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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
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COLLECTION:

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

FOLDER TITLE:

Summer of Service-Chicago [3]

2013-0661-F
rs3818

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]

FEDERAL DEPARTMENTS/INDEPENDENT AGENCIES
AMERICORPS
SUMMER OF SERVICE
APPLICATION

RESP.	STEP	ACTION	ASSIGNED TO	DUE	COMPLETED
	OVERVIEW The FY 1994 Summer of Service program is entitled a Summer of Safety. Although there are 3 million dollars in grants available for this program, the Corporation is looking for Federal Departments that apply for programs to provide a majority, if not all of the operating funds for the project. They will supply the education award amount. Americorps intends to fund up to 20 programs in urban and rural sites during the summer of 1994. Participants who successfully complete a minimum of 381 hours of service will receive a \$1,000 post service benefit award which can be used for higher education, certain vocational training and school-to-work programs or repayment of student loans. Federal Departments/Independent Agencies may apply individually or they may enter into partnerships or participate in consortia consisting of other Federal Agencies, Indian Tribes, subdivisions of States, community-based agencies, institutions of higher education, or other non-profit organizations. NOTE: In accordance with Americorps regulations, agencies, bureaus, divisions, field offices that are part of a Cabinet-level department are eligible to participate but they must submit their applications as a project which forms part of their Department's single application.				

RESP.	STEP	ACTION	ASSIGNED TO	DUE	COMPLETED
	APPLICATION GUIDELINES				
	SUMMER OF SERVICE APPLICATION				
	NOTE: AmeriCorps has strict limits on the size of the application packages they will accept. For this reason, the number of allowable pages is listed along side of the requirement. These limits must be adhered to for the application to be acceptable. Except where a form is to be completed all application information should be done using WordPerfect 5.1, double spaced, and in Times Roman 12 point font. The font should remain the same through out the application material done in WordPerfect. The letter C appearing in the "RESP." column means that the USDA national service coordinator is responsible for preparing that portion of the application. The letter A appearing in the "RESP." column means that the USDA agency proposing the program is responsible for completing a first draft of that portion of the application. The final version of that portion of the application will be drafted by the USDA national service coordinator in conjunction with the agency.				
C	1. Title Page (one page)	List the following information:			
C	(i)	Name and address of legal applicant (include signature of authorized executive);			
C/A	(ii)	Names of organizations participating in the partnership;			
A	(iii)	Type of Federal funds requested - Section B2, C, or H;			
A		Amount of Federal funds requested;			
A		Amount of non-federal match (both cash and in-kind);			
A		Number of stipend participants and number of additional volunteers who will not receive stipends;			
A		One paragraph describing program activities and target community			
A	2. Program Narrative (20 pages)	A narrative describing the proposed program should contain sections that respond to the following requirements:			
A	(a) Community Need/ Anticipated Impact				
A	(i) Specific Needs/Impact	Using Official data (demographic data, crime data, etc.) public opinion survey's, expert analysis, local data, discuss the specific needs or problems that exist in the target area.			

RESP.	STEP	ACTION	ASSIGNED TO	DUE	COMPLETED
A	(ii) Program Objectives	Describe specifically how the program will address the identified need/problem(s). Outcomes must be direct and demonstrable. For example, XX victims of violent crime assisted at court or home, XX Safe Houses established, XX playgrounds refurbished and supervised, XX youth provided crime prevention/violence reduction training, etc.			
A	(iii) Appropriateness of Summer Program	Discuss appropriateness of summer program to address identified need/problem and to achieve the specified objectives. Include long-term effects, i.e. playgrounds remain available throughout the year, volunteer work begun in the summer will continue, etc.			
A	(c) Participants				
A	(i) Recruitment	Describe plans to recruit, screen, select, and assigning qualified and diverse pool of participants;			
A	(ii) Training	Describe training that will be provided to participants to ensure successful involvement in the summer program;			
A	(iii) Impact on Participants	Describe how the entire summer experience for participant orientation, training, service activity, etc. will develop useful skills, teach them about public safety, promote active citizenship and strengthen their commitment to service;			
A	(iv) Participant Safety	Describe the policies and practices designed to assure the safety of participants while they carry out service activities;			
A	(v) Child Care	If required in the Corporation's final regulations, describe provisions for providing child care to eligible applicants.			
A	(vi) Liability Coverage	Describe arrangements to provide appropriate program and liability coverage; and,			
A	(vii) On-The-Job injury coverage	Describe arrangements that will be made to cover on-the-job injuries to participants, such as linkage with the State Worker's Compensation Program or other appropriate accident and injury policies.			
A	(c) Service Activities				

RESP.	STEP	ACTION	ASSIGNED TO	DUE	COMPLETED
A	(i) Service Activities	Describe specific service activities that will be conducted by the program during the summer;			
A	(ii) Number of Participants	Describe the number of stipended and unstipended participants and volunteers who will serve in each of the identified activities;			
A	(iii) Assignment Criteria	Describe the background, skills or other factors related to assigning participants to various service activities;			
A	(iv) Training	Describe the specific training which will be necessary to enable participants to carry out respective service assignments;			
A	(v) Supervision	Describe the procedures for supervision of participants engaged in service activities;			
A	(vi) Displacement Considerations	Describe the process by which the program will ensure that service participants will not displace paid workers, including considerations with appropriate labor unions.			
A	(d) Continuation	NOTE: Programs that will accomplish their objectives by the end of the summer or those that have no need to sustain activity because impact will occur in the long-term as the result of the summer effort need not respond to the following section.			
A	(i) Sustaining Strategies/Priorities	Identify priority activities or strategies which will be sustained following the summer. This may be the entire program, select components, or efforts begun in that summer that will be brought to fruition;			
A	(ii) Resources	Describe the resources and approaches that will assure continuation of the program activity.			
A	(e) Workplan/Timeline	Successful applicants will receive notice of tentative selection by April 1, 1994. Accordingly, proposals must include a timeline that:			
A	(i) Milestones	Identifies specific steps and milestones in a program development, implementation and management process that begins April 1 and extends through the end of the summer.			

RESP.	STEP	ACTION	ASSIGNED TO	DUE	COMPLETED
A	(ii) Leadership Training	Incorporates a required national-scope training and technical assistance workshop for project leadership to take place some time in late April;			
A	(iii) Orientation/Start	Absent compelling reason to do otherwise, establishes the week of June 13 for participant orientation and training, Use June 21 as the official date to "launch" the program and sets the program's end date as August 24, 1994.			
A	(f) Applicant Capacity				
A	(i) Institutional Capacity	Describe the applicant's institutional capacity to develop and administer the program, including payment of living allowances of at least \$147.00 per week of full-time (40 hour) service to participants and management of the partnership;			
A	(ii) Experience	Include brief resumes describing background of proposed program director and key supervisory personnel;			
A	(iii) Working Relationships	Describe working relationships that exist with appropriate community organizations and public agencies;			
A	(iv) Law Enforcement Relationship	Describe and document the nature and quality of the relationship with the local law enforcement agency(s) (If the applicant is not a law enforcement agency).			
A	(v) Applicant Experience	Review the applicant's experience in conducting public safety and/or community service/volunteer programs.			
C/A	(vi) Certification of Participant	Certify the applicant's willingness to promote a national identity for the Summer of Safety program, as part of AmeriCorps, through the use of logos and other materials, and participant in activities such as common opening or closing ceremonies and other events.			
A	(g) Partnership				
A	(i) Partnership Description	Identify the organizational and agencies (and as appropriate, individuals) who have committed to participate in the Partnership effort, and identify the leader of the partnership;			

RESP.	STEP	ACTION	ASSIGNED TO	DUE	COMPLETED
A	(ii) Commitment	Describe the commitment each partner has made to carry out specific roles and contribute specific resources(training, expertise, space, supplies, funds, publicity, etc.) to support the Summer of Safety program;			
A	(iii) Partnership Breakout	Identify the number of service participants and type(s) of service activity individual partners propose to carry out as components of the program.			
A	(h) Monitoring and Evaluation				
A	(i) Progress	Describe how progress toward the program objectives will be monitored;			
A	(ii) Quality Control	Describe how the quality of the service activity and the satisfaction of the participants and the individuals or institutions served will be assessed on an on-going basis.			
A	(iii) Data Collection	Include sound plans for ensuring the required descriptive and demographic data is collected;			
A	(iv) Previous Results	Include the results from previous evaluations;			
A	(v) Commitment to National Evaluation	Commit to cooperating with the Corporation's national evaluation effort.			

CHICAGO PROJECT

CHICAGO PROJECT		Non-FED Match Funds	Non-FED Match In-Kind	FED Match Funds	FED Match In-Kind	Requested From AmeriCorps	TOTAL
Participants	73500	11025				62475	73500
Other Personnel	49655		934		25027	23694	49655
Health Care	12000	1800				10200	12000
Travel	1400					1400	1400
Mileage						0	0
Van Rental	3468					3468	3468
Telephone	1090		600		490	0	1090
Rents	5332		5332			0	5332
Postage	203					203	203
Printing	800					800	800
Copies	20		20			0	20
Training	8298		1383		6915	0	8298
Evaluation	1000					1000	1000
Audio-Visual	1500		1500			0	1500
Supplies	75000			10000		65000	75000
Gasoline						0	0
uniforms	3610					3610	3610
Health/Safety items	1322					1322	1322
Tools	2000		1000		1000	0	2000
Payroll/admin	4676		1000			3676	4676
Local Transportation	4500					4500	4500
Liability insurance	1500					1500	1500
Debris Removal/Hvy Equip	6000		4000			2000	6000
Master Gardeners	1188		1188			0	1188
Police Institute (salary)	4500					4500	4500
Police Institute (travel)	700					700	700
						0	0
						0	0
						0	0
						0	0
						0	0
						0	0
						0	0
						0	0
						0	0
						0	0
Total W/BLA	263262	12825	16957	10000	33432	190048	263262
Total W/O BLA	189762	1800	16957	10000	33432	127573	189762

Until AmeriCorps publishes its final rules it is not clear if they will compute the matching requirement based on the total program cost including the basic living allowance or the total cost excluding the basic living allowance. For that reason match percentages have been computed two ways to ensure that in both cases our application does request more than 75% of the funds from AmeriCorps.

MATCH PERCENTAGE (includes living allowance)		MATCH PERCENTAGE (NO LIVING ALLOWANCE)	
NON-FEDERAL	11.31%	NON-FEDERAL	9.88%
FEDERAL	16.50%	FEDERAL	22.89%
CORPORATION	72.19%	CORPORATION	67.23%
TOTAL	100.00%	TOTAL	100.00%



Office of External Affairs

(312) 791-8513

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Response Requested

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Name:

Joel Berg / Katherine Gibney

Fax No:

202-720-5043

Contact Number:

MESSAGE FROM:

Name:

Theresa Lupo

Fax No:

Contact Number:

791-8513

COMMENTS:

Sorry for the delay - pls call
with questionsWells addendum

Please call originator at number above with any questions or if you receive an incomplete transmission.

Thank you.

CHICAGO HOUSING AUTHORITY

ADDENDUM TO SUMMER OF SAFETY RECOMMENDATIONS

As an addendum to the information submitted by the CHA to the U.S. Department of Agriculture for the Summer of Safety application, the Authority wishes to propose adding the Ida B. Wells development to the list of potential summer sites.

Ida B. Wells, located on the City's south side, is one of CHA's oldest developments and a mix of rowhouses, lowrises and highrises. The development has population of 5,660, with a total of 2,788 units.

Wells is a target site for the U.S. Department of Justice's Weed & Seed program and has received substantial assistance in both law enforcement and prevention efforts ranging from recreational to educational activities. The Wells development would benefit greatly from beautification activities through the Summer of Safety program, particularly flower planting and maintenance. There are several youth organizations from which participants could be recruited.

DAVE KATZ
2911 NEWARK ST, NW #3
WASH DC 20008

686-9789

Phoebe

602-448-1296

JOEL BERG
1845 SUMMIT PLACE, NW # 709
WASHINGTON, DC 20008



Justi
Terry Donahue
307-~~5966~~
5966

Summer of Safety

Toil. Let's use ~~some~~ more O

Dear Service Friend,

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

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

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

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

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

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

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

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

Sincerely,

EJ

Eli J. Segal
Chief Executive Officer

GETTING THINGS DONE through National Service

There is much that **Summer of Safety** participants can do to strengthen their communities' response to crime, violence, and fear. For example, Summer of Safety participants may be engaged in:

Community Policing Initiatives, working with police and sheriffs' departments to identify specific crime problems and to leverage community resources to meet them. Summer of Safety participants will help a community determine the needs of specific populations such as senior citizens and children, identify physical hazards such as drug houses and abandoned structures, and identify unreported or undetected criminal activity. They may also coordinate "safe haven" activities for youth, staff community policing substations, hold crime prevention workshops for community businesses and residents, organize block parent networks, and assist with community outreach.

Victim Assistance Programs with law enforcement, courts, and victim service providers. Summer of Safety participants may assist with community outreach and provide crisis response immediately following the report of a crime. They may follow-up with victims on an ongoing basis to ensure that vital services are provided and that immediate needs are being met, such as helping to locate medical or mental health support, home repair, emergency funds, or lost documents. Participants may also accompany victims to court appearances, provide day care for their children so that they may attend court, or coordinate victim/witness involvement in the judicial process.

Youth-as-Resources Programs that directly engage young participants in age-appropriate public safety activities. Participants may run a senior escort service, conduct and disseminate crime prevention surveys and advice, lead peer-to-peer drug prevention, or conduct antiviolence presentations for youth groups. Participants may also work with schools, parents, and their peers in conflict resolution training to reduce the incidence of violence in schools.

Restoring Safety to Public Spaces that are either vulnerable to or encourage criminal or violent activity. Summer of Safety participants may inventory and board-up abandoned property in which drug use and trade may be occurring; undertake community cleanup efforts such as graffiti-abatement, clearing vacant lots, lighting darkened alleys; or alert the authorities to problems that are under-reported such as abandoned property or broken fences or burned out street lights.

Youth Safety Initiatives to reduce the vulnerability of children and youth. Summer of Safety participants may work with local youth, parents, law enforcement, schools, and civic groups to develop and provide crime prevention and antiviolence workshops. Participants might work with students, parents, teachers, administrators, and the surrounding community to establish peer conflict resolution programs in the schools. Summer of Safety participants could also develop a network of "safe houses" and summer activities for young people, including safety-related service-learning projects or field trips to police stations, prisons, courts, hospitals or family violence centers.

National polls cite crime as the nation's number one problem. Fueled by the increase in seemingly random violence, by the growing amount of violence by youth and toward youth, and by the level at which criminals are armed, there is growing fear and frustration among citizens in every part of the country for the safety of their families and their communities.

This summer, national service can make a direct and demonstrable difference in public safety in communities across the nation. The Summer of Safety is a summer service program that will utilize the energy and talent of over 6,000 Americans in a range of projects designed to strengthen the ability of communities to respond to problems of crime, violence, and fear.

Though emphasizing youth service, opportunities to participate in the Summer of Safety will be available for citizens of all ages, working through one of several programs sponsored by the Corporation:

Competitive grants for new or expanded programs:

- **Summer of Safety National Service Grants** totaling up to \$3 million for 1,000 participants in ten to twenty communities will support public safety activities ranging from community policing to youth serving as crime prevention resources. Projects will identify community public safety needs, build new partnerships and collaborations, and demonstrate the role that citizens -- especially young people -- can play in helping make their communities more safe.
- **Learn and Serve America: K-12** will provide grants totalling up to \$400,000 to support summer service-learning initiatives engaging 1,000 or more youth between the ages of five and seventeen. These programs will engage the public safety needs of their communities. In doing so, these projects can build positive community relationships and provide hands-on education in crime prevention and other public safety issues.
- **Youth Corps**, specifically existing youth corps, may compete for up to \$2.5 million in funds for public safety and environmental summer projects in ten to twenty communities, providing opportunities for approximately 1,000 youth to serve.

Increased support for existing programs:

- **VISTA Summer Associates** will bring an additional 1,000 participants to address community public safety needs through existing and new VISTA programs across the nation by working on efforts such as neighborhood crime watch, crime prevention, and victims assistance.
- **National Civilian Community Corps**, a new, residential service program, will offer summer opportunities for fourteen- to seventeen-year-olds to serve in public safety projects. The eight-week summer program will involve between 160 and 180 young people. Corps members will live in dormitories and train on a military base, while they serve the community. Drawing on the best methods used by civilian service projects, the NCCC adds the experience of the armed forces in motivating and training American youth.
- **Senior Summer Corps** will apply the skills and experience of persons age fifty-five and older to use intergenerational activities to improve public safety. Twenty grants of up to \$18,000 to existing National Senior Volunteer Corps grantees (current sponsors of Retired and Senior Volunteer Programs, Foster Grandparent and Senior Companion programs) will be funded, adding up to 2,800 senior participants.

GRANTS PROGRAM ELIGIBILITY AND REQUIREMENTS

Many agencies can run, sponsor, or participate in these programs: community organizations, local governments, police and sheriff departments and other public agencies, courts, prosecutor and defender offices, victim assistance providers, intervention and treatment programs, probation, parole, institutional and community corrections, institutions of higher education, Indian tribes, and other public agencies interested in reducing crime and violence.

No matter the program design or structure, all will identify community public safety needs, build new partnerships and collaborations to meet them, and demonstrate that every citizen, especially young people, has a role in making communities more safe.

Summer of Safety • National Service Grants Programs

The Corporation will directly fund Summer of Safety programs in up to twenty locations — both urban and rural — for the summer months. Programs will be run by partnerships that may include law enforcement, other public agencies, nonprofit and community-based organizations, institutions of higher education, and Indian tribes.

Participants will engage in service activities directly related to enhancing public safety, such as assisting police officers in community policing initiatives, escorting seniors in high-crime neighborhood, working in victim assistance programs, and supervising recreation activities for children and youth that incorporate safety and violence prevention education.

Participants will be selected by local programs and they must receive training appropriate to their service assignments. Participants will receive living allowances during their service and, upon successful completion of the program, a post-service education benefit of up to \$1,000.

Deadline: Applications must be received by **March 14**

Summer of Safety • Learn and Serve America (K-12)

The Corporation will fund up to eight exceptionally innovative programs that will operate for eight to twelve weeks during the summer months. Summer of Safety Learn and Serve programs will support community-based programs that engage youth of different ages, races, genders, ethnic groups and economic backgrounds as well as individuals with disabilities in a variety of service-learning activities. These service-learning activities will promote personal growth and, at the same time, address the community's public safety needs.

Grants will be made to programs recruiting a minimum of 100 participants between the ages of five and seventeen and will range from approximately \$50,000 to \$75,000.

Eligible applicants must be public or private nonprofit organizations experienced in working with school-age youth that have been in existence for at least one year. Summer of Safety programs should be carried out by community-based organizations, including law enforcement, in partnership with one or more local education agencies or other organizations. Programs must center on the creative and innovative application of service-learning to address community public safety needs. In addition, the Corporation encourages programs that encompass multiple sites.

Deadline: Applications must be received by **March 21**

Summer of Safety • Youth Corps Program

In addition to those environmental projects traditionally undertaken by youth corps, applicants this summer will also emphasize public safety projects. The Corporation will award up to \$2.5 million in grants to support existing summer youth corps programs operated by State agencies, Indian tribes, and private nonprofit organizations. At least one-half of the funds awarded will support public safety-related service activities. Of the available funds, States will be able to compete for up to \$1 million dollars, and Indian Tribes and private nonprofit organizations will be able to compete for up to \$1.5 million. Programs will provide a living allowance for participants, and the Corporation's National Service Trust Fund will provide up to \$1,000 in a post-service education award to those who successfully complete the summer program.

Deadline: Applications must be received by **March 21**

GRANTS PROGRAMS

Specific information on program objectives, requirements, and proposal deadlines have been published in the Federal Register which is available at your public library. These are also available on the Internet and by calling the Corporation at (202) 606-4949. (202) 606-5256 (TDD).

All grants information may be requested in alternate formats for individuals with disabilities.

Summer of Safety National Service Grants: February 2, 1994 Federal Register, Part 3.

Learn and Serve America (K-12): February 9, 1994 Federal Register, Part 6.

Youth Corps Program: February 9, 1994 Federal Register, Part 5.

National Civilian Community Corps: January 31, 1994 Federal Register, "Notices."

The Corporation has also scheduled **telephone application assistance conference calls**. To participate, call the Corporation to request a conference slot. Times listed are EST (Eastern Standard Time). Please note that your questions should be faxed to the Corporation at least forty-eight hours in advance of the conference call. Spaces are limited and are intended to assist those who are planning to apply for funds and have questions regarding the proposal's requirements. You will be notified at least twenty-four hours prior to your conference call(s) with your call-in number/access code.

Phone: (202) 606-5000 at ext. 179 or ext. 107. **Fax:** (202) 606-5271.

February 16 from 2:00 pm to 4:00 pm

February 25 from 1:00 pm to 3:00 pm

March 2 from 10:00 am to 12:00 pm

VISTA Summer of Safety

VISTA Summer Associates will be serving in thirty to forty community projects around the country which also have full-year VISTA Volunteers assigned.

You may either call the toll-free VISTA number at (800) 424-8867 or VISTA at (202) 606-5000 ext. 225.

National Civilian Community Corps

The eight-week summer program is for young people age fourteen through seventeen.

For more information, please call the NCCC either at 1-800-94-ACORPS or (202) 606-5000.

Senior Summer Corps

Existing RSVP, Foster Grandparent, and Senior Companion programs are eligible for grants to participate in the Summer of Safety.

Please write or call the Corporation's National Senior Volunteer Corps Office at (202) 606-4855, attention: Peter Heinaru.

Corporation for National and Community Service
1100 Vermont Avenue, NW
Washington, DC 20525

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US Department of Agriculture
USDA
Room 213-A, OPA
Washington, DC 20250

A Summer of Safety

**Strengthening communities' response to
crime, violence and fear.**

- Summer of Safety National Service Grants
- Learn and Serve America K-12
- Youth Corps
- VISTA Summer Associates
- National Civilian Community Corps
- Senior Summer Corps

DATED MATERIAL Information on March Summer of Safety Deadlines OPEN IMMEDIATELY!

**UNITED STATES
DEPARTMENT OF
AGRICULTURE**

**SOIL
CONSERVATION
SERVICE**

**1902 FOX DRIVE
CHAMPAIGN, ILLINOIS 61820**

SUBJECT: PDM - Chicago 94 Summer Service
Project

DATE: March 10, 1994

TO: Paula Jones
PRG-BAP, Room 5234-S
NHQ, Washington, DC

FILE CODE: 390

The Illinois Soil Conservation Service is very interested in assisting with the Chicago 94 Summer Service Project in any way we can.

We are willing to commit the following resources:

- 1) On-site soils interpretative information;
- 2) General soil information training;
- 3) Coordination assistance in determining what needs to be done and a cost estimate of reclamation work;
- 4) Team building training

Our contact person for arranging this assistance will be:

Bel Jan Kowski 815-723-5078
~~Kent E. Sims~~, Team Leader
Community Assistance
675 North Court
Palatine, IL 60067

Phone: 708-991-1189

Mark W. Oakland
ACTING FOR
CHARLES WHITMORE
State Conservationist

cc:
J. Martin, AC, SCS, Bourbonnais, IL
K. Sims, DC, SCS, Grayslake, IL

OPTIONAL FORM 99 (7-90)		# of pages ▶ /
FAX TRANSMITTAL		
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Dept./Agency	Phone #	
Fax # <i>720-5043</i>	Fax #	
NSN 7540-01-317-7388 5089-101 GENERAL SERVICES ADMINISTRATION		

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Cooperative Extension Service

College of Agriculture

University of Illinois at Urbana-Champaign

Cook/Chicago South Unit
5106 S. Western Av.
Chicago, Illinois 60609
Phone: 312/737-1178
Fax: 312/776-2148

Date 3/9Time 9:20 AMNumber of Pages 9TO: Name STEVE MULLEN

Address _____

FROM: Name RON WOLFORO

Address _____

COMMENTS: _____

If you have any questions or problems, please call us.

Submit to:

Christine Davis
Illinois Environmental Protection Agency
Division of Water Pollution Control
Water Quality Management Unit
Planning Section
2200 Churchill Road
P.O. Box 19276
Springfield, Illinois 62794-9276

COOK COUNTY/ENGLEWOOD ENVIRONMENTAL PROTECTION LOT RECLAMATION PROJECT

Make grant to: The Board of Trustees of the
University of Illinois
c/o Grants & Contracts
109 Coble Hall
801 S. Wright Street
Champaign, Illinois 61820

Grant Project Period: April 1, 1994 - March 31, 1996

Amount Requested: \$234,470



Jane A. Scherer, Principal Investigator
Cooperative Extension Service


James D. Oliver
Cooperative Extension Service

W.R. Gomes, Dean
College of Agriculture

J.J. Kamerer, Director
Grants & Contracts, Admin
(217) 333-2186

H.J. Stapleton, Secretary
Campus Research Board
(217) 333-0037

Program Title: Cook County/Englewood Environmental Protection Lot Reclamation Project

Problem Statement

The community of Englewood is one of the most impoverished, violent and dilapidated neighborhoods in the Chicago metropolitan area. Random gunfire and premeditated homicide are common occurrences in this area known as Community 68. Once a thriving shopping district, over the past 50 years Englewood has been submerged in a cycle of abuse and neglect. Socioeconomic factors limit the mobility of most of the residents who remain in this battered neighborhood. Contributing to the unsightliness of Englewood is a scattering of empty, deserted lots which serve as a microcosm of the abandonment felt in the entire community. These lots -- laden with empty bottles and cans, hazardous waste containers, garbage, old vehicles and scraps of junk that have collected over the years -- are sources of nonpoint water pollution due to the intermittent runoff of pollutants into the water system. The reclamation of these vacant lots would limit the amount of pollutants entering the water system, while simultaneously aiding the revitalization of the Englewood Community.

Purpose and Project Description

The purpose of this project is to demonstrate the benefits of water quality education and land restoration in an urban environment. This project is intended to address the need to reclaim six inner-city lots in a two year period.

Intended to be performed the first year beginning April 20, 1994, the program will be undertaken by 30 teens aged 16-21 years old. These teens, employed by the program, will learn the importance of water quality and the need to eliminate the sources of nonpoint water pollution in their community. They will provide the labor to clean up the lots which have become a source of this pollution and an eyesore to the neighborhood. Upon completion of the clean-up portion of the project, the teens will design and develop community gardens on the formerly abandoned lots.

Our strategy in employing the youth of the community is to enhance their understanding of the problems and increase their ability to improve other sites in their community. This increased knowledge and awareness will also prevent other areas of the community from becoming future sources of pollution.

Due to previous experience, site selection will be administered in conjunction with the Department

of Human Services through the Cooperative Extension Service's Urban Gardening Program in Chicago. These agencies will aid in obtaining commitment from land owners to improve the lots. Several potential sites have been identified and the final decision will depend on the characteristics and size of the sites.

Relationship to Other Activities

The community of Englewood has been a celebrated example of the plight of America's inner cities and has consequently been the target of many social programs aimed at the amelioration of these ills. Among these programs, several involve the University of Illinois Cooperative Extension Service. One of these programs in Englewood is Project Parallels, a three-pronged program focusing on family violence prevention, environmental violence and career exploitation. The program draws parallels between the violence people do at home to each other and how it affects others as well as how the violence done to our environment, such as water pollution, affects our society at large.

The proposed Englewood Environmental Protection Lot Reclamation Project has similar aims. In addition to its primary focus of alleviating the nonpoint sources of water pollution, this program hopes to instill in the program participants a sense of the repercussions which accompany violence, regardless of type. In a secondary sense, then, the program aims to help its participants recognize the sources of violence surrounding them. Through the initiative and confidence instilled by the program, the hope is that these teens can reclaim the other areas of neglect and abandonment in their lives, just as they have transformed the run-down lots into bountiful gardens.

Related NPS Management Program Initiative

Page 22 of the NPS Management Program emphasizes that education concerning the impact of NPS pollution on water resources is essential if progress in the reduction of this pollution is to be realized. The incorporation of this program into existing water quality efforts will introduce the participants to a variety of Best Management Practices and the use of watershed planning as a solution to the problems identified. Both of the above are identified in the NPS Management Program.

Scope of Work and Schedule

1. Program Staff and Student Selection

Beginning April, 1994, a program coordinator will be employed. In addition, students

(ages 16-21) will be selected and introduced to the program and the activities outlined for the next four months. Four college student supervisors from the community will be selected and employed.

2. Lot Selection and Clean-Up

Beginning May 1, 1994, the students will work Saturdays to clean-up the lots. They will learn proper techniques for removing and disposing of pollutants from the lots, so as to insure their own safety and adherence to water safety standards.

3. Land Restoration

Beginning in June, at the conclusion of school, the students will design and plant their community gardens. Additionally, they will recruit volunteers from their neighborhood to assist with the project and become "community gardeners." In July and August, the students will learn proper techniques for the maintenance of the garden plots. This instruction will be accompanied by educational field trips and programs focusing on water quality. Opportunities for careers in water quality and public service will be explored, and the students will conduct various research projects on water quality, water safety, and environmental violence.

4. Fall Clean-Up

In September and after the first frost, the students will clean-up the garden plots and prepare the ground for winter. Because school will be back in session, this will be a Saturday only activity. From October, through March, 1995, students will have the opportunity to meet bi-weekly to make plans for the upcoming year and conduct peer tracking and community outreach.

5. Documentation of Restoration Activities

Photographs and slides will be taken before, during, and at the end of the project. Students will be asked to make presentations to various community groups to report their accomplishments and activities. A 10 minute video giving an overview of the program and its accomplishments will be produced and completed by March 1996.

6. 1995-1996 Program

The program will start-up again in April, 1995, with the recruitment and selection of new students. Students who participated the previous year will have the opportunity to apply for the intern positions or serve as program volunteers. We anticipate the scope of work and schedule to be similar to the 1994 pilot program. Adjustments will be made where needed to improve the program delivery of the project.

7. Final Report and Program Evaluation

At the completion of the first year of the project, a report and preliminary evaluation will be completed to assess the effectiveness of the program to date, as well as recommend possible changes to expand this effectiveness in the second year of the project.

At the completion of the second year of the project, a final report will be prepared which summarizes and evaluates the findings and accomplishments of the project. Further, this report will make recommendations concerning the applicability and effectiveness of similar projects in other urban locations and with other urban audiences.

Estimated Costs

We estimate the program costs to be \$117,235 for one year. The two year budget would be \$234,470.

Applicant

The University of Illinois Board of Trustees
Jane A. Scherer, Principal Investigator
Extension Specialist, Urban Programming
Cooperative Extension Service
549 Bevier Hall
905 South Goodwin Avenue
Urbana, Illinois 61801

BUDGET

<u>Salaries and Wages</u>	<u>Budget Request from IEPA</u>	<u>Local Contribution</u>	<u>Total</u>
Project Staff - Professional			
<i>Program Coordinator (on site)</i> (to be hired) 24 weeks at \$14.583/hr.	\$14,000	\$0	\$14,000
<i>Project Director (Scherer)</i> 33% for 12 months	-0-	14,768	14,768
<i>Site Supervision EFNEP Educator (Buffet)</i> 5% for 12 months	2,500	-0-	2,500
<i>Urban Gardening Educator (Wolford)</i> 20% for 12 months	6,320	-0-	6,320
<i>PREP Coordinator (Morgan)</i> 20% for 12 months	-0-	5,600	5,600
<i>Site Security Associate Professor Police Training Institute (Connor)</i> 5% for 12 months	-0-	2,500	2,500
<i>Associate Director CES (Oliver)</i> 5% for 12 months	-0-	5,325	5,325
Project Staff - Students			
<i>3 Program Interns</i> 100% for 8 weeks x \$10/hr = \$3,200 X 3 = \$9,600	9,600	-0-	9,600
<i>30 Youth</i> \$5/5hr/day for 5 days for 7 weeks	26,250	-0-	26,250
Project Staff - Clerical & Paraprofessionals			
<i>Secretary</i> 27% for Program Coordinator	-0-	6,000	6,000
16% for Program Director	-0-	3,600	3,600
<i>3 PREP PA's (Fenton, Black Moore)</i> 33% for 4 months (\$448.50/mo/person)	-0-	5,382	5,382

Benefits**Benefits for Professional Staff**

<i>Program Coordinator</i> Workers Compensation	1	-0-	1
<i>Project Director (Scherer)</i> 25.052% X 14,768	-0-	3,700	3,700
<i>EFNEP Educator (Buffet)</i> 23.602% x 2,500	590	-0-	590
<i>Urban Gardening Educator (Wolford)</i> 25.052% x 6,320	1,583	-0-	1,583
<i>PREP Coordinator (Morgan)</i> Workers Compensation	-0-	1	1
<i>Associate Professor (Connor)</i> 23.602% x 2,500	-0-	590	590
<i>Associate Director CES (Oliver)</i> 25.052% x 5,325	-0-	1,334	1,334

Benefits for Students

<i>3 Program Interns</i> Workers Compensation	3	-0-	3
<i>30 Youth</i> Workers Compensation	30	-0-	30

Benefits for Clerical and Paraprofessionals

<i>On-site Secretary (Klimek)</i> 23.602% x 6,000	-0-	1,416	1,416
<i>Program Director Secretary (Lockett)</i> 23.602% x 3,600	-0-	849	849
<i>3 PREP Paraprofessionals</i> 23.602% x 5,382	-0-	1,270	1,270

Transportation

Transportation tokens for students	2,500	500	3,000
Staff Travel	1,000	1,000	2,000
Van (rented from U of I Motor Pool \$700/month for 2 months)	1,400	-0-	1,400

Support Services

Phone	500	500	1,000
Copying & Duplicating	800	500	1,300
Office Rent	5,000	3,000	8,000

Materials and Supplies

Lot Restoration - Equipment, plants, seeds lumber, etc. \$9,000/lot Year 1: 3 lots Year 2: 3 lots	27,000	-0-	27,000
Educational Resource Materials	1,000	913	1,913
Office Supplies	500	2,000	2,500
Stenciling Paint and Equipment	750	-0-	750

Evaluation

Videotape Production and Report	5,250	4,000	9,250
Data Collection and Reduction	-0-	3,000	3,000
Photography	-0-	900	900

Total Direct Costs	\$106,577	\$68,648	\$175,225
Total Indirect Costs - 20% of Direct Costs	21,315	16,709*	38,024

Total Project Cost	\$127,892	\$85,357	\$213,249
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* Indirect Cost Calculation:

Local Contribution \$68,648 x .217 =

\$14,897

IEPA Request \$106,577 x .217 = \$23,127 - \$21,315

\$1,812

Total Indirect Costs:

\$16,709

J. J. Kameron

J. J. Kameron, Director 9-27-93
Grant & Contract Administration

Panel quietly approves limit on agriculture school expansion

By John Kass
TRIBUNE STAFF WRITER

With little comment, a panel of Chicago aldermen approved zoning changes on Friday that would effectively limit the number of minority students attending a public high school in the predominantly white Mt. Greenwood neighborhood.

Debate before the Chicago City Council's Committee on Zoning was brief and technical, according

to the wishes of its chairman, Ald. William Banks (36th).

This was in marked contrast to a meeting on the same issue Thursday before the Chicago Plan Commission, where charges of racism and political manipulation fostered boos and catcalls.

"There was a lot of debate on Thursday," Banks said. "Let's get on with the business before us."

The decision by the Zoning Committee confirms a plan that

limits expansion at the award-winning Chicago High School for Agricultural Sciences, 3807 W. 111th St. The measure passed Friday would limit the number of students to 600. The student body is overwhelmingly black. The neighborhood is overwhelmingly white.

The matter will be forwarded for consideration by the full council on Wednesday.

Currently, 450 students attend

classes in a structure built to accommodate 300 students. In 1991, \$22 million was set aside to expand the school to accommodate 1,200 students.

Some Mt. Greenwood residents opposed to the expansion pressured the 19th Ward organization run by Cook County Assessor Thomas Hynes, and Mayor Richard Daley supported the 19th Ward organization's aims to limit expansion at the magnet school.

Chi Trib 1/9 B3

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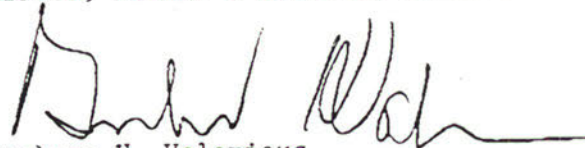
Chi Trib 1/9 B3

FAX 1 Page Joel Berg
202-720-4623

USDA SUMMER OF SERVICE PROJECT IN CHICAGO

In conjunction with the Chicago High School of Agricultural Sciences as a core center, USDA could help run a summer project aimed at mobilizing recent high school graduates with agricultural training to identify and rehabilitate vacant city-owned lots and Chicago Park District play areas. Community linkages will allow for designation and design of the lots while signage and fests will draw in community youngsters to jumpstart their America. These newly involved youngsters will be trained in upgrading.

Community linkage may be identified through block clubs, churches, community agencies, police districts, schools and park playgrounds. Vacant lots could be rehabilitated to become urban farms, gardens (depending on availability of soil, fertilization, and equipment), quiet corners, play areas, centers for neighborhood markets, farmer's markets, craft and art fairs and so on.


Barbara H. Valerious
Principal
Chicago High School for Ag Sciences

I just spoke with Mike McCue, who is a "turn-a-vacant-lot around" person. Mike has some composting resources and has worked with community determination of lots. He should be a wonderful asset.

o Thorin Civney

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. resume	[Personally Identifiable Information] [partial] (1 page)	00/00/0000	b(6)

COLLECTION:

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

FOLDER TITLE:

Summer of Service-Chicago [3]

2013-0661-F

rs3818

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]

Professional Vitae

Barbara H. Valerious
Principal
Chicago High School for Agricultural Sciences

PERSONAL INFORMATION

Birthdate: (b)(6)
Married: Robert J. Valerious, July 6, 1957
Children: Rob (1962) and Jeremy (1973)

EDUCATION

B.Ed. Chicago Teachers College, June 1956
M.A. University of Chicago, August 1958
D.Ed. Nova University, June 1977

Graduate

Hours: (50+) Chicago Teachers College
Chicago State University
University of Chicago
DePaul University

Administration Fellowship Program Participant, 1984, 1985
Ford Foundation Grant

ADMINISTRATIVE EXPERIENCE

Teacher: Sherwood, 1956; Gompers, 1959; Fernwood, 1963;
Gompers, 1964
Principal: Thomas J. Higgins, appointed August 1965.
Curtis Summer School, 1966, 1967
Webster Summer School, 1971
Whistler Summer School, 1972
Ralph H. Metcalfe Magnet, appointed August, 1981.
Percy Julian Summer School 1984
Chicago High School for
Agricultural Sciences, 1987-

PROFESSIONAL EXPERIENCE/LIFE EXPERIENCE

Board Member

- Homewood Public Library - Trustee
- League of Women Voters, Homewood/Flossmoor
- Chicago Principals Association - Conference Committee
- IASCD - Chicago Affiliate - Co-President
- ASCD- National Conference Chicago Board Cluster

Fellowships

- Ford Foundation Educational Administrative, University of Chicago - 1984-86

CHSAS AWARDS

Excellence in Public Education - June 1993 - City Club of Chicago
Exemplary Partnership Award - February 1993 - Illinois State Council
on Business Education Partnership
An American Works School - May 5, 1992 - Motorola, Inc.
Outstanding Educational Reform, December 11, 1991 - Calumet Area Industrial
Commission
Outstanding High School Award, November, 1992, Ameritext Corporation

AWARDS AND HONORS

Outstanding Principal, Crystal Apple Award, City Club of Chicago - May 1993
Principal of Excellence Award, Chicago Public Schools - June 1992
Dedicated Service Award, CHSAS LSC, PTSA - 1990
Honorary State FFA Degree, Illinois Association FFA - June 1990



Principal Barbara Valerious, left, oversees 450 students in an old elementary school building designed for 300. Neighbors oppose plans for school expansion.

At Chicago's Agricultural High School, 1

By Edward Walsh
Washington Post Staff Writer

CHICAGO, Feb. 18—If there were a contest for "most flexible" classroom in the country, Room 104 of the Chicago High School for Agricultural Sciences would be a leading contender for the gold medal.

For part of the day, it is a math classroom. At noon, it is transformed into a lunchroom. And at the end of the day, the wrestling team practices there.

Room 104 is forced to play these many roles because the high school's 450 students are crammed into a building designed to accommodate 300 elementary school children. There is no gymnasium, no lunchroom, no auditorium. When misbehaving students are placed on "in-school suspension," they are shuttled off to the office of Principal Barbara Valerious because there is nowhere else to put them.

"Sometimes I can't get in there for hours," Valerious said.

Despite its physical limitations, the school has prospered since it opened in 1985, becoming only the second urban high school in the country that is devoted to the

reality of urban politics in a city where issues of race are never far below the surface.

Since the late 1980s, the school, whose student body is 65 percent black and 15 percent Hispanic, has been at the center of a dispute over expansion plans that were opposed by many in the surrounding, virtually all-white, neighborhood. Earlier this month, the Chicago City Council approved zoning changes for a revised expansion plan that included an enrollment cap of 600 students, half the number originally envisioned for the facility, and the only such limit applied to any Chicago public school.

The dispute has led to angry charges of racism by black officials here and provoked a lawsuit by the American Civil Liberties Union, which contends that attempts to limit the school's enrollment are based on "racial animus."

In the meantime, the school's students and staff have remained jammed in the small, brick building that Valerious calls "the craziest place in the world."

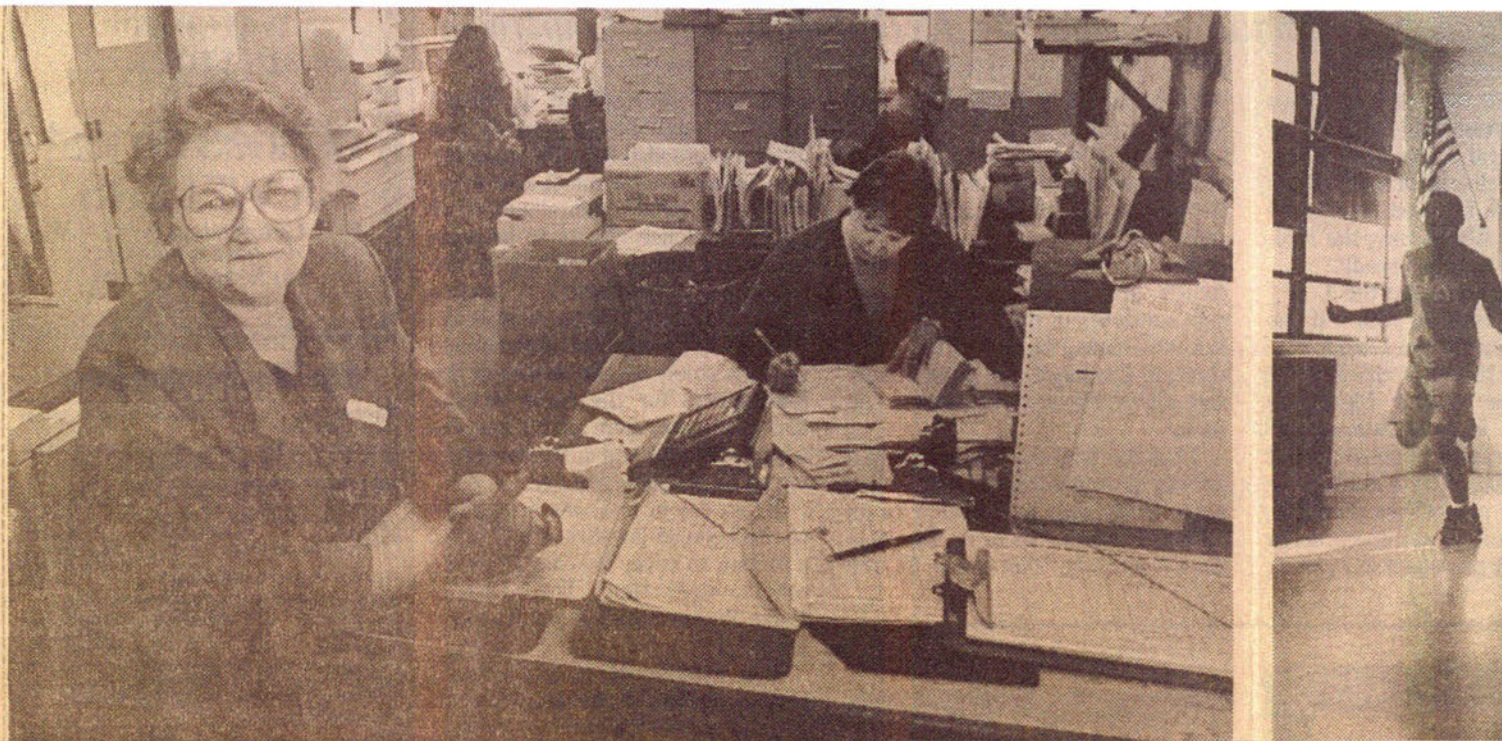
It is one of the ironies of the dispute that a school devoted to agricultural science was born out of an urban fiscal crisis. In the late 1970s, the Chicago Board of Education,

For years, the tract had been leased to a farm family that worked the land and in the summer sold its produce from a roadside stand on West 111th Street. It was known as "Chicago's Last Farm," a prized fixture of the Mount Greenwood community—a neighborhood of modest, brick bungalows that is home to many municipal employees, who by law are required to live in the city.

The neighborhood fought to save "its farm," and in 1985 the school board had agreed not only to retain the open field but to locate the unusual agricultural school there, initially in a vacant elementary school at the edge of the property. It was designated a magnet school, open to any student in the city, but under the terms of a court-sanctioned desegregation agreement required to have a minority student enrollment of 65 percent to 85 percent.

The first students, Valerious recalled, did not have it easy. "They were called farmers and laughed at" on the city buses they rode to school, she said. "This was called 'Hayseed High.'"

But in the years since then, the school has been a rare and remarkable success story in one of the nation's most troubled public school systems. Last year, it had a



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Despite its physical limitations, the school has prospered since it opened in 1985, becoming only the second urban high school in the country that is devoted to the study of agriculture. (The other, older institution, is in Philadelphia.)

But while the school's curriculum, in addition to standard subjects, encompasses the rural and pastoral, it has not escaped

the reality of urban politics in a city where issues of race are never far below the surface.

Since the late 1980s, the school, whose student body is 65 percent black and 15 percent Hispanic, has been at the center of a dispute over expansion plans that were opposed by many in the surrounding, virtually all-white, neighborhood. Earlier this month, the Chicago City Council approved zoning changes for a revised expansion plan that included an enrollment cap of 600 students, half the number originally envisioned for the facility, and the only such limit applied to any Chicago public school.

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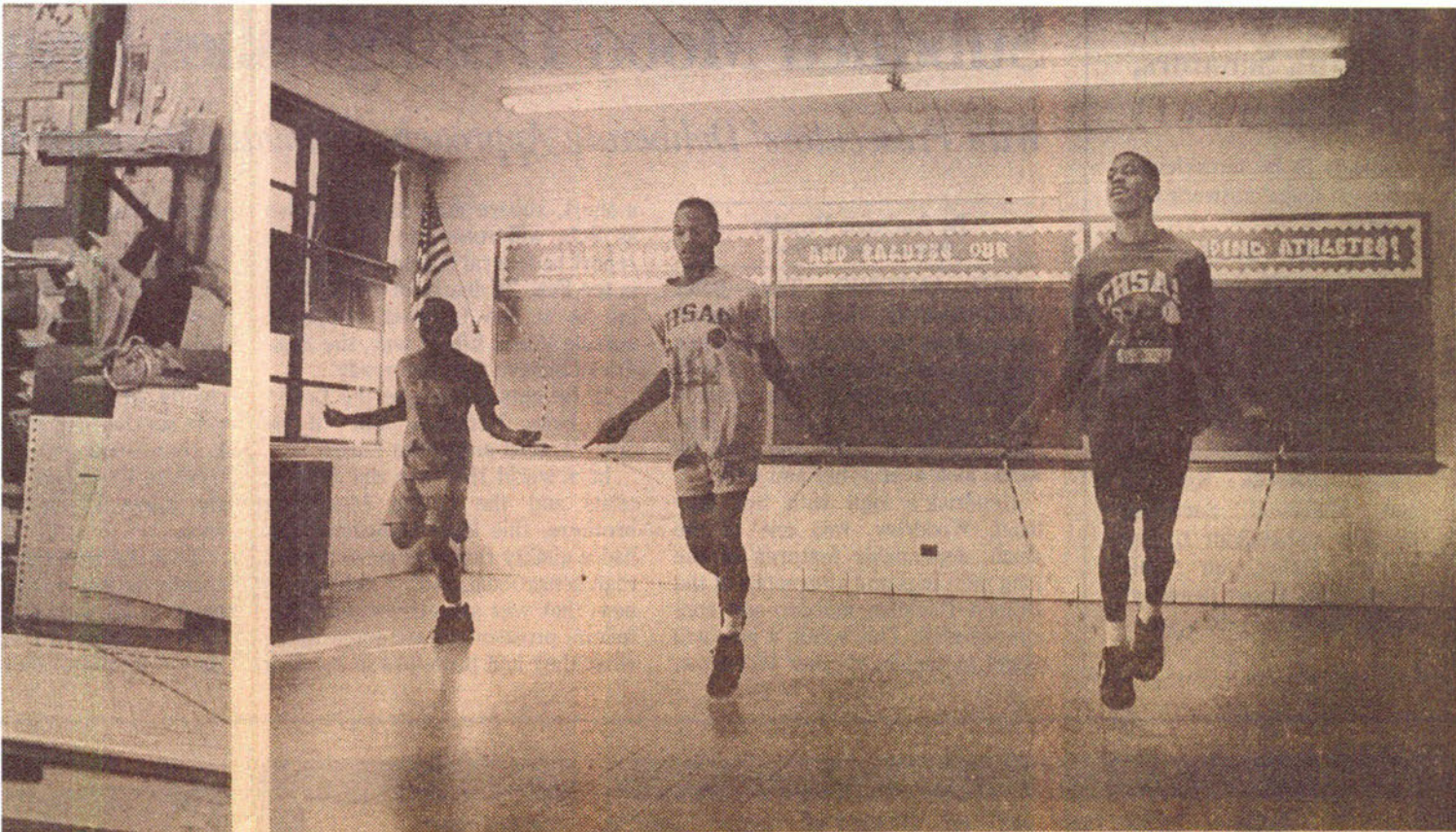
It is one of the ironies of the dispute that a school devoted to agricultural science was born out of an urban fiscal crisis. In the late 1970s, the Chicago Board of Education, near bankruptcy, began selling property to raise money. One property that promised to bring a windfall was a 72-acre tract on the city's far southwest side that the school board had owned since 1846.

For years, the tract had been leased to a farm family that worked the land and in the summer sold its produce from a roadside stand on West 111th Street. It was known as "Chicago's Last Farm," a prized fixture of the Mount Greenwood community—a neighborhood of modest, brick bungalows that is home to many municipal employees, who by law are required to live in the city.

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But in the years since then, the school has been a rare and remarkable success story in one of the nation's most troubled public school systems. Last year, it had a graduation rate of almost 90 percent, far above the citywide average, and graduating seniors won a total of \$1.4 million in college scholarships. Their graduation ceremony speaker was Agriculture Secretary Mike



PHOTOS BY BARRY JARVINEN FOR THE WASHINGTON POST

designed for 300. Neighbors oppose plans for school expansion. Right, students jump rope in regular classroom because school has no gym.

High School, Life Is Less Than Pastoral

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Espy, who has taken a personal interest in the school. For the current school year, there were 971 applications for 110 places in the freshman class.

Still, they remained stuck in the old Keller Elementary School building, where Valerious sometimes conducts business in a cramped room that also serves as the teachers' lunchroom and where the school's duplicating equipment is located.

A 600-student enrollment limit was first inserted in state legislation enacted in 1989 to finance construction of a new facility. But the financing mechanism authorized by the legislation, involving a partnership with business interests eager to promote agriculture, fell through and eventually the school board turned to conventional financing—by issuing bonds. Plans were drafted for a facility that could accommodate as many as 1,200 students.

But when the school board sought zoning changes to build the school, opposition erupted in Mount Greenwood. Kevin McCarthy, assistant principal at the school who lives in the neighborhood, said much of the opposition was based on fear.

"I don't think there is a rational explanation for it," he said. "Some of it is racial, but I don't think all of it. Some of it is, like all communities, they want the school in the next community."

Harvey Grossman, ACLU legal director here, argues that race is at the heart of the

dispute and that the City Council has no authority to impose an enrollment limit on magnet schools, which are a key element of the desegregation agreement.

"This is the only magnet high school in a white neighborhood in Chicago—that's a very significant fact," he said.

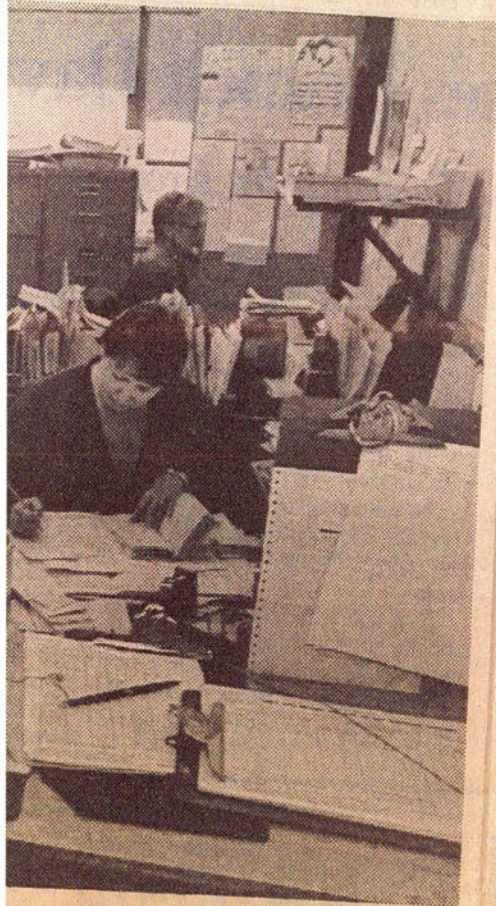
But Alderman Virginia Rugai, one of the leaders of opposition to the original expansion plan, denies Grossman's charges. The neighborhood, she said, welcomed the school as "the perfect complement to the farm" and became alarmed only at the prospect of a much larger facility.

"If it were 1,200 white students, the community would oppose it," she said. "I don't think anyone wants a high school in a well-established neighborhood anymore."

"I feel sorry for the students," she added, "but the community didn't allow the overcrowding to occur."

The ACLU is pursuing its lawsuit, with Grossman arguing that adoption of the new expansion plan will only cause further, unnecessary delays in construction of an adequate facility. Valerious has testified that there is no reason the agricultural program could not be offered to 1,200 students, but she also said she was stunned by the neighborhood opposition and has accepted the 600-student limit.

"We need the space now," she said. "Our teachers will buy anything. We were ready for any compromise."



PHOTOS BY BARRY JARVINEN FOR THE WASHINGTON POST

ary school building designed for 300. Neighbors oppose plans for school expansion. Right, students jump rope in regular classroom because school has no gym.

tural High School, Life Is Less Than Pastoral

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Council approved
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For years, the tract had been leased to a farm family that worked the land and in the summer sold its produce from a roadside stand on West 111th Street. It was known as "Chicago's Last Farm," a prized fixture of the Mount Greenwood community—a neighborhood of modest, brick bungalows that is home to many municipal employees, who by law are required to live in the city.

The neighborhood fought to save "its

Espy, who has taken a personal interest in the school. For the current school year, there were 971 applications for 110 places in the freshman class.

Still, they remained stuck in the old Keller Elementary School building, where Valerious sometimes conducts business in a cramped room that also serves as the teachers' lunchroom and where the school's duplicating equipment is located.

dispute and that the City Council has no authority to impose an enrollment limit on magnet schools, which are a key element of the desegregation agreement.

"This is the only magnet high school in a white neighborhood in Chicago—that's a very significant fact," he said.

But Alderman Virginia Rugai, one of the leaders of opposition to the original



PHOTOS BY BARRY JARYNEN FOR THE WASHINGTON POST

Principal Barbara Valerious, left, oversees 450 students in an old elementary school building designed for 300. Neighbors oppose plans for school expansion. Right, students jump rope in regular classroom because school has no gym.

Joel Berg - 3 pages

202-720-4623

Chicago High School for Agricultural Sciences

3/10/94

GOAL

- I. With community input to reclaim/upgrade vacant lots in order to establish them as safe zones for -
 - A. Gardens
 - urban farming
 - flower gardening
 - specific crop gardening
 - B. Quiet Corners
 - make and install benches
 - play areas for primary children
 - open community center for -
 - displays of arts/crafts
 - children's exhibits (small animal, etc.)
 - open spots for farmer's markets, swap-o-rams, etc.
- II. Utilize students' skills in proselytizing neighbors reclaiming land, involving youngsters from the community, teaching skills, developing a calendar of activities and setting up appropriate exhibits.
- III. Set-up appropriate linkage to ensure project continuation.

(I personally feel that all classroom work for Ameri-Corp members should be based on the goals of the project)

SITES

15 city-owned vacant lots in the City of Chicago Roseland area. CHSAS would recommend 1 in the 34th Ward and 1 in the 9th Ward of the city.

RESOURCE

CHSAS believes we can count on -

- \$1,000 from the Board of Trade
- \$1,000 from the Quaker Oats
- \$1,000 from 10 individual \$100 sources on CHSAS Advisory Council.
- \$3,000 (a minimum) Submit proposal to Chicago Community Trust for total funding.

BUDGET ITEMS

Foundation: "Friends of CHSAS"

- clerical services payroll (\$1,000 for 10 weeks)
- classrooms for teams
- audio/visual equipment (\$1,000 for 10 weeks).

(Refer to Ron Wolford's budget on tools).

INTERNAL REVENUE SERVICE
DISTRICT DIRECTOR
P O BOX A-3290 DFH 22-2
CHICAGO, IL 60690

DEPARTMENT OF THE TREASURY

P. 02

Date: *July 15, 1993*

FRIENDS OF THE CHICAGO HIGH SCHOOL
FOR AGRICULTURAL SCIENCES
3807 WEST 111TH STREET
CHICAGO, IL 60655

Employer Identification Number:

36-3617456
Contact Person:

MR. R. QUINN

Contact Telephone Number:

(312) 826-7731

Our Letter Dated:

August 23, 1989
Advance Ruling Period Begins:

Nov 31, 1988
Advance Ruling Period Ends:

August 31, 1993
Addendum Applies:

Dear Applicant:

Our letter of the above date stated that we had determined your organization is exempt under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3) and that you would be treated as a publicly supported organization and not as a private foundation during your advance ruling period. This was based on our determination that you could reasonably be expected to be an organization described in sections 170(b)(1)(A)(vi) and 509(a)(1) or in section 509(a)(2).

We also stated that at the end of your advance ruling period you would have to establish that you were in fact an organization described in one of the above sections.

Our records indicate that your advance ruling period begins and ends on the dates shown above. Your exempt status as an organization described in section 501(c)(3) is still in effect. However, to establish that you are a publicly supported organization described in sections 170(b)(1)(A)(vi) and 509(a)(1) or in section 509(a)(2), please complete the attached Form 8734, Support Schedule for Advance Ruling Period, for each of the tax years in your advance ruling period.

The information requested in this letter is required to support your claim to be other than a private foundation. It is needed in addition to any required Form 990 or other annual return. Please send it to us within 90 days from the end of your advance ruling period.

If we do not receive this information, we will presume you are a private foundation and you will be treated as a private foundation as of the first day of your first tax year for purposes of sections 507(d) and 4940 of the Code. In addition, if you do not provide the information by the time requested, it will be considered by the Internal Revenue Service that you have not taken all reasonable steps to secure the determination you requested. Under section 7422(b)(2) of the Code, not taking all reasonable steps, in a timely manner, to secure the determination may be considered as a failure to exhaust administra-

- truck use - 2 hours per day
\$1,450 (\$25 per day, 10 weeks plus gas)

(Valerious' concern- Joel Berg mentioned scholarship of \$1,000. Yesterday he again mentioned the scholarships but said they were for vocational school.What does vocational school mean? An "Ag" school, a junior college? This would be an extremely important item to our graduates... We'd appreciate more information.)

Racial barbs fly as agriculture school expansion

By Robert Davis
TRIBUNE STAFF WRITER

After nearly three years of wrangling, an expansion of the highly praised Chicago High School for Agricultural Sciences at 3807 W. 111th St. was approved by the City Council by a 28-16 vote on Wednesday after nearly three hours of heated debate.

At issue was the size of the expansion, which originally was set to boost enrollment from 350 to 600, then soared to about 1,200,

an in a final compromise reduced to the original goal of 600 students.

Ald. Ginger Rugai (19th), whose Southwest Side ward includes the predominantly white Mt. Greenwood community, which is close to the predominantly black and Hispanic school, has consistently opposed the larger enrollment.

Rugai has said that an enrollment of 1,200 students would have a negative impact on the

heavily residential community on the far southern city limits.

"If the plan had been to have 1,200 white students at the school, the community would have opposed it. The race issue is bogus," Rugai said.

But black aldermen, some local school council members and the American Civil Liberties Union have complained that an enrollment cap of 600 students will limit the opportunities of minority students from throughout Chicago

who want to attend the school.

The original state funding for the school set the enrollment cap at 600 students, Rugai said, so the compromise simply met existing law.

The compromise, reached between Rugai and the Chicago Public Building Commission, would leave more of the 72-acre site available for agricultural use.

Ald. John Steele (6th) branded the scaled-down expansion as a "covert form of racism" and Ald.



Ginger Rugai rejected the plan that she limited ag school enrollment because of race.

fly as agriculture school expansion is OKd

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Dexter Watson (27th) said the entire controversy was symbolic of the second-class treatment afforded minorities in Chicago.

Even though the council approved the project, which could take up to two years to complete, it still faces a challenge in U.S. District Court, where the ACLU has sued on behalf of some school parents seeking the removal of the enrollment cap and a return to the larger expansion plans.

CHICAGO HOUSING AUTHORITY

INFORMATION FOR USDA/SUMMER OF SAFETY PROPOSAL

1. SITE

The Authority proposes three Chicago Housing Authority developments as sites for the 10-week program: Cabrini-Green Homes; Robert Taylor Homes; and Henry Horner Homes.

Cabrini-Green is nationally-known as one of this country's most infamous examples of public housing. With a population of 6,935, Cabrini is located on 16 acres on Chicago's near north side. The Cabrini community will be undergoing tremendous changes within the next year because of the construction and social service programs possible through a grant under HUD's \$50 million Urban Revitalization Demonstration Program. Cabrini also currently has a successful gardening program in place, Cabrini Greens, which is run by a private individual together with Cabrini residents. This program trains residents to grow fresh vegetables and herbs, which are then sold to some of Chicago's finest restaurants. This program would be a natural tie-in to the Summer of Safety.

Home to 12,320 residents on 95 acres on Chicago's south side, Robert Taylor Homes is the largest public housing development in the world. It is composed entirely of highrise buildings. The Authority proposes this site because of a gardening program currently underway at DuSable High School, which serves Robert Taylor. This program could utilize students already trained in planting to help beautify a community very much in need of greening.

Henry Horner Homes, which houses 3,057 residents on Chicago's west side, is comprised of mid-rise and highrise buildings. Horner, which was the site for the award-winning book, "There Are No Children Here," is also slated for an extensive revitalization effort in 1994. Its resident leadership once managed an extensive gardening program within the development and would be very helpful with outreach efforts. Because of its location adjacent to train tracks and within a desolate and poverty-stricken area, Horner would benefit tremendously from a greening program.

All the above developments are lacking not only in green space, but in play and recreational areas for children. Poor site design contributes to a lack of open space, particularly in the highrise developments, leaving only concrete areas as uninviting spaces for play. This program would have the most benefits in bringing some relief to the barren landscape of CHA developments.

2. COMPOSITION OF PROJECT TEAMS/OUTREACH

The Authority proposes that each team of 10 participants be comprised of five students from the Chicago School of Agricultural Sciences and five residents of the public housing site in which the program would be located. This would provide income and training opportunities for residents who could leverage the summer activity into a more permanent employment or training opportunity, as well as provide a means for the two groups of students to interact and learn more about each other. We would also be interested in seeing the team leader have a public housing background as well. Our goal is to ensure that as many low-income students as possible receive the maximum benefit from the Summer of Safety initiative.

In regard to identifying both team members and youth with which the team would work, the Authority would identify key staff to work with on-site agencies and resident leadership to identify participants.

Outreach in conjunction with resident leadership is critical; this program and all Authority programs must be approved by the resident council of the respective development before implementation is possible. Particularly in the specified very low-income communities, it is important for residents to have the same access to program benefits and employment opportunities as persons coming into their communities. Outreach is otherwise very difficult. In addition, the Authority currently has a staff member responsible for gardening programs who would be most knowledgeable about identifying those with some background in gardening or planting. Outreach for the younger participants would also take place through the local elementary schools, as well as the Boy Scout and Girl Scout program that CHA supports.

3. TRAINING RESOURCES

Technical training would be coordinated with the program's other partners. However, in regard to the conflict resolution and leadership development training that participants would experience on the fifth day of each week, CHA has a successful program called Project Peace that was developed five years ago to address the special needs of public housing youth. This program, which is in place at five CHA elementary schools and three high schools, could be a valuable component of the overall program by bringing the expertise of program staff to train students in acceptable means of resolving conflict as well as leadership development that could be put into use during the summer's activities. A more detailed description of Project Peace is attached.

The Authority also proposes a partnership with Open Lands Project to implement some of the technical training under this program. Open Lands is a 25-year old non-profit open space organization that has a number of prominent greening programs within the city. Open Lands has staff that train communities and schools in gardening, tree planting and, most importantly, ongoing maintenance and care. The Authority has worked with Open Lands closely on several occasions and would recommend them as a valuable resource for this program.

4. BUDGET

The Authority is prepared to commit in-kind resources of staff and various office costs to the program for coordination and outreach efforts. In addition, CHA's Operations Division may be able to contribute the use of some equipment on specific days, as well as labor to assist in soil preparation, cleanup of sites and maintenance. Although a detailed budget of these contributions has not been able to be prepared, an approximate figure of \$15,000 would be appropriate.

For the use of Project Peace personnel within the program, The Authority would be seeking \$5,000 through the USDA program budget to support this. Project Peace staff include trained personnel who work on a stipend basis. The \$5,000 would cover their stipends and any materials necessary for all participants. A detailed budget can be prepared by next week.

If used in this program, Open Lands Project personnel would need to be reimbursed. An approximate cost of \$5,000 would help support their staff costs and any materials needed; again, a more detailed budget can be prepared by next week.

Materials necessary for the summer activities, such as soil, trees, flowers, etc. would be obtained through other program partners or purchased with grant funds as discussed in the conference call. The Authority would coordinate with whatever entity(ies) would be responsible for distribution of resources.

CHICAGO HOUSING AUTHORITY

PROJECT PEACE

Project Peace is a comprehensive safe schools program which uses African-American male and female role models to effect change in the lives of students in three grade schools and two high schools that serve CHA residents. The program stresses non-violent conflict resolution, alternatives to the drug culture, and concerns for the futures of the students in their educational and vocational pursuits. Project Peace draws from the experiences and resources of successful African-American men and women to illustrate the positive value of education, non-violence and a drug-free existence.

Project Peace came into existence when many public housing parents expressed concern for the numerous accounts of student conflict occurring in route to, as well as within, the schools. The school had become an arena for the resolution of conflicts which began at the developments and vice versa. Fear of violence disrupted the learning atmosphere for many students, and many simply stayed home.

Project Peace is comprised of five components:

1. Violence Prevention Education
2. Mentoring
3. Peer Leadership Development
4. Organized Non-violent alternatives
5. Rites of Passage

The program plan calls for the establishment of a mentorship organization, two advisory boards (one for women and one for men) and a project facilitator. A general meeting of the mentors is to occur monthly for discussion of problems, policies, accomplishments, activities and to introduce new members. The responsibility of the boards and their committees include developing activities, recruiting mentors, monitoring prominent youth issues, and identifying and securing resources (i.e. jobs, scholarships, support services).

Project Peace incorporates a Violence Prevention Course into social studies classes. A 14-member team to educate students on the grave repercussions of violent behavior, citing statistics and accounts of homicides, imprisonment and retaliatory acts due to an inability to constructively mediate conflict. The instructors will then offer non-violent alternatives to conflict resolution and train students in peer mediation. In 1991 Project Peace sponsored 800-1,000 activities or programs each week.

Funding for the program comes from the John D. and Catherine T. MacArthur Foundation.

school
Agricultural Sciences



March 11, 1994

Mr. Mike Espy
Secretary of Agriculture
Washington, D. C. 20250-0100

Dear Secretary Espy:

An opportunity to make America a better place, safer?

CHSAS is volunteering!

The Safe Streets RFP provides a wonderful opportunity for CHSAS to be of service and involve the larger community in service all the while utilizing "ag" students learned skills. CHSAS hopes to be the Safe Street site; we are looking forward to all the challenges involved in getting involved!

Sincerely,



Barbara H. Valerious
Principal

BHV/cf

On disk: PROPOSAL, PROPOSAL.BK!
P-3 Area for needs One net app

5a ♦ The state of Illinois ranks 20th among states for the death rate of children ages 1 - 14. In addition, the state ranks 19th in the number of juveniles (10-17 years of age) arrested for violent crimes. By far, the greatest contributor to these statistics is the city of Chicago .

♦ The Elliott Donnelley Youth Center, serves the African American Community on Chicago's Southside. The communities served include Douglas, Fuller Park, and Grand Boulevard.

Representatives of the Chicago Housing Authority, the Chicago Cooperative Extension Service and _____ were involved in identifying neighborhoods that meet the criteria of need for summer youth programming and also contained locations of vacant lots and community areas that could be used or made usable for community garden projects.

45 ♦ Corps members from the Chicago High School of Agricultural Sciences will, as part of their initial assignments canvas neighborhoods to ascertain extent of need, interest, and to recruit youth and adult members of neighborhood advisory council's for this project.

♦ The locations selected have high population of elementary school youth who will be recruited by corps members and neighborhood advisory committee members to participate in providing service to their communities.

Proz Dev, Concept, Com Elements, ~~Plan~~

5b ♦ The purpose of this project is three fold; to take advantage of the knowledge of students from the Chicago High School for Agricultural Sciences. In addition, at least two members of each team will come from the neighborhood involved. Second, To promote awareness and appreciation of the benefits of land restoration in an urban environment.

Third, community gardening and vacant lot projects will provide safe havens for the elementary school children involved in providing service.

- ◆ By products of these efforts will be the positive development and enhancement in self-esteem of both corps members and the children involved. Career exploration and awareness of opportunities available in agriculture will also be provided. Today, more than half the students majoring in agricultural and natural resources come from non farm backgrounds.
- ◆ Five teams of 10 high school youth (the majority coming from the Chicago High School of Agricultural Sciences will be recruited by high school administration and faculty. Neighborhood corps members will be recruited the local advisory committees.
- ◆ An overall program advisory committee chaired by Barbara V_____, principle of the High School, high school faculty members, participating agency representatives, and representatives from neighborhood advisory committees will be convened to provide program oversight, determine measurable outcomes and progress in achieving the identified outcomes.
- ◆ At each site a youth advisory committee will be organized to provide input and direction to gardening and clean-up projects, select topics for personal and leadership development and determine appropriate supplemental activities.
- ◆ It is essential to obtain neighborhood input and support before any project is initiated. Local and state agencies, existing service groups, Community Centers Housing authority committees, and fire associations, youth

agencies and organizations local businesses and unions will be encouraged to have input and collaborate.

- ◆ Canvassing neighborhoods, researching prospective sites within the neighborhood by selected corps members will begin before school vacation begins. This in itself will prove to be a valuable learning experience for corps members.
- ◆ Neighborhood support is essential to involve youth from the neighborhoods and to develop pride and respect for the efforts that are expended. Previous experience teaches us that when neighborhood members are involved, that when neighborhood members are involved, incidents of vandalism etc., are significantly reduced.
- ◆ Four days a week corps members and the children with whom they work will be involved in site clean-up and preparation, planning, maintenance, and harvesting. In addition, two hours each day, corps members will actively engage the youth in the community in recreation and personal development activities.
- ◆ Each Friday, corps members will participate in developing learning activities in leadership development, build self-esteem, decision making, developing interpersonal skills, and setting personal goals. Curriculum will be selected from a number of available sources identified by the National 4-H Youth Development Office of USDA and the University of Illinois Extension Service 4-H Youth program.
- ◆ Proposed community garden projects will include:

5e. *Paul Profile 3/2*
Benefit

1. Children's garden - 25 - 30, 4' x 4' raised vegetable, flowers and herbs beds.
2. Adults garden - 25 - 30, 4' x 8' raised beds. Parents of youth and other adults in neighborhood would be assigned individual plots.
3. Market garden - maintained by youth and adults; vegetables and herbs to be sold through Windows for Opportunity, Inc., Farmers Market Nutrition Program at Chicago Housing Authority (CHA) Robert Taylor Homes.
4. Educational - Meeting area - front of the garden will be seeded or sodded with turf; flowers, shrubs and small trees will be planted with picnic tables available for meetings, programs or educational training.

AZ

NON-FEDERAL	5.78%
FEDERAL	25.54%
CORPORATION	68.67%
TOTAL	100.00%