticipating other needs as well. Finally, the director should be willing and able to collaborate with REAL staff in several states, working independently but attuned to growth within the program.

While we plan to advertise for this position, a likely candidate is Gair Roberts, Associate Director of NC REAL Enterprises since 1992. She earned a BA in English and an MA in teaching from the University of North Carolina at Chapel Hill, where she was a Morehead Scholar. As Volunteer Services Coordinator at North Carolina Memorial Hospital she recruited, trained, supervised, and evaluated 350+ high school and college volunteers each semester. Ms. Roberts taught secondary English for four years in North Carolina. Her experience there included a lead role in implementing the Paideia program (an interdisciplinary approach to the humanities based on the Socratic seminar method) in Wake County and developing curriculum for alternative education,

summer school, and Paideia courses. Her responsibilities at NC REAL Enterprises include teacher training, on-site support for schools and community colleges implementing REAL, curriculum development, and the writing and editing of publications.

REAL Enterprises principal staff who would be involved in implementing the planning grant and REAL's partnership with AmeriCorps would be Dr. Paul F. DeLargy, President and Executive Director, and Richard S. Larson, Associate Director. Dr. DeLargy began his long and distinguished career in education as an elementary school teacher and administrator and a professor of educational administration. Since the early 1970's, Dr. DeLargy has been a leader of the community education movement nationally; since 1984 he has been involved in implementing and promoting REAL in Georgia and across the United States. He is primarily responsible for promoting the organization nationally, managing relations with state-level REAL programs, and overseeing the implementation of REAL's internal evaluation system. He is currently directing a comprehensive evaluation of REAL funded by The Pew Charitable Trusts.

Dr. DeLargy has had significant experience in promoting and facilitating volunteers in educational and community settings. As a primary school principal in the Clarke County, GA school system, he headed a parent volunteer program that was recognized as the Outstanding Service program in Georgia for 1972. He directed the Red Cross volunteer program in Liberty, GA. As state director of the Georgia Center for Community Education, his main objective was to help develop volunteer programs in schools and communities. A National Community Education Associate, he has received numerous Georgia and national awards, including the 1990 National Distinguished Service Award. He earned his Ed.D. in Educational Administration from the University of Georgia, his M.Ed. in Elementary Education from Georgia Southern University, and his B.A. in Economics from the University of Florida.

Richard S. Larson joined North Carolina REAL Enterprises as Associate Director in 1988. He has served as Executive Director of NC REAL since 1990, and in 1993 became Associate Director for national REAL Enterprises. He has overseen NC REAL's expansion from its experimental pilot phase to its current level of operations in 1/3 of North Carolina's rural counties

and has been successful in stabilizing the organization's funding through contracts with the North Carolina Departments of Public Instruction and Community Colleges. His current national REAL responsibilities include continued development of the REAL Entrepreneurship Curriculum Guide, leadership of the annual REAL Institute and direction of REAL's strategic planning process, which is being undertaken with the help of Replication Program Services, Inc. through a grant from The Pew Charitable Trusts.

Prior to joining REAL, Mr. Larson worked for the Cummins Engine Company in Seymour, Indiana and Whitakers, North Carolina, where he participated in upgrading an assembly line, served as advisor to a newly formed team of shop floor inventory control technicians, designed inventory systems, and streamlined the financial reporting process for three machining operations. He has also worked as a consultant to small businesses, and served as a VISTA volunteer with Carolina Action in Greensboro and Charlotte, NC, where he was a community organizer helping low and moderate income communities address neighborhood, municipal and statewide problems and issues. He is a Phi Beta Kappa graduate of Amherst College, where he earned a B.A. in History & French. He received a Masters of Public and Private Management from the Yale School of Organization and Management.

Please attach the Budget Narrative to this page. Instructions for this form are on page 27.

Applicant Name: REAL Enterprises
 Program Name: REAL Enterprises Service Corps Planning Grant

Aggregate Program (if applicable)

	Corporation Share (CNCS) Funds Requested from the Corporation	Grantee Share Other Federal/State/ Local/Private Funds	Total Total Program Funding
A. PARTICIPANT SUPPORT COSTS			
Training and Education	\$ 14,500	0	\$ 14,500
Uniforms			
(please specify in Budget Narrative) Other	5,000		5,000
Subtotal	19,500		19,500
B. STAFF			
Salaries	32,652	5,209	37,861
Benefits	9,469	1,511	10,980
Training	3,000	0	3,000
(please specify in Budget Narrative) Other			
Subtotal	45,121	6,720	51,841
C. OPERATIONAL			
Travel	26,490	5,000	31,490
Transportation			
Supplies	1,800	0	1,800
Equipment	2,500	0	2,500
(please specify in Budget Narrative) Other	5,000	12,000	17,000
Subtotal	35,790	17,000	52,790
D. INTERNAL EVALUATION MONITORING			
	5,000	5,000	10,000
E. ADMINISTRATION			
	7,000	9,655	16,655
	<i>(may not exceed 5% of Corporation funds, A-F)</i>		
(in dollar amounts) Total A-E	112,411	38,375	150,786
Percentages	75 %	25 %	100%
<i>(Corporation maximum 75% + Grantee minimum 25% = 100%)</i>			

BUDGET FORM AMERICORPS NATIONAL DIRECT APPLICATION

F. OTHER PARTICIPANT SUPPORT COSTS	Number of Participants	Corporation Share (maximum 85%)	Grantee Share (minimum 15%)	Total 100%
Living Allowance	6	13,026	84,894	97,920
FICA and Workers' Compensation		0	7,718	7,718
Health Care*				
Alternative Health Care**		6,120	1,080	7,200
<i>(\$1,200 per eligible participant)</i>				

Total (F) 19,146 + 93,692 = 112,838

Total (A-F) 131,557 132,068 263,625

	Estimated Number of Children	Estimated Number of Eligible Participants	Corporation Share (maximum 100%)	Grantee Share	Total
G. CHILD CARE	0	0	0	0	0

TOTAL (A-G) 131,557 132,068 263,625

	Number of Participants	Amount per Participant	Total
H. EDUCATION AWARDS			
Full-Time Participants	6	\$4725	28,350
Part-Time Participants		\$2363	

Total (H) 6 x 4725 = 28,350

* If grantee is utilizing current policy meeting minimum benefits for eligible participants.

** If grantee is utilizing alternative health care policy to be made available.

**BUDGET NARRATIVE
REAL ENTERPRISES SERVICE CORPS
PLANNING GRANT**

	Corp. Share	Grantee Share	Total Program Funding
A. PARTICIPANT SUPPORT COSTS			
(For total of 4 Prof. Corps and 2 AmeriCorps)			
<i>Training and Education</i>			
• Attend 2 mtgs. w/REAL nat'l service coordinator (3 part's travel for each mtg. @ avg. \$300 airfare + lodging/subsistence/mtg. room for 6 part. @ \$100/day/part. X 2 days X 2 mtgs.)	3,300	0	3,300
• Attend 2 REAL state in-service seminars (\$100/day/part. for lodging/subsistence/mtg. room for 6 part. X 2 days X 2 mtgs.)	2,400	0	2,400
• (Prof. corps only) Attend 2 REAL prog. coord. mtgs (4 part's travel for each mtg. @ avg. \$300 airfare + lodging/subsistence/mtg. room for 4 part. @ \$100/day X 2 days X 2 mtgs.)	2,800	0	2,800
• Attend education/economic development/skills devel. seminars/conferences (\$1000/part. X 6 part.)	6,000	0	6,000
<i>Other</i>			
• Laptop computers & fax modems for Prof. corps participants (1 unit/pair of prof. participants @ \$2,500/unit)	5,000	0	5,000
Subtotal	19,500	0	19,500
B. STAFF			
<i>Salaries</i>			
• REAL National Service Coordinator (100% time for 9 mo. @ \$40,000/yr.)	30,000	0	30,000
• Project Director salary (15% time for 9 mo. @ \$46,305/yr.)	0	5,209	5,209
• Support staff (20% time for 9 mo. @ \$17,680/yr.)	2,652	0	2,652
<i>Benefits</i> (@29% of sal.'s for FICA Match, SUTA, Work. comp., var. fringe acct., pension)	9,469	1,511	10,980
<i>Training</i>			
• for REAL Nat'l Service Coord. & Proj. Director in areas of volunteer coordination, visits to MBA Corps, Teach for America (\$1,500/person X 2)	3,000	0	3,000
Subtotal	45,121	6,720	51,841
C. OPERATIONAL			
<i>Travel</i>			
• Nat'l Service Coord. visits to participant worksites (2 visits @ \$300 airfare + lodging/subsistence @ \$80/day X 4 days)	1,240	0	1,240
• Nat'l Service Coord. attend mtgs. with participants (2 mtgs. @ \$300 airfare + lodging/subsistence/mtg. room @ \$100/day X 2 days)	1,000	0	1,000
• Nat'l Service Coord. recruiting trips (5 trips @ \$400 airfare + lodging/subsistence/mtg. room @ \$150/day X 3 days/trip)	4,250	0	4,250
• National mid-year conference of REAL teachers, state prog. coord.'s to assess individual school/teacher and state needs (50 teachers/prog. coord. @ \$300 airfare + lodging/subsistence/mtg. room @ \$100/day X 2 days)	20,000	5,000	25,000
<i>Supplies</i>			
• Postage, copying, office supplies (for Nat'l Coordinator, prof. corps @ \$200/mo. (for Nat'l Coordinator, prof. corps, teaching partners @ \$200/mo. X 9 mo.)	1,800	0	1,800
<i>Equipment</i>			
• Laptop computer & fax modem for Nat'l Service Coordinator (1@ \$2,500/unit)	2,500	0	2,500
<i>Other</i>			
• REAL Service Corps recruiting video & materials (Video @ \$15,000 + brochures/applications @ \$2000)	5,000	12,000	17,000
Subtotal	35,790	17,000	52,790

D. INTERNAL EVALUATION MONITORING

• Supplement existing evaluation contract to address service component ((\$10,000 amendment to \$80,000 contract))	5,000	5,000	10,000
Subtotal	5,000	5,000	10,000

E. ADMINISTRATION

• Project Director salary (15% time for 9 mo. @ \$46,305/yr.)	0	5,209	5,209
• Benefits (@29% of sal.'s for FICA Match, SUTA, Work. comp., var. fringe acct., pension)	0	1,511	1,511
• Project Director visits to participant worksites (2 visits @ \$300 airfare + lodging/subsistence @ \$80/day X 2 days)	0	920	920
• Indirect costs (office rent, acctg., depr., insurance) (36% (pro-rated based on salaries) of \$33,390/yr. X .75)	7,000	2,015	9,015
Subtotal	7,000	9,655	16,655
	5%		
Total A-E	112,411	38,375	150,786
Percentages	75%	25%	100%
Percentages			

F. OTHER PARTICIPANT SUPPORT COSTS

	# of Participants	Corp. Share (max. 85%)	Grantee Shs (min. 15%)	Total
<i>Living Allowance</i>				
• Professional corps (4 participants @ \$25,000/yr. X .75 yr.)	4	0	75,000	75,000
• AmeriCorps "teaching partners" (2 participants @ \$15,280/yr. X .75 yr.)	2	13,026	9,894	22,920
<i>FICA and Workers' Compensation</i> (.0765 X sal.'s + 35% X \$650 W.Comp. insur. policy)				
		0	7,718	7,718
<i>Alternative Health Care</i> (\$1,200/participant for 6 participants)				
		6,120	1,080	7,200
TOTAL (F)		19,146	93,692	112,838
TOTAL (A-F)		131,557	132,068	263,625

G. CHILD CARE

	0	0	0
TOTAL (A-G)	131,557	132,068	263,625

H. EDUCATION AWARDS

	Number of Participants	Amount per Participant	
Full-Time Participants	6	4,725	28,350
Part-Time Participants			
TOTAL (H)	6	4,725	28,350

CERTIFICATION SIGNATURE

Note: This form must be signed and included in the application. Before You Start. Before completing certification, please read Certification Instructions, page 30.

SIGNATURE. By signing this Certification page, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Certification sections in part III of this application. The three Certifications are:
 Certification: Debarment, Suspension, and Other Responsibility Matters.
 Certification: Drug-Free Workplace
 Certification: Lobbying Activities

Organization Name: REAL Enterprises, Inc.

Project Name: REAL Enterprises Service Corps Planning Grant

Name and Title of Authorized Representative: Dr. Paul F. DeLargy, President
Richard S. Larson, Associate Director

Signature: *Paul F. DeLargy* 4/28/94
Richard S. Larson

Date: April 28, 1994

ASSURANCES SIGNATURE

Note: This form must be signed and included in the application. By signing this assurances page, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Assurances on page 28.

Organization Name: REAL Enterprises

Project Name: REAL Enterprises, Service Corps Planning Grant

Name and Title of Authorized Representative: Dr. Paul F. DeLargy, President
Richard S. Larson, Associate Director

Signature: *Paul F. DeLargy* 4/28/94
Richard S. Larson

Date: April 28, 1994