

LOUISVILLE  URBAN LEAGUE

*Opportunity + Equality = One Community*

**CAMPAIGN FOR AFRICAN-AMERICAN ACHIEVEMENT**



# The State of African-American Youth in Metro Louisville: Action Plan

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Louisville Urban League Mission: As an active partner, leader and catalyst we will assist African Americans, other minority groups and the disadvantaged attain social and economic equality and stability through direct services and advocacy.

# **The State of African-American Youth in Metro Louisville: Action Plan**

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**A Collaboration between The Louisville Urban  
League and The University of Louisville**

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# FOREWORD

*By Benjamin K. Richmond*

In the spring of 2002, the Louisville Urban League, in cooperation with leading researchers, educators and service providers from key institutions and community-based agencies in Louisville, produced a compelling report on the state of African-American youth in this community. Through the examination of trends, local statistics, and interviews with local youths themselves, **The State of African-American Youth in Metropolitan Louisville** (2002) offered a portrait of black youth who viewed their opportunities as limited and their current circumstances as serious challenges to achieving the lives they hope to live.

In addition to outlining the “real life ” world for black youth in this community, the report also included recommendations to help to create a new future for black youth in this community, focusing on the areas of education, employment, sexuality, health, recreation, juvenile justice and community support. In an effort to bring this written document to life in our community and embark upon this important work, the LUL initiated an Action Plan Advisory Committee—a small group including members of the original committee that developed the report—in June 2002 to begin developing proposals to respond to the report recommendations. Meeting monthly through the end of the year, this committee has worked tirelessly to seek out the best ideas to address pressing needs. I would like to thank them for their efforts and for performing an invaluable community service.

The recommended initiatives for action advanced in this plan are extensive, but by no means comprehensive. The recommendations also do not necessarily reflect the views of the Louisville Urban League, or its other community partners. The work represented here is a good, first start—proposals to prompt the best thinking in our community for unique partnerships and joint endeavors. It is also an effort to encourage champions, those who would convene others, speak out and offer funds, to get involved in the important work of creating a youth development system that serves all of our youths. It also offers an opportunity to discuss the creation of a youth development fund to provide flexible funding for projects such as these well into the future.

As always, the Louisville Urban League stands ready to help continue the work of improving the quality of life for African-American youth in Louisville, not only as a service provider, but also as a convenor and a catalyst to promote dialogue and constructive action to address these issues. We must act to ensure a better future for all of our youth—for they deserve nothing less than our very best.

*Benjamin K. Richmond*  
*President/CEO*  
*Louisville Urban League*

# I. INTRODUCTION

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*By Dr. J. Blaine Hudson*

**The State of African-American Youth in Metropolitan Louisville** report, commissioned by the Urban League and published in March 2002, examined both the objective forces (historical, economic and social) shaping the lives of African American youth in Greater Louisville and how those same young African Americans perceived their circumstances. The report, painted a complex and multi-layered picture—many parts of which were extremely bleak—and identified numerous areas requiring action and further study. (The entire report is available at: <http://www.lul.org/StateofAfricanAmericanYouth.htm>)

The Report yielded 25 specific recommendations, some narrow and some broad, with programmatic implications (see Appendix): six related to “Education”; five related to “Sexual Behavior and Health”; one broad recommendation related to “Recreation,” one broad recommendation related to “Youth Employment,” six related to “Juvenile Justice; five related to “Community Support Structures,” and one broad recommendation related to “On-going Research and Monitoring.”

Describing these forces and their consequences was a critically important first step. Designing initiatives to improve the conditions of life for young African Americans is an even more important next step. The need to move these ideas from paper to practice required a unique set of tools and capacities. To this end, the University of Louisville and the Louisville Urban League agreed to collaborate on an Implementation Project designed to develop a series of action plans, i.e., program proposals, to implement the recommendations presented in the report. These proposals, in the aggregate, embody the framework of the Implementation Plan presented herein.

## *Implementation Project Design*

Given both its magnitude and its urgency, the tools needed to accomplish this task must be created. Consequently, three interactive components were created in June 2002 to move the Project forward:

1. An Action Plan Development Advisory Committee to oversee the various facets of the Implementation Project. Members were drawn from the University Partnerships for Urban Development (UPUD) board, supplemented as needed by additional university and community representatives (see Appendix C). This body also served in an advisory

capacity to the President of the University of Louisville and the President and CEO of the Louisville Urban League.

2. An Action Plan Development Team to conduct the research and develop the proposals needed to translate each recommendation into a concise, but concrete and complete, action plan (see Appendix B). Action plans were developed between June and November 2002. Throughout this phase, the Chair, through The Center for Social and Educational Policy Research, a partnership between the Department of Pan-African Studies and the Lincoln Foundation, Inc., developed some action plans and oversaw the work of teams of consultants in the development of many others.
3. A Research and Evaluation Team to conduct a major research project at least once every two years—and to evaluate the outcomes of the various action plans once implemented. Once again, these projects will be coordinated through the Center under the direction of the Advisory Committee.

Dr. J. Blaine Hudson, Chair of the Department of Pan-African Studies and Associate Dean of the College of Arts and Sciences, chaired the Action Plan Development Advisory Committee and directed the Implementation Project. Resources for the Implementation Project in 2002-2003 were provided by the University of Louisville and the Urban League.

The State of African-American Youth report identified the origins, dimensions and current manifestations of the problem. This Action Plan is the next step.

*Dr. J. Blaine Hudson  
Chair, Department of Pan-African Studies  
|Associate Dean of the College of Arts and Sciences  
University of Louisville*

# II. EXECUTIVE SUMMARY

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## The State of African-American Youth Action Plan

The State of African-American Youth in Metropolitan Louisville Report, commissioned by the Urban League and published in March 2002, examined both the objective forces (historical, economic and social) shaping the lives of African-American youth in Greater Louisville and how those same young African Americans perceived their circumstances. The Report painted a complex and multi-layered picture—many parts of which were extremely bleak—and identified numerous areas requiring action and further study. The entire Report is available at: <http://www.lul.org/StateofAfricanAmericanYouth.htm>.

The Report (pp. 81-83) yielded twenty-five (25) specific recommendations, some narrow and some broad, with programmatic implications (see Appendix): six (6) related to “Education”; five (5) related to “Sexual Behavior and Health”; one (1) broad recommendation related to “Recreation”; one (1) broad recommendation related to “Youth Employment”; six (6) related to “Juvenile Justice”; five (5) related to “Community Support Structures”; and one (1) broad recommendation related to “On-going Research and Monitoring.”

Describing these forces and their consequences was a critically important first step. Designing initiatives to improve the conditions of life for young African Americans is an even more important next step. The need to move these ideas from paper to practice required a unique set of tools and capacities. To this end, the University of Louisville and the Louisville Urban League agreed in May 2002 to collaborate on an Implementation Project designed to develop a set of program models to address the recommendations presented in the Report. These proposals, in the aggregate, represent a composite Action Plan. An Abstract of each proposal is included in this Executive Summary.

It is the intent of the Action Plan Development Team, the Advisory Committee and the many consultants who contributed to this Plan that these proposals lend themselves to implementation both singly and altogether. Consequently, we anticipate—and will encourage—community agencies and organizations, individual donors and foundations to adopt and sponsor specific programs in which they may be interested. In fact, where indicated, we hope that some proposals will be implemented in a great many settings throughout the local area.

At the same time, we recognize the benefits of consolidation and the power of synergy. Consequently, we will also propose the implementation of these proposals as one consolidated “master program.” This consolidated program will be coordinated jointly by the Louisville Urban League, the Lincoln Foundation, Inc., the University of Louisville and the Jefferson County Public Schools.

# ACTION PLAN ABSTRACTS: EDUCATION

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## (1) The Community Learning Center Network: Community-based Educational Support for At-Risk African-American Youth

*Developed by Blaine Hudson, University of Louisville*

The recent acknowledgement of the generations-old racial “achievement gap ” and largely unfunded mandates to “leave no child behind” are long-awaited and much needed statements of good intentions. However, translating these good intentions into measurable outcomes creates a new responsibility that public schools are ill prepared to meet. Consequently, in addition to the urgent need for dramatically expanded in-school and extended school support services for at-risk African-American youth, there is an equally urgent need for a network of community-based support programs designed to serve those young people in their home neighborhoods.

**The Community Learning Center Network** will be sponsored jointly by the Louisville Urban League, the Lincoln Foundation, Inc., the University of Louisville and the Jefferson County Public Schools (JCPS). The Network will deliver direct educational services to school-age African-American youth at as many as 12 community sites, each of which will serve as the base of operations for a separate Community Learning Center. Students will be referred by JCPS or may refer themselves. Each Center will concentrate on the needs of roughly 150 at-risk children in specific age/grade ranges during the public school year by offering skills assessment, individualized and small group learning assistance, and workshops for parents. Special summer programs will be offered at the Centers serving elementary and middle school age children.

Funding will be sought to implement the Community Learning Center Network at the beginning of 2003-2004 public school year, continuing initially through 2008-2009. Project duration will be indefinite or until the racial achievement gap is eliminated.

### *Budget Summary*

Start-Up Costs	\$239,125.00
Central Office	\$190,000.00
Early and Middle School Centers (8)	\$1,261,200.00
High School Centers (4)	\$445,000.00
Annual Network Cost	\$1,896,200.00

## (2) Developing Parent Power to Help Reduce the Achievement Gap

*Developed by Faye Owens and Bruce LaVant, Lincoln Foundation*

Black parents need instruction and guidance from a variety of resources including community agencies and churches about how to be effective advocates for their children. The focus of this action plan is to demonstrate to parents the meaning of parental involvement and to show parents how to support their children's academic performance, which will assist in reducing the achievement gap.

The primary focus of this initiative is on parents of elementary students living in the following communities: Algonquin, California, Chickasaw, Park DuValle, Park Hill, Parkland, Portland, Russell, Shawnee, Shelby Park and Smoketown. The program will be implemented over a 12-month period through "Parent Power" and "Parents Helping Parents" workshops, facilitated by nationally known professionals, and related initiatives, such C.L.O.S.E. (Churches Leading Opportunities for Success in Education) and Curriculum Inclusion.

This program does not call for paid staff positions, however funds will be needed for consultants, workshop supplies, incentives, site rental, travel, and operating costs.

<b>Annual Budget:</b>	<b>\$ 9,650.00</b>
<b>In-Kind</b>	<b>\$3,500.00</b>
<b>Total</b>	<b>\$13,150.00</b>

## (3) The Pan-African Studies Institute for Teachers

*Developed by J. Blaine Hudson, University of Louisville*

To comply with provisions of the Kentucky Educational Reform Act (KERA), the Jefferson County Board of Education made a commitment in the fall of 1991 to infuse African and African-American Studies throughout the curriculum of the Jefferson County Public Schools (JCPS). Because the vast majority of JCPS teachers lack a background knowledge in these academic areas, the Department of Pan-African Studies (PAS) and the School of Education of the University of Louisville were asked to develop the Pan-African Studies Institute for Teachers to provide the training needed to implement this commitment programmatically. Although envisioned originally as a district-wide effort, by 1995 the Institute had become essentially a series of courses offered by PAS, supplemented by occasional consulting and in-service workshops offered by the Institute Director.



The intended outcome is to create a “goodness-of-fit” between and among student needs, teacher training programs, and parent/community involvement—ultimately impacting the way teachers teach (elementary through post-secondary) and students learn as they become empowered, global citizens. The **CENTER** will operate year round providing training and in-service opportunities on a regularly scheduled basis. Pre-service teachers can complete their required program clinical hours; in-service teachers can complete comprehensive, relevant professional development hours and parents/caregivers and volunteers can receive hands-on training to provide academic assistance at home and after-school/Saturday academies.

Local and national professionals who are experts in their field will facilitate all training sessions. This collaborative initiative includes all local universities with teacher education programs, Spalding University, the Jefferson County Public Schools, Louisville Urban League, Jefferson Community College, Interdenominational Ministerial Coalition (IMC), and P.I.E. With an overarching goal of academic equity and increased achievement, so that “no child will be left behind,” the **CENTER** can effectively train a combination of 650 participants—parents/volunteers, pre-service and in-service teachers and teacher educators—throughout the first year. Satellite centers can then be operationalized throughout Greater Louisville beginning the second year.

**First Year Projected Budget** **\$250,000.00**

## **(5) Diversity Professional Development in the Jefferson County Public Schools**

*Developed by Bernard Minnis, Jefferson County Public Schools*

In 1975, the two largest school districts in the state of Kentucky, Louisville Independent and Jefferson County, were merged and desegregated by court mandate. The result was the development of the sixteenth largest school district in the country, with nearly 150,000 students—80 percent of whom were white and 20 percent of whom were black.

Almost 27 years later and no longer under the supervision of the federal courts, the Jefferson County Public School District faces a host of “Second-Generation Desegregation Issues”, e.g., increased minority and poor populations, increased suspensions of minority students, disproportionate numbers of minorities in special education classes or programs and under-representation of minorities in Gifted and Talented programs or advanced subjects.

The district is also facing academic achievement gaps. With the passage of state legislation Senate Bill 168, the issue of addressing the achievement gap has

become even more paramount. Federal legislation has also focused on the achievement gap. The “No Child Left Behind Act of 2001” has provisions that hold states and local school districts to the requirement of reducing achievement gaps among certain populations including racial and socio-economic categories. This renewed emphasis on achievement and equity must be supported by professional development programs offered to teachers in the area of diversity.

This systemic initiative will focus on diversity-related professional development by offering in-school institutes and training academies for representatives of 150 schools. It is anticipated that 1,200 participants will be trained in the first year and that as many as 3,000 teachers will be impacted.

**Annual Budget**

**\$ 1,080,000.00**

## **(6) The Future Scholars Program: A Talent Development Program for African-American High School Students**

*Developed by J. Blaine Hudson, University of Louisville*

As described in **The State of African-American Youth in Metropolitan Louisville**, African-American students remain poorly served by local and regional schools, resulting in a relatively small percentage of black high school graduates being fully prepared for college-level work. Existing programs and policies that identify and offer college opportunities to academically talented African-American students are critically important. However, programs that develop talent and create opportunities for less privileged students are more important still.

The University of Louisville has operationalized such a strategy in the Future Scholars Program, an academic enrichment experience for local African-American high school students designed to cultivate the talents of participants and to prepare them for higher education. Currently, the Program targets 10 to 15 students ( “rising juniors”) from relatively disadvantaged backgrounds, with average to slightly above average academic records, and offers: an intensive Summer Phase structured around a research project supervised by a University faculty mentor; and a Fall and Spring Phase structured around bi-weekly or monthly weekend meetings, workshops and enrichment activities for participants during the regular public school year.

This proposal calls for a significant expansion of the Future Scholars Program. Specifically, the Program will maintain its current structure and plan of operations, but funding will be sought with which to expand its service capacity

to accommodate 100 students each year. The University of Louisville program will serve as a prototype—and this expanded model will be replicable on other college campuses throughout the region, e.g., at Bellarmine University, Indiana University Southeast and Jefferson Community and Technical College.

**Annual Cost for Each Future Scholars Satellite Program \$ 207,000.00**

## **ACTION PLAN ABSTRACTS: SOCIAL AND SEXUAL DEVELOPMENT**

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### **(1) Know Girls Say No**

*Developed by Deborah Barnes-Byers, Girl Scouts of America*

“*Know Girls Say No*” is a program sponsored by the Girl Scouts of Kentuckiana for middle school girls in the Louisville community that responds to the findings in Part VI of **The State of African-American Youth in Metropolitan Louisville**. Through a series of four programs concerning self-esteem, pregnancy, sex and STDs, the Girl Scouts of Kentuckiana will reach 100 girls throughout housing communities and community centers in the Shawnee, Parkland, Portland, and Russell Village neighborhoods.

This 14-week program is divided into four parts. **The Bumblebee Principle** (A Unique Approach to Self-Esteem Building) is designed to help women, young and old, identify their strengths and beauty, inner and outer, in order to have high self-esteem. **Female Facts** provides girls an opportunity to have open dialogue about puberty and physical changes that are occurring both internally and externally in a safe and comfortable atmosphere. Included in this program is also a frank discussion of sexually transmitted infections, with an opportunity to dialogue with someone who is HIV positive. **The Baby Alive Program** is a project that prefers not to focus on sexual behavior, but rather one of its consequences, early parenthood. This program attempts to simulate early parenthood and gives youth “hands-on” experiences with its responsibilities. **True Love Waits** includes an explanation of why we have sex, the responsibilities, dangers, and consequences of unprotected premarital sex.

Resources needed will cover presenter fees, membership fees for participants and other incidental costs. Administrative costs (not included) will be donated by the Girl Scouts of Kentuckiana.

**Annual Budget (three programs/year)**

**\$38,700.00**



Under the guidance of a Director, a Coordinator and consultants, as needed, TNT will be organized in 2003-2004 as an amateur theater company of peer performers consisting of 20 parenting and non-parenting students from low performing and alternative high schools who also reside in the Northwest, Bridges of Hope, and Ujima neighborhoods. Students will be trained on sexuality issues and statistics related to teen pregnancy, sexually transmitted infections and HIV/AIDS. Students will choose material, write skits, coordinate props and costumes, and act the parts related to performances around these topics. Performances may range from short skits to one-act plays with messages about protecting self and health and methodical decision-making. Performances and discussions will range from one hour to 90 minutes in length. Post play discussions will reinforce abstinence, responsible sexual-decision-making, and supportive community resources. Performances will be held at requesting sites to include youth groups, community centers, schools, and faith communities.

A minimum of 12 performances is anticipated (two per month from October-March), with the potential of one per week (48 performances). An audience minimum of 50 students will be required of requesting sites in order to reach the target of 600 students through performance. In addition, students will be encouraged to make 10 interpersonal contacts per month to share health-promoting information. Such student outreach would expand contacts to as many as 2,000 youth.

**Annual Cost**

**\$100,000.00**

## **ACTION PLAN ABSTRACTS: SOCIAL DEVELOPMENT, RECREATION AND CULTURAL ENRICHMENT PROGRAMS**

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### **(1) The Saturday Academy: A Community-based Inter-cultural Education Program**

*Developed by J. Blaine Hudson, University of Louisville*

The development of a healthy and balanced personality depends on the construction of a positive, yet realistic, sense of personal identity—renegotiated or reformulated at various stages of the life cycle of each individual. For African Americans, an authentic individual identity cannot be achieved independent of the construction of a larger sense of racial identity grounded in accurate historical and cultural information. This larger context of racial identity is also

critical to the development of a sense of racial and inter-racial community. But where might such information be found—in a nation in which both academic and popular culture remain the province of centuries-old racial myths regarding the intellectual and characterological “deficiencies” of African Americans and other persons of color?

Reforming school curriculum and teacher education programs are keys to addressing this issue in the classrooms of our public schools and colleges. However, transforming the formal educational experience, even if such reforms were in place, can only impact those “in school.” Compensating for what is not taught “in school” and reaching the majority of Americans who are not “in school” requires an altogether different strategy.

Such a strategy was concretized in The Saturday Academy. Sponsored by the Jefferson County Public Schools, the Academy met on Saturdays at the DuValle Education Center from January 1991 through June 2002, and offered a program that included an African World Seminar for young adults and adults, an African “arts and crafts” class for young children, an African “martial arts” class for children through middle school age, and special programs and events.

This proposal will re-establish the Saturday Academy as a weekend, community-based African-American cultural enrichment and academic support program offered at “satellite centers” throughout Greater Louisville. In this decentralized yet expanded form, the Saturday Academy program will include: an African World Seminar, open as before to high school students and adults; age-appropriate cultural enrichment programs for younger children focusing on African-American and African World culture; special events, e.g., speakers, seasonal festivals; African-American theatre classes for young and mature adults; African dance and movement classes for young and mature adults; gender-specific leadership development programs for adolescents and young adults; and, to address the racial “achievement gap,” weekend academic support and guidance services.

**Annual Cost per Saturday Academy Satellite Center:                      \$67,500.00**

## **(2) E.S.S.E.N.C.E.: (Encouraging Sisters to Strive for Each Chance for Excellence)**

*Developed by Tomarra Adams, Shonda Brown, Hollie Harshaw, Kay Taylor and Kelisha Winters, University of Louisville*

Through E.S.S.E.N.C.E. (*Encouraging Sisters to Strive for Each Chance for Excellence*), young African-American women in their junior or senior years at

the University of Louisville will provide mentoring and other services to younger college- and high school-age African-American women each year. The program will promote a sense of group identity, leadership development, and a commitment to academic achievement and direct involvement in a range of community service activities.

E.S.S.E.N.C.E. will be organized, initially, as a pilot project administered by the Assistant Dean for Student Services of the University of Louisville College of Arts and Sciences. A senior division or graduate level student will serve as Program Coordinator, assisted by three Student Coordinators who contributed to the development of the program. Twenty-five younger college- and 50 high school-age African-American women will be selected as participants in the six-month (January through June 2003) pilot offering.

The pilot project will be assessed and modified as needed after Spring 2003. This proposal envisions the continuation of the E.S.S.E.N.C.E. at the University of Louisville in 2003-2004, with an expanded service population of 50 younger college- and 100 high school-age African-American women. Program duration will be extended to eight months. The Assistant Dean will work to establish, and implement in 2003-2004, an E.S.S.E.N.C.E. companion program for young African-American males. This program will be housed in the same administrative structure and the E.S.S.E.N.C.E. plan of operations will serve as its prototype.

The Assistant Dean and Program Coordinator will also work to establish satellite programs at other local colleges and universities.

<b>Cost of E.S.S.E.N.C.E. Pilot Program (2002–2003)</b>	<b>\$30,650.00</b>
<b>Annual Cost for Each E.S.S.E.N.C.E. Program (2003–2004)</b>	<b>\$55,950.00</b>
<b>Annual Cost of E.S.S.E.N.C.E. and Program for Black Males</b>	<b>\$94,200.00</b>

### **(3) Muhammad Ali Youth Peace Corps**

*Developed by Seymour Slavin*

The premise of this proposal relies on the positive cultural aspects of African-American youth. Its focus is the African-American peer culture and utilizing this culture as a vehicle for engaging youth in making contributions to the African-American community. It recommends setting up a Muhammad Ali Youth Peace Corps, which will be involved in fostering social and cultural programs conveying the spirit of service embodied by Muhammad Ali. It involves

education and employment opportunities for African-American youth and it augments the activities currently underway in building the Muhammad Ali Museum and the U of L Peace and Conflict Resolution Center.

**Annual Budget**

**\$91,020.00**

## **(4) When Youth Speak For Themselves**

*Developed by the Kentucky Alliance Against Racist & Political Repression*

The “When Youth Speak for Themselves” program will organize youth by neighborhoods, bringing together young people of high school and college age, including those in these age groups who are out of school. The basic work of outreach and organizing will be done by a group of youth in this age group. They will work in every neighborhood in the West End, and also in the Smoketown-Clarksdale area, reaching young people through community centers, churches, and schools, as well as making use of their own previous contacts. The immediate objective of the outreach will be to convene a citywide Youth Conference on the Crisis Facing Black Youth, which will be scheduled about six months after the start of the project.

The Kentucky Alliance Against Racist and Political Repression will host the program. The Alliance will start with a leadership corps that will include a Project coordinator (probably a college student), and an assistant to the coordinator to help on all phases of the work including detail and paper work. Initially, we envision six outreach workers, each assigned to one or more specific neighborhoods, and these also will be youth, probably high school students or of that age group. This initial leadership corps will consist of young people with some previous experience in organizations, at least some of them oriented to social justice and social change approaches.

**Annual Budget**

**\$56,540.00**

## **(5) Delinquency Prevention Initiative**

*Adapted from the Coke Memorial UMW Truancy Reduction Program*

Beginning in the late 1970s, the number of juveniles of color arrested and confined in the nation’s jails began to climb steeply. Consistent with national trends, the most recent from the Kentucky Department of Juvenile Justice indicate that, while Kentucky has an estimated minority population of only 10%, 41% of the youth admitted to juvenile detention in 1991 were minorities. Furthermore, the degree of disproportion was most pronounced in Jefferson County—where 58.2 % of all the juvenile males and 52.8 % of all juvenile females detained were black.

While initiatives to transform the juvenile justice system are critically important, it is equally—if not more—important to implement proactive programs designed to prevent, rather than manage, delinquency among young African Americans. One of the key predictors of delinquency among adolescents is truancy and, while truancy is a national problem, its local manifestations require local attention. **The Delinquency Prevention Initiative** will work to address this problem by reducing truancy among at-risk students at two target JCPS Middle Schools.

The Initiative will serve 50 middle school students at each target school, i.e., at least 100 students each year—and their families. Students will be referred by JCPS once their absenteeism reaches a critical threshold and will be served through the remainder of the school year.

Several types of structured intervention will be offered, including mentoring, parental involvement and accountability training, intensive assistance with academic work and workshops on self-esteem building, human relations skills and tutoring. Through these services, the Initiative will address the risk factors that encourage delinquency, substance abuse, and criminal behavior/violence.

**Annual Cost**

**\$186,250.00**

## **ACTION PLAN ABSTRACTS: YOUTH EMPLOYMENT**

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### **Louisville Youth Opportunity Network — An Ongoing Program Currently Funded through KentuckianaWorks**

One of the most important youth employment and education initiatives in this community—the Louisville Youth Opportunity Network (LYON)—was created three years ago with a \$28 million U.S. Department of Labor grant to prepare youth ages 14-21 who live in the Empowerment Zone for future employment. This program, funded through Louisville's KentuckianaWorks, is the most intensive effort ever to reach young people at risk of permanent joblessness, assisting both in-school and out-of-school youth improve their educational and occupational skills as well as providing constant support and long-term follow-up services.

The goal of LYON is to serve more than 6,000 youth in the Empowerment Zone over a five-year period and increase their long-term employability. The outcomes for LYON youth are both short term and long term. Short-term

goals include assisting youth obtain their GEDs, enrolling youths in short-term occupational and employment skills training, working with youth to obtain after-school or summer jobs and internships. Long-term outcomes include placing youth in post-secondary education and training, such as in college or in occupational skills training, and in long-term employment, or employment that leads to a career.

LYON also provides ongoing supportive services to help youth stay engaged as they work to complete their education and training, whether that includes continuing into college or re-engaging in education, completing their GED, or pursuing technical training. In addition to the education and occupational activities, LYON also offers cultural and recreational activities so that youths will have a well-rounded experience. Life skills, mentoring, peer-to-peer activities, and many other opportunities are made available by the program to help youth develop the skills necessary to be self sufficient and ready for tomorrow's workforce.

The key to the success of LYON will be the commitment of area businesses. By providing meaningful employment experiences for LYON youth, businesses throughout Louisville are helping develop a skilled workforce capable of meeting the demands of the fast-changing global economy. In other words, they are developing the future.

The Louisville Urban League, which operates the LYON centers, as well as the other community partners involved in this initiative—including the YMCA, Jefferson County Public Schools, TARC, Metro United Way and many other public, private and nonprofit entities—truly hope to create a lasting infrastructure for youth development and employment that lasts well beyond the grant period. In order to accomplish this, every effort must be made to develop a sustainability plan that will enlist community partners in ensuring that these important services will continue to be offered to Louisville's youth. Toward that end, the Action Plan team recommends that a committee representative of the entire community, including employers, service providers, educational institutions, parents and youth—be formed to explore unique partnerships for continuing this important work.

Other youth employment opportunities will be afforded through the following programs:

- The Community Learning Center Network
- E.S.S.E.N.C.E. and companion program for African-American males

- Health Education Led by Peers (HELP)
- The Saturday Academy
- The Future Scholars Program
- The Muhammad Ali Youth Corps
- Teensex News Theater (TNT)
- When Youth Speak for Themselves

## **ACTION PLAN: CONSOLIDATION AND COORDINATION**

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Each of the Action Plans presented above represents both a response to one of the major recommendations of **The State of African-American Youth** and a “tool” that can be applied to addressing the issues that prompted each recommendation. In their totality, these Action Plans are the constitutive elements of a comprehensive plan aimed at improving significantly the lives and life chances of African-American youth in Greater Louisville. In this respect, this overall Action Plan is a “tool-kit,” a set of tools that can be used singly, or in various combinations, or altogether. The next phase must focus on implementation, i.e., applying these tools to the “jobs” for which they were created.

Because these Plans are replicable, our intent is that they be used both as separate tools, i.e., as programs offered by a broad spectrum of community organizations and agencies, and as a complete tool-kit that may be consolidated into a “master program” comprised of at least one iteration of each Action Plan. While each Action Plan was designed with its own administrative, service delivery, monitoring and evaluation infrastructure, a large and complex consolidated program will require the creation of a superstructure for the management and coordination of its many interdependent programs. This structure may be established as follows:

- The current partnership between the Louisville Urban League, the Lincoln Foundation and the University of Louisville will be extended, with the Jefferson County Schools becoming a fourth partner.
- If appropriate, this partnership will be formalized legally to permit the receipt and disbursement of funds.
- Either the Louisville Urban League or the Lincoln Foundation will serve as the fiscal agent for most community-based components of the Project and will provide space to house its central office staff. Community-based components dependent on in-kind contributions of host organizations (e.g.,

the Girl Scouts of America) will be based in those organizations, but will be coordinated with the overall effort.

- The University of Louisville and the Jefferson County Public Schools will serve as the fiscal agents for the institutionally-based components of the Project, i.e., those dependent on in-kind contributions of institutional resources and personnel.
- The chief administrative officer of each partner, or his/her designee, will serve on a five-member State of African-American Youth Implementation Plan Advisory Committee (or Board)—with the Mayor of Greater Louisville, or his/her designee, as the fifth member.
- The Advisory Board will appoint and evaluate the Executive Director, and will oversee—and may, through the partner institutions, appoint or “donate” staff to administer—the consolidated superstructure described below.

### *Organization, Staffing and Resource Needs*

It is proposed that the consolidated program be administered by an Executive Director with an advanced degree in education or a social services field and significant related professional experience. The Executive Director would be supported by an Administrative Assistant and a Secretary. Additional funds would be budgeted for operating expenses, consultants, and on-going research and evaluation.

The consolidated program may consist of three interdependent community-based components: *Education, Community-building and Leadership Development, and Social Development*. Each component will either house, or coordinate with a host organization or institution, all or part of one of the programs proposed in the Action Plans presented above. The consolidated structure will also include University-based and JCPS components for those programs designed to use significant in-kind contributions of University or JCPS staff, facilities and other resources. This overall structure would be organized as follows:

#### **Education**

The Education component of the consolidated program will house the two key community-based action plans related to education:

- the central office, two Elementary School Centers, two Middle School Centers and one High School Center of the **Community Learning Center Network**; and,
- the entire **Center for Effective Teaching and Learning**.

The Education component will coordinate its work with the Lincoln Foundation Developing Parent Power program, the JCPS’ Diversity

Professional Development Program, and the University of Louisville Future Scholars Program and the Pan-African Studies Institute for Teachers (see below)—and any satellite programs based on these Action Plans that may be implemented independently by any individual, institution, group or agency.

### **Community-building and Leadership Development**

The Community-building and Leadership Development component will house the following social and cultural enrichment, and leadership development and delinquency prevention programs:

- one entire **Saturday Academy** program;
- the entire **E.S.S.E.N.C.E.** program and its companion program for African-American males;
- the entire **When Youth Speak For Themselves** program;
- the entire **Muhammad Ali Youth Corps** program; and,
- the entire **Delinquency Prevention Initiative**.

The Community-building and Leadership Development component will coordinate its work with any satellite programs based on these Action Plans that may be implemented independently by any individual, group or agency.

### **Social Development**

The Social Development component will house the following sexuality education programs for adolescents and their parents:

- one entire **H.E.L.P.P. Teams** program; and,
- the entire **TNT** program.

The Social Development component will coordinate its work with the Girls Scouts of America **Know Girls Say No** program—and any satellite programs based on these Action Plans that may be implemented independently by any individual, group or agency.

The consolidated program will include three other components housed outside its administrative structure due to their partial (or total, in the case of JCPS) dependence on in-kind contributions from their host organizations. Given their centrality to the overall Action Plan, these programs will be part, however, of the same fund-raising efforts. Those three other components include:

### **Community Partner Programs**

- **Developing Parent Power**, sponsored by the Lincoln Foundation; and
- **Know Girls Say No**, sponsored by the Girls Scouts of America.

## University Partner Programs

- the Future Scholars Program; and
- the Pan-African Studies Institute for Teachers.

## JCPS Partner Programs

- the JCPS Diversity Professional Development Program.

## *Project Duration*

It is anticipated that the full program will operate for at least five years. Continuation will be determined based on the rate of improvement in the target problem domains.

## *Implementation Time-Line*

The master program will be implemented in accordance to the time-line presented below. It is assumed that the implementation timetables in each Action Plan will be followed in the implementation of each component or partner program.

January 2003	Appoint Advisory Committee
February 2003	Hire Executive Director
March 2003	Hire remaining Central Office staff
March 2003–August 2003	Initial implementation of selected programs; staff selection and training; site identification and preliminary stages of implementation of remaining programs.
September 2003	Full implementation, all programs
May 2004	Comprehensive evaluation
July 2004–June 2008	Cycle repeats

*State of African-American Youth Action Plan*

Consolidated Program Organizational Chart

Implementation Plan Advisory Committee

Central Administration

<b>Education/Employment</b>	<b>Community-building and Leadership Development</b>	<b>Social Development</b>
Community Learning Network	The Saturday Academy	Know Girls Say No
Parent Power*	The Muhammad Ali Peace Corps	H.E.L.P.P. Teams
The Future Scholars Program	When Youth Speak for Themselves	TNT
Center for Teaching and Learning	E.S.S.E.N.C.E.	
Diversity Professional Development	Delinquency Prevention Initiative	
LYON		
Community Partner Program	University Partner Program	JCPS Partner Program

*The State of African-American Youth in Metropolitan Louisville: Action Plan*

**Phase I Proposal Abstracts: Summary Table**

<u>Theme</u>	<u>Action Plan</u>	<u>Developer(s)</u>	<u>Population (N)</u>	<u>Annual Budget</u>
Education (Community Services)	The Community Learning Center Network	Blaine Hudson U of L	2,000 youth per year	\$1,896,200.00 (12 sites)
Education (Parents)	Developing Parent Power to Help Reduce the Achievement Gap	Faye Owens, Bruce LaVant, Lincoln Foundation	50 parents per year	\$13,150.00
Education (Teacher Training)	The Pan-African Studies Institute for Teachers	Blaine Hudson U of L	50–100 educators per year	\$121,250.00 (per site)
	JCPS Diversity Professional Development Program	Bernard Minnis JCPS	1,200 educators	\$1,080,000.00
	Center for Teaching and Learning & Associates	Carole Cobb Cobb and parents	650 educators	\$250,000.00
Education (Talent Development)	The Future Scholars Program	Blaine Hudson U of L	100 students per year	\$207,000.00 (per site)
Sexual Behavior and Health	Know Girls Say No	Deborah Barnes-Byers Girl Scouts of America	400 young women per year	\$38,700.00
	Health Education Led by Peers and Parents (HELPP Teams)	Bani Hines-Hudson Consultant	3,800+ youth, 1,200 parents	\$253,000.00
	Teensex New Theatre (TNT) (HELPP Teams)	Bani Hines-Hudson Consultant	2,000+ youth per year	\$100,000.00
Leadership Development, Cultural Enrichment	The Saturday Academy	Blaine Hudson U of L	1,000+ youth and adults per year	\$67,500.00 (per site)
	E.S.E.N.C.E. and Program for Black Males	Tomarra Adams, et al. U of L	300 youth per year	\$94,200.00
	The Muhammad Ali Youth Peace Corps	Seymour Slavin U of L	100 youth per year	\$91,020.00
	WHEN YOUTH SPEAK FOR THEMSELVES	Anne Braden, Bob Cunningham Kentucky Alliance	1,000 youth	\$56,540.00
Juvenile Justice and Delinquency Prevention	Delinquency Prevention Initiative (Truancy Reduction Program)	Adapted	100 youth, 100 parents per year	\$186,250.00
Employment	LYON	Current Program	2,000 youth	\$3–4 million

# Budget

Budgetary resources required for the entire consolidated program are outlined in the following:

## *State of African-American Youth Action Plan Consolidated Program—Annual Budget*

<b>Item</b>	<b>Cost</b>
<b><i>I. Administration</i></b>	
Executive Director	\$75,000.00
Administrative Assistant	\$30,000.00
Secretary	\$20,000.00
Personnel	\$125,000.00
Fringe Benefits (25%)	\$31,250.00
<b>Total Personnel</b>	<b>\$156,250.00</b>
Consultants	\$10,000.00
Research and Evaluation	\$10,000.00
Operating Expenses	\$10,000.00
Travel	\$10,000.00
<b>Total Non-Personnel</b>	<b>\$40,000.00</b>
<b>Total Central Administration</b>	<b>\$196,250.00</b>
<b><i>II. Education and Employment</i></b>	
Learning Center Network (partial implementation)	
Central Office	\$190,000.00
2 Elementary School Centers	\$315,000.00
2 Middle School Centers	\$315,000.00
1 High School Center	\$103,750.00
LYON	\$3,000,000.00
<b>Total</b>	<b>\$3,924,350.00</b>
Center for Effective Teaching and Learning (full implementation)	\$250,000.00
<b>Total Education</b>	<b>\$4,174,350.00</b>
<b><i>III. Community-building and Leadership Development,</i></b>	
Saturday Academy (one complete program)	\$67,500.00
E.S.S.E.N.C.E. (one complete program)	\$94,200.00
WHEN YOUTH SPEAK FOR THEMSELVES (full implementation)	\$56,540.00
Muhammad Ali Youth Corps	

(full implementation)	\$91,020.00
Delinquency Prevention Initiative (one complete program)	\$186,250.00
<b>Total Community-building and Leadership Development</b>	<b>\$495,510.00</b>

***IV. Social Development***

H.E.L.P.P. Teams (one complete program)	\$253,000.00
TNT (complete program)	\$100,000.00
<b>Total Social Development</b>	<b>\$353,000.00</b>

***IV. Community Partner Programs (Funding Needed)***

Developing Parent Power (Lincoln Foundation)	\$13,150.00
Know Girls Say No (Girl Scouts of America)	\$38,700.00
<b>Total Community Partner Programs</b>	<b>\$51,850.00</b>

***V. University Partner Programs (Funding Needed)***

Future Scholars Program (partial implementation, one campus)	\$194,500.00
Pan-African Studies Institute for Teachers (partial implementation, one campus)	\$121,250.00
<b>Total University Partner Programs</b>	<b>\$315,750.00</b>

***VI. JCPS Partner Programs***

Diversity Professional Development	\$1,080,000.00
LYON	\$3,000,000.00
<b>Total JCPS Partner Programs</b>	<b>\$4,080,000.00</b>

***Consolidated Program—Annual Budget Summary***

<b>Total Central Administration</b>	<b>\$196,250.00</b>
<b>Total Education and Employment</b>	<b>\$4,174,350.00</b>
<b>Total Community-building and Leadership Development</b>	<b>\$495,510.00</b>
<b>Total Social Development</b>	<b>\$353,000.00</b>
<b>Total Community Partner Programs</b>	<b>\$51,850.00</b>
<b>Total University Partner Programs</b>	<b>\$315,750.00</b>
<b>Total JCPS Partner Programs</b>	<b>\$1,080,000.00</b>
<b>TOTAL CONSOLIDATED PROGRAM</b>	<b>\$6,666,710.00</b>

# III. ACTION PLANS

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## The Community Learning Center Network Community-based Educational Support for At-Risk African-American Youth

*Developed by J. Blaine Hudson, University of Louisville*

### *Introduction: Need for the Project*

The Jefferson County Public School District (JCPS), like most large school districts, is well-equipped to meet the educational needs of children functioning above, at, or even slightly below grade level in the key academic skill and content areas. This is particularly the case for students from more affluent families that can use their own resources to supplement the in-school education of their children. However, when children and adolescents fall below—and, often, significantly below—grade level in these same skill and content areas, large school districts can seldom marshal and channel the resources needed to restore those children to age-appropriate levels of academic performance. The problem is not necessarily one of bias or incompetence, but rather one rooted in “economies of scale.” It simply costs less and requires less specialized training to work with children who are “doing well” or even to allow those who “fall behind” to fall progressively farther behind than to help them catch up. This dilemma is compounded further and often wholly beyond solution when the students who have fallen behind are least likely to have access to supplement support from their families or in their home neighborhoods.

For this reason, the recent acknowledgement of the generations-old racial “achievement gap” and largely unfunded mandates to “leave no child behind” are long-awaited and much needed statements of “good intentions,” but translating these good intentions into measurable outcomes creates a new responsibility that public schools are ill-prepared to meet. Clearly, this responsibility belongs properly to the schools—since the achievement gap, as outlined in **The State of African-American Youth** (2002), reflects differences, not in group ability, but in how groups are treated by educators. However, this is a responsibility that the schools cannot shoulder alone. Consequently, in addition to the urgent need for dramatically expanded in-school and extended school support services for at-risk African-American youth, there is an equally urgent need for a network of community-based support programs designed to serve those young people in their home neighborhoods.

To meet both this responsibility and need, the University of Louisville, the Louisville Urban League, the Lincoln Foundation and the Jefferson County Public Schools propose the establishment of The Community Learning Center Network to assist African-American youth who have fallen behind, first, to catch up and, then, to move forward.

### *Organization and Plan of Operations*

The Community Learning Center Network will be a five-year project, initially, and will deliver direct educational services to school-age African-American youth at multiple community sites, each of which will serve as the base of operations for a separate Community Learning Center. Each Center will concentrate on the needs of at-risk children in a specific age/grade range to permit the concentration of human and other resources on a narrower range and more homogeneous set of learning issues. Further, each will function as a separate but interdependent component of an overall network organized as follows:

- A central Coordinating Office;
- At least two Community Learning Centers for children in grades 1 through 3;
- At least two Community Learning Centers for children in grades 4 and 5;
- At least four Community Learning Centers for middle school students; and,
- At least four Community Learning Centers for high school students.

The Community Learning Center Network will be administered from a central office by an Executive Director and support staff, including a Community Education Specialist who will be responsible for on-going staff training. Learning Centers for each age/grade will be located strategically throughout the metropolitan area. Each will be coordinated by a Director and staffed by an Educational Service Coordinator and a contingent of Educational Services Workers (i.e., tutors).

Each Community Learning Center will be open after school for four hours each weekday during the public school year and will be capable of serving at least 150 students per week, i.e., of offering 150 hours of “time on task” assistance. Further, each Center for elementary and middle school children will be open all-day in the Summer, offering a Summer Enrichment Program that will combine structured academic assistance with the types of recreational activities normally associated with a “day camp” for as many as 100 children. Center personnel will be trained to:

- assess student skills at in-take;

- work closely with JCPS to devise an individualized educational plan for each student;
- provide individual and small group assistance to participating students, utilizing both modern technological aids and traditional tutoring strategies;
- offer support workshops and consultative services for the parents of participants; and,
- assess student progress.

Each Center Director and Educational Services Coordinator will be trained to work with students with special needs on an individual basis and, as appropriate, in small groups.

The Executive Director and his/her staff will devise a referral and reporting system with JCPS and will work with JCPS personnel to devise a system of rewards to maximize student use of Center services.

### *Service Population*

Any African-American child performing below grade level or at risk of falling below grade level, in Grades 1-12, will be eligible to receive services through a Community Learning Center. Eligibility will be determined as follows:

- for children in Grade 1, eligibility will be based on teacher/school mid-year assessments of student progress—with consequent referral to the Office of the Executive Director of the Community Learning Center Network;
- teacher/school referrals and/or CATS results will be used to identify other eligible students—with consequent referral to the Office of the Executive Director of the Community Learning Center Network; or,
- students may also refer themselves—or be referred by their parent(s) or an interested community resident—subject to verification of their eligibility based on the criteria outlined above.

Once referred, the Executive Director will assign each student to the Center nearest his/her home and best suited to his/her needs.

To ensure that the academic gains produced by the Centers are stable, students will be eligible to continue receiving the services of a Learning Center for one year after their performance deficit has been eliminated—as certified by JCPS.

### *Project Duration*

Indefinite, or until no less than three years after the achievement gap is eliminated. However, as noted, funding is requested for an initial five-year project.

## *Oversight, Staffing and Resources*

The Executive Director will be selected by and will serve at the pleasure of a five-member Advisory Committee drawn from the membership of the State of African-American Youth Implementation Project Advisory Committee. Each partner (i.e., the University of Louisville, the Louisville Urban League, the Lincoln Foundation and the Jefferson County Public Schools) will have one representative on the committee, with one at-large member identified by the Mayor of Greater Louisville. (This Committee is synonymous with the body that will oversee the entire Implementation Project.)

Both the Executive Director and the Community Education Specialist will be full-time, year-round employees with significant educational and supervisory experiences and, preferably, with teaching certifications or the equivalent. They will be assisted by a Program Assistant and a Secretary. Center Directors will have similar teaching credentials, but will be employed part-time during the public school year; Summer Program Coordinators will be employed full-time during the summer months.

A pool of funds will be budgeted for each Center to employ a variable number of Educational Service Workers and student assistants. The assistance of qualified volunteers will also be solicited and welcomed.

Funds will also be needed for equipment, educational materials and software, training costs, summer recreational and enrichment activities, and site operations.

## *Implementation*

An initiative of this magnitude will require considerable time for organization and staffing. Consequently, while funding will be sought to implement the Community Learning Center Network at the beginning of 2003-2004 public school year, a start-up and training period will be necessary to meet this deadline. Such a start-up phase has been budgeted as a one-time cost. The milestones established for start-up are as follows:

November–December 2002	Identify Advisory Committee
January–February 2003	Hire Executive Director and Education Training Specialist
February–May 2003	Organize program, identify sites, purchase equipment, et al.; devise referral network and training plan

May–June 2003	Hire Center Directors
July–August 2003	Train Center Directors; Hire and Train Educational Service Coordinators
September 2003	Full Implementation

***Budget***

The following detailed budget will support the structure and plan of operations described above. This budget can be adjusted accordingly should the desired number of Community Learning Centers be increased or decreased.

***The Community Learning Center Network  
One-Time Start-Up Budget (January 2003–August 2003)***

<i>Item</i>	<i>Cost</i>
Executive Director (January–June 2003)	\$25,000.00
Educational Training Specialist (January–June 2003)	\$17,500.00
Center Directors (12; \$2400 each, July – August 2003)	\$28,800.00
<b>Total</b>	<b>\$71,300.00</b>
Fringe Benefits (25%)	\$17,825.00
<b>Total Personnel</b>	<b>\$89,125.00</b>
Computers and Printers (52, at \$2500 each)	\$130,000.00
Training Costs	\$10,000.00
Expenses, Supplies, Materials	\$10,000.00
<b>Total Non-Personnel</b>	<b>\$150,000.00</b>
<b>Total Start-Up Costs</b>	<b>\$239,125.00</b>

***Annual Budget***

<i>Item</i>	<i>Cost</i>
<i>1. Central Office</i>	
Executive Director (full-time)	\$50,000.00
Community Education Specialist	\$35,000.00
Program Assistant	\$25,000.00
Secretary	\$20,000.00
<b>Total</b>	<b>\$130,000.00</b>
Fringe Benefits (25%)	\$32,500.00
<b>Total Personnel</b>	<b>\$162,500.00</b>
Training Budget	\$10,000.00
Expenses	\$7,500.00

Evaluation	\$10,000.00
<b>Total Non-Personnel</b>	<b>\$27,500.00</b>
<b>Total Central Office</b>	<b>\$190,000.00</b>
<i>2. Elementary and Middle School Centers (8)</i>	
Center Director (full-time, 40 weeks/year)	\$35,000.00
Educational Services Coordinator (40 wks., 20 hrs/wk, \$15.00/hr)	\$12,000.00
Educational Service Workers (pool for 40 wks., 150 hrs/wk, \$6.00/hr)	\$36,000.00
Summer Program Coordinator (12 wks, 40 hrs/wk, \$20.00/hr)	\$9,600.00
Summer Program Workers (pool for 12 wks, 160 hrs/wk, \$6.00/hr)	\$11,520.00
<b>Total</b>	<b>\$104,120.00</b>
Fringe Benefits (25%)	\$26,030.00
<b>Total Personnel</b>	<b>\$130,150.00</b>
Materials, supplies, expenses	\$7,500.00
Summer Enrichment	\$20,000.00
<b>Total Non-Personnel</b>	<b>\$27,500.00</b>
<b>Total Early and Middle School Centers</b>	<b>\$157,650.00</b>
	<b>\$1,261,200.00</b>
<i>3. High School Centers (4)</i>	
Center Director (full-time, 40 weeks/year)	\$35,000.00
Educational Services Coordinator (40 wks., 20 hrs/wk, \$15.00/hr)	\$12,000.00
Educational Service Workers (pool for 40 wks, 150 hrs/wk, \$6.00/hr)	\$36,000.00
<b>Total</b>	<b>\$83,000.00</b>
Fringe Benefits (25%)	\$20,750.00
<b>Total Personnel</b>	<b>\$103,750.00</b>
Materials, supplies, expenses	\$ 7,500.00
<b>Total Non-Personnel</b>	<b>\$7,500.00</b>
<b>Total High School Centers</b>	<b>\$111,250.00</b>
	<b>\$445,000.00</b>

### *Budget Summary*

Total Start-Up Costs	\$239,125.00
Total Central Office	\$190,000.00
Total Early and Middle School Centers (8)	\$1,261,200.00
Total High School Centers (4)	\$445,000.00
Total Annual Network Cost	\$1,896,200.00

### *Facilities*

This proposal assumes that the cost of space used by the Community Learning Center Network and related overhead costs will be an in-kind contribution of the “owners” of those facilities.

### *Evaluation*

The primary objective of the Community Learning Center Network is to assist students in achieving the level academic performance appropriate to their age. The effectiveness of the Centers will be assessed annually based on their degree of success in achieving this objective.

The Executive Director will contract with the Center for Educational and Social Policy Analysis of the University of Louisville Department of Pan-African Studies to ensure that a comprehensive evaluation is conducted. This evaluation will focus principally and quantitatively on the Center’s key objective, but will include qualitative measures (to be determined) as well.

Using this input, the Executive Director will prepare and submit a written report to the Advisory Committee each year. The results of this evaluation will be weighted heavily in the Committee’s annual review of the performance of the Executive Director.

### *Conclusion*

While often blamed on African-American children and/or their families, inequality of aggregate educational outcomes is quintessentially a product of the failure of our institutions and our communities to ensure that all children learn—and learn at high levels of proficiency. Rectifying this problem requires, first, tracing it to its roots—and, then, on that basis, both restructuring schools to serve all students more effectively and creating parallel or complementary support structures in the local community.

The cost of addressing this problem is high. However, the cost of not doing so—the personal cost to our children and the social cost to our community—is far higher.

# Developing Parent Power to Help Reduce the Achievement Gap

*Developed by Faye Owens and Bruce LaVant, The Lincoln Foundation, Inc.*

## *Purpose*

The Lincoln Foundation, a 501(c)(3) non-profit organization, was established to provide educational opportunities for at-risk youth and to help parents become advocates for their children. According to the National Committee for Citizens in Education, (1985) and Rotter, Robinson, & Fry, (1987), black students' failure is related to the absence of strong advocates. Parents are the most effective advocates for their children, but low-income minority parents lack the necessary skills to perform this role. Black parents need instruction and guidance from a variety of resources including community agencies and churches about how to be effective advocates. In keeping with the Foundation's purpose,"to help parents become advocates for their children, "it is essential that an action plan be created for developing parent power to help reduce the achievement gap.

The rationale for this plan "Developing Parent Power to Help Reduce the Achievement Gap" refers to **The State of African-American Youth in Metropolitan Louisville** Part IV entitled, Education, under Recommendations, Parent Role.

The need for multiple solutions to close the achievement gap has new urgency with President Bush's school accountability initiative, the new federal "No Child Left Behind" law. Many plans have been and are being implemented to close the achievement gap, however, the plans to include parental involvement in this attempt have been shallow. Most of the plans have focused on parent participation. Slaughter (1986) made a distinction between the term parental participation and parental involvement. She defined participation as direct engagement in school activities and involvement as the support of the child's schooling. Schools value both of these activities, but the primary focus is on parent participation. Parent participation is defined in schools by the number of parents attending events such as, parent conferences, PTA meetings, open house, fund-raisers, sports events and musical and dramatic festivals. Schools acknowledge the value of parental involvement, but it is not visible in schools or plans to close the achievement gap. The effective schools research has identified parental involvement as a critical factor in a child's education (Edmonds, 1979). In 1986, former U. S. Secretary of Education Bennett strongly advocated for parental involvement. He stated: "Parents belong at the center of a young child's education. The single best way to improve elementary

education is to strengthen the parents' role in it"(p126). This plan's thrust is parental involvement.

### ***Program Description***

The focus of this action plan is to demonstrate to parents the meaning of parental involvement, to show parents how to support their children's academic performance, which will assist in reducing the achievement gap.

The primary focus is on parents of elementary students. Middle and high school students discourage their parents from being too visible at school because the students' friends often react negatively. Slaughter (1986) discovered that black students whose parents were actively involved in school activities were least likely to be chosen as a preferred peer. The students were not popular because their peer culture ostracized students whose parents participated in school activities. Consequently, messages, announcements, newsletters, and report cards often fail to reach parents. It is our belief that a long-term plan is needed to change the thinking of the parents and students. Parents must begin to teach children at an early age that getting good grades and having parents involved in school activities is important to their education.

The crucial role for black parents is their role as teachers in the home. This is the role that parents prefer and the one directly related to the achievement of their children (Irvine, 1990). Ianni (1987) and Walberg (1984) state that parents, regardless of their socioeconomic status, significantly increase their children's academic learning when they perform the role of home instructor. Parents are encouraged to provide learning activities at home that are not replications of school activities. For example, writing the words from their favorite songs that they hear on the radio, adding up the grocery items and writing poems, reading the newspaper, the church bulletin and seeing likeness and differences in things. Also, parents must set clear, consistent and fair rules regarding appropriate and acceptable behavior both in the home and at school.

This action plan "Developing Parent Power to Help Reduce The Achievement Gap" will be implemented through a variety of methods, such as:

- Parent Power Dialoguing Series
- Parents Helping Parents
- C.L.O.S.E. (Churches Leading Opportunities for Success in Education)
- Curriculum Inclusion

#### **Parent Power Dialoguing Series**

Parent Power Dialoguing Series are designed for parents to learn how to be involved with their child/children's education. The sessions will consist of small

groups of parents, approximately 50, from low-income areas of the city. The purpose of the sessions is: to inform, teach, advise and discuss the achievement gap, types of test and strategies to reduce the gap. The sessions are designed for organized parent groups and will take place in sites that are comfortable and familiar to the parents. The dialoguing sessions will be held in selective communities centers, churches, at parent's grade groups or parent's team member meeting sites, and other organized parent's sites. The selectivity of the parent's groups and meeting sites are necessary in order to assure that parents feel comfortable in expressing their ideas and concerns. The selected parent groups are:

- Church groups
- Boys and Girls clubs
- Whitney M. Young Scholars Program
- Scouting groups, both boys and girls
- Grade groups and/or parent team groups
- Day Care Center
- Other interested groups

The PTA was not selected as a group because PTA meetings are threatening to many black parents and are too large. This action plan is designed for smaller groups. However, requests will be accepted from any school's PTA or any other parent group that is not listed who would like to be included in the sessions. Parents usually attend PTA meetings only when their children are performing. Middle and high school black parents attend in very small numbers. PTA meetings in some schools are held in the mornings, however they must be held in the evenings, because many black parents do not have the luxury of being able to leave work for meetings.

The dialoguing series will consist of three sessions. Each session will focus on one topic. The format will consist of two or more consultants leading the discussion group. The sessions will be interactive, with background information provided for parents to discuss in smaller groups and for the consultant to solicit ideas, concerns and suggestions from parents.

The consultants will follow the usual workshop style with alterations where needed. Time will be allowed for parents to talk, and share their feelings and opinions in a comfortable place. The sessions will be scheduled for one hour and a half. The sessions will be held in various sites, such as Jay's Restaurant, churches, Boys and Girls Clubs, community centers and any other sites that are appropriate.

The targeted population will be parents living in the following communities: Algonquin, California, Chickasaw, Park DuValle, Park Hill, Parkland, Portland, Russell, Shawnee, Shelby Park and Smoketown.

These sessions will serve as training sessions for potential parent trainers. The outline of the Parent Power Series is as follows:

***Parent Power Dialoguing Series I: What is this thing called The Achievement Gap?***

1. Defining The Achievement Gap
2. The causes of the gap?
3. What is the impact on black children?
4. How is it determined?
5. How can the gap be reduced?

Suggested Consultants—Dr. Jacqueline Jordan Irvine, Endowed Chair Emory University, Atlanta, Georgia; Dr. Bernard Minnis, Asst. Superintendent, Equity/Poverty and Compliance, Jefferson County Public Schools and Dr. Bruce LaVant, Vice President, Lincoln Foundation, Inc.

***Parent Power Dialoguing Series II: Testing:***

1. Need for testing
2. Types of Test – diagnostic, basic skills and CATS
3. Understanding the results of the test
4. Strategies for improving test scores
5. Test Bias

Suggested Consultants—Dr. Sharon Porter Robinson, Educational Testing Service Washington, D. C. and Ken Draught, Test Specialist III, Jefferson County Public School and Dr. Ken Duckworth, University of Louisville.

***Parent Power Dialoguing Series III: Reducing the Achievement Gap:***

1. Parents as primary teachers
2. Exposure to the arts and other cultures
3. Homework
4. Parent involvement in school
5. Parent meetings, PTA, and parent/teacher conferences
6. Questions for parent/teacher conference (See Appendix A).

***Parents Helping Parents: Teaching Parent Leaders***

1. Provide needed background information re: The Achievement Gap
2. Demonstrate Standard Workshop format
3. Teach the Cooperative learning format
4. Practice using charts and overheads in workshops
5. Parent peer group training
6. Demonstrate Closure.

Suggested Consultants—Dr. Bruce LaVant, Vice President Lincoln Foundation, Inc, Faye D. Owens, Director of Whitney M. Young Scholars Program (WYSP), Kathy Fombo, Instructional Coordinator (WYSP) and Roslyn White, Coordinator of Student Services (WYSP).

***C.L.O.S.E. (Churches Leading Opportunities for Success in Education):***

1. Invite ministers/Youth Directors from the targeted area to become partners
2. Obtain written permission from churches to include “Tips on Closing The Achievement Gap” per Sunday in the church bulletin/program (See attachment—Tips)
3. Create with churches “Closing the Gap Sunday”—One Sunday each semester when the minister will allow a speaker at least 10 minutes to talk about The Achievement Gap.

***Curriculum Inclusion***

The Lincoln Foundation will spearhead a letter writing campaign to the Kentucky Department of Education for the High School curriculum to include a mandated Family Living class for all high school students. The curriculum will focus on relationships and parenting skills. The curriculum must include all of the early childhood research and “Success by Six” initiative. This class is needed in order to improve parenting for educational success.

***Plan of Operations: Timeline***

<i>Dates</i>	<i>Activities</i>	<i>Sites</i>
November 2002	Contact parent groups via letters	
November 2002	C.L.O.S.E.	Selected Churches
November, 2002	Advertise Parent Power Series	
January, 2003	Parent Power Workshop I	Jay’s Restaurant
January/February 2003	Parent Power Workshop II	Dualle Education Center
March/April 2003	Parent Power Workshop III	Parkland Boys and Girls Club
August, 2003	Parents Helping Parents*	Presbyterian Community Center
November, 2003	Parents Helping Parents	Lincoln Foundation

\*Parents Helping Parents meetings will continue throughout the year and will meet at sites selected by parents. The Lincoln Foundation will help coordinate the parent groups until they can function on their own.

## ***Resources Needed***

This program does not call for paid staff positions, however fees are needed for consultants, workshop supplies, incentives, site rental, travel, and operating costs.

### ***Annual Budget***

#### ***Consultant Fees and Travel:***

Dr. Jacqueline Jordan Irvine	\$850.00
Dr. Sharon Porter Robinson	\$800.00

#### ***Honoraria:***

Dr. Bernard Minnis	\$300.00
Mr. Ken Draut	\$200.00
U. Of L.	\$300.00
Administration Cost	\$1,500.00
Workshop Supplies	\$2,000.00
Incentives for parents	\$3,000.00
Postage	\$200.00
Rental for Sites	\$500.00
<b>Total Expenses:</b>	<b>\$9,650.00</b>

#### ***In-Kind Contributions:***

Lincoln Foundation Staff	<b>\$3,500.00</b>
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<b>Grand Total</b>	<b>\$13,150.00</b>
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## **Evaluation Plan:**

The evaluation for “Developing Parent Power to Help Reducing The Achievement Gap” will be two-fold:

### ***Short Term:***

- Workshop evaluations after each session will be conducted, collected and analyzed
- Parent’s surveys regarding the C.L.O.S.E. Project will be conducted
- Parent’s surveys regarding Parents Helping Parents and workshop evaluations will be conducted and collected
- Evaluate the grades of student’s whose parents participated in this program each grading period
- Parent’s surveys regarding “Closing the Gap Sunday” feedback.

### ***Long Term:***

- Comparing the Achievement Gap on the CATS with test results from 2002-2003 as shown by Jefferson County Public Schools Data base.

# APPENDIX A

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## Questions for Parents/Teacher Conference

One of the most valuable tools is the parent/teacher conference. Single parents should consider bringing another interested adult, someone who provides more than a one-person support system for the child. Information about the student and the family should be shared with the teacher. It helps the teacher to understand the child better.

Parents must be active participants, not merely listeners, in meetings with the teacher. Teachers often believe that black parents are confrontational, hostile, ignorant and incompetent. Therefore, it is very important to listen as well as ask questions. Parent-teacher conferences are more productive when parents are punctual and positive, bring written questions, take notes, and follow up immediately by scheduling a subsequent meeting (Irvine 1990). Please be proactive, meet the teacher before a problem occurs.

### *Questions that should be asked are:*

1. What is your impression of my son/daughter?
2. What are his/her strengths and weakness?
3. Does she raise her hand often to ask and or answer questions?
4. Is homework turned in on time and is it neat?
5. What grades and papers do you have to share with me?
6. Is he/she performing at grade level? How did you arrive at that conclusion?
7. Please explain the test score results?
8. Does he/she misbehave in class, during lunch?
9. Does he/she get along with the other student in this class?
10. Does he/she participate in-group activities?
11. Does he/she work independently?
12. Who are his/her friends in class?
13. Is he/she alert and enthusiastic about learning?
14. Do you have a plan to help my child improve?
15. How can I help?

# APPENDIX B

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## C.L.O.S.E.

### *Parents Tips for Closing The Achievement Gap*

#### Examples of Tips for Church Bulletins

1. Set rules and guidelines for your child at home. Examples, obey your parents, respect adults, do not talk to strangers, obey your teachers and do not talk back.
2. Meet your child's teacher/and ask for daily or weekly reports (check list).
3. Provide a place for your child to do his/her homework.
4. Check the homework for neatness and correctness.
5. Talk to you child daily and ask what kind of day did he/ she have?
6. Encourage your child to do his/her best daily.
7. Praise your child and hug him/her daily
8. Hold spelling bees at home.
9. Play mental math games.
10. Keep your child health records up-to-date.
11. Respect the rights of others.
12. Write thank you notes when gifts are received.
13. Read to you child.
14. Have your child read to you.
15. Take advantage of all the free activities sponsored by the city and other agencies- Summer Scene, Heritage Festivals on the Belvedere and Shakespeare in the Park
16. Take trips to the Speed Museum and other art galleries in Louisville.
17. Attend the Corn Island Festival – Halloween Story time.
18. Locate various places on a map, starting with the map of Louisville. Ask where in the world is \_\_\_\_? Name a city/county and have your child find it on the map.
19. Teach your child how to get home on TARC.
20. Have your child write down the directions to his/her home, school, neighborhood store etc.
21. Take your child to the Youth Performance Arts School's Productions.
22. Visit St. James Arts Festival.
23. Select the tv shows your child watch.
24. Insist on good manners.
25. Model the behavior you want your child to exhibit.

## *References*

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## **The Pan-African Studies Institute for Teachers**

*Developed by Blaine Hudson, University of Louisville*

### ***Introduction***

Within two generations, persons of color in the aggregate will become a majority of the population of the United States.<sup>1</sup> In a nation where racial diversity has never been synonymous with racial equality<sup>2</sup> and where prevailing socio-cultural norms have been shaped by a complex racial mythology<sup>3</sup>, this imminent change in racial demography poses both a fundamental dilemma and a daunting challenge.

The future of the United States will depend, in large part, on the extent to which this nation transcends the legacy of its history and becomes a true plural society. Because the most formidable barriers to full pluralism and multi-racial democracy are the myriad manifestations of institutional and cultural racism, there are two critical measures of the degree of progress toward this goal:

1. the extent to which the tangible benefits of American citizenship are distributed equally across all racial groups; and
2. the extent to which racial myths and stereotypes have been exorcised from American institutional and popular culture.

In this regard, achieving true pluralism requires both the equalization of opportunities and objective conditions (by group) and the realization of cultural democracy.<sup>4</sup>

### *Need for the Institute*

Because of long-standing regional inequities in the funding of public education in Kentucky, a citizen group—the Council for Better Education—filed a complaint against the educational and political leadership of the state in November 1985. In October 1988, a judgment was rendered in this case declaring “that the Kentucky General Assembly had failed to provide an efficient system of common schools, and that the system of school financing was inefficient, in the constitutional sense, and discriminatory.”<sup>5</sup>

In June 1989, the Kentucky Supreme Court held, on appeal, that the Kentucky common school system was unconstitutional and defined seven “essential, and minimal, characteristics of an efficient system of common schools ” as outcome measures. The second of these characteristics referred to “knowledge to make economic, social and political choices.” The fifth required “sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.”<sup>6</sup>

In response to this ruling, House Bill 940, the Kentucky Education Reform Act (KERA), was developed and approved by the Kentucky General Assembly. Once signed by the Governor on April 11, 1990<sup>7</sup>, KERA committed Kentucky school districts, in principle, to the goals of multi-cultural or inter-cultural education.

Full implementation of this component of KERA is particularly crucial in the Louisville and Jefferson County area. Although African Americans represent little more than 7 percent of the Kentucky population, more than a third of the Louisville population and nearly 20 percent of the entire metropolitan area is African American. In other words, more than 40 percent of the African American population of the state is concentrated in Greater Louisville.<sup>8</sup> Consequently, the Jefferson County Board of Education, in order to comply with KERA, committed JCPS in Fall 1990 to the infusion of African and African American Studies throughout its curriculum. However, since few JCPS teachers had even minimal familiarity with these subject areas, this “announcement of good intentions “ could not be translated into programmatic reality at the classroom level.

This disjunction between the needs of the future, the requirements of the law and the capabilities of the present is not unique to Kentucky. Teacher

preparation programs in American universities seldom include any exposure to African and/or African American Studies.<sup>9</sup> As a consequence, the vast majority of current and prospective teachers have no familiarity with the material they will be expected to teach—and teachers cannot teach what they do not know.

To address this dilemma, JCPS asked the Department of Pan-African Studies (PAS) and the School of Education of the University of Louisville to develop the Pan-African Studies Institute for Teachers in 1991.

### *The Pan-African Studies Institute for Teachers: Current Status*

The original goal of the Institute was to train a cadre of JCPS teachers and administrators as inter-cultural education specialists. Once trained, these educators—along with Institute faculty—would train other educators throughout the district, if not the state. Over time, however, changes in administrative personnel and priorities in both JCPS and the School of Education (now the College of Education and Human Development) altered the terms of the original partnership. As a result, by 1995, the Institute became essentially a series of courses offered through the Department of Pan-African Studies, supplemented by occasional consulting and in-service workshops offered by the Director.

Today, the PAS Institute for Teachers continues to prepare educators to implement curricula that comply with the Kentucky Educational Reform Act. One senior/graduate level Institute course is offered each semester (including summer). All Institute courses are taught on the main campus of the University of Louisville. However, “mini-Institutes” (three- to five-day programs) have been offered on occasion in the local schools.

These courses (see attachment) introduce students to the history and heritage of persons of African birth or ancestry; deconstruct existing racial (and gender and class) mythologies; and promote recognition of and respect for the diversity of American society. Institute courses also emphasize practical applications that equip pre-service and in-service educators with the pedagogical and classroom management tools needed to apply their new knowledge in teaching, guidance and school administration in racially diverse schools and communities.

The Institute is open to school system personnel, teacher education students and even university level faculty. Enrollment is limited to 30 students per phase. Each cohort of participants is expected to complete each of the three phases.

The Director of the Institute holds academic rank in the Department of Pan-African Studies and is responsible for program content, fiscal management (as needed) and general administration under the ultimate oversight of the Chair.

The Director is principally responsible for instruction in each phase of the Institute. Depending on the availability of funds, other PAS faculty and, increasingly, former Institute students often share some instructional responsibility with the Director.

The Director and other PAS faculty are also available to consult with teachers, schools, school system administrators and university level faculty on matters related to the focus of the Institute. In keeping with this role, the Institute has also assisted in educational reform and teacher training efforts in the Caribbean nation of Barbados in recent years. Furthermore, discussions are under way for PAS to involve itself in similar work the Latin American nation of Belize and South Africa.

Two primary measures are employed to evaluate the effectiveness of the Institute. First, participants complete the standard University “Student Evaluation” for each component of the Institute. Follow-up observations, surveys and analyses of the classroom experiences of participants have also been conducted. Since data collection began in Summer 1991, student evaluations and the assessments of University and school system faculty and administrators have been uniformly positive.

Thus, the Institute has been an extremely effective program and has gained, particularly in its formative years, considerable regional and national recognition. Nevertheless, by any reasonable standard, the Institute has reached only a fraction of its original target population.

### ***The Pan-African Studies Institute for Teachers: Proposed Expansion***

As described in **The State of African-American Youth in Metropolitan Louisville**, the fundamental issues that occasioned the establishment of the Institute have not changed. If anything, they have become more problematic. Inequality of educational outcomes—now acknowledged euphemistically as the “racial achievement gap”—remains significant. Teachers still cannot teach what they do not know—and these are the professionals who must implement changes in institutional policy and state law in the classrooms and hallways of our schools. And, most of them still have no training in how to achieve what they are now expected to achieve. Consequently, the need to retain and expand the existing Institute program, consistent with its original vision, is clear and compelling.

Still, problems of this magnitude require a community-wide coordination of efforts. In this respect, after school and extended school programs, whether located in existing school facilities or at various sites in the larger community,

can supplement the “in-school” education of students by offering individualized and concentrated services, often in students’ home neighborhoods. These programs, if organized properly and operated in coordination with the public schools, can serve as uniquely effective means of addressing the “achievement gap” and meeting other educational needs. Recognizing the potential of such programs, the Kentucky Education Reform Act also made provision for the establishment of Youth Service Centers in Kentucky public schools. However, while the policies and legal requirements governing teacher preparation and certification are well-defined, there are no comparable guidelines and quality controls for those who administer and staff such Centers. Consequently, Youth Service Centers can easily become little more than baby-sitting operations if their programs and the quality of their personnel are weak.

Likewise, similar after- and extended school programs are offered by many community-based organizations and agencies. However, the nature and effectiveness of these programs—and the qualifications of their personnel—vary as widely, if not more so, as those of Youth Service Centers. For example, there are no common standards for the content and personnel of educational programs sponsored by faith-based institutions. While over-standardization may impose a dangerous and undesirable degree of uniformity, having no standards at all is clearly the greater danger.

Thus, along with strengthening its existing programs for pre- and in-service teachers, the Pan-African Studies Institute for Teachers will add a new component designed to prepare community education workers as another essential instrumental step in creating the “human infrastructure” needed to address the urgent problems outlined in **The State of African-American Youth in Metropolitan Louisville** (2002).

Such a task cannot be the work of one institution alone. Thus, in expanded form, the Pan-African Studies Institute for Teachers will become a **collaborative** program involving the following partners: the University of Louisville, through the Department of Pan-African Studies and the College of Education and Human Development; the Jefferson County Public Schools; Jefferson Community and Technical College; Indiana University Southeast; and Bellarmine University (possibly under the Metroversity aegis).

The Institute will offer two comprehensive programs: a **Program for Teachers**; and a **Program for Community Educators**. The **Program for Teachers** will continue the work of the current Institute, with the **same orientation and mission** described above. However, decentralization will allow significant

expansion of the **scope** of the Institute, i.e., the size of its target population; and ancillary activities, i.e., events, speakers, workshops, consulting, et al.

The **Program for Teachers** will be open to school system personnel, teacher education students and even university level faculty. Enrollment will be limited to 30 students per phase per institution. Each cohort of participants will be expected to complete each of the three phases.

The **Program for Community Educators** will offer courses and workshops to prepare two types of community education workers:

- 1) *Youth Service Paraprofessionals*: a sequence of three specially designed undergraduate courses (one per semester) and related supplemental activities for non-degreed community educators; and
- 2) *Youth Service Professionals*: the same sequence of courses referenced above and, after participants complete their baccalaureate degree, the complete Teacher Institute sequence of graduate level courses.

The **Program for Community Educators** will be open to school system personnel and community residents interested in pursuing this sort of training. Enrollment will also be limited to 30 students per phase. Each cohort of participants will be expected to complete each of the three phases.

The Director of the PAS Institute for Teachers (at the University of Louisville) will develop a proposal for a 15 hour Graduate Certificate in Community Education as a means of providing—in the near future—a formal credential for those who complete the Program for Community Educators.

### ***Faculty and Administration***

The Director of the Institute at the University of Louisville will hold or be qualified for faculty rank in the Department of Pan-African Studies and will be responsible for program content, fiscal management (as needed) and general administration under the ultimate oversight of the Chair. The Director will be principally responsible for instruction in each phase of the Program for Teachers and for providing consulting services to individual educators or schools.

A Coordinator, also holding or eligible for faculty rank, will be employed to organize and offer courses in the Program for Community Educators. Two former Institute students, now practicing teachers, will team with the Director and Coordinator. Other support will be provided by student workers, a clerical assistant and a graduate assistant.

It is anticipated that similar staffing patterns will be followed in Institute programs based on other collaborating campuses.

## *Outreach*

The Director and other Institute personnel will be available to consult with teachers, schools, school system administrators and university level faculty. In keeping with this role, the Pan-African Studies Institute for Teachers will continue to assist in educational reform and teacher training efforts in Barbados, Belize and South Africa.

## *Resources Needed*

As described in the “Current Status” section of this proposal narrative, the PAS Institute can be offered minimally as a series of courses taught by the Director to students who choose or are required (by JCPS or their academic program) to enroll. However, the proposed expansion of the Institute will require more funding and a more formal structure to offer the Program for Community Educator and related enrichment activities, as outlined below.

### *The Pan-African Studies Institute for Teachers Annual Budget (per campus)*

<i>Item</i>	<i>Amount Needed</i>
Director, Program for Teachers (40 F.T.E.)	\$20,000.00
Coordinator, Program for Community Educators (20 F.T.E.)	\$10,000.00
Teacher Interns (2, \$2500/term—three terms)	\$15,000.00
Graduate Assistant (stipend and tuition)	\$20,000.00
Student Assistants	\$10,000.00
Program Assistant (.50 F.T.E.) (\$100.00/wk)	\$10,000.00
<b>Total</b>	<b>\$85,000.00</b>
Fringe Benefits (25%)	<b>\$21,250.00</b>
<b>Total Personnel</b>	<b>\$106,250.00</b>
Supplies	\$5,000.00
Speakers, Enrichment Activities	\$10,000.00
<b>Total Non-Personnel</b>	<b>\$15,000.00</b>
<b>Total Needed</b>	<b>\$121,250.00</b>

## *Implementation*

Funding will be sought to implement the expanded Teacher Institute in Summer 2003.

## *Evaluation*

The operations of the Teacher Institute will be assessed annually by the Center for Social and Educational Policy Analysis of the University of Louisville Department of Pan-African Studies.

## *Conclusion*

In American society, the role of schools both in the acculturation of youth and in their preparation for adult careers has made education central to any efforts to achieve racial equality and racial justice. The Pan-African Studies Institute for Teachers has been proven an effective educational tool for use in such efforts.

Equally important, perhaps, the Institute embodies the direct, informed and constructive involvement of African-Americans educators and academicians in the controversial and difficult struggle to define curriculum content and values for African American and other students. As an effort to establish criteria, and to develop and apply educationally and philosophically valid “quality controls” for the training of teachers and community education workers, the expanded Institute will meet an even more critical and more broadly defined community need.

## *Notes*

1. U. S. Bureau of the Census, *1990 Census Profile: Race and Hispanic Origin* (Washington, D.C.: U. S. Department of Commerce, 1991).
2. Andrew Hacker, *Two Nations: Black and White, Separate, Hostile and Unequal* (New York: Charles Scribner’s Sons, 1992).
3. Winthrop D. Jordan, *White Over Black: American Racial Attitudes toward the Negro, 1550-1812* (Chapel Hill, NC: University of North Carolina Press, 1968).
4. Manning Marable, *The Crisis of Color and Democracy: Essays on Race, Class and Power* (Monroe, ME: Common Courage Press, 1992).
5. Michael H. Miller, et al., *A Guide to the Kentucky Educational Reform Act of 1990* (Frankfort, KY: Legislative Research Commission, 1991).
6. Ibid.
7. Ibid.
8. U. S. Bureau of the Census. *1990 Census Profile: Race and Hispanic Origin* (Washington, D.C.: U. S. Department of Commerce, 1991).
9. E. W. Gordon and M. Bhattacharyya. Human Diversity, Cultural Hegemony, and the Integrity of the Academic Canon, *Journal of Negro Education*, 61, 405-418.

# APPENDIX C

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## PAS 529

### (Cross-listed as EDEM/EDSD 590)

#### *Teacher Institute on African-American Issues: Summer Phase*

##### *Instructor*

*Dr. J. Blaine Hudson*

*Department of Pan-African Studies*

*445 Strickler Hall*

*852-5506; e-mail: jbbuds01@gwise.louisville.edu*

*Office Hours: By appointment*

##### **Course Description**

The “Teacher Institute on African American Issues” is the first phase of the Pan-African Studies Institute for Teachers and is designed to achieve three inter-related objectives:

1. to provide a broad topical introduction to African and African Diaspora (including African American) studies;
2. to acquaint students with the theories, research and practical strategies regarding the use of this information in course development and curricular infusion; and
3. to acquaint students with the salient theories and research regarding teacher attitudes, classroom dynamics and management techniques, cognitive and social development, and instructional strategies that enhance the academic performance and promote the social/psychological development of African American and other children (and young adults) of color.

##### **Course Organization**

PAS 529 will meet “all day” for two weeks, July 10 through July 20, 2001. Morning sessions (9:00 am to 11:00 am) will focus on Pan-African historical and cultural studies. Afternoon sessions (1:00 pm to 3:00 pm) will focus on education—theory, research and practice. Students will have the remainder of the term to complete and submit their required assignments.

##### **Requirements**

Students must demonstrate that they have acquired working familiarity with the major topics addressed in the course. For graduate students, evidence of successful completion of the course will be:

1. The development of a class unit reflecting the infusion of African and African-American content material in any traditional subject matter area, e.g., English, Social Studies, the Sciences, et al.; and either

2. |a research paper or project on teaching/guidance strategies proven effective with racially and ethnically diverse student papers, or
3. three reaction papers on inter-cultural education, African or African-American history or culture.

Students enrolled in the Institute for undergraduate credit will have the option of completing either the unit, or the research project or four reaction papers. Guidelines for these requirements are appended to this syllabus.

### **Grading**

The following grading system (standard “college” scale) will be employed:

- A = 90 and above
- B = 80 – 89
- C = 70 – 79
- D = 60 – 69
- F = below 60

### **Readings and Resource Materials**

The following texts will be required:

- The Shape of the River*, by Derek Bok and William Bowen.
- From Slavery to Freedom*, by Franklin and Moss.
- Black Children: Their Roots, Culture and Learning Styles*, by Janice E. Hale.
- History of Africa*, by Shillington
- Making Choices for Multicultural Education*, by Sleeter and Grant.

### ***PAS 529: Outline***

Date      Topic(s)

- |               |                                                                                                                                                        |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| July 10, 2001 | Introduction: Purpose of the Institute<br>Africa: Geography and Prehistory<br><br>Overview of American Diversity:<br>Race, Ethnicity, Gender and Class |
| July 11, 2001 | Early Africa (to 700 C.E.)<br><br>The History of Race and Education in the<br>United States                                                            |

July 12, 2001	Curriculum: Politics and Philosophy African Culture Guest Lecture by Dr. Robert Douglas:
July 13, 2001	Medieval Africa (to 1400 C.E.) Verbal and Nonverbal Communication Styles: Dr. Geneva Smitherman, July 1992 lecture.
July 16, 2001	Africa (1400 to present): Slave Trade, Colonialism and Post-Colonialism in Africa Cognitive Development and the “Achievement Gap”
July 17, 2001	Africa and the African Diaspora: Slavery in the Americas Slave Trade video African American Culture Guest Lecture by Dr. Robert Douglass
July 18, 2001	The Ante-bellum Period and the Civil War (1750-1865) Frederick Douglass video Issues and Applications: Attitudes, Self-Esteem, Psycho-social development; Racial Identity Development
July 19, 2001	Reconstruction and Segregation W. E. B. DuBois video Issues and Applications: Infusion and Pedagogy
July 20, 2001	Civil Rights and the Post-Civil Rights Era Contemporary Issues: Higher Education and the End of Affirmative Action

*Jbh*  
09/15/02

# Diversity Professional Development in the Jefferson County Public Schools

*Developed by Bernard Minnis, Jefferson County Public Schools*

## *Purpose*

In the Recommendation Section of **The State of African-American Youth in Metropolitan Louisville** report, Education portion, there are many references to professional development. These references allude to professional development in diversity, pedagogical retooling, prejudice reduction, culturally relevant and socially responsive teaching (pp 78-79). The purpose of this proposal is to outline a model and strategies for a systemic approach to Diversity Professional Development in the Jefferson County Public Schools.

## *Rationale*

Nearly 50 years ago, the United States Supreme Court changed the American schoolhouse, particularly in the South.

In 1954, the U.S. Supreme court handed down the historic Brown vs. Board of Education decision outlawing state-mandated separate schools for black and white students. Since that decision, hundreds of American school districts, if not more, have attempted to implement desegregation plans. In the early years of desegregation most of these plans focused on the South and resulted in most integrated schools being located in the South by the early 1970's. From the late 1960's on, some districts in all parts of the county began implementing such plans although the courts made it more difficult to win desegregation orders outside the South.

In 1975 the two largest school districts in the state of Kentucky, Louisville Independent and Jefferson County, were merged and desegregated creating the 16th largest district in the country. The new district had nearly 150,000 students comprised of 80% white and 20% black.

Almost 27 years later and no longer under the supervision of the federal courts, Jefferson County Public School District faces what desegregation specialists coined as Second-Generation Desegregation Issues, e.g., increased minority and poor populations, increased suspensions of minority students, disproportionate numbers of minorities in special education classes or programs and underrepresentation of minorities in Gifted and Talented programs or advanced subjects. Currently, JCPS is in a partnership agreement with the United States Department of Education, Office of Civil Rights (OCR) to address the disproportionate numbers of African-American students in special education,

Gifted and Talented programs, and the disproportionate number of African-American students being suspended.

The District is also facing academic achievement gaps. With the passage of state legislation Senate Bill 168, the issue of addressing the achievement gap has become even more paramount. Federal legislation has also focused on the achievement gap. The “No Child Left Behind Act of 2001” has provisions that hold states and local school districts to the requirement of reducing achievement gaps among certain populations including racial and socio-economic categories.

Although JCPS, unlike most school districts that underwent desegregation, has been able to minimize its “white and middle class flight”, demographic trends are changing. In 1975 there were 20% African-American students. Today there are 33%. Additionally, 5 % of the school population is Limited English Proficient (LEP) students from nearly 70 different countries who speak 64 different languages. The indicator of poverty in the schools is the level of Free and Reduced Lunch Program participants. JCPS has 60% of its elementary students on the Free and Reduced Lunch Program. Nearly 75% of African-Americans in Jefferson County Public Schools are on Free and Reduced Lunches, while 32% of the white students participate in the program. These demographic shifts, new legislative mandates and a renewed focus on achievement and equity have necessitated a review of diversity related professional development. In 2001, the District and the Jefferson County Teachers Association established a joint task force to address diversity professional development. The purpose of the joint effort is to create a systemic model for diversity P.D. Several areas outlined in **The State of African-American Youth in Metropolitan Louisville** study are areas considered by the task force, i.e. culturally relevant and culturally responsive teaching and “pedagogical retooling” with emphasis on high expectations. The early focus of the diversity P.D. effort has been on understanding poverty and race issues.

### ***Model***

The District’s Minority Student Achievement Task Force, which focused on closing the racial achievement gap, issued its preliminary report to the Kentucky Department of Education in 2002. As a part of the report, a model was proposed that would bridge the achievement gap. (SEE MODEL)

The focus of this proposal is the concept of cultural competence, but the areas of content and pedagogy are all inter-related in addressing the gap.

## *Program Description*

The systemic initiative will focus on Diversity related Professional Development. The joint JCPS/JCTA Task Force steering committee and the Task Force will devise a systemic model including the delivery of the Diversity P.D. This includes centrally offered institutes and training academies geared to train the trainer model.

Each of the 150 schools will be asked to create a team comprised of the administrators, SBDM representative, parent representative, and key teacher leadership. The Diversity/ Multicultural contact person will be a key member of the team. Kits and packets will be provided. On-line assistance and sources will be outlined. Lists of consultants and resources will be provided. Equity and Achievement (Diversity) Support teams will work with the schools to customize the P.D. in light of their comprehensive School Plans that identify the equity and achievement needed. The projected number of participants is 1,200.

Local schools will use a job embedded process as well as a Teacher Expectations and Student Achievement TESA-type model. (TESA is a prescribed process that uses a trained team to provide critical friend analysis or peer analysis of teaching to ensure that the process is fair and equitable.) Based on the data and the “achievement gap” needs, resources staff will be assigned work with the schools.

The prescriptive model designed by the joint Task Force on Diversity P.D. will be the central core with the customized elements added. Through Gold Days and several schools joining together to address similar in-service needs will be the point of delivery. It is projected that approximately 3,000 teachers will be reached during the first year.

## Plan of Operations

<i>Strategy</i>	<i>When</i>	<i>Who</i>	<i>Cost</i>
Design the systemic model	December 2002	Joint JCPS/JCTA Task Force	\$0
Conduct centralized institutes and training academies	June–Aug 2003	Steering Committee Consultants and Resource People	\$360,000
Implement at local school level	Aug–Dec 2003	Local School Teams with support	\$600,000
Conduct follow-up session with Local school team		Joint JCPS/JCTA Task Force	\$120,000
<b>Total Project Cost</b>			<b>\$1,080,000</b>

## *Evaluation Plan*

The assessment period will be June 2003. The Evaluation Plan will involve several levels.

- Pre-Post assessments of teacher attitudes, knowledge of cultures, and “Rowland-type” survey of expectations.
- Review of local school data/outcomes such as achievement gap analyses; number and percentage of African-American student suspensions, enrollment in more advanced subjects, etc.
- Anecdotal data and student parent perception survey data will also be used to compare with data collected in 2002 and 2001.

## *References*

- Frankenberg, Erica and Lee, Chungmei, *Race in American Public Schools; Rapidly Resegregating School Districts*, (Cambridge, Massachusetts: The Civil Rights Project Howard University, August 2002)
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- Minnis, Bernard, *The Minority Student Achievement Initiative Report* (Louisville, KY: JCPS. Unpublished document, 2002)
- The Brookings Institution Center on Urban and Metropolitan Policy, *Beyond a Competitive Vision for the Regional City of Louisville* (Washington, DC: The Brookings Institution, 2002)

# Center for Effective Teaching & Learning

*Developed by Dr. Carole A. Cobb, Cobb & Associates*

*"Teaching is much more than content mastery and long-range planning. Effective teaching requires understanding the cultural context in which learning takes place."*

*Unknown*

## *Introduction*

The problems faced by the educational system have their roots in the social and economic changes that have occurred in this country. Changes in one part of an educational system, public or private schools, call for corresponding changes in the other part, post secondary institutions. As it is currently structured, however, the educational system lacks the flexibility to adapt to societal changes.

The overarching goal of systemic change in education is to provide an organizational structure that allows each school to design a learning environment that ensures quality education for all of its students. Scarr (1992) summed up the need for systemic change with this statement: "As educators, we must accept that constant change and flexibility are the norm, not the exception. Organizational structures in education must change. The youth and the future of our country require no less" (p.40).

The National Governors' Association Task Force on Education asserted that "significant steps must be taken to restructure education in all states" (US Department of Education, 1991). Restructuring requires change in the roles, relationships, distribution of authority, and allocation of resources within the educational system. The purpose of restructuring is to create a flexible organization that enables university professors, teachers, school administrators, students, parents, and community members to collaborate in providing, within each school, the experiences students need to achieve success.

## *Rational*

This proposal is in response to the Educational Recommendations outlined in the 2002 *State of African-American Youth in Metropolitan Louisville* report made possible through the Urban League's Campaign for African-American Achievement. It is an attempt to address the need for a real transformation of teacher preparation and in-service programs. Preparing a well-trained, high quality teaching force that is augmented by parental and community involvement is the central concern of the **CENTER**. As a veteran educator, this writer's mind immediately went to the nine Kentucky New Teacher Standards, as they should be played out in culturally diverse classrooms:

- **Design and Plan Instruction**—intentionally produce instruction that: is student centered, culturally relevant and socially responsible; allows self-discovery and active engagement that taps into prior knowledge; expands the “school” beyond school walls.
- **Creates and Maintains a Learning Climate**—create an environment that allows children’s dreams to live; affirm the children by helping them operate from their personal strengths.
- **Implements and Manages Instruction**—be a model of exemplary teaching and learning; provide opportunities for mastery and not “coverage” of content; get them ready for the future by exposing them to as much as possible.
- **Assesses and Communicates Learning Results**—level the playing field by using authentic, performance-based assessments; view assessment as a measure of progress, not the end all but the starting point.
- **Reflects and Evaluates Teaching and Learning**—be accountable; using a non-biased lens monitor individual progress, analyze results and adjust instruction and assessment accordingly
- **Collaborates with Colleagues, Parents and Others**—inform and mobilize parents and community leadership to advocate for children’s education; make parents a part of the core value; utilize all available resources.
- **Engages in Professional Development**—adopt a “continuous improvement” mindset; become knowledgeable about research and best practices for developing strategies and practices for culturally diverse classrooms.
- **Knowledge of Content**—recognize the socio-cultural dimensions of curriculum; align curriculum, instruction and assessment with student needs, learning modalities/styles and multiple intelligences.
- **Demonstrates Implementation of Technology**—use as a transformative force in teaching and learning that enables early democratic access to powerful ideas by enhancing metacognitive skills.

As evidenced, during the past 12 years Kentucky has invested an enormous amount of money in the professional development of its in-service teachers. However, no structured effort to affect parallel reform in teacher education has taken place in the state. Such reform of teacher education is crucial if new teachers are to enter Kentucky’s classrooms with the necessary skills to experience success. Without such reform, the state will have to continue, indefinitely, with what amounts to a “remedial” skills development program for in-service teachers. Such efforts have permitted both the state’s schools of education and the public school system to remain complacent about the need to reform pre-service programs and in-service professional development.

Since colleges of education are responsible for demonstrating best practices in teaching and assessment, they can easily serve as a model for broader campus

reforms. Curricular changes are insufficient without addressing how faculty and staff are prepared to systematically implement those changes. This initiative will provide for collaborative pre-service and in-service development of strategies, approaches, and activities to better ensure that new practices will actually be demonstrated in classrooms and in the field.

The cultural background of students must be considered when programs, instructional practices and materials are designed, or selected, so that students' ability to participate fully in schooling is maximized. This means going beyond infusion of multicultural content into existing curricula (Banks, 1997; pp. 229-250) to the use of culturally relevant and socially responsive instructional strategies. Teacher preparation and professional development should address but not be limited to:

- Differences in communication and cognitive styles and strategies for promoting inclusion of all students in classroom discourse;
- Ways of evaluating the language demands of classrooms tasks;
- Frameworks for understanding students' language proficiencies;
- A repertoire of ways to group students and work with them;
- Ways of thinking with communities;
- Frameworks for understanding and strategies for intervening with status differences that perpetuate inequities of the larger society in the classroom;
- The role of teachers' own languages and cultures in shaping their world views and cognitive and communicative styles as well as their understandings of student performances; and
- Opportunities to develop deep knowledge about particular cultural communities. (Estin, 1992)

### *Statement of Need*

A 1995 article in School Board News (January 31st), focused on the Holmes Group report entitled "Tomorrow's Schools of Education." The role of the teacher in American schools has changed radically, the Group reports, but the lack of responsiveness of teacher education programs means that individuals who complete programs today are entering the schools without essential skills they need to cope with job demands. Theoretical mastery of (traditional) pedagogy and strong content knowledge, qualities that used to indicate the possibility for success in the classroom, no longer are solely what is required in order to survive in the demanding classrooms of today.

Cultural diversity is indeed a critical aspect of today's schools, and it must be seriously considered when studying methods of teaching. The key to understanding cultural diversity is in one's definition of culture. Although the

term can be defined in various ways, the broad definition offered by Pusch (1979) best serves this proposal:

Culture is the sum total of ways of living: including values, beliefs, aesthetic standards, linguistic expression, patterns of thinking, behavioral norms, and styles of communication which a group of people had developed to assure its survival in a particular physical and human environment. (p. 3)

Teachers who respect and support cultural diversity, then, integrate into their teaching information the values, beliefs, and other factors identified by Pusch (1979). Those teachers have as a primary goal the development in all students of an understanding of and appreciation for the human potential of persons of all backgrounds. (Redman, 1999)

The following is a “Statement on Responsibilities for Teacher Education” adopted by the Board of Directors, American Association of State Colleges and Universities (1994):

- Higher education institutions must recognize their leadership role in responding to the challenges of the National Education Goals which reflect long-term strategy for reforming and restructuring American education...They must help define and educate the kind of teachers needed for the 21st century, provide teacher education programs to accomplish this objective, and develop retraining programs for current teachers and administrators.
- Higher education institutions must connect teacher education to the K-12 schools and their communities. Teacher education programs must respond to and respect the needs of K-12 schools and their communities. They must cooperate to build new programs, expand teacher recruitment, increase quality teacher education opportunities, and prepare a trained and educated workforce.
- Teacher education programs should attend to the development of career teaching. Equivalent attention should be paid to the professional development of the veteran teacher and the induction year of the beginning teacher. Higher education institutions must promote diversity in the teaching profession.
- Teacher education programs should reflect the diversity of our nation’s schools in the students they educate, the curriculum they teach and the instructional options they offer. The nation will soon become a majority of people of color. We must prepare a teaching force to respond to the change in the culture and ethnic composition of our schools.

### *Program Design*

“I’m not saying that great literature is irrelevant. It’s relevant in that it helps you see the world in a broader way. But it’s not relevant if it alienates you”. (Joanie Phillips, September 1993)

Consider this discussion for a moment. “Have you ever been in a classroom in which you felt alienated from the content you were expected to learn or read – you just couldn’t connect with it? If there was a time when you couldn’t connect, have you considered why this happened? Would some content, such as books by Alice Walker or Toni Morrison, have helped you feel more connected? Have you considered that the information you learned in school was influenced by many political factors, and consequently, was enmeshed in power struggles by various social groups outside school? The political factors that shaped the content you learned in school caused “patterns of constraint” that shaped which content was selected for you to learn, how it was taught, and why you were expected to learn it. These same patterns of constraint might have been one reason you couldn’t connect with some of the content you were expected to learn.

The above discussion is related to the classroom curriculum, which is essentially everything that happens in the classroom. Curriculum is not just the specific content taught, as some pre-service and in-service teachers may think; the curriculum is the whole learning environment teachers create as they interact socially with their students. This means that curriculum is not only the set of textbooks used but also the information shared with students, the strategies used to bring students to this information, the materials selected to foster learning, and the social interactions teachers have with students. Whether they realize it or not, even the materials teachers (or their school) chooses not to use in their classroom become part of the curriculum.

The CENTER is designed to complement existing programs by systematically addressing Pre-Post Secondary teaching complexities as they relate to socio-cultural dimensions of curriculum. It is an augmented approach to promote excellence and equity in the education of children and youth placed at risk of academic failure and/or exhibit high-risk behaviors. The CENTER will create a synergistic learning environment that supports a two-fold purpose:

### *I. Teacher Training*

- **Clinical Experience:** to prepare pre-service teachers for the “realities of teaching” through the implementation of culturally relevant/socially responsive pedagogy and authentic assessment techniques;
- **Professional Development:** to provide a supportive environment for in-service teachers—Pre through Post-secondary—to retool and refine their professional skills in culturally relevant and socially responsive pedagogy and authentic assessment techniques; and
- **Program Development:** to provide a research base for teacher educators from local universities to come together and collectively construct a model

of what a culturally relevant/socially responsive teacher education program would look like and then align that model with their home institution's mission.

## *II. Partnerships: Parent & Community Involvement*

- **Parents As Partners:** to engage parents and caregivers in the educational process by equipping them with math and reading strategies they can use to assist their children academically at home and in non-school settings.
- **Faith-Based Organizations:** to engage personnel and volunteers in the educational process by providing training they can use to tutor/mentor children in both academic areas and personal development/social skills.

## **Teacher Training**

Both the pre-service and in-service training programs will focus on assisting participants in developing their cultural competency – strategies and practices for all children to be successful in culturally diverse classrooms. This focus is driven by two objectives outlined in the National Education Goal 4 – Teacher Education and Professional Development:

- All teachers will have access to pre-service teacher education and continuing professional development activities that will provide such teachers with the knowledge and skills needed to teach to an increasingly diverse student population with a variety of educational, social, and health needs.
- All teachers will have continuing opportunities to acquire additional knowledge and skills needed to teach challenging subject matter and to use emerging new methods, forms of assessment, and technologies.

After examining a number of models that broadly represented and addressed the most important issues in teaching – models organized around a coherent, research-supported, conceptual framework – the “Framework for Teaching” by Charlotte Danielson (1996) rose to the forefront. The Danielson model is based on PRAXIS III Classroom Performance Assessments criteria developed by the Educational Testing Service, which acknowledges the need for developmentally appropriate practice, equity and inclusion, and high expectations. It features 22 critical components of teaching, organized within four domains, to which this writer has added a fifth:

- 1) **Planning and preparing** for teaching in classrooms in which students engage in constructing meaning;
- 2) **Creating an environment for learning**, an environment of respect and rapport in which the teacher effectively manages materials, physical space, and student behavior;
- 3) **Instruction** that communicates clearly, engages students in learning, and provides quality feedback;

- 4) **Professional responsibilities** for working with students, parents, colleagues, and the community;
- 5) **Assessing student outcomes**, using the Dimensions of Learning Model (Marzano, 1992), through the use of carefully constructed authentic performance tasks that give students opportunities to demonstrate their understanding of concepts and apply knowledge and skills as they would in the world outside of school.

The components of the Danielson model correlate closely with the Interstate New Teacher Assessment and Support Consortium (INTASC) standards in teacher education and are compatible with those of the National Board for Professional Teaching Standards (NBPTS) and the Kentucky New (and Experienced) Teacher Standards (KNTS). Some of the critical components to be addressed are metacognition; differential instruction; the social context of curriculum; authentic assessment; learning styles; multiple intelligence; beliefs, culturally appropriate pedagogy and change; and inclusion. Training objectives are:

- To enhance teacher knowledge about the enormous capacity for learning that all children possess;
- To show a direct correlation between our belief-system and our pedagogical system;
- To unravel what gets in the way of student achievement; and
- To build capacity at the local educational level (districts and schools) that will ensure equitable, high-quality educational services for all students regardless of differences in socio-economic status, gender, race, ethnicity, national origin, learning style and capability.

The desired outcome is congruency in all educational settings. In congruent or learner-centered schools, there is a focus on the individual learner's capabilities and needs from a perspective that is grounded in current research on how, why, and under what conditions learners best learn (McCombs, 1994).

- **Clinical Experience:** Teacher education programs have received considerable criticism in recent years. One criticism has been that pre-service teachers do not acquire sufficient practical experience prior to entry into the profession. In response, teacher educators have been encouraged, and in some cases mandated, to provide pre-service teacher candidates with early, more continuous and extensive clinical experiences. These clinical experiences must provide pre-service teachers opportunities to develop their cultural competence and sensitivity to the many issues facing all families. Spalding University will be the site for these training sessions.
- **Professional Development:** Teacher in-service is viewed as a prerequisite to effective classroom teaching, at all levels. According to a study done by Levy, Wubbels, and Morganfield (1999) at George Mason University, effective

teaching has to be approached from a cross-cultural perspective and focus on interpersonal teacher behavior or communication style that examines the relationship between culture and teachers' and students' perceptions of the classroom. They discerned that first, a productive and stable class atmosphere is at the heart of teaching effectiveness – the quality of a classroom climate is dependent on the nature of the communication between teacher and students. Second, establishing a climate that is conducive to learning can be influenced by the cultural origins of the teacher and students. Subsequently, teachers from mono-cultural backgrounds need access to effective multicultural inservice in order that they may obtain an understanding of the cultural differences of their students and an awareness of how their attitudes, thoughts and behaviors impact the growth of African-American and other minority children. *Note:* Upon the development of Memoranda of Agreement, the hours spent at the CENTER will count toward required professional development hours and college credit. JCC/Gheens Academy will be the sites for these training sessions.

■ **Project EMERGE:** The goal of Project EMERGE is to develop capacities to carry out equitable reform efforts through teacher preparation programs and to expand the cultural competency knowledge base of teacher educators. For classrooms to be congruent with the needs of students, schools or the systems of which they are a part must be congruent with the needs of teachers. Teacher educators cannot be expected to encourage their pre-service students to collaborate, participate and make responsible decisions when they, themselves are not encouraged to do these things by the systems in which they work. Subsequently, through a series of two-day EMERGE Institutes, teacher educators can better prepare their pre-service teachers on how to create congruent classrooms where they are facilitators of learning and students are actively engaged, participate, and are responsible for their own learning. The objectives are:

- To make more relevant the connections between teacher education courses and applied culturally relevant/socially responsive pedagogy by modifying or realigning course syllabi and course offerings with in-house mission statements;
- To make available to pre-service teachers effective strategies for procedures, curriculum, assessment and instruction that are culturally relevant/socially responsive;
- To develop ways to share knowledge and disseminate tools, techniques, and best practices in similar state, regional and national programs;
- To facilitate interactions with others who are actively engaged with diversity, equity and multicultural issues;
- To promote collaborative opportunities for researchers and practitioners;
- To provide technical assistance to institutions and organizations that seek to increase faculty participation in systemic change focused on academic achievement of at-risk students;

- To demonstrate the impact of applied culturally relevant/socially responsive pedagogy in existing teacher education programs; and
- To introduce ways to build capacity for culturally relevant/socially responsive pedagogy in teacher education and training programs on statewide and nation-wide levels.

**The EMERGE Institutes** will initially support local teacher education programs. Participating colleges of education must be prepared to embark upon a three-year, rigorous course of action to enhance their teacher education program. These institutions will serve as models of systemic change and as inspiration to other teacher training programs across Kentucky and the nation. The efforts supported will represent major, innovative efforts to demonstrate the best ideas for redesigning and strengthening the preparation of teachers. Clearly, such efforts are possible only where the faculty and administration of an institution are all committed to making systemic changes. The challenge is to motivate these institutions to build on and expand past individual work, thereby encouraging an intensive, intentional, systemic change process that goes beyond one program, one department or a pilot approach. The resulting models of a strong preparation program will be developed in close collaboration with JCPS.

The participating institutions will form a network that reinforces the changes made at each university. The action plan will be grounded in a philosophical framework that flows logically from the National Education Goals to local educational goals. Ideas and approaches will be shared across institutions, but it is anticipated that each university will demonstrate a unique approach consistent with its own mission. Each participating institution will be given an opportunity to host one of the two-day **EMERGE Institutes**.

## **II. Partnerships: Parents and Community Involvement**

The Louisville Urban League's Campaign for African-American Achievement and the Jefferson County Public Schools co-sponsored the 2001 Education Summit: Engaging the Community and the 2002 Faith-Based Summit. The primary purpose of these two initiatives was to engage the community in identifying roles, responsibilities, and ways in which the village could play a part in ensuring academic and social success for our children. The data collected from these events and compiled in the Executive Summary (Cobb, 2002) supports the necessity for the following partnerships.

- **Parents As Partners (PAP):** The need for parental involvement in the education of their children—our students—grows more and more prevalent in today's society. As trained professionals it is our responsibility to embrace them as the "first teacher" and partners in the educational process. Working closely with Parents Involved in Education (P.I.E.) the **CENTER** will

coordinate the training in math and reading strategies they can use at home and in non-school settings. The Louisville Urban League will be the site for these training sessions.

- **Faith-Based Organizations:** Recognizing the historical role that churches have played in the holistic development of African-American families, the **CENTER** will forge a community partnership with the Interdenominational Ministerial Coalition (IMC), other faith-based organizations and community agencies. It will engage personnel and volunteers in the educational process by providing training using the integrated academic and personal development program **DREAMS** (Developing Realistic Expectations through Academics, Mindset, and Service). Sites will be strategically established throughout Greater Louisville where these organizations offer or have a desire to offer after-school and Saturday academic services to our youth.

### *Desired Outcome*

It is all about continuous improvement. The intent of the **CENTER** is to significantly increase the preparation gap and to decrease the achievement gap between and among African-American children, other minority and majority students through restructured pre-and in-service teacher training and increased parental and community involvement. The desired outcome is to create a “goodness-of-fit” between and among student needs, teacher training programs, and parent/community involvement – ultimately impacting the way teachers teach (elementary through post-secondary) and students learn as they become empowered, global citizens.

### *Conclusion*

As society’s needs change so must our priorities and goals in education. Effective teacher training programs (both pre/in-service) have to be designed to meet these needs as well as enhance teachers’ personal and professional growth. The **CENTER** is a vehicle put in place to provide the teaching profession with the means it needs to promote new and innovative teaching skills, organizational structures, student achievement and human and public relations. Excellent schools and universities model diversity and maximize student potential through the composition of its faculty and curricula.

The educational, social, and economical conditions that were stated in the Report have created a true sense of urgency. Since change, lasting change, does not occur over night, we must collectively operate with laser-like focus to repair the damage that has been done to our children and our communities. We must have the resolve to act, to help our children secure economic self-reliance, parity and power, and equal participation in the economic and social mainstream of

America. As advocates for children, we have to dare to be different – say what needs to be said, when and where it needs to be said – we have to challenge the process. If our children can't read, they can't think. If they can't think, they don't know what to ask. If they don't know what to ask, their potential is limited. If their potential is limited, their dreams die. As Zora Hurston Neale wrote, we must help our children “to dream dreams that are worth dreaming and to have the skills needed to make those dreams a reality”.

### *Evaluation*

The **CENTER**, in conjunction with an outside evaluation agency, will conduct a comprehensive evaluation of activities and outcomes. A battery of pre-post attitudinal surveys for pre-service teachers, in-service teachers, parents, students and teacher educators; a comparative analysis – two month intervals – of student progress reports; and anecdotal data from all involved stakeholders will occur. Follow-up evaluations/surveys of pre-service teachers once they have entered the teaching professions is being considered. Activities will be revised and/or otherwise adjusted based on the findings.

### *Planning & Implementation*

#### **January–May 2003 (Ideally)**

- Identification, recruitment and orientation of CENTER staff (to come on board in May);
- Development of policies and procedures to govern recruitment, training, etc. of activities;
- Initiate/develop Memorandum of Agreements w/participating organizations and institutions, etc. that involve tuition concerns, college credit, continuing education and/or professional development hours; and
- Develop and distribute schedule and other materials to participants.

#### **May 2003–May 2004**

Each round of clinical experiences and professional development training is designed as a 3-hr/4 week session with specific topics to be covered each round. Parents/caregivers and volunteers and mentors will also be trained on a 4-week cycle.

Each EMERGE Institute is a two-day workshop with a specific Curriculum Strand to be addressed. An initial one-day meeting/orientation of all teacher education participants will occur to examine syllabi and curriculum offers and set the direction for the Institutes. Strands already identified are: Strand I: The Social Context of Curriculum; Strand II: Innovative Methods of Instruction and Differentiated Learning; Strand III: Culturally Relevant Practices for

Instructional Strategies; Strand IV: Creating a Culture of Inclusion, and others as identified during the initial meeting of participating institutions. Each participating university may have an opportunity to host one of these two-day sessions.

**June 2004 and beyond**

Continuous improvement—evaluation, modification, expansion of the programs outlined.

<i>Budget (Year 1)</i>		
Director	Full time – 16 months	\$90,000
Fringe Benefits (25%)		\$22,500
Administrative Assistant	Full time – 12 months	\$30,000
Fringe Benefits (25%)		\$7,500
Graduate Assistants (2)	15 hr/44 wk x \$225 wk	\$19,800
<i>Travel:</i>		
National Conference		\$7,500
Meeting Mileage		
<i>Equipment</i>		
Furniture		
Computer w/Printer		*In-Kind
Telephone		
<i>Materials &amp; Supplies</i>		
		\$10,000
<i>Contracts:</i>		
Facilitators		
Resource Teachers		\$70,000
Accommodations		
<i>Other:</i>		
Office Space		
Xeroxing		*In-Kind
<i>Miscellaneous:</i>		
Refreshments		
Postage		\$2,700
Publication of Results		
<b>Total Cost 1st Year</b>		<b>\$250,000</b>

\*It is this writer's supposition that the cost of facilities' usage and maintenance will be an in-kind contribution from the organizations that choose to collaborate in this initiative.

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# The Future Scholars Program: A Talent Development Program for African-American High School Students

*Developed by J. Blaine Hudson, University of Louisville*

## *Need for the Program*

According to the 2000 Census, African Americans represent more than 30 percent of the population of the City of Louisville and roughly 19 percent of the population of Jefferson County. As the only major public institution located in this racially diverse area, the University of Louisville enrolls more African-American students than any other institution in Kentucky—including historically black Kentucky State University. However, in recent years, comparatively high enrollment numbers have not translated into correspondingly high retention and graduation rates.

As a consequence, both the Challenge for Excellence and the University's agreements with the Council on Postsecondary Education and the U. S. Office of Civil Rights commit the institution to making significant improvements in these areas in the short-term future. At the same time, African-American students remain poorly served by local and regional schools, resulting in a relatively small percentage of black high school graduates being fully prepared for college-level work. Thus, the key to achieving University enrollment, retention and graduation goals—lies in how well the University cultivates, recruits and serves the students in its own literal “backyard.” To achieve its goals, the University must develop new capabilities, one of which entails direct and systematic University involvement—in partnership with the local schools and local community groups—in the identification and cultivation of talented high school students.

## *Current Program Summary and Plan of Operations*

**The Future Scholars Program** (formerly the Young Minority Scholars Program) is an initiative based in the Department of Pan-African Studies and sponsored by the College of Arts and Sciences, consistent with the College of Arts and Sciences Diversity Plan (March 2000). The Program is an academic enrichment experience for local African-American high school students—designed to cultivate the talents of participants and to prepare them for higher education.

In its current configuration, **12** African-American high school students—all “rising juniors”—are selected each year from students nominated or recommended by **local schools and community organizations**. The Program

targets students from relatively disadvantaged backgrounds, with average to slightly above average academic records. Students receive a stipend to defray the costs of food and transportation.

The Future Scholars Program is offered in two inter-dependent phases. An intensive **Summer Phase** is offered on Belknap campus in the last five-week summer term, roughly from mid-July to mid-August. For each participant, the Summer Phase is structured around a research project supervised by a University faculty mentor. Occasional research support provided through the University Writing Center where participants learn to use college-level research methods and appropriate technological aids. Under the supervision of their mentors, participants present their research at a closing ceremony to which their parents and other University faculty and administrators are invited. Students receive a \$50.00/week stipend during the Summer Phase.

The **Fall and Spring Phase** of the Program revolves around bi-weekly or monthly week-end meetings, workshops and enrichment activities for participants (and, occasionally, their parents) during the regular public school year. As resources permit, Fall and Spring Phase enrichment activities will be open to former Program participants in their senior year.

Under the ultimate supervision of the Chair of the Department of Pan-African Studies (currently, the author of this proposal), the Future Scholars Program has two co-directors: a co-director chosen from the ranks of University faculty (currently, Dr. David R. Anderson, Associate Professor of English) oversees the Summer Phase; and a co-director skilled at student programming (currently, Ms. Tomarra A. Adams, Assistant Dean of the College of Arts and Sciences) oversees the Fall and Spring Phase. **Faculty mentors** are chosen from University faculty whose areas of expertise match students' areas of interest. Participating faculty members receive an honorarium for each student under their supervision and may work with as many as two students.

The Summer Phase of the Program has received uniformly positive evaluations from participants, their parents and faculty mentors for more than a decade. The Fall and Spring Phase will be evaluated after 2002-2003.

This proposal calls for a significant expansion of this Program as one response to the recommendations presented in **The State of African-American Youth in Metropolitan Louisville (2002)**.

## *Proposed Program Expansion*

The Future Scholars Program will maintain its current structure and plan of operations, but will expand its service capacity to accommodate **100** students each year. The University of Louisville program will serve as a prototype—and this expanded model will be **replicable** on other college campuses throughout the region, e.g., at Bellarmine University, Indiana University Southeast and Jefferson Community and Technical College.

The Program will continue to target African-American high school students who have completed their sophomore year. Participants will be selected each year from students nominated or recommended by **local schools and community organizations**. As in the past, the Program will serve students from relatively disadvantaged backgrounds, with average to slightly above average academic records. Students receive the same stipends to defray the costs of food and transportation.

The University of Louisville Future Scholars Program will differ from other noteworthy local initiatives—such as the Whitney Young Scholars Program of the Lincoln Foundation and the federally funded Project Upward Bound—in the centrality of University faculty to its core experiences and its degree of embeddedness in the structure of a University academic department and College. Ideally, Future Scholars Programs housed on neighboring campuses will strive to create this same sort of synergy.

In this expanded form, the University of Louisville Program will retain its administration home in the Department of Pan-African Studies. The Program will require a full-time staff (a Director and Program Assistant), a part-time Faculty Coordinator (for the Summer Phase), and separate facilities to permit autonomous functioning. Student stipend amounts will not change, but the cost per student for Faculty Mentors will be reduced from \$400 to \$250. However, given the much larger number of participants, the Fall and Spring Phase will require a small complement of student (ideally, University students) mentors who will serve, implicitly and explicitly, as role models.

As noted, the basic plan of expanded Program operations will follow that of the current Program, with appropriate adjustments to accommodate significantly larger numbers of participants.

## *Expanded Future Scholars Program Budget*

<i>Budget Item</i>	<i>Funds Needed</i>
<i>Personnel</i>	
Chair PAS (in-kind)	
PAS Admn. Asst. (in-kind)	
Director	\$40,000
Faculty Coordinator (.30 F.T.E.)	\$15,000
Program Asst.	\$25,000
Personnel	\$80,000
Fringe Benefits (25%)	\$20,000
<b>Total Personnel</b>	<b>\$100,000</b>
<i>Programs and Services</i>	
<i>Summer Phase:</i>	
Writing Center	\$10,000
Scholars (100 students, \$50/wk stipend, 5 weeks)	\$25,000
Faculty mentors (\$250/scholar)	\$25,000
Materials and expenses	\$5,000
<i>Fall and Spring Phase:</i>	
Workshops (6, \$750/each)	\$4,500
Student Mentors	\$10,000
Other Activities, Expenses	\$5,000
<b>Total Programs and Services</b>	<b>\$84,500</b>
<i>Non-Personnel Costs</i>	
Expenses	\$10,000
<b>Total Program Costs</b>	<b>\$194,500</b>

### *Program Evaluation*

A comprehensive evaluation of all program activities and outcomes will be conducted annually by the Center for Social and Educational Policy Analysis, a partnership between the Department of Pan-African Studies and the Lincoln Foundation. The Program will be revised or otherwise adjusted on that basis.

### *Conclusion*

The Future Scholars Program will not serve as a finishing or polishing experience for African-American youth already prepared to swim in the American mainstream. Rather, the Future Scholars Program will work to cultivate the talents of and create opportunities for young people who are often left in the backwaters.

The Future Scholars Program will not and cannot work magic. Its goal is simply to make a difference in the lives of young African Americans who can benefit significantly from a well-informed yet relatively small investment of resources. Sustained exposure to the University and its faculty will benefit participating students, the local African American community and the University—a classic “win-win-win” scenario.

*Jbb*  
09/15/02

## **Know Girls Say No**

*Developed by Deborah Barnes-Byers, Girl Scouts of America*

### ***Purpose***

“Know Girls Say No” is a program for middle school girls in the Louisville community. This program responds to the findings in Part VI of **The State of African-American Youth in Metropolitan Louisville**. In 1999, 68% of the total births in Louisville by a girl under the age of 15 were to black girls. In 1997, the Jefferson County Health Department found that 70.4% of youth gonorrhea cases were black youth and 46.8% of youth chlamydia cases were to black youth. Through Girl Scouts respect themselves, 100 girls in the Louisville metropolitan area will receive the education and awareness needed to foster high self esteem and steer clear from early-unwanted pregnancy and STDs.

### ***Program Description***

Through a series of four programs concerning self esteem, pregnancy, sex and STDs, the Girl Scouts of Kentuckiana will reach 100 girls throughout housing communities and community centers in the Shawnee, Parkland, Portland, and Russell Village neighborhoods.

### ***Plan of Operations***

This fourteen-week program is divided into four parts. Each program is listed below.

#### **A. The Bumblebee Principle (A Unique Approach to Self-Esteem Building)**

This program is designed to help women, young and old, identify their strengths and beauty, inner and outer, in order to have high self-esteem. Self-esteem is defined in Webster’s dictionary as a confidence and satisfaction in oneself, self-respect, and self-worth.

Many women today, especially young women, are lacking in self-esteem, thus

they choose to attempt to receive satisfaction through others. There is evidence of girls engaging in sex, and abusing their bodies at a very young age. Low self-esteem can be linked to physical and mental abuse. This program is designed to encourage women to look at themselves as worthy of great things. The Junior Girl Scout Badge Book states, “When you have a good opinion of yourself, you take positive risks and avoid negative ones.”

The design and purpose of this workshop is to encourage girls to take a look at another side of themselves, to take positive risks. This program contains six components to self-esteem building.

Introduction to the concept of self-esteem building

Understanding self-esteem.

Examining goals & aspirations

Choosing friends

Inner and outer beauty

Evaluation of the workshop

## **B. Female Facts**

Transition from being a child to becoming an adult has never been an easy time of life for most people. Puberty is the bridge that carries females from being girls to womanhood. Many things happen to the body both internally and externally. Unfortunately, not much explanation is given to most females during this development period.

Many adult women are not totally aware of the function of their many body parts both internally and externally. Because there is often not an avenue for accurate open discussion about the maturing body, many myths and misconceptions are created and shared among peer groups. Lack of information also creates barriers to making good decisions and choices about ones sexuality.

Female Facts is a program that provides girls an opportunity to have open dialogue about puberty, and physical changes that are occurring both internally and externally in a safe and comfortable atmosphere. Included in this program is also a frank discussion of Sexually Transmitted Infections, with an opportunity to dialogue with someone who is HIV positive. Also included is information regarding protection against diseases and pregnancy; condom usage and effectiveness. This is necessary because the young people of today still believe that you can visually tell if someone is infected and unhealthy. They also believe that infections and pregnancy will not happen to them. This program not only discusses the female body but also includes information necessary for a healthy

mind, healthy body and healthy spirit. Because of the honest discussions, these young females will be able to make better decisions about their bodies and know that it is their responsibility to care for it.

There are three sessions:

- a. Puberty/Hygiene
- b. Sexually Transmitted Infections
- c. HIV/AIDS

### **C. Baby Alive**

The Baby Alive Program is a project that will address and reduce Teen Pregnancy. The Baby Alive program is a prevention intervention technique that prefers not to focus on sexual behavior but rather one of its consequences, early parenthood. This program attempts to give youth “hands-on” experiences with the responsibilities associated with early parenthood. The program is designed as an aid to help young people make responsible, informed choices about parenting. Baby Alive is a parenting simulation with a realistic computerized infant simulator, called Baby Think it over. The program allows young adults to explore the physical, emotional, social, and financial consequences of teen parenting. The unique part of the infant simulator is that it requires real care on the part of the teen, including feeding, burping, rocking and diapering.

#### ***Expected Outcomes:***

The Baby Alive program teaches youth:

- a. Knowledge of the basics of child care and child development; including sexual development
- b. Knowledge of the responsibilities of parenthood
- c. Ability to discuss how they believe children should be raised

The Baby Alive program covers values of parenthood to include:

- a. The adolescents’ expectations, attitudes and feelings about sexual activity
- b. Understanding the challenges of adolescent marriage and pregnancy
- c. Clarity of ones own values and emotional needs

The Baby Alive Program gives youth effective skills in:

- a. Mature decision making and problem solving techniques that emphasize responsible decisions
- b. Understanding ones’ personal responsibility for ones’ behavior
- c. Increased self-esteem; healthy self esteem is ones’ best defense against sexual pressure

## *Program Curriculum*

### *Session I: Preparing for the Program*

Introduction—Introducing the Baby to the Students’ Parents (Introduction letter and parent consent forms) & Students (Presentation of how baby)

Review Equipment & Baby Supplies/Review Student Video

Things to do before simulation; Pre-simulation Questionnaire, Parenting Contract & Readiness Quiz

### *Session II: The Parenting Simulation*

Prep students to take Babies home for 3-day simulation/Watch operating procedures

Issuance of Birth certificates & Photo’s/ Discussion of Materials and Things to do during the simulation

### *Session III: After the Parenting Simulation*

Returning the Baby/Evaluating Student Performance

Post Simulation Questionnaire, Parent Evaluations

Guest Speaker/ Student Video/Class Discussion

## **D. Sex: It’s Worth Waiting For and True Love Waits**

We are sexual from birth—God created us this way. Because we are so bombarded by sex we tend to lose our perspective. What is the purpose of sex? Sex is wonderful, but the youth must know that sex must be held in the right perspective—that is, within a marriage relationship where male and female have first committed themselves to one another spiritually, emotionally, and intellectually. When sex is taken out of its proper place, and put in the backseat of a car, on a stairwell at school, or in a home when the parents are gone, it becomes totally something other than what it was created for.

Most adolescents have many emotional needs. Unfortunately, sex is substituted to increase self-esteem, alleviate a sense of loneliness, to express anger and give one a sense of control, and to escape many hurtful and uncomfortable situations and feeling. Many youth mistake sex as a way to receive and give love; not realizing that perhaps their bodies are responding to an increase in hormonal levels and physical development for adulthood.

“True Love Waits” addresses many of the aforementioned situations. It includes an explanation of why we have sex, the responsibilities, dangers, and consequences of unprotected premarital sex. There is also an option included

for adolescents who are already sexually active. Included are activities to practice saying no and meaning no, how to increase self-control of urges, how to avoid temptation, as well as information about birth control. The primary focus of this program is the importance of self-control; the role of values and morals in decision-making; and the need for relationships with like-minded partners to strengthen commitment to abstinence.

This program has five sessions:

- a. What Does God Have to Do with Sex?
- b. What's Love Got to Do with Sex?
- c. How Far is Too Far?
- d. But I've Already Gone Too Far
- e. How to Regain and Maintain Integrity

### ***Resources Needed***

The housing authorities, and community centers that participate in the program will donate facilities for the Know Girls Say No. Facilitator's fees will be paid to two presenters, Melissa Dixon and Peggy Meriwether. Girl Scouts of Kentuckiana will pay the Customized Program Specialist, Deborah Barnes Byers for her work with the program.

Each presenter has provided her own budget for participation and facilitation. Melissa Dixon has presented Baby Alive in middle schools throughout Louisville for three years. Her cost is \$25 per participant, which includes program instruction, program materials, and use of equipment and program evaluation. Peggy Meriwether has written and presented this program to girls through the Girl Power program. Peggy is a former Jefferson County, Louisville, KY teacher. Peggy worked as a Special Education Teacher (EBD). She helped to develop a peer mentoring program, worked in gang prevention, (teaming up with the Louisville police department), headed up CPMSA (Comprehensive Partnership for Minority Student Achievement), worked with JCAPP, (an at risk student athletic program), site director for JCPS after school tutoring program, as well as wrote and produced a play on making choices for middle school students. She is currently teaching English at Christian Academy High School of Louisville. Fee for participation in the Bumblebee Principle is \$12 per participant. This includes a workbook for Sections I, II, III, IV, & V, supplies for activities to be used with Sections II, III, IV, V, and a film for activity (Sections V, VI). Fee for facilitation of program: \$18 per participant.

Deborah Barnes Byers has worked for the Girl Scouts of Kentuckiana for nine years. In those nine years, she has organized and implemented programs to reach at risk girls in the Louisville area. Her programs reach girls living in the

housing communities, Hispanic girls at the Americana Apartment Community, and underserved girls in middle schools. Her fee per participant is \$20 per girl, and includes program materials and supplies. At the end of each program, there will be a celebration for all who participated. This will cost \$15 per person (girl and parents) and include a meal and recognition.

***Proposed Budget (per 14 week program)***

<b><i>Item</i></b>	<b><i>Amount</i></b>
Girl Scouts of Kentuckiana Support	
Salary for Deborah Barnes-Byers	\$5,175.00
Site Rental at \$45.00 per hour for 25.5 hours (Donated by participating sites and community centers)	\$1,147.50
<b>Total In-Kind Support</b>	<b>\$6,322.50</b>
<b><i>Grant Request</i></b>	
Presenter Fees	\$7,500.00
Membership Fees (\$7.00 each for 100 girls)	\$700.00
Food/snacks (includes celebration/recognition dinner)	\$4,000.00
Mileage reimbursement	\$400.00
Recognitions	\$300.00
<b>Total Grant Request</b>	<b>\$12,900.00</b>
<b>Annual Budget Request (3 programs/year)</b>	<b>\$38,700.00</b>

***Evaluation***

Each presenter and girl will continually evaluate the success of the program over the fourteen-week period. The girls will share their opinions with each presenter about the activities and decide how to improve the project for the next participants. We anticipate that the girls will become more knowledgeable about themselves and their bodies. Discussions with the girls, as well as written evaluations based on the goals of each presentation, by staff members and presenters will be used to determine the success of those goals.

## Health Education Led by Peers and Parents (HELPP Teams)

### *A Sex Education/Youth Development/Parenting Collaboration*

*Developed by Bani Hines-Hudson*

#### *Purpose*

The chapter of **The State of African-American Youth in Metropolitan Louisville** report on “Black Youth and Sexuality” revealed problematic rates of teen births and sexually transmitted infections among black teens. The report also highlighted the need for accurate sex education, life skill development and coping strategies to counter the daily onslaught of sexual messages to which young people are exposed by making several specific recommendations:

**Recommendation 1:** Develop peer education programs that utilize younger adults or teens living w/STI’s or HIV, as well as teen parents, to discuss with peers the effects of STI, HIV, and teen pregnancy on their lives.

**Recommendation 3:** Emphasize the importance of condoms for lowering the risks of STI’s and HIV.

**Recommendation 4:** Develop confidential, adult-facilitated support groups, where teens are provided the opportunity to discuss questions, concerns, and experiences informally and explore ways to manage sexual pressures through the open exchange of information. The role of the adult should be to facilitate communication among teens so that coping strategies are shared and accurate information can be provided.

The opportunity to discuss sexuality with informed, respectful adults was a need identified through feedback from the focus groups conducted. The HELPP Team project (Health Education Led by Peers and Parents) will bring these components together, with youth at the forefront of information delivery, in concert with adult facilitation.

Research continues to show the importance of parent-child communication in delaying early sexual activity and parenthood. The LUL report acknowledges the insecurity of many parents when communicating about sexuality issues. Recommendations to address communication include:

**Recommendation 2:** Develop educational programs for parents of teens that emphasize how to discuss openly sexual issues, sexual values, contraception, sexually transmitted diseases, relationships and family life issues; part of this curriculum needs to include helping adult men develop positive communication patterns with teens, especially daughters.

**Recommendation 5:** Develop confidential, facilitated support groups for parents of teens wherein they are provided opportunities to informally discuss

questions, concerns, and experiences and to empower one another (and themselves) regarding ways to openly discuss sexual issues with their children.

ParentTeen Summits will provide the formal structure for subsequent informal parent gatherings about teen sex issues called ParentTeen Talks. These parent-centered gatherings will also provide another vehicle for peer educator-adult exchanges. The introduction of the newly-trained peer educators will occur at the Summits. They will be presenters of the teen perspective and an ongoing resource for parent questions.

### *Program Description*

This project will promote sexual health by increasing the youths' ability to avoid and/or reduce sexual risk behaviors. Through multi-session peer education training, 60 youth will be encouraged to delay sexual activity, delay parenthood, decrease the incidence of unprotected sex, and to limit the number of sexual partners. They will also be able to deliver these messages to at least 100 of their peers per month (five contacts per month per peer). HELPP's youth development component will facilitate development of a sense of competence related to mastery of sex education programming; development of a sense of usefulness related to being a resource among peers; development of a sense of belonging to an organization/group with specialized skills and knowledge; and a development of a sense of power related to mastery of life skills that enable individuals to deal with the challenges and demands they face (e.g. communication, decision-making, etc.)

For the parenting component of the HELPP project, two annual summits will be convened to coincide with national campaigns addressing sexuality—1) National Family Sex Education Month in October and 2) National Teen Pregnancy Month in May. Both summits will inform parents about teen sex issues, promote examination of parents' attitudes, knowledge and approachability related to their teens' sexuality questions. Both summits will be held in faith communities in order to promote faith involvement in sex education for families. The summits will include panels of parents, clergy, teens and sexual health professionals for a broad-based presentation of issues and resources related to family sex education and teen pregnancy prevention.

ParentTeen Summit I (NFSEM in October) will include presentations or workshops on development, communication, values, teen statistics, relationships, parent resources and teen resources related to sexuality. ParentTeen Summit II (NTPM in May) will include presentations on teen statistics, risk factors, protective factors, available programs and resources. Follow-up informal gatherings called ParentTeen Talks will be held in faith-

based settings in November, January-March, June, and August. These follow-up sessions will start with areas of interest identified in the preceding summit. Exchanges and experiences among parents will be shared. Areas for further research will be shared with the Project Director for investigation and dissemination. Parents/guardians/significant adults of peer educators will be required to participate in one talk or summit, as well as enlist two others.

The HELPP project will continue for three years. Each training cycle will last four months. By employing this approach, it is anticipated that 180 peer educators will be trained who will, in turn, reach at least 3600 young African Americans. In addition, the 180 peer-related adults will contact 1080 parents through the ParenTeen component.

### *Plan of Operations*

Under the supervision of trained adult leaders, youth will help deliver sex education to their peers and will share life skills to include decision-making, value-clarification, communication, and refusal skills (see Recommendations 1 & 4). Youth will also learn about adolescent sexuality, community teen birth rates, rates of sexually transmitted infections and HIV/AIDS. They will learn about the behaviors necessary for protecting one's health (abstinence and condom usage) and preventing parenthood (abstinence and contraceptives). They will also learn about relevant health resources in the community (see Recommendations 3 and 4)

Youth to be trained will include both teen parents and non-parents, of both genders, from areas with high teen birth rates. Where possible, youth living with STI's or HIV/AIDS will be trained and utilized as peer educators as well (see Recommendation 1). Target population for peer educators will include youth that participate in youth-development organizations within the Northwest, Ujima, Bridges of Hope neighborhoods as delineated by the Jefferson County Health Department. The teen birth rates for these neighborhoods are higher than others in Jefferson County and are where many black youth reside. Potential peer educators will be between the ages of 15 and 18, and in high school grades 10 through 12. After parent orientation and permission is obtained, two trainings will be conducted for both non-parenting and parenting teens for a minimum of 20 peer educators per training cycle. The 40 hour training programs will consist of data, curriculum, research-based strategies and skill-building activities designed to prepare trainees for responsible choices and public presentations with peers. The initial separate training of non- and parenting teens will be conducted in order to determine if the groups must be supported in different ways because of their different status. It may be

determined that a joint HELPP Team rather than two distinct ones will suffice for an organization's needs. If a two-team approach is warranted, the groups can collaborate based on organizational agreement.

Peer educators will be able to conduct programs requested within their organizations while supervised by a trained staff member. The sponsoring organization will be encouraged to engage the peer education team(s) on a regular basis as a part of their in-house ongoing youth development activities, as research indicates one-shot presentations are not as effective for changing attitudes or behavior. A sponsoring organization can maintain the team as strictly an in-house resource, or may opt for using the team for outreach activities and/or fee generating educational opportunities. For example, one organization can sponsor youth to be trained during a training program of another organization, to help underwrite training costs. Or an organization with trained peer educators can conduct fee-based programs for other organizations. Or an organization can use newly trained peer educators for subsequent trainings of as many youth as appropriate within an organization. Another benefit from the project is that youth-serving organizations with career components will be providing peer educators with skills transferable to health, science, sociology, and psychology fields.

A four-month training/development cycle will solidify the capabilities of HELPP Team staff & peers. It will include two 40-hour trainings held separately for non-parenting and parenting teens, as well as eight weeks of development meetings with both populations. Another four weeks will be devoted to in-house presentations observed by project staff and trained youth leaders. During that period, post-presentation de-briefings will be held to fine-tune delivery content and skills. The final training phase will include joint meetings with non-parenting and parenting teens to determine points of collaboration. At the end of training, the HELPP Team will be introduced at a peer led forum to the entire organization and the families connected to it. This event will help reinforce support and acceptance of sex education in general and the specific programming that will be made available to the organization's youth--factual information about protecting one's sexual and reproductive health, relevant community resources, and the benefits of abstinence.

The plan of operation for the ParenTeen Summits and ParenTeen Talks include:

<b>July, 2003-September, 2003</b>	<b>Summit I (Family Sex Education)</b>
October, 2003	ParenTeen Talk1
November, 2003	ParenTeen Talk2
January-April, 2004	Summit II Planning

March, 2004

ParentTeen Talk3

**May, 2004**

**Summit II (Teen Pregnancy)**

June, 2004

ParentTeen Talk4

This cycle will repeat with adjustments in topics for summits and talks, as dictated by interviews, surveys and evaluations.

### ***Resources Needed***

The sponsoring organization will provide training and meeting space for HELPP Team development. A project director with sexuality education training, peer education training and management skills will be needed to implement this project in the projected time frame. Two project assistants will assist in all phases of the HELPP Team development. Boys and young men voice frustration with the lack of male sexual health educators. Girls and young women seek same gender conversations as well as the male perspective. Parents appreciate the teen perspective from those not far removed from the stage, but who have reached a certain level of maturity. Young adult project assistants (male and female) will be able to address these issues.

Training materials indicated by the needs assessment will be required. Child care for teen parents and parentalks sessions, and bus fare for peer educator commutes to meetings and related activities for those who need it must be made available. Training, meeting and parent sessions will include refreshments. Stipends and incentives for the peer educators will be provided at strategic points during training, and after completion of an agreed upon number of presentations and contacts. Selected peer educators will be asked to attend sexuality education training within the region at project expense. The expected return on that investment will be enhanced professionalism and peer training assistance in subsequent HELPP Team development for the organization, and pre-eminent standing in the eyes of those in the community doing this work.

### ***Annual Budget***

<b><i>Item</i></b>	<b><i>Cost</i></b>
<b><i>Personnel</i></b>	
Project Director/Trainer	\$50,000.00
Two Assistants (2 @ \$24,000.00)	\$48,000.00
Peer Educators (60 @ \$500.00)	\$30,000.00
Tutors	\$10,000.00
Documentarian	\$6,000.00
<b>Personnel</b>	<b>\$144,000.00</b>
Fringe Benefits (25%)	\$36,000.00
<b>Total Personnel</b>	<b>\$180,000.00</b>

### *Non-Personnel*

#### Travel

Staff \$3,000.00

Peer Educators \$2,000.00

#### Refreshments

Meetings \$6,000.00

Summits/Talks \$10,000.00

Education & Training Materials \$25,000.00

Supplies \$8,400.00

Baby sitting funds \$,200.00

Conference attendance \$6,000.00

(4 @ 1,500)

Mailings \$3,000.00

#### Incentives

For Peers & Parents \$2,400.00

**Total Non-Personnel \$73,000.00**

**Total \$253,000.00**

### *One-Time Costs*

#### Equipment

2 Computers &

Printers, Digital Camera \$4,000.00

In-kind: Facilities; Equipment; University Evaluation

### *Evaluation plan*

Youth and parents/adults will be administered pre-tests before training and post-tests afterward to measure attitudes and content knowledge. Youth will also be observed during presentations for communication ability. Peer educator behavior related to delaying sex, preventing pregnancy and sexually transmitted infections, and limiting partners will also be surveyed before training and every 6 months for two years after project participation. Attendance sheets will help monitor who has received initial training, who comes to regular peer education meetings, how many presentations peer educators make, who and how many attend their presentations. Attendance sheets will log parent/adult participation as well. Evaluation of the participants attending the peer educator presentations and the parent sessions will also be given in order to assess their satisfaction or dissatisfaction and suggestions. Parents will be followed after six months to assess their efforts at parent-child communication and/or implementation of sex education in their faith communities or social networks. HELPP staff will assist faith communities conducting ParenTalks with data collection for evaluation purposes. A partnership with the University of Louisville's Pan

African Studies Department will be formed for oversight of the evaluation instruments and process.

### *Conclusion*

Youth-serving organizations can continue to use those initially trained as trainers of successive groups of youth. This model connects youth within its setting as well as with their families who endorse their training and participate in the talks and summits. Consequently, the organization will begin to perform a service that enhances not only the health and well-being of the organization, but the larger community as well. The uniqueness of this model and its' collaborations, if successful, will no doubt bring inquiries and/or recognition from entities outside the community and state.

The incalculable benefits to the sponsoring organization will be derived from leadership in the youth development field that addresses crucial factors in developmental progress—healthy sexual development with avoidance of risk-taking; family support during the challenging teen years; and the cultivation of wider community participation through families and faith communities participating in summits, talks, and training.

## **Teensex News Theater (TNT)**

*Developed by Bani Hines-Hudson*

### *Rationale*

Several of the recommendations presented in **The State of African-American Youth in Metropolitan Louisville** (2002) Report called special efforts in the area of teen sexuality education. For example, there were specific recommendations that called for peer education programming, confidential adult-facilitated support groups for informal sexuality information exchanges among teens and on the importance of condoms in prevention efforts.

Peer education programs have been shown to be well-received information-delivery systems to teens. Such programming strategies have been adopted nationwide by health organizations and entities, churches, and other youth development agencies. Because teens are often the most effective and powerful educators of their peers, the use of drama—with teens as both actors and audience—is especially promising as a form of peer education. Topics related to sexuality, in particular, lend themselves to dramatic treatment, engaging both actors and audience. **Teensex News Theater (TNT)** addresses such a need with the adult leadership and training provided within this model.

Teensex News Theater (TNT) will incorporate best practices in teen pregnancy

and infection reduction. TNT will take the youth development approach. Consequently, student/actors will be a part of a supportive creative community, master communication and performance skills, participate proactively in social change efforts, and contribute to the community through an underutilized risk-reduction vehicle. These activities will be facilitated by adults.

### *Program Description*

A theater group of peer performers will be formed initially consisting of 20 parenting and non-parenting students from low performing and alternative high schools who also reside in the Northwest, Bridges of Hope, and Ujima neighborhoods. These areas have been so designated by the Jefferson County Health Department and consistently exhibit high teen birth rates, according to the LUL chapter on “Black Youth and Sexuality”. This target group coincides with the following risk factors for early sex, early parenthood and other risk-taking behaviors:

- school achievement & involvement
- educational aspirations
- single parent family structure
- peer characteristics and perceptions
- school context (demographics and climate)
- neighborhood context (demographic and socio-economic profile)

Students will be trained on sexuality issues and statistics related to teen pregnancy, sexually transmitted infections and HIV/AIDS. Students will choose material, write skits, coordinate props and costumes, and act the parts related to performances around these topics. Performances may range from short skits to one-act plays with messages about protecting self and health and methodical decision-making. Performances and discussions will range from one hour to 90 minutes in length.

Post play discussions will reinforce abstinence, responsible sexual-decision-making, and supportive community resources. Performances will be held at requesting sites to include youth groups, community centers, schools, and faith communities. The student/actors will meet regularly to learn, rehearse, create and discuss. In addition to attending to the creative components of theater, peer performers will also set personal and outreach goals, become aware of services offered to teens related to sexual and reproductive health, be encouraged to reduce and teach others about harmful behaviors, give feedback about group progress, determine group leadership and roles, and participate in ongoing sexuality education.

## *Plan of Operations*

January–March 2003	Planning, Partnering;
April/May, 2003	Student Recruitment; 75% to be African-American);
June, 2003	Orientation to sex education; Student selection; student research
July, 2003	Training & Skit Development
August/September 2003	Rehearsals;
October, 2003	National Family Sex Education Month Performances & NFSEM Parent Reception;
October, 2003–March, 2004	Performances & development meetings
April/May, 2003	New Student Recruitment;
May, 2003	Workshop for National Teen Pregnancy Prevention Month in May & Reception
April, 2003–May, 2004	Cycle will repeat yearly.

A minimum of 12 performances is anticipated (two per month from October–March), with the potential of one per week (48 performances). An audience minimum of 50 students will be required of requesting sites in order to reach a baseline of 600 students through performance. In addition, students will be encouraged to make ten interpersonal contacts per month to share health-promoting information. Such student outreach would expand contacts to as many as 2000 youth (20 peer performers x 10 monthly contacts = 200 x 10 months = 2000).

## *Resources Needed*

An **Educator/Director** will be needed to integrate sex education with productions; supervise productions; provide ongoing educational activities and project management. A **Coordinator** will be needed to coordinate activities, schedules, partnerships, information and help supervise the **Peer Performers**. The Director and Coordinator will be salaried; Peer Performers will receive stipends.

A meeting and rehearsal site will be necessary and the desire for such an innovative approach to sex education may stimulate the donation of site space. **Consultants** with expertise in communication, playwriting, performance, and stage/lighting design will be contracted. **Mobile equipment** must be purchased. **Travel** allowances must be made for students using public transportation, as well as staff local travel for theater business. **Refreshments**

during meetings and rehearsals will be needed to facilitate concentration. Funds for related **field trips** to professional or community productions must be considered. **Publicity material** will be needed to acquaint the community with the project. Sex education curriculums and accompanying materials will also be required. **Incentives** for skits, plays and audience participation will be provided. **Supplies** will be another expense.

Based on these considerations, the projected TNT budget is outlined below:

*Projected TNT Budget*

<i>Item</i>	<i>Cost</i>
Educator/Director	\$12,000.00
Coordinator	\$7,800.00
Peer Performers Stipends	\$25,000.00
Consultants/Trainers	\$6,000.00
Tutors	\$10,800.00
Equipment	\$8,000.00
Travel	\$2,100.00
Refreshments	\$5,000.00
Receptions	\$3,000.00
Field Trips	\$7,000.00
Publicity materials	\$500.00
Sex Education Materials	\$2,400.00
Incentives	\$2,000.00
Supplies	\$4,000.00
Documentarian	\$4,400.00
<b>Total</b>	<b>\$100,000.00</b>

This initial investment professionalizes the group from inception, enhancing its ability to generate donations or fee income for performances in subsequent years.

*Evaluation*

The goal of TNT is to deliver medically accurate sex education, decision-making and value-clarification models using performance. Evaluation designs will include pre- and post-testing of knowledge, attitudes and behaviors of peer performers; senior survey for junior year comparisons; exit interviews; pre- and post- parent interviews on communication levels; attendance logs; inquiry log; audience satisfaction surveys; post performance audience action survey; and pre-post video observation of peer performers.

Given this framework, a comprehensive evaluation of all program activities and outcomes will be conducted annually by the Center for Social and Educational

Policy Analysis, a partnership between the Department of Pan-African Studies and the Lincoln Foundation. The Program will be revised or otherwise adjusted on that basis.

## **The Saturday Academy: A Community-based Intercultural Education Program**

*Developed by J. Blaine Hudson, University of Louisville*

### ***Introduction***

**The State of African-American Youth in Metropolitan Louisville** (2002) described a host of social and economic factors that impinge upon the lives of African Americans in the Greater Louisville area. Among the most powerful are both the consequences and limits of racial progress in the past generation. As stated in the Report:

African Americans followed two distinct economic and social trajectories after the Civil Rights reforms of the mid-1960s. In order to achieve middle class status, a large minority of African Americans took advantage of new educational and employment opportunities, and partook of less restricted access at least to the tributaries of the American mainstream. . . Under segregation, this group was contained within the same physical space and constrained by the same racial barriers as were other African Americans. However, with the end of legal segregation, . . . both “old” the black “middle class” of the pre-Brown era and the “new” black “middle class” created by the Civil Rights era dispersed . . . leaving the other two-thirds of the African American population “behind.” In communities now both racially and economically homogeneous, cultural values and behaviors have become “disconnected”, not only from mainstream American culture but, in many respects, from the mainstream of African American history and culture as well. 1

Neither whites nor African Americans foresaw the socio-cultural consequences of this bifurcation of black America. Rather, in the Civil Rights era,

. . . African Americans acted on (what have proven to be) two equally problematic assumptions regarding community and culture. One assumption was that distinctively “African American” culture and community were the legacy of slavery and segregation, and would be sloughed-off as African Americans “graduated” from second-class to full citizenship. . . Implicit in this assumption was the belief that white Americans, in the aggregate, would act in “good faith” and honor both the letter and the spirit of American law. . . The other assumption was that African American culture and community would persist after the coercive force of segregation law was removed. . . . Implicit in this assumption was the belief that African American culture was literally “hard-wired” into African Americans—rather than a body of values and life-ways that must be

taught (and modified) by one generation and learned by another. Virtually no one believed that African Americans would need to “do anything” in this arena. . . The past generation has proven these assumptions wrong . . .<sup>2</sup>

Over the course of American history, significant improvements in aggregate race relations and racial conditions have occurred only when African Americans have challenged racism and inequality as a group. This is the deeper meaning of the struggle against slavery and the Civil Rights Movement.<sup>3</sup> Thus, although some African Americans have “succeeded” as individuals in the past generation, African Americans have failed to make meaningful progress as a group. Still, to act as a group, African Americans must first think of themselves as a group—with a shared sense of the intersection between their shared history and their shared interests. This “political dimension” of group identity could be defined rather easily when most African Americans were enslaved or all were segregated, i.e., when conditions were uniformly poor for all. However, the absence of any sustained and unifying political movement in the past thirty years indicates clearly that this is no longer the case—despite the persistence of massive racial inequalities.

Group identity has another and equally important dimension. In American society, a sense of personal identity and balanced individual personality development cannot be achieved without “coming to terms” with the meaning of race. For African Americans and other persons of color, the existence of cultural racism and its myriad racial stereotypes—and objective racial inequalities that make many of these stereotypes “seem” true—creates formidable barriers to the achievement or construction of a healthy racial identity.<sup>3</sup> As noted in **The State of African-American Youth in Metropolitan Louisville**, young African Americans are most vulnerable since they

. . . experience most of the same limiting conditions that shaped the lives of their parents and grandparents—but lack the sense of identity and the institutional structure created and sustained in the “old” segregated black community. Thus, their responses to this unnatural social environment betray the same anger, bitterness and frustration, but without the framework provided by a deep sense of rootedness in one’s culture, a framework necessary to “making sense” of their experiences and devising strategies to change the conditions under which they live.<sup>4</sup>

For African Americans living under these circumstances, an authentic individual identity cannot be achieved independent of the construction of a larger sense of racial identity. For white Americans, racial identity merges with national identity—i.e., in the flawed sense that being a “true” American means being a “white” American. For African Americans, racial identity—as W. E. B. DuBois understood long ago—must be grounded in what it means to be both

“African” (i.e., a person of African ancestry in the context of the African Diaspora) and what it means to be “American” (i.e., what being a person of African ancestry has meant in the history of this country). Thus, the “cultural/psychological/social” dimension of group identity is the necessary pre-condition for the “political” dimension. We must know “who we are” before we can understand “what we must do.”

### *The Saturday Academy: 1991–2002*

The most effective weapon against ignorance and lies is the truth. The core mythology of cultural racism must be deconstructed and then replaced with accurate historical and cultural information. Reforming school curriculum, changing curriculum policies and the pre- and in-service education of teachers are keys to addressing this issue in the classrooms of our public schools and colleges. However, transforming the formal educational experience, even if such reforms had been effected, would only impact those “in school.” Compensating for what is not taught “in school” and reaching the majority of Americans who are not “in school” requires an altogether different strategy.

Such a strategy was first developed in Louisville in Fall 1990 by a committee convened by the late Montest Eaves, then Assistant Superintendent of the Jefferson County Public Schools (JCPS), and implemented as the Saturday Academy in January 1991. The Saturday Academy was conceived as a community-based cultural enrichment program that would complement the newly devised JCPS “African American Studies” course and the work of the Pan-African Studies Institute for Teachers at the University of Louisville. The goals and philosophy of the original Saturday Academy were outlined in its inaugural session:

We live at a time when it is possible for a black person to pass the entirety of his/her life without knowing much about the history of Africans and African Americans—and without knowing anything about the larger meaning of that history. It is equally possible, although not equally destructive, for white Americans to live with, believe in and act upon ignorance, half-truths and myths regarding the past and present role of race in this country.

For blacks, consciousness and wholeness begin with self-knowledge. And knowledge of ourselves encompasses more than mere knowledge of the facts and feelings of our individual lives. We must understand what we have been and what we are as a group of people—and we must understand what this nation is and has been in relation to us.

With self-knowledge, we can learn to define “who we are”—rather than accepting what others tell us “we are”—and, most importantly, we can begin to identify the real problems that confront us and move to address them. This is no magic cure. Self-knowledge is often painful and facing the truth, after having been taught illusions, requires both curiosity and courage. The world will not change simply because we know the truth—but we will. And, if we change, we can change that world.<sup>5</sup>

The Saturday Academy remained open through June 2002, meeting weekly from 11:00 A.M. to 2:00 P.M., at the DuValle Education Center in west Louisville. Mrs. Georgia Eugene, Director of the Center, was responsible administratively for the Academy through its existence. The author of this proposal coordinated the development of the original plan for the Academy, at the request of Assistant Superintendent Eaves, and was responsible for the African World Seminar (see below) while the Academy remained “open.”

Through 1995, the full Saturday Academy program included:

- The African World Seminar, an on-going “class” and discussion group focusing on African, African American, Caribbean and Latin American history and culture—open to high school students and adults.
- An African “arts and crafts” class for young children.
- An African “martial arts” class for children through middle school age.
- Occasional special programs and events, e.g., the first Juneteenth celebrations in Louisville evolved from a discussion in the African World Seminar.

All Academy programs were free. Further, although the Saturday Academy focused on African World culture, the Academy was open to children and adults of all ages, genders and races.

As JCPS priorities changed, the Academy was downsized after the mid-1990s until only the African World Seminar remained. As noted, this last remnant of the Academy closed in June 2002.

### *The Saturday Academy: Re-establishment and Expansion*

This proposal, if funded, will re-establish the Saturday Academy as a weekend, community-based African American cultural enrichment and academic support program. However, rather than establish the Academy at one central site, the model described herein envisions the creation of several Saturday Academy “satellite centers” throughout Greater Louisville, e.g., in the Park-DuValle area, the Russell area, Smoketown and Newburg/Petersburg.

The core Academy program will be similar to that offered in its previous incarnation:

- The African World Seminar, open as before to high school students and adults.
- Age-appropriate cultural enrichment programs for younger children focusing on various aspects of African American and African World culture.
- Special events, e.g., speakers, seasonal festivals.

Added to this core program mix will be two new cultural enrichment options designed to broaden both the range of activities offered and the service population of the Academy:

- African American theatre classes for young and mature adults.
- African dance and movement classes for young and mature adults.
- Gender-specific leadership development programs for adolescents and young adults.

Finally, as a complement to both school and community-based initiatives to address the racial “achievement gap”, the Saturday Academy will offer:

- Weekend academic support (e.g., tutoring) and guidance (e.g., college and work preparation) services.
- Test preparation (ACT and SAT) workshops.
- Computer training, if necessary hard- and soft-ware are available.

As in the past, Academy programs will be free to the public. The Academy will remain open to all interested parties.

Because the Academy will be decentralized, an Advisory Committee will be established—chosen initially from The State of African-American Youth in Metropolitan Louisville Implementation Project Action Plan Development Advisory Committee. This Committee will coordinate, hire (or assist in hiring) and evaluate key staff, evaluate programs and ensure quality control for all Saturday Academy sites.

### ***Resources Needed***

Each Saturday Academy “satellite center” will be staffed and resourced as a self-contained and as self sufficient as practicable. Each Academy branch will be staffed by:

- A Director who will also serve as Coordinator of the African World Seminar (part-time);
- A Coordinator of Cultural Enrichment Programs (part-time);
- A Coordinator of Academic Enrichment Programs (part-time); and

■ A Program Assistant (part-time or in-kind).

As outlined below, each Academy satellite budget will include funds for materials, student workers and consultants employed for their special expertise (e.g., to teach “activity” or enrichment classes). It is assumed that the cost of facilities’ rental and maintenance will be an in-kind contribution from the organizations that choose to host an Academy satellite.

The Saturday Academy

Annual Budget (50 weeks/year, per Site)

<i>Item</i>	<i>Amount Needed</i>
Site Director and African World Seminar Coordinator (\$300.00/wk)	\$15,000.00
Cultural Enrichment Programs Coordinator (\$200.00/wk)	\$10,000.00
Academic Enrichment Programs Coordinator (\$200.00/wk)	\$10,000.00
Program Assistant (\$100.00/wk)	\$5,000.00
Tutors and Student Workers	\$10,000.00
Total	\$50,000.00
Fringe Benefits (25%)	\$12,500.00
<b>Total Personnel</b>	<b>\$62,500.00</b>
Supplies	<b>\$5,000.00</b>
<b>Total Needed</b>	<b>\$67,500.00</b>

### *Implementation*

Funding will be sought to implement the first Saturday Academy satellite center in January 2003. Additional centers will be established as funding is secured. Local institutions, organizations and agencies—e.g., schools and churches—will be encouraged to establish and support their own centers.

### *Evaluation*

The operations of each Saturday Academy branch will be assessed annually by the Center for Social and Educational Policy Analysis of the University of Louisville Department of Pan-African Studies. The Reports prepared by the Center will be reviewed by the Advisory Committee and the head of each organization that hosts an Academy satellite.

## *Conclusion*

There is, as yet, no precedent for the transformation of a “racial state” into either an “integrated” or a “plural” society. Still, racism is both a human evil and a human invention, and need not be a permanent fixture in human societies. While an “integrated” society remains a distant ideal, a plural society, which recognizes rather than seeks to suppress or obliterate difference, is achievable in the foreseeable future.

American cultural and social institutions, more often than not, intentionally or unintentionally, work against the achievement of this ideal. Most perpetuate the all-too-familiar stereotypes that African Americans are limited intellectually, violence prone and criminally inclined, promiscuous and sexually irresponsible, natural “singers” and “dancers”, and the like.<sup>6</sup> In a perfect world, these negative messages would be countered effectively in the home, in the classroom, through community institutions or popular culture. However, when these institutions are the primary conduits for the transmission of those very images—such negative messages are only reinforced. And, if one generation “learns” negative racial mythology through sustained exposure to American popular and institutional culture, the members of that generation—when they grow to adulthood—may doubly reinforce that mythology, albeit inadvertently, even in the home environments they create for their own children. In other words, the children in need a generation ago are now the parents and grandparents of the children in need today. Thus, there are many racial problems specific to African-American youth, but, in the domain of racial and community identity, young and older African Americans face the same challenges.

Thus, for pluralism to exist, we must do what seemed unnecessary in the Civil Rights era and undertake, through active and conscious effort, to forge a broad community consensus regarding:

- the nature and meaning of group membership (i.e., who is African American and what does being African American “mean”—particularly to African Americans;
- the basic facts of group history, and the nature social values, cultural and intellectual traditions; and
- a vision of the ideal of multiracial American democracy.<sup>7</sup>

The Saturday Academy can contribute to the realization of these ideals in Greater Louisville.

## *Endnotes*

1. J. Blaine Hudson, Lateef O. Badru, Carole Cobb, Bonetta M. Hines-Hudson, Theresa A. Rajack-Talley, and Clarence Talley. *The State of African-American Youth in Metropolitan Louisville: A Preliminary Investigation* (Louisville: Louisville Urban League, 2002): 75.
2. J. Blaine Hudson, “Diversity, Inequality and Community: African Americans in American Society”, forthcoming in Alpers, Philip. *Diversity and Community: An Interdisciplinary Reader* (New York: Blackwell, 2002).
3. J. Blaine Hudson and Bonetta M. Hines-Hudson, “A Study of the Contemporary Racial Attitudes of White and African Americans” *The Western Journal of Black Studies*, 23(1999), 1, 22-34.
4. Hudson, 2002.
5. J. Blaine Hudson, “African World Seminar: Inaugural Lecture”, Saturday Academy, January 26, 1991.
6. J. Blaine Hudson, “Simple Justice: Affirmative Action and American Racism in Historical Perspective”, *The Black Scholar*, 25(1995), 3, 16-23.
7. Hudson, et al., 2002: 78 (note).

## **E.S.S.E.N.C.E.**

### **(Encouraging Sisters to Strive for Each Chance for Excellence)**

*Developed by Tomarra Adams, Shonda Brown, Hollie Harshaw, Kay Taylor and Kelisha Winters, University of Louisville*

#### ***Purpose***

The transition from youth to productive adulthood is long and often difficult. While the problems of young African-American men have attracted a great deal of attention, albeit legitimate, young African-American women often encounter equally formidable barriers to opportunity and achievement. In many cases, the persons best able to support and facilitate this transition are those who have negotiated the transition themselves.

Many young African-American women at the University of Louisville have been in search of an on-going volunteer opportunity that extends beyond the campus community. Responding to the recommendations presented in **The State of African-American Youth in Metropolitan Louisville** (2002) report and working with the author of this proposal, a team of these young women—comprised of Ms. Shonda Brown, Ms. Hollie Harshaw, Ms. Kay Taylor and Ms. Kelisha Winters—have contributed their time and energy to develop E.S.S.E.N.C.E. (Encouraging Sisters to Strive for Each Chance for Excellence), a program for young African-American women in the Louisville community.

## *Structure and Plan of Operations*

E.S.S.E.N.C.E. will provide an opportunity for senior division African-American college women at the University of Louisville to assist their younger sisters in making the transition to adulthood. Specifically, the Program will create both a support network and an avenue for high school and college-age African-American women to provide service throughout the metropolitan area. Through this service commitment and the role models and mentoring relationships it will establish, the Program will enable younger African-American women to enhance their leadership skills, interpersonal strengths and academic abilities—and will create opportunities for them to serve as big sisters to younger African-American women who may be at-risk of school and/or personal failure. Further, E.S.S.E.N.C.E. staff will devote particular attention to helping the high school participants to make connections with various colleges and universities—and will establish a tracking system to monitor their progress over time.

E.S.S.E.N.C.E. will be organized and implemented as described below.

### **Phase I: Organization and Staff Selection**

E.S.S.E.N.C.E. will be offered initially as a pilot project administered by the Assistant Dean for Student Services of the University of Louisville College of Arts and Sciences. The Assistant Dean will develop appropriate job descriptions and select the core E.S.S.E.N.C.E. staff: a senior division or graduate level student as Program Coordinator; and three undergraduate students as Student Coordinators.

### **Phase II: Participant Selection**

In 2002-2003, **25** younger college- and **50** high school-age African-American women will be selected as participants in a **six-month** (January through June 2003) pilot project. E.S.S.E.N.C.E. participants will be drawn from college- and high school-aged black women who have been identified or who have expressed the personal desire to develop or enhance their academic, professional development and interpersonal interaction skills. Consistent with the Program's goals and values, the process of selecting and accepting participants will both introduce young African-American women to E.S.S.E.N.C.E. and begin their educational process.

To be eligible for participation in E.S.S.E.N.C.E., students:

- Must be at least freshman status and enrolled at a secondary institution;

- Must complete the application process (application, essay, recommendation, and interview);
- Must have a cumulative GPA of a "C" or better;
- Must possess high moral and ethical standards;
- Must possess skills and/or potential for leadership;
- Must be or have potential to be role models for younger women; and
- Must be willing to develop and participate in activities of E.S.S.E.N.C.E.

Prospective participants will complete an application process that entails a written application, one letter of recommendation, and an essay. The essay will be one typed page that is double-spaced or a two-page handwritten document to address the following questions:

1. What are some existing or potential community services needed for the Louisville community through E.S.S.E.N.C.E.?
2. What role do you see yourself playing in offering these services as an E.S.S.E.N.C.E. volunteer?
3. How would the services provided by ESSENCE impact the community?
4. What would be some of the personal benefits from being involved in ESSENCE?

There will be total of three (3) information sessions for young women interested in the Program, but who need additional information before proceeding. For the pilot project, these sessions will be held at the University of Louisville's Swain Student Activities Center on Monday, December 2, 2002, in SAC W303A; on Wednesday, December 4, 2002, in SAC W316; and on Thursday, December 5, 2002, in SAC W303A.

A mailing will be sent to all public high school counselors and most local churches both to advertise the Program and to give school counselors and community members an opportunity to nominate young women for participation. Young African-American women themselves will also have the opportunity for self-nomination. For the experience of learning formal business etiquette, the young women will participate in an interview as part of the selection process.

Based on the totality of this information, the Program Coordinator and Student Coordinators will select E.S.S.E.N.C.E. participants.

### ***Phase III: Induction Process and Retreat***

Facilitating interaction between high school and college-age participants, forging group traditions and a sense of group identity are key instrumental steps in launching the Program. Following selection, E.S.S.E.N.C.E. staff will offer a

one-hour orientation for participants to explain Program expectations and to provide a general overview of the Program.

As the next key step, participants will be inducted formally into the Program. The induction process will be constructed as a **rite of passage** for participants, continuing over a two-week period and organized around a specific theme, e.g., education or health care. This theme will remain the focus of the program for the entire six-month pilot project. During this induction period, participants will also attend workshops/trainings to prepare them for service work in the community at large.

The induction period will culminate in a final ceremony at which each participant will acknowledge her willingness to contribute to the Program and will receive a membership pin. The Program Coordinator and Student Coordinators will facilitate this pinning ceremony.

Next, E.S.S.E.N.C.E. staff will involve participants in the process of developing a group infrastructure that may include officers. Through this activity, participants will have an opportunity to test and mold their leadership skills by determining, under the guidance of E.S.S.E.N.C.E. staff, how to organize themselves, e.g., electing officers, officer rotation, frequency of Program meetings, use of point or demerit system, and introduction of mandatory projects or meetings.

Finally, this phase of the Program will conclude with a Retreat. During this retreat, the young women will have an opportunity to do extensive team-building to establish a sense of sisterhood and an optimally effective communication network.

#### ***Phase IV: Service Component Implementation***

The final phase of the pilot project will be actual implementation of the community outreach component of E.S.S.E.N.C.E. The Program Coordinator and Student Coordinators will identify several projects and volunteer work-sites for participating young women. Again, these projects will follow the thematic format chosen for a six-month pilot project and should allow sufficient time on-site for the young women to gain legitimate exposure to and to provide a legitimate service. The list of recommended activities (and sites) is as follows:

##### ***Volunteer Services***

- Center for Women and Families (day out with the children);
- Wayside Christian Mission;
- Entertainment/Social with nursing home residents (perhaps adopt a home);

- Provide outreach to residents of Boy's Haven and Maryhurst, or other troubled youth;
- Conduct summer camps for young children (work with Metro Parks); and
- Have periodic food and clothing drives for families in need of assistance; Fundraisers (monies used as scholarships to individuals, programs, or schools);
- Facilitate community based talent shows;
- Have high school aged dances; and
- Candy, coupon, or fruit, calendar, shirt sales

In addition to involving participants in a broad range of community service activities, E.S.S.E.N.C.E. will offer workshops focusing on:

- HIV/AIDS awareness, e.g. PSI
- Racial diversity
- Health Awareness
- Educational Awareness, e.g. tutorial services
- Economic Development
- Awards Banquet
- Senior Day
- Internship and college bridge opportunities

Finally, E.S.S.E.N.C.E. staff will work closely with high school participants on ACT/SAT preparation and the college admission process—and with college-age participants on preparation for work or advanced study.

### ***Program Expansion, Companion Program for African-American Males***

The pilot project will be assessed and modified as needed after Spring 2003. This proposal envisions the continuation of E.S.S.E.N.C.E. at the University of Louisville in 2003–2004, with an expanded service population of 50 younger college- and 100 high school-age African-American women. Program duration will be extended to eight months. As a key dimension of this expansion, the Assistant Dean and Program Coordinator will also work to establish satellite Programs at other local colleges and universities.

The Assistant Dean will also work to establish an E.S.S.E.N.C.E. companion Program for young African-American males. This program will be housed in the same administrative structure as E.S.S.E.N.C.E. and the E.S.S.E.N.C.E. plan of operations will serve as the prototype for this companion program. The fully evolved Program will be resourced as outlined below in Budget Summary III.

### ***Implementation: Timeline:***

E.S.S.E.N.C.E. will be implemented according to the following time-table:

1. Assist Dean and students will develop pilot project proposal.
2. Proposal to Dr J. Blaine Hudson on October 31, 2002.
3. Selection of Program Coordinator and Student Coordinators by November 15, 2002.
4. Selection of participants by December 15, 2002.
5. Induction ceremony at the start of January 2003.
6. Community service and educational projects through May 2003.
7. Closing ceremony, June 2003.
8. Evaluation of Pilot Project; planning for 2003-2004, July 2003.
9. Next (expanded) Program cycle. Full implementation for E.S.S.E.N.C.E.  
Full implementation for companion program for young African-American males.

### ***Resources Needed***

Resource requirements for E.S.S.E.N.C.E. are outlined below. It is assumed that all facilities will be provided by the host institution(s).

#### ***Budget Summary I E.S.S.E.N.C.E. Pilot Project Budget (6 Months)***

<b><i>Item</i></b>	<b><i>Cost</i></b>
Program Coordinator (.80 F.T.E.)	\$ 15,000
Student Coordinators (3) (26 weeks, \$100/wk)	\$7,800
Orientation Workshop Facilitators	\$1,000
Young Women's Retreat at Essence House	\$4,000
Awards Banquet	\$1,000
Facilitators	\$300
Transportation	\$500
Copies	\$150
Mailings	\$200
Orientation materials/binders:	\$300
Induction pins/gifts:	\$200
Campus tour:	\$200
<b>Total</b>	<b>\$30,650</b>

***Budget Summary II.***  
***E.S.S.E.N.C.E. Only***  
***Annual Budget***

<b><i>Item</i></b>	<b><i>Cost</i></b>
Program Coordinator (.80 F.T.E.)	\$24,000
Student Coordinators (3) (39 weeks, \$100/wk)	\$11,700
Orientation Workshop Facilitators	\$1,500
Young Women's Retreat at Essence House	\$10,000
Awards Banquet	\$4,000
Facilitators	\$600
Transportation	\$1,500
Copies	\$600
Mailings	\$800
Orientation materials/binders	\$500
Induction pins/gifts	\$350
Campus tour:	\$400
<b>Total</b>	<b>\$55,950</b>

***Budget Summary III.***  
***E.S.S.E.N.C.E. and Companion Program for Black Males***  
***Annual Budget***

<b><i>Item</i></b>	<b><i>Cost</i></b>
Program Coordinator	\$30,000
Student Coordinators (6) (39 weeks, \$100/wk)	\$23,400
Orientation Workshop Facilitators:	\$3,000
Young Women's Retreat at Essence House:	\$10,000
Young Men's Retreat	\$10,000
Awards Banquet	\$8,000
Facilitators	\$1,600
Transportation	\$3,000
Copies	\$1,200
Mailings	\$1,500
Orientation materials/binders	\$1,000
Induction pins/gifts	\$700
Campus tour	\$800
<b>Total</b>	<b>\$94,200</b>

## *Program Evaluation*

A comprehensive evaluation of all program activities and outcomes will be conducted annually by the Center for Social and Educational Policy Analysis, a partnership between the Department of Pan-African Studies and the Lincoln Foundation. The Program will be revised or otherwise adjusted on that basis.

## **The Muhammad Ali Youth Peace Corps**

*Developed by Seymour Slavin*

“The hope of Harlem is in the youth and we must challenge them to face up to their responsibilities. Actually, they are challenging us.”

*Kenneth Clark, Ph.D.  
NY Times  
September 1963*

Substitute the word “Louisville” for Harlem and you have the sense in which this proposal is offered. (Dr. Clark’s brief laid the basis for the Brown vs. the Board of Education decision.)

### ***I. Purpose and Rationale***

This is a proposal designed to carry forward the excellent study “The State of African-American Youth in Metropolitan Louisville: A Preliminary Investigation” conducted under the auspices of The Louisville Urban League. Of particular importance in this study are the “Conclusions and Recommendations” including the guiding assumption of the study which posits “that there can be no meaningful and lasting improvement in the lives and the life chances of African-American youth unless the larger scale of inequities between African-American youth and whites are addressed in this metropolitan area.” (p.79) “Further, the study reports that an extensive menu of community based age appropriate recreational and social activity programs should be developed in the Louisville metropolitan area.” (p.81)

A particular egregious fact having to do with life chances of Afro-American youth is the fact that while 43% of all white children in the U.S. grew up in families without any financial resources, 73% of all Afro-American youth grew up in household without any financial resources. (1)

Too often Afro-American Youth are written off, particularly by school authorities with the argument that black parents aren’t interested in their youths’ educational achievement. However, Arthur Pearl has noted that school authorities often rationalize the hostility evident in drop out rates, absenteeism, discipline problems, and complaints by teachers that poor people or so called “disadvantaged people” do not value education. He reports that various studies

refute this notion. He cites Paul and Shipman in their study of black mothers demonstrated that 73% of their subjects who came from the lowest socio-economic groups wanted their children to attend college. A seminal study by Deutch and Brown showed that in every socio-economic class, black parents had higher educational and occupational aspirations for their children than white people. (2)

The Louisville Metropolitan Community has a unique opportunity to impact the problems reported in the Urban League Report, by virtue of having two new important institutions engaged in dealing with community issues - The Muhammad Ali Museum and the U of L Muhammad Ali Institute for Peace and Conflict Resolution. Youth in conflict with society is an arena, which requires institutions such as these to become involved. While there are many youth serving institutions in the community doing good work, the Muhammad Ali Institute enjoys a singular role because its principal function and mission is solely associated with recognizing the status of Muhammad Ali and at the same time dealing with aspects of conflict resolution. The concept of a Youth Peace Corps coincides with the missions of both the museum and the U of L program.

Youths in conflict with societal norms require intervention, both for the benefit of the community and the young people involved. The building of the museum offers the possibility of youth employment, apprenticeship programs, training, and opportunities to connect with Muhammad Ali. There now exists a wide medium through which such communications and relationships can take place, closed circuit broadcasts, videos, e-mail, etc. Association with Muhammad Ali itself carries a sense of esteem and respect.

The concept of a peace Corps associated with Muhammad Ali could provide impetus for youth involvement in a wide variety of constructive community activities. The Corps could provide an alternative to anti-social group formations within the youth culture. This will be discussed under another section of this proposal.

## ***II. Program Description***

### **A. Peer Culture, Disaffected Youth, Youth in Conflict**

Youth peer culture exerts a strong influence on youth values, dress, behaviors, and sense of esteem. Thus, while there are other compelling factors that effect youth attitudes such as family, church, street corner society, music, media, and schools, the peer culture, however, remains a pivotal and critical factor in shaping youth attitudes and actions. The Urban League report documents the special crisis nature of Afro-American youth in our community regarding school

suspensions and graduation rates, (26% of Afro-American male youth and 19.4% of young black women do not have high school diplomas). Other measures also reflect the disproportionate status of Afro-American youth as against white youth in our community, thus diminishing the life-chances of Afro-American youth.

The purpose of this implementation report is to utilize the Afro-American youth culture, particularly with those youth whose special circumstances either in school, family, or street corner society make them most vulnerable to problems that contribute to their disaffection, alienation, and conflict with society as a whole. Recommendations in the Urban League report ultimately require institutional changes in school, police, youth serving agencies, and resource allocation and priorities. However, we in Louisville have a unique opportunity to make a difference in the interface among the Muhammad Ali Center, the persona, status, and world-wide respect accorded Muhammad Ali, the involvement of the Pan-African Studies Department of the University of Louisville, The Ali Institute (which is being built at the foot of 6th Street), and The University of Louisville Muhammad Ali Institute for Peacemaking and Conflict Resolution.

Prior to describing the operational aspects in this proposal, it is important to note that what is recommended here is not a traditional social work type program, but rather to use the strengths and culture of the Afro-American youth community as a basis for influencing and changing the negative and destructive aspects of the youth culture. In this regard, the Afro-American peer culture would serve as the principal catalyst for change using the inspirational status of Muhammad Ali and opportunities for exposure to new career vistas, cultural arts, creative involvement, and youth employment. In essence, what is engaged in this program is culture building designed to take advantage of the energy, curiosity and talents of the Afro-American youth culture itself.

## **B. Program Objectives**

The program objectives that follow refer to specific targets and goals that are needed to be able to monitor, assess, and evaluate on an ongoing basis:

1. To set up a Muhammad Ali Peace Corp as a distinct sub-culture with insignias, slogans, performance standards, and esprit de corps to engage in constructive neighborhood and community projects.
2. To be operational within four months. To enroll a target group of 30-35 Afro-American youths in Muhammad Ali Peace Corp within four months of the inception of the program. These are youths who are currently in jeopardy of dropping out of school, involved with the juvenile justice administration, or in an intense parental-youth conflict.

3. To create minimally, at least 10 apprenticeships in the buildings trades for unemployed youth who are members of the Ali Peace Corps, prior to the actual inception of construction of the Muhammad Ali Center, in conjunction with The Urban League.
4. To engage in a collaborative program with the Jefferson County Board of Education with a mechanism for referral of troubled students to the Ali Peace Corps to recruit within ninety days.
5. To recruit minimally 15-25 students from the Pan African Studies Dept., The Kent School, and The Urban Studies Dept. to serve as volunteer mentors and resources for members of The Youth Peace Corp, within 90 days of the inception of the program.

### ***III. Operational Details***

Many of the phases outlined here can be done simultaneously. As in most proposals, there is somewhat of a gap between the design and the real-life operational aspects. However, the writer believes that this proposal is both imaginative and pragmatic and that there are sufficient resources that can be forthcoming from both foundations, government, and private resources to launch this proposal.

#### **A. Phase One**

1. Assign loaned staff from either the Urban League, Pan-African Studies Dept., or if funds are available hire an administrator (either part-time or full time) initially to help the program get off the ground.
2. Get agreement that the Muhammad Ali Institute and Museum, the U. of L. Muhammad Ali Center for Peacemaking and Conflict Resolution, and Muhammad Ali support this idea.
3. Get the support of the key leaders in the Afro-American community for this proposal.
4. Submit this idea to a group of youth leaders and other youth in the Afro-American youth community for feedback and suggestions.

#### **B. Phase Two**

1. Hire paid staff director and two youth recruiters.
2. Set up a contest among Afro-American youth to design an insignia for the Muhammad Ali Peace Corps
3. Identify a series of community projects, which would involve youth. Illustrative of such projects are helping to paint the homes of older adults, making minor repairs in the homes of impoverished families, fixing up the facilities of youth serving agencies and other non-profit groups in the Afro-American community.
4. Get local corporations to sponsor specific community projects that the Youth Peace Corps is involved. This would provide some monetary income to the youth involved and thus help defray school and other related expenses.

## Timeline to Set up Muhammad Ali Peace Corps

	2002				2003– Continuing
	Sept	Oct	Nov	Dec	Jan
Exporting Program Interests	XXX				
Exploring Funding Sources	XXX	XXX	XXX	XXX	
Discussions with Referral Sources	XXX	XXX	XXX	XXX	XXX
Begin Youth Enrollment			XXX	XXX	XXX
Begin Actual Program					XXX
Recruit Coaches and Mentors		XXX	XXX		
Hire Youth Recruiters			XXX	XXX	
Project Evaluation					XXX

### *IV. Staffing Qualifications*

#### **A. Director's Qualifications**

The director of the program should be a person with a background and familiarity with the West End of Louisville. It would be preferable to have someone who grew up in one of the West Louisville neighborhoods. Previous community experience and a proven record of accomplishments in working with young people as well as the ability to relate to marginalized youth should be a prerequisite. Minimally at least two years of college is desirable, but not mandatory. Experience as a street corner worker or a youth outreach project worker would be an excellent background for this work.

#### **B. Youth Recruiters' Qualifications**

The youth recruiters should be Afro-American young people between the ages of 14 and 18 years who have wide spread contacts and acceptance in the youth culture, or youth who have demonstrated an interest and participation in community affairs.

### *Estimated Annual Budget*

	In Kind Contributions	Totals
Director		
Salary—\$42,000 per year		\$42,000.00
Fringe Benefits—20%@12 months		\$8,400.00
Youth Recruiters		
2 Youth Recruiters		\$5,850.00
@\$7.50 per hour for 15 hours for 52 weeks		
Fringe Benefits—20%@12 months		\$1,170.00
Secretarial Services—part time	\$12,000.00	
Office Space & Supplies	\$4,500.00	
Summer Youth Employment		\$33,600.00
20 youth @\$7.00 per hour for 20 hours per week for 12 weeks		
Identification Apparel	\$3,500.00	
Merchants and Individual Sponsors		
Evaluation	\$4,500.00	
<b>Totals</b>	<b>\$24,500.00</b>	<b>\$91,020.00*</b>

\*Total cost to be apportioned among The Muhammad Ali Museum, The U of L Muhammad Ali Center for Peace and Conflict Resolution, The Urban League.

### *V. Evaluation*

Independent evaluation is an important element of this project. At the conclusion of the first year, an evaluative procedure would take place. Project evaluators could consist of U of L doctoral students or faculty from various departments such as The Pan-African Studies Department, The Kent School of Social Work, or The Urban Affairs Department. The report would be presented to the board of the sponsoring organization(s). Focus would be on the specific objectives outlined in this proposal and other criteria to be established by the evaluators.

# When Youth Speak for Themselves

*Developed by The Kentucky Alliance Against Racist & Political Repression*

This is an application for funding for a program designed to provide a way for Louisville young people themselves first to mobilize, then to organize, to make their own voices heard in response to the Report on the State of Black Youth.

## ***Background***

One of the most effective elements of the Report is the fact that the research included investigation of the perspectives and opinions of the African-American youth who were the subjects of the study. Through surveys and focus groups in the African-American youth community, the researchers identified issues, concerns, and attitudes of the young people who are the victims of the crisis documented by the extensive research that is reflected in the final report. This research into the thinking of the young revealed a poignant hope among the young people who participated in the surveys and focus groups that their future can be bright. The young people who responded to the research are clearly looking for ways out of the dilemmas in which African-Americans in this society find themselves. For the most part, however, it seemed that these young people were thinking in terms only of individual solutions in their own lives. It had apparently not occurred to them—because no one had suggested it to them—that they might contribute to collective and community solutions that might change the lives of all young people.

Yet there is a real question as to how many of these young people will ever actually be able to achieve their goals unless there is significant progress toward community solutions. It is now time to provide a way for at least some young people to come together and find a sense of themselves as essential actors in this endeavor—to realize that by moving collectively they themselves can become agents of change.

## ***Objectives of this Proposal***

- To make the voices of the young heard by community decision-makers. What do they themselves think are the most pressing problems identified in the report? What do they propose as concrete ways in which diverse forces in the community can move toward change and solutions? What do they envision as a “good” community? What kind of community do they want to live in as the future unfolds?
- To help young people—beginning with a relatively small group of potential leaders, and expanding rapidly to reach hundreds—understand that they themselves can become the force that can transform their society.

## *Rationale*

- It is a fact that the decision-makers in our community are more likely to listen to the voices of the young than they are to the proposals, no matter how sound and eloquently expressed, of older people. When young people speak, either verbally or in action, they are indeed listened to—whether the message is positive or negative. Too many of those messages in the recent past have been negative. Those who lead our community have heard the rumblings of frustration and hopelessness from large sections of our African-American youth community. Whether or not they define their reaction specifically, they know they must do something. This is the factor that will make many of the decision-makers open to hearing the messages of the recent Report.
- But what can happen if the young people begin to define what can be done and what they want done? What will happen if they send that message? History tells us that when this happens, profound changes occur. A classic case in point is the 1960s, when young African Americans were possessed of a vision of a transformed society; they organized and changed the country. There have been similar developments in other periods of history in this country and elsewhere in the world.
- Nothing can change the lives of young people as effectively and positively as realizing that they can be a part of endeavors that will not only help them individually but will provide answers for all their contemporaries and for society itself. When they know that, they have a new sense of purpose in their lives, and this in itself gives them hope.
- This is of key importance to those who have given up and therefore respond to the pressures on them with negative actions and behavior. It is also important for the lucky minority who have the real possibility of escaping from the crisis in the Black community because they have had support and can go on with education and achieve successful careers. Many who have taken this path in the past have later found themselves “successful” as society measures success, but still deeply torn and frustrated by the haunting awareness that they have left their fellow-sufferers behind. History also tells us that people who become a part of movements for social change when they are young maintain that commitment to universal justice even as they go on to personal success. They continue to be part of positive work for changes that benefit everyone. They always form the yeast in our society that makes us human.

## *Program Description*

Our plan is to organize by neighborhoods, bringing together young people of high school and college age, including those in these age groups who are out of school. The basic work of outreach and organizing will be done by a group of youth in this age group. They will work in every neighborhood in the West End, and also in the Smoketown-Clarksdale area, reaching young people through community centers, churches, and schools, as well as making use of

their own previous contacts. The immediate objective of the outreach will be to convene a citywide Youth Conference on the Crisis Facing Black Youth, which will be scheduled about six months after the start of the project. The plan for the conference, which can be modified or even basically changed as the young people themselves discuss it, will be for the youth to review the crisis outlined in the Report, especially the recommendations, to identify the objectives they feel are the most urgent, and to discuss ways and means of getting decision-makers to act on them, especially on how youth can impact this process. Such a conference is a very valuable end in itself, but the outreach for it also includes a more far-reaching purpose. The conference will also be an organizing tool—a specific program enabling the organizers to get out in the community and reach previously uninvolved young people. In other words, inviting youth to take part in the conference opens the conversation—but from there, the organizers can go on to more far-reaching goals. For example, workshops may be held in the neighborhoods in preparation for the conference, at which participants will review the Report and learn about the mechanisms of government and private seats of power that they must reach if they want to get resources for their communities.

We will start with a leadership corps that will include a Project coordinator (probably a college student), an assistant to the coordinator to help on all phases of the work including detail and paper work. Initially, we envision six outreach workers, each assigned to one or more specific neighborhoods, and these will also be youth, probably high school students or of that age group. This initial leadership corps will consist of young people with some previous experience in organizations, at least some of them oriented to social justice and social change approaches.

*(One of the six outreach workers will be assigned to contact and involve some white youth, as some of them have a commitment, or can be encouraged to have a commitment, to supporting programs to overcome the effects of white supremacy on the African American community. However, the role of white young people in the work will be as allies, and the work will be clearly led by African Americans. The outreach worker assigned to work in white youth communities will also be African American, as will all of the staff of this program. Any idea that African-Americans cannot organize whites is an illusion. Often they can do so better than whites themselves.)*

There will also be an adult advisor to the Project, but the role of this person will be clearly advisory—a helper in designing training and finding human resources for the work. The leadership will be with the youth.

The conference itself will be presented both to the initial corps and to other participants not as just an end in itself, but as a first step in an on-going process. Although it is impossible to design in advance exactly what will happen next, the goal will be to set in motion a citywide movement, representative of the neighborhoods, which will work into the future—for as long as need be—to effect real change for the current generation of youth and those who come later.

*(This particular application is for a one-year program, but if it is successful this year it will lay the basis for long-term outreach, organizing, and work.)*

A training element will be a key part of the program. The Project sponsors will make available resource people familiar with the power structures in the community, thus opening the way for the young people to learn where they must go to get support for the programs they will identify. There will be basic information provided on how various government agencies operate and where decisions are made, also the pressure points within the private sector. There will also be information provided on previous youth movements in our history and how they were organized. And resource people will be brought in from other communities where there has been effective youth organizing, and from agencies especially designed to train young organizers.

The initial leadership corps will total eight persons (*the coordinator, assistant coordinator, and the six outreach workers*). In the process of neighborhood outreach as the youth organize for the conference we envision at least 25 more youth emerging as volunteer trained leaders. At the conference itself, we are thinking about 300 attendees, of whom we would hope at least half would continue in a leadership capacity for the follow-up work, and we believe the public impact of the event and the follow-up will reach thousands of young people throughout Louisville's African American community, and to a much lesser extent its white community. Our minimum goal would be to finish the year's work with about 50 committed leaders who are dedicated to continuing the work to build a movement of young people who are determined to transform their society. We also envision that the larger community will be well aware that this movement exists, and thus the work will continue to have an ever-widening impact, and will stand as a beacon light that can attract other youth looking for a way to change their life conditions and themselves.

### *The Qualifications of the Sponsor of this Project*

The Kentucky Alliance is well qualified to carry out this program, because we have long experience in organizing in the Louisville community, including youth work, and we have a credibility that comes with longevity.

The Alliance was organized 28 years ago in the early 1970s. It has had a single-point program, one reason for existence—and that is to bring people of color and whites together to take concrete visible action against specific manifestation of white supremacist policies and practices in our community. The terrain has changed through the years, but we have remained on the cutting edge of issues as they arise—in our courts and on the police force, in the schools, in employment practices, in prisons and jails, and in every phase of community life. Although we have historically been under attack by those who have not understood our work or who want to preserve the status quo, through the years we have earned a special position of trust at the grassroots, and our headquarters on West Broadway has become a hub of activity for people seeking constructive change, as well as a bridge-builder between diverse groups in the community. The majority of our constituency and leadership is African American, and we constantly reach out for more white allies. In the current period, we are creating alliances with other ethnic groups in our city—Latino, Arab American, African for example.

In the past 10 years, we have also been deeply involved in youth organizing. We set up a Youth Leadership Development Project, and out of this grew a youth group called the Masterminds. The goal of our Youth Leadership Development Project has been similar to what we are proposing in this application, although on a smaller scale. We have wanted to develop some young people committed to changing the society for the benefit of everyone. We felt—and feel—that no other agency dealing with young people in Louisville is doing this. Many organizations and churches have programs to help young people escape the negative influences that pull at them from all sides—to encourage them to stay off of drugs, stay in school, and develop plans for higher education and careers. This is very important, but we felt (*as we feel about this current application*) that there should be an added element: at least some youth committed to building a movement for basic social change. Not only does the community need this, we felt (*and feel*) that the youth themselves need it. The most powerful incentive to resist negative influences comes from a commitment to a larger goal, a purpose in life beyond self.

In the course of our youth work, however, we found that we too were doing some of the job of trying to save individual lives. The problems that bear down on our young people are so massive that they must find a way to save themselves before they can even think of saving others. So we, like other programs (*except on a smaller scale*) helped kids stay off of drugs and return to school if they had left. We are proud that we can point to a number of success stories of youth whose lives have been turned around by their affiliation with the Masterminds.

In addition, at least small number began to see themselves as community activists, found ways to speak to decision-makers in public settings and began to make a long-term commitment to social change. So we know these changes can occur.

Now if we can get the resources to do this kind of work on a bigger scale, we think we can have a much more far-reaching and broader effect.

However, we do not try to work alone. We have formed partnerships with other youth groups in our community and support their endeavors as they support ours. For example, we work closely with HOOK (Helping Our Own Kids), the youth group at West Broadway Methodist Church, which is just a few blocks from the Alliance headquarters. We work with the NAACP Youth Council, and support the initiatives of Youth Alive, the annual Wassup Conference, the work of the Housing Authority of Louisville with youth who live in housing projects, and Sir Friendly C of the Louisville Police Department and his work with young people.

We also have contacts with groups working effectively in social change efforts with young people in other parts of the South and the country—for example, The Youth Project of the Southern Organizing Committee for Economic & Social Justice (SOC), based in Atlanta; Southern Echo based in Mississippi, and the Center for Third World Organizing in the Bay Area of California. We will call on these and other groups for assistance in implementing the Project for which we now seek support.

Thus, we believe we have the capability to serve as the catalyst for creative new developments among youth in our city, and thus make a significant contribution to insuring that recommendations of the Report on the State of Black Youth are implemented. All we lack at this point are the resources—especially sufficient funds to maintain the staff needed to carry out these plans.

### *Plan of Operations (Including Time-Line)*

Our plan is to identify first a coordinator for this program, a young person, probably a college student. We will find this person through our present youth contacts or those of other organizations with which we work. We will then identify a young person, probably a high school student, to serve as assistant coordinator. We will then identify six outreach workers, also probably high school students, although some could be college students or of college age. For these positions, we will seek young people who have reasonable control over their own lives and some demonstrated organizational and leadership ability that they may have used in church, school, or community groups. These eight

people will form our initial leadership corps.

These young people, guided (*but not dominated*) by our adult advisor will spend time studying the State of Black Youth Report and its recommendations. They will also be given access to speakers and resource people who can inform them about governmental and private-sector structures in our community, also information on history of youth movements in Louisville and elsewhere, and also about youth activity going on in other parts of this country.

The leadership corps will then design a plan for the citywide conference, developing agenda, training sessions and action panels and will decide on and arrange for a place to hold the conference (*probably a large church or community center*). The adult advisor will help them (or recruit a volunteer to help them if need be) in outlining these plans on paper, thus preparing an attractive piece of literature that can be taken into the community.

The outreach workers will then be assigned neighborhoods for their work. Our plan is to divide the West End into four areas: (1) Park-Duvalle/ Park Hill; (2) California & Russell; (3) Chickasaw/ Shawnee; (4) Portland. The fifth organizer will be assigned to Smoketown/Clarksdale. The sixth one will be assigned to do outreach to white youth groups (in sections of Louisville other than Portland, where both African Americans and whites live, and which will be covered by one of the West End outreach workers.

There will be full discussion among the youth, with the adult advisor, and probably other volunteer advisors, as to how best to go about outreach, and what the organizer talks about in the process. The organizers will then begin a program of regular visits to their neighborhoods, probably starting with churches, community centers and schools, but also talking to youth on the streets. This will go on for several weeks, during which time we would expect that some volunteers would be recruited. We will encourage such volunteers to work on more outreach, and also on details and logistics for the conference.

Throughout this process, there will be regular discussions involving the outreach workers, the coordinators, and the adult advisor on the results of the outreach. During these sessions, the approaches and techniques will be changed as response and experience suggest.

There will then be the essential work on completing details for the conference itself, preparing material, recruiting resource persons and finalizing an agenda.

After the conference, there will be extensive discussion of the results of the work. Based on this, the leadership corps, along with volunteers who have been recruited, will design a plan for the rest of the year. Our objective is that this

work will include setting up an on-going organization in each neighborhood which is committed to the goals of this work and which will carry out action plans developed at the conference around the issues from Report on Black Youth that the young people feel are the most urgent. We envision a citywide coordinating council that will pull these neighborhood groups together.

**Time-Line**—First Month: Identifying and recruiting the leadership corps of eight staff and the adult advisor. Second Month: Training of staff, assisted by necessary resource persons. Assignment of outreach persons to their neighborhoods. Third Month: Planning of Conference. Preparation of attractive literature on it. Beginning of outreach work into neighborhoods. Fourth & Fifth Months: Intensive outreach, work on details of conference, along with volunteers recruited in the outreach. Sixth Month. The Conference, and assessment and planning for the rest of the year. Second Six Months of the Year. Follow-up work to turn mobilization into organization, the details dependent on assessments after the conference.

### ***Resources Needed***

Our main need is for funds to pay staff, as we do not think a program of this kind can happen with only volunteers. However, we envision part-time staff people, partly because this will be more manageable budget-wise, but even more because this will enable us to recruit students, who are the people who can best reach our target constituency. As stated above, the qualifications these staff persons should have include a proven record of “togetherness,” within themselves, some organizations experience, and demonstrated ability to organize their time and meet goals. The qualifications for the adult advisor, who will also be part-time, will include a demonstrated ability to achieve rapport with youth and an extensive knowledge of the local community, at both the neighborhood and decision-making level.

We also need funds for expenses of the outreach work, mainly funds to provide stipends for gas. We have found that in working with youth one must do a great deal of driving to pick up and deliver young people who do not have transportation of their own. This can use up a lot of gas, and thus constitutes a major item in our budget.

We also need funds to bring in consultants from out of town. This will involve both travel and modest consultant fees. *(We will also make use of local consultants, but we believe those we want will work with us on a volunteer basis, as they have done in the past.)*

We also need a place to serve as headquarters of the Project, and this should be easy, as there are several churches with which we have relationships, which will

be happy to host us. This service will probably be donated. *(We can also make use of space in the headquarters of the Alliance for an office, using the host church mainly for meetings.)*

Later we will need a place for the conference, but that too will be easy, and we think such facilities will also be donated.

### *Budget*

	<i>Annual Cost</i>
Part-Time Coordinator	\$10,000.00
Part-Time Assistant Coordinator	\$7,000.00
Adult Advisor	\$4,000.00
Stipends for 6 Youth Outreach Workers	\$23,400.00*
Gas allowances	\$2,340.00*
Out-of-Town consultants (3, travel & fees)	\$6,000.00
Phone (installation & monthly charge)	\$800.00
Postage, printing, supplies	\$3,000.00
<b>Total</b>	<b>\$56,540.00</b>

\*The stipends for youth outreach workers are figured at \$5 per hour, 15 hours a week (3 hours a day, 4 week days plus Saturdays), for six people for 52 weeks. The gas allowances are figured at 30 cents per mile, 30 miles per week for 4 staff, because not all staff will need to perform this transportation service.

### *Evaluation Plan*

Our criteria for success of this program will include: (1) how many youth we reach directly through the neighborhood outreach and conference. (2) How many of the young people attend workshops designed to give them information on the community, its structures, on history, and on other organizing efforts in the country. (3) How many youth take part in actions to present their concerns in a public way to decision-makers (4) How many youth demonstrate that they have caught a vision of themselves as agents of change. (5) How many young people commit themselves to go on organizing the movement we are creating at a neighborhood level. (6) How many young people indicate that they are making a life-time commitment to transforming the society.

We will feel we have been successful if we reach about 500 youth directly *(which will indicate we are reaching thousands indirectly)*, if 100 of the young people attend informational workshops, if 50 youth take part in visible actions, if 25 youth commit themselves to go on organizing, and if three indicate that they are making a lifetime commitment.

We will evaluate the work first by talking with the youth themselves and hearing their viewpoints and opinions. This process will not come only at the end of a year, but on a continuing basis throughout the year. Ultimately, the work will

be evaluated by the Alliance Board, which is made up of 31 community activists from diverse endeavors, including several young people. This process also will take place not only at the end of the year, but throughout the year. At the end of the first six months of the work, we will prepare a written evaluation of the first phase of the Project. At the end of a year, we will prepare a final written evaluation.

## **Delinquency Prevention Initiative**

### *Purpose*

Beginning in the late 1970s, the number of juveniles of color arrested and confined in the nation's jails began to climb steeply. In a report prepared for the U. S. Department of Justice, "disproportionate minority confinement" is deemed to exist when "the proportion of minorities in detention, correctional facilities, and jails exceeds their percentage of the general population." The report continued:

The most recent statistics available reveal significant racial and ethnic disparity in the confinement of juvenile offenders. In 1997, minorities made up about one-third of the juvenile population nationwide but accounted for nearly two-thirds of the detained and committed population in secure juvenile facilities. For black juveniles, the disparities were most evident. While black juveniles age 10 to 17 made up about 15% of the juvenile population, they accounted for 26% of the juveniles arrested and 45% of the delinquency cases involving detention. About one-third of adjudicated cases involved black youth, yet 40% of juveniles in residential placements were black. These are numbers that cannot be ignored.<sup>1</sup>

Thomas summarized the most recent Kentucky data for the Kentucky Department of Juvenile Justice:

Kentucky has an estimated minority population of 10%.

In 1999, 41% of the youth admitted to detention were minorities, a rate four times greater than their percentage of the general population.

Just over 25% of the juveniles committed to the Department of Juvenile Justice (DJJ) in 1999 were minorities.

Males, both white and minority, are over-represented at all stages of the juvenile justice system.

Black males are the most over-represented group of juveniles with a detention rate seven times greater than their proportion of the general population.

In the calendar year 1999, black males were committed to DJJ at a rate five times greater than their overall representation in the total juvenile population.

Overrepresentation was even more pronounced among those juveniles transferred to criminal court for prosecution as an adult. Minority youth made up over half (56%) of the transfer population.<sup>2</sup>

When gender and selected county are considered in the analysis, the degree of disproportion becomes quite striking, as revealed below:

**Table I**  
**Juvenile Detention in Kentucky 1999**  
**By Race, Gender and Selected County<sup>3</sup>**

County	Females				Males				Grand Total
	Black	White	Other	Total	Black	White	Other	Total	
Breathitt	6	130	0	136	19	511	4	534	670
Daviess	60	238	1	299	188	562	5	755	1054
Hardin	29	188	7	224	84	453	17	554	778
Fayette	219	351	4	574	621	770	48	1439	2013
Jefferson*	242	203	13	458	1382	915	77	2374	2832

\* Estimated.

Based on these data, the degree of disproportion is most pronounced in Jefferson County—where 58.2 percent of all the juvenile males and 52.8 percent of all juvenile females detained were black. Thomas concluded that, “if minority children receive more punitive outcomes than similarly situated white youths, reforms are needed to ensure that juvenile justice decision making is racially neutral.”

### *Program Description*

While initiatives to transform the juvenile justice system are critically important, it is equally—if not more—important to implement proactive programs designed to prevent, rather than manage, delinquency among young African Americans. One of the key predictors of delinquency among adolescents is truancy. Specifically, school absenteeism is closely associated with poor academic performance and the failure to complete high school, and poor academic performance and the failure to complete high school are closely associated with juvenile delinquency and adverse adult encounters with the justice system.

While truancy is a national problem, its local manifestations require local attention. The **Delinquency Prevention Initiative** will work to address the larger problem of delinquency by reducing the high truancy rate at two target JCPS Middle Schools. As this Initiative is an adaptation of a “truancy reduction program” developed by the Coke Memorial United Methodist Church—and Meyzeek Middle School, located in the Smoketown neighborhood, has one of the highest truancy rates in Jefferson County—the Coke Memorial Community Enrichment Center will be one of the sites for this Initiative.

The Initiative will serve 50 middle school students at each target school, i.e., at least 100 students each year—and their families. The specific objectives of the Initiative will be to:

1. Increase 50% of the program participants grade average by 20% by year end;
2. Increase school attendance of 50% of program participants by program year-end;
3. Provide participants with mentors and role models, some from the drug and crime prevention career field; and
4. Provide a positive after school tutoring program.

Several types of structured intervention will be offered, including mentoring, parental involvement and accountability training, assistance with academic skills and workshops on self-esteem building, human relations skills and tutoring. Through these services, the Initiative will address the following risk factors that encourage delinquency, substance abuse, and criminal behavior/violence: drug availability, low income households, lack of attachment to school, lack of adult supervision before, and after school hours, and lack of positive role models.

### *Plan of Operations*

Students will be referred to the Initiative by designated staff of the Jefferson County Public Schools (JCPS). Referrals will be made once a student has recorded five (5) absences. Juvenile crime and school disciplinary history will also be used to identify prospective participants. Once referred, students will remain in the program for the duration of the public school year.

For each referred student, Initiative staff will:

1. obtain attendance records for the three years previous to referral;
2. continue to collect (weekly) attendance data for the duration of the student's involvement with the Initiative.
3. obtain academic records for the three years previous to referral;
4. continue to collect academic data for the duration of the student's involvement with the Initiative.

Upon referral, each participant will complete an in-take questionnaire to determine how he/she spends after school time, to identify positive role models and to gauge attitudes toward school. Students will surveyed periodically (every three months) until completion of the program. The Project Director will be responsible for the development of data collection instruments, the data collection process, the analysis of the data, and the dissemination of information on program operations and outcomes.

Recognizing the centrality of parental involvement, the Delinquency Prevention Initiative will develop several parent support groups. All parents and guardians of program participants will be expected to:

1. Sign a parent/participant program service agreement;
2. Support the Initiative by visiting the site;
3. Support and communicate with mentors; and
4. Participate in counseling sessions and self-esteem workshops.

The Initiative will provide three core services:

1. Three days of after-school tutoring to youth referred to the program by JCPS staff. Tutoring will be available on Tuesdays, Wednesdays and Thursdays from 3:00 p.m. to 6:00 p.m. at the two community sites identified by the Initiative.
2. Individual counseling and mentoring, and group workshops for students on self-esteem building, human relations skills, conflict resolution and goal setting. Monday and Friday afternoons will be reserved these services.
3. Workshops for parents.

Since truancy is often symptomatic of deeper personal and/or family problems, Initiative staff and appropriately skilled consultants will conduct the weekly on-site workshops on topics including: self-esteem building, human relations skills, conflict resolution and parenting education.

The Project Director will also recruit, organize and train volunteer community mentors, ideally from the neighborhoods surrounding the Initiative work-sites. A Mentor will be assigned to each participant to provide positive motivation with respect to school and to help participants build positive self-esteem and improve their conflict resolution skills.

### *Organization and Staffing*

As noted, the Delinquency Prevention Initiative will be based at two community sites, one in Smoketown and the other in the Russell or Parkland area. The Initiative will be administered by a Project Director. Along with primary responsibility for the operations of the Initiative, this individual will also serve as principal liaison between collaborating schools, the local justice system, community mentors and the Delinquency Prevention Initiative. An Administrative Assistant will provide direct administrative support.

Two part-time Program Directors, one at each site, will be primarily responsible for case management for each student referred to the Initiative. Likewise, two part-time Tutorial Coordinators, one at each site, will be primarily responsible for the coordination of educational services. Consultants, tutors and workshop leaders will be employed as needed.

Office space for the program will be located at Coke Memorial United Methodist and at one additional community site, possibly the Plymouth Community Renewal Center.

## *Implementation Plan and Timetable*

The Delinquency Prevention Initiative will be implemented according to the following timetable:

- Appoint Project Director by June 1, 2003
- Develop operating procedures by July 15, 2003
- Hire Program Staff by July 30, 2003
- Identify Mentors by August 1, 2003
- Hire Tutors by August 1, 2003
- Orient and Train program staff by August 15, 2003
- Full implementation on accepting referrals by September 1, 2003
- Project Evaluation in May-June 2004
- Next Project Cycle begin in July 2004

## *Resources Needed*

Based on the services and staffing pattern outlined above, the resource needs of the Initiative are as follows:

### *Delinquency Prevention Initiative Annual Budget*

<i>Item</i>	<i>Cost</i>
Project Director (full-time)	\$ 35,000.00
Program Directors (2, 50% time, \$15,000 each)	\$30,000.00
Tutorial Coordinators(2, 50% time, \$10,000 each)	\$20,000.00
Administrative Assistant (full-time)	\$20,000.00
<b>Personnel</b>	<b>\$105,000.00</b>
<b>Fringe Benefits (25%)</b>	<b>\$26,250.00</b>
<b>Total Personnel</b>	<b>\$131,250.00</b>
Tutors (pooled funds)	\$20,000.00
Consultants (pooled funds)	\$10,000.00
Student Support (snacks, bus-fare)	\$5,000.00
Materials	\$10,000.00
Expenses and travel	\$10,000.00
<b>Total Non-Personnel</b>	<b>\$55,000.00</b>
<b>Total Project</b>	<b>\$186,250.00</b>

Note: Facilities will be an in-kind contribution.

## *Conclusion*

As noted in *The State of African-American Youth in Metropolitan Louisville* (2002):

One of the specific dangers inherent in the growing isolation of some segments of the local African American community is that the many complex adjustments made to live under the often deprived and unnatural conditions can produce a “group” culture with behavioral and attitudinal norms that differ both from the mainstream of American—and African American—culture. These differences can all-too-often be termed deviant and, once so defined, such differences can all-too-easily be criminalized. Young African Americans, as noted, have a long history of being viewed as “suspect” simply because they are young and black, particularly if they are young, black and male. Being “suspect”, poor, under-educated, unemployed and idle—many of these young people become “criminals” without having committed any crime. If criminalized—legitimately or not—they are less likely, as noted above, to receive help and more likely to be institutionalized. Once institutionalized, few escape the repeating cycle of jail, release, probation, crime and recidivism.<sup>4</sup>

The Delinquency Prevention Initiative is designed to divert at-risk African-American youth from the path that leads to such a dismal end.

## *References*

1. U. S. Department of Justice, “Minorities in the Juvenile Justice System” (Washington, D.C.: U. S. Department of Justice, 1999) in Randy S. Thomas, *Kentucky Disproportionate Minority Confinement Initiative: Interim Report* (Frankfort, KY: Kentucky Department of Juvenile Justice, 2000): 3.
2. Randy S. Thomas, *Kentucky Disproportionate Minority Confinement Initiative: Interim Report* (Frankfort, KY: Kentucky Department of Juvenile Justice, 2000): i-ii.
3. *Ibid.*, 29.
4. *The State of African-American Youth in Metropolitan Louisville* (Louisville: Louisville Urban League, 2002): 94-95.

# LYON (Louisville Youth Opportunity Network)

An initiative currently operating through Louisville's KentuckianaWorks

## *Purpose*

One of the most important youth employment and education initiatives in this community—the Louisville Youth Opportunity Network (LYON)—was created three years ago with a \$28 million U.S. Department of Labor grant to prepare youth ages 14–21 who live in the Empowerment Zone for future employment. This program, funded through Louisville's KentuckianaWorks, is the most intensive effort ever to reach young people at risk of permanent joblessness, assisting both in-school and out-of-school youth improve their educational and occupational skills as well as providing constant support and long-term follow-up services.

**The State of African-American Youth in Metropolitan Louisville (2002)** recognized the importance of employment to the long-term success of young people in this community. Without the hope of securing a livelihood and opportunities to build careers, many young people see little purpose in committing themselves to pursuing the education and training they need in order to be successful. Many lack role models or individuals to guide them along the paths that lead to self-sufficiency and instead choose to drop out of high school, mark time in underemployment, or soon find their way into trouble.

The purpose of LYON is to reach those youth—particularly the more than 6,000 youth in the Empowerment Zone—and increase their long-term employability. The outcomes for LYON youth are both short term and long term. Short-term goals include assisting youth obtain their GEDs, enrolling youths in short-term occupational and employment skills training, working with youth to obtain after-school or summer jobs and internships. Long-term outcomes include placing youth in post-secondary education and training, such as in college or in occupational skills training, and in long-term employment, or employment that leads to a career.

The purpose of this proposal is to initiate planning for the long-term sustainability of the LYON initiative. The original federal grant that funded this initiative provides funding for up to five years. LYON is now in its third year and plans must begin to insure that the seeds of this youth development system in the community is given the chance to continue and to serve the youth that desperately need these opportunities.

## *Structure and Plan of Operations*

The Louisville Urban League, which currently operates the LYON centers, as well as the other community partners involved in this initiative—including the YMCA, Jefferson County Public Schools, TARC, Metro United Way and many other public, private and nonprofit entities—truly hope to create a lasting infrastructure for youth development and employment that lasts well beyond the grant period.

Currently, LYON provides an array of services from two sites located within the Empowerment Zone. The largest center is located in the old Male High School facility and offers a gym, auditorium, several classrooms and meeting rooms. The second location is in the Lyles Mall on Broadway in the heart of the West End and is co-located with several business and social service agencies. Both centers have state of the art computer labs with many learning tools and informational resources.

Services provided at the LYON centers include, but are not limited to:

- Outreach, intake and orientation
- Initial assessments of skill levels, aptitudes, abilities and need for support services
- Case management and the development of Individual Service Plans
- Employability Skills training; occupational training; short-term pre-vocational skills, resume preparation; job search and placement services; subsidized and unsubsidized employment; summer employment;
- On-site GED classes, tutoring, study skills training and dropout prevention strategies;
- Resource and computer labs;
- Social clubs, mentoring, free public transit, day care support, rental and other housing assistance;
- Age-appropriate organized sports and recreation; internships and apprenticeships; cultural activities; and,
- Follow-up services for a minimum of two years.

In addition to the education and employment services, LYON also provides ongoing supportive services to help youth stay engaged as they work to complete their education and training, whether that includes continuing into college or re-engaging in education, completing their GED, or pursuing technical training. In addition to the education and occupational activities, LYON also offers cultural and recreational activities so that youths will have a well-rounded experience. Life skills, mentoring, peer-to-peer activities, and many other opportunities are made available by the program to help youth

develop the skills necessary to be self sufficient and ready for tomorrow's workforce.

To be eligible for participation in LYON, youth:

- Must be ages 14–21;
- Live in the Louisville Empowerment Zone;
- Must complete the application process; and,
- Must complete required hourly components in activities each month.

### *Implementation Timeline*

The LYON project is currently under full implementation. However the formation and implementation of a Sustainability Committee to pursue the continuation of this initiative is as follows:

LYON Project Director in cooperation with the KentuckianaWorks Board seeks nominations of up to 15 individuals from the Louisville community to participate on the LYON Sustainability Committee by May 2003.

- Selection of Sustainability Committee is made and participants notified by June 2003.
- Sustainability Committee is charged to meet at least monthly to develop recommendations beginning in August 2003.
- Sustainability Committee meets every other month from August 2003 through April 2004.
- Sustainability Committee presents preliminary report and recommendations for sustainability of LYON initiative by May 2004.
- Sustainability Committee works to secure the implement those recommendations by December 2004.

### *Resources Needed*

Ultimately, the LYON initiative will require from between \$3–4 million annually to sustain the project in its current formulation. Before waiting until the final year of grant funds, however, it is recommended that resources be secured along the way to offset expenses and to expand and supplement current program offerings.

Support for the actual Sustainability Committee, however, is outlined below:

***Budget Summary***  
***LYON***  
***Sustainability Planning Project***

<b><i>Item</i></b>	<b><i>Cost</i></b>
Committee Facilitator (part-time)	\$ 10,000.00
Copies:	\$500.00
Mailings:	\$500.00
Report production:	\$300.00
<b>Total</b>	<b>\$11,300.00</b>

***Estimated LYON Project Budget***

<b><i>Cost Category</i></b>	<b><i>Cost</i></b>
Administration	\$350,000.00
Personnel	\$1,800,000.00
Facilities & Operations	\$425,000.00
Outside Contractors (recreation, educational services, etc.)	\$950,000.00
<b>Total</b>	<b>\$3,500,000.00</b>

***Program Evaluation***

The LYON project is evaluated quarterly and annually by the U.S. Department of Labor using an detailed set of outcome measures designed to measure the effectiveness of this initiative both for in-school and out-of-school youth. The program is expected to meet performance measures established by the Department of Labor or risk funding cuts or limitations.

# COORDINATION, CONSOLIDATION AND COLLABORATION

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Each of the Action Plans presented above represents both a response to one of the major recommendations of **The State of African-American Youth** and a “tool” that can be applied to addressing the issue(s) that prompted each recommendation. In their totality, these Action Plans are the constitutive elements of a comprehensive Plan aimed at improving significantly the lives and life chances of African-American youth in Greater Louisville. In this respect, this overall Action Plan is a “tool-kit”, a set of tools that can be used singly, or in various combinations, or altogether. The next phase must focus on implementation, i.e., applying these tools to the “jobs” for which they were created.

Because these Plans are replicable, our intent is that they be used both as separate tools, i.e., as programs offered by a broad spectrum of community organizations and agencies—and as a complete tool-kit, i.e., as one consolidated “master program” comprised of at least one iteration of each Action Plan. While each Action Plan was designed with its own administrative, service delivery, monitoring and evaluation infrastructure, a large and complex consolidated program will require the creation of a superstructure for the management and coordination of its many interdependent programs. This structure will be established as follows:

- The current partnership between the Louisville Urban League, the Lincoln Foundation will be extended, with the Jefferson County Schools becoming a fourth partner.
- If appropriate, this partnership will be formalized legally to permit the receipt and disbursement of funds.
- Either the Louisville Urban League or the Lincoln Foundation will serve as the fiscal agent for most community-based components of the Project and will provide space to house its central office staff. Community-based components dependent on in-kind contributions of host organizations (e.g., the Girl Scouts of America) will be based in those organizations, but will be coordinated with the overall effort.
- The University of Louisville and the Jefferson County Public Schools will serve as the fiscal agents for the institutionally-based components of the Project, i.e., those dependent on in-kind contributions of institutional resources and personnel.
- The chief administrative officer of each partner, or his/her designee, will serve on a five-member State of African-American Youth Implementation

Plan Advisory Committee (or Board)—with the Mayor of Greater Louisville, or his/her designee, as the fifth member.

- The Advisory Board will oversee—and may, through the partner institutions, appoint or “donate” staff to administer—the consolidated superstructure described below.

### *Organization, Staffing and Resource Needs*

The consolidated master program will be administered by an Executive Director, with an advanced degree in education or a social services fields and significant related professional experience. The Executive Director will be supported by an Administrative Assistant and a Secretary. Additional funds will be budgeted for operating expenses, consultants, and on-going research and evaluation.

The consolidated program will consist of three interdependent community-based components: Education, Community-building and Leadership Development, and Social Development. Each component will either house, or coordinate with a host organization or institution, all or part of one of the programs proposed in the Action Plans presented above. The consolidated structure will also include University-based and JCPS components for those programs designed to use significant in-kind contributions of University or JCPS staff, facilities and other resources. This overall structure will be organized as follows:

#### **Education**

The Education component of the consolidated program will house the two key community-based action plans related to education:

- the central office, two Elementary School Centers, two Middle School Centers and one High School Centers of the Community Learning Center Network; and
- the entire Center for Effective Teaching and Learning.

The Education component will coordinate its work with the Lincoln Foundation Developing Parent Power program, the JCPS Diversity Professional Development Program, and the University of Louisville Future Scholars Program and the Pan-African Studies Institute for Teachers (see below)—and any satellite programs based on these Action Plans that may be implemented independently by any individual, institution, group or agency.

#### **Community-building and Leadership Development**

The Community-building and Leadership Development component will house

the following social and cultural enrichment, and leadership development and delinquency prevention programs:

- one entire Saturday Academy program;
- the entire E.S.S.E.N.C.E. program and its companion program for African-American males;
- the entire WHEN YOUTH SPEAK FOR THEMSELVES program;
- the entire Muhammad Ali Youth Corps program; and
- the entire Delinquency Prevention Initiative.

The Community-building and Leadership Development component will coordinate its work with any satellite programs based on these Action Plans that may be implemented independently by any individual, group or agency.

### **Social Development**

The Social Development component will house the following sexuality education programs for adolescents and their parents:

- one entire H.E.L.P.P. Teams program; and
- the entire TNT program.

The Social Development component will coordinate its work with the Girls Scouts of America Know Girls Say No program—and any satellite programs based on these Action Plans that may be implemented independently by any individual, group or agency.

The consolidated program will include three other components housed outside its administrative structure due to their partial (or total, in the case of JCPS) dependence on in-kind contributions from their host organizations. Given their centrality to the overall Action Plan, these programs will be part, however, of the same fund-raising efforts.

#### *Community Partner Programs*

- Developing Parent Power, sponsored by the Lincoln Foundation; and
- Know Girls Say No, sponsored by the Girls Scouts of America.

#### *University Partner Programs*

- the Future Scholars Program; and
- the Pan-African Studies Institute for Teachers.

#### *JCPS Partner Programs*

- the JCPS Diversity Professional Development Program.
- LYON (Louisville Youth Opportunity Network)

## *Project Duration*

It is anticipated that the full program will operate for at least five years. Continuation will be determined based on the rate of improvement in the target problem domains.

## *Implementation Time-Line*

The master program will be implemented in accordance to the time-line presented below. It is assumed that the implementation timetables in each Action Plan will be followed in the implementation of each component or partner program.

January 2003	Appoint Advisory Committee
February 2003	Hire Executive Director
March 2003	Hire remaining Central Office staff
March 2003–August 2003	Initial implementation of selected programs; staff selection and training; site identification and preliminary stages of implementation of remaining programs.
September 2003	Full implementation, all programs.
May 2004	Comprehensive evaluation
July 2004–June 2008	Cycle repeats

## *Budget*

Budgetary resources required for the entire consolidated program are outlined below.

### *State of African-American Youth Action Plan Consolidated Program Annual Budget*

<i>Item</i>	<i>Cost</i>
<i>I. Administration</i>	
Executive Director	\$75,000.00
Administrative Assistant	\$30,000.00
Secretary	\$20,000.00
Personnel	\$125,000.00
Fringe Benefits (25%)	\$31,250.00
<b>Total Personnel</b>	<b>\$156,250.00</b>
Consultants	\$10,000.00
Research and Evaluation	\$10,000.00
Operating Expenses	\$10,000.00

Travel	\$10,000.00
<b>Total Non-Personnel</b>	<b>\$40,000.00</b>
<b>Total Central Administration</b>	<b>\$196,250.00</b>
<i>II. Education and Employment</i>	
Learning Center Network (partial implementation)	
Central Office	\$190,000.00
2 Elementary School Centers	\$315,000.00
2 Middle School Centers	\$315,000.00
1 High School Center	\$103,750.00
<b>Total</b>	<b>\$924,350.00</b>
Center for Effective Teaching and Learning (full implementation)	<b>\$250,000.00</b>
LYON	<b>\$3,500,000.00</b>
<b>Total Education</b>	<b>\$3,674,350.00</b>
<i>III. Community-building and Leadership Development,</i>	
Saturday Academy (one complete program)	\$67,500.00
E.S.S.E.N.C.E. (one complete program)	\$94,200.00
WHEN YOUTH SPEAK FOR THEMSELVES (full implementation)	\$56,540.00
Muhammad Ali Youth Corps (full implementation)	\$91,020.00
Delinquency Prevention Initiative (one complete program)	\$186,250.00
<b>Total Community-building and Leadership Development</b>	<b>\$495,510.00</b>
<i>IV. Social Development</i>	
H.E.L.P.P. Teams (one complete program)	\$253,000.00
TNT (complete program)	\$100,000.00
<b>Total Social Development</b>	<b>\$353,000.00</b>
<i>V. Community Partner Programs (Funding Needed)</i>	
Developing Parent Power (Lincoln Foundation)	\$13,150.00
Know Girls Say No (Girl Scouts of America)	\$38,700.00
<b>Total Community Partner Programs</b>	<b>\$51,850.00</b>
<i>V. University Partner Programs (Funding Needed)</i>	
Future Scholars Program (partial implementation, one campus)	\$194,500.00
Pan-African Studies Institute for Teachers (partial implementation, one campus)	\$121,250.00

<b>Total University Partner Programs</b>	<b>\$315,750.00</b>
<i>VI. JCPS Partner Programs</i>	
Diversity Professional Development	\$1,080,000.00
<b>Total JCPS Partner Programs</b>	<b>\$1,080,000.00</b>

*Consolidated Program Annual Budget Summary*

<b>Total Central Administration</b>	<b>\$196,250.00</b>
<b>Total Education</b>	<b>\$3,174,350.00</b>
<b>Total Community-building and Leadership Development</b>	<b>\$495,510.00</b>
<b>Total Social Development</b>	<b>\$353,000.00</b>
<b>Total Community Partner Programs</b>	<b>\$51,850.00</b>
<b>Total University Partner Programs</b>	<b>\$315,750.00</b>
<b>Total JCPS Partner Programs</b>	<b>\$1,080,000.00</b>
<b>Total Consolidated Program</b>	<b>\$6,666,710.00</b>

As depicted in the organizational chart outlined on the following page, this consolidated superstructure itself will be organized as three major components, with the programs proposed herein grouped together based on their similarity of emphasis.

## Conclusion

The tools and capacities created through this collaboration can achieve a great deal in the realm of research, action plan development and eventual program evaluation. However, identifying problems and designing strategies can be a sterile intellectual exercise unless needed policy changes are made and adequate funds can be secured to underwrite actual programs. In other words, developing a Plan—much as conducting a study—is not an end in itself. As noted in the Report (p. 79):

There can be no meaningful and lasting improvement in the lives and life chances of African-American youth unless the larger scale inequalities between African Americans and whites are addressed in this metropolitan area. There is no historical or scientific evidence that these inequalities are “caused” by any innate differences in ability or by any learned differences in culture. In other words, change is possible. However, no constructive action(s) can be conceived or undertaken unless the local community first admits there is a problem and that it is a community problem—not merely an African American problem.

Much as Action Plan development was the “next step” following the identification of the most urgent problems confronting African-American youth

*State of African-American Youth Action Plan*

Consolidated Program Organizational Chart

Implementation Plan Advisory Committee

Central Administration

<b>Education/Employment</b>	<b>Community-building and Leadership Development</b>	<b>Social Development</b>
Community Learning Network	The Saturday Academy	Know Girls Say No
Parent Power*	The Muhammad Ali Peace Corps	H.E.L.P.P. Teams
The Future Scholars Program	When Youth Speak for Themselves	TNT
Center for Teaching and Learning	E.S.S.E.N.C.E.	
Diversity Professional Development	Delinquency Prevention Initiative	
LYON		
Community Partner Program	University Partner Program	JCPS Partner Program

in the Greater Louisville area, the actual funding and implementation of these plans is the “step” that must now be taken in order to impact these problems proactively and constructively. Taking this step will be the crucial test of community commitment and concern.

# APPENDIX A

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## Recommendations

### *Education*

*Provide a quality education with equity for all students.*

Provide an educational program that raises the achievement levels of all students with emphasis upon narrowing the gap between the achievement levels of African-American students and other students. Implement all recommendations of the Kentucky Department of Education Minority Achievement Task Force (Fall 2000):

District Level—Systematically eliminate/replace lower lever courses and tracking with more challenging curricula and supporting academic resources for students; ensure the adoption of non-bias textbooks (some written about and by various people of color).

School/Administrative Role—teacher evaluation forms should include category for assessing teacher attitude toward diverse learners (this form of bias identification will require training for some administrators); become more visible; follow-up on complaints of parents, students and other teachers concerning teacher effectiveness...establish consequences/hold teachers accountable. Alternate time of parent/teacher conferences as to allow for caregivers who work different shifts

Teacher Role—A non-negotiable for all students to experience academic success is for teachers to have high expectations for all students. This will require pedagogical retooling, change management training and prejudice reduction workshops for many.

Parent Role—Demand excellence. Call/visit the school with questions concerning your child; join a support group such as PTA; get involved in SBDM; attend district sponsored Parent Universities and Parent Involvement Workshops sponsored by the LUL to learn how to get involved.

Promote and encourage the use of effective and innovative instructional strategies throughout the District that ensure culturally relevant and socially responsive teaching in the classrooms

District Level—adopt requirements for continuing education in diversity as part of requirement for continuous employment and new hires. Partner with university teacher education programs and sponsor Diversity Institutes for Professional Development and continuing education credit.

A measure was passed by the legislature and signed by Governor Paul E. Patton that allocated \$24 million for professional development programs, concentrating on middle school teachers. To that end, JCPS should step up its fifteen year-old commitment to hiring minority teachers (1985 Minority Teacher Recruitment Program).

Initiate a major and sustained effort to increase the number of educators of color.

Provide a staff development program that prepares all staff to work successfully with all students regardless of ethnic, cultural or socio-economic backgrounds:

School Level—Designate those “free” PD hours for training in multicultural educational, conflict resolution strategies, learning styles, multiple intelligences and authentic assessment techniques.

### ***Sexual Behavior and Health***

Develop peer education programs that utilize younger adults or teens living with STI’s or HIV, as well as teen parents, to discuss with peers the effects of STI’s, HIV, and teen pregnancy on their lives.

Develop educational programs for parents of teens that emphasize how to discuss openly sexual issues, sexual values, contraception, sexually transmitted diseases, relationships and family life issues; part of this curriculum needs to include helping adult men develop positive communication patterns with teens, especially daughters.

#### ***Emphasize the importance of condoms for lowering risks of STI’s and HIV.***

Develop confidential, adult-facilitated support groups, where teens are provided the opportunity to discuss questions, concerns, and experiences informally and explore ways to manage sexual pressures through the open exchange of information. The role of the adult should be to facilitate communication among teens so that coping strategies are shared and accurate information can be provided.

Develop confidential, facilitated support groups for parents of teens wherein they are provided opportunities to informally discuss questions, concerns, and experiences and to empower one another (and themselves) regarding ways to openly discuss sexual issues with their children.

## *Recreation*

Young people need “something to do” and, ideally, some menu of age-appropriate activities that are both enjoyable and even educational. An extensive menu of community-based, age-appropriate recreational and social activity programs should be developed in the Louisville metropolitan area.

## *Youth Employment*

The community-based initiatives recommended above should employ, on as large a scale as possible, African-American youth themselves (14-24 years of age). Such programs should be supported by a combination of public and private funds, and would be used to staff community centers, community social service agencies and civil rights organizations, extended school programs, services for seniors and pre-schoolers. The ultimate purpose would be to provide role-models, mentoring and alternative sources of income.

## *Juvenile Justice, Crime and Delinquency Prevention*

Along with the programs outlined above, specific initiatives should be developed and implemented to address juvenile crime, delinquency and drug-use. The emphasis should be on justice, prevention and diversion.

The local community—through its elected civic, business, educational and religious leaders must support a thorough restructuring of the local police department and criminal justice system. This process must include:

- on-going diversity training for police and officials of the justice system;
- accountability standards that “make sense” to all segments of the community;
- creation of a viable civilian review board;
- treating juveniles as juveniles;
- education and work programs for young offenders; and
- expanded drug education and treatment, as needed.

## *Community Support Structure*

Identify organizations in the community capable of dealing with the educational under-achievement of young black youth, particularly young black men in the City of Louisville, and work with them to strengthen and build their work programs.

Develop and implement community-based weekend and after school programs both to promote cultural education and to supplement enrich the quality of instruction received by African-American youth in the local public and private schools.

Develop and implement through local colleges and universities a network of “talent identification” and “talent development” programs for African American elementary, middle and high school students. These programs would link youth with older students and university faculty and staff—for the purpose of mentoring and preparing youth for higher education.

Implement a modest increase in City/County taxes to create a “community fund” to support such initiatives. The community cannot get “something for nothing” and, as Frederick Douglass stated in 1857: “Men may not get all they pay for in this life, but they must certainly pay for all they get.”

### ***On-Going Research and Monitoring***

Finally, there is a compelling need for on-going monitoring and research. Future studies should build on and extend the base established by this preliminary investigation. Such studies should monitor changes in crucial indicators and focus, perhaps, more narrowly—for example, on juvenile crime and justice issues, employment, poverty, sexuality, education and other appropriate topics. More specifically:

Establish and maintain an improved database that is original to and focused on minority communities in Louisville, especially West Louisville.

Improve coordination of efforts among organizations in Louisville in the area of research and program development.

Further investigations should be conducted on the question of Youth Education to determine the risk factors linked to the educational attainment of black youth. In particular, the following areas need further examination:

- Why are there not more young black youth attending and graduating from high school and college?
- Are young black men at risk given that 26.0 percent are without a high school diploma compared to young 19.4 percent of young black women and what are some of the social and economic consequences associated with this gender disparity?

Further investigations should be conducted on Youth Employment to determine in what activities the 80 percent of black youth (19–24 years) who are not enrolled in any school and who live in the City of Louisville are otherwise engaged? In particular, the following areas need further examination:

- In what activities are the 50 percent of black youth (19–24 years) who are not employed and who live in the City of Louisville otherwise engaged?

- What type of economic activities and opportunities are available to the 22 percent of the black youth (19–24 years) who do not have a high school diploma?
- What type of economic activities and opportunities are available to the 39 percent of black youth (19–24 years) who have a high school diploma but no college experience?

Further investigations should be conducted on Youth and Poverty to determine what factors contribute to 45-48 percent of the black youth in Louisville living below the poverty line of Kentucky? In particular, the following areas need further examination:

- Why do more young black women (53.4 percent) between the ages of 19-24 live below the poverty line compared to young black men (34.8 percent) in the same age range? Is there an association between age, gender and poverty?

# APPENDIX B

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## State of African-American Youth Implementation Project Proposal

A Collaboration Between The Louisville Urban League And The University of Louisville—May 2002

### *Background*

The *State of African-American Youth in Metropolitan Louisville* report, commissioned by the Urban League and published in March 2002, examined both the objective forces (historical, economic and social) shaping the lives of African-American youth in Greater Louisville and how those same young African Americans perceived their circumstances. The Report, painted a complex and multi-layered picture—many parts of which were extremely bleak—and identified numerous areas requiring action and further study. The entire Report is available at: <http://www.lul.org/StateofAfricanAmericanYouth.htm>

The Report (pp. 81-83) yielded twenty-five (25) specific recommendations, some narrow and some broad, with programmatic implications (see Appendix): six (6) related to “Education”; five (5) related to “Sexual Behavior and Health”; one (1) broad recommendation related to “Recreation”; one (1) broad recommendation related to “Youth Employment”; six (6) related to “Juvenile Justice; five (5) related to “Community Support Structures”; and one (1) broad recommendation related to “On-going Research and Monitoring.”

Describing these forces and their consequences was a critically important first step. Designing initiatives to improve the conditions of life for young African Americans is an even more important next step. Moving these ideas from paper to practice is the task before us now.

### *Implementation Project: Proposal*

Given both the magnitude and the urgency of this task, a unique set of tools and capacities must be created. To this end, the University of Louisville and the Louisville Urban League have agreed to collaborate on the development of a series of action plans to implement the recommendations presented in the Report. Three interactive components will be created and operationalized for this purpose:

4. An **Action Plan Development Advisory Committee** will oversee the various facets of the Implementation Project. Membership will be limited to a maximum of ten (10) people. Members will be drawn from the University Partnerships for Urban Development (UPUD) board, supplemented as needed by additional University and community representatives. This body will also serve in an advisory capacity to the President of the University of Louisville and the President and CEO of the Louisville Urban League. Dr. J. Blaine Hudson, Chair of the Department of Pan-African Studies and Associate Dean of the College of Arts and Sciences, contributed to and coordinated the preparation of the Report. Dr. Hudson will chair the Action Plan Development Advisory Committee and will direct the Implementation Project.
5. An **Action Plan Development Team** will conduct the research and develop the proposals needed to translate each recommendation into a concise, but concrete and complete action plan. It is expected that at least one action plan per section of the Report will be developed by September 1, 2002—with the complete package by June 30, 2003. The Center for Social and Educational Policy Research, a partnership between the Department of Pan-African Studies and the Lincoln Foundation, Inc., will oversee the work of teams of consultants in the development of these action plans. To achieve the goals of this project, the Louisville Urban League will become a third partner in the Center.
6. A **Research and Evaluation Team** will conduct a major research project at least once every two years—and will evaluate the outcomes of the various action plans. Once again, these projects will be coordinated through the Center under the direction of the Advisory Committee.

The effectiveness of this model will depend on the synergistic effects of all components working together, in different ways, toward common objectives.

### *Human and Budgetary Resources*

The resources needed to implement this Project will combine the use of volunteers, in-kind contributions and actual funds from the University and the Urban League. The following two-year budget is proposed for 2002–2004.

#### *Year 1 (2002–2003)*

<i>In-Kind</i>	<i>Needed</i>	<i>Total</i>
<i>Action Plan Development Committee:</i>		
Staff (.20 F.T.E.)	\$10,000.00 <sup>1</sup>	\$10,000.00
Clerical (.20 F.T.E.)	\$5,000.00 <sup>1</sup>	\$5,000.00
<i>Action Plan Development Team:</i>		
Consultants, materials	\$20,000.00 <sup>4</sup>	\$20,000.00
Grad. Research Assistant	\$20,000.00 <sup>3</sup>	\$20,000.00

<i>In-Kind</i>	<i>Needed</i>	<i>Total</i>
<i>Research and Evaluation Team</i>		
Consultants, materials	\$20,000.00 <sup>3</sup>	\$20,000.00
<b>Total</b>	<b>\$35,000.00<sup>1</sup></b>	<b>\$40,000.00</b>
		\$75,000.00

***Year 2 (2003–2004)***

<i>In-Kind</i>	<i>Needed</i>	<i>Total</i>
<i>Action Plan Development Committee:</i>		
Staff (.20 F.T.E.)	\$10,000.00 <sup>1</sup>	\$10,000.00
Clerical (.20 F.T.E.)	\$5,000.00 <sup>1</sup>	\$5,000.00
<i>Action Plan Development Team:</i>		
Consultants, materials	\$5,000.00 <sup>4</sup>	\$5,000.00
Grad. Research Assistant	\$20,000.00 <sup>3</sup>	\$20,000.00
<i>Research and Evaluation Team</i>		
Consultants, materials	\$20,000.00 <sup>3</sup>	\$20,000.00
<b>Total</b>	<b>\$35,000.00<sup>1</sup></b>	<b>\$25,000.00</b>
		\$60,000.00

1 University of Louisville in-kind; 2 Urban League in-kind; 3 University contribution; 4 Urban League contribution

The University will provide, furnish and equip suitable office facilities for the Project. Ideally, staff support and the graduate research assistant will be in-kind University contributions as well, although with real dollar values reflected above. However, actual funds will be needed for materials and to support the use of consultants. As indicated in this budget outline, funds for action plan development will be concentrated in 2002-2003 while funds to support on-going research will be budgeted at the same level in both years.

Beyond 2002-2003, the Project will continue with a primary focus on research and program/ policy evaluation. Further, it is anticipated that the endowed chair in Pan-African Studies and some funds from the Community Trust—both key elements of the Our Highest Potential fundraising effort—will be devoted to the continuation of this effort.

***Evaluation***

The Project will be evaluated in Year 2 using criteria established by the University Partnerships for Urban Development board, the President of the University and the President and CEO of the Urban League. The continuation of this collaboration through another multi-year cycle will be based on that evaluation.

## *Conclusion*

The tools and capacities created through this collaboration can achieve a great deal in the realm of research, action plan development and eventual program evaluation. However, identifying problems and designing strategies can be a sterile intellectual exercise unless needed policy changes are made and adequate funds can be secured to underwrite actual programs. In other words, developing a Plan—much as conducting a study—is not an end in itself. As noted in the Report (p. 79):

There can be no meaningful and lasting improvement in the lives and life chances of African-American youth unless the larger scale inequalities between African Americans and whites are addressed in this metropolitan area. There is no historical or scientific evidence that these inequalities are “caused” by any innate differences in ability or by any learned differences in culture. In other words, change is possible. However, no constructive action(s) can be conceived or undertaken unless the local community first admits there is a problem and that it is a community problem—not merely an African American problem.

The State of African-American Youth Report identified the origins, dimensions and current manifestations of the problem. This project is the next step.

*Jbh*  
05/24/02

# APPENDIX C

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## *Action Plan Development Advisory Committee Roster*

### **Dr. J. Blaine Hudson**

Committee Chair and Implementation  
Project Coordinator  
Chairman, Pan African Studies Department  
University of Louisville

### **Mervin Aubespain**

Retired  
Former Associate Editor  
Courier-Journal/Newspaper

### **Steve Langford**

General Manager  
WAVE TV-3

### **Dr. Bernard Minnis**

Assistant Superintendent  
Jefferson County Public School System

### **Alma Pittman**

Vice President  
Winston Pittman Enterprises

### **Dr. Sam Robinson**

Executive In Residence  
Bellarmine University

### **Shaka Zulu**

Louisville NAACP

## *Ex Officio Members*

### **Alan Benson**

Coordinator, Campaign for  
African-American Achievement  
Louisville Urban League

### **Daniel Hall**

Vice President for University Relations  
University of Louisville

### **Dr. Mordean Taylor-Archer**

Vice Provost for Diversity &  
Equal Opportunity  
University of Louisville

### **Darrell Aniton**

Director  
Office of Youth Development  
City of Louisville

### **Dr. Beverly Gaines**

Beverly Gaines & Associates,  
MD PSC

### **Dr. Bruce Lavant**

Vice President  
Lincoln Foundation

### **Gerald Neal**

State Senator

### **Georgia Davis Powers**

Former State Senator

### **Debra Stallworth**

Parent/Civic Leader

### **Benjamin K. Richmond**

President and CEO  
Louisville Urban League

### **Dr. Carole Cobb, Ph.D.**

Cobb and Associates

### **Kevin Wigginton**

Director of Youth Services  
Louisville Urban League

# APPENDIX D

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## State of African-American Youth Implementation Project: Action Plan Development Guidelines

To insure a reasonable degree of uniformity, all action plans or program proposals developed for this Implementation Project should follow this outline.

- I. Purpose or Rationale (must reference the appropriate section of **The State of African-American Youth in Metropolitan Louisville** report).
- II. Program Description (must include target population, numbers, location, etc.)
- III. Plan of Operations (including time-line).
- IV. Resources Needed (staffing and qualifications of staff, facilities, budget narrative).
- V. Detailed Budget
- VI. Evaluation Plan

Program proposals should not exceed twenty-five (25) pages in length.

The due date for Phase I action plans/proposals is September 15, 2002. The due date for Phase II action plans/proposals is April 15, 2003.

Each action plan or proposal should be a well-researched and well-conceived model designed to address a particular concern identified in **The State of African-American Youth in Metropolitan Louisville** report. These models may require some reformulation to meet the requirements of various potential funding sources. However, if the models are conceptually “complete”, such reformulation will be essentially an editorial exercise.

All Consultants will be compensated for the development of usable plans and program models. Fees for professional services will range from \$500 to \$1,000 per complete proposal, depending on the complexity of the task.



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