

# FOIA MARKER

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Summer of Service - 1 [1]

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DEPARTMENT OF AGRICULTURE  
OFFICE OF THE SECRETARY  
WASHINGTON, D.C. 20250

Chicago

May 9, 1994

Mr. Robert B. Whitfield  
Chief Operating Officer  
Chicago Housing Authority  
22 West Madison Street  
Chicago, Illinois 60602

Dear Mr. Whitfield,

We are very excited to be able to help run a national service program this summer that will provide significant benefits for the thousands of citizens who live in and around Ida B. Wells and Madden Park.

However, we still have a misunderstanding over the recruitment of participants that I hope we can resolve in a mutually agreeable way. Contrary to the implication of your letter of May 3, neither USDA nor the Friends of the Chicago of High School of Agricultural Sciences -- the grant recipient for this program -- have ever agreed that 50% of the program's participants will be CHA residents.

Attached is page 4 of our original application. The application is absolutely clear in stating that at least half of the participants would come from a *combination* of CHA residents and students from the Chicago High School of Agricultural Sciences. Our application then states: "The project director will then be responsible for ensuring that the final mix of participants is balanced by gender and economic status and fully reflects the African-American, Caucasian, and Latino population of the Chicago metropolitan area. Every effort will be made to recruit a mix of economically and socially disadvantaged youths, college-bound youths, and disabled youths." This language was sent to CHA before we submitted our proposal. In an attached March 14, 1994 letter, Vincent Lane, Chairman of CHA, appeared to agree to the terms of our application; Lane's letters states that his staff will help recruit CHA recruits residents, but makes no reference whatsoever to any percentage of participants.

It will be impossible for us to change the terms of our original agreement at this late date. As you may know, the Corporation for National and Community Services regulations require that every program actively seek diversity. Secretary of Agriculture Espy fully supports this goal.

Yet I hope we can compromise. Our original application assumes that CHA residents would comprise about one quarter (25%) of all participants. We would be willing to compromise to an agreement that one-third (33%) of the participants would be CHA residents, one third would be students of the Chicago High School of Agricultural Sciences, and one third would come from other parts of the Chicago metropolitan area and from the national recruitment pool.

As you know, half of our projects planned for this summer are planned in neighborhoods on non-CHA sites. If we cannot agree to the compromise I suggested, we may be forced to move all our projects to non-CHA sites.

I have personally visited wonderful national service projects at public housing developments in both Boston and Los Angeles. Neither of the sponsoring public housing agencies in those cities insisted on a quota of participants similar to the one you are requesting, yet both projects provided critical service to the residents of those developments.

The Department of Agriculture is extremely anxious to help provide greatly needed urban greening assistance to the people of Chicago, while promoting the President's national service initiative. I will hope you will agree that it will be better for CHA to benefit from a program that helps thousands of residents -- and gives direct service opportunities to 16 young people -- is better than no project at all.

I look forward to working with you and your staff to create a successful program that will serve as a national model.

I will call your office to follow-up on this matter. If you need to reach me before then, please call 202-720-6350.

Sincerely,

A handwritten signature in dark ink, appearing to read "Joel Berg". The signature is written in a cursive, slightly slanted style.

Joel Berg

Director of National Service



# The Chicago Housing Authority

March 14, 1994

*Board of Commissioners*

Vincent Lane  
*Chairman*

Artensa Randolph  
*Vice-Chairman*

Arthur M. Brazier  
Milton Davis  
Isaac S. Goldman  
Handy L. Lindsey, Jr.  
Daniel Solis

Robert Whitfield  
*Chief Operating Officer*

Dr. Daniel W. Blue, Jr.  
*Deputy Chief Operating Officer*

F. Willis Caruso  
*General Counsel*

Ms. Catherine Milton  
Director  
Corporation for Community and National Service  
1100 Vermont Ave. N.W.  
Washington, DC 20525

Dear Ms. Milton:

I am writing in support of the U.S. Departments of Agriculture and Justice's application to the Corporation for funding of a Summer of Safety program within four Chicago Housing Authority developments.

Providing productive and educational activities for CHA children over the summer is a major priority, particularly in communities with few resources for recreational alternatives. This program will also complement the Authority's community policing and tenant patrol programs, both of which work closely with teens in an effort to dissuade them from involvement with gangs and drugs.

We will support this program by assisting in identification of both team members and volunteers from CHA developments. Providing stipend as well as volunteer opportunities for CHA residents is extremely important in order for the community to be full participants. In addition, we would be glad to provide some of the leadership skills and conflict resolution training through program staff currently providing such services to our youth.

The Authority will also donate use of equipment and landscaping personnel to assist with the urban gardens within our communities, as well as administrative personnel to coordinate activities with other Summer of Safety partners.

We are grateful for the opportunity to participate in this unique effort and hope you will look favorably upon the USDA and Department of Justice's application. Please do not hesitate to contact Kristin Anderson, Director of External Affairs at (312) 791-8513, if we can be of further assistance.

Sincerely,

  
Vincent Lane  
Chairman

VL:KK/lw



# The Chicago Housing Authority

## Board of Commissioners

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Daniel Solis

Robert Whitfield  
Chief Operating Officer

Dr. Daniel W. Blue, Jr.  
Deputy Chief Operating Officer

F. Willis Curuso  
General Counsel

May 3, 1994

Mr. Joel Berg  
U.S. Department of Agriculture  
14th Street & Independence Ave. S.W.  
Washington, DC 20250

Dear Mr. Berg:

The Chicago Housing Authority is pleased to participate in the Summer of Safety project planned for Chicago in partnership with the USDA, U.S. Department of Justice and the Chicago School of Agricultural Sciences.

The Authority is prepared to lend the assistance of staff to help with the recruitment of community service participants and volunteers within the two target sites, Ida B. Wells and Madden Park. We will also work with resident leaders to facilitate community acceptance and involvement with the program.

CHA will also provide a secure environment for program participants through the active involvement of the CHA Police Department, which has a station on site, as well as the CHA Security Force. We will also make appropriate contracts with the Chicago Police Department.

In addition, the Authority will involve program participants in several of our existing crime prevention programs including Project Peace, a youth conflict resolution program.

We feel the Summer of Safety will be a valuable asset to summer activities at Ida B. Wells and Madden Park. We are especially pleased to be able to offer employment experiences and income opportunities to the residents who will also make up 50% of the teams at both sites.

Thank you for your assistance in facilitating this program and please contact Dr. Carol Adams at 567-7758 or Theresa Lipo at 791-8513 if you have any questions.

Sincerely,

  
Robert D. Whitfield  
Chief Operating Officer

### Recruitment of Participants

Five teams of 10 high school youth (with at least half coming from the Chicago High School of Agricultural Sciences and from Chicago Housing Authority residences) will be recruited by both entities. Neighborhood corps members will be recruited by the local advisory committees. Each applicant will then be screened through a personal interview with the project staff; the interview will inform the prospective participants of both the benefits and tough challenges of the program, as well as assess the genuine enthusiasm of the applicant for engaging in difficult community service work. The project director will then be responsible for ensuring that the final mix of participants is balanced by gender and economic status and fully reflects the African-American, Caucasian, and Latino population of the Chicago metropolitan area. Every effort will be made to recruit a mix of economically and socially disadvantaged youths, college-bound youths, and disabled youths.

### Training of Participants

Before beginning project work, participants will receive extensive training and education in conflict resolution, urban agriculture and forestry, community policing, team-building, work habits, and citizenship. Each Friday, corps members will participate in developing learning activities in leadership development, building self-esteem, decision making, developing interpersonal skills, and setting personal goals. Curriculum will be selected from a number of available sources identified by the National 4-H Youth Development Office of USDA, the University of Illinois Cooperative Extension Service, the USDA Soil Conservation Service and Forest Service, and the Chicago Housing Authority.

*Chicago*

MEMORANDUM OF UNDERSTANDING BETWEEN SUMMER OF SAFETY PARTNERS AND  
NATIONAL SERVICE REPRESENTATIVES

MAY 25, 1994

The following 14 points were discussed at a meeting in Dr. Carol Adam's office at 3833 South Langely, #109, Ida B. Wells/CHA, Chicago Illinois on May 24, 1994. Attendees at that meeting were:

Terry Donahue, Department of Justice, Washington, D.C.,  
Catherine Pierce, National Service, Director of Summer of Service National Block Grants, Washington, D.C.,  
Barbara Neighbors-Glass, National Service Chicago Project Supervisor,  
Dr. Barbara Valerious, Chicago High School for Agricultural Sciences, Principal,  
D. Carole Powell, USDA Office of Agricorp/AMS,  
Carzella Pritchard, ASC Chicago,  
Dr. Carol Adams, Chicago Housing Authority,  
Theresa Lipo, Special Grants, Chicago Housing Authority,  
Bobbie Bolden, Chicago Housing Authority Director of Feeding Programs.

1. The S.O.S. project sites in Chicago will be located at the Ida B. Wells and Madden Park Housing Development with Metro, 11th Street and Hale/Edna B. White Garden being a training site. An alternate site at West Pullman School is available if necessary.
2. Residents of Ida B. Wells and Madden Park, members of the Resident Advisory Committee, Theresa Lipo and Dr. Carol Adams, in coordination with Barbara Valerious and Chicago High School for Agricultural Sciences, will hold a meeting of interested residents and the Advisory Committee to determine the specific sites and specific activities of S.O.S. within Ida B. Wells/Madden Park. This meeting will occur before June 20th and be addressed in writing by June 20th as part of the Work Plan provided by Barbara Valerious and in Chicago Housing Authority's letter.
3. Per May 24 meeting with Carol Adams and Theresa Lipo, it was agreed that a letter of support from CHA would outline specific roles and contributions to the SOS program will be faxed to National Headquarters, attention Catherine Pierce/Barbara Neighbors-Glass, and Barbara Valerious, no later than Thursday, May 26, 1994. See attached *A original mailing*
4. Contact with the Chicago Police Department has been initiated. A letter from each of the District Commanders will be provided outlining their specific roles and will be sent to the National Summer of Safety by June 1, 1994. See attached letters. Two aspects of

the project will utilize themselves of Chicago police services, as well as CHA police services.

- a) Refer to Lipo letter on participants safety
- b) Illinois State Police headquartered in Chicago (312-283-2400) will be assisting S.O.S. through its Safety Education Department. Trooper Allen is the contact.
- c) The CHA Victims Assistance program will provide a speaker and some "hands on" advise to project participants (Mrs. Barbara Thrasher, 567-7811).
- d) Chicago Police Department Prevention Programs will assist in crew training area II - Officer Hamilton is the provider; another provider will be The Community Watch Project's, Annie Russell.
- e) Lt. Evans of the CHA police has already faxed a letter of support to Catherine Pierce. The S.O.S. project will utilize C.O.P.S. as well as additional strategies to provide safe summers.

Attachment B original mailing

5. This item will be addressed by Theresa Lipo, Weed and Seed, and Carole Adams, Chicago Housing Authority, regarding procedures for -
  - a) Tenant Patrols
  - b) Community Policing (COPS)
  - c) CHA Policing

The participants are supervised by their crew leaders. Outreach audience will include school children at the school site who will be under the supervision of the school staff. It is expected that adult seniors and other adults who will assist in the project will have team crew leader. The project S.O.S. school is a K thru 8 grammer school:

George T. Donoghue School  
707 East 37th Street  
Chicago, IL 60653

The telephone number is 535-1782 and the principal is Mrs. Margaret Tolson.

6. The Resident Advocate Committee will identify problems and particular areas of concerns. Team participants will address specific problems within CHA utilizing the problem solving techniques provided by National Headquarters (Sara).

The work plan includes:

SESSION I. -

- I. Welcome - First Day Training
- II. Introduction of "The Crime Triangle".  
Break
- III. Identification of Problem
- IV. Identification of role of S.O.S." workers in solving the problem.
- V. Developing a framework for a "Long Term" solution
  - 1) individual role in solution
  - 2) community partnerships necessary.

SESSION II

- I. Survey of change in situation since Session I
  - II. Successes since Session I.
    - 1) What they are.
    - 2) Why they happened.
    - 3) Will they continue.
  - III. Failures since Session I
    - 1) What they are.
    - 2) Had they been planned for.
    - 3) How can they be prevented in the future.
- BREAK
- IV. Defining solutions
    - 1) Review of framework for "Long Term" solution.
    - 2) Identifying changes in short term needed.
    - 3) Review of roles of each member.

SESSION III

- I. Self Assessment
  - II. Introduce Resume Writing
- BREAK
- III. Development of Resume
  - IV. Team Assessment Project
    - 1) form diverse teams
    - 2) share resume jwith team members
    - 3) critique
    - 4) return to writer
    - 5) refine

SESSION IV

- I. Turn in resume for duplication.
  - II. Lecturer presents model resume.
- BREAK

- III. Teams from Session III reconvene, review and select one to represent team.
- IV. Each team presents resume to group.
- V. Group critique of presentations.

SESSION V.

- I. Introduction of visiting business people.
- II. Mock interviews.

BREAK

- III. Presentation of business people; review of interviews.
  - IV. Informal interaction.
7. Per meeting of May 24th with Carol Adams and Theresa Lipo, they agree to provide orientation and training for line item 7. See attached letter.
  8. See attached work plan. Attachment C Pages 1, 1a - 6 # 8-a Curriculum 1C to 4C
  9. The Chicago Police Department's prevention programs are a part of the Justice Department's community outreach. Trainers from Area 2 police department will provide participant training using the Safe Streets Model and the Youth Alternatives Model. Other assistance will be provided by the Chicago Alliance for Neighborhood Safety (312-461-0444 and the Weed and Seed Project (312-373-4824)
  10. The Chicago Housing Authority will provide the use of equipment and landscaping personnel to assist, as well as administrative personnel to coordinate activities with other agencies and S.O.S. partners. Also, they will help provide vans for transportation.

The Greenstreets Program, Illinois Department of Conservation, and Forest Service will provide trees. The Botanical Gardens, Friends of Chicago Agricultural Sciences High School and the CES, in conjunction with Streets and Sanitation, will provide referrals for soil.

The Botanic Garden/Elysberry Plant Materials Center and other organizations will provide seedlings and plant cultivars. Complete letters of support will be on file by June 5, 1994. Please note Lt. Evans and Vince Lane letters. # 10-a & 10-b.

11. See attachment D - Budget sent to Stacy Rosen
12. See attachment E - Regarding Liability Insurance

13. The plan of work is contained in print #10. Specified within the plan are team leaders. Responsibilities and supervision for participants is provided by team leaders.

Youngsters/volunteers who will be recruited for the project will be supervised by the summer school staff. Team leaders will be demonstrating teaching and using surveying techniques with these youngsters.

The timeline for the project is incorporated in the Work Plan.

14. Letters contacting S.O.S. participants from the Corporation for National and Community Service have been mailed. This project actively seeks their participation.

#8a

<u>PARTICIPANT TRAINING INSTRUCTION</u>	<u>SESSIONS</u>	<u>TRAINER</u>
S.A.R.A. Training (See #6 for details)	5 Sessions over 10 Weeks 1st session- 3 hrs.	McCarthy, Kevin CHSAS Staff
Project Seed (Environmental Education)	1 all day session	T. Heyer Forestry Service
Horticultural Structures	1 all day session	Ron Wolford CES
Conflict Resolution	1 1/2 days	Cathy Egan, Chairman Center for Conflict Resolution
Tool Safety and Utilization	3 hour demonstration	CES
Victim Assistance	2 hrs.	Barbara Thrasher, Victim Assistance Program
C.O.P.S.	4 hrs.	Lt. Nelson, Evans, CHA Police
Team Building	1 day	Judy Mann, Iron Oaks
Safe Streets Project	1-2 hr. session	Officer Cooper Crime Prevention, Chicago Police Dept.
Community Policing for Safer Neighborhoods	2 sessions	Mrs. Annie Russell, CANS Task Force
Project Wild Environmental Education	5-6 hours	Terri Heyer, USDA, Forestry Service
Youth Alternative	1-2 hr. session	Officer Hamilton Chgo. Police Preven- tion Program
Safe Summer Public Awareness	2-2 hr. sessions	Trooper Jill Allen, Illinois State Police
Urban Soils	2-3 hr. sessions/ demonstrations	Bob Argent, CES
forests/trees	2-1 hr. sessions	Bob Argent
Tree Keepers	7 sessions for Certification as Tree Keeper	Ginn Childs USDA, Forest Service

PARTICIPANT TRAINING INSTRUCTIONSESSIONSTRAINER

S.A.R.A. Training  
(See #6 for details)

5 Sessions  
over 10 Weeks  
1st session-  
3 hrs.

McCarthy, Kevin  
CHSAS Staff

Project Seed  
(Environmental Education)

1 all day  
session

T. Heyer  
Forestry Service

Horticultural Structures

1 all day  
session

Ron Wolford  
CES

Conflict Resolution

1 1/2 days

Cathy Egan, Chairman  
Center for Conflict  
Resolution

Tool Safety and Utilization

3 hour  
demonstration

CES

Victim Assistance

2 hrs.

Barbara Thrasher,  
Victim Assistance  
Program

C.O.P.S.

4 hrs.

Lt. Nelson,  
Evans,  
CHA Police

Team Building

1 day

Judy Mann,  
Iron Oaks

Safe Streets Project

1-2 hr. session

Officer Cooper  
Crime Prevention,  
Chicago Police Dept.

Community Policing for  
Safer Neighborhoods

2 sessions

Mrs. Annie Russell,  
CANS  
Task Force

Project Wild  
Environmental Education

5-6 hours

Terri Heyer, USDA,  
Forestry Service

Youth Alternative

1-2 hr. session

Officer Hamilton  
Chgo. Police Preven-  
tion Program

Safe Summer  
Public Awareness

2-2 hr. sessions

Trooper Jill Allen,  
Illinois State Police

Urban Soils

2-3 hr. sessions/  
demonstrations

Bob Argent,  
CES

forests/trees

2-1 hr. sessions

Bob Argent

Tree Keepers

7 sessions for  
Certification as  
Tree Keeper

Ginn  
Childs  
USDA, Forest Service

Community Organizations

1-2 hr. sessions

Sue Brodgan  
Botanic Gardens

TREEKEEPERS PROGRAM

CLASS 5

What you've been waiting for....Pruning!

- I. The Basics of Pruning
- II. Outdoor Demonstration and Hands-On Practice

Break-----Break-----Break

- III. Review of Self-Test from Class 4
- IV. Review of Techniques from Outdoor Demonstration

TREEKEEPERS PROGRAM

CLASS 6

Other variables and how they relate to trees

- I. Diseases & Insects
- II. The Rest of the Landscape
  - Resources for more information
  - Dealing with horticultural waste:  
composting and other ways to deal with waste

Break-----Break-----Break

- III. Review of Self-Test from Class 5
- IV. Construction Damage and Trees
  - Signs, Symptoms, and Protection
  - The 15-point protection plan
- V. Play it Safe!

#8 30



#8 4, C

TREEKEEPERS PROGRAM

CLASS 7

Now that you have all this information....

What will you do with it?

- I. Review of Self-Test from Class 6
- II. TreeKeeper Testimony
- III. Different Ways to Complete Your Hours

Break-----Break-----Break

- IV. The TreeKeepers Graduate Program
- V. Resources Available to TreeKeepers
- VI. TreeKeepers Communications Plan
- VII. Announcements
- VIII. Final Exam
- IX. Evaluation of the Program

Recommended Equipment List

- General Tool Kit
  - Saws
  - Screwdrivers
  - Hammers
  - Pliers
- Tire Changing Kit
- Insect Repellent
- Sunscreen
- Shovels
- Rakes
- Hoes
- Rain Gear
- Measuring Tape
- Post Driver
- Gloves- Rubber and Leather
- Hand Trowels (Optional)
- Wheel Barrow (One per crew)
- Pruning Saws
- Pruning Shears
- Pruning Clippers
- Pruning Loppers
- Brooms (One per Crew)
- Sharp Knife (One per Crew)
- Rope
- wire Cutters (One per Crew)
- Watering Hoses
- Water Cooler (One per Crew)
- Notebook
- Camera (One per Crew)

Each site that is chosen as a work site should have access to a bathroom and a phone at the very least. It is important that this is arranged ahead of time. The crews should be aware of the exact location in case of any emergency.

Chicago High School  
for Agricultural Sciences



#14A

May 26, 1994

Dear National Service Applicant:

Your name appears on a list as one who was interested in performing service to America. The CHSAS project is an Ameri-corp sponsored project which focuses on reducing crime and violence through urban agriculture.

If you are willing to work for your country in an urban setting from June 20th thru August 26th, please contact me by telephone (312) 535-2500 immediately.

The home base for this Summer of Safety project is Chicago High School for Agricultural Sciences located at 3807 West 111 Street in the Mount Greenwood area of Chicago, although project teams will be working throughout Chicago's southside four days a week.

I'm anxious to see young people who know they can make a difference in America.

Sincerely,

Barbara H. Valerious  
Principal

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May 26, 1994

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Sincerely,

Barbara H. Valerious  
Principal

SOS PROJECT- CHSAS

Full curriculum is now being received. Should complete copies be attached?

Does the Corp want summaries or course-type descriptions?

Below is an outline of TREE KEEPER curriculum.



220 S. State Street • Suite 1850 • Chicago • Illinois • 60604 • (312) 427-2500 • Fax: (312) 427-6251



220 S. State Street • Suite 1850 • Chicago • Illinois • 60604 • (312) 427-2500 • Fax: (312) 427-6251

TREEKEEPERS PROGRAM

CLASS 1

Where this came from...Why we're doing this...Where to start

I. Welcome!

II. Introduction

-Who is this Openlands Project?

III. Brief History of the Urban Forestry Movement

IV. What Good is a Tree?

Break.....Break.....Break

V. Facts vs. Fallacies

VI. A sneak peek at the program

VII. Discussion of Class Structure, Attire, Materials Needed, Dates and Times

TREEKEEPERS PROGRAM

CLASS 2

How do these trees grow?

I. Physiology of Trees

Break-----Break-----Break

II. Review of Self-Test from Class 1

III. Soils 101

V. Urban Stresses of Trees



220 S. State Street • Suite 1830 • Chicago • Illinois • 60604 • (312) 427-4256 • Fax: (312) 427-6251

TREEKEEPERS PROGRAM

CLASS 3

What kinds of trees are these?

- I. How Trees are Named
- II. Tree Identification

Break-----Break-----Break

- III. Review of Take-Home Quiz from Class 2
- IV. More Tree Identification



220 S. State Street • Suite 1830 • Chicago • Illinois • 60604 • (312) 427-4256 • Fax: (312) 427-6251

TREEKEEPERS PROGRAM

CLASS 4

The right tree...the right place...the right way

- I. How to Plant a Tree
- II. Choosing the Right Tree
  - how to measure trees
  - what to look for in nurseries

Break-----Break-----Break

- IV. Review of Self-Test from Class 3
- V. Trees For Special Places
  - under utility lines
  - tree pits
  - planters
  - the challenge of appropriate parkway trees



# Community Insurance Center, Inc.

526 EAST 87TH STREET • CHICAGO, IL 60619-6094 • (312) 651-6200 FAX (312) 651-8

May 26, 1994

Attachment E

Friends of Chicago High School  
for Agricultural Sciences  
Chicago, IL

RE: General Liability Coverage for Summer of Safety Project

Please be advised that a General Liability Policy can be written with Nautilus Insurance Company short term for coverages and limits as follows:

Limit of Liability - \$100,000  
Bodily Injury & Property Damage Combined

TOTAL PREMIUM - \$ 566.00

Thank you for considering Community Insurance Center, Inc. for your insurance needs.

Sincerely yours,

Milton E. Moses  
COMMUNITY INSURANCE CENTER, INC.

from Barbara H. Valerious

The information received from insurance carriers indicates that there are 3 types of policies that can be issued in Illinois.

- a) general liability -(bodily injury, property damage). This covers site - not people.
- b) coverage for students - health
- c) coverage for drivers

It seems to me that Community Insurance covers the site. Do we need more?





# Community Insurance Center, Inc.

526 EAST 87TH STREET • CHICAGO, IL 60619-6094 • (312)651-6200 FAX (312)651-82

May 26, 1994

Attachment E

Friends of Chicago High School  
for Agricultural Sciences  
Chicago, IL

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Milton E. Moses  
COMMUNITY INSURANCE CENTER, INC.

from Barbara H. Valerious

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- a) general liability -(bodily injury, property damage). This covers site - not people.
- b) coverage for students - health
- c) coverage for drivers

It seems to me that Community Insurance covers the site. Do we need more?

Accident • Annuities • Automobile • Boilers • Bonds • Burglary • Financial Planning • Fire  
Health • Homeowners • I.R.A.'s • Liability • Life • Liquor • Mutual Funds • Renters • Workers Comp.



#13a



Participants in the Summer of Safety Project will be working at various sites with varying volunteer groups. These include:

Senior Adults  
interested in Gardening.....No supervision required

School Children  
Donoghue School Site.....Under the direction of  
classroom summer school  
teacher, the participants  
will be working with one  
class per team with their  
team leader present.

Participants.....Working at IDA B. Wells  
and Team Leader with assistance from gardeners  
project people. Supervision  
for participants will be  
Team Leader. (CPD and CHA police notified)

Participants  
at Training Site.....Supervision will be provided  
by Team Leader with assistance  
and direction from Ron Wolford of  
CES.  
(22 district -Chgo Police notified)

Participants and  
Team Leaders..... Central Site- Chgo "Ag" high school  
3807 W. 111th St.  
Team Leaders are supervisors with  
additional assistance provided by  
summer staff.

Participants in the Summer of Safety Project will be working at various sites with varying volunteer groups. These include:

- Senior Adults  
interested in Gardening.....No supervision required
  
- School Children  
Donoghue School Site.....Under the direction of  
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- Participants.....Working at IDA B. Wells  
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Team Leader. (CPD and CHA police notified)
  
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and direction from Ron Wolford of  
CES.  
(22 district -Chgo Police notified)
  
- Participants and  
Team Leaders..... Central Site- Chgo "Ag" high school  
3807 W. 111th St.  
Team Leaders are supervisors with  
additional assistance provided by  
summer staff.

Chicago



18:21

202 702 4014

USDA NAT SER OFF

# The Chicago Housing Authority

#10 a

March 14, 1994

*Board of Commissioners*

Vincent Lane  
*Chairman*

Arleese Randolph  
*Vice-Chairman*

Arthur M. Brazier  
Milton Davis  
Isaac S. Goldman  
Handy L. Lindsey, Jr.  
Daniel Soto

Robert Whitfield  
*Chief Operating Officer*

Dr. Daniel W. Blue, Jr.  
*Deputy Chief Operating Officer*

F. Willis Carson  
*General Counsel*

Ms. Catherine Milton  
Director  
Corporation for Community and National Service  
1100 Vermont Ave. N.W.  
Washington, DC 20525

Dear Ms. Milton:

I am writing in support of the U.S. Departments of Agriculture and Justice's application to the Corporation for funding of a Summer of Safety program within four Chicago Housing Authority developments.

Providing productive and educational activities for CHA children over the summer is a major priority, particularly in communities with few resources for recreational alternatives. This program will also complement the Authority's community policing and tenant patrol programs, both of which work closely with teens in an effort to dissuade them from involvement with gangs and drugs.

We will support this program by assisting in identification of both team members and volunteers from CHA developments. Providing stipend as well as volunteer opportunities for CHA residents is extremely important in order for the community to be full participants. In addition, we would be glad to provide some of the leadership skills and conflict resolution training through program staff currently providing such services to our youth.

The Authority will also donate use of equipment and landscaping personnel to assist with the urban gardens within our communities, as well as administrative personnel to coordinate activities with other Summer of Safety partners.

We are grateful for the opportunity to participate in this unique effort and hope you will look favorably upon the USDA and Department of Justice's application. Please do not hesitate to contact Kristin Anderson, Director of External Affairs at (312) 791-8513, if we can be of further assistance.

Sincerely,  
  
Vincent Lane  
Chairman

VL:KK/lw



# Chicago Housing Authority

#10 a

March 14, 1994

Board of Commissioners

Vincent Lane  
Chairman

Arzess Randolph  
Vice-Chairman

Arthur M. Brazier  
Milton Davis  
Isaac S. Goldman  
Handy L. Lindsey, Jr.  
Daniel Sols

Robert Whitefield  
Chief Operating Officer

Dr. Daniel W. Blue, Jr.  
Deputy Chief Operating Officer

F. Willis Carson  
General Counsel

Ms. Catherine Milton  
Director  
Corporation for Community and National Service  
1100 Vermont Ave. N.W.  
Washington, DC 20525

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VL:KK/lw

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*Summer of Safety*

# Summer of Safety

Dear Service Friend,

On September 21, 1993, President Clinton signed national service legislation into law, creating the Corporation for National and Community Service. Through the new Corporation, Americans of all ages and backgrounds will work to meet urgent challenges in their communities in the areas of education, public safety, human needs and the environment.

Of these, public safety may be the most critical challenge facing the nation today. President Clinton discussed it at length in his State of the Union address just a couple of weeks ago. It is at the top of the agenda of the administration, the U.S. Conference of Mayors, the National Governors Association, and countless other regional, state and local organizations nationwide. I hope you will join us in moving it to the top of the national service agenda this summer.

The cost of crime, in economic terms, is staggering: \$14,000 to treat a child struck by gunfire, \$50 billion annual loss by urban economies due to lost businesses and fleeing residents, \$425 billion spent on crime every year. But in human terms, the cost is inestimable. Victims, and those who commit crimes, are getting younger and younger; crimes are becoming more and more violent. Few communities remain unscathed by drugs; few homes remain unassailed by fear.

The American people can take back their communities — and national service can help.

This summer, the Corporation will focus its efforts in public safety by sponsoring a national Summer of Safety. Like the year-round AmeriCorps program we'll launch this fall, the Summer of Safety will engage Americans of all ages and backgrounds in direct, locally-based service to strengthen the ability of communities to respond to problems of crime, violence and fear.

Our 6,000 Summer of Safety participants will come together across generations, ethnicities, and income levels. They'll help police monitor victim assistance hotlines, clean up dangerous parks and alleys, provide crime prevention workshops to families, and help organize neighborhood watch programs. They'll do the work that you determine is most necessary in your community to meet the number one priority of national service: Getting Things Done.

The Summer of Safety can't succeed without your help. In the coming weeks, you can design an innovative service program tailored to the specific needs of your community, and that will continue to get things done long after the summer is over. We can help with phone and video technical assistance conferences, and with funding. But, ultimately, the work of designing quality service programs is up to the people who know the most about serving your communities. It's up to you.

In his inaugural address, President Clinton challenged all Americans to engage in "seasons of service." I look forward to working with you to help meet this challenge, through the Summer of Safety, and through the ever-changing seasons ahead of us.

Sincerely,



Eli J. Segal

Chief Executive Officer

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# AmeriCorps IS COMING

## Continuing Application Assistance for

### AmeriCorps • Learn and Serve America • Summer of Safety

If you are interested in applying to the Corporation for National and Community Service for national and community service program funding and need more information, help is as near as your telephone or computer.

Application assistance is available through national video conferences, through a six-week schedule for telephone conference assistance, through Internet, and through the mail for the following national and community service programs:

**A**meriCorps is the President's new national service program which engages the energy of the American people, especially its young people, in meeting the most critical education, public safety, human, and environmental needs of our communities. AmeriCorps offers opportunities for Americans age 17 or older to make a substantial commitment to serving their country and to earn money for college in return. Grants totalling over \$153 million will be awarded to not-for-profit organizations, to local, State, and Federal agencies, to Indian tribes, to institutions of higher education, to local school and police districts, and to partnerships among any of the above.

**L**earn and Serve America programs integrate service, and service-learning, into daily academic life for students in both K-12, higher education institutions, and community-based programs. Service-learning is a method by which young people learn and develop through active participation in service experiences that meet community needs and foster a lifetime commitment to service. The **K-12 School-based and Community-Based Programs** support projects that engage school-age youth in service-learning activities and involve adult volunteers in the schools. In fiscal year 1994, \$30 million will be available for teacher training, for the placement of service-learning coordinators in schools, and for grants to local partnerships through State Education Agencies, State Commissions, and grant-making entities. The **Higher Education Programs** will award approximately \$9 million to individual colleges and universities, consortia, or partnerships between higher education institutions and public or private nonprofits in order to develop high-quality programs that make service an integral part of students' education experience.

**S**ummer of Safety is the summer service program which will leverage the energy and talent of over 6,000 Americans in a range of projects designed to strengthen the ability of communities to respond to problems of crime, violence and fear. Though emphasizing youth service, opportunities to participate in the Summer of Safety will be available for citizens of all ages, working through one of several programs sponsored by the Corporation. Some programs will provide full-time participants with minimum wage stipends and a \$1000 educational benefit. Others will provide part-time and non-stipended service opportunities for older adults and for youth in grades K-12.

### Application Deadlines

Summer of Safety		March 14, 1994
Learn and Serve America:	K-12 School-based	April 1, 1994
Learn and Serve America:	Higher Education	April 9, 1994
AmeriCorps, National Service:	Direct (national & multi-state)	April 15, 1994
Learn and Serve America:	K-12 Community-based	May 27, 1994
AmeriCorps, National Service:	State	June 15, 1994

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**PROJECT #2 - ARIZONA***Summer of Service***Federal Coordinator:**

United States Department of Agriculture

14th Street and Independence Avenues, SW, Washington, DC 20250

Joel Berg, National Service Coordinator

Signature and date:

*Joel Blumenthal*  
3/14/94 *Joel Berg* 3/14/94

Applicant: Volunteer Council for the Arizona Dept. of Youth Treatment and Rehabilitation (DYTR)

1624 West Adams, Phoenix, Arizona 85007

Joel Blumenthal, Project Director, ASU/DYTR Partnership

Signature and date: (fax copy attached - hard copy original in mail)

Partners include: USDA Forest Service, Maricopa County Juvenile Court, Phoenix Union School District

Federal funds requested from Subtitle D

\$ 115,080 in CNCS funds requested

\$ 24,727 amount of U.S. Department of Agriculture matching funds

\$ 30,076 amount of non-federal match

35 participants will receive stipends

100 volunteers will not receive stipends

A partnership between Arizona State University and the Arizona Department of Youth Treatment and Rehabilitation, in conjunction with the United States Department of Agriculture, will run a AmeriCorps program that will combine a socio-economic mix of youth committed to DYTR, youth under the jurisdiction of the juvenile court, local high school students, and Arizona State University students in conservation work on the Tonto and other national forests. The AmeriCorps participants will then work a larger group of younger at-risk youth to supervise their volunteer activities in environmental restoration work and in restoring safety to public spaces. The project will have the following goals: rehabilitating delinquent youth; creating safer environments in at-risk neighborhoods, providing conflict resolution instruction for a diverse group of delinquent, at-risk, and college attending youth; providing mentoring and pro-social modeling of delinquent and at-risk youth; and engaging youth in productive conservation work on national forests and environmental work in urban areas; creating and nurturing community leadership and service skills; and building a continuing partnership where college students tutor delinquent youth. This project will incorporate youth-as resources programs, restoring safety to public spaces, and youth safety initiatives.

*Summer of  
Safety*

NOTES ON 4/4/94 PHONE CON WITH KATHERINE PIERCE OF CORP. ON SUMMER OF SAFETY

1. The Chicago project is a finalist for a Summer of Safety project. The Arizona project is not.
2. The Corp is not recommending full funding at the level we requested. They want to see if we (Agriculture) can come up with more money for Trees.
3. Katherine Pierce of the Corporation personally fought for the project because she feels improving where people live is an important component of public safety. I pointed out that once the more directly "safety" oriented projects are completed it is important for people to have clean and improved surroundings to live in "safely". She agreed.
4. Katherine Pierce said she had contacted Jack Nadol of Justice on Friday.
5. She asked who she (the Corporation) should work with to coordinate things and I said that you definitely were the person who would be coordinating the project.

# Supplies

TREES	10,000	15 lots 13 trees = 10,000
TOOLS	5,000	100 per participant (50) = 5,000
LUMBER	15,000	1,000 per lot x 15 = 15,000
Soil/Seed	30,000	2,000 per lot x 15 = 30,000
Misc	15,000	1,000 per lot x 15 = 15,000
		<hr/>
		75,000

Summer of Service

Read on trip.

11/15/93

Joel,

Martha McCormick, extension, iowa, just called. She has been in regular contact with me since i contacted her about her summer of service proposal, which was not funded.

I am attaching a copy of her summer of service proposal which she wants to try again to get funded. I told her I would give you a copy of last year's grant and a list of her questions. Perhaps you could look over these materials on the plane. She will call me Monday to find out your response.

Questions:

1. What are the chances of getting proposal funded from anyplace. (Corporation, through USDA national service, foundations) Any suggestions?

2. What technical assistance can we suggest or provide?

The proposal could be scaled down. Literacy day camps have been in existence for the last three summers.

Sullivan  
John  
Pop - Pop

Katherine

ES <sup>James</sup> Youth - at - risk  
Funds

and  
H + M  
Callio

Perhaps service -

perhaps funds for older students tutoring + mentoring

IOWA STATE UNIVERSITY  
OF SCIENCE AND TECHNOLOGY  
University Extension

Office of the Vice Provost  
315 Beardshear Hall  
Ames, Iowa 50011-2020  
515 294-6192  
FAX 515 294-~~834~~ 9781  
EXNET vpforet

DATE: December 30, 1991

TO: Cooperative Funds Division,  
Cooperative Management Staff  
Extension Service-USDA  
Room 320, Aerospace Building  
Washington, D.C. 20250-0900

*Markha's*

*Bill Eggen for*  
From: Dr. Robert M. Anderson  
Vice Provost for Extension

RE: Renewal Application for "Model City/Woodland Willkie Literacy"  
(FY'91 Project Number: #91-EYAR-1-0047)

Please find enclosed three (3) copies of the referenced renewal application. This application requests funding for Year 2 project activities at a total cost of \$299,868, \$149,934 from ES-USDA and a state match of \$149,934. The goal of this project is to enhance reading and math skills, scientific and technological literacy of at-risk youth in two neighborhoods of Des Moines. The project targets 500 first through seventh grader students; most youth participants qualify for free or reduced meals, and many are from minority groups.

Year 2 objectives call for continued program delivery through parent education, insight groups, after-school programs, tutoring, summer day camps, field trips and career shadowing. An administrative review of Year 1 progress is attached.

enclosures (1 original and 2 copies)

cc: Jon Irby  
YAR Team Leader  
ES-USDA, Room 3860-South  
Washington D.C. 20250-0900

UNITED STATES DEPARTMENT OF AGRICULTURE  
EXTENSION SERVICE

*Martha's*

FOR ES USE ONLY	
Program Area Code	Proposal Code

**PROJECT APPLICATION**  
**TITLE PAGE**

1. **Name of Institution:**  
Iowa State University of Science & Technology

2. **Address:** (Give complete mailing address and ZIP Code-including County)  
c/o Richard E. Hasbrook, Contracts and Grants Officer  
209 Beardshear Hall  
Ames, Iowa 50011 (Story County)

APPROVED: *[Signature]*  
Date: 12-20-91

3. **Name of Authorized Organizational Representative:** (Director/Administrator)  
Robert M. Anderson

4. **Telephone Number:** (Include area code)  
515-294-6192

5. **Address of Authorized Organizational Representative:** (If different from item 2)  
Cooperative Extension Service  
315 Beardshear Hall  
Ames, Iowa 50011

6. **Title of Proposal:** (80-character maximum, including spaces)  
MODEL CITY/WOODLAND WILLKIE LITERACY [FY'91 Project #91-EYAR-1-0047]

7. **Program Code For Which You Are Applying:** (Refer to Federal Program Announcement where applicable.)  
YAR FY 1992

8. **Period of Proposed Project Dates:**  
From: 4/1/92 Through: 3/31/93

9. **Type of Request:**  
 New     Resubmission     Renewal     Supplement  
Other (Specify) \_\_\_\_\_

10. **Funds Requested:** (From Form CFD-2102)  
\$149,934

11. **Project Director (PD) Name:** (First, Middle, Last)  
Martha McCormick

12. **PD Business Address:** (Include Department ZIP Code)  
Polk County Extension Service  
5035 NE 14th Street  
Des Moines, IA 50313

13. **PD Phone Number:** (Include area code)  
515-263-2660

14. **PD FAX Number:** (Include area code)  
not available

By signing and submitting this proposal, the prospective recipient is providing the required certifications set forth in 7 CFR Part 3017, as amended, regarding Debarment and Suspension and Drug-Free Workplace; and 7 CFR Part 3018 regarding Lobbying. Submission of the individual forms is not required. (Please read the Certifications and Instructions included in this kit before signing this form.) In addition, the prospective recipient certifies that the information contained herein is true and complete to the best of their knowledge and accepts as to any award the obligation to comply with the terms and conditions of the Special Provisions included in this kit.

**Signature of Project Director:**  
*[Signature]*  
Martha McCormick, Extension 4-H & Youth Leader

**Date:**

**Signature of Authorized Organization Representative:** (Same as item 3)  
*[Signature]*  
Robert M. Anderson

**Title:**  
Vice Provost for Extension

**Date:**  
12/20/91

## 2. ABSTRACT

### TITLE:

Model City/Woodland Willkie Literacy Project

### FOCUS AREA:

Model City and Woodland Willkie Service Areas, Polk County, Des Moines, Iowa.

### SITUATION:

The "Community Focus, Inc." report, released in 1989, identified children-at-risk as the top priority in Polk County. 45% of the population in the target area is from minority ethnic/racial backgrounds. 32% of households earn less than \$10,000 per year.

### GEOGRAPHIC LOCATION:

The targeted neighborhood on the near north side of Des Moines is characterized by frequent gang activity, drug dealing, sub-standard housing, prostitution and boarded up buildings.

### TARGET AUDIENCE:

This project targets 500 first through seventh graders; most qualify for free or reduced meals; many are from minority groups.

### DELIVERY MODES:

Delivery methods include parent education, insight groups, after school programs, tutoring, summer day camps, and field trips.

### CURRICULA:

The curricula is developed on the local level, by Iowa State University, the major partners and the Centers for Action.

### MAJOR PARTNERS:

Iowa State University; public and private schools; the public library; Highland Park Lutheran Church; Willkie House; the National Council on Alcoholism.

STATE CONTACT: Dr. Robert Anderson, Vice Provost for Extension  
315 Beardshear  
Iowa State University  
Ames, Iowa 50011  
(515)294-6192, 294-9781, vpforext (internet)

### PROJECT COORDINATOR:

Martha McCormick  
Extension 4-H and Youth Leader  
ISU Extension, Polk County  
5035 NE 14th Street  
Des Moines, Iowa 50313  
(515)263-2660, polk (internet)

### 3. EXECUTIVE SUMMARY - FY 1992

1. STATE: IOWA
2. FOCUS AREA: SCIENCE & READING LITERACY
3. PROJECT TITLE: MODEL CITY/WOODLAND WILLKIE LITERACY PROJECT
4. STATE CONTACT: DR. ROBERT ANDERSON, VICE PROVOST FOR  
EXTENSION  
315 BEARDSHEAR, IOWA STATE UNIVERSITY, AMES,  
IA 50011  
(515) 294-6192  
(515) 294-9781  
vpforext
5. LOCAL EXTENSION AGENT RESPONSIBLE FOR PROJECT  
IMPLEMENTATION:  
MARTHA MCCORMICK, EXTENSION 4-H AGENT  
5035 N.E. 14th Street, Des Moines, IA 50313  
(515) 263-2660  
polk
6. SPECIFIC BEGINNING AND ENDING DATES OF ACTUAL YOUTH  
PARTICIPATION:  
  
JUNE 5, 1991 - JUNE 4, 1992
7. COMMUNITIES AND LOCATION WITHIN STATE:  
  
Polk County. Woodland Willkie and Model City Prime Service  
Areas of Des Moines, Iowa, population: 12,758. Inner city  
area of the greater Des Moines area, population 327,000.  
45% minority; 30% below poverty level.  
  
Six schools:  
  
Holy Family Elementary School  
King-Perkins Elementary School  
Monroe-Rice Elementary School  
Moulton Elementary School  
Callanan Middle School  
Harding Middle School
8. IS THIS PROGRAM PRIMARILY LOCATED IN (Check one):  
           Rural                                 Suburban                        x   Metropolitan
9. IDENTIFIED RISK FACTORS:  
  
50% of youth population living at poverty level.  
24% of households headed by a single mother.  
45% minority population.  
Street gangs have increased over 100% in the last 4 years.  
High school drop out rate: 10%, highest in the district.  
Infant mortality rate 36.7 per 1000.

10. OBJECTIVES:

- \* Improve grades in math, reading and language arts.
- \* Improve nutrition knowledge
- \* Resolve conflict through a five-step process
- \* Improve communication skills
- \* Help youth organize and carry out events and projects
- \* Encourage youth to form an attachment to their school
- \* Decrease stress levels and improve coping skills
- \* Set and accomplish realistic pre-employment goals
- \* Identify skills, potential vocations, and employment opportunities
- \* Use the processes of brainstorming, listing choices, and evaluation in decision making
- \* Help youth identify successful experiences in school
- \* Identify close friends at school, youth and adults
- \* Increase the involvement of youth as resources
- \* Encourage youth to accept responsibility for their behavior
- \* Help agencies work together in an effective coalition

11. KEY CHARACTERISTICS OF PROGRAM:

Ultimate goal: Collaborative programming with Des Moines Schools and other agencies to provide services to meet identified needs. Program components: Summer day camps; parent support groups; after school activities for youth; career exploration program; insight groups; home visits; advocacy; tutoring and mentoring; parent/child workshops.

12. AGES OF TARGETED YOUTH: GRADES 1-7

13. NUMBER OF YOUTH TO BE SERVED: 500

14. NUMBER OF PARENTS/FAMILIES TO BE SERVED:

- \* 50% of the parents of participating youth

15. HOW WILL VOLUNTEERS BE UTILIZED:

- \* Local business persons and professionals will provide opportunities for young people to shadow them during their work.
- \* Parents and other interested adults will assist with field trips and after school activities, with the goal of expanding their roles in the program.
- \* Older students will serve as mentors and tutors.

16. DELIVERY METHODS:

1. 4-H Literacy Day Camps daily during summer
2. Ongoing after school groups, including homework clubs, organized recreation, special projects
3. Career exploration program, including small group sessions, field trips and shadowing experiences
4. Insight groups on topics such as boy-girl relationships, social skills, alcohol and drug abuse prevention
5. Parent workshops, home visits, parent-child activities

17. NUMBER OF CONTACT HOURS PLANNED PER YOUTH:

- \* Middle school: 60 hours per youth
- \* Elementary: 360 hours per youth

18. CURRICULA TO BE UTILIZED:

The curricula for the project is developed on the local level, with input from Iowa State University, Iowa State University Extension, the major partners and the Centers for Action.

19. EVALUATION DESIGN SUMMARY AND MEASUREMENTS/INSTRUMENTS:

Formative and summative

File on each participant

Pre/post inventories on nutrition knowledge, self esteem, communication

Focus groups with students, parents, faculty, agency personnel

Personal observation--Attendance; changes in attitude and behavior.

Interviews with students and parents

Student records

20. COLLABORATORS (Community):

*Service Learning*  
Des Moines Public Schools--provide facilities at no cost; refer children and parents; assist in program development

Des Moines Public Library--provide staff training; present programs for parents and children; assist in program development

Willkie House Incorporated--provide staff for literacy day camp; provide facilities at no cost; provide recreation programs for youth

Model City Community Center Advisory Committee--community needs assessment and planning for expanded services to the community; means of coordination of program efforts

National Council on Alcoholism--provide training for staff; input in program development

National Council of Christians and Jews--staff training

Inner City Parish--tutoring program for day camp participants

Des Moines Park and Recreation--provide facilities at no cost; recruit youth

Department of Human Services--staff training

*collaborators is model*

Friendship Center--provide facilities at no cost; recruit youth

21. COLLABORATORS (University-Extension and Non-Extension):

Iowa State University--

County Extension Agents--hiring and training staff; curriculum development; program execution; work with coalitions; supervise project manager

Extension Specialists--training; curriculum development; evaluation; program execution

22. FAMILY/PARENT INVOLVEMENT:

Staff will help parents to become more involved in their children's education through home visits, parent/child activities, support groups. Parents will be asked to help out with activities.

23. BUDGET SUMMARY:

a.	Amount of match from public sector (include Extension and other University contribution)	<u>\$ 97,587</u>
b.	Amount of match from private sector (business and industry)	<u>\$ 23,783</u>
c.	Amount of match from other not-for-profit agencies and organizations	<u>\$ 28,564</u>
d.	Total state matching (from Budget Form)	<u>\$149,934</u>
e.	Federal YAR monies requested (from Budget Form)	<u>\$149,934</u>
f.	Percent of Total Budget expended in the community	<u>80%</u>
g.	Percent of Total Budget expended at University level to support the project	<u>20%</u>

#### 4. NARRATIVE

##### A. SUCCESS IN MEETING OBJECTIVES:

Following is evidence of impact, organized by objective:

##### Improve grades in math, reading and language arts

**\*Impact:** Tony didn't know his ABC's. I worked with him. Since camp started he knows ABC's and can write them.--Staff journal

##### Improve nutrition knowledge

**\*Impact:** Post-test scores showed significant increase.

##### Use a five step process for resolving conflict

**\*Impact:** Mike had a time-out today for pushing. Afterwards, he could tell me the steps and what they meant.--Staff journal

##### Communicate effectively with parents, peers and others

**\*Impact:** Robby has made tremendous gains. He looks at you when you talk and when he answers.--Staff journal

##### Organize and carry out events and projects

**\*Impact:** The store and bank were a hit. The kids came up with this on their own. They priced items; made a cash register, money, checks, a sign, and bank loans.--Staff journal

##### Form an attachment to their school

**\*Impact:** Eleven out of fourteen members attend after school activities at least once a week.

##### Talk about their stress levels and coping skills

**\*Impact:** Kids don't argue as much as they did.--Staff journal

##### Negotiate and resolve conflicts

**\*Impact:** Referrals to the office have decreased. The program has changed the direction some students were going.--Principal

Improve communication skills

**\*Impact:** Devlon ran away when a teacher was taking him to the office for behavior modification. I talked him into coming back. We worked out a plan to keep him in school.--staff journal

Brainstorm, list choices, and evaluate in decision making

**\*Impact:** I want to raise my math grade from D to A. I will pay attention, work harder, hand in homework.--student journal

Identify successful experiences in school

**\*Impact:** Nick was failing math the first 9 weeks. After three weeks in 4-H, he made an A on his test. I helped him transfer from remedial to regular classes.--Staff journal

Name at least one close friend at school

**\*Impact:** Students in the social skills group invited friends to a party at the last class. All 48 came.--staff journal

Learn and use group interaction and coping skills

**\*Impact:** The group worked well on Broken Squares. No one wanted to give up. They kept working until time was up.--staff journal

Name at least one adult in whom they confide

**\*Impact:** Most students said they talk to their mom about good and bad things that happen.--student interviews

Carry out at least one responsibility at school or at home

**\*Impact:** Earl does all the dishes at home. His sister doesn't because she didn't do them well enough.--student interview

Increase involvement of youth as resources

**\*Impact:** Yesterday they started tearing out the playground to put in a larger parking lot and bus turn-around. The children

wrote letters to the school board. The president and a member of the technical staff met with the children and made some changes in the blueprints as a result.--staff journal

Encourage youth to accept responsibility for their behavior

**\*Impact:** The day Brian broke a pumpkin and had to apologize to the teacher was a turning point.--staff journal

Attend student performances

**\*Impact:** Approximately 55 fans attended the first basketball game, including parents, faculty and students.--Staff journal

Work together in an effective coalition

**\*Impact:** Because 4-H Literacy Project staff were working with this population, critical safety, health, and basic needs were met during the summer.--SUCCESS Program Manager

Progress is being made on reaching the following objectives:

Parent volunteers assisting in program delivery and with curriculum and career decisions; youth identifying skills, vocations, and employment opportunities; agencies increasing understanding of and commitment to, youth as resources.

#### **B. SUCCESS IN DEVELOPING COMMUNITY SUPPORT**

Des Moines Schools will provide facilities for literacy day camps and after school programs. Callanan, King-Perkins and Monroe-Rice Schools provide office space and phone service for Youth-at-Risk staff. Free breakfast and lunch programs provided for day camper participants at literacy project sites by the schools. Faculty in target schools make referrals and promote the program with youth, faculty and parents.

The Youth-at-Risk Coalition, the Coalition Against Substance Abuse, and the Model City Community Center Advisory Committee assist in program development. All of these coalitions provide a link with resources in the community. The Youth-at-Risk Coalition helps to disseminate information about the 4-H Literacy Project. "The Communicator" newspaper visited Moulton Day Camp, interviewed staff and students, and photographed activities.

Several community organizations assist with training for project Staff: Des Moines Public Library; National Council on Alcoholism; National Council of Chistians and Jews; Department of Human Services; United Way.

Both King and Edmunds schools were occupied for the summer. These two day camps were moved to Holy Family School and Willkie House Community Center respectively. King-Perkins faculty recruited and registered students for the Holy Family day camp. 4-H and Willkie House staff co-facilitated the day camp there.

Inner City Parish offered a tutoring program providing one-on-one activities and incentives for attendance to Moulton Day Campers. Both Des Moines Park and Recreation and The Friendship Center co-sponsor programs with ISU Extension in the target area. They recruit youth and provide rent-free facilities for programs.

**C. SUSTAINED DELIVERY OF PROGRAM:**

ISU Extension, Polk County provided office space and some supplies for the project. A bookkeeper assisted in fiscal management. Four county agents support the project. Project staff make regular reports to governing bodies and staff. The

4-H logo, justice statement and ISU Extension logo is displayed on all printed material. Project staff is involved in county functions, such as staff meetings. Specialists at the area and state level help develop the curriculum, train staff, plan evaluation and implement activities.

Principals have asked what they can do to assure that the program will be available in 1992. Teachers invite 4-H staff into the classroom to work one-on-one with students. Office space is provided for three program assistants in schools.

About 100 people give two to four afternoons a year to teach young people about their work, and to motivate them to continue in school. Iowa Methodist Medical Center has opened its doors to tours each year. Several young people have volunteered time at the hospital because of this tour.

One of the challenging aspects of this project is parent education. One goal is to develop parents as volunteers. Many parents must enhance their own self esteem and sharpen skills before they have the confidence to work with young people.

#### **D. PROJECT PLANS FOR FY 92**

Working closely with school staff is necessary to insure continued investment in the project. All schools have expressed support and willingness to continue the program. Members of past project activities have priority in signing up for new ones.

Willkie House will facilitate the 4-H Literacy Day Camp at their facility in 1992. The project will provide training,

resources and supplies for the program. This will enable 4-H to establish another day camp site in the Woodland Willkie area.

Objective	Action Plan	Evaluation Plan
*Help youth to improve grades in math, reading and language arts.	*Conduct 4 10-week literacy day camps *Facilitate homework clubs at 4 schools	*Review student records
*Improve nutrition knowledge	*Include nutrition education in the day camps	*pre/post test
*Resolve conflict through a five-step process	*Teach 5-step process	*Student interviews
*Improve communication skills	*Facilitate sharing in small groups	*Periodic surveys *Staff observation
*Help youth organize and carry out events and projects	*Bi-weekly events at day camps *Student committees to plan ISU trips *Weekly radio programs	*Attendance records *Staff/student journals
*Encourage youth to form an attachment to their school	*After school activities *Insight groups	*Attendance records *Staff/student journals
*Decrease stress levels and improve coping skills	*One-on-one conferences with children *Advocacy with school personnel	*Staff observation
*Set and accomplish realistic pre-employment goals	*Student journals *Small group discussion	*Student/staff journals

Objective	Action Plan	Evaluation Plan
*Identify skills, vocations, and employment opportunities	*Small group discussion *Field trips *Job Shadowing	*Student journals *Staff observation
*Brainstorm, list choices, and evaluate in decision making	*"Many Jobs for One Product" activity *"Control Auction" activity *Student journals	*Student/staff journals
*Help youth identify successful experiences in school	*After school activities *Insight groups	*Student interviews
*Identify close friends at school, both youth and adults	*Lunches with students *Insight groups *After school activities	*Staff observation *Student interview *Periodic student survey
*Increase the involvement of youth as resources	*Workshop for Des Moines School Inservice *Youth as mentors	*Faculty survey *Staff observation
*Encourage youth to accept responsibility for their behavior	*Positive discipline	*Staff observation
*Help agencies work together in an effective coalition	*Active membership on existing coalitions	*Joint programming

Reviewing student records provide evidence on attendance, attachment to school, and grades. The "Do You Know?" pre- and post-tests measure significant increases in nutrition knowledge. Daily staff journals, organized by student, record observations. The survey instrument from "4-H Cares" has been field tested for effectiveness in assessing improvements in the affective domain. Youth interviews give a bench mark to evaluate progress.

**E. LONG TERM PLAN FOR SUPPORT:**

In 1992, relationships in the community and among organizations will be formalized. A strong board, with connections to existing governing bodies will be formed. It may be incorporated as a 501(c)(3) non-profit organization to facilitate fund raising efforts.

Project and school staff agree that King School will be the site of a literacy day camp in 1992. Both middle schools have made a commitment to provide financial support for field trips to ISU as part of career exploration. The principal at Harding has made a commitment to help secure private grant dollars to expand the program to three other middle schools in the area.

United Way may fund a volunteer coordinator for ISU Extension, Polk County. That person would assist in managing shadow volunteers and parent volunteers. This project will involve students as mentors and tutors for younger students. Vista may provide volunteers to mentor youth.

## F. STAFFING PATTERN

### 1. Salaried staff

\*Martha McCormick, County 4-H & Youth Leader--Coordinate project. Develop partnerships with agencies. Give leadership for training, evaluation, and curriculum development, 60%

\*Mary Williams, Project Manager--Supervise paraprofessional staff. Maintain relationships with other agencies. Assist in program delivery, 100%

\*Naomi Engle; Alyson Simmons, Program Assistants--Facilitate day camps; Deliver programs in elementary schools, 100%

\*Kim Liston; Chet Love, Program Assistants--Facilitate day camps; Deliver programs in middle schools, 100%

\*Sheilah Manley; Susan Klein, County Extension Staff--Assist with training; maintain relationships with agencies; assist in program delivery and volunteer training, 50% FTE

\*Sharon Mays; Rick Hofmaster; Norm Riggs, Area Specialists--Develop curriculum; train staff and agency personnel; assist in program delivery, 25% FTE

\*Sharon Query; Deb Hall; Don Broshar, State Specialists--Help with curriculum development; train staff and agency personnel; liaison with ES-USDA; assist with reports, 30% FTE

\*Ober Anderson, County Director; Bev Lyons, County Office Assistant--Assist in maintaining the budget, securing supplies, supporting staff, 23% FTE

\*Steve Padgitt; Lynn Jones, ISU Faculty; Sylvia Watkins, Graduate Assistant--Give leadership for evaluation. Assemble criteria; assist in analysis and interpretation of data, 35% FTE

### 2. Volunteer Staff

\*100 volunteers will spend five hours (400 hours total) educating 100 youth in careers, \$21,683 in-kind

\*Twelve eighth graders will spend twenty hours (240 hours total) tutoring twelve younger children, \$2,160, in-kind

\*Ten parents will spend ten hours (100 hours total) leading after school activities, \$900, in-kind

### 3. Parent Involvement

- \*30 parents will participate in parent/student lunches
- \*40 parents will participate in make-and-takes
- \*40 parents will participate in library night
- \*40 parents will participate in ten support group sessions

### 4. Other In-Kind Support

\*Des Moines Schools will provide office and meeting space for the project at Moulton, King-Perkins, Monroe-Rice, Callanan, and Harding schools. Estimated value \$22,000

\*Des Moines Schools will provide staff support at all of the schools for program coordination and audience recruitment. Estimated value \$7,500

\*Des Moines Public Library will supply 400 books for the four day camp sites, approximately 225 hours, estimated value \$600

UNITED STATES DEPARTMENT OF AGRICULTURE  
EXTENSION SERVICE

BUDGET

<b>Institution:</b> Iowa State University Cooperative Extension	<b>Project No.:</b>
<b>Project Title:</b> Model City/Woodland Willkie Literacy	<b>Period of Time:</b> From: 4/1/92 Through: 3/31/93
<b>Project Director(s):</b> Martha McCormick	<b>Program Area/Code:</b> YAR - FY '92

A. Salaries and Wages:	FULL-TIME EQUIVALENTS (FTE)	FEDERAL FUNDS	STATE MATCHING FUNDS	TOTAL
<b>Professional:</b>				
Project Director(s).....	.25		8,750	8,750
Other Associates .....	2.78	21,000	72,050	93,050
<b>Other Personnel:</b>				
Paraprofessionals.....		65,561		65,561
Students .....		20,160		20,160
Secretarial and Clerical .....		7,382		7,382
Technical, Shop, and Other.....				
<b>Total Salaries and Wages:</b> .....		114,103	80,800	194,903
<b>B. Fringe Benefits:</b> (If not included above)		29,849	23,351	53,200
<b>C. Total Salaries, Wages, and Fringe Benefits:</b> (A plus B)				
<b>D. Nonexpendable Equipment:</b> (Attach supporting data. List items and dollar amounts for each item.)				
<b>E. Materials and Supplies:</b>		2,482	0	2,482
<b>F. Travel:</b>				
Domestic (Including Canada).....		3,500	2,100	5,600
Foreign (Attach list of destination and amount for each trip).....				
<b>G. Publication/Printing Costs:</b>				
<b>H. Computer (ADPE) Costs:</b>				
<b>I. All Other Costs:</b> (Attach supporting data. If necessary, list items and dollar amounts. Details of subcontracts, including work statements and budget, should be explained in full in proposal.)				
Building facilities			22,000	22,000
Shadowing volunteers			21,683	21,683
<b>J. TOTAL</b> .....		\$149,934	\$149,934	\$299,868

<b>APPROVED:</b>	<b>SIGNATURE</b>	<b>DATE</b>
State Extension Director/Administrator:	<i>Em (Anderson) [Signature]</i>	12/2/17
Administrator, Extension Service, USDA:		

EXHIBIT A: DETAILED BUDGET - FY'92

	<u>ES-USDA Grant Requested</u>	<u>Cooperating Agencies Match</u>
<u>Salary</u>		
Area and State Extension staff and ISU Faculty		\$56,800
20 other agency staff (includes school teachers, counselors, recreation dept. staff) x 120 hrs. each at avg. \$10/hr.		24,000
Project Coordinator, 1 FTE	\$21,000	
Secretary, 20 hrs/wk x 52 wks x \$7.10/hr.	7,382	
Program Assistants, 4 FTE:		
Career Ed. Program           1,520 hrs.		
Sixth Grade Bonding       1,520 hrs.		
After School Program/ Enrichment                   3,040 hrs.		
Summer Day Camp           2,240 hrs.		
T=8,320 hrs x \$7.88/hr.	65,561	
Summer camp hourly college students 35 hrs/wk x 14 wks x 8 staff x \$6.00/hr	<u>20,160</u>	
Subtotal	\$114,103	<u>\$80,800</u>
<u>Benefits</u>		
Extension and other agency staff, 28.9%		\$23,351
Project coordinator, 28.9%	\$ 6,069	
Secretary, 32.6%	2,407	
Program Assistants, 32.6%	<u>21,373</u>	
Subtotal	\$29,849	<u>\$23,351</u>
<u>Travel</u>		
National Training conf., 3 staff X \$666.66 each	\$2,000	
In-service training in Ames for staff	1,500	
Bus transportation to Ames/Natural Resources for 3 groups, at \$700 each		<u>\$2,100*</u>
Subtotal	\$3,500	\$2,100
<u>Supplies</u>		
Supplies for Day Camp	\$1,200	
Art supplies, paper, etc. for after-school program, enrichment, careers, parent ed.	<u>1,282</u>	
Subtotal	\$2,482	-0-
<u>Other</u>		
Building Facilities Rental		
Day Camp: School gym;		
After School Program: Gym at Middle School		22,000
Shadowing Volunteers**		
1 day/youth x 24 youth x 3 groups x 2 semesters x avg. \$150/day		<u>21,683</u>
Subtotal	-0-	\$43,783
<b>TOTAL DIRECT COSTS</b>	<b>\$149,934</b>	<b>\$149,934</b>

\*Funds raised from private sector and grants.

\*\*Local business people including accountant; veterinarian, architects, doctor, hairdresser, police, military, recreation director, lawyer, teacher, child care provider, agriculturist, and others.

**G. Budget Narrative**

The majority of the budget is allocated to salary (\$194,903 grant and in-kind) because of the emphasis on direct services. Benefits (\$53,200) are figured as a percentage of the salary.

Travel has been increased to \$5,600 (including in-kind) for FY 92 because it was underestimated for Year 1. The FY 92 budget includes funds to send three staff to training in Chevy Chase, Maryland in May, 1992. Transportation for two field trips (\$2,100) to ISU will be donated.

The budget for supplies has been decreased from \$8,800 to \$2,432 because the county extension council is committed to assisting with the purchase of supplies. The "match" includes building facilities rental donated by schools and agencies in the amount of over \$22,000 annually. Shadow volunteers will continue to donate their time in working with participants in the workplace.

6. **Administrative Assessment, Approvals and Signatures**

The goal of the project is to increase protective factors for five- to fourteen-year-olds through a cooperative effort of a variety of agencies. Four (4) literacy day camps were facilitated in the target area. Staff follow up with day camp participants in before and after school activities, tutoring and mentoring. Parents are involved through one-on-one contact; parent/child lunches and workshops. First semester career exploration programs are nearly complete at each middle school. After school programs and insight groups have been implemented. The project's Year 1 progress includes:

\*The program is addressing personal needs of participants, such as: self esteem, recognition of achievement, providing success opportunities and mentoring.

\*Day camp staff were able to keep in contact with at-risk students during the summer, helping them meet their needs for good nutrition, health care and hygiene, as well as providing safe, well-supervised and meaningful activities.

\*Schools attribute positive changes in particular students' behavior, attitude and performance to the work of the 4-H Literacy Project staff.

The Iowa Cooperative Extension Service supported salaries and services of thirteen (13) professionals (about 2.18% FTE) who work with the project and represent these subject areas: youth development, family and consumer sciences, community resource development, human development, human resources and sociology. We anticipate these staff to continue during Year 2. The County Extension Council has agreed to assist in purchasing supplies for program implementation. The county has committed office space and secretarial support for the continuation of the project.

Community support for the project includes broad in-kind commitments such as cooperating agency staff time, meeting facilities, volunteer time, free meal programs and custodial services.

Upon completion of project objectives, the organization will be in place for 4-H to continue providing coordination for direct services for youth-at-risk.



Wendy Brock  
Director for Youth & 4-H



Robert M. Anderson  
Vice Provost for Extension

IOWA STATE  
UNIVERSITY  
EXTENSION

Polk County  
5035 NE 14th Street  
Des Moines, Iowa 50313  
Telephone 515-263-2660

December 18, 1991

Cooperative Extension Service

Dr. Myron Johnsrud  
Extension Service, USDA  
Office of the Administrator  
Washington, D.C. 20250-0900

Dear Dr. Johnsrud,

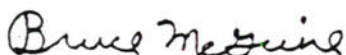
We are writing this letter in support of the Model City/Woodland Willkie 4-H Literacy Project in Polk County. We believe the project is meeting critical needs in the inner city of Des Moines, and that the project staff is already having an impact on the lives of the youth involved.

We appreciate having the opportunity to participate in an innovative program such as this. The project coordinator and the project manager have kept us informed of progress, and have involved us in the planning process throughout the project.

We have been providing support for the project in terms of office space and supplies. A percentage of the county extension director's time and two secretaries' time has been set aside to assist in fiscal management. Two 4-H agents and a home economist are committed to leadership for the project.

We are committed to continuing support for this project in the future. Thank you for the opportunity to work with our federal partner in the Youth-at-Risk initiative.

Sincerely,



Bruce McGuire  
Extension Council Chairman

# NEW HORIZONS PROGRAM

DES MOINES PUBLIC SCHOOLS

1800 GRAND AVENUE  
DES MOINES, IOWA 50309-3399  
TELEPHONE (515) 242-7890

DEC 13 1991

RONALD SALLADE, PH. D., SUPERVISOR  
WILMA M. GAJDEL, PROGRAM CONSULTANT  
PAULA R. REES, PROGRAM SPECIALIST

#### NEW HORIZONS ADVISORS

DREW CANNON-LINCOLN  
DARRELL COOK-ROOSEVELT  
DONALD SEARS-NORTH  
JAN MCKEON-HARDING  
LEONARD MUSSELL-HOOVER  
FANNIE WILSON-EAST

DROPOUT/OUTREACH PROJECT  
LEARNING COORDINATORS  
DAVE BENDER-KURTZ FACILITY  
RICHARD WILLIAMS-CASADY FACILITY

PRIVATE SECTOR FOCUS PROJECT  
APPRENTICESHIP PROJECT  
KAREN SULLIVAN, JOB COORDINATOR

SUCCESS PROGRAM  
CYNTHIA ERICKSON, PROGRAM MANAGER  
CLARICE DEIST, CASE MANAGER-NORTH  
KIM PETERSEN, CASE MANAGER-MOULTON  
DEBORAH PLASENCIA, CASE MANAGER-HARDING

December 13, 1991

Martha McCormick, Extension 4-H/Youth Leader  
Iowa State University Extension  
5035 N.E. 14th Street  
Des Moines, Iowa 50313

Dear Martha,

This letter is written in support of the 4-H Literacy Project you are preparing to submit to the United States Department of Agriculture in order to continue providing funds for youth at risk in the inner city. It is my understanding that with your proposal you will continue to emphasize coalition building/strengthening, focusing on the coordination and improvement of services available to provide parent skill building with your objectives being the facilitation of networking among youth serving agencies, and the development and continuation of cooperative and collaborative programming.

The primary focus of the New Horizons Program in the Des Moines Public Schools is to provide supportive services such as counseling and work experience to a selected group of students and their families in collaboration with community agencies to meet the needs of a selected population of students and their families to improve their life skills, school achievement, graduation rate and visions for their futures. We see a critical need for parents to become invested in the development of their parenting skills and learn new behaviors that will empower them to become productive members of their community. These services also increase the probability that their children will become mentally and physically prepared to learn in the classroom, graduate, and become functioning members of our community.

As a member of the Youth at Risk Coalition, the New Horizons Program has participated in the 4-H Literacy Project by facilitating the increase of collaborative activities among representatives of the many human services organizations present in our community such as the Iowa State University Extension and publicizing the existence of programs such as the 4-H Literacy

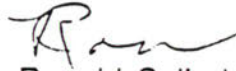
State Association of School Boards to showcase the work of many human service organizations. The 4-H Literacy Project was one of the programs highlighted.

For the future, we project that New Horizons staff will continue recruit and identify students that may be appropriate for the 4-H Literacy Project and will make the project offerings available to the selected group of students and families we serve.

If I can provide you with any additional information or if there are other ways that we might be able to support this endeavor, please contact me.

Sincerely yours,

NEW HORIZONS PROGRAM

A handwritten signature in cursive script, appearing to read "Ron", written in black ink.

Ronald Sallade  
Supervisor

# SUCCESS PROGRAM

DES MOINES PUBLIC SCHOOLS  
1800 GRAND AVENUE  
DES MOINES, IOWA 50309-3399

DEC 13 1991

RONALD SALLADE, PH.D., SUPERVISOR. (515) 242-7890  
CYNTHIA ERICKSON, PROGRAM MANAGER. (515) 242-7297

NORTH HIGH SCHOOL  
501 HOLCOMB AVENUE  
DES MOINES, IOWA 50313-4955

WARREN HARDING MIDDLE SCHOOL  
203 EAST EUCLID AVENUE  
(515) 243-6738

MOULTON ELEMENTARY  
710 COLLEGE AVENUE  
(515) 243-6765

CLARICE DEIST, CENTER COORDINATOR  
STEVE GONZALEZ, CASE MANAGER  
TONY HAWKINS, CASE MANAGER  
ANNETTE MAASSEN-SPATES, CASE MANAGER  
SANDRA FRAKES, NURSE (242-7203)

DEBORAH PLASENCIA, CASE MANAGER  
CHARLENE REINEKING, NURSE (244-9713)

KIMBERLY PETERSEN, CASE MANAGER  
TORI FEES, NURSE (288-9545)

December 11, 1991

Martha McCormick, Extension 4-H/Youth Leader  
Iowa State University Extension  
5035 N.E. 14th Street  
Des Moines, Iowa 50313

Dear Martha,

This letter is in support of the proposal you are preparing to submit to the United States Department of Agriculture in order to continue funding for the 4-H Literacy Project. It is my understanding that you will continue to emphasize improving literacy for inner city youth by providing prevention and educational programming to elementary and middle school students in an intensive and comprehensive framework and that parent involvement will be an integral component.

The services that were offered last summer by the 4-H Literacy Project to inner city youth filled a critical gap related to limited safe and meaningful activities that have been available to inner city children on a daily, long-term basis in the summer and also provided reinforcement of educational skills that can often deteriorate over the course of a summer.

Also, because staff working with the 4-H Literacy Project had daily contact and interaction with children living in conditions that put them at risk, they were able to rapidly identify changes in children's physical or mental conditions. Had 4-H Literacy Project staff not been working with this population, critical safety, health, and basic needs may have gone unmet during the summer.

The SUCCESS Program was able to provide the following types of support for the 1991 summer day camp that operated at Moulton Elementary School:

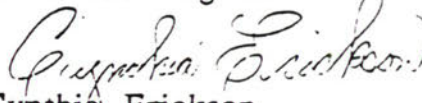
- SUCCESS staff coordinated other health or human services that identified parents and their children needed,
- SUCCESS staff identified students and their parents at Moulton who were appropriate for involvement in the program,
- SUCCESS staff met individually with program participants who had special needs that required more intensive supervision and,
- A school nurse employed during the summer months was available to assist with emergency medical needs.

I would envision that the SUCCESS Program would maintain this level of support for the Summer of 1992.

If I can provide you with any additional information or if you think of other ways that we might be able to support this worthwhile endeavor, please let me know.

Sincerely,

SUCCESS Program

  
Cynthia Erickson  
Program Manager

CALLANAN MIDDLE SCHOOL

3010 CENTER STREET  
DES MOINES, IOWA 50312-3722

DEC 11 1991

MARIAN L. EHLERS, PRINCIPAL  
KITTEE O. WESTON-KNAUER, VICE PRINCIPAL

December 11, 1991

Martha McCormick  
Polk County  
5035 NE 14th Street  
Des Moines, Iowa 50313

Dear Martha:

Our staff has been impressed with the Youth-At-Risk program at Callanan. It was a well planned project - but the success of it lies in the acceptance of the staff of your primary worker, Chet Love.

Chet Love has been extremely effective working with the students at Callanan. He is always available to students, walking the halls, popping into classrooms, visiting students at lunch, organizing small groups, and playing ball with them after school. A true endorsement occurred at a staff meeting in discussing a particular troubled youth, and a teacher said, let Chet know about him: He can reach him. A statistical evidence is that referrals to the office of students in his care has decreased and the overall grade of particular students have risen. The program has changed the direction some students were going.

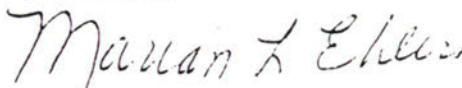
My role as principal has been one of support and encouragement. I have daily contact with Chet. The actual scheduling and identification of the students has been done by our counselors, Mr. Carnahan and Ms. Simpson.

As we complete our remodeling and starting in January, Chet will have a desk space in the counseling center and access to the computer. He will also have access to a conference room. If necessary we can make a dollar commitment to pay for extra student expenses. Certainly, we can help Chet with information that he needs about students and give him supplies and materials that are needed.

We hope that Chet will continue in this work next year. It has been very successful experience having him so readily accessible to students, demonstrating always a positive attitude and going "an extra mile" to help students. His being here has made a real difference.

This program is truly effective. It is not a "paper" program; it is a "people" program and it works!

Sincerely,



Marian L. Ehlers

"An Equal Opportunity Employer"