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001. resume	[Personally Identifiable Information] [partial] (2 pages)	05/00/1993	b(6)

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Clinton Presidential Records
AmeriCorps
General Files
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FOLDER TITLE:

Summer of Service-2 [2]

2013-0661-F
rs3815

RESTRICTION CODES

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

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

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

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

RR. Document will be reviewed upon request.

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

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

**SUMMARY OF SUMMER OF SERVICE PROPOSAL SUBMITTED TO USDA
FROM TEXAS A & M UNIVERSITY AGRICULTURAL EXTENSION SERVICE**

WHAT THE PROJECT WILL DO: Participants will assist in teaching English as a Second Language to Hispanic children and parents, help with an educational media campaign on the prevention of teenage pregnancy, work with an urban reforestation project and plant trees in city parks, and assist elderly with home repairs (intergenerational interaction).

WHERE LOCATED: 4 project sites, one on U.S. Mexican border. others in Laredo, San Antonio, and Bryan, Texas.

TARGETED POPULATION: at-risk youth

COST: \$1,466,266

NUMBER OF PAID PARTICIPANTS: 205

OTHER NON-PAID VOLUNTEERS: 187

PARTNERSHIPS: (None listed. This was a one-page abstract of the proposal.)



FACSIMILE INSTRUCTIONS

DATE: April 1, 1993

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NOTE we have submitted a proposal application to Summer of Service. Miss communications did not know that a summary was to be faxed E-Mail.

I hope this will be of value.

cc: Dr. Zerle Carpenter
Dr. Lynne Thibodeaux

National Summer Community Service Initiative

A Proposal to the Commission on National and Community Service

Submitted By

Texas Agricultural Extension Service

The Texas A & M University System
104 Administration Building
College Station, Texas 77843-7101

Project Sites: A: South Texas - US/Mexico Border area of Webb,
Starr, Hidalgo and Cameron Counties
B: Laredo, Texas
C: San Antonio, Texas
D: Bryan, Texas

Amount Requested: \$1,466,266
Number of Stipended Participants: 205
Number of Non-stipended volunteers: 187

Project Overview:

The project outlined on the following pages is designed to enable the Texas Agricultural Extension Service to support the objectives of the Summer of Service program through implementation of program efforts which address youth-at-risk, volunteerism, and community service. South Texas will be the site of English as a Second Language (ESL) efforts for the Hispanic children and parents in the Texas/Mexico border counties; Laredo will focus on the prevention of teenage pregnancy through an educational media campaign which will be culturally appropriate; the urban reforestation project in San Antonio will serve the dual purpose of cooperatively involving inner-city youth in an environmental project with college students, while enhancing city parks with tree plantings; and in Bryan assisting elderly with home repairs while at the same time offering intergenerational interaction for better understanding and communication.


Zerle L. Carpenter
Director
Texas Agricultural Extension Service

SUMMARY OF SUMMER OF SERVICE PROPOSAL SUBMITTED TO USDA
MISSISSIPPI STATE UNIVERSITY COOPERATIVE EXTENSION SERVICE

WHAT THE PROJECT WILL DO: train participants to conduct educational programs for the existing summer feeding programs established for low-income, at-risk children. Education programs would include activities and hands-on experience in health and environmental education during the morning hours between breakfast and lunch and serve as mentors and coordinators of community projects in the afternoon.

WHERE LOCATED: in five, 3-county clusters which represent a cross section of the state of Mississippi

TARGETED POPULATION: at-risk children

COST: (No figures given but available if needed)

NUMBER OF PAID PARTICIPANTS: 160 (17-25 years of age)

OTHER NON-PAID VOLUNTEERS: (Not listed)

PARTNERSHIPS: (Not listed)

OTHER COMMENTS: This proposal was a one-page very brief abstract listing the name of someone who could be contacted for additional information.

☆ U.S.G.P.O.: 1989 — 247-774

FROM

Hiram D. Palmertree (MS)

DESIGNATION

TO

Myron Johnsrud

DATE

4/2/93

NO.

A0-869-93

RFRD (1)

DATE

4/5

RFRD (2)

DATE

RFRD (3)

DATE

RFRD (4)

DATE

SUMMARY

Summer of Service for Youth Proposal

AD - 172 (7-66) CORRESPONDENCE CONTROL

NO REPLY

ANSWERED

ACKNOWLEDGED

REPLY DUE BY



MISSISSIPPI COOPERATIVE EXTENSION SERVICE

Mississippi State University, United States Department of Agriculture, Counties Cooperating

OFFICE OF THE DIRECTOR
Mississippi State, Mississippi 39762

March 30, 1993

(601)
325-3036

TO: Dr. Myron Johnsrud

FROM:

Hiram D. Palmertree

Hiram D. Palmertree
Director

SUBJECT: Summer of Service for Youth Proposal

The Mississippi Cooperative Extension Service is preparing a proposal relating to the Summer of Service for Youth. The proposal is in the final stages of development and will be submitted on Wednesday, March 31, 1993.

A brief abstract of the proposal is listed below:

This project will hire and train 160 summer interns (ages 17-25) in five 3-county clusters to conduct educational programs for the existing summer feeding programs established for low-income, at-risk children. The five areas are Coast, Central, Delta, Southwest, and Northeast which represent a cross section of the state, as well as concentrated areas of at-risk youth who can benefit most from this program. The interns will provide activities and hands-on experience in health and environmental education during the morning hours between breakfast and lunch and serve as mentors and coordinators of community projects in the afternoon.

If you need additional information, please advise.

c: Dr. Danny Cheatham

9 weeks
You had us're interested
We'll pull out
Steps to
Read
undertaking
Get things
going
4-6 week
program
Dana
See me
thing on
an update on
youth service for
Ali

APR 02 1993

SUMMARY OF SUMMER OF SERVICE PROPOSAL SUBMITTED TO USDA
Submitted by Jackson State University Extension Service

WHAT THE PROJECT WILL DO: provide service learning activities in the areas of public health and education.

WHERE LOCATED : Jackson, Mississippi (work will be in 3 counties)

TARGETED POPULATION: at-risk youth

COST: \$1,237,364.19 + in-kind contributions \$311,685.45

NUMBER OF PAID PARTICIPANTS: 250 + 3 project leaders + 20 supervisors

OTHER NON-PAID VOLUNTEERS: 500 other community volunteers

PARTNERSHIPS: Jackson-Hinds Comprehensive Health Center, Jackson State University, and the National Coalition of Community Researchers, Inc.

**National Coalition of Community Researchers, Inc.**

P.O. Box 11067 • Jackson, MS 39283-1067 • (601) 982-8143

Jimmy Bell
Executive Director

5/10/93

Post-It™ brand fax transmittal memo 7671		# of pages ▶ 49
To	Mr. Joel Berg	From Jimmy Bell
Co.	Public Affairs	Co. NCCR, INC.
Dept.	Agriculture	Phone # 601-981-7046
Fax #	202-720-5043	Fax # 601-981-6788

Mr. Joel Berg
Public Affairs
Dept. of Agriculture
Washington, D.C.

Mr. Berg:

Per your request. Anything
that you can do to assist us in
getting funds will be most appreciated

Jimmy Bell

**SUMMER OF SERVICE:
(808)
ANSWERING THE CALL FOR COMMUNITY SERVICE**

PROJECT OVERVIEW

This projects represents a collaborative effort between the Jackson-Hinds County Comprehensive Health Center, Jackson State University and the National Coalition of Community Research, Inc. The fiscal management unit for the project is the Jackson-Hinds Comprehensive Health Center. Each unit in the partnership has a demonstrated history of providing effective non-traditional community based services to populations with the greatest needs. (See Appendix for capability statement(s) of the proposed partnerships). This particular partnership is believed to be significant and unique in that this summer community service project design is a well- coordinated and structured plan of action in a tri-county community. A high technological information management system will at a minimum get services to high-risk children in need through:

1. Brokering - linking the service learner to the high-risk youth as an urban consumer and to required service sources.
2. Advocating - representing and/or persuading on behalf of the high-risk youth as a consumer of urban services.
3. Mobilizing - organizing and assembling community resources to meet unmet needs associated with living in an urban environment.

We strongly feel that a partnership based on (a) an innovative high technology information management system; (b) a commitment to establishing focus groups and identifying unmet community needs, (c) developing, fostering and sustaining a spirit of community service with youth in an urban environment, most certainly will significantly assist the Commission on National and Community Service in their initiative to:

- * provide tangible and measurable benefits to at-risk youth;
- * develop leaders for national and community service; and
- * unleash the talents and energies of young Americans in tackling the nation's urgent needs.

Purpose of the Project:

The goals and objectives of the proposed partnership are with the mandate of the Commission on National and Community Services initiatives for the following reasons:

Quality:

- The project will offer valuable service in communities where they are needed most and where programs do not exist.

primary high-risk targeted area in the city of Jackson, Mississippi are:

- . Commercial development is stagnant and declining
- . Most residents of working age are underemployed or unemployed
- . The unemployed do not have levels of literacy and technical skills needed to be hired for gainful employment.
- . Thirty-three percent of the total population lives in poverty
- . Thirty-three percent of the households are headed by women, and 61 percent of these female-headed households live in poverty
- . Only 42 percent of the residents 25 years and older have finished high school and only 12 percent have completed college

High risk youth need a comprehensive approach to their complexed problems. Indeed there is an ideological consensus in this partnership, i.e., we must attack the problems of youth at the roots. Also that young people will continue to get into trouble as long as they grow up impoverished, with poor education, and deprived of a real community. We strongly feel that SOS (Summer of Service) answering the call for community service is the real connection to build positive futures for our children.

GENERAL PROJECT OBJECTIVES

1. Provide service learning activities for 250 youth in the tri-county area of Hinds, Madison and Rankin Counties, Mississippi through the collaborative efforts of Jackson State University, Jackson-Hinds Comprehensive Health Center and the National Coalition of Community Researchers, Inc.
2. Implement a well coordinated and service-learning action plan to provide public health services to impact at-risk youth in the designated service area.
3. Implement a well coordinated and service-learning action plan to provide public health services to impact at-risk youth in the designated service area.
4. Implement a well coordinated and service-learning action plan to provide educational services to impact at-risk youth in the designated service area.
5. Implement a well coordinated and service-learning action plan to provide environmentally sound educational services to impact at-risk youth in the designated service area.
6. Coordinate and monitor the service-learning activities of the interagency partnership.

7. To develop project area-specific training in addition to a reliable and valid evaluation procedure (process and outcome) for measuring the impact of the service learning activities on at-risk youth in the designated service area.

However, to achieve these objectives, the following plan of action for the four (4) need areas are set forth below:

PUBLIC SAFETY - SPECIFIC NEEDS:

The tri-county area of Hinds, Madison, Rankin Counties are experiencing sporadic violence associated with behaviorally non-confirming youth. Some commonly held assumptions are (1) the area has a drug-gang problem that possess a serious threat to youth and the entire community(s); (s) that social control agencies have not been successful in curtailing the problem; (e) one way to reach youth who are at-risk regarding drug exposure and violence is to provide youth with knowledge to make informed choices about their future. Notwithstanding the assumptions available data suggests:

- there were 1,500 drug related arrests between June 1991 and May 1992;
- that of eighty (80) percent of all arrests for the same period involved crack cocaine;
- crack cocaine is the drug of choice among youth trafficking in drug sales in the tri-county area;
- youth violence and murder have had a demonstrable impact on the citizens of the tri-county area;
- families of youth involved in alleged gang activities have organized and are seeking professional assistance in resolving problems associated with their children.

PERFORMANCE BASED OBJECTIVES:

- 1) To recruit 50 service-learning participants to provide crime oriented community service to impact high-risk youth
- 2) To enlist 50 service volunteers to assist SOS participants to provide crime oriented community service to impact high-risk youth
- 3) To hire five (5) project supervisors to direct the efforts of the SOS participants and volunteers
- 4) To provide high quality training for project supervisors, SOS participants and volunteers in the area of service-learning strategies and community needs of high-risk youth.

PERFORMANCE BASED OUTCOMES

- 1) Conduct at least four (4) information sharing seminars with law enforcement officials regarding the state of the community and public safety
- 2) Develop in conjunction with law enforcement officials crime prevention strategies designed to impact high risk youth and their families.
- 3) Conduct at least four (4) information sharing seminars with

- youth court officials regarding the state of the community and youth-care services
- 4) Develop in conjunction with youth court officials non-traditional community based correctional strategies designed to impact troubled youth and their families
 - 5) Construct an instrument designed to determine behavior characteristics of drug involvement
 - 6) Publish the results of youth behavior characteristics of drug involvement
 - 7) Design at least two curriculum modules to assist law enforcement and youth counselors addressing the needs of high risk youth
 - 8) Conduct an assessment of available services in the tri-county area designed to meet the needs of high-risk youth
 - 9) Publish the results of the assessment in the form of a directory of services for high risk youth
 - 10) Empower local youth and their families to determine and manage the nature and extent of service delivery associated with drugs, violence and high-risk youth in the community.

STRATEGIES:

Encourage service-learning through:

- * Teaching at-risk youth responsible behavior at home, in school and in the community
- * Formal meeting with law enforcement and youth court personnel to share information
- * Self-paced computer assisted instruction
- * Peer tutoring
- * Developing a substance abuse education curricula
- * Grassroots community meetings to address crime-specific problems
- * Involving parents and the community in the successful development of its youth
- * Teaching aggressive reduction strategies
- * Video-assisted instruction
- * Regular positive communication between public officials, parents, youth and community based organizations

IMPLEMENTATION:

The 50 service learning participants will be divided into groups of 10. The five groups will conduct task specific activities:

- | | |
|----------------------|----------------------------------|
| I. Law Enforcement | IV. Community Empowerment |
| II. Youth Court | V. Dissemination/Media Probation |
| III. Strategic Focus | |

The 50 volunteers will be assigned in equal numbers to one of the five groups.

The project participants will receive intensive training in

BIOGRAPHICAL SKETCH

Give the following information for the key personnel and consultants and collaborators. Begin with the principal investigator/program director. Photocopy this page for each person.

NAME		POSITION TITLE	
Jimmy Bell		Criminal Justice Coordinator	
EDUCATION (Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)			
INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
Jackson State University Jackson, Mississippi 39217	MA & ABD	1969	Sociology and Social Disorganization

RESEARCH AND PROFESSIONAL EXPERIENCE: Concluding with present position, list in chronological order, previous employment, experience, and honors. Key personnel include the principal investigator and any other individuals who participate in the scientific development or execution of the project. Key personnel typically will include all individuals with doctoral or other professional degrees, but in some projects will include individuals at the masters baccalaureate level provided they contribute in a substantive way to the scientific development or execution of the project. Include present membership in any Federal Government public advisory committee. List, in chronological order, the titles, all authors, and complete references to all publications during the past three years and to representative earlier publications pertinent to this application. DO NOT EXCEED TWO PAGES.

Jimmy Bell (completed doctoral course work in Sociology, Mississippi State University, Starkville MS in 1969) is presently a Professor of Sociology and Criminal Justice. He currently is Coordinator for the Department of Criminal Justice where he coordinates the hiring of professors, conducts research both nationally and locally, training to law enforcement and correctional officers. His teachings and research activities have been primarily in the field of law enforcement with a strong emphasis on police citizens contact, implications for improper police conduct. Professor Bell is currently the Director of the Center for the Study of Juvenile Delinquency Prevention and Intervention. One of the center's primary focus is to minimize police juvenile contact where police behavior toward juveniles have been most abusive. The center has been recognized as one of twelve (12) model programs in this country by the American Association of State Colleges and Universities. The emphasis of the project was to provide technical assistance to law enforcement agencies and develop strategies whereby they could best utilize their impersonal skills with youth and citizens. Currently Professor Bell is a consultant to the National Black Police Association, an organization that represents some 70,000 officers nationwide. As a consultant, he has designed a model project that will positively impact the method and/or style of policing in a non-traditional manner in America. He is one of the pioneers in Community Oriented Policing long before the concept surfaced in the literature by such name. One major objective of the National Black Police Association is to improve the relationship between police departments, as institutions, and the Black community. It is to this end that Professor Bell was retained to evaluate the effects of current police philosophy, policies and/or standards, practices and behavior of police officers conduct in their day to day operation in the community.

A Sociologist by training, Professor Bell has conducted extensive research in the area of criminal justice in general and juvenile justice in particular. A considerable focus of the research has been in the area of youth violence and destruction. Professor Bell recently served as Chairman of the Mayor's Task Force on Gangs for the City of Jackson. He was requested in 1988 to submit information to United States Representative George Miller's (California) House Committee's Congressional Hearings on Violence and Youth. He is currently a consultant to the State of Michigan to address problems associated with minority youth and the police.

Professor Bell is the co-author of a major text and has enjoyed widespread notoriety by the print media, including News Week, The Los Angeles Times, The Christian Science Monitor, Reader's Digest, USA Today, United States Congressional Records and a host of local tabloids. The broadcast and electronic media includes NBC's "The Today Show" with Brian Gumble, CBS Evening News, National Public Radio and all local television networks in the Jackson area. In an effort to maintain research

both the local and national level in community leadership initiatives and action oriented service learning that is engaging, challenging, and meaningful.

Jackson Police Department will serve as host for the tri-county area law enforcement component and will schedule meetings to share information with the project participants. The Hinds County Youth Court will serve as host for the tri-county area youth services component and will schedule meetings to share information with the project participants.

OPERATIONAL DEFINITION OF TASK FORCE(S)

Task Force I: Strategic Focus -This group will work very closely with the unit coordinator to identify strategic and tactical approaches to service delivery. Planning, coordinating, and developing are the cornerstones of this task force.

Task Force II: Community Empowerment- This group will work very closely with neighborhood organizations and parents. The focus will be on assessing unmet community needs and service delivery.

Task Force III: Law Enforcement - This task force will work closely with law enforcement officials and high-risk youth in detention facilities.

Task Force IV: Court Service - This task force will work closely with youth court officials and high-risk youth in detention facilities.

Task Force V: Documentation Dissemination: This group will work closely with each task fore in this unit to document, publish, produce, and disseminate outcomes of each unit into a consolidated report.

EDUCATION SPECIFIC NEEDS

The school expulsion data for the tri-county area is far less than desirable. The City of Jackson, Mississippi located in Hinds county expelled at least 200 students over the past twelve months without options for alternative learning. The expulsion tenure would last up to two for many of those expelled. The research data on force removal or institutional expulsion is at best inconsistent across districts because of definitional differential policy and procedural application problems. However, what is patently clear is that school expulsion inexorably leads to school dropouts and the school dropouts literature is quite revealing. Some consequences of forceout and dropouts are:

- * The estimated unemployment rate for students having left school (forced or voluntary) is more than fifty percent (50%) of high school graduates of the same age.
- * The estimated lifetime earnings of high school graduates who

do not attend college are approximately \$200,000 higher than the earnings of those who do not complete high school.

- * Young African American males who either dropout or are forced out suffers disproportionately to white males and women who may occupy the same or similar status.

The overwhelming majority of students in the tri-county area forcibly or voluntarily leaving school are African American males. Thus, the pattern of African American male epidemiological social circumstances appears to be quite infectious. Can expelled and/or high school drop-outs survive in this tri-county area without a sense of mission or purpose? What is the primary responsibility of community towards its youth who are considered high-risk? This project will involve Summer of Service youth from racially and economically diverse backgrounds in planning implementing, and designing culture-specific leadership initiatives.

This project proposes a need for a strong commitment to the notion that caring and vibrant communities must help to build strong families and stable communities in the interest of our collective youth.

PERFORMANCE BASED OBJECTIVES

- 1) To recruit 50 service-learning participants and provide culture-specific leadership training to high-risk youth not enrolled in school.
- 2) To enlist the service of 50 service volunteers to assist service learning participants and provide culture-specific leadership training to high-risk youth not enrolled in school.
- 3) To hire five (5) project supervisors to direct the efforts of the service-learning participants and volunteers.
- 4) To provide training for project supervisors, service learning participants and volunteers in the area of service learning strategies and community responsibility for high-risk youth.

PERFORMANCE BASED OUTCOMES

- 1) Provide educational options for out-of-school youth involving service learning as a primary focus.
- 2) Involve parents and the community in the education process of out of school youth.
- 3) Construct an instrument designed to assess variables associated with out of school youth in the tri-county area.
- 4) Conduct a "parent analysis of need survey" in order to determine the nature of community and/or public support services available to assist families of youth demonstrating problems in school.
- 5) Develop culture-specific curricula designed to address the social, spiritual, political, economical and cultural needs of youth demonstrating problems in school.
- 6) Develop a sense of community and a spirit of service for SOS participants, volunteers and supervisors interacting with out-of-school students.

STRATEGIES:

Encourage Service Learning through:

- * Use service learning methodology to teach at-risk youth in non-traditional learning styles
- * Assessing the relationship of poor academic performance in the traditional school setting to students not enrolled in school
- * Assessing the relationship of social adjustment and/or social adaptation in the traditional school setting to out-of-school youth
- * Assessing the relationship of illiteracy to out-of-school youth
- * Assessing previous educational histories as well as current needs as an intervention strategy designed to bring at-risk youth not interested in returning to a traditional school setting
- * Teaching aggression reduction and mediation strategies
- * Video assisted instruction
- * Youth advocacy intervention
- * Grassroots community meeting led by youth to address school specific dropout and/or forceout problems.
- * Involving parents and the community in the successful developments of high-risk youth.
- * Regular positive communication between school officials, parents, youth and community based organization.

IMPLEMENTATION:

The fifty (50) SOS participants will be divided into seven groups of seven. Six of the groups will conduct leadership initiatives in the following areas:

1. Spiritual initiatives
2. Social initiatives
3. Political initiatives
4. Economical initiatives
5. Educational initiatives
6. Cultural initiatives (see appendix)

The seventh group will focus on documenting and disseminating the activities of the six leadership initiatives designed to rekindle an interest in at-risk student returning to school and/or selecting other positive career options for becoming a productive and contributing member of the community. Group seven will work closely with each leadership initiative in this unit to document, publish, produce, and disseminate outcomes of each initiative into a final and consolidated report.

ENVIRONMENT-SPECIFIC NEEDS

We need to encourage inner city neighborhood youth across America, specifically in Jackson, Mississippi to develop a greater stewardship for the local community's natural, build, cultural and

human resources. Our neighborhoods are pictures of a wasteful "throw-away and buy something new" societal attitude and value. The results are instability, loss of sense of community ownership and a sense of place combined with destruction of property and graffiti. Yet American communities "abounds in places that record the stories of the people who have lived" on the streets, in the homes, used the commercial, church and school buildings and other institutional structures. Many of the structures, streets and communities could have another life in oral histories, photographs, pamphlets and even plans for restoration projects.

The Jackson State University Alexander National Research Center proposes to train and supervise 100 participants in the development of six (6) "community exploration camps" for 400 middle school, junior and senior high school (up to 16 years old) at risk students. These camps will impact the appreciation of the natural, cultural and build environment of the inner city neighborhoods and enhance the at risk student's sense of place, ownership and stability within their environment. The camps will provide tutorial assistance in practical math, science, history, geography, civics while enhancing communicative, organizational, planning publishing, and service learning skills.

Program Participants:

The project personnel include the following:

One (1) Project Director

Five (5) Project Supervisors

Four (4) Project Consultants in each of the following:

Natural and Environmental Science

Oral History/Archives and Records Management Consultant,

City Planning and Historic Preservation

Mass Communications for brochure and video productions

100 participants

400 volunteers

Service Activities (Environmental and Educational)

The goals of activities are:

- a. The **service learning goals** are for the stipend participants to access values held by at risk children of their community and to improve their sense of power to effect change through the democratic process.
- b. **Leadership goal** is to work with neighborhood service providers and the at risk children to enhance appreciation of community resources. The major focus is the empowerment of at-risk youth.

LEADERSHIP OPPORTUNITIES

One hundred participants - will plan, supervise and implement camp activities as follows: (1) Four (4) participants will work directly with the project director; (2) Two (2) participants will work directly with each of the five (5) camp supervisors; (3) A three (3) participant team will plan, teach and supervise one of

the following interest area focuses for 1 1/2 hours each day of camp:

- a. Natural and Environmental Science
- b. Oral History/Archives and Records Management
- c. History of the neighborhood structures
- d. Planning and producing brochures, neighborhood guide, video or slide production
- e. Planning of weekly field trips, closing fund raisers and other camp activities

VOLUNTEER PARTICIPANTS (400 at risk elementary, middle, school, junior and senior school students). Volunteers will be motivated through a variety of choices for educational and environmental activities described above and group competitions, prizes and rewards.

PUBLIC HEALTH - SPECIFIC NEED

According to a recent national study entitled "Kids Count", funded by the Annie E. Casey Foundation and the Center for the Study of Social Policy, the State of Mississippi continues to rank next to last (over the past four years) in overall quality of life for youngsters. Mississippi's children suffer more from poverty and poor health than virtually all other youth in the nation. Mississippi ranks 49th in the nation's infant mortality rate per 1,000 live births and 50th in the following 13 health related categories; low birth-weight babies, death rate, ages 1-14, per 100,000 children and births to single teens. In the tri-county area of the proposed project, it has been established that a significant percentage of health center users are low income and black. Both of these characteristics place them at risk for specific health problems, many of which contribute to discrepancies in health status between our target population and the majority group. Since 1989, the center has established its priorities around the frequency in which certain conditions appear among our users.

Of course the frequencies in which certain conditions appear models the "Kids Count" national study. When matched with the 10 leading causes of death among residents of the state it is apparent that four of the diagnoses among center users fall within the ten.

When matched with the 10 leading causes of death among residents of the state is apparent that four of the diagnoses among center users fall within the ten. Hypertension and hypercholesterolemia (precursors to heart disease), diabetes and abnormal PAP smears were among the five (5) most frequent diagnoses among health center users 25 years of age and above during the 12 month period January 1, 1991 - December 31, 1992. Thus health center users who are 95 percent black have conditions which coincide with the leading causes of death in the state among blacks.

Judith Weitz, the national "Kids Count" coordinator has

clearly stated that "It's not new to Mississippi that there are a lot of children at-risk," but then she offers a rhetorical challenge, i.e., "The question is what is anybody going to do about it?"

This project offers the following objective/outcomes to impact the tri-county area's high-risk youth.

SOS Participants:

1. Recruit 50 service-learning participants to plan and implement health services to impact high risk youth.
2. Enlist 50 service volunteers to assist SOS participants to plan and implement services to impact high risk youth.
3. To hire five (5) project supervisors to direct the efforts of SOS participants.

Performance Based Objectives/Outcomes:

1. To increase the level of immunization among high-risk youth
2. Identify and bring it up to date at least 400 high-risk youth whose immunizations are not up to date.
3. Conduct immunization campaign at selected low-income housing projects in the tri-county area.
4. Contact parents of each delinquent child identified and give appropriate immunization.
5. Identify young females who have given birth as a single teen and make available appropriate immunizations.
6. Conduct awareness campaigns about the high infant mortality rate in the tri-county area.
7. Make available to high-risk families service to reverse the trend of infant mortality.

Strategies:

Encourage service learning through:

- * SOS youth observing doctor patient relationships
- * planning drug counseling strategies
- * Using service learning methodology to teach support services to teen parents
- * Day care referrals and support for teen parents
- * Personal counseling and guidance services
- * Coordinating meetings with human service professionals for high-risk youth and their families involving SOS participants

**SUMMER OF SERVICE:
(SOS)
ANSWERING THE CALL FOR COMMUNITY SERVICE**

PROJECT OVERVIEW

This projects represents a collaborative effort between the Jackson-Hinds County Comprehensive Health Center, Jackson State University and the National Coalition of Community Research, Inc. The fiscal management unit for the project is the Jackson-Hinds Comprehensive Health Center. Each unit in the partnership has a demonstrated history of providing effective non-traditional community based services to populations with the greatest needs. (See Appendix for capability statement(s) of the proposed partnerships). This particular partnership is believed to be significant and unique in that this summer community service project design is a well-coordinated and structured plan of action in a tri-county community. A high technological information management system will at a minimum get services to high-risk children in need through:

1. Brokering - linking the service learner to the high-risk youth as an urban consumer and to required service sources.
2. Advocating - representing and/or persuading on behalf of the high-risk youth as a consumer of urban services.
3. Mobilizing - organizing and assembling community resources to meet unmet needs associated with living in an urban environment.

We strongly feel that a partnership based on (a) an innovative high technology information management system; (b) a commitment to establishing focus groups and identifying unmet community needs, (c) developing, fostering and sustaining a spirit of community service with youth in an urban environment, most certainly will significantly assist the Commission on National and Community Service in their initiative to:

- * provide tangible and measurable benefits to at-risk youth;
- * develop leaders for national and community service; and
- * unleash the talents and energies of young Americans in tackling the nation's urgent needs.

Purpose of the Project:

The goals and objectives of the proposed partnership are with the mandate of the Commission on National and Community Services initiatives for the following reasons:

Quality:

do not attend college are approximately \$200,000 higher than the earnings of those who do not complete high school.

- * Young African American males who either dropout or are forced out suffers disproportionately to white males and women who may occupy the same or similar status.

The overwhelming majority of students in the tri-county area forcibly or voluntarily leaving school are African American males. Thus, the pattern of African American male epidemiological social circumstances appears to be quite infectious. Can expelled and/or high school drop-outs survive in this tri-county area without a sense of mission or purpose? What is the primary responsibility of community towards its youth who are considered high-risk? This project will involve Summer of Service youth from racially and economically diverse backgrounds in planning implementing, and designing culture-specific leadership initiatives.

This project proposes a need for a strong commitment to the notion that caring and vibrant communities must help to build strong families and stable communities in the interest of our collective youth.

PERFORMANCE BASED OBJECTIVES

- 1) To recruit 50 service-learning participants and provide culture-specific leadership training to high-risk youth not enrolled in school.
- 2) To enlist the service of 50 service volunteers to assist service learning participants and provide culture-specific leadership training to high-risk youth not enrolled in school.
- 3) To hire five (5) project supervisors to direct the efforts of the service-learning participants and volunteers.
- 4) To provide training for project supervisors, service learning participants and volunteers in the area of service learning strategies and community responsibility for high-risk youth.

PERFORMANCE BASED OUTCOMES

- 1) Provide educational options for out-of-school youth involving service learning as a primary focus.
- 2) Involve parents and the community in the education process of out of school youth.
- 3) Construct an instrument designed to assess variables associated with out of school youth in the tri-county area.
- 4) Conduct a "parent analysis of need survey" in order to determine the nature of community and/or public support services available to assist families of youth demonstrating problems in school.
- 5) Develop culture-specific curricula designed to address the social, spiritual, political, economical and cultural needs of youth demonstrating problems in school.
- 6) Develop a sense of community and a spirit of service for SOS participants, volunteers and supervisors interacting with out-of-school students.

APPENDICES

- The project will provide productive and meaningful educational experiences for participants which incorporates service-learning methods and involve participants in the design and operation of the project.

Innovation: The project will advance knowledge about how to provide effective community service in a way that will be applicable beyond the original site.

Replicability: The project can be replicated and is designed in a way that permits transfer of valuable approaches to other projects. Service Learners will plan implement and document multiple strategies to impact high-risk youth.

Sustainability: The project is expected to receive strong, broad based community support and demonstrate evidence of financial resources available to continue the project once the Summer Urban Community Service Learning Initiative has ended. The unit directors of each project area are committed to establishing linkages with corporate America and other private funding sources. This effort will continue, even in the absence of external funds.

THE PROBLEM

There is sufficient evidence that our society is dividing young people into separate economic and educational groups. On the one hand the poor who live in the cities are more likely to be minority, have limited educational opportunity and few economic options. On the other hand there is a growing middle class made up of young people who live outside the inner city, do well in school, and face a future of economic promise. National indicators of social progress, increasing living standards and educational attainment tends to hide the dismal plight of the poor. Coupled with this massive social neglect of the poor is the fact that social attention and public investment is attracted to the middle class achievers. Indeed a recent two (2) year investigation sponsored by the Carnegie Corporation of New York has found a "pervasive" tendency among agencies serving 30 million youth to favor more advantaged youngsters while neglecting millions of adolescents - many of them minorities, living in low-income urban and rural areas. However, this project seeks a partnership with Jackson State University who has a tradition of serving economically disadvantaged populations, Jackson-Hinds County Comprehensive Health Center who has historically demonstrated a commitment to the community's poor and underprivileged population in terms of health care needs, and the National Coalition of Community Research, Inc., which is based in Jackson, Mississippi and has a unique focus on developing non-traditional strategies for

This project is designed to cover a tri-county area of Hinds, Madison and Rankin Counties. According to a recent report commissioned by the mayor of Jackson, specifically states that historically, Jackson and its surrounding metropolitan area has planned poorly for growth, development and crisis. Without careful and appropriate intervention, the Jackson Metropolitan Area faces severe fiscal and economic problems in the future which will ultimately affect the area's vitality and perhaps its survival. Additionally, some economic specific barriers that exist in one primary high-risk targeted area in the City of Jackson, Mississippi

Budget

For each program (minimum of 50 participants) in the application, provide the following cost information and supporting explanations:

1.	Participant Costs						
	$\frac{250}{\text{\# of participants}}$	x	$\frac{4.25}{\text{Federal min. wage}}$	x	$\frac{9.5 (380 \text{ hours})}{\text{\# of weeks (minimum 9.5)}}^1$	=	\$ 403,750.00
2.	Project Leaders' Salaries (See Budget Narrative - Other Expenses)						\$ -0-
3.	Other Supervisors'/Leaders' Salaries						\$ -0-
	3 Project Leaders ² \$9,374.95					\$ 28,124.85	
	20 Supervisors at \$5,937.50					\$118,750.00	\$ 146,874.85
4.	Other Expenses ²	Fringe Benefit at 10%				20,010.38	
		Accounting Fees (See Budget Narrative)				10,000.00	
		Contractual Services and Supplies				83,228.96	\$ 113,239.34
5.	National Training & Travel ³			Participants (250)		481,250.00	
				Leaders/Supervisors (30) (#)		92,250.00	\$ 573,500.00
	TOTAL FUNDS REQUESTED FROM THE COMMISSION						\$ 1,237,364.19
6.	Matching Funds						\$
7.	In-Kind Contributions (See Budget Narrative)						\$ 311,685.45
8.	Other Federal Funds						\$
	Total Project Costs						\$ 1,549,049.64

1 There must be a minimum of 8 weeks of service plus one week of national training and 2-1/2 days for conclusion summit.

2 Any other expenses should be included and briefly explained.

3 The travel for participants and project leaders/supervisors. Should be based on one trip to the West Coast and one summit trip to the East Coast (Washington, DC., area). Cost of travel should include airline or other transportation and per diem, calculated at \$75 per day per participants or leader, the number of leaders/supervisors should be cited.

BUDGET NARRATIVE

1. Participants (17-25)

Stipend for 250 x \$4.25 per hour x 9.5 weeks \$403,750.00
(380 hours)

Post Benefit for 250 @ \$1,000 \$250,000.00

SUB-TOTAL \$653,750.00

2. Project Leaders Salaries (See Project Director
(NCCR, Inc.))

3. Other Supervisors/Leaders Salaries

Public Health - 1 Unit Director x 9.5 weeks \$ 9,374.95
five (5) Supervisors x 9.5 weeks @ \$5, 937.50 \$ 29,687.50

Environment - 1 Unit Director x 9.5 weeks \$ 9,374.95
five (5) Supervisors x 9.5 weeks @ \$5,937.50 \$ 29,687.50

Education - 1 Unit Director x 9.5 weeks \$ 9,374.95
five (5) Supervisors x 9.5 weeks @ \$5,937.50 \$ 29,687.50

Public Safety - 1 Unit Director x 9.5 weeks \$ 9,374.95
(In-kind)

five (5) Supervisors x 9.5 weeks @ \$5,937.50 \$ 29,687.50

SUB-TOTAL \$146,874.85

4. Other Expenses

A. Jackson-Hinds County Comprehensive Health
Center is the fiduciary agency for the project.
The primary responsibility is fiscal management.

Fringe Benefits @ 10% \$ 20,010.38

Accounting Fees \$ 10,000.00

B. The National Coalition of Community Researchers,
Inc. will serve as administrative and/or operational arm of
the project. NCCR, Inc., will
contract with the Jackson-Hinds Comprehensive
Health Center to provide, at a minimum, personnel
to perform the following services;

- * provide project director to direct and super-
vise the entire project effort.
- * provide internal process and outcome evaluation
of the entire project.
- * coordinate and plan all activities associated
with the project effort.
- * monitor operations of each project unit and site

- operations involving participants and supervisors.
- * coordinate the management efforts and feedback of the project via a computerized technology information system.
- * provide specialized training and consultant services in the area of service-learning, service delivery community assessment, economic development, primary health care, environmental education, youth drugs and violence and community organization.

1 Project Director x 16 weeks @	\$ 16,666.56
1 Project Evaluator x 9.5 weeks @	\$ 9,374.95
1 Project Planner x 9.5 weeks @	\$ 5,937.50
2 Project Monitors x 9.5 weeks @ \$5,937.50	\$ 11,875.00
1 Computer Specialist x 9.5 weeks @	\$ 9,374.95

SUB-TOTAL \$ 53,228.96

Consultant and/or training services for all project units - 40 days x \$250 @ \$10,000.00

SUPPLIES:

The project efforts will necessitate the purchase several items; books, publications, recorders, tapes, (audio and video) archival boxes computer supplies, pens, notebook pads, paper and other consumerables. Four (4) units @ \$4,000.00 each

\$ 16,000.00

OPERATION:

NCCR, Inc. is expected to incur nominal operating expenses; telephone and fax services, equipment leasing, publication, printing, dissemination, transportation services, etc.

\$ 4,000.00

5. National Training and Travel (250 participants - Washington, D.C. x 2 trips @ \$800.00 per trip)	\$200,000.00
(250 participants - Washington, D.C. x 7.5 days @ \$75.00 per diem)	\$140,625.00
(250 participants - Washington, D.C. lodging x 7.5 days @ \$75.00)	\$140,625.00
30 project leaders/supervisors - West Coast @ \$550.00	\$ 16,500.00
30 project leaders and supervisors - West Coast x 4 days @ \$75.00	\$ 9,000.00

30 project leaders/supervisors - West Coast lodging x 4 days @ \$75.00	\$ 9,000.00
30 project leaders/supervisors - East Coast x 2 trips @ \$800.00	\$ 24,000.00
30 project leaders/supervisors - East Coast x 7.5 days per diem @ \$75.00	\$ 16,875.00
30 project leaders/supervisors - East Coast x 7.5 days @ \$75.00	\$ 16,875.00
TOTAL	\$573,500.00

In-kind Contribution:

500 volunteers x 3 hours daily x 9.5 weeks (28.5)	\$ 60,562.50
1 unit director @ (space x 8 sites @ \$1,500.00 x 9.5 weeks)	\$ 9,374.95 \$ 14,250.00
500 volunteers x \$5.00 per day - food x 9.5 weeks	\$162,500.00
500 volunteers x \$2.00 per day gas x 9.5 weeks	\$ 65,000.00
TOTAL	\$311,685.45

APPENDICES

LEVEL OF EFFORT

Jimmy Bell: This project will be directed by Professor Bell who has demonstrated a commitment to the service of high-risk youth. See resume abstract in appendix and appropriate at-risk literature. The unit on public safety will also be directed by Professor Bell.

Jacquelyn Franklin: Dr. Franklin will direct the Summer of Service activities in the educational unit. Her areas of academic preparation is in the special problems of urban youth and curriculum development. See resume abstract in the appendix.

Alferdteen Brown Harrison: Dr. Harrison's unique approach to the environment makes her refreshingly capable of directing the environmental unit. Her approach combines the physical site to heritage education which should be quite stimulating to the Summer of Service participants. See resume abstract in the appendix.

Addie T. Mason: Mrs. Mason will direct the public health component. She has been involved in the primary health care field for quite some time. Her work is centered around providing services to high-risk families and she continues to make special efforts to involve citizens in neighborhood planning. See resume abstract in the appendix.

Felix A. Okojie: Dr. Okojie will conduct a process and outcome evaluation of the entire project. He has extensive project management experience and has been involved in the service learning methodology as a strategy and as a lifestyle. See resume abstract in the appendix.

advantages and remain current in the day to day problems facing the increasing demands of law enforcement institutions, it is imperative that Professor Bell continues to be objective in his research, observation, training, teaching and evaluation of police philosophy, policy, theory, practice and standards relating to police behavior.

RECENT PUBLICATIONS

Bell, Jimmy, Mayor's Task Force on Gangs: Final Report, Jackson, Mississippi, February 27, 1987.

Bell, Jimmy, "Rethinking Crime and Policing in the Black Community: A Curriculum Model for Effective Police Strategies in the Extended Community", National Black Police Association, Newsletter (Volume 2, Number 2, Washington, D.C., 1988).

A Report on the Delicate Balance, to the President, the Congress, and the Administrator of the Office of Juvenile Justice and Delinquency Prevention, Washington, D.C., January, 1989, Jimmy Bell, Contributing author.

Bell, Jimmy, "The Resurgence of Violent Street Gangs in America: Toward A Theory of National Conspiracy" The Trouble Adolescent, University of Wisconsin-Stout Press, Menomonie, Wisconsin: 1991.

RECENT PROJECTS RELATED TO COMMUNITY SERVICE:

1991 - Project STAAMP - Designed to provide leadership training to young African American males. Jimmy Bell, Project Director.

1992 - School Expulsion: A Community Meeting the Challenge - Designed to provide options for expelled students and to enhance their decision-making and leadership skills. Jimmy Bell, Project Director.

1992 - Hinds County Youth Court: A Preliminary Assessment of Current Structure and Programs - Designed to assess the availability of services for high-risk youth in Hinds County. Jimmy Bell, Project Director.

1993 - A Comprehensive Analysis of High-Risk Youth Being Processed Through the Juvenile Justice System in Hinds County Mississippi - Designed to analyze the critical decision points that determines the treatment and/or punishment of youth based on selected variables. Jimmy Bell, Project Director.

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. resume	[Personally Identifiable Information] [partial] (2 pages)	05/00/1993	b(6)

COLLECTION:

Clinton Presidential Records
AmeriCorps
General Files
OA/Box Number: 24239

FOLDER TITLE:

Summer of Service-2 [2]

2013-0661-F

rs3815

RESTRICTION CODES

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

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

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

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

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

RR. Document will be reviewed upon request.

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

RESUME**JACQUELYN C. FRANKLIN**

Former: Jacquelyn C. Franklin Jones

Present
1709 Hamilton Blvd
Jackson, Mississippi 39213
Home Phone (601)366-7543
Office Phone: 968-2230

Permanent
2431 Saint Anthony Street
New Orleans, Louisiana 70119
Phone (504)948-2836
(504)242-5346

PERSONAL DATA

Age: 46 (b)(6) 5'2" 170 lbs. Excellent Health
Marital Status: Single
Dependent: One Son - Thaddeus

EDUCATIONAL HISTORY

1976 (May)	Ph.D.	Purdue University, West Lafayette, Indiana Major Concentration: Educational Administration Minor Concentration: Curriculum Development, Sociology
1972	M.A.	Northeastern Illinois University, Chicago, Illinois Major: Inner City Studies
1967	B.A.	Xavier University, New Orleans, Louisiana Major: Secondary Education-(Social Studies, Instrumental Music)

AREAS OF EDUCATIONAL PREPARATION

Administration:	Theoretical background and practical applications of administrative technique in the following areas: 1. Principalship-Elementary, middle school, high school 2. Curricular and Instructional Supervision 3. Personnel Administration
Sociology:	Special problems of urban areas, including educational and racial
Curriculum Development:	Theoretical background and practical application of curriculum development for disadvantaged students

PROFESSIONAL EXPERIENCE

1980-present:	Jackson State University, Jackson, Mississippi. Curriculum Coordinator in the Center for Urban Affairs and Associate Professor of Social Science Education.
1976-1980:	Jackson State University, Jackson, Mississippi. Curriculum Coordinator in the Center for Urban Affairs and Assistant Professor of Social Science Education.
1975-1976:	Purdue University, West Lafayette, Indiana. Work on dissertation, "Relationship Between Teacher Viewpoints Towards a Culturally Oriented Music Program and Black Pupils Achievement and Viewpoints Towards the Program."
1973-1976:	Purdue University, West Lafayette, Indiana. Student & Curriculum Deputy: School of Humanities, Social Sciences and Education.

- 1973-1976: Indiana University, Northwest, Gary, Indiana. Instructor with the Afro-American Studies Program; Instructor of Black Music and Black History.
- 1969-1973: Chicago Board of Education, Chicago, Illinois Teacher. Experienced in team teaching, departmentalization, and self contained classroom.
- Summers of 1973, 1972, & 1971 Chicago Board of Education (Area A), Chicago, Illinois. Director of the Coles Elementary School Summer and Winter Social Center.
- 1968-1969: State of Wisconsin, Department of Industry, Labor and Human Relations, Milwaukee. Wisconsin. State employee. Experienced in job interviewing and job development, Team Leader with the Work Incentive Project. Supervisor of the Orientation Department of the Work Incentive Project.

DISSERTATION TOPIC

Relationship Between Teacher Viewpoints Towards a Culturally Oriented Music Program and Black Pupils Achievement and Viewpoints Toward the Program

Major Professor: Dr. Everett W. Nicholson

LICENSES AND CERTIFICATION

- 1985 Real Estate Broker, State of Mississippi. President: J. C. Franklin Real Estate
- 1980 Real Estate Salesperson for the State of Mississippi.
- 1969 Chicago, Illinois Public School Teaching License for Elementary Education, Grades 3-8.
- 1967 All requirements for Indiana School Administrative Licenses through Superintendent of Schools.
- 1967 Louisiana Public School Teaching License for Social Studies, Secondary Education.

Selected Professional Activities Involving Youth: Past Three Years

- 1993 International Meets Inner City. Funded proposal by Mississippi Arts Alliance, January, 1993. Project Evaluator. Project EASY (Enhancing the Academic Skills of Youth) Funded proposal by National Science Foundation. Jackson State University School of Education.
- Special Consultant. Mississippi Consortium for International Development. College Students Abroad Project. Funded by USAID (United States Agency for International Development).
- Consultant. St. Mary's Catholic School, Jackson, MS.
- Committee Assignments. NCAA Post-Graduate Scholarship Committee, Kansas City, Kansas.
- 1992 Project Evaluator. Project EASY (Enhancing the Academic Skills of Youth). Proposal funded by National Science Foundation to Jackson State University School of Education. Summer Tour and Institute involved 112 junior and senior high school students.
- Special Consultant. Mississippi Consortium for International Development. Jackson, Mississippi.
- Consultant. National Coalition of Community Researchers, Jackson, MS. Designed instructional materials for Alternative Youth Project.
- 1991 Committee Assignments. National Campaign for Human Development. United States Catholic Bishops Conference, Washington, D.C.
- Consultant. National Coalition of Community Researchers, Jackson, MS. Designed instructional materials for Alternative Youth Project.
- Special Consultant. Mississippi Consortium for International Development. Jackson, MS.

CURRICULUM VITAE

NAME: Mrs. Alferdteen Brown Harrison, Ph.D., History
P. O. Box 17008, Jackson State University
Jackson, Mississippi 39217, Phone: 601-968-2055

CURRENT POSITION: Professor of History and Director of the
Margaret Walker Alexander National Research
Center for the Study of the 20th Century
African American

EDUCATIONAL QUALIFICATIONS

Summer 1990 Western Archives Institute, Univ. of Calif., 2 weeks
1988-1989 Leadership Jackson, Training
Summer 1985 Post Doctoral Research Fellow, Smithsonian
Institution (including a one-week Workshop for
Entering Museum Professionals)
Summer 1974 & '75 Duke University Oral History Research and Writing
Workshop (5 weeks each)
1971 University of Kansas, Lawrence, KS, Ph.D. in History

SELECTED WORK EXPERIENCE

1990-1991	National Endowment for the Humanities	Humanities Coordinator
1972-Present	Jackson State University	Prof. of Hist. Dir. of Center
1962-1966	Wichita Public Schools Wichita, Kansas	Soc. Studies, Eng. & Bus. Teacher

WRITINGS include the following:

A Listing from the Mississippi Statewide Survey of African American Records, compiler, Jackson
State University, 1992.

Black Exodus, The Great Migration from the American South, ed., University Press of Mississippi,
Spring 1991.

"Oral History the Pathway to A People's Cultural Memory," Oral History in New Zealand, Vol. 2,
National Oral History Association of New Zealand, 1989.

Piney Woods School: An Oral History, The University Press of Mississippi, 1982

A. Harrison

2

SELECT PROFESSIONAL AND COMMUNITY SERVICES

Appointed the Natchez National Historical Park Advisory Commission, 1991- 1994.

Member of Board of Trustees, Piney Woods School, Piney Woods, Mississippi, 1987 to the present.

Member of the Mississippi Historical Preservation Professional Review Board 1979 - Present.

Historic Preservation Commission, City of Jackson, 1989-90, & 1991 to present.

Academic Specialist in Oral History to New Zealand, June 1989.

Gave Professional Testimony to the Congressional Sub-Committee on National Parks and Public Land of Department of the Interior in favor of the Natchez Historic Park, June 17, 1988.

Initiated and chaired First, Second, and third Annual Smith-Robertson Festival 1983-1984.

Initiated and chaired the first two exhibits for Smith Robertson Museum, "A Neighborhood Discovery" and The Black Mississippian, 1983-1984.

Mayor's Committee for the Preservation of Smith Robertson School, Jackson, Mississippi, co-founder of Smith Robertson Museum, 1977-1987.

Consultant to Pine Valley Community Summer Camps, Brandon, Mississippi 1973-1975.

SELECT LIST OF OFFICES HELD IN PROFESSIONAL ASSOCIATIONS

Past President of the Mississippi Historic Preservation Professional Review Board 1990-1991.

Special consultant and member of the Farish Street Historic District Neighborhood Foundation, 1991-present.

President of the Mississippi Historical Society 1991-1993.

Member of National Trust's Advisory Board, 1989-1993.

Member of the Mississippi Historical Society Board 1988-1992.

Elected to the National Oral History Association Council, 1980-1982.

Mississippi State-Wide Committee on Oral History, 1975 and 1988-1989.

RESUME

PERSONAL:

Addie T. Mason

2910 Larchmont Drive
Jackson, MS 39209
Phone: 601-354-8969
SS#: (b)(6)
Married, 1 Child

EDUCATION:

Jackson State University
Jackson, MS

B.S. Degree, 1969
English

Additional Courses to Pursue
Master's Degree

Accounting
Public Administration

Johns Hopkins University
School of Public Health

MATCH INSTITUTE - Health Administration
July, 1991

National Assn. of Community
Health Centers, Inc.

Administrative Fellowship
MATCH PROGRAM
August, 1991 - June, 1992

EMPLOYMENT EXPERIENCE:

August 1970 - Present

Jackson-Hinds Comprehensive Health Center
P. O. Box 3437
Jackson, MS 39207

Present Position: Deputy Director for Programs

Monitor the need for upgrading and/or changing reports generated from the computer. Has responsibility for program planning. Assist in the preparation and presentation of financial reports to the Board of Directors at the monthly meeting. Assist in preparation of grant application to DHHS for funding. Prepare proposals for funding of other grants and contracts. Prepare other reports as required by Federal, State and local agencies.

Supervisor: Aaron Shirley, M.D., Project Director

Other Positions Held At the Health Center: Administrative Assistant/Accountant, Administrative/Personnel Assistant, Director of Child Care -3 Centers, Administrative Assistant to the Chief Financial Officer, Supervisor of Security & Maintenance, Secretary to Business Manager

Addie T. Mason
Page 2

August, 1991 - June 30, 1992

Rankin County Health Care Center
1551 W. Government Street
Brandon, MS 39042

Position: Administrative MATCH Fellow

Under supervision of the Project Director, performed a variety of duties that provided a learning environment as well as experience in the daily operations of a community health center from an administrative perspective. Tasks assigned covered such subjects as: budgeting and financial reporting, training on report design for the computer, reporting requirements, personnel management, and clinical operations.

Supervisor: Dr. Margaret Gray, Executive Director

November, 1990 - April, 1991

Blue Cross of Mississippi
Jackson, MS

Position: Data Entry Operator: Part-time position entering data for processing Medicaid claims.

Supervisor: Ms. Dawn Henderson

September, 1983 - December, 1986

EDS Federal Corporation
460 Briarwood Drive
Jackson, MS

Position: Data Entry Operator: Part-time position entering data for processing Medicaid claims.

April, 1970 - August, 1970

MS Action for Progress-Headstart
1072 Lynch Street
Jackson, MS

Position: Secretary
General clerical duties performed for the Health Services Department.

Supervisor: James Anderson, M.D.

February, 1969 - March, 1970

Jackson State University
Jackson, MS

Position: Secretary

General clerical duties performed for Head of Education Department, Department of Student Teaching and various other professors in the education area.

Addie T. Mason

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Additional Training/Workshops:

Supervisory Development
Mississippi College

Health Center Administration
Regional Cluster Training Program
Jackson State University

Management Functions

Grants Management

REFERENCES:

Provided Upon Request

RESUME ABSTRACT

FELIX A OKOJIE, Ed.D.

Over ten years of progressive leadership and management activities, significant accomplishments in directing efforts of diverse groups toward achievement of organizational and group goals, public service, K-12-University teaching, research and initiatives with new technology.

EDUCATION:

Post-Doctorate Certificate: Geriatrics/Gerontology, 1989.
University of Mississippi Medical Center

Ed.D. 1985. Atlanta University- Leadership and Policy
M.A, 1983. Atlanta University-Sociology
B.S. 1980. Auchy Polytechnic- Business Administration

CAREER CHRONOLOGY:

President/Principal Consultant: Systems Associates Inc. .
Management/Evaluation Consultants. 1993-Present

Adjunct Professor of Program Operations, Statistics, and Sociology
Jackson State University. 1989-Present

Director: Center on Community Service- Mississippi Department of
Education. 1992-January 1993. Wrote and implemented the
Mississippi Comprehensive Plan on Community Service (Serve-
America, Delta Service Corps, and Conservation Corps)

Education Technologist: State Department of Education. 1989-1992

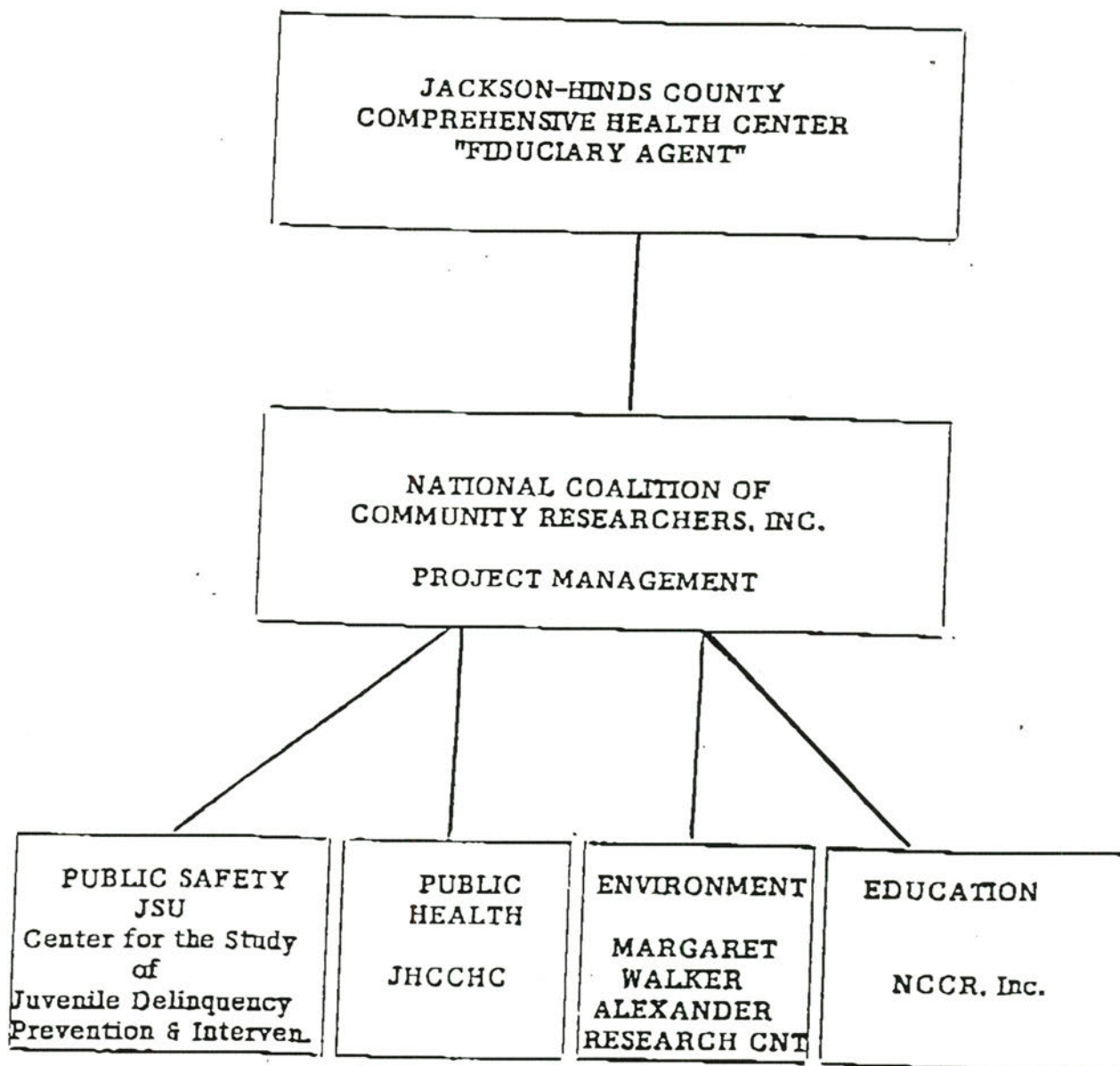
PROJECT MANAGEMENT EXPERIENCE

Served as Project Director in eight (8) different Statewide and
National Initiatives ranging from leadership training, Service-
Learning Institutes, curriculum development, and youth development
with funding from the Commission, Carnegie, Kellogg, and Cassey
Foundations, Council of Chief State School Officers,
U.S.Department of Health and Human Services and Education.
TOTAL BUDGET 1985-1993----- \$30m

CONSULTANCY:

Served as a consultant to several community-based organizations,
regional and national public and private agencies in the area of
program evaluation, leadership training, service-learning,
community organization and youth development. Served as a
volunteer sounding board member for the Commission, national
evaluator (Abts Associates)

ORGANIZATIONAL CHART



GENERAL EVALUATION PLAN

Program evaluation will be designed to be mutually supportive of and complementary to the national evaluation plan of the national evaluator. The Mississippi Summer of Service evaluation will be structured around the following key elements:

- * **DESCRIPTIVE DATA:** Collection of basic information to include program characteristics, participant characteristics, service activities, and hours of service.
- * **IMPACT ON THE COMMUNITY:** The number and characteristics of people served, results, and community satisfaction about the activity. In each of the projects, we will develop descriptions of the nature and scale of program activities and where possible, obtain quantifiable measures of the services produced. Interviews with program staff, service recipients, and members of the community will be used to gauge successful outcomes.
- * **IMPACT ON THE PARTICIPANTS:** Effects of program on participants attitudes, skills, behavior, choices, and attainment will be analyzed. A pre-post test battery with key informants, log-books to be kept by participants, and participant observation during reflection sessions will be used to determine impact.
- * **COST-EFFECTIVENESS MEASURES:** Estimates of the net monetary cost of the program (program costs less monetary benefits) and measures of a variety of nonmonetary benefits will be analyzed where feasible. Monetary costs and benefits will include operational costs, participants benefits and stipends participants earnings gains or losses, and value of program output produced. Nonmonetary benefits to be gauged are impacts on participants attitudes, impact on institutions and the community, and outcomes that cannot be valued monetarily.
- * **PROCESS ANALYSIS:** Overall program implementation phases and cross-project comparison of results, with particular focus on tri-county management of a summer service program and differences in the individual project management, recruiting, and meeting of proposed outcomes.
- * **REPORTS:** Overall analysis and recommendations (Executive Summary) from all data sources to the Commission, national evaluator, collaborative agencies, and community service network at the local, state, and national level. The Summary will address the following:

**MISSION AND/OR CAPABILITY STATEMENTS OF
PARTNERSHIP ORGANIZATIONS**

JACKSON-HINDS COMPREHENSIVE HEALTH CENTER

Background:

In December, 1991 the Jackson-Hinds Comprehensive Health Center entered its 22nd year of operation during which time it has provided high quality comprehensive primary health care to thousands of low income residents of the City of Jackson and surrounding rural Hinds County which is consistent with its original mission as evidenced by the following.

A patient origin study conducted in June, 1992 revealed 85% of patients utilizing the center reside in 37 census tracts in Hinds County with 28 of the tracts located in the City of Jackson. Eighteen of the 37 census tracts in the service area are designated as medically underserved area (MUA). Seventy percent or 17,344 of the health center users reside within the MUA tracts. Ninety-five percent of the center's users are black.

There are 41,195 individuals of a total population of 265,775 in Hinds County who live at or below poverty (1990 census). This represents 15.5 percent of the populace. Eighty-three percent of health center users are poor and increasing numbers are working poor with no form of health insurance.

Barriers

Of primary interest to those seeking to improve health care to high risk individuals is to identify barriers and to structure programs to overcome them. The main barrier to health care within the center's service area is economic. To compound this barrier, Medicaid is available to a limited number persons and only 30% of physicians in private practice routinely accepts Medicaid patients (none in rural Hinds County).

Thus, the Jackson-Hinds Health Center and the over burdened University of Mississippi Medical Center, the state's only teaching facility, are the only providers accessible to the vast majority of poor people residing in Hinds County.

Special Characteristics

The Jackson-Hinds Comprehensive Health Center was first funded in 1970 as an Office of Economic Opportunity demonstration program. As an OEO project considerable emphasis was placed on auxiliary services such as transportation, environmental health, outreach and community participation. We have been able to retain these features although to a limited degree. The community served by the center is geographically unique because the center's service area is both urbanized and rural. The Jackson Metro Area is the state's largest intra-state SMSA and is very urbanized with three counties comprising the SMSA. The center's service area population in Jackson is mostly inner city and is surrounded by very affluent



neighborhoods. Outside Jackson the service area population is rural. Today, the health center is recognized as a major provider of health services and as such has developed joint activities with many of the area's other health providers.

Some of these joint activities include the delivery of the center's patients and their babies at the Mississippi Baptist Medical Center and the University Medical Center, both in Jackson. The center has an arrangement with the Mississippi Department of Health for on site certification of eligible pregnant women for the WIC Program and for actual food distribution at the rural satellite clinic. The center has a special arrangement with the state Medicaid Program for reimbursement for social services, nutrition counseling, home visits and transportation for pregnant women. For the past three (3) years the center has arranged for summer rotation of medical students from the University of Mississippi through the COSTEP Program. Plans are underway for a formal affiliation with that schools family medicine residency program.

Other BHCDA resources received by the center are CPCP and Health Care for the Homeless funds. Non BHCDA resources which contribute to our mission are Department of Housing and Urban Development (HUD) funds for a 50 unit elderly housing complex in Jackson and Maternal and Child Health (MCH) funds for a school based clinic. In addition we receive funds from the State Board of Health for on site WIC certification and other funds from that agency for Community AIDS Prevention Education.

JACKSON STATE UNIVERSITY

Jackson State University has a distinguished history, rich in the tradition of educating young men and women for leadership, having undergone seven name changes as it grew and developed. Founded as Natchez Seminary in 1877 by the American Baptist Home Mission Society, the school was established at Natchez, Mississippi for the moral, religious and intellectual improvement of Christian leaders of the colored people of Mississippi and the neighboring states. In November 1882, the school was moved to Jackson; in March 1899, the curriculum was expanded and the name was changed to Jackson College. The state assumed support of the college in 1940, assigning to it the mission of training teachers. Subsequently, between 1953 and 1956, the curriculum was expanded to include a graduate program and bachelor's program in the arts and sciences; the name was then changed to Jackson State College in 1956.

Further expansion of the curriculum and notable building program preceded the elevation of Jackson State College to university status on March 15, 1974. In 1979, Jackson State was officially designated the Urban University of the State of Mississippi. Presently, Jackson State University, a public, coeducational institution, is supported by legislative appropriations supplemented by student fees and federal and private grants. Programs are provided for students at the baccalaureate, master's, specialist in education and doctoral levels. Non-credit programs are offered to encourage lifelong learning and to provide opportunities for enlightenment and enrichment. Our special commission to serve as the Urban University is being pursued through programs and activities which seek solutions for urban problems.

Jackson State University seeks to develop persons who can and will assume prominent roles in the dynamics of societal growth and change. For this purpose, resources of the University are applied to the discovery, transmittal, and preservation of knowledge. The University is pledged to the advancement of a free society and the continued progress of democracy. The major task of the University is to guide students in acquiring the knowledge and developing the skills, understandings, appreciations, and attitudes which are essential to general, liberal, and professional education. Situations and activities are designed to prepare students to choose learning experiences, to initiate careers, and to contribute to the social, cultural, and economic development of the state, nation and world.

As in the past, many of our students will continue to come from low income families and bring with them associated cultural, social and academic disadvantages which need special attention. However, as Jackson State develops its mission as a major urban university, special efforts will continually be made to attract academically gifted and non-traditional students in order to maintain and expand the cosmopolitan nature of the student body.

Academic programs are offered in fields relating to business, education, science and technology, liberal arts and graduate studies in order to prepare students to realize their ambitions, to serve in a variety of professions and occupations and to provide services useful in enhancing the quality of life in society.

Jackson State University is located in the capital and largest city of the State of Mississippi. Jackson is the geographic, political, industrial and cultural center of the State. The metropolitan area consists of a growing population presently

estimated at 395,000. The location of the University in the densely populated section of central Mississippi is such that a large proportion of the students enrolled come from within a fifty-mile radius of the institution. However, the population includes students from every county in the state, as well as a significant number of students from outside the state and from foreign countries.

Through instruction, research and service, the University endeavors to create an academic environment conducive to the free exchange of ideas through the transmission, creation and application of knowledge. The University's major commitment is to provide quality instruction. In keeping with this primary thrust, the University has set the teaching/learning process as an institutional priority.

Jackson State University is committed to research and scholarship as integral aspects of its total mission and as vital components of teaching and learning. Research, particularly on topics which are of potential value to the urban areas served by the institution, is essential also to advance knowledge and facilitate faculty development.

As the Urban University of the State of Mississippi, emphasis is placed on providing public service programs designed to enhance the quality of life and to seek solutions to urban problems in the physical, social, intellectual and economic environments. The types of services rendered include conferences, workshops, technical assistance, training programs and other degree and non-cultural and physical resources into the community. The following desired outcomes for student growth are implicit in the general statement of purpose:

- . The ability to communicate effectively, both orally and in writing
- . An understanding of the nature of one's physical and social environment, thereby, strengthening human relationships
- . The ability to analyze, synthesize, and evaluate ideas and data using logic and quantitative reasoning
- . An understanding and acceptance of the maturing self
- . An appreciation of one's own ethnic and cultural heritage, along with a better understanding and appreciation of the similarities and differences inherent in a multicultural society

NATIONAL COALITION OF COMMUNITY RESEARCHERS, INC.

The National Coalition of Community Researchers, Inc. (NCCR) is a dynamic research organization under the NCCR acronym. The home office and Executive Director are located in Jackson, Mississippi. The organization is non-profit and is incorporated in Jackson, Mississippi. However, the issues, concerns and focus of the organization are national and even global in scope. Each member of the national staff has contributed significantly to the university system in this country through the procurement and management of millions of grant dollars. The organization philosophically has its foundation in the Africancentric perspective. A perspective that strongly believes that African Americans should define, analyze and interpret research that will have a significant impact on the policy, procedures, and practices affecting African American citizens. In conducting an excess of fifty (50) collective years of research, the coalition was formed because the real issues and the proper framing of the research questions dealing with African Americans citizens have been neglected, ignored and grossly misunderstood. The research agenda viewed individually for the national staff is indeed quite praiseworthy. The collective endeavors of experience researchers given complete academic freedom will most likely contribute significantly to the body of knowledge and literature seeking to qualitatively and quantitatively understand the various complex issues facing African Americans in this contemporary society.

Recent Projects Related to Community Service:

The Special Trust for the Enhancement of African American Male prominence, Project STAAMP was designed to provide leadership training to young African American males in Jackson, Mississippi. The program was funded in 1991 by the State of Mississippi.

The School Expulsion: A Community Meeting the Challenge Project was designed to provide options for students expelled from the Jackson Public School System. Culture -specific modules were developed to enhance students decision-making and leadership skills. The program was funded in 1992 by the City of Jackson.

Hinds County Youth Court: A Preliminary Assessment of Current Structure and Programs was designed to assess the availability of services for the youth of Hinds County, liability associated with the lack of services and present recommendations to bring the county into compliance with federal statutes developed to improve the quality of life

for high-risk youth. The program was funded in 1992 by the Hinds County Board of Supervisors.

Juvenile Justice System: A Comprehensive Analysis of High-Risk Juvenile Offenders is a program designed to assess youth being processed through the Juvenile Justice System in Hinds County. Major program emphasis is placed on analyzing the crucial decision points that determines which youth are diverted (treatment) and which youth are processed (punishment). The program was funded in 1993 by Hinds County Board of Supervisors.

PROJECT RECRUITMENT AND SELECTION PROCESS:

Two hundred fifty (250) stipend participants will be 17 to 25 years of age and selected from diverse racial, economical and educational backgrounds. A primary consideration for selecting service-learning participants is that they shall have demonstrated some commitment to community service as evidenced by their involvement. Certain youth currently working in local community projects with youth and those with evidence of such involvement will merit high priority consideration for the Summer of Service Project Recruitment.

RECRUITMENT: Written announcements for the Summer of Service Opportunities will be sent to all local and statewide media services. Announcements, visits, mass mailings will target graduating high school seniors, and college students through the Placement Offices of the Jackson Metropolitan Area, five (5) public and private colleges, non-college bound training programs, the University Center of Mississippi and to local professional colleges. Special efforts will be made to solicit recommendations from neighborhood and community based organizations currently providing community based services.

SELECTION: With the assistance of a participant's application and a personal interview, a seven person panel (each member of the partnership) will select 808 participants who demonstrate community involvement as well as leadership potential. Additionally, each unit panel will have representation from the community as well as youth representing high-risk neighborhoods. Those selected will come from diverse racial, economic and educational backgrounds.

VOLUNTEERS: Volunteers will be selected from the tri-county area population. Special consideration will be given to middle school youth demonstrating an interest in community service. The development changes that occur during early adolescence can be the turning point for making critical choices in this age category. Elementary and high school volunteers will also be considered. Senior citizens will also be solicited to serve as role mentors for the youth.

UNIT MANAGEMENT PLAN ENVIRONMENT SPECIFIC NEEDS:

After participating in the National training seminar on the West Coast participants will be given an intensive course of study on local community history, the evolution of problems in housing and crime that are based on experiential strategies. Great emphasis will be placed on the neighborhood's natural, human, and build resources in preparation for the participants being able to guide the at risk students in discovering their community resources. In addition, during this period participants will plan how to provide tutorial assistance in practical math, science, history, geography, civics, communication, organizational, planning, and publishing skills through the following kinds of activities.

- a. Working with participants to survey community cultural needs.
- b. Collecting and using oral/archival records from community residents.
- c. Studying material cultural artifacts in the neighborhood and at local museums.
- d. Identifying the oldest structures in the neighborhood and preparing walking tour brochures.
- e. Identifying the natural features of the environment and preparing a nature trail.
- f. Planning a community and family exhibition.
- g. Involving the neighborhood children, in city/county political processes to plan for change relative to project such as the following:
 - * planning and implementing a clean-up and beautification project,
 - * planning for acquisition and restoration of a dilapidated house
 - * planning for the development of a bank for deserted houses and the reorganization of a commission to control the houses for the community's safety and beautification. Performing environmental studies (i.e. asbestos, lead pain, radon, etc_ in low and middle income neighborhoods.
 - * identifying a location for a playground, securing city assistance in marking the cultural or nature tour trail.
 - * planning and implementing a closing fun - jump-a-thon, scavenger hunt--fund raising activity to pay for a trip or other projects.

CALENDAR OF EVENTS

May 7	Participant Recruitment Announcement Mailed
May 17-19, 1993	Orientation and planning for five (5) project supervisors and five (5) consultants
May 21-24, 1993	National Leadership Training for Staff
May 26-31, 1993	Selection and Notification of Participants

(Participants Schedule)

June 18, 1993	One-day orientation of participants
June 21-25, 1993	National participants training on West Coast
June 28 -	Local Training of 110 participants at Jackson State University
July 2, 1993	Field Community Training and preparation at camp site and Recruiting Camp Volunteers
July 5-9, 1993	

Week 1	July 12-16	Interviewing the oldest residents of the Neighborhood Camp Ground Focus
Week II	July 19-23	Looking at the Buildings Camp Ground Focus
Week III	July 26 - 30	Looking at Natural Resources Camp Focus
Week IV	Aug. 2-6	Demonstration of projects at Community Field Day or a fund raiser for a community improvement project and evaluation

SERVICE LEARNING ACTIVITY

A typical day for camp volunteer participants will be from 8:30 a.m. until 1:30 p.m.

8:30 - 9:00	Camp ground Activity - get acquainted games, activity assignment, etc.
9:00 - 10:30	Activity One
10:30-11:00	Break
11:00 - 12:30	Second Activity
12:30 - 1:30	Lunch

Plans for a week's activities will involve the participants teaching basic skills to the volunteer campers who may choose one of the following five interest areas that they would want to work in: interviewing oldest residents and family history photographic contest; historic buildings/sites; natural science; mass communications - brochures and video; and field trips or other community projects. All campers will be encouraged to stay with an area for at least one week, but will be encouraged to explore at least three areas during the camp 2:00 - 4:30 p.m. will involve the participants in evaluation and planning activities for the following days and weeks; and meeting with project director and

supervisors.

ASSISTANCE FROM COMMUNITY AGENCIES

The six "Community Exploration Camp" Sites include five city of Jackson managed community centers and the Greater Jackson Youth Service Corps. Other site options are the Bethlehem Community center and the Jackson State University campus at the Alexander Research Center. The directors at each one of the existing programs have agreed to participate and facilitate the goals of the camp.

UNIT MANAGEMENT PLAN HEALTH SPECIFIC NEEDS

Forty participants between the ages of 17 and 25 of diverse racial, economic and educational backgrounds will be chosen by a three member selection team. Five (5) Program Leaders will assist in training and supervision of the participants. The number of volunteers will be determined by the number of at risk children in need of immunizations. Other volunteers will be involved through the program components sponsored by Jackson State University and the National Coalition of Community Researchers, Inc.

ACTIVITIES: Participants will contact the parents of at risk children to arrange for them to bring the children into the clinic for the necessary immunizations that will bring the child(ren) into compliance for their age group. Health education outreach will be carried out at some of the other program sites. "Rap sessions" will be held particularly for adolescents that will cover a wide range of health-related topics (i.e. teen age pregnancy, drug/alcohol abuse and HIV/AIDS).

EVALUATION: (See evaluation for the first unit.)

Margaret Walker Alexander National Research Center

Alferdteen Harrison, Director

The Alexander National Research Center serves the university, local, state and national communities by encouraging the study of the history, life and culture of African Americans through archival records, material cultural artifacts and the historic built environment. It initiates public programs; research projects; and oral/archival records collection, interpretation, and preservation to expand the research resources on the 20th century African American.

The Center has initiated and supported funded projects for the Smith Robertson Museum and Cultural Center from its inception, including the development of its initial artifact collection and interpretative programs. Smith Robertson Museum has emerged as the cultural center of the Farish Street Historic District, an inner city low income neighborhood. The Museum was the benefactor of the Center's initiative in the Farish Street Historic District \$100,000 National Endowment for the Humanities grant (1982-1983) for the following workshops with the residents: 1) Using Oral History, 2) Collecting Historic Photographs, 3) Interpreting Vernacular Architecture, and 4) Using the materials of the workshops to interpret the District in an exhibition. The project culminated with the first of four exhibits and neighborhood festivals sponsored by the Center at Smith Robertson.

The Center is still working with both of the above projects and other community groups to engender an appreciation for human, cultural and built resources in our neighborhoods.

Mission

The Center for the Study of Juvenile Delinquency, Prevention and Intervention was established for the purpose of providing technical assistance to the police department, school system, youth court, prosecutor's office and local community services organizations. The major focus of the center's effort, however, is to assist the various agencies in developing creative and nontraditional intervention strategies in working with behaviorally nonconforming or at-risk youth. A strong emphasis on research is the foundation of the center's technical assistance to the various organizations organized to form a core council for the community served. Project REAAD is a unique component of the Center for the Study of Juvenile Delinquency, Prevention and Intervention. The REAAD acronym represents "Readying Educating Adolescents Against Delinquency." An individualized instructional plan of action designed for treating problem-specific behaviors associated with behaviorally nonconforming or at-risk youth is at the very core of project REAAD. The key is to develop intervention strategies whereby the youth are actively involved with a plan of action that will, perhaps, shape their own destiny. The essence of Project REAAD is its holistic approach towards problem-solving, i.e., viewing youth as not only one but a significant part of other interactive units.



Goals

Develop a well coordinated and interagency approach for developing strategies to impact the serious juvenile offender.

To provide technical assistance to an interagency consortium (police, prosecutor's office, schools, youth court, and community-based agencies) for the purpose of developing a coordinated and definite plan of action to impact the serious juvenile offender.

To develop a reliable and valid evaluation mechanism for measuring the success of juvenile delinquency intervention.

To determine the policy needs of each participating agency by using research to inform policy.

Philosophy

The Center for the Study of Juvenile Delinquency, Prevention and Intervention has as its philosophical underpinning, the African-Centric perspective. An African-Centric approach is essentially intellectual inquiry and production centered on and in the image and interest of African people. The critical point of departure is that African-Americans must, through self-analysis and observation, re-think, re-focus, and re-define problems associated with the African-American community and its institutions. Thus, planning for effective change in the African-American community is more likely to become actualized under the rigorous scrutiny of African-Centrism.

Efforts

The Center's strategic efforts toward delinquency prevention and intervention:

- Research
- Technical Assistance
- Project REAAD-I (Readying-Educating Adolescents Against Delinquency)
- Project REAAD-II (Readying-Educating Adolescents Against Drugs)
- GOD-SPEEDD (Genesis Of Data; Specifically Providing Economic and Educational Data on Demand)

Some Outcome Measures

- Expose consortium staff to basic primary and secondary research in order to enhance both counseling and decision-making skills.
- Assist youth in finding part-time jobs where desirable.
- Develop skills for negotiating with disparate youth who may be self-destructive.
- Develop strategies designed to change the negative peer culture to help youth develop more pro-social norms.
- Evaluate experimental groups and assess the relationship between intensive supervision and behavior severity of offenders.
- Develop case management policies and practices that are consistent and reasonable in light of the organization's goals, clients, staff, and other resources.
- Develop an increased reliance on hard technology—computers, etc., thus minimizing experience-based guess-work about clients.
- Create learning systems in juvenile intervention through systematic evaluations.



JACKSON STATE UNIVERSITY
JACKSON, MISSISSIPPI 39217

OFFICE OF
THE PRESIDENT

(601) 968-2323
FAX NO. (601) 968-2948

March 29, 1993

Dr. Aaron Shirley
Jackson Hinds Comprehensive
Health Center
Post Office Box 3437
Jackson, Mississippi 39207

Dear Dr. Shirley:

As President of Jackson State University, the Urban University of Mississippi, I am pleased to enter in this partnership with the Jackson Hinds Comprehensive Health Center for a 1993 summer service project. I endorse the participation of the Margaret Walker Alexander National Research Center in its plans to organize and supervise "Community Discovery Camps" in eight different Jackson neighborhoods. The Center has a track record for the implementation of similar projects in the Farish Street Historic District, an inner city Jackson neighborhood.

The service project to plan and implement the "Community Discovery Camps" in the Jackson neighborhoods is an excellent way to develop future national leaders. It is significant that the project will involve the 140 participants who will have been trained nationally and locally as outlined in the proposal. They will have a great impact on what happens to the 400 at risk children in this summer project.

Finally, the service project also addresses the national issues of making America's cities more livable communities. The focus on community human, built, cultural and natural resources should begin to engender a greater sense of stewardship in the youth of Jackson. We hope this project will teach the 17 to 25 year old participants and the at risk youth to learn from and to enhance the community resources. This kind of involvement will introduce them to how the local democratic processes work to bring about change in the community.



THE GREATER JACKSON YOUTH SERVICE CORPS

100 West Amite Street
Jackson, Mississippi 39201 (601) 353-1311



March 24, 1993

Dr. Aaron Shirley
Jackson Hinds Comprehensive Health Center
P.O. Box 3437
Jackson, MS 39207

Dear Dr. Shirley:

On behalf of the Greater Jackson Youth Service Corps, I am most excited to have worked with Dr. Alfreteen Harrison on preparing the Summer of Service proposal. More important, I look forward to being selected as one of the sites chosen to demonstrate what type of an impact a national service project like this can make on a community. Having followed the President's National Service movement and commitments from the beginning, I am confident youths and young adults from all across our city will not only benefit financially, but also develop a sense of community service as well.

Dr. Shirley, as one of the "Community Discovery Camps", I pledge our full support in making this endeavor highly successful. The Greater Jackson Youth Service Corps has worked with "at risk" young people since we began operation three year ago. I personally know that this is certainly the way to instill service leadership development skills in kids who would normally never be exposed to them. In a city such as Jackson, Mississippi, the news is constantly filled with the negatives caused by inner city teens and young adults. Many elementary, middle and high school age boys and girls not only constantly hear of these



THE GREATER JACKSON YOUTH SERVICE CORPS

100 West Amite Street
Jackson, Mississippi 39201 (601) 353-1311



PAGE-2-
A. Shirley

destructions, but live through them every day of their lives. As tragic as it seems, an inexcusable amount of them drop out of school and become involved in drugs, gang activity, gun trafficking, crime and much more. However, I know a difference can be made through the Discovery camps.

I look forward to hearing back from you on the progress of the proposal. If I can be of any further assistance, please do not hesitate to give me a call at 353-1311.

Sincerely,

Alfred L. Martin
Alfred L. Martin/
Executive Director

March 29, 1993

Jimmy Bell, Professor
The Center for the Study of Juvenile
Delinquency, Prevention & Intervention
Jackson State University
1400 J. R. Lynch Street
Jackson, MS 39209

Dear Professor Bell:

As adolescent is a very difficult time in life, there are issues that present a negative side and manifest in the early years. If a child does not receive positive nurturing and guidance, they may not be able to become productive adults.

I believe with positive reinforcement and training as proposed by you within your project concept, I render my full support and any assistance that can be provided by me.

Sincerely,



Detective Edna Drake
Manager
Youth Detention Center
Jackson Police Department

/dwe

March 29, 1993

Jimmy L. Bell, Professor
The Center for the Study of Juvenile
Delinquency, Prevention & Intervention
Jackson State University
1400 J. R. Lynch Street
Jackson, MS 39209

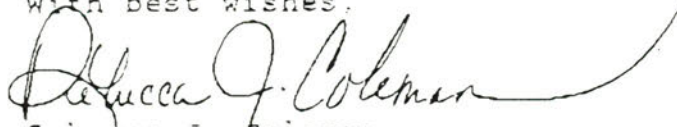
Dear Professor Bell:

During my years with the Jackson Police Department, I have had much experience with juveniles. It is my belief that our children should be educated in all aspects of life.

I am in full agreement with the project concept referred to as "Service Learning". Extending the student's knowledge from the classroom into the community would be very beneficial and a tremendous "real life" learning experience for our youth.

As I am indeep supportive of your efforts, I would like to extend my personal assistance in any way possible.

With best wishes,


Rebecca J. Coleman
Deputy Chief
Jackson Police Department

/dwe



Bethlehem Center, Inc.

920 North Blair Street/P.O. Box 3522/Jackson, Mississippi 39207/Telephone (601) 355-0224

March 24, 1993

Dr. Aaron Shirley
Jackson Hinds Comprehensive Health Center
P. O. Box 3437
Jackson, MS 39207

Dear Dr. Shirley:

The Bethlehem Center is pleased to support your proposal to have one of the "Community Discovery Camps" in our neighborhood. Certainly, we need to encourage our inner city neighborhood youth to develop a greater stewardship for this community's natural, built, cultural and human resources. The suggested activities involving the 17 to 25 year old persons in the development and implementation of activities with at risk middle school, junior and senior high school youth will be an asset to the Bethlehem Center and this Jackson neighborhood. I believe that the Jackson State University Alexander Research Center has the interest and commitment to implement the proposed camps in a manner that will provide lasting benefits to the Jackson metropolitan area.

It is my understanding that this service learning opportunity program for the 17 to 25 year old persons will provide leadership development training and experience. The prospects for the future of our center, the city, state and nation will be brighter with a large pool of potential employees and leaders who would have had experiences such as those proposed.

We are willing to contribute the use of our facility from 8:00 a.m. to 1:30 p.m., some staff time and other resources to make the Bethlehem Center a workable camp site.

Please let me know if we can be of further assistance to you.

Sincerely,


Clarence L. Williams
Executive Director

CLW/srh



United Way



ADANCE

FAX TRANSMITTAL

DATE: March 31, 1993
TO: Myron Johnsrud
ES USDA
FAX: 202-690-0289

FROM: Dr. Lin A. Rogers
Coordinator,
Contracts and Grants
Iowa State University
315 Beardshear
Ames, Iowa 50011

AUDIO PHONE NUMBER: 515-294-8934
FAX NUMBER: 515-294-9781

TRANSMITTING 11 PAGES TO FOLLOW THIS COVER PAGE

REMARKS: For your information

*6:28
Left message
on machine*

*Martha
McCormick
515 263-
2660*

Summer of Terence
Proposals Awarded
Grants by
White
House

Page Two

"Summer of Service will give young people the opportunity to serve their country in meaningful and immediate ways," said Eli Segal, Assistant to the President and Director of the White House Office of National Service. "The response to this program, like the response to the President's call to service during his campaign, speaks to the real desire of young people to be a part of the renewal of their country."

Initiated by the White House as a first step toward the President's vision of a national service network, Summer of Service will demonstrate the potential of national service to provide tangible and measurable community benefits; to develop national service leaders; and to unleash the talents and energies of young Americans eager to make a difference in their communities.

Interest in Summer of Service has been extraordinary. The President announced the initiative during his speech on national service at Rutgers University on March 1. Within a month, the Commission on National and Community Service received more than 430 grant applications from programs in every state and several territories. Additionally, thousands of young people wrote to the President directly, supporting his vision and offering to serve.

Summer of Service will be administered by the Commission on National and Community Service, an independent, bipartisan federal agency established by Congress in 1990 to renew the American ethic of service and civic responsibility.

"Summer of Service program winners have been selected for their quality, their clearly defined and measurable effects upon important issues affecting children at-risk, and for their potential to develop service leaders for the future," said Catherine Milton, Executive Director of the Commission. "These programs will serve as a foundation for an effective, high-quality network of national service."

Summer of Service will begin with one week of service and leadership training for all participating young people, followed by an intensive eight weeks of service, culminating with a summit.

National service will not be just a summer exercise. For those who wish to continue to serve their communities beyond the summer, the Commission will assist participants in finding year-round, full-time service placements. To build upon the enthusiasm and creativity of the summer programs, the Commission will award up to fifteen Service Entrepreneurial Awards for Change (SEA Change) to participants who want to develop new, innovative year-round service programs.

(more)

Page Three

SUMMER OF SERVICE PROGRAM WINNERS
1500 YOUNG PEOPLE TO SERVE IN SIXTEEN PROGRAMS

ATLANTA:

- o HANDS ON ATLANTA, INC.
Contact: Michelle Nunn (404) 872-2252
- o CLARK ATLANTA UNIVERSITY
Contact: Bill Denton (404) 880-8493
Karen Wood (404) 522-4222
Tom Hallman (404) 880-8493

BALTIMORE:

- o MPOWER, The Maryland Summer of Service
Contact: Terry Chase (301) 405-7599
Ermette Williams-Purce (301) 405-5751

BOSTON:

- o CITY YEAR
Contact: Michael MacCrystall (617) 451-0699
Magda Escobar (617) 451-0699
- o TUFTS UNIVERSITY
Contact: Robert Hollister (617) 672-3453
Jay Chrepta (617) 627-3500

LOS ANGELES:

- o IT'S ABOUT HEALTH
Contact: Dr. Gwen Van Servellen (310) 825-4321
- o BUILDING UP: Summer of Service in Los Angeles
Contact: Martha Diepenbrock (213) 749-3601
Jennie Hyun Kim (310) 206-3346
Marc Litchman (310) 433-7686

OAKLAND/EAST BAY:

- o EAST BAY CONSERVATION CORPS
Contact: Joanna Lennon (510) 891-3900

NEW ORLEANS:

- o NEW ORLEANS SUMMERBRIDGE
Contact: Jay Altman (504) 896-8594
Rosemary James (504) 586-1609

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NEWARK:

- o NEWARK SUMMER OF SERVICE
Contact: Cassie Miller (201) 648-5421
Joel Bloom (201) 596-6476
Jennifer Price/Jessica Phipps (201) 242-2300

NEW YORK CITY:

- o TEACH FOR AMERICA
Contact: Richard Barth (212) 228-1043
- o NEW YORK ACORN
Contact: Jon Kest/Jennifer Anderson (718) 693-6700
- o HARLEM FREEDOM SCHOOLS PROJECTS
Contact: Geoffrey Canada (212) 866-0700
Gerald Lewis (212) 866-0700

PHILADELPHIA:

- o ICARE (Immunize Children At-Risk Early)
Contact: Jeff Moran (215) 686-3042

DELAWARE, OHIO:

- o OHIO WESLEYAN UNIVERSITY
Contact: Todd Wilson (614) 368-3337

RED LAKE, MINNESOTA

- o SUMMER OF SERVICE PROJECT: RED LAKE BAND OF CHIPPEWA INDIANS
Contact: Gerald Brum, Eugene McArthur (218) 679-3341



SUMMER OF SERVICE SITE: Brooklyn, Queens, the Bronx

PROGRAM NAME: New York ACORN

PARTNERSHIPS: ACORN; Pediatrics Ambulatory Care -- State University of New York Health Science Center and Brooklyn/Children's Medical Center of Brooklyn.

NUMBER OF PARTICIPANTS: 50

SERVICE FOCUS: Environment, Health

OVERVIEW OF PROGRAM:

With the help of service participants, the ACORN/Children's Medical Center Lead Paint Poisoning Prevention project will intervene on behalf of children who are at-risk of contracting lead paint poisoning in low income neighborhoods of Brooklyn, Queens, and the Bronx.

Fifty Summer of Service Participants working in teams with neighborhood volunteers, will visit, educate and refer for treatment approximately 25,000 families during the summer.

HIGHLIGHTS OF SERVICE:

Environment: During the regular, scheduled visits and in follow-up activities, participants will inspect apartments for the presence of lead paint. They will arrange for formal city inspections of these apartments, working toward abatement of the lead paint hazard. Service participants will also assist families in forming tenant organizations that can follow up on these activities after the Summer of Service.

Health: Participants will educate families on the dangers of lead paint poisoning and will arrange for children who live in apartments with lead paint to be tested and treated.

CONTACT: Jon Kest (718) 693-6700 ext. 202
Jennifer Anderson (718) 693-6700 ext. 204



SUMMER OF SERVICE SITE: Harlem, New York

PROGRAM NAME: Harlem Freedom Schools Project

PARTNERSHIPS: Rheedlen Center for Children and Families, Inc.; City College of New York; Borough of Manhattan Community College; Manhattan Valley Youth Outreach, El Puente, and Rise & Shine Productions.

NUMBER OF PARTICIPANTS: 50

SERVICE FOCUS: Education, Health

OVERVIEW OF PROGRAM:

The program will set up five "one room schoolhouses" where up to 1000 eligible children between the ages of 5 and 18 from Harlem and Williamsburg will be served breakfast, lunch and a snack while they participate in the summer day school.

During the afternoons and evenings, program participants will develop their advocacy and organizing skills by working in the community to plan and implement a program to increase the involvement of residents in community issues including health, housing and violence.

HIGHLIGHTS OF SERVICE:

Education: The program will manage five Freedom Schools in Central Harlem and Williamsburg where a staff of five experienced African American and Latino American student community organizer/supervisors will work with college faculty and Rheedlen staff to direct and support the 50 newly trained participants in operating a summer day school for 1000 at-risk children.

Health: In addition to providing the nutrition of two meals and a snack for the children who attend the schools, there will be a public education and media campaign on children's hunger issues. These advocacy efforts will also focus on the issues of lead paint poisoning and the violence prevention.

CONTACT: Geoffrey Canada, Gerald Lewis (212) 866-0700



SUMMER OF SERVICE SITE: Boston, Medford and Roxbury, Massachusetts

PROGRAM NAME: Tufts University

PARTNERSHIPS: The Thomas Jefferson Forum; Lincoln Filene Center at Tufts University; Boston Department of Health and Hospitals, Boston School Department and the Environmental Diversity Forum.

NUMBER OF PARTICIPANTS: 50

ISSUE AREAS: Health Care, Education, Environment

OVERVIEW OF PROGRAM:

This summer a service corps of 50 young people will serve children-at-risk throughout Boston, Medford and Roxbury. The Corps will be an economically and racially diverse group composed equally of Tufts undergraduate and graduate students, young people from Medford, and young people from Boston and the greater Roxbury community.

In addition to the direct service activities for children at-risk, a supplementary Civil Leadership Seminar will build participants' civic advocacy skills and emphasize how issues of racial justice influence the lives of citizens.

HIGHLIGHTS OF SERVICE:

Health Care: Participants will be serving with the Boston Department of Health and Hospitals outreach program to encourage at-risk children and their families to receive health services through its system of community health centers. Corps participants will go door-to-door to distribute health information, urge residents to seek needed health services, assist them in traveling to community health centers, provide child care when necessary, and meet with youth in a broad range of settings to provide basic health information.

Education: Corps members will work with the Boston Public Schools' Summer Transition Program tutoring students who are entering sixth grade.

Environment: Teams will work with middle school children and volunteers from the neighborhood to rehabilitate school yards and reclaim vacant lots near schools.

CONTACT: Robert Hollister (617) 627-3453; Jay Chrepta (617) 627-3500



SUMMER OF SERVICE SITE: Boston

PROGRAM NAME: City Year

PARTNERSHIPS: Northeastern University; Mason School; Tobin Community Center; Safe Haven; Boston Urban Gardeners; Phyllis Wheatley Middle School; Healthy Boston; City of Boston, Division of Health and Hospitals, Mayor's Office, and Safe Neighborhoods Program; and the Massachusetts Youth Service Alliance.

NUMBER OF PARTICIPANTS: 75

ISSUE AREAS: Education, Environment, Health Care

OVERVIEW OF PROGRAM:

CY Corps members will form teams of economically, racially and educationally diverse young people to perform critically needed community services and build a cadre of leaders who will serve long after the summer. Corps members will begin their day with a mandatory calisthenics session (physical training - PT) which promotes corps discipline and a sense of community among corps members. After PT, corps members deploy in teams to serve the community's education, environmental and health care needs. In the evening, corps members will have time for community building and educational and training initiatives which will provide context for their service work and the skills to address critical community needs, both as individuals and as members of service groups.

HIGHLIGHTS OF SERVICE:

Education: City Year teams will operate educationally focused summer camp programs for hundreds of inner city elementary school students.

Environment: Corps members and community residents will launch an aggressive program to revitalize a semi-abandoned urban garden system surrounding the Wheatley Middle School in Roxbury.

Health Care: In collaboration with the Boston Immunization Action Plan, the City Year health promotion campaign will 1) increase availability and access to vaccines to up to 3,000 families this summer in inner city neighborhoods, 2) increase outreach and health education efforts and 3) help children at risk and their families to develop a pattern of regular health checkups.

CONTACT: Michael MacCrystall
Magda Escobar

(617) 451-0699
(617) 451-0699



SUMMER OF SERVICE SITE: Atlanta

PROGRAM NAME: Clark Atlanta University
Greater Atlanta Conservation Corps

PARTNERSHIPS: Clark Atlanta University; Greater Atlanta Conversation Corps, Inc.; and the Atlanta Project.

NUMBER OF PARTICIPANTS: 50

ISSUE AREAS: Education

OVERVIEW OF PROGRAM:

Clark Atlanta and Greater Atlanta Conservation Corps are forming education crews that will operate in five community education sites in the Booker T. Washington cluster of the Atlanta Project. Students will receive leadership and task-specific training to conduct hands-on learning projects at up to ten community education sites. Each crew will consist of 5 participants, 5 high school volunteers and 5 middle school students.

HIGHLIGHTS OF SERVICE:

Education: Projects will include conflict resolution, refugee services, and educational enrichment in summer schools and day camps for children at-risk and youth.

CONTACT: Bill Denton	(404) 880-6016
Karen Wood	(404) 522-4222
Beryl Mitchell	(404) 880-6016



SUMMER OF SERVICE SITE: Atlanta

PROGRAM NAME: Hands on Atlanta, Inc.

PARTNERSHIPS: Hands on Atlanta, Inc., Clark Atlanta University; College Park Elementary School.

NUMBER OF PARTICIPANTS: 50

SERVICE FOCUS: Education

OVERVIEW OF PROGRAM:

Hands on Atlanta will deploy a diverse youth corps of 50 young people between the ages of 17 and 25 into College Park Elementary School during the summer session to work with at-risk youth. Located in a low-income, inner-city neighborhood, College Park is a year-round elementary school. Corps members will work as teacher's assistants and tutors, as well as build good relations between the school and neighborhood through service projects and an active outreach campaign to parents.

As a model service program, Summer of Service allows Hands on Atlanta to establish a partnership between public schools and a new youth service corps with potential long-term impact.

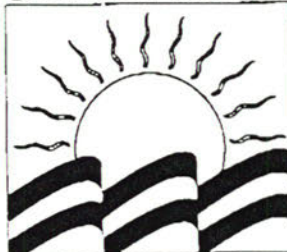
HIGHLIGHTS OF SERVICE:

Education: Corps members will work as teacher's assistants and tutors during the school day and develop enrichment activities for children after school.

Environment: During the first weeks of service, the corps will clean-up, renovate, and beautify the school grounds and the adjacent public housing authority complex which is home to most of the students.

CONTACT: Michelle Nunn (404) 872-2252

SUMMER OF SERVICE



SUMMER OF SERVICE SITE: Baltimore

PROGRAM NAME: MPOWER, the Maryland Summer of Service

PARTNERSHIPS: University of Maryland College Park (UMCP)
Civic Works (Baltimore's Youth Service Corps)
Summer Corps (Maryland Student Service Alliance)
Volunteer Maryland! (Governor's Office on Volunteerism)

NUMBER OF PARTICIPANTS: 75

ISSUE AREAS: Education, Health Care, Environment, Service-learning

OVERVIEW OF PROGRAM:

MPOWER will conduct service project designed in partnership with community organizations to assist in schools, clean-up the environment, and conduct education outreach about critical community health issues.

MPOWER participants will engage in a variety of experiential service-learning and leadership development activities sponsored by UMCP's Center of Political Leadership and Participation, a nationally-recognized leader in the field of service-learning and leadership programs for college students.

HIGHLIGHTS OF SERVICE:

Education: Civic Works corpsmembers will tutor children and conduct the physical renovation of the recreation center and playground of the Herring Run Middle School. Corpsmembers will work with at-risk children (ages 5-10) at day camps in Baltimore City.

Health Care: Civic Works, in partnership with the Baltimore City Department of Health, will educate children about the consequences of sexual activity and substance abuse, and will promote good nutrition habits. The Summer Corps will immunize campers and teach healthy eating and exercise habits. Team Maryland, the student-athlete community outreach program at UMCP will be an integral part of the educational/health mission for both Civic Works and the Summer Corps.

Environment: Civic works, in partnership with Save our Streams, will construct the Gwynn's Falls Greenway, a trail from the Inner Harbor to Gwynn's Falls. Work will include clearing brush, laying chips, and restoring the natural landscape. Day-long stream renewal projects will be included.

CONTACT: Ermette Williams-Purce (301) 405-5751
Terry Chase (301) 405-7955



SUMMER OF SERVICE SITE: Los Angeles

PROGRAM NAME: IT'S ABOUT HEALTH

PARTNERSHIPS: The UCLA Schools of Nursing, Dentistry, Social Welfare, Public Health and Medicine in clinical health/outreach centers in Los Angeles and Ventura counties and inner city high schools and community colleges which service underrepresented minority students.

- Students will be recruited from the following partners in the program: S.W. Community College, Oxnard Community College, Drew/Allied Health College, Bravo Medical Magnet High School, and Drew/King Medical Magnet High School.
- Agencies involved in the delivery of clinical field experience include: the King/Drew College of Medicine, the Venice Dental Clinic, the American Indian Clinic, UCLA School of Nursing Health Centre at the Union Rescue Mission, and UCLS School of Health Care at the St. Francis Medical Center.

NUMBER OF PARTICIPANTS: 50

ISSUE AREAS: Health, Education

OVERVIEW OF PROGRAM:

The program combines direct health service delivery with academic studies and leadership training. The UCLA School of Nursing will recruit and train minority high school and college students to deliver primary health care services to children at-risk through health care centers and home visits. The program provides leadership training and career development opportunities for participants to become potential minority health care providers for the long term.

The summer program will be divided into three components: UCLA basic sciences classes, clinical specialized health education classes, and service delivery at area locations serving the majority of the area's at-risk, homeless or shelter residential children.

HIGHLIGHTS OF SERVICE:

Health: The participants will conduct primary health care assessments of at least 1,000 at-risk patients in the five health care centers during the course of the summer; conduct individualized instruction in self-care behavior with these children; and conduct health care utilization histories on these children by interviewing parents either at the clinic or during follow-up home visits.

Education: The participants' work will be enhanced by special educational programs focusing on health issues relevant to children at risk, including violence prevention, substance abuse, sexual and physical abuse and diet issues.

CONTACT: Dr. Gwen Van Servellen (310) 825-3308



SUMMER OF SERVICE SITE: Los Angeles

PROGRAM: Building Up: Summer of Service in Los Angeles

PARTNERSHIPS: Building Up: Summer of Service in Los Angeles is a city-wide partnership involving five universities and colleges, 29 community-based organizations and over 20 schools in the Los Angeles area.

NUMBER OF PARTICIPANTS: 150

ISSUE AREAS: Education, Environment, Health Care, Public Safety

OVERVIEW OF PROGRAM:

Building Up is based on a peer-managed model; the core component is a five person team working together on an individual service project. Team members vary in age, ethnicity and socio-economic background.

Building Up will conduct service activities in many traditionally under-served Los Angeles neighborhoods. Building Up will engage participants in various activities in collaboration with existing community service organizations to galvanize and empower neighborhoods and assist youth at-risk.

HIGHLIGHTS OF SERVICE:

Education: Through partnership with community agencies, participants will tutor, manage day camps, supervise basketball leagues, present self-esteem seminars, recruit children for cultural classes, develop leadership training, recruit parents for afterschool tutoring, teach civic responsibility classes, and organize job awareness programs.

Environment: Participants will work on the LA Eco-Village project, plan and implement beautification projects, and install 8-16 gardens at elementary schools in partnership with community agencies.

Health Care: Participants will be trained and make presentations to elementary school children in CPR, First Aid, Earthquake and Disaster Preparedness and HIV/AIDS Awareness. Participants will also assist health care workers immunize and screen at-risk children. Those involved with Building Up will also design and present substance abuse programs.

Public Safety: Participants will plan and engage in crime prevention seminars to 180 classrooms including gang prevention workshops and gang diversion activities. Implement drug awareness programs. Lead neighborhood surveys and relationship building activities.

CONTACT:	Martha Diepenbrock	(213) 749-3601
	Jennie Hyun Kim	(310) 206-3346
	Marc Litchman	(310) 433-7686



SUMMER OF SERVICE SITE: New Orleans

PROGRAM NAME: New Orleans Summerbridge

PARTNERSHIPS: New Orleans Summerbridge; Tulane University, Xavier University, New Orleans Public Schools; the Louisiana Land and Exploration Company and Summerbridge National Project.

NUMBER OF PARTICIPANTS: 100

ISSUE AREAS: Education

OVERVIEW OF PROGRAM:

New Orleans Summerbridge is an eight week academic preparation program serving over 360 middle schools students from New Orleans public schools. The program will inspire a diverse group of young people to enter the field of education and community service, and will teach middle school students the skills and instill the confidence to enter and thrive in rigorous academic programs. The program will recruit 100 diverse young people to serve as teachers and will involve parents as volunteers throughout the summer.

HIGHLIGHTS OF SERVICE:

Education: Corps members are responsible for running nearly every aspect of the program under the supervision and mentorship of the directors and master teachers. They design curricula, teach classes, evaluate students and provide much of the program administration. They plan and teach afternoon classes and manage activities, special events, field trips, and theme weeks throughout the summer.

Corps members will sponsor an Earth Week which will focus on environmental awareness and action between speakers, workshops, activities, a club service day where middle school students develop and carry out project ideas and impact on the city's environment.

Health: Corps members will assist local doctors with eye exams, hearing tests, and nutrition workshops.

CONTACT: Jay Altman (504) 896-8594
Rosemary James (504) 586-1609



SUMMER OF SERVICE SITE: Newark, New Jersey

PROGRAM NAME: Newark Summer of Service

PARTNERSHIPS: This is a partnership among four colleges and universities, 17 community agencies, public officials, the business community, and a number of local foundations.

Institutions of Higher Education include: Essex County College, New Jersey Institute of Technology, Rutgers - Newark, and the University of Medicine and Dentistry.

Service organizations include: Boys' and Girls' Clubs of Newark; Community Agencies Corporation of New Jersey; Community 2000, Department of Family Medicine, UMDNH; Consortium of Pre-College Education in Newark, Greater Newark Conservancy; Habitat for Humanity; International Youth Organization, New Jersey Youth Corps, La Casa De Don Pedro; Link Community Middle School; New Community Corporation; NJIT - Division of Physical Education and Athletics; Newark Fighting Back; Newark Police Department, Newark Public Library; Project BABIES; St. Michael's Medical Center; Quest of Essex County.

NUMBER OF PARTICIPANTS: 200

ISSUE AREAS: Education, Environment, Health Care, Public Safety

OVERVIEW OF THE PROGRAM:

Newark Summer of Service is a partnership among universities, community service agencies to serve children at-risk throughout Newark. Corps members will be coupled with over 650 volunteers to perform thousands of hours of community service for over 14,000 children. Programs will address the most critical needs of young children and will develop the potential of Newark area youth through comprehensive service-learning and leadership development activities.

HIGHLIGHTS OF SERVICE:

Public Safety: Participants will work with the Newark Police Department and Newark Fighting Back to disseminate anti-crime information educate residents about crime prevention and canvas neighborhoods in block watches.

Education: Service will provide tutoring for at-risk children in different academic areas; instruction in education and team building through athletics; literacy tutoring; water safety and swimming instruction; and instruction in nutrition, academics and proper health care to infants and young children.

Environment: Participants will create parks and playgrounds; others will restore homes to provide children at-risk with safe places to live.

Health: Immunization, health education, health care at local clinics and additional health care for at-risk babies will be provided.

CONTACT:	Cassie Miller (201) 648-5421	Jennifer Price (201) 242-2300
	Jessica Phipps (201) 242-2300	Joel Bloom (201) 596-6476

Summer of Service Program Design

To demonstrate the power of national service to change both communities served and individuals serving, the President has asked Congress to appropriate \$15 million in the economic stimulus package for a Summer of Service.

The Summer of Service initiative will involve more than 1,000 young people in programs in a limited number of urban and rural areas that will (1) meet the unmet needs of children at risk in the areas of education, health, public safety and environment; and (2) train the young people to become leaders of the full-year national service program.

The Commission on National and Community Service will select programs for funding based on the statutory authority contained in the National and Community Service Act of 1990. Current matching requirements will leverage additional funding to support the funding contained in the economic stimulus package. The following activities indicate examples of services that programs in the Summer of Service might provide:

- assisting health care providers in implementing immunization programs for very young children;
- individualized literacy programs;
- educational enrichment and recreational activities for children at risk of dropping out of school;
- projects to test an entire neighborhood for lead paint.

Building on Existing Models

Existing not-for-profit organizations (service providers, schools, higher education institutions, youth corps, and/or, public agencies) will be invited to submit program proposals to the Commission. Programs that are funded will be required to reflect the following components, among others:

- a detailed plan showing measurable outcomes from the services to be rendered (e.g., how many children immunized or tutored; how many parks cleaned up or established);
- a minimum of eight weeks of service during the summer of 1993, not including the national training and related activities described below;
- a proven track record of running community service programs of the type proposed;

- a sufficient local infrastructure to ensure that the program will be fully implemented;
- a plan to attract and select highly-qualified potential participants from ethnically and economically diverse segments of the community;

The Commission will give particular consideration to the following criteria:

- coordination between institutions of higher education, community-based non-profits and/or public agencies;
- leveraged impact, achieved by getting participants to involve in service others outside the program (such as middle school youth and senior citizens.)

From the proposals submitted, the Commission will award grants to the best programs. With significant Commission assistance and oversight, the programs will then select qualified program staff and participants, and run the summer effort.

Leadership Training

To provide effective leadership training, and to develop a group of service leaders, the Summer of Service will include at the beginning an intensive "leadership boot-camp" and at the end a Youth Service Summit, to be attended by the President and members of Congress among others. The Conference will examine the lessons of the Summer of Service that are applicable to a broader program for national service.

Summer of Service Participant Funding

Summer of Service participants will receive a minimum wage stipend and a post service benefit of \$1,000 to be applied to education or training. Program costs will also include program training, supervision and leadership training.

Leadership Placement and SEA Change Awards

To assist all participants interested in extending their period of service, Summer of Service programs will provide placement assistance to participants.

The Commission may also grant a limited number of Service Entrepreneurship Awards for Change to encourage participants to develop innovative approaches to service. Participants may submit a business plan during the course of the summer, detailing their intention to develop a service program over the following nine months. SEA Change awards will then provide venture capital to encourage innovative programs for national service and involve the nation's youth in addressing urgent national needs.